

Early ON

Child and Family Centre

Continuous Quality Improvement



CQI Goals

The CQI approach was co-created with EarlyON providers and is an iterative process. Goals of the CQI include:



Consistent process for measuring and reporting



Define quality for
EarlyON programs in
Peel



Define the key elements of
quality programs



Metrics to support
quantitative
measurement

CQI Framework

Quality Statement

High Quality programs and services are designed to support positive, inclusive, and equitable experiences and outcomes; and to foster nurturing relationships between children, parents, caregivers, and educators.

Elements



Enablers

6 Enablers

Standards

10 Standards (2 per Element)

Indicators

30 Indicators (3 per Standard)

Quality Rating

Establishing | Developing | Leading

CQI Framework in Detail

| | |
|--------------------------|--|
| Quality Statement | Identifies the ultimate goal of EarlyON program and service design and delivery. Captures the relationship between high quality programming and the experiences and outcomes for children and families who access EarlyON. |
| Elements | Interconnected elements provide the foundation for continuous improvement. When combined, these elements ensure high-quality EarlyON programs. No element is considered more important than another. |
| Enablers | Tools, activities, knowledge or resources that make it possible for EarlyON teams to achieve high-quality programming. |
| Standards | Each element has two connected quality standards. Standards further describe the key aspects of the element. |
| Indicators | There are three indicators attached to each quality standard. An indicator is a statement that outlines the characteristics of a standard in practice. |
| Quality Ratings | Allow EarlyON teams to reflect on the status of a standard's presence in their program. Teams can objectively reflect on and rate each standard of quality based on what currently happens in the program. |

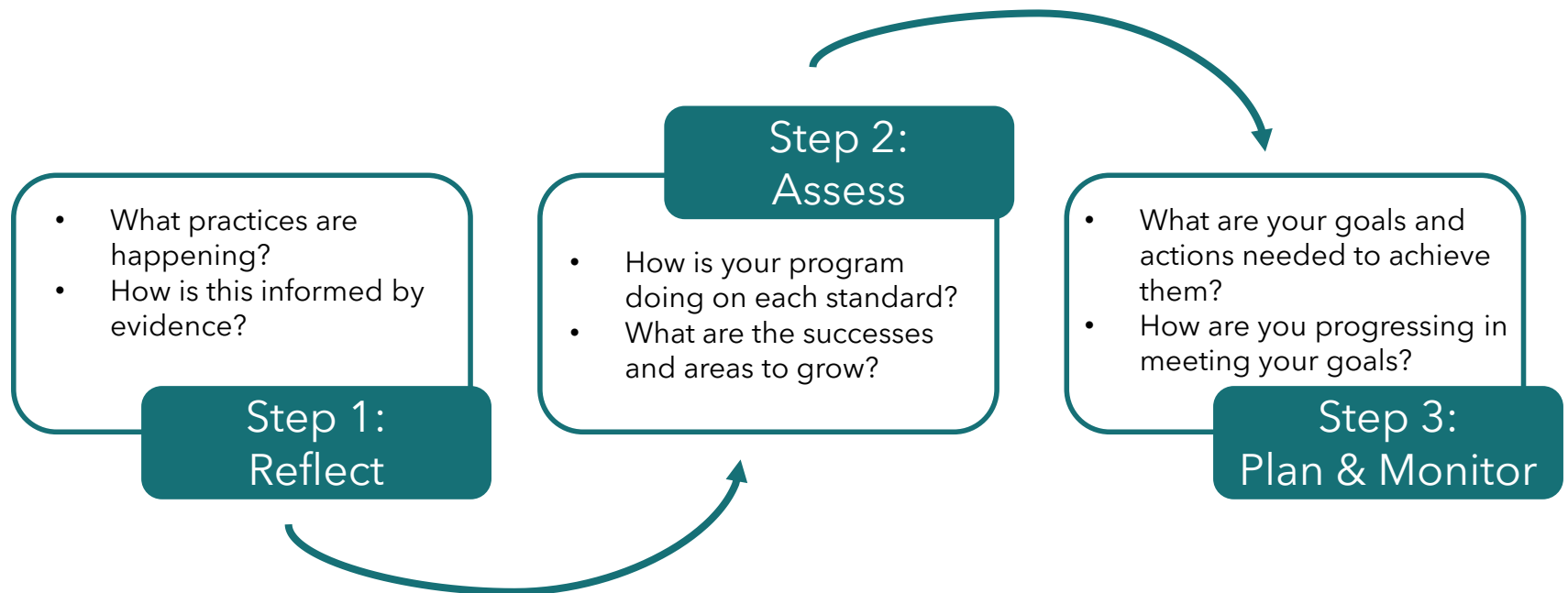
CQI Quality Rating Scale

The CQI quality rating scale reflects an iterative process where a program could be Leading on an indicator in one CQI cycle and Establishing or Developing in the next cycle based on changes to the centre. All ratings are considered to be good.

| | |
|--------------|---|
| Establishing | <ul style="list-style-type: none">• Happens some of the time in our service operations.• Change in centre dynamics (i.e., staff, families) or working toward a new commitment (i.e., learning about/introducing a new program) generates inconsistencies for families.• Need to undertake a critical reflection among the EarlyON team to understand families' experiences. |
| Developing | <ul style="list-style-type: none">• Happens most of the time in our service operations and we need to understand why inconsistencies occur.• Undergoing a critical reflection with the EarlyON team to understand families' experiences. |
| Leading | <ul style="list-style-type: none">• Strongly rooted in our service operations.• Informed by critical reflection with the EarlyON team.• Shaped by meaningful reflection with families and/or the community.• Use innovative approaches to our service operations. |

CQI Process

- The CQI process provides a continuous cycle of inquiry to identify where and why successes are happening, determine areas of growth and then establish quality improvement plans that include goals and accompanying strategies.



- Throughout the year, teams continue to monitor their quality progress, check in to track how they are doing and how they will continue to work towards meeting their identified goal.