

Niagara Best Start Child & Family Centre Reference Group

December 18, 2012 1:30pm

Location – Family and Children's Services Niagara (82 Hannover Dr. in St. Catharines) in General Training Room 1.

Agenda

1. Welcome to all members & special guest Carrie Seward (MCYS)
2. Review and Approve Minutes from November meeting
3. Community Integration Leaders Project
 - a. Glossary of terms – key definitions
 - b. Update on work done to date
 - i. Sites of Practice Updates:
 - Place-Based (Fairview Neighbourhood)
 - Non-Place-Based (Fort Erie)
 - Aboriginal Community
 - c. Project next steps
 - d. Research & Evaluation update
 - e. Budget discussion – Website/Social Media/Advertising
4. Next Meeting Dates: Tues, January 29, 2013 10:30am – Pathstone

Niagara Best Start Child and Family Centre Reference Group (BSCFCRG)

December 18^h, 2012 – FACS Niagara

Attendees: Jeff Biletski, Lisa DeGasperis, Jennifer Dockstader, Bonnie Filipchuk, Tiffany Gartner, Florence Ngenzebuhoro, Sandra Noel, Judy Reid, Glory Ressler, Carrie Seward, Jackie Van Lankveld, Zach Dadson (recorder)

Regrets: Margaret Andrewes, Anne Biscaro, Jaynane Burning-Fields, Christina Carter, Natalie Chaumont, Kim Cole, Darlene Edgar, Sue Greer, Dorothy Harvey, Mark Lefebvre, Linda Morrice, Kaarina Vugin

ITEM	DISCUSSION	ACTION
1. WELCOME TO ALL MEMBERS & SPECIAL GUESTS CARRIE SEWARD (MCYS)	- Chairs Bonnie Filipchuk and Lisa DeGasperis welcomed committee members as well as special guest Carrie Seward, Senior Research Analyst, Ministry of Children and Youth Services (MCYS).	
2. REVIEW AND APPROVE MINUTES FROM NOVEMBER MEETING	- Minutes were approved unanimously and without addition.	
3. COMMUNITY INTEGRATION LEADERS PROJECTS (CIL)	<ul style="list-style-type: none"> - C. Seward explained that site visits are an important component of the Community Integration Leaders (CIL) project. - MCYS believes that Niagara has an understanding of the complexities of the integration process and admires that it is willing to take the next steps to forward integration. - There are two streams of projects. Innovation Funds are smaller projects focused on specific processes while CIL Projects are a larger stream at a broad system level. The ministries are particularly interested in place-based and non-place-based centres and which type is most appropriate where. - When C. Seward attends a BSCFCRG meeting in 2013 she will be able to provide context as to where Niagara is in the process compared to the other funded regions. <p>Glossary of Terms</p> <p><u>Integration Continuum (see definition)</u></p> <ul style="list-style-type: none"> - Integration is not a linear process. There will be organizations more integrated in their relationship with some partners and less so with others. Integration is not an end point, it is a strategy. The dot exercises were used so committee members could visualize where the group was on the continuum. The goal is to move the committee a step forward on the continuum. <p><u>Core Functions (see definition)</u></p> <ul style="list-style-type: none"> - As currently viewed by MCYS a core function is an entry point and a connector to services (i.e. a family using multiple services in North Bay should be able to move to Cambridge and find that service entry points are identified with the same names. Functions would have the same name across the board). Functions may be delivered in a way that is specific to a community but the names and entry points would stay the same. - In the past year MCYS has talked to communities about specific language. The first step was separating the concept of a system from the concept of a centre. The second step was to begin discussing functions instead of programming (i.e. the function of Healthy Babies Healthy Children is the home visit). It allows for the discussion of similarities across programs as well as relationships between different functions. - In the planning process it allows communities to discuss how functions ought to be provided in a single 	

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	<p>system (i.e. parent education). If there are multiple services providing a similar function there can be a discussion about who can best provide specific parts of that function.</p> <ul style="list-style-type: none"> - When discussing the core functions of Child and Family Centres MCYS envisions this being the entry point into a system of service. Instead of discussing access, we must discuss entry points. - There are times when there is duplication of services because there isn't one organization with the capacity to meet the needs of the community, it will be important to ensure this is considered when discussing the streamline of functions in Niagara. - It will be essential for BCSFCRG and the CIL Project to have a better understanding of the programs and services provided in the community for an effective discussion on functions. - In two years from now it will be important to look back and identify steps made towards integration. - An example of a service provided by an entry point is the ability of a staff member at a BSCFC to book appointments for families for a variety of services at once. - The Fairview Community Committee have displayed a desire to have a clear understanding of core and specialized functions. Developing this understanding allows the CIL project to be very clear about what sites of practice will look like when it comes to core and specialized functions. <p><u>Specialized Functions (see definition)</u></p> <ul style="list-style-type: none"> - Whereas core functions are functions applicable to all children and Best Start centres or hubs specialized functions will be tailored to meet specific community needs. - BSCFCRG will spend more time discussing specialized functions when its definition has been clearly defined by the ministries. <p>Update on Work Done to Date</p> <ul style="list-style-type: none"> - Both Fairview and Fort Erie have robust cross-sectorial representation on their committees with new members being recruited based on identified gaps. They have had two meetings each and all meetings through March 2013 have been scheduled. - The committees assessed where they were on the Integration Continuum through a dot voting exercise. In each case, the overall group was at different stages with the majority being on the low end of coordination. As a result, both groups agreed that more awareness and coordination work that moves towards collaboration was appropriate. - <u>Terms of Reference</u> have been developed for each Committee. <u>Assets/Gaps Briefs</u> have also been started and shared and will be added to throughout the project. - Both sites of practice have generated project ideas within the following four categories: service coordination; communication platform; Professional Development and Forums, and; parent/community engagement. - The place-based Fairview site is implementing its plans via Lincoln Centennial School (District School Board of Niagara), with the Niagara Catholic District School Board (NCDSB) also engaged and supporting the work. They have creative ideas for possible new partnerships and service delivery arrangements and are sensitive to the need for immigrant/newcomer and early identification/special needs supports. - The non-place-based Fort Erie site is exploring both multiple service delivery/coordination sites and virtual platforms. They are sensitive to the challenges of a rural community being served by both local and regional providers and are suggesting coordinated planning and communication. They are also focused on engaging 	

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	<p>the community (particularly immigrant/newcomers and Aboriginal population)</p> <ul style="list-style-type: none"> - These ideas are being assessed according to 8 Filter Questions. A draft plan, including resource allocation, is being developed and vetted and will be ratified at the January CIL meetings. All ideas not included in the final plan will be brought forward to sustainability planning exercises to be held later in project. - While Fort Erie is being approached as a non-place-based location the committee is beginning to recommend a coordinated place-based environment (coordinated sites under a virtual umbrella). - It has been emphasized in both Fort Erie and the Fairview Community Committees that learning from the integration process is the essential component of the project. The community committees are setting the terms for the integration process. - The Aboriginal Community has been working in some form of integration for years. - The Niagara Aboriginal Children's Planning Council (NACPC) has been meeting weekly to biweekly for this project. They have hired Catherine Longboat as a consultant for the CIL project. - C. Longboat is in the process of developing a work plan. It is understood through prior research that parents do need services but they want cultural and linguistic resources and programs as well. The idea is that both what parents "need" and what they "want" will be provided in an integrated place-based location. - Engagement is key to the process in the Aboriginal community and a brochure as well an information release will be provided to the community. - Sustainability will be an important component of the CIL project in the Aboriginal community. Part of the consultant's job will be to ensure there are finances in place past the end of the project so it can continue within the community. The consultant will also be looking at alternative funding sources in order to build a physical location for their integrated service providers. <p>Project Next Steps</p> <ul style="list-style-type: none"> - Every two weeks there will be a one page project update on the Google site (https://sites.google.com/site/cilprojectwebsite/). There will be an update by the end of this week that discusses what has happened thus far and what the next steps entail. The CIL project team will continue to add documents to the website. - There is hope that both the Fort Erie and Fairview Community Committee will continue to meet to discuss integration beyond the project end date. - There was discussion regarding the value of having the French community look at the draft Niagara Best Start Child & Family Centre Framework to discuss cultural appropriateness. <p>Research & Evaluation update</p> <ul style="list-style-type: none"> - The Partnership Self-Assessment Tool (PSAT) was completed by this committee as well as the NACPC. - This committee and each of the two sites of practice committees completed the Network Mapping Survey. This survey will be analyzed through the Health Nexus. CIL leadership will meet with Health Nexus to discuss the specific points of connection they would like to identify. - Two research surveys have gone out and CIL leadership is currently working on Research Report #3 questions. - The CIL leadership team had conversations regarding providing excerpts from the reports filed to the ministries. There is an understanding by the committees that the complete reports have not been fully 	

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	<p>shared in the past however there is some desire for this type of information.</p> <ul style="list-style-type: none"> - There was discussion about whether to share the full reports with CIL committees. While these reports have been submitted they have not been accepted by the ministries and are still subject to change. - Anybody can request a copy of a full report however the five page overview available has the information the vast majority of people are looking for. - BSCFCRG will have further discussions about how to share the information contained in the CIL reports. - BSCFCRG will also discuss sharing reports with CIL Community Committee Co-Chairs after the reports have been vetted by the BSCFCRG Chairs and CIL leadership team. There can also be discussion about sharing parts of reports with the community committees. <p>Budget Discussion – Website/Social Media/Advertising</p> <ul style="list-style-type: none"> - There has been discussion about social media and website advertising opportunities for the CIL project. BSCFCRG Co-Chairs have had a discussion about what is available and ensuring duplication is not taking place. - London had used excellent language in advertising their CIL project last year and can be looked into as an example. - There will be a more fulsome report in regard to communications at the January BSCFCRG meeting. - Between now and the January sites of practice committee meetings BSCFCRG will work to leverage existing platform strategies and key messages that need to be included in communications dollar amounts. The two sites of practice have spoken specifically about how to get the word out about their work. While they will continue to have these discussions BSCFCRG will be looking at communications in a big picture scope beyond the CIL project. - There is an opportunity to “exploit” the good work being done and how it has been recognized by the two government ministries. 	
4. MEETING TIMES AND COMMITMENT THOUGH PROJECT	<p>January 29th 2013, 10:30am – 12pm <i>Pathstone</i> February 26th 2013, 10:30am – 12pm <i>FACS Niagara</i> March 26th 2013, 10:30am – 12pm <i>Pathstone</i> April 23rd 2013, 10:30am – 12pm <i>Pathstone</i></p>	

Niagara Community Integration Leader (CIL) Project Glossary of Project Acronyms & Key Definitions

Acronyms:

- ⇒ **BSCFC** – Best Start Child and Family Centre
- ⇒ **BSCFCRG** – Best Start Child and Family Centre Reference Group; working group of Early Years Niagara Planning Council (EYNPC) and committee guiding CIL project
- ⇒ **BSCFSS** – Best Start Child and Family Services System
- ⇒ **CAR** – Community Action Research
- ⇒ **CIL** - Community Integration Leader
- ⇒ **CFC** – Child and Family Centre
- ⇒ **CSSF** – Children’s Services Sector Forum
- ⇒ **DSBN** – District School Board of Niagara
- ⇒ **EYNPC** – Early Years Niagara Planning Council; acts as Niagara Best Start Network and endorsed CIL project
- ⇒ **EYNRG** – Early Years Niagara Research Group; standing committee of Early Years Niagara Planning Council (EYNPC) and support to CIL project
- ⇒ **FRP** – Family Resource Program
- ⇒ **JIPC** – Joint Implementation Planning Committee
- ⇒ **MCYS** – Ministry of Children and Youth Services
- ⇒ **MOE** – Ministry of Education
- ⇒ **MOU** – Memorandum of Understanding
- ⇒ **NACPC** – Niagara Aboriginal Children’s Planning Council
- ⇒ **NCDSB** – Niagara Catholic District School Board
- ⇒ **OEYC** – Ontario Early Years Centre
- ⇒ **PSAT** – Partnership Self-Assessment Tool

Definitions:¹

- ⇒ **Awareness** - Organizations in the community are aware of others’ programs and services but they organize their activities based solely on their own mandate and planning processes. There is the potential for service gaps and/or duplication of services across organizations.
- ⇒ **Best Start Child and Family Centre** – hubs that provide services to children 0-12 and their families.
- ⇒ **BSCFCRG Framework (Niagara)** – The child and family service system model, values and principles developed to implement the EYNPC vision and outcomes.

¹ All definitions are taken from the MCYS Best Start Working Paper, “InFocus – Defining Integration”, July 2011 – unless Niagara generated or otherwise footnoted.

Definitions (cont'd):

- ⇒ **BSCFCRG Definition of Integration** (from 2011 Niagara Framework) – A unique combination of strategies for each locale that simplify and facilitate service access for children and families, are built on local strengths, opportunities and priorities, and driven by local circumstances and preferences.
- ⇒ **Collaboration** - Some, or all, organizations in the community jointly plan programs and services and modify their own services as a result of mutual consultations and advice.
- ⇒ **Coordination** - Organizations in the community modify their own service planning to avoid duplication or to improve links among organizations, using their knowledge of other services or programs. They maintain a master list of local agencies and refer families to other agencies as necessary.
- ⇒ **Core Functions** – The functions and services that will be common to all child and family centres ensuring consistency of parent/child experience
- ⇒ **Entry point** – Best Start Child and Family Centres or the multiple providers involved in child and family service system integration will function as the entry point to multiple opportunities for children and families. They will be branded and well marketed and be welcoming, non-judgmental, culturally sensitive.
- ⇒ **EYNPC Pillars** – The strategic outcomes (e.g. children are: i) healthy, ii) learning, iii) safe, and; families are strong, stable and engaged) and associated indicators that will guide the development of an integrated child and family services system through 2014.
- ⇒ **EYNPC Vision** – A community that ensures every child will reach their optimal potential through cooperative investment in the early years.
- ⇒ **Evaluation** – (for the purposes of this project) an assessment focused on measuring integration advancements using both process and outcome methods. This includes testing and comparing Niagara's Framework for Best Start Child and Centres through rural and urban high-needs neighbourhoods, and Aboriginal specific components, to understand differences and similarities between a school-based service hub and a non-place-based service system arrangement.²
- ⇒ **Family-centred** - An approach to planning, delivering and evaluating programs and services that puts a focus on engaging, empowering, respecting, strengthening and supporting families. Key principles are to respect parents as experts on their child's needs, to build authentic relationships with children and families to understand their strengths and needs, to appreciate that all families have competencies that can be strengthened, and to be sensitive to cultural, ethnic and socio-economic diversity.
- ⇒ **Hubs** - Co-located or geographically clustered services.³
- ⇒ **Integration** - Organizations in the community operate as a single system, under a single governance and resource umbrella and/or memorandum of understanding that commits all partners to clear processes for decision-making and resource allocation. There are common values and philosophies, and common program policies and practices. Children and families experience seamless, timely and effective supports which are monitored and improved through shared outcomes and continuous quality improvement. Some programs may have been consolidated or re-engineered.

² Niagara Community Integration Leader project Memorandum of Understanding, 2012

³ ibid

Definitions (cont'd):

- ⇒ **Integration Continuum** – An overall framework to understand the four stages (e.g. awareness > coordination > collaboration > integration) that build toward an integrated system and describe the type and degree of connectedness between programs and services.
- ⇒ **Maturity Model** – A pathway to transform child and family services from our current “silo-ed” service state to a dynamic, integrated service system that can evolve to respond to the changing needs of the population (e.g. Silo-ed > self integration > functional integration > process integration > service chain integration > service integration).
- ⇒ **Network Building** – Building the relationships and commitments needed for collaborative planning⁴.
- ⇒ **Non-place based** – geographically and/or electronically clustered child and family system services.
- ⇒ **Place based** – co-located child and family system services.
- ⇒ **Re-engineering** - The fundamental rethinking and redesign of services and processes to achieve dramatic improvements in outcomes. The key to effective re-engineering is that organizations look at their programs, services and processes from a clean slate, and determine the most effective way to work with other organizations to support the best outcomes for children and families.
- ⇒ **Research** – (for the purposes of this project) the documentation of the historical and ongoing strategies, processes, decisions and conversations of communities who have made successful advances toward integration in order to understand how they have progressed to their current state.⁵
- ⇒ **Seamless Service** - One outcome of integration. It means that programs and services are so well connected that children and families may actually perceive services as being delivered by one agency, though they may actually be delivered by multiple agencies. “Seamlessness” is about connecting services in such a way that transitions between different services disappear. The Ontario Best Start system will provide a seamless service experience for families.
- ⇒ **Specialized Functions** – The functions and services that facilitate the connection between children and families with complex and special needs with the off-site community agencies that provide them. These are often unique to each child and family service system area being served (e.g. neighbourhood) and respond to changes in needs at that level.
- ⇒ **System Building** – Developing and testing the processes for a local child and family services system.⁶
- ⇒ **System Implementation** – Testing and refining key components of the community plan.⁷

⁴ MCYS Community Planning / Funding Framework Memorandum, 2012

⁵ Niagara Community Integration Leader project Memorandum of Understanding, 2012

⁶ MCYS Community Planning / Funding Framework Memorandum, 2012

⁷ Ibid

Fairview Community Integration Leader (CIL) Site of Practice Committee Terms of Reference

The purpose of the Community Action Research – Community Integration Leader project is to document the:

- a) historical strategies, processes, decisions and conversations of communities who have made successful advances toward integration, in order to understand how they have progressed to their current state, and;
- b) ongoing work of these communities as they continue to progress toward integration under the CIL project.

Niagara is one of six 'Community Integration Leaders' in Ontario that were funded in 2012. The Fairview CIL Site of Practice Committee is a short-term (December 2012 to April 2013) working group of the Best Start Child and Family Reference Group (BSCFCRG) which is the Advisory body for the Niagara CIL project, and a committee of the Early Years Niagara Planning Council/Niagara Best Start Network. It is hoped that this committee will continue to meet beyond April 2013 to carry out the sustainability plan.

Committee Mandate

The Committee's mandate is to determine and implement CIL project site of practice strategies, which build on current strengths and assets in the Fairview neighbourhood, by:

1. Developing a common understanding of integration concepts and current assets and needs;
2. Creating a plan for increased place based (e.g. school) family and children services integration;
3. Creating a sustainability plan for continuing to move towards child and family service system integration once the CIL project ends, and;
4. Supporting research concerning the implementation of the plan and evaluation of the CIL project's impact on partnering and networks.

Key Principles

- We believe that increased integration will eventually result in improved outcomes for children and families.
- We will use a strength based and evidence informed approach; building on what is working, with partners who choose to be involved, and based on the best information that we currently have.
- We will base our goals, plans and activities on our understanding of provincial concepts and models, our site of practice focus, and the draft Niagara Framework (see attached).

Operations:

The Committee will meet monthly for 2 hours from December 2012 through to April 2013. Some additional work will be completed through phone, email and online surveying between meetings. Consistency in communication is considered important and will be supported through the Glossary of Terms and bi-weekly project updates. Communication will also be supported

Fairview CIL Site of Practice Terms of Reference cont'd

Operations (cont'd):

through a dedicated Google site where documents will be posted.

Decision-making will be by consensus, whenever possible, and generally guided by the Early Years Niagara Planning Council's vision of a community where cooperative investment is the path to ensuring that children have the opportunity to reach their optimal potential. When decisions cannot be made by consensus each sector, whether represented by one or more members, will have one vote with the majority of votes determining the decision. In the case of a tie, the CIL project team will each vote.

Structure:

Membership

We welcome representation from the following sectors.

- CIL project team
- Early Education and Parenting (Ontario Early Years Centres Family Resource Programs, Parent and Family Literacy Centres)
- School Boards
- Child Care
- Children's Services
- Public Health
- Social Services
- System Planners
- Aboriginal
- Francophone
- Special Needs
- Early Identification & Intervention
- Ministry of Children and Youth Services and/or Ministry of Education
- Early Years Research
- Immigrant/newcomer services
- Recreation service providers

Furthermore, our approach to membership includes the following:

- We actively seek members representing core and specialized child and family services with a holistic understanding of the assets and needs for children and families in Fairview.
- We welcome new members and are inclusive of all champions and supporters that may step forward.
- We understand that integration is a process; progress is often non-linear and every member has something to offer and to learn.
- We conduct ourselves in the spirit of cooperation and collaboration, striving to make decisions that put the child and family first and then seeking to meet the needs of the partners involved.

Fairview CIL Site of Practice Terms of Reference cont'd

Structure (cont'd):

Roles and Responsibilities

The Committee is accountable and will report to the Best Start Child and Family Centre Reference Group by way of communication with the CIL Project Team (Tiffany, Sandra, Glory).

Committee members should endeavour to have representation at all meetings or ensure that they update themselves after missed meetings. Members are also expected to support the project goals and implementation and provide in-kind contributions including (but not limited to) time, meeting venues, and resources. Finally, to support the research and evaluation components of the CIL project, members are expected to complete surveys as requested by the CIL project team. The committee chair will also:

- Liaise with and attend CIL project team meetings (on an ad hoc basis);
- Collaboratively develop Committee meeting Agendas;
- Chair Committee meetings; and
- Review meeting minutes and reports prior to distribution.

The Business Education Council (BEC) will provide administrative support for meetings and events and the CIL project team will provide overall coordination and management of the project and its implementation and research/evaluation components. The team will also facilitate any decision-making or research exercises that may be required and reports to the BSCFCRG (in collaboration with Committees and Chairs/Co-Chairs).

Confidentiality will be maintained with respect to meeting discussion and materials.

Fort Erie Community Integration Leader (CIL) Site of Practice Committee Terms of Reference

The purpose of the Community Action Research – Community Integration Leader project is to document the:

- a) historical strategies, processes, decisions and conversations of communities who have made successful advances toward integration, in order to understand how they have progressed to their current state, and;
- b) ongoing work of these communities as they continue to progress toward integration under the CIL project.

Niagara is one of six 'Community Integration Leaders' in Ontario that were funded in 2012. The Fort Erie CIL Site of Practice Committee is a short-term (December 2012 to April 2013) working group of the Best Start Child and Family Reference Group (BSCFCRG) which is the Advisory body for the Niagara CIL project, and a committee of the Early Years Niagara Planning Council/Niagara Best Start Network. It is hoped that this committee will continue to meet beyond April 2013 to carry out the sustainability plan.

Committee Mandate

The Committee's mandate is to determine and implement CIL project site of practice strategies, which build on current strengths and assets in the Fort Erie community, by:

1. Developing a common understanding of integration concepts and current assets and needs;
2. Creating a plan for increased non-place based (e.g. virtual, service system or cluster) family and children services integration;
3. Creating a sustainability plan for continuing to move towards child and family service system integration once the CIL project ends, and;
4. Supporting research concerning the implementation of the plan and evaluation of the CIL project's impact on partnering and networks.

Key Principles

- We believe that increased integration will eventually result in improved outcomes for children and families.
- We will use a strength based and evidence informed approach; building on what is working, with partners who choose to be involved, and based on the best information that we currently have.
- We will base our goals, plans and activities on our understanding of provincial concepts and models, our site of practice focus, and the draft Niagara Framework (see attached).

Operations:

The Committee will meet monthly for 2 hours from December 2012 through to April 2013. Some additional work will be completed through phone, email and online surveying between meetings. Consistency in communication is considered important and will be supported through the Glossary of Terms and bi-weekly project updates. Communication will also be supported

Fort Erie CIL Site of Practice Terms of Reference cont'd

Operations (cont'd):

through a dedicated Google site where documents will be posted.

Decision-making will be by consensus, whenever possible, and generally guided by the Early Years Niagara Planning Council's vision of a community where cooperative investment is the path to ensuring that children have the opportunity to reach their optimal potential. When decisions cannot be made by consensus each sector, whether represented by one or more members, will have one vote with the majority of votes determining the decision. In the case of a tie, the CIL project team will each vote.

Structure:

Membership

We welcome representation from the following sectors.

- CIL project team
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- Child Care
- Children's Services
- Public Health
- Social Services
- System Planners
- Aboriginal
- Francophone
- Special Needs
- Early Identification & Intervention
- Ministry of Children and Youth Services and/or Ministry of Education
- Early Years Research
- Immigrant/newcomer services
- Recreation service providers

Furthermore, our approach to membership includes the following:

- We actively seek members representing core and specialized child and family services with a holistic understanding of the assets and needs for children and families in Fort Erie.
- We welcome new members and are inclusive of all champions and supporters that may step forward.
- We understand that integration is a process; progress is often non-linear and every member has something to offer and to learn.
- We conduct ourselves in the spirit of cooperation and collaboration, striving to make decisions that put the child and family first and then seeking to meet the needs of the partners involved.

Fort Erie CIL Site of Practice Terms of Reference cont'd

Structure (cont'd):

Roles and Responsibilities

The Committee is accountable and will report to the Best Start Child and Family Centre Reference Group by way of communication with the CIL Project Team (Sandra, Glory, Tiffany).

Committee members should endeavour to have representation at all meetings or ensure that they update themselves after missed meetings. Members are also expected to support the project goals and implementation and provide in-kind contributions including (but not limited to) time, meeting venues, and resources. Finally, to support the research and evaluation components of the CIL project, members are expected to complete surveys as requested by the CIL project team. Committee co-chairs will also:

- Liaise with and attend CIL project team meetings (on an ad hoc basis);
- Collaboratively develop Committee meeting Agendas;
- Chair Committee meetings; and
- Review meeting minutes and reports prior to distribution.

The Business Education Council (BEC) will provide administrative support for meetings and events and the CIL project team will provide overall coordination and management of the project and its implementation and research/evaluation components. The team will also facilitate any decision-making or research exercises that may be required and reports to the BSCFCRG (in collaboration with Committees and Chairs/Co-Chairs).

Confidentiality will be maintained with respect to meeting discussion and materials.

Fairview Neighbourhood Child and Family Assets and Gaps/Priorities

The Table below organizes the Fairview neighbourhood child and family service system assets and gaps/priorities according to the four strategic outcomes (Pillars) and associated indicators endorsed by the EYNPC. They were identified through literature review and key informant communications.

Outcomes ↓	Assets	Gaps/Priorities
<i>Children are safe</i> <ul style="list-style-type: none"> • Child abuse • Bullying • Neighbourhood cohesion • Neighbourhood safety 	<ul style="list-style-type: none"> • Anti-bullying and safe school policies at public and Catholic elementary schools • RAFT Community Developer at Old Pine Trail • Community supported new Aviva funded playground at public school • Parenting program for families supported by FACS (Strengthening Families) 	<ul style="list-style-type: none"> • Lack of neighbourhood or municipal level data concerning children's safety (e.g. visits to emergency room, hospitalization numbers, bullying rates, etc...)¹ • Lower percentages of parents/caregivers (than found regionally) are indicating neighbourhood safety and cohesiveness² • No dedicated NRP Officer assignment to elementary schools (on case by case basis only)
<i>Children are learning</i> <ul style="list-style-type: none"> • Student achievement • Developmentally ready for grade 1 • Literacy level • Preschool learning opportunities 	<ul style="list-style-type: none"> • Higher percentage of children attending SK (compared to St. Catharines and Region)³ • Less SK absenteeism (compared to St. Catharines and Region)⁴ • Lower percentages of late year births (compared to St. Catharines and Region)⁵ • FDELKP at public and Catholic schools • Parent Family Literacy Centre and child care centre on-site at public elementary school • OEYC in neighbourhood • Summer programs at public elementary school and Old Pine Trail • After school program at Boys & Girls Club with transportation from public school • Before and after school program at child care located in public school • YMCA run before and after school program at Catholic school • Rotary Club support to public school's reading program 	<ul style="list-style-type: none"> • The percentage participating in pre-kindergarten programs is lower than found regionally in Niagara (includes play-based, literacy, team sports, physical activities and music/dance/art)⁶ • Increases between 2005 and 2008 in percentage of children vulnerable and at risk of not being developmentally ready for school (Grade 1) across all EDI domains⁷ • Higher percentage of SK children that teachers suggest need further assessment than found in St. Catharines or overall in Region⁸ • Focus on academic improvement at Lincoln Centennial (2012/13) through special need and social/emotional supports for children and parent assistance accessing health, mental health and special needs services • Lack of neighbourhood level data concerning referrals to and/or use of children's special needs and health services, including speech and language and mental health

¹ Fairview Neighbourhood Profile, Data Analysis Coordinator

² Kindergarten Parent Survey, 2008

³ Fairview Neighbourhood Profile, Data Analysis Coordinator

⁴ Ibid.

⁵ Ibid.

⁶ Kindergarten Parent Survey, 2008

⁷ Fairview Neighbourhood Profile, Data Analysis Coordinator

⁸ Ibid.

<p><i>Children are learning cont'd</i></p> <ul style="list-style-type: none"> • Student achievement • Developmentally ready for grade 1 • Literacy level • Preschool learning opportunities 	<ul style="list-style-type: none"> • Reading programs at new Merritt Library Branch at Kiwanis Aquatics Centre • YMCA Healthy Kids Centre provides curriculum support to schools • Access to special needs services available through schools and child care centre and PFLC on-site at public school • ESL program in public school • Mental health workers assigned to public and Catholic school boards and accessible through service partners, public health and community health centre 	
<p><i>Children are healthy</i></p> <ul style="list-style-type: none"> • Healthy eating • Healthy body weight • Dental hygiene • Student nutrition 	<ul style="list-style-type: none"> • Student nutrition and breakfast programs in elementary schools • Variety of large grocery stores in neighbourhood • Rotary Club of St. Catharines support to public school's breakfast program • Local business and service partner support for student nutrition program • Physical activity and nutrition supports available from Public Health • Community supported (votes) new Aviva funded playground at public school • Dental mobile clinic in neighbourhood • Recreation and physical activity programs available at Walker YMCA, Boys & Girls Club and Kiwanis Aquatics Centre 	<ul style="list-style-type: none"> • Lack of neighbourhood level data concerning children's health indicators (e.g. premature, low birth rate, dental care needs, etc...)⁹
<p><i>Families are strong, stable and connected/engaged</i></p> <ul style="list-style-type: none"> • Family economic well-being • Family structure • Parental involvement in school • Parenting 	<ul style="list-style-type: none"> • Financial supports and/or subsidies available through Region, Community Care, NRH, ProKids, YMCA, etc... • Parent Family Literacy Centre and Child Care Centre on-site at public elementary school • A greater percentage (than found regionally) of parents/caregivers access information through OEYC's, internet, doctor, family / friends / neighbours, child care and phone book¹⁰ 	<ul style="list-style-type: none"> • A greater percentage (than found regionally) of parents/caregivers are experiencing barriers accessing services due to cost, timing of programs, or lack of awareness and information¹¹ • A lower percentage (than found regionally) of parents/caregivers are attending parent-teacher conferences, school meetings and events and volunteering at school¹² • Higher percentages of immigrant residents, unemployment, lone parent families, mobility, home rental and

⁹ Fairview Neighbourhood Profile, Data Analysis Coordinator

¹⁰ Kindergarten Parent Survey, 2008

¹¹ Ibid.

<p><i>Families are strong, stable and connected/engaged cont'd</i></p> <ul style="list-style-type: none"> • Family economic well-being • Family structure • Parental involvement in school • Parenting 	<ul style="list-style-type: none"> • Child and family multicultural breakfast events and parent engagement committee at public school • Family nights and multicultural day at Catholic school • Community dinners at Old Pine Trail • Rotary Club of St. Catharines provides ESL books to public school for family reading • Subsidized housing complex in neighbourhood (Old Pine Trail) • Public Health/Pathstone parenting programs offered at OEYC and public school (pending) • ESL and employment supports in public school and interpreter services available through SWIS • Cougar Connection/Kids and Families Matter engagement and parenting project at public elementary school (2012/13) 	<p>income from government transfers than found in St. Catharines overall, regionally or in Ontario¹³</p> <ul style="list-style-type: none"> • Lack of municipal and neighbourhood level data concerning participation in child and family resource programs • Parent resources and engagement
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In summary, in Fairview there is:

- A comprehensive range of family and children's services already available to the community at Lincoln Centennial School that could be further promoted / referred to / integrated
- Significant experience with, and enthusiasm for, collaboration/partnering and an interest in shared practices

¹² Ibid.

¹³ Fairview Neighbourhood Profile, Data Analysis Coordinator

Fort Erie Child and Family Assets and Gaps/Priorities

The Table below organizes the Fort Erie Municipality child and family service system assets and gaps/priorities according to the four strategic outcomes (Pillars) and associated indicators endorsed by the EYNPC. They were identified through a literature review of local reports, input from a few stakeholders and Niagara Region Neighbourhood Profile data. Further discussions with key informants and community conversations will add the anecdotal knowledge regarding the assets and gaps of this community.

Outcomes ↓	Assets	Gaps/Priorities
<i>Children are safe</i> <ul style="list-style-type: none"> • Child abuse • Bullying • Neighbourhood cohesion • Neighbourhood safety 	<ul style="list-style-type: none"> • 13 Regional Housing Building Complexes¹ • 2 Hostels² • 35 Places of Worship³ • 1 Police Station & 7 Fire Station Locations⁴ 	<ul style="list-style-type: none"> • Lack of neighbourhood or municipal level data concerning children's safety (e.g. visits to emergency room, hospitalization numbers, bullying rates, etc...) ⁵ • No dedicated NRP Officer assignment to elementary schools (on case by case basis only)
<i>Children are learning</i> <ul style="list-style-type: none"> • Student achievement • Developmentally ready for grade 1 • Literacy level • Preschool learning opportunities 	<ul style="list-style-type: none"> • 12 Licensed Child Care Centres of which 4/12 are located in schools • 11 Elementary Schools Total with FDELKP currently available at 6 schools • Parent Family Literacy Centre (PFLC) at Rose Seaton • Ontario Early Years Center (OEYC) satellite in Crystal Beach Public School • Fort Erie Public Library with 3 Branch sites • Fort Erie Community Living • 3 Adult Literacy Programs⁶ 	<ul style="list-style-type: none"> • Implementation of Full Day Kindergarten and low birth rate and child population is creating vacancies in Licensed Child Care Centres. • High percentage of children vulnerable on EDI • Lack of neighbourhood level data concerning referrals to and/or use of children's special needs and health services, including speech and language and mental health • Lack of Colleges or Universities (no satellite sites either)
<i>Children are healthy</i> <ul style="list-style-type: none"> • Healthy eating • Healthy body weight • Dental hygiene • Student nutrition 	<ul style="list-style-type: none"> • Student nutrition and breakfast programs in all but one school • Bridges Community Health Centre & very engaged Health Promoter • Recreation and physical activity programs available at YMCA, Boys & Girls Club • Douglas Memorial Hospital without an ER, but does have 24 hour Urgent Care Centre • 15 Family Physicians⁷ • 12 Grocery Stores⁸ 	<ul style="list-style-type: none"> • No OBS services in town, many not being properly followed during pregnancy. Many being seen in walk in clinics, no primary physician • High percentage of babies identified as High Risk at Birth (as determined by Parkyn score of 9 or higher) ¹²

¹ Niagara Region Neighbourhood Profiles, 2010

² Ibid

³ Ibid

⁴ Ibid

⁵ Data Analysis Coordinator

⁶ Niagara Region Neighbourhood Profiles, 2010

⁷ Ibid

⁸ Ibid

	<ul style="list-style-type: none"> • 2 Foodbanks⁹ • 13 Dentist Offices¹⁰ • Crystal Ridge Arena, LeisurePlex, 33 Parks, 16 Playgrounds, 3 Splashpads, 1 Skatepark, 6 Public Beaches, Kinsmen Pool¹¹ • Good Food Box Program 	
<p><i>Families are strong, stable and connected/engaged</i></p> <ul style="list-style-type: none"> • Family economic well-being • Family structure • Parental involvement in school • Parenting 	<ul style="list-style-type: none"> • Fort Erie ESP quarterly meetings of E.D. Agencies • 6 Employment Search Agencies¹³ • 6 Banks¹⁴ • Financial supports and/or subsidies available through Region, Community Care, NRH, ProKids, YMCA, etc... • Northstar Call Centre opens in Welcome Centre creating 40+ mid-high level paying jobs • Fort Erie Multicultural Centre, Fort Erie Native Friendship Centre, Aboriginal Head Start, Healthy From the Start (CPNP) • Social Assistance & Employment Opportunities & Niagara Region Public Health Satellite Offices • Salvation Army, St. Vincent de Paul • Niagara Region Transit System linking St. Catharines, Niagara Falls, Welland, Port Colborne & Fort Erie municipalities 	<ul style="list-style-type: none"> • High percentage of people aged 25-54 without high school diploma¹⁵ • High percentages of lone parent families¹⁶ • High percentage of families living below the Low-Income-Cutoff (LICO)¹⁷ • High unemployment rate¹⁸ • Higher percentage of individuals spending 30% or more of their income on rent¹⁹ • Several businesses have recently closed: Giant Tiger, Fort Erie Slots & Racetrack, DMI Industries, Zellers, Provincial Offences Act Court • Lack of municipal and neighbourhood level data concerning participation in child and family resource programs • Low birth rate and significant drop in child population²⁰

In summary, in Fort Erie there is:

- Fort Erie does have significant assets but the rural (population 15,568²¹) and widespread nature (64.2 square miles) of the municipality paired with the economic downturn presents many challenges for children and families.
- A comprehensive range of family and children's services are already available in the municipality and could be further promoted / referred to / integrated

¹² Niagara Region Neighbourhood Profiles, 2010

⁹ Ibid

¹⁰ Ibid

¹¹ www.FortErie.ca

¹³ Niagara Region Neighbourhood Profiles, 2010

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Ibid

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

²⁰ 2011 Statistics Canada Community Profiles

²¹ Ibid

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Project Purpose and Resources

The purpose of the Community Integration Leader (CIL) project is to document:

- The historical strategies, processes, decisions and conversations of communities who have made successful advances toward integration to understand how they have progressed to their current state; and
- The on-going work of these communities as they continue to progress toward integration within the project.

The CIL project will further inform the Niagara Best Start Child and Family Centre framework and principles by focusing on advancing integration of child and family services in Niagara. Fort Erie is the municipality and rural site of practice for the project and is 'non-place based' (e.g. geographically clustered or electronically connected).

Resources have been set aside for the Fort Erie site of practice. While they cannot be used for major capital development or to create operational pressures, they are available for the following types of support / work:

- Specific activities related to increased awareness, coordination, collaboration and/or integration (\$15,000)
- Communications and IT; and
- Professional Development and/or Community Events.

Fort Erie Assets and Gaps/Priorities

The Assets and Gaps/Priorities Brief has been provided as a starting point for the Committee. By no means is it comprehensive but, rather, a starting point to make evidence-informed decisions. It is a 'living document' for the project and Committee members are invited to share additional data/anecdotal evidence with the CIL project team; who will revise and share. Pre-identified **assets** specific to Fort Erie and the CIL project include:

- Both school boards engaged, each with FDK schools in Fort Erie (Rose Seaton PFLC, 4 schools with child care centres directly in school);
- Wide range of Fort Erie and regionally based successful programs, services and initiatives with representation on Committee;
- Quarterly inter-agency meetings; and
- Regional and Fort Erie transportation initiatives.

Pre-identified **needs** specific to Fort Erie and the CIL project include:

- More children and families being served;
- Implementation of Full Day Kindergarten & low birth rate creating vacancies at child care centres;
- Economic downturn hit Fort Erie particularly hard;
- High percentage of children not on track for learning at school as measured by the Early Development Instrument;
- High % of babies identified as 'high risk' at birth;
- High percentages of lone parent families and families living below Low Income Cut-off/LICO; and
- Lack of additional local data on Fort Erie and/or its distinct communities.

Dot Voting Results & Turning the Curve Summary

Dot voting was used to get a baseline sense of where community partners were on the integration continuum, and indicated that **partners were at different stages** of this work:

- Awareness – 12 votes in total with 5 on the lower end, 3 in the middle and 4 on the higher end;
- Coordination – 11 votes in total with 6 on the lower end and 5 on the higher end;
- Collaboration – 0 votes; and
- Integration – 1 vote on the lower end.

This range of experience is common to many communities working on integration and should be expected, given both additional partner engagement and Committee member/staff turnover. As such, it was also reflected in the responses to the ‘turning the curve’ question concerning the **story / trends behind the baseline**. The following are the additional points mentioned:

- Dispersed population, 4 distinct communities/areas and distance between these communities;
- Regional vs local and core funded vs non-core funded organizations – lack of resources;
- ‘Crisis mode’ – agencies are in financial crisis, very strapped for resources makes it difficult to participate in partnership work;
- Many great services are not located in Fort Erie; large organizations do outreach and many in community aren’t aware service is available (as not physically ‘here’);
- New immigrants – not aware of services available;
- Prescribed funding mandates not aligned with integration, timelines are too tight and lack of overlapping guidelines;
- Lack of knowledge about other organizations (e.g. things change and we don’t know), competition and/or too focused on own mandate;
- Isolation and lack of awareness and transportation among community members; and
- No sustainability after projects end – broken trust with community and no long term solutions.

The combined information from the assets/gaps brief, the dot voting exercise and the story/trends behind the baseline suggest that there is opportunity to organize ourselves to make progress on increased awareness, coordination and collaboration. As some context for our planning, coordination efforts include partners’ modifying organizational plans to reduce duplication or increase linkages and coordination involves joint planning. Additionally, the service experience under collaboration is viewed as, “Parents (can) recognize that programs and services are better organized in the community and work more closely together. Some programs/events provide opportunities to engage with multiple service providers (e.g. a screening clinic with many different professionals) at the same time.” (InFocus: Defining Integration, 2011)

The following were ideas about **‘what works’ and what it would take to ‘turn the curve’ on integration**:

- Bring services to sites of existing programs/services – go to them and not wait for them to come to you (e.g. offer programming at various site i.e. 1 week in Stevensville 1 week in Black Creek)
- Pull money from several organizations to pay for bus to take around to programs/services and/or help FACS build their volunteer driver program and partner to transport families
- More face to face relationship building between frontline staff, between various organizations/programs to create comfort when doing warm handoff
- Build rapport w/school principals, teachers and secretaries to assist with warm hand off and remove barriers to inserting information to families at schools
- Provide knowledge of all services in specific targeted area and update information (e.g. use OW for advertising – subsidy workers referring to programs/services – invite OW staff to inform them of programs/services)
- Early diagnosis of children
- Attend Fort Erie inter-agency quarterly meetings for awareness and info sharing (e.g. 90 minutes every 90 days)
- Centralize entry point into the system
- Piggyback on 211 i.e. “Fort Erie Service Providers Info Portal”

- Develop an “App” for services and programs in FE on how to find services
- Shared social network page for parents. Each week a different community organization would man the page and answer questions and coordinate needs
- Communication, cooperation, collaboration and ability to change with determination and without feeling threatened
- Risk taking - moving out of the comfort zone
- Finding common ground and obtaining trust from community
- Need strong leadership from innovative community champions and/or staff at Town of Fort Erie (e.g. to take the lead and make it happen)

The following is a summary of the ‘**5 best ideas**’ responses, including low cost, no cost and out of the box ones:

- Welcome one stop shop who directs to agency needed (like the tourist buildings);
- One stop shopping via all agencies referring to each other / collaborating and supporting each other;
- Make enhancements to existing services in the area (e.g. satellite services);
- Make it (entry into services?) more user friendly;
- One stop virtual information service (e.g. cell phone app, shared social network, website with administrator who updates, etc);
- Service enhancements such as shared community intake, more needs assessments and English as a Second Language/ESL supports;
- Information sharing (e.g. at quarterly inter-agency meetings, through database network, virtual platform, etc.);
- Designated long-term commitment to keeping it up – sustainable; and
- Service coordinator – knows services that are available in the community, keep website up to date, service navigator for community (e.g. can be used by service providers, families etc.).

Note: would create’ operational pressure’ but could plan for it...

Exercise Instructions

1. Brainstorm and record ideas;
2. Prioritize the master list generated by dot voting (3 dots per member, no restrictions); and
3. Develop goal(s) for the project based on our findings.

The CIL project team will then compile these results into a draft work plan, which will be distributed prior to the next meeting.

Filters for Brainstorming and Prioritizing

The following parameters for decision-making were developed from the research questions provided by the funders. **Please also consider the resources available when prioritizing ideas.**

1. Does our plan *build on existing strengths to meet identified needs*?
2. Does our plan include *strategies to make it easy for families to enter into the system* of services – even if they are new to Niagara or move around within the Region?
3. Does it *explore the role of non-place based* (e.g. geographically clustered or electronically connected) *hubs* in Niagara’s integrated service system model?
4. *Will families be seamlessly connected* to different services within the integrated system (e.g. information, resources, and referrals)?
5. How will the *plan respect and support the diverse cultural and linguistic needs* of families?
6. What are estimated the *technology requirements* of the plan?
7. Does it fit into / align with the *Niagara Framework*?
8. Is it likely *achievable* within the project timeline and *sustainable* afterwards?