



***FAMILIES FIRST EDMONTON:
PUTTING THE RESEARCH TO WORK
IN 2010-2012***

Project Charter/Plan

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FAMILIES FIRST - PUTTING THE RESEARCH TO WORK - 2010 TO 2012

VISION

Stronger families through strengthened service delivery, supportive policies, and sound research.

MISSION

To improve the well being of low-income families and their children through innovative service delivery, applied research, and well-informed public policy.

PRINCIPLES - Decisions and actions are guided by these principles.

Operating Principles

Accountability

That the project has clear roles and responsibilities of the various committees, delineating the work as described in the project charter and work plan.

Effective Communication

That communication is clear, information is timely and partners tolerate ambiguity as they implement the plan and work towards solutions.

Trust and Respect

That partners demonstrate respect for each other's unique roles and organization's mandates while promoting a climate of trust, openness, collaboration and support for the project.

Integrity

That partners value the integrity of the research and support the balance between research and innovative service delivery approaches.

Recognition

That partners celebrate their successes and accomplishments throughout the project.

Ethical

That partners demonstrate ethical and positive regard for project clients, including being clear about and honouring the boundaries of confidentiality. Information collection is consistent with FOIP legislation and the Health Information Act.

Knowledge Application Principles

Practical

That knowledge application products and activities tied to study data be translated into plain language and be useful for partners, community service providers, policy makers and decision makers.

Integrated Services

That the partners effectively collaborate to ensure seamless and integrated service approaches and solutions for families.

Family Centred

That efforts to strengthen service delivery and supportive policies promote an asset approach that recognizes the strengths within these families and reinforces families telling their stories only once.

Capacity Building

That the knowledge application plan and its activities link to and support the capacity of other initiatives and efforts working towards integrated services that benefit families.

PUTTING THE RESEARCH TO WORK

BACKGROUND

Families First Edmonton Research Project – 2006-2012

Families First Edmonton (FFE) is a ground breaking, \$10 million, six year community- based collaborative research project that arose out of a shared desire to find a better way to deliver existing services to families with low incomes. The research project is based on the hypothesis that a coordinated, targeted and proactive intervention in families with low incomes may lead to healthier, happier, more successful families. This in turn could lead to reduced reliance on social and health services and stronger communities.

Recruitment began in 2006 and two years of effort resulted in successful recruitment of 1167 low-income families as volunteer participants. Involved families had no impacts on any other benefits or services they receive. Each family receives up to two years of service delivery and this part of the research was completed in June 2009.

Researchers will continue to follow families periodically during 2010 and 2011 to track their progress and determine impacts of their participation over time. Data collection will be complete in 2011 with final results to be released in 2012.

Families First - Putting the Research to Work Project – 2010 – 2012

The Families First Edmonton (FFE) Research Project partners expressed an interest in sharing learnings and working together to implement obvious improvements as identified during the research project. This interest is a continuation of the preliminary sharing that started during the research study's implementation phase. To date those efforts have been somewhat ad hoc, and so there is an opportunity to undertake a more formalized plan to coordinate and lead efforts for change. Community partners, especially, see this kind of collaboration as being important to 2012 and beyond.

Although the research study itself will not be completed until 2012, there are already a number of learnings and improvements that can be adopted by the partners. What makes the knowledge unique is that it's drawn from a study with a rigorous research design and commitment to careful measurement and analysis of impacts and differences on participating families. How best to transfer this knowledge gained through the project so far into action?

Knowledge transfer is a key strategy to enabling the Families First Edmonton Mission to 'improve the well-being of low-income families and their children through innovative service delivery, applied research and well-informed public policy.'

Putting the Research to Work during 2010 and 2011 can retain partner and community interest, sustain the relationships built over time and ensure the relevance of Families First Edmonton. This will not only lay the foundation for the application of the research findings when complete, but also will allow the partners to realize the full value of their investments by putting research into action today.

PROJECT DEFINITION

Project Description

Families First - Putting the Research to Work is a two year project beginning in 2010 that takes a proactive approach to Knowledge Transfer for Action.

For the purposes of this project, Knowledge Transfer is defined as a dynamic process of sharing information and interacting with partners to evolve ideas and concepts that results in coordinated and effective service changes based on the FFE research.

The plan gathers a group of committed partners to understand the interim data, develop products, processes, procedures and links, and undertake strategies within their organizations, and then between organizations. Coordinated action is taken.

Committed partners will take a two stage approach:

2010 – Focus is on knowledge transfer for action within each participating organization.

2011 – Then, focus is on knowledge transfer for action between participating organizations.

In addition, a Communications Plan identifies primary and secondary audiences to promote general awareness of the value of the FFE data and project activities and progress as well as service improvements.

An updated Communications Plan and materials provide all partners and others involved in this project with consistent key messages for effective communication to a range of audiences. A Communication Plan supports the Knowledge Transfer activities.

Two Knowledge Facilitators, one from each of the each of the Project Co-lead organizations are required to oversee and co-facilitate the project. They will be the key contacts in this project until the end of 2011.

In regards to the research study, the original FFE Research Project Charter 2003 still guides the roles and responsibilities of Steering Committee and Research for the reporting of findings, and development of strategies with partners based on the research findings. Strategy development based on the final results will build on the knowledge transfer for action project and its' activities. However, new strategies may be required for 2012.

Project Constraints

It is understood that the priority for funding and resources is the completion of the FFE research, and that funds available for the Knowledge Transfer Project will be provided when the research is fully funded to completion

Project Outcomes, Objectives, Evaluation, Deliverables

Outcomes (Impacts)

- Ability to influence decision making for service delivery improvements and supportive policies to benefit families with low incomes.
- Increased capacity for shared resources and information to address barriers.
- Finding innovative ways for organizations to work together.

Objectives

- To use the research findings effectively to improve access to services by low-income families.
- To create an enabling environment for policy improvements and links across systems that breaks down barriers and improves access to services for low-income families.
- To create a data lab/bank of knowledge whereby agencies and organizations can request analyses and find answers to program and policy questions related to families with low income.
- To model innovative kinds of leadership, personnel, structures, and processes necessary for effective cross sectoral collaborations to deliver services to low income families

Evaluation – Success Indicators

- Four to six organizations participate in the full two-year knowledge transfer for ‘action group’
- Of those ‘action’ organizations, at least half implement new processes and services within their organizations, based on the findings of the research.
- Of those ‘action’ organizations, at least half find common areas in which to improve links or service delivery across systems.
- Awareness of knowledge products by secondary audiences is 50% by 2012.
- Outside organizations make requests of the data lab for custom analyses or answers to their unique questions of interest.

Project Deliverables

- A detailed Communications Plan is completed and materials are available for use by partners and those involved in the project. (May 2010)
- A collaborative, detailed Knowledge Transfer Plan using a template outlines specific primary and secondary audiences, relevant activities and links to existing or future FFE knowledge products. (May 2010)
- Knowledge Products in the Inventory are reviewed, prioritized (tied to schedule of data analyses) and given production target dates and cost estimates (May 2010).
- Project activities, products, impacts and successes are documented and a progress report is provided to steering committee
- A more user friendly and interactive FFE website by end of 2010
- A mechanism and process to collect, prioritize, document and respond to questions of interest related to the data is completed in 2010
- By end of 2010, begin development of a Datalab populated with Outcomes and Practices datasets that allow timely access to custom data analyses.

- Further analysis and knowledge of the organizational structure and formalized working relationships best suited to achieving knowledge transfer for better outcomes for clients and mutual partner goals.

PROJECT APPROACH

Families First now has the opportunity to move forward to take a more coordinated approach to explore service delivery and policy improvements that improve the well-being of low-income families and their children.

Wellesley Institute Roundtable on Advancing Urban Health identified that the most effective intersectoral efforts takes actions at higher levels (federal, provincial) across sectors combined with actions at the local or community level. They also identified the importance of presenting data in a strategic way that tells a story and suggests workable policy and service solutions that reflect the realities of how public policy is made. (Backgrounder, *Delivering Equity: Community Based Models for Access and Integration in Ontario's Health System* by Dr. Michael Rachlis, Nov. 2007)

Knowledge Transfer for Action

This is the rationale for a proactive approach to Knowledge Transfer for Action. In this project, Knowledge Transfer is defined as a dynamic process of sharing information and interacting with partners to evolve ideas and concepts that results in coordinated and effective service changes based on the FFE research.

Barwick et al offers tips for engaging in knowledge translation:

- ❖ *“The transfer of new knowledge is more successful when there is active collaboration and partnership with all stakeholders from the beginning or conceptualization. Passive dissemination is generally ineffective in changing practice*
- ❖ *Knowledge is transferred best when done face-to-face, allowing for communication of tacit knowledge.*
- ❖ *Successful implementation of evidence into practice requires strategizing at multiple levels – the practitioners, the organization, the system, the nature of the evidence and the methods of transfer and implementation.*
- ❖ *A better understanding of practitioners’ attitudes towards evidence-based practice is needed to address skepticism, distrust and resistance – build this into your plan.*
- ❖ *Practitioners need better access to the research base (library resources) as well as venues at which they can share their knowledge with others, including scientists and decision-makers.”* (Barwick M., Lockett D., University of Toronto, The Hospital for Sick Children, Scientist Knowledge Translation Training Manual, Sept. 2009)

Coordinate Action – Two Staged approach

This project gathers a group of committed partners to understand the interim data, develop products, processes, procedures and links, and undertake strategies within their organizations, and then between organizations. Coordinated action is taken using a two staged approach that

first takes action within each participating organization in 2010 and then, between participating organizations in 2011.

Families First Edmonton is unique in its cross sector leadership and collaborative partnership. The project governance structure also reflects these same elements and retains linkages with the larger community service network. The benefits to the project are connected to the roles that community can play in shaping policy and change, such as ... *'monitoring policy developments, building an evidence base, enabling access to existing benefits, improving programs and services, creating new programs or services, reducing barriers and disincentives and monitoring progress'* (Caledon Institute, 'Community Roles in Policy Making' paper by S. Torjman, Jan. 2009).

Nature and Scope of the Knowledge

Families First Edmonton is a longitudinal research project, conducted by researchers at the University of Alberta, to determine whether delivering health, family support and recreation services in a coordinated way can provide better outcomes for low-income families. Families First Edmonton seeks to determine the most cost-effective, and efficient use of resources to proactively assist families.

Data is available from three areas of study within the FFE research project – outcomes, practices and collaboration. Knowledge transfer products and related activities will be based on collaborative analysis and interpretation of interim data from recruitment and service delivery phases of the research. Products that we already know to be of high interest to partners and community are outlined in a Knowledge Products Inventory (see Appendix). This document guides product development.

AWARENESS 2010 -2011

Two Knowledge Co-Facilitators (one each from FFE co-leads' organizations) are required to lead the implementation of the Knowledge Transfer Plan.

These Knowledge Co-Facilitators' *broker or link researchers and decision makers and others, facilitating their interaction so that they are better able to understand each other's goals and professional cultures, influence each other's work, forge new partnerships, and engage in collaborative problem solving.*' (Barwick M., Lockett D., University of Toronto, The Hospital for Sick Children, Scientist Knowledge Translation Training Manual, Sept. 2009)

Knowledge Transfer Audiences

Primary audiences for knowledge transfer include

- Organizations that are invited to participate in the two-stage action group
- Steering Committee members, funders of the research project
- Organizational networks/coalitions with specific social service mandates, such as the Homeless & Housing Commission and REACH Edmonton (community safety)
- Decision makers

- Policy makers
- Researchers

In addition, general awareness about the availability of data sets, inventory, and information should be promoted to secondary audiences, as well as information about project organizations' progress and activities and any service improvements.

Secondary audiences for knowledge transfer include

- Community social, health and recreational organizations not involved in the two stage action group (such as Edmonton Federation of Community Leagues)
- Social issue and advocacy organizations (such as Edmonton Social Planning Council)
- Students in social service, health and recreation
- Media
- Community

This can be achieved through an effective, timely and updated Communications Plan with materials as well as community outreach or learning events.

Additional tools, such as online resources and audio or video clips linked to www.familiesfirstedmonton.ualberta.ca may have relevance.

FINDINGS AND KNOWLEDGE PRODUCTS 2010-2012

Upon receiving the final report from the Researchers in 2012, all data sets will be catalogued in a **Data lab**. Datalab development over time will allow timely access to custom data analysis and speed up responses to community or government driven inquiries.

Datalab Development

Datalab development involves a number of activities, some of which can be undertaken during the course of the knowledge transfer plan project.

One activity is researchers meeting with partners to develop a set of mechanisms that speeds responses to government or community driven enquiries.

Another activity is to populate and maintain two large datasets:

First, the Family Outcome dataset includes 21 databases and 1400 variables that measure ethnic background, labour market attachment, housing, community participation, school achievement, child and family health, and community and recreation participation.

Second, the Program dataset that contains 420 variables and provides information about family strengths, awareness and knowledge of health and social programs, and usage of health and social services. (CUP funding application to HRDC, Social Development Partnerships Program by Laurie Schnirer, March 2009)

Purchase of “packaged” data analysis or “custom” data analysis will help offset the costs of running the data lab. “Packaged” analysis of data will be commonly requested types of data, while “custom” data analysis will be prepared by the research lab to fit specific and unique requirements of an organization.

Knowledge Products

Partners and community expressed interest in certain areas of the data or knowledge in the course of implementing the FFE research study. This led to an inventory or list of tangible products (eg reports, toolkits, models, video) that could be used in a variety of ways, (eg workshops, discussion guides, training) to inform the thinking and practices of different audiences. Some products were completed during study implementation while those that needed further data analysis or were awaiting data to become available (eg baseline or survey data) have yet to be developed.

Status of Knowledge Products (as of Feb. 2010)

- Working Together: Building Successful Partnerships - Report produced 2007
- Enhancing Community Capacity to Engage and Involve Immigrant and Refugee Families: A Model for Inclusive Collaboration – Report produced 2008
- Recreation Resource Bank – internal document of program description produced 2009
- Tool-Kit – Service Delivery of Coordinated Recreation, Health and Social Services – produced Aug 2009; posted on FFE website
- PhotoVoice Project “ *They’re Not Living In Our World*” - DVD due March 30, 2010
- Reaching & Engaging ‘ Hard to Reach’ Families - Model due 2010
- Survey of Research and Providers Recruitment Practices – in development
- Diverse Families - Family Demographic Profiles – due 2010
- Family Use and Cost of Service Assessment Tool – due 2010
- A Model for Integrated Services & Practices – a series of papers due 2010 & 2011

ACTIVITY TIMELINES -2010

Project Task	Responsibility	Target Date
Decision to implement FFE Putting the Research to Work Project	Steering Committee	Feb 2010
2010 funding and resources are secured to implement this project	Steering Committee	Mar 2010
Co-Facilitators are designated for project	E & I Co-Lead City Co-Lead	Feb - Mar 2010
Partners designate staff for: Core Team / Policy and Action Working Group New systems / organizations invited to participate	Steering Committee members	Feb - Mar 2010
Recruitment and invites to service delivery partners for Core Team	Knowledge Co-Facilitators / YMCA	Feb - Mar 2010
Recruitment and invites for Community Learning Network	Knowledge Co-Facilitators/ Quality of Life	Mar 2010
Determine 2010 meeting schedules and venues	Knowledge Co-Facilitators with steering/ all groups / network chair	Mar 2010
Develop orientation package and session for new project members	Knowledge Co-Facilitators	Mar –Apr 2010
Develop Communications plan & materials	Core Team with Communications Expertise	April – May 2010
Photovoice launch event to announce the new project	Steering Committee Core Team with Communications Expertise	Late April 2010
Completion of detailed Knowledge Transfer Template & approval by Steering Committee	Core Team	Apr –May 2010
Plan agenda & schedule first meeting of Community Learning Network	Knowledge Co-Facilitators/ Q of Life Core Team	Apr -May 2010
Production priorities & timelines & cost estimates determined for knowledge products	Core Team	Apr –May 2010
Review Tentative Schedule of Data Analysis & develop target dates	Research and Partners Analysis Group	Apr –May 2010
Develop mechanisms & criteria to prioritize and respond to questions of interest	Research and Partners Analysis Group	Apr – May 2010; ongoing
Develop a Workplan for Datalab development activities	CUP with Research & Partners Analysis Group	May 2010; ongoing
Complete a Work plan for 2010 tasks to carry out knowledge transfer <u>within</u> partner organizations (two staged approach)	Policy & Action Working Group	Apr – May 2010; ongoing
Implementation: Knowledge Transfer activities Knowledge Product development Communications and Awareness	Core Team	May 2010; ongoing
Implementation: Data Analysis & Interpretation Respond to questions of interest Datalab development	Research and Partners Analysis Group	May 2010 & ongoing
Implementation: Priority areas for awareness & knowledge transfer within participating systems; Determine systems' questions of interest related to data	Policy and Action Working Group	May 2010 & ongoing
Determine agenda topics + 2010 meeting schedule	Community Learning Network	May/ June 2010
Implementation: Priority areas for awareness & knowledge transfer within participating systems; Determine systems' questions of interest related to data	Policy and Action Working Group	May 2010 & ongoing
1 st Quarterly Report - Progress Evaluation	All governance structures	June 30, 2010

PROJECT PARTICIPANTS

Governance Structure

The structure for managing this project comprises a Steering Committee (currently in place), Project Core Team, Policy and Action Working Group, Research and Partners Analysis Group, and Community Learning Network.

Steering Committee for the Putting the Research To Work Project is the same decision making body currently in place until completion of the Families First Research Project in 2012.

Knowledge Co-Facilitators

Two Knowledge Facilitators, one each from the FFE Co-Leads organizations lead the project, along with the Project Core Team. Facilitators / brokers are the key contacts who will be knowledgeable about the project and effective spokespersons for the project

Knowledge Facilitators –What do they do?

Knowledge facilitators are used to

‘... manage ongoing liaison and input from the decision maker advisors, look for ways to incorporate new ideas, and helps researchers plan for the dissemination and use of the results. ...They make certain that results are placed in the larger context of the research and decision maker activity and issues....’

‘ ...Identify management and policy issues which research can help to address’

‘ ... Assists to identify appropriate target audiences, the people in those audiences and the opinion leaders, events and vehicles most suitable for reaching them’

‘ ...Assist in developing the format, approach and language most appropriate to the target audience and to make certain that results are placed in the larger context of the research and decision maker activity and issues’

(Barwick M., Lockett D., University of Toronto, The Hospital for Sick Children, Scientist Knowledge Translation Training Manual, Sept. 2009)

Knowledge Facilitator - Key Roles and Skills

- Information and communications – organize, synthesize and exchange information
- Relationships - negotiation, oral / written communications, networking, relationship skills
- Market - promote knowledge transfer, look for and develop opportunities
- Manage a range of activities – team leadership/ working, chairing/ contributing, planning
- Problem solve – resolve problem areas, facilitate solutions
- Leadership – strategic understanding, influencing, advisory, mentoring

(Association for University Research and Industry Links, Continuing Professional Development Framework for Knowledge Transfer Practitioners, *auril* Dec. 2006, www.auril.org.uk)

Project Core Team manages and develops the Knowledge Transfer Plan and its related knowledge products and develops the Communications Plan. A Knowledge Transfer Plan Template (that can be adapted by the team) and the FFE Knowledge Products Inventory will

guide the work of this group (see Appendix). This team also works with a Communications professional to develop an updated Communications Plan and materials for this project.

Members include the two Knowledge Co-Facilitators as co-chairs, who will support the work of this group. Other members include director / manager level from Employment and Immigration, City of Edmonton, CUP Researchers, YMCA of Edmonton and invitations to participate to Multi-Cultural Health Brokers Co-operative, KARA Family Resource Centre, and Bent Arrow Traditional Healing Society.

Policy and Action Working Group is the group of committed partners who undertake the two stage approach to transfer knowledge into action.

2010 – First, the focus is on knowledge transfer for action within each participating organization.
2011 – Then, the focus is on knowledge transfer for action between participating organizations.

This group develops new relationships within / across systems to apply data and identify points for action – whether policy or service improvements. They identify questions of interest related to the data. They participate in data analysis & interpretation as members of the Research and Partners Data Analysis Group.

Both project knowledge co-facilitators co-chair and support the work of this group. Membership is comprised of staff from FFE co-leads and partners' organization and /or from relevant intra or inter governmental initiatives that FFE partners are involved in. Members of this working group are already in positions where their work is directly related to, aligns with or supports improvements in policies, services and processes for delivery of services and programs.

Co-Facilitators are co-chairs. **Membership** includes Employment and Immigration, City of Edmonton, CUP Research, Social Based Assistance Review (SBAR), Alberta Not for Profit Voluntary Sector Initiative (ANSVI), Alberta Health – Edmonton zone, Edmonton and Area Child & Family Services Authority - Region 6. In addition, Edmonton Public Schools and Edmonton Catholic Schools are invited to participate.

Research and Partners Data Analysis Group undertakes collaborative data interpretation with the group of key researchers analyzing baseline and interim data from the FFE research study. Membership is comprised from an 'all researchers' group already in place with the addition of the two Knowledge Co- Facilitators and members of the Policy and Action Working Group. The workplans created by the research outcome teams and the Tentative Data Release Timeline created by FFE research will guide this work (see Appendix). This group will develop a mechanism and process to collect, prioritize, document and respond to questions of interest related to the data. Researchers provide cost estimates for costs associated with answers to unique or custom questions of interest related to the data.

Community Learning Network is a network of people from various service sectors who wish to stay involved, informed of or apply the FFE knowledge within their spheres of influence. This network can provide input, feedback, generate ideas, provide context for evidence, or be a sounding board for the project.

Quality of Life is invited to co-chair with both Project Knowledge Co-Facilitators. Membership includes CUP researchers and any of the past participants from the research studys' Operations Committee and Sounding Board. This network can decide to include new members.

PROJECT MANAGEMENT

Knowledge Co-Facilitators

The two knowledge facilitators / brokers will be knowledgeable about the project and effective spokespersons. They ensure that the approach outlined in the Project Plan is implemented in conjunction with the Project Core Team. The Knowledge Co-Facilitators work with and support the governance structures in the project.

Project Core Team

The Project Core Team, in conjunction with the knowledge co-facilitators is responsible for the development, implementation and management of the knowledge transfer plan and knowledge products as well as the communications plan.

Issues Management

This project will continue to use the same conflict resolution mechanism developed for the Families First Edmonton Research Project. An issue identification form is used to document project issues in a consistent manner with sufficient detail to support informed decision making, including assessment of potential impacts, and assessment of the recommendation of proposed resolution. The issue identification form includes the reasons for raising the issue, a description of the issue, and its impacts on the project, and recommended actions. It is the responsibility of the partner or staff that identifies an issue associated with the project to complete the form for review and action by Project Core Team. In the event that resolution of an issue results in a change to project scope, schedule or budget, a Change Request is used to evaluate the impact on the project. See *Appendix - Issue Identification Form*.

Status Reporting

The Knowledge Co-Facilitators complete monthly Status Reports that are reviewed by the Project Core Team, and used as a mechanism to brief the Policy and Actions Working Group, Research and Partners Data Analysis Group, Community Learning Network and Steering Committee.

Project Status Reports provide a summary and overview of the current project status. The overview identifies activities and deliverables completed, not completed, unplanned, and deliverables for the next reporting period. The Project Status Report also provides an overview of issues outstanding on the project, and outstanding change requests during the current reporting period. Once issues and scope change requests have been resolved they remain on the list for one additional status report before being removed. See *Appendix - Project Status Report Form*.

The Steering Committee receives quarterly Progress Reports that summarizes major milestones, identifies issues, provides an overview of the next quarter's activities of the research project, and a financial report.

Scope Control

The Project Plan outlines the approach and includes a template and a number of reference documents to guide the Putting the Research to Work Project that all partners have made a commitment to implement. Changes to the approach and scope of the project outlined in the Project Plan are managed through Change Request Forms. The Change Request Form provides a description of the proposed change, reasons for the change, implications for not making the change, and change options.

The partner or staff that identifies a need for change must complete the form, and submit it to the Knowledge Co-Facilitators who bring it to the Project Core Team. The Change Request is reviewed, and comments provided by the Project Core Team. The Change Request is then approved or denied by the Knowledge Co-Facilitators and Project Core Team members. Only significant change requests are referred to the Steering Committee for approval.

See *Appendix - Change Request Form*.

Communications System

A communication plan will be developed that identifies the internal and external communication requirements for Families First - Putting the Research To Work Project. A communications specialist will be contracted to assist with the development of this communication plan. The contract includes the development of a plan, and identification of the resources required for the implementation of the plan. Until the plan is approved by the Steering Committee, the Knowledge Co-Facilitators and Project Core Team will oversee communications requests and requirements on an ad hoc basis.

Project Records

The FFE Research Project records management plan already identifies protocols for the records after the research project is complete. Information collection is consistent with Freedom of Information and Privacy legislation, and Health Information Act requirements. The Community-University Partnership requires all research data be stored for three years after completion of the research project at their office. All records are then stored in the provincial archives.

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APPENDICES

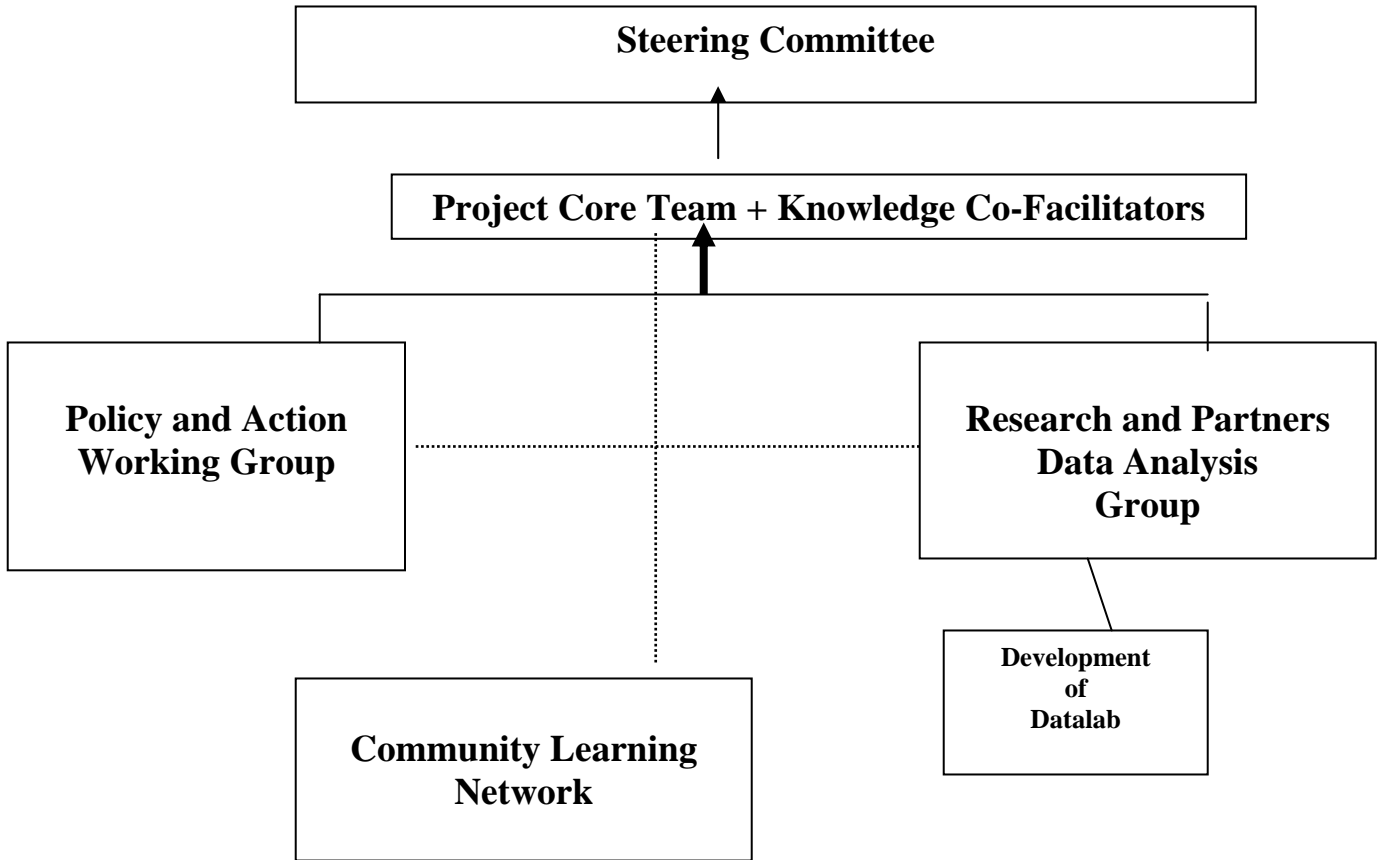
Appendix 1 – Proposed Budget

***For internal distribution to FFE Steering Committee
and Project Core / Management Team***

APPENDIX 2 – SUMMARY- **PROPOSED STAFFING REQUIREMENTS**

*For internal distribution to FFE Steering Committee
and Project Core / Management Team*

**Appendix 3 - FAMILIES FIRST –PUTTING THE RESEARCH TO WORK
GOVERNANCE STRUCTURE**



Legend:	Works With
	→	Reports To

Appendix 3 – CHAIRS OF COMMITTEES

FAMILIES FIRST – PUTTING THE RESEARCH TO WORK GOVERNANCE STRUCTURE CHAIRS OF COMMITTEES

Steering Committee

AE&I - Co-Chair
City of Edm. - Co-Chair

Project Core Team

Project Coordinator / Knowledge Facilitator - Co-Chair
Knowledge Facilitator (contract position) - Co-Chair

Policy and Action Working Group

Project Coordinator / Knowledge Facilitator - Co-Chair
Knowledge Facilitator (contract position) - Co-Chair

Research and Partners Data Analysis Group

Researcher - Co-Chair
Researcher - Co-Chair

Community learning Network

Steering Member, Quality of Life Commission - Co-Chair
Project Coordinator / Knowledge Facilitator - Co-Chair

Appendix 4 –TERMS OF REFERENCE

Families First – Putting the Research to Work Terms of Reference Steering Committee

Purpose

- To ensure development and implementation of a proactive, co-ordinated approach to transfer knowledge into action, using interim data from the Families First Edmonton Research Project.
- This is the Steering Committee already in place for the Families First Edmonton Research Project.

Scope of Authority

1. To provide the senior project administration and coordination of the project.
2. To secure the funding.
3. To secure alignment of resources.
4. To be responsible for project expenditures.
5. To approve the strategic plans, schedules, budgets and outcomes of the project.
6. To facilitate joint problem solving and decision-making at a strategic/direction setting level with project issues.
7. To approve the communication plan of and be responsible for the high level communication.

Procedures

Membership

Alberta Employment and Immigration	2 Members
City of Edmonton Community Services	2 Members
Community-University Partnership for the Study of Children, Youth, and Families	2 Members
Alberta Health Services – Edmonton zone	1 Member
Edmonton & Area Child & Family Service Authority – Region 6	1 Member
Edmonton Community Foundation	1 Member
Quality of Life Commission	1 Member
United Way of Alberta Capital Region	1 Member
YMCA of Edmonton	2 Members

Other Provincial Governmental Ministries updated through Social Based Assistance Review

Subcommittees

Executive Subcommittee – Co-Leads (Alberta Employment and Immigration, and City of Edmonton Community Services) and Community-University Partnership Representative.

The Executive Subcommittee responds to issues raised by the Project Core Team regarding developmental or implementation issues in the following manner:

- Determine whether issues require Steering Committee Approval
- Review preliminary drafts of documents prior to presentation to the Steering Committee
- Coordinate meetings and communications for the Steering Committee
- Provide decisions and direction on behalf of the Steering Committee where issues are clearly within the scope of the Project Plan
- To deal with disputes and change requests that cannot be resolved at the Core Team, Policy and Action Working Group, Research and Partners Data Analysis Group level.

Fund Development Subcommittee - The Chair is a member of the Steering Committee and recruitment of members may include members of the Steering Committee or members from outside of the Committee. This subcommittee works to secure funding. Not all partners are expected to contribute to the funding of this project.

Decisions are made by consensus, defined as all members of the Steering Committee can work within the scope of the decision. Where consensus cannot be reached, the Steering Committee refers the issue to Steering Committee Executive Subcommittee for options to bring back to the Committee for resolution.

Meetings are scheduled as required to complete the work identified in the Scope of Authority of this Committee.

Responsibilities

Co- Leads

Co-chair steering committee meetings.

Steering Committee Members

- Attend all meetings.
- Appoint one “designated alternative” that is able to speak on your behalf if unable to attend.
- Participate and collaborate in the business of the Committee.
- Provide information and input as requested by the Committee.
- Adhere to the terms of reference of the Committee.

Project Core Team (ex-officio)

- Attend all meetings.
- Provide administrative support, assist with agenda preparation and prepare minutes for Steering Committee.
- Provide support to subcommittees as required.
- Provide Status Reports from the Policy and Action Working Group, Research and Partners Data Analysis Group, Community Learning Network.
- Principle communicator and liaison between Steering Committee and other project governance groups.

Families First – Putting the Research to Work

Terms of Reference

Project Core Team

Purpose

Working with the Knowledge Co-Facilitators, the project core team designs and implements the Knowledge Transfer Plan and its’ related knowledge products for the project.

They develop, implement and monitor the Communications Plan.

The Core Team monitors the plans and deliverables of the project and prepares progress reports for steering committee.

Knowledge Co-Facilitators

- Provide administrative support; prepare agendas and minutes in conjunction with Core Team
- Facilitation of Core Team Committee to develop work plans, budgets, outcomes, and identify issues requiring resolution through out the project.
- Provide Status Reports on the day-to-day operations of the project.
- Provide support to working groups as required.

Scope of Authority

- To develop and monitor the plans, schedules, budgets and deliverables of the project within the established time frames and guidelines.
- To resolve issues at the Project Core Team level, the Committee engages in a joint problem solving process that facilitates decision-making at the implementation level.
- To identify issues requiring resolution by the Policy and Action Working Group, the Research and Partners Data Analysis Group, the Community Learning Network and/or Steering Committee.
- To implement the communication plan
- Establish subcommittees as required to work on specific components of the project.
- Prepare reports and strategic direction documents as well as making strategic recommendations for steering committee approval.
- Key communication contact for distribution of Families First Edmonton communications by partner the member is representing and status reports to partner organization.

Membership

Knowledge Co-Facilitator - Employment and Immigration

City of Edmonton Knowledge - Co-Facilitator

Employment and Immigration – Director / Manager

City of Edmonton - Harry Oswin, Director

Research Co-Directors - Maria Mayan, Laurie Schnirer

Joan Baker, YMCA of Edmonton

Invitations to participate - Multicultural Health Brokers, KARA Family Resource Centre, Bent Arrow Traditional Healing Society

Decisions are made by consensus, defined as all members of the Project Core Team can work within the scope of the decision.

Meetings are scheduled as required to complete the work identified in the Scope of Authority of this Committee.

Responsibilities

Co - Chairs

- Employment and Immigration Knowledge Co-Facilitator
- City of Edmonton Knowledge Co-Facilitator

Committee Members

- Attend all meetings or send a designated alternative that can speak on your behalf.
- Participate and collaborate in the business of the Team
- Provide information and input as requested by the Team
- Ensure Steering Committee Representative is briefed on work of the Core Team and other governance groups as required by the partner the member is representing.
- Key communication contact for distribution of Families First Edmonton communications by partner the member is representing and status reports to partner organization.
- Adhere to the terms of reference

Families First – Putting the Research To Work
Terms of Reference
Policy and Action Working Group

Purpose

This group of committed partners, in conjunction with the Knowledge Co- Facilitators will develop, implement and monitor the project workplan to transfer knowledge into action using a two staged approach.

2010 – First, the focus is on knowledge transfer for action within each participating organization.

2011 – Then, the focus is on knowledge transfer for action between participating organizations.

This group of develops new relationships within / across systems to apply data and identify points for action – whether policy or service improvements, identify questions of interest related to the data and participate in data analysis & interpretation as members of the Research and Partners Data Analysis Group.

Project Knowledge Co-Facilitators co-chair this working group as members and support the work of this committee.

Members:

Employment and Immigration and City of Edmonton Co-Facilitators Co-Chair

Membership is comprised of staff from FFE co-leads and partners' organization AND relevant intra or inters governmental initiatives that FFE partners are involved in

Members are staff in positions where their work is directly related to, aligns with or supports improvements in policies, services and processes for delivery of services and programs targeting low income families

Employment and Immigration

City of Edmonton

CUP / FFE Researchers

Social Based Assistance Review (SBAR)

Alberta Not for Profit Voluntary Sector Initiative (ANSVI)

Alberta Health Services – Edmonton zone

Edmonton and Area Child & Family Services Authority - Region 6

Invitations to participate to:

Edmonton Public Schools

Edmonton Catholic Schools are invited to participate.

Scope of Authority

2010 – Focus is on knowledge transfer for action within each participating organization.

Each participating organization will:

- Identify areas for change
- Identify areas for internal collaboration
- Identify policy and operational barriers and solutions within organization
- Identify areas in which FFE data/analysis can be used
- Develop improved or new processes, mechanisms
- Identify priorities for FFE data research analysis
- Identify measures for success
- Assess readiness to collaborate with other participating organizations

2011 – Focus is on knowledge transfer for action between participating organizations

Each participating organization will:

- Identify common areas and links
- Identify ways to work better together
- Identify policy and operational barriers between organizations
- Use FFE data to assist in decision-making, program development, etc.
- Develop new inter-agency procedures that codify new processes
- Work together using new processes, make improvements
- Measure success
- Create templates/procedures to share with other organizations

Decisions are made by consensus, defined as all members of the Policy and Action Working Group can work within the scope of the decision. Where consensus cannot be reached, a facilitator will be engaged to attempt resolution at the working group level prior to referring the issue to Steering Committee for resolution.

Meetings are scheduled as required to complete the work identified in the Scope of Authority of this Working Group

Responsibilities

Knowledge Co- Facilitators

- Co-chair working group meetings.

Policy and Action Working Group Members

- Attend all meetings or send a designated alternative that can speak on your behalf.
- Participate and collaborate in the business of the working group .
- Provide information and input as requested by the group
- Ensure Steering Committee Representative is briefed on work of the group as required by the partner the member is representing.
- Adhere to the terms of reference of the Working Group

Families First – Putting the Research To Work Terms of Reference Research and Partners Data Analysis Group

Purpose

The researchers who comprise the child, family and community outcomes analysis groups and the Policy and Action Working Group members will together, where relevant, bring their different perspectives to collaboratively interpret the interim knowledge. This knowledge will support the knowledge transfer project's activities and the development of knowledge products.

This group will develop a mechanism and process to collect, prioritize, document and respond to questions of interest related to the data.

Researchers provide cost estimates for costs associated with answers to unique or custom questions of interest related to the data.

Membership is comprised of the 'all researchers' group already in place with the addition of the two Knowledge Co- Facilitators and members of the Policy and Action Working Group.

The workplans created by the research outcome teams and the Tentative Data Release Timeline created by FFE research will guide this work (see Appendix).

Meetings are scheduled once per month or as required to complete the work.

Responsibilities

Chairpersons

- Co-Directors (Laurie Schnirer, Maria Mayan).

Research and Partner and Knowledge Co-Facilitators Members:

- Attend all meetings
- Participate and collaborate in the business of the group
- Provide information and input as requested by the group
- Adhere to the terms of reference of the Committee.
- Attend all meetings.

**Families First – Putting The Research To Work
Terms of Reference
Community Learning Network**

Purpose:

Service Providers who participate in the Learning Network are interested in being informed, involved or applying FFE knowledge within their spheres of influence. They are interested in mutual learning and in reflective practice. Members of this network draw on their experience and knowledge of the needs of families living in poverty, and the delivery of health, social service and recreation services to families.

Members contribute to the project in the following ways:

- promote FFE project for knowledge transfer for action
- share and apply FFE knowledge within everyday work and spheres of influence
- provide feedback and advise on various aspects of the project
- contribute to the identification of program or policy needs/ delivery impacts
- contribute fresh perspectives from their area of expertise
- challenge the assumptions
- assist in identifying emerging opportunities and generating ideas
- advise on project deliverables

Co - Chair / Co-hosted by Quality of Life Commission member of Steering Committee with both Project Knowledge Co-Facilitators.

Knowledge Co-Facilitators support the Quality of Life Commission member of Steering committee to co-chair, meeting organization, agenda, and note taking.

Researchers attend meetings regularly / as needed basis / at request of either Knowledge Co-Facilitator to share research information / knowledge / research perspectives.

Membership draws from past participants of the FFE Research Project’s former Operations Committee and Sounding Board membership. This group may decide to include new members.

Membership may include the following professional and focus areas:

Recreation	Health	Aboriginal Community
Faith Community	Multicultural Community	Not-for-profit sector
Civic Community Services	Social Services	Education

Meeting Format and Communication

- Meetings will include an update on project activities, FFE knowledge areas and related topics of interest to the group
- Format will be discussion based, using reflective practices with a focus on learning new information, skills or practices. Facilitators may guide the discussion and may gather one-on-one feedback through phone calls
- Quorum is not necessary for the meeting to be held or for it to operate. The decision to conduct the meeting is determined by the Steering Committee Representative or Project Co-Facilitators.
- Meetings are held every three to four months, for one to two hours. .
- A total commitment of 6-8 meetings is anticipated during 2010 and 2011

Appendix 5 - **Tentative Schedule** of Data Analyses (Dec. 2009 draft version)

Outcome Data

(includes over 1000 variables in 17 databases)

2010 & 2011	2012
<p>Baseline Data</p> <ul style="list-style-type: none"> - Family Profiles that fully describe 1167 low-income families (e.g., ethnicity, immigrant status, education, occupation, family type, level of income, sources of income, security of housing, number of children) - Use of health and social services (e.g., type of provider, mode of travel, who received services, length of visit, out of pocket costs) - Map of services according to geographic areas, types of families, etc. - Snapshot of child physical health (e.g., nutrition, health, sleep); socio-emotional development (e.g., aggression, hyperactivity, conduct problems, anxiety, depression, somatization, attention problems, learning problems, adaptability, leadership, social skills, & study skills); recreation use, and school engagement (e.g., attendance) - Snapshot of family health - Description of primary caregivers (PMK) physical and mental health (including depression and self-esteem) - Snapshot of families' social & civic participation, sense of neighborliness, perceived social supports, and barriers to civic participation 	<ul style="list-style-type: none"> - What are the differences between groups (healthy family lifestyles, child recreation, comprehensive, and self-directed) on linkages to services? - What are the costs to service systems of each of the intervention groups over time? - What are the physical and psychosocial health outcomes of family members, over time, associated with each of the intervention groups (and with variations in family linkages to services?)

2010	2011	2012
Practices Data (Service Delivery)		
<ul style="list-style-type: none"> • Description of service approach: What does it take to serve families - type, frequency, & duration of contact with families • Description of culturally relevant practices (at the worker-family level) • Description of agency practices and practice changes (system level: agency-agency, and organizational level: worker-worker, worker-family) • Definition of diversity: what it looks like, and what practices were used to accommodate it • Description of referral and link data: number of referrals/links, type of service, and time between referral/link throughout the course of intervention • Compilation of strategies used by families and workers to establish service linkages 	<ul style="list-style-type: none"> • Service Integration Model that describes the flow, pillars, and agency inputs to service integration practices • Longitudinal survey data on changes in family capacity during the course of intervention • Description of barriers and their impact (how and how much) on families' access to services • Data from Individual Progress Plans on family goal setting and strengths (e.g., changes in family focus on capacity building, how families build on one strength to the next strength) • Description of reflective practices 	<p>Possible analyses:</p> <ul style="list-style-type: none"> • Differences between groups (e.g., hard to reach, diverse families) on type, frequency, and duration of contact during service delivery • Data on changes in family needs during the course of intervention • Use of logic model to drive community-based practice
Collaboration Data		
<ul style="list-style-type: none"> • Detailed description of the FFE collaborative process at the formation stage • DVD documentary on the perspectives of both users and service providers on access to services • Detailed description of the FFE collaborative process at the implementation stage 	<ul style="list-style-type: none"> • Detailed description of the FFE collaborative process at the maintenance/knowledge translation stage 	<ul style="list-style-type: none"> • Detailed (collated) description of all learning from the FFE collaborative process

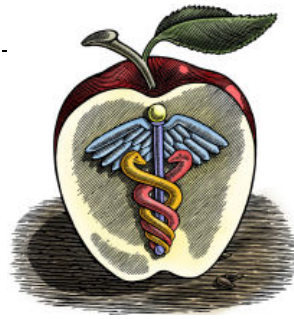
2010	2011	2012
Unanticipated Data		
Recruiting Vulnerable Populations		
<ul style="list-style-type: none"> A Model for Recruitment & Engagement of Hard to Reach Families (analysis of FFE recruitment data to determine the real time, effort, costs & resources for effective connections) 	<ul style="list-style-type: none"> Service providers' description of policy and system barriers and enablers to engaging low-income families 	
FFE's Partnership's Ability to Influence Change		
	<ul style="list-style-type: none"> A report on FFE partnership's ability to influence changes across all levels 	
The Use of Cultural Brokers in a Community-Based Randomized Controlled Trial		
<ul style="list-style-type: none"> A report on: <ol style="list-style-type: none"> lessons learned from using cultural brokers in a community-based randomized controlled trial; the difficulties in partnering between 'seemingly similar' community organizations; and servicing diverse immigrant and refugee populations along the assimilation-multiculturalism continuum 		

Appendix 6 - Families First Edmonton (FFE) Knowledge / Product Inventory.....

Families First Edmonton is a multi-sector collaborative undertaking a longitudinal, community-based research project to explore how to better deliver and co-ordinate existing services to families with low-income. FFE will test targeted interventions and outcomes for families through data collected from families until 2012. Although final results are yet to come, FFE has a commitment to put the research to work now. This inventory describes a set of preliminary products that can be developed to fit for specific audiences to inform thinking and practices.

<p>Working Together: Building Successful Partnerships</p>	<p>This report lays out the critical tasks for the Families First Edmonton's complex, long term, cross-sectoral collaboration to sustain itself at each stage of the partnership. Findings will interest decision makers who lead partnerships or any collaborative who want to assess the partnership and define those key tasks to achieve group goals.</p>
<p>Reaching & Engaging 'Hard to Reach' Families</p>	<p>A preliminary snapshot of FFE community outreach and recruitment provides valuable/practical information on how to better engage hard to reach families. Early analysis tells us about the time, efforts and resources needed to engage families and offers insights for government, agencies and funders in this area.</p>
<p>A Model for Integrated Services & Practices</p>	<p>This model describes the comprehensive service integration practices implemented by FFE service providers. Model describes the practices and interventions guided by project principles - reflective practice, culturally sensitive, family centred, capacity building.</p>
<p>Family Use and Cost of Service – Assessment Tool</p>	<p>This family friendly tool tracks families' use of health and social services in real time and captures both the direct and indirect related costs. Data will prove useful in service planning, service trends, case management, service mapping and cost/benefit analysis. As well, the tool has potential to be adapted for other populations.</p>
<p>Tool-Kit – Service Delivery of Coordinated Recreation, Health and Social Services</p>	<p>The Toolkit is useful to others who want to offer recreation, family healthy lifestyles or combined services in their communities. Toolkit includes guiding principles, policies, procedures, and templates along with agency practices that support delivery of coordinated services. Download a free copy at www.familiesfirstedmonton.ualberta.ca</p>
<p>Enhancing Community Capacity to Engage and Involve Immigrant and Refugee Families: A Model for Inclusive Collaboration</p>	<p>During FFE recruitment period, a spin off project explored the issue of "How to engage families from emerging immigrant and refugee communities in a way that increases both system and community capacity." The model is designed to further cultural responsiveness of service providers to these communities while building communities' capacity for access to health, employment and recreation services.</p>

<p>Communication Tools</p>	<p>www.familiesfirstedmonton.ualberta.ca</p> <ul style="list-style-type: none"> • Families First Edmonton Progress Reports (year in review, preliminary findings). • Newsletters, Newsbriefs
<p>What needs to change? PhotoVoice Project on Service and Systems Barriers</p> <p><i>“ They’re Not Living In Our World”</i></p>	<p>10 women use photos to share their experiences and perspectives in accessing and receiving social and health services.</p>
<p>Recreation Resource Bank</p>	<p>The Recreation Resource bank brings together approximately 40 recreation service providers across Edmonton to donate free or subsidized program spaces, equipment and materials for children and youth participating in FFE. Through FFE, recreation service providers have a mechanism to provide services to low-income families. To date, FFE helped over 1,167 children gain access to recreational activities.</p>
<p>Diverse Families - Family Demographic Profiles</p>	<p>Family Profiles that fully describe low income families – ethnicity, immigrant status, education, occupation, family type, level of income, sources of income, security of housing, number of children</p>
<p>Other</p>	<p><u>FFE Charter:</u> Important teaching tool for community-based researchers and government and community partners to learn best practices for documenting partnerships, plans and intentions.</p> <p><u>FFE Historical Documents:</u> Template for those who wish to engage in large community-based research partnerships.</p>



Knowledge Translation Research Plan Template

INSTRUCTIONS:

This template was designed to assist with the development of KT plans for research purposes. Begin with Box #1 at right and work through to box #14 to address the essential components of the KT planning process. It is recommended that you use this worksheet as a reflective and planning tool from which to write your KT plan for your research.

(1) Identify Your Research Partners	(2) Identify the Degree of Partner Engagement	(3) Identify Type of Research Team KT Expertise
<input type="checkbox"/> researchers / academics <input type="checkbox"/> non-academics <input type="checkbox"/> consumers / public <input type="checkbox"/> patients & their families <input type="checkbox"/> decision-makers <input type="checkbox"/> policy makers <input type="checkbox"/> private sector <input type="checkbox"/> research funding body <input type="checkbox"/> volunteer sector <input type="checkbox"/> government (provincial / federal) <input type="checkbox"/> international partners	<input type="checkbox"/> from idea formulation straight through <input type="checkbox"/> after idea formulation & straight through <input type="checkbox"/> at point of dissemination & project end only <input type="checkbox"/> beyond the project	<input type="checkbox"/> scientist(s) with KT expertise <input type="checkbox"/> consultant with KT expertise <input type="checkbox"/> Knowledge Broker / Specialist <input type="checkbox"/> KT supports within the organization <input type="checkbox"/> KT supports within partner organization

Project Title:

Investigator:

(4) Nature of the Research	(5) Intended Goals of the KT Plan ¹	(6) Research Stage ¹	(7) KT Audience(s) ¹	(8) KT Method(s) ²	(9) KT Type and Process	(10) Evaluation of KT Impact	(11) Role of Research Partner(s) in KT Strategy	(12) Required Resources	(13) Related Budget Items	(14) Estimated Costs
<p>Briefly state the nature of the research endeavor, e.g., the research aims to evaluate two treatment methods for depression in latency age girls.</p> <p>➤</p> <p>What messages do you anticipate sharing?</p> <p>➤</p>	<p>Identify the KT goal(s) for this project (select all that apply):</p> <p>Generate...</p> <input type="checkbox"/> awareness <input type="checkbox"/> interest <input type="checkbox"/> practice change <input type="checkbox"/> behaviour change <input type="checkbox"/> policy action	<p>Identify the stages of research during which KT will occur:</p> <input type="checkbox"/> <u>research initiation</u> : prioritizing, defining, proposing research	<p>What audiences will you endeavor to reach?</p> <input type="checkbox"/> researchers <input type="checkbox"/> health professionals or service providers <input type="checkbox"/> public <input type="checkbox"/> media <input type="checkbox"/> patients / consumers <input type="checkbox"/> decision-makers <input type="checkbox"/> policy makers <input type="checkbox"/> private sector <input type="checkbox"/> research funders <input type="checkbox"/> industry <input type="checkbox"/> venture capital <input type="checkbox"/> volunteer health sector	<p>Identify the KT methods you intend to employ (select all that apply):</p> <p>☺ <u>Mostly Effective</u>³</p> <input type="checkbox"/> interactive small group ☺ <input type="checkbox"/> educational outreach ☺ <input type="checkbox"/> reminders ☺ <input type="checkbox"/> IT decision support ☺ <input type="checkbox"/> use of computers in practice ☺ <input type="checkbox"/> multi-professional collaboration ☺ <input type="checkbox"/> mass media campaign ☺ <input type="checkbox"/> financial intervention/incentive ☺ <input type="checkbox"/> combined interventions ☺	<p>What type of KT is involved?</p> <input type="checkbox"/> <u>Integrated KT</u> ⁴ – an approach characterized by researchers and research users working together to shape the research process-starting with collaboration on setting the research questions, deciding the methodology, being involved in data collection and tools development, interpreting the findings and helping disseminate the research results.	<p>Describe how you will evaluate the impact of KT strategies; related to box 5 – KT Goals:</p> <p>➤</p>	<p>Describe the role research partner(s) will have in developing, implementing or evaluating the KT strategy:</p> <p>➤</p>	<p>Identify resource required for the KT plan:</p> <input type="checkbox"/> Human <input type="checkbox"/> Financial <input type="checkbox"/> IT <input type="checkbox"/> Web	<p>Identify budget items related to the KT plan:</p> <input type="checkbox"/> Knowledge Broker <input type="checkbox"/> KT specialist <input type="checkbox"/> Plain text writer <input type="checkbox"/> Web site development <input type="checkbox"/> Web site maintenance <input type="checkbox"/> Mailing <input type="checkbox"/> Graphics <input type="checkbox"/> Production / printing <input type="checkbox"/> Workshop venue(s) <input type="checkbox"/> Workshop misc. <input type="checkbox"/> Travel: conferences <input type="checkbox"/> Travel: discuss/ train <input type="checkbox"/> Accommodation <input type="checkbox"/> Public relations <input type="checkbox"/> Media Release <input type="checkbox"/> Networking <input type="checkbox"/> Web 2.0 (blogs, podcasts, wikis) <input type="checkbox"/> Other: (list)	<p>Indicate if a separate KT grant will be sought; when, and from which funding source</p> <p>➤</p> <p>List estimated costs for items listed in box #13:</p> <p>➤</p>

¹ Goering, P, Ross, S., Jacobson, N, Butterill, D. 2006. A Tool and Accompanying Guide for Assessing Health Research Knowledge Translation (KT) Plans, in Towards More Effective Peer Review of Knowledge Translation (KT) Plans in Research Grant Proposals. Final Research Report. Available at: <http://www.camh.net/hsrcu>² KT strategies with unknown effects may have positive results in single studies. Adapted version available online at <http://www.sickkidsfoundation.com/grants/downloads/knowledge/GuideKnowledgeTranslationPlans.pdf>

³ Grol R & Grimshaw J 2003 From best evidence to best practice: Effective implementation of change in patients' care. The Lancet, 362(i9391): 1225

⁴ CIHR <http://www.cihr.ca/e/29418.html>

APPENDIX 8 – PROJECT STATUS REPORT FORM

FAMILIES FIRST – PUTTING THE RESEARCH TO WORK PROJECT STATUS REPORT

For the Period Ending:

Element	Status
Overall Project Status (one line per major deliverable)	

Legend: Green - On Track; Yellow - Caution; Red: Major Problem

PROJECT PERIOD SUMMARY

Activities & Deliverables Completed

Description	Date
▪	
▪	

Activities & Deliverables Not Completed

Description	Scheduled Date
▪	
▪	

Unplanned Activities & Deliverables

Description	Date
▪	
▪	

Activities & Deliverables for Next Reporting Period

Description	Scheduled Date
▪	
▪	

Outstanding Issues

The following issues are currently outstanding on the project:

Issue No.	Description	Responsible	Date Raised	Scheduled Resolution Date	Actual Resolution Date

Outstanding Change Requests

The following change requests are currently outstanding on the project:

Change No.	Description	Responsible	Date Raised	Scheduled Resolution Date	Actual Resolution Date

APPENDIX 9 – ISSUE IDENTIFICATION FORM

ISSUE IDENTIFICATION Families First Edmonton Research Project		
Project:		Issue ID:
Reported by:		Priority:
Date Reported:		Date Required:
Issue Definition: Summary Details		
Impact on Project:		
Impact on not resolving:		
Impact of late resolution:		
Recommendation:		
Review by Research Committee Comments: Date Completed:		
Review by Operations Committee Comments: Date Completed:		
Resolution		
<input type="checkbox"/> Approved	<input type="checkbox"/> Deferred <input type="checkbox"/> Deferred Date:	<input type="checkbox"/> Cancelled
<input type="checkbox"/> Analysis	Assigned to:	Analysis Due Date:
Resolution Approved by:		Resolution Date:
Signatures:		

APPENDIX 10 – CHANGE REQUEST FORM

CHANGE REQUEST			
Families First Edmonton Research Project			
Project:		Change Request ID:	
Change Request Name:		Priority:	
Identified by:	Assigned to:	Date Submitted:	
Description of Proposed Change: <i>(Purpose, details, costs of change, change implementation plan)</i>			
Reason for Change (Benefits):			
Implications of Not Making this Change:			
Related Change Requests:		Attachments / References:	
Change Options:	Description of Option		
Option 1			
Option 2			
Option 3			
Recommended Option			
Review by Research Committee Comments:			
Date Completed:			
Review by Operations Committee Comments:			
Date Completed:			
	Open		Closed
Status:	<input type="checkbox"/> Approved	<input type="checkbox"/> Deferred <input type="checkbox"/> Deferred Date:	<input type="checkbox"/> Resolved <input type="checkbox"/> Rejected
Resolution Approved by:		Resolution Date:	
Signatures:			