



EVALUATION – A cornerstone for the Fondation Lucie et André Chagnon

*Presentation given to the
« **Measuring ECD Conference** »*

By ***Mireille Jetté***
Evaluation Officer

Château-Vaudreuil, April 27th, 2006

Evaluation – A cornerstone of the Foundation

- Our trustees have expressed the wish in the Vision of the Foundation that «*governments adopt **efficient** measures and preventive actions... »*
- 1) While remaining open to innovation, the Foundation favours the implementation of **proven** strategies... 2) and wishes to **evaluate** programs on an on-going basis to improve them and disseminate their contents and results...
- **Rigorously measured evaluation** occupy a major place in the measure of performance of the Foundation.



In short, at the Foundation we evaluate ...

To...

- Demonstrate **the effectiveness of preventive actions**
- Determine the effects of the **adjustments**, dictated by the **Quebec context (Best practice)**
- **Improve projects** and **disseminate** results and lessons learned
- **Influence policies** and **social practices** in an enlightened way




THE FOUNDATION'S EVALUATION PHILOSOPHY

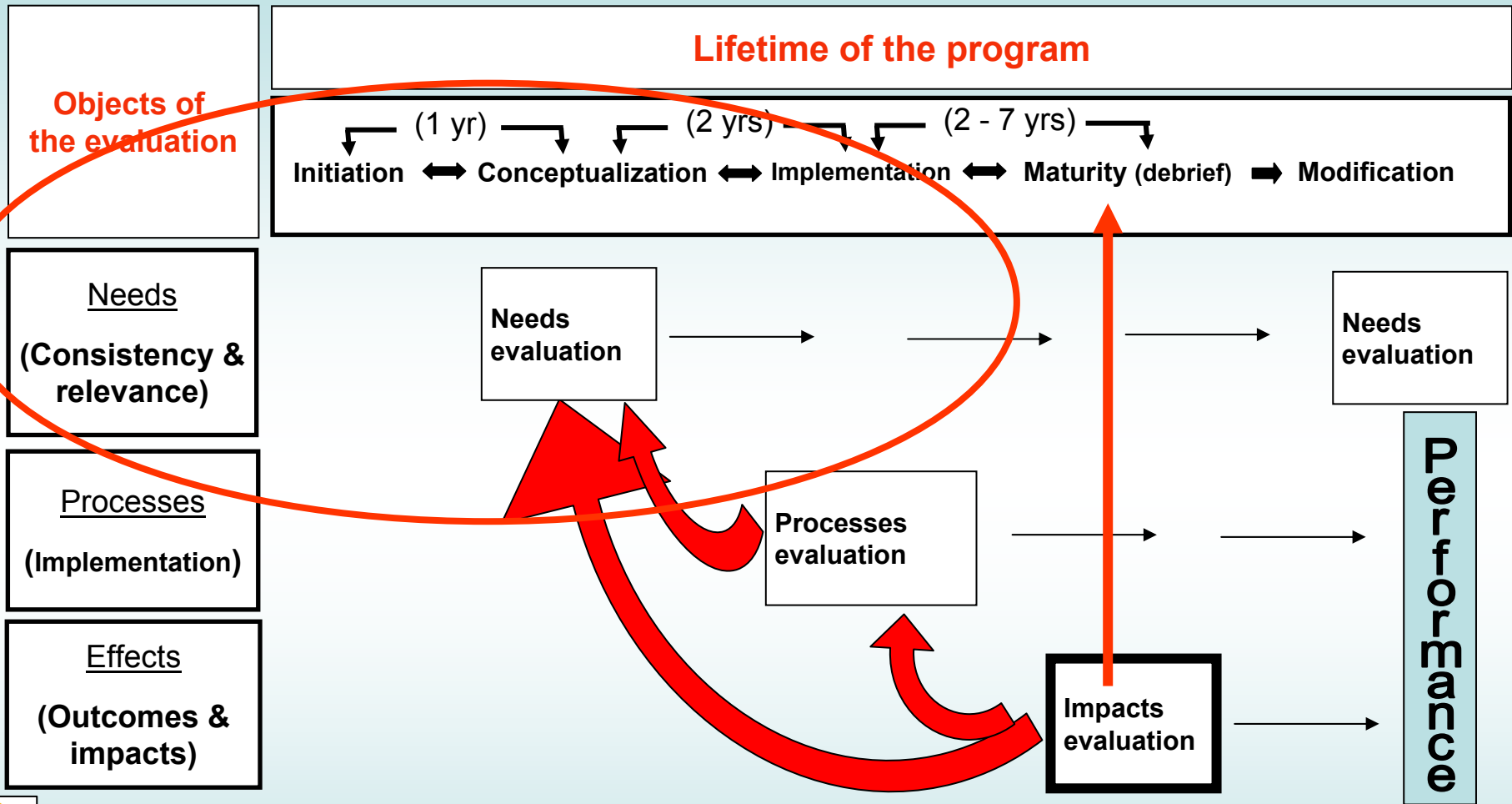
- **The evaluation is not an end in itself.**
- There must be a balance between ***the need to measure project effectiveness*** and ***the need to improve*** the projects and other initiatives funded by the Foundation.



THE 4 EVALUATION PRINCIPLES

- 1. *As formative as possible*** – Aimed at a maximum amount of **learning, feedback** and **corrective actions** throughout the evaluation process.
- 2. *As timely as possible*** – It must be **embedded in action** from the beginning; this means, among other things, producing a **logical model**.
- **3. *As decentralized as possible*** – Involving the **greatest number of actors** in the steps to **define objectives**, in **creating the logical model** and in the activities that make it possible to **build the evaluation**.
- 4. *As informative as possible*** – **Systematic** and **continuous** information gathering on **outcomes** and **processes** (objective data, not just perceptions) .

EVALUATION PROCESS BUILT AROUND 4 PHASES



Evaluate... To say what ?

To paraphrase Yogi Berra:

« To know if you've arrived or are almost there, you must know where you're going ! »



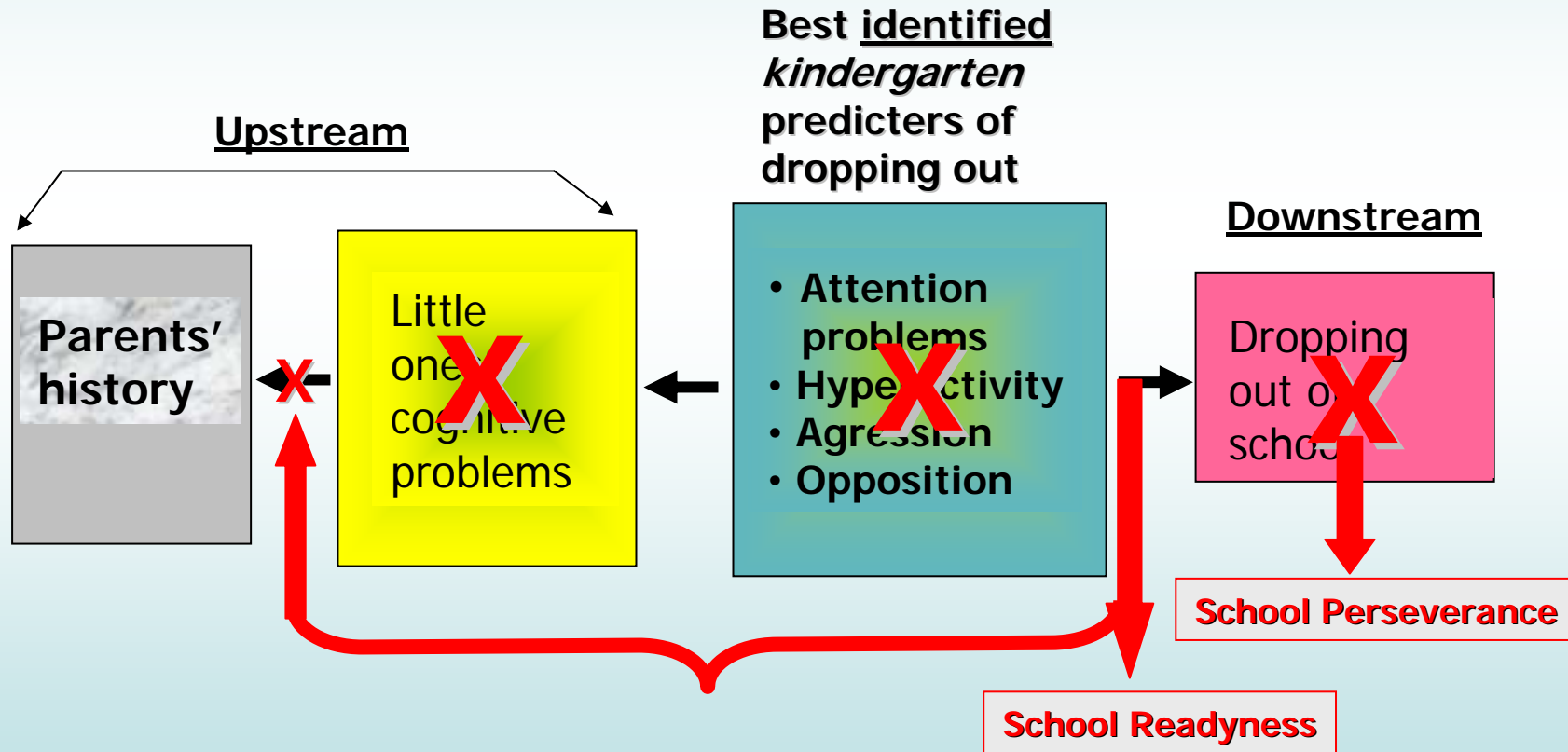
The Mission of Fondation Chagnon is ...

To contribute to the development and improvement of health* (bio-psycho-social) through poverty and disease prevention by focusing primarily on children (school readiness and school perseverance) and their parents (parenting skills and economic self-sufficiency).



The theory of change that makes it possible to fight the school dropout phenomenon and, in the long term, fight poverty

To update the Foundation's statement who "Wants to make a difference by giving children a good start in school so that they will stay in school."



Theory of change underlying school readiness and school perseverance

Pregnant women

- Nutrition**
- Stress**
- Living habits**
 - Smoking
 - Alcohol
 - Drugs
- Knowledge of children's needs**
- Development of a life project**
 - Improved \$
 - Social support
 - Living routine
 - Stimulating & safe environment

Infants 0-18/24 months

- Health**
 - Birth
 - Early childhood
- Nutrition**
 - Breastfeeding
 - Food security
- Safe attachment**
- Cognitive development**
- Temperament behaviour**

Toddlers 24-48 months

- Cognitive & language development**
- Fine & gross motor skills**
- Psychosocial skills**
- Health & well-being**
 - Trauma/accident
 - Acute/chron. problems
 - Dental health

Preschoolers 4 and 5 years

- Cognitive dev.**
 - Reading
 - Writing
 - Counting
- Psychosocial skills**
 - Self-control
 - Conflict resolution
 - Expressing emotions
- Health & well-being**
- Living habits**
 - Nutrition
 - Motricity
 - Physical activities

Elementary-high-school

- Family environ.**
 - Help with homework
 - Stability (routine)
 - Family environment
 - Food security
- Family-school ties**
- Peer influence**
- At-risk behaviour**
 - Smoking
 - Alcohol/drugs
- Living habits**
 - Nutrition
 - Physical activity
- Health & well-being**
 - Mental
 - Physical

School Readiness

School Perseverance



•Proven impact on successful start



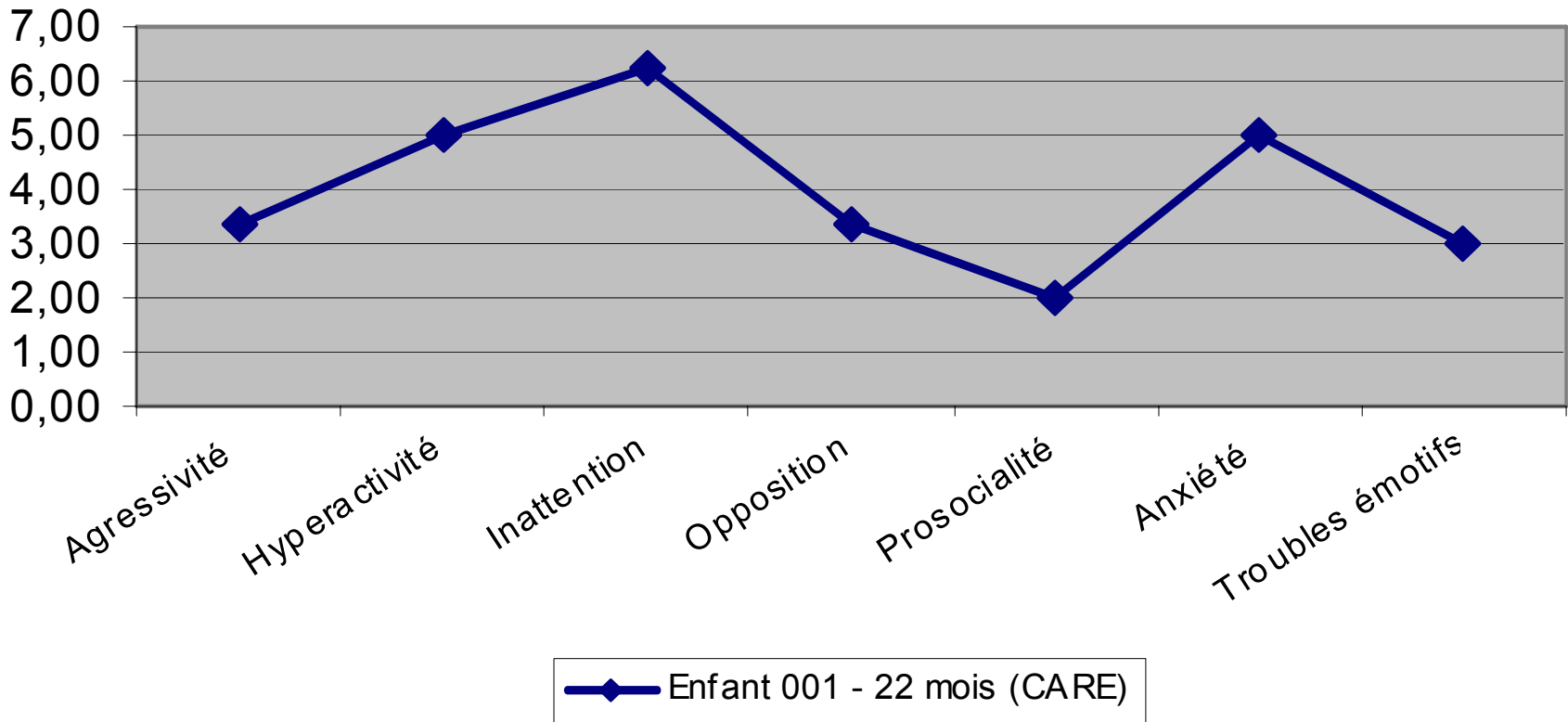
•Unproven impact on successful start



Evaluation of the effects of the CARE initiative according to certain TOC indicators

SIMULATION

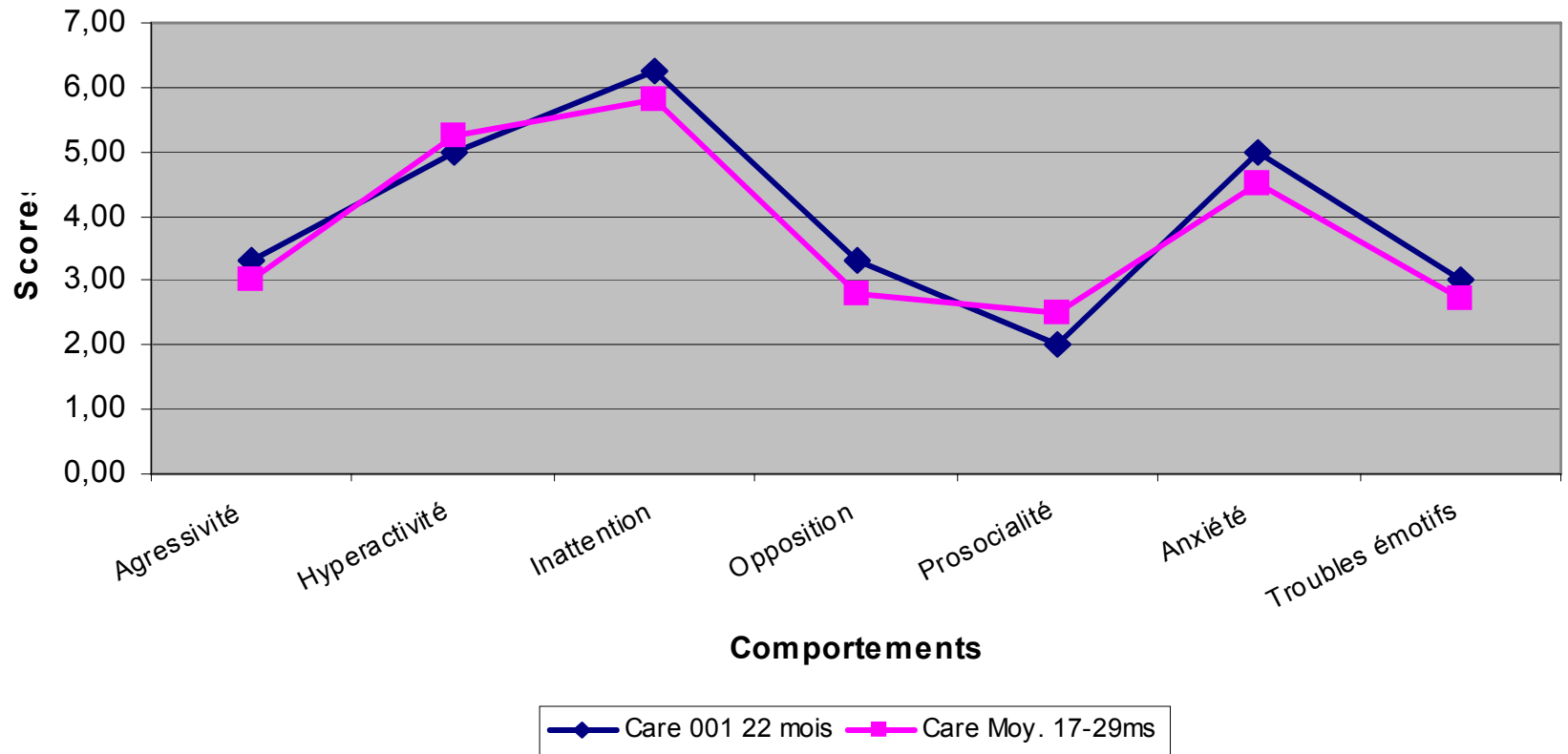
Enfant 001 - 22 mois (CARE)



Comparison of one child to the average of CARE children

Scores comportementaux de l'enfant #001 de CARE comparés à la moyenne des enfants de CARE

SIMULATION

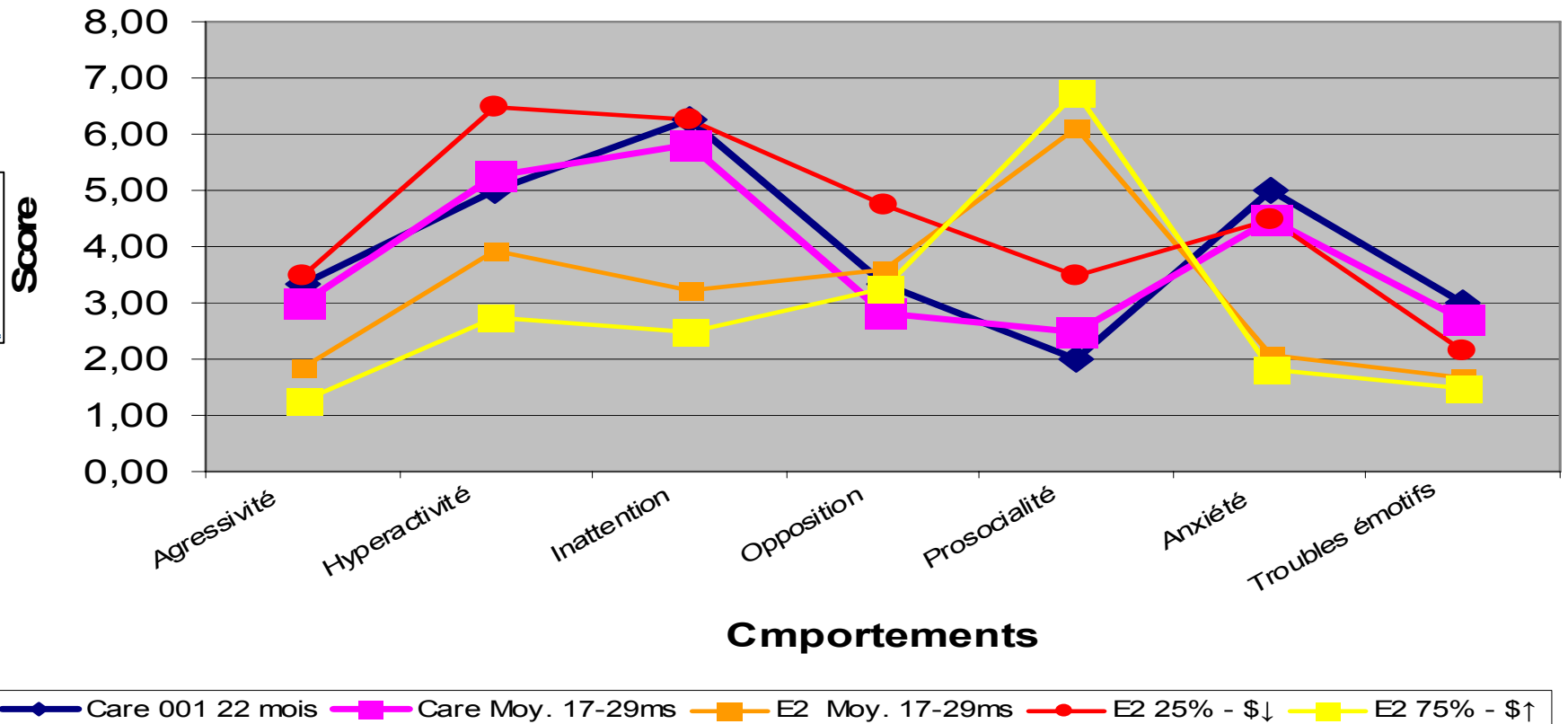


Comparison of evaluations to ÉLDEQ-QLSCD

Benchmarks (average; 25% ↓ \$; 75% ↑ \$)

SIMULATION

Enfant (s) de CARE comparés aux mesures repères de l'ÉLDEQ (ou bench-marks)



Thank you for your attention!

