

Project Agreement - CityLAB Semester in Residence Fall 2023

Due Date: Draft Due Thursday September 21st, Final Document Due Thursday September 28st

Introduction: The role of the project agreement is to document the expectations for the project, define objectives, clarify constraints or limitations, and outline responsibilities to ensure clarity for the project. Students are responsible for ensuring that all sections of this agreement are complete, with the knowledge that this agreement will be referenced throughout the semester. This agreement will form the structure of the final academic report.

Project Summary: Our CityLAB team will support the SCORE! project in preparation for their implementation phase. In the Riverdale neighbourhood (Ward 5), we will spearhead an environmental scan consisting of an online and physical survey of Healthy and Active Living (HAL) programs in the community (i.e. after-school soccer, community hikes). Using this research, we will develop a HAL Recreation Navigator Toolkit to disseminate our findings to the community via SCORE! Communication channels. Finally, we will work on a [Gallery Walk](#), to engage youth in voicing their perspectives on currently available indoor/outdoor activities in their community.

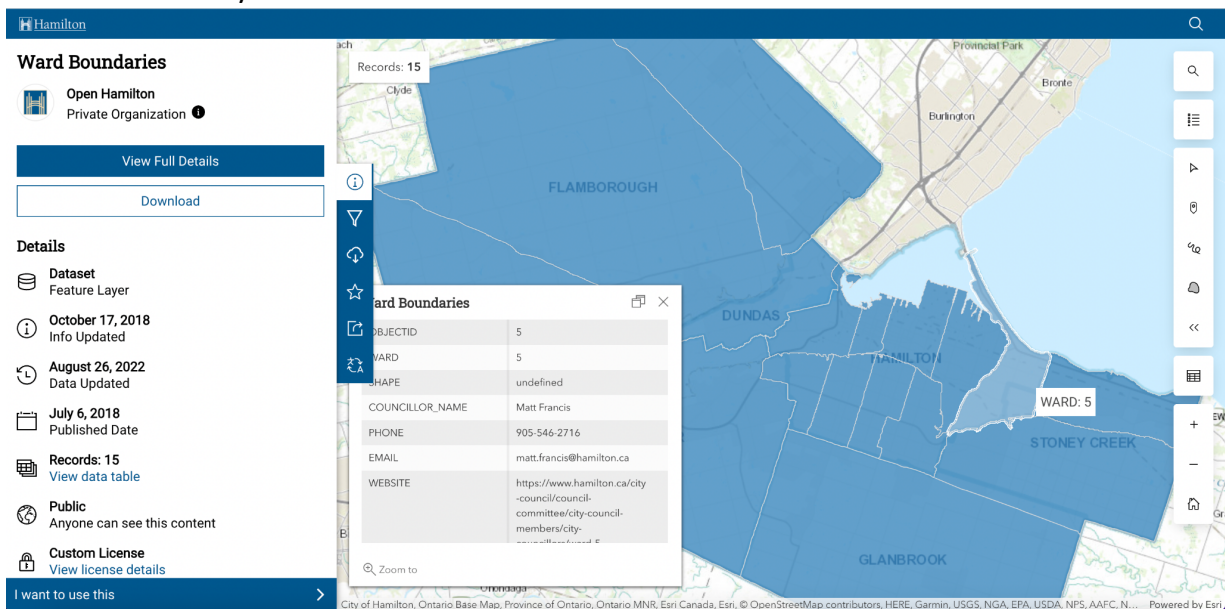


Figure 1: A map of Hamilton's 15 Wards with our focus area highlighted

Project Team: SCORE!

Students: Alicia Au, Atoosa Berenji Kalkhoran, Fatma Samatar, Ibreez Asaria, Oyin Aderibigbe, Zimo Wang

Project Advisors:

Kojo Dampthey, Darina Vasek, Elizabeth Bang, Randy Kay; Course Instructors

Patty Montague, Project Manager, SCORE!

Sonia Anand, Canada Research Chair in Ethnic Diversity and Cardiovascular Disease

Deborah DiLiberto, Assistant Professor, Medicine
Sujane Kandasamy, Postdoctoral Researcher, Brock University
Gita Wahj, Associate Professor, Pediatrics

Project Overview (to be informed by working directly with project advisors and CityLAB SIR teaching team)

Context:

The SCORE! project is an initiative by McMaster Okanagan Office of Health & Well-being. It is a pilot project to introduce sustainable health practices and support to low-income immigrant families, primarily those with children aged 5-11, based in the Riverdale East & West neighbourhoods in Ward 5. There is an option to expand this program to other wards in the future. SCORE! was formed in response to observations of obesity and type 2 diabetes (T2D) among new immigrant families in the neighbourhoods. The goal of SCORE! is to connect people to nature-based activities, healthy food systems, promote HAL and climate sustainability.

Problem:

The problem is that children in the Riverdale community have reported higher rates of obesity and T2D than children in other communities in Hamilton. HAL interventions reduce rates of obesity and T2D. According to a recent SCORE! report, 25% of Riverdale families immigrated to Canada in the last 20 years and 26% fall within the low-income socioeconomic status range. These families face additional barriers to finding, and accessing HAL programs, while managing jobs, childcare, and adjusting to life in Hamilton. We aim to increase the accessibility of current HAL programs by developing a user-friendly resource guide (“toolkit”) for Riverdale residents.

Design Challenge:

How might we encourage awareness of various existing HAL programs for children aged 5-11 in the Riverdale community (Ward 5) and collect community perspectives on healthy living, while being mindful of language, technological, and financial barriers?

In Scope (what fits within the resources and time we have available for this project?)

We have the resources to conduct an Environmental Scan, which is an audit to determine Healthy Active Living (HAL) strategies/activities present in Ward 5 in Hamilton. We plan to create a HAL Recreation Navigator Toolkit based on the information gathered through the Environmental Scan. This

	<p>toolkit will include data on who can register for programs, the age ranges, the sex/gender restrictions, the cost, and a short description of potential programs available. An example is researching what activities (i.e. Outdoor Soccer programs or drop-in basketball) are present at the Dominic Agostino Riverdale Community Centre (DARCC). This will be a user-centered experience to learn about the HAL resources available within the neighbourhood to encourage wellness. Finally, we plan to host a Gallery Walk featuring pieces from elementary school students in the neighbourhoods to understand how they perceive/interact with HAL activities/programs in their neighbourhoods.</p>
	<p>Out of Scope (what doesn't fit within the resources and time we have available for this project?)</p> <ol style="list-style-type: none"> 1. Piloting the HAL Recreation Navigator Toolkit and distributing physical copies to all the residents of Riverdale and beyond. We will only have time to complete the research and create the toolkit. It is unlikely that we will see the intended effects of this toolkit before the new year. 2. Submitting a Hamilton Integrated Research and Ethics Board (HiREB) request for a new project. HiREB usually takes 1 month+ to approve any new project request, which will make it difficult to spearhead any new projects that the SCORE team has not already submitted to HiREB. We will only have enough time to submit and get approval for amendments to existing SCORE! Projects which take 5-7 business days.
<p>Goals (what are three to five objectives that this project will aim to achieve within the semester)</p>	<ol style="list-style-type: none"> 1. Promote healthy active living, with a focus on equitable access. 2. Curate a guidebook of resources HAL Recreation Navigator Toolkit, for wellness activities in the Riverdale Neighborhood in order to inform newcomers and low-income individuals about community programming for their children. We hope to explain what programs and services are available, as well as feature key qualities and caveats of the programs (i.e. age, cost, time, location, description etc.) 3. To determine which features of the Healthy Active Living (HAL) program may be attractive to different community members and which service providers can offer other

	<p>programs that can address accessibility concerns (i.e. childcare)</p> <ol style="list-style-type: none"> 4. We aim to research what resources for HAL are available for the residents of Riverdale neighbourhood in Ward 5. We aim to understand the target audience, understand gaps and disparities within who is heard and who is not, and seek out hidden voices. 5. We will host a Gallery Walk, featuring pieces from elementary school students in the Riverdale community to understand how youth firsthand perceive/interact with HAL activities/programs in their community, through art.
<p>Background Research (what research will be required to pursue the challenge)</p>	<p>We aim to conduct an investigation into the principles associated with Healthy Active Learning (HAL) and the specific information should include HAL registration forms. We aim to determine the responsible parties for managing data collection tables, focusing on gathering data from the Riverdale community. Additionally, we aim to delve into the explanation and significance of an environmental scan, which encompasses any community offerings that foster physical activity and well-being, irrespective of whether they are nature-centric. Last, we hope to explore City of Hamilton’s recreation guide for additional insights.</p>
<p>Relevant Stakeholders (Who are the key stakeholders that might be engaged in this process - *note that you are not expected to know all stakeholders at this point, but rather to begin thinking critically about who to engage)</p>	<p>A broad range of stakeholders that will be involved:</p> <p><u>Stakeholders who are Directly Affected by our Design Solution</u></p> <ul style="list-style-type: none"> ● Children aged 5-11 with their Parents/Guardians in the Riverdale Community ● Immigrant Parents/Guardians in the Riverdale Community ● Riverdale Community Centre Staff and Administration, Dominic Agostino (Dominic Agostino Riverdale Community Centre - DARCC) <p><u>Stakeholders who will be consulted during this process</u></p> <ul style="list-style-type: none"> ● Ward 5 Councillor, Matt Francis ● HWDSB <ul style="list-style-type: none"> ○ Ward 5 HWDSB Trustee, Todd White ○ HWDSB Board Chair, Dawn Danko ○ HWDSB Board Vice Chair, Maria Felix Miller ○ HWDSB Privacy and Information Management Officer, Heather McCafferty ○ Board Chair of HWDSB: Dawn Danko

	<ul style="list-style-type: none"> ● HWCDSB <ul style="list-style-type: none"> ○ Ward 5 HWCDSB Trustee, Aldo D'Intino ○ HWCDSB Board Chair, Patrick Daly ○ HWCDSB Vice Chair, John Valvasori ● City of Hamilton Recreation Division <ul style="list-style-type: none"> ○ Dominic Agostino Riverdale Community Centre ● Schools <ul style="list-style-type: none"> ○ Lake Avenue Public School <ul style="list-style-type: none"> ■ Principal, Jeff Zwolak ■ Superintendent, Simon Goodacre ○ St. Agnes Catholic Elementary School <ul style="list-style-type: none"> ■ Principal, James Mauro ■ Superintendent, Julie Angiolillo ○ Eastdale Elementary School <ul style="list-style-type: none"> ■ Principal, Richelle Bratuz ■ Superintendent, Gerry Smith ○ St. John Henry Newman Catholic Secondary School <ul style="list-style-type: none"> ■ Principal, Anthony Macaluso ■ Superintendent, Tracey Ferrie <p><u>Stakeholders who may indirectly benefit from our Design Solution</u></p> <ul style="list-style-type: none"> ● City of Hamilton Recreation Division ● SCORE! Project Team ● Community/Recreation Centers ● Newcomer Service Provider(s) <ul style="list-style-type: none"> ○ YMCA Newcomer Services ○ Empowerment Squared ○ Immigrants Working Centre ○ Liberty for Youth ○ Immigrant Services Hamilton ○ Wesley Urban Ministries ○ Hamilton Public Library ○ Circle of Friends for Newcomers
<p>Pursuing Equity Diversity and Inclusion (What are the key EDI considerations needed for this work? Are there equity deserving groups or voices missing)</p>	<ul style="list-style-type: none"> ● Working with Newcomers to Canada requires a comprehensive sense of lived experiences, trauma-informed practice, sensitivity, anti-racism/anti-oppressive awareness and empathy ● The key EDI considerations from this work is being inclusive to all voices and promoting the visibility of all

<p>from this work? What are the voices or groups we are already hearing from? What barriers or power imbalances need to be addressed?)</p> <p>What are the Internal/external decisions and philosophies you will be using to adhere to anti-racism & anti-oppression?</p>	<p>Newcomer groups. Promoting research into the opinions of those we have not yet heard from is critical here</p> <ul style="list-style-type: none"> ● Being conscious of how operating on values of Equality (as opposed to equity) can further marginalize new immigrants and low-income groups. However, the City of Hamilton and other structures tend to operate on equality for simplicity and ease sake. <ul style="list-style-type: none"> ○ A real example: Swimming lesson spots at the local community center cannot be reserved for newcomers, low SES, or women who need a safer space in the community even after the expression of the increased barriers to enrollment from those populations. ○ We have to be conscious about people in the community without a voice as a result of language barriers - so we're trying to make a guide for programs that these folks can actually use/afford which do not inconvenience them ● Ensuring that we maintain religious and cultural sensitivity when interacting with different groups
<p>Timelines (What needs to be done during Phase 2, Phase 3, and Phase 4 of the semester)</p>	<p>Phase 2 Priorities (September 18-October 6)</p> <ul style="list-style-type: none"> - We aim to submit a Hamilton Integrated Research and Ethics Board (HiREB) Amendment before we can do the proposed Gallery Walk project. - Start the Environmental Scan and ensure that we have a strong outline of what information needs to be collected - Data Collection Form Started <p>Phase 3 Priorities (October 16-November 17)</p> <ul style="list-style-type: none"> - Finish Environmental Scan - Use results from the Recreation Navigator Toolkit to start the guide. - Logistical details for the Gallery Walk will be fleshed out by 3-4 members of the team, while the rest focus on the toolkit. <p>Phase 4 Priorities (November 20-December 8)</p> <ul style="list-style-type: none"> - The Navigator Toolkit should definitely be finished now, and we should be creating/sending out a feedback form for residents to fill out - Gallery Walk activity will be completed and evaluated

Deliverables (what are the anticipated tangible outputs/outcomes that will be achieved by Phase 4)

Anticipated Outputs: all discussed with Patty M.

1. Environmental Scan
 - a. The environmental scan involves finding already existing recreational programs offered in the Riverdale community (primarily by DARCC.) We would create the Healthy Active Living Recreation Navigator Toolkit from the data gathered in this environmental scan.
 - b. This does not need to be limited to just programs, we plan to include nature-based activities as well.
2. HAL Recreation Navigator Toolkit
 - a. Consult community members and stakeholders to develop methods to organize and share the information gathered in the Environmental Scan.
 - b. The goal is to find methods to share information on how community members can readily access HAL services in Ward 5
 - c. Thus, the toolkit should be user-friendly, visually appealing and easy to understand. It should be accessible to people who speak different languages and take on different formats for people to engage with.
3. Gallery Walk
 - a. Host a workshop with pictures taken by elementary and middle school students of the available HAL activities/strategies present in the Riverdale community. This will encourage an awareness of the state of HAL activities/strategies present in the community.
 - b. Host and promote dialogues to learn about youth perspectives on outdoor and indoor activities, which activities they would like to do more often, and preferred spaces/places
 - c. This data will be collected and analyzed to guide future development of HAL activities/strategies in Riverdale and to determine potential next steps in

	<p style="text-align: center;">enhancing HAL activities/strategies in Riverdale.</p> <p>Anticipated Outcomes:</p> <ul style="list-style-type: none"> - Through the Environmental Scan, we hope to gain an understanding of the barriers that the residents of Riverdale face in accessing HAL activities/strategies. - The creation of a successful HAL Recreation Navigator Toolkit and guides for the community members to use to identify and register for programs that support HAL activities/strategies with ease. <ul style="list-style-type: none"> - The toolkit will not be static and may be updated accordingly with the change in seasons and program options. - The toolkit will be shared with families in the community - The potential creation of a ‘Community Navigator’ position to facilitate accessibility to community activities/strategies - Through the Gallery Walk, we hope to gather data and raise awareness on the state of HAL activities/strategies present in the Riverdale community through the perspectives of residents and those most affected by these programs (the children aged 5-11 in the Riverdale community.) Through this awareness, we hope to address issues and concerns based on what the residents of these neighbourhoods want and what they experience in these programs.
<p>Resources (What resources, if any, are available to pursue this project – e.g. staff time, budget)</p>	<p>We have quite a few tangible and social resources available. First, the SCORE! Team has generously shared preliminary results from their household survey. This is a resource because it will give us insight into what the primary barriers to accessing HAL programming are and perhaps which languages are spoken by residents in Riverdale. This will inform how we develop the resource guide (“tool kit”) and how we then deliver the guide to the residents by considering appropriate language and technological concerns. We also have a Policy Brief (shown in Figure 2 below) which details the results of the Photovoice Initiative. This initiative identified concerns raised by caregivers and youth regarding issues of accessing community programs due to transportation challenges and long wait times via a unique photography-based methodology.</p>



Policy Brief

SCORE! - Strengthening Community Roots: Anchoring Newcomers in Wellness and Sustainability! *Design, Implement and Scale*

What is SCORE!?

SCORE! (Strengthening Community Roots: Anchoring Newcomers in Wellness and Sustainability!) is a program where public health meets health equity. SCORE! is funded by the Public Health Agency of Canada, McMaster University, and multiple community partners, to co-design, implement, and scale a healthy active living (HAL) intervention that prioritizes health, wellness, and environmental sustainability among newcomer families. SCORE! is centered in a neighborhood in the east end of Hamilton, Riverdale, and seeks to foster a nature-based intervention to nurture a love of the outdoors, gardening, and hiking among newcomer children and families. By increasing outdoor activities and optimizing other aspects of health, SCORE! aims to prevent chronic disease risk factors such as overweight and type 2 diabetes.

Methods:

The SCORE! Program is utilizing a variety of methods and activities ([Appendix A](#)) including a household survey in Riverdale, a photovoice study, a systems map of available programs and activities in Riverdale, co-design workshops, and has established a Community Advisory-Action Board (CAB; [Appendix A](#)). *Through these research activities, we have identified several areas in which the lives of Riverdale residents can be improved. The purpose of this brief is to outline the preliminary findings from these SCORE! activities and make recommendations for improvements within the community of Riverdale.*

Figure 2: Policy Brief provided by Patty M. regarding the goals of the SCORE! Program and affiliated projects

Secondly, we have social support resources that consist of consultants within the SCORE! Project team, advisors, and health experts like Dr. Russell De Souza. We have scheduled weekly meetings with Dr. DiLiberto in order to ensure that our CityLabs team is on the same page regarding project updates and navigating any challenges relating to HIREB approval and project deliverables.

Finally, in our initial chat with Patty, she indicated that we have technological resources available to work on the Environmental Scan (i.e. literature search tools, existing community program databases developed by SCORE!, etc). These will be useful in our initial search of community programs and in our development of the toolkit since we will have examples to model our work on.

<p>Risk (What are some possible risks of this project? How might these risks be mitigated/addressed if they arise?)</p>	<p>In our CityBuilding course section, we've learned the importance of proactively identifying potential risks in the design process. Regarding our project, one potential risk involves privacy concerns related to the utilization or collection of resident household data. Although we are not directly gathering household data, we do have access to sensitive, encrypted information. Therefore, it's imperative that we adhere to encryption protocols and refrain from sharing any collected data through personal communication channels.</p> <p>Another immediate concern is related to health and safety. In our proposed Gallery Walk activity, we will be engaging with elementary school students. During our interactions with youth, we will discuss their current issues and the potential benefits of the SCORE! project, we are committed to addressing any health and safety risks. Our approach will involve collaborating directly with teaching staff and caregivers to promptly resolve any injuries or concerns, engaging as many impartial third parties as possible.</p> <p>Additionally, we are mindful of the ethical aspects of our project. To mitigate any ethical risks, we will seek approval from the HiREB (Human Research Ethics Board) before embarking on any data collection, interactions, or interviews, should we decide to pursue these activities.</p>
<p>Learning Objectives (What does your team want to learn through this process?)</p>	<p>As a team:</p> <ol style="list-style-type: none"> 1. Learn about newcomers' experiences of immigrating in to Canada, more specifically in Riverdale. 2. To learn the resources that are available and can be made more available to newcomers in supporting their transition. 3. Learn how language barriers can impact the transition into a neighbourhood. 4. To learn ways to successfully disseminate information found through research. 5. To learn methods to hold dialogues with people of different cultures, and language levels. How to respect their way of communicating. 6. Discover what it entails to take a project from start to completion.
<p>How will we work</p>	<p>Meeting Frequency and Process (How often will we meet? How</p>

together?	<p>will we delegate tasks? How will we share and rotate meeting roles?):</p> <p>We plan to have Weekly lunch check-ins and/or meetings. We will also have weekly rotating chair/minute roles to ensure everyone is involved.</p> <ul style="list-style-type: none"> - Regular SCORE! Community Advisory-Action Boards (CAB) meeting - Weekly group meeting on Tuesday - Weekly meeting with SCORE! Team on Thursday - Weekly SCORE! Operational Meeting with SCORE! Project team, on Tuesday 3:00 PM - 4:30 PM
	<p>Communication (How will we stay in touch? What platform will we use to share files, manage deadlines, etc.):</p> <p>Main communication through WhatsApp group chat, Google Drive, Google Docs, Teams Channel and In-person as well.</p>
	<p>Conflict Resolution (How will we address challenges as they arise?):</p> <p>Issue log that we will have a discussion about every week at the weekly meeting. This will be problem-based rather than person-directed (Refer to Team Agreement for details).</p>
	<p>Principles of Community Engagement (What principles will guide our work?):</p> <p>Reciprocity, Continuity, Commitment to Act, Equity, Openness to Learning (Refer to Team Agreement for details).</p>
	<p>Principles of Equity Diversity and Inclusion (How will we reflect a commitment to EDI within our work together as a group?):</p> <p>Taking time to make sure everyone is caught up, ensuring that everyone is on task–frequent check-ins, kindness, self-awareness and awareness of commuters</p>
Roles	Students:

Table 1: Unique strengths of each team member

Team Member	Core Strengths
Ibreez	Making effective search strategies in research tasks, presenting/public speaking work, making creative slide decks, iMovie, photography/videography, experience with ArcGIS Languages: English, Gujarati, Spanish
Atoosa	Doing research, creating table/graphs, graphics, photography, 3D drawing/printing and Canva Languages: English, Farsi, Turkish and aspiring ASL
Fatma	Organization of information, creating tables/list, doing background research, making presentations, photography (editing) Languages: English, Swahili, Somali, Aspiring French and ASL
Zimo	Student government representative, journalism, photography, politics, community engagement, research, time management, strength in fostering and maintaining connections Languages: English, Mandarin and Cantonese
Alicia	Canva/Powerpoint creation, Team Building, Research, Photography/Film/Video Production, Reading, and Writing, strength in community work Languages: French, Mandarin, Spanish, Hokkien, Cantonese
Oyin	Communication, public speaking, presentation, organization, team management, words of affirmation, research, problem solving, critical thinking. Languages: English, French, Spanish

Group Member Names	Top 4 Skills Needed to Complete Project			
	Formal Writing	Presenting/Public Speaking /interview	GraphicsPhot ography/Film	Research
Atoosa	2	2	5	5
Oyin	5	5	3	5
Ibreez	4	5	3	4
Zimo	4	3	2	5
Alicia	4	4	5	4
Fatma	4	3	2	5

We plan to assign roles for certain assignments according to this matrix after understanding the tasks that we must complete.

	<p>From our conversations on personal goals, skills and interests, here are some proposed strengths:</p> <p>Atoosa: Graphic designing, Excel Oyin: Editor, Presenting Ibreez: Public speaking, public relations Zimo: Photography Alicia: Graphic design Fatma: Research</p> <p>We are flexible to shift these roles as the demand changes.</p>
	<p>Instructor(s): Kojo Dampety</p>
	<p>Project Advisors: Patty Montague, Project Manager, SCORE! Sonia Anand, Canada Research Chair in Ethnic Diversity and Cardiovascular Disease Deborah DiLiberto, Assistant Professor, Medicine Sujane Kandasamy, Postdoctoral Researcher, Brock University Gita Wahi, Associate Professor, Pediatrics</p>