

2010 - 2015

# Early Childhood Development Strategic Action Plan On Behalf Of Children



Supporting all Children Builds A Healthy Community



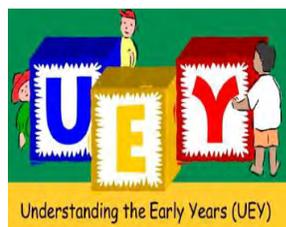
New Westminster Early Childhood Development (ECD) Committee  
Understanding the Early Years Initiative

## ACKNOWLEDGEMENTS

The New Westminster Strategic Planning Action Team and the Understanding the Early Years Initiative would like to thank the members of the New Westminster Early Childhood Development (ECD) Committee for their time, dedication and efforts on behalf of children. They have worked collaboratively for the past seven years to inform the community about local early childhood development programs and resources, to increase community awareness of the importance of the early years and to provide quality services to families and children. They are passionate in their commitment to children.

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**MISSION, VISION, VALUES AND GUIDING PRINCIPLES**  
OF THE  
NEW WESTMINSTER EARLY CHILDHOOD DEVELOPMENT (ECD) COMMITTEE

**Mission**

To foster awareness of the importance of early childhood development and build community capacity to support the health and well-being of children and their families.

**Vision**

A community that is inclusive, informed and engaged, where children and their families thrive.

**Values**

Inclusive, accessible, collaborative, receptive, responsive and innovative

**Guiding Principles**

The New Westminster Early Childhood Development Committee will be guided by the following:

**Evidence-based** – There is a commitment to make decisions based on current and accepted research and evidence-based outcomes. There will be a sharing of information to remain informed of local early childhood development needs and priorities.

**Strengths-based** – There is a commitment to acknowledge and build on the strengths of children, families and community to enhance opportunities for early childhood development.

**Accountability** - A transparent infrastructure will be in place with clear policies and processes, which will guide all committee decisions, actions and reporting mechanisms.

**Best practices** – Effective and proven best practices will guide early childhood development planning and decision making.

## INTRODUCTION

*The difference between where we are (current status) and where we want to be (vision and goals) is what we do (target objectives and action plans). ([www.nsba.org](http://www.nsba.org))*

This document outlines the strategic directions that will guide the work of the New Westminster Early Childhood Development Committee for the next five years.

We start with the **Mission, Vision and Values** that establish the foundation, direction and shape of this Plan. These were reviewed and updated by the Early Childhood Development Committee in 2009.

After this short **introduction** we examine the reasoning behind the community's involvement in early childhood development, a brief **history** of the New Westminster Early Childhood Committee, a glimpse of past activities, and the review process that helped determine the framework of the Plan.

This comprehensive review, ground in local information, international expertise, research, and the wisdom of the community helped define five overarching and locally relevant goals of the ECD Committee. Each goal with relevant objectives and strategies to forward the goal and objectives, prefaced by pertaining research, previous activities and progress highlights, make up the **Community Action Plan**.

**Goal one:** Children and families of New Westminster are supported with opportunities that promote healthy early child development

**Goal two:** Children and families of New Westminster are supported by a community invested in and aware of the importance of early childhood development

**Goal three:** Children and families of New Westminster are supported by a strong Early Childhood Development Committee

**Goal four:** Children and families of New Westminster are supported with programs and services in their neighbourhood

**Goal five:** Children and families of New Westminster are supported by evidence-based research

The intent of these goals is to impact the lives of children through a focus on Child Development, Investment, Guidance, Service and Research.

## EARLY CHILDHOOD DEVELOPMENT IN NEW WESTMINSTER

*The United Nations Convention on the Rights of the Child recognizes children as citizens with the right to reach their fullest potential, to be treated with dignity and respect, to be protected from abuse and neglect, to education and health care, to exercise a voice, to enjoy recreation and play time, and to participate freely in cultural life and the arts.*

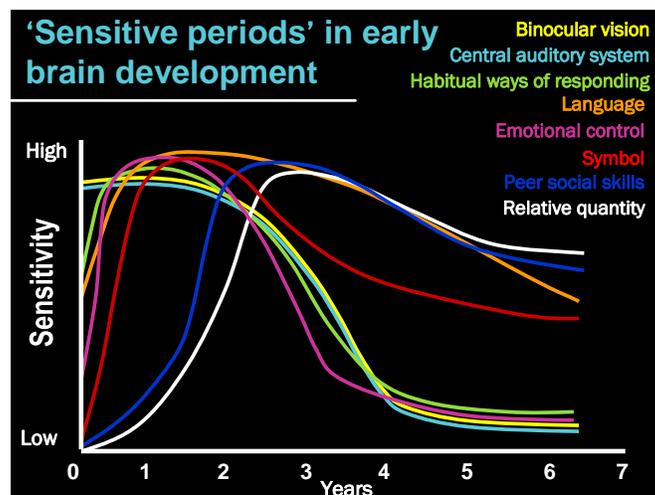
### Right from the Start

Brain development begins before birth and continues throughout our lives. During the first few years the brain develops rapidly as it takes in the world through sight, hearing, smell, touch and taste. In fact, evidence tells us that this is the most critical developmental period.

Brain development in the early years affects neurobiological pathways that affect health (physical and mental), learning and behaviour throughout life. (Mustard, 2010)

Young children are greatly affected by their surroundings and the people that care for them. Early positive interactions and relationships are essential. When caring adults love, nurture, bond and interact with a young child, they provide the necessary environment for healthy brain development. (Mustard, 2006)

Developmental opportunities that occur during specific “sensitive periods” are critical to a child’s future health and well-being. Simple, every day experiences in a multi-sensory environment influence all aspects of development such as the ability to read, run, have loving relationships, and succeed in school. Positioning resources into early childhood can help maximize brain development at this crucial period in life.



Graph by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000)

As well as families and home, the neighbourhoods where children live and grow have significant impact on the rest of their lives. Communities can provide support, offer experiences and create an environment where families flourish and children thrive.

*Recognizing the significant importance of the early years, the New Westminster ECD Committee's mission is to foster awareness of the importance of early childhood development and build community capacity to support the health and well-being of children and their families.*

### A Brief History

Formed in 2003/2004 as a 'Children First' Committee, the New Westminster ECD Committee now has a membership of over 60 individuals with stakeholders from the government, not-for profit and other agencies. Supported by municipal, provincial, federal and philanthropic funders, the Committee has made remarkable progress in their mandate to support young children and their families.

In 2003, following a region-wide symposium to introduce Children First to Early Childhood Development service providers, a consultant was hired to work with New Westminster to develop an Early Childhood Development Strategic Plan. A Children First Committee was formed and developed a mission, vision and principles, terms of reference and decision-making guidelines. The Children First Committee evolved into the New Westminster ECD Steering Committee, formed to oversee the development and implementation of the Early Childhood Development Strategic Plan.

Action Teams were formed to actively work on specific goals of the strategic plan and an Early Childhood Development Community Development worker was hired to support the process (New Westminster ECD Committee, 2004).

The ECD Committee benefits from a mutual relationship with key partners including the Child Development Public Partners, the Early Learning Advisory Committee (ELAC), Literacy Now Committee, Middle Childhood Committee, the New Westminster Interagency Council, Understanding the Early Years (UEY), and Welcoming and Inclusive Communities Working Group. (See Appendix A for details)

The Organizational Chart Diagram in Appendix D shows the present relationship between the ECD Committee, action teams and other related initiatives.

From 2004 to the present time the committee has evolved to meet the changing needs of children, families and the community. Annual reviews to maintain transparent and accountable practice is the norm. Evidence-based research and reliable local information and data are used to inform decision making. Action teams are formed or realigned as needed.

In 2009 The United Community Services Co-op was contracted to complete a review of the 2004 - 2009 Strategic Action Plan and generate a visioning process for the future of Early Childhood Development in New Westminster. The *Preliminary Directional Document*, (Airey, 2009) identified five priority areas as a possible focus for the next five years. They include supporting families and children facing poverty; creating a coordinated communications system amongst Early Childhood Development services; continuing the work of developing Early Childhood Development; creating a social marketing and promotion plan and engaging with the business community.

The May 7th, 2009 Vision Session with the ECD Committee and Public Partners resulted in a similar consensus that consideration must be given to poverty, communication, social marketing and engagement of the business community.

### Strategic Plan 2004-2009

The previous Strategic Plan contained nine elements with specific strategic directions and multiple goals. Contracted and internal reviews confirm the following progress:

#### **Element 1 – Services and supports**

Progress highlights include: enhanced community awareness of early childhood development; increased development and production of resources and materials; funding support

#### **Element 2 – Access to Services**

Progress highlights include: distribution of a range of resources and materials; the 'kidsnewwest' website; progress towards development of neighbourhood early childhood development hubs

#### **Element 3 – Culture and Language**

Progress highlights include: multiple language materials and resources; plain language workshops

#### **Element 4 – Diversity and Inclusion**

Progress highlights include: resources and materials for families with young children; support for service providers; workshops and training; mentorship support

#### **Element 5 – Supporting Service Providers**

Progress highlights include: regular meetings of the ECD Committee and Action Teams; early childhood development training and professional development opportunities and subsidies; collaborative practice between individuals and organizations

#### **Element 6 – Advocacy and Policy**

Progress highlights include: increased advocacy role through the Public Partners Committee; active support and progress of plans for hub development; input into the City's Child Care Needs Assessment and Strategy; improved links to the business community

#### **Element 7 – Organization and Leadership**

Progress highlights include - retaining key infrastructural supports such as the Community Development Worker; links with relevant policy and program mechanisms such as the School District No. 40, New Westminster's Early Learning Advisory Council, New Westminster's Interagency Council, Literacy Now New Westminster and the City's Welcoming and Inclusive Communities Working Group

### **Element 8 – Human and Financial resources**

Progress highlights include - a key resource in its Community Development Worker; direct and indirect leverage over more than \$250,000 in funding support for early childhood development services; clear level of transparency in decision-making processes

### **Element 9 – Evaluation and Research**

Progress highlights include – local research through the Understanding the Early Years Initiative; utilizing the Early Development Instrument (EDI) data and other research; community consultations to inform planning; annual review exercises; commissioned evaluation and visioning/strategic planning process

### The 2010 – 2015 Strategic Action Plan

To develop a Community Action Plan for 2010 – 2015, the committee conducted a review of past activities, local experience, accumulated expertise and knowledge of best practises. Also reviewed were the ECD Committee and Action Team minutes, local community research, and the 2004 - 2009 Strategic Action plan. Community consultation for Queensborough and Uptown/Downtown Hub Development, the 2009 Evaluation and Visioning report, ECD Strategic Plans from other communities and other relevant documents were considered. A review of reports from other jurisdictions and the goals, objectives and directions of other key stakeholders in early childhood development also played a part in the development of this plan. (See Background Documents)

Monitoring progress and evaluation to access continued relevance of the Strategic Action Plan, provide feedback, assist in decision making, and guide the following years activities will be procedure. All activities will be based on best practices guided by research.

## THE COMMUNITY ACTION PLAN

Over the next five years the New Westminster Early Childhood Development Committee will endeavour to act in the best interest of children and will pursue these interconnected goals focused on Child Development, Investment, Guidance, Service and Research:

- Goal 1 Children and families of New Westminster are supported with opportunities that promote healthy early child development
- Goal 2 Children and families of New Westminster are supported by a community invested in and aware of the importance of early childhood development
- Goal 3 Children and families of New Westminster are supported by a strong Early Childhood Development Committee
- Goal 4 Children and families of New Westminster are supported with programs and services in their neighbourhood
- Goal 5 Children and families of New Westminster are supported by evidence-based research

## CHILD DEVELOPMENT

Goal 1 Children and families of New Westminster are supported with opportunities that promote healthy early child development

Early child development (ECD) is of fundamental importance in determining long-term health, well-being and general competence and adjustment in life.

**Research:** The Early Development Instrument (EDI) measures the state of development of children and considers the stimulation, support, and nurturance that children receive (Offord and Magdalena, 2007). The EDI predicts later outcomes including healthy development and school success. It is one of the measures used by the ECD Committee to inform decision making that promotes healthy child development.

Research shows all aspects of adult life including mental and physical health, school performance, family life, and work success are impacted by early brain development (Mustard, 2006).

**Previous Activities:** Since 2004, the New Westminster ECD Committee has collaborated on many projects and services to enhance the holistic development of children 0-6 years and their families.

### Progress Highlights include:

- Funding support for programs:
  - Family Programs
  - Early Childhood Development Programs for vulnerable populations
  - Community Kitchens
  - ESL Programs
  - Bridges Support Programs
- Collaboration and support:
  - Free community events for families, UEY
  - Community Literacy Plan, SD 40, Literacy Now
  - Strong Start, SD 40
- Materials:
  - Success By Six calendars
  - Early Childhood Developmental Wheels
  - ECD Parent Advisory Committee newsletter

### Objectives

Increase support for young children in the area of social and emotional competence

Increase support for young children in the area of physical health and well-being

Increase support for young children in the area of language, communication and cognitive development

# **Goal 1 – Children and families of New Westminster are supported with opportunities that promote healthy early child development**

## **GOAL 1 OBJECTIVES (1.1 – 1.3)**

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### **1.1 Increase support for young children in the area of social and emotional competence**

*Outcome 1.1.1: Increased social and emotional competence in young children*

*Examples of strategies to achieve this include:*

- Provide opportunities for families to support the healthy social and emotional development of their young children
- Develop resources to encourage the healthy social and emotional development of young children

### **1.2 Increase support for young children in the area of physical health and well-being**

*Outcome 1.2.1: Increased physical health and well-being in young children*

*Examples of strategies to achieve this include:*

- Provide opportunities for families to support the healthy physical development and well-being of their young children
- Develop resources to encourage the healthy physical development of young children

### **1.3 Increase support for young children in the area of language, communication and cognitive development**

*Outcome 1.3.1: Increased language, communication and cognitive development in young children*

*Examples of strategies to achieve this outcome include:*

- Provide opportunities for families to support the healthy literacy and cognitive development of their young children
- Develop resources to encourage the healthy literacy and cognitive development of young children

## INVESTMENT

### Goal 2 Children and families of New Westminster are supported by a community invested in and aware of the importance of early childhood development

An inclusive community strives to include all children and remove barriers that prevent any child from actively participating in experiences or activities with their peers. Beyond access, social inclusion is about support, opportunities and respect. It is about belonging and participation. All children, including those who are Aboriginal, need additional support, have exceptional needs, live in poverty, are refugees, and/or have a disability, need to thrive in our community. Many children have co-existing needs. It is important that our vision is comprehensive and includes all children and their families.

**Research:** Research shows that the neighbourhoods where children grow have direct impact on healthy development and can actually ameliorate some of the vulnerabilities faced by families. For example, neighbourhood characteristics influence preschoolers' behavioural and language development (Hertzman and Kohen, 2003); the notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child (DEC and NAEYC, 2009); enhanced social cohesiveness has a powerful effect on a child's health and can reduce disparities (Stansfield, 1999); and the social context of a community,

including the social capital of a neighbourhood, can be a resilience factor for children (Runyan et al, 1998).

The ECD Committee specifically recognized the need to address poverty, which is linked to increased exposure to stressors and to reduced access to resources. (Wachs, 2009).

**Previous activities:** Recognizing the strong connection between community and healthy child development, the ECD Committee has engaged in a number of activities over the past few years.

#### Progress highlights include:

- A variety of early childhood development information materials distributed within the broader community
- Involvement in the City's Child Care Needs Assessment and Strategy
- Partnerships with municipal and provincial agencies, school district and many community organizations
- A collection of community data to help identify services and programs, gaps in services, and needs of families and children

#### Objectives

Increase support for children living with poverty

Increase support for children who have a delay, disability or who may require extra support

Increase support for children who are immigrants or refugees

Increase support for children who are Aboriginal

Increase support for all children 0-6 and their families

## **Goal 2 – Children and families of New Westminster are supported by a community invested in and aware of the importance of early childhood development**

### **GOAL 2 OBJECTIVES (2.1 – 2.5)**

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#### **2.1 Increase support for children living with poverty**

*Outcome 2.1.1: Increased awareness of the consequences for children with families living in poverty*

*Examples of strategies to achieve this include:*

- Communicate information regarding early childhood development and poverty to the community
- Improve communication among services and programs

#### **2.2 Increase support for children who have a delay, disability or who may require extra support**

*Outcome 2.2.1: Increased awareness of the needs of children who require extra support or who have access barriers*

*Examples of strategies to achieve this outcome include:*

- Communicate information regarding early childhood development and the needs of children who require extra support, to the community
- Improve communication among services and programs

#### **2.3 Increase support for children who are immigrants or refugees**

*Outcome 2.3.1: Increased awareness of the needs of children who are immigrants or refugees*

*Examples of strategies to achieve this outcome include:*

- Communicate information regarding early childhood development and the needs of families who are immigrants or refugees, to the community
- Improve communication and collaboration among services and programs

## **2.4 Increase support for children who are Aboriginal**

*Outcome 2.4.1: Increased opportunities for building shared knowledge and respectful relationships with Aboriginal services, agencies and programs*

*Examples of strategies to achieve this outcome include:*

- Link and collaborate with community agencies and programs serving Aboriginal families
- Improve communication among services and programs

## **2.5 Increase support for all children 0-6 and their families**

*Outcome 2.5.1: Increased awareness of the importance of early childhood development and the needs of young children and their families*

*Examples of strategies to achieve this outcome include:*

- Communicate information regarding early childhood development and the needs of young children and their families to the community
- Promote a diverse range of services that are high quality, universal, accessible and developmentally appropriate

*Outcome 2.5.2: Increased community support for young children and their families*

*Examples of strategies to achieve this outcome include:*

- Develop measurement process for evaluating inclusive community support
- Adapt current community practices to be more inclusive and barrier-free for families of young children

## GUIDANCE

Goal 3 Children and families of New Westminster are supported by a strong Early Childhood Development Committee

Like children, organizations do not grow in isolation. Organizations exist within the environment of the community and need appropriate and dedicated leadership and governance.

**Research:** There is a dynamic connection between the Early Childhood Development (ECD) Committee and the children of the community. This strong inter-agency committee combines individual strengths to work towards children's well-being.

Mutual respect, a shared sense of purpose, common goals, and broad consensus on issues about early childhood development have been crucial to successful collaboration.

**Previous activities:** The regular participation of key stakeholders in early childhood development has helped raise the profile of the committee throughout New Westminster.

In order to support the families and young children of New Westminster, this diverse group has worked diligently to maintain transparency and articulate goals and objectives within a strong infrastructure.

### Progress highlights include:

- Consistent and regular meetings of the ECD Committee and Action Teams
- Successful retention of key infrastructure supports, e.g. the Community Development Worker
- Provision of training and education
- Workshops for parents and service providers
- Investment in the community literacy plan
- Increased community profile through
  - Early childhood development workshops and presentations
  - Tables at community events
  - Annual Teddy Bear Pajama Party
  - UEY family events
  - UEY community event
  - Website development
  - Community booklet
  - PowerPoint presentations
  - Community development activities
- Ongoing review of the funding process
- Ongoing review of the strategic directions of the ECD Committee
- Consultants review and evaluation of the previous Strategic Action Plan
- Guided visioning process
- Development and active support of the Public Partners Committee

### Objectives

Maintain a strong and diverse ECD Committee

Enhance early childhood development through improved collaboration within the ECD Committee

Increase profile of the New Westminster ECD Committee

## **Goal 3 – Children and families of New Westminster are supported by a strong Early Childhood Development Committee**

### **GOAL 3 OBJECTIVES (3.1 – 3.3)**

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#### **3.1 Maintain a strong and diverse ECD Committee**

*Outcome 3.1.1: Increased support to the Early Childhood Development Coordinator*

*Examples of strategies to achieve this include:*

- Create a clear, sustainable plan of support for the ECD Worker

*Outcome 3.1.2: Increased clarity of the ECD Committee’s working relationships, roles of members, and training strategies*

*Examples of strategies to achieve this outcome include:*

- Create strategies for extending membership to meet the needs of the strategic plan
- Provide appropriate and ongoing training for ECD Committee members and families, in collaboration with community organizations

*Outcome 3.1.3: Increased clarity of the ECD Committee’s working processes, structure, resources and its work*

*Examples of strategies to achieve this outcome include:*

- Develop committee efficiencies related to governance, including the action teams, terms of reference and work/action plans
- Develop committee efficiencies related to funding and reporting
- Improve the clarity and efficiency of the committee’s working processes

#### **3.2 Enhance early childhood development through improved collaboration within the ECD Committee**

*Outcome 3.2.1: Enhanced collaborative practices among ECD Committee members*

*Examples of strategies to achieve this include:*

- Strengthen relationships within the ECD Committee
- Facilitate a strong collaborative approach among committee members

- Improve communication among services and programs

*Outcome 3.2.2: Increased collaboration with the Middle Childhood Committee*

*Examples of strategies to achieve this include:*

- Facilitate a strong collaborative approach with the Middle Childhood Committee

*Outcome 3.2.3: Increased collaboration with the Public Partners*

*Examples of strategies to achieve this include:*

- Extend and build on collaboration with Public Partners

*Outcome 3.2.4: Increased opportunities for building shared knowledge and respectful relationships with child care providers*

*Examples of strategies to achieve this include:*

- Link with and support child care providers

### **3.3 Increase profile of the New Westminster ECD Committee**

*Outcome 3.3.1: Increased community awareness of the ECD Committee and its role*

*Examples of strategies to achieve this include:*

- Identify and collaborate with community partners and the business community
- Encourage community participation in early childhood development
- Develop a social marketing strategy to raise awareness of early childhood development

## SERVICE

Goal 4 Children and families of New Westminster are supported with programs and services in their neighbourhood

Developmental opportunities for children can be expanded by providing support and social opportunities through early childhood development (ECD) Hubs. Based on integrated service models, Hubs can provide accessible, seamless resources and programs designed to fit the needs of families in individual neighbourhoods.

**Research:** There is overwhelming evidence that early investment in children and families is an investment in the future. Investment in neighbourhood ECD Hubs can bring high-quality early childhood development services to the heart of community: the neighbourhoods where children live and grow.

Support may vary according to needs of each neighbourhood, but the vision of the ECD Committee is that fundamental services, such as affordable, flexible, high-quality childcare will exist at each site. Other services identified as either essential, satellite or complementary could include: recreation space; social work representation; supported child development; universal screening; family services; support groups; cultural and language support; welcome room for new citizens.

These multi-purpose service centres can become a focal point for social cohesion and can mobilize community involvement in supporting young children. (Ball, 2002)

**Previous activities:** New Westminster has made Hub development in four neighbourhoods a priority. Hub development is at various stages in neighbourhoods of the city.

### Progress highlights include:

- Queensborough Hub
  - Architectural drawings complete
  - Endorsement in principle from the City to include a Hub in the Queensborough Community Centre expansion
- Uptown/Downtown Hub
  - Community consultation complete
  - Discussions underway with the School Board to include early childhood services in new schools through the Neighbourhoods of Learning Project

### Objectives

Improve access to early childhood development services for children and families

Establish Hubs providing early childhood development services and supports serving all neighbourhoods

## **Goal 4 – Children and families of New Westminster are supported with programs and services in their neighbourhood**

### **GOAL 4 OBJECTIVES (4.1- 4.2)**

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#### **4.1 Improve access to early childhood development services for children and families**

*Outcome 4.1.1: Increased neighbourhood/ community awareness of early childhood development services*

*Examples of strategies to achieve this include:*

- Identification of neighbourhood early childhood development services
- Knowledge transfer documents to increase neighbourhood awareness of early childhood development services

#### **4.2 Establish Hubs providing early childhood development services and supports serving all neighbourhoods**

*Outcome 4.2.1: Increased support for children and families in their own neighbourhood*

*Examples of strategies to achieve this include:*

- Establish a community service Hub in Queensborough
- Establish a community service Hub in the Uptown/Downtown neighbourhood
- Complete community consultations in Sapperton and Connaught Heights neighbourhoods
- Maintain community awareness of the importance of community service/ early childhood Hubs

## RESEARCH

### Goal 5 Children and families of New Westminster are supported by evidence-based research

Research and data has historically guided decision making in the New Westminster ECD Committee.

**Research:** The BC government has articulated a goal of reducing EDI vulnerability to 15% by the year 2015. According to the 2008 EDI collection, only two New Westminster neighbourhoods, Queen's Park and Sapperton, are below the 15% threshold. Policy addressing families' needs for time, resources and community supports are central to reaching this goal. (HELP, 2009).

In 2009 information was collected through the UEY initiative from 199 parents and 217 kindergarten children in New Westminster. Some preliminary results of this data collection show parents' ratings of their neighbourhoods and their levels of social support are low. The children who took part were faring well, but the average score on receptive vocabulary was below the Canadian average for this measure. Average scores on measures of number knowledge and pre-literacy skills were comparable.

The ECD Committee intends to consider the implications of these issues as well as other identified local concerns.

**Previous activities:** The ECD Committee has used research to inform policy and practice to foster healthy early childhood development. A range of strategies have been used to disseminate products and information to the community. Annual review exercises to assist with planning, a commissioned evaluation of previous work, a Visioning/Strategic Planning process and a review of assessment data and local research help create supportive environments for children.

#### Progress highlights include:

- Awarding of UEY Initiative
- Collection of data
  - EDI
  - PIDACS
  - Census
  - Demographics
  - Local expertise
  - Database of ECD resources
- Community Mapping Report
  - Socioeconomic data
  - Community asset data
- UEY Social Marketing Plan
- Community Resources
  - Kids in New West community booklet
  - Website information

#### Objectives

Enhance best practice and ensure appropriate and achievable standards in early childhood development

## **Goal 5 – Children and families of New Westminster are supported by evidence-based research**

### **GOAL 5 OBJECTIVES (5.1)**

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#### **5.1 Enhance best practice and ensure appropriate and achievable standards in early childhood development**

*Outcome 5.1.1: Increased knowledge of best practices for early childhood development*

*Examples of strategies to achieve this include:*

- Identification and assessment of gaps and barriers
- Identification of prospects for interventions

*Outcome 5.1.2: Increased use of research as the basis for resources, decision making, planning, allocation of funding, service delivery, evaluation and community development*

*Examples of strategies to achieve this outcome include:*

- Incorporate research findings into community plans, setting priorities, funding applications, knowledge transfer materials, etc.
- Provide professional development related to early childhood development
- Analyze current processes to streamline information flow and maximize potential for learning
- Strengthen connections between the early learning community and the school district
- Develop connections between kindergarten teachers and early childhood educators

## DEFINITIONS

*The difference between where we are (current status) and where we want to be (vision and goals) is what we do (target objectives and action plans). ([www.nsba.org](http://www.nsba.org))*

Goals - Where we want to be

Objectives – What we hope to achieve

Strategies - Methods to achieve the goals and address the outcomes

Activities – Specific appropriate activities will be developed by the ECD Committee

Outputs – What activities produce – the products or services

Outcomes – What we want to occur – the results

## ACRONYMS

CCRR Child Care Resource and Referral

ECD Early Childhood Development

ECD PAC ECD Parent Advisory Committee (for New Westminster)

EDI Early Development Instrument

HELP Human Early Learning Partnership

HRSDC Human Resources and Skills Development Canada (Federal)

MCFD Ministry of Children and Family Development (Provincial)

PIDACS Parent Instrument and Direct Assessment of Children

SB6 Success By Six funding stream from United Way

SD 40 School District No. 40, New Westminister

UEY Understanding the Early Years

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## APPENDIX A: KEY PARTNERS OF THE ECD COMMITTEE

The ECD Committee benefits from a mutual relationship with key partners, including:

**CD Public Partners:** The Child Development Public Partners focus on the early childhood development needs of the community through the development of four neighbourhood Early Childhood Development Hubs. Members of this committee include representatives from the City of New Westminster, Parks, Culture and Recreation and Social Planning; Fraser Health; the Ministry of Children and Family Development; School District No. 40, New Westminster; and the United Way of the Lower Mainland.

**Early Learning Advisory Committee (ELAC):** Formed in 2007 in recognition of School District No. 40, New Westminster's expanded mandate, the Early Learning Advisory Committee (ELAC) includes representation from the ECD Committee as well as other local agencies and committees working with young children. This committee acts as the advisory body for the future development of early learning projects in the District.

**Literacy Now Committee:** In 2005 Literacy Now was established to address local literacy needs of the entire community. In 2008 and 2009 the ECD Committee worked with School District No. 40, New Westminster and the Literacy Now initiative to develop a Community Literacy Plan.

**Middle Childhood Committee:** Child development does not stop at six. In 2008, to ensure a seamless continuum of services and supports for children and families, United Way spearheaded an initiative to inform middle childhood (children aged 6-12) in the community. It was agreed that the ECD Committee had the structure and governance to house a Middle Childhood Action Team for its first year of existence. In November 2009, the Middle Childhood Committee became a stand-alone committee with close links and common ties to the ECD Committee.

**New Westminster Interagency Council:** The New Westminster Interagency Council has a mission to provide a forum for service providers to join together in making recommendations on the development and delivery of community services in New Westminster.

**Understanding the Early Years (UEY):** In 2007, New Westminster received funding for UEY, a national initiative designed to help members of communities better understand the needs of young children through research and community development. The development of this Strategic Plan, in collaboration with the ECD Committee, is a deliverable of UEY.

**Welcoming and Inclusive Communities:** Welcoming and Inclusive Communities is an initiative developed in partnership between the Ministry of Advanced Education and Labour Market Development, and the Multiculturalism and Inclusive Communities Office of the Ministry of Attorney General. This initiative recognizes that the goals of integration are two-fold: a) a commitment on the part of newcomers to adapt to life in Canada and b) a commitment on the part of Canadians to welcome and adapt to new people and cultures.

## APPENDIX B: CHILDREN IN NEW WESTMINSTER: DEMOGRAPHICS

<b>New Westminster: Census 2001 and 2006</b>		
	<b>2006</b>	<b>2001</b>
<b>Population of New Westminster</b>	58,549	54,656
<b>Children under six</b>	3,520 (5%)	3,310
Under 1	635	610
1 year	620	550
2 years	570	595
3 years	615	555
4 years	470	500
5 years	615	555
6 years	580	550
Connaught Heights	390	475
Downtown - Stewardson	625	610
Queens Park	635	605
Queensborough	485	390
Sapperton	455	450
Uptown	935	780
<b>Couples with children</b>	6,280	5,350*
<b>Number of lone-parent families</b>	2,610	2,350*
<b>Female lone-parent families</b>	2,120	1,895*
<b>Male lone-parent families</b>	490	455*
<b>Families experiencing low income</b>	16%	22%
<b>Aboriginal Population</b>	1, 835 (3%)	1,590 (3%)
<b>Visible Minority Population</b>	1 7,100 (29%)	13,415 (25%)**
South Asian	4,660 (27%)	4,220 (31%)
Chinese	3,770 (22%)	2,610(19%)
Filipino	3,300 (19%)	2,510 (19%)
Black	1, 370 (8%)	1,125 (8%)
Korean	1, 015 (6%)	755 (6%)
Latin American	8 15 (5%)	350 (3%)
West Asian	5 45 (3%)	480 (4%)
Japanese	4 90 (3%)	485 (4%)
Southeast Asian	3 80 (2%)	280 (2%)
Multiple visible minority	3 55 (2%)	280 (2%)
Arab	3 40 (2%)	2,002 (2%)
<b>Languages spoken at home</b>		
English	45,645 (81%)	40,945 (90%***
Panjabi (Punjabi)	1,785 (3%)	1,060 (2%)
Tagalog (Filipino)	995 (2%)	275 (.6%)
Mandarin	980 (2%)	195 (.4%)

Korean	815 (1%)	315 (.7%)
Chinese, not specified	760 (1%)	380 (.8%)
Cantonese	595 (1%)	270 (.6%)
Spanish	485 (.9%)	135 (.3%)
Russian	460 (.8%)	65 (.1%)
Romanian	430 (.8%)	185 (.4%)
<b>% of immigrants ages 0-6</b>	5.9%	4.7%
<b>% of children 0-6 who cannot communicate in English or French</b>	10.2%	8.3%

\*Source: GVRD Policy & Planning Department, 2001 Census Bulletin #4: Family Status. 2001 Census of Canada

\*\*Source: Statistics Canada. Citizenship, Immigration, Birthplace, Generation Status, Ethnic Origin, Visible Minorities and Aboriginal Peoples, 2001 - B.C. (Census Subdivisions) - New Westminster [C] (table), 2001 Census of Population (Provinces, Census Divisions, Municipalities) (database), Using E-STAT (distributor). [http://estat.statcan.gc.ca.ezproxy.lakeheadu.ca/cgi-win/cnsmcgi.exe?Lang=E&EST-Fi=EStat\English\SC\\_RR-eng.htm](http://estat.statcan.gc.ca.ezproxy.lakeheadu.ca/cgi-win/cnsmcgi.exe?Lang=E&EST-Fi=EStat\English\SC_RR-eng.htm) (accessed: February 24, 2010)

\*\*\* Source: Statistics Canada. Census of Population: All Tables, 2001 - B.C. (Census Subdivisions) - New Westminster [C] (table), 2001 Census of Population (Provinces, Census Divisions, Municipalities) (database), Using E-STAT (distributor). [http://estat.statcan.gc.ca.ezproxy.lakeheadu.ca/cgi-win/cnsmcgi.exe?Lang=E&EST-Fi=EStat\English\SC\\_RR-eng.htm](http://estat.statcan.gc.ca.ezproxy.lakeheadu.ca/cgi-win/cnsmcgi.exe?Lang=E&EST-Fi=EStat\English\SC_RR-eng.htm) (accessed: February 23, 2010)

## APPENDIX C: CHILDREN IN NEW WESTMINSTER: LOCAL RESEARCH

### Understanding the Early Years (UEY) Initiative

The Understanding the Early Years (UEY) is a national initiative that gathers community-specific information to provide a profile of families and a glimpse of how young children are doing in New Westminster. Results can inform decision making, committee actions, and allocation of resources.

Research includes:

- The development of kindergarten children (PIDACS)
- Family and community factors that influence child development (PIDACS)
- Teacher's perspectives about kindergarten children (EDI)
- An inventory of local supports for young children and their families
- Local socio-economic characteristics

### Early Developmental Instrument (EDI)

The EDI is a research tool that measures the school readiness of kindergarten children. It is a checklist that kindergarten teachers complete for each child in their class. The EDI measures physical health and well-being, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. EDI data is interpreted at the neighbourhood, community, district and provincial level.

Some findings from the 2008/2009 EDI assessment:

- 24.5 % of children were vulnerable on at least one scale of development
- All five scales have had consistent decreases in vulnerability
- District-wide, the largest proportion of children vulnerable was on the Communication Skills and General Knowledge scale (11%)
- Communication Skills and General Knowledge scale has had the highest vulnerability on all three data collections

*(EDI Community Summary: New Westminster (School District #40) – Fall 2009)*

### Parent Interview and Direct Assessment of Children Survey (PIDACS)

PIDACS examines the relationship between children's development and family and community factors that could influence that development. In 2008, information was collected from 199 parents and 217 kindergarten children using the Parent Interview and Direct Assessment of Children Survey (PIDACS).

The survey interviews the parent or caregiver about their child's development, family, and experiences in the community.

The survey assesses children's receptive or hearing vocabulary, copying and printing skills related to pre-literacy, and number knowledge. The child assessments and parent interview describe children's outcomes in learning, social skills and behaviour, and physical health and well-being.

To date, preliminary findings have been released and are shown below.

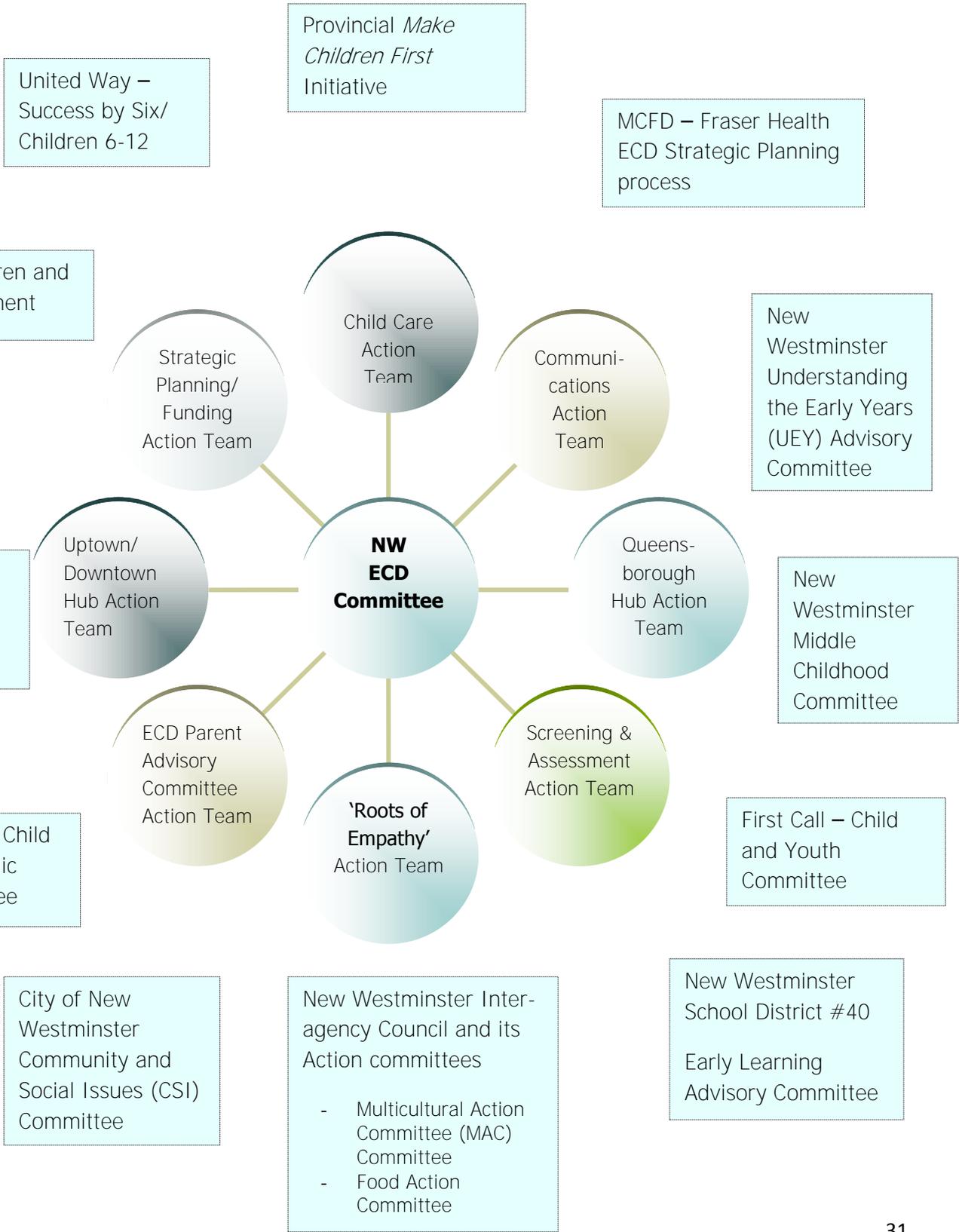
Some preliminary results:

- Parents' ratings of their neighbourhoods and levels of social support below Canadian PIDACS average
  - 66% considered their neighbourhoods to be of high quality
  - 20% considered them to be unsafe
  - 66% of parents felt a high level of social support
- Prevalence of parents with an 'authoritative' parenting style below the Canadian PIDACS average
  - high percentage of families reported poor family functioning
- Most kindergarten children in New Westminster doing well
  - receptive vocabulary score below the Canadian PIDACS average
  - number knowledge and pre-literacy skills scores comparable to the Canadian PIDACS averages
  - prevalence of children with behavioural problems in New Westminster comparable to the Canadian PIDACS average
  - percent of children considered physically aggressive was lower than the Canadian PIDACS average

### New Westminster Community Maps

Maps provide a visual picture of the relationships between community programs and other factors (location of parks, libraries and child care centres, etc.) and socio-economic characteristics such as rates of employment and home ownership. They have been produced in the *Understanding the Early Years New Westminster Community Mapping Report* and are available on [www.kidsnewwest.ca](http://www.kidsnewwest.ca). UHEY New Westminster is funded by the Government of Canada's Understanding the Early Years Initiative. For further information, visit [www.hrsdc.gc.ca](http://www.hrsdc.gc.ca).

# APPENDIX D: ECD COMMITTEE ORGANIZATIONAL CHART



## APPENDIX E: ACTION PLANNING LOGIC MODEL

(Goals)					
(Objectives)	(Outcomes)	(Strategies)	(Inputs)	(Outputs)	(Impacts)
	We want these changes to occur to accomplish our goals:	We will do the following activities:	Resources that will make project operate:	Number and type of products or services generated:	Big picture changes. We know we are reaching our goals if:

Adapted from *Understanding the Early Years: Community Reporting on Results Workshop: Handbook for Community Groups*. HRSDC.