Establishing a Culture of Evaluation and Continuous Quality Improvement

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2019-2027 Strategic Plan Priorities

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Agenda

- Who we are
- Introduction to Evaluation & CQI
- Evaluation of Early Years Programs
- Next Steps

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Background

- December 2019 – four-day foundational evaluation training delivered by a fellow of the Canadian Evaluation Society

- Build a culture of evaluation across human services

- Staff trained from Children, Social and Housing Services

- **Vision:** evaluation becomes a part of the management of all human services programs to foster continuous improvement efforts

What is Program Evaluation?

- "the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision making"

- Uses and benefits at the municipal level:
  - Program improvement
  - Prioritize resources
  - Demonstrate program effectiveness
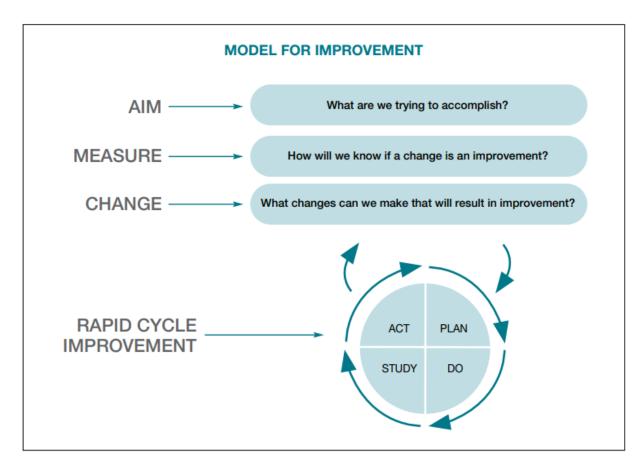 - Decision making

What is Continuous Quality Improvement (CQI)?

- "the actions taken to enhance the efficiency and effectiveness of processes and activities"

- Ongoing process

- Model for Improvement
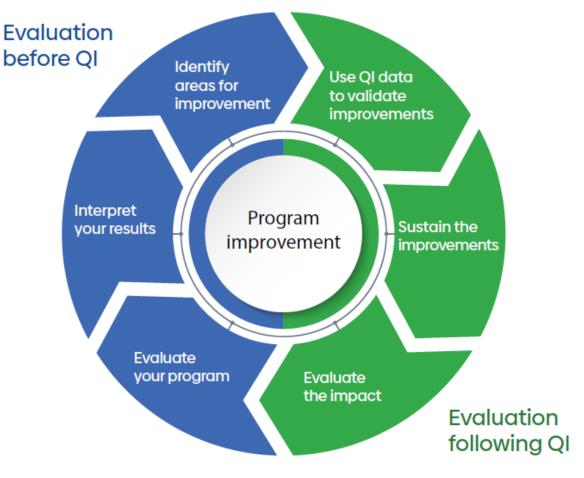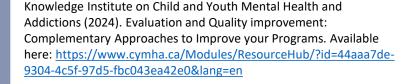

MODEL FOR IMPROVEMENT

AIM → What are we trying to accomplish?

MEASURE → How will we know if a change is an improvement?

CHANGE → What changes can we make that will result in improvement?

RAPID CYCLE IMPROVEMENT → ACT / PLAN / STUDY / DO

How do Program Evaluation and CQI connect?

- Evaluation before CQI – identifies what works well and areas for improvement

- CQI – implement improvement initiatives based on evaluation results

- Evaluation after CQI – evaluates the impact of the improvement

Evaluation before QI

Identify areas for improvement

Use QI data to validate improvements

Interpret your results

Program improvement

Sustain the improvements

Evaluate your program

Evaluate the impact

Evaluation following QI

Knowledge Institute on Child and Youth Mental Health and Addictions (2024). Evaluation and Quality improvement: Complementary Approaches to Improve your Programs. Available here: https://www.cymha.ca/Modules/ResourceHub/?id=44aaa7de-9304-4c5f-97d5-fbc043ea42e0&lang=en

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Early Years Program Evaluation and Continuous Quality Improvement (CQI) Framework

children services aux enfants | Greater|Grand Sudbury

1. Stakeholder Engagement
- Engage with persons who are involved in the program and those who will use the evaluation results.

2. Describe the Program
- Describe the program rationale, expected outcomes, activities, resources, and local context.
- Develop a logic model and theory of change.

3. Determine Evaluation Design
- Define the evaluation purpose, questions, methods, risks, budget, timeline and ethical considerations.
- Process or outcome evaluation.

4. Gather Evidence
- Define indicators, data sources and quality considerations.
- Data collection.

5. Justify Conclusions
- Data analysis and interpretation.
- Develop recommendations.

6. Knowledge Mobilization
- Design, preparation, feedback, follow-up, dissemination.

7. Continuous Quality Improvement (CQI)
- Identify change ideas, PDSA cycles, change management plan.

Framework Cycle (hexagons)

- Stakeholder Engagement
- Describe the Program
- Determine Evaluation Design
- Gather Evidence
- Justify Conclusions
- Knowledge Mobilization
- Continuous Quality Improvement (CQI)

Foundational Pillars:

How Does Learning Happen? (HDLH)
City of Greater Sudbury Strategic Values
Research and Best Practices
Diversity, Equity and Inclusion (DEI)
Ministry of Education Guidelines

Establishing an Evaluative Culture

- Characteristics of an evaluative culture:
  - Self-reflection and examination
  - Evidence-based learning
  - Experimentation and change

- Elements to foster an evaluative culture:
  - Leadership – commitment from senior management, demand for results information, capacity building, communicating clear roles and responsibilities
  - Organizational structures – incentives, practices and procedures, accountability measures
  - Learning focus – learning opportunities for staff

John Mayne (2008). Building an evaluative culture for effective evaluation and results management. Available here: https://www.betterevaluation.org/sites/default/files/ILAC_Brief20_Evaluative_Culture.pdf

Establishing an Evaluative Culture - CGS

1) Leadership

   - Commitment from leadership
   - Demand for evaluation results to inform program improvements
   - Establish clear roles and responsibilities (internal evaluator)
   - Capacity building among team (including front line staff)

2) Organizational structures

   - Practices and procedures – development of evaluation framework with Standard of Work
   - Accountability – Standard of Work (project management, evaluation)

3) Learning focus

   - Training modules developed for staff and completed during onboarding to the section

Evaluation of Early Years Programs

Quality

- Three Program Quality Coordinators working with agency Pedagogical Leaders

- Model based on:
  - Relationships
  - Catalyst for change
  - Professional learning
  - Experimental change in practice
  - Transfer to practice

Inclusion: Special Needs Resourcing

- Inclusion/Resource Consultants
- Access to enhanced staff funding
- Support for transition to school

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Evaluation of Quality and Inclusion Services

- Current System Review:

(pre-QI in CQI model)

- External consultants
    - Feedback
    - Explored pedagogical and operational conditions

- Next steps:

(Knowledge Mobilization and CQI)

- Consider recommendations of the System Review

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Diversity, Equity, Inclusion and Belonging

- Sub Committee assigned

- Collecting on-going feedback

- Consider demographics, unique identifies and vulnerabilities

- Use this information to identify areas for improvement

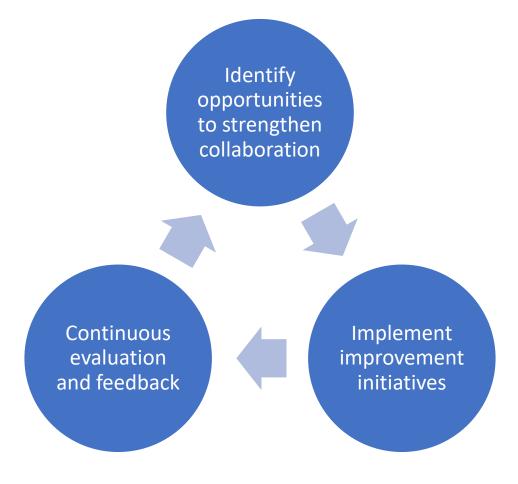- Implement related action plans

- Continuously evaluate

Human Services Integration

- CGS Community Development Department – Children Services, Social Services (Ontario Works and Homelessness), Housing, Leisure Services, and Long-term Care

- Identify synergies across departments to increase collaboration and efficiencies

Identify opportunities to strengthen collaboration

Implement improvement initiatives

Continuous evaluation and feedback

Next Steps

- Capacity building – professional learning opportunities for internal staff

- Organizational structures – development of evaluation Standard of Work

- Leadership – foster demand for evaluation and results information to continuously improve program delivery

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