

2017

Evaluation Plan



April 7, 2017

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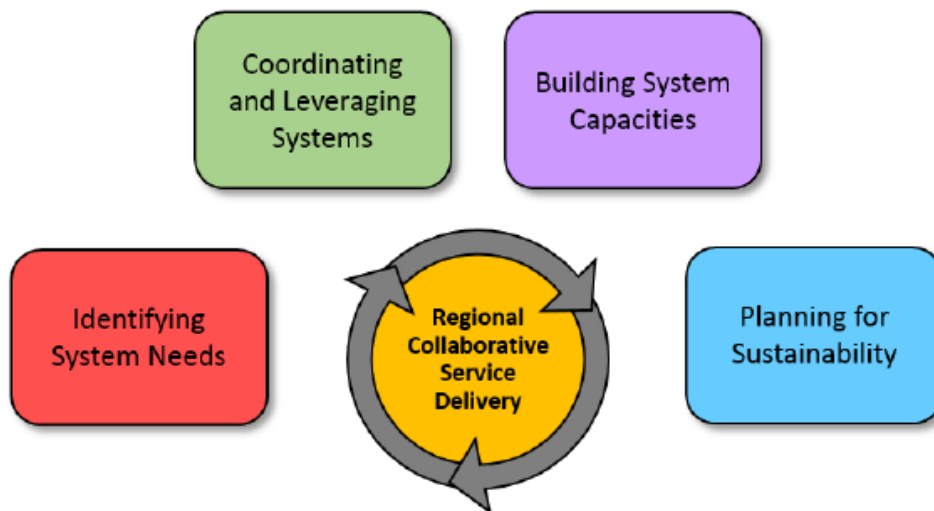
INTRODUCTION

Calgary and Area Regional Collaborative Service Delivery (Calgary and Area RCSD) was established as one of 17 RCSD regions in an effort by the Government of Alberta to enable collaboration between Health (including Alberta Health Services), Community and Social Services, Children’s Services, Education, and community organizations in order to address identified needs, coordinate and leverage systems, build system capacity, and plan for sustainability in meeting the needs of children, youth, and their families (see Figure 1). The fundamental logic behind the RCSD initiative is that no one organization can meet all the needs of children and families, and that a network of organizations working together collaboratively is more likely to achieve this goal.

Provincial Vision for RCSD

- Children and youth reach their full potential.
- Children and youth are successful
 - Children and youth are healthy
 - Children, youth and their families are secure and resilient

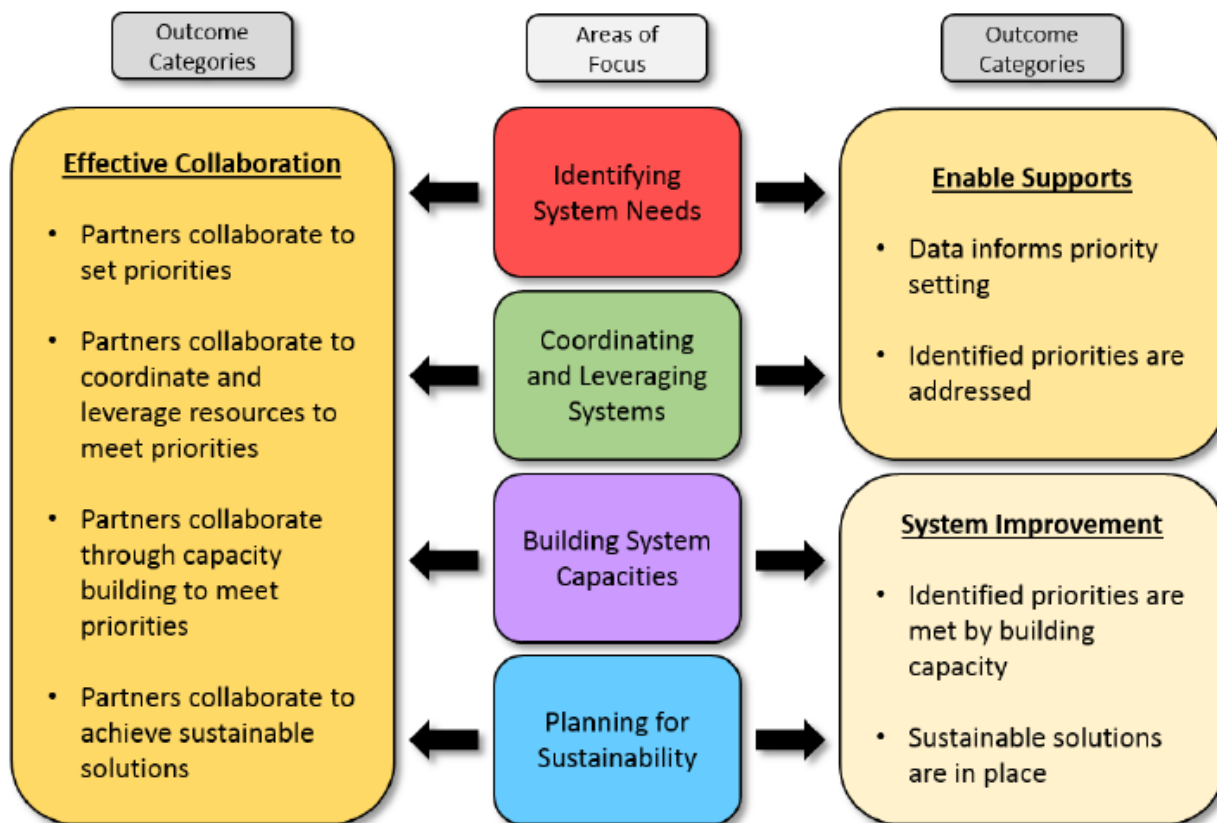
Figure 1. RCSD Key Areas of Focus



Regional Collaborative Service Delivery includes all children and youth between birth and 20 years of age who have been identified as having complex needs or a low incidence disability and children or students from ECS to Grade 12 who are registered within an Alberta school authority.

The development of the RCSD initiative includes a shift in focus to capacity building and integrated service delivery that is anticipated to result in better meeting the identified needs of Alberta's children and youth. For example, System Improvement is expected as an outcome when RCSDs focus attention on improving collaboration within their networks. This focus is expected to help schools, community partners, and families better navigate and access a continuum of relevant supports and services. In total, three categories of provincial outcomes were developed to capture the core changes identified as relevant to the provincial RCSD mission and mandate: effective collaboration, enable supports, and system improvement. The alignment of these three outcomes to the key areas of RCSD activity is described in Figure 2, below.

Figure 2. Alignment of Key Areas of Focus with Outcomes



To measure contribution to provincial outcomes and address the changing focus and emphasis of the province's operating requirements and governance model for RCSDs, Calgary and Area RCSD undertook an internal planning process that included the review of its 2014 Evaluation Plan. The 2014 Evaluation

Plan had been developed to evaluate the extent to which Calgary and Area RCSD was meeting its commitment to the provincial RCSD expectations as outlined in the initial annual operational requirements. Having implemented an initial cycle of evaluation, it was determined in spring 2016 that the Evaluation Plan required refreshing to incorporate evolving provincial outcomes and expectations.

This updated Evaluation Plan 2017 represents Calgary and Area RCSD's alignment with the new provincial vision. Insights are derived from both provincial documents and the network's multi-year experience in establishing the RCSD in Calgary and Area and evaluating its early performance.

BACKGROUND

To direct the evaluation activities of Calgary and Area RCSD, the network established an Accountability and Assurance Committee. This committee works collaboratively with the Leadership and Executive Teams to provide overall direction for the accountability and assurance requirements set by the province and for the regional evaluation needs of the network. Previously (2013), the committee commissioned the development of an Evaluation Plan (2014) that guided their work until the third year of operation and end of the first three-year strategic planning cycle.

It was determined (2016) that the network would benefit from a thorough analysis of the data and findings to date, a review of the structure and strategic directions of the collaborative, and an update of key evaluation documents (i.e., logic model, stakeholder matrix, evaluation plan). To that end, Catalyst Research and Development Inc. was engaged to: 1) undertake a review of key documents; and, 2) facilitate a workshop that would result in alignment with new provincial articulations of operational requirements and governance structures. The focus was on capturing the emerging development of Calgary and Area RCSD and ensuring an evaluation plan that was coordinated with the development. The first stage involved designing, implementing, and reporting on a key workshop sessions with the Executive Team (April 21, 2016) that was followed with a joint Executive and Leadership Team workshop (May 25, 2016).

As a result of the recommendations arising from the preliminary deliberations, a decision was made to move forward with further facilitation to update key evaluation documents, design an updated

evaluation timeline, and, overall, to refresh the 2014 Evaluation Plan. In support of this decision, the next stage of work involved several facilitated sessions with the Accountability and Assurance team and, in some cases, other committee co-chairs:

- Logic Model teleconference (November 07, 2016)
- Logic Model workshop (November 24 and 25, 2016)
- Evaluation Plan workshop (February 28, 2017).

These sessions resulted in the revised and validated key components for the evaluation plan (e.g., logic model, measures). Following acceptance of the final draft, the Evaluation Plan 2017 was submitted to Calgary and Area RCSD Leadership and Executive Teams for their approval.

By design, the evaluation approach remains mixed methods (a combination of quantitative and qualitative data collection methods). However, the 2017 framework extends the lines of evidence to include robust data collection from the children and youth the RCSD serves.

EVALUATION APPROACH

EVALUATION PURPOSE, OUTCOMES, HIGH LEVEL QUESTIONS AND REACH

Purpose and Outcomes

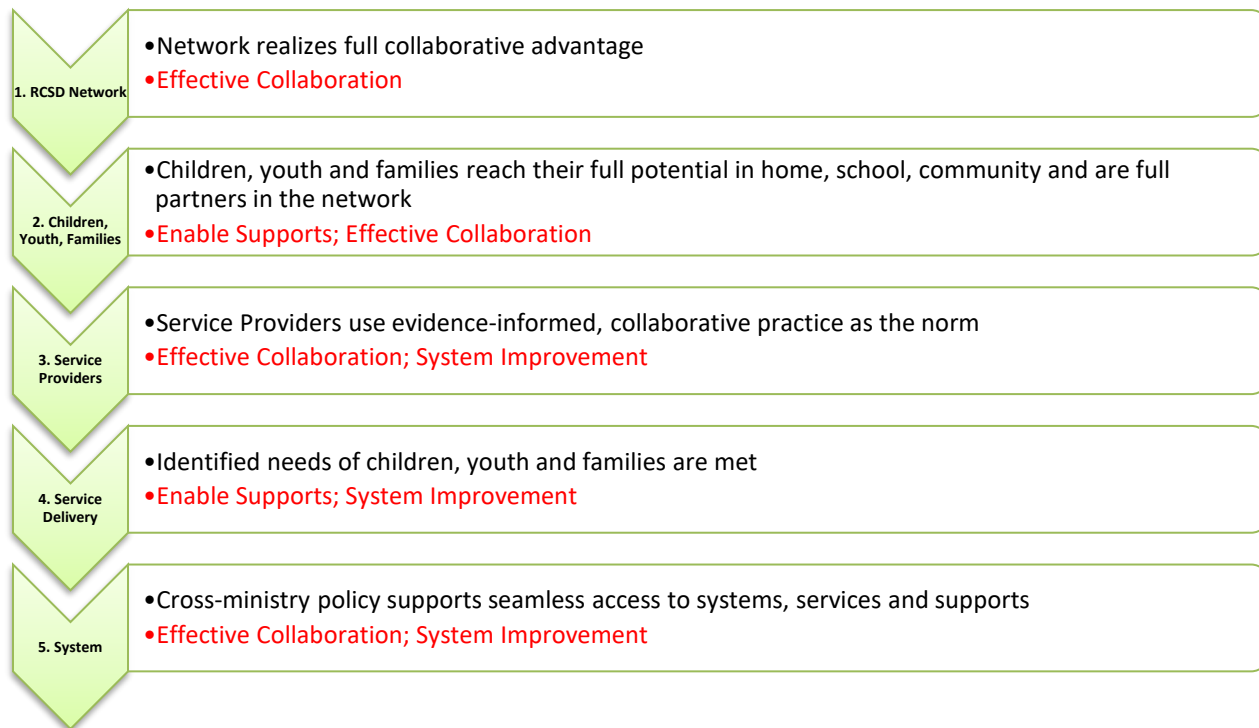
The primary purpose of Calgary and Area RCSD's evaluation is *to explore the effectiveness of Calgary and Area RCSD by assessing outcomes related to partnership collaboration and to children, youth and families*. To that end, the RCSD has identified five dimensions of work that capture the essence of its focus: 1) the network; 2) children, youth and families; 3) service providers; 4) service delivery; and, 5) system. Working across the logic model (see Appendix A), the activities, outputs, reach, and three stages of outcomes were identified for each of the five dimensions. In the process, the team was intentional in aligning the five dimensions with those outcomes identified by the province (see Figure 2, above). Consequently, the results

*Who wants the evaluation?
Why do they want it?
How do they intend to use it?*

By answering these questions, key stakeholders are positioned to determine the evaluation's purpose and increase the probability that the evaluation findings will be used.

contributed to and / or achieved by Calgary and Area RCSD directly support progress towards the provincial RCSD vision. Figure 3, below, shows the alignment at the long-term outcome level.

Figure 3. Calgary and Area RCSD Five Dimensions of Work and Outcomes (provincial outcomes in red)



A Note on 'Network' as a Foundational Concept

There are many definitions for networks. In respect to Calgary and Area RCSD, the term refers to inter-organizational networks, where three or more organizations are working together collaboratively toward a common purpose. The relationships are enduring and involve exchange among organizations (Adapted from Popp et al. [2014]).¹

¹ Popp, J., Milward, H. B., MacKean, G., Casebeer, A., Lindstrom, R. (2014) *Inter-organizational networks: a review of the literature to inform practice*, IBM Center for The Business of Government: Washington, D.C

The “network way of working”² is a carefully defined and known way of collaborating. Key inter-organizational concepts have been identified in research, including for mandated networks such as Regional Collaborative Service Delivery. Ways of working together and the values behind those ways matter, if the social capital integral to a functional network, or full collaborative advantage, is to be achieved. It is critical that a network culture be established such that it:

- Facilitates and supports development of trusting relationships;
- Acculturates members to the reciprocal relationship expectations; and,
- Uses the trust in the network relationships as a lever for change.

The network way of working:

Trust is like the WD40 for networks

Trust in a network is based on an expectation of reciprocity.

Milward, B. Presentation to RCSD
November 2015

The provincial RCSD system is predicated upon 17 functioning regional networks each contributing to both common provincial and unique regional outcomes for the wellbeing of Albertan children and youth and their families. Calgary and Area RCSD is committed to monitoring and evaluating its capacity as a network, to ensure that data informed decisions are taken to strengthen capacity and mitigate challenges – all with a view to success with outcomes. To drive towards that goal, recognition is critical that networks operate on and produce outcomes at multiple levels: Network,

What is ‘evaluative thinking?’

It involves being results-oriented, reflective, and questioning; being able to articulate values and use evidence to test assumptions.

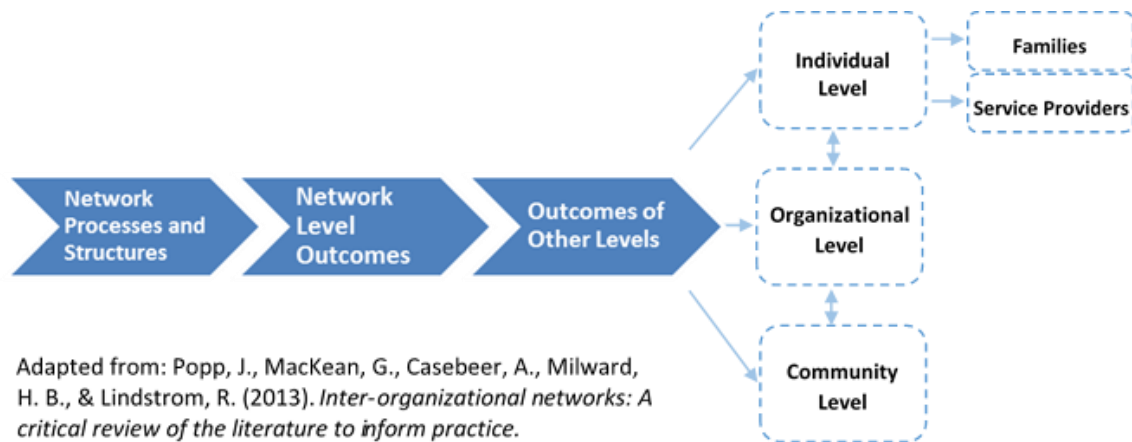
IDRC (2013)

Individual, Organizational and Community. Strong network level outcomes are viewed as prerequisites for positive outcomes at other levels. Conceptualizing levels of impact helps to identify how change is meant to occur as a result of the activities undertaken, and how these changes can be measured over time.

As a group committed to the principle of ‘evaluative thinking’, Calgary and Area RCSD has articulated the levels of network endeavor critical to outcome achievement (See Figure 4). For instance, in the case of Individual outcomes, the network will distinguish among Children, Youth and Families and Service Providers, and changes will be measured for each of these key stakeholders.

² Popp, J., Milward, H. B., MacKean, G., Casebeer, A., Lindstrom, R. (2014) *Inter-organizational networks: a review of the literature to inform practice*, IBM Center for The Business of Government: Washington, D.C

Figure 4. Network Level Outcome Logic



High Level Questions

Following from Figures 3 and 4, Table 1 below outlines Calgary and Area RCSD's **primary**, **network**, and **provincial** outcomes as integrated at the 'long-term' outcome level (color coded for reference). The corresponding high-level evaluation questions that will guide the work of measuring contribution are also situated in this table and mapped to their corresponding outcomes. A review of the Logic Model (Appendix A) will show the logic behind the work of Calgary and Area RCSD.

Table 1. Evaluation Overview and High Level Questions

| Dimension of Work | Long-term Outcomes | High Level Evaluation Question |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RCSD Network | <p>Network realizes full collaborative advantage</p> <p><i>Provincial Outcome: Effective Collaboration</i></p> <p><i>Network Outcome: Network, Community, Organizational</i></p> | <p>1. How well is the Calgary and Area RCSD functioning as a network?</p> <p>1a. Does the network have a clear vision and goals that are understood and supported by all partners?</p> <p>1b. Are network structures and processes contributing positively to the work of the network? (Probe: do they support changing conditions?).</p> <p>1c. Does the network promote higher levels of engagement in each of its members? (Probe: are partners both contributing to and leveraging the work of the RCSD?).</p> <p>1d. Do partners use inter-organizational learning to advance network development / functioning? (Probe: is the network generating innovation?).</p> <p>1e. Is the network effective? (Probe: does the network partner effectively with other regions?)</p> <p>1f. Is the network efficient?</p> <p>1g. Is the network accountable?</p> <p>1h. Is the network sustainable?</p> |
| Children, Youth and Families | <p>Children, youth and families reach their full potential in home, school, community and are full partners in the network</p> <p><i>Provincial Outcome: Enable Supports; Effective Collaboration</i></p> <p><i>Network Outcome: Individual (families), Organizational, Network</i></p> | <p>2. Are children, youth and families included, supported and engaged effectively by the network?</p> <p>2a. Has the RCSD optimized the quality of existing services / supports delivered?</p> <p>2b. Are the needs of children, youth and families informing and guiding service planning?</p> <p>2c. Is the RCSD building children, youth and family capacity to engage as partners? (Probe: to what extent?).</p> <p>2d. Is the RCSD building capacity of children, youth and families for self-advocacy and self-management?</p> <p>2e. Has the Quality of Life of children and youth increased?</p> <p>2f. Are children, youth and families experiencing smooth / seamless service transitions?</p> |

| Dimension of Work | Long-term Outcomes | High Level Evaluation Question |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Service Providers | <p>Service providers use evidence-informed, collaborative practice as the norm</p> <p><i>Provincial Outcome: Effective Collaboration; System Improvement</i></p> <p><i>Network Outcome: Individual (service providers), Organizational</i></p> | <p>3. Do service providers work to scope of practice, support teamwork, participate in / provide shared learning opportunities, and share information?</p> <p>3a. Is there evidence of greater coordination and collaboration across systems and teams?</p> <p>3b. Are service providers successfully using the provincial Information Sharing Strategy?</p> <p>3c. Are service providers contributing to a culture of evidence-informed, collaborative practice?</p> |
| Service Delivery | <p>Identified needs of children, youth and families are met</p> <p><i>Provincial Outcome: Enable Supports; System Improvement</i></p> <p><i>Network Outcome: Individual (families, service providers), Organizational, Community</i></p> | <p>4. Is service delivery aligned with regional priorities and integrated across partners?</p> <p>4a. Is the allocation of resources aligned with regional priorities?</p> <p>4b. To what extent are family centred care principles utilized in service delivery?</p> <p>4c. Is cross-regional capacity building successful?</p> <p>4d. Are integrated, cross system case plans being successfully implemented?</p> <p>4e. Are (or have) environments, services and resources being (or been) adapted to support improved functioning for children and youth?</p> <p>4f. Are more innovative ways of delivering services being developed?</p> <p>4g. Are partner systems supporting seamless age and service transitions?</p> <p>4h. Are diversity needs addressed, planned for?</p> <p>4i. What policy and mandate impacts are identified and communicated?</p> |

| Dimension of Work | Long-term Outcomes | High Level Evaluation Question |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| System | <p>Cross-ministry policy supports seamless access to systems, services and supports</p> <p><i>Provincial Outcome: Effective Collaboration; System Improvement</i></p> <p><i>Network Outcome: Network, Community, Organizational</i></p> | <p>5. Is the RCSD recognized as a trusted advisor at regional and provincial levels?</p> <p>5a. To what extent are policy barriers identified and elevated?</p> <p>5b. To what extent has there been a strategic and purposeful integration of services?</p> |

Reach

The purpose of the network's activities and outputs is to engage the key beneficiaries (i.e., children, youth, and families) and stakeholders (e.g., service providers, partners, policy makers). These groups are considered the 'reach' of the initiative. Including 'reach' extends the logic model by referencing those with, or for whom, the action is occurring (i.e., the intended audience of influence or benefit).

While logic models typically direct attention to casual chains by highlighting the progression from inputs > activities > outputs > outcomes, Calgary and Area RCSD has included the factor of 'reach', as well. By so doing, they have placed the beneficiaries in the forefront, grounding the purpose and focus of the work of the initiative.³ See the Stakeholder Matrix (Appendix B) for the complete list of the network's reach.

Finally, the inclusion of reach in the Logic Model has resulted in a far more detailed list of stakeholders (building on 2014 work) that aligns with the new provincial operations and governance guidelines and desired Calgary and Area RCSD outcomes. Additionally, the revised Stakeholder Matrix depicts the complexity of the RCSD's intended users and clarifies the focus of a newly created Knowledge Mobilization (KMb) process, to ensure emerging results are shared appropriately and transparently (see Appendix D). These key stakeholders will be provided with the evaluation results and network's learning in messages relevant to their purposes, enabling the results to be used to: (a) inform service planning, (b) mobilize knowledge, and (c) advocate for needed supports and services. Table 2, below, provides a high-level listing of the network's reach.

Table 2. Calgary and Area RCSD Reach

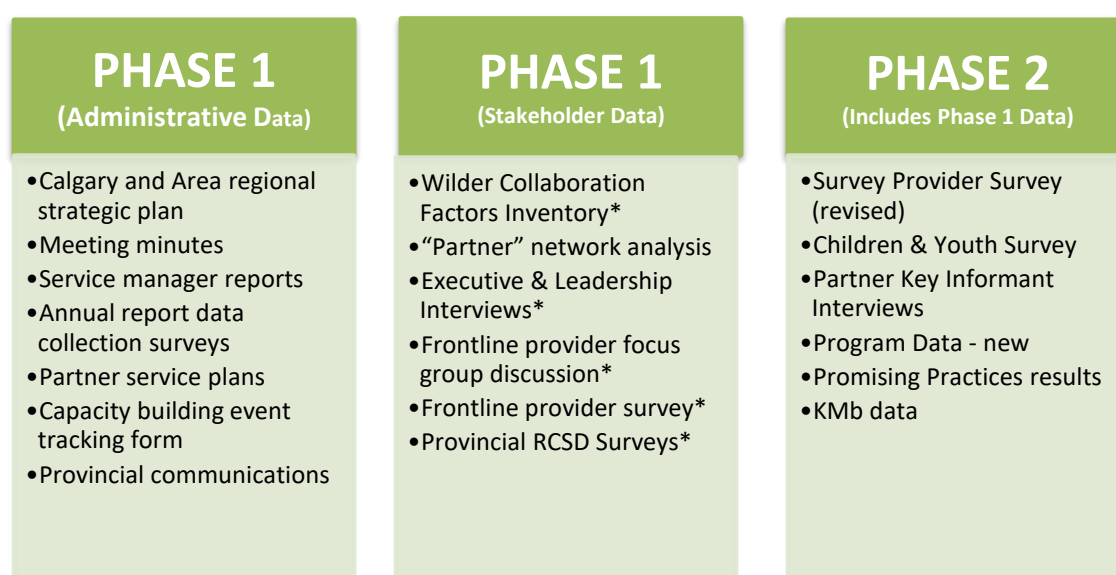
| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ■ Children, youth and families ■ First Nations ■ Partner systems ■ Service Providers <ul style="list-style-type: none"> -Health, Education -Children's Services -Community and Social Services ■ Government and Policy Makers <ul style="list-style-type: none"> -Federal -Provincial -Municipalities | <ul style="list-style-type: none"> ■ Community organizations ■ Communities ■ Stakeholders (defined in matrix) ■ Academic Researchers ■ Funders / Grant providers ■ Regulatory Bodies / Colleges <ul style="list-style-type: none"> -Post-Secondary Institutions / Students -Workforce planning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

³ Montague (1998) initially made the case for the inclusion of reach, arguing that it increased potential to improve the strategic focus of organizations, while also making the logic model more practical for real world managers. (Montague, S. [1998] Build Reach into Your Logic Model. Performance Management Network. <http://www.pmn.net/wp-content/uploads/Build-Reach-into-Your-Logic-Model.pdf>).

DATA SOURCES

Both process (formative) and outcome (summative) level data is collected using a mixed methods approach and accessing multiple lines of evidence across key stakeholder groups (e.g., decision-makers, parents, service providers, children and youth). Figure 5 outlines the various data sources that have been / will be used to gather data for the evaluation, in alignment with the evaluation timeline provided in Table 3, below, where it is described in greater detail. In addition, see the Evaluation Measures Table 5, in Appendix C, for greater detail on tools, sources, frequency of data collection, etc.

Figure 5. Data Sources across the Phases of the Evaluation Plan



(*) indicates the corresponding tool is attached in the updated *Calgary and Area Regional Collaborative Service Delivery Model: Evaluation Tools* document (2017)

DATA COLLECTION TIMELINE

Both the logic model (Appendix A) and network level outcome logic (Figure 4) show that change occurs over time. Just as one would expect to see medium term outcomes come before long term outcomes, one would also expect to see network level impact prior to seeing impacts at other levels. This logic helps shape the evaluation approach and time data collection accordingly.

Table 3 depicts the rollout of evaluation activities over a multi-year time period (see below) and in two phases. The first phase (Years 1 - 4) focused on organizing and collecting process evaluation data (i.e. network processes and structures), in addition to baseline outcome data. Both qualitative and quantitative data were gathered from several stakeholders: partners, parents, service providers. The

data were collected in discrete pieces, used to build on / enrich subsequent data collection (for instance, the Wilder results informed the partner key informant interviews). Following upon the data collection, reports were prepared on the results (e.g., a Wilder report, a Partner Survey report) and this information was shared with the Accountability and Assurance Committee and the Leadership and Executive Teams. The analysis was utilized to inform network development and service delivery.

Phase 2 begins in Year Four (2016 / 2017) and extends to Year Seven (2019 / 2020) of Calgary and Area RCSD's implementation. While the data collection of Phase 1 is repeated (to provide the network with multiple waves of data collection to empower decision-making), Phase 2 is aligned with Evaluation Plan 2017 that requires inclusion of revised and new lines of evidence and data utilization (see Evaluation Measures, Table 5, Appendix C):

- Service Provider Survey revised to align with the Service Delivery Rubric
- Children and Youth Survey (e.g., EQ 5DY)
- Key Informant Interviews with Partners revised for summative data capture
- RCSD Administrative Data (e.g., meeting minutes, communications)
- Program Data (e.g., Integrated Plans, Low Incidence Data, Mental Health report, AHS SLP data)
- Promising Practices data (to be explored by the Service Delivery Committee)
- Development of Knowledge Mobilization Processes (see Appendix D)

Table 3. Evaluation Timeline

| Evaluation Activity | Year One 2013/ 2014 | Year Two 2014/ 2015 | Year Three 2015 / 2016 | Year Four 2016 / 2017 | Year Five 2017 / 2018 | Year Six 2018 / 2019 | Year Seven |
|-------------------------------------------------------------------------------------------|------------------------|------------------------|---------------------------|--------------------------------------------|--------------------------|-------------------------|------------|
| Phase 1 of evaluation | | | | | | | |
| 1. Establish annual monitoring processes, tools and training | ✓ | ✓ | | | | | |
| 2. Plan for data collection | ✓ | ✓ | | | | | |
| 3. Parent survey (MPOC) and follow up focus group | | | ✓ | | | | |
| 4. Frontline service provider focus group | | ✓ | | | | | |
| 5. Wilder Collaboration Factors Inventory | | ✓ | | | | | |
| 6. Executive & Leadership Interviews | | ✓ | | | | | |
| 7. Partner Network Survey | | | ✓ | | | | |
| 8. Implement ad hoc project evaluation | | ✓ (CCN) | | ✓ (CONeX, Student Threat Assessment) | | | |
| 9. Provincial RCSD surveys | | | ✓ | ✓ | | | |
| 10. Analysis and Reporting (discrete) | | ✓ | ✓ | ✓ | | | |
| Phase 2 of evaluation | | | | | | | |
| 11. Review and revise action plan | | | ✓ | ✓ | | | |
| 12. Review logic model and evaluation plan | | | | ✓ | | | |
| 13. Develop Knowledge Mobilization processes | | | | ▪ | | | |
| 14. Child and youth survey (EQ 5DY TBD) | | | | | | ▪ | |
| 15. Parent survey (MPOC) and follow up focus group | | | | | | ▪ | |
| 16. Frontline service provider survey and/or follow up focus groups (aligned with Rubric) | | | | | ▪ | | |
| 17. Wilder Collaboration Factors Inventory | | | | | ▪ | | |
| 18. Executive & Leadership Interviews | | | | | ▪ | | |
| 19. Partner Network Survey | | | | | | ▪ | |
| 20. RCSD Administrative Data (including GOA admin data) | | | | | ▪ | ▪ | ▪ |
| 21. Exploration of existing service provider survey data (as available) | | | | | ▪ | | |
| 22. Promising Practices administrative and/or other data sources | | | | | ▪ | ▪ | ▪ |
| 23. Analysis and reporting (discrete) | | | | | ▪ | ▪ | ▪ |
| 24. Summative evaluation report (synthesis) | | | | | | ▪ | |

REPORTING

ANNUAL REPORTS – will be generated by the Regional Manager with support from the partnership to meet provincial reporting requirements. The Accountability and Assurance Committee will assist as necessary with data collection and annual reporting to Leadership and Executive Teams

EVALUATION REPORTS – will be generated by an external consultant at various time points throughout the evaluation (dependent on resource availability), or in a single, summative evaluation report.

If Calgary and Area RCSD decides on continuing to roll up data from a single line of evidence (e.g., Wilder Data) and report on this, following the method used in Phase 1, it is possible to provide emergent data points across the project timeline. The strength of this approach is immediate access to data and simplified evaluation resource management (for instance, larger reliance on internal evaluation capacity). The weakness is reduced capacity to triangulate data for analysis and less robust data analysis. This approach is aligned with current budget resource allocation that allows for limited evaluation work in a given budget year.

Alternatively, if the network decides it would benefit from a summative report to facilitate robust understanding of contribution to outcomes then data collection will change. It will be important to reduce the time between various types of data collection. The focus would be on rolling up the data to be triangulated by each high-level evaluation question and to report on outcomes only. This means any activity and output reporting contains only those elements directly relevant to understanding outcome achievement. Summative reporting in this way would require the use of an external evaluator to provide the objective perspective that ensures a robust and valid report. While some data can be collected and aggregated by internal evaluation capacity, much of the collection (e.g., key informant interviews, focus groups) should be collected by an external evaluator. This report would achieve two results:

- Provide the network with substantive information and analysis to inform the knowledge mobilization and dissemination work; and,
- Contribute to increased understanding of successes, challenges and unexpected outcomes to inform network learning and evolution.

Evaluation reports will be submitted to the Accountability and Assurance Committee who will disseminate the results as necessary to the Leadership and Executive Teams and other stakeholders.

NEXT STEPS

The next steps Calgary and Area RCSD should take to proceed with this evaluation are:

1. DISSEMINATE THE EVALUATION PLAN FOR REVIEW

This document and its appendices should be disseminated and reviewed by Calgary and Area RCSD's: (a) Accountability and Assurance Committee; (b) Leadership Team; and, (c) Executive Team.

2. DETERMINE AND ALLOCATE RESPONSIBILITY FOR DATA COLLECTION, ANALYSIS AND REPORTING

Planning and conducting the evaluation will require human and fiscal resources to: (1) finalize evaluation methods; (2) organize the data collection; (3) analyze both qualitative and quantitative data; (4) develop conclusions and recommendations; (5) identify limitations; and, (6) report on the findings.

3. DETERMINE A KNOWLEDGE MOBILIZATION PROCESS FOR REPORTING

Prior to commencing with the evaluation it is important to create a knowledge mobilization plan that outlines how the findings will be disseminated, who will review them and how the results will be used. See Appendix D for a suggested knowledge mobilization process to guide specific knowledge mobilization activities.

4. SCREEN FOR AND MITIGATE ETHICAL RISK

Alberta Innovates Health Solutions developed the ARECCI (A Project Ethics Community Consensus Initiative) framework and screening so projects can be reviewed for ethical risk (Alberta Innovates Health Solutions, 2014). In order to assess the ethical risk of using Phase 2 data capture tools, a second screen should be undertaken for each tool. The review will help confirm whether or not this is an evaluation (i.e. not a research project) and determine the level of risk for evaluation participants. The level of risk will inform the subsequent steps to be taken.

For example, if the evaluation scores higher than “Minimal Risk” a Second Opinion Review (SOR) is recommended.

Looking forward, OCAP ethical standards (Ownership, Control, Access and Possession)⁴ and training in their application, should be integrated in to the work of the Calgary and Area RCSD. As the network begins closer work with Indigenous peoples living in the region, understanding the OCAP standards will be a critical first step for any evaluation or research work implemented.

⁴ See <http://fnigc.ca/ocap.html> for further information.

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APPENDICES

Appendix A: Logic Model

Calgary and Area RCSD Logic Model

Why We Exist

Vision

Children and Youth Reach Their Full Potential:
 Children and youth are successful; Children and youth are healthy; Children, youth and their families are secure and resilient



What We Contribute To

Outcomes

| | | | | | |
|----------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Long-term | RSCD Network realizes full collaborative advantage | Children, youth and families reach their full potential in home, school, community and are full partners in the network | Service providers use evidence-informed, collaborative practice as the norm | Identified needs of children youth and families are met | Cross-ministry policy supports seamless access to systems, services and supports |
| Provincial | Effective Collaboration | Enable Supports and Effective Collaboration | Effective Collaboration and System Improvement | Enable Supports and System Improvement | Effective Collaboration and System Improvement |
| Network Level | Network, Community, Organizational | Individual (families), Organizational, Network | Individual (service providers) and Organizational | Individual (family/service providers), Organizational, Community | Network, Community, Organizational |
| Intermediate | Committed and innovative partnership, Working with evidence, Leveraging all resources | Self-advocacy and self-management, Enhanced Quality of Life, Children and youth are contributors to the network | Family-centred, Integrated and collaborative culture, Increased capacity | Responsive and adaptive services and supports, Better transitions for children and youth | Strategic and purposeful integration of services, Calgary and Area RCSD is a trusted advisor |
| Short-term | Dynamic structure and processes, Data informed decisions, Positive recognition | Receive the right services, Contribute to their care | Shared understanding, Cross-system perspective, Collaborative approach | Increased family-centred practice, Effective and efficient use of resources based on regional needs | Policy barriers identified and elevated |



Who We Impact

Reach

Children, Youth and Families, First Nations, Partner Systems, Service Providers, Governments, Community Organizations, Communities, Stakeholders, Researchers, Funders, Regulatory Bodies



What We Do

Dimensions of Work

| | | | | | |
|---------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Outputs | Information, Strategies, Operations, Stakeholders, Special projects, Network structure, Capacity to collaborate | Quality of Life metrics, Service activities, Website, Parent participation, Evaluation data | Service providers, Events, Case plans, Pathways, Evaluation data, e-Newsletter | Type of services delivered, Capacity building events, Regional collaboration, Planning documents | Cross-regional requests, Cross-region events, Presentations, Knowledge mobilization |
| Activities | Partner, Strategize, Leverage, Champion, Collaborate, Evaluate | Include, Support, Engage | Work to scope of practice, Support teamwork, Provide learning, Information sharing | Align priorities, Scan regional needs, Address diversity, Convene, Collaborate, Build capacity, Implement | Identify and elevate barriers, Advise government |
| Dimensions of Work | RSCD Network | Children, Youth and Families | Service Providers | Service Delivery | System |

Inputs People, Other Contributions, Funding, Core Guiding Documents



Appendix B: Calgary and Area RCSD Stakeholder Matrix

Table 4. Stakeholder Matrix

| Stakeholders | Groups | Key Contacts | Nature of Involvement in Evaluation Activities | Use of Evaluation and Findings |
|---------------------------------|---------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Executive and Leadership | Alberta Health Services Mental Health | Janet Chafe Avril Deegan Lana Dunn | <p>Executive</p> <ul style="list-style-type: none"> • Collect and/or Provide Data • Receive Evaluation Reports • Implement Recommendations • Disseminate Findings/ Knowledge Mobilization • Champion Participation in Evaluation Activities <p>Leadership</p> <ul style="list-style-type: none"> • Collect and/or Provide Data • Inform Methods and Tool Development • Receive Evaluation Reports • Implement Recommendations • Disseminate Findings/ Knowledge Mobilization • Champion Participation in Evaluation Activities • Allocate Resources to Evaluation Activities • Provide Direction for Future Evaluations • Leverage Resources to Extend Evaluation Initiatives and Activities | <p>Executive</p> <ul style="list-style-type: none"> • Accountability • Reporting • Strategic Planning • Information Sharing • Advocacy <p>Leadership</p> <ul style="list-style-type: none"> • Reporting • Strategic Planning • Service and Program Planning • Service and Program Improvement and Integration • Capacity Building • Information Sharing • System Improvement |
| | Rehabilitation | Lisa Warner Lori Anne Schultz | | |
| | Alberta Children’s Hospital | Catherine Morrison | | |
| | Calgary Board of Education | Jeannie Everett Deb Davison-Morgan | | |
| | Calgary Catholic School District | Andrea Holowka Tom Brinsmead | | |
| | Charter Schools | Joe Frank Don Andrews Lorne McDonald | | |
| | Christ the Redeemer Schools | Gary Chiste Rosemarie Earle | | |
| | Palliser Regional School Division | Pat Rivard Jason Kupery Wayne Braun | | |
| | Private Schools | Karen MacMillan Don Andrews Nicki Wilson Brenda McInnis | | |
| | Rocky View Schools | Dave Morris Greg Roberts | | |
| | Community and Social Services (FSCD/PDD) | Pat Firminger Alex Hillyard Uma Thakor | | |
| | Children’s Services | Jon Reeves Chris Tortorelli | | |
| | Tsuut’ina Nation | TBD | | |
| | Parent Representatives | Blythe Gunn | | |

| Stakeholders | Groups | Key Contacts | Nature of Involvement in Evaluation Activities | Use of Evaluation and Findings |
|--------------------|------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Carl Price Linda Sunderland Annamarie Zobatar | | |
| Secretariat | | Janice Popp Patti Brown Liz Mackay Daniel Sadler | <ul style="list-style-type: none"> • Collect and/or Provide Data • Pilot Evaluations • Validate Data • Information Methods and Tools Development • Align Metrics • Plan and Undertake Evaluation Activities • Review Data, Synthesize Recommendations, and Finalize Reports • Receive Evaluation Reports • Disseminate Findings/ Knowledge Mobilization • Champion Participation in Evaluation Activities • Allocate Resources to Evaluation Activities • Provide Direction for Future Evaluations • Provide Context (Historic, Cultural, Community, Population, etc.) • Leverage Resources to Extend Evaluation Initiatives and Activities | <ul style="list-style-type: none"> • Accountability • Reporting • Strategic Planning • Capacity Building • Information Sharing |
| | Accountability and Assurance | Chris Pawluk Lori Anne Schultz | <ul style="list-style-type: none"> • Collect and/or Provide Data • Pilot Evaluations | <ul style="list-style-type: none"> • Service and Program Planning |

| Stakeholders | Groups | Key Contacts | Nature of Involvement in Evaluation Activities | Use of Evaluation and Findings |
|--------------------------------------|--------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Committees and Working Groups | Complex Needs | Chris Tortorelli Mary Benning Patti Brown | <ul style="list-style-type: none"> • Validate Data • Information Methods and Tools Development • Align Metrics • Plan and Undertake Evaluation Activities • Review Data, Synthesize Recommendations, and Finalize Reports • Receive Evaluation Reports • Disseminate Findings/ Knowledge Mobilization • Champion Participation in Evaluation Activities • Allocate Resources to Evaluation Activities • Provide Direction for Future Evaluations • Provide Context (Historic, Cultural, Community, Population, etc.) • Leverage Resources to Extend Evaluation Initiatives and Activities | <ul style="list-style-type: none"> • Service and Program Improvement and Integration • Capacity Building • Information Sharing |
| | COPE | Don Andrews Janice Hall Mark Reckord | | |
| | Finance | Don Andrews Greg Roberts Wayne Braun | | |
| | Learning Partnerships | Heather Brown Brenda McInnis | | |
| | Regional Management | Andrea Holowka Lisa Warner Avril Deegan Greg Roberts Janice Popp | | |
| | Service Delivery | Deb Davison-Morgan Joanne Kuzyk | | |
| | Communications | Ad hoc | | |
| | First Nations (Tsuut'ina) | Valerie McDougall | | |
| | Human Resources | Ad hoc | | |
| | Complex Communication Needs | Rita Dube Diane Nunziato-Tolley | | |
| | CONeX | Lana Dunn Patti Brown Chris Tortorelli | | |
| | 0-5 Working Group | Brenda McInnis Lori Anne Schultz | | |
| | Violent Threat Risk Assessment | Working group | | |
| Service Providers | Education | | <ul style="list-style-type: none"> • Collect and/or Provide Data • Pilot Evaluations | <ul style="list-style-type: none"> • Service and Program Planning |

| Stakeholders | Groups | Key Contacts | Nature of Involvement in Evaluation Activities | Use of Evaluation and Findings |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Calgary and Area RCSD Partners, their employees, and RCSD related contracted services | Health | | <ul style="list-style-type: none"> • Validate Data • Champion Participation in Evaluation Activities | <ul style="list-style-type: none"> • Service and Program Improvement and Integration • Capacity Building • Information Sharing |
| | Children's Services | | | |
| | Community and Social Services | | | |
| | Tsuut'ina Nation | | | |
| Service Recipients | Children and Youth Parents/Caregivers/Families | | <ul style="list-style-type: none"> • Collect and/or Provide Data • Pilot Evaluations • Validate Data • Inform Methods and Tool Development | <ul style="list-style-type: none"> • For Information • Advocacy |
| Municipal Stakeholders | Municipal Governments | City of Calgary City of Airdrie City of Chestermere Town of Cochrane | <ul style="list-style-type: none"> • Disseminate Findings/ Knowledge Mobilization | <ul style="list-style-type: none"> • For Information • Advocacy • System Improvement |
| | Geographic Communities | | | |
| Provincial Stakeholders | RCSD Executive Director Steering Committee | David Woloshyn Other Steering Committee members | <ul style="list-style-type: none"> • Inform Methods and Tool Development • Receive Evaluation Reports • Disseminate Findings/ Knowledge Mobilization • Provide Direction for Future Evaluations | <ul style="list-style-type: none"> • Accountability • Reporting • Strategic Planning • Information Sharing |
| | Provincial RCSD Office | Heather Dechant Roy McConnell Chris Corley Shoaib Chaudhry | | |
| | Government of Alberta <ul style="list-style-type: none"> ○ Education <ul style="list-style-type: none"> ➤ FNMI Division ○ Health ○ Children's Services ○ Community and Social Services | Lorraine Stewart David Ray | | |
| | College of Alberta School Superintendents | | | |

| Stakeholders | Groups | Key Contacts | Nature of Involvement in Evaluation Activities | Use of Evaluation and Findings |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Professional Regulatory Bodies and Colleges | | | |
| Other RCSDs | | Regional Managers | <ul style="list-style-type: none"> • Collect and/or Provide Data • Inform Methods and Tool Development • Receive Evaluation Reports | <ul style="list-style-type: none"> • Service and Program Planning • Service and Program Improvement and Integration • Capacity Building • Information Sharing • Drive Own Evaluation Work |
| Federal Stakeholders | Government of Canada <ul style="list-style-type: none"> ○ First Nations and Inuit Health Branch ○ Indigenous and Northern Affairs Canada ○ Health Canada | Emily Vespi Amelia Ferozdin Erin Kramer | <ul style="list-style-type: none"> • Provide Context (historic, cultural, community, population, etc.) | <ul style="list-style-type: none"> • For Information |
| | National Centre for Truth and Reconciliation | Charlene Bearhead | | |
| First Nations | Treaty 7 | | <ul style="list-style-type: none"> • Provide Context (historic, cultural, community, population, etc.) | <ul style="list-style-type: none"> • For Information |
| Community Stakeholders | Calgary Young Offender Centre | Charlotte MacDonald-Allen | <ul style="list-style-type: none"> • Collect and/or Provide Data • Disseminate Findings/ Knowledge Mobilization | <ul style="list-style-type: none"> • Linking and Leveraging Initiatives • For Information • Drive Own Evaluation Work |
| | Community Agencies (e.g. CNIB, Hull, Wood's Homes, etc.) | | | |
| | Family Advocacy Groups (e.g. Children's Link) | | | |

| Stakeholders | Groups | Key Contacts | Nature of Involvement in Evaluation Activities | Use of Evaluation and Findings |
|------------------------------|---------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Primary Care Networks | | | |
| | Philanthropic organizations (e.g. Palix) | | | |
| | Other Community Collaborations (e.g. First 2000 Days Network) | | | |
| | United Way Council of Champions | | | |
| Academic and Research | University of Calgary ○ Partner Research in Schools | Barbara Brown | <ul style="list-style-type: none"> • Inform Methods and Tool Development • Disseminate Findings/ Knowledge Mobilization • Leverage Resources to Extend Evaluation Initiatives and Activities | <ul style="list-style-type: none"> • Influence Curriculum • Identify Research Opportunities and Gaps • Continuing Competence • Drive Own Evaluation Work |
| | Mount Royal University | | | |
| | Other Academic Institutions | | | |
| | PolicyWise | | | |
| | Strategic Clinical Networks | Allison Bichel Marni Bercov | | |

Appendix C: Evaluation Measures

Table 5. Calgary and Area RCSD Evaluation Measures

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tool | Frequency | Responsible | Reporting | Level of Measure |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------|---------------|----------------------------------------------|-------------------|------------------|
| 1. RCSD Network: realizes full collaborative advantage Provincial Outcome: Effective Collaboration | | | | | | |
| 1. How well is the Calgary and Area RCSD functioning as a network? 1a. Does the network have a clear vision and goals that are understood and supported by all partners? 1b. Are network structures and processes contributing positively to the work of the network? (Probe: do they support changing conditions?). 1c. Does the network promote higher levels of engagement in each of its members? (Probe: are partners both contributing to and leveraging the work of the RCSD?). 1d. Do partners use inter-organizational learning to advance network development / functioning? (Probe: is the network generating innovation?). 1e. Is the network effective? (Probe: does the network partner effectively with other regions?) 1f. Is the network efficient? 1g. Is the network accountable? 1h. Is the network sustainable? | | | | | | |
| Wilder Collaboration Factors Scores | Executive and Leadership Teams | Wilder Collaboration Factors Inventory | Bi-Annual | Contracted resources | Evaluation Report | Network |
| Network metrics | Purposive selection of partners using Network bounding | Network analysis (e.g. PARTNER tool) | Every 3 years | Secretariat and Accountability and Assurance | Evaluation Report | Network |

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tool | Frequency | Responsible | Reporting | Level of Measure |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------|---------------|---------------------|-------------------|------------------|
| Partner perceptions of functioning related to: <ul style="list-style-type: none"> ■ Participation / engagement ■ Aligning and sharing resources ■ Collaborative planning ■ Conflict resolution ■ Regional vs. systems perspective ■ Learning organization ■ Sustainability | Purposive selection from Wilder respondent cohort | Individual key informant interviews | Every 3 years | Contracted resource | Evaluation Report | Network |
| Provincial RCSD Surveys | Executive and Leadership Teams | Provincial Survey | Annual | Secretariat | Annual Report | Network |

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tool | Frequency | Responsible | Reporting | Level of Measure |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------|---------------|------------------------------|-------------------|------------------------------|
| 2. Children, Youth and Families: reach their full potential in home, school, community and are full partners in the network Provincial Outcome: Effective Collaboration | | | | | | |
| 2. Are children, youth and families included, supported and engaged effectively by the network? 2a. Has the RCSD optimized the quality of existing services / supports delivered? 2b. Are the needs of children, youth and families informing and guiding service planning? 2c. Is the RCSD building children, youth and family capacity to engage as partners? (Probe: to what extent?). 2d. Is the RCSD building capacity of children, youth and families for self-advocacy and self-management? 2e. Has the Quality of Life of children and youth increased? 2f. Are children, youth and families experiencing smooth / seamless service transitions? | | | | | | |
| Partner perceptions of functioning related to: <ul style="list-style-type: none"> ■ Stakeholder needs included effectively ■ Stakeholder engagement as partners ■ RCSD optimization of services / supports delivered | Purposive selection from Wilder respondent cohort | Individual key informant interviews | Every 3 years | Contracted resource | Evaluation Report | Organizational |
| Parents perceptions related to: <ul style="list-style-type: none"> ■ Children and youth quality of life ■ Inclusion in the network ■ Family Centred Care practices ■ RCSD optimization of services / supports delivered | Census of Parents | MPOC and Focus Groups | Every 3 years | Contracted resource | Evaluation Report | Individual - parent |
| Program Data <ul style="list-style-type: none"> ■ Children and Youth data | Subset(s) of population | TBD | TBD | Accountability and Assurance | Evaluation Report | Individual – child and youth |

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tool | Frequency | Responsible | Reporting | Level of Measure |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------|---------------|---------------------|-------------------|--------------------------------------|
| 3. Service providers: use evidence-informed, collaborative practice as the norm Provincial Outcome: Effective Collaboration; System Improvement | | | | | | |
| 3. Do service providers work to scope of practice, support teamwork, participate in / provide shared learning opportunities, and share information? 3a. Is there evidence of greater coordination and collaboration across systems and teams? 3b. Are service providers successfully using the provincial Information Sharing Strategy? 3c. Are service providers contributing to a culture of evidence-informed, collaborative practice? | | | | | | |
| Frontline provider perceptions of service: <ul style="list-style-type: none"> ■ Work to scope of practice ■ Support teamwork / cross-system work ■ Provide learning opportunities ■ Share information ■ Work with evidence-informed, collaborative practice? | Census of frontline service providers | Frontline provider online survey | Every 3 years | Contracted resource | Evaluation Report | Organizational Individual - provider |
| Frontline provider perceptions of: <ul style="list-style-type: none"> ■ Using family-centred care principles ■ Barriers to service delivery | Purposively selected frontline service providers | Frontline provider focus groups | Every 3 years | Contracted resource | Evaluation Report | Organizational Individual - provider |

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tools | Frequency | Responsible | Reporting | Level of Measure |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------|---------------|---------------------|---------------------|-----------------------|
| 4. Service Delivery: identified needs of children, youth and families are met Provincial Outcome: Enable Supports; System Improvement | | | | | | |
| 4. Is service delivery aligned with regional priorities and integrated across partners? 4a. Is the allocation of resources aligned with regional priorities? 4b. To what extent are family centred care principles utilized in service delivery? 4c. Is cross-regional capacity building successful? 4d. Are integrated, cross system case plans being successfully implemented? 4e. Are (or have) environments, services and resources being (or been) adapted to support improved functioning for children and youth? 4f. Are more innovative ways of delivering services being developed? 4g. Are partner systems supporting seamless age and service transitions? 4h. Are diversity needs addressed, planned for? 4i. What policy and mandate impacts are identified and communicated? | | | | | | |
| Frontline provider perceptions of service planning: <ul style="list-style-type: none"> ■ Integration of regional priorities, including diversity planning / capacity ■ Cross-regional capacity to collaborate ■ Identifying / communicating policy barriers | Census of frontline service providers | Frontline provider online survey | Every 3 years | Contracted resource | Evaluation Report | Individual – provider |
| Frontline provider perceptions of service planning: <ul style="list-style-type: none"> ■ Integration of regional priorities, including diversity planning / capacity ■ Cross-regional capacity to collaborate ■ Identifying / communicating policy barriers | Purposively selected frontline service providers | Frontline provider focus groups | Every 3 years | Every 3 years | Contracted resource | Evaluation Report |

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tools | Frequency | Responsible | Reporting | Level of Measure |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------|---------------|----------------------------|-------------------|---------------------|
| Parent perceptions of service planning <ul style="list-style-type: none"> ■ Increased utilization of family centred care Cultural sensitivity | Census of parents | Parent online survey | Every 3 years | Contracted resource | Evaluation Report | Individual – family |
| Program Data <ul style="list-style-type: none"> ■ # of service requests from other regions ■ # of integrated plans (only those with 6 month review) ■ Subject of communications to province ■ # of policies identified and communicated | Document review | Program data | Annual | Accountability & Assurance | Annual Report | Community |
| Partner perceptions of functioning related to: <ul style="list-style-type: none"> ■ Resource allocations ■ Responding to diversity (e.g., FNMI, refugees, ELL, etc.) needs ■ Supporting transitions | Purposively selected partners | Focus Groups | Every 3 years | Contracted resource | Evaluation Report | Network |

| Long-term Outcomes (#1 – 5 Dimensions of Work) | Data Source | Data Tools | Frequency | Responsible | Reporting | Level of Measure |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------|---------------|---------------------|-------------------|-----------------------|
| 5. System: cross-ministry policy supports seamless access to systems, services and supports Provincial Outcome: Effective Collaboration; System Improvement | | | | | | |
| 5. Is the RCSD recognized as a trusted advisor at regional and provincial levels? 5a. To what extent are policy barriers identified and elevated? 5b. To what extent has there been a strategic and purposeful integration of services? | | | | | | |
| Partner perceptions of functioning related to: <ul style="list-style-type: none"> ■ Extent policy barriers are identified and elevated ■ Integration of services ■ RCSD reputation | Executive and Leadership Teams | Key Informant Interviews | Every 3 years | Contracted resource | Evaluation Report | Network |
| Promising practices | Census of service providers | TBD Service Delivery | Every 3 years | Contracted resource | Evaluation Report | Individual - provider |



Appendix D. Knowledge Mobilization Process

Calgary and Area RCSD Evaluation Activity Knowledge Mobilization Process

The Calgary and Area RCSD Accountability and Assurance Committee undertakes a diverse mix of qualitative and quantitative evaluation methods as part of an ongoing, quality improvement process to develop the network and achieve desired outcomes. Evaluation occurs at several levels of the network from children, youth, and families, to collaboration between/among partners. As there is a multiplicity of approaches, stakeholders, and outcome levels and recommendations are not singular or discrete, the Committee supports an integrated and continuing approach to the dissemination of evaluation findings that includes the following items:

Planning

- Planning for evaluation activities will begin with a review of the relevant stakeholders
- A timeline for the evaluation activity will be established
- Evaluation activities will be purposeful and aligned with the Evaluation Plan, regional priorities identified in the Strategic Plan, and evidence-based

Synthesis

- Evaluation findings and recommendations will be reviewed by the Accountability and Assurance Committee and key messages identified for, and tailored to, specific stakeholder groups
- Recommendations will be tied to specific stakeholders for implementation

Dissemination

- Evaluation activities and/or results will be highlighted in the Calgary and Area RCSD eNewsletter
- A formal report will be presented to the Regional Leadership and Executive Teams
- A lay summary, briefing note, or other abstract (e.g. infographic) will be developed as necessary for stakeholder groups

Follow Up

- Baseline data from previous evaluations will be considered when planning any future evaluation activities
- Recommendations will be evaluated and presented to responsible groups as necessary