
OPEN DOOR JUSTICE INITIATIVE

IMPLEMENTATION
GUIDE



NOVEMBER 2018

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ODJI OVERVIEW

The goal of the Open Door Justice Initiative (ODJI) is to develop and implement culturally sensitive and psychologically safe justice support resources for people who use drop-in services.

Through this initiative legal professionals provide access to include legal support, advice, referrals, and educational workshops for people who access drop-ins. The underlying hope is that people using drop-in services will be able to self-select the kinds of support that they require at any given time. These supports are client-centered in that they respond to the intensity of need and circumstances experienced by marginalized low-income individuals, and range from low-barrier information sessions to more intensive casework.

Access to traditional legal support and representation may be limited by:

- Excessive referrals between services and organizations;
- difficulty navigating the complexities of the justice system;
- lengthy waitlists;
- stigma and discrimination;

ODJI OBJECTIVES

- Enhance ability to access useful justice and legal supports
 - Increase participant awareness of their legal rights and information about legal processes
 - Address barriers to accessing legal supports and services
 - Develop trusting relationships between drop-in participants, peer workers, and legal staff to ensure consistent on-site legal support that is trauma-informed
 - Facilitate referrals to other legal services in Toronto
 - Increase legal workers' awareness and sensitivity to the legal needs of marginalized individuals
-
- the need to travel to appointments with limited means of transportation;
 - mobility challenges (especially among older people and people with physical challenges); and
 - lack of trust in institutions and services.

DIAGRAM 1: ODJI MODEL

INTENSITY OF SUPPORT

GROUP EDUCATION AND CAPACITY BUILDING

Workshops and group information sessions provided by partner organizations with relevant legal and justice expertise.

1-ON-1 LEGAL INFORMATION

Casual and informal legal information is provided to clients by trained providers (i.e. legal students, peers). Does not include specific legal advice.

1-ON-1 LEGAL ADVICE (FORMAL AND SCHEDULED)

Formal legal advice is provided by an accredited lawyer.

GUIDING PRINCIPLES AND VALUES

These principles serve as the foundation for the Open Door Justice Initiative. They outline the essential values that are meant to guide how the ODJI should be implemented and operated to best support people who use drop-in spaces.

CLIENT-CENTERED

Asking people what they need and not making assumptions is crucial for services that targets real needs identified by people themselves. The Open Door Justice Initiative is based on a framework of care that encourages people who access drop-ins to decide the level of legal and justice supports that they require on their own terms.

ANTI-OPPRESSIVE

ODJI is committed to anti-oppression, anti-racism, and providing support that address power imbalances faced by marginalized and vulnerable populations. Access to culturally appropriate legal support and education that reflects the diverse and overlapping, needs of people who access drop-ins is a primary aim of the project.

TRAUMA-INFORMED

ODJI recognizes that many people experience legal institutions as abusive and

traumatizing. When people attempt to access legal support services, they can often be retraumatized. As part of its mandate, ODJI strives to ensure that people are provided legal support in ways that create an environment of psychological and emotional safety.

ACCESSIBLE

ODJI is built on the idea that bringing legal resources to drop-in programs minimizes obstacles between a service and people who can use it. In order for this support to be fully accessible, it needs to be as user-friendly as possible. This includes creating a welcoming environment and using language that is free of academic and legal jargon.

PEER SUPPORT

Peer support workers offer support to others who share common lived experiences that can include homelessness, violence, racism, contact with the criminal justice system, and many others. Peer workers help build trust between service providers and people who use drop-in services. Valuing lived experience is a key component of ODJI that should be integrated throughout the service model.

COLLABORATION

ODJI prioritizes a sustainable and strengths-based model of service delivery that builds connections between existing resources. Coordinated involvement of staff, peers, legal workers, and partner agencies is essential to providing legal support that has a meaningful impact on the lives of people using the service.

MICROAGGRESSIONS AND DROP-IN SPACES

The ODJI asks partners to work with organizations and people who use drop-in services in ways that they may not be comfortable or familiar with. Paying attention to the ways in which professionals conduct themselves in spaces with pre-established norms and ways of working means having a sense of how seemingly harmless actions and words may have unintended impacts.

Microaggressions refer to subtle actions and comments that are often made by those in positions of power who are often unaware of the negative messages they are conveying to people of various identities.

Microaggressions are about impact, not intent. While these messages may appear small and insignificant, they are offensive to the recipient and damage rapport.

Many people may report stories that are difficult to tell and difficult to hear. Retelling traumatic stories can retraumatize people as they are told. Should this occur, know in advance which resources are available to provide appropriate supports. Also know in advance who you can talk to should you feel upset or triggered after meeting with a drop-in participant and hearing their story.

While these recommendations are meant to guide OGJI partners who are less familiar with drop-in centres, they can be helpful reminders for anyone working from positions of relative power.

- Provide people with a respectful amount of personal space (e.g. do not touch them on the shoulders). Ask permission before taking up space (e.g. sitting down at a table). Men should be aware of the physical space they occupy when working with women to reduce the chance of triggering women with trauma histories. Maintaining the safety of drop-in spaces is essential.
- Be mindful that being late for appointments or cancelling without notice can have a significant impact on building and maintaining trust, rapport, and mutual respect.
- Do not wear formal clothing to the legal clinic. This draws unnecessary attention to your financial resources and creates interpersonal barriers between you and other people visiting the drop-in.
- Do not ask a racialized person, "Where are you from?" unless it is relevant to their legal issue. Generally, if you do not need to know, do not ask.

- Know that some women who use drop-ins may be involved in the sex trade. “Sex worker” is a generally acceptable term to use.
- Don’t say “transgendered” with the “ed” at the end; the term is “transgender.” Let people self-identify their gender; don’t make assumptions. If a person uses a gender identity that you don’t understand, accept it without asking them to define it. It’s a good idea to ask what pronouns people use (e.g. she/her, they/them, etc.). Respectfully use the pronouns of their choice.
- Do not assume gender if someone refers to a “partner,” and do not assume sexual orientation based on the partner’s gender (this invalidates people who identify as queer, bisexual, etc.).
- Know that some people who use the drop-in programming may be intoxicated at the time of service. Do not imply that using substances is inherently wrong. Do not say “addict,” or “substance abuser.” Terms like “substance use” or “someone who uses substances” are preferable.
- If an individual identifies a mental health issue, do not use their disorder to describe them (e.g. “person living with schizophrenia” is preferable to “schizophrenic person”). This recognizes that people are human beings first and not defined by their mental health issue.
- Do not ask whether someone has “Status.” First Nations, Inuit, and Métis people can self-identify and may prefer the terms, “Aboriginal” or “Indigenous.” Do not say, “You don’t look Aboriginal,” to someone who self-identifies as such.
- Do not imply that an individual’s marginalized identity is not relevant to their legal issues. Remember that people are defined by more than one identity. Do not categorize people’s needs based only on their ethnicity, age group, sexual orientation, etc.

COLONIALISM, THE JUSTICE SYSTEM, AND ABORIGINAL COMMUNITIES

Toronto is the traditional territory of the St. Lawrence Iroquoians, Huron-Wendat and Petun First Nations, Seneca, and most recently the Mississaugas of the New Credit First Nations. Historically, the Aboriginal policy of the Canadian government has had explicit objectives of assimilation that included eliminating Aboriginal forms of government, spirituality, language, and culture. There were many government directed practices created to carry out this mandate that included the creation of the reserve system through treaties, forced relocations, obligatory attendance at Residential schools, and the 60's scoop. As a result of some of these practices, and many other reasons, over half the Aboriginal population of Canada now live in urban environments.

As such, it is important for service providers to ensure that they are providing culturally safe care. While this is more of a process than an arrival point, hopefully this primer can give some insight and resources into understanding the context that some Aboriginal people are coming from when accessing drop-in services.

There are several appropriate terms to be used in Canada: Aboriginal, First Nations,

Métis, Inuit, and Indigenous. Aboriginal refers to original inhabitants of a region and encompasses all three major groups recognized by the Canadian Constitution: First Nations, Métis, and Inuit. Indigenous also refers to original inhabitants of a region and is most often used in an international setting. The terms "Indian" and "Eskimo" have been found to be offensive to many Aboriginal people and are not recommended for use. Additionally, many Aboriginal people will self-identify with their own terms for their people in Aboriginal languages (i.e. Anishnaabe, Haudenosaunee).

It is best practice for people accessing services to self-identify. It is very rare to require a person to provide any kind of "proof" for how they self-identify. If you come into a circumstance where proof of ancestry is required for legal or healthcare needs, keep conversations focused on policies and avoid asking unnecessary questions about ancestry. You may come across issues related to "Indian Status" (registered under the Indian Act), "Beneficiary" claims (of the Nunavut Land Claim), or registering for "Citizenship" (Métis Nation), in these cases it is wise to do more research and seek expertise in these areas

before proceeding. Given this history, Aboriginal people in Canada can be very wary of institutional and governmental structures. Understandably so given that Aboriginal people are still feeling the effects of the legacy of colonialism through over representation in the child welfare system and criminal justice system, high rates of suicide, low levels of employment and education, discrimination in their daily lives, and discrimination on an institutional level. Aboriginal peoples experiences with the criminal justice system can be negatively compounded by issues of racial profiling, overcharging of offenders, and the undervaluing of victims.

In Toronto, Aboriginal people have explicitly named the court system and hospitals as sources of continued discrimination. However, the contemporary resurgence of Aboriginal forms of government, spirituality, language, and culture has created many spaces for Aboriginal people to thrive, with connections to culturally relevant services reported to be positive experiences. On that note, some Aboriginal people may value traditional Aboriginal forms of government and law, over the Canadian rule of law. It is recommended to keep these factors in mind and be sensitive when interacting with individuals about issues relating to the criminal justice system.

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IMPLEMENTATION PLANNING

DIAGRAM 2: IMPLEMENTATION STAGES

STAGE ONE

Step 1: Identify drop-in participants

Step 2: Ask drop-in participants about their legal and justice needs

Step 3: Ask about staff knowledge of the legal and justice needs facing drop-in participants

Step 4: Determine capacity to implement ODJI

STAGE TWO

Step 5: Determine the specific goals of your ODJI implementation

Step 6: Draft an implementation plan

Step 7: Find potential community partners

Step 8: Reach out to potential community partners

Step 9: Revise implementation plan

STAGE THREE

Step 10: Put your plan into action

Step 11: Bring in community partners

Step 12: Collect and analyze data

Step 13: Revise implementation plan

This section will guide you through the process of planning to implement the Open Door Justice Initiative. It will help you assess your organization's readiness to implement and tailor the initiative to meet the specific needs of people accessing your drop-in based on your organization's context.

STAGE ONE: PREPARING

This stage involves better understanding the legal and justice needs of people using your drop-in centre, and getting a realistic sense of your centre's capacity to address these needs. Take the time to be inclusive and authentic when engaging drop-in participants and staff – this work will help to lay the foundation for a successful initiative.

STEP 1: IDENTIFY DROP-IN PARTICIPANTS

The first step in improving the accessibility of justice and legal supports for people using drop-in centres is to determine who your drop-in participants are in the first place. This may seem obvious, but it is important to have a clear sense of *who* is being served because it will impact the kinds of legal supports required.

For example, if many newcomers to Canada visit your drop-in it is likely that support around immigration law will be useful. Similarly, elderly visitors may require support around maintaining government income benefits or end of life planning.

STEP 2: ASK DROP-IN PARTICIPANTS ABOUT THEIR LEGAL AND JUSTICE NEEDS

Once you have a clearer idea of who is using

SOURCES OF DATA

Consider the kinds of information to which you already have access. For example:

- Intake and assessment forms (if any)
- Reports to the city and other funders (i.e. ICE tool)
- Staff observations and experiences
- If your drop-in caters to a specific population (i.e. women or youth)

These resources can also give you information that may be useful for planning around other areas of your drop-in centres operation, including demographic data, frequency and timing of drop-in visits, or languages spoken.

your drop-in centre you can ask them about the legal and justice issues they are experiencing in their lives. Opening up these conversations can help to determine:

- What legal and justice needs they are facing;
- which legal and justice issues are most pressing for them, and
- what the most helpful kinds of support would be for them.

Because many people are unaware that the issues they are facing have legal dimensions, they may not know that crucial assistance and support are available through the legal and justice systems. Asking questions in a structured and intentional manner through surveys and focus groups can help to bring to light legal and justice issues that may otherwise remain unidentified.

CONDUCTING A SURVEY

Conduct a survey to get a better sense of who is visiting your drop in and what general legal issues they are experiencing. A survey is a great way to hear from a large group of people but the information gathered provides less depth than a focus group. Things to consider when planning and conducting a survey can include:

- Ensure that people being surveyed provide informed consent about their participation ;
- provide a token of appreciation for completing the survey;
- don't collect personally identifying information to keep the survey as confidential as possible;
- provide an option for a staff member to complete the survey with the drop-in participant if necessary. For example,

FORMAL LANGUAGE

Terms like '*legal issues*' may not resonate with drop-in participants, so consider asking probing questions.

For example, "Does your landlord enter your apartment without 24 hours of notice or permission?" could be more useful than "Do you have any housing issues?"

having a staff member read the questions may help to address literacy issues;

- if significantly different groups of participants visit the drop-in at different times of the day, consider conducting a series of corresponding surveys;
- only collect demographic information unless there is a clear purpose and you are able to articulate how it will be used.

See **Appendix #1** for the ODJI Legal Needs Survey.

CONDUCTING FOCUS GROUPS

Focus groups are a good way to add depth to specific issues that are identified through more general surveys. For example, if a large

percentage of survey respondents said they face housing issues, the focus group is a chance to understand what specific housing challenges they are facing and what supports people who use drop-in services need to address these legal issues.

Things to consider when planning a focus group:

FACILITATORS:

- Having two facilitators is helpful for maintaining the flow of conversation and ensure that adequate notes are taken.
- Facilitators or peers who work at your organization may be useful because of pre-existing relationships with drop-in participants and ease of scheduling. However, using an outside facilitator may encourage drop-in participants to be more open about their experiences, especially as they relate to constructive criticisms of the supports available at your drop-in.

TIMING:

- If you are consulting with an existing group it will be best to maintain the consistent time during which they typically meet.
- If you are bringing together a group

INCLUDE PEERS

Consider involving peers or people who access the drop-in as focus group facilitators. If they are not already being compensated in a formal way, consider providing compensation for all activities related to facilitation, including preparation, leading or supporting focus group sessions, and any necessary follow-up.

It can also be helpful to ensure that supports are available for facilitators (whether they are peers or professionals) in case they are triggered in the process of conducting a focus group.

exclusively for the focus group, be conscious of other activities going on during the same time period to avoid competing activities.

- It can sometimes be helpful to book focus group sessions before or after meal times.
- Avoid scheduling focus groups around the time that social assistance benefits cheques are released.
- Ask people who visit the drop-in when would be the best time for them to attend a focus group.
- Consider the specific group that you are trying to hear from. For example, if

elderly people tend to visit in the mornings, schedule focus group for them in the morning.

INVITATIONS:

- Consider existing participant rights groups or committees.
- Aim for 6 – 8 participants.
- Aim for a diverse mix of voices and experiences within the different groups that you are consulting.
- Avoid selecting participants who are likely to have had primarily positive experiences with drop-in and legal supports. Hearing critical perspectives will offer a more complete image.

ADVERTISING AND RECRUITMENT:

- Use a range of recruitment strategies such as posters, emails, or encouraging staff and peers to suggest participation to people visiting the drop-in.
- Provide clear details on location, time, and compensation for participation.
- Consider translating promotional materials if people using the drop-in speak languages other than English.
- Sign-up sheets can encourage potential participants to commit to attending.
- Post a reminder a couple days before the focus group.

CONSIDER TRAUMA

Issues related to contact with the justice system are often traumatizing, and focus group participants may be triggered while sharing their experiences.

Reinforce that participants are not obligated to share any information that they don't want to. If possible, select focus group facilitators who are trained in trauma-informed practices.

At a minimum, ensure that a counsellor who can work with traumatic experiences is available to provide support to participants as needed.

ASKING THE RIGHT QUESTIONS:

- Appendix #2 contains sample questions for drop-in participant focus groups.
- These questions can be adapted to better explore the themes that emerged through surveys or conversations with your drop-in participants.

CREATING A WELCOMING ATMOSPHERE:

- Select a room that is welcoming and feels safe to participants. Using clean rooms with windows, comfortable

seating, and proper ventilation will help your participants to feel more at ease.

- Ask people who visit the drop-in where they would feel most comfortable participating in a focus group.
- If the room where the focus group will be held is difficult to find, put up posters to help guide participants.
- Provide food and light refreshments.
- Set up chairs and tables in a way that contributes to open discussion (e.g., U shape or circle).
- Build in time for breaks.

HONORARIA OR COMPENSATION:

- Providing some form of compensation for focus group participants helps to demonstrate that you value the perspective and experience of people who access drop-ins. It can also help to encourage people to attend the group.
- Honorariums may include:
 - \$15 - \$30 in cash or gift card per hour.
 - Reimbursement for transportation to and from the session.
- When providing an honorarium, ensure that each participant acknowledges on a sign-in sheet that they received it.
- Consider distributing honorariums at the beginning of the session so that participants do not feel coerced into contributing.

RECORDING TIPS

It is helpful to have a backup note taker in focus group sessions to capture information that may be missed by the recording device.

Participants may feel intimidated or uncomfortable with being recorded and may not participate fully in the discussion.

Audio recordings and any associated transcripts should be stored in a safe location that is accessible only to relevant individuals.

INFORMED CONSENT:

- Provide a clear description of purpose of the focus group. Consider the English-language reading and comprehension ability of participants, aiming for a grade 6 level of language.
- Provide a written consent form and provide a verbal summary of the following key points summarized in Table #1.
- Give participants the opportunity to review the consent form and ask clarifying questions prior to signing.

See **Appendix #2** for the Open Door Justice Initiative Legal Needs and Supports Focus Group Guide.

SUPPORTING MATERIALS:

Appendix #1: ODJI Legal Needs Survey

*Appendix #2: ODJI Legal Needs and Supports
Focus Group Guide*

**STEP 3: ASK STAFF ABOUT THEIR
KNOWLEDGE OF THE LEGAL AND
JUSTICE NEEDS FACING DROP-IN
PARTICIPANTS**

Staff members have unique perspectives

about the issues facing people who use drop-in services, and asking staff about their experiences offers a more complete understanding of the legal and justice issues facing your drop-in participants. Taking time during regularly scheduled staff meetings (for example, through standing agenda items) can help to identify:

- Staff perspectives on the most pressing legal and justice needs facing your drop-in participants;
- existing areas of strength among your

TABLE 1: INFORMED CONSENT CHECKLIST

- Purpose of the focus group, including the overarching goals of the project, how their information will be used and who will have access to it.
- What they are being asked to do and how long it will take.
- That participation is voluntary and they can end their involvement in the focus group at any point without penalty to accessing services.
- The degree to which confidentiality and anonymity can be reasonably assured.
- Potential risks and benefits to their involvement.
- Who to contact with further questions about the focus group.
- The process of sharing any reports, recommendations, and other activity that will be informed by the focus group with its participants.
- That the focus group session may be audio recorded (if even one person does not want to be audio recorded, have another facilitator take notes).

staff related to working with justice and legal issues;

- opportunities for training and capacity building related to justice and legal issues; and,
- staff members who may be interested in taking a leadership role in the project's implementation or who have relevant expertise that they can share with their colleagues.

Regularly discussing these issues as a group will also generate awareness and interest about the Open Door Justice Initiative.

SUPPORTING MATERIALS:

Appendix #3: ODJI Staff Focus Group Guide

STEP 4: DETERMINE YOUR ORGANIZATION'S CAPACITY TO IMPLEMENT THE OPEN DOOR JUSTICE INITIATIVE

After reviewing the information that you have gathered through discussion with drop-in participants and staff, the next step is to get a sense of your organization's ability to host prospective justice sector partners who will offer educational workshops, legal information, and legal advice at your drop-in centre.

The following key areas will directly inform your implementation planning:

SPACE

Ability to accommodate new programming:

- The availability of space to run educational workshops for drop-in participants.
- How many people are likely to attend workshops? What is the capacity of available spaces? Do your drop-in participants have any mobility impairments?
- The availability of space for confidential conversations with legal support people.
- The availability of space for lawyers to provide confidential legal information and advice.

Flexibility of existing programming schedule:

- Is the existing programming schedule able to accommodate new justice-focused workshops and information? If not, can it be adapted to include justice-focused content?
- Is there a time when most or all staff members are able to participate in training and capacity building related to legal and justice issues?
- Are there days and times that should be avoided? This could include times that

coincide with existing programming or community events that are popular among drop-in participants.

STAFFING

Successfully implementing the Open Door Justice Initiative at your organization will require consistent coordination from an individual or team. Are there people available who can:

- Support the initial implementation of the Open Door Justice Initiative?

- Support the review and revision of Open Door Justice Initiative to ensure that it continues to respond to the needs of your organization's context?
- Be booked "off the floor" to respond to emails, make phone calls, or host meetings/visits for prospective partners?

Table #2 provides a general overview of the basic roles required to implement the Open Door Justice Initiative, as well as some estimates of the responsibilities and time required at different stages of the project.

TABLE 2: ODJI ROLES AND RESPONSIBILITIES

ROLE AND DESCRIPTION	STAGE ONE RESPONSIBILITIES	STAGE TWO RESPONSIBILITIES	STAGE THREE RESPONSIBILITIES
ODJI Coordinator	<p>Identify drop-in participants who would benefit from justice supports</p> <p>Liaise with Manager/Supervisor to develop approach for determining drop-in participant need and staff capacity</p> <p>Work with Manager/Supervisor to conduct a focus group with drop-in participants</p> <p><i>Estimated Time: 5 hours/month</i></p>	<p>Engage and communicate with prospective community partners, with assistance from Manager/Supervisor</p> <p>Work with drop-in participants and staff to determine support goals</p> <p>Co-develop implementation plan with staff and Manager/Supervisor</p> <p><i>Estimated Time: 10 - 12 hours/month</i></p>	<p>Support site visits by community partners</p> <p>Ensure that all support documents are available</p> <p>Arrange on-site support for partners</p> <p>Ensure that all forms, tools, and surveys are completed</p> <p>Schedule and hold debrief sessions with partners, staff, and drop-in participants</p> <p><i>Estimated Time: 10 hours/month</i></p>

TABLE 2: ODJI ROLES AND RESPONSIBILITIES (cont.)

ROLE AND DESCRIPTION	STAGE ONE RESPONSIBILITIES	STAGE TWO RESPONSIBILITIES	STAGE THREE RESPONSIBILITIES
<p>Drop-in Staff</p>	<p>Assist with the identification of drop-in participants who would benefit from justice supports</p> <p>Support focus groups with drop-in participants</p> <p>Participate in staff meetings related to the project</p> <p><i>Estimated Time: 3 hours/month</i></p>	<p>Provide site tours for community partners</p> <p>Contribute to the development of the implementation plan and project goals</p> <p><i>Estimated Time: 3 hours/month</i></p>	<p>Ensure that all supporting documentation is available</p> <p>Be available to support onsite programming provided by community partners</p> <p>Be available to support drop-in participants following community partner programming</p> <p>Ensure that all forms, tools, and surveys are completed</p> <p><i>Estimated Time: 6 hours/month</i></p>
<p>Drop-in Participants/ Peers</p>	<p>Support the planning and facilitation of focus groups</p> <p><i>Estimated Time: 3 – 4 hours/month</i></p>	<p>Contribute to the development of implementation plan and project goals</p> <p>Support the development of evaluation plan</p> <p><i>Estimated Time: 2 – 3 hours/month</i></p>	<p>Contribute to the review and refinement of the implementation plan</p> <p>Contribute to the review and refinement of the evaluation plan</p> <p><i>Estimated Time: 2 – 3 hours/month</i></p>

TABLE 2: ODJI ROLES AND RESPONSIBILITIES (cont.)

ROLE AND DESCRIPTION	STAGE ONE RESPONSIBILITIES	STAGE TWO RESPONSIBILITIES	STAGE THREE RESPONSIBILITIES
Data Entry			<p>Ensure that data is entered into necessary spreadsheets after each onsite support session</p> <p>Prepare bi-monthly reports of data</p> <p>Work with Coordinator and Manager/Supervisor as data entry expectations change</p> <p><i>Estimated Time: 5 hours/month</i></p>
Manager/Supervisor	<p>Meet with Coordinator to plan for drop-in participant focus groups and staff discussion related to the project</p> <p>Support the discussion of the project at staff meetings</p> <p><i>Estimated Time: 3 hours/month</i></p>	<p>Assist Coordinator in engaging with prospective community partners and networks</p> <p>Assist in the creation of the implementation plan</p> <p>Assist in the development of the project goals and indicators</p> <p><i>Estimated Time: 3 hours/month</i></p>	<p>Allocate time in staff meetings to review and monitor project implementation</p> <p>Oversee changes to the ODJI based on staff, peer, partner, and drop-in participant feedback</p> <p>Be creative in allowing staff time off the floor to complete data entry</p> <p>Work with coordinator to review data and bring results to community networks and other tables</p> <p><i>Estimated Time: 3 hours/month</i></p>

EXISTING RELATIONSHIPS

- Does your organization have any pre-existing relationships with legal or justice organizations?
- Is your organization a partner in a community network that includes organizations providing justice/legal supports?
- Are any of the people who access your drop-in being supported by these organizations?
- Can these connections be expanded?

Where is your local community legal clinic located?

- Community legal clinics are likely to be funded by Legal Aid Ontario and mandated to offer legal education.
- Meet with them and explore how they can offer their support to your staff and the people who visit your drop-in.

STAFF DEVELOPMENT TIME

Does your organization hold regular staff meetings?

- Can regular trainings related to justice issues be provided during this time?

USE NETWORKS

Are members of your organizational board part of a legal or justice-related organization?

Do they have members looking for pro bono or volunteer opportunities?

Do members of your staff team attend relevant trainings from outside organizations or facilitators? How is what they learn shared with their colleagues?

Do members of your team have areas of specialty?

- Is there a way to set aside time during team meetings for shared learning opportunities?

Have you considered approaching the Toronto Drop In Network for training and capacity building opportunities?

DATA COLLECTION

What information is your drop-in currently expected to collect?

- For example, is your organization city

funded and required to complete the ICE tool?

- If so, consider adding some useful items to the custom tab, such as “individuals participating in justice workshops.”

Is there a need to capture more specific information about member participation and outcomes of supports received from justice partners?

- Do you have staff or students capable of collecting this data and entering it into a spreadsheet?

NEEDS ASSESSMENT

Does your organization use assessment or intake forms to capture support needs for people who access your drop-in?

- If so, is there a way to include questions related to existing or emerging needs? These questions can be used by staff to connect drop-in participants to workshops or information sessions.

DROP-IN PARTICIPANT FEEDBACK MECHANISM

Does your organization have an existing drop-in participant liaison committee that can provide feedback on the

implementation and impact of the ODJI?

- If so, can reviewing this new program be added to their mandate?
- If not, consider other ways that drop-in participants can provide feedback.

ACCESS TO TECHNOLOGY

Does your organization have access to a projector and laptop?

- These materials may be helpful for information sessions and workshops. If you don't make sure to ask your community partners to bring them.

LEADERSHIP BUY-IN

Support from the leadership and management of your organization is an essential component in ensuring that staff are provided the time and resources required to support the program.

- This support includes: time off the floor to return emails, make phone calls, and conduct site visits to partners.

Is leadership willing to dedicate time during staff meetings to allow for professional development, discussions about emerging member needs related to legal and justice issues, and data collection?

STAGE TWO: PLANNING

This stage involves creating plans for your implementation of the Open Door Justice Initiative tailored for the specific context of your drop-in centre. Based on what you learned about the legal and justice needs of your drop-in participants, as well as the capacity of your drop-in centre, you will be able to create goals and plans that are both responsive and realistic.

STEP 5: DETERMINE HOW YOU WILL EVALUATE YOUR IMPLEMENTATION

After talking with drop-in participants, talking with staff, and assessing your organizational capacity, you will be in a good position to decide how to confirm that the actions you're taking are having the impacts you intended. If you're not seeing the impacts you expected, the evaluation information that you gather should give you suggestions about how to adapt and adjust what you're doing.

Collecting, analyzing, and reporting evaluation information also lets drop-in participants and staff know that they are being seen and heard, and can help you make decisions about how to adapt your work to be more effective. It can also put you in a better position when reporting your results to funders.

DEVELOP EVALUATION PLAN

The first step of building an evaluation plan is to develop evaluation goals to articulate the reason you undertook the evaluation in the first place and specific questions that you want to answer about your implementation of the ODJI. These questions will help you organize your data and focus your analysis. The chart on the next page describes the main components of an evaluation plan.

LOGIC MODELS

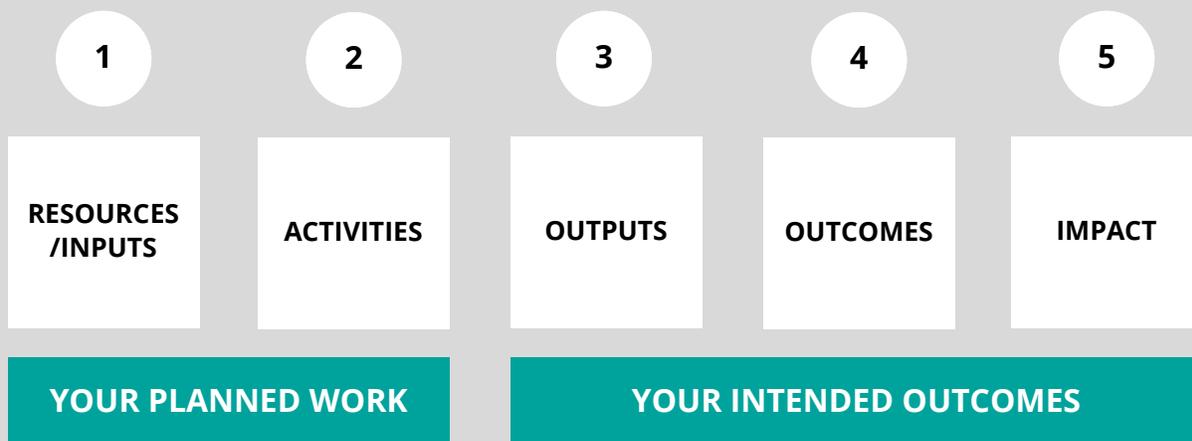
After an evaluation plan is developed, you need to develop a logic model (See Appendix #4 for an example of an OJDI logic model). A logic model is a useful tool when planning the evaluation and goals of the program because it allows you to promote a “big picture” understanding of your program, summarizes key elements of the program, become aware of available resources, inform the evaluation plan, and maintain realistic evaluation scope.

A logic model is “a picture of how your program works — the theory and assumptions underlying the program. This model provides a road map of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are

TABLE 3: EVALUATION PLAN COMPONENTS

Evaluation Questions	<ul style="list-style-type: none"> • The questions that you want your evaluation to answer • Should be specific, clear, and related to your project <p><i>Example: How have the legal supports brought into your drop-in affected legal outcomes for participants?</i></p>
Outcomes	<ul style="list-style-type: none"> • The intended changes that you want your program to bring about • Should be clearly defined and easy to measure <p><i>Example: Increased drop-in participant knowledge of their legal rights after attending workshops.</i></p>
Indicator	<ul style="list-style-type: none"> • The change that determines the success of the project <p><i>Example: The program is successful if >75% of people using the drop-in have connected with legal staff.</i></p>
Data Source	<ul style="list-style-type: none"> • Tools and forms that you will use to measure changes <p><i>Example: Legal Staff Tracking sheet (described below) or focus groups with drop-in participants</i></p>
Frequency	<ul style="list-style-type: none"> • How often the data is collected <p><i>Example: After every interaction between legal staff and drop-in participants</i></p>
Collection	<ul style="list-style-type: none"> • The person who collects the data <p><i>Example: Legal staff</i></p>
Analysis	<ul style="list-style-type: none"> • The person responsible for analyzing the data <p><i>Example: Drop-in staff and management team</i></p>

DIAGRAM 3: LOGIC MODEL COMPONENTS



achieved.” (W.K. Kellogg Foundation Evaluation Handbook, 1998).

A logic model can be used during planning and throughout your implementation process to:

- Make sure that your initiative is having the impact that you wanted it to have.
- Use as a blueprint to help translate ideas into actions.
- Outline in specific terms how it is you want to accomplish a change, and how you will know that the change has actually happened.

At this stage in the implementation plan,

you may not have all aspects of your ODJI implementation determined (for example, the frequency of participant workshops or the availability of one-on-one legal supports). If this is the case, do your best to outline in your logic model what the ideal version of the initiative would look like in your drop-in centre. Revisit the logic model periodically during implementation and make changes as they are needed.

YOUR PLANNED WORK

RESOURCES/INPUTS: WHAT THE DROP-IN INVESTS IN THE PROGRAM

- Staff/peers;
- Legal Community clinics (e.g.,

Aboriginal Legal Services) or other partnerships (i.e., Maggie's);

- money;
- technology;
- space.

ACTIVITIES: ACTIVITIES THAT WILL BE CARRIED OUT AS PART OF THE PROGRAM

- Bi-monthly staff legal training during staff meetings;
- monthly drop-in participant legal workshops;
- bi-weekly legal student clinics;
- bi-weekly 3 hour sessions with a Human Rights lawyer.

YOUR INTENDED OUTCOMES

OUTPUTS: PRODUCTS THAT ARE PRODUCED FROM PROGRAM ACTIVITIES

Outputs can be viewed as quantifying activities and providing numeric values or attributing percentages.

- Number of drop-in participant or staff/peer workshops;
- number of hours of legal staff support at the drop-in;
- number of legal partners delivering services to the drop-in.

SMART OUTCOMES

Outcome indicators should be SMART:

Specific
Measurable
Attainable
Relevant
Trackable

OUTCOMES: CHANGES EXPECTED TO RESULT FROM THE PROGRAM

Outcomes range from short-term to medium-term, and are associated with changes in knowledge, awareness, behaviour and skills.

Short-term outcomes (6-12 months)

Immediate changes in knowledge, awareness, attitudes, skills. Examples include:

- Increased staff knowledge of legal resources;
- increased staff / legal partner knowledge of trauma-informed care ;
- increased staff knowledge of existing and emerging legal issues facing drop-in participants;

- increased staff knowledge of legal issues and resources relevant to marginalized groups;
- increased drop-in participant access to justice and legal-related services and supports.

Medium-term outcomes (1-2 years)

Measurable changes in action and behaviours. Examples include:

- Increased drop-in participant linkages to relevant resources;
- increased staff and peer utilization of trauma-informed practices;
- increased drop-in participant support in addressing legal issues;
- increased identification of drop-in participant Social Determinants of Health (SDoH) needs;
- increased ability for drop-in participants to navigate legal services ;
- increased utilization of appropriate legal options.

IMPACTS: LONG TERM CONSEQUENCES OF YOUR ACTIVITIES

Long-term outcomes (3-5 years)

Changes in the broader community and population. Examples of long-term outcomes include:

- Improved system-wide access to legal services for marginalized individuals;
- increased resolution of drop-in participant legal issues;
- increased access to SDOH resources for drop-in participants;
- improved personal and family outcomes for marginalized individuals involved in the legal system.

DEVELOP DATA COLLECTION TOOLS

Depending on your evaluation questions, you may use existing data collection tools or develop your own. The following ready-made tools for use in the Open Door Justice Initiative can be found in the appendix:

Legal Tracking Sheet (Appendix #5): This tool offers a simple way to track one on one interactions between legal staff and drop-in participants. It provides an opportunity to gather information about the interaction that can be used to identify areas of the program that can be improved and to report back to stakeholders. As legal partners visit the site to deliver legal supports, they complete the tracking sheet (paper and pen) and submit it to the drop-in staff. It is important to note that although identifying information about individual participants is not collected, information on legal issues

is collected and thus the tracker should be kept in a secure storage area like a locked filing cabinet.

Workshop feedback Form (Appendix #6): If educational workshops are being provided by legal clinics to drop-in participants or staff, you may consider having participants complete surveys before and after the sessions. Surveys conducted before and after a workshop can help you to understand if there was an increase in knowledge, competency, and skill after participating in a given session. It is also an opportunity for participants to tell you in their own words how they benefited from the workshop or suggest ways to improve the workshop. See page 14 for more information about conducting surveys.

Drop-in participant/Staff Focus Group Guide (Appendix #7 and Appendix #8): Consider conducting periodic focus groups with drop-in participants and staff members to get a more in-depth understanding about the kind of impacts the legal and justice supports operating in your drop-in are having. See page 14 for more information about holding focus groups.

ICE Tool: If you are a city funded drop-in and are required to use the tool, consider using existing tabs or adapting the tabs to collect numbers of drop-in participants attending

workshops or taking advantage of other legal services.

SUPPORTING MATERIALS:

Appendix #4: ODJI Sample Logic Model

Appendix #5: ODJI Tracking Sheet

Appendix #6: ODJI Workshop Feedback Form

Appendix #7: ODJI Drop-in Participant Focus Group Guide

Appendix #8: ODJI Staff Focus Group Guide

STEP 6: DRAFT AN IMPLEMENTATION PLAN

You will be in a good position to draft an implementation plan by drawing on the information you have gathered and the evaluation goals you developed. The draft plan will help your organization to consider how the capacities outlined in STEP 4 will be accounted for in practice and when they will be reviewed.

The draft is only a starting point and will be revised a number of times over the lifespan of the project. The plan is meant to function as a living document that will capture your organization's successes, challenges, and lessons learned.

Specific instructions on how to use the ODJI Implementation Planning Template can be found in Appendix #9.

SUPPORTING MATERIALS:

Appendix #9: ODJI Implementation planning template

STEP 7: FIND POTENTIAL COMMUNITY PARTNERS

After identifying the needs of your drop-in participants, the strengths and needs of your staff, your organization's capacity to offer new programming, and the specific goals of your ODJI implementation you will be ready to determine which organizations exist in your area that offer resources that align with the needs expressed in your implementation plan.

Consider the following when identifying potential community partners:

- Alignment with expressed drop-in participant needs;
- Alignment with expressed staff capacity and needs;
- Geographic proximity to your drop-in centre;

- Demonstrated ability to address the specific needs of your drop-in participant population(s);
- Reputation among drop-in participants; and,
- Existing partnerships.

WHERE TO LOOK?

COMMUNITY LEGAL CLINICS
(adapted from <http://www.cleo.on.ca/en/publications/ontario/community-legal-clinics>)

Community legal clinics are independent non-profit organizations funded by Legal Aid Ontario to provide information, advice, and representation on a range of legal issues, including social assistance, housing, refugee and immigration law, employment law, human rights, workers' compensation, and the Canada Pension Plan.

Community legal clinics are staffed by lawyers, community legal workers, and sometimes law students. Each legal clinic is run by a volunteer board of directors with members from the community. Some legal clinics also offer workshops, information sessions, and other community development activities.

Specialty clinics serve a particular community or focus on a specific area of law. Most specialty clinics are not limited to

servicing a particular geographic area. Community legal clinics may be able to offer:

- Workshops and information sessions for your drop-in participants;
- workshops and information sessions for your staff;
- legal support staff who can provide legal information to people using your drop-in services;
- lawyers who can provide legal advice to people using your drop-in services.

Online directories of community legal clinics in Toronto:

- <https://www.legalaid.on.ca/en/contact/contact.asp?type=cl>
- <http://www.cleo.on.ca/en/publications/ontario/toronto-and-area>

CLEO (COMMUNITY LEGAL EDUCATION ONTARIO)

CLEO is a community legal clinic that develops clear, accurate, and practical legal rights education and information to help people understand and exercise their legal rights. Their work focuses on providing information to people who face barriers to accessing the justice system, including income, disability, literacy, and language.

BE FLEXIBLE

Organizations that receive funding from Legal Aid Ontario (for example, legal clinics) are required to provide public legal education. Even if they are not able to offer formal legal support due to funding or time constraints, explore opportunities for public legal education for your drop-in participants as a way of building relationships.

CLEO offers printed resources and practical guides regarding a range of legal issues in Ontario and training for social service professionals related to general navigation of the legal system.

EXISTING NETWORKS

Consider making announcements at service provider networks that your organization belongs to. Let your partners know that your organization is preparing to implement the Open Door Justice Initiative and provide specific information about the kinds of support that you are looking for based on your draft implementation plan.

SUPPORTING MATERIALS:

Appendix #10: ODJI Engagement Planning Template

STEP 8: REACH OUT TO POTENTIAL COMMUNITY PARTNERS

As you develop a list of potential community partners, reach out to them to introduce yourselves, the goals of your initiative, and how you think they might be able to contribute. Rely on existing relationships and connections to make contact with potential partners whenever you can. However if necessary, use the email template in Appendix #11 to make an initial introduction. Many justice and legal service providers are kept busy providing direct service to clients, so it can be helpful to follow up with phone calls if introductory emails don't get a response.

Much of the initial work of engaging community partners should focus on identifying common interests available through partnership and clarifying the ways in which their involvement would take place. It may be helpful to share the specific goals of your project in language that is as plain and clear as possible.

SUPPORTING MATERIALS:

Appendix #11: Outreach email template

STEP 9: REVISE YOUR IMPLEMENTATION PLAN AND LOGIC MODEL

As you meet with potential community partners and determine how they can support your drop-in, update your logic model and implementation plan to reflect which aspects of them have been addressed and which will require readjustment. Consider the following when revising your implementation plan:

- Community partner interest;
- access to the physical space needed to provide workshops and one-on-one support;
- scheduling of your drop-in staff.

Use Appendixes #4 and #9 to capture your revisions and plan for review.

SUPPORTING MATERIALS:

Appendix #4: Logic Model
Appendix #9: Implementation planning template

STAGE THREE: PUTTING INTO PRACTICE

This stage involves turning the plans you have made into tangible changes in your drop-in centre. As you begin to bring external partners into your drop-in space, you will be able to evaluate how they are meeting the legal and justice needs of your drop-in participants, and make revisions to your plans that reflect the realities of your context.

STEP 10: PUT YOUR PLAN INTO ACTION

It isn't necessary to wait until every element of your implementation plan is in place before you start offering new justice and legal programming. The following recommendations can help you to get your initiative up and running successfully:

- Make sure that new programming associated with the ODJI is included in your centre's regular programming schedule.
- Make announcements about new support opportunities when appropriate.
- Consider posting flyers (see Appendix #12) on your bulletin boards, or even with partnered organizations.
- When first offering new legal and justice programming, it may be helpful to

designate a staff person to welcome partners into your space and help them get set up. Over time this will become less necessary, but it will help to build trust and contribute to a smoother beginning.

- Any changes or modifications to how legal and justice programming is set up or delivered should be noted and shared with other drop-in staff.
- Hold a debrief after each session with drop-in staff and community partners. This doesn't need to be elaborate or overly formal, but will create an opportunity to flag any issues that could be addressed in the future.

SUPPORTING MATERIALS:

Appendix #12: ODJI Promotional Posters

STEP 11: BRING IN COMMUNITY PARTNERS

Once contact has been made with prospective community partners it is essential that they come to see your drop-in, meet with support staff, and have the opportunity to interact with people who use drop-in services. The needs, challenges, and

strengths of drop-in participants need to be experienced by your partners first hand. This connection will allow them to prepare for more meaningful and rich conversations regarding your project's guiding principles and values. Bringing them into your space ahead of time will also give you the chance to discuss possible opportunities and limitations of the physical space within a more realistic context.

STEP 12: COLLECT AND ANALYZE DATA

DATA COLLECTION

Formal data collection can begin 3 – 4 months after the program launches, unless a particular event, such as low numbers of participants using the program, prompts you to do it sooner. The evaluation plan that you developed in STEP 5 will guide how you collect data, and the information about surveys and focus groups in STEP 2 can guide you through some of the issues related to consent and ethics related to data collection.

DATA ANALYSIS

QUANTITATIVE ANALYSIS

Quantitative analysis involves data that includes numbers, ratings, and rankings.

The Open Door Justice Initiative tracking sheet will help you to capture quantitative information about one-on-one interactions between staff and drop-in participants (see Appendix #5).

USING THE TRACKING SHEET

The first tab of the Tracking Sheet is where you input the data for each interaction. The second tab (Results Pivot) automatically produces tally tables, percentages, and averages based on what you entered in the TrackingSheet tab. Some cells have been set up to provide automatic drop down options (e.g., Spanish, Mandarin, English options for Language Service Provided in). If you prefer to have different drop down options, refer to table 3 (Drop Down Options).

REPORTING ON RESULTS FROM TRACKING SHEET AND OTHER QUANTITATIVE DATA

Quantitative data helps you to represent the numbers in ways that will better tell the story of your program and point you towards areas that need to be adjusted to better meet your intended outcomes. Here are some examples of reporting on percentages, average, and means:

- There were 14 legal issues presented in the group of drop-in participants. The most frequent legal issues facing the

drop-in participants were housing and tenant right violations (79%) followed by domestic violence (59%) and accessing income benefits (54%).

- The average rating of how the consultation went with the drop-in participant was 4, suggesting that legal staff felt the consultation went very well.
- 40% of the consultations were conducted in Mandarin and 70% were conducted in English. However, many challenges presented by the drop-in participants (as listed by the legal staff) include English as a Second Language and ability to communicate effectively in participant's language. Therefore there is a need to bring in legal staff who speak other languages (e.g., Spanish, French).
- Drop-in staff reported an increase in knowledge of available community legal supports by 3 (1.5 to 4.5) points from before to after the legal training from the Canadian Legal Education of Ontario (CLEO) as reported by the staff workshop satisfaction surveys.

QUALITATIVE ANALYSIS

Qualitative analysis includes the review of information such as verbal answers in the drop-in participant focus groups, or written commentary on the legal needs survey. It can help you to better understand the

DATA COLLECTION

Ways to include drop-in participants and peers in data collection efforts:

- Conduct focus groups with participants and staff
- Enter paper and pen data sheets into an online system
- Involve drop-in participants and peers in the creation of interview and focus groups questions
- Involve drop-in participants and peers in the analysis and interpretation of data
- Create reports to share with drop-in participants and peers

When including inexperienced drop-in participants and peers in data collection or analysis ensure that they received training on methods and ethics, as well as consistent supervision or support.

experience and outcomes of the process you followed in implementing the program rather than focusing on the raw numbers of people who were served. Here is a basic process for analyzing qualitative data:

1. Read through all the data generated by the specific data collection method (e.g., all drop-in participant focus group data).

2. Organize comments into similar categories such as concerns, suggestions, strengths, weaknesses, similar experiences, program inputs, recommendations, or outcome indicators.

For example, you host a focus group with drop-in participants who have been using the legal supports in the drop-in and you want to hear from them how the legal service needs to be improved. You read over the transcript and notice a lot of the drop-in participants talk about the time of the day when the legal supports are running at the drop-in. Pull all the quotes referring to time of day into one document. Remember not to keep any names or identifying information (physical descriptors, address) attached to the quotes.

3. Label the categories or themes (e.g., concerns, suggestions, etc.).

Using the example above, you can call this theme “timing”.

4. Attempt to identify patterns, associations, and causal relationships in the themes.

For example, all people who attended programs in the evening had similar concerns, most people came from the same geographic area, most people were in the same income range, and the kinds of experiences respondents had during the program.

Using the timing example, what did the drop-in participants have to say about the timing? Did they think the legal supports were running at a time that was convenient for them? Or was it running during a time when other popular activities were being held at the drop-in? Did participants prefer when there were legal staff at the drop-in after a meal time and on weekends?

5. Check the tracking sheet results if there was any data to support the theme.

Keep all commentary for several years after completion in case needed for future reference.

SUPPORTING MATERIALS:

Appendix #5: ODJI Tracking Sheet
STEP 13: REVISE YOUR IMPLEMENTATION PLAN (AGAIN)

After your program has been operating for some time and you've had a chance to review the evaluation data that has started to emerge, you will be in a good position to update your implementation plan to reflect what you are learning.

Use your Implementation Plan (Appendix 9) and Logic Model (Appendix 4) to review each component of your program. Ideally, this review should be completed by a group that includes people who have been involved in developing the original plan and running the program. As you review your Implementation Plan, consider how the work that you've been doing under each component is leading towards the short and long term outcomes that you've defined in your Logic Model. Draw on drop-in participant feedback survey results, outcomes of focus groups with drop-in participants, debriefs with community partners, and other lessons from your evaluation to determine your program's impact and progress. This information will help you to better understand not only if

the individual component is achieving its intended goals, but doing so in ways that are supportive, clear, and relevant to drop-in participants.

As each component is reviewed by the group, determine if immediate changes are required, or if the component requires further monitoring. Document any recommended changes, who is responsible for the change, how those impacted by the change will be notified, and when the component will be reviewed again.

The Implementation Plan is meant to be a living document with each review feeding forward to the next review period.

SUPPORTING MATERIALS:

Appendix #9: ODJI Implementation Planning Template

APPENDICES

LEGAL NEEDS SURVEY INFORMATION AND CONSENT FORM

WHAT IS THIS FORM?

- The form gives you information about the survey so you can decide if you want to take part.
- We encourage you to take some time to think this over and ask questions now and at any other time, either before, during or after the survey.

WHAT IS THE PURPOSE OF THIS SURVEY?

- The purpose of the survey is to understand what legal issues you may have to inform the legal services offered at the DROP-IN NAME.

VOLUNTARY PARTICIPATION:

- You do not have to include your name on the survey. We will not know who you are.
- Your participation in this survey is entirely voluntary.
- You are free to choose to not answer any specific questions.
- If you choose to participate or withdraw, it will not affect your relationship with any of the services you receive from DROP-IN NAME, or any of their partners.

WHAT WILL I HAVE TO DO?

- If you agree to participate, you can choose to do the survey alone or with a DROP-IN NAME staff person.
- The survey will take approximately 5- 10 minutes.

CONFIDENTIALITY:

- We will do everything we can to make sure that the information you provide us will remain confidential to the extent permitted by law.
- However, due to the nature of surveys we cannot guarantee confidentiality.
- We will ask you not to use specific names of other people on the survey.
- Some personal information will be collected but your name will not be associated with any of your information.
- All information collected, both paper and electronic formats, will be stored securely.
- Only relevant DROP-IN NAME staff will have access to the information collected.

WHAT WILL WE DO WITH THE INFORMATION?

- DROP-IN NAME will keep your information safe. Only relevant staff will be able to see it.
- Combined results will be shared with DROP-IN NAME, and their partners. No information that identifies specific individuals will be shared.

COMPENSATION:

- You will not receive compensation for completing the survey.

ARE THERE ANY BENEFITS TO ME FOR PARTICIPATING?

- There are no direct benefits for taking part in this survey.
- The main benefit of participation is that you are helping us understand how to improve justice and legal services available to people who visit DROP-IN NAME.

ARE THERE ANY RISKS TO ME FOR PARTICIPATING?

- There is a risk that some of the experiences you share may be sensitive or involve difficult emotions.
- You do not have to answer any questions you do not want to.
- If you feel difficult emotions during the survey, a staff person from DROP-IN NAME will be available to talk with.
- Please remember that you do not have to answer any of the questions and you do not have to reveal any personal information about your own experiences within this group.
- You may stop taking part in the survey at any time.

AGREEMENT TO PARTICIPATE

I have read (or had read to me) the Information and Consent form. I have also received a copy of this form. My questions, if any, have been answered to my satisfaction. I agree to participate.

Survey Participant

Person Obtaining Consent

Name (please print):

Name (please print):

Signature: _____

Signature: _____

Date: _____

Date: _____

OPEN DOOR JUSTICE INITIATIVE LEGAL NEEDS SURVEY

This survey has two goals:

- To better understand your legal needs as a person who identifies as a woman.
- To better understand where you have gone for help with your legal needs.

This information will help in improving the availability of legal services offered at the drop-in. The survey is completely voluntary and confidential. We are asking you to use your first name (you may use a code name) to keep track of who has completed the survey but we will not use your name for anything else.

1. In the past year have you had a legal issue? A “legal issue” means any situations you may have had in your life that had to do with the legal or justice system. For example, a woman may have a situation where she needs to defend her interests against children’s aid society for her children. Another example is that a woman may have had her immigration sponsorship broken up because of domestic violence.

Yes, I have had a legal issue in the past year (sign consent form)

No, I have not had a legal issue in the past year (end survey)

2. From the list below, what legal issues have you experienced in the past year?
(Please check all that apply)

<input type="checkbox"/>	Protection order for myself
<input type="checkbox"/>	Facing criminal charges
<input type="checkbox"/>	Dividing or protecting property
<input type="checkbox"/>	Protection order for my children
<input type="checkbox"/>	Landlord / housing / tenancy problems
<input type="checkbox"/>	Child support / children’s expenses
<input type="checkbox"/>	Custody / access / guardianship
<input type="checkbox"/>	Spousal support
<input type="checkbox"/>	Child welfare issue
<input type="checkbox"/>	Separation / divorce

Parenting order
Immigration issues
I am a witness in the case against my abuser
Access to income supports
Discrimination / human rights
How to prepare for court
Personal bankruptcy
Victim of a crime
Drug charges
Trespassing fines
Wills or Power of Attorney
Victim of domestic violence
Interaction with the Police
Issues accessing Provincial benefits (e.g., ODSP)
Gladue support/Indian status application
Other (please name):

3. Of the legal issues you checked, please rank the 3 that were the most important for you: 1 (most important) to 3 (least important)

1. _____
2. _____
3. _____

4. Of the top 3 legal issues you ranked above, list a person, place, or service that you went to talk about your legal issue. Also check yes or no if the person, place, or service you went to helped.

Ranked legal issue	Person, place, or service you went to talk about legal issue	Did it help? (Y/N)
Top legal issue (ranked 1 above)		

Ranked legal issue	Person, place, or service you went to talk about legal issue	Did it help? (Y/N)
Second top issue (ranked 2 above)		
Third top legal issue (ranked 3 above)		

5. If you have never used legal services, why not? (check all that apply)

<input type="checkbox"/>	I did not feel I need them
<input type="checkbox"/>	The services were not available in my language (name language) _____
<input type="checkbox"/>	I didn't know about the legal services that could help me
<input type="checkbox"/>	The services I need are not offered by legal clinics
<input type="checkbox"/>	I did not know I could have qualified for legal aid services
<input type="checkbox"/>	My family income was too high for me to qualify for legal aid services
<input type="checkbox"/>	I did not have enough money to pay for a private lawyer
<input type="checkbox"/>	The services were not accessible to persons with disabilities
<input type="checkbox"/>	I did not have access to transportation
<input type="checkbox"/>	I represented myself
<input type="checkbox"/>	I do not trust lawyers
<input type="checkbox"/>	I did not feel safe in the legal clinics
<input type="checkbox"/>	I did not feel welcomed at the legal clinics
<input type="checkbox"/>	Other (specify) _____

6. Do you self-identify yourself as a member of the following groups? (this information will help us tailor legal services to the individual needs of drop-in participants)

	Newcomer community- refugee, new immigrant
	People with disabilities
	Racialized people
	First Nation, Métis, Inuit
	LGBTQ
	Women
	Other (specify) _____

7. What time during the day is best to offer workshops on legal issues? _____

LEGAL NEEDS AND SUPPORTS FOCUS GROUP INFORMATION AND CONSENT FORM

WHAT IS THIS FORM?

- This form gives you information about the focus group so you can decide if you want to take part.
- We encourage you to take some time to think this over and ask questions now and at any other time, either before, during, or after the focus group.

WHAT IS THE PURPOSE OF THIS FOCUS GROUP?

- The purpose of the focus group is to get your opinions about how to improve the legal services offered at the drop-in.

VOLUNTARY PARTICIPATION:

- Your participation in this focus group is entirely voluntary.
- We want your opinions and you do not have to talk about any of your own personal experiences if you do not want to.
- You are free to choose to not answer any specific questions.
- You may leave the focus group at any point in the process.
- If you choose to participate or withdraw, it will not affect your relationship with any of the services you receive from the drop-in, or any of their partners.

WHAT WILL I HAVE TO DO?

- If you agree to participate, you will join a focus group with other individuals, facilitated by members of the drop-in staff.
- The focus group will take approximately 1 hour.
- Audio recording and note taking will take place during the focus group.

CONFIDENTIALITY:

- We will do everything we can to make sure that the information you share in the focus group will remain confidential to the extent permitted by law.
- However, due to the nature of focus groups we cannot guarantee confidentiality.
- It is important that if you participate in the focus group, you agree to not repeat any of the discussions after it is finished.

- We will ask you not to use specific names of other people during the focus group.
- If there is a risk to your safety or the safety of others, then we will stop the focus group and make sure we can get you the care you need.
- Some personal information will be collected but your name will not be connected with anything you share.
- All information collected, in both paper and electronic formats, will be stored securely.
- Only relevant drop-in staff will have access to the information collected.

WHAT WILL WE DO WITH THE INFORMATION?

- The information you provide will be combined with the information from other participants and reported as a group.
- The information will then be analyzed to find the key themes, quotes, and different perspectives.
- Combined results will be shared with the drop-in staff and leadership committee. No information that identifies specific individuals will be shared.

COMPENSATION:

- Describe the amount of cash or gift card they will receive for their participation.
- You will receive this compensation even if you leave early.

ARE THERE ANY BENEFITS TO ME FOR PARTICIPATING?

- There are no direct benefits for taking part in this focus group.
- The main benefit of participation is that you are helping us understand how to improve justice and legal supports and services available to people who visit Toronto drop-in services.

ARE THERE ANY RISKS TO ME FOR PARTICIPATING?

- There is a risk that some of the experiences you share may be sensitive or involve difficult emotions.
- You do not have to answer any questions you do not want to.
- If you feel difficult emotions during the focus group, a staff person from the drop-in will be available to talk with.
- There is also a risk that other people in the focus groups will repeat what you say outside of the group. We ask that you respect everyone's privacy and not repeat anything that is said in the focus group.
- Please remember that you do not have to answer any of the questions and you do not have to reveal any personal information about your own experiences within this group.
- You may stop taking part in the focus group at any time.

Focus Group Participant

Person Obtaining Consent

Name (please print):

Name (please print):

Signature: _____

Signature: _____

Date: _____

Date: _____

DROP-IN PARTICIPANT LEGAL NEEDS AND SUPPORTS FOCUS GROUP GUIDE

BRIEF OVERVIEW OF PURPOSE OF FOCUS GROUP:

- The purpose of this group today, is to get your input on how the legal services and supports are going, specifically:
 - What is working well?
 - What could be improved?
 - What needs to be different?
- Your feedback will improve the legal services and supports provided to people at the drop-in.

CONSENT FORMS:

- Before we get started, there's a little bit of paperwork we need to do...
- Facilitators distribute two consent forms to each participant – one is signed and returned, and one is kept by the participant
- Facilitator goes through consent form with participants
- We would like to tape-record the session. This will only be used for our own notes, and will not be shared with anyone. Is everyone in the room ok with that?
- Any questions about anything at all?
- Signed forms are collected

DISTRIBUTE HONOURARIA:

- Honouraria and two TTC tokens are distributed to all participants.
- Ensure all participants have received/signed for honouraria before beginning session.

DISCUSSION GUIDELINES:

- Participate, and let others participate
- Respect
- Respect for diversity
- Confidentiality - Information shared in the room not to be repeated/stories stay confidential

- Speak your mind
- Only say what you're comfortable saying
- Safety person — should you need someone to talk to, there is a person available

SEMI-STRUCTURED DISCUSSION:

Types of Legal Help

- By a show of hands who has heard about the legal services offered here at the drop-in? (prompt: legal students, gone to a workshop, spoke with a lawyer or been referred to another legal organization outside of the drop-in)
- By a show of hands, how many of you have used one of the legal supports here? (prompt: for example, legal students, gone to a workshop, or spoken with a lawyer)
 - Which legal service did you use?
 - If you did not use a legal service, why not?
 - What legal supports have you received at the drop-in?
 - How did you hear about them?
 - How useful have these supports been for your legal issue?
 - What's worked well? / Why?
 - What did you not like about the legal supports?
 - What needs improvement? / How?
 - How comfortable have you been in getting help from the legal support?
 - How well have you been treated by the legal workers?
 - What affects these levels of comfort and trust?
 - Does anything need to change, to ensure people feel a sense of comfort and trust with the legal services provided?
- Are there any legal topics you would like to see a workshop on that are not already offered? (For example, drug benefits)

Peers and staff

- How did drop-in staff assist you in getting the legal supports you need?
 - What sorts of information and connections?
 - How well has this been working?
 - What could be done to improve this?

Links and Referrals

- Have you been linked to any other services, legal or otherwise, through this program?
 - What types?

- Legal
- Non-Legal
- Have you received any one-on-one support from lawyers?
 - What types of support?
 - How well has this worked?
- Has your case been taken on long-term?
 - How well has this been working?
- Are there any gaps in the services and referrals you are receiving?
 - What sorts?
 - How can we fix this?
- What's it been like trying to connect with services?
 - What is easy about it?
 - What are some of the barriers?
 - What can be done to better facilitate this process?

Health Equity

- The people who visit this centre speak many languages, come from many cultures, and have different sexual and gender identities. Has this program been responsive to the unique backgrounds and cultures of drop-in participants?
 - How do we make sure this is something that always happens?
 - Who isn't it reaching?
 - Why not?
 - How can we make sure we reach them?
- Do you think there are any other groups we should do a better job reaching out to?
 - Which groups?
 - How can we make sure we reach them?
- How can the program be more attentive to all cultures, languages, populations, and diversity?
- How do we ensure that drop-in participants are empowered, and their voices heard?

Wrap-up and Thanks

- Solicit final questions or comments and thank participants for their feedback.
- Provide participants with contact info, should they have any additional questions or comments, or want to follow-up with us for whatever reason.

ODJI STAFF CAPACITY FOCUS GROUP GUIDE

AGENDA:

- Introduce facilitators
- Brief overview of purpose of focus group
- Consent Forms
- Discussion Guidelines
- Semi-structured discussions
- Wrap-up and Thank You!!!

INTRODUCE FACILITATORS:

- Facilitators introduce themselves, and thank everyone for attending!

CONSENT FORMS:

- Before we get started, there's a little bit of paperwork we need to do.
- Facilitators distribute two consent forms to each participant – one is signed and returned, and one is kept by the participant.
- Facilitator goes through consent form with participants.
- We would like to tape-record the session. This will only be used for our own notes, and will not be shared with anyone. Is everyone in the room ok with that?
- If participants prefer the sessions not be recorded, then tape recorders will not be used, and notes will be taken instead.
- Any questions about anything at all?
- Signed forms are collected.

DISCUSSION GUIDELINES:

- Participate, and let others participate
- Respect
- Confidentiality
- Speak your mind
- Only say what you're comfortable saying

SEMI-STRUCTURED DISCUSSION:

OVERVIEW OF JUSTICE-INVOLVED DROP-IN PARTICIPANTS

- What are some of the ways in which drop-in participants can be involved in the justice system?
- What might lead some drop-in participants to be involved in the justice system?
- Are there any specific groups of drop-in participants who face particular issues within the justice system?
 - Which groups?
 - What specific issues?
 - Prompts can include:
 - Mental Health
 - Addictions
 - Domestic violence
 - Race
 - Culture
 - FNMI
 - African / Caribbean Canadian
 - Income / class
 - Immigration issues
 - Immigration
 - Status
 - Refugees
 - Detention
 - Sponsorship issues
 - Language
 - Trauma
 - Children / parents
 - CAS involved
 - Trans
 - Sex worker
 - Street / shelter – involved
 - Physical disability
 - Others?

NEEDS OF JUSTICE-INVOLVED DROP-IN PARTICIPANTS:

- What are some of the needs of drop-in participants when they're involved in the justice system?
- Are there justice-related needs, that if addressed would make other issues easier to manage? For example, would access to ID and income benefits would decrease risk of re-offending?
- What is the impact of these issues on their day to day life?

SUPPORT FOR DROP-IN PARTICIPANTS:

- Have you supported a drop-in participant with a legal issue?
- How did you support them? Did you make referrals? What was the outcome?
- Which community legal supports do you often refer drop-in participants to?
 - How easy / hard are they to access?
 - What barriers are there to getting these supports?
 - How could these be overcome?
- What were some of the challenges in supporting drop-in participants with their legal issue?
- What supports or training did you need to help them with their legal issue?

WRAP-UP AND THANK YOU:

- Any final questions or comments?
- Provide participants with our contact info (on their copy of the consent form), should they have any additional questions or comments, or want to follow-up with us for whatever reason.
- Thank participants for their feedback.

IMPLEMENTATION OBJECTIVES

OVERSIGHT COMMITTEE

- To provide high-level guidance to the implementation team
- To develop procedures / processes / documents / tools / MOU's
- To promote outreach, sustainability, strategic planning, governance, accountability, membership, training, and responsiveness to community needs and resources, sensitivity to the needs of marginalized groups, and processes for change

COMMUNITY MEMBER WORKSHOPS

- To provide clients with general legal information on a variety of legal issues

STAFF WORKSHOPS

- To provide staff with workshops around navigating the legal system and providing resources to clients
- To provide staff with resources on identifying existing and emerging client legal issues, particularly those of marginalized groups

ONE-ON-ONE LEGAL SUPPORT

- To provide clients with one-on-one legal information
- To provide resources that are relevant to women of varying marginalized identities

SUPPORT FROM LAWYER

- To provide clients with ongoing legal support

OUTPUTS

- # of partners signed onto MOU
- # of stakeholders on OC
- # of meetings per year
- # of reports prepared summarizing needs and demographic data of clients

- # of information sessions held
- # of partners providing information sessions
- # of clients attending information sessions
- # of client satisfaction surveys / focus groups completed

- # of staff trained
- # of workshops provided
- # of partners providing workshops

- # of partners providing one-on-one support
- # of clients receiving one-on-one support
- # of one-on-one sessions provided by each partner
- # of client satisfaction surveys / focus groups completed

- # of partners providing ongoing legal case support
- # of clients receiving ongoing legal case support
- # of clients taken on by legal partner

SHORT TERM OUTCOMES

OVERSIGHT COMMITTEE

- Adoption of MOU
- Implementation of intervention at AWRC
- To increase collection and monitoring of clients' needs and demographic data

COMMUNITY MEMBER WORKSHOPS

- Increased women's access to justice and legal-related services and supports
- Increased knowledge of legal and justice issues for women
- Increased knowledge of available legal supports

STAFF WORKSHOPS

- Increased staff knowledge of legal resources
- Increased staff / legal partner knowledge of trauma-informed care
- Increased staff knowledge of existing and emerging legal issues facing clients
- Increased ability of legal workers to work with diverse groups of marginalized women, with diverse needs
- Increased staff knowledge of legal issues and resources relevant to marginalized groups

ONE-ON-ONE LEGAL SUPPORT

- Increased access to one-on-one legal support
- Increased client satisfaction with legal resources

SUPPORT FROM LAWYER

- Increased access to ongoing legal support

INTERMEDIATE OUTCOMES

- Consideration of other partners to join project
- Increased review and implementation of change processes (i.e. what's working and what needs to change)
- Increased review of client satisfaction and demographic data to improve program delivery

- Increased the ability for women to navigate legal services
- Increased utilization of appropriate legal options

- Increased client linkages to relevant resources
- Increased staff and Peer utilization of trauma-informed practices
- Increased client support in addressing legal issues
- Increased identification of clients' SDOH needs

- Increased understanding of legal issues faced by client
- Increased client understanding of client's options to resolve legal issues
- Increased appropriateness of legal options for client
- Increased use of appropriate legal options

- Increased understanding of legal issues faced by client
- Increased client understanding of client's options to resolve legal issues
- Increased appropriateness of legal options for client
- Increased use of appropriate legal options

LONG TERM OUTCOMES

OVERSIGHT COMMITTEE



- Sustainability of justice resources at AWRC
- Sustainable processes for review and change
- Ongoing change implementation
- Needs of equity-seeking groups are met through program delivery

COMMUNITY MEMBER WORKSHOPS



- Improved system-wide access to legal services for marginalized women
- Increased resolution of client legal issues
- Increased access to SDOH resources for clients
- Improved personal and family outcomes for marginalized women involved in the legal system

STAFF WORKSHOPS



- Increased appropriateness of justice connections for clients
- Increased access to SDOH resources for clients

ONE-ON-ONE LEGAL SUPPORT



- Improved system-wide access to legal services for marginalized women
- Increased resolution of client legal issue
- Increased access to SDOH resources for clients
- Improved personal and family outcomes for marginalized women involved in the legal system

SUPPORT FROM LAWYER



- Improved system-wide access to legal services for marginalized women
- Increased resolution of client legal issues
- Increased access to SDOH resources for clients

DROP-IN PARTICIPANT WORKSHOP EVALUATION

Workshop name: _____

Please take a moment to answer the following questions. Your responses will help us to:

- understand your experience with today's training session, and
- identify additional supports that might be helpful for you.

This survey is completely voluntary and you will not be identified. Your responses will remain confidential and kept in a secure location.

How would you rate your knowledge of this topic BEFORE the workshop?



1



3

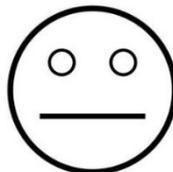


5

Was this workshop beneficial and helpful to you?



1

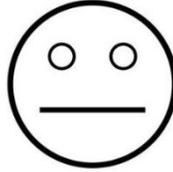


3



5

How would you rate your knowledge of this topic AFTER this workshop?



1

2

3

4

5

How will you use this information?

Is there anything you would add or change about this workshop?

Was the facilitator clear and knowledgeable?



1

2

3

4

5

ODJI DROP-IN PARTICIPANT FOCUS GROUP GUIDE

BRIEF OVERVIEW OF PURPOSE OF FOCUS GROUP:

- The DROP-IN CENTRE NAME has started to have legal services and supports available to you here. So part of this involves legal students, legal workshops, and lawyers.
- The purpose of this group today, is to get your input on how the legal services and supports are going, specifically:
 - What is working well?
 - What could be improved?
 - What needs to be different?
- Your feedback will improve the legal services and supports provided to women through the Open Door Justice Initiative.

CONSENT FORMS:

- Before we get started, there's a little bit of paperwork we need to do.
- Facilitators distribute two consent forms to each participant – one is signed and returned, and one is kept by the participant.
- Facilitator goes through consent form with participants.
- We would like to tape-record the session. This will only be used for our own notes, and will not be shared with anyone. Is everyone in the room ok with that?
- Any questions about anything at all?
- Signed forms are collected.

DISTRIBUTE HONOURARIA:

- Honouraria and two TTC tokens are distributed to all participants.
- Ensure all participants have received/signed for honouraria before beginning session.

DISCUSSION GUIDELINES:

- Participate, and let others participate
- Respect
- Respect for diversity

- Confidentiality - Information shared in the room not to be repeated/stories stay confidential
- Speak your mind
- Only say what you're comfortable saying
- Safety person – should you need someone to talk to, there is a person available

SEMI-STRUCTURED DISCUSSION:

TYPES OF LEGAL HELP

- By a show of hands who has heard about the legal services offered here at the drop-in? (prompt: legal students, gone to a workshop, spoke with a lawyer or been referred to another legal organization outside of the drop-in)
- By a show of hands, how many of you have used one of the legal supports here? (prompt: legal students, gone to a workshop, spoke with a lawyer or been referred to another legal organization outside of the drop-in)
 - Which legal service did you use?
 - If you did not use a legal service, why not?
 - What legal supports have you received at the drop-in?
 - How did you hear about them?
 - How useful have these supports been for your legal issue?
 - What's worked well? / Why?
 - What did you not like about the legal supports?
 - What needs improvement? / How?
 - How comfortable have you been in getting help from the legal support?
 - How well have you been treated by the legal workers?
 - What affects these levels of comfort and trust?
 - Does anything need to change, to ensure people feel a sense of comfort and trust with the legal services provided?
- Are there any legal topics you would like to see a workshop on that are not already offered? (For example, drug benefits)

PEERS AND STAFF

- How did drop-in staff assist you in getting the legal supports you need?
 - What sorts of information and connections?
 - How well has this been working?
 - What could be done to improve this?

LINKS AND REFERRALS

- Have you been linked to any other services, legal or otherwise, through this program?
 - What types?
 - Legal
 - Non-Legal
- Have you received any one-on-one support from lawyers?
 - What types of support?
 - How well has this worked?
- Have any cases been taken on long-term?
 - How well has this been working?
- Are there any gaps in the services and referrals you are receiving?
 - What sorts?
 - How can we fix this?
- What's it been like trying to connect with services?
 - What is easy about it?
 - What are some of the barriers?
 - What can be done to better facilitate this process?

HEALTH EQUITY

- The people who visit this centre speak many languages, come from many cultures, and have different sexual and gender identities. Has this program been responsive to the unique backgrounds and cultures of drop-in participants?
 - How do we make sure this is something that always happens?
 - Who isn't it reaching?
 - Why not?
 - How can we make sure we reach them?
- Do you think there are any other groups we should do a better job reaching out to?
 - Which groups?
 - How can we make sure we reach them?
- How should we make sure the program is attentive to all cultures, languages, populations, and diversity?
- When delivering services, how do we ensure that drop-in participants are empowered, and their voices heard?

WRAP-UP AND THANK YOU

- Any final questions or comments?
- Thank participants for their wonderful feedback!
- Provide participants with our contact info (on their copy of the consent form), should they have any additional questions or comments, or want to follow-up with us for whatever reason.
- Thank participants again.

ODJI STAFF CHECK-IN FOCUS GROUP GUIDE

AGENDA:

- Introduce facilitators
- Brief overview of purpose of focus group
- Consent Forms
- Discussion Guidelines
- Semi-structured discussions
- Wrap-up and Thank You!!!

CONSENT FORMS:

- Before we get started, there's a little bit of paperwork we need to do.
- Facilitators distribute two consent forms to each participant – one is signed and returned, and one is kept by the participant.
- Facilitator goes through consent form with participants.
- We would like to tape-record the session. This will only be used for our own notes, and will not be shared with anyone. Is everyone in the room ok with that?
- Any questions about anything at all?
- Signed forms are collected.

DISCUSSION GUIDELINES:

- Participate, and let others participate
- Respect
- Respect for diversity
- Confidentiality - Information shared in the room not to be repeated/stories stay confidential
- Speak your mind
- Only say what you're comfortable saying
- Safety person – should you need someone to talk to, there is a person available

SEMI-STRUCTURED DISCUSSION:

TYPES OF LEGAL ISSUES

- What are the main legal areas you support the drop-in participants with?
- Are there any legal community partners that are not providing services and supports at the drop-in that we should be partnering with?

LEGAL SUPPORTS

- Which on-site legal service/supports are drop-in participants using?
 - Why or why not?
 - What is going well with those services/supports?
 - What is not going well with those services/supports?
- How useful have these supports been for the drop-in participant's legal issue?
- How comfortable have you been in giving help to drop-in participants for their legal issues?
- Are there any legal topics you would like training on that are not already offered? (e.g., Drug Benefits, housing)
- When offering legal supports, what participant privacy issues are you considering?
- Is there space provided for the sessions to happen?

LINKS AND REFERRALS

- Have you linked a drop-in participant to any other services, legal or otherwise, through this program?
 - What types?
 - Legal
 - Non-Legal
- Are there any gaps in the services and referrals you are giving to drop-in participants?
 - What sorts?
 - How can we fix this?
- What's it been like trying to connect a drop-in participant with services?
 - What is easy about it?
 - What are some of the barriers?
 - What can be done to better facilitate this process?

HEALTH EQUITY

- Drop-in participants who visit this drop-in speak many languages, come from many cultures, and have different sexual and gender identities. Has this program been responsive to participant's unique backgrounds, cultural and otherwise?
- How do we make sure this is something that always happens?
 - Who isn't it reaching?
 - Why not?
 - How can we make sure we reach them?
- Do you think there are any other groups we should do a better job reaching out to?
 - Which groups?
 - How can we make sure we reach them?
- How should we make sure the program is attentive to all cultures, languages, populations, and diversity?
- When delivering services, how do we ensure that clients are empowered, and their voices heard?

WRAP-UP AND THANK YOU

- Any final questions or comments?
- Thank participants for their wonderful feedback!
- Provide participants with our contact info (on their copy of the consent form), should they have any additional questions or comments, or want to follow-up with us for whatever reason.
- Thank participants again.

ODJI IMPLEMENTATION PLANNING TEMPLATE

PURPOSE

To increase the likelihood of project success, it is helpful to consider each of the projects “components” when creating an implementation plan. This tool is designed to help organizations establish a clear plan for each of the components. By capturing the specific details of the plan in this chart, project/organization teams can use the chart to engage in regular reviews of the approach to determine whether the processes and tools designed to support the implementation of the project are meeting their objectives, and to allow those participating in the project the opportunity to:

- Problem-solve and share successes;
- Review each project component independently;
- Determine whether the processes and tools are meeting their objectives and to make a plan to make necessary edits and amendments.

This tool is meant to function as both an Implementation Plan, and to assist organizations in conducting a PDSA (Plan, Do, Study, Act) Cycle.

INSTRUCTIONS

STEP 1 - WHAT'S THE PLAN

- The implementing organization should systematically consider each of the listed components when planning for the implementation of the Justice Access Project at their site.
- To help with this process example considerations have been provided in the chart.
- Take the time to write down in the chart the plan the implementing organization is taking to support each individual component. These notes will be crucial when reviewing the overall project for needed changes.
- Where possible, assign a person responsible to each component.
- Establish an agreed upon date to review the plan.

STEP 2 – CARRY OUT THE PLAN AND DO THE WORK

Start the work. Implement the plan as outlined in the Implementation Plan.

STEP 3 – HOW'S IMPLEMENTATION WORKING? STUDY IT TO LEARN WHAT NEEDS TO BE CHANGED

- On the agreed upon date, meet as a group (if possible) to review each of the components in the Implementation Plan.
- Are they achieving the expected objective? If not, why not?

STEP 4 – ADJUST AND ACT

- The group identifies what changes need to be made, by whom, and by when in order to improve the process or tool.
- The colour code can be a helpful approach to determine if a change needs to happen immediately (member feedback about a session was very negative) vs. something that can wait a few months before changing (there is a typo in one of the session handouts).
- The group continue improvement cycles (i.e., Step 2 through 4) as needed.

Component	Considerations and Plan	Objectives Met?	If not, why?	What needs to be done to improve this step / resolve this issue? Does this item need attention right away or can we wait and see? (Use colour code: red = urgent, yellow = emergent, green = working)	Follow Up/ Next Steps and Date of Review
Space	<p>Where will the sessions be held?</p> <p>What space will be made available if privacy is required?</p> <p>Do any scheduling changes need to be made for upcoming sessions?</p>				
Staffing	<p>Who will take on coordination duties for the project?</p> <p>Will these duties be shared? Who will be responsible for what?</p> <ul style="list-style-type: none"> -Scheduling -Partnership support -Data collection <p>Is the workload manageable?</p> <p>Do modifications need to be made?</p>				

Component	Considerations and Plan	Objectives Met?	If not, why?	What needs to be done to improve this step / resolve this issue? Does this item need attention right away or can we wait and see? (Use colour code: red = urgent, yellow = emergent, green = working)	Follow Up/ Next Steps and Date of Review
Community Partners – On-site support	What workshops/sessions are planned this month? How will each session be debriefed? What are objectives of the debriefs? How will member feedback be gathered? By whom? How will workshop content be presented to the community members?				
Staff Development	What staff training sessions are booked for the upcoming month? What are the objectives for these trainings? Who is conducting the feedback survey? What are some emerging staff development needs? What is the plan to address these?				

Component	Considerations and Plan	Objectives Met?	If not, why?	What needs to be done to improve this step / resolve this issue? Does this item need attention right away or can we wait and see? (Use colour code: red = urgent, yellow = emergent, green = working)	Follow Up/ Next Steps and Date of Review
Community Partners – On-site support	What workshops/sessions are planned this month? How will each session be debriefed? What are objectives of the debriefs? How will member feedback be gathered? By whom? How will workshop content be presented to the community members?				
Staff Development	What staff training sessions are booked for the upcoming month? What are the objectives for these trainings? Who is conducting the feedback survey? What are some emerging staff development needs? What is the plan to address these?				

Component	Considerations and Plan	Objectives Met?	If not, why?	What needs to be done to improve this step / resolve this issue? Does this item need attention right away or can we wait and see? (Use colour code: red = urgent, yellow = emergent, green = working)	Follow Up/ Next Steps and Date of Review
Member Feedback	<p>How will the member experience of the supports be gathered?</p> <p>What information will be gathered?</p> <p>How will this information be brought forward to the necessary people?</p>				
Access to Technology	<p>What supports are required for the sessions and workshops?</p> <p>Do these supports need to be reserved?</p> <p>Are the supports meeting the needs of presenters?</p>				
Leadership Support	<p>How is leadership supporting this project's implementation?</p> <p>What concrete actions are being taken?</p> <p>How will these actions be reviewed?</p>				

	Alignment with expressed drop-in participant needs	Alignment with expressed staff needs	Geographic proximity to your drop-in centre	Demonstrated ability to address the specific needs of your drop-in participant population(s)	Reputation among drop-in participants	Existing partnerships
Name:						
Contact Info:						
Name:						
Contact Info:						
Name:						
Contact Info:						
Name:						
Contact Info:						

OUTREACH EMAIL TEMPLATE

Hello,

I am part of a project working with ORGANIZATION NAME to develop a Justice and Legal Walk in Service for CLIENT GROUP at the ORGANIZATION NAME. The PROJECT NAME is a collaboration between organizations representing the mental health, addictions, and justice sectors. The goal of the project is to develop and implement culturally sensitive and psychologically safe legal support resources for CLIENT GROUP who are clients at ORGANIZATION NAME. As part of this initiative, lawyers and other legal professionals will provide resources, which include legal support, advice, referrals, and educational workshops, to the individuals who visit the drop-in. These services are client-centered in that they respond to the intensity of need and circumstances experienced by marginalized low-income CLIENT GROUP, and range from low-barrier information sessions to more intensive casework.

Objectives of the PROJECT NAME:

1. Enhance access to, comfort with, and satisfaction with the legal system;
2. Increase awareness of their legal rights and information around legal processes;
3. Address barriers to access legal supports and services;
4. Develop trusting relationships with CLIENT GROUP, peer workers, and legal staff and provide consistent on-site legal support that is trauma-informed;
5. Facilitate referrals to other legal services in Toronto; and,
6. Increase legal workers' awareness and sensitivity to the legal needs of CLIENT GROUP.

At this stage we are looking to connect with agencies that support CLIENT GROUP involved in the justice system.

It would be great to connect with you face to face or over the phone to provide background on this work, address any questions you may have and talk about whether, or how, COMMUNITY ORGANIZATION could be involved in this work.

Please let me know of your availability.

Thanks,

A black and white photograph of a pair of ornate scales of justice resting on a stack of several thick books. The scales are positioned on the left side of the frame, with their pans hanging from a central point. The background is blurred, showing more books and a dark surface. The entire image is framed by a white border.

**APPEARING
IN COURT
AND DON'T
KNOW WHAT
TO DO?**



**VICTIM OF A
CRIME AND
WANT TO DO
SOMETHING
ABOUT IT?**

FIRE SAFETY NOTICE

IN THE EVENT OF FIRE, STAY CALM. NOTIFY THE FIRE DEPARTMENT AND FOLLOW THE DIRECTIONS OF FIRE DEPARTMENT PERSONNEL. IF YOU MUST TAKE IMMEDIATE ACTION, USE YOUR JUDGMENT AS TO THE SAFEST COURSE OF ACTION, GUIDED BY THE FOLLOWING INFORMATION:

YOU ARE IN A COMBUSTIBLE ZONE. ALWAYS BE ALERT.

- Close the door to the room where the fire is and leave the apartment.
- Make sure EVERYONE leaves the apartment with you.
- Take your keys.
- Close, but do not lock, the apartment door.
- Alert people on your floor by knocking on their doors on your way to the exit.
- Use the nearest stairwell to leave the building.
- **DO NOT USE THE ELEVATOR.**
- Call 911 once you reach a safe location. Do not assume the fire has been suppressed unless firefighters are on the scene.
- Mark the numbers of your household at a pre-determined location outside the building. Notify the firefighters if anyone is unaccounted for.

If The Fire Is Not In Your Apartment

- Feel your apartment door and doorknob for heat. If they are not hot, open the door slightly and feel for smoke, heat or fire. If you feel heat, do not open the door. If you feel smoke, heat or fire, do not open the door. If you feel nothing, open the door a crack and look for smoke, heat or fire. If you see smoke, heat or fire, do not enter the apartment. If you see nothing, enter the apartment and close the door behind you. If you see smoke, heat or fire, do not enter the apartment. If you see nothing, enter the apartment and close the door behind you.
- Seal the doors to your apartment with wet towels or sheets, and seal air ducts or other openings where smoke may enter.
- Open windows a few inches at top and bottom unless flames and smoke are coming from below.
- Do not break any windows.
- If conditions in the apartment appear life-threatening, open a window and wave a towel. Once the firefighters arrive, tell them you are trapped.
- If you are trapped, stay in your apartment. If you are trapped, stay in your apartment. If you are trapped, stay in your apartment.

**LANDLORD
THREATENING
TO EVICT YOU
FROM YOUR
HOME?**