

# Evaluation of the Scaling up the Canadian Remote Access for Dementia Learning Experiences (CRADLE+) Project

## Draft Methodology Report

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# 1.0 Introduction

## 1.1 Introduction

Goss Gilroy Inc (GGI) is pleased to present this report, which encapsulates the evaluation findings of the Scaling up the Canadian Remote Access for Dementia Learning Experiences (CRADLE+) Project. Spearheaded by the Canadian Institute for Seniors Care at Conestoga College and generously funded by the Future Skills Centre (FSC), this report commences by furnishing background information about the project, contextualizing its broader setting, and elucidating its primary objectives. The document also delineates a logic model and theory of change, elucidating the intended outcomes of the project. Subsequently, the report delineates the purpose, scope, and objectives of this evaluation, followed by a succinct overview of the employed methodologies. The culmination of the report comprises the presentation of evaluation results aligned with key questions and indicators, concluding with a concise summary.

## 1.2 Background and Context

The Canadian Institute for Seniors Care (CISC) at Conestoga College was launched in January 2020 and “promotes quality, equitable, and person-centred care through employment-focused education and training, applied research, and technology for seniors and their care partners”.<sup>1</sup> In the same year CISC received funding from FSC to develop and implement an accessible dementia care training for unregulated care workers (UCWs) across Canada.

UCWs, also referred to as unregulated care providers (UCPs), are neither regulated under the Regulated Health Professions Act, 1991, nor licensed by a regulatory health college. This means, they “have no legally defined scope of practice”.<sup>2</sup> Personal Support Workers (PSWs), health care, home support, personal aids, physician assistant and clinical extern, among other, all fall under the umbrella term of UCWs.<sup>3</sup>

Currently, there are over 1 million UCWs in Canada, these UCWs form an important part in dementia care across the country.<sup>4</sup> About one third of all UCWs in Canada work in rural or remote regions.<sup>5</sup> Despite this, the health care sector is not only facing a significant shortage of UCWs which is predicted to increase over the next few years, but is also grappling with high staff

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<sup>1</sup> <https://research.conestogac.on.ca/canadian-institute-for-seniors-care>

<sup>2</sup> <https://www.cno.org/en/learn-about-standards-guidelines/educational-tools/ask-practice/working-with-ucps/>

<sup>3</sup> <https://www.cno.org/en/learn-about-standards-guidelines/educational-tools/ask-practice/working-with-ucps/>

<sup>4</sup> CRADEL+ Application Form.

<sup>5</sup> CRADEL+ Application Form.

turnover rates and low retention rates of UCWs.<sup>6</sup> Moreover, knowledge and skills that UCWs possess, as well as training that is available for them, varies significantly across the country.<sup>7</sup>

While there are a number of resources, webinars and training programs available to help with professional development on Alzheimer's and dementia,<sup>8</sup> few of these opportunities are targeted specifically to UCWs. The few courses/training programs that exist for UCWs are not offered free of charge.<sup>9</sup>

To address this gap, CISC developed CRADLE, a free and accessible dementia care training program across Canada that was meant "to increase knowledge and skills of UCWs to positively impact job satisfaction, retention and care outcomes".<sup>10</sup> CRADLE consisted of "5 brief, interactive, online modules and a discussion forum" that were available in English, French, Mandarin and Tagalog.<sup>11</sup> CRADLE has shown great initial success with 7,000 UCWs who had completed the training modules by September 2021 with preliminary results indicating "high satisfaction, significant increase in knowledge, care services and initial retention".<sup>12</sup>

## 1.3 Project Description and Objectives

CRADLE+ represents an expansion of the CRADLE program and aims to further increase the knowledge and skills of UCWs to contribute to higher job satisfaction, retention and care outcomes. By expanding the existing CRADLE program with five additional modules, translating existing and new modules into two Indigenous languages (Ojibwe and Cree), as well as implementing a targeted recruitment campaign to reach UCWs working in rural and remote areas, CRADLE+ hopes to expand its overall impact. Specifically, the project aims to achieve the following objectives:

- Increase knowledge and skills, job satisfaction and intent to stay in the job for UCWs in rural and remote communities, and/or from an Indigenous background;
- Add value to the CRADLE program by translating the course content into two Indigenous languages;
- Provide UCWs of all sectors and backgrounds with approaches to self-care and well-being; and

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<sup>6</sup> CRADLE+ Application Form.

<sup>7</sup> <https://www.cambridge.org/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-veillissement/article/dementia-care-in-canada-nursing-recommendations/FBF3A0B52112FF4B950308255A9BE853>

<sup>8</sup> <https://alzheimer.ca/en/help-support/im-healthcare-provider/professional-development>

<sup>9</sup> For example, McMaster University offers a micro-credential course on dementia for UCPs, however, the course comes with a fee of roughly \$80 (see: <https://dementiafoundations.machealth.ca/>).

<sup>10</sup> CRADLE+ Application Form.

<sup>11</sup> CRADLE+ Application Form.

<sup>12</sup> CRADLE+ Application Form.

- Achieve a 40% retention rate of UCWs by 3 and 6 months after completing CRADLE+ to support home care, retirement and nursing home employers.

## 1.4 Theory of Change and Logic Model

A theory of change explains how an intervention is expected to produce its results.

### The Problem

While UCWs hold an instrumental role in caring for Canadians with dementia. They often do not have access to adequate, free and accessible education or training. This is particularly true for UCWs working in rural and remote communities and/or those with an Indigenous background. Moreover, UCWs demonstrate relatively low retention rates in the sector, resulting in high staff turnover rates for employers and ultimately negatively impacting the care that Canadians with dementia receive. CRADLE+ aims to address these challenges by providing free and accessible training to UCWs.

### Target Groups

This project primarily targets UCWs and particularly UCWs working in rural and remote areas and/or from an Indigenous background to equip them with important job-skills and self-care approaches. It also targets employers in the home care, retirement, and nursing home sector to better support the UCWs working for them.

### Mechanisms of Change

This project was developed to test whether access to free, accessible training in the preferred language of choice will increase the knowledge and job-skills among UCWs, ultimately resulting in higher job satisfaction and retention rates among UCWs.

In planning this evaluation, a logic model was developed to outline the project's activities and the results expected from them.

The [logic model](#) shows the **inputs**, i.e., the various resources available to support the program including program funding, CISC staff and resources, CRADLE content and platform, the advisory committee and in-kind contributions from partners.

It also displays the **activities** that the project planned and has undertaken: the development of 5 additional modules through input from the advisory committee; translation of existing and new modules to two Indigenous languages; and the development of a CRADLE+ recruitment strategy to reach UCWs in rural and remote communities and inform them about the possibility to take CRADLE+ training at no cost to them.

The **outputs** are the direct result of those activities and have resulted in 5 additional modules being added to CRADLE+; all CRADLE+ modules being available in Ojibwe and Cree; and the

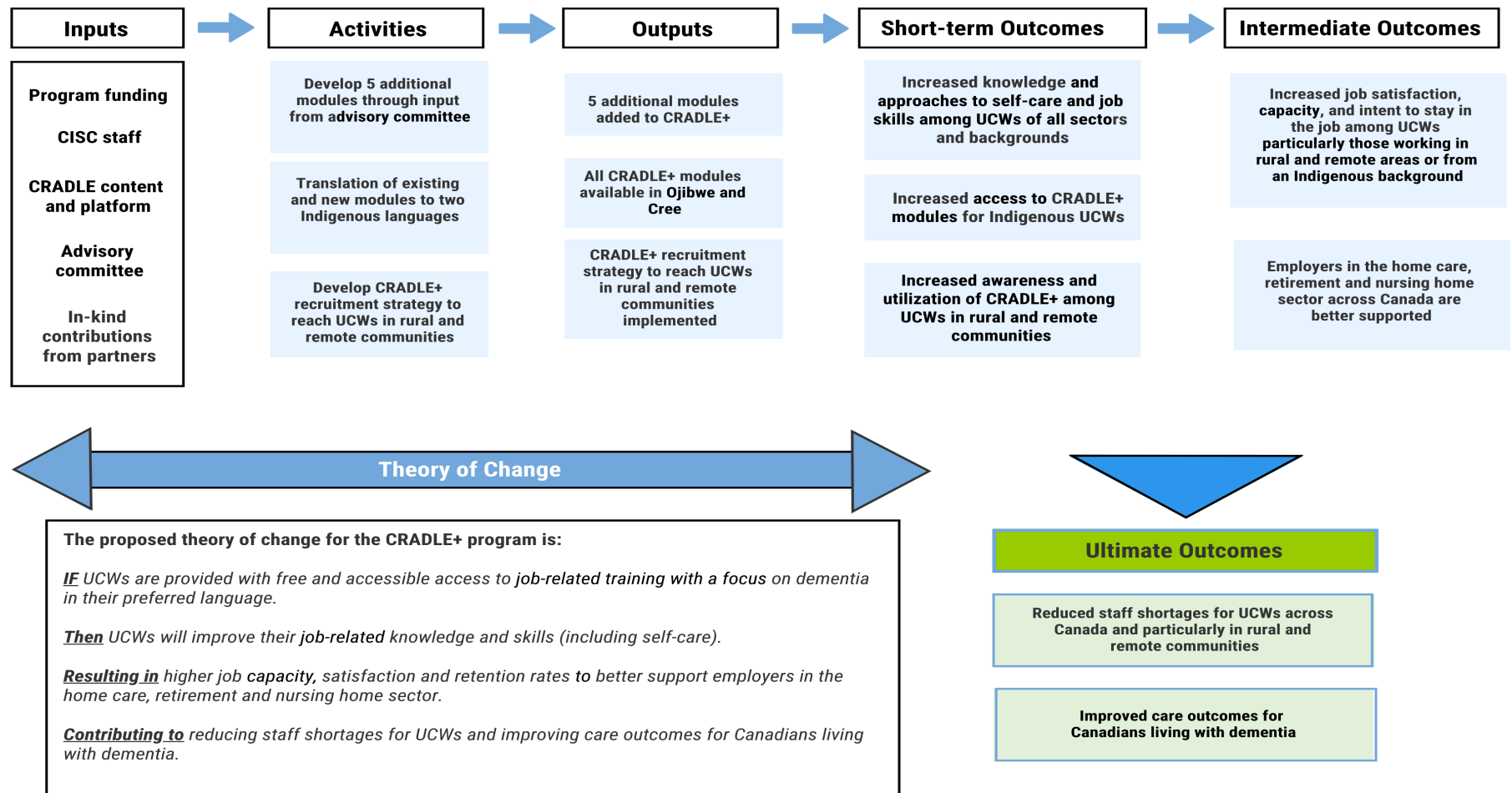
implementation of the CRADLE+ recruitment strategy to reach UCWs in rural and remote communities.

The **immediate outcomes** are the changes that are expected to come from these activities and outputs in a short period, and largely attributable to the project. The expected immediate outcomes include that UCWs of all sectors and backgrounds have increased knowledge and approaches to self-care and job skills; that the CRADLE+ modules are more accessible for Indigenous UCWs; and that there is an increased awareness and utilization of CRADLE+ among UCWs in rural and remote communities.

The **intermediate outcomes** are the changes expected in the medium-term to which the project is expected to contribute to, at least in part. It is assumed that the completion of the CRADLE+ modules will contribute to increased job satisfaction, capacity, and intent to stay in the job among UCWs, and particularly for those working in rural and remote areas, with a focus that includes individuals with an Indigenous background. Moreover, it is assumed that access to CRADLE+ for UCWs will help to better support employers in the home care, retirement, and nursing home sector across Canada.

The **long-term outcomes** are the changes that may result at a later time in the future. As a concept, medium and long-term outcomes are less directly attributable to an intervention (i.e., the project) alone, since other intervening factors play a role over time. For example, the project may contribute to the long-term outcomes of reducing staff shortages for UCWs across Canada and particularly in rural and remote communities, as well as improved care outcomes for Canadians living with dementia; however, other external factors that influence the achievement of these outcomes over time, such as employers' willingness to provide UCWs with better salaries and benefits, the economy, etc., also need to be considered. As a small intervention, this project can only be expected to **contribute** towards these long-term changes.

Figure 1: CRADLE+ Logic Model





## 2.0 Objectives of the Evaluation

### 2.1 Evaluation Objectives and Scope

The evaluation of the project was carried out to appraise its relevance, reach, design, delivery, effectiveness, and impact, as well as its efficiency. Additionally, the evaluation sought to enhance comprehension regarding the project's scalability, exploring the feasibility of implementing the CRADLE+ format for providing expanded Canada-wide employer-supported training and learning opportunities for UCWs.

The evaluation scope encompasses the timeframe from the initiation of the contract for CRADLE+ on January 2nd, 2022, between the Canadian Institute for Seniors Care at Conestoga College and FSC until November 2023. This approach ensures a comprehensive assessment of the various steps and processes undertaken in the project, while also capturing the early impacts of the initiative.

### 2.2 Evaluation Questions

The following table presents an overview of the key evaluation questions, indicators, data collection methods as well as data source that guided the data collection and analysis. Overall, the evaluation addressed the issues of relevance, reach, design and delivery, effectiveness and efficiency of the project.

Table 1: Evaluation Matrix CRADLE+

Questions	Indicators	Data Collection Method	Data Source
<i>Relevance</i>			
<p>1. To what extent is the project relevant to the needs of various stakeholders?</p> <p>a) newcomers to Canada working as UCWs</p> <p>b) Indigenous UCWs</p> <p>c) UCWs working in rural and remote areas</p> <p>d) Nursing home and home care employers across Canada</p>	<ul style="list-style-type: none"> <li>• Identification of the needs of newcomers to Canada working as UCWs</li> <li>• Identification of the needs of Indigenous UCWs</li> <li>• Identification of the needs of UCWs working in rural and remote areas</li> <li>• Identification of the needs of nursing home and home care employers across Canada</li> <li>• Evidence that the format and activities of the project support their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Document and data review</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Project documentation and data (e.g., on project design, participant surveys etc.)</li> <li>• Interview with project leads</li> </ul>
<i>Reach</i>			
<p>2. In what ways and to what extent is the project reaching intended target populations?</p>	<ul style="list-style-type: none"> <li>• Strategies to reach intended target populations (i.e., newcomers to Canada who work as UCWs, Indigenous UCWs, UCWs working in rural and remote areas, nursing home and home care employers across Canada)</li> <li>• Views on challenges/barriers to reach target populations</li> </ul>	<ul style="list-style-type: none"> <li>• Document and data review</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Project documentation and data (e.g., analytics, participant surveys etc.)</li> <li>• Interview with project leads</li> </ul>

Questions	Indicators	Data Collection Method	Data Source
3. What are the barriers/constraints for UCWs participating in the program?	<ul style="list-style-type: none"> <li>Views on the accessibility of the project</li> </ul>	<ul style="list-style-type: none"> <li>Document and data review</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation and data (e.g., participant surveys etc.)</li> <li>Interview with project leads</li> </ul>
<i>Design – The Extent to Which the Project Has Been Implemented as Intended</i>			
<p>4. To what extent was the project implemented as intended?</p> <p>4.1 To what extent did the project develop and deliver 5 additional modules online?</p> <p>4.2 To what extent did the project translate existing and new modules into two Indigenous languages (Ojibwe and Cree)?</p> <p>4.3 To what extent did the project expand and tailor the recruitment campaign to rural and remote communities?</p> <p>4.4. To what extent did the project create a community of</p>	<ul style="list-style-type: none"> <li>Perception of key stakeholders about the design of the project</li> <li>Evidence that the project developed and delivered 5 additional modules online</li> <li>Evidence that the project translated existing and new modules into two Indigenous languages (Ojibwe and Cree)</li> <li>Evidence that the project expanded and tailored its recruitment campaign to rural and remote communities</li> <li>Evidence that the project created a community of practice and discussion forum for UCWs</li> <li>Evidence that the project developed and implemented internal evaluation tools</li> </ul>	<ul style="list-style-type: none"> <li>Document and data review</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation</li> <li>Interview with project leads</li> </ul>

Questions	Indicators	Data Collection Method	Data Source
<p>practice and a discussion forum for UCWs?</p> <p>4.5 To what extent did the project develop and implement internal evaluation tools (e.g., electronic surveys of participants)?</p>			
5. Were modifications made to the design or delivery of the program?	<ul style="list-style-type: none"> <li>Evidence that the design or delivery of the program changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Document and data review</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation (e.g., on project design)</li> <li>Interview with project leads</li> </ul>
6. How was equity, diversity and inclusion considered in the project's design?	<ul style="list-style-type: none"> <li>Evidence of/views on the inclusion of EDI in the project</li> </ul>	<ul style="list-style-type: none"> <li>Document and data review</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation</li> <li>Interview with project leads</li> </ul>
<p>7. What are the key factors supporting or hindering the delivery of the project?</p> <p>a. What improvements can the Canadian Institute for Seniors Care at Conestoga College make in its delivery of the project?</p>	<ul style="list-style-type: none"> <li>Evidence of challenges with the project</li> <li>Evidence of what is working well</li> <li>Suggestions from key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Document and data review</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation</li> <li>Interview with project leads</li> </ul>

Questions	Indicators	Data Collection Method	Data Source
<i>Effectiveness</i>			
<p>8. To what extent did/does the project meet its intended outcomes?</p> <p>8.1 How effective has the project been in increasing knowledge and skills of UCWs working in rural and remote communities and/or from an Indigenous background?</p> <p>8.2 How effective has the project been in increasing the job satisfaction and intent to stay in the job among UCWs working in rural and remote communities and/or from an Indigenous background?</p> <p>8.3 How effective has the project been in adding value to the CRADLE courses by translating course content into two Indigenous languages?</p>	<ul style="list-style-type: none"> <li>• Evidence of UCWs working in rural and remote communities and/or from an Indigenous background having increased their knowledge and skills</li> <li>• Evidence of UCWs working in rural and remote communities and/or from an Indigenous background demonstrating increased job satisfaction and intent to stay in the job</li> <li>• Evidence that the translation of the CRADLE+ course content to two Indigenous languages has added value</li> <li>• Evidence that UCWs of all sectors and backgrounds have increased their knowledge on approaches for self-care and well-being</li> <li>• Evidence that there is a 40% retention rate of UCWs working in home care, retirement and nursing homes 3 and 6 months after they completed the course</li> </ul>	<ul style="list-style-type: none"> <li>• Document and data review</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Project documentation (e.g., analytics, participant surveys etc.)</li> <li>• Interview with project leads</li> </ul>

Questions	Indicators	Data Collection Method	Data Source
<p>8.4 How effective has the project been in increasing the knowledge on approaches for self-care and well-being among UCWs of all sectors and backgrounds?</p> <p>8.5 How effective has the project been in achieving a 40% retention rate of UCWs 3 and 6 months after course completion to support employer across Canada in the home care, retirement and nursing homes sector?</p>			
8. Have there been unintended impacts (positive or negative) of the project? If so, what were they?	<ul style="list-style-type: none"> <li>Evidence of/views on unintended outcomes (positive or negative) are identified</li> </ul>	<ul style="list-style-type: none"> <li>Document and data review</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation (e.g., analytics, participant surveys etc.)</li> <li>Interview with project leads</li> </ul>
9. What lessons have been learned from the project development and delivery?	<ul style="list-style-type: none"> <li>Evidence of/views on lessons learned</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Interview with project leads</li> </ul>
<i>Efficiency</i>			

Questions	Indicators	Data Collection Method	Data Source
<p>10. To what extent does the Canadian Institute for Seniors Care at Conestoga College use resources efficiently?</p> <p>10.1 Is the Canadian Institute for Seniors Care at Conestoga College meeting its intended timelines?</p> <p>10.2 Are available resources sufficient to complete the project as intended?</p>	<ul style="list-style-type: none"> <li>• Evidence of intended timelines being met</li> <li>• Perception of sufficiency of resources to complete the project as intended</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with project leads</li> </ul>
<p>11. How could the project be delivered, implemented and managed more efficiently?</p>	<ul style="list-style-type: none"> <li>• Suggestions on how the project could be delivered, implemented and managed more efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with project leads</li> </ul>

## 3.0 Evaluation Methodology

GGI implemented the evaluation in three phases: design, data collection, and analysis and reporting. The methods included:

- Document and data review, including participant survey data; and
- Two Key informant interviews (KII).

These methodologies are further described below.

### 3.1 Document Review

The document review contributed evidence for all evaluation questions related to relevance, reach, design and delivery, as well as effectiveness. Specifically, it provided background information on the origin and initial design of the project. The review of implementation documents was key to understanding how the project was intended to operate, and how it was actually implemented. Additionally, summary key findings from participant surveys contributed some evidence surrounding the reach of the project as well as the outcomes and effectiveness of the program.

Key documents included the CRADLE+ application form, workplan, quarterly reports, and summary key findings from participant surveys. A full list of reviewed documents is presented below:

- CRADLE+ application form;
- CRADLE+ work plan;
- Quarterly reports (Q1, Q2, Q3, Q4 year 2022-2023, Q1 Year 2023); and
- Summary key findings report from the participant surveys that the project conducts internally.

### 3.2 Key Informant Interviews (n=2 sessions; 3 participants)

In addition to the document and data review, GGI also conducted a joint semi-structured key informant interview (KII) with the former and current project lead, as well as a one follow-up interview with the current project lead. Key informant interviews captured opinions, explanations, examples and factual information with respect to all evaluation issues and questions. It also provided more context about the project. The detailed interview guides can be found in appendix A and B.



## 3.3 Analysis

GGI analyzed all data from the two lines of evidence. The analysis consisted of a vertical and a horizontal analysis of the findings. In the first step (the vertical analysis), we focused on the two individual lines of evidence individually, that is, a) the document and data review; and b) the KIIs. For each of these lines of evidence, we identified key findings. In the second step (the horizontal analysis), we compared the findings of the two lines of evidence and made linkages between them. This allowed us to identify essential insights for evaluating the project in its entirety.

## 3.4 Limitations

The findings of this evaluation have certain limitations due to privacy considerations implemented on the project side. Consequently, the evaluation faced constraints in contacting individuals who have undergone CRADLE+ training, leading to their perspectives and views not being incorporated into this evaluation report. Additionally, despite efforts, the evaluation team encountered challenges in reaching additional stakeholders, such as members of the CRADLE+ advisory committee, involved in the project. To mitigate some of these limitations, participant survey data collected by the project was included. It's important to note that the objective of this evaluation was not to establish the numeric value of the project but rather to identify successful aspects and assess scalability potential. GGI is confident that the evaluation findings effectively address each of the evaluation questions at hand.

## 4.0 Findings

### 4.1 Relevance

Evaluation Question 1: To What Extent Is the Project Relevant to the Needs of Various Stakeholders (i.e., a) newcomers to Canada working as UCWs; b) Indigenous UCWs; c) UCWs working in rural and remote areas; and, d) nursing home and home care employers across Canada)?

#### **Summary of Key Findings:**

The CRADLE+ project is relevant to the needs of various stakeholders, including newcomers to Canada working as UCWs, Indigenous UCWs, UCWs working in rural and remote areas, and nursing home and home care employers across Canada.

The prevalence of dementia in Canada is on the rise, yet UCWs frequently encounter gaps in knowledge and skills required for effective dementia care, leaving them unprepared to navigate the complexities of this field. The significance of providing training in dementia care is further underscored by the fact that UCWs often do not have access to such training opportunities through their employers. Compounding this challenge is the reality that many UCWs are part of marginalized communities, juggling multiple jobs concurrently, and contending with various life priorities. Financial constraints often impede their ability to afford training or education. This need for enhanced knowledge and skills in dementia care is particularly acute among UCWs in rural or remote communities, exacerbating the struggle of nursing home and home care employers, especially those in less accessible areas, to secure proficient UCWs.

CRADLE+ was envisioned as the inaugural fully online, cost-free, multilingual educational initiative tailored specifically for UCWs. The project's format and activities, to some extent, align with the needs of UCWs. Surveyed UCWs expressed appreciation for CRADLE+'s accessibility, emphasizing the ability to work at their own pace, the informative content within modules, user-friendly navigation, and the significant benefit of accessing the course without any fees. Particularly noteworthy was the prevalent use of online discussion groups by survey participants as the most frequently utilized tool.

Program documentation highlights a pervasive demand among UCWs for access to dementia care training, given the increasing number of individuals with dementia in Canada. UCWs frequently face a gap in knowledge and skills needed for effective dementia care, as they are "not always prepared to address complexities in dementia care."<sup>13</sup> The importance of offering training in dementia care is accentuated by the fact that UCWs often do not have the opportunity to engage in such training through their employers.<sup>14</sup>

Furthermore, the accessibility of such training should be free of charge, considering that many UCWs belong to marginalized groups, juggle multiple jobs concurrently, and contend with "competing life priorities." Financial constraints often hinder their ability to afford training or education necessary for them to "remain current in their field."<sup>15</sup>

### Identification of the Needs of Newcomers to Canada Working as UCWs

In addition to the above identified needs which are applicable for all UCWs irrespective of their backgrounds, interviewees identified that for newcomers working as UCWs specifically, it is important to gain an understanding of the Canadian healthcare system. It was also noted that there is a need for newcomer UCWs to build their "confidence and competence in dementia care," especially because in some regions of the world dementia might be more stigmatized.

Furthermore, the importance of acquiring knowledge and comprehension of person-centred care approaches was highlighted. Additionally, both program documentation and interviews underscored that "UCWs prefer to learn in their first language,"<sup>16</sup> emphasizing the necessity to offer training to newcomers working as UCWs in their preferred language.

### Identification of the Needs of Indigenous UCWs

While in the initial CRADLE training, modules were available in English, French, Mandarin and Tagalog, the training was not available in any Indigenous language. Examining program documents brought attention to the crucial aspect of translating the training modules into Indigenous languages, representing a significant area to be addressed in CRADLE+ for improved support to Indigenous UCWs. These documents further revealed that the suggestion for translation into Indigenous languages stemmed from consultations with "stakeholders and community," as indicated by the CRADLE+ team.<sup>17</sup>

These findings were further validated in the interviews. In particular, discussions with the CRADLE+ advisory committee revealed a consensus that CRADLE modules should be translated into two Indigenous languages, specifically Plains Cree and abbreviated Ojibwe. This recommendation arose from the recognition that these languages are widely used across Canada

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<sup>13</sup> CRADLE+ Application Form (p. 3).

<sup>14</sup> CRADLE+ Quarterly Report Q3 2022-23.

<sup>15</sup> CRADLE+ Application Form (p. 5-6).

<sup>16</sup> CRADLE+ Application Form (p. 4).

<sup>17</sup> CRADLE+ Application Form (p. 8).

rather than being specific to one particular region. Notably, the use of abbreviated Ojibwe was suggested to accommodate speakers from both the East and West dialects of Ojibwe, ensuring broader accessibility to the information.

### **Identifications of the Needs of UCWs Working in Rural and Remote Areas**

The examined program documents highlighted a pressing need for increased knowledge and skills in dementia care, particularly among UCWs operating in rural or remote communities.<sup>18</sup> This challenge is exacerbated by the fact that a substantial portion of UCWs (33%) operates in rural regions, where they encounter "disparate access to learning resources."<sup>19</sup> The interviews corroborated this discovery, elucidating that UCWs in rural or remote locations often lack opportunities for classroom training due to the absence of colleges or other organizations capable of delivering in-person training. Consequently, UCWs in these areas would need to travel significant distances, which is often impractical, to access training or education. Thus, there is an urgent need not only to provide training to UCWs in these regions but also to ensure that the training is accessible without imposing additional burdens.

Additionally, data from the initial CRADLE rollout indicates that UCWs in rural and remote areas have not been reached to the same extent as those in more urban areas. This suggests a necessity to employ different approaches to target UCWs in rural and remote areas, ensuring they are aware of the available training opportunities.<sup>20</sup>

### **Identification of the Needs of Nursing Home and Home Care Employers Across Canada**

The broader care sector is grappling with "staffing shortages," with nursing home and home care employers facing difficulties in recruiting skilled UCWs. These challenges are even more pronounced for employers situated in rural and remote areas, and they were further intensified by the impact of the COVID-19 pandemic. Interviews highlighted that nursing home and home care employers had limited options for offering dementia training, particularly to UCWs. Consequently, despite UCWs working with residents living with dementia, their knowledge and skills in dementia care may have been lacking.

### **Evidence that the Format and Activities of the Project Support Their Needs**

Evidence from the reviewed program documents as well as the interviews conducted demonstrates that the format and activities of the project mostly support the needs of UCWs. CRADLE+ was intended to be "the first, fully online, multilingual education opportunity specifically designed for UCWs", particularly those who are newcomers, Indigenous, or working in rural and remote areas and nursing home and home care employers across Canada.<sup>21</sup> CRADLE+

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<sup>18</sup> CRADLE+ Application Form.

<sup>19</sup> CRADLE+ Application Form (p. 3).

<sup>20</sup> CRADLE+ Application Form (p. 4).

<sup>21</sup> CRADLE+ Application Form (p. 6)

also aimed to include a virtual community that would enable historically-isolated UCWs to “engage with course facilitators and peers in discussion forums.”<sup>22</sup>

The interview with the project leads reveals that the modules were crafted through research into the needs of individuals living with dementia, including those who identify as Indigenous or 2SLGBTQ, residing in both urban and rural areas. The objective was to provide guidance for PSWs on their learning journey. Moreover, the project team collaborated closely with an advisory committee representing diverse regions across Canada. This committee included various stakeholders such as researchers, care providers, administrators in long-term care homes or home care organizations, UCWs themselves, and women from the Native Women’s Association of Canada. The project team engaged with the advisory committee throughout the design and development of CRADLE and CRADLE+ to ensure the fulfillment of specific needs.

As previously emphasized, the necessity for training in UCWs' first language was addressed through the translation of all five original CRADLE modules and the additional five new CRADLE+ modules into multiple languages. The aim of providing a comprehensive understanding of person-centered care approaches was met by developing modules that specifically focused on individuals with dementia facing various challenges, such as those living in remote locations or identifying as Indigenous. Furthermore, the modules were thoughtfully designed to incorporate diverse learning techniques, allowing UCWs the flexibility to learn through various means, including visualizing scenarios rather than solely relying on reading. Lastly, by ensuring that the training is not only accessible but also completely free of charge, available online for completion in a few hours, and adaptable to individual pacing, the program successfully enhances accessibility for UCWs working and residing in rural and remote areas.

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<sup>22</sup> Ibid

## 4.2 Reach

### Evaluation Question 2: In What Ways and to What Extent Is the Project Reaching Intended Target Populations?

#### Summary of Key Findings:

The program has implemented a diverse range of strategies to effectively reach its designated target populations. These approaches encompass the utilization of paid advertisements, distribution of flyers to employment agencies and settlement service providers, cold calling long-term care homes, formation of an advisory committee, hosting an international virtual conference on dementia care, active engagement on social media platforms such as Twitter and LinkedIn, and participation in knowledge mobilization activities like webinars, newsletters, and meetings. These concerted outreach efforts have resulted in a notable achievement, with over 29,349 individuals registering for either CRADLE+ (15,506) or CRADLE (13,843) as of November 9, 2023.

While the initial round of CRADLE encountered challenges with low uptake among UCWs in rural and remote areas, CRADLE+ successfully addressed this issue by implementing a targeted marketing strategy tailored to reach UCWs in these specific regions. With this targeted approach, no significant obstacles beyond this particular challenge were identified in reaching the intended target populations.

#### Strategies to Reach Intended Target Populations (i.e., Newcomers to Canada Who Work as UCWs, Indigenous UCWs, UCWs Working in Rural and Remote Areas, Nursing Home and Home Care Employers Across Canada)

All lines of evidence indicate that the program has utilized a variety of strategies to reach its intended target populations. These strategies include the use of paid advertisements, making cold calls to long term care homes, handing out flyers to employment agencies as well as settlement service providers, establishing a large advisory committee, organizing an international virtual conference on dementia care, posting on Twitter and LinkedIn, as well as engaging in knowledge mobilizations activities such as webinars, newsletters, and meetings.<sup>23</sup>

As per the CRADLE+ Application Form, the marketing strategy for CRADLE primarily focused on networks, Google ads, and mailouts. To enhance the reach across provinces and broaden the marketing scope for CRADLE+, a more diversified approach was recommended, including radio ads, television commercials, subway advertising, and billboards. Interviews conducted confirm

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<sup>23</sup> Quarterly Report Q1 2022-23

that the proposed activities, such as subway stations, billboards, bus ads, and in-home commercials, were implemented. However, these activities were limited to targeted regions in Toronto and Quebec (with French translation) due to budget constraints.

In summary, the interviews underscore the pivotal role of Conestoga College's marketing team in crafting and implementing outreach strategies, notably through advertisements. Additionally, the success of word-of-mouth dissemination within the target populations is acknowledged. Recognizing the efficacy of both approaches, a hybrid strategy, combining word of mouth and formal advertising, is currently employed for Indigenous UCW outreach, specifically informing them about the upcoming release of CRADLE+ modules in Plains Cree and abbreviated Ojibwe. As part of this outreach, the CRADLE+ team has shared information with advisory committee members, who, in turn, have reached out to various organizations. Direct outreach initiatives have also extended to the Native Women's Association of Canada and Indigenous Nations Translations.

As a result of these outreach endeavors, the registration count exceeded 29,349 individuals for CRADLE+ (15,506) or CRADLE (13,843) as of November 9, 2023.<sup>24</sup> Notably, there was a substantial 62% increase in registrations between January and March 2023 (4,451) compared to the period between October and December 2022 (2,773).<sup>25</sup> Regarding the targeted demographic, 5.6% of survey participants identified as First Nations people, Metis, or Inuit, 47.8% as newcomers to Canada, and 14.1% hailed from remote or rural areas.<sup>26</sup> Figure 1 illustrates the geographical distribution, with a majority of survey respondents located in Ontario.

**Table 2: Characteristics of CRADLE+ Survey Respondents (n = 2,498)**

<b>Average age</b>	<b>40.0 ± 13.4 years</b>
Languages with proficiency	English (97.1%), Tagalog (7.0%), Other (7.1%), French (4.3%), Mandarin (1.1%).
Special interest groups	Age over 50 (41.2%), First Nations people, Metis or Inuit (5.6%), Newcomer to Canada (47.8%), Remote/rural area (14.1%).
Employers	Home care (27.0%), Long-term care (28.7%), Retirement living (14.2%), and Other (45.3%).
Worked with current employer for less than one year	52.8%
Has a college or university education	83.3%
Experience with online learning before CRADLE	77.9%

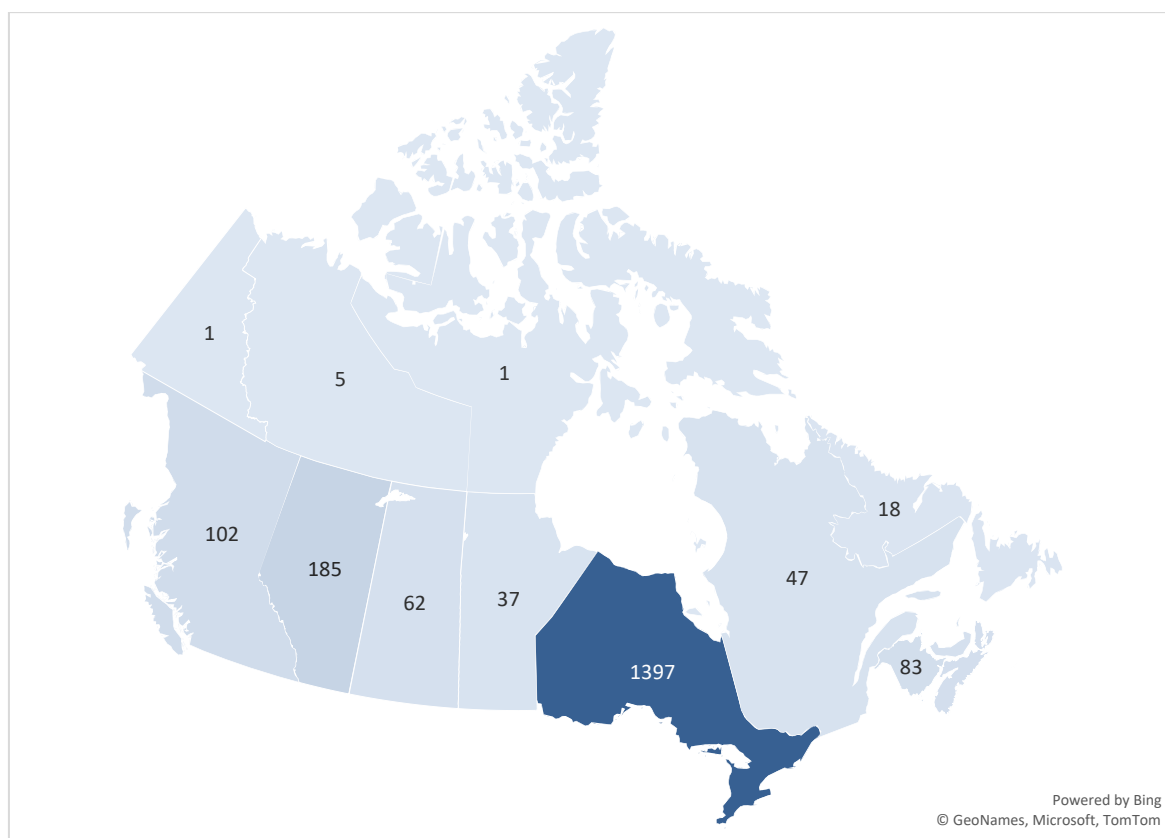
<sup>24</sup> GGI obtained this information through email communication with Linda Sheiban Taucar on November 10, 2023.

<sup>25</sup> Quarterly Report Q4 2022-23 (p. 2).

<sup>26</sup> CRADLE+ Survey Summary November (p. 3).

Less than one year of Unregulated Care Worker experience	50.4%
More than one employer	14.7%
A single employer with a full-time position	40.4%
Happy with the number of assigned hours	67.4%
Received benefits	49.2%
Received overtime pay	53.5%
Received paid leave for sick time	48.3%
Were at least sometimes concerned about losing their job	67.3%
Were satisfied with their salary	42.2%
Completed all the CRADLE modules	99.4%

Figure 1: Locations of CRADLE+ Survey Respondents<sup>27</sup>



<sup>27</sup> 203 (8.9%) respondents were located outside Canada.



## Views on Challenges/Barriers to Reach Target Populations

While the first round of CRADLE outreach demonstrates low uptake from UCWs working in rural and remote areas, this challenge was addressed during CRADLE+ by establishing a targeted marketing strategy to reach UCWs in these areas. Apart from this one issue, no major challenges were identified in reaching the intended target populations.

## Evaluation Question 3: What Are the Barriers/Constraints for UCWs Participating in the Program?

### Summary of Key Findings:

Challenges encountered by UCWs in participating in the program encompassed difficulties in allocating sufficient time to complete the program and facing obstacles related to access to technology. UCWs often grappled with time constraints due to their demanding schedules, involving multiple jobs and competing life priorities. Additionally, some UCWs encountered impediments associated with technology access, which could pose barriers to their engagement in the program. Overcoming these challenges requires thoughtful consideration of flexible scheduling options and strategies to enhance technological accessibility, ensuring inclusivity and widening the program's reach among UCWs.

## Views on the Accessibility of the Project

Based on course feedback, accessibility was the most valued feature of the program. A large contingent (90.6%) of participants reported no difficulties accessing the CRADLE+ course. The only identified technical difficulties included forgotten passwords, issues with navigating course content, challenges with locating the certificate of completion, and the length of the video.<sup>28</sup> Other reported barriers included finding the time to complete the program, and access to technology.<sup>29</sup>

The reported strengths of the program included having the ability to complete the program during work hours, diversity of module topics, increased interactive opportunities, and shorter modules.

Similar observations were made by the interviewees. Specifically, they highlighted that due to the impact of the COVID-19 pandemic and staffing shortages, education/training was not considered a

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<sup>28</sup> CRADLE+ Survey Summary November

<sup>29</sup> Ibid

priority. Additionally, poor and unstable internet access in rural and remote areas presents a barrier for UCWs working in these areas when accessing CRADLE+.

## 4.3 Design

### Evaluation Question 4: To What Extent Was the Project Implemented as Intended?

#### **Summary of Key Findings:**

Overall, the project was implemented as intended. As scheduled, an additional set of five modules was introduced in October 2022, shaped by valuable input from stakeholders and crafted by specialized trainers proficient in dementia care, education, and research. These modules were made available in English, French, Mandarin, and Tagalog, with the Plains Cree and abbreviated Ojibwe versions currently in the final stages of online development.

To broaden its reach and enhance inclusivity, the project expanded its recruitment efforts, targeting rural and remote communities with lower participation rates. Concurrently, a community of practice and discussion forum for UCWs was established, emphasizing the significance of online discussion groups as the primary tool utilized by survey participants.

A crucial aspect of the project involved the development and implementation of internal evaluation tools. Participant surveys, conducted at various stages—prior to training, immediately post-training, and at three- and six-months post-course completion—served as effective mechanisms for gathering participant feedback. This robust internal evaluation framework facilitated a comprehensive assessment of the program's impact over time.

#### **Perception of Key Stakeholders about the Design of the Project**

Based on insights gathered from the interviews, the project's structure and design embraced a participatory methodology. The team actively involved individuals with dementia and their families, delving into their experiences and challenges. Subsequently, feedback was sought from the advisory committee. This inclusive approach unified all stakeholders in shaping the project's design.

## **Evidence that the Project Developed and Delivered 5 Additional Modules Online**

Documented evidence indicates that, through continued investment, five additional modules were introduced in October 2022.<sup>30</sup> These new modules were created based on “input from stakeholders,<sup>31</sup> and were developed by training specialists with expertise in the field of dementia care, education and research”.<sup>32</sup> The five modules feature the stories of four people living with dementia and one unregulated care provider, “building on concepts introduced in the first five modules”.<sup>33</sup> As with previous modules, new modules present learners with a case study and walk them through related best practices “while providing opportunities to apply their learning and check their understanding.”<sup>34</sup>

## **Evidence that the Project Translated Existing and New Modules into Two Indigenous Languages (Ojibwe and Cree)**

The comprehensive review of documents and insights gathered from interviews consistently affirms that all modules have been meticulously developed in English, French, Mandarin, and Tagalog. Additionally, the online development phase for the Plains Cree and abbreviated Ojibwe versions of CRADLE+ is nearing completion.<sup>35</sup> As of the report's composition, the anticipated timeline indicated that the CRADLE modules in both Plains Cree and abbreviated Ojibwe were slated to go live no later than the end of November. Furthermore, it was revealed that the Future Skills Centre (FSC) had extended support for the project into 2023, providing the necessary timeframe for the modules to be launched and allowing participants to engage with the CRADLE+ content in these two Indigenous languages.

## **Evidence that the Project Expanded and Tailored Its Recruitment Campaign to Rural and Remote Communities**

According to the documents reviewed, the program employed “a multi-media strategy” to share the existing and new modules with UCWs working in rural and remote areas.<sup>36</sup> For example, “out-of-home advertising (e.g., billboard and transit ads)” was used to target more rural and remote communities with lower levels of participation.<sup>37</sup> Insights derived from key informant interviews validate these findings and underscore that the marketing strategy for CRADLE+ was finely tuned

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<sup>30</sup> Quarterly Report Q1 2022-23 (p. 2).

<sup>31</sup> Stakeholders include: 1) Care providers, 2) people living with dementia, 3) healthcare providers, 4) educators, 5) researchers, 6) educational technology experts, and 7) media and design. Stakeholders provide feedback through all stages of development.

<sup>32</sup> Quarterly Report Q1 2022-23 (p. 1-2).

<sup>33</sup> Quarterly Report Q1 2022-23 (p. 2).

<sup>34</sup> Quarterly Report Q1 2022-23 (p. 2).

<sup>35</sup> Quarterly Report Q1 2023-2023 (p. 1).

<sup>36</sup> Quarterly Report Q1 2022-23

<sup>37</sup> Quarterly Report Q1 2023-2023 (p. 1).

by the team at Conestoga College to effectively target UCWs situated in rural and remote communities..

### **Evidence that the Project Created a Community of Practice and Discussion Forum for UCWs**

As noted above, CRADLE+ was conceptualized to incorporate a virtual community, providing an avenue for traditionally isolated UCWs to interact with both course facilitators and peers through discussion forums. Participant surveys reveal that online discussion groups emerged as the most commonly utilized tool among survey respondents.<sup>38</sup> Additionally, insights from interviews highlight the effective use of discussion forums, fostering a sense of community among diverse users and facilitating the exchange of experiences related to caring for individuals with dementia.

### **Evidence that the Project Developed and Implemented Internal Evaluation Tools**

The review of documents and insights from interviews underscore that participant surveys were administered prior to training, immediately after training, and at the three- and six-month marks post-course completion. These surveys served the purpose of gathering feedback from participants, facilitating an internal evaluation of the program.<sup>39</sup>

This long-term cohort internal study employed a variety of outcome measures including “general skill development, facilitators and barriers to online learning and training opportunities, workplace conditions, and workplace engagement”. To measure whether there was a change in knowledge about Alzheimer’s Disease from baseline to post-CRADLE+ training, the project employed Carpenter et al.’s (2009) Alzheimer’s Disease Knowledge Scale that has been used by researchers to measure healthcare providers’ knowledge of dementia.<sup>40</sup> The Alzheimer’s related questions were asked at four points in time. This approach allowed for an assess of participants’ knowledge and whether it had increased after completing the course. Surveys were administered through Qualtrics online questionnaires.<sup>41</sup>

It's important to highlight that engagement in the internal surveys was entirely voluntary. Therefore, the responses collected only reflect a limited proportion of those who registered for CRADLE+. Additionally, the response rates for the baseline and post-training surveys are considerably higher than those for the 3-month and 6-month post-training surveys. This

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<sup>38</sup> CRADLE+ Summary of Results

<sup>39</sup> Quarterly Report Q3 2022-23 (p. 1).

<sup>40</sup> Carpenter BD, Balsis S, Otilingam PG, Hanson PK, Gatz M. The Alzheimer's Disease Knowledge Scale: development and psychometric properties. *Gerontologist*. 2009 Apr;49(2):236-47. doi: 10.1093/geront/gnp023. Epub 2009 Mar 25. PMID: 19363018; PMCID: PMC2667675.

<sup>41</sup> CRADLE+ Summary of Results

discrepancy poses challenges in reporting statistically significant findings across all survey time points.<sup>42</sup>

## Evaluation Question 5: Were Modifications Made to the Design or Delivery of the Program?

### Summary of Key Findings:

The implementation of the program has closely adhered to the initial plan, with minor adjustments in outreach strategies to better reach rural and remote communities. However, a notable deviation occurred in the translation process of CRADLE+ modules into Plains Cree and abbreviated Ojibwe, which surpassed the initially projected timeline. Consequently, this unforeseen delay has had a substantial impact on the scheduled release of the modules in these languages.

### Evidence that the Design or Delivery of the Program Changed Over Time

According to the original plan, the program has been actively incorporating five additional modules on dementia care, available in multiple languages including French, Mandarin, Tagalog, Plains Cree, and abbreviated Ojibwe, with a specific emphasis on targeting rural and remote communities. However, the strategies employed to achieve these goals have evolved over time. Initially, the project aimed to enhance participation in rural and remote areas by providing mobile devices for loan, but this approach encountered challenges. Consequently, the project team shifted its focus to raising awareness about CRADLE+ in these communities by “using partner networks and out-of-home advertising, and working individually with organizations to meet their participation needs using existing resources”.<sup>43</sup>

Furthermore, the translation process for the CRADLE+ modules into Plains Cree and abbreviated Ojibwe has exceeded the initially expected timeline, leading to notable delays in the release of these modules. As of the writing of this evaluation report, the modules had not yet been made available.

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<sup>42</sup> Based on CRADLE+ Survey Summary November, CRADLE+ surveys responses were as follows: baseline - 1543, immediate post - 744, 3- months - 124, and 6-months - 87.

<sup>43</sup> Quarterly Report Q4 2022-23 (p. 3).

## Evaluation Question 6: How Was Equity, Diversity and Inclusion Considered in the Project's Design?

### Summary of Key Findings:

The project has embraced principles of Equity, Diversity, and Inclusion (EDI), incorporating them into its core framework. This integration of EDI principles extends to the design, development, and delivery of the CRADLE+ modules, ensuring a consideration of diverse perspectives and needs. The project team has expanded to include a diverse range of stakeholders, and an advisory committee with representatives from various regions across the country reflects a commitment to EDI principles.

The approach to EDI in the project is evident in its consideration of the unique needs of UCWs. This involves providing online accessibility, free delivery, diverse training options, and targeted outreach to UCWs in rural and remote areas. Collaborative efforts with key partners have resulted in the development of culturally sensitive and inclusive content. Furthermore, the project focuses on historically under-funded sectors such as nursing homes and home care, fostering an inclusive environment where all stakeholders are encouraged to participate in program development and evaluation.

### Evidence of/Views on the Inclusion of EDI in the Project

The evaluation findings indicate that the principles of EDI have been incorporated into the project. The project team has been expanded to include “more partners from rural and remote places, organizations advocating for equity, diversity and inclusion, Indigenous groups, and agencies providing education, career and employment resources, ensuring a representative collaboration”.<sup>44</sup> Additionally, the creation of a diverse advisory committee ensured that diverse perspectives and needs were integrated in the way in which the CRADLE+ modules were designed, developed and delivered. New advisory committee members included representatives from across the country, as well as a variety of different stakeholders, such as researchers, care providers UCWs, community members, representatives from long-term care homes and home care organizations, and Native Women's Association of Canada. The project's approach to EDI is marked by considerations of UCW's unique needs (language, time, location, cost, work and life demands), offering online access, free delivery and diverse training, as well as strategic outreach to target UCWs in rural and remote areas that historically have limited capacity and access to training. The project has also developed culturally sensitive, inclusive content in collaboration with key partners. In addition, the project targets historically under-funded sectors (nursing

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<sup>44</sup> CRADLE+ Application Form (p. 8).

homes, home care) and works towards fostering an inclusive environment where all stakeholders are encouraged to be involved in program development and evaluation.<sup>45</sup>

## Evaluation Question 7: What Are the Key Factors Supporting or Hindering the Delivery of the Project?

### Summary of Key Findings:

The high number of individuals registering for the CRADLE and CRADLE+ programs presents a huge success for this project. The feedback the project team has received suggests that most users are satisfied with CRADLE+. The following key features have been found to be most successful: 1) The interface of the online course; 2) The efficiency of the training (i.e., five hours of training which result in a certificate of completion); 3) The way the videos and the module components are put together; and 4) The integration of different learning techniques into the training.

The establishment of a large advisory committee and its involvement in the design and development of the CRADLE+ modules were identified as being very advantageous to the program. Additionally, the involvement of the college's marketing team in promoting/advertising CRADLE+, as well as FSC's support and understanding of the importance of marketing were emphasized as factors that worked well with the project.

Participants also valued CRADLE+'s accessibility and appreciated the ability to work at their own pace, the information within the modules, the ease of navigation, the presentation of the material, and that they could access the course at no fee. Notably, online discussion groups were the tool most frequently used by survey participants.

The project encountered two significant challenges. Firstly, the translation into Indigenous languages exceeded the expected timeline, resulting in considerable delays in the modules going live in these languages. Secondly, challenges were encountered in collecting feedback from participants. Interviewees suggested that surveys should have been more concise, considering the busy schedules of UCWs. This feedback emphasized the importance of streamlining survey content to enhance participation.

### Evidence of Challenges with the Project

The evaluation identified two major challenges faced throughout the project. First, the translation into Indigenous languages took longer than anticipated, which caused significant delays and meant that at the time of writing this report, the modules had not gone live in these languages. Second, it was mentioned that the project faced challenges with collecting feedback from

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<sup>45</sup> CRADLE+ Application Form (p. 9-10).



participants. While the project encouraged participants to complete the surveys (baseline, post, and 3- and 6-months post), survey responses particularly for the 3- and 6-months post surveys were low which made it difficult to evaluate the longer-term effects of the CRADLE+ training program.

## Evidence of What Is Working Well

As previously noted, over 29,349 individuals registered for CRADLE+ or CRADLE as of November 9, 2023. This demonstrates the great need and demand for the training on dementia care. The high number of individuals registering for CRADLE and CRADLE+ presents a huge success for the project.

The feedback the project team received suggested that most users were satisfied with CRADLE+ and particularly enjoyed the following features of the program:

- The interface of the online course;
- The efficiency of the training (i.e., five hours of training which result in a certificate of completion);
- The way the videos and the module components are put together; and,
- The integration of different learning techniques into the training.

The establishment of a large advisory committee and its involvement in the design and development of the CRADLE+ modules were identified as great successes. Additionally, the involvement of the College's marketing team in promoting/advertising CRADLE+, as well as FSC's support and understanding of the importance of marketing were emphasized as factors that worked well.

Finally, project documents and results from the participant surveys demonstrate that CRADLE+ modules were ranked high. "Participants also valued CRADLE+'s accessibility and appreciated the ability to work at their own pace, the information within the modules, the ease of navigation, the presentation, and that they could access the course at no fee".<sup>46</sup> Notably, online discussion groups were the tool most frequently used by survey participants.<sup>47</sup>

## Suggestions from Key Stakeholders

Based on interview feedback, certain drawbacks were identified regarding the length and quantity of survey questions in the four surveys, potentially leading to lower-than-expected response rates. It was emphasized that, considering the busy schedules of UCWs, future surveys should be more concise. Recommendations for similar projects include reducing the length and adjusting the approach for survey administration.

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<sup>46</sup> CRADLE+ Summary of Results (p.7).

<sup>47</sup> Ibid



## 4.4 Effectiveness

### Evaluation Question 8: To What Extent Did/Does the Project Meet Its Intended Outcomes?

#### Summary of Key Findings:

Based on participant surveys, Alzheimer's Disease Knowledge Scale scores were similarly high from baseline to post, and 3- and 6- months. Additionally, there were no significant changes in mean scores for the essential skills and job satisfaction indicators measured in the various phases of the surveys (from baseline to 6 months post).

#### Evidence of UCWs Working in Rural and Remote Communities and/or from an Indigenous Background Having Increased Their Knowledge and Skills

As previously noted, the Alzheimer's related questions were asked at four time points: baseline, post, and 3- and 6-months after the completion of the course. Survey analysis indicates that there was no significant difference between pre- and post-ADKS scores. In other words, scores were similarly high from baseline to 3- and 6- months.<sup>48</sup>

Table 3: Alzheimer's Disease Knowledge Scale<sup>49</sup>

	Baseline	Post	3-Months	6-Months
<b>Alzheimer's Disease Knowledge Scale (0-30)</b>	22.4 ± 4.0	22.8 ± 4.1	23.4 ± 4.0	23.6 ± 3.6

Additionally, there were no significant changes in mean scores for essential skills using Essential Skill Characteristics. This was possibly due to the following finding: "participants reported high self-perceived competencies at baseline and CRADLE content did not directly relate to writing, computer literacy, reading, critical thinking and teamwork".<sup>50</sup>

The evaluation findings from the interviews indicate that CRADLE+ should contribute to an increase in knowledge about providing person-centered care. However, it was noted that the surveys did not collect any data on this important topic.

<sup>48</sup> CRADLE+ Survey Summary November.

<sup>49</sup> CRADLE+ Survey Summary November.

<sup>50</sup> Quarterly report Q2 2022-23 (p. 2).

## Evidence of UCWs Working in Rural and Remote Communities and/or from an Indigenous Background Demonstrating Increased Job Satisfaction and Intent to Stay in the Job

The participant surveys included the following three questions, which acted as indicators of job satisfaction: 1) Feeling inspired about their job; 2) Feeling proud about their work; and 3) Feeling enthusiastic about their work. No statistically significant differences were identified in survey respondents' agreement with the 3 items, from baseline to post, and 3- and 6-months after the training.<sup>51</sup>

Table 4: Job Satisfaction<sup>52</sup>

	Baseline	Post	3-Months	6-Months
Enthusiastic about working (0-6)	4.8±1.4	n/a	4.9±1.3	4.7±1.5
Finds work inspiring (0-6)	4.7±1.4	n/a	4.9±1.4	4.8±1.6
Proud of work (0-6)	5.2±1.2	n/a	5.5 ±1.0	5.3±1.3

## Evidence that the Translation of the CRADLE+ Course Content to Two Indigenous Languages Has Added Value

While the CRADLE+ modules had not gone live at the time of writing this report, and, it is therefore difficult to measure the impact that having the CRADLE+ modules available in two Indigenous languages have, the interviews underlined the added value that having the CRADLE+ modules available in these additional languages has from an EDI perspective. Specifically, it was stated that providing the modules in two Indigenous languages ensures that CRADLE+ is more accessible to Indigenous UCWs whose first language is not English and/or to those who are less comfortable with English. It ensures an equitable and inclusive approach for all UCWs who wish to participate in the training.

<sup>51</sup> Quarterly Report Q3 2022-23.

<sup>52</sup> CRADLE+ Survey Summary November.

## Evaluation Question 9: Have There Been Unintended Impacts (Positive or Negative) of the Project? If so, What Were They?

### Summary of Key Findings

The virtual international conference on dementia care effectively cultivated a sense of unity among participants, leaving a substantial and enduring impact. Subsequently, various nursing home and home care employers, as well as organizations engaged in dementia care, including those offering day programs, have acknowledged the merit of CRADLE+ training. As a result, they have started integrating it into their training and onboarding procedures for new employees, highlighting the program's significance and efficacy in the field.

### Evidence of/Views on Unintended Outcomes (Positive or Negative) Are Identified

The evaluation evidence from the interviews indicates that the international virtual conference on dementia care brought people together and made a substantial impact. Moreover, it was mentioned that some nursing home and home care employers, as well as other organizations offering care for individuals living with dementia (e.g., organizations providing day programs), have started to use the CRADLE+ training as part of their training and onboarding process for new employees. This was seen as an “incredible” achievement and something that the project team had not initially anticipated.

Additionally, it was mentioned that even at this stage (i.e., in November 2023), the project still sees a continued huge interest in taking the training with anywhere between 3 to 700 people registering to take the CRADLE+ modules on a weekly basis. The continued uptake was interpreted as there being an ongoing need for training such as CRADLE+.

## Evaluation Question 10: What Lessons Have Been Learned from the Project Development and Delivery?

### Summary of Key Findings

Underestimating the financial resources needed for effective campaigns should be avoided. Allocating sufficient financial resources for marketing, along with a realistic acknowledgment of the budget requirements, plays a crucial role in attaining marketing objectives.

Additionally, the project team gained insights into the considerable time and resources, both financial and human, necessary for developing high-quality online training content. They also recognized the importance of translation, understanding the time and efforts required to ensure not only accurate translation but also seamless integration with the online interface, along with the quality control measures involved in this aspect of the work.

### Evidence of/Views on Lessons Learned

According to interviews, it is important to not underestimate the financial resources required for successful campaigns. Having the necessary financial resources allocated for marketing and an acknowledgment of the actual budget required play an important role in achieving marketing objectives. Moreover, the project team learned how much time and resources (both financial and human) it takes to develop high quality online training content. They also learned about the importance of translation and the time as well as efforts required to ensuring that the content is not only translated but also integrated well with the online interface and the quality control that goes into this aspect of work. Overall, the evaluation indicates that these learnings were appreciated and would provide the team with a good foundation of knowledge on how to approach similar projects in the future.

## 4.5 Efficiency

### Evaluation Question 11: To What Extent Does the Canadian Institute for Seniors Care at Conestoga College Use Resources Efficiently?

#### Summary of Key Findings

Except for the incorporation of CRADLE+ modules in Plains Cree and abbreviated Ojibwe, the project successfully adhered to its designated timelines. The funding provided by FSC was deemed adequate for the project's scale and scope. Furthermore, the in-kind contributions and staff allocations from the CRADLE+ team were considered sufficient, contributing to the smooth execution of the project.

#### Evidence of Intended Timelines Being Met

With the exception of adding the CRADLE+ modules in Plains Cree and abbreviated Ojibwe, the project managed to meet its intended timelines. The delay in getting the modules to go live in these two languages were related to a variety of factors including organizational changes within the CRADLE+ team, as well as the tasks related to the translation of the modules to the two languages, and longer than expected time required to program the two new languages onto the interface of the online-learning platform. However, interview respondents were confident that with the extension of the project to end of December 2023, they would manage to go live with the modules in the two Indigenous languages.

#### Perception of Sufficiency of Resources to Complete the Project as Intended

Evidence from the interviews indicates that the resources allocated to the project are sufficient to complete it as intended. The funding received from FSC was perceived as a sufficient amount for the size and scope of the project. Additionally, the in-kind and staff allocations that the CRADLE+ team contributed were also seen as being sufficient, allowing the project to run smoothly.

The partnership with FSC was perceived as being effective and positively contributing to better outcomes overall. It was reported that communication with FSC was quick and efficient. This allowed for any questions (e.g., regarding administration or reporting) to be addressed efficiently. Moreover, the vast amount of support provided by FSC was appreciated in that it allowed the project to make changes and receive extensions when needed. The knowledge and understanding of what it takes to successfully complete a project such as CRADLE+ (e.g., the importance of allocating sufficient resources for marketing) on the FSC side was also emphasized as an important factor that positively contributed to achieving better outcomes.

## Evaluation Question 12: How Could the Project Be Delivered, Implemented and Managed More Efficiently?

### **Summary of Key Findings:**

The evaluation findings indicate that the project was effectively managed, and its delivery and implementation aligned with the intended goals. The evidence reflects a successful execution, demonstrating a proficient and well-coordinated approach in the project's oversight and realization.

### **Suggestions on How the Project Could Be Delivered, Implemented and Managed More Efficiently**

According to the interviews, it was noted that the project was managed very well. While a few challenges were encountered along the way (e.g., organizational changes), these were perceived as being outside of the control of the project team, and were not seen as negatively impacting the management of the project.

## 4.6 Sustainability of the Project

### **Summary of Key Findings:**

Continual training, such as CRADLE+, for UCWs in Canada remains an ongoing necessity. While the CRADLE+ team aspires to maintain accessibility to the course even after the conclusion of FSC funding, as of the report's writing, specific plans for its continuation were not firmly established. Nevertheless, the CRADLE+ team has initiated an exploration of various avenues to sustain the course, investigating potential strategies for its continued availability. Additionally, efforts are underway to identify alternative funding sources that could not only support the ongoing hosting of CRADLE+ but potentially facilitate its expansion and the creation of new content.

The CRADLE+ team envisions the potential for scaling up the project and, indeed, harbours numerous ideas for additional content or modules that could be developed in the event of project expansion.

Evidence from the key informant interviews indicates that there is an ongoing need to provide training such as CRADLE+ to UCWs in Canada. The continued high uptake of the CRADLE+ training, even throughout later phases of the project (i.e., in the fall of 2023), underlines this need and demonstrates that there is interest and demand among care providers to access the training. Additionally, considering that the number of people diagnosed with dementia keeps increasing

every year, there is an ongoing need to provide care providers with access to updated dementia training to ensure that they have the knowledge and skills to care for this population.

While the CRADLE+ team is hoping and intending to keep the CRADLE+ course open and accessible in some form after the FSC funding has ended, there were no concrete plans for how that would be done at the point of writing this report. However, the CRADLE+ team has started to explore different possibilities that are available to keep hosting the course available, and has also started to look into other funding opportunities which would support this undertaking and potentially allow the team to expand CRADLE+ with new content. No concrete opportunities were present at this time, however, it was emphasized that in order to keep CRADLE+ available, additional funding would be needed to help cover costs for hosting the course as well as to potentially scale-up the project.

Evidence from the interviews further highlights the opinion that there is a potential for the project to be scaled up and, in fact, has many ideas of what additional content/modules could be created if the project were to be expanded. Specifically, it was noted that additional modules could be created around the following topics:

- Modules that reflect the needs of people from diverse cultural backgrounds living with dementia in Canada;
- Modules that refer to people living with dementia in the community (e.g., those still living at home or in retirement homes); and
- Modules that provide information to family members who care for their relatives living with dementia to help them better understand the impacts that dementia has on their loved ones and how to deal with these impacts.

The diverse team currently in place including nurses, researchers and others; as well as the experiences and skills the team has gained through developing and implementing CRADLE and CRADLE+ were seen as placing the CRADLE+ team in a good position to further expand the project if opportunities were available.

## 4.7 Learning Reflections

Over the course of the design and implementation of CRADLE+, CISC identified a number of project learnings, as follows:

- **Participatory approach in designing:** Advisory committee members were consulted to identify priority learning areas and create supporting education. The inclusion of an advisory committee ensured that content was accurate, timely and relevant. Some members were prompted to share CRADLE+ within their networks.
- **Stakeholder engagement:** Involving stakeholders in creating and maintaining project plans through regular updates and input opportunities was crucial. A project plan and related

documents (e.g., the approved project budget, the stakeholder engagement plan) should be built with input from involved stakeholders and maintained. As each stakeholder brings unique experiences, perspectives, and priorities, one should establish ground rules for group discussions to create a safe and inclusive space. This ensures that all voices are heard and respected. Circulating a summary of discussion points and decisions afterward will ensure that all stakeholders remain apprised of project developments.

- **Real time engagement with registrants:** Responding to registrant comments and questions in real time proved effective because it provides an interactive experience. Recording this discussion can also produce an educational resource that trained and untrained individuals can later consult.
- **Accessibility of documentation:** Project documents, including records of discussions and decisions, should be labelled and stored in an easily accessible location. This ensured efficiency, transparency and consistency.
- **Transition planning:** Individuals undergoing a planned transition should communicate expected changes with the funder as soon as possible and write a transition report directing new team members to appropriate folders and priority items. Employers of transitioning individuals should also consider how they can support a gradual transition to help new team members address unanticipated questions and challenges.
- **Leadership change:** In the face of leadership changes, it is vital to maintain a risk management plan that identifies potential risks, describes their anticipated impact, and proposes solutions throughout the project. Additionally, by establishing a change control process that ensures appropriate stakeholders are made aware of risks as they actualize, understand the impact they are having or will have on project activities, and are supportive of proposed adjustments, program teams can streamline the implementation of solutions.
- **Learning from successes and challenges:** It is important to regularly revisit objectives, revise strategies as needed, and remain open to learning from both success and failure. This mindset has been instrumental in the project's progress and can benefit other teams with similar objectives.



## 5.0 Conclusion and Recommendation

### 5.1 Conclusions

#### Relevance

The CRADLE+ project is relevant to the needs of various stakeholders, including newcomers to Canada working as UCWs, Indigenous UCWs, UCWs working in rural and remote areas, and nursing home and home care employers across Canada.

The number of people living with dementia in Canada is increasing, yet UCWs often lack the knowledge and skills to take care of people with dementia and are not always prepared to address complexities in dementia care. Access to training on dementia care becomes even more important, because UCWs often do not receive the opportunity to participate in such training through their employers. Additionally, many UCWs belong to marginalized groups, work several jobs at the same time, and have competing life priorities. They often lack the financial means to pay for training or education. UCWs in rural or remote communities express a heightened demand for enhancing their knowledge and skills in dementia care. Employers in nursing homes and home care, particularly in these geographically distant areas, face challenges in recruiting qualified UCWs due to the scarcity of skilled individuals.

The CRADLE+ was intended to be the first, fully online, free, multilingual education opportunity specifically designed for UCWs. The format and activities of the project support the needs of UCWs to some extent. Surveyed UCWs expressed appreciation for several aspects of CRADLE+, including its accessibility, the flexibility to work at their own pace, the valuable information presented in the modules, user-friendly navigation, the engaging presentation, and the significant benefit of accessing the course at no cost. Notably, survey participants most commonly utilized online discussion groups as their chosen tool.

#### Reach

To connect with its designated target populations, the program has implemented a range of strategies. These approaches encompass the utilization of paid advertisements, reaching out via cold calls to long-term care homes, forming an advisory committee, hosting an international virtual conference on dementia care, and disseminating information through Twitter and LinkedIn posts. Additionally, the program engages in knowledge mobilization activities such as webinars, newsletters, and meetings. The cumulative outcome of these outreach endeavors is reflected in the registration of over 29,349 individuals for CRADLE+ or CRADLE as of November 9, 2023.

In the initial phase of CRADLE, data indicated a lack of sufficient reach to UCWs in rural and remote regions. This shortfall was rectified in CRADLE+ through the implementation of a targeted marketing strategy specifically designed to engage UCWs in these areas. Additionally, no significant challenges were identified in reaching the intended target populations. Obstacles preventing UCWs from engaging in the program included challenges in finding time to complete the program and a lack of access to technology.

## Design

Overall, the project was implemented as intended. As planned, five additional modules were introduced in October 2022. Informed by input from stakeholders, the creation of these new modules was undertaken by training specialists possessing expertise in dementia care, education, and research. All modules have been crafted in English, French, Mandarin, and Tagalog, with the online development of Plains Cree and abbreviated Ojibwe versions of CRADLE+ nearing completion.

The Project expanded and tailored its recruitment campaign to target more rural and remote communities with lower levels of participation. The Project also created a community of practice and discussion forum for UCWs. It was found that online discussion groups were the tool most frequently used by survey participants.

The Project developed and implemented internal evaluation tools. Specifically, the participant surveys were conducted before and post training, as well as three and six months after course completion to collect feedback from participants, enabling an internal evaluation of the program.

The project has largely been delivered as planned, with slight modifications being made in its outreach strategies to target rural and remote communities. Furthermore, the translation of CRADLE+ modules into Plains Cree and abbreviated Ojibwe has experienced unexpected delays, leading to significant setbacks in launching the modules in these languages. The project has been enriched by the integration of principles of EDI.

To ensure diverse perspectives, and in order to be responsive to participants' needs, feedback was integrated into the way in which the CRADLE+ modules were designed, developed and delivered. Additionally, the project team was expanded to include diverse stakeholders and a diverse advisory committee consisting of members from across the country. The project's approach to EDI included considerations of UCW's unique needs, including offering online access, free delivery and diverse training, as well as strategic outreach to target UCWs in rural and remote areas. The project also developed culturally sensitive, inclusive content in collaboration with key partners. In addition, the program targets historically under-funded sectors (e.g., nursing homes and home care), and works towards fostering an inclusive environment where all stakeholders are encouraged to be involved in program development and evaluation.

The substantial registration numbers for both CRADLE and CRADLE+ mark a significant success for the project. Feedback from participants indicates a high level of satisfaction with CRADLE+.

Moreover, it was found that most users are particularly satisfied with: 1) The interface of the online course; 2) The efficiency of the training (i.e., five hours of training which result in a certificate of completion); 3) The way the videos and the module components are put together; and 4) The incorporation of various learning methods into the training.

The formation of a large advisory committee and its active participation in designing and developing CRADLE+ modules were recognized as notable achievements. Furthermore, the engagement of the College's marketing team in promoting and advertising CRADLE+, along with FSC's support and recognition of the project's marketing significance, were highlighted as successful components of the project.

Participants highly valued the accessibility of CRADLE+ and appreciated the flexibility to progress at their own pace, the informative content within the modules, the user-friendly navigation, and the content presentation. Particularly, survey participants highlighted online discussion groups as the most frequently used tool.

Two notable challenges were encountered during the project. Firstly, the translation into Indigenous languages took longer than expected, causing significant delays in launching modules in these languages. Secondly, the project encountered difficulties in collecting participant feedback. Future survey designs should focus on streamlining and minimizing any undue burden on participants, potentially by reducing the number of survey questions, for improved efficiency.

## Effectiveness

As an assessment of effectiveness, participant surveys revealed the extent of changes in Alzheimer's Disease Knowledge Scale scores from baseline to up to 6 months after completing the survey. It was found that high scores were maintained from baseline to 3- and 6-months post course completion. Additionally, there were no significant changes in mean scores for essential skills and job satisfaction for respondents.

Another measure of effectiveness included examining the impact of collaborative activities on the awareness and subsequent use of the Cradle+ program. Furthermore, the international virtual conference on dementia care was observed to foster community engagement and significantly enhance the program's visibility. Consequently, it was observed that certain nursing home and home care employers, along with other organizations providing care for individuals living with dementia (such as those offering day programs), have begun incorporating CRADLE+ training into their training and onboarding processes for new employees.

Lastly, with the exception for adding the CRADLE+ modules in Plains Cree and abbreviated Ojibwe, the project managed to meet its intended timelines.

## Efficiency

The funding provided by FSC was regarded as adequate for the project's scale and scope. Moreover, the in-kind contributions and staff allocations made by the CRADLE+ team were also considered sufficient, facilitating the smooth execution of the project. Project management was assessed as efficient and aligned with the expectations outlined by FSC.

## Sustainability

The available evidence indicates an ongoing need for training initiatives like CRADLE+ for UCWs in Canada. While the intention of the CRADLE+ team is to maintain accessibility to the course in some form beyond the conclusion of FSC funding, specific plans for this continuation are not currently established. Nonetheless, the team is actively exploring various possibilities to ensure the sustained availability of the course for UCWs. Simultaneously, they are assessing alternative funding opportunities to cover program costs and potentially facilitate the expansion of CRADLE+ through the incorporation of new content.

# 5.2 Recommendations

## Recommendations for the CRADLE+ Program's Consideration

### **Enhance and expand marketing efforts:**

According to program documents, a predominant number of participants were located in Ontario, indicating a regional focus. To enhance the nationwide impact of the CRADLE+ program, it is recommended to strengthen promotional efforts in other provinces and territories. Notably, the availability of all CRADLE+ modules in French signals untapped potential in Quebec.

### **Improve internal evaluation tools:**

To achieve a more thorough evaluation of the impact and outcomes stemming from CRADLE+ training, it is recommended that the CRADLE+ team improve and fine-tune its internal evaluation tools. This involves a redesign of participant surveys to enhance response rates, particularly in capturing long-term impacts observed at 3- and 6-months post completion. Additionally, there is merit in reducing the length of the surveys. As part of the planned efforts, the project team should also ensure that the surveys are accessible in the preferred languages of participants.

## Recommendations for FSC's Consideration

### **FSC should maintain their collaboration with the CRADLE+ team to support the scaling up of the project**

The CRADLE+ project has showcased considerable potential for expansion. Consistently high registration rates underscore its relevance in addressing the needs of Unregulated Care Workers (UCWs) in Canada. Additionally, given the annual increase in the number of people living with dementia in Canada, widespread access to dementia care knowledge is crucial. Consequently, it is advised that the FSC team maintains collaboration with the CRADLE+ team to support sustainability efforts and facilitate the project's scaling up.

### **CRADLE+'s current module of providing free and accessible dementia training should be used as a best practice for scaling up similar training programs in other care sectors**

The evaluation highlighted the significance of offering free, easily accessible online training within a relatively short timeframe. Similarly, a program that is available in multiple languages and incorporates diverse learning approaches allows UCWs lacking time, resources, or employer support to enhance their skills and knowledge in dementia care. The project effectively demonstrates that CRADLE+ plays a crucial role in providing training access to care providers in remote and vulnerable populations. Moreover, the CRADLE+ model holds potential as a best practice for expanding training for UCWs in other specialized healthcare sectors. FSC is encouraged to continue supporting programs like CRADLE+ and explore its applicability as a best practice model for similar initiatives.

# Appendix A: Key Informant Interview Guide

## CRADLE+ Information Interview Guide – Project Leads

### Introduction

- 1) To start, please tell me briefly about your specific role at Conestoga, as well as your involvement in the CRADLE+ project.

### Relevance

- 2) In your own words, what need was this project meant to respond to?

### Reach

- 3) What strategies did you/are you currently using to reach intended target populations?  
Probe for:
  - a) newcomers to Canada working as UCWs
  - b) Indigenous UCWs
  - c) UCWs working in rural and remote areas
  - d) nursing home and home care employers across Canada
- 4) Have you experienced any difficulties/challenges in reaching and interacting with any of these populations? If so, what have you done and/or would you suggest to do to address these difficulties/challenges?  
Probe for:
  - a) newcomers to Canada working as UCWs
  - b) Indigenous UCWs
  - c) UCWs working in rural and remote areas
  - d) nursing home and home care employers across Canada
- 5) Are you aware of any barriers or constraints that these populations who want to participate in the program are facing?  
Probe for:
  - a) newcomers to Canada working as UCWs
  - b) Indigenous UCWs
  - c) UCWs working in rural and remote areas
  - d) nursing home and home care employers across Canada

### Design and Delivery

- 6) Please comment on the different aspects of the project and the extent to which they have been implemented:

- Development and online delivery of 5 additional modules
  - Translation of existing and new CRADLE materials in two Indigenous languages
  - Expanding and tailoring the recruitment campaign to rural and remote communities
  - Development of a community of practice and discussion forums
  - Development and implementation of internal evaluation tools (e.g., electronic surveys of participants (UCWs and employers)
- 7) To what extent and how were UCWs and employers, advocacy groups, people living with dementia and their care partners, care educators, policy makers, the advisory committee and potentially others involved in the development and delivery of CRADLE+?
  - 8) Have you made any adaptations to the original program design? If yes, what prompted you to make this adaptation?
  - 9) What role did equity, diversity and inclusion consideration play when developing and delivering the program?
  - 10) Tell me about your overall experience with the project:
    - a) What has been working well?
    - b) What challenges did you face?
    - c) Do you have any suggestions for how the project could be improved?

## Effectiveness

- 11) The project aims to achieve a number of outcomes. For each of the outcomes, please comment on how and the extent to which the project has made an impact so far:
  - a) UCWs working in rural and remote communities and/or from an Indigenous background have increased knowledge and skills after taking the CRADLE+ course
  - b) UCWs working in rural and remote communities and/or from an Indigenous background demonstrate increased job satisfaction and intent to stay in the job after taking the CRADLE+ course
  - c) The availability of CRADLE+ in two Indigenous languages has added value particularly for UWCs from an Indigenous background
  - d) CRADLE+ has increased the knowledge of UCWs of all sectors and background on approaches for self-care and well-being
  - e) CRADLE+ has resulted in a 40% retention rate of UCWs working in home care, retirement and nursing homes by 3 and 6 months
- 12) Thinking about your answer to the last question, have there been any other unexpected impacts (positive or negative) that the project has resulted in? If so, what were they?
- 13) What lessons have you learned from the project development and delivery so far?

## Efficiency

- 14) Have you been meeting intended timelines? If not, why not?
- 15) Have the allocated resources (e.g., funding received, in-kind contributions, staffing allocations etc.) been sufficient to complete the project as intended? If not, why not?
- 16) Have you used additional resources to meet project needs?
- 17) Do you have any suggestions for how the project could have been delivered, implemented and managed more efficiently?

## Final Thoughts

- 18) This brings us to the end of the interview. Is there anything else you would like to share with us that will help to inform the external evaluation of the project?

## Request for Additional Program Documents

- 19) Before we finish, would you be able to let us know if there are any additional program documents that you could share with us. We would be particularly interested in the following documents:
  - The CRADLE evaluation report, that may include information relevant to CRADLE +
  - Survey results of participants (UCWs and employers)
  - Web analytics data on who is accessing their materials, from where, # hits etc.
  - Terms of reference for the Advisory Board and/or any other guiding documents for the online modules
  - Logic model

*Thank you for your participation!*



# Appendix B: Follow-Up Key Informant Interview Guide

## CRADLE+ Information Interview – Follow-up

### Relevance

1. In your own words, what need was this project meant to respond to?

Probe for:

- a. newcomers to Canada working as UCWs
- b. Indigenous UCWs
- c. UCWs working in rural and remote areas
- d. nursing home and home care employers across Canada

### Reach

2. What strategies did you/are you currently using to reach Indigenous UCWs?
3. Have you experienced any difficulties/challenges in reaching and interacting with Indigenous UCWs? If so, what have you done and/or would you suggest to do to address these difficulties/challenges?
4. Have you experienced any difficulties/challenges in reaching and interacting with newcomers to Canada working as UCWs? If so, what have you done and/or would you suggest to do to address these difficulties/challenges?
5. Did you do anything else to reach specific target populations since we last talked?

### Design and Delivery

6. Please comment on the different aspects of the project and the extent to which they have been implemented:

- Translation of existing and new CRADLE materials in two Indigenous languages

Probe: Have the translated modules gone live? If yes, do you have any insights on how many people have accessed them?

7. Now that the project is completed, tell me about your overall experience with the project:
  - a. What has been working well?

- b. What challenges did you face?
- c. Do you have any suggestions for how the project could be improved?

## Effectiveness

8. The project aims to achieve a number of outcomes. For each of the outcomes, please comment on how and the extent to which the project has made an impact so far:
  - a. UCWs working in rural and remote communities and/or from an Indigenous background have increased knowledge and skills after taking the CRADLE+ course
  - b. UCWs working in rural and remote communities and/or from an Indigenous background demonstrate increased job satisfaction and intent to stay in the job after taking the CRADLE+ course
  - c. The availability of CRADLE+ in two Indigenous languages has added value particularly for UWCs from an Indigenous background
  - d. CRADLE+ has increased the knowledge of UCWs of all sectors and background on approaches for self-care and well-being
  - e. CRADLE+ has resulted in a 40% retention rate of UCWs working in home care, retirement and nursing homes by 3 and 6 months
9. Thinking about your answer to the last question, have there been any other unexpected impacts (positive or negative) that the project has resulted in since we last talked? If so, what were they?
10. What lessons have you learned from the project overall?

## Efficiency

11. Have you been meeting intended timelines? If not, why not?
12. Have the allocated resources (e.g., funding received, in-kind contributions, staffing allocations etc.) been sufficient to complete the project as intended? If not, why not?
13. Have you used additional resources to meet project needs?
14. Do you have any suggestions/recommendations for how the project could have been delivered, implemented and managed more efficiently?
15. How effective was the relationship (e.g., interactions, coordination etc.) with FSC?

Probes:

- a. What were some of the strengths of this relationship?
- b. What were some of the challenges you encountered?
- c. How did the relationship contribute to better outcomes?
- d. Is there anything that you would suggest FSC should do differently in the future to support funded organizations?

### Sustainability

- 16. To what extent do you see a need for your project's activities to continue?
- 17. After the funding from the FSC has ended, to what extent do you believe that your organization will be able to continue its activities?
- 18. Do you think that the project has the potential to be scaled up? If so, please describe how?

### Final Thoughts

- 19. This brings us to the end of the interview. Is there anything else you would like to share with us that will help to inform the external evaluation of the project?

*Thank you for your participation!*