

Opening Doors In Abbotsford



For Children 0 to 6 and their Families



OPENING DOORS
In Abbotsford
For Children 0 to 6 and their families

A Discussion Paper

Prepared by Lucie Honey-Ray
For the Abbotsford Early Childhood Committee
Abbotsford, BC, Canada

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Section One – Opening the Door

Background Information

The idea for a two-day retreat originated from the Implementation Committee of the Make Children First Initiative (MCFI) in the Upper Eastern Fraser Valley. Aware that the provincial government is in the midst of redefining priorities and reconfiguring how services will be provided to young children and their families in British Columbia, the Implementation Committee felt compelled to prepare a discussion paper that would inform and influence the ministries' transition and future funding decisions.

The retreat included the communities of Abbotsford, Mission, Chilliwack, Boston Bar, Hope, Agassiz-Harrison and First Nations. This report concentrates on the community of Abbotsford and for that purpose the majority of the information on other communities has been omitted. Please refer to Appendix A – Community Contact to obtain information on other communities.

The retreat provided an opportunity for early childhood communities to further develop a process to identify strengths, gaps, opportunities for innovation, and their current delivery systems. The retreat was the catalyst that brought together early childhood specialists from the Fraser Valley to provide the direction and basis of this report, and the retreat's immediate outcome.

At the time of the retreat, Abbotsford was not a Make Children First site and therefore we are extremely grateful for the opportunity to participate. We also offer thanks to Human Resource Development Canada, Applied Research Branch, and the Understanding the Early Years Research project for funding the attendance of members at the retreat. Without either of these partners and the dedication of the Abbotsford Early Childhood Committee members, this document would not exist.

The ultimate goal for the retreat was to create an integrated, comprehensive, community system of care for children 0 to 6 and their families... across ministries...across agencies...across communities.

Retreat Partners

The retreat partners, Make Children First Initiative, Understanding the Early Years, and Mission, brought together over 60 participants with more than 40 years of knowledge and experience in the field of Early Childhood Development. A total of 138 individuals representing a variety of services and programs for children 0 to 6 were invited to attend.

The Make Children First Initiative has facilitated the engagement of communities in the Upper Eastern Fraser Valley to increase their capacities to meet the needs of children 0 to 6 and their families. Understanding the Early Years has accumulated much needed research data in Abbotsford and is currently in the process of taking this information from numbers to action. In Mission, a grassroots organization has successfully created partnerships in early childhood development resulting in the opening of the Mission Family Centre. Groups of dedicated volunteers and community stakeholders have come together and produced measurable outcomes over the past 2 years.

What follows is a brief introduction to each of the retreat partners as well as a list of organizations represented for Abbotsford. A list of participants for the other communities can be obtained by contacting community representatives – refer to Appendix A.

Make Children First Initiative (MCFI)

The vision of the Make Children First Initiative in the Upper Eastern Fraser Valley is:
“A shared vision where children come first”

Make Children First’s mandate is to develop a comprehensive and coordinated Service Delivery Plan for effective and efficient service and support for children (0 to six years) and their families, in the Eastern Upper Fraser Valley. Make Children First consists of the following communities: Chilliwack, Aboriginal, Agassiz-Harrison, Boston Bar, Hope. The Implementation Committee has been hard at work for 2 years and the initiative is funded by the Ministry of Children and Family Development. The Eastern Upper Fraser Valley was one of the 3 original learning sites.

Understanding the Early Years (UEY)

The Understanding the Early Years (UEY) Research and Development Project is a multi-faceted initiative which provides an opportunity to better understand how our children, 0 to 6, are developing, and how the community can better focus its resources to support the development of children in their early years in Abbotsford. The project is guided by the Abbotsford Early Childhood Committee, hosted by the United Way of the Fraser Valley in partnership with Abbotsford School District 34 and, is part of a national initiative funded by Human Resources Development Canada, and developed by its Applied Research Branch (ARB).

Representatives of Abbotsford

Understanding the Early Years
Child Care Resource and Referral
Fraser Valley Child Development Centre
Family Centre (2)
New Beginnings
United Way of the Fraser Valley
Public Health
Reading Rascals – John Maclure Community School
Indo Canadian Community
Young parent – ECD student
John Maclure Community School

Mission

The community of Mission was well represented and is now in the process of establishing a 0 to 6 committee to build on the work from the retreat. They are committed to engaging their community in creating sustainable systems to enhance the support and services available for young children and their families.

The information contained in this document provides an opportunity for Early Childhood Development communities to share the results of their dedication and hard work at the retreat, within the context of communities and as a region. The objective is that this information will

provide an increased understanding of how, through collaboration, we **can** work together to enhance the lives of children 0 to 6 and their families.

Introduction

The purpose of this report is to (1) inform and influence the planning process and future funding decisions from governments and other funding partners and (2) encourage the broader community to engage in activities that will enhance the lives of children 0 to 6 and their families. The document consists of the following sections:

- ⊙ Opening the Door – includes the background information, the retreat partners, this introduction and establishes common terminology;
- ⊙ Open Doors – contains a brief review of Early Childhood Development as we currently know it, and an introduction to Community Systems of Care;
- ⊙ Opening More Doors – where you will find an introduction to the function grids, the community function grids and an analysis for the community of Abbotsford; and
- ⊙ Keeping the Doors Open – introduces Abbotsford’s capacity research.

The information in this report is the immediate outcome of the retreat activities and the result of many additional hours of research to complete the capacity section. Participants expressed concern that the discussion paper may be viewed as a “finished product”; they wish to inform readers that this document is a “living document”. Each community is working to continue to identify programs, services and supports for children 0 to 6 and their families. Under no circumstances should omissions be considered as intentional...they are discourses that have not yet taken place!

Common Terminology

Opening doors for further discourse requires the establishment of meanings attached to terminology. This section provides a reference to terms and language commonly used in this discussion paper. A common language serves to inform and promote increased understanding and communications.

Collaboration

“Collaboration is the process by which several groups or organizations make a formal, sustained commitment to work together to accomplish a common mission. Collaboration requires a commitment to participate in shared decision-making, and allocation of resources related to activities responding to mutually identified needs.”

Source: The Community Collaboration Manual 1991

Collaborative Process

Comprehensive collaborative community systems are designed through process. Collaborative processes include bringing together the stakeholders, pinpointing the needs and strengths of children 0 to 6 and their families in communities, choosing missions, setting goals and structuring the process to facilitate team work, supporting collaboration, and evaluating efforts.

Source: S. Reinsel, M. Kirkwood & J. Kyle; 1997

Community System of Care

“A Community System of Care is the organization of public and private service components within the community into a comprehensive and interconnected network in order to accomplish better outcomes for a defined population.”

Source: Best Practice Briefs, No. 9; 1998-1999

Community Capacity Building

“Community capacity building means developing a community’s ability to cope with change, to grow and to thrive. It means increasing community resiliency and stability through development of human resources, financial resources, leadership and social infrastructure.”

Source: Province of British Columbia, Ministry of Community Development, Cooperative and Volunteers; 2000

Family Centered

Family centered includes anything that is family allied and family focused. “Proponents of family centered models view professionals as instruments of families, and intervene in ways that are individualized, flexible and responsible, and support and strengthen family functioning.”

“...families are seen as the agents of professionals, and are enlisted to implement interventions that professionals deem important and necessary for optimal child and family functioning.”

Source: Dunst, Trivetter & Thompson; 1990

Formal, Semi Formal and Informal Support

Formal supports can be characterized by their structure: they include schools, health agencies, protective agencies, and private corporations and businesses that provide essential services and employment opportunities. Semi Formal supports have less structure and are more flexible and responsive to the needs and input of participants: they include cooperatives, churches and recreational groups. Informal support systems do not have defined structure but involve functional exchanges between individuals based on needs, interests, and desires: they include friends, neighbours, and relatives.

Universal Programs and Services

Universal programs and services refer to any program or service which is available to all families and children, regardless of age, gender, ethnicity, and socio economic status. It also means the program or service has no criteria for eligibility.

Section Two – Open Doors

Review of Early Childhood Development

Since the year 2000 Early Childhood Development has emerged as an area of focus at both the government and community level. In the new millennium the Government of Canada introduced the National Children's Agenda. This document states that "an investment in an early childhood development strategy is an investment in the social vitality and economic growth of a nation."

Children are our future...the development of a system that is responsive to the diverse needs of the entire population of children 0 to 6 and their families is vital. In order to successfully support the development of every child and each family, systems need to be expanded, become more efficient and be fully integrated. The ultimate goal is that children 0 to 6 and their families will experience these supports and services as a user-friendly, family-centered and seamless community system of care – one that children and their families can access and move in, through, and out of, as their needs evolve and change. Creating such a community system of care for early childhood development will be a major challenge and one that communities cannot undertake without full collaboration of stakeholders (all levels of government, service providers, business, and community). Building the capacity of communities to more effectively meet the needs of children 0 to 6 and their families requires creativity, commitment and resources.

Governments have only just begun to consider the impact of development in the early years (0 to 6). In June 2000, the federal, provincial and territorial governments committed to working with neighbours and communities to create a National Children's Agenda. At the First Ministers' Meeting in September 2000, an Early Childhood Development Agreement was created and the following was recorded in a communiqué on the topic of early childhood development: "First Ministers therefore agree to work together so that young children can fulfill their potential to be healthy, safe and secure, ready to learn and socially engaged and responsible. In support of this common goal, governments will improve and expand early childhood development programs and services over time. Governments will work with families and communities to help meet the needs of young children and their families." The good intentions of Canada's National Children's Agenda and the federal, provincial, and territorial Early Childhood Development Agreement are only words on paper unless they are sustained by a financial commitment to the healthy growth, development and well being of young children and families.

Meanwhile, groups of parents, service providers, agencies, and caregivers have banded together to increase the awareness of early childhood development in their communities. Through various initiatives such as MCFI, UEY, and grassroots groups in Mission, the Upper Fraser Valley has worked hard to bring Early Childhood Development to the forefront. Much has been completed at the community level. Every community in the Upper Fraser Valley possesses current research and most have an inventory of programs and services for children 0 to 6 and their families. These elements come together as parts of a foundation that will assist in the creation of a framework for community systems of care for early childhood development. Adding to this foundation is the vast amount of recent research in the field of Early Childhood Development.

Recent research demonstrates that an investment in early childhood development reduces future public spending costs in social assistance, health care, criminal justice, special education, and child protection. In the 1990's, research about brain development revealed that failure to

provide optimum conditions for a child's development during the early years makes the developing brain physically different from the brain of a child who has experienced loving care, positive social interaction, and opportunities to play. Early childhood experiences have lifelong effects. The findings of the National Longitudinal Study of Children and Youth in Canada provide evidence that relationships and activities within the family environment are the strongest determinants of child outcomes. The same study reports that maternal education, parental mental health, and parenting styles are factors of particular importance. Parents and family life are the primary influences on early childhood development.

Surprisingly, research also provides evidence that vulnerability, in terms of early childhood outcomes, is spread across socio-economic gradients. While children living in poverty show greater risk of developmental vulnerability, there are more children living in middle class who demonstrate vulnerability. Positive parenting skills, a cohesive family environment, and parents in good mental health are factors that have been known to outweigh the negative effects of poverty. Without a universal approach, targeting services based on risk factors will leave many children and families with identified vulnerabilities with inadequate support.

A community system of care for early childhood development is required to meet the needs of children and parents. Programs and supports must be organized in an integrated way so that children and families experience seamless, comprehensive services. "Communities, businesses, non-profit organizations, professional networks, associations, volunteers and governments also make key contributions to the well-being of children" (Government of Canada, New Federal Investments to accompany the Agreements on Health Renewal and Early Childhood Development). ***"It takes a community to raise a child"***. The community not only provides the context for family functioning and child rearing, it also makes an important contribution to the well being of children 0 to 6 and their families through formal, semi-formal and informal support systems.

Factors such as safety, social cohesion, inclusion, and engagement are community driven. In the BC Early Childhood Development Action Plan, Clyde Hertzman reports that "effective parenting means creating environments for children that have these characteristics. Family stability, close and supportive relationships, and a sense of personal security are protective factors in the lives of children. But parents cannot do it alone. Economic security and workplace flexibility are essential supports for parents. Neighbourhoods that are safe and caring of children, and the quality, accessibility, and affordability of child care and development programs show that they have positive paybacks and that these can endure a lifetime."

Taking a community approach to service planning and integration encourages service providers and community members to take responsibility for strengthening the fabric of their own community. By asking themselves what kind of environment their community provides for children 0 to 6 and their families, and how services may be used to positively influence the quality of life, communities have started the process of taking ownership. Research has also confirmed that young children and families are healthiest and most resilient when actively connected to and positively engaged in their local community and that in turn, communities which mobilize around the needs of young children and families, see an improved quality of life for all citizens.

Investing in the healthy growth and development of children 0 to 6 is an investment in the social and economic health of our communities. Communities need social infrastructure and support to succeed, not to mention the help of government and intermediary voluntary-sector organizations. The time has come to show our investment in young children and their families.

Community Systems of Care

A review of materials on systems of care demonstrates that the foundation to such systems rests on collaborative efforts. This foundational characteristic of systems of care proves to be one of the most difficult to attain. In their paper *Working Together: Maximizing the Impact of Community Services*, Ginsler and Associates Inc. reviewed literature on collaboration in community-based service delivery. They reviewed over 250 documents for their analysis, and although very little has been written about Canadian experiences, they conclude that most Canadian examples operate at the coordination and cooperation levels.

The most evident difference between coordination, cooperation and collaboration rests on shared decision making and responsibilities. The *Community Collaboration Manual*, published in 1991 by the National Assembly of National Voluntary Health and Social Welfare Organizations offers the following definitions:

Cooperation is characterized by informal relationships that exist without any commonly defined mission, structure or planning effort. Information is shared as needed, and authority is retained by each organization so there is virtually no risk. Resources are separate as are rewards.

Coordination is characterized by more formal relationships and understanding of compatible missions. Some planning and division of roles are required, and communication channels are established. Authority still rests with the individual organizations, but there is some increased risk to all participants. Resources are available to participants and rewards are mutually acknowledged.

Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards.

Community systems of care operate from the philosophy that collaboration makes for collective responsibility. Ginsler provides a list of factors that influence the success of collaborative efforts. Based on the number of times a factor was found to be important, the top two are respect, understanding/trust, followed closely by a cross-section of membership present, open and frequent communications, and sufficient funds. The combination of our existing funding system and models of service delivery created an environment where collaboration has not been encouraged. In addition, collaboration becomes even more difficult to reach in stressful and uncertain times.

For years, the Provincial and Federal governments have funded programs and services based on client numbers, budgets, and current needs, creating a competitive system where service providers are continuously concerned about the potential loss of funding. It is in times of major cutbacks that the resiliency of a community is directly related to its investment in human social capital and the success of its collaborative efforts. Where a significant amount of collaboration exists, traditional attitudes towards funding are overcome and the dollars that are available are used collectively.

Community systems of care serve to enhance the capacities of communities by using resources in creative ways. They represent the application of systems thinking to human services looking for the interrelationships and patterns of interconnectedness. Taking a community approach to

service planning and integration encourages providers and community members to take responsibility for strengthening the fabric of their own community. By asking themselves what kind of place their community is for young children and families, and how services may be used to positively influence the quality of life there, unique community systems of care can be developed.

According to the *Best Practices Briefs* from Michigan State University, community systems of care will vary from community to community but will always include the following:

- ❑ A common vision
- ❑ Anticipated outcomes
- ❑ Statements of shared values and guiding principles as a basis for service delivery
- ❑ A process of fact-finding to formulate an action plan that will result in modified procedures, common forms, provisions for feedback and assessment, and the sharing of resources.

By focusing on a system rather than individual services and programs, community systems of care organize public and private components into a comprehensive and integrated network to accomplish better outcomes for the population they serve.

The retreat participants began the process of creating such a system for children 0 to 6 and their families. The following section introduces the function grids created at the retreat and the process undertaken to achieve these.

Section Three – Opening More Doors

Introduction to Function Grids

The retreat participants began their journey by reviewing the four goals of the National Children's Agenda, the four areas of focus for the BC Action Plan and the areas of focus as found in First Call's Basket of Early Development document. The purpose of this exercise was to choose 4 areas of focus for which function grids would be developed. The following four areas of focus were identified by the group: childhood learning and learning opportunities; strengthening parenting and family support; healthy pregnancy and healthy childhood; and safe and caring communities. The four areas of focus chosen reflect the National Children's Agenda goals.

The retreat participants were then asked to describe what communities do to support children and families in relation to these four areas of focus. They were asked to think in terms of functional descriptions of activities; to think in roles rather than services and programs. After years of being conditioned to think in programs and services, this exercise required participants to 'change their minds' and begin to think in terms of systems. By identifying functions for the areas of focus, in relation to children 0 to 6 and their families, the participants set off to discover a new way to look at things. In essence, thinking in terms of services and programs, this task could have been completed in a short period of time. Service providers have been seasoned to think in terms of services, programs, and budgets. It took some time before the participants were able to wrap their minds around this new way of thinking about systems for children 0 to 6 and their families.

A function grid was created for each area of focus for a total of 34 functions. It took a little over half a day to identify and construct the grids. The following are the areas of focus and their corresponding functions.

Area of focus: childhood learning and learning opportunities

- Functions:
 - Access to learning, literacy, care and play
 - Opportunities for growth and development in the following areas:
 - Social, cultural, cognitive, spiritual, emotional & physical

Area of focus: strengthening parenting and family support

- Functions:
 - Resources for child care professionals and providers
 - Resources for parents and families
 - Networking – promote cooperation and collaboration of services and agencies
 - Developing positive parenting skills
 - Prevention
 - Support for mothers
 - Support for fathers
 - Support for families
 - Support for children
 - Support for caregivers
 - Support for practitioners

Area of focus: healthy pregnancy and healthy childhood

- Functions:
 - Promotion of health
 - Food and nutrition
 - Support and access to appropriate health care
 - Safeguard and improve health of child
 - Child development support
 - Reaching out
 - System of early identification and intervention of vulnerability and risk
 - Access to preventative services
 - Improve birth/pregnancy outcomes
 - Support and intervention directed at pregnant women
 - Support and intervention directed at children and their families
 - Attachment for all children

Area of focus: safe and caring communities

- Functions:
 - Referrals to appropriate services
 - Instrumental support for families
 - Inclusive family-friendly communities
 - Community development, advocacy, education and planning
 - Promotion of safety
 - Intergenerational and cross-cultural involvement
 - Family security
 - Develop child and family-friendly places that honour diversity
 - Build supportive networks amongst children

The participants were then asked to insert their communities' services and programs in the appropriate function grids while identifying their funders. This activity took the balance of the first day to complete. On the second day of the retreat, communities introduced the balance of participants to their function grids. This exercise revealed varying and unique characteristics of the communities within the Upper Fraser Region. The Abbotsford function grids are enclosed for your perusal as well as an executive summary to highlight our discoveries and what makes Abbotsford unique as a community.

All of the communities have engaged in formal processes since the retreat to continue to build on the function grids. The level of awareness about what is needed for children 0 to 6 and their families is growing along with momentum in the communities.

In keeping with this discussion papers 'living document' approach, we welcome information that we may not be aware of on services and programs for children 0 to 6 and their families.

Abbotsford Function Grid Analysis

This section provides an overview, from an Early Childhood Development perspective, of Abbotsford in relation to children 0 to 6 and their families. It is hoped that this document will serve to mobilize the community and influence future funding decisions around the needs of children 0 to 6 and their families in our community. The summary is divided into three sections: statistical data and demographics, grid analysis, and the potential for innovation.

The first section provides a sampling of statistical data and demographics in order to provide the setting and establish common understanding. The second section seeks to highlight the strengths and weaknesses of the community in meeting the functions as established in the grids. The grids have been analysed and dissected to identify patterns in funding and the community's ability to meet the functions required to provide for the well-being of children 0 to 6 and their families. The third and final section, introduces the potential for innovative partnerships to enhance Abbotsford's ability to better meet the needs of children 0 to 6 and their families.

According to the 2001 census data, Abbotsford has a total population of 115,465. A special run for children 0 to 6, taken from the 1996 census data, showed 10.8% of the population consists of children 0 to 6. Using the 2001 Census population and the 1996 percentage, Abbotsford would have a population of 12,470 children 0 to 6. The number of young children in Abbotsford represents approximately half of the children in the Fraser Valley area. The 2001 Census also revealed that the city's multicultural population is the third largest in Canada, posing unique challenges in the domain of language and cognitive development. The 2001 Census indicates an average household income of \$48,319 just slightly below the provincial average. Abbotsford has experienced substantial growth in population due to affordability of homes.

Abbotsford meets all 34 functions contained in the grids. One of the communities' strengths is the quality of its programs and the dedication and commitment of service providers to do whatever it takes to better meet the needs of children and families. Abbotsford Community Services through its many programs meets all 34 functions. Family Centre meets 21 of the functions. This is of concern when all of their programs run at, or over, capacity and most have waiting lists. The New Beginnings and the Child Care Resource and Referral programs, jointly funded by the School District and Community Services, meet 22 of the 34 functions. John Maclure Community School, the only official Community School in Abbotsford, meets 13 of the 34 functions. ***Many of these programs are currently at risk of losing funding from one source or another.***

Following are some of the patterns identified in the Abbotsford grids:

- ❑ 34 of 34 functions are met by Abbotsford Community Services
- ❑ 21 of 34 functions are met by Family Centre and its programs
- ❑ 22 of 34 functions are met by New Beginnings and the Child Care Resource and Referral programs
- ❑ 13 of 34 functions are met by John Maclure Community School
- ❑ Funding patterns:
 - High prevalence of provincial and federal funding
 - Ministry of Children and Family Development provides funding for 25 of the 34 functions
 - Health Canada and the Fraser Health Authority provide funding for 26 of 34 functions

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- Abbotsford programs receive donations, in kind services and goods, and faith ministry contributions for 24 of 34 functions
- 10 of 34 functions are met through fee for service programs
- Not unlike other communities Abbotsford has an overwhelming potential for loss of programs and services

The diverse funding streams for many of the functions provide programs some flexibility in meeting the needs of children and their families. It is this same diversity in funding which creates increased vulnerability for program losses – even more at risk are programs receiving multiple funding sources. There is the continued issue of no funding for administrative requirements. The recent volatility created by the transitions of several ministries combined with the increases in unknowns has left organizations wondering how they will sustain their community responsiveness to continue to have a positive impact on child outcomes.

Another prevalent trend identified in the function grids is the locality of programs and services combined with limited public transportation and the potential for multitudes of barriers for the most vulnerable children and families. Although the 2001 Census data has not been studied, the 1996 Census points to high numbers of lone parent families living below the poverty line. Adding to this concern is the high number of fee for service programs in Abbotsford.

The overall result of this analysis would demonstrate that Abbotsford's children 0 to 6 are covered within the 34 function system of care. Just how many of the estimated 12,470 receive services is yet to be determined? Through further discussion Abbotsford providers discovered that most programs operate with wait lists and/or over their maximum capacities. It is evident that with approximately half of the population of children 0 to 6 in the Fraser Valley, Abbotsford has far too few programs, supports, and services. Hence the desire to expand the research to demonstrate what is felt to be a relatively "poor" capacity to meet the needs of Abbotsford's children 0 to 6 and their families.

Function Grids follow – if you have any questions or require further clarification please feel free to contact us.



AREAS OF FOCUS – FUNCTION GRIDS

ABBOTSFORD

AREA OF FOCUS: CHILDHOOD LEARNING AND LEARNING OPPORTUNITIES

FUNCTIONS	Access to learning, literacy, care & play	Opportunities for growth & development in the following areas: social, cultural, cognitive, spiritual, emotional & physical
FUNDERS & RESOURCES		
Other	Reading Rascals – John Maclure Community School Mother Goose – John Maclure Community School	Intergenerational – John Maclure Community School
School District #34	ABC 123 New Beginnings	Envision Success program Jackson Elementary
Ministry of Human Resources		Family Day care Licensed group child care
Ministry of Children and Family Development	New Beginnings Infant Development Program	Infant Development Program New Beginnings
Health Canada		Family Centre
Human Resource Development Canada	Computer Access Program – John Maclure Community School	

Fraser Valley Region	Preschool story time in Library	Community Picnic July 1 parade Agrifair Berry Festival Abby Arts MSA Museum Parks and playgrounds
Ministry of Advanced Education	Adult literacy & volunteer training Volunteer learning – John Maclure Community School Adult learning centre – John Maclure Community School	
Fee for service		Licensed preschools Family day care City wide recreational activities Parks & Recreation – Baby Sign Language Parks & Recreation – Tots Hockey Parks & Recreation – Tiny Tot Skate Parks & Recreation – Free Trial Swim Lessons Parks & Recreation - Swimming
Donations	Roots of Empathy	
Fraser Health Authority	Speech – public health	Public Health - speech
Foundations	ABC 123	
Gaming		Kinsmen water park
In kind	ABC 123 Health Unit provides free space for Moms & tots play groups	ABC 123

Faith community	Dashmesh Punjabi School	Christmas Tree Lighting Community Christmas Party – Family Centre Church drop in
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AREA OF FOCUS: STRENGTHENING PARENTING & FAMILY SUPPORT

FUNCTIONS UNDER GENERAL INFORMATION	Resources for child care professionals/providers	Resources for parents/families	Networking – promote cooperation & collaboration of services & agencies
FUNDERS & RESOURCES			
Multiple funding	LAPS Practitioner training (literacy & parenting skills) NLS/AVED/...	John Maclure Community School Abbotsford Community Serv. Family Centre New Beginnings Postpartum depression	
Ministry of Children and Family Development	Supported child care Fraser Valley Child Development Centre Infant Development Program	Family outreach Child and family therapy Fraser Valley Child Development Centre Fraser Valley Child Development Centre Special Needs Adoptive Parents CHAD Multi cultural Family Services at Abbotsford Community Services Nobody's Perfect Infant Development Program Mental Health Supervised Access	

School District # 34		Parent Advisory Committee	
Health Canada		Best for Babies	
Human Resource Development Canada		Host	Understanding the Early Years
Ministry of Community Aboriginal Women	Child Care Resource and Referrals	Women's Resource Society Children who witness abuse Transition house Computer Access Program Dears	
Fraser Valley Regional District and Municipality	Library	Parks and Recreation	
Fraser Health Authority	Licensing Nutrition, dental, Public Health Nursing and speech	Abbotsford Addictions Mental Health Adult	
Min of Advanced Education	Early Childhood Education training University College of the Fraser Valley University College of the Fraser Valley	Computer Access Program John Maclure Community School	
Other	Internet	Internet Adult learning centre University College of the Fraser Valley federal & provincial	

Fee for service		Hand in Hand Preschool Child care	
Donations	Family Centre ADHD support		
Foundations		Preschool Child care	
Gaming			BCAECPP
In kind support			Child and Youth committee Understanding the Early Years committee Abbotsford Coalition for Social Development
Churches		Rainbow Divorce & Death Program Preschool Child care Cascade Christian Counselling Mennonite Central Committee	

AREA OF FOCUS: STRENGTHENING PARENTING & FAMILY SUPPORT

FUNCTIONS UNDER EDUCATION	Developing positive parenting skills	Prevention
FUNDERS & RESOURCES		
Other	John Maclure Reading Rascals	Family Centre
Multiple	Fraser Centre Resource and Referral New Beginnings Nobody's Perfect in Spanish Nobody's Perfect in Punjabi Nobody's Perfect	New Beginnings
Ministry of Children and Family Development	Infant Development Program Home support worker Fraser Valley Child Development Centre child and family therapists Fraser Valley Child Development Centre family support worker	Respite Care
School District # 34		CEAS
Health Canada	Drop in – Family Centre	
Fraser health Authority	Peardonville House	Everything we do – Public Health Nursing
Donations	Family Centre	Family Centre
Foundations		CEAS
Churches		Respite care

AREA OF FOCUS: STRENGTHENING PARENTING & FAMILY SUPPORT

FUNCTIONS UNDER INFORMAL/FORMAL SUPPORTS	For mothers	For fathers	For families	For children	For care-givers	For practitioners
FUNDERS & RESOURCES						
Other	Volunteer opportunities for Moms and Dads-John Maclure Community School	Volunteer opportunities for Moms and Dads-John Maclure Community School		Babysitting course at John Maclure Community School - Ministry of Children and Family Development Dance programs John Maclure Community School - Ministry of Children and Family Development		Family Literacy Practitioner
Multiple	New Beginnings	New Beginnings	New Beginnings	Dance Programs John Maclure Community School - Ministry of Children and Family Development Babysitting John Maclure		Family Literacy Practitioner Ministry of Children and Family Development

				Community School – Ministry of Children and Family Development New Beginnings		
Ministry of Children and Family Development	Early Intervention for Babies program Home support worker Mennonite Central Committee respite At home program Fraser Valley Child Development Centre family support worker Fraser Valley Child Development Centre child & family therapists Supported Child Care Infant	Early Intervention for Babies program Home support worker Mennonite Central Committee respite At home program Fraser Valley Child Development Centre family support worker Fraser Valley Child Development Centre child and family therapist Supported Child Care Infant	Early Intervention for Babies program Home support worker Mennonite Central Committee respite At home program Fraser Valley Child Development Centre family support worker Fraser Valley Child Development Centre child & family services SNAP Supported Child Care Infant	Early Intervention for Babies program Home support worker Special Needs Adoptive Parents Mother Goose John Maclure Community School Mennonite Central Committee respite At home program Intergenerational John Maclure Community School Fraser Valley Child Development Centre family support worker Fraser Valley Child Development Centre child and family therapist Supported Child Care Infant	Supported Child Care Infant Development Program Early Intervention Program	Kids In Action

	Development Program Kids In Action Fraser Valley Child Development Centre – Early Intervention Program May 4 Moms	Development Program Kids In Action Fraser Valley Child Development Centre - Early Intervention Program June 4 Dads	Development Program Kids In Action Fraser Valley Child Development Centre - Early Intervention Program	Development Program Kids In Action Fraser Valley Child Development Centre - Early Intervention Program		
School District # 34	ABC 123 Literacy Preschool – Family Centre VF, SB			ABC 123 Literacy parent and tot		
Health Canada	Best for Moms Best for Babies Garden Box Precious Babies (for new parents) Family Centre	Precious Babies – Family Centre	I got you Babe – Family Centre			
Human Resource Development Canada				Kinder Camp – John Maclure Community School Kids Club – John Maclure Community		

				School/Ministry of Children and Family Development		
Ministry of Community Aboriginal Women			Child Care Resource and Referrals	Child Care Resource and Referrals	Child Care Resource and Referrals	
Fraser Health Authority	Women's Wellness Support Breastfeeding PPD Prenatal Public Health Nursing	Prenatal	Public Health Nursing – speech - nutrition	Public Health Nursing – Audiology, dental and nutrition		
Fee for service	May 4 Moms	June 4 Dads		Mother Goose – John Maclure Community School Kids Club – John Maclure Community School Intergenerational John Maclure Community School Parent & tot programs – Family Centre Preschool – John Maclure Community School		

				Preschool programs – Family Centre Kinder care – John Maclure Community School Childcare - John Maclure Community School		
Donations	Family Centre	Family Centre	Family Centre	Family Centre	Family Centre	
Foundations			ABC 123			
Gaming			Family Centre			
In kind			Family Centre			
Churches			Family Centre Rainbows			

AREA OF FOCUS: HEALTHY PREGNANCY & HEALTHY CHILDHOOD

FUNCTIONS UNDER PRIMARY HEALTH CARE	Promotion of health	Food & nutrition	Support & access to appropriate health care	Safeguard & improve health of child	Child development support	Reaching out
FUNDERS & RESOURCES						
Other				Karate for kids (healthy bodies) John Maclure Community School		
Multiple		Food bank				
School District # 34						New Beginnings
Ministry of Children and Family Development		New Beginnings	New Beginnings	New Beginnings	Infant Development Program Supporting child care Fraser Valley Child Development Centre Family support worker Fraser Valley Child Development Centre Kids In Action	New Beginnings Infant Development Program

					Fraser Valley Child Development Centre Early Intervention Program Fraser Valley Child Development Centre family and child therapist Supported Child Care	
Ministry of Human Resources					New Beginnings	
HEALTH CANADA	I got you Babe – Family Centre Precious Babies Family Centre Drop In Family Centre	I got you Babe Garden Box Drop In Family Centre	Drop In – Family Centre	Precious Babies I got you Babe Family Place	Precious Babies I got you Babe Family Place Drop in	Drop in - Family Centre
Ministry of Community Aboriginal Women						Transition House

FEE for Service	Parks & Recreation – Baby Massage Parks & Recreation – Mom & Baby Yoga			John Maclure Community School – gym jamboree		
Donations	Family Centre resource					
Fraser Health Authority	Public Health Nurse Public Health Nursing Peardonville House	Public Health Nursing - nutrition	Public Health Nursing Doctors – lack of Family Practitioners – MSA Hospital	Public Health Nursing – SAND – hosp licensing – health protection	Public Health Nursing	Public Health – home visits
Gaming	Family Centre Resource					
In kind	I got you Babe & Precious babies Family Centre Family Centre Resource Drop in – Family Centre	I got you Babe & Precious babies – Family Centre Drop In – Family Centre	I got you Babe Precious Babies Drop In All Family Place	I got you Babe Precious Babies Drop In All Family Place	Precious Babies I got you Babe Drop In All Family Place	

AREA OF FOCUS: HEALTHY PREGNANCY & HEALTHY CHILDHOOD

FUNCTIONS UNDER PREVENTATIVE	System of early identification & intervention of vulnerability & risk	Access to preventative services
FUNDERS & RESOURCES		AT Risk
Other	Pediatricians	
Multiple	New Beginnings CEAS	CEAS New Beginnings
Ministry of Children and Family Development	IEII for Autism FIB Autism Infant Development Program Early Intervention Program Supported child care	Infant Development Program Early Intervention Program
Health Canada	Precious Babies – Family Centre Drop in – Family Centre I got you Babe – Family Centre	I got you Babe – Family Centre Drop in – Family Centre Precious Babies – Family Centre
Donations	I got you babe – Family Centre Precious Babies – Family Centre	I got you Babe – Family Centre Drop in – Family Centre
Fraser Health Authority	Sunny Hill Hospital Public Health – identify families at risk for parenting and developmental and provide support BC Children’s Hospital Public Health – dental, vision, and hearing screening – developmental screening	

AREA OF FOCUS: HEALTHY PREGNANCY & HEALTHY CHILDHOOD

FUNCTIONS UNDER PREGNANCY CARE	Improve birth/pregnancy outcomes	Support & intervention directed at pregnant women	Support & intervention directed at children & their families
FUNDERS & RESOURCES			
Multiple	New Beginnings	New Beginnings	New Beginnings
Ministry of Children and Family Development			Family Outreach IEII Autism Early Intervention for Babies Autism Infant Development Program Supported Child Care Early Intervention Program Project Parent Supported child care
Health Canada	Garden Box Best for Babies		Nobody's Perfect
Donations			I got you Babe – Family Centre Drop in – Family Centre and (satellite)
Fraser Health Authority	Youth Prenatal		

AREA OF FOCUS: HEALTHY PREGNANCY & HEALTHY CHILDHOOD

FUNCTION ON ITS OWN	Attachment for all children
FUNDERS & RESOURCES	
Multiple	New Beginnings
Ministry of Children and Family Development	Infant Development Program Fraser Valley Child Development Centre – family and child therapist
Fraser Health Authority	Postpartum depression

AREA OF FOCUS: SAFE & CARING COMMUNITIES

FUNCTIONS	Referrals to appropriate services	Instrumental support for families	Inclusive family-friendly communities
FUNDERS & RESOURCES			
Other	John Maclure Community School referral to other services		Annual Community Picnic John Maclure Community School We Are All Related Gala - John Maclure Community School
Multiple		Food Bank	
Ministry of Children and Family Development	Fraser Valley Child Development Centre Supported child care	Supported child care Infant Development Program	
Health Canada	Family Centre	Garden Box	
Ministry of Community	Child Care Resource and	Child Care Resource	

Aboriginal Women	Referrals	and Referrals	
City		Bus Clothing exchange	Matsqui Recreation Centre + Abbotsford Recreation Centre
Fee for service			McCallum Activity Centre Parks & Recreation – Party Packages Parks & Recreation – Special Events
Donations	Family Centre		
Fraser Health Authority		Breastfeeding clinic	
Gaming			Kinsmen Housing
In kind		Noah's World	
Faith community		Salvation Army Mennonite Central Committee	

AREA OF FOCUS: SAFE & CARING COMMUNITIES

FUNCTIONS	Community development, advocacy, education & planning	Promotion of safety	Intergenerational & cross- cultural involvement
FUNDERS & RESOURCES			
Other	Association for Community Education BC – John Maclure Community School	ICBC	Intergenerational – John Maclure Community School
School District # 34	Parents make a difference		

Ministry of Children and Family Development		Infant Development Program	Multicultural Week – Abbotsford Community Services
City		Block Watch Fire hall Police & fire Community policing	Clearbrook Library Diwali Celebration
Fee for service	Abbotsford Children’s Theatre	First Aid in Schools	
Donations			Family Centre Drop ins
Fraser Health Authority		Health Unit – communicable diseases	
Faith Communities			Sikh parade Sikh youth group

AREA OF FOCUS: SAFE & CARING COMMUNITIES

FUNCTIONS	Family security	Develop child & family friendly places that honour diversity	Build supportive networks amongst children
FUNDERS & RESOURCES			
Other	Tax planning for families - John Maclure Community School	Intergenerational John Maclure Community School	
School District #		ABC 123 – multi – Family Centre	

34			
Ministry of Children and Family Development		Summer Slam – John Maclure Community School Community School mentoring – John Maclure Community School	Kids in Action
Health Canada		Drop in – Family Centre	Family Centre
Ministry of Community Aboriginal Women	Child Care Resource and Referrals		
Foundation		ABC 123 – multi – Family Centre	
Gaming	Abbotsford Coop Kinsmen	Family Centre	
In kind		Family Centre	

Section Four – Keeping the Doors Open

Introduction to Capacity Research

The original plan for the retreat included work around the capacities of communities to meet the needs of children 0 to 6 and their families according to the functions selected for the grids. Although we accomplished much of what we set out to do at the retreat, the capacity portion was not touched. Through lengthy discussions it was agreed that establishing capacities would require a tremendous amount of time and further investigation.

The Understanding the Early Years research project in Abbotsford took on the challenge of continuing with the capacity research based on the following areas of focus from the function grids.

Area of focus: **Childhood Learning and Learning Opportunities**

- Functions:
 - Access to learning, literacy, care and play
 - Opportunities for growth and development in the following areas:
 - Social, cultural, cognitive, spiritual, emotional & physical

Area of focus: **Strengthening Parenting and Family Support**

- Functions:
 - Developing positive parenting skills
 - Prevention
 - Support for mothers
 - Support for fathers
 - Support for families
 - Support for children
 - Resources for parents and families

The difference between the two areas of focus is the Childhood Learning and Learning Opportunities are for the most part child only activities. Whereas the Strengthening Parenting and Family Support, in the case of this research, includes all caregiver and child activities as well as all programs and services which support caregivers and families.

The difficulty in measuring the capacity of a community's ability to meet the needs of children 0 to 6 and their families is ten fold. It has taken over one year and numerous hours to accumulate comparable data on the above areas of focus. Hundreds of phone calls and requests for additional data were made as the research progressed and clarity around comparable data was achieved.

The Abbotsford Understanding the Early Years research project would like to thank all service and program providers for their patience, and willingness to continue to supply more information. Recognition is also required for project assistant Janet Tomayer for her perseverance over many obstacles and tireless efforts towards obtaining the required data. And finally, to Warren Sommers, Heritage Consulting, for his patience and ability to turn the data collected into capacity charts.

Analysis of Capacity Research

This section provides an overview and analysis of the City of Abbotsford's capacity to provide for its children 0 to 6 and their families. It is hoped that this information will serve to assist in the mobilization of our community and influence future funding decisions around the needs of children 0 to 6 and their families in Abbotsford. The summary is divided into three sections: data collection criteria, limitations of research, and next steps.

The first section introduces the data collection criteria and rationale for which the criteria were established. The criteria corresponding to each area of focus is located at the bottom of the capacity pie chart. This will ensure the information contained is kept within context at all times. Please note that 1996 Census data was used in the analysis of this research. The second section seeks to highlight the limitations of this capacity research, its strengths and weaknesses and the potential meaning of this research for the community of Abbotsford. The pie charts will be reviewed, analysed and dissected to identify patterns and the community's ability to meet the functions required to provide for the well-being of children to age 5 and their families. The third and final section, introduces the potential for innovative partnerships to enhance Abbotsford's ability to better meet the needs of children and their families and our next steps for research.

In order to overcome the many challenges of obtaining comparative data certain criteria were established for both areas of focus. For the **Childhood Learning and Learning Opportunities** area of focus, the following criteria were established:

- Formal schooling programs (kindergarten) were omitted. This research concentrates on the availability of programs and services for children prior to school entry. Recent research indicates that a child's brain is developed at 90% of the capacity of an adult's brain by the age of 4 (Dr. Bruce Perry, Texas Child Trauma web site). The early years are crucial to a child's development and to a child's readiness for school.
- For comparative reasons with the projects existing Early Development Instrument results, this capacity research does not include special needs.
- The focus of this capacity research is directly tied in with children's readiness for school as they enter the school system.
- In order to set boundaries for the research and due to the inherent difficulty of identifying informal support systems and opportunities for learning, this capacity information is based on service and program providers which receive formal government funding, therefore omitting the following:
 - Programs offered by church organizations
 - Private fee for service programs
 - Some school-based programs and services
- It became impossible to measure the capacity of licensed and license not required daycares due to the age range they served and the difficulty in locating all license not required and informal caregivers. For this reason they have been omitted. In addition most lack of formal funding – the subsidies are not universally available.
- Preschools were also omitted if they were private fee for service programs and did not receive formal funding.

Establishing criteria for the **Strengthening Parenting and Parent Support** was even more difficult than the previous area of focus. As you will note upon review of pie charts A, B and C, a number of exemptions had to be made. In this case, some services and programs with formal funding could not be included in the research due to the difficulty of measuring the information's

accuracy and validity. For example, it became impossible to account for the eighteen full time Health Unit employees. Due to the Health Unit's universal access, multiple programs, and walk in services, accounting for time spent with parents of children 0 to 6 was immeasurable. The research does include the data for immunization clinics, baby clinics, and the breastfeeding clinics. It is important to note that it is not this research's intent to minimize the significant value of the contribution of the Abbotsford Health Unit as a universal resource for parents of children 0 to 6. As per the first area of focus, the criteria included:

- Formal schooling programs (kindergarten) were omitted.
- In order to set boundaries for the research and due to the inherent difficulty of identifying informal support systems for strengthening parenting and family support, this capacity information is based on service and program providers which receive formal government funding, therefore omitting the following:
 - Programs offered by church organizations
 - Private fee for service programs
 - Some school-based programs and services
- For comparative reasons with the projects existing Early Development Instrument results, this capacity research does not include special needs.
- Fee for service and private programs were omitted.

Having created the foundation and context of this research enables us to proceed with the identification of its limitations, weaknesses and strengths, and to begin to formulate its potential meaning for the community of Abbotsford.

Potentially the largest limitation to this research is the considerable amount of man hours required to accumulate the comparable data: one year. In addition, the information offers a "snap shot" in time which could change overnight with current funding levels and further expected cuts in services and programs. Already fully discussed is the frustration of services which couldn't be included due to their immeasurable value when compared to the balance of the data. There is also the potential of having missed programs and services which exist in Abbotsford. Some may chose to discount this research as it does not include any private or fee for service programming for children 0 to 6 and their families. And finally, probably the second biggest limitation of this research is the impossibility to measure informal support systems which exist in neighbourhoods. For example, it is impossible to measure the use of Abbotsford's many parks, playgrounds, and trails. Regardless of these limitations, the research does have value in demonstrating the levels of services and programming available for parents of young children.

The **Childhood Learning and Learning Opportunities** charts (Chart 1, 2, and 3) clearly demonstrate that Abbotsford's children up to the age of 5 would benefit from increased availability and access to learning, literacy, care and play. Based on the 1996 Census, Abbotsford has 11,360 children between the ages of 0 to 6. Pie Chart 1 includes targeted and what is referred to as universal programs and services. Refer to Section One – Common Terminology for the definition of universal programs and services. Making the assumption that every child under the age of 6 would access services in the City, each one would have a total of 11.145 hours of service per year. In Chart 2 the targeted programs have been removed leaving only the universal programs and services. Targeted programs and services are those for which clients and participants must meet criteria established by its funders/providers. As demonstrated by this chart, the amount of hours available per child is drastically reduced to 4.375 hours per year. Chart 3 reflects only the free universal programs and services available in Abbotsford. This chart clearly establishes the need for increased opportunities for growth and development for the community's children. At .22 hours of Childhood Learning and Learning

Opportunities which are free of charge, availability and accessibility for our most vulnerable population of at risk children and families cannot possibly be achieved. Considering that Abbotsford has a high percentage of lone parent families and one of the lowest levels of education when compared to the Understanding the Early Years 1999 national cohort, there is much room for improvement in this area of focus if improved readiness for school is to be made possible for all children. There is a need to create more with reduced resources. There is also the need to identify and multiply informal resources. It is stated that one can judge a community's success by how it takes care of its most vulnerable populations. The hope is that this research will assist and enhance efforts to increase every child's opportunity to reach his/her full potential.

The **Strengthening Parenting and Parent Support** charts (Chart A, B, and C) demonstrate that there is more available in programs and services when it comes to this area of focus. Based on the 1996 Census, Abbotsford has 17,450 parents of children 0 to 6. Pie Chart A includes targeted and universal programs and services that provide support and resources for parents and children. If every parent were to make use of these resources and supports, each one would have a total of 10.217 hours of service per year. Just slightly lower than what is available per child in the Childhood Learning and Learning Opportunities Chart 1. It is believed that if services provided at the Health Unit were measurable, the number of hours of support available to parents would be equivalent if not higher than that of the Childhood Learning area of focus. In Chart B the targeted programs have been removed leaving only the universal programs and services. This chart indicates that targeted programs in Abbotsford account to almost 3 hours of what is available for parents. Chart C reflects only the free universal programs, 6.81 hours a year of services for parents. Although this area of focus fares better than the Childhood Learning all around, there is still room for improvement.

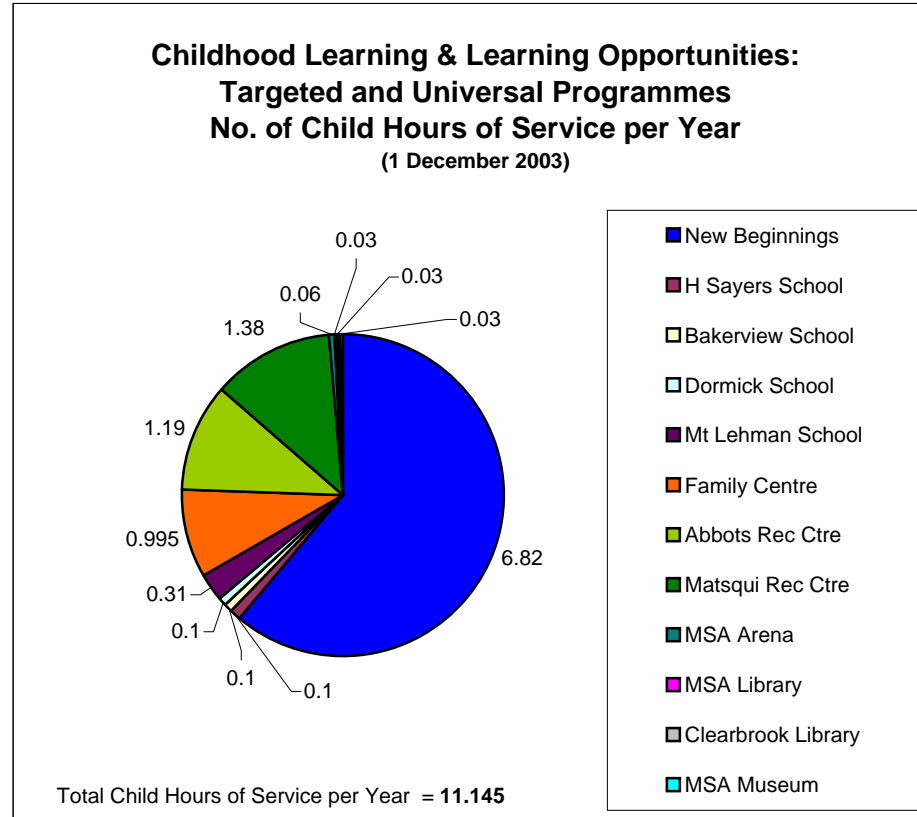
This research will be used as a baseline to measure the improved capacity of the community to take care of one of its most vulnerable populations. The natural progression of this research, and by far what always seems the most difficult, is to take it from knowledge to action.

The capacity research has also generated more curiosity about the City of Abbotsford, the socio economic status of its neighbourhood, and its infrastructural systems. Maps are currently being produced to identify legal secondary suites in Abbotsford. The challenge with this new information is the impossibility to identify the illegal suites, which for the most part offer reduced rents, and most probably house our most vulnerable and at risk children. Then there is the unending curiosity about access and Abbotsford's public transportation system. Can parents and children travel by public transportation to the services and programs? Many new questions have been raised and many have been answered.

Pie Charts follow – if you have any questions or further information please do not hesitate to contact the Abbotsford Early Childhood Committee at 604-852-1236.

UEY Abbotsford Targeted and Universal Programmes No. of Child Hours of Service per Year by Postal Code

<u>Postal Code</u>	<u>Site</u>	<u>Child Hours</u>
V2S3N1	New Beginnings	6.82
V2T6W2	H Sayers School	0.1
V2T4A2	Bakerview School	0.1
V2T1J6	Dormick School	0.1
V4X2A8	Mt Lehman School	0.31
V2S3S9	Family Centre	0.995
V2S5W4	Abbots Rec Ctre	1.19
V2T4N6	Matsqui Rec Ctre	1.38
V2T3J2	MSA Arena	0.06
V2S2B9	MSA Library	0.03
V2T2L1	Clearbrook Library	0.03
V2S3C6	MSA Museum	<u>0.03</u>
Total Child Hours		11.145



Criteria - omit formal schooling programs (i.e. Kindergarten) and concentrate on programs prior to school entry.

Focus to tie in with "School Readiness Concept". Omit Special Needs as this was omitted from the EDI.

CHART 1

Map formal programs that have some governmental funding attached. Omit informal programs offered by Church organizations & private fee for service programs.

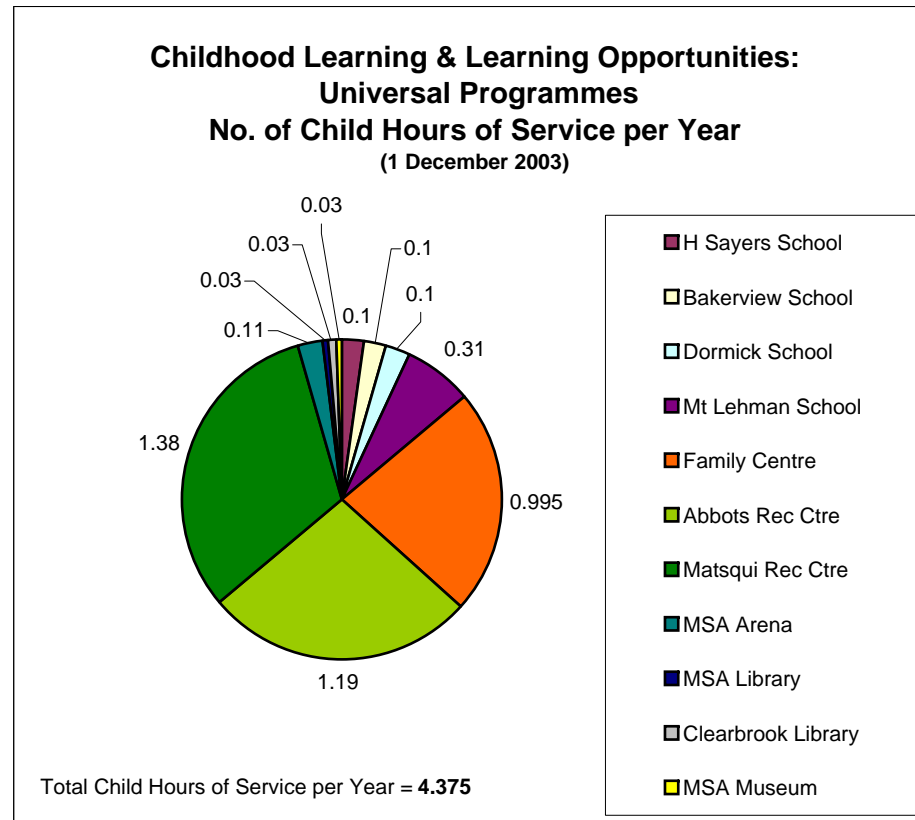
Unable to measure capacity of licensed/non licensed daycares, age range is beyond preschool, non-licensed difficult to locate.

also omitted due to lack of formal funding (subsidy not universally available), part time care made capacity immeasurable.

Preschools omitted due to fee for service/lack of formal funding.

UEY Abbotsford Universal Programmes No. of Child Hours of Service per Year by Postal Code

<u>Postal Code</u>	<u>Site</u>	<u>Child Hours</u>
V2T6W2	H Sayers School	0.1
V2T4A2	Bakerview School	0.1
V2T1J6	Dormick School	0.1
V4X2A8	Mt Lehman School	0.31
V2S3S9	Family Centre	0.995
V2S5W4	Abbots Rec Ctre	1.19
V2T4N6	Matsqui Rec Ctre	1.38
V2T3J2	MSA Arena	0.11
V2S2B9	MSA Library	0.03
V2T2L1	Clearbrook Library	0.03
V2S3C6	MSA Museum	<u>0.03</u>
	Total Child Hours	4.375



Criteria - omit formal schooling programs (i.e. Kindergarten) and concentrate on programs prior to school entry.

Focus to tie in with "School Readiness Concept". Omit Special Needs as this was omitted from the EDI.

CHART 2

Map formal programs that have some governmental funding attached. Omit informal programs offered by Church organizations & private fee for service programs.

Unable to measure capacity of licensed/non licensed daycares, age range is beyond preschool, non-licensed difficult to locate.

also omitted due to lack of formal funding (subsidy not universally available), part time care made capacity immeasurable.

Preschools omitted due to fee for service/lack of formal funding.

Omit Targeted Programs.

UEY Abbotsford Free Universal Programmes No. of Child Hours of Service per Year by Postal Code

<u>Postal Code</u>	<u>Site</u>	<u>Child Hours</u>
V2S3S9	Family Centre	0.16
V2S2B9	MSA Library	0.03
V2T2L1	Clearbrook Library	<u>0.03</u>
	Total Child Hours	0.22

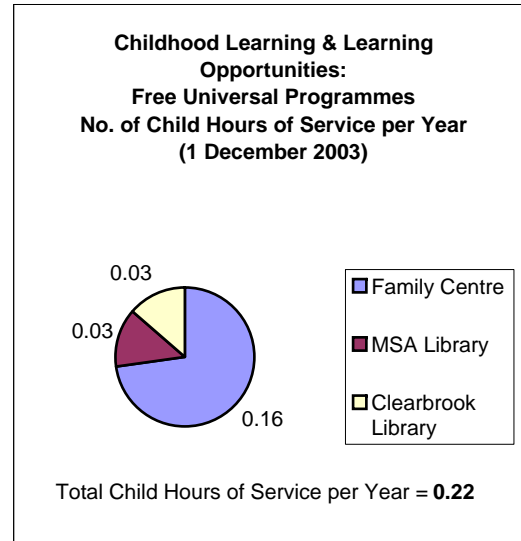


CHART 3

Criteria - omit formal schooling programs (i.e. Kindergarten) and concentrate on programs prior to school entry. Focus to tie in with "School Readiness Concept". Omit Special Needs as this was omitted from the EDI. Map formal programs that have some governmental funding attached. Omit informal programs offered by Church organizations & private fee for service programs. Unable to measure capacity of licensed/non licensed daycares, age range is beyond preschool, non-licensed difficult to locate. also omitted due to lack of formal funding (subsidy not universally available), part time care made capacity immeasurable. Preschools omitted due to fee for service/lack of formal funding. Omit Targeted Programs and Fee For Service.

UEY Abbotsford Targeted and Universal Programmes No. of Parent Hours of Service per Year by Postal Code

Postal Code	Site	Child Hours
V2S3S9	ACS/Family Centre	4.346
V2T3J2	MSA Arena	0.05
V2T4E1	Maclure Community School	0.097
V2T4N6	Matsqui Recreation Ctre	0.203
V2S5W4	Abbotsford Recreation Ctre	0.092
V2S3N1	New Beginnings	5.135
V2S3M1	Public Health Unit	0.294

Women's Resource Society - Not Mapped

Women's Support (T)
 Outreach (T)
 Children Who Witness Abuse (T)
 Transition House (T)
**all targeted programming*

Health Unit - Not Mapped

18 full time employees @ 36 hours per week with
 75% of time dedicated to children 0-6 & their families
 Including but not limited to: Maternal Child Program,
 Nutrition, Dental, Speech, Developmental Screening,
 Post Partum Groups, screening & support
**Note - Health Unit is a Significant Universal
 Resource to children 0-6 & their parents.**

(T) = Targetted Program

MAPPED PROGRAMS

Health Unit

Baby Clinics / Immunization
 Breastfeeding Clinics

Abbotsford Community Services

Best For Babies Wednesday Drop In

Best For Babies Drop In - Indo Canadian (T)

Best For Babies Drop In - Teenage Moms (T)

Best For Babies Community Kitchen

Post Partum Peer Support (T)

Nobody's Perfect (T)

Prenatal Courses

Prenatal - Punjabi (T)

Prenatal - Youth (T)

Child Care Resource & Referral Program

New Beginnings

New Beginnings (T)

Nobody's Perfect (T)

Infant Care (T)

Parenting in the 21st Century (T)

Support to Young Fathers

Family Centre

Drop Ins
 Parent & Tot Classes

Women's Wellness (T)

John MacLure Community School

Mother Goose

Mom's Coffee Night

MSA Arena

Parent & Tot Gym Drop In

Matsqui Rec Centre

Aqua Tots

Baby Massage

Baby Sign Language

Mom & Baby Yoga

Pregnancy Yoga

Abbotsford Rec Centre

Aqua Tots

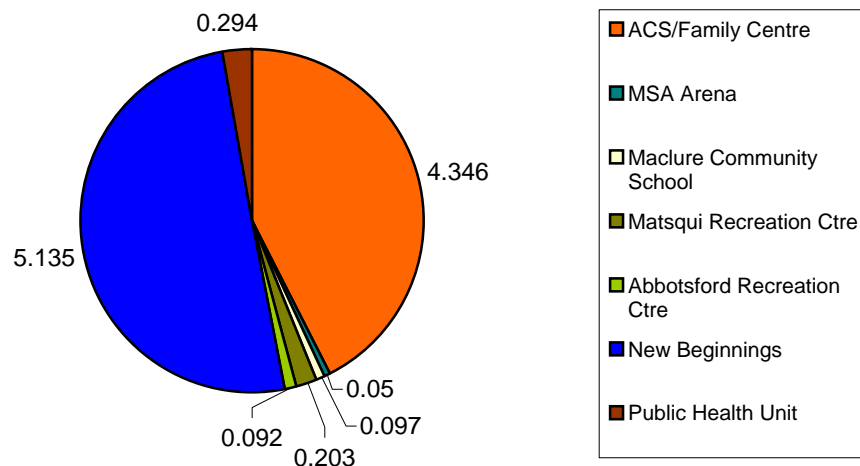
Mom & Baby Yoga

Pre & Post Natal H2O

Strengthening Parenting & Family Support: Targeted & Universal Programmes: No. of Parent Hours of Service per Year

(December 2003)

Total Parent Hours of Service = **10,217**
 (Total Parents of Children 0 to 6 = 17,450)



Note: Chart does not include immeasurable data for
 Women's Resource Centre and Public Health Unit

Mapping Criteria

Include programs with formalized funding involving parents of children who have yet to enter kindergarten.
 Omit Special Needs programming, strictly fee for service programming, and informal supports.

CHART A

UEY Abbotsford Universal Programmes No. of Parent Hours of Service per Year by Postal Code

<u>Postal Code</u>	<u>Site</u>	<u>Child Hours</u>
V2S3S9	ACS/Family Centre	4.048
V2T3J2	MSA Arena	0.05
V2T4E1	Community School	0.097
V2T4N6	Matsqui Recreation Ctre	0.203
V2S5W4	Abbotsford Recreation Ctre	0.092
V2S3N1	New Beginnings	2.6
V2S3M1	Public Health Unit	0.294

MAPPED PROGRAMS

Health Unit

Baby Clinics / Immunization
Breastfeeding Clinics

Abbotsford Community Services

Best For Babies Wednesday Drop In
Best For Babies Community Kitchen
Prenatal Courses
Child Care Resource & Referral Program

Family Centre

Drop Ins
Parent & Tot Classes

New Beginnings

Support to Young Fathers

John MacLure Community School

Mother Goose
Mom's Coffee Night

MSA Arena

Parent & Tot Gym Drop In

Matsqui Rec Centre

Aqua Tots
Baby Massage
Baby Sign Language
Mom & Baby Yoga
Pregnancy Yoga

Abbotsford Rec Centre

Aqua Tots
Mom & Baby Yoga
Pre & Post Natal H2O

Mapping Criteria

Include programs with formalized funding involving parents of children who have yet to enter kindergarten.
Omit Targeted Programs.

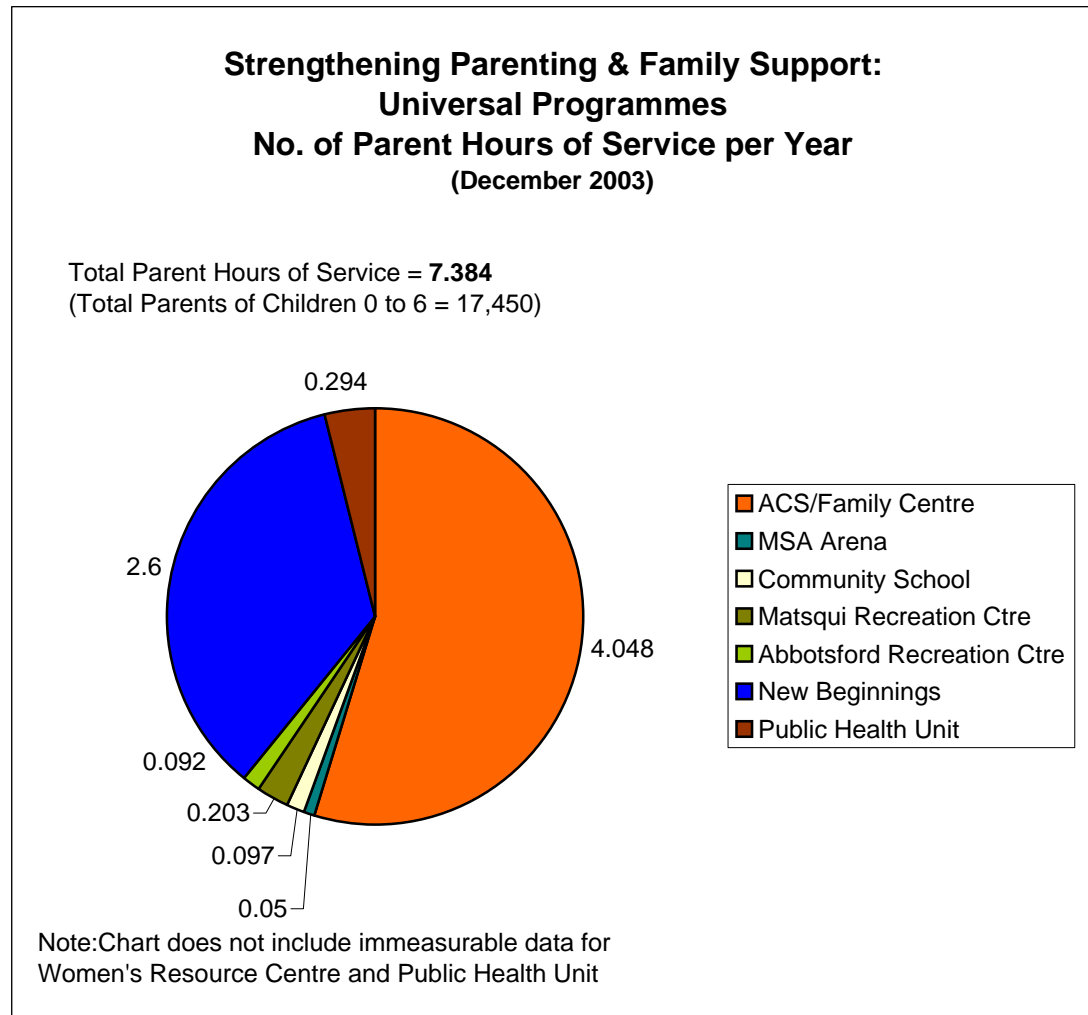


CHART B

UEY Abbotsford Free Universal Programmes No. of Parent Hours of Service per Year by Postal Code

<u>Postal Code</u>	<u>Site</u>	<u>Child Hours</u>
V2S3S9	ACS/Family Centre	3.909
V2T4E1	Maclure Community School	0.007
V2S3N1	New Beginnings	2.6
V2S3M1	Public Health Unit	0.294

MAPPED PROGRAMS

Health Unit

Baby Clinics / Immunization

Breastfeeding Clinics

Abbotsford Community Services

Best For Babies Wednesday Drop In

Best For Babies Community Kitchen

Prenatal Courses

Child Care Resource & Referral Program

Family Centre

Drop Ins

New Beginnings

Support to Young Fathers

John MacLure Community School

Mother Goose

Mapping Criteria

Include programs with formalized funding involving parents of children who have yet to enter kindergarten.

Omit Targeted Programs

Omit Programs that are Fee For Service

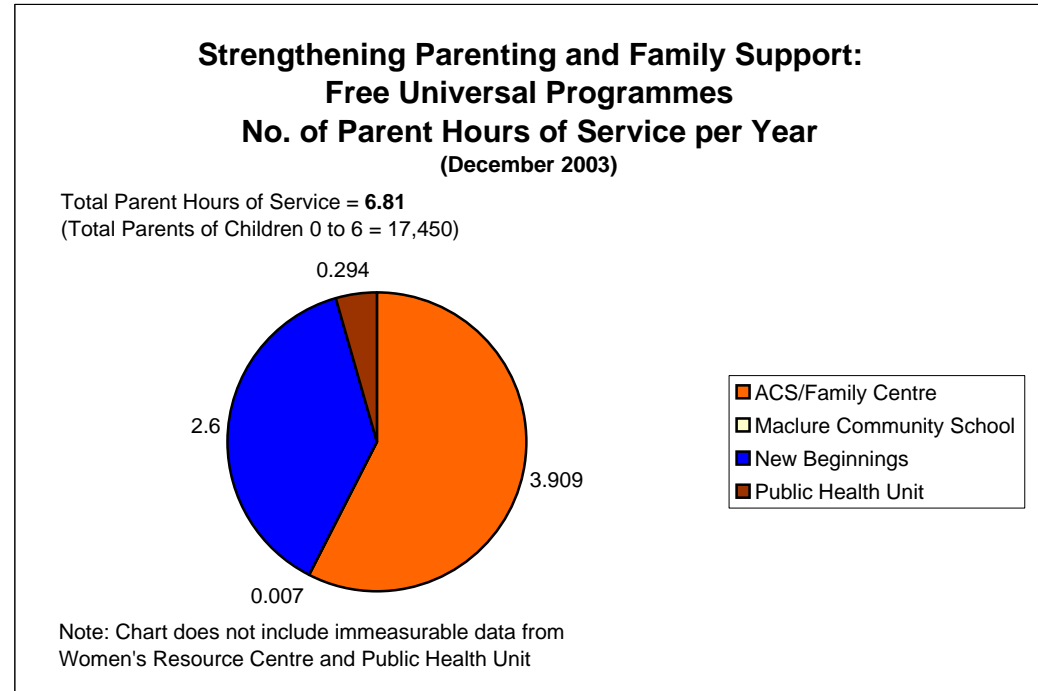


CHART C

APPENDIX A

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Community Contact Information

Debbie Denault, Coordinator
Make Children First Initiative Upper Fraser Valley
45354 Meadowbrook Drive
Chilliwack, BC V2P 7S2
604-793-4910
ddassociates@home.com

Lucie Honey-Ray, Project Coordinator
Abbotsford Early Childhood Committee, Understanding the Early Years, Make Children First
202-34609 Delair Road
Abbotsford BC V2S 6H9
604-852-1236
earlyyears@uufv.ca