

# DRAFT - Northumberland County Ontario Early Years Child and Family Centres Initial Plan



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### Northumberland Early Years Planning Team

- Lesley Patterson RECE, Northumberland County Early Years Services Manager
- Lois Mahon, RECE, L& F Mahon Consulting
  - Member of Premier's Early Year Advisory Committee
  - By Order in Council Member of the Community Hub Advisory Group.
- Frank Mahon, L& F Mahon Consulting
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FourInfo/211 and the United Way

Community Agency staff who completed the Engagement Survey

### Northumberland Best Start Network (current active members)

- County of Northumberland (Community & Social Services/Early Years Services)
- Kawartha, Pine Ridge District School Board
- Peterborough, Victoria, Northumberland, Clarington Catholic District School Board,
- Highland Shores Children's Aid
- Haliburton, Kawartha, Pine Ridge District Health Unit
- Rebound Child & Youth Services
- YMCA Northumberland (Early Years, Licensed Child Care, Recreation)
- Northumberland Child Development Centre
- Five Counties Children's Centre
- Northumberland Community Counselling Centre



- Kinark Child and Family Services
- Northumberland Family Respite
- Community Living West
- Licensed Child Care Representatives (Cook's School Day Care Inc., Sunshine Heights Cooperative, Brighton Children's Centre)
- Cornerstone Family Prevention Centre
- Northumberland Community Counselling
- Big Brothers Big Sisters
- United Way
- Alderville First Nation Child Care Centre
- WrapAround
- Ministry of Education and Ministry of Children and Youth are non-voting members

Alderville First Nation Early Years Partners

Lori Flynn, Executive Director Nogojiwanong Friendship Centre

**Thank you to the children and adults of Northumberland County for the photographs used in this report.**

## Executive Summary

This report includes the work completed in Northumberland County as well as the ongoing work of the Best Start Network (BSN) for the implementation of Ontario's Early Years Child and Family Centres (OEYCFCs) across the County.

The Ministry of Education, Early Learning Branch, has developed a new vision for a system of comprehensive learning and care. The new vision is based on trends and population shifts, significant new research on brain development, and research that shows that many children and families were not using existing OEYC services.

The proclamation of the *Child Care and Early Years Act, 2014* further supports a system approach by requiring all CMSMs to be managers of early learning and care in their system. Provincial transfer of funding to the County for early years requires Northumberland County to now have a very active role in both service delivery and system planning. This includes the system transition from Ontario Early Year Centres (OEYCs) to an integrated early learning system that includes licensed child care and OEYCFCs.

In anticipation of the work to be done as service managers to establish, administer, operate and fund early years programs, in December 2015 Northumberland County invited community partners to re-establish the Best Start Network . This process included reviewing and revising Terms of Reference, updating and expanding membership and establishing collaborative ways of working and effective communication.

Part of the rejuvenation and community planning process was establishing an Early Years Team to lead and facilitate the development of the community plan. This was also a recommendation from a program review for the County on its early years non child care programs in 2015-2016. The team approach was identified to assist the community in moving forward with system planning to address gaps, duplications and identifying best practices. The Early Years team is comprised of individuals with experience in early years, special needs, mental health non-profit management, community development and engagement, governance, data analysis and human resources.

In December of 2016 the Best Start Network spent a full day working together to establish a community



vision for OEYCFC's, core values and guiding principles. The vision is set within the four pillars of "How Does Learning Happen?". The core values and guiding principles reflect the County's own values, and the County's current strategic plan as well as the Ministry of Education's values for OEYCFCs.

Assessing needs was the next step. A comprehensive collection and analysis of programs, services and data was undertaken. A Data working group of the BSN was developed to advise and work with the County Early Years Team and the Data Analysis Coordinator (DAC). A mapping of community services was completed. This exercise determined categories of service and then mapped services throughout the County by category.

A community engagement strategy was implemented and kicked off by presentations by Dr. Jean Clinton where both families and professionals were invited. The Best Start Network at large and Data subcommittee provided advice on surveys developed for families, both those using existing early years services and those not using the services. An extensive advertising campaign assisted in reaching out to families to complete the surveys both on line and in person. Surveys were also sent to providers and partners. Four focus groups with family members were conducted across the county.

In partnership with Alderville First Nation and the Nogojiwanong Friendship Centre a review of available services and focus groups with Indigenous families off reserve was conducted through the *Journey Together* funding initiative. Local data sets were reviewed including: EDI, local census data, local socio-economic data, public transit and existing infrastructure data. The collation, review and analysis of all of this data provided the information needed in deciding geographic locations of the OEYCFCs. Discussion with school boards provided information on available space for additions or renovations within schools. The data also provided much information about what families and partners felt was important in the structure and service delivery.

Reviewing the vision, values and guiding principles set for OEYCFC, the County's strategic vision: to bring together people, partnerships and possibilities, and the ministry's expectation for comprehensive service integration led to a new and innovative approach for the governance and service delivery model. The OEYCFC itself would be a collaborative effort where a lead agency would be responsible for the early learning component and community partners would provide other core services building on existing programs and services. The site lead from each lead agency would form an Early Years Neighbourhood Hub Team, which will be led by Northumberland County's Early Years Coordinator. This is to ensure consistency through the hub and outreach programs across the county. The Neighbourhood Hub Team will report to and receive direction from the Early Years Manager and the Best Start Network.

The anticipated outcome of the model is that OEYCFCs will truly be community hubs. It is intended that these hubs belong to the community not individual agencies, that community partners will use the space to support children and families in their own neighbourhood and that all children and families will feel welcome. A schools first approach will be preferred with consideration of community locations especially for mobile outreach.

Each step of this planning process has been thoughtful, based on data or other evidence/considerations and brought to the Best Start Network. There is much refinement left to be accomplished. This work is outlined in the transition plan and begins September 2017.

The Early Years team believes a solid foundation has been set for the implementation of OEYCFC plan that will be a true collaborative effort across all of the partners of the Best Start Network. The goal is for families to have responsive, high quality programs and services for them and their children that are integrated and accessible. The delivery of such is a journey not a destination that will require continued attention, resources and collaboration.

## Building a Community Plan – Northumberland County’s Journey

Northumberland County has taken a community driven approach to developing the Ontario Early Years Child and Family Centre Plan. Prior to the directives from the Ministry, the County began setting the foundation that would facilitate a truly and meaningfully engagement with community partners in the development of the plan.

### Current Context

Since the inception of Ontario Early Year Centres (OEYCs) Northumberland County has had one provider that offers services. The YMCA has been providing OEYC services for many years, working with families, dedicated staff, and committed to delivery of quality services. However, the Ministry of Education, Early Learning Branch, has developed a new vision for a system of comprehensive learning and care. This is based on trends and population shifts, significant new research on brain development, and provincial research that shows that many children and families were not using existing OEYC services. The proclamation of the Childcare and Early Years Act, 2014 further supports a system approach by requiring all CMSMs to be managers of early learning and care in their system. Within this context Northumberland County will now have a very active role in both service delivery and system planning.

The change in administration of early years programming to Northumberland County provides an opportunity for enhanced community planning and partnerships. The County and the Early Years team will continue to build upon the work of the existing provider while trying to use system planning to further meet the needs of families in the communities.

The vision is for community hubs that truly belong to the community. This reflects the recommendation of the report *Community Hubs in Ontario: A Strategic Framework and Action Plan, 2017* as well as the County’s own strategic plan, both of which support community partners feeling the space is open for collaborative planning and service delivery of community programs. In the early years, every community partner should feel able to provide support to children and families in their own neighbourhood. The County is excited about working with all community partners to better meet the needs of our families.

## YEAR 1 IN REVIEW

The first year was spent focusing on:

- 1) Learning how to work together, setting ground rules
- 2) Building trust with our partners
- 3) Making sure the right players were at the table
- 4) Understanding what services existed in our community
- 5) Getting a general sense of strengths, weaknesses, opportunities, and threats in Northumberland County.

It would be difficult to understand how the County and the BSN arrived at the proposed plan without knowing where they have been. The initial part of this report will focus on the journey of Northumberland County.

The County recognizes that this plan is an initial attempt at outlining the community vision, and through collaborative planning it will continue to evolve to meet the needs of the children and families in Northumberland County. Some documents contained or referred to are still in draft pending Northumberland County internal approval processes.

# Section 1: Northumberland County's Journey



## Where it Began - Rejuvenating the Best Start Network

In anticipation of the work to be done as the service manager to establish, administer, operate and fund early years programs, in December 2015 Northumberland County invited community partners to re-establish the Best Start Network (BSN). Mindful of the importance of community planning and anticipating the value and necessity of having community partners engaged in the changing early years system, the initial focus was on building partnerships and relationships.

To this end, a consultant was hired in 2015 to assist with the coordination of BSN activities.

### The Kickoff

At the first meeting entitled “*Facilitated Conversation; Ontario’s Vision of Early Learning and Childcare in Northumberland County*”, it was clearly outlined for those in attendance the new expectations as per the Child Care and Early Years Act, 2014 (CCEYA) for the CMSMs/DSSABs to be the early years planner. Some of the early activities for the BSN included:

- Reviewed the Terms of Reference from other Best Start Networks
- Developed and approved revised Terms of Reference for the BSN
- Established a collaborative way of planning through facilitated activities (e.g. SWOT analysis, gallery walk, card-sort)
- Identified who was missing from the BSN and invited those individuals/organizations to join the Network
- Discussed the best methods for communicating and established best practices
- Reviewed best practices from other areas for community planning networks.



### Creating an Inventory of Services for Northumberland County

A large part of the early work within the Best Start Network was to understand what services exist in the community in order to identify potential gaps and duplication of services. Some of the key steps involved in developing the community service inventory included:



- Brainstorming different categories of services with the Best Start Network. There was concern regarding functions, or categories of services as the BSN planned to develop interactive mapping functionality that allows both the BSN and families to search and sort by function
- Developing a working group that collaborated with United Way, the local administrator of 211 data. The United Way exported local service information which was then cross referenced with information available at a county level
- Developing and implementing a survey for community agencies to ensure that the database of services contained accurate information
- Updating service agency information was coded according to predetermined categories, and mapping functionality was developed



The inventory of services process was one that helped to foster early discussions of the relevance and importance of the Best Start Network. The BSN also did an inventory of all committees and planning tables in Northumberland County, which fostered better opportunities to communicate and collaborate. See an example of a map of community services in Appendix A.

### Forming the Northumberland County Early Years Planning Team

All planning to date has taken place with the Best Start Network and lead by the coordination and support of the Early Years Team. Through program reviews and business planning, the Early Years Team was developed. The team includes:

- Manager of Early Years Services – Lesley Patterson
- Synergy Research and Evaluation Consulting – Theresa Bailey Dostaler
  - Began as a consultant assisting with the rejuvenation of the BSN
  - Focused on community engagement and planning role
- L&F Mahon Consulting – Lois and Frank Mahon
  - Planners for OEYFC development, transition, and implementation

### Developing the Vision for Northumberland County OEYCFCs

Because nothing great was ever developed without vision, an early step in the process was to establish a common vision for Northumberland County OEYCFCs by engaging community partners through the BSN. In December 2016, Lois and Frank Mahon, two of the early years team consultants facilitated a Lego Serious Play® session to:

- Identify the community's vision and core values to guide that vision.
- Refine the core values and delineate them into core values and guiding principles.

This process was fully driven by the BSN through a full day meeting, and a follow up session where the products of the initial session were reviewed, discussed, and modified.



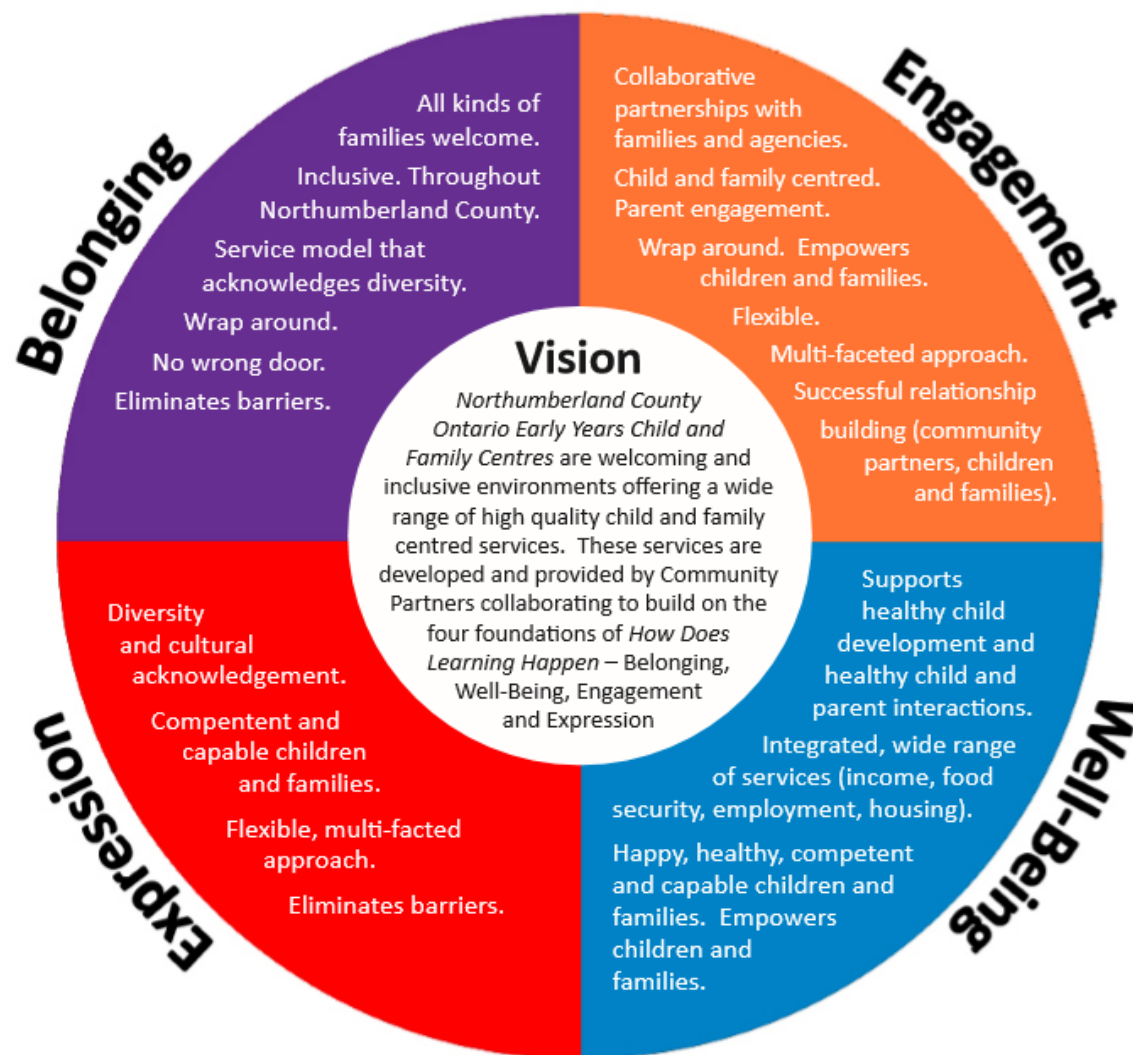
Collaboratively, the BSN agreed to the following Core Values and Guiding Principles:

| The development and implementation of Northumberland OEYCFCs will be guided by the following:  |   |
|--|---|
| Core Values  | Guiding Principles  |
| <ul style="list-style-type: none"><li>▶ Accessibility; breaking down barriers</li><li>▶ Child and family centred</li><li>▶ Partnership, collaboration, support and engagement</li><li>▶ Respect</li><li>▶ Service excellence</li><li>▶ Reflection, evaluation, responsiveness and accountability</li></ul> | <ul style="list-style-type: none"><li>▶ Open to new ideas, and innovative</li><li>▶ Transparency and communication</li><li>▶ Integrity and wisdom</li><li>▶ Culturally diverse</li><li>▶ Foundations of mental and physical wellness</li><li>▶ Strength based and building on community strengths</li><li>▶ Sustainable</li></ul> |

Following the interactive day and follow up session, the early years team was further able to refine the work and developed a graphic that has been a central component when communicating the vision and core values with the BSN, community partners and local decision makers. This model reflects the foundation of “*How Does Learning Happen*” and is based on the four components; Belonging, Engagement, Well-Being and Expression. Northumberland County can now further articulate how “*How Does Learning Happen*” should look in the child and family centres.

*Northumberland County OEYCFC Vision and Core Values*

# Northumberland County OEYCFC Vision and Core Values



# Section 2: Understanding the Needs of the Community



## How Did We Assess the Needs?

From the re-formation of the BSN, the process began to assess the needs, and gather the information that would be needed to better understand the current states, service gaps, and future direction in Northumberland County. The information gathered was a combination of:

- Ministry direction and requirements as stated in memos and documents, and
- Constant dialogue with the BSN regarding what information they thought was necessary and important in developing and determining locations for OEYCFCs.

## Process

The first step was to get a sense of the information the BSN was interested in learning more about, including existing community networks and planning tables, family and service provider opinion, and geographic gaps across the community.

In addition, the Early Years division was successful in obtaining *Our Journey Together* funding to assist with a needs assessment regarding the Indigenous population and service needs in Northumberland County. Overall, there were several components to the needs assessment.

| How Did We Assess The Needs?         | Activities   | Who Was Involved  | Timeline                     |
|--------------------------------------|--|---|------------------------------|
| <b>Community Service Mapping</b>     | <p>Developed categories of services relevant to the community.</p> <p>Developed a working group to assist with the process.</p> <p>Validated and updated local datasets to contain the most accurate information available.</p> <p>Mapped services onto Northumberland County by category.</p>   | <p>Early Years Team</p> <p>Best Start Network</p> <p>Mapping working group</p> <p>GIS Staff DAC</p> | December 2015 to June 2017   |
| <b>Community Engagement Strategy</b> | <p>Asked BSN what questions should be asked of:</p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• Service providers</li> </ul> <p>Developed and implemented Family Survey</p> <p>Developed and Implemented Service Provider Survey</p> <p>Conducted four focus groups with family members across Northumberland County.</p> | <p>Best Start Network</p> <p>Early Years Team</p> <p>Family Members</p> <p>Service Providers</p>    | February 2017 to April 2017. |



| How Did We Assess The Needs?       | Activities  | Who Was Involved  | Timeline                    |
|------------------------------------|---|---|-----------------------------|
| <b><i>Our Journey Together</i></b> | <p>Reviewed local available services.</p> <p>Partnered with the Nogojiwanong Friendship Centre and Alderville First Nation early years partners to develop questions for focus group for families living off-reserve.</p> <p>Conducted focus group with Indigenous families off reserve.</p>  | <p>Early Years Team</p> <p>Nogojiwanong Friendship Centre</p> <p>Alderville First Nation Partners</p> | March 2017 to August 2017.  |
| <b>Review of Local Data</b>        | <p>Reviewed local data sets and developed methods to intersect data sources, including:</p> <ul style="list-style-type: none"> <li>• EDI</li> <li>• Local Census Data</li> <li>• Local Socio-Economic Data</li> <li>• Family Engagement Survey Data</li> <li>• Service Provider Survey Data</li> <li>• Public Transit and Existing Infrastructure Data</li> </ul> | <p>Early Years Team</p> <p>DAC</p> <p>Best Start Network</p>  | January 2016 to August 2017 |

## Community Service Mapping

As mentioned previously, the mapping of community services was an important first step to obtaining buy in from the Best Start Network and providing a tangible outcome to demonstrate the collaboration that would become the foundation of the BSN.

Steps in community mapping included:

- Brainstorming different categories of services with the Best Start Network. The BSN was concerned with functions, or categories of services as the plan is to develop interactive mapping functionality that allows both the BSN and families to search and sort by function
- Developed a working group that collaborated with United Way, the local administrator of 211 data



The United Way exported the local service information which was then cross referenced with information available at a county level

- A survey for community agencies to ensure that the database of services contained accurate information
- Updated service agency information was coded according to the predetermined categories, and mapping functionality was developed
- The GIS staff, then the DAC used the coded service information to develop maps which were then used to assess the existing services and service gaps.

## Community Engagement Strategy

The engagement strategy was developed in conjunction with the Best Start Network and community partners in order to ensure the plan was transparent and met the needs of all stakeholders. In November 2016 the BSN completed an exercise to identify who needed to be involved in the community engagement efforts. Community partners and family members were identified. It was decided together that a survey and focus groups should be implemented with family members and just a survey would be implemented with community partners since discussions with BSN members gathered much of the information that would obtain in focus groups. A group exercise was completed where teams brainstormed questions to ask both families and community partners. An engagement committee was then assembled to help develop the surveys and focus group questions. A family member was also involved in the development of the family survey.

With the help of staff at the County and local partners, information was gathered from families about early years services they use. Information was being solicited from:

- Families who already access services
- Families who do not access services





### Family Survey

The survey was developed by reviewing surveys used by other CMSMs/DSSABS and incorporating questions that the BSN identified as important to ask families. The team then met to refine the questions and ensured families had input into the survey by asking a family member and user of services who also has expertise in survey design and development to review and provide feedback.

With the assistance of Northumberland graphic design and communication specialists who developed a logo and messaging for the survey, the team:

- Developed a webpage on the Northumberland County home site to provide information about the survey and post community events where the survey would be distributed. County staff and volunteers then attended these events and gathered hardcopies of the survey.
- Developed cheque inserts in Ontario Works mail outs that provided information about the survey and where they could access the survey
- Posted information in newspapers that directed people to the website
- Provided Information on the radio
- Shared information across the BSN and County social media platforms.

Leading up to the survey launch the Early Years Team and Northumberland County staff:

- Developed kits for community partners with instructions, copies of the survey, and Tim Horton's cards
- Shared the link as broadly as possible through the own mailing lists and with requests to community partners to share
- Held the survey launch day on March 8 with community partners
- Had volunteers, staff attend local community events to gather surveys and distribute Tim Horton's gift cards
- Visited every childcare centre and OEYC to provide parents an opportunity to participate



There was also had a “wrap up” night where Dr. Jean Clinton was invited to speak at two sessions, one during the day for community partners and in the evening for family members and child care providers. Surveys were also gathered at these events.



### Focus Groups

On the survey families were asked to indicate if they would be willing to participate in a follow up focus group. From those families who responded “yes”, the team then selected families to invite to focus groups based on region and using Eventbrite planning. For individuals who did not have email phone calls were made if they provided a contact number.

Four Focus Groups were conducted, one in Cobourg, Port Hope, Colborne, and Campbellford. Within these focus groups families were asked to provide feedback on early years services, strengths, and gaps

in their communities. They were also tasked with providing visual depictions of their ideal OEYCFC.

Dr. Jean Clinton presented two sessions, “*Love Builds Brains*” and “*Parents as Partners*” to over 300 participants to close out the family engagement survey component of our community engagement strategy.



### Staff Survey

The staff survey was developed with the assistance of the early years team and community engagement working group. Surveys previously used by CMSMs/DSSABs were reviewed. Surveys were available online and shared through the BSN. Members were asked to distribute within their organizations. Survey links were also shared through the existing email distribution lists and networks.

### Our Journey Together

Funding was obtained through the *Our Journey Together* Initiative that has allowed the County to more deeply to investigate the current state

and service needs for Indigenous Families in Northumberland County and to build partnerships. This funding was intended to help the community to understand culturally relevant services. Through this initiative in partnership with Nogojiwanong Friendship Centre and Alderville First Nation a focus group was conducted with Indigenous families. In the fall Nogojiwanong Friendship Centre and Alderville First Nation will be providing cultural competency training for early years management and frontline staff.

### Reviewing Local Data

Based on Ministry Guidelines and also based on feedback from the BSN, the early years team compiled a number of data sources to review and identify overall trends in Northumberland County, existing services, gaps, and demographic data that demonstrates local and regional needs. The Early Years team has been instrumental in identifying the data needed, and the DAC has been essential in developing ways to display the data that is meaningful and helps with decision making. Data sets included in the analysis include:

- Census Data
- Early Development Instrument
- Social Risk
- Family Engagement Survey
- Community Partners Survey
- Focus Groups

The information gathered through local available data and the community engagement strategy have provided the foundation of the local needs assessment. Results from the local needs assessment have been provided in the next section.

# Section 3:

## Reviewing the Data:

### The Local Needs Assessment



## Local Needs Assessment: Lessons Learned

The next section outlines the findings from the local needs assessment, including survey, focus group, and local demographic data analysis.

### Family Engagement Survey -Assessing Local Preferences

The Northumberland County Early Years survey has been an important part of the local needs assessment. The intention was to profile parents of children aged 0 to 14 to discover what programs and/or services they currently access; barriers to access; and, what changes, if any, they would like to see to the County's early years servicing. Those who chose to participate

*The community partners and staff at Northumberland County pulled together to gather **1624** surveys from families in Northumberland County*



received a \$5.00 gift card for their time.

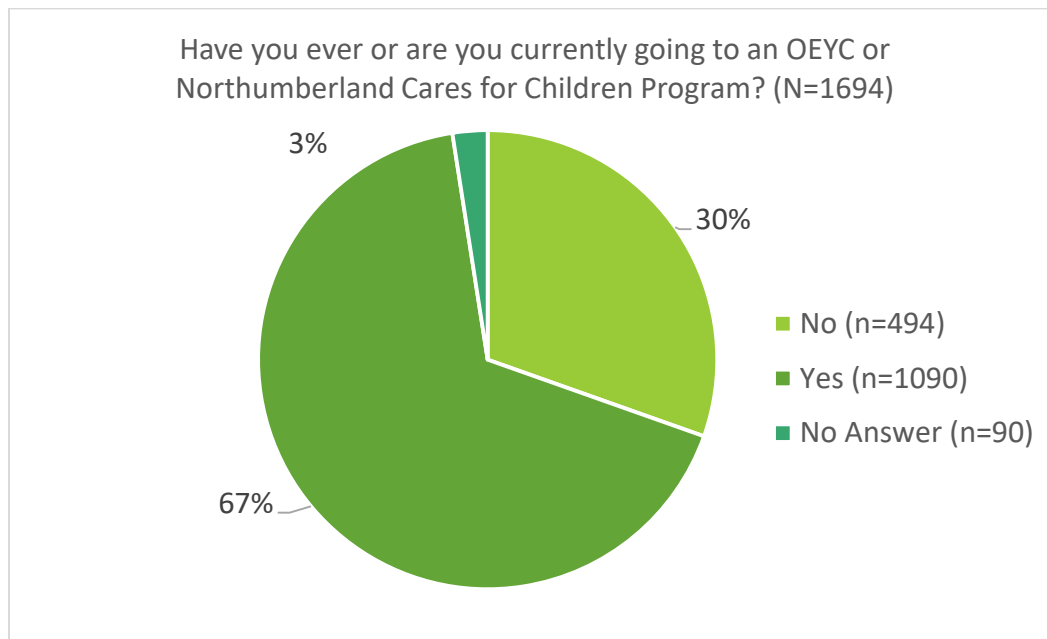
The survey was disseminated online via SurveyMonkey and at child care and early years centres across the County during the last two weeks of March 2017 (Spring Break). Due to the hard work of community partners and Northumberland County staff, the response to the surveys was overwhelming. 1,624 unique surveys were received and were quantified, analyzed, and mapped on the above-noted grounds. 1419 were from families who identified as parents/family

members, 71 by professional caregivers, and 127 by individuals who identified “both” (family members and professional caregivers). Mapping was done using postal codes. Respondents were asked to supply their FSALDU postal code. FSALDU postal codes are an acceptable geographical proxy because they do not identify individual dwelling units.

| Count<br>(N=1624) | Indigenous | Francophone | Newcomer to<br>Canada | Not Identified |
|-------------------|------------|-------------|-----------------------|----------------|
| Number            | 375        | 65          | 41                    | 1170           |
| Percent           | 23%        | 4%          | 2.5%                  | 72%            |

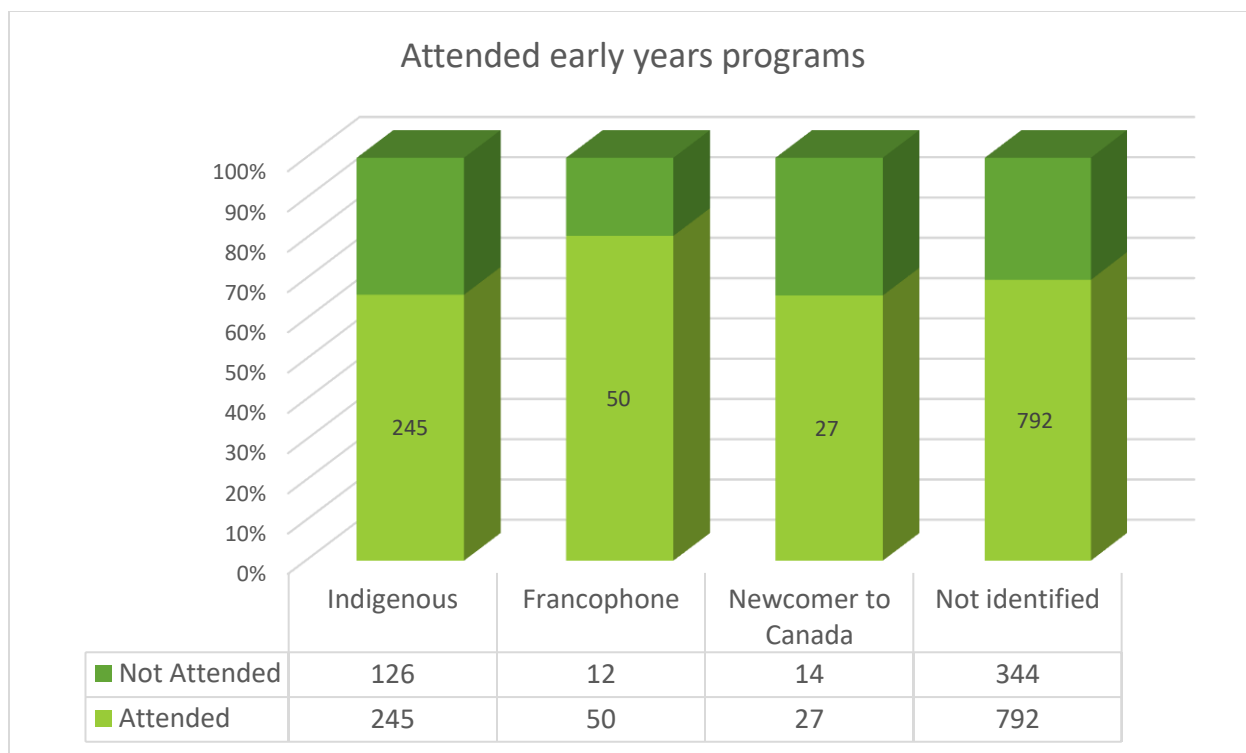
Table 1 - Breakdown of respondents by cultural self-identification

Of the surveys received, 23 percent were submitted by those identifying as indigenous, which is a large proportion, given that Northumberland County has an overall proportion of 3.99% indigenous-identified residents. 4 percent identified as Francophone and 2.5 percent as Newcomers to Canada.



**Figure 1 - Respondents who use or have used OEYC programs**

67 percent of respondents noted that they are currently using, or have used an OEYC or Northumberland Cares for Children programming. This percentage increased to 69 percent when accounting for those who submitted surveys online (i.e. submitted unassociated with an OEYC location).



**Figure 2 - Respondents who have attended programs by cultural self-identification**

Families learned about early years services through a number of ways, including:

- Friends (696)
- Internet/Web/Facebook (273)
- Community agencies (197)
- Community flyers (135)
- Newspapers (122)
- Signs (113)
- Brochures (106)
- Radio or TV (39)
- And other (203)

Learning about early years services through friends was overwhelmingly the largest way families learn to access services.

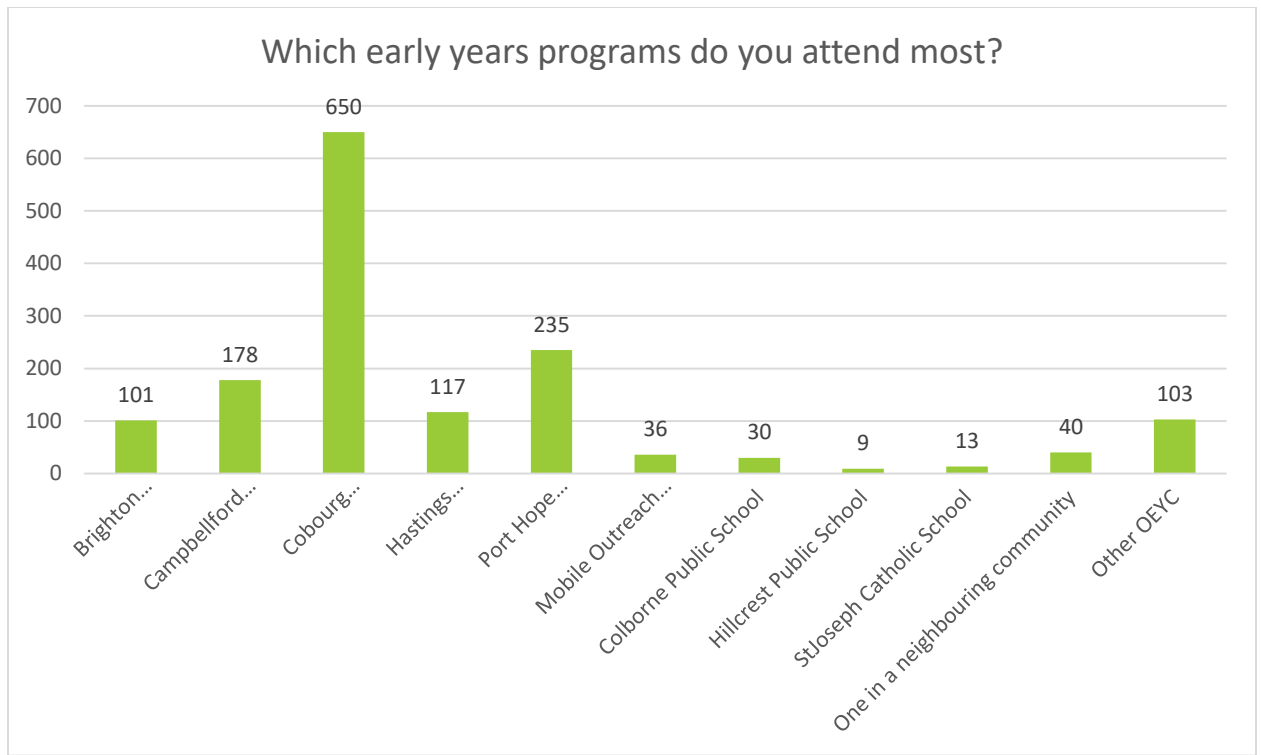
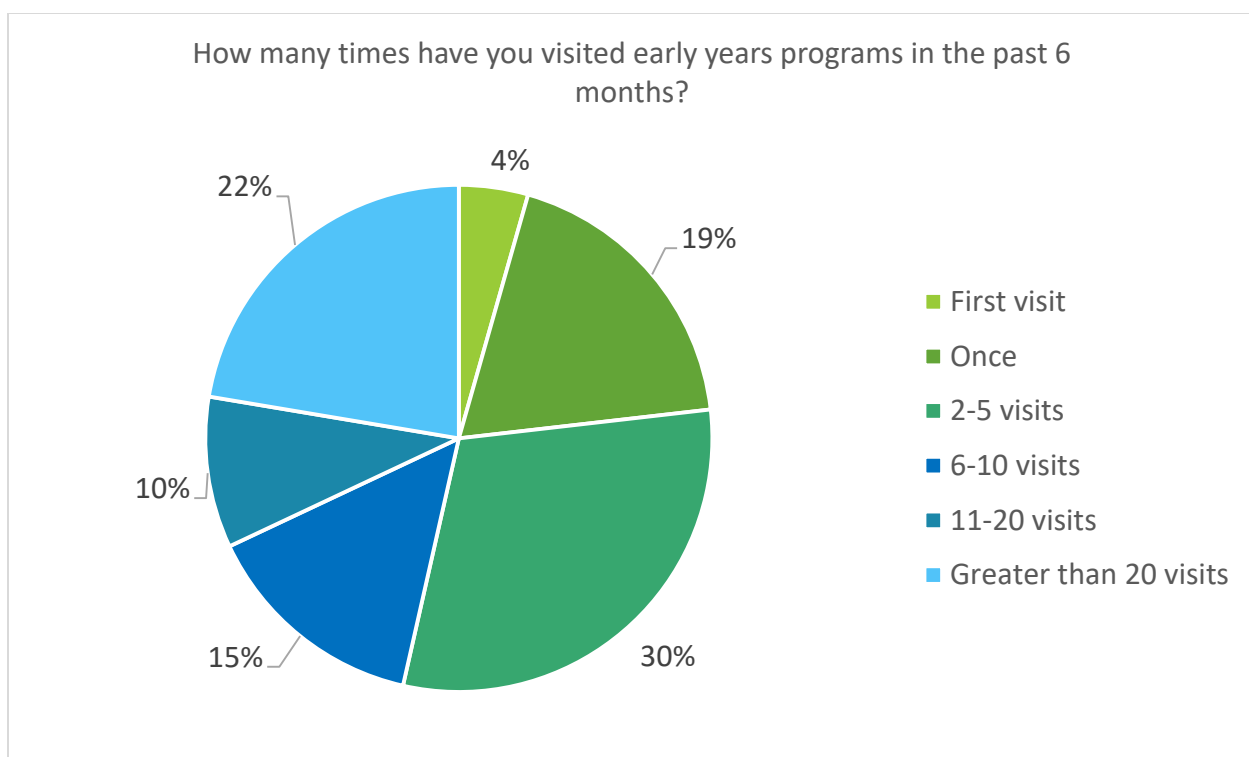


Figure 3 - Program usage

Cobourg was the most frequently attended Early Years Centre followed by Port Hope, Campbellford and Hastings.



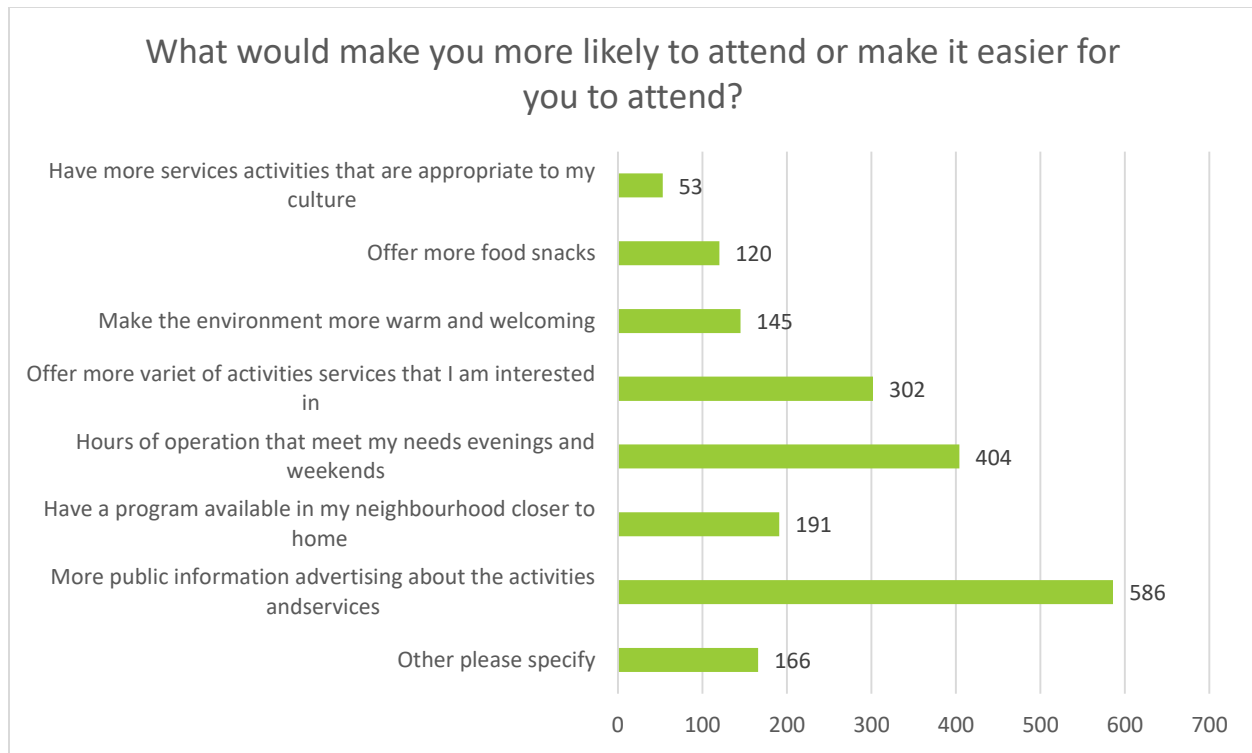
**Figure 4 - Program usage frequency**

Of those who responded, 30% had visited the programs 2-5 times within the last six months while 22% had been there more than 20 times in 6 months. Four percent were experiencing their first visit.

The majority of family members who responded to the survey said they preferred to attend early years programs in the morning, followed by afternoons, weekends, and evenings.

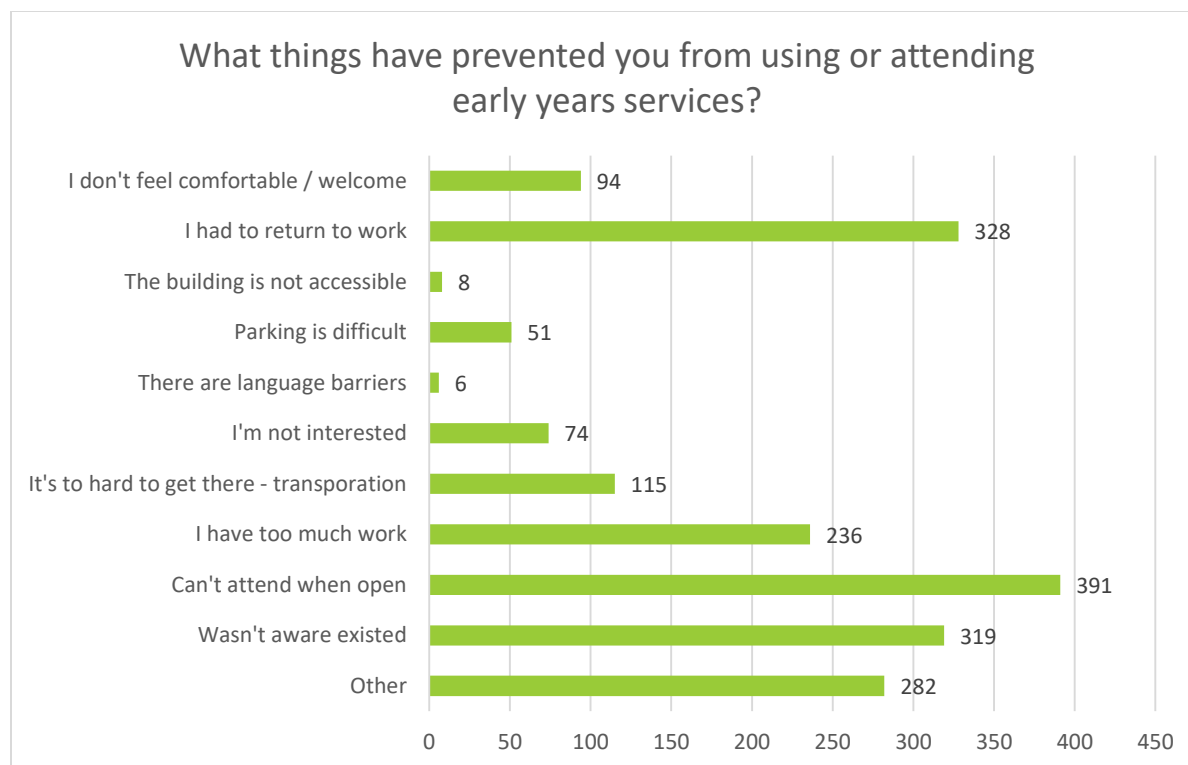
| Time       | Number | Percent |
|------------|--------|---------|
| Mornings   | 748    | 46.1%   |
| Afternoons | 322    | 19.8%   |
| Evenings   | 244    | 15.0%   |
| Weekends   | 259    | 15.9%   |





**Figure 5 - Respondents by methods for greater access**

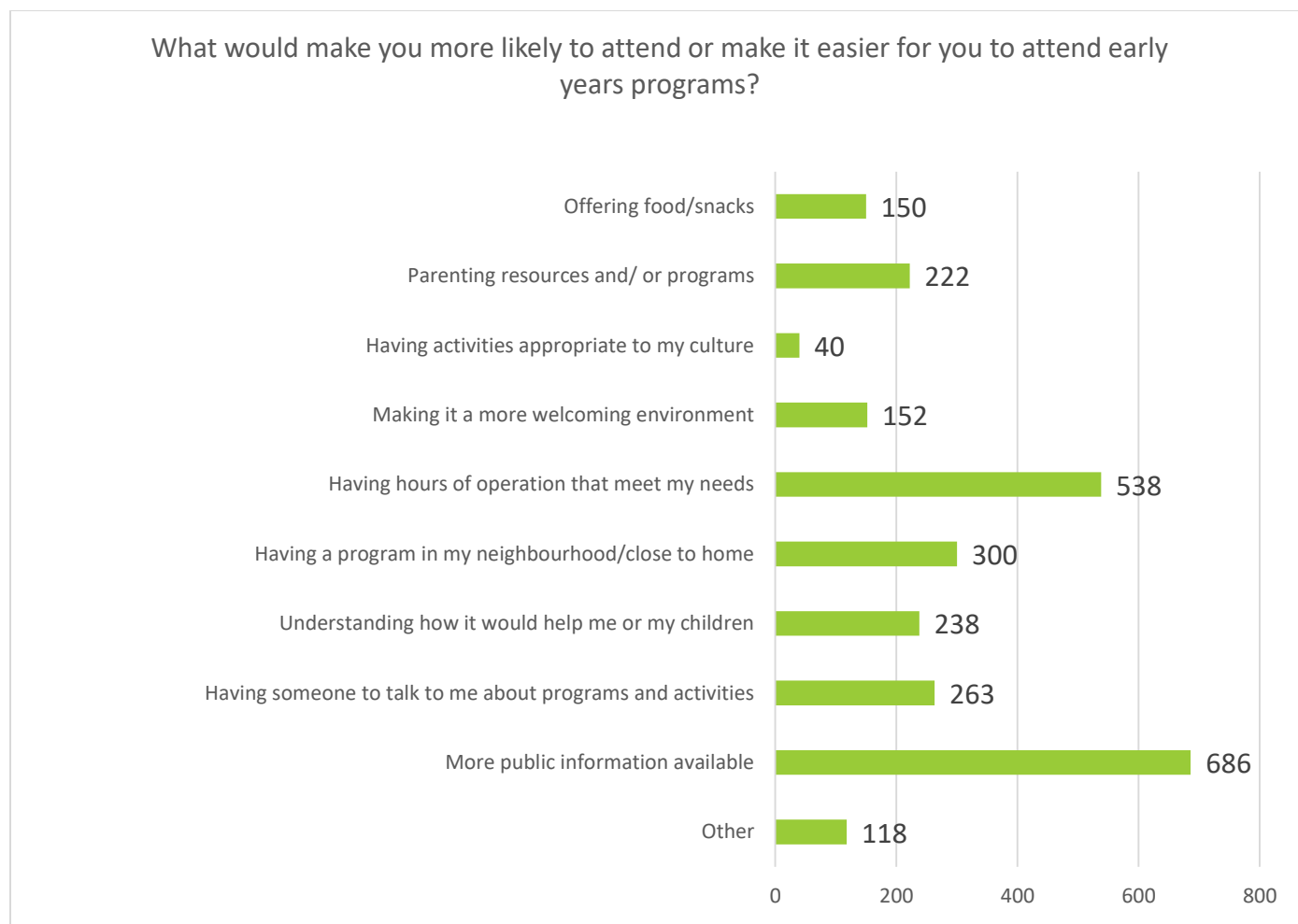
When asked what would make families more likely to attend or make it easier to attend, families overwhelmingly mentioned the importance of more public information advertising about activities. The second factor that would make families attend is offering a variety of hours including evenings and weekends, followed by offering more services that families are interested in.



**Figure 6 - Respondents by barriers to current usage**

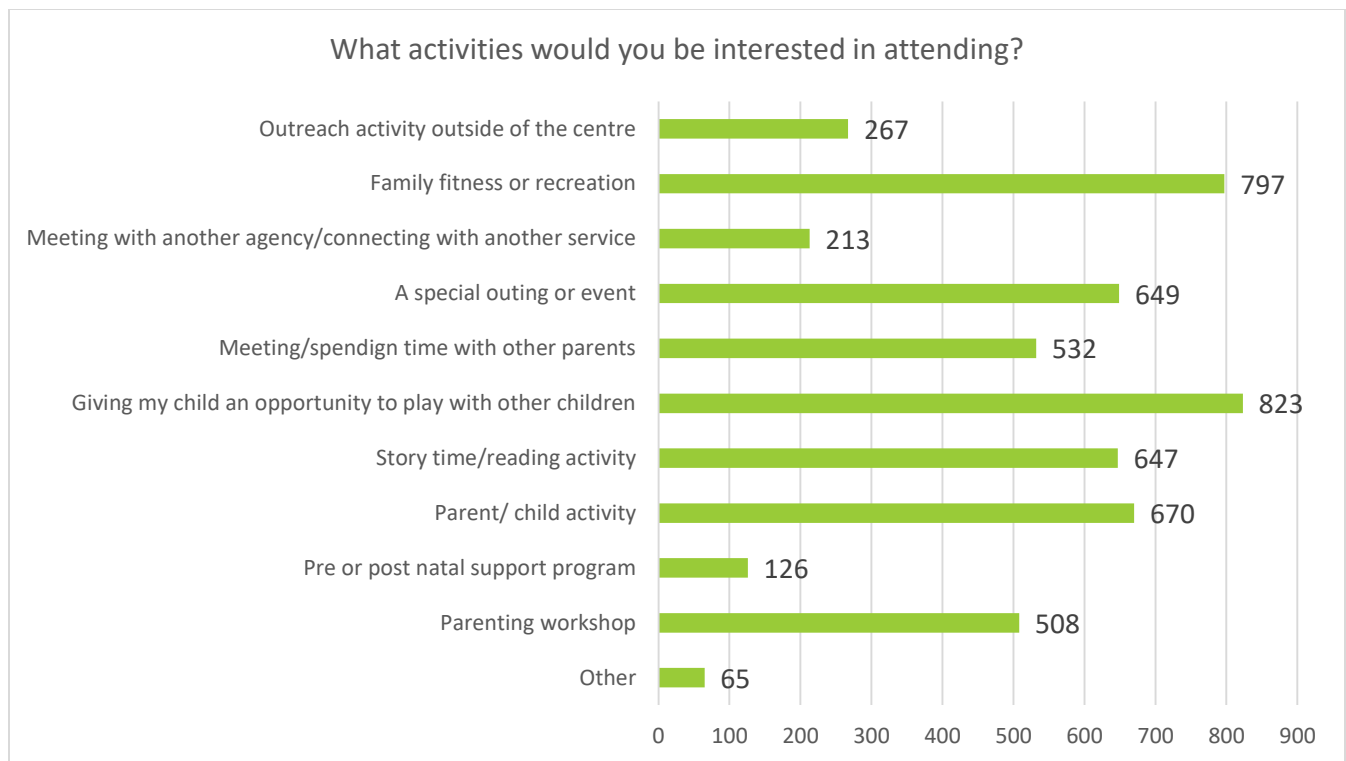
Barriers to attending early years services included not being able to attend when they are open, needing to return to work, lack of awareness that early years services existed, and being too busy. Transportation, lack of interest, and feeling unwelcome were also selected.

Of those who have not attended programming, 36.6% did not know programming existed. This compares to 12.2% of those who attend. This current communication gap and future opportunities to establish stronger methods of communication is consistent with provincial trends and is addressed in the Ministry of Education's renewed *Early Years Policy Framework*.



**Figure 7 - Respondents by methods for greater access**

It should further be noted that more available information was the primary response when asked what would make program attendance easier in the future. The second most common response was having hours of operation that are more convenient. The third was having programming in my neighbourhood or closer to home.



**Figure 8 - Respondents by ideal program choice**

Finally, when asked “What activities would you be interested in attending,” the majority of responses pertained to activities where children either had the opportunity to interact with their parents, or where children could interact with other children. ‘Family fitness or recreation’ was a particularly common response, but given the degree to which early years children are currently vulnerable in the Physical Health & Well-Being domain, this was an interesting discovery.

### *Hearing children’s voice...*

*For the past several months the focus has been on hearing the voices of families and community partners in Northumberland County. As the transition to OEYCFCs occurs, children’s voice and input will be included in developing how each site is shaped and planned. The voice of children will be included when it is meaningful and has a direct impact on OEYCFC services.*



### **Mapping Survey Data**

For mapping purposes, the postal code data was further aggregated to the *neighbourhood* level, similar to the EDI and social risk data, so as to further obscure individual surveys and to be consistent with previous visualizations.

Of those surveys received, 1,385 (85.1%) were able to be mapped. 173 survey respondents supplied out-of-area postal codes, suggesting some residents from adjacent districts (i.e. Hastings, Durham, Peterborough) use Northumberland servicing. The remainders were blank, incomplete, or other inaccurate and could not be mapped.

The Campbellford area of Trent Hills garnered the highest number of survey responses (118). In general, rural areas were well-represented and the number of surveys received was reasonably uniform County-wide.

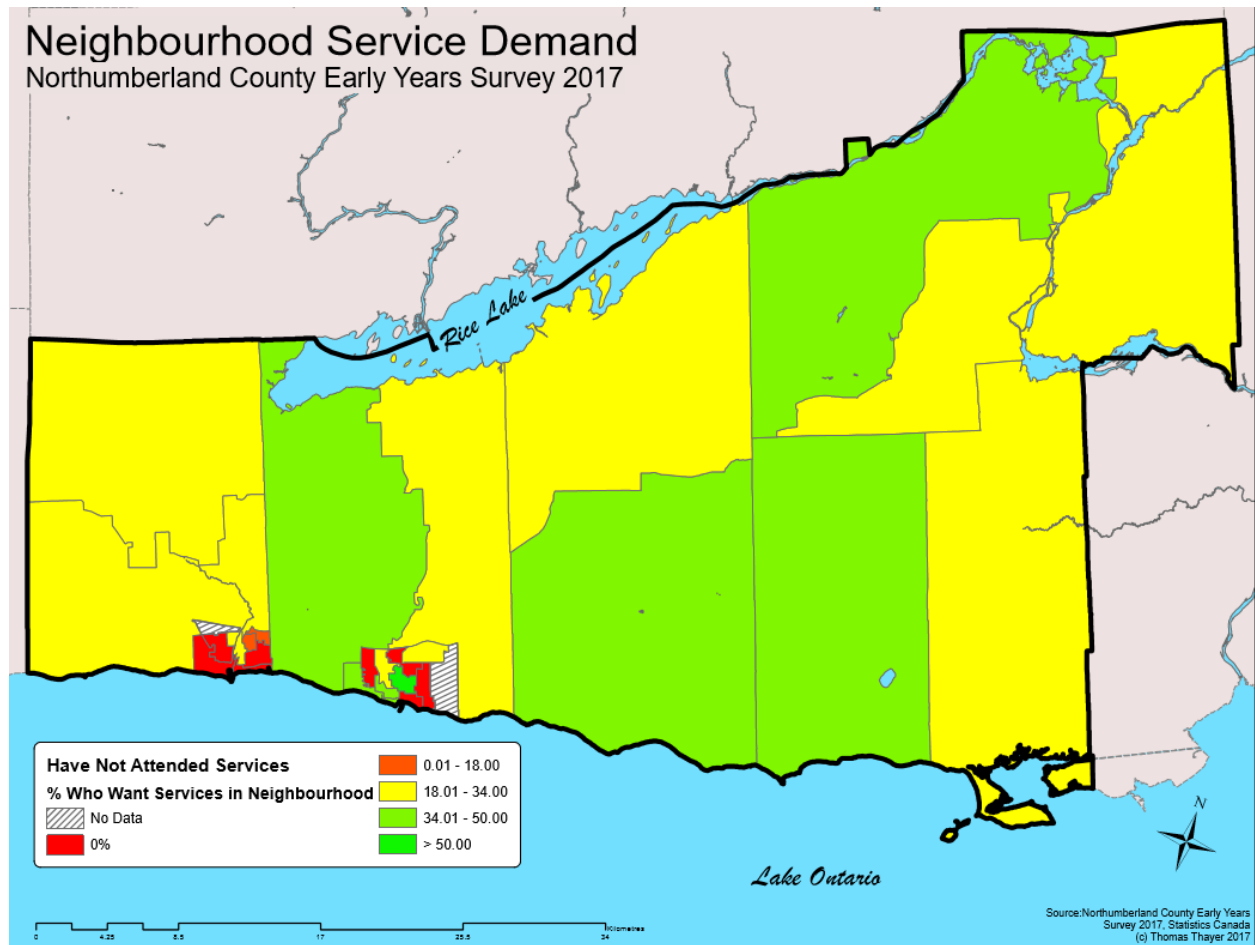


Figure 9 - Map showing neighbourhood local service demand

### Community Partner Survey

The community partners survey was designed based on previous agency surveys and partner surveys from other CMSM/DSABs. The survey was distributed electronically through the BSN email distribution list and other network lists to be completed by all community agencies who deal with children 0-14 in Northumberland County.

A total of 60 surveys were completed. Community partners were asked in what capacity they work with children and/or their caregivers. The largest proportion was program staff (43%) and the smallest percent volunteers (2%). The majority of staff worked in Cobourg or Port Hope.

Community partners reported that the following are currently working with early years services.

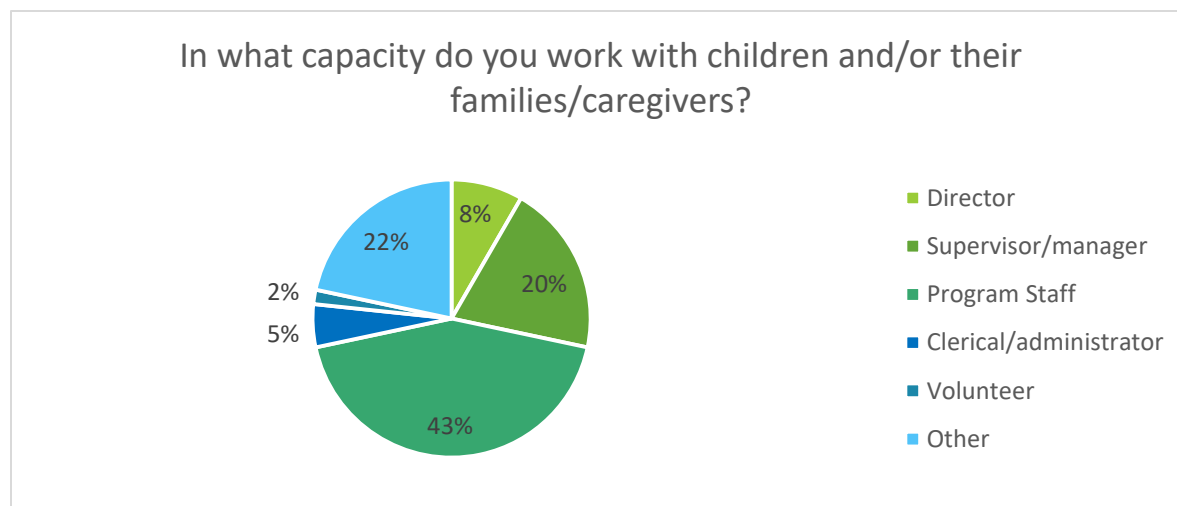
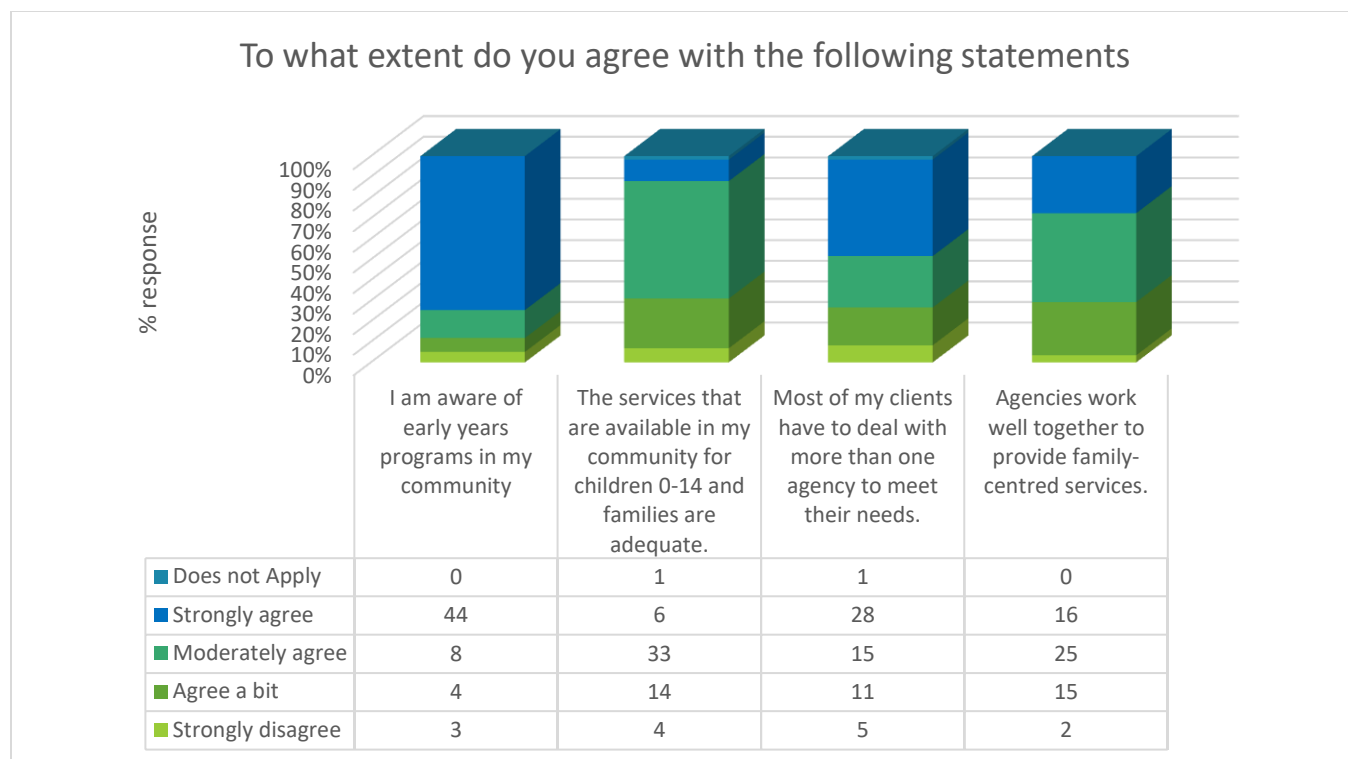
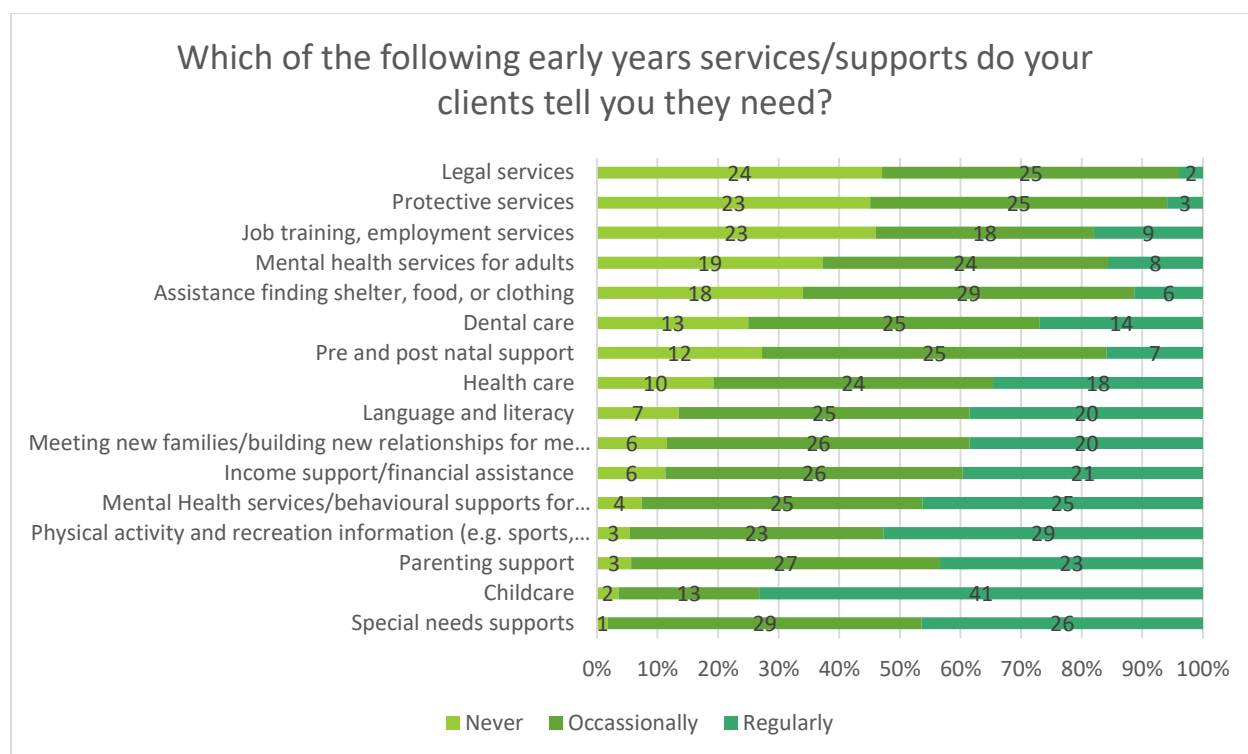


Figure 10 - Community partner breakdown by type of respondent

Families were asked to indicate to which extent they agree with a series of statements.

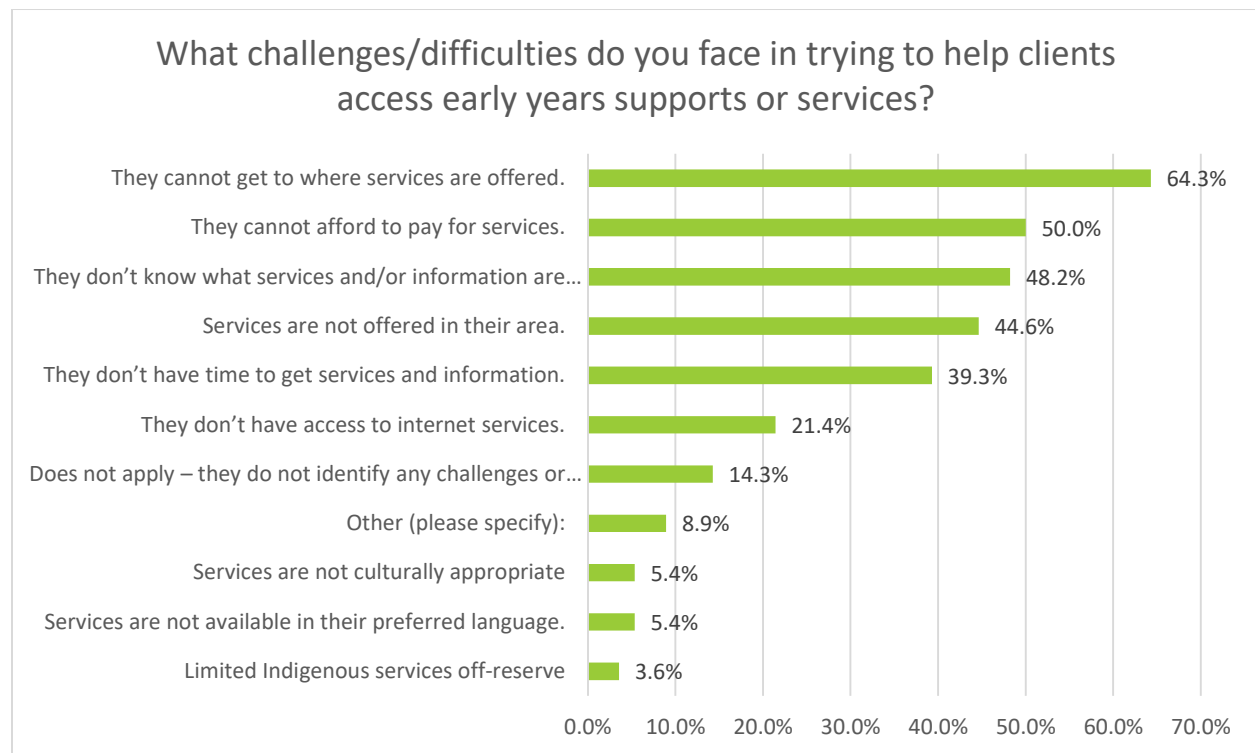


**Figure 11 - Likert matrix pertaining to select early years statements**



**Figure 12 - Chart showing services currently needed by clients**

Families indicated the services they require most in their community are special needs supports, childcare, parenting support, physical activity and recreation, and mental health services.



**Figure 13 - Chart breaking down barriers for client access to servicing**

When asked what services their clients requested most, they indicated that clients cannot get to where services are offered, they cannot afford to pay, or they are not sure what services are available.

Community partners were asked about the strengths of existing early years programming. They mentioned.

- Locations across Northumberland County
- Variety of programming
- Partnerships between community agencies
- Communication, including social media, and the sharing of information at the BSN
- Staff and relationships
- Existing programming
- “Hubs” or various services being available
  - Being located in schools
  - Linking families

Gaps that were identified included:

- Lack of awareness of services



- Transportation/location
- Waitlists (e.g. speech and language, mental health)
- Time of services
- Lack of programming for:
  - Transitioning to school age
  - Youth and young adults
  - Mental health for children under 6
- Staff training/specialists
- One-stop shop

Suggested solutions to filling the gaps included:

- Decrease waitlists
- More locations
- Extended hours
- All services in one place
- Ongoing advertising/communication
- Increased funding for transportation, more accessible transportation/free transportation
- Collaboration and communication between agencies
- Cultural understanding
- Parenting groups (e.g. topics, more engagement,)

### Focus Groups

Four Consultations were held with families in Northumberland County. Invitations were sent to those who had indicated on the survey that they were interested in providing further input. Families were offered \$25 in Tim Horton's gift carts, child minding, and refreshments.

- Wednesday, May 24
  - Cobourg (12)
- Thursday May 25
  - Port Hope (7)
  - Colborne (1)
  - Campbellford (6)

Families were asked a series of questions at each consultation although the focus groups were held in a conversational manner.

When asked why families attend OEYC's, families talked about needing to get out of the house, the importance of socializing for both children and families, and how OEYC's allow them to connect with resources. Families talked about the importance of being able to connect with resources, programming at OEYC's, and that it was so important and beneficial that they were free. Several family members

talked about needing connection when they first had their child and the importance of those relationships with staff.

Families were also asked about barriers to attending which included:

**Lack of information:** Similar to themes found through the survey, families talked about the lack of information regarding early years programming and services, where they are located, their purpose, and what is offered. Families suggested this is the number one barrier to families attending. This finding is consistent with provincial data and is a main factor contributing to the new vision for OEYCFCs.

**Transportation:** Families talked about the importance of having public transportation available close by, and/or being within walking distance to housing. Locations should also have parking options that are considerate of families with young children, strollers, and large amounts to carry.

**Quality programming:** Families talked about how they valued quality programming that enriched the interactions between family members and their children. Family members often reported that there was a lot of programming available for newborns or within the first year, but that programming for older children was less available. As well, when family members had more than one child, they often felt it difficult to interact with one while the other(s) seemed to have nothing to do. Families asked for more programming for children of all ages, possibly concurrently operating programs for younger and older children.

**Hours of operation:** Families talked about the difficulty of getting to programming during operating hours. They discussed the importance of having options both in the morning, in the afternoon, in evenings, and weekends. Families recognized that access every day at all of these times is not possible, but did suggest that regular scheduling with different options would be welcome. Several families also talked about the need for weekend programming so that they could attend as a family. Several moms suggested that for fathers who work away, this would allow them to have someplace inexpensive and fun to go on the weekends.

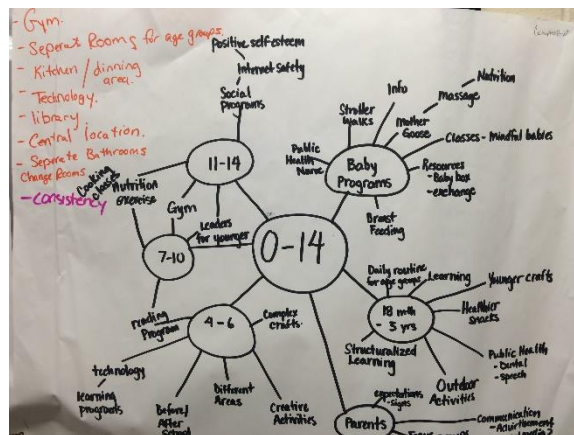
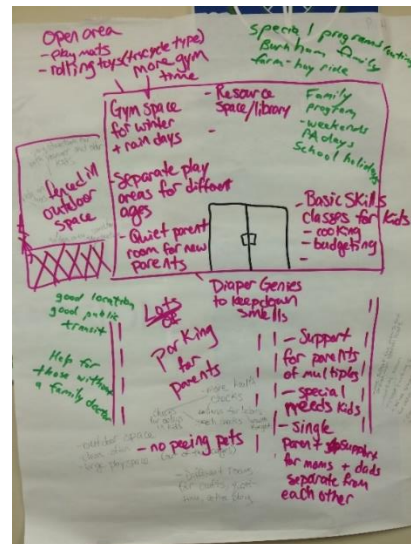
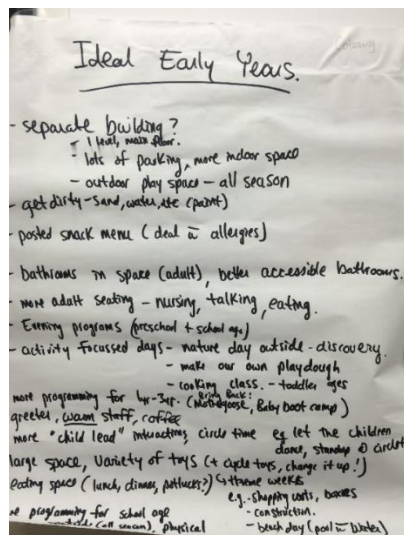
**Location:** Families talked about the importance of having early years programming available in communities so that families did not have to drive. Many suggested schools would be an appropriate place, but also that schools would require a clearly marked separate entrance and security.

**Feeling left out/unwelcome:** Some families talked about attending early years programming and not knowing other families. Families mentioned how staff are so important to help families feel welcome. This specific issue is addressed in the Ministry's Guidelines for Core Services.

Families were then asked to build their ideal Child and Family Centre. Ideal family centres included:

- **Quality programming** - available for all ages 0-14
- **Resources available for parents** – families talked about “community hubs” and being able to access other services that they need

- **Accessible** – families requested accessibility in terms of location, parking, strollers, and also knowing what was available. Families also talked about programming for services with special needs or making families with children with special needs feel welcome.
- **Clean** – Families expect clean facilities including floors and washrooms. They talk about how this can have an impact on whether they take their children.
- **Access to kitchen** – families appreciate access to kitchen facilities to prepare food for their children.
- **Secure location** – families talked about needing a secure location with proper clearance checks and secure entries. They talked about the importance of having a separate area of the school for early years programs if here are people coming and going all day.



The theme of “welcoming” or the importance of being welcoming was prevalent across focus groups.

When asked “**what is welcoming**” families described:

- **Greeters/Facilitators:** These individuals are the first point of contact and need to welcome all families upon arrival and orientate families new to programming
- **Welcoming staff:** All staff should focus on building relationships with families, and take a role in introducing families to others.
- **Signage:** Families requested clear signage to indicate where programs were, and also what was accessible to each family (e.g. program name and who was eligible)
- **Clear rules:** Families requested clear rules posted so that everyone knew what was appropriate (e.g. can everyone use the kitchen or just staff?)
- **Child-lead activities:** Families talked about the importance of child-lead activities
- **Opportunities for parents:** Families want assistance knowing opportunities for them to participate and be involved at early years programs. Families want to know what they can do and how to be more involved.

Communication or lack of knowledge about programs and services was the main challenge/barrier indicated on the survey. Families who attended focus groups were asked to define how we should communicate with families. They talked about the following methods:

- **Social media platforms:** Families requested a strong website presence with one central space linking to all of the programs. They also requested Facebook updates.
- **Newspapers:** Some families without internet suggested this is the main way to get information to families.
- **Radio:** Families suggested local radio stations and interviews to discuss programming as an option.
- **Brochures:** Brochures and flyers distributed in the community, through agencies, or especially school newsletters were seen as important.
- **Doctor's offices:** Families felt it was important that doctors be educated on early years services.
- **Person to speak to:** Families wanted to be able to have someone to talk to with questions regarding their children or resources.
- **"Opt in" when signing up:** Families suggested that upon first entry they could select an "opt in" form whereby they received information through email or text regarding early years programming.
- **Orientation packages:** Orientation packages should be available for every new family.
- **Welcome wagon:** Families suggested delivering information about programming to new mothers.

**Making services welcoming:** In order to remove barriers from schools, families thought that we should publicise/advertise what the programs are and where they are even to those without children attending, to provide a separate entrance that is secure, to provide a welcome/greeter upon entrance, and to ensure that there is accurate information programming available.

**Removing literacy barriers:** Families were also asked how to remove literacy barriers, and families said to use signs with pictures or plain language, to have a call in number where families can get a recording

of available services and programming, or having someone in person available to answer calls. The most important aspect was thought to be staff being welcoming and greeting, and helping families to fill out forms.

### ***Our Journey Together – Focus group with Indigenous Families***

As part of the *Our Journey Together* initiative, we partnered with the Nogojiwanong Friendship Centre and members of the Alderville First Nation to build relationships and understand how to better meet the needs of Indigenous families both on and off reserve in Northumberland County. The team decided to hold a focus group with Indigenous families off reserve. We invited 137 family members who had responded to the early years survey and indicated both that they identified as Indigenous and also that they would be willing to be contacted to provide further information regarding early years services. Families were invited through an email and asked to sign up through EventBrite or by contacting Northumberland County. Nine individuals RSVPd for the session that was held in Cobourg and two showed up the evening of the focus group.

Three members of the Nogojiwanong Friendship Centre facilitated the focus group with Indigenous families. The full report will be included in *Our Journey Together* final report. Lessons learned:

- Cultural programs provided on reserve offered an opportunity to connect with culture and nurture a sense of identity, no cultural opportunities had been offered off reserve
- The participants agreed that they would be more inclined to attend culture based services. They acknowledged the importance of integrating culture into the learning and development of children at an early age
- The participants expressed that the County should be encouraged to increase access to culture based EY programs and be strategic about advertising the programs and making them accessible to the community
- The participants mentioned that there are barriers to attending the programs, primarily that they were not aware of what EY programs were available and were unsure how to find the information
- When asked to build the perfect Indigenous EY Centre, the participants shared the desire for culture based programs and services focused on child and family development, with programs being offered at a variety of times throughout the day/evening and on weekends. They encouraged programs that involved the whole family, teaching children and parents together. Education would include local cultural practices and cultural diversity, being sure to introduce other cultures such as Metis and Inuit



- A culture based EY program could bring people together and build strong community, much like a family relationship. Bring seniors together with children; and single Moms together with Seniors
- The participants stated that creating a welcoming environment is critical, and making attendees feel “taken care of” – like home
- As an indigenous based EY program, and to feel welcome as an Indigenous person, the medicines should be visible and integrated into programming where appropriate
- If programs are offered in places located on bus routes (or within walking distance), or

transportation (i.e. shuttle or pick up service especially in rural area) was provided, families would be able to access programs more readily

- Programs have to be welcoming to everyone, and designed to expose children to their culture at an early age.

Although participation at the focus group was minimal, we did obtain some good information and themes to further investigate through another focus group to be completed on reserve, and used in combination with survey results of family members who had identified as Indigenous. Themes found in surveys reflected similar trends and provide a foundation for continued relationship building and planning around services that are meaningful and appropriate for



Indigenous families. Next steps include:

- Completion of a focus group with families from the Alderville First Nation
- Cultural competency training for senior teams and management level and frontline from early years organizations
- Investigation into opportunities for further funding to support the development and implementation of culturally relevant services for Indigenous families.



## Understanding Northumberland County

Northumberland County is a predominantly-rural County and the Consolidated Municipal Service Manager (CMSM) located to the east of the Greater Toronto Area (GTA) along the 401 corridor. It is bounded by Lake Ontario (south), Durham Region (west), Peterborough County and Rice Lake (north), and Hastings County (east). The County is comprised of seven municipalities and one First Nations reserve - Alderville (see Appendix B, Map A), and has a population of 85,598 (2016). Primary population centres include Cobourg (19,440), and Port Hope, comprising urban Port Hope and the former Hope Township (16,753). Secondary centres include Brighton, Campbellford, Hastings, and Colborne (see Appendix B, Map B).



## Using Multiple Sources of Data

Utilizing a broad catchment of data to inform policymaking has become increasingly important in recent years. The Northumberland County Needs Assessment sought data from multiple sources, both local and provincial, to inform decision-making pertaining to future locations of the Ontario Early Years Child and Family Centres (OEYCFCs). Data sources ranged from Northumberland County to Statistics Canada census profile data from three census years (see Appendix C, Table 1).

## Census Data

Census data was accessed through Statistics Canada for the 2006, 2011, and 2016 years, as was the 2011 National Household Survey. Due to current data availability, only population data pertaining to growth and age cohorts and housing data are from the 2016 census. All other data is 2006 and 2011, until the newest version is publicly released via the 2016 Long-Form Census. Raw census data was accessed between April 3 and May 31, 2017 and was further analyzed to inform the following community profile for Northumberland County.



## Population Growth

Northumberland County is growing. Since 2006, the County's population has increased from 80,963 to 85,598 (+5.7%). The majority of this growth occurred in the five-year period between 2011 and 2016, where the population grew by 4.2%. Over the entire ten-year period, Brighton experienced the greatest growth (+15.5%) followed by Cobourg and Cramahe Township (both +6.8%). Alderville First Nations and Port Hope, however, both experienced negative growth at -2.2% and -0.3%, respectively (see Figure 14).

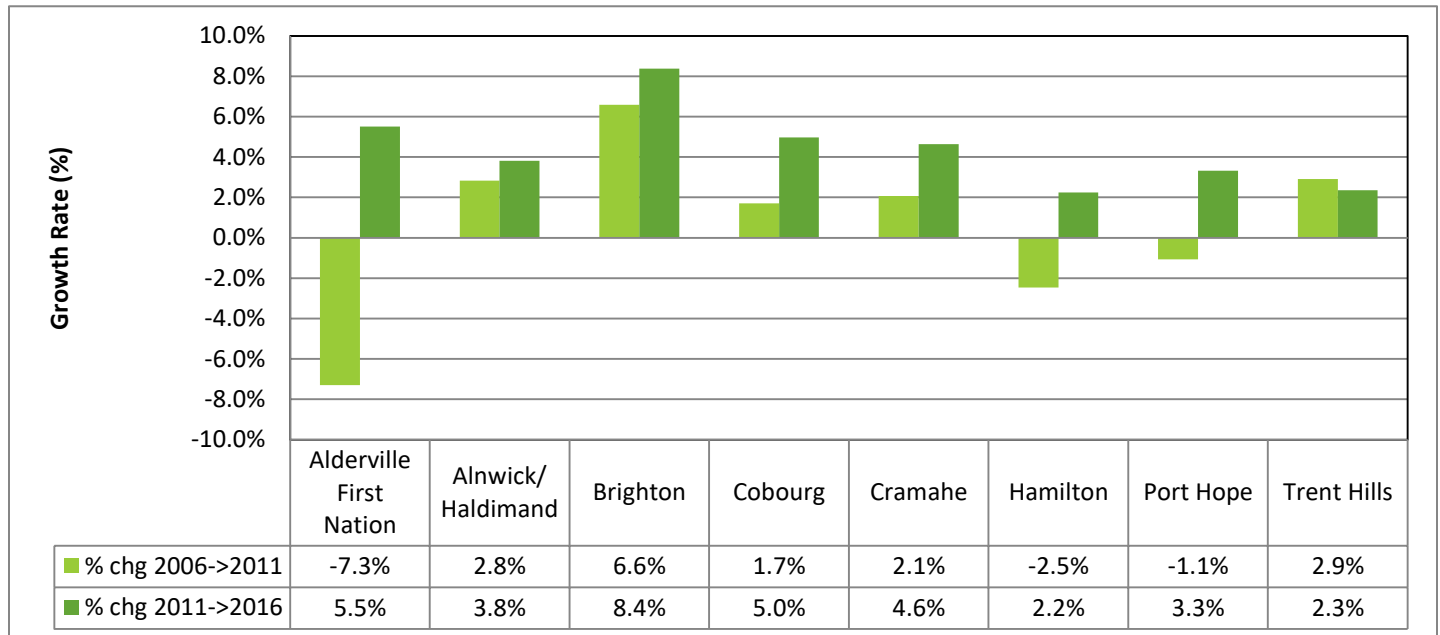


Figure 14 - Population growth between 2006 and 2016

## Population by Cohort

Northumberland County's population is generally an aging one. When considered by age cohort, one notices a pair of peaks and a general bias towards older age cohorts (see Figure 15.)

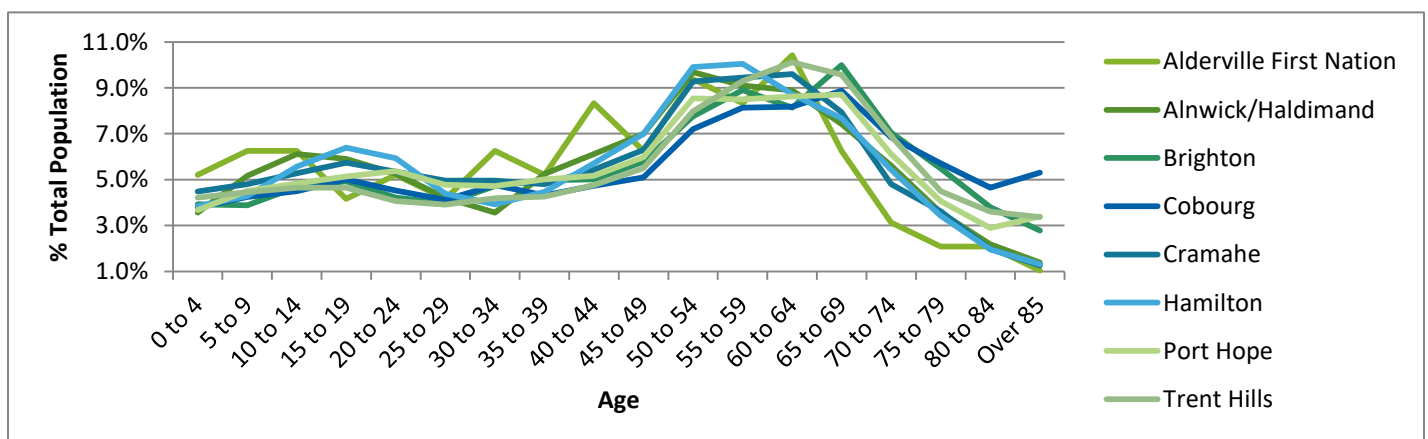


Figure 15 - Population breakdown by municipality (2016)

In 2016, Northumberland's population consisted of a small peak in the 15-to-19 age cohort, followed by a trough between 20 and 44 years of age, and two subsequent peaks in the 50-to-54 and 60-to-64 age cohorts. This was indicative of a population far different from Ontario as a whole, where proportion of population was higher from age 0 to 49, and started to decline markedly thereafter (see Figure 16).

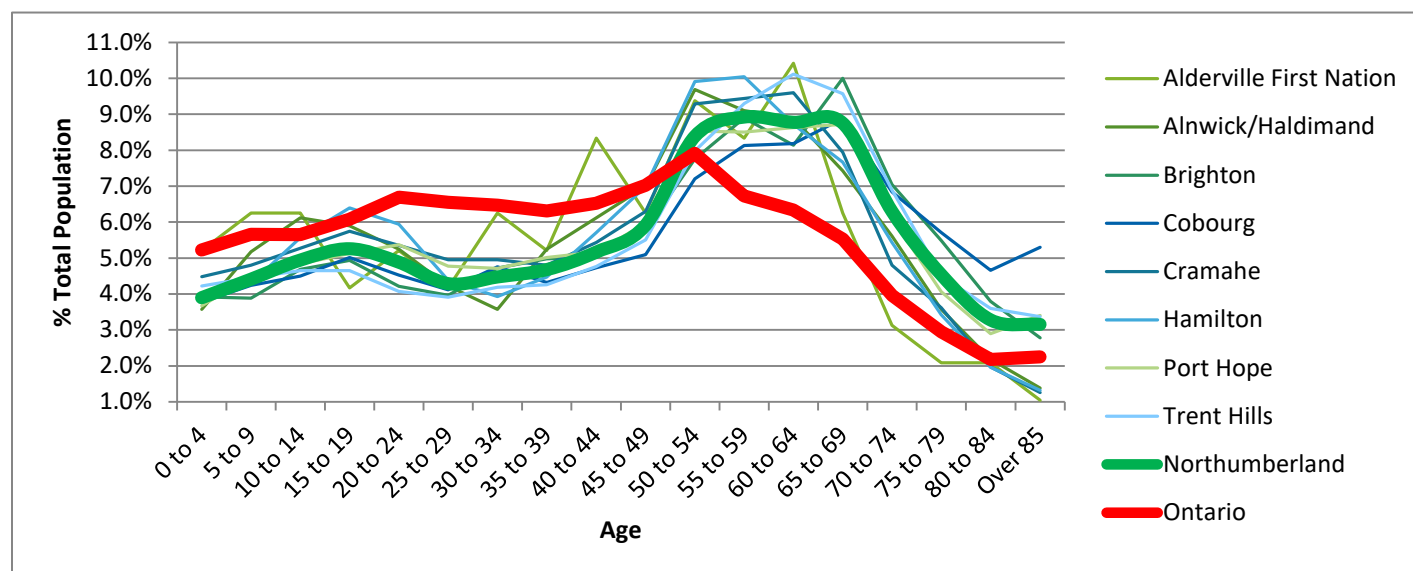


Figure 16 - Population breakdown - County versus Province (2016)

The following chart visualizes the aging population succinctly (see Table 2). After combining age cohorts into the four below, only the 65+ cohort grew between 2011 and 2016.

| Ages     | Alderville<br>First<br>Nation | Alnwick/<br>Haldiman<br>d | Brighton | Cobourg | Cramahe | Hamilton | Port Hope | Trent<br>Hills | Northum<br>berland | Ontario |
|----------|-------------------------------|---------------------------|----------|---------|---------|----------|-----------|----------------|--------------------|---------|
| 0 to 14  | 1.4%                          | -0.7%                     | -0.3%    | -1.1%   | -1.2%   | -1.0%    | -1.4%     | 0.2%           | -0.8%              | -0.4%   |
| 15 to 39 | -5.4%                         | -0.5%                     | -1.3%    | -1.5%   | -0.3%   | -1.0%    | -1.3%     | -1.5%          | -1.3%              | -0.4%   |
| 40 to 64 | 2.5%                          | -1.0%                     | -2.7%    | -2.3%   | -1.9%   | -2.1%    | -2.4%     | -2.2%          | -2.2%              | -1.4%   |
| 65+      | 1.5%                          | 2.2%                      | 4.2%     | 4.9%    | 3.4%    | 4.1%     | 5.1%      | 3.4%           | 4.2%               | 2.2%    |

Table 2 - Population change by age cohort between 2011 and 2016

### Population Age 0 to 6

Data for the number of children age 0 to 6 was sourced from Statistics Canada (2011). Data was originally presented at the DA level as a density metric (/km<sup>2</sup>). To return the actual count of children age 0-6, an Area field was added to the data and used to reconstruct the count for mapping purposes.

Overall, the population count and proportion of those aged 0 to 6 is down from 2011 (-36, or -0.7%).

When mapped at the DA level, the highest proportion of children age 0 to 6 are located in Alderville and Cramahe while Brighton has the lowest, whereas, Cobourg and Port Hope have the highest counts of children in the same age range (see Appendix B, Map C) .

### *Indigenous Population*

The proportion of Northumberland County's population that identifies as indigenous is greater than that of the Province. 3.99% of Northumberland's population identify as indigenous compared to 3.43% Ontario-wide (see Table 3). The Townships of Alnwick/Haldimand (5.79%), Hamilton (5.70%), and Cramahe (5.35%) have the greatest proportion, with Alnwick/Haldimand's figure including that of Alderville First Nations. Cobourg is not only the largest population centre in the County, but also has the lowest proportion of indigenous (2.46%).

|                   | Proportion of<br>Indigenous Population |
|-------------------|--|
| Alnwick/Haldimand | 5.79%                                  |
| Brighton          | 3.16%                                  |
| Cobourg           | 2.46%                                  |
| Cramahe           | 5.35%                                  |
| Hamilton          | 5.70%                                  |
| Port Hope         | 4.01%                                  |
| Trent Hills       | 3.81%                                  |
| Northumberland    | 3.99%                                  |
| Ontario           | 3.43%                                  |

**Table 3 - Indigenous population by municipality, county, and province**

### *Family Structure*

Based upon 2011 census figures, 73.1% of families in Northumberland County are legally married, followed by 13.6% living common-law, and 13.3% identifying as lone-parent . Of the eight CSDs that comprise the County, six have more common-law families than lone-parent, which is similar to the County-wide proportion. The two outliers are Port Hope and Cobourg, which happen to be the two largest population centres (see Figure 17).

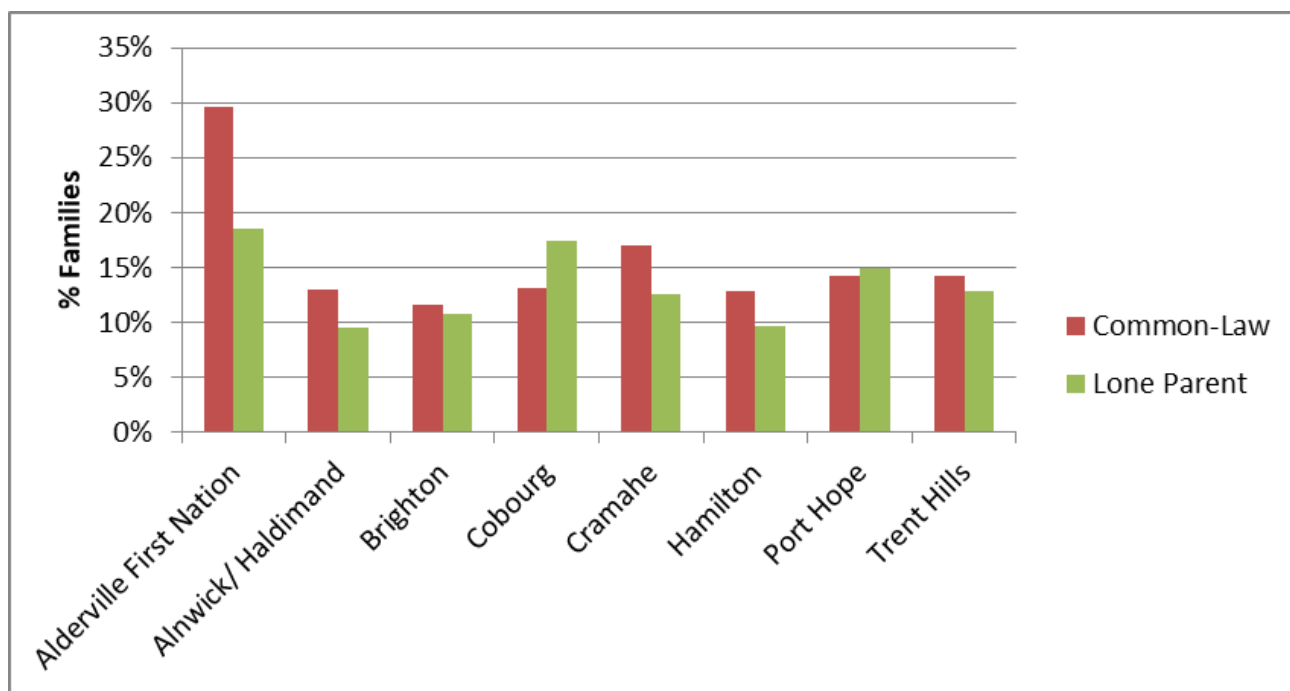


Figure 17 - Family type - Common-Law versus Lone-Parent (2011)

### Labour Force

The labour force data is presented on the basis of 2011 census and is quantified by the participation rate (%) and unemployment rate (%). The participation rate comprises those age 15+ who qualify as either employed or unemployed (the 'labour force'). The unemployment rate is percentage of the labour force that is unemployed. It is important to note that the unemployment rate does not account for discouraged workers, or those 15+ who have not actively searched for work within the required timeframe necessary for inclusion.

Northumberland County fares similarly to the Province on these two bases. Although the participation rate is slightly lower (60.7% vs 65.5%), both have identical unemployment rates (see Table 4). The difference in participation rate may be due to the generally older population in Northumberland. When considered by CSD, Brighton and Cobourg have the lowest participation rates (53.2% and 56.9%, respectively), while the Townships of Alnwick/Haldimand and Hamilton have the highest (69.9% and 68.4%, respectively.) It should be noted that Hamilton also has the highest unemployment outside of Alderville, at 10.1%. This suggests that, within Hamilton Township, a large proportion of the population is willing and able to work, but unable to find employment.

|                        | Northumberland | Ontario |
|------------------------|----------------|---------|
| Participation Rate (%) | 60.7%          | 65.5%   |
| Unemployment Rate (%)  | 8.3%           | 8.3%    |

Table 4 - County versus Province - Participation and unemployment rates (2011)

### Education

Northumberland County population is more *blue collar* than the Province overall (see Figure 18). The County exhibits a greater proportion of the population with college, trades, and high school as the highest levels of education obtained, while having a lesser proportion of those with university-level education (diploma/certificate, degree, or graduate school).

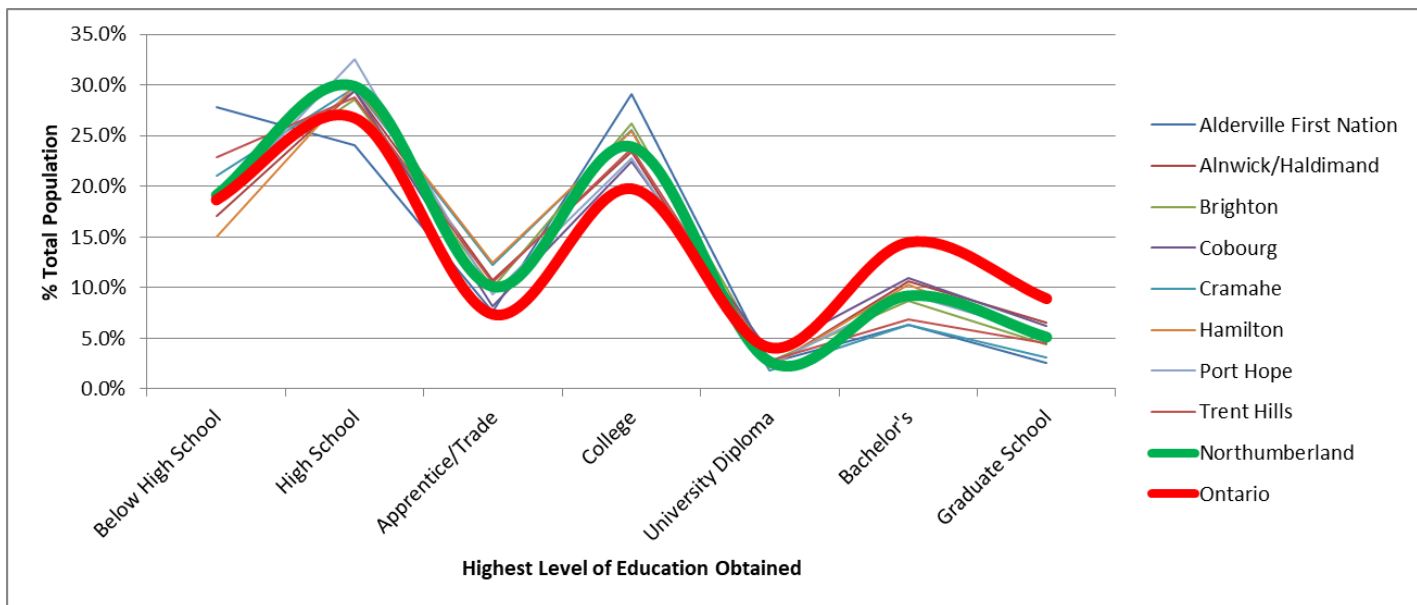


Figure 18 - Education breakdown by highest level obtained (2011)

It is worth noting that this could simply be a function of an older population, however. Pressures to obtain higher levels of education were lesser on older generations. Post-secondary education was not seen as a necessary foundation for a prosperous life. This shift could be influencing Northumberland's education data.

### Household Income

Household Income was measured based on gross and net median values. Median values were chosen as the central measure to control for outliers, in particular, those incomes that are vastly greater than the population and would thus pull an average value higher.

Northumberland County exhibits similar, although slightly decreased income values when compared to Ontario as a whole (see Figure 19). The lowest incomes are located in Alderville, where the net median income is \$33,196. The highest net incomes are located in the rural townships of Alnwick/Haldimand (\$69,615) and Hamilton (\$69,320).

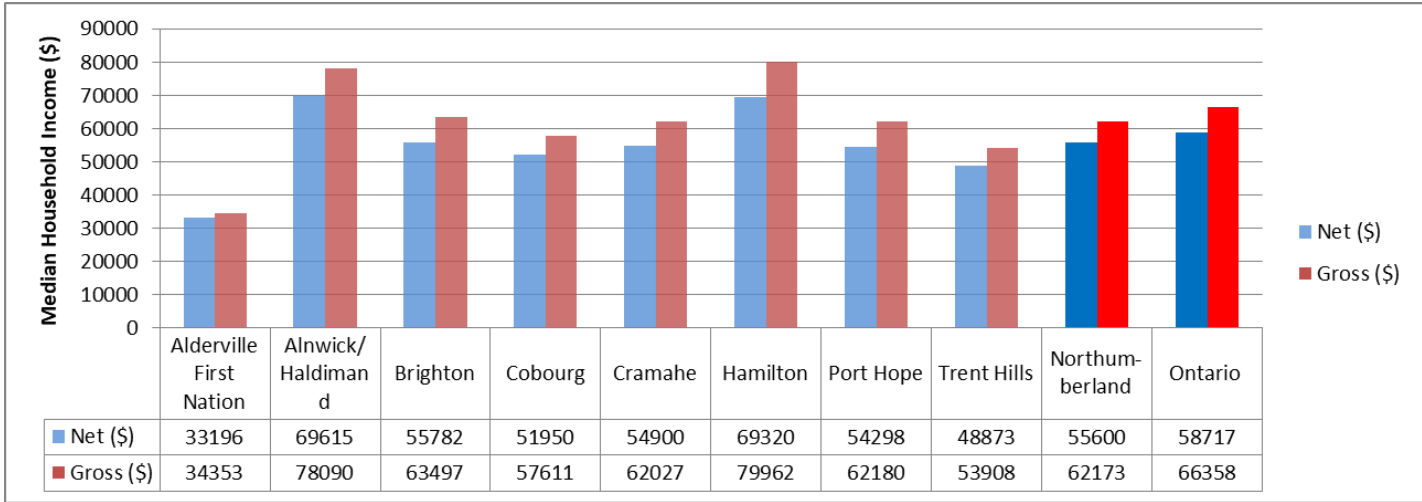


Figure 19 - Median household income - gross and net (2011)

### Housing Type

The vast majority of the housing stock in Northumberland County is single-detached dwellings (80.8%), with the second most prevalent option being apartments under 5 storeys (9.0%). Only two municipalities contain high-rise style apartments (>5 storeys), being Port Hope and Cobourg where 4.5 and 5.5% of their respective housing stocks are of this type.

Port Hope and Cobourg also contain the greatest volume of social and affordable housing units at 183 and 453 units, respectively. In fact, Cobourg has 45.8% of the total social and affordable housing units in the County.

### Early Development Instrument

EDI is a population-level outcome metric, which studies the readiness of second-year kindergarten students to enter the grade school system. EDI was first implemented in 2006 and has continued in three-year cycles. EDI mainly focuses on five domains on which students are evaluated:

1. Physical Health and Well-Being;
2. Social Competence;
3. Emotional Maturity;
4. Language and Cognitive Development; and,
5. Communication Skills and General Knowledge.

These five domains are quantified for each student on a scale between 0 and 10, where 10 is the highest potential score. Populations are quantified based on the mean score of all students included. Further, these five domains are made up of sixteen subdomains, quantified on a scale of 0 to 3, on which analysis can also be performed.

Data is often presented on the basis of vulnerability, either by individual domains or as an aggregation of those vulnerable in “1 or more domains” or “2 or more domains.” Determining vulnerability is based on a comparison of individual students’ scores in each domain against a baseline value. The baseline for vulnerability is the 10<sup>th</sup> percentile from Cycle I (2006). Any student with a mean score below that which represents this baseline value is deemed vulnerable in that particular domain. The level of the baseline will vary by domain. A population’s vulnerability is represented as a percentage, based on the total population studied, where the higher a percentage value, the greater the vulnerability of the subject population.

Data can further be represented on the basis of at-risk. At-risk is quantified in a similar manner to vulnerability, but is based on those students whose individual scores fall between the 10<sup>th</sup> and 25<sup>th</sup> percentiles for each of the five domains. Aggregating these two categories gives a clear picture of the bottom quartile of the population ( $\leq 25^{\text{th}}$  percentile).

The EDI data contained within this report was from the 2015 cycle, or Cycle IV. Data was obtained in the raw format from the Offord Centre and was manipulated to return the following analyses. 589 unique students were deemed acceptable for inclusion and were used to return results pertaining to vulnerability and at-risk, as well as comparisons by gender and municipality.

In order to visualize the data in a manner that eliminated spatial discontinuities or data suppression, parameters were based on the limitations of the Early Development Instrument (EDI) data used to examine developmental vulnerabilities by neighbourhood.

Raw EDI data is presented in tabular format with geographical indicators for location. The 2015 dataset utilized the Dissemination Area (DA) as the primary level of aggregation. Contrary to many larger, more urbanized CMSMs, Northumberland County does not meet the requisite urban population to qualify for the Census Tracts (CTs) program, and thus, must use DAs as the aggregative unit. However, this was not without its own limitations. Given the spatiality of the raw data, more than 70% of individual DAs did not meet the minimum requirements for reporting ( $n \leq 10$ ) and would have been subject to suppression. As the intent was to eliminate all suppression, DAs were subsequently grouped. Depending on the context, between 2 and 7 DAs were aggregated to: 1) eliminate all suppression, where all new DA-based units contained more than 10 students; and, 2) allow for the greatest number of individual geographic units for more robust analysis. The final product returned 27 unique reporting areas (hereafter, *neighbourhoods*) (see Appendix B, Map D).

These *neighbourhoods* were used as the basis for the following analyses. Spatially, EDI, survey, socio-economic, and most other census data were all visualized to the same extent for ease of comparison, while broader statistical analyses were performed at a population-level in Microsoft Excel<sup>TM</sup> (hereafter, Excel) and Statistical Package for Social Science (SPSS). In some instances, Census Subdivision (CSD) boundaries were used as the geographical unit to represent some census data, where recent census data was deemed unreliable for smaller scale analysis.

### **Vulnerability**

Vulnerability is the primary way EDI is quantified and used as a comparative metric between cycles and adjacent CMSMs. It can help establish trends over time and locate the performance of one CMSM's population compared to others.

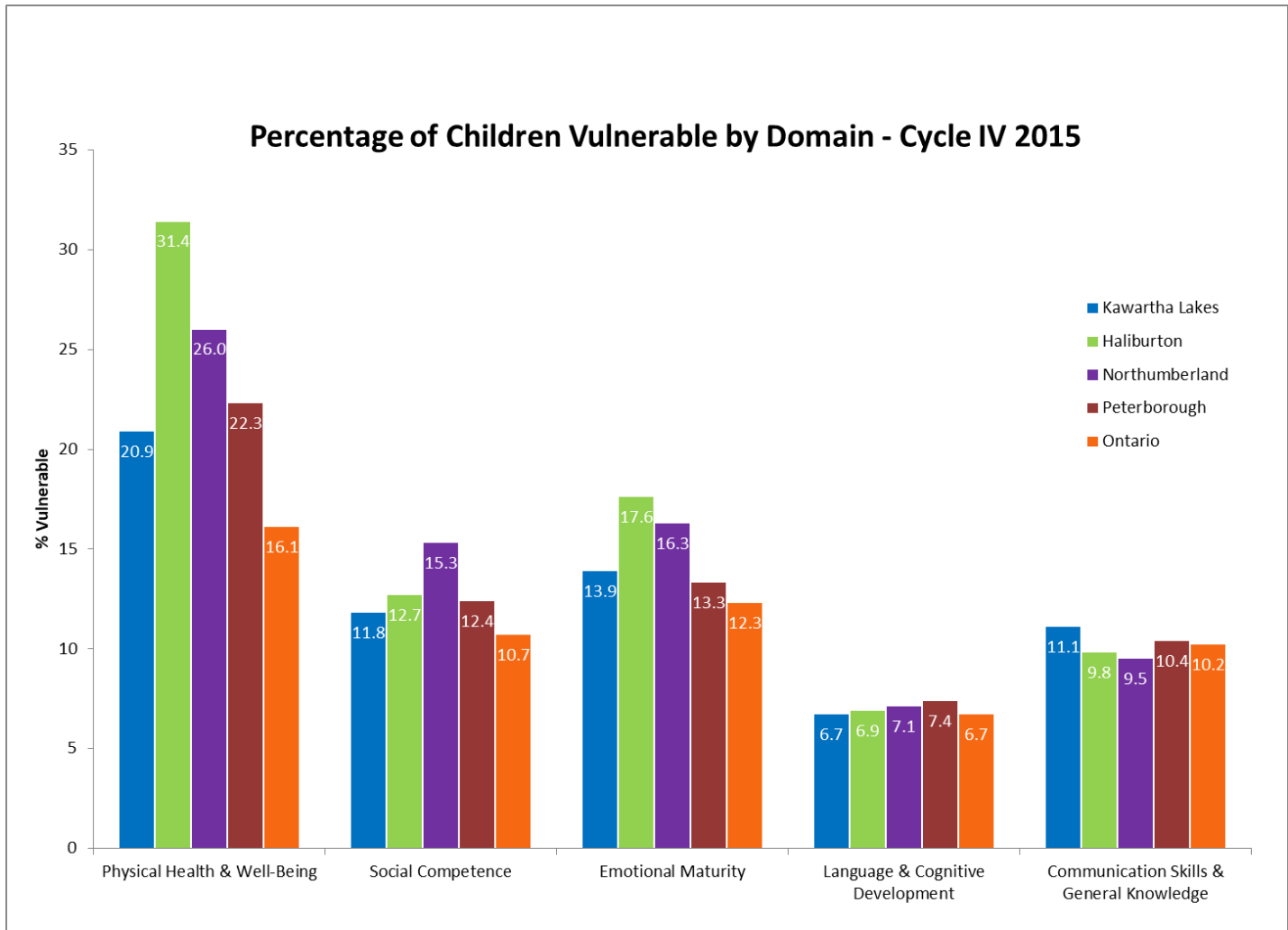
In Northumberland County, 36.4% of EDI Cycle IV were vulnerable in at least 1 domain. When broken down by individual domains, Northumberland County is most vulnerable in the Physical Health & Well-Being domain, and least vulnerable in the Language & Cognitive Development domain (see Table 5).

| <u>Domain Type</u>                       | <u>Northumberland</u> |
|--|-----------------------|
| Vulnerable in 1+ Domains                 | 36.4%                 |
| Physical Health & Well-Being             | 26.0%                 |
| Social Competence                        | 15.3%                 |
| Emotional Maturity                       | 16.3%                 |
| Language & Cognitive Development         | 7.1%                  |
| Communication Skills & General Knowledge | 9.5%                  |

**Table 5 - EDI Cycle 4 - Northumberland County vulnerability by domain**

When compared against adjacent CMSMs and the province, Northumberland County returns very comparable vulnerability rates in Language & Cognitive Development (7.1%) and Communications Skills & General Knowledge (9.5%), but returns rates showing relatively high vulnerability in the other three domains. In fact, of the four CMSMs used in the comparison, Northumberland has the highest vulnerability rates in Physical (26.0%), Social (15.3%), and Emotional (16.3%) (see Figure 20).





**Figure 20 - Northumberland versus adjacent CMSMs and the province**

If we analyze Northumberland over time (Cycle I through Cycle IV), we notice a few important trends. The first trend is the sudden spike in Physical domain vulnerability between Cycles III and IV (see Figure 21), and the second is the steady climb in Social and Emotional vulnerability over the entire nine-year scope of the data.

The third important trend is the sudden increase with respect to those vulnerable in at least 1 domain (see Figure 22.) The spike from ~28.5% to 36.4% within one cycle is consistent with the increase noted in the Physical domain, suggesting that the sudden change in Physical vulnerability is driving vulnerability rates County-wide.

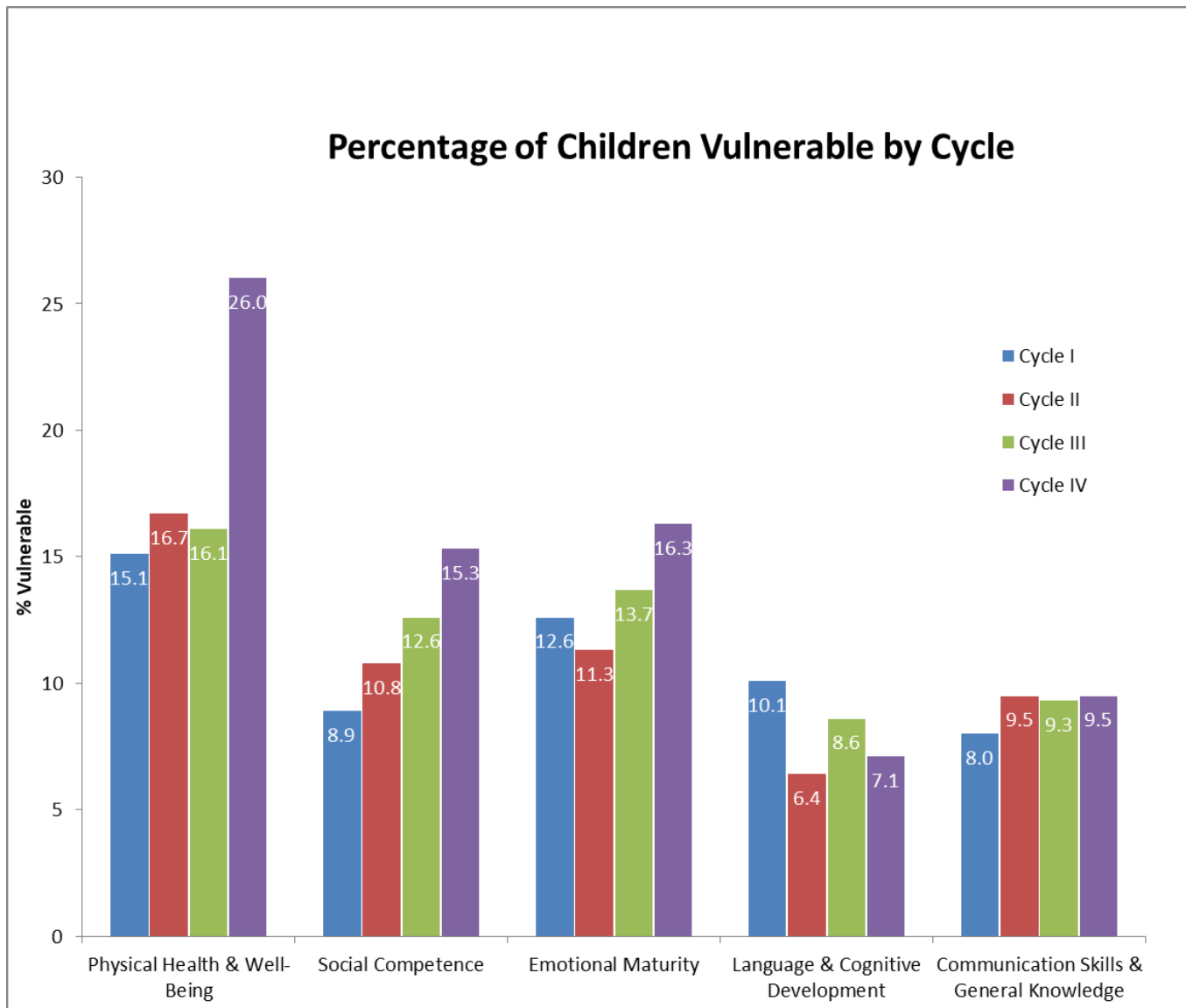


Figure 21 - Northumberland County EDI over time (2006 to 2015) by domain

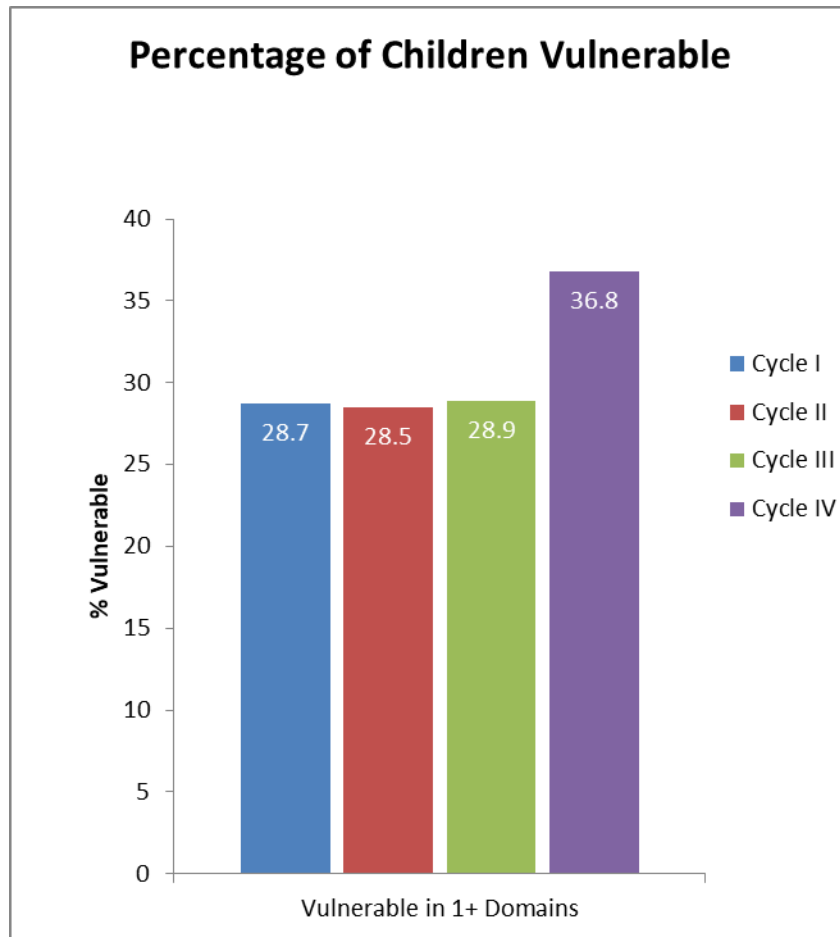


Figure 22 - Percent vulnerable in 1+ domains over time (2006 to 2015)

This is an important finding to draw because, once vulnerable in one domain; it becomes increasingly likely that a student will establish vulnerabilities in others. In fact, based on Northumberland's EDI Cycle IV data, if a student has one vulnerability, there is a 30 percent chance that student has two or more additional vulnerabilities, with the odds of one or more additional vulnerability at 53 percent.

We can further illuminate this likelihood by comparing those students who have zero vulnerabilities against those with vulnerabilities. Based on Northumberland's EDI Cycle IV data, if a student has zero vulnerabilities, they have a 35.5 percent chance of being at-risk (i.e. 10<sup>th</sup><x<25<sup>th</sup> percentile, 2006 baseline) in at least 1 domain. However, this likelihood balloons to 72.8% if a chosen student has at least 1 vulnerability. Thus, it is important to recognize the degree to which at-risk students can become vulnerable, and how vulnerability in one domain can influence other domains, so we can focus efforts to curbing population vulnerability County-wide.

### By Gender

Males (n = 294) and females (n = 295) in Northumberland County were compared to determine if one gender fares better with respect to the five domains than the other. The analysis utilized a Critical Difference (CD) algorithm from the Human Early Learning Partnership at the University of British Columbia. The algorithm compares two datasets and does so by accounting for the population size and percent-vulnerable for each dataset. It allows for direct comparison of two populations from the same cycle, or the same population across different cycles.

Based on Northumberland County EDI Cycle IV data, males are more vulnerable than females in all five domains, and also when comparing those vulnerable in at least 1 domain. Based on the CD analysis, statistically-significant differences existed in the Social (CD = 7.5), Emotional (CD = 15.0), Language & Cognitive (4.8), Communication & General Knowledge (CD = 8.2%), and vulnerable in at least 1 (CD = 13.4) domain. The Physical domain did not return a significant CD (CD = 2.5), and since Northumberland County's most vulnerable domain is the Physical domain, it is reasonable to conclude that both genders do not fare well in this domain.

### By Municipality

The seven CSDs comprising Northumberland County were compared against one another to determine if statistically-significant difference existed between the municipalities in each of the five domains.

A statistical test for difference was employed to determine if municipalities performed differently than one another on the basis of domain. The Physical (p = 0.08) and Communication & General Knowledge (p < 0.01) domains returned significant results, while Emotional (p = 0.17) and Language & Cognitive (p = 0.14) returned strong, but insignificant results. Social (p = 0.57) was also insignificant. A table comparing mean scores of each municipality's domains against the County means is below (see Table 6).

|         | Physical | Social | Emotional | Lang & Cog | Comm & Gen Know |
|---------|----------|--------|-----------|------------|-----------------|
| p-value | 0.08     | 0.57   | 0.17      | 0.14       | 0.001           |

Table 6 - Significance table results comparing municipalities by domain

The mean value table demonstrates some important findings. Cramahe Township is below the County mean in all five domains, while Port Hope is at or below in all five. To contrast, Cobourg, Hamilton Township, and the Municipality of Trent Hills is above the County mean in four of five (see Table 7).

|                   | Physical | Social | Emotional | Lang & Cog | Comm & Gen Know |
|-------------------|----------|--------|-----------|------------|-----------------|
| Alnwick/Haldimand | 8.22     | 7.90   | 7.94      | 9.12       | 7.23            |
| Brighton          | 8.51     | 7.85   | 7.59      | 8.54       | 8.05            |
| Cobourg           | 8.60     | 8.02   | 7.73      | 8.49       | 8.24            |
| Cramahe           | 7.77     | 7.46   | 7.44      | 8.41       | 6.63            |
| Hamilton          | 8.31     | 8.09   | 7.82      | 8.72       | 7.79            |
| Port Hope         | 8.25     | 7.64   | 7.32      | 8.63       | 7.45            |
| Trent Hills       | 8.38     | 7.99   | 7.92      | 8.89       | 7.42            |
| Northumberland    | 8.37     | 7.86   | 7.63      | 8.63       | 7.72            |

Table 7 - Comparison of mean values by domain showing those values above (green) and below (red) the county average

### Mapping

The mapping for Northumberland EDI Cycle IV presented herein focuses predominantly on population vulnerability, by domain and overall. At-risk rates are also discussed, where key implications for potential trends can be established. The included mapping is focused on the above-noted geographical *neighbourhoods*, based on the aggregation of adjacent DAs to eliminate suppression issues. 27 *neighbourhoods* are included, with individual CSDs divided up into between 1 and 10 units (see table 8).

| Municipality      | Neighbourhoods |
|-------------------|----------------|
| Cobourg           | 10             |
| Port Hope         | 9              |
| Trent Hills       | 2              |
| Alnwick/Haldimand | 2              |
| Hamilton          | 2              |
| Cramahe           | 1              |
| Brighton          | 1              |

Table 8 - Municipalities by the number of neighbourhoods

### Physical

The Physical domain deserves particular focus because of its status as the most vulnerable of Northumberland's five EDI domains. When mapping for vulnerability (see Appendix B, Map E), low vulnerability tends to focus around the south and east sides of Cobourg and rural Port Hope, while higher rates predominate the central and eastern areas of the County. The highest vulnerability rates are located in two *neighbourhoods*: northeast Port Hope and north Cobourg, where rates of Physical vulnerability are greater than 43.75%. To contrast, adjacent areas of east Cobourg return rates of less than 11.77%.

However, when mapping for at-risk (see Appendix B, Map F), much of the trend reverses. Rural Port Hope realizes much higher rates, while central and eastern areas of the County return the lowest instances.

The implications for this are three-fold: 1) The results of the Physical domain mapping suggest that the vast majority of those students in rural Northumberland County who will become vulnerable already have done so; 2) Rural and southern Port Hope have low vulnerability but score high in at-risk, meaning there is a relatively large cohort of early years students in these areas that are on the cusp of becoming vulnerable, and may do so if not addressed; and, 3) the identified *neighbourhood* in north Cobourg had both high vulnerability and relatively-high at-risk, meaning this could be a potential area for which additional early years servicing may be necessary.

### Social

Vulnerability in the Social domain shows similar spatiality to that of Physical (see Appendix B, Map G). Areas of eastern and southern Cobourg, rural and central Port Hope, and Hamilton Township tend to exhibit lower levels of Social vulnerability. Contrasting, central and eastern Northumberland County return higher rates, with the greatest vulnerabilities located in northern, urbanized Port Hope and, again, in north Cobourg. These two areas have vulnerability rates greater than 30.77%.

The Social at-risk mapping (see Appendix B, Map H) shows less of a discernable, geographic trend, but illuminates Hamilton Township and urbanized areas of Port Hope and Cobourg, where at-risk rates are relatively-high. North Cobourg is high at-risk, which adds to its vulnerable status. The same can be said for areas of urbanized Port Hope. Similar to that of the Physical domain, a rural geography exhibits low vulnerability, but high at-risk. In this instance, it is Hamilton Township, suggesting a large cohort than has the potential to become vulnerable if not addressed.

### Emotional

The areas of highest emotional vulnerability are similar to that of social, but more focused (see Appendix B, Map I). Highest vulnerabilities are found in the *neighbourhoods* around the periphery of urban Port Hope and in north Cobourg. Moderate rates can be found in Cramahe Township, western Hamilton Township, and northern Trent Hills. By contrast, many *neighbourhoods* in Cobourg, along with eastern Hamilton Township, return little to no emotional vulnerability based on EDI Cycle IV.

The at-risk data, however, shows a more concerning trend, where many *neighbourhoods* exhibit moderate to relatively-high rates in the emotional maturity domain (see Appendix B, Map J). The rates of at-risk are predominantly lowest in the northeastern parts of the County, suggesting that any child who has the potential for emotional vulnerability has already become so. Contrarily, in southern and western portions of the County - including primary urban areas - rates of at-risk for the emotional domain area similar to those of the vulnerable population.

## Language and Cognitive

The general trend for vulnerability in the Language and Cognitive domain is west to east, where rates are lower in the west and trend slightly higher in the eastern portions of the County (see Appendix B, Map K). As was similar to the previous domains, the highest vulnerability rates in this domain are concentrated in one or two urban *neighbourhoods* in Port Hope and Cobourg. In these areas, vulnerability rates are greater than 9.52 percent. It should be noted, however, that a vulnerability rate of 9.52 percent in any of the previous three domains would generally be considered quite low. Overall, Northumberland County compares well to adjacent CMSMs and the Province with respect to Language and Cognitive development.

The at-risk rates are higher than vulnerability, as was the case with Physical, Social, and Emotional (see Appendix B, Map L). In this instance, southern areas of rural Port Hope, the majority of urban Port Hope, and central/eastern Cobourg all exhibit relatively-high rates of at-risk in this domain, where rates are generally greater than 17.50 percent. As one moves east across the County, at-risk prevalence decreases markedly, with some of the lowest instances in northern Trent Hills.

## Communication and General Knowledge

Arguably, some of the most interesting trend data comes from the Communication and General Knowledge domain (see Appendix B, Map M). With respect to vulnerability rates, the highest and most dense cluster of high prevalence is focused on urban Port Hope. With the exception of the eastern areas, instances of vulnerability in this domain generally range between 18.76 to over 30 percent. It is worth noting that these vulnerability rates would be low to moderate in the Physical domain, however, Northumberland County does fare very similarly to adjacent CMSMs and the Province with respect to Communication and General Knowledge.

Unlike the previous four domains, the at-risk rates for Communication and General Knowledge are strongly clustered (see Appendix B, Map N). High rates tend to cluster in rural areas of central Northumberland, as well as in north-central Port Hope. In many of these *neighbourhoods*, at-risk prevalence surpasses 21.63 percent, with a notable clustering of values above 27.78 percent in central to eastern portions of the County. While vulnerability may not fully reflect this trend, it is worth considering at-risk because of the number of children in these areas they have the potential of trending into the vulnerable cohort.

## Vulnerable and/or At-Risk in 1 or More Domains

We can further synthesize the individual domains into three succinct mapping products, showing the prevalence of children who are 1) Vulnerable in 1 or More Domains; 2) At-Risk in 1 or More Domains; and, 3) Vulnerable or At-Risk in 1 or More Domains. The latter product allows for a visualization of the bottom quartile of the EDI Cycle IV population, where if a child falls into the bottom 25 percent in any of the five domains, they register on the map.

### *Vulnerable in 1+ Domains*

The rates of vulnerability in 1 or more domains vary greatly across the County (see Appendix B, Map O). In some *neighbourhoods*, particularly in Cobourg, vulnerability rates are lower than 18.19 percent. In fact, four of the ten *neighbourhoods* in Cobourg exhibit rates in this category. Only one *neighbourhood* exhibits high instances of vulnerability and it returns a rate greater than 58.33 percent. To contrast, Port Hope has one in seven *neighbourhoods*, where vulnerability rates are low. In general, however, rates of those children vulnerable in 1 or more domains is greater than 37.50 percent, with one *neighbourhood* at the north edge of the urban fabric greater than 58.33 percent.

Rural municipalities in eastern Northumberland County tend to exhibit higher rates than those to the west, with relatively high rates in Cramahe Township and northern Trent Hills.

### *At-Risk in 1+ Domains*

With respect to at-risk, both Port Hope and Cobourg contain one *neighbourhood* with relatively low percentages of 14.29 and 18.54 percent, respectively (see Appendix B, Map P). The next lowest rate of at-risk children is in eastern Cobourg at 38 percent. In general, at-risk rates are high across the majority of the County, with the mean value at approximately 48 percent and two *neighbourhoods* greater than 58.33 percent.

Understanding this, we can conclude that approximately one in every two children quantified for the EDI Cycle IV is at-risk (between the 10<sup>th</sup> and 25<sup>th</sup> percentiles, or otherwise at-risk of becoming vulnerable) in 1 or more domains.

### *The Bottom Quartile*

The bottom quartile is a combination metric of the previous two products. It was quantified by accounting for those children who are vulnerable or at-risk in 1 or more domains. There are no instances of double-counting. If a child was already vulnerable, they were not counted again as at-risk.

Rates of those children in the bottom quartile are generally moderate to high across the County (see Appendix B, Map Q). Instances of the lowest rates are on the edges of Cobourg and in eastern Port Hope. Five *neighbourhoods* exhibit rates greater than 70.78 percent. Of these, two *neighbourhoods* (one in north, urban Port Hope and one in north Cobourg) exhibit rates of 83.33 percent. In these two *neighbourhoods*, this means that, of every six children quantified in this Cycle of the EDI, five will fall into the bottom quartile in at least one domain.

On the basis of EDI alone, it is these *neighbourhoods*, and those adjacent with similarly high rates, that set the groundwork for prioritizing the locations of OEYCFC community hubs and future servicing.



### Social Risk

Social risk indices are generally quantified by using census data and measures pertaining to income levels and family structure. Data sourced from long-form censuses are aggregated to various geographical areas (i.e. DAs, CTs, CSDs, etc.) and become easily digestible by users.

On the basis of urban population, Northumberland County is too small to qualify for the Census Tract program, and concerns over non-response rates from the 2011 National Household Survey make recent census data suspect. As such, a local index to measure social risk has been created using two types of locally-sourced data: Ontario Works, and Social and Affordable Housing

### Ontario Works

Ontario Works (OW) data was sourced from the May 2017 Integrated Case Summary Report, downloaded by the County. The report is broken down by case, where every case is a singular record and each record contains statistics pertaining to the number of adults and children receiving assistance and the months on continuous assistance. The children data is further divided into cohorts – 0 to 6, 7 to 13, and 14 to 17 – which makes identifying early years children received OW much more useful.

The report also affixes a postal code (FSALDU) to each record. This allows for data aggregation to the postal code and *neighbourhood* level, similar to that of the EDI data, and thus makes individuals far less susceptible to identification. Data on the number of records, number of children age 0 to 6, number of total members receiving assistance, and average months on continuous assistance were subsequently aggregated to postal codes and, finally, *neighbourhoods*, where density calculations (/km<sup>2</sup>) were applied to complement the counts for the various measures (see Appendix B, Maps R and S).

### Social Housing

Information pertaining to social and affordable housing builds was obtained from Northumberland County Community and Social Services. The data was entered into a GIS, where each data point stored the approximate physical location of the main developments along with information on the tenant base, housing form, housing provides, and number of units.

In a similar manner to that of OW, the number of units was aggregated to the *neighbourhood* level and a density calculation (/km<sup>2</sup>) performed to determine the degree to which these housing types cluster (see Appendix B, Maps T and U).

### Infrastructure Considerations

Utilizing EDI and social risk to determine locations of OEYCFC servicing are paramount, but if the requisite infrastructure is not in place for families to access programming, barriers to access will exist.

Infrastructure considerations for the access to servicing consist of those measures that directly influence one's ability to reach programming in a reasonable amount of time. Primarily, these considerations are for those who drive to servicing and those who utilize public transit.

### *Distance to Current Servicing*

Calculating the distance to servicing is important when attempting to maximize consumption of programs and services. If a service location is too far from potential users, distance decay will eventually dissuade them from access. It is important to choose optimal locations around the County to best service those potential users.

One way to approach this matter is by studying the distance users would have to travel to access current servicing. This is most accurately done by using network distances, measured along a road network, to gauge approximate distance and drive time. However, due primarily to software restrictions, a network calculation of distance to current servicing was not possible and a proxy had to be created.

The proxy is aggregated to the *neighbourhood* level and utilized 1-, 2-, 3-, and so forth up to 20-km distances, measured in a straight line from current OEYC hub locations. This established *rings* of distances, where those within the 4-km ring would have < 4km to drive to access servicing.

Due to the areal scope of many *neighbourhoods*, multiple rings were often present, so the proportion of each buffer ring was taken into account. These rings were weighted based on their percentage of coverage to arrive at an average, approximated distance from current servicing for each *neighbourhood*. The lower the approximated distance, the closer residents of that *neighbourhood* are likely to be to current services, which increase the likelihood they will consume programming.

### *Public Transit Access*

Any mode of public transit is dependent on a critical mass of potential users to justify its operation. The more dense an urban area, the more prospective users within walking distance (< 500 metres) of a potential transit line and, thus, the greater potential for transit to operate sustainably.

Port Hope and Cobourg have established daily public transit. Currently, rural transit service is offered on specific days throughout the week to a large portion of rural Northumberland County. The service is provided through Community Care and operates specifically on weekdays.

Data pertaining to the orientation of the transit routes was obtained from the associated transit operator websites and entered into a GIS. At the *neighbourhood* level, a public transit density calculation ( $\text{m}/\text{km}^2$ ) was performed, where the total distance of transit route for each *neighbourhood* was summed and divided by the area. A higher density value is indicative of a *neighbourhood* that has greater access to public transit (see Appendix B, Map V). This is particularly important when considering lower income populations. Those of lower incomes may not have the

required income generation to afford and maintain personal transport, so access to public transit becomes paramount.

### *Population Growth Projections*

The ability to supply servicing to growing communities is a proactive method of planning for growing populations. Census data, however, only gives a high-level view of how areas have grown in the past, rather than giving a view towards potential future growth. Data for population growth was retrieved from a 2016 Residential Land Supply report. The report illuminates areas of the County where proposed developments have been accepted by the County Planning department. Such data includes the spatial location and number of proposed units for any applicable development proposal or plan.

This information was entered into a GIS, where a total proposed unit count was applied at the *neighbourhood* level to proxy for future, short-term population growth in Northumberland County. Generally, proposed developments were contained within single *neighbourhoods* and did not cross boundaries, so calculations for unit count were simplistic and eliminated the need for estimating proportional division of proposed units between multiple geographic areas (see Appendix B, Map W).

# Section 4: Proposed OEYCFC Locations



## Selecting the locations for OEYCFCs

The selection of locations for the OEYCFCs was based on a number of sources of information, including:

- Discussions from the BSN
- Northumberland County Early Years Survey
- Community Partners Survey
- Local data analysis
- School's First Approach
- School Board Information on space for renovations or additions

Based upon the EDI, Social Risk, and Infrastructure data, a location analysis was performed to identify *neighbourhoods* where servicing should be a priority. Servicing in this sense is considered to be an OEYCFC community hub of a physical nature. *Neighbourhoods* identified as a lesser priority through the analysis may also be considered for a mobile or pop-up OEYCFC hub to further supply the County with early years programming and services.

## Location Analysis for OEYCFC Community Hubs

Both qualitative and quantitative sources were used to analyze potential locations for community hubs. With the assistance of the DAC and best practices a location analysis was completed using available data. For a detailed description of the theory used, please see Appendix D.

### Results

The results are suggestive of an even need for urban and rural Early Years servicing (see Figure 23). Of the 27 *neighbourhoods* analyzed on the basis of need, 4 of the top 5 were urban, 3 of which were located in central-eastern Port Hope. The rural *neighbourhood* with the highest determined need is the Municipality of Cramahe (3<sup>rd</sup> overall). However, of those ranked 6 through 10, 4 were rural (see Table 9).

| Service Need Rank | Weighted Z-Score | Urban/Rural | Municipality      |
|-------------------|------------------|-------------|-------------------|
| 1                 | 1.33             | Urban       | Cobourg           |
| 2                 | 0.83             | Urban       | Port Hope         |
| 3                 | 0.71             | Rural       | Cramahe           |
| 4                 | 0.47             | Urban       | Port Hope         |
| 5                 | 0.45             | Urban       | Port Hope         |
| 6                 | 0.42             | Rural       | Trent Hills       |
| 7                 | 0.39             | Rural       | Trent Hills       |
| 8                 | 0.33             | Urban       | Port Hope         |
| 9                 | 0.27             | Rural       | Hamilton          |
| 10                | 0.25             | Rural       | Brighton          |
| 11                | 0.21             | Urban       | Port Hope         |
| 12                | 0.13             | Urban       | Cobourg           |
| 13                | 0.08             | Rural       | Alnwick/Haldimand |
| 14                | 0.04             | Rural       | Alnwick/Haldimand |
| 15                | 0.02             | Urban       | Cobourg           |
| 16                | -0.07            | Urban       | Cobourg           |
| 17                | -0.19            | Rural       | Hamilton          |
| 18                | -0.25            | Urban       | Cobourg           |
| 19                | -0.27            | Urban       | Cobourg           |
| 20                | -0.33            | Urban       | Cobourg           |
| 21                | -0.42            | Urban       | Port Hope         |
| 22                | -0.46            | Rural       | Port Hope         |
| 23                | -0.49            | Rural       | Port Hope         |
| 24                | -0.62            | Urban       | Cobourg           |
| 25                | -0.68            | Urban       | Port Hope         |
| 26                | -0.86            | Urban       | Cobourg           |
| 27                | -1.28            | Urban       | Cobourg           |

Table 9 - Neighbourhood service priority by z-score

Based on Rural versus Urban comparisons, the average service need ranks were 12.4 and 14.9, respectively. A lower average service rank is indicative of greater overall need. While this suggests greater need in rural areas, the average z-scores for both categories were 0.03 and -0.09, which are not significantly different than one another.

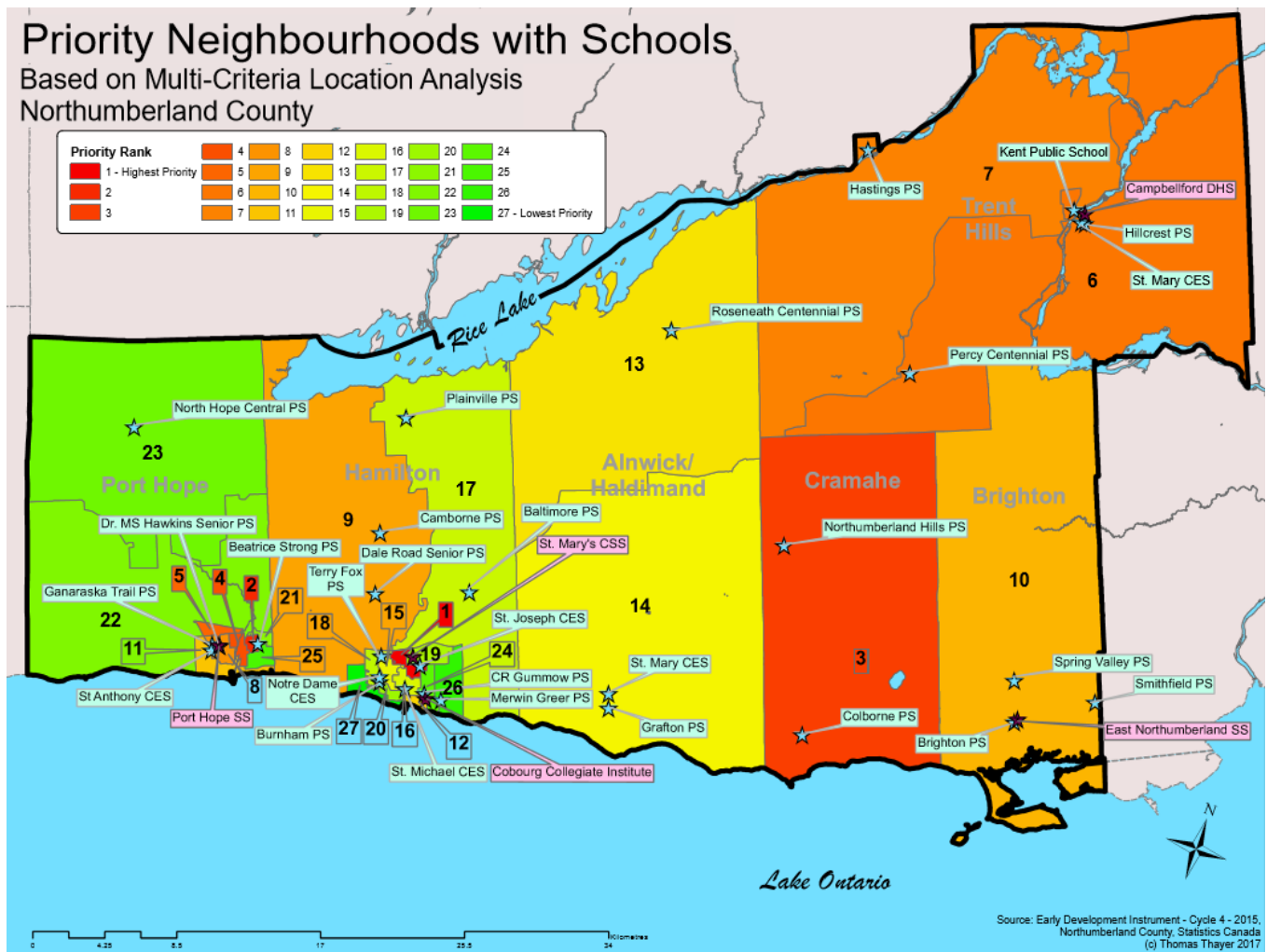


Figure 23 - Map of 27 neighbourhoods per location analysis.

## Urban

A comparison of urban Port Hope and Cobourg produced some interesting findings. Results of the location analysis demonstrate that, overall, Cobourg has lesser overall need than urban Port Hope based on both average rank (10.9 versus 17.8) and average z-score (0.17 versus -0.22).

When considering the individual *neighbourhoods* in urban Port Hope ( $n = 7$ ) and Cobourg ( $n = 10$ ) against service necessity, 71.4% of Port Hope *neighbourhoods* scored greater than average necessity ( $z > 0$ ) compared to just 20% of Cobourg. Cobourg also possesses the greatest overall contrast between *neighbourhoods* in the County. The *neighbourhood* with the greatest identified need is located in north Cobourg ( $z = 1.33$ ), while the *neighbourhoods* with the least need are located in east Cobourg ( $z = -0.86$ ) and southwest Cobourg ( $z = -1.28$ ).

## Rural

Identified service need in the rural areas of Northumberland County generally have an east-to-west trend, where eastern townships (i.e. Cramahe, Brighton, and Trent Hills) are of the highest priority and rural Port Hope is the lowest. Specifically, the entire townships of Cramahe, Brighton, and Trent Hills all rank within the top 10 *neighbourhoods* by service need, whereas the rural portions of Port Hope are 22<sup>nd</sup> and 23<sup>rd</sup>, respectively.

## OEYCFC Catchment Areas

As the final step in the location analysis, the 27 *neighbourhoods* that were previously used to determine local priority were combined to prioritize the situation of each of the proposed OEYCFC locations. The *neighbourhoods* were merged with adjacent units until only 9 remained – equal to the number of proposed OEYCFC locations. These 9 areas are called OEYCFC catchment areas. These are theoretical areas that will receive the immediate servicing from their associated OEYCFC location.

The above MCDM was recreated based on these catchment areas using the same input measures and an identical weighting distribution. Discrete weighting (i.e. cutscores between 1 and 5) were used to rank each of the three main categories, being EDI, Social Risk, and Infrastructure (see Table 10). The final location analysis demonstrated that the catchments associated with Colborne PS, Hillcrest PS, and Beatrice Strong PS are of the highest priority, whereas Merwin Greer PS is the lowest (see Appendix B, Map Y). While St. Joseph CES was located within the highest priority *neighbourhood* based on the first round of analysis, its *neighbourhood* was merged with adjacent units that scored as medium- and low-need. In essence, St. Joseph's *neighbourhood* was an anomaly with respect to prioritizing service. While this should not restrict future servicing because of the high-priority in the immediate vicinity of the institution, it should be mentioned in the greater context of the catchment, which ranked 6<sup>th</sup> of 9 County-wide.

| School Location<br>(if applicable) | Cutscore<br>(1 to 5) | Rank | Municipality      |
|------------------------------------|----------------------|------|-------------------|
| Colborne PS                        | 4.2                  | 1    | Cramahe           |
| Hillcrest PS                       | 3.6                  | 2    | Trent Hills       |
| Beatrice Strong PS                 | 3.6                  | 2    | Port Hope         |
| St. Joseph CES                     | 3.3                  | 4    | Cobourg           |
| Brighton PS                        | 3.2                  | 5    | Brighton          |
|                                    | 2.9                  | 6    | Alnwick/Haldimand |
| Baltimore PS                       | 2.8                  | 7    | Hamilton          |
| Port Hope HS                       | 2.7                  | 8    | Port Hope         |
| Merwin Greer PS                    | 2.1                  | 9    | Cobourg           |

Table 10 - OEYCFC catchment implementation priority by cutscores



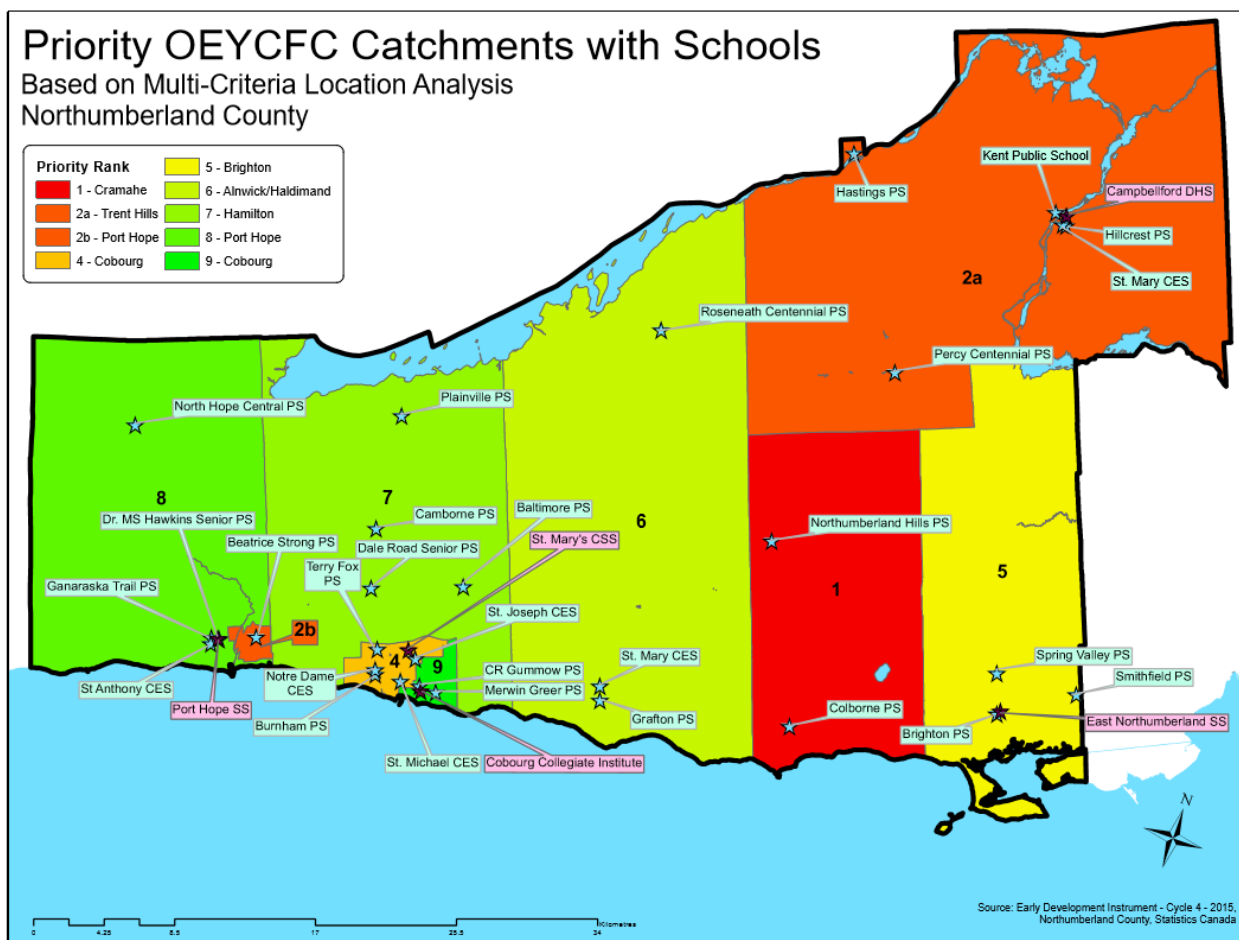


Figure 24 - Map of 9 OEYCFC catchments per location analysis. A larger map is available in Appendix B, Map Y

## Proposed OEYCFC Locations

The Ministry of Education mandates a Schools First approach for proposed OEYCFC locations. If a school is located in or near a *neighbourhood* identified as high-need, it would be decided that the first location option would be the school. Northumberland County is proposing 9 OEYCFC locations servicing every lower-tier municipality within the CMSM boundaries and including two locations located in Cobourg and Port Hope (Table below).

While the plan is to implement a schools first philosophy it is important to note that the possibility for locating OEYCFC mobile outreach locations in community locations such as community and recreation centres, housing complexes, and libraries is also an option. With the exception of Alnwick/Haldimand, all proposed locations are within existing schools. Two such locations already have some on-site family centre resources. All sites will have to be renovated to provide the space and amenities befitting of an OEYCFC. The location in Alnwick/Haldimand is yet to be determined due to lack of appropriate space within schools (see Table 11). Collaboration with school boards to look for community space options will continue. Mobile outreach will be provided throughout every municipality.

| Municipality      | Proposed OEYCFC Location |
|-------------------|--------------------------|
| Cobourg           | St. Joseph CES           |
|                   | Merwin Greer PS          |
| Port Hope         | Beatrice Strong PS       |
|                   | Port Hope HS             |
| Brighton          | Brighton PS              |
| Cramahe           | Colborne PS              |
| Hamilton          | Baltimore PS             |
| Trent Hills       | Hillcrest PS             |
| Alnwick/Haldimand | <i>To Be Determined</i>  |

**Table 11 - Proposed OEYCFC main hub locations by municipality**

## Identifying School Space

Both school boards have worked closely with Northumberland County and the BSN.

PVNCCDSB is currently going through an ARC review of three elementary schools. The Early Years Services Manager is part of the ARC review. Currently, the County has the use of one room (not purposefully renovated) in one of the schools to offer early years programming through community partnerships. The hope is that a renovated or purposely built OEYCFC will be part of the final plan. The separate board has no other available space to accommodate permanent child and family programming. The board is committed to try to find space in schools where outreach programs can operate during the day. There is no issue accommodating evening and weekend programming.

KPRDSB submitted a proposal with Northumberland County for five sites for renovation or additions. The school board is also committed to providing additional spaces in schools for outreach programs during the day, evenings and weekends.

Conseil scolaire de district catholique centre-sud has put in a proposal for a new French language school to be located in Cobourg. As part of the plan they have included licensed child care. Child and Family programming will be explored if the school is approved.



The two proposed OEYCFC locations in Cobourg are within, or near to high-need areas. St. Joseph Catholic Elementary School is within the highest need *neighbourhood* in the County. Merwin Greer Public School is the second location. While not in an area identified as high-priority based on the entire County, it is adjacent to the *neighbourhood* scored as the second highest priority, Cobourg-specific (11<sup>th</sup> overall).



Both of the proposed locations in Port Hope are within *neighbourhoods* ranking in the top 8 (2<sup>nd</sup> and 8<sup>th</sup>), making them ideal locations for OEYCFC programming. Cramahe, Trent Hills, and Brighton ranked 3<sup>rd</sup>, 6<sup>th</sup>/7<sup>th</sup>, and 10<sup>th</sup> overall. OEYCFC locations are planned for Colborne PS (Cramahe), Hillcrest PS (Trent Hills), and Brighton PS (Brighton). The western portion of Hamilton Township scored 9<sup>th</sup> with respect to servicing need. Baltimore PS is located within its scope and facilities are planned. Alnwick/Haldimand *neighbourhoods* scored 13<sup>th</sup> and 14<sup>th</sup> overall. While an OEYCFC location in this township was not a priority, there are plans to locate a facility in the municipality. The first choice for servicing in Alnwick/Haldimand was Roseneath Public School, however, since new requirements from the Ministry of the Environment and Climate Change (MOECC) and the Ontario Building Code (OBC) would require a septic upgrade, this option was deemed unrealistic.

| Proposed School Site   | How is this project important to the community?   | What EDI data, service gaps or wait list information supports the need for this project?   |
|--|---|--|
| <b>Rank 1:</b><br><b>Hillcrest PS</b><br><br><i>Renovation 2 classrooms for OEYCFC rooms</i> | <p>Hillcrest PS and an OEYCFC Hub would provide service to the entirety of Campbellford and Trent Hills area. It is a large geographical area with five additional elementary schools. Mobile outreach of early years programs and services to the five other public schools (or community location) located in the township would be organized from this main location. Outreach is crucial to the outlining areas and will be a priority.</p> <p>The school is located adjacent to a non-profit licensed child care program. Through system planning the Early Years Team is investigating converting space at the child care program to accommodate infants (demonstrated need). The proposed plan would be for the school age program to move to share space at Hillcrest School.</p> <p>Families indicated the importance of early years services in their municipality through focus group consultation and survey results. Trent Hills is very isolated from the rest of Northumberland County. Families appreciate the local nature of services currently offered in Campbellford although they are not happy with the current location or facility. The families indicated through the focus group the desire to access service at Hillcrest School. Hillcrest PS was chosen as the primary service location for the entirety of Trent Hills as centrally located and has available space.</p> <p>The CMSM is also working with community partners to bring Youth services to the adjacent High School. The idea is to make this a full-service family hub geographic location.</p> <p>This will be the main location serving Trent Hills. The Parent Advisory to this Neighbourhood Hub would be comprised of families from across the whole service area. Providing outreach to Hastings will be a priority as services are currently offered to this community.</p> | <p>Using a holistic approach to system planning, the current need (waitlist) in the area is for infant care.</p> <p>As a rural municipality, Trent Hills demonstrates higher than average vulnerability, and relatively high risk in socioeconomic indicators.</p> <p>The average distance to services is high and access to public transportation is minimal, making it important to provide centralized service availability in the area.</p> <p>As stated, Trent Hills is very isolated from the rest of Northumberland County.</p> |
| <b>Rank 2:</b><br><b>Brighton PS</b><br><br><i>New Build addition of 1 infant</i>            | <p>Brighton PS programs would provide service to the entirety of Brighton and area. It is a large geographical area with two additional public schools. Mobile outreach of early years programs and services to the two other public schools located in the township would be organized from this main location.</p>  | <p>There is identified need for infant and toddler spaces as there currently is no licensed childcare for infant and toddlers in this age group in the area.</p>   |

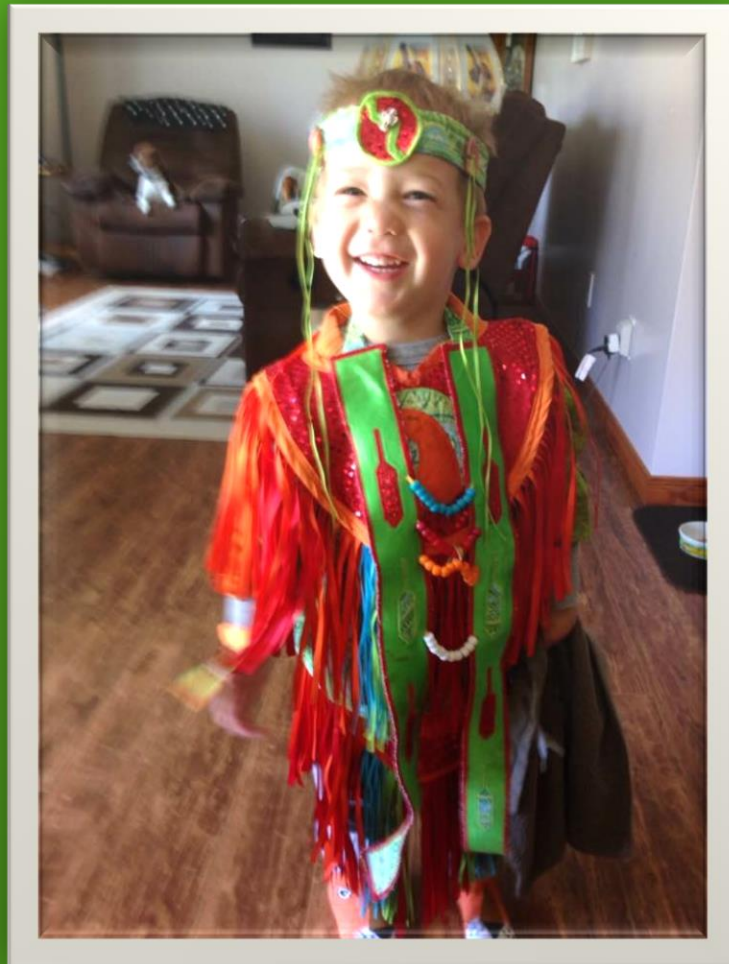
| Proposed School Site   | How is this project important to the community?  | What EDI data, service gaps or wait list information supports the need for this project?   |
|--|--|--|
| <p>room<br/>And<br/>OEYCFC<br/>room (2<br/>classroom<br/>size)</p>   | <p>There is a non-profit licensed child care program in the school for preschool to school age. There is identified need for infant and toddler spaces. If this addition happens, the child care's <b>school age room would be converted to toddler spaces and the SA program would move to shared space within the school.</b></p> <p><b>The County and child care centre are analyzing converting the toddler spaces immediately to meet the gap, but if this done, it will displace the only child and family type programming for this area.</b> The current operator of the OEYC in Brighton had to vacate their location in a medical centre at the end of July to accommodate a new Doctor. There is no permanent space in Brighton to accommodate a full time child and family site. Therefore, the current OEYC is moving to the adjacent township to a school with an open space. This leaves Brighton with no services, which the families are used to having. Many families in this neighbourhood walk and the new school location is too far and there is no transportation. The CMSM is working with the school, the current OEYC provider and the child care centre to offer some temporary programming in the fall. Right now, the only space would be in the room that the centre would like to convert to toddler space.</p> <p><b>There is demand for services in this area and we lack supply.</b></p> | <p>There is a waitlist! If the child care opens toddler spaces the early years services would be lost.</p> <p>There are competing needs and demands for space!! <b>There is demand for services in this area and lack supply.</b></p> <p>EDI data for the area is average, although there is a slightly larger need related to socioeconomic indicators. Being a <b>rural</b> area, the distance to services and access to alternative/public transportation is limited. Brighton is also one of the few areas in Northumberland County that has been identified as a growth area.</p> |
| <p><b>Rank 3: Baltimore Public School</b></p> <p><i>Renovation<br/>2<br/>classrooms<br/>for OEYCFC<br/>rooms</i></p> | <p>Baltimore PS would provide a main child and family location for the entire Hamilton Township (large geographic area) Mobile outreach of early years programs and services to the 3 other public schools located in the township would be organized from this main location.</p> <p>Also, the Baltimore School location is adjacent to northwest neighbourhood in Cobourg which is ranked as the #1 neighbourhood for vulnerability. This site would be accessible to families and would be able to accommodate overflow servicing to Cobourg families.</p> <p>The County has made it a priority to bring services to every municipality. The Parent Advisory to this Neighbourhood Hub would be comprised of families from across the service area and would seek input from users from the Cobourg area.</p>   | <p>EDI data demonstrates high vulnerability and high risk in this area, especially in the adjacent neighbourhood. Although, the socioeconomic risk is low, due to the rural nature of Hamilton Township, the child and family centres is a much needed and necessary to provide early years services.</p> <p>It is not as isolated as Trent Hills or Brighton due to its proximity to Cobourg. Although being a rural area, the access to alternative/public transportation is limited.</p>  |

| Proposed School Site   | How is this project important to the community?  | What EDI data, service gaps or wait list information supports the need for this project?   |
|--|--|--|
| <b>Rank 4:</b><br><b>Merwin Greer</b><br><br><i>New Build addition of OEYCFC Room(2 classroom size)</i>                                      | <p>Merwin Greer would become the primary location in Cobourg. The town of Cobourg has the highest population in Northumberland. The current OEYC operator provides programming at their multi-service agency location where some services require membership. Early years programming for all is co-located with drop off child care for agency members.</p> <p>Currently, some child and family programming is occurring in St. Joseph Catholic School. The space is not purposefully retrofitted for child and family programs. St. Joseph Catholic School is part of an ARC process. The intent is that a child and family centre will be included as part of the final ARC plan.</p> <p>Having a space that is dedicated to child and family programs and services is something families, especially in Cobourg, requested through focus group and survey results.</p> <p>Merwin Greer has available space to renovate. No other public school in Cobourg has additional rooms to renovate or space to build. Mobile outreach of early years programs and services to the six other public schools located in Cobourg would be organized from this main location</p> | <p>Merwin Greer is located nearby to the 2<sup>nd</sup> highest priority area in Cobourg and is the closest school with available space. This makes it the most ideal school for a location within Cobourg. It is also on the south end of the town, whereas St. Joseph Catholic School which provides limited services is in the north end.</p> <p>This area has a higher prevalence of social and affordable housing units as well as families with children age 0-6 who receive OW over a long period of time.</p> <p>As Northumberland's largest urban area it is crucial to have a location with dedicated space to provide child and family programs and services.</p> |
| <b>Rank 5:</b><br><b>Dr. M S Hawkins Sr Public School /Port Hope Secondary School</b><br><br><i>Renovation 2 classrooms for OEYCFC rooms</i> | <p>The child and family centre would be co-located with Port Hope High School, Dr. M S Hawkins Sr Public School and a non-profit licensed child care program for children infant to school age. This site is also close to two elementary schools: Ganarska Trail (488m) and St. Anthony Catholic (600m).</p> <p>The town of Port Hope is the County's second highest urban area. Currently, child and family programming is occurring at Beatrice Strong PS. It is very popular, there is only one room and therefore it constantly operates at or over capacity. This site is not large enough or designed specially to function as a full-service child and family hub. Port Hope HS is located on the opposite side of the town from Beatrice Strong.</p> <p>Based on what families told us through family surveys and family consultations, parents want services in their neighbourhood in spaces that are welcoming and</p>   | <p>The data shows that this location is located within a high need area based on EDI vulnerability and at risk indexes and moderate need based on socioeconomic indicators. These schools were selected because it would provide a primary full service location in Port Hope and is ideally located close to two high enrollment elementary schools. The CFC program in Beatrice Strong School operates out of 1 room and operates continually above capacity. Beatrice Strong is Northumberland County's #2 identified neighbourhood.</p>  |



| Proposed School Site | How is this project important to the community?   | What EDI data, service gaps or wait list information supports the need for this project? |
|----------------------|---|--|
|                      | <p>accommodating to their needs. This requires adequate space. Port Hope requires more than one room to provide services.</p> <p>Port Hope HS has available space to renovate. No other public/catholic school in Port Hope has additional rooms to renovate or space to build. Mobile outreach of early years programs and services to the three other public schools located in Port Hope would be organized from this main location in conjunction with Beatrice Strong.</p> | <p>#5 mostly due to the availability of alternatives to transportation.</p>              |

# Section 5: The Community Vision Moving Forward





## Planning with the Community

While the implementation of OEYCFCs will mean changes to existing early years services and programs, what will remain the same is the commitment to planning with the Best Start Network, community partners, and families within Northumberland County. The community engagement, though an overwhelming success, was just the start of the engagement efforts. Efforts will continue to build on the engagement efforts with families to ensure that programs and services meet their needs. This will be completed by developing neighbourhood advisory committees comprised of, parents, community members that help shape the OEYCFCs to meet the needs of each individual community. Continued collaboration with lead agencies and community partners to ensure services are appropriate and accessible combined with building strong communication platforms and methods will ensure planning is both responsive to community needs and informing families and community partners about early years services opportunities.

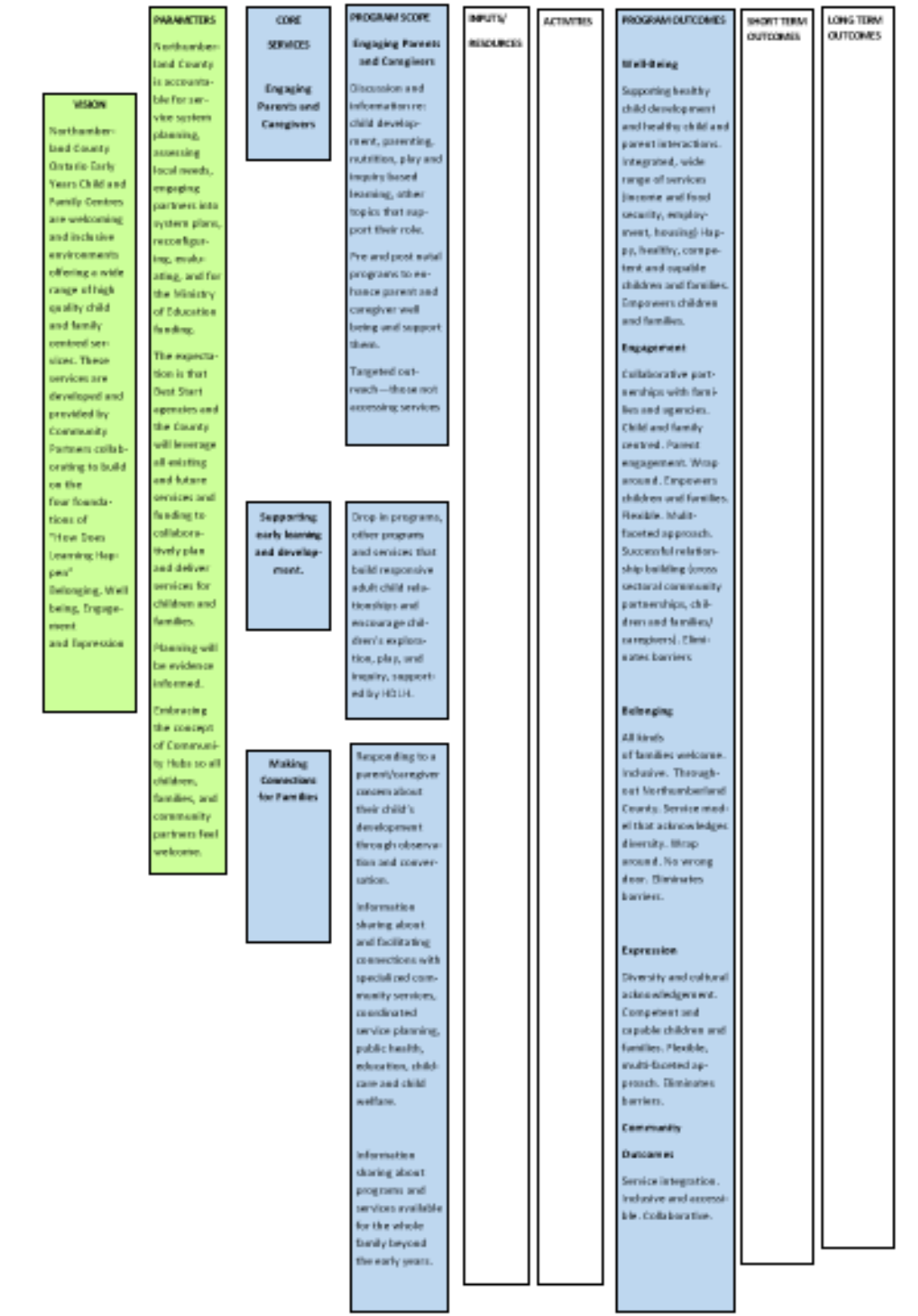


## Co-developing the Logic Model

As part of the commitment to community planning the early years team used the BSN meeting time to begin the development of the Logic Model for OEYCFC services in Northumberland County. Once the vision was intact, the next step was to begin to piece together components of the Logic Model that will be further developed once locations and lead agencies have been selected.

To date the BSN developed the vision, identified parameters and program scope, and linked the outcomes to *"How Does Learning Happen"*. Next steps will involve working with lead agencies and community partners to refine input, activities, and short and long-term outcomes. By working together to complete the logic model there will be a clear understanding of the purpose of the early years services, who is responsible, and how they work towards the vision. Joint planning and development will also contribute to ownership and buy-in, and the programming will be community driven and responsive to community needs.

## The Logic Model



## Co-Developing Criteria for Sites and Leads

Through a facilitated activity the early years team asked the BSN to help identify criteria for sites and leads. This information was used both in determining locations, and also to help develop the RFP process and criteria that must be met. It will also drive the philosophy that will be used in planning for early years services in Northumberland County.

## Building the Ideal OEYCFC

The BSN undertook an activity in groups to identify components of the ideal OEYCFC. Ideal OEYCFCs included:

- Located in schools
- Fewer hubs in larger centres with mobile hubs in more rural areas
- Clean kitchen facility and bathrooms
- Stroller space
- Programming for all ages, separate rooms for programming
- Parking
- Transportation, access to bus routes
- Secure entrance and security measures implemented
- Welcoming reception
- Hours of operation available to all
- Office/adults space for consultations, community hub concept
- Access to community cupboard/food bank
- Access to other services
- Urban core look to walk to things (if I can't walk I won't go)
- Internet access



## Criteria for OEYCFC Lead Agencies

Based on Ministry Guidelines, Best Start Vision and CMSM Responsibilities

### 1. Prepared and demonstrated ability to provide the mandatory core services:

#### *Engaging Parents and Caregivers*

- Discussions and information sharing about child development, parenting, nutrition, play and inquiry-based learning, and other topics that support their role
- Pre- and postnatal support programs to enhance parent and caregiver well-being and to support them in their role(s)
- Targeted outreach activities directed at parents and caregivers that could benefit from OEYCFC programs and services but are not currently accessing services for a variety of reasons (e.g., newcomers to Ontario, teen parents, low-income families, etc.)

#### *Supporting Early Learning and Development*

- Drop-in programs and other programs and services that build responsive adult-child relationships and encourage children's exploration, play and inquiry, supported by *How Does Learning Happen? Ontario's Pedagogy for the Early Years*

#### *Making Connections for Families*

- Responding to a parent/caregiver concern about their child's development through conversation and observation supported by validated tools and resources (e.g., developmental surveillance, NDDS). In some cases, this may result in supporting parents/caregivers to seek additional support from primary care or other regulated health professionals.
  - Information sharing about and facilitating connections with specialized community services (such as children's rehabilitation services), coordinated service planning<sup>3</sup>, public health, education, child care, and child welfare, as appropriate.
  - Information sharing about programs and services available for the whole family beyond the early years.

**The goal is to have a variety of not- for- profit agencies as neighborhood leads to ensure inclusion and accessibility through service integrations and collaboration.**

### 2. Not-For-Profit Organizations that have:

- The capacity to deliver high quality early years programs that align with the

pedagogical approach described in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*

- The ability to collaborate and integrate services with community partners; and
- The existing capacity, knowledge and expertise to address the diverse needs of all children, parents and caregivers.

Further, that organizations agree Registered Early Childhood Educators (RECEs) will lead the delivery of mandatory core services related to supporting early learning and development. RECEs have specialized knowledge and expertise related to child development and play and inquiry-based learning that is essential to delivering high quality early years programs and services, such as drop-in programs.

### **3. Be prepared to be flexible in-service delivery providing accessibility:**

- Location: to be prepared to provide services in one or more locations as determined by data i.e. EDI, SRI, demographics etc., utilizing School's First Policy and the development of the Community Hub Concept
- Hours of Service: to provide services that are responsive to parental needs including evenings and weekends, part time hours etc.

### **4. Service delivery Philosophy/ Branding**

- Be prepared to embrace and further the Northumberland vision, values and guiding principles and the How Does Learning Happen approach that sees children and families as competent, capable of complex thinking, curious and rich in potential.
- Agree to utilize local and/or provincial branding in all aspects of service delivery recognizing the Community Hub approach will be primary branding with agency branding being secondary

### **5. Planning**

- Agree to participate in County's community planning for OEYCFCs through Best Start Network, Northumberland County Hub Teams and other County committees

**Note a purchase of service legal agreement will identify further details**



Governance Structure

The implementation of the governance structure model noted below for OEYCFC was developed to provide an opportunity to enhance service integration and also support some of the directions of Northumberland County Strategic Plan. Northumberland County’s vision is: **To bring together people, partnerships and possibilities.** The strategic plan has four pillars: Prosperity, Sustainable Infrastructure and Services, Thriving and Inclusive Communities and Organizational Excellence.

The Community and Social Services department is integrally involved in the third pillar “thriving and inclusive communities” A closer look at this pillar and its related activities reveal that there is much in common with the Ministry of Education’s expectations for OEYCFCs.

The approach adopted works on many of the concepts of collective impact, the County in this case being the “backbone” or the central /main agent for responsibility. This provides opportunity for the County to exercise their role as system manager and to exercise their responsibility in the delivery of high quality children’s services within appropriate fiscal requirements.

This governance model embraces the collective impact idea that all agencies have a responsibility to participate to ensure success. The concept supports family centered community based services. It is a novel and innovative approach and it is recognized that time and effort will be required by everyone to be successful.

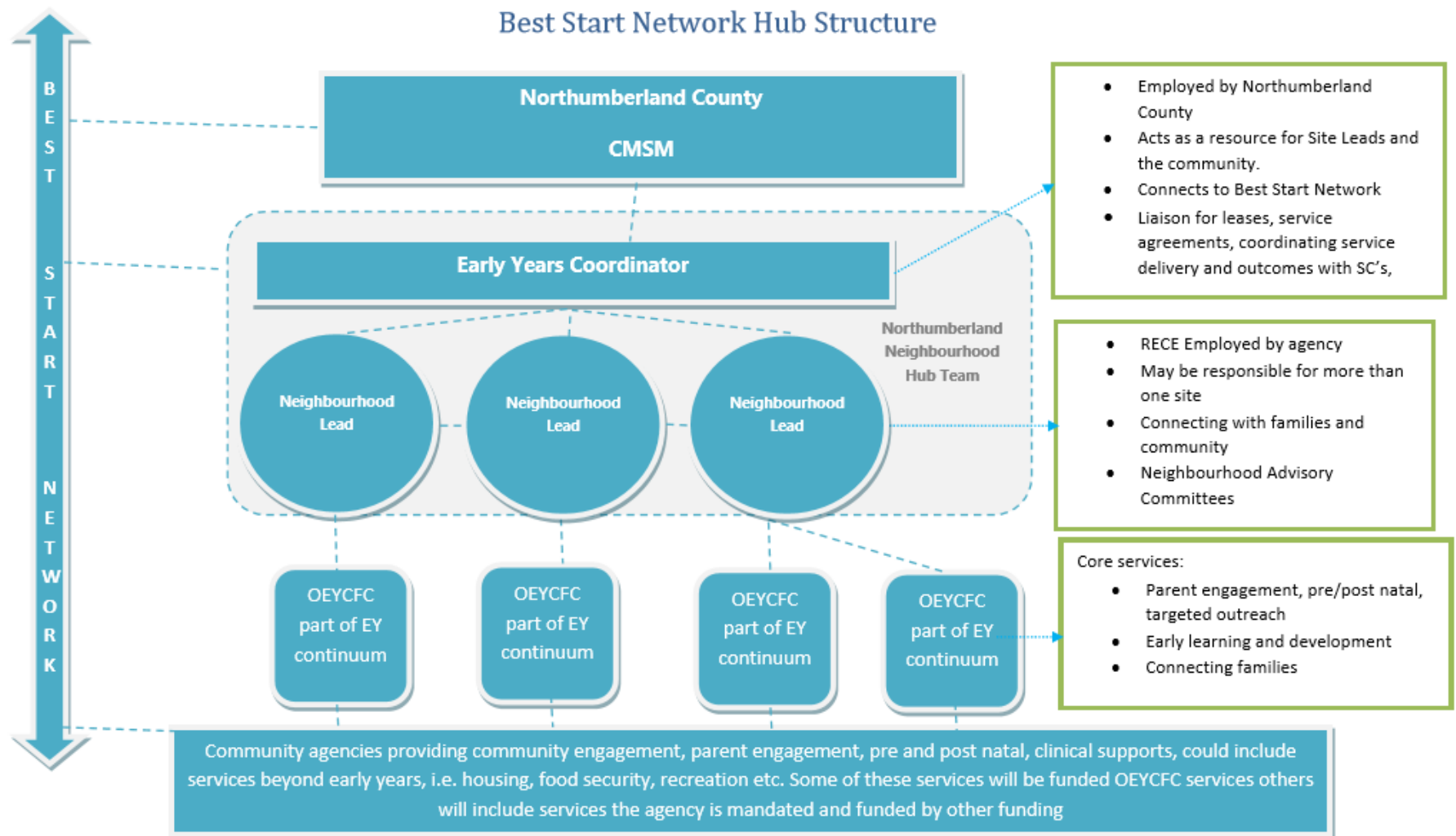
The Best Start Network provides direction and community input for the services ensuring that they are an integral part of a continuum of child and family services. The Northumberland Neighbourhood Hub Team comprised of the Early Years Coordinator (County) and the Site Leads (various agencies) work together at the program level to ensure consistency across the County for core services, quality assurance and working within Best Start direction of vision, values and strategic plans. Partners provide services at the OEYCFC that are both components of core services and services that support children and families. In many instances, it is expected that these services will also be part of the agency’s individual mandate, thus maximizing funding and embracing the value and importance of service integration.

As the model of governance develops it is expected that refinements will ensure the leadership necessary for continued achievement of the County’s strategic plan and the Ministry of Education vision for Ontario Early Years Child and Family Centres.



| Role | Description |
|------|-------------|
|------|-------------|

|                                |   |
|--------------------------------|---|
| <b>Northumberland County</b>   | Service system manager, accountability, funding, partnerships   |
| <b>Best Start Network</b>      | Commitment to community planning for early years planning for early years services.<br>Ensure community vision for OEYCFCs guides decision making.  |
| <b>Early Years Coordinator</b> | Managing OEYCFC location and outreach, infrastructure, and programming with school boards and lead agencies.<br>Lead neighbourhood hub team.<br>*Note:<br>The Job Description for the Early Years Coordinator is currently under internal review as per County procedure. |
| <b>Neighbourhood Hub Team</b>  | Ensure coordination and collaboration of early years programs and services across the county.<br>Connected to neighbourhood advisories.   |
| <b>Lead agencies</b>           | Responsible for day to day operation of OEYCFC and neighbourhood outreach.<br>RECE will be integral to lead agencies.<br>Will ensure community connectors welcome families (build partnerships and relationships)   |
| <b>Community agencies</b>      | Continued system planning, ensuring services are accessible and meet the needs of families across Northumberland County.  |





## Choosing Lead Agencies: Request for Proposal (RFP) Process

The overall process used for selecting lead agencies and the Northumberland Neighbourhood Hub team had several steps.

Northumberland County benefits from having a number of organizations that could act as lead agencies in the proposed locations. An RFP process will be provided for those agencies hoping to apply to become Lead agencies. The RFP criteria have been developed based on “*How Does Learning Happen*” requirements as well as through ongoing discussions with the Best Start Network about what is important in lead agencies. The full criteria for lead agencies and the RFP Draft criteria is in development and pending approval of this plan by Northumberland County.

Although an agency may be the lead for more than one OEYCFC location, a goal of the RFP process, as noted to the BSN, is to strive to have a variety of non-profit agencies as neighborhood leads to ensure inclusion and accessibility through service integrations and collaboration.

There are four stages in the RFP process. We have shared criteria for lead agencies with the BSN at previous meetings. The next stage will be the request for proposal, followed by the selection of lead agencies based on established criteria, and finally the team will be established with Neighbourhood Hub Team.

```
graph TD; A[Sharing Criteria for Selecting Lead Agencies] --> B[Request for Proposals]; B --> C[Selection of Lead Agencies]; C --> D[Set Up Team with Early Years Lead]
```

Sharing Criteria for Selecting Lead Agencies

Request for Proposals

Selection of Lead Agencies

Set Up Team with Early Years Lead

## Developing the Transition Plan

The Early Years team has set out a transition plan that will act as the road map from June 2017 to January 2018. This transition plan has key areas of focus as well as activities to support each area of focus.

The key areas of focus include:

- Selecting lead agencies
- Selecting locations
- Core service development
- Implementation plan
- *Our Journey Together*
- Developing an evaluation strategy
- Communication Strategy

It is recognized that implementing this early years system transformation will require a carefully planned transition process that engages all partners. As the Service System manager, the County will seek input and plan in collaboration with the community through the Northumberland Best Start Network. The goal of the transition plan is to minimize service disruptions for children, parents and caregivers by building on best practices and will include a communication strategy. The plan will provide a guide for an effective staggered transition to any new or changed/changing services or programs that may be provided now or as part of the new community vision for a continuum of integrated system that better meets the needs of children and families.

This transition plan will be fluid and will change responsive to our local demands and changing context in Northumberland County.



## Transition Plan

| Task                          | Details  | Responsibility  | Timeline                     |
|-------------------------------|--|---|------------------------------|
| <b>Selecting locations</b>    | Develop a calculation that uses the data and weighting developed at the BSN  | EY Team/DAC   | June 23 <sup>rd</sup> , 2017 |
|                               | Talk to school boards to see what space is available   | EY Team/EY Manager  | June 26 <sup>th</sup> , 2017 |
|                               | Submit proposals with school board for proposed renovations/additions  | EY Manager with school boards                             | July, 2017                   |
|                               | Use information collected from parents to inform/guide selection based on available spaces   | EY Team   | June, 2017-ongoing           |
|                               | Consider information from providers.   | EY Team   | June, 2017-ongoing           |
|                               | Overview of current OEYC provider location/hours/programming with community engagement results to build on what currently exists and adapt programs and services based on feedback. Give consideration to existing locations and transition to new locations (e.g. ending leases etc.) | EY Team/BSN/Current OEYC Provider/DAC                     | October 2017-June 2018       |
| <b>Communication Strategy</b> | Develop a communication plan for transition and implementation   | EY Team/Communications Director/BSN/Current OEYC Provider | July 2017-ongoing            |
|                               | Build on key messages that were both co-developed with the BSN and Northumberland County   | EY Team/Communications Director/BSN                       | September 2017-ongoing       |
|                               | Develop a joint component of the communication strategy with the current OEYC provider to cover implementation and transition including new services   | EY Team/Communications Director/Current OEYC Provider     | September 2017-ongoing       |

| Task                            | Details   | Responsibility                      | Timeline                  |
|---------------------------------|---|-------------------------------------|---------------------------|
| <b>Pick lead agencies</b>       | Building on the criterion to develop an expression of interest (including neighbourhoods and weighting) | EY Team                             | Mid July 2017             |
|                                 | Internal County writing and approval of process   | EY Team/NC Finance                  | August-September 2017     |
|                                 | Develop draft and final template for process  | EY Team/NC Finance                  | September 2017            |
|                                 | Implement the RFP and choose partners   | EY Team/NC Finance                  | October 2017              |
|                                 | Develop service contract for lead agencies  | EY Team and County                  | August 2017               |
|                                 | Develop MOU for lead agencies   | EY Team                             | October 2017              |
|                                 | Lead agencies to develop their workplans  | Agencies/Partners                   | October – November 2017   |
| <b>Core Service Development</b> | Define the role of the Early Years Coordinator  | EY Team                             | July to November 2017     |
|                                 | Approval of Early Years Coordinator Job Description   | EY Team/NC HR/ CSS pay equity panel | September-October 2017    |
|                                 | Select Early Years Coordinator  | EY Team/NC HR/ CSS manager          | October – November 2017   |
|                                 | Explore and define roles and responsibilities of "early years coordinator" and "neighbourhood hub team" | EY team/ BSN                        | October-December 2017     |
|                                 | Curriculum Development for Lead Agencies (Roles of RECE, Community Connector)                           | EY Team                             | September – December 2017 |
|                                 | Curriculum Development for Neighbourhood Lead   | EY Team                             | September – December 2017 |
|                                 | Development of processes and protocols for partnerships in the delivery of service                      | EY team/BSN                         | September-October 2017    |
|                                 | Situational and Gap Analysis (LEGO)   | EY Team/BSN                         | September-October 2017    |
|                                 | Include the development of inter-professional communities of practice                                   | EY Team/BSN                         | January 2018              |

| Task                            | Details   | Responsibility  | Timeline   |
|---------------------------------|---|---|--|
| <b>Core Service Development</b> | BSN training on How Does Learning Happen  | EY Team/EY Coordinator/Neighbourhood leads  | December 2017-January 2018                               |
|                                 | Development of Neighbourhood Advisory Committees TOR  | EY Team   | October 2017   |
|                                 | Development of Neighbourhood Advisory Committees  | EY Manager/EY Coordinator/Neighbourhood leads/School Boards   | October 2017 to January 2018                             |
|                                 | Develop a strategy for each Core Service that is consistent within neighbourhoods (Hubs and mobile outreach)  | EY Team/ EY Coordinator/DAC/Neighbourhood leads   | December 2017-February 2018                              |
|                                 | Develop a strategy for the use of social media to communicate with families and promote programs  | EY Team/ EY Coordinator/DAC/Neighbourhood leads /NC Director of Communication/NC IT   | October 2017 to February 2018 (ongoing)                  |
| <b>Implementation Plan</b>      | Develop detailed plan - must include transition and communication strategy, plus what is going to take place at the beginning for transition  | EY Team/EY Coordinator/Current OEYC Provider/Lead Agencies Neighbourhood Hub Team/NC Director of Communication/NC HR/NC Finance/school boards | September 2017-June 2018 (ongoing staggered in approach) |
|                                 | Work with current OEYC provider of a staggered in approach to service system transition. Areas to be considered - leases, maintain current location (staggered approach or ongoing), HR, transitioning of services, communication to staff, community, families, etc. | EY Team/EY Coordinator/Current OEYC Provider/Lead Agencies Neighbourhood Hub Team/NC Director of Communication/NC HR/NC Finance/school boards | September 2017-June 2018 (ongoing staggered in approach) |
|                                 | Talk with Leads and about locations, renovations, and what else is required   | EY Manager/EY Coordinator/Lead Agencies Neighbourhood Hub Team/ school boards   | June 2017-ongoing staggered in approach                  |
|                                 | Develop budgets for transition and ongoing  | EY Team/EY Manager/EY Coordinator/Lead Agencies Neighbourhood Hub Team//NC Finance/school boards  | September 2017-January 2018                              |

| Task                        | Details  | Responsibility   | Timeline   |
|-----------------------------|--|--|--|
|                             | Set up protocol for opening new location (e.g. take from childcare document)                                   | EY team/EY Coordinator   | October 2017-January 2018                            |
| <b>Best Start Network</b>   | Develop MOU for BSN partners (get examples from other network)   | EY Team  | designed and signed off September 2017-December 2017 |
|                             | Network sign off on MOU with vision value and guiding principles, participation and partnership                | EY Team/BSN  | designed and signed off September-December 2017      |
|                             | Provide regular updates and share communication strategy.  | EY Manager/EY Coordinator/DAC  | ongoing  |
|                             | Ongoing planning around transition and implementation of OEYCFCs   | EY Team/EY Manager/BSN/EY Coordinator/Neighbourhood Hub Team/DAC/school boards   | ongoing  |
| <b>Our Journey Together</b> | Needs assessment/consultation  | EY Team/Alderville First Nation/Nogojiwanong Friendship Centre   | July-September 2017                                  |
|                             | Develop partnerships with Alderville First Nation and Nogojiwanong Friendship Centre                           | EY Team/EY Manager/Alderville First Nation/Nogojiwanong Friendship Centre /EL Community Quality Assurance Advisor        | July-September 2017                                  |
|                             | Cultural Competency training   | EY Team/EY Manager/Alderville First Nation/Nogojiwanong Friendship Centre /EL Community Quality Assurance Advisor        | September 2017-First session                         |
|                             | Ongoing Cultural Competency training   | EY Manager/EY Coordinator/Alderville First Nation/Nogojiwanong Friendship Centre /EL Community Quality Assurance Advisor | ongoing sessions 2018                                |
|                             | Ongoing strategy developed   | EY team/BSN/EY Coordinator/Alderville First Nation/Nogojiwanong Friendship Centre  | September 30, 2017(report due)                       |
|                             | Use findings from needs assessment to inform the criteria, curriculum development and core service development | EY team/ DAC/BSN/Alderville First Nation/Nogojiwanong Friendship Centre  | September 2017-January 2018                          |

| Task                               | Details   | Responsibility  | Timeline                               |
|------------------------------------|---|---|--|
|                                    | Implementation of recommendations if approved for funding   | EY team/ DAC/EY Coordinator/Neighbourhood Hub Team/BSN/Alderville First Nation/Nogojiwanong Friendship Centre | January 2018-ongoing                   |
| <b>Develop evaluation strategy</b> | Explore opportunities for electronic sign in and data collection (talk about at September BSN meeting)  | EY team/DAC/EY Coordinator  | August to December 2017                |
|                                    | Develop outcomes and indicators and process to collect information in concert with Ministry guidelines. | EY Team/DAC/EY Coordinator/ Neighbourhood Hub Team/BSN  | November 2017 and ongoing Based on EDU |
|                                    | Talk with Ministry re: evaluation, data collection, ministry requirements                               | EY Team   | June 2017                              |
|                                    | Review information and possibility for electronic sign in.  | EY team and BSN   | July – October 2017                    |
| <b>Initial Report</b>              | Complete Initial Report   | EY team   | August 30, 2017 Draft                  |
|                                    | Present Initial Report to Northumberland County Council   | EY team   | September 20, 2017                     |
|                                    | Present approved Initial report to BSN  | EY team   | September 21, 2017                     |
|                                    | Submit Approved Initial Report to Ministry of Education   | EY Manager  | September 29, 2017                     |



A Gantt chart outlining timelines for each area of focus and activity has been included in Appendix E. This chart helps to outline the work that has yet to be completed and timelines where tasks are essential.

### Development of Transition Plans for each OEYCFC Location

Part of the work in progress is the development of a transition plan for each OEYCFC location. There will be a staggered approach based on availability of space, renovations/additions, lead agency readiness and community input. There is an understanding that there will be some site and outreach locations that might not be fully functional in January 2018, although the goal is to work towards a schools' first hub model. OEYCFC transition plans will be developed by the Early Years team, the Early Years Coordinator, the current OEYC provider and the Best Start Network and will build on best practices from other service areas.

Transition Plans will:

- Confirm location
- Outline required renovations or additions
- Confirm lead agency
- Sign off MOU with lead agencies
- Ensure staffing for Core services
- Outline expected partnerships
- Determine hours
- Determine budget/cost
- Outline the transition and timelines for transition into new model.

### Working with Existing Partners to Transition Services

Everyone will work together in a community collaborative approach to transition services. The end of existing service, transitioning of existing services

and beginning of new services will mean changes for both existing partners and families.

Northumberland County has been working with and will continue to work with the existing OEYC operator on addressing concerns around the changes. The goal is to ensure timely and accurate information is available, and support is provided to assist partners and families through the transition.

### Communications Plan

The community engagement strategy and feedback from family members, community partners and the BSN consistently indicated the importance of strong, clear, and consistent communication. The transitioning into OEYCFCs will require ongoing and intentional communication.





Currently, the Early Years Team is working with the Communications Department in Northumberland County to develop and implement a fulsome communication strategy. Internal and external stakeholders will be considered, as well as messaging and modes. Stakeholders have been asked how they would prefer communication and will consider the following:

Best Start Network and Community Partners:

- Transparency
- Accurate and responsive messaging when available
- Provision of information they can share with their clients and community partners
- Continued use of existing methods including email distribution lists, websites, and databases

Family Members:

- Accurate and consistent messaging about existing programming
- Use existing methods of communication including school newsletters, community newspapers and radio
- Op- in option for families who have used early years services so they can receive ongoing updates through email or text
- Use of social media particularly websites and Facebook page to inform families of programming
- One site, preferably operated by the County, where links to all OEYCFC locations are available
- The option to call in and talk to a live person or hear a recording about existing programming

A component of the communication plan will involve developing a joint statement and processes with the existing OEYC provider. There will be continued effort to work together through the transition process as we build upon existing early years programs. The template being developed in conjunction with the communications department with Northumberland County can be found in Appendix F.

The Ministry of Education provincial communication and branding strategy will also provide a foundation and direction for future communication regarding OEYCFCs.



## Next steps

Next steps have been highlighted in the transition plan as a staggered implementation process of the OEYCFCs. Through the development of the communication plan and individual OEYCFC implementation plans, the County will continue to work with community partners on a staggered implementation plan based on availability of space, renovation and additions with a schools first approach.

It is important to note that the initial OEYCFC plan is a 'living document' which will be revisited and revised as the transition from the current system to the new community vision is implemented. There will be interim programming and measures in place until all sites (main hub and mobile outreach) are fully operational.

The Early Years team believes a solid foundation has been set for the implementation of the Northumberland OEYCFC Initial plan that will be a true collaborative effort across all of the partners of the Best Start Network. The goal is for families to have responsive, high quality programs and services for them and their children that are integrated and accessible. The delivery of such is a journey not a destination that will require continued attention, resources and collaboration.

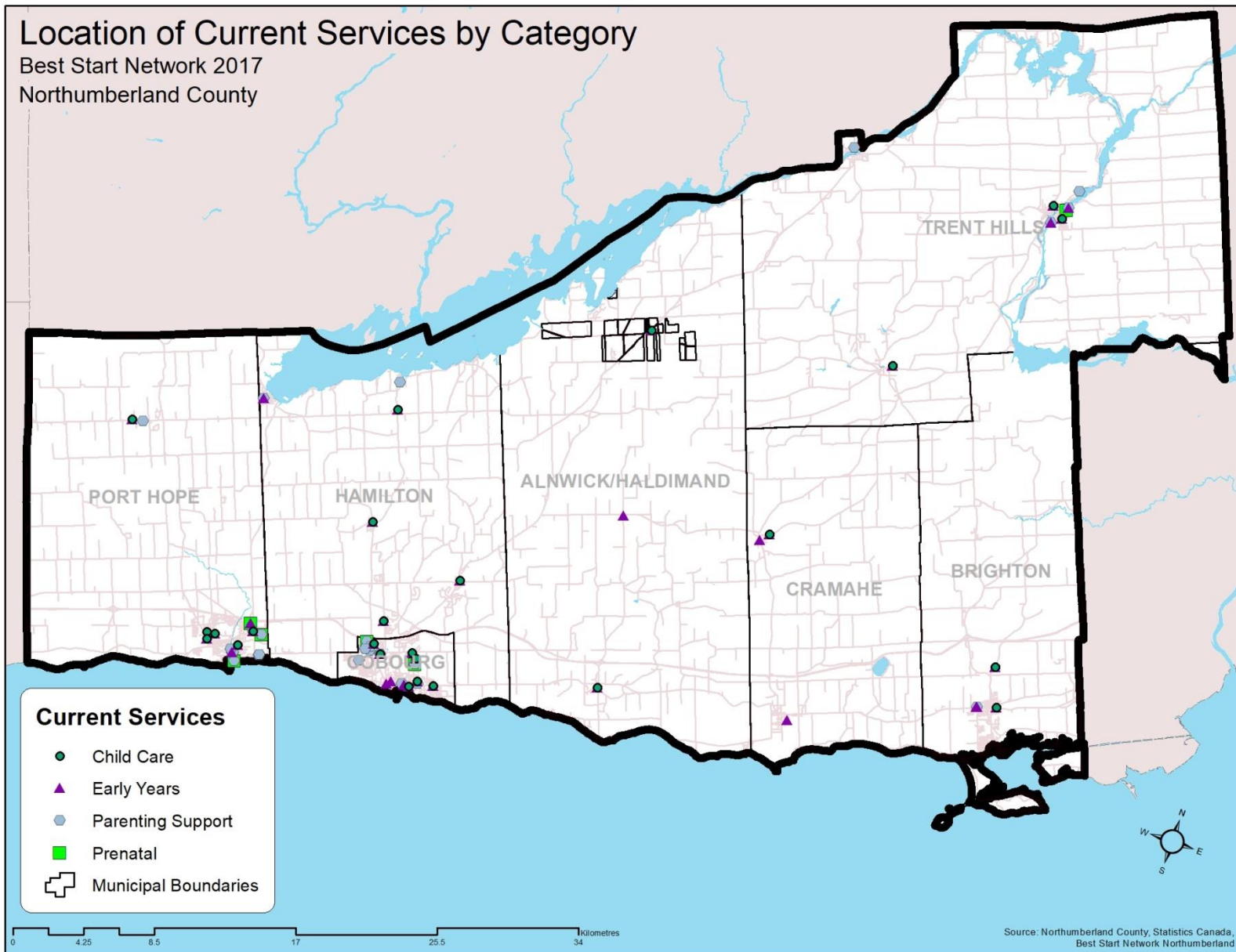


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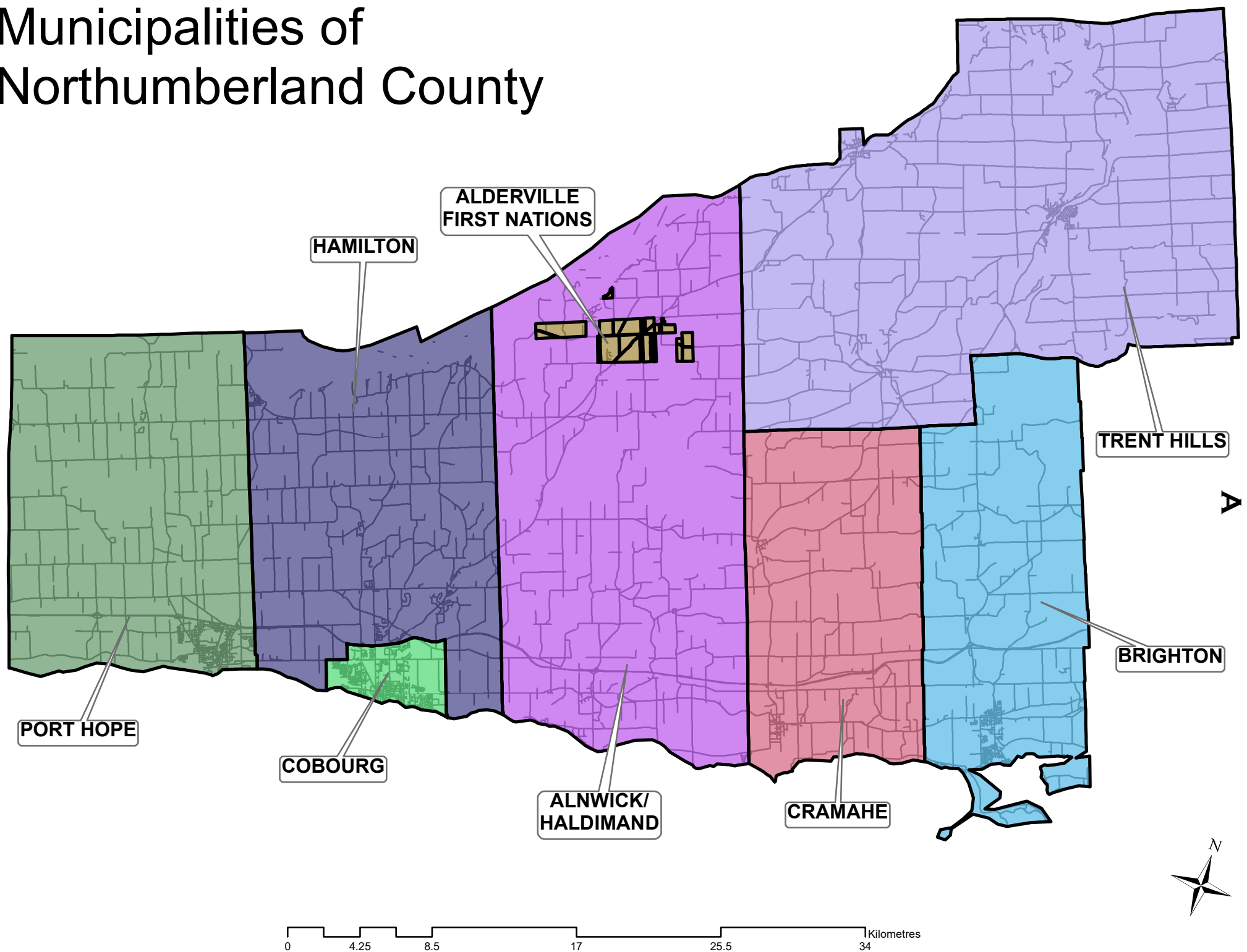
## Appendices

## Appendix A – Example of Community Inventory of Services



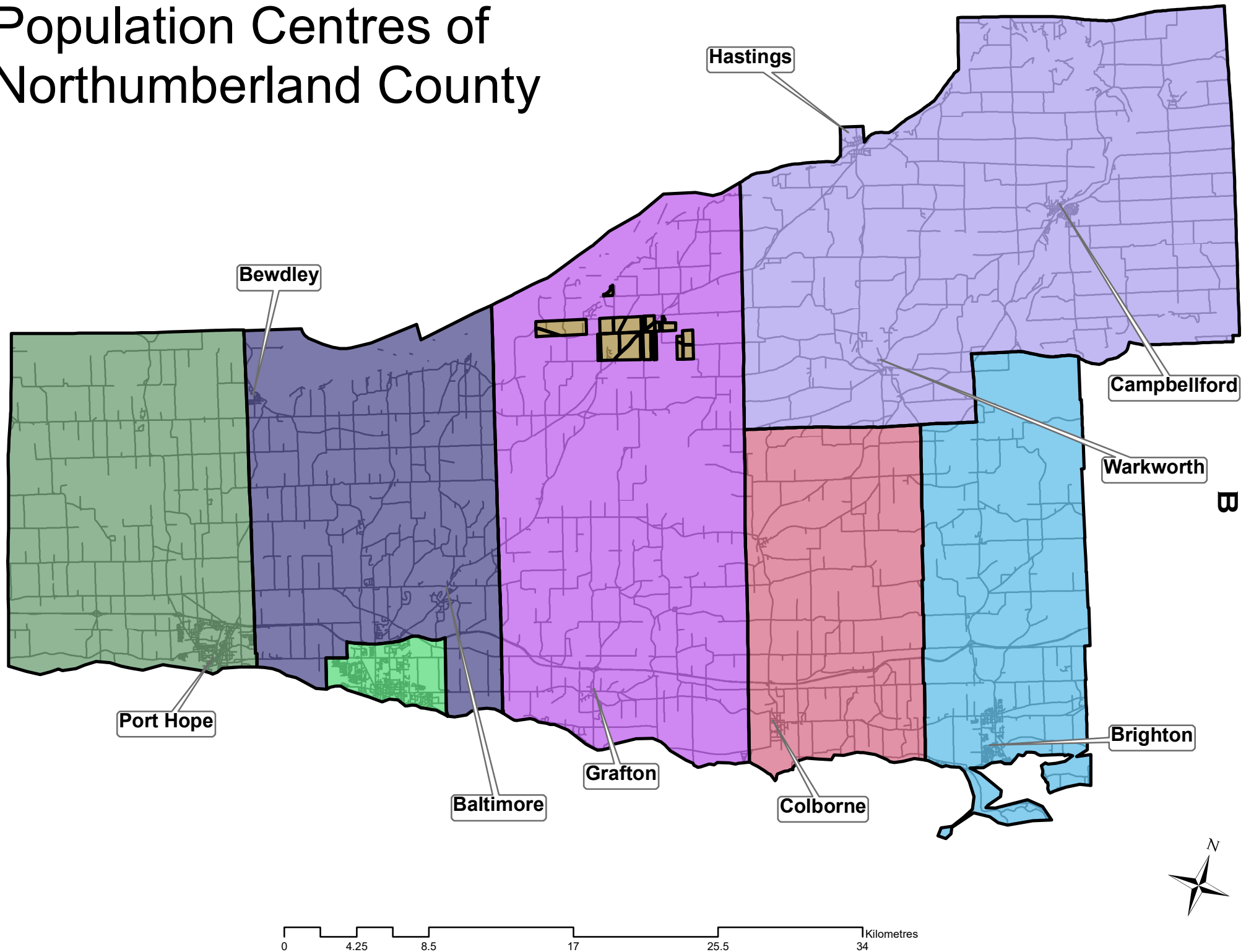
## Appendix B – Maps

# Municipalities of Northumberland County



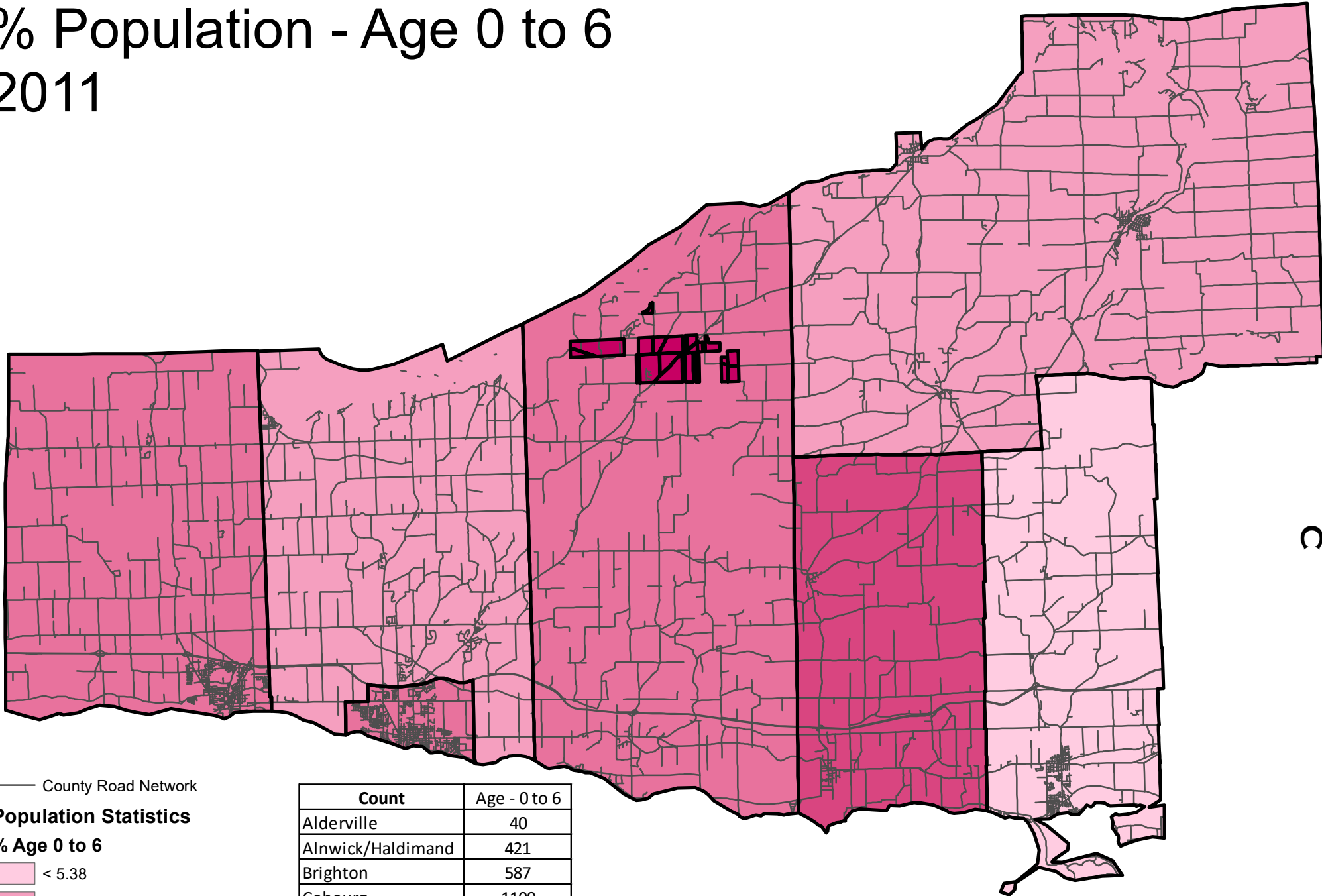


# Population Centres of Northumberland County





# % Population - Age 0 to 6 2011



County Road Network

## Population Statistics

### % Age 0 to 6

- < 5.38
- 5.38 - 5.95
- 5.95 - 6.57
- 6.57 - 7.24
- > 7.24

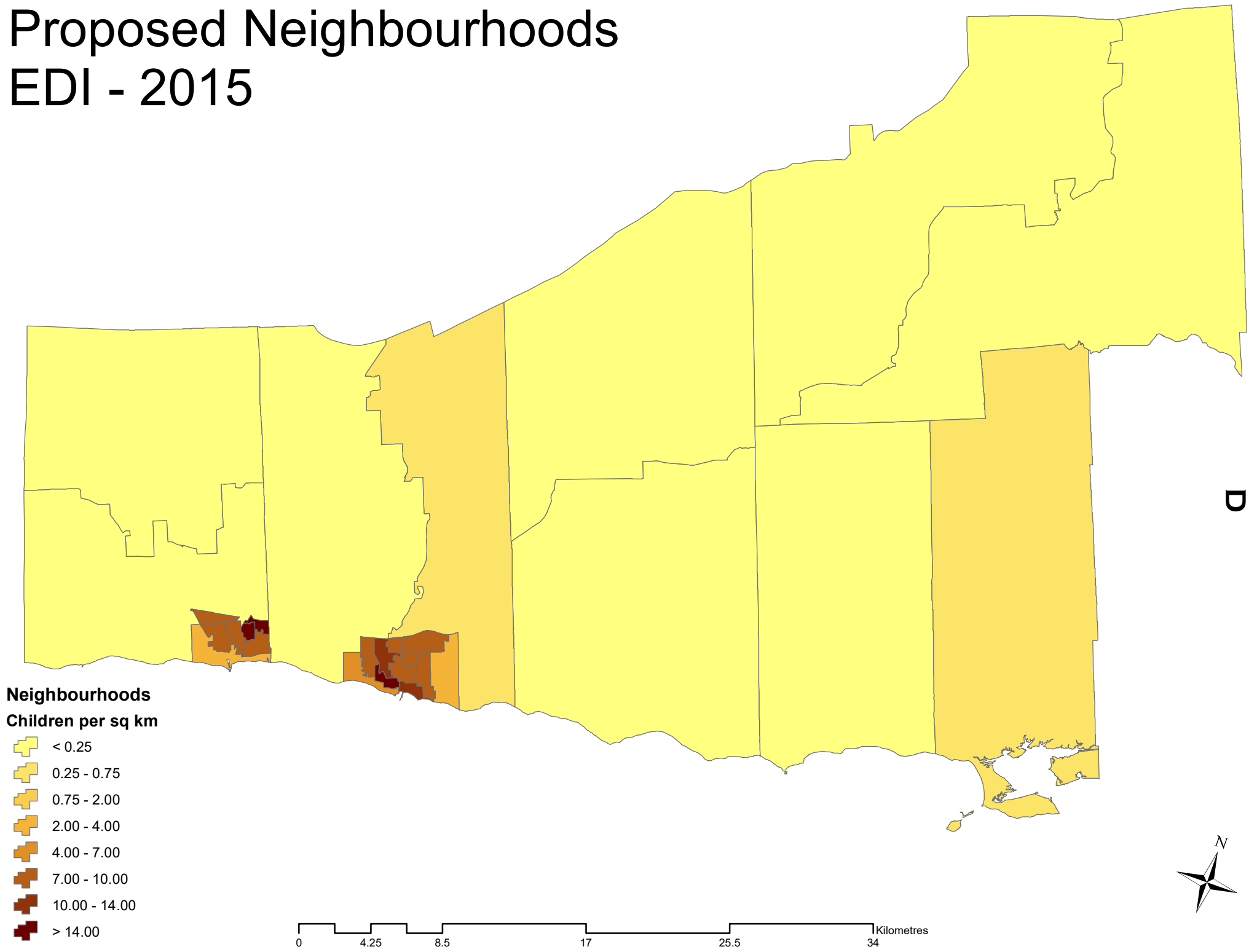
| Count             | Age - 0 to 6 |
|-------------------|--------------|
| Alderville        | 40           |
| Alnwick/Haldimand | 421          |
| Brighton          | 587          |
| Cobourg           | 1109         |
| Cramahe           | 410          |
| Hamilton          | 591          |
| Port Hope         | 1020         |
| Trent Hills       | 703          |

0 1.75 3.5 7 10.5 14 Kilometres



# Proposed Neighbourhoods

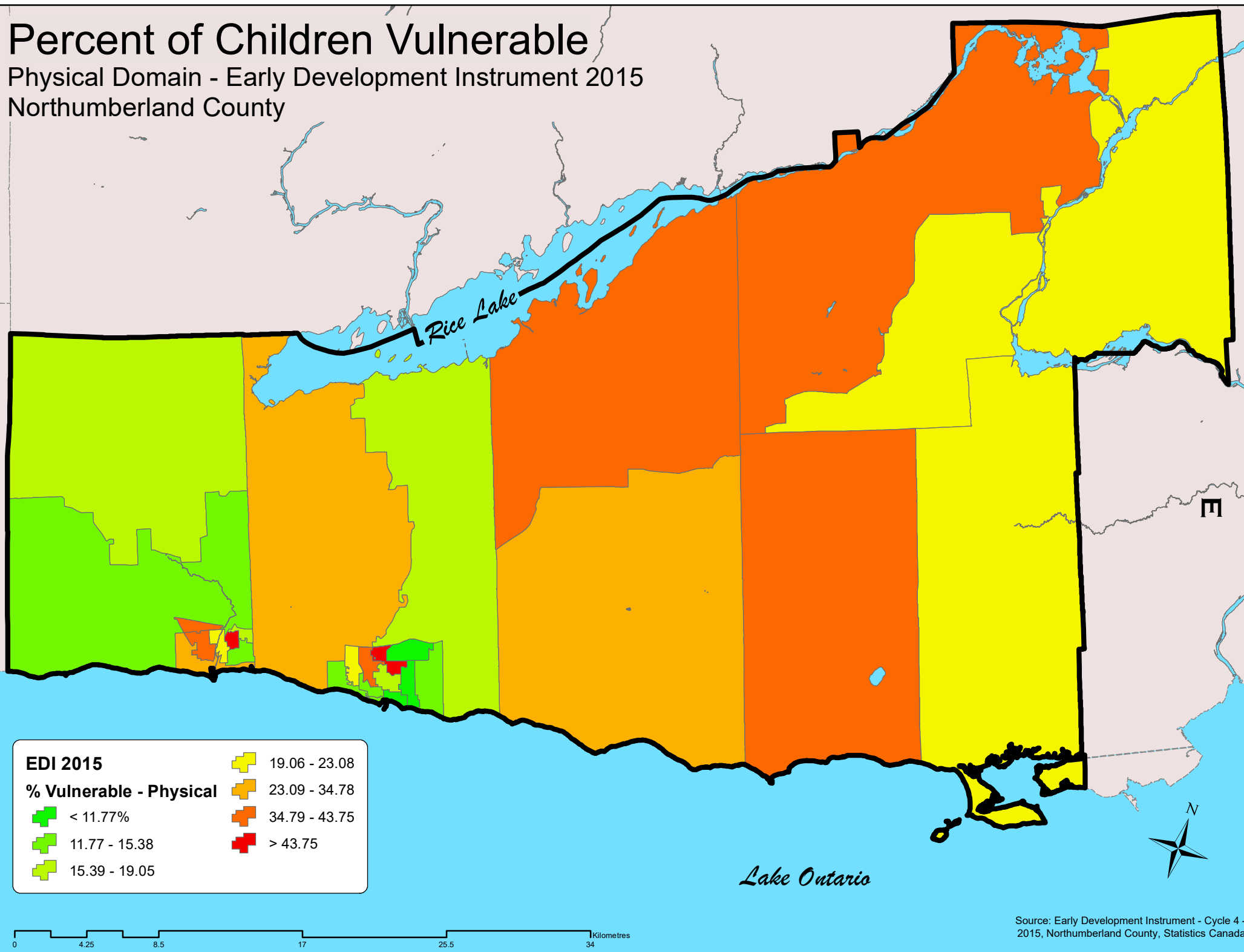
## EDI - 2015



# Percent of Children Vulnerable

Physical Domain - Early Development Instrument 2015

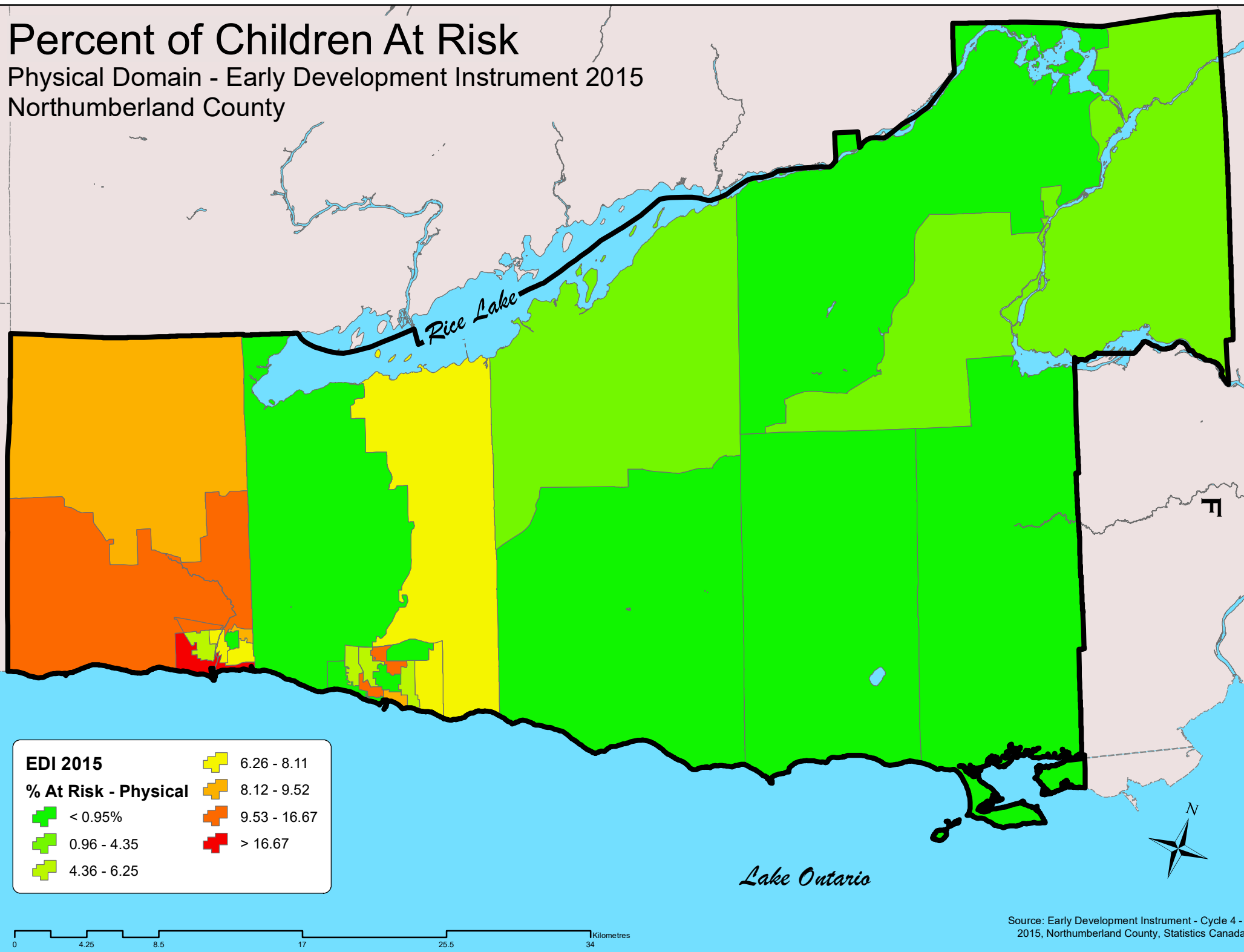
Northumberland County



# Percent of Children At Risk

Physical Domain - Early Development Instrument 2015

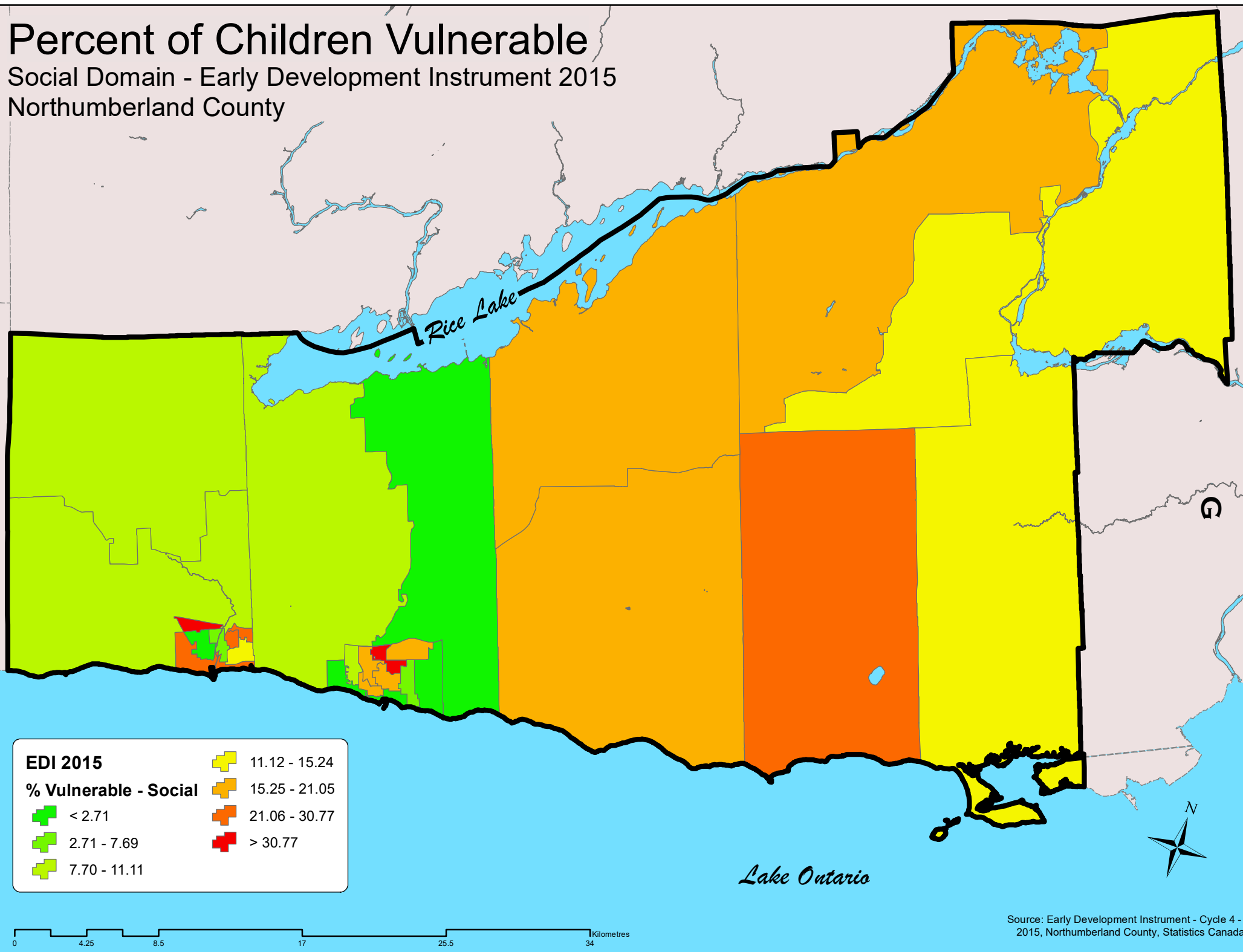
Northumberland County



# Percent of Children Vulnerable

Social Domain - Early Development Instrument 2015

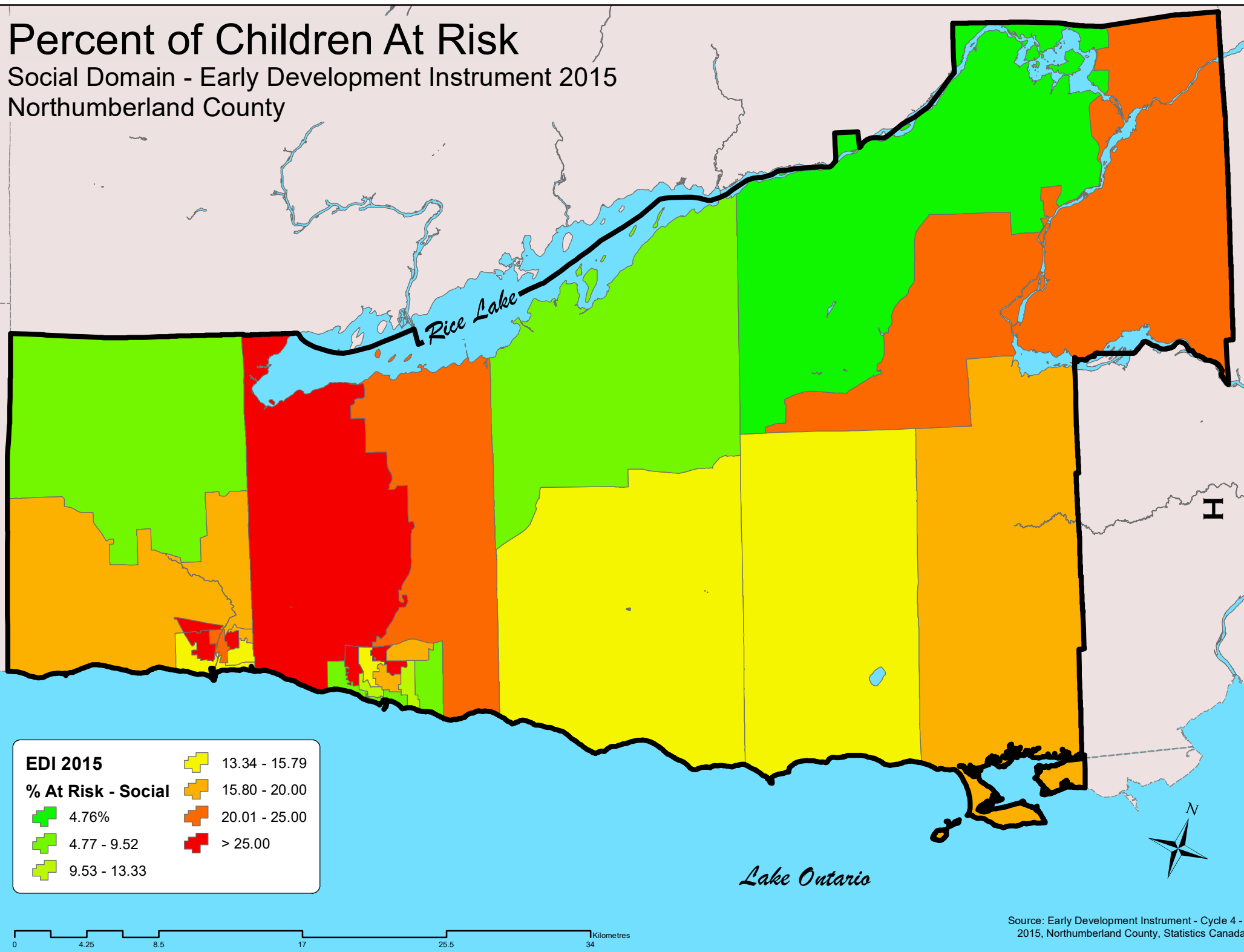
Northumberland County



# Percent of Children At Risk

Social Domain - Early Development Instrument 2015

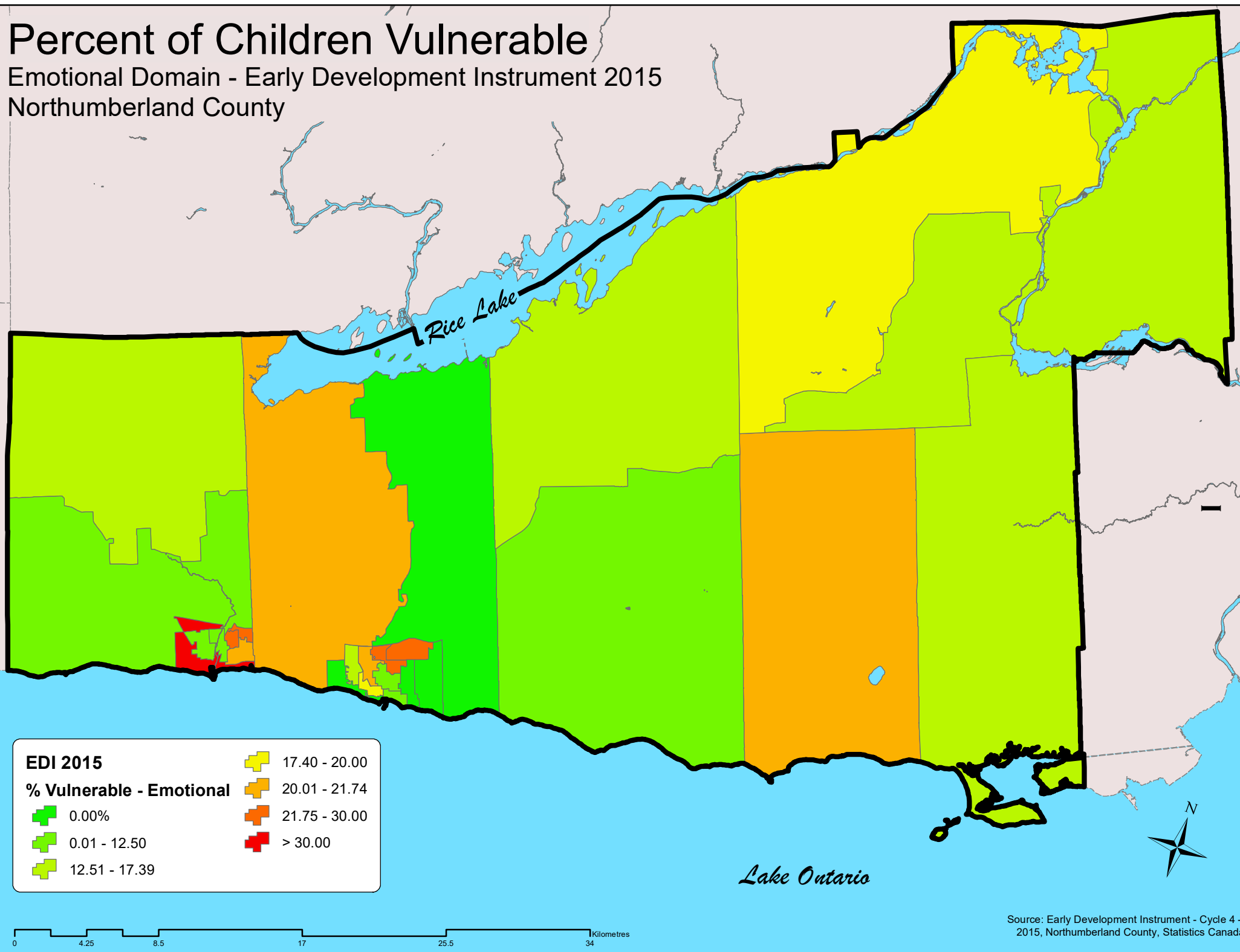
Northumberland County



# Percent of Children Vulnerable

Emotional Domain - Early Development Instrument 2015

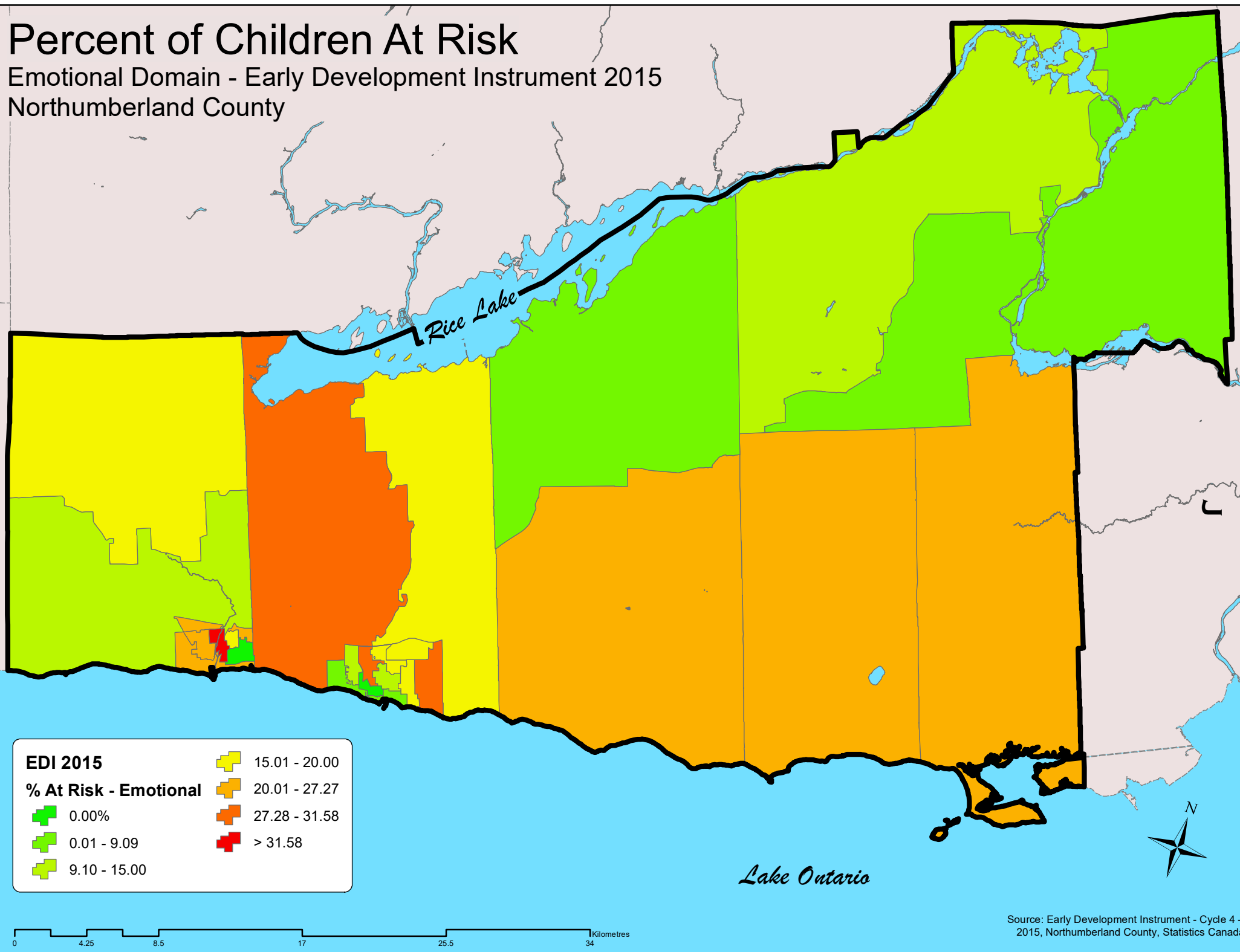
Northumberland County



# Percent of Children At Risk

Emotional Domain - Early Development Instrument 2015

Northumberland County

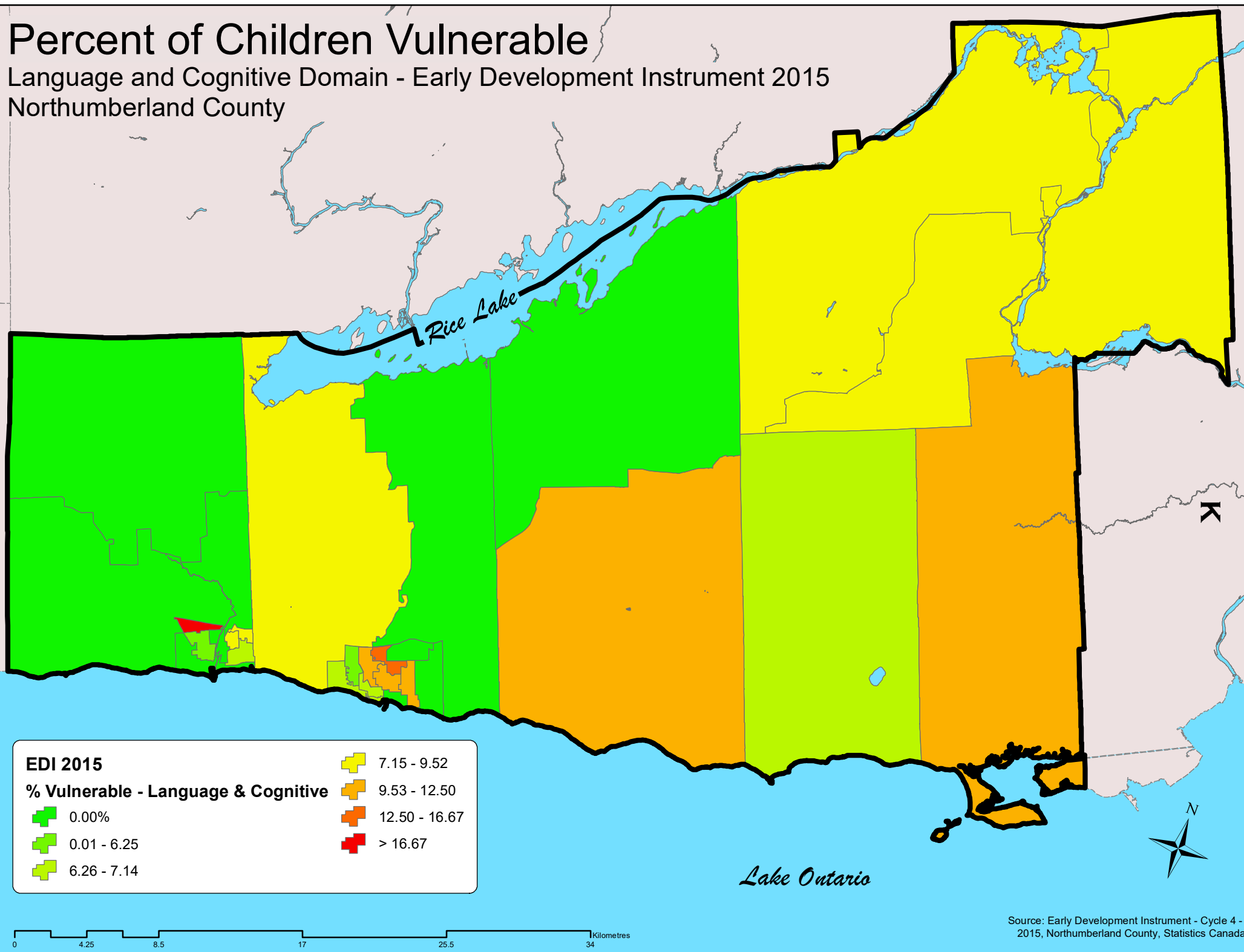




# Percent of Children Vulnerable

Language and Cognitive Domain - Early Development Instrument 2015

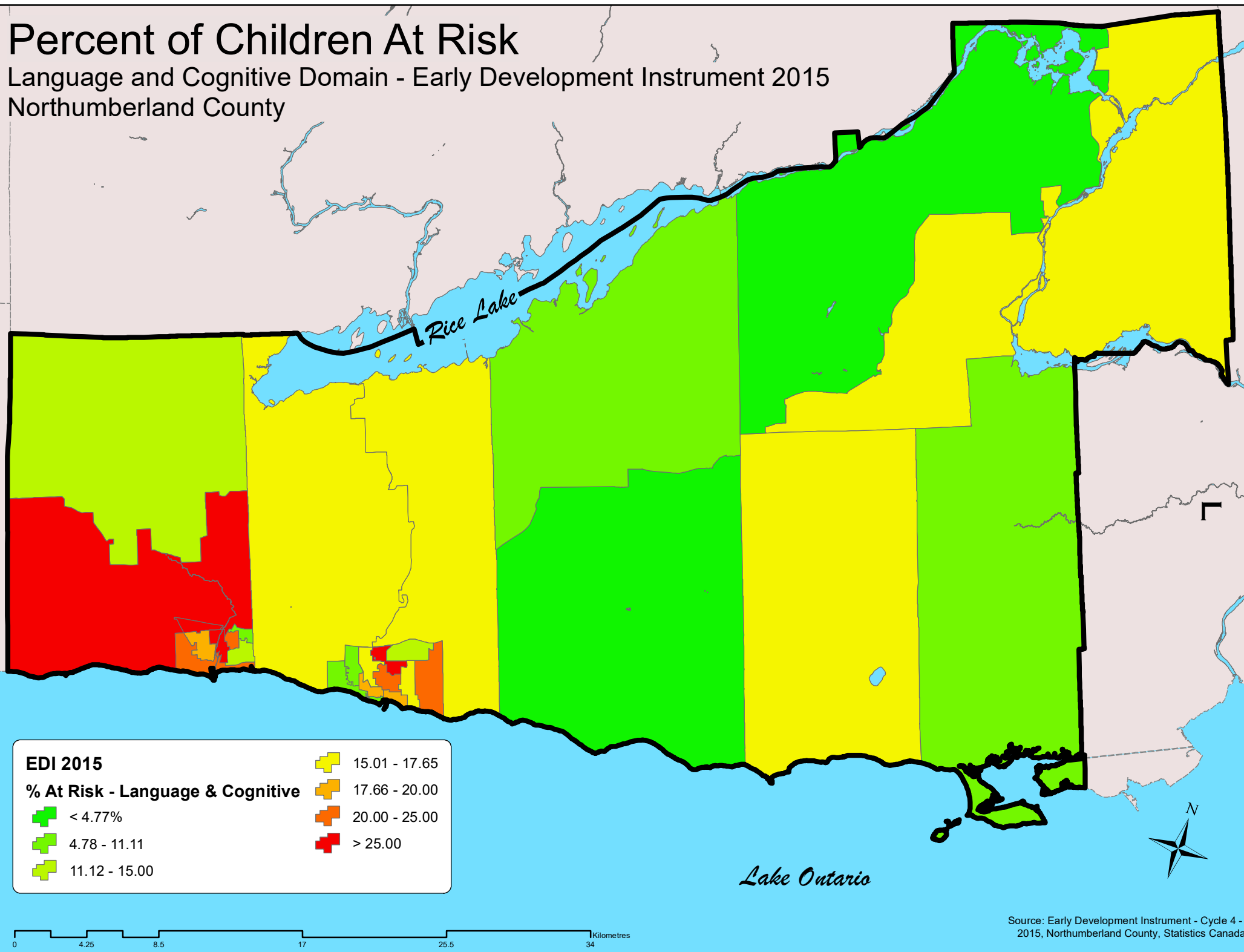
Northumberland County



# Percent of Children At Risk

Language and Cognitive Domain - Early Development Instrument 2015

Northumberland County

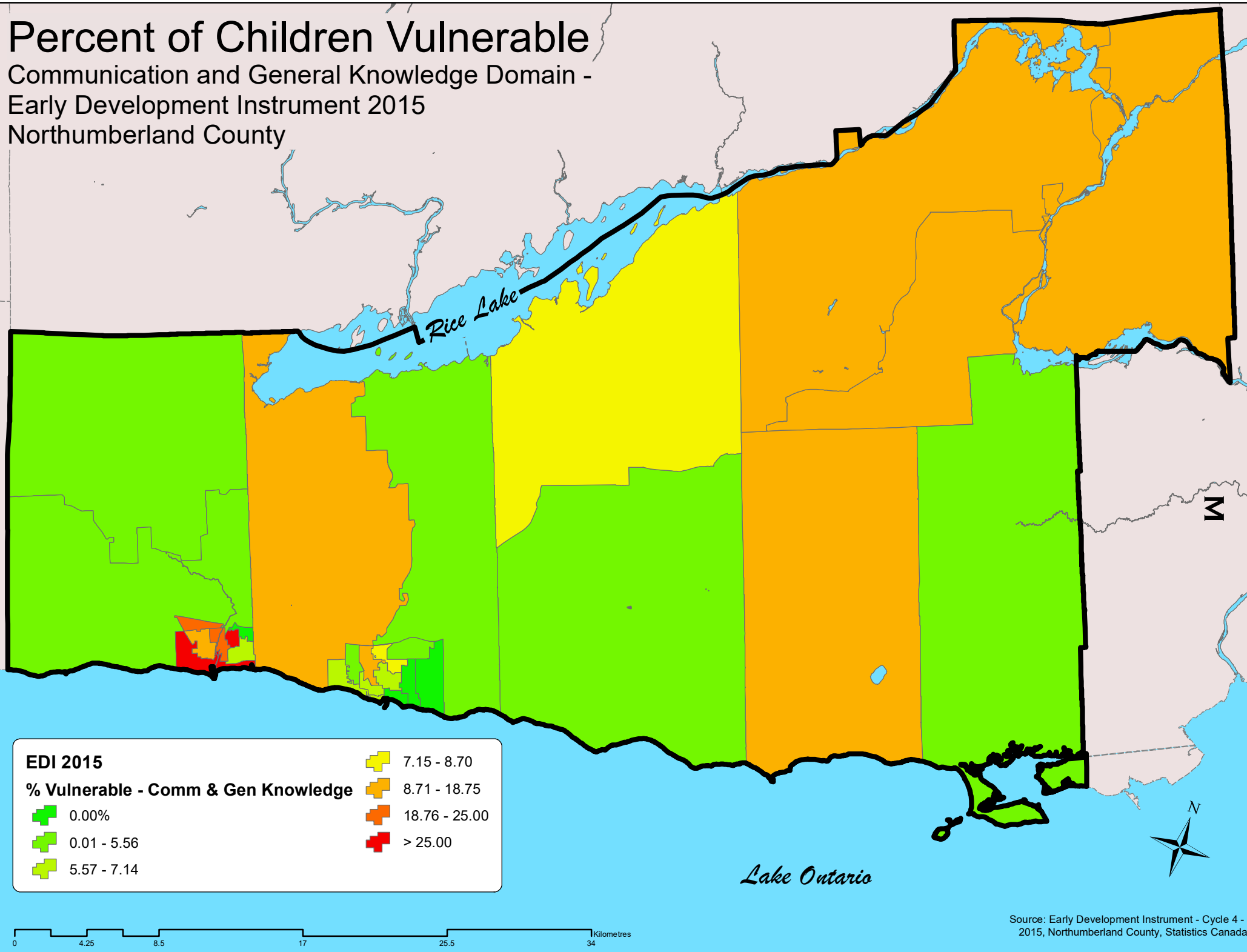


# Percent of Children Vulnerable

Communication and General Knowledge Domain -

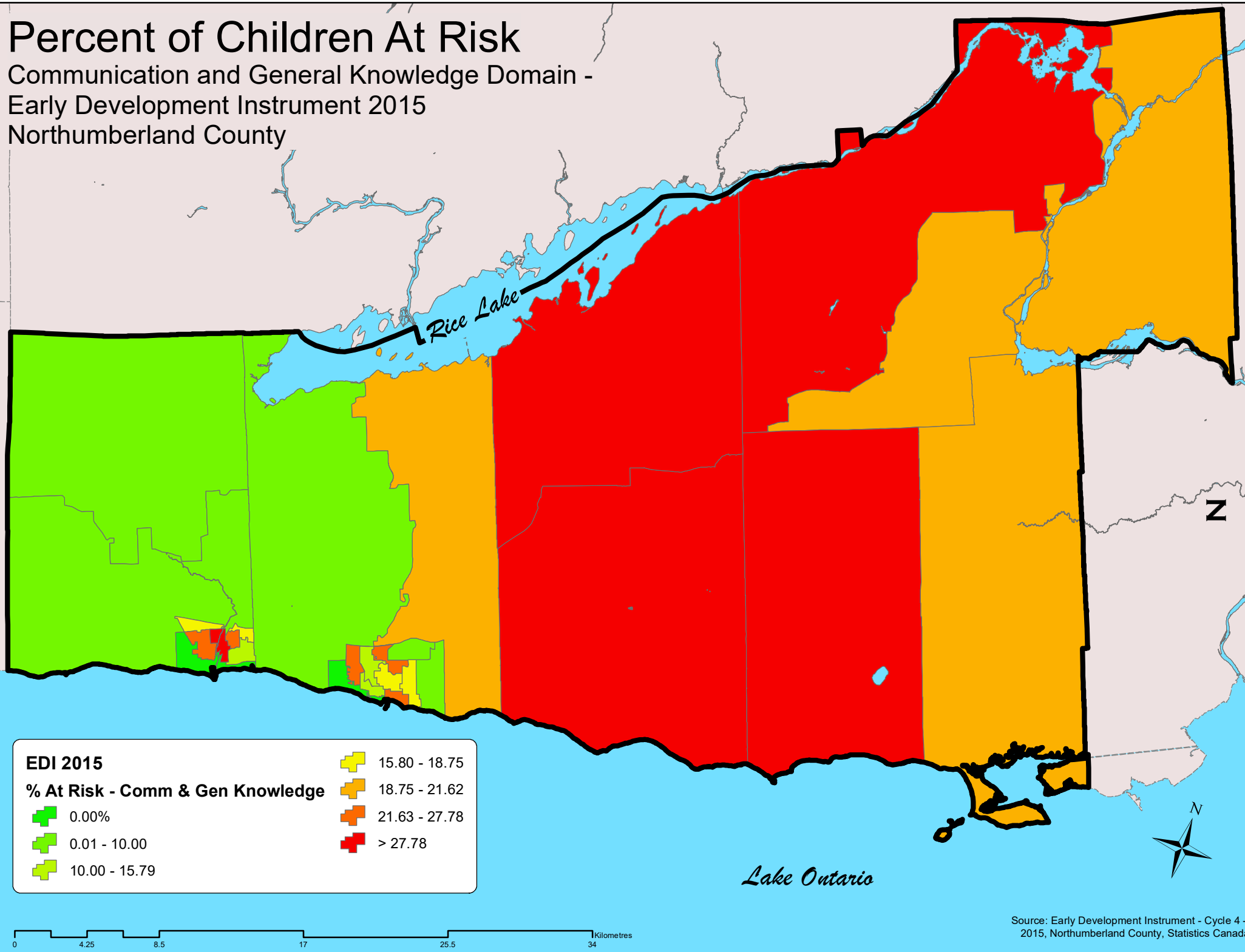
Early Development Instrument 2015

Northumberland County



# Percent of Children At Risk

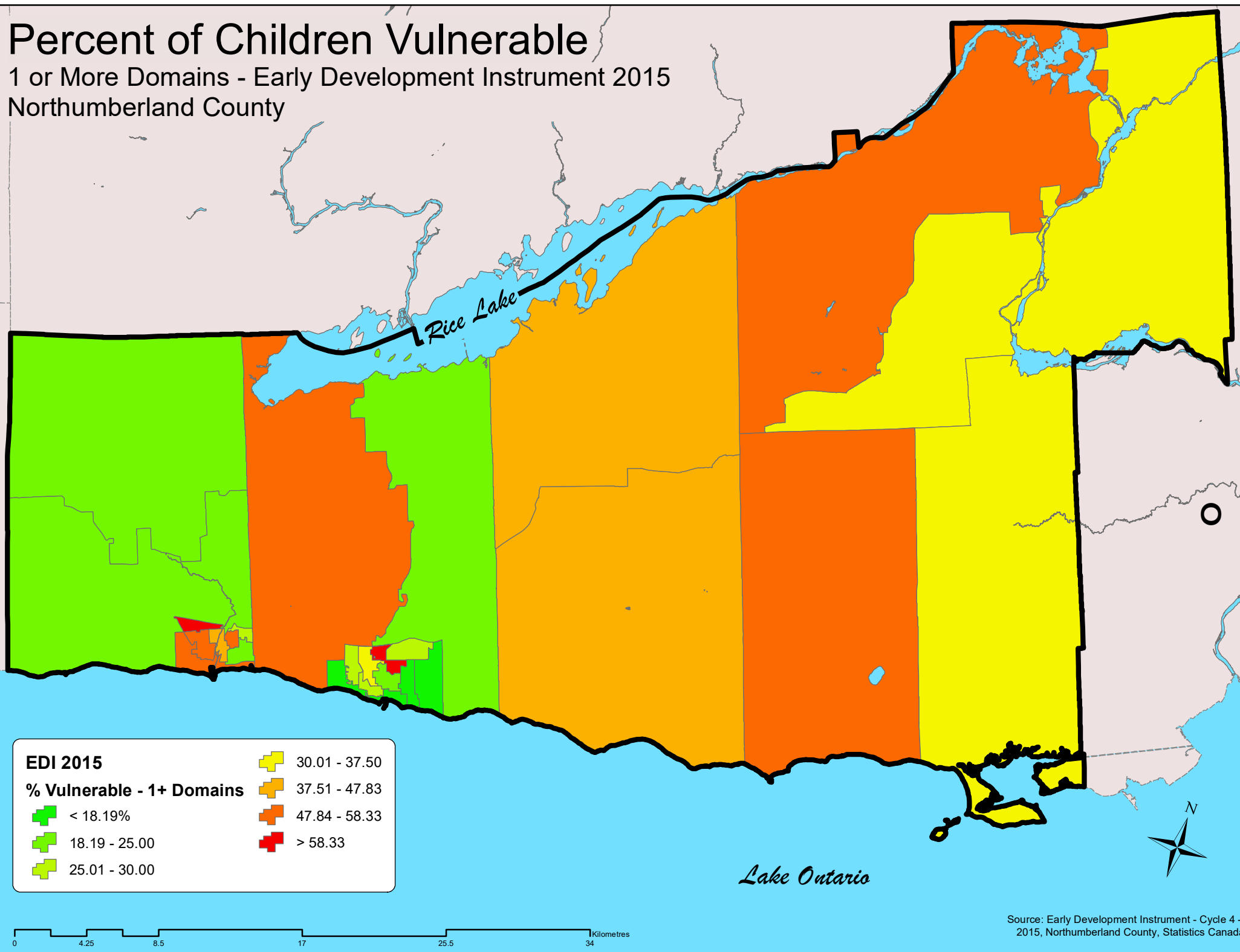
Communication and General Knowledge Domain -  
Early Development Instrument 2015  
Northumberland County



# Percent of Children Vulnerable

1 or More Domains - Early Development Instrument 2015

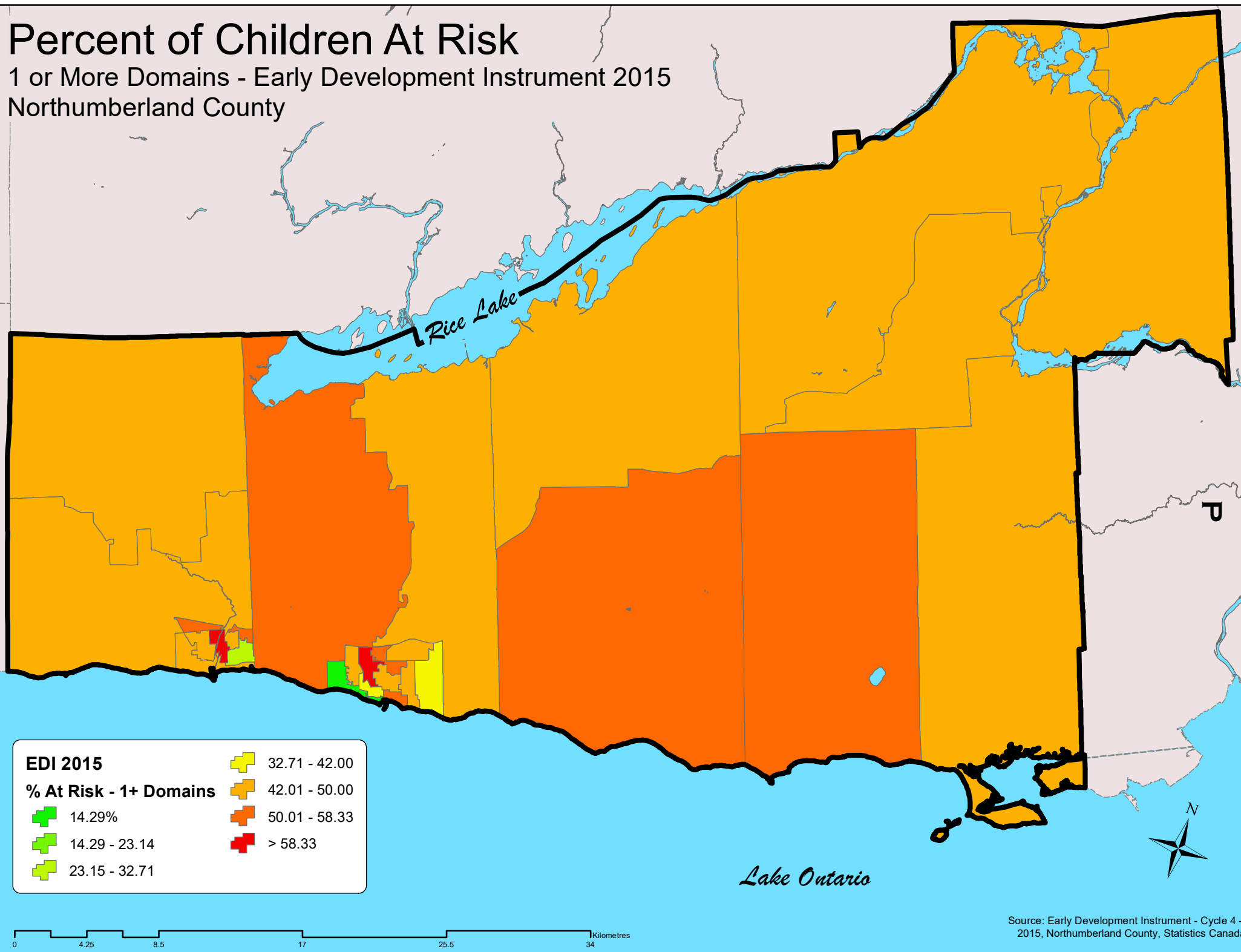
Northumberland County



# Percent of Children At Risk

1 or More Domains - Early Development Instrument 2015

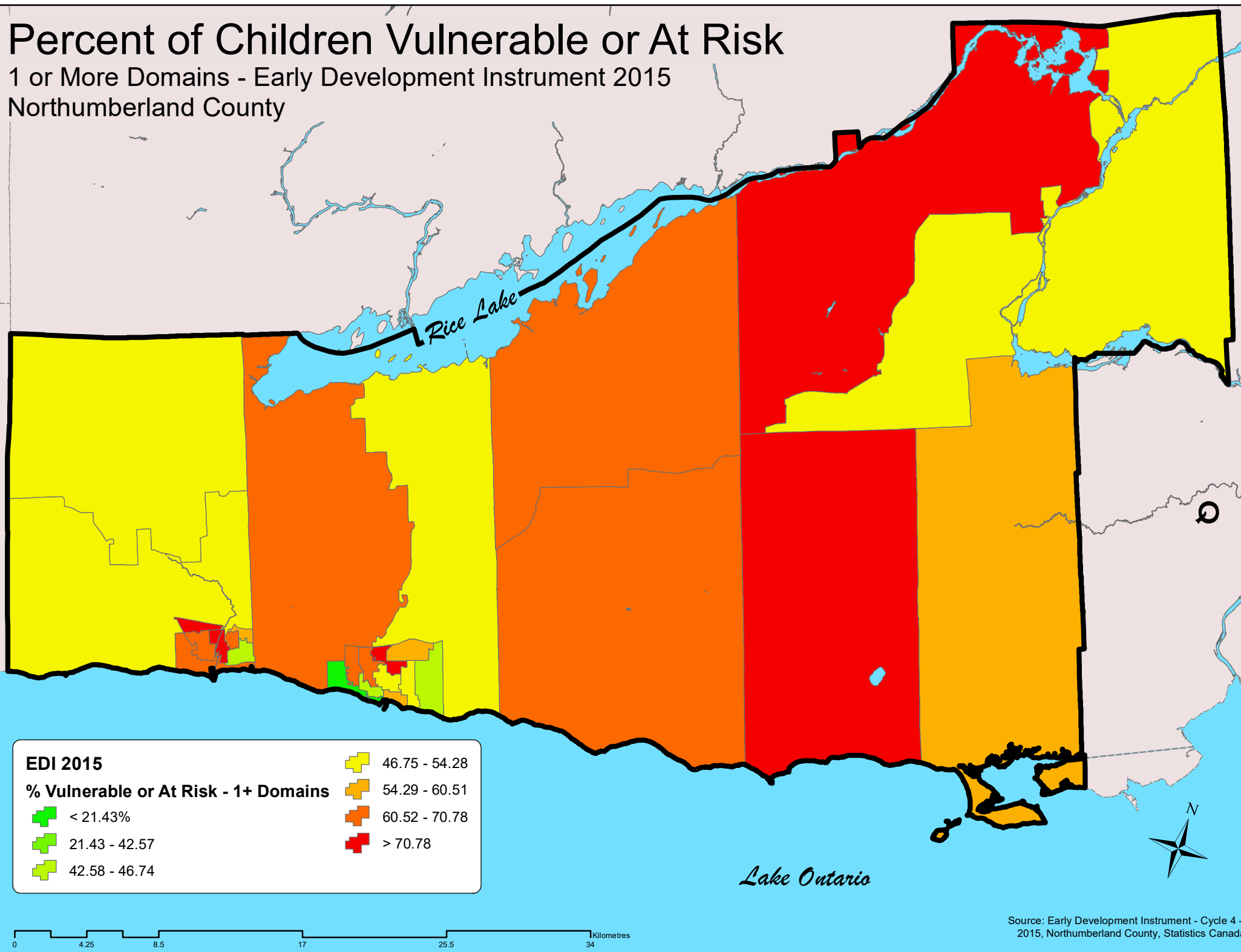
Northumberland County



# Percent of Children Vulnerable or At Risk

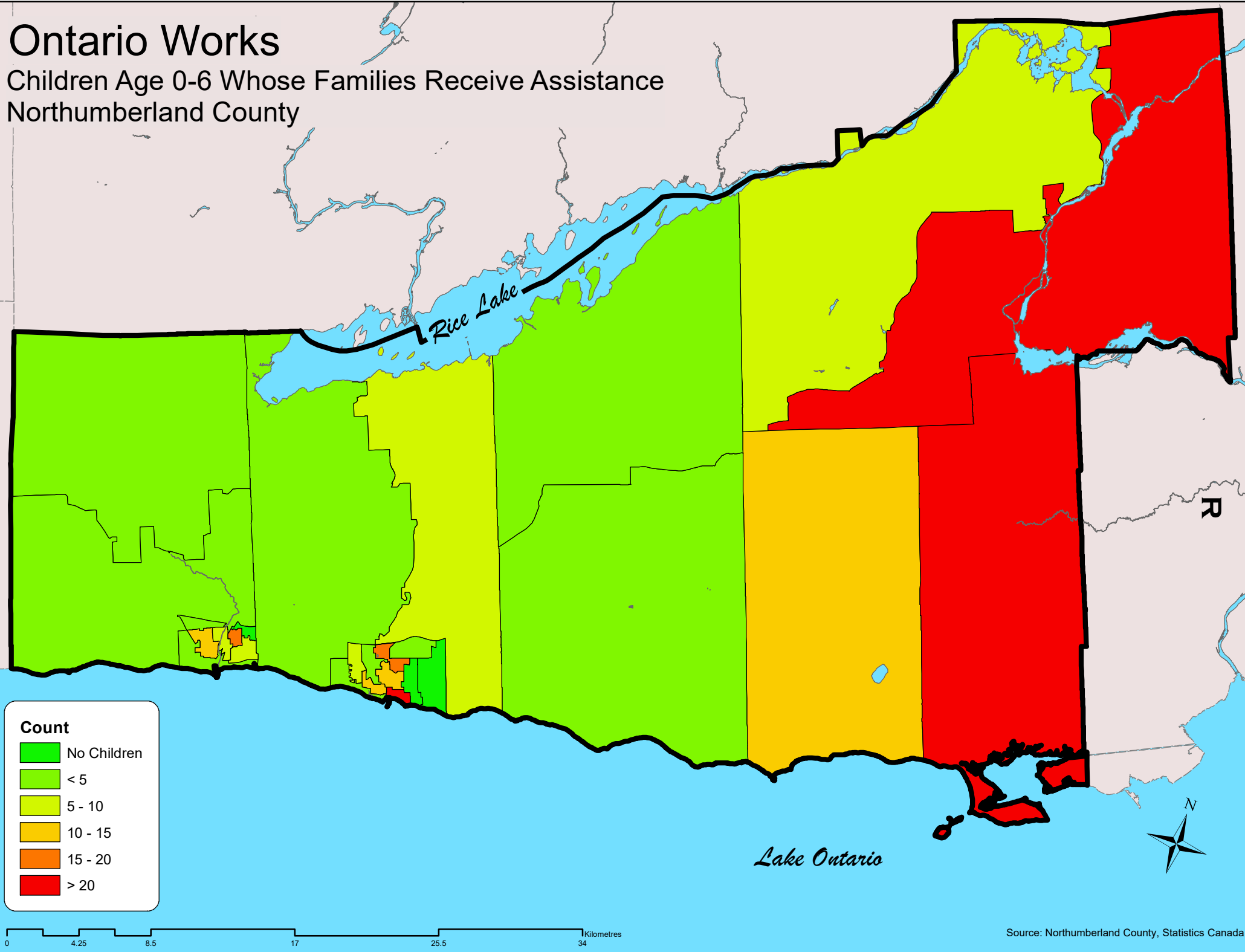
1 or More Domains - Early Development Instrument 2015

Northumberland County



# Ontario Works

Children Age 0-6 Whose Families Receive Assistance  
Northumberland County

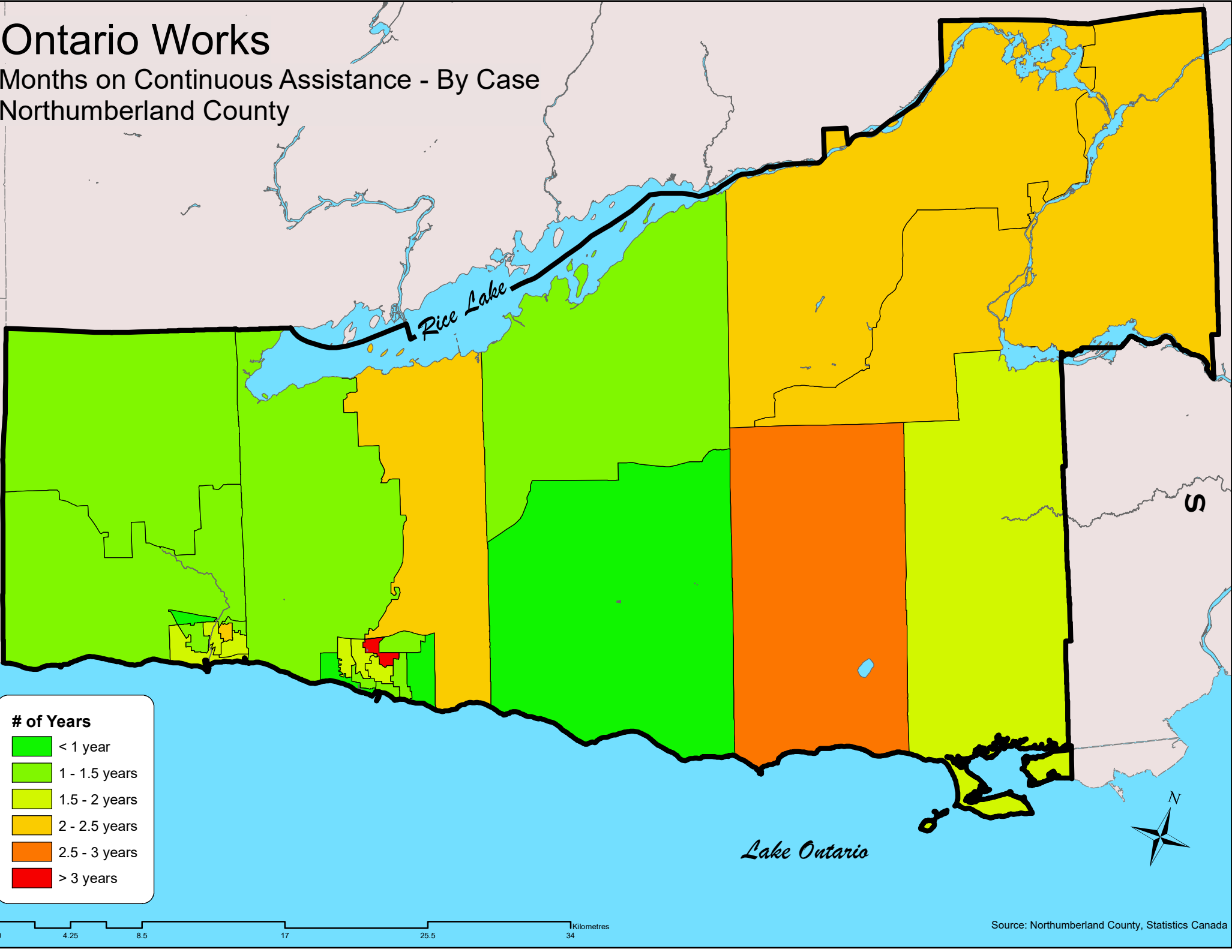




# Ontario Works

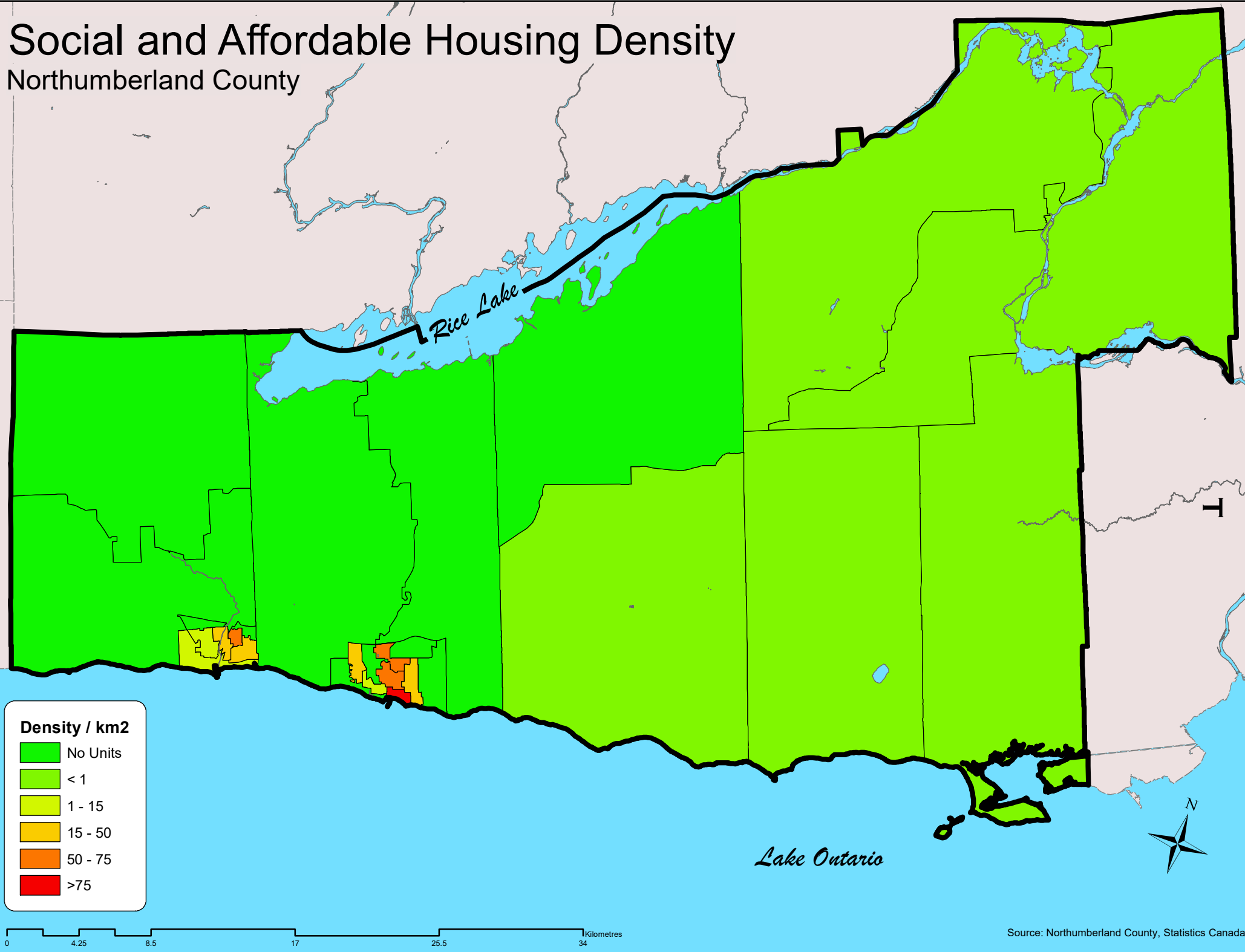
## Months on Continuous Assistance - By Case

### Northumberland County



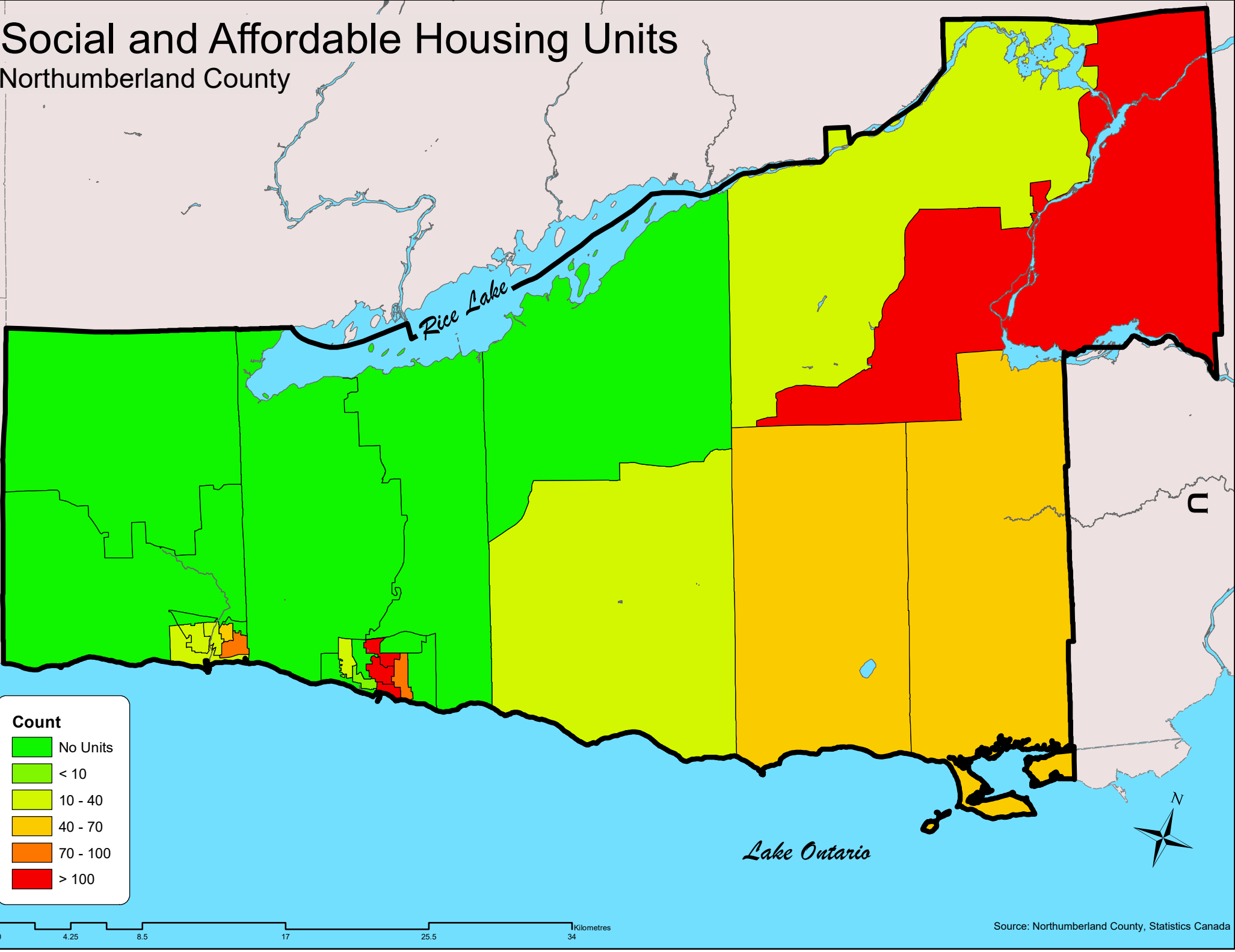
# Social and Affordable Housing Density

## Northumberland County



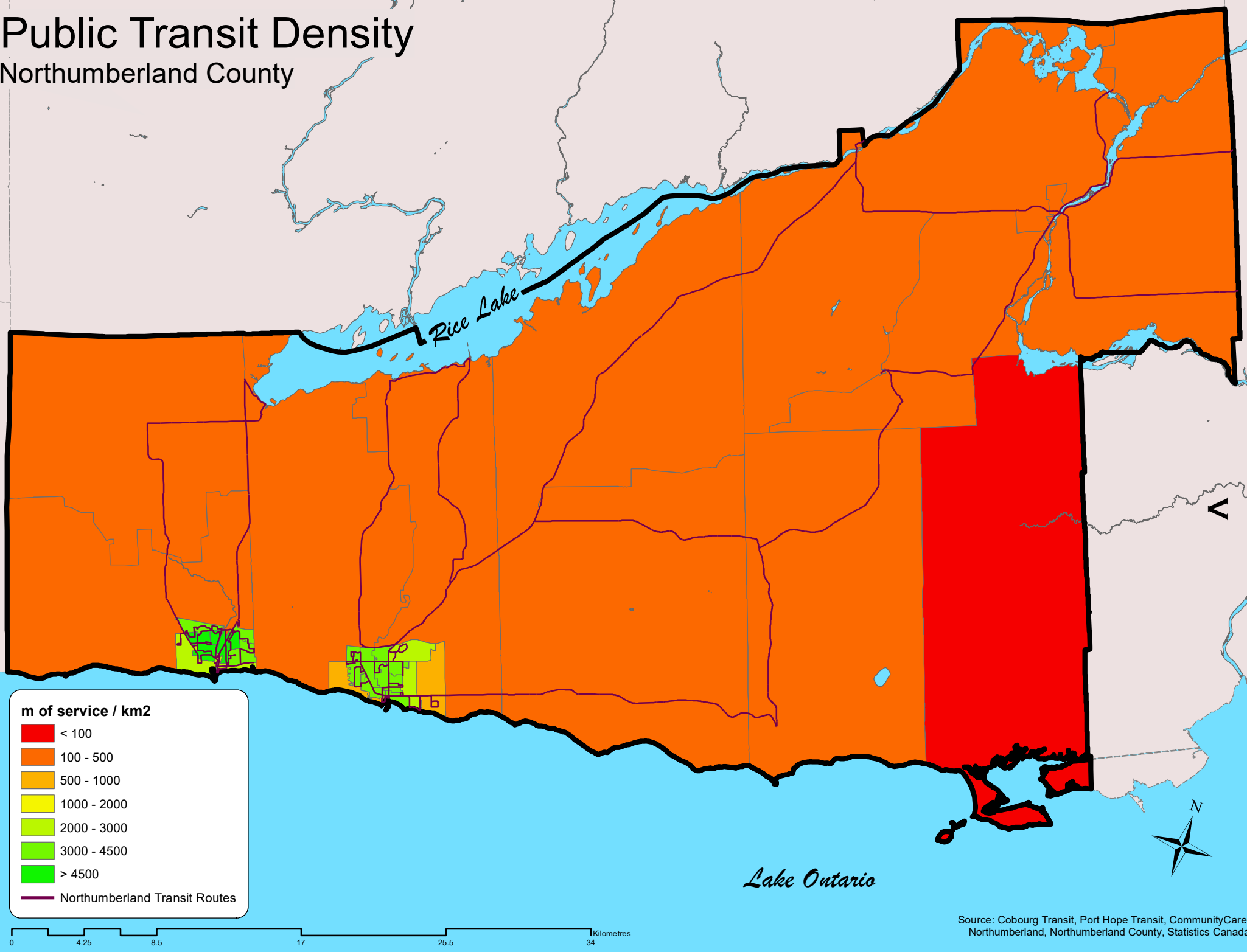
# Social and Affordable Housing Units

## Northumberland County



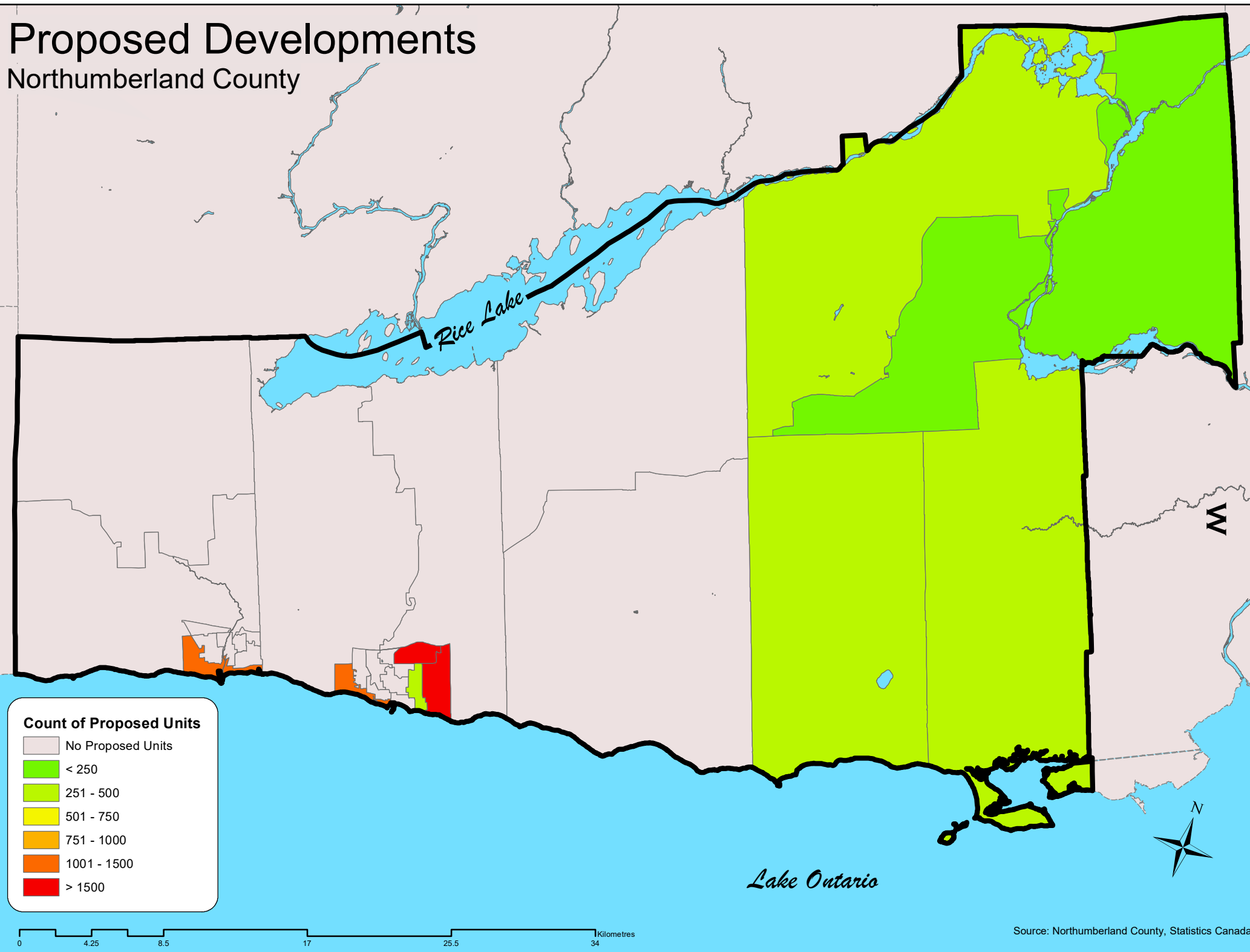
# Public Transit Density

## Northumberland County



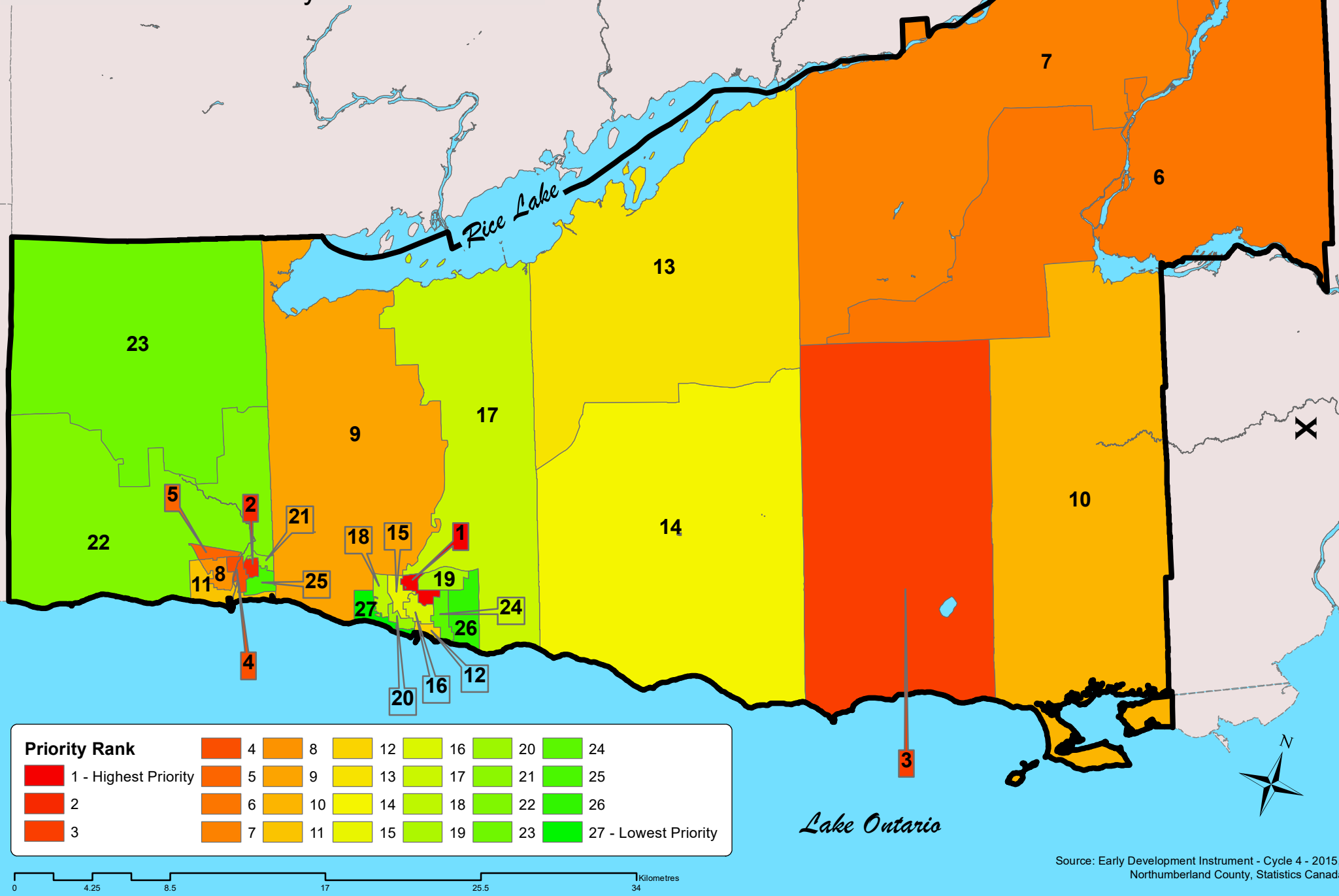
# Proposed Developments

## Northumberland County



# Priority Neighbourhoods

Based on Multi-Criteria Location Analysis  
Northumberland County

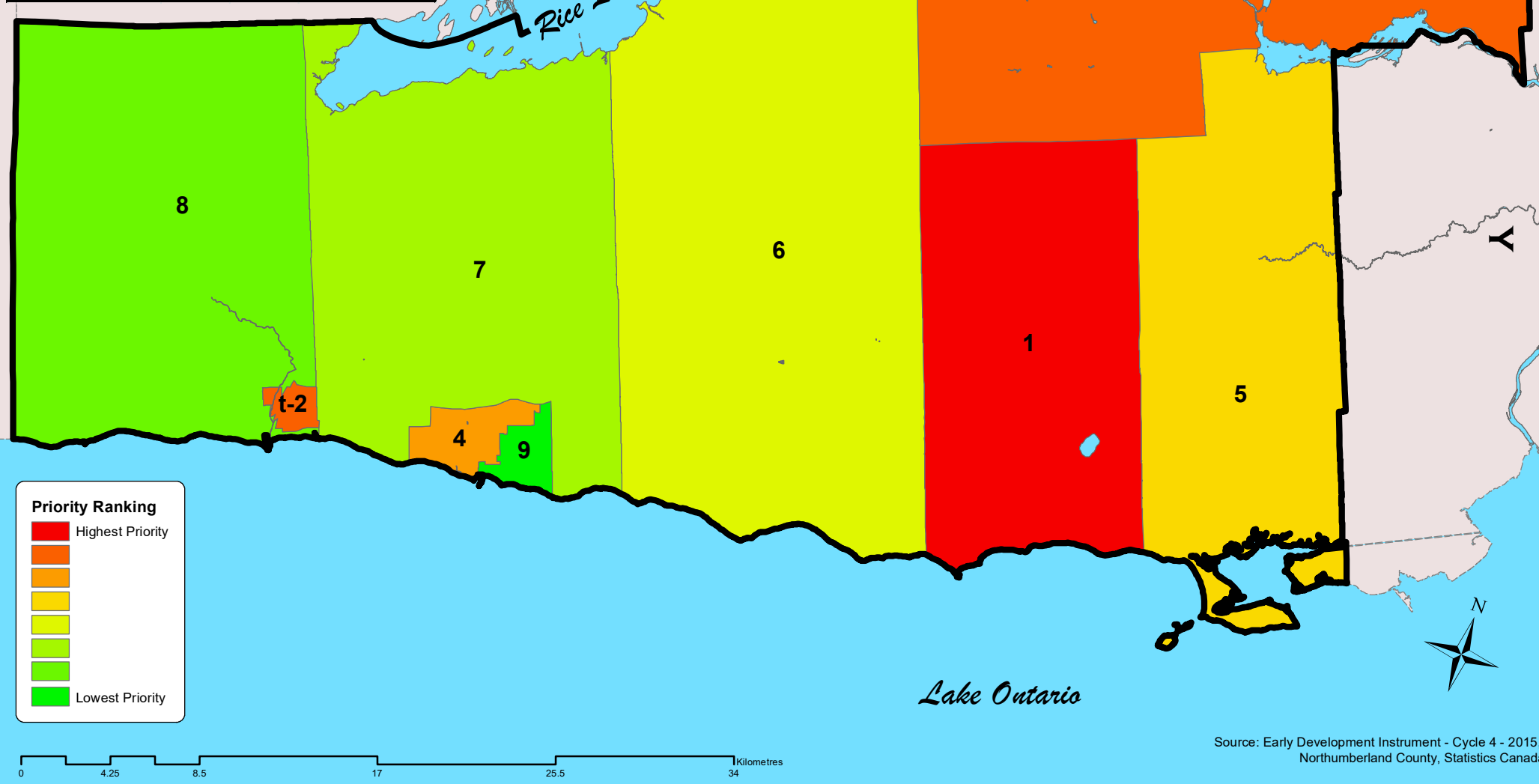


# OEYCFC Catchments by Priority

## Based on Multi-Criteria Location Analysis

### Northumberland County

| School Location<br>(if applicable) | Cutscore<br>(1 to 5) | Rank | Municipality      |
|------------------------------------|----------------------|------|-------------------|
| Colborne PS                        | 4.2                  | 1    | Cramahe           |
| Hillcrest PS                       | 3.6                  | 2    | Trent Hills       |
| Beatrice Strong PS                 | 3.6                  | 2    | Port Hope         |
| St. Joseph CES                     | 3.3                  | 4    | Cobourg           |
| Brighton PS                        | 3.2                  | 5    | Brighton          |
|                                    | 2.9                  | 6    | Alnwick/Haldimand |
| Baltimore PS                       | 2.8                  | 7    | Hamilton          |
| Port Hope HS                       | 2.7                  | 8    | Port Hope         |
| Merwin Greer PS                    | 2.1                  | 9    | Cobourg           |



## Appendix C– Data Sources

| Data  | Source                       | Year | Aggregation Level | Notes   |
|---|------------------------------|------|-------------------|---|
| Population                                      | Statistics Canada            | 2016 | CSD               | Census data sourced from short-form, long-form, or 2011 National Household Survey (NHS) |
|   | Statistics Canada            | 2011 | CSD               |   |
|   | Statistics Canada            | 2006 | CSD               |   |
| Population by Age Group                         | Statistics Canada            | 2016 | CSD               |   |
|   | Statistics Canada            | 2011 | CSD               |   |
| Indigenous Population                           | Statistics Canada            | 2011 | CSD               |   |
| Family Structure                                | Statistics Canada            | 2011 | CSD               |   |
| Labour Force                                    | Statistics Canada            | 2011 | CSD               |   |
| Education                                       | Statistics Canada            | 2011 | CSD               |   |
| Median Household Income                         | Statistics Canada            | 2011 | CSD               |   |
| Housing Type                                    | Statistics Canada            | 2016 | CSD               |   |
| Early Development Instrument - Cycle IV         | Offord Centre                | 2015 |                   | Raw data with DAUID geography   |
| Social & Affordable Housing                     | Northumberland County        | 2017 |                   | Address, housing type, tenant type, number of units                                     |
| Number of Cases (Ontario Works)                 | Northumberland County        | 2017 |                   | Raw data with Postal Code geography   |
| Number of Children Age 0-6 (Ontario Works)      | Northumberland County        | 2017 |                   | Raw data with Postal Code geography   |
| Number of Total Members (Ontario Works)         | Northumberland County        | 2017 |                   | Raw data with Postal Code geography   |
| Months on Continuous Assistance (Ontario Works) | Northumberland County        | 2017 |                   | Raw data with Postal Code geography   |
| Proposed Residential Developments               | Northumberland County        | 2016 |                   | Location and proposed number of units   |
| Current OEYC Locations                          | Northumberland County        | 2017 |                   |   |
| Current Elementary & Secondary School Locations | Northumberland County        | 2017 |                   |   |
| County Road Network                             | Northumberland County        | 2017 |                   |   |
| Transit Routes                                  | Port Hope Transit            | 2017 |                   |   |
|   | Cobourg Transit              | 2017 |                   |   |
|   | CommunityCare Northumberland | 2017 |                   |   |
| Early Years Survey Data                         | Northumberland County        | 2017 |                   | Completed surveys contained Postal Code geography                                       |

Table 1 – Data sources used for needs assessment analyses



## Appendix D – Detailed Theory Used for Location Analysis

### *Understanding Community Need: The Theory*

A form of Multi-Criteria Decision-Making (MCDM) was utilized for the location analysis. MCDM incorporates multiple, individual input measures to obtain an outcome result. These input measures can further be weighted to emphasize one over another. MCDM tends to employ a Likert scale utilizing discrete weights (i.e. cutscore weighting such as 1 to 5) for each measure, where highest priority may be given a 5 and lowest given a 1. Once weights are applied and the formula operationalized, each area of analysis (i.e. neighbourhood, DA, etc.) will return a value ranging between 1 to 5, dependent on the individual inputs and applied weighting.

This particular MCDM employs z-scores as a weighting measure rather than discrete weights. The z-score formula is as follows:

$$z = (x - \mu) / \sigma$$

**Equation 1- Z-score formula**

; where,  $x$  = any individual input value;  $\mu$  = the mean or average of its population; and,  $\sigma$  = the standard deviation of its population.

The returned z-score will show the degree to which an individual input value outpaces or lags the average ( $\mu$ ) of its data population by the number of standard deviations ( $\sigma$ ). Z-scores supply a continuous scale (-0.34, 0.46, 1.21, ... ,  $n$ ) for MCDM, rather than a discrete scale (1, 2, 3, ...,  $n$ ). Further, z-scores can be negative, where a particular value falls below the average of its population. Thus, a negative final result will show neighbourhoods better off than the weighted average. This is not explicitly possible with standard, discrete weights in an MCDM and makes z-scores an ideal approach.

### *Formula*

EDI, Social Risk, and Infrastructure were used as categories by which inputs were categorized and weighted. A table of the categories, inputs, and weights is below (see Table 1).

| Category       | Input                               | Weights |              |
|----------------|-------------------------------------|---------|--------------|
|                |                                     | Input   | Category     |
| EDI            | Percent Vulnerable                  | 33.0%   | <b>50.0%</b> |
|                | Percent At Risk                     | 17.0%   |              |
| Social Risk    | Percent Children 0-6 (OW)           | 8.5%    | <b>40.0%</b> |
|                | Count Children 0-6 (OW)             | 8.5%    |              |
|                | Months on Assistance by Case (OW)   | 11.0%   |              |
|                | Social & Affordable Housing Density | 6.0%    |              |
|                | Social & Affordable Housing Count   | 6.0%    |              |
| Infrastructure | Distance to Current Servicing       | 4.0%    | <b>10.0%</b> |
|                | Public Transit Density              | 4.0%    |              |
|                | Population Growth Projection        | 2.0%    |              |

**Table 1 – MCDM weighting by input and category**

Weights were determined in part during a Best Start Network meeting on June 1, 2017. Using a *dot-mocracy*, attendees were given 3 dots and a list of seven potential measures. They were asked to use the dots to identify the measures they would most like to see as a part of the location analysis. They could select 3 measures with 1 dot a piece, 1 measure with 3 dots if they felt strongly about their particular choice, or any other permutation as long as all 3 dots were assigned to measures.

The results were such that EDI and Socio-Economic Status rated at the top two measures and were weighted as such, while measures including Population Growth ranked near the bottom and were weighted relatively lightly in the final algorithm.

## Appendix E – Gantt Chart

| Task                | Details  | Timeline   | 2017 |     |     |      |     |     |     |     |     | 2018 |     |     |     |     |  |
|---------------------|--|--|------|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|--|
|                     |  |  | Jun  | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar  | Apr | May | Jun | Jul |  |
| Selecting locations | Develop a calculation that uses the data and weighting developed at the BSN  | June   |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                     | Discussion with school boards regarding available space (renovation or addition)   | June   |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                     | Submit proposals with school board for proposed renovations/additions  | July   |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                     | Use information collected from parents to inform/guide selections based on available space   | June-ongoing<br>Staggered in approach of locations |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                     | Consider information from providers.   | Ongoing  |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                     | Overview of current OEYC provider location/hours/programming with community engagement results to build on what currently exists and adapt programs and services based on feedback. Give consideration to existing locations and transition to new locations (e.g. ending leases etc.) | October - June ongoing staggered in approach       |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |

| Task                    | Details  | Timeline          | 2017 |     |     |      |     |     |     |     |     | 2018 |     |     |     |     |  |
|-------------------------|--|-------------------|------|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|--|
|                         |  |                   | Jun  | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar  | Apr | May | Jun | Jul |  |
| Communication Strategy  | Develop a communication plan for transition and implementation   | July - ongoing    |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Build on key messages that were both co-developed with the BSN and Northumberland County   | September-ongoing |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Develop a joint component of the communication strategy with the current OEYC provider to cover implementation and transition including new services | September-ongoing |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
| Pick lead agencies      | Build criterion to develop an RFP process (including neighbourhoods and weighting)   | August-September  |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Internal County writing and approval of process  | July-September    |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Develop draft and final template for process   | September         |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Implement the RFP and choose partners  | October-November  |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Develop service contract for lead agencies   | September-October |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Develop MOU for lead agencies  | October           |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
|                         | Lead agencies to develop their workplans   | November-ongoing  |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |
| Core Service Develoment | Define the role of the Early Years Coordinator   | July - November   |      |     |     |      |     |     |     |     |     |      |     |     |     |     |  |

| Task | Details   | Timeline             | 2017 |     |     |      |     |     |     |     | 2018 |     |     |     |     |     |
|------|---|----------------------|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|
|      |   |                      | Jun  | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb  | Mar | Apr | May | Jun | Jul |
|      | Approval of early years coordinator job description   | September-October    |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Select early years coordinator  | October-November     |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Explore and define roles and responsibilities of "early years coordinator" and "neighbourhood hub team" | October-December     |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Curriculum Development for Lead Agencies (Roles of RECE, Community Connector)                           | September - December |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Curriculum Development for Neighbourhood Lead   | September - December |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Development of processes and protocols for partnerships in the delivery of service                      | September-October    |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Situational and Gap Analysis (LEGO)   | September-October    |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Include the development of inter-professional communities of practice                                   | January              |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | BSN training on How Does Learning Happen  | December-January     |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Development of Neighbourhood Advisory Committees  | October-January      |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|      | Develop a strategy for each Core Service that is consistent within neighbourhoods                       | October-January      |      |     |     |      |     |     |     |     |      |     |     |     |     |     |

| Task                | Details   | Timeline                                     | 2017 |     |     |      |     |     |     |     | 2018 |     |     |     |     |     |
|---------------------|---|--|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|
|                     |   |  | Jun  | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb  | Mar | Apr | May | Jun | Jul |
|                     | Develop a strategy for each Core Service that is consistent within neighbourhoods   | December - February                          |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                     | Develop a strategy for the use of social media to communicate with families and promote programs  | October – February ongoing                   |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
| Implementation Plan | Develop detailed plan - must include transition and communication strategy, plus what is going to take place at the beginning for transition  | September-June ongoing staggered in approach |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                     | Work with current OEYC provider on a staggered in approach to service system transition. Areas to be considered - leases, maintain current location (staggered approach or ongoing), HR, transitioning of services, communication to staff, community, families, etc. | September-June ongoing staggered in approach |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                     | Talk with Leads and about locations, renovations, and what else is required   | June to ongoing                              |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                     | Develop budgets for transition and ongoing  | September to January                         |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                     | Set up protocol for opening new location (e.g. take from childcare document)  | October-January                              |      |     |     |      |     |     |     |     |      |     |     |     |     |     |

| Task                 | Details  | Timeline                                      | 2017 |     |     |      |     |     |     |     | 2018 |     |     |     |     |     |
|----------------------|--|---|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|
|                      |  |   | Jun  | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb  | Mar | Apr | May | Jun | Jul |
| Network              | Develop MOU for BSN partners (get examples from other network)   | designed and signed off<br>September-December |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Network sign off on MOU with vision value and guiding principles, participation and partnership                | designed and signed<br>September-December     |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Provide regular updates and share communication strategy.  | September to Ongoing                          |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Ongoing planning around transition and implementation of OEYCFCs   | September and ongoing                         |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
| Our Journey Together | Needs assessment/consultation  | July-September                                |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Develop partnerships with Alderville First Nation and Nogojiwanong Friendship Centre                           | July-September                                |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Cultural Competency training   | September -First session                      |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Ongoing Competency training  | Ongoing sessions 2018                         |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Ongoing strategy developed   | September 30 (report due)                     |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                      | Use findings from needs assessment to inform the criteria, curriculum development and core service development | September - January                           |      |     |     |      |     |     |     |     |      |     |     |     |     |     |

| Task                        | Details   | Timeline                          | 2017 |     |     |      |     |     |     |     | 2018 |     |     |     |     |     |
|-----------------------------|---|-----------------------------------|------|-----|-----|------|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|
|                             |   |                                   | Jun  | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb  | Mar | Apr | May | Jun | Jul |
|                             | Implementation of recommendations if approved for funding   | January - Ongoing                 |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
| Develop evaluation strategy | Explore opportunities for electronic sign in and data collection (talk about at September BSN meeting)  | August to December                |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                             | Develop outcomes and indicators and process to collect information in concert with Ministry guidelines. | November and ongoing Based on EDU |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                             | Talk with Ministry re: evaluation, data collection, minisry requirements                                | June                              |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
| DRAFT Report                | complete DRAFT Report   | August 30th Draft                 |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                             | Present Initial Report to Northumberland County Council   | September 20th                    |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                             | Present approved Initial report to BSN  | September 21st                    |      |     |     |      |     |     |     |     |      |     |     |     |     |     |
|                             | Submit Approved Initial report to Ministry of Education   | September 29th                    |      |     |     |      |     |     |     |     |      |     |     |     |     |     |



## Appendix F – Sample Communication Plan Template

| Stakeholder  | Issues Related | Communication Objectives | Activities | Frequency | Associated Costs |
|--|----------------|--------------------------|------------|-----------|------------------|
| Northumberland County Staff  |                |                          |            |           |                  |
| Best Start Network   |                |                          |            |           |                  |
| Existing OEY Provider  |                |                          |            |           |                  |
| Traditional Community Partners   |                |                          |            |           |                  |
| Families   |                |                          |            |           |                  |
| Frontline Staff  |                |                          |            |           |                  |
| Childcare providers  |                |                          |            |           |                  |
| Potential Community Partners (e.g. churches, doctors offices, service clubs, etc). |                |                          |            |           |                  |

