



Abbotsford Early Childhood Committee

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Together We Can Make A



Abbotsford Early Childhood Collaborative Strategic Plan

2008-2011

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INTRODUCTION AND ACKNOWLEDGEMENTS

This strategic plan was completed by many of the Early Childhood providers and partners in Abbotsford, BC over two - day long planning sessions. The following partners had input during the planning process and a total of forty participants attended the first day and thirty two participants attended the second day.

Strategic Planning Providers and Partners

Participant	Organization
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Bob Kay	Fathering Initiative
Cheryl Havens	Hand in Hand
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Gurchuran Dhillon	Abbotsford Community Services
Hilary Russell	Fraser Valley Regional Library
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Jerry Waddell	Child Care Resource & Referral
Lorna Rannie	Fraser Valley Child Development Centre
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Penny Petersen	Family Centre-Abbotsford Community Services
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spent numerous hours ensuring the logistical requirements of the two sessions were managed effectively and efficiently.

Thank you also to Karen McLean and Lorna Rannie from the Fraser Valley Child Development Centre who graciously housed the second day of planning and provided us with lunch as well. In a planning session like this, there is always a great deal of work that has preceded this event and therefore it is also important to thank Lucie Honey-Ray for her Early Years research as well as Martin Bartel for his presentation on the System of Care during day two of our planning session.

I would like to thank all of the passionate and energetic people and

organizations who contributed to this plan. The critical importance of the early years is now well documented and recognized and it is widely acknowledged that early learning and experiences are critical to healthy human development and contribute to healthy, whole communities into the future. All of you play an essential role in making that happen for the adults of tomorrow!

USE OF ACRONYMS

Throughout this document, several acronyms are used repeatedly. This list may prove helpful to the reader:

ACS	Abbotsford Community Services
AECC	Abbotsford Early Childhood Committee
AECCPT	Abbotsford Early Childhood Community Partners Table
AI	Appreciative Inquiry
CACSS	Central Abbotsford Community School Society
CF	Children First
EDI	Early Development Instrument
FHAN	Fraser Health Authority Network
FVII	Fraser Valley Indicators Initiative
MCFD	Ministry of Children and Family Development
SWOT	Strengths, Weaknesses, Opportunities, Threats Analysis
UCFV	University College of the Fraser Valley
UEY	Understanding the Early Years
UWFV	United Way Fraser Valley

PREFACE AND FRAMEWORK

This plan represents a collaborative strategic planning process that involved many of the early childhood providers and partners in Abbotsford, BC. After a bidding process, Team Play Consulting Inc. was chosen as the successful organization and agreed to facilitate the strategic planning session. The framework decided upon for the planning session was based on a hybrid model that captures the best of integral theory and appreciative inquiry. This approach was discussed with and supported by the Abbotsford Early Childhood Committee.

Appreciative Inquiry (AI) is about the search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives “life” to a living system when it is most alive, effective, and constructively capable in economic, ecological, and human terms.

Appreciative Inquiry involves, in a central way, the art and practice of asking questions that strengthen a system’s capacity to apprehend, anticipate, and heighten positive potential.

It centrally supports mobilization of inquiry through the crafting of the “unconditional positive question” involving small groups or hundreds of people. In Appreciative Inquiry, the arduous task of organizational intervention gives way to the speed of imagination and innovation; instead of negation, criticism, and spiraling diagnosis, there is discovery, dreaming, and design.

Appreciative Inquiry seeks, fundamentally, to build a constructive union between a group of people and the entirety of what the group talks about as past and present capacities: achievements, assets, unexplored potentials, innovations, strengths, elevated thoughts, opportunities, benchmarks, high point moments, lived values, traditions, strategic competencies, stories, expressions of wisdom, insights into the deeper corporate spirit or soul-- and visions of valued and possible futures. This includes the need to discover, dream, design and discuss destiny.

Integral Theory and practice offers an opportunity to use a neutral four quadrant framework that is capable of capturing all perspectives and includes individual

experience, collective experience, collective behavior and systems within one overall framework. This model accesses the best of the ideas, knowledge and awareness within the group. It simply says, if you are trying to include all the important possibilities, be sure to include first and second and third-person perspectives, because they are present in all major experiences the world over.

Precisely because Integral is a neutral framework, it can be used to bring more clarity, care, and comprehensiveness to virtually any situation, making success much more likely, whether that success be measured in terms of personal transformation, social change, excellence in business, care for others, or simple happiness in life.

This hybrid offers an appreciative view of the most comprehensive perspective possible. It may sound complex but in actuality it is very simple because all of us have these experiences from moment to moment however we don't often get to talk about them particularly in the context of doing business or planning.

PLANNING PROCESS/METHODOLOGY

This plan is a three year strategic plan that will guide the work of the Abbotsford Early Childhood community until 2011. The collaborative nature of this plan is innovative and exciting it intends to provide overall direction to early childhood across the City of Abbotsford. This plan involved the input and direction of forty stakeholders on the first day of planning and thirty two stakeholders on the second day of planning. Most of these organizations were represented in the two days of planning sessions but some unfortunately did not attend the second session. Feedback has been sought from all parties involved in the planning process during the development and various draft iterations of the plan.

At the request of Abbotsford Early Childhood Committee, the strategic planning process included Strengths, Weaknesses, Opportunities, Threats Analysis because it was a requirement of their planning process. The reader is correct in assuming that this framework does not fit with the previously defined framework and it is important to identify why this process was included. This was a required element of the strategic plan and therefore it has been included in spite of the fact that it is not the best fit for the defined framework. Additionally, it was agreed upon that the current vision, mission and purpose remained relevant in this planning process and participants were asked to indicate their agreement as part of the planning process. The writer recommends that mission, vision and purpose be revisited during the next planning cycle.

This plan also exists in relationship to the existing Abbotsford System of Care for Early Childhood and previous Understanding the Early Years research and numerous other prior contributions.

VISION, MISSION AND PURPOSE

In preparation for the first planning session, all participants were asked to affirm their commitment to the existing vision, mission and purpose of AECC and did so in the pre-planning document.

VISION:

Abbotsford's families and children 0 to 6 are healthy, safe and secure, successful learners, socially engaged and responsible.

MISSION:

The AECC is a catalyst for building family and community capacity in strengthening the health and well being of children.

PURPOSE:

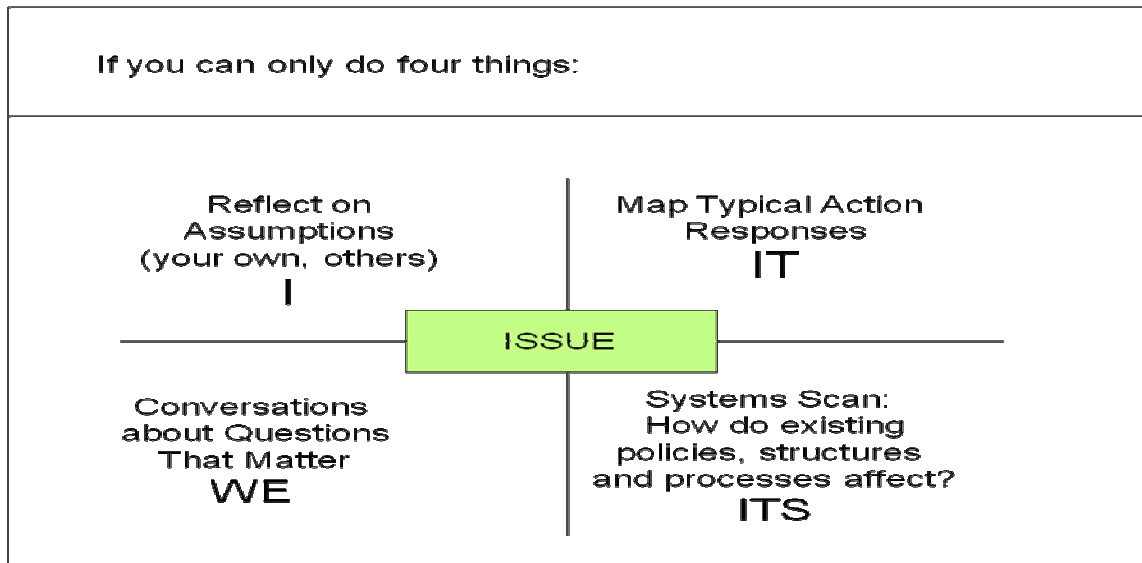
- Promote partnerships and collaboration among community organizations, agencies, individuals, and businesses
- Contribute to the design of a community action plan
- Guide the development of project activities for which funding is received
- Plan, promote, and implement educational and awareness initiatives
- Identify resources - formal and informal
- Provide support for the projects, such as materials, facilities, facilitators, speakers, according to the capacity of the committee
- Provide support and suggestions, and open doors for funding to work towards sustainability
- Participate in the evaluation of the projects and evaluation of individual initiatives

INTEGRAL MAP OF ABBOTSFORD EARLY CHILDHOOD

At the first planning session, participants were asked to answer the following questions to complete the integral mapping process for Early Childhood in Abbotsford.

The following questions are based on the integral map defined below:

Integral Map



Framing the Integral Map for Early Childhood

These questions were answered by participants and subsequently mapped in the following quadrants by all of the participants in the process. The quadrant map extends to two pages because of the volume of responses.

Upper Left Quadrant (I)

- 1) Identify two assumptions or personal contributions you bring to your involvement with Abbotsford early childhood?

Lower Left Quadrant (WE)

- 2) What collective activity would create the greatest opportunity for the changes Abbotsford early childhood supports?

Upper Right Quadrant (IT)

- 3) What behaviors of the planning/action team in the Abbotsford early childhood movement could really leverage learning and participation in the broader community?

Lower Right Quadrant (ITS)

4) What systems would need to be developed or refined for these changes to be sustainable/action oriented?

Collaboration and time
 Community and school connections
 Kids are worth it /Commitment to the kids
 Celebrate child opportunities
 Every child is born with a destiny that we can help them realize and achieve at the season we are involved in their lives
 Children can be taught and equipped to release their gifts and personalities through a varied and multi-sensory approach
 An opportunity to encourage a positive environment
 I am/can be a referral source for other ECE programs and outreach
 Small steps can lead to big changes
 Abbotsford has a strong network of players interested in improving services to young children
 Worked with many barriered youth/adults who didn't access supports like ours
 Passion to include work
 Supporting families as a whole in the form of direct services
 South Asian community
 Well organized and present in day to day work
 Work on a variety of projects to learn/Learn new ideas to share with families
 Ability to support all children and families
 Passion and energy for quality, inclusive ECE programs
 Passion for kids and families
 Dollars will always be limited



Not overlapped funding
 Make the planning system simple and easy to understand
 Eliminate competition for all funding
 Cooperative and collaborative team work
 Focused collaborative and collective directional
 Make programs accessible to all people
 Effective and coordinated meetings
 Information sessions in the broader community to present the available ECE resources and projects
 Commitment to the process while honouring the task
 Consultation and delegation
 Personal significance of what we're doing for all individuals
 Let go of what the end results need to look like (based on what I or we need)
 Working together with respect and for the children with no hidden agenda
 Collaboration vs. Competition
 Plan related to business supports
 System of accountability for date-actionable items in planning

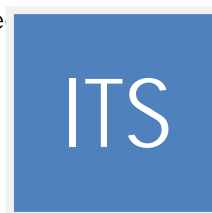


**Integral map of
Abbotsford Early
Childhood**

Planning/implementing/evaluating/celebrating
 Agreement on and implementation of a collaborative inclusive plan
 Pooled resources/Shared resources/ Shared funding/shared knowledge
 Hubs in different parts of Abbotsford for easy accessibility
 Better communication
 Unity city wide—we are here for all Abbotsford families
 Pulling community together
 Team building
 Having AECC formalized
 Strategically identifying priorities/Well designed systemic planning
 Larger networking opportunities
 Shared website for all agencies/programs
 Talk about ethnic background and diversity
 Fundraising/Grants with other non profits/businesses



Action plan, focus, funding, evaluation to sustain programs
 A system to evaluate the proposed changes and their effectiveness, sustainability
 Broader participation of front line staff giving input
 Communities that care or similar planning that involves municipality, agencies, and faith organizations based on data for our community
 Increase collaboration
 Better communication
 All money on the table
 Better relationships/commit to relationship building with broad range of people
 More funding for parent participation/branch out to vulnerable families/more in home support, continue free community wide activities
 Continue collaborative funding strategies with AECC leadership team
 Spirit for/of children
 Build on a common vision creating shared plans and share
 Respectful and inclusive decision making processes



Collaboration is the key
 Knowledge of early learning/literacy
 Passion for kids and families, referrals for S.A. Culture
 Passion, energy, commitment –Family Literacy
 Community awareness
 Belief that all kids deserve fair and accessible opportunities
 Curiosity around how “FHAN” can work with partners to improve services to children with complex developmental and behavioral conditions.
 Children rely on their families to get what they need
 Eye on how we can help one another with goal of win/win for all
 New passion –accessible and inclusive and new playgrounds
 More than 20 years building EARLY CHILDHOOD in Abbotsford
 Referral services
 Assessment of development
 Informing families of services available
 Knowledge of early childhood -research and application of community systems etc.
 Connecting prenatal and young moms 14 children
 Knowledge and enthusiasm
 Education groups in Punjabi
 Energy-dedication-vision
 Vulnerable children are a priority
 Working with young parents and fathers
 Commitment and experience
 Not all stakeholders want to play fair –animosities and damage



Collaborate and focus on present problems and get families
 Working together cooperatively to come to a common goal
 Be where families are in a fun/informative manner
 Needs assessment
 An effective, collaborative/collective decision making approach
 Teamwork
 Theme focused festivals
 Have more visibility and “make it happen” power
 Have more accessible programs
 Leverage community goodwill from AECC community events (sports day etc.)
 Less financial competition



**Integral map of
 Abbotsford Early
 Childhood**

Implement the yearly evaluation/strategic planning session noted in the 2006- 5 year plan
 Creative thinking days- taking time out to dream with each other for the children
 Work together to build relationships
 More opportunities to include children with challenging behaviours/abilities
 Keeping all Abby kids in mind with all contexts
 Overall system of care for children and families
 Newsletters/calendars for children and families in different languages
 Host collaborative partner meetings designed to share strength and build for future
 Bring duplicate programs together or group programs with same focus together



Inclusive of all cultures - simple
 This plan has roots and agreement and is meaningful for all
 Website –one stop for families/community services to search for needed services/supports
 A plan that we all just follow don't just put in a binder
 More action less talk - keep kids the main thing
 Honest commitment to the process
 Good, productive meetings –Read “Death by Meeting”
 Town hall meetings
 Fitting in with big picture
 Collective agreements between all parties included-takes \$ to happen!
 Research component
 AECC leadership team
 Increase outreach
 Input seeking by this team through individual and collective spheres of influence



THEMES ARISING FROM INTEGRAL EARLY CHILDHOOD MAP

Comprehensive and cohesive plan

- Stabilize the current system and decide on forward movement

Ensure stable mandates

Map the continuum of care

Individual accountability for optimal performance in one's own role

Multi-service centre and shared space/plan

- Fleet of buses
- Share the dream
- Neighborhood by neighborhood

Continue sub-committee work because of collaboration and communication

Develop common goals

All partnerships have a common goal

Share resources

Equal treatment without labels

Develop and share collective knowledge

- Leave assumptions behind

Collective accountability and growth

Support from community and organizations to explore new territory and ideas

Create time to build trust and relationships

Policy makers to understand implications of their decisions

- Enhance communication

Keep programs running with qualified staff

- Early childhood pool of staff and training opportunities

THEMATIC PRIORITIES

These priorities were decided upon by the group using a democratic process. Each person was given three dots and asked to vote on their top three priorities. The assumption regarding these themes is that the current System of Care document and UEY Results are embedded in these statements and shall be considered guiding documents in the development of future outcomes.

1. Gather and share resources (funding strategies, map of continuum of care, sharing people and building resources, evaluation and reporting) – 32 Votes
2. Build relationships -14 Votes
3. Plan for early childhood system – 14 Votes
4. Share the Dream (how to implement the plan) – 12 Votes
5. Define collaboration and the process of collaboration – 8 Votes
6. Plan for the Group as a whole – 2 Votes
7. Develop a communication strategy – 1 Vote

The need was also identified to explore the current leadership structure including the relationship with AECC (sub-committees for Indo-Canadian families and ad hoc committees)/leadership team (Ministry of Children and Family Development, Children First, School District #34, United Way Fraser Valley, City of Abbotsford, Fraser Valley Child Development Centre, Fraser Health Authority). The process of establishing terms of reference for the leadership table is well underway and a model for decision making will be presented to AECC in February/March 2008.

SWOT ANALYSIS

Strengths

Passion overwhelm	Increase in arts and creativity for children	Support of community and media
Variety of families	Pool of creative risk takers	Positive attitudes
Free event costs	Children, families and community has a variety of languages and cultures engaged	Community leaders invest in early childhood
AECC committee	Different programs	Diversity of people involved
Amazing research	Interest in events and culture	Resources and funding in good shape
Excellence across programs	Recognition of the early childhood field	Wealth of knowledge
High standards	Support of business and faith communities	Demographic and economic vibrancy
Spirit	Outreach to resources/people (moms)	
Commitment	Rich, strong volunteer database (recognition)	

Weaknesses

Shortage of passionate front line workers

Competing for money

City is not friendly to children

Lack of affordable housing

Affordability

Communication assumptions

Access to public transit

Inability to appreciate what we have

Transportation system

Lack of responsiveness to population explosion

Lack of awareness regarding programs available

Lack of funding resources in all programs

Time

Politics get in the way (hidden agendas)

Language barriers

Lack of accessibility for all children

Fragmentation between secular and non secular in community

Too much complexity in systems

Hungry children

Not a lot of awareness regarding the social needs of children

Not fair and accessible access to services (lottery system)

Opportunities

More money for all	Create the opportunity for a rich, fulfilling life
All children have opportunities to meet their potential	Develop a comprehensive plan that includes community resources (blueprint)
Increased organizational contact	Create a map for families that outlines the continuum of care
Decreased duplication	Make the map available to all families
Understand and maximize resources	Make the map responsive to changing needs
Increase understanding of what we do	Increase understanding of changing demographics and systems
Engage the whole community	Basic social needs/meet others in community to address affordable housing

Threats

Highest percentage of live births are multi-cultural and EDI results continue to decline	52 languages in schools
One time funding	Abbotsford sprawl creates less opportunities for children
Policy changes	Not everyone understands the importance of early childhood
EDI actions are not achieving results and funders may be critical of results	Growth rate diversions
Planning occurs in silos at the municipal and provincial level	Lack of federal recognition of early childhood

Short term project funding across early
childhood

SEVEN STRATEGIC PRIORITIES

Day two of the planning process began by re-visiting the work that had been completed in the previous session and by re-introducing the thematic priorities that had been previously agreed to by participants.

1. Gather and share resources (funding strategies, map of continuum of care, sharing people and building resources, evaluation and reporting) – 32 Votes
2. Build relationships -14 Votes
3. Plan for early childhood system – 14 Votes
4. Share the dream (how to implement the plan) – 12 Votes
5. Define collaboration and the process of collaboration – 8 Votes
6. Plan for the group as a whole – 2 Votes
7. Develop a communication strategy – 1 Vote

The following themes were broken down into outcomes, indicators and the resulting action plan that will guide the work of AECC over the next three years. It was agreed by those present that the first priority was the overarching theme for the plan and the specific action plans did not focus on all of the defined outcomes noted above.

ABBOTSFORD EARLY CHILDHOOD 3 YEAR PLAN

Priority 1:

GATHER AND SHARE RESOURCES AMONG THE BROAD EARLY CHILDHOOD COMMUNITY

Desired Outcomes:

1. Parents report resources are easily accessible
2. Staff report they have the required resources to run effective programs
3. System of hubs enables family access across the Abbotsford community
4. Gaps in funding and structures are identified and corrected
5. The care system offers prevention, promotion and early intervention
6. Funding application processes involve shared work/resources

Indicators:

- No reports of gaps in services
- Parents report they got what they needed in early childhood
- Parents report feeling supported
- Children are not left unattended while parents work
- Assessment strategies would be effective (formative) and results would be used effectively
- Needs are regularly identified by parents

Priority 2:**BUILD RELATIONSHIPS ACROSS THE EARLY CHILDHOOD COMMUNITY****Desired Outcomes:**

1. Early childhood community shares resources and expertise resulting in fewer gaps and more equitable service.
2. Increased sense of community cohesion by families

Indicators:

- Families report an increased sense of belonging indicated by the parent perspective survey.
- An increase in registration occurs in programs, services and events in the early childhood community.

Priority 3:**ABBOTSFORD EARLY CHILDHOOD HAS A FAIR AND SEAMLESS SERVICE DELIVERY SYSTEM****Desired Outcomes:**

1. Every child and family has their needs met via fair (accessible, equitable and seamless) services during early childhood based on the system of care

Indicators:

- Track incidences of sharing resources (i.e. speakers, education, resources)
- Increased satisfaction in collaboration reported by service providers
- To be actively involved , and participating on a consistent basis with the early childhood community
- Increased number of collaborative projects
- Parents report feeling supported and ease of access
- Assessment strategies would be effective (formative) and results would be used effectively
- EDI scores indicate improvement
- Referral sources and gaps are identified
- Community engagement increases
- Children are returned to stable care more quickly
- Familial isolation decreases
- Staff and service provider surveys report increased satisfaction
- Referrals to MCFD for children aged (0-6) are tracked
- All events are coordinated and reported centrally through McMaster
- Community event participation is tracked

Priority 4:

THERE IS AN OVERALL PLAN FOR THE EARLY CHILDHOOD SYSTEM

Desired Outcomes:

1. The community will work from a commonly understood and referenced plan
2. There is a community wide understanding of the vision and planning for early childhood and where the accountability lies

Outcome 1: The community will work from a commonly understood plan for early childhood

Indicators:

- Early childhood programs, services and initiatives are consistent with the plan

- A complete, documented community plan is available that streamlines strategic priorities for this plan and the system of care
- New funding dollars are allocated to identified needs of families and children through AECC
- Service providers align with the part of the plan that relates to the services they provide

Outcome 2: There is a community wide understanding of the vision and planning for early childhood and where the accountability lies.

Indicators:

- The system of care plan is being used and referenced across Abbotsford
- New community partnerships are reported
- Family and service provider surveys indicate increased awareness
- The plan is available in a simple, accessible format to the community (translated to other commonly used languages in the community)

Priority 5:

COMMUNICATING THE EARLY CHILDHOOD PLAN

Desired Outcome:

Increase the awareness of the entire community of the importance of the early years and the services that support them.

Indicators:

- There is increased family participation in programs
- There is increased involvement of the entire community
- There is an increased level of investment and advocacy across all sectors on behalf of children (0-6) and their families.

Following the presentation of the plan it was decided by AECC to incorporate the next steps identified in the Abbotsford System of Care for Early Development into the Terms of Reference for AECC and AECCPT. It was also suggested that the relevant goals identified in the document be added to this action plan to ensure continuity between the two documents. They are included and

identified in the action plan in pertinent sections or stand alone where necessary.

ACTION PLAN

Priority Area 1	Desired Outcome	Action Required	Who's Responsible	Timeline
GATHER AND SHARE RESOURCES AMONG THE BROAD EARLY CHILDHOOD COMMUNITY	<i>Staff report they have the required resources to run effective programs</i>	Service providers provide updates at monthly meetings	AECC	Monthly to 2011
		Increase use of Success by 6 web page	AECC	June 2008
		Invite speakers on educational topics	*AECC staff	Annually to 2010
		Establish early childhood staffing pool of criminal record checked individuals	*AECC ACS CACSS Hand in Hand	September 2008

*Identifies leadership and accountability role in action plan

Priority Area 2	Desired Outcome	Action Required	Who's Responsible	Timeline
BUILD RELATIONSHIPS ACROSS THE EARLY CHILDHOOD COMMUNITY	<i>Increased sense of community reported by families</i>	Plan one event per month for families.	*AECCPT Agencies to support as possible	February 2008
	<i>Early childhood community shares resources and expertise resulting in fewer gaps and more equitable service.</i>	Track individual program activities	Agency representatives	April 2009, 2010, 2011 Annual report of AECC
		Complete parent perspective survey	AECC (funding required)	January 2010
		Research and measure parent's sense of community (include neighbourhood schools)	UCFV *AECC FVII	June 2009
		Map results of the aforementioned research	UCFV *AECC FVII	June 2009

*Identifies leadership and accountability role in action plan

Priority Area 3	Desired Outcomes	Action Required	Who's Responsible	Timeline
ABBOTSFORD EARLY CHILDHOOD HAS A FAIR AND SEAMLESS SERVICE DELIVERY SYSTEM	<i>Every child and family has their needs met via seamless services</i>	Evaluate EDI results from 2009	*AECC Clyde Hertzman results *School District #34	November 2009, 2011

*Identifies leadership and accountability role in action plan

Priority Area 4	Desired Outcomes	Action Required	Who's Responsible	Timeline
THERE IS AN OVERALL PLAN FOR THE EARLY CHILDHOOD SYSTEM	<i>The community will work from a commonly understood and referenced plan.</i>	Adopt Burnaby/Tri-Cities structure as AECC structure (Currently under review)	AECCT *AECC	March 2008
		Update inventory of current system	All Agencies Volunteer/Student *AECC	October 2008
		Identify priorities for development and sustainability across the community	All Agencies *AECC	September 2010

		Complete environmental scan and needs assessment (based on researched early childhood best practices)	Committee of AECC	January 2009
		Scan/Review of training and education (early childhood)	UCFV -Network for Child and Family Development	January 2009

*Identifies leadership and accountability role in action plan

Priority Area 4 (Continued)	Desired Outcomes	Action Required	Who's Responsible	Timeline
THERE IS AN OVERALL PLAN FOR THE EARLY CHILDHOOD SYSTEM	<i>There is a community wide understanding of the vision and planning for early childhood and where the accountability lies</i>	Create one stop shopping websites (between all agencies)- Incorporate results of environmental scan	AECC	June 2008
MECHANISMS FOR MONITORING AND EVALUATION (System of Care)	<i>Maintain a regular operational planning cycle based on the strategic plan</i>	Annual Operational Planning Meeting	AECCPT	September 2008

MECHANISMS FOR MONITORING AND EVALUATION (System of Care)	<i>Implement an evaluative process to champion both the system of care and outcomes defined in the strategic plan</i>	Construct an evaluation sub-committee to: <ul style="list-style-type: none"> • Evaluate outcomes • Work on short and mid terms goals • Develop evaluation methods and tools • Identify benchmarks and success indicators • Collect and disseminate information • Update the community on results 	AECCPT	October 2008
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*Identifies leadership and accountability role in action plan

*Identifies leadership and accountability role in action plan

Priority Area 5	Desired Outcomes	Action Required	Who's Responsible	Timeline
COMMUNICATING THE EARLY CHILDHOOD PLAN	<i>Increase the awareness of the entire community of the importance of the early years and the services that support them</i>	Develop a strategic communication plan about early childhood for media and City of Abbotsford	AECC	April 2008
		Incorporate fact sharing tips into media articles – consider social marketing and development of a consistent communication message	AECC	Monthly beginning in September 2008
SYSTEM OF CARE	<i>Distribute a one page "community friendly" flyer describing the system of care</i>	Develop a reader friendly one page document for distribution	AECC	December 2008

SYSTEM OF CARE	<i>Communicate and disseminate media information about the system of care</i>	Arrange a press release or newspaper article	AECC	October 2008
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ABBOTSFORD'S SYSTEM OF CARE FOR EARLY CHILDHOOD DEVELOPMENT OUTCOMES

Priority Area One	Desired Outcomes	Action Required	Who's Responsible	Timeline
Shared Mission	Develop and implement a mission that incorporates the system of care	Collaborative Strategic Planning Session	*AECC	2011
Use and promote community values and best practices	Identify, collate and work from best practices across the community	Contract with Researcher to compile literature required	Based on funds available *AECC	September 2008
Collect and promote best practices	Collect and promote best practices and advocate for their use between sectors	Collaborative community meetings	*AECC	Ongoing from completion date of research

MONITORING AND REVIEW

All of the parties collaborating in the development of this plan have a role in ensuring its success and are accountable for the results generated. Key questions for all organizations involved in this process should include:

1. *How will the collaborative strategic plan affect my organization's strategic plan?*
2. *What will I do to incorporate this strategic plan into everyday business in my organization?*

Numerous strategic planning processes fail for many reasons so please note the following common pitfalls:

Motivation and Personal Ownership

More effort is needed to help people understand how getting behind the outcomes in strategic planning can support their personal goals. There must be some kind of desire or necessity to implement the plan. You must have some kind of image of the outcome. The message here is that you -- personally -- must desire the outcome. Typically initiatives fail because the people responsible for implementing it are not convinced of its value.

Communications

Focus on clear and concise communications among and between team members/organizations regarding implementation of the plan. Often, expectations and opinions are not shared openly, thoroughly, and effectively.

No Plan Behind the Idea

A strategy document almost NEVER actually states what is to be done from day to day and does not offer ways for organizations to track their actual progress. Most strategies stop at the 'conceptual stage' rather than actually offering SPECIFIC tasks to be done. "Ideas are easier to talk about than put into action."

Passive Management

This is characterized by assuming that things will run themselves after getting them started. Instead, strategic planning implementation is more like keeping plates spinning atop a number of pointed sticks. If we don't put forth a regular

effort to keep them spinning, the plates will fall down and the sticks may end up in uncomfortable places.

Collaborative Leadership

We are all called to lead from wherever we are, even if we're not at the top. Not all management teams are blessed with skilled leaders and not all leaders are managers so we all have to make a contribution to ensure the plan comes to fruition.

RECOMMENDATIONS/NEXT STEPS

It is recommended that:

- AECC strike a small sub-committee to oversee implementation and follow up of the plan to ensure its success.
- AECC strike an evaluation sub-committee or involve the leadership team and consider using an evaluative framework to guide the plans progress and to re-chart direction as needed.
- AECC send a member to attend the Fraser Valley Indicators project to ensure early childhood has a voice at the table.
- Create a formal linkage with the Clearbrook Neighbourhood Association development process.
- Explore the following website for evaluative outcome mapping tools http://www.idrc.ca/en/ev-26586-201-1-DO_TOPIC.html