



Drawing by Kyton, Age 6 from Oliver, BC

The
Final Report
of the
Okanagan-
Similkameen Region
in
British Columbia,
Canada
February 2009

Presented by *Communities for Kids* and *Understanding the Early Years*



*Understanding
the Early Years*

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For further information, visit www.hrsdc.gc.ca.

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**THE UNDERSTANDING THE EARLY YEARS FINAL REPORT
FOR THE OKANAGAN-SIMILKAMEEN REGION
INCLUDING:**

Princeton,
Keremeos and area,
Osoyoos,
Oliver and area,
Okanagan Falls,
Penticton and area,
and
Summerland,
British Columbia, Canada

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Neighbourhoods in the Okanagan-Similkameen UEY (Communities for Kids) Region



Data Source: Human Early Learning Partnership (HELP)

ACKNOWLEDGEMENTS

The author would like to acknowledge the valuable assistance of many who contributed to the work summarized in this report. The Understanding the Early Years project would not have been possible without their passion to improve the lives of young children and families in the Okanagan-Similkameen Region, nor without their practical assistance.

- The *Communities for Kids (CFK)* coalition organized in 2001 to promote optimal health and development of children from conception to age 6 in the South Okanagan-Similkameen, and it continues to work to realize that vision. The Steering Committee of the coalition is currently comprised of 15 individuals who represent the partner organizations.
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- The three school districts in the region; SD53 (Okanagan Similkameen), SD58 (Nicola Similkameen – Princeton only) and SD67 (Okanagan Skaha), and some independent schools, were instrumental in the data-gathering.
- The UEY Coordinators across Canada who shared the three-year experience, and who contributed their time and resources to their colleagues.
- The contracted professionals: Jane Ritchie (communications); Stina Brown (graphic designer); Christine Ronning (GIS Analyst); Miles Derksen (website designer); Carol Fedun and Cristin Olafsson (resource directories); and Michael Loewen (evaluation) who provided their expertise to the project.
- The *Communities for Kids* Community Early Childhood Development (ECD) Tables of Princeton, Keremeos, Osoyoos, Oliver, Okanagan Falls, and Summerland as well as *Communities for Kids* partners in Penticton.
- The children of the Okanagan-Similkameen and their parents, grandparents, relatives, caregivers, service providers, and all others in each community who support young children.

Understanding the Early Years Initiative

Reporting on Results

| | |
|------------------------------------|---|
| Project Name: | Understanding the Early Years (UEY) – Oliver BC |
| File Number: | 2777969 |
| Organization: | School District 53 (Okanagan Similkameen) |
| Project Start and End Date: | October 12, 2005 – December 31, 2008 |
| Total Funds Received: | \$415,458 |

1. Project Overview

- A. Provide a brief description of your **UEY community**, including geography and socio-economic characteristics.

History: The Okanagan-Similkameen UEY project began in 2005 when *Communities for Kids (CFK)*, an early childhood development (ECD) coalition, was one of the 21 applicants across Canada awarded funding for a UEY project. The CFK coalition had been organized since 2001 to realize their vision of promoting optimal health and development of children from conception to six years of age in the Okanagan-Similkameen region. At least 15 partner organizations are currently represented on the Coalition's Steering Committee. Local parents, grandparents, and partner organizations within the coalition are represented on CFK Community Tables in 6 geographic communities in the region. Penticton ECD and Aboriginal ECD organizations are also within the coalition. School District 53 (Okanagan Similkameen), one of 3 school districts in the region and a leader in ECD, was the sponsoring organization for the UEY project.

Geography: The Okanagan-Similkameen UEY site is found in the Interior of the province of British Columbia, corresponding to the boundary of the Regional District of Okanagan Similkameen (RDOS). The area covers approximately 10,400 square kilometres and comprises just over 1% of the province's area.

The region includes the geographic area from Summerland (North) to Osoyoos (South) and from Naramata (East) to Princeton (West). It is considered to be an independent and inter-dependent “community of communities”, with one small city and several towns and villages, plus the surrounding rural areas, that comprise the 14 neighbourhoods studied. Neighbourhoods were identified in 2000 through consultation with the Human Early Learning Partnership (HELP). The City of Penticton encompasses 7 neighbourhoods (Bench-Naramata, Downtown West, Central West, South West, Downtown East, Central East and South East), the Town of Oliver has 2 neighbourhoods (Oliver and Tuc-el-Nuit), and the remaining 5 neighbourhoods are Princeton, Keremeos, Osoyoos, Okanagan Falls, and Summerland. Please see the Community Mapping Report at www.communitiesforkids.ca for maps of the region.

The region is located within the traditional territory of the Okanagan Nation and four First Nations, Métis, and Urban Aboriginal communities reside within the region, in addition to an Indo-Canadian community.

Socio-economic factors: The 2001 Canadian Census reported that there were approximately 64,000 people living in the Okanagan-Similkameen Region. Of this number, there were slightly fewer than 5,000 children in the age range of 0 to 6 years. Just over half of these children resided in Penticton and the other half lived in the outlying areas. Young children represented 7.6% of the entire population.

Young Aboriginal children comprised 8.1% of the 0-6 population. The proportion of Aboriginal young children was 0% (Osoyoos) to 18.5% (Keremeos).

Overall, the region was somewhat economically disadvantaged when compared to the rest of Canada. Thirteen of the 14 neighbourhoods fell below the 2001 average individual income (i.e. \$29,769) for Canadians. Only Penticton South East, with an average individual income of \$30,843, was above the national average.

Social Risk: In each of the 14 neighbourhoods, the percentage of those adults working full-time for most of the year was lower than the Canadian average of 37.1%. The rate of government transfers was higher than the national average of 16.8% in each of the 14 neighbourhoods.

Almost half of the neighbourhoods met the criteria for the low income cut-off (LICO). Princeton, Keremeos, and 4 neighbourhoods in Penticton (i.e. Downtown East, Downtown West, Central West, and South West) had greater than 16% of their families living under the LICO.

The proportion of adults without a high school diploma was above the 2001 Canadian average of 29.9% in a majority of neighbourhoods. Only Penticton’s Bench-Naramata, South East, and Central East had less than 30% of the adults in their neighbourhoods who did not complete high school.

The proportion of lone parent families was below the 2001 national average of 15.7% in all rural neighbourhoods. However, Penticton’s Downtown East, Downtown West, Central East, Central West, and South West exceeded the national average on this measure.

Most neighbourhoods, especially the rural areas, had a rate of home ownership above the 2001 Canadian average. Only the neighbourhoods of Penticton Downtown East, Downtown West, and Central West had a rate of home ownership under 65.8%.

Residential mobility (i.e. a move within the past year) was greater than the 2001 national average of 14.3% in Penticton's Downtown East, Downtown West, Central East, Central West, and South West as well as in Summerland and Okanagan Falls.

None of the 14 neighbourhoods was above the 2001 national average when recent immigration (1996-2001) was considered.

The majority of neighbourhoods were fluent in one or both of the official languages. Only the two neighbourhoods of Oliver and Penticton South East exceeded the 2001 national average of 1.5%. In the Oliver town site, 7.1% of the population spoke neither official language. The Punjabi language was most frequently spoken among Okanagan-Similkameen families that did not speak English at home.

Taken together, these 9 factors yielded a measure called the "Social Risk Index". In the Okanagan Similkameen, all rural and small urban neighbourhoods had 3 or 4 factors that were worse than the national average and these neighbourhoods were considered "somewhat low risk". Penticton had a range from "low risk" (i.e. 2 factors) to "high risk" (i.e. up to 7 factors) within its neighbourhoods.

Community Resources: Facilities, programs, and services that support young children and their families were mapped in 2006 as part of the UEY project. Resources on First Nation reserves were not mapped because there was a concurrent Aboriginal ECD mapping project through the Aboriginal People's Family Accord (APFA).

Maps and an online resource directory are available at www.communitiesforkids.ca. Facilities were mapped in the category of "best fit" and often offered programming that overlapped another category.

Licensed child care resources were particularly sparse in the region, with only 78 family child care homes, group day cares, child minding facilities, and out-of-school programs available to families. Penticton had approximately half of these resources within its seven neighbourhoods.

Seventy-two educational facilities such as preschools, kindergartens, libraries, one early learning program, and adult education programs served young children and their families in the Okanagan-Similkameen region. Penticton had approximately 70% of the 72 facilities located within their community.

Cultural resources received a count of 112 facilities and their programs. Religious centres comprised almost 70% of this resource group. Museums, art galleries, festivals and art/craft programs were available in all communities. A cinema, multicultural centre, community spiritual centre (i.e. Naramata Centre), and Ooknakane Friendship Centre were available in Penticton. Penticton had half of the resources in this category.

Sports and leisure resources were most numerous in the region's neighbourhoods, and Penticton claimed over 50% of them. Playgrounds and green spaces were most abundant; almost 40% of the entire resource category. Arenas, swimming pools, beaches, walking/biking paths, sport courts and ball/soccer parks, among others were available to young children. Programs offered through recreation departments and unstructured play also encouraged physical activity for children.

Health and wellness facilities such as emergency services (i.e. fire, ambulance, RCMP and safe houses), 3 hospitals, health units, physicians, dentists, optometrists, counselling, medical support, and other resources numbered 187 in the region. Penticton housed over 70% of the health facilities, plus all the specialist offices.

Other assets included 180 resources such as thrift stores, food banks, food stores, community kitchens, laundromats, service clubs, newspapers, financial and family assistance, and early childhood development committees. Penticton had the highest number of resources; however, most other communities had these resources available locally.

EDI: Results of the Early Development Instrument were available for the 2002, 2003, and 2004 data collections (cycle 1) in the 14 neighbourhoods of the Okanagan-Similkameen. These data had been collected through the Human Early Learning Partnership (HELP) as part of a province-wide mapping project. Physical Health and Well-being vulnerability ranged from 2.2% in Osoyoos to 19.6% in Penticton South West. Vulnerability results for the Social Competence domain ranged from 3.6% in Okanagan Falls to 22.0% in Penticton Bench-Naramata. Vulnerability in the Emotional Maturity domain ranged from 7.5% in Penticton South East to 22.4% in Penticton Downtown West. Language and Cognitive Development vulnerability ranged from 4.5% in Oliver to 28.2% in Princeton. Vulnerability in the Communication Skills and General Knowledge domain ranged from 2.4% in Penticton Bench-Naramata to 13.8% in Keremeos/Cawston. Neighbourhood vulnerability on more than one scale ranged from 17.4% in Osoyoos to 35.9% in Princeton.

B. Describe your UEY project's intended **beneficiaries**, identified at the beginning of your project.

The Okanagan-Similkameen UEY project was intended to enhance and compliment the work of the other two initiatives (i.e. Children First (CF) and Success By 6® (SB6)) within the *Communities for Kids* coalition. Thus any discussion of the UEY project must include these other, inter-connected initiatives. Within the model, SB6 was primarily responsible for the distribution of funding for ECD projects and for encouraging the involvement of non-traditional ECD partners. CF was primarily responsible for ECD mobilization within communities and the region. UEY was primarily responsible for research. All 3 initiatives were responsible for enhancing community capacity for ECD.

The vision of CFK is to promote optimal health and development for all children from conception to age 6 years in the South Okanagan-Similkameen. Therefore the ultimate beneficiaries identified were the children and their families within the region. Health, social service, school, agency, and government departments that make decisions which impact young children and their families were also identified as beneficiaries, including:

- Agencies/organizations serving children and families
- Community ECD Tables
- CFK coalition
- Government planners
- School trustees and staff

During the course of the 3-year project, the CFK Community Team and Steering Committee benefitted directly from the resources of a full-time UEY Coordinator, funding to support the work of data collection and dissemination, as well as funding to purchase materials to support the work of raising awareness about ECD. Success By 6® Strategic Implementation, Marketing, and Aboriginal Engagement funds also supported ECD projects. Community ECD Tables (representing stakeholders) and schools benefitted directly from involvement in, and presentations on the Early Development Instrument (EDI), Community Mapping, and the Parent Interview and Direct Assessment of Children (PIDACS). These groups included:

- Parents and grandparents
- Seniors
- Service clubs
- Libraries
- Faith communities
- Community recreation departments
- Business
- Town Councils
- Aboriginal ECD leaders
- Multicultural ECD leaders
- Child care providers

The UEY project assisted stakeholders to identify and locate the existing resources that were available to support children and families, the social and economic factors which impacted early childhood development in the region, and the developmental readiness of children in kindergarten. This evidence-based knowledge was then used, at a regional level and within each community, to raise awareness about the importance of ECD, to allocate resources, and to plan programs and services.

C. Describe your **community gaps/issues/problems** with respect to preschool children and services to families with young children, identified at the beginning of your project.

- There were gaps in representation on the coalition; some municipal governments, potential funders, senior citizens, and faith communities were not well-connected to the coalition.
- Little regional research in the Okanagan-Similkameen had been collected and used in ECD planning.
- The region encompasses a large geographic area.
- Lack of time for parents and other groups to attend planning meetings resulted in missing input from certain ECD sectors.
- Outside of the City of Penticton, affordable and accessible public transportation was lacking in communities.

- A CFK Community Team of one full-time coordinator (for CF and SB6 initiatives), 1 part-time administrative assistant, and 2 part-time community facilitators were stretched as they divided their time in order to support the ECD work in the region.
- Communities were at differing stages of ECD development.
- An evaluation completed in 2005 suggested changes to the organizational structure of CFK, job description reviews, and revised strategic planning.
- Economic challenges throughout the region resulted in barriers of poverty and social issues within some families.
- EDI results identified that there was vulnerability in most of the region's neighbourhoods (vulnerability range was 2.2% to 35.9% in data collections done during 2002-2004, depending on the domain studied).
- Communities lacked resources such as Family Centres.
- Child care was sparse and families struggled to access convenient child care that was supplied by qualified providers.



2. Project Objectives and Results

A. Outline your UEY project **objectives**.

To help give the children of the Okanagan-Similkameen the best possible start in life by providing the community with information on:

- The readiness of their children to learn;
- The family and community factors that influence children’s development; and
- The availability of local resources to support young children and their families.

Specifically, the UEY Project in the Okanagan-Similkameen had the following objectives:

- 1) Increase the understanding of child development and “readiness to learn” among key stakeholders in each of the Project’s communities.
- 2) Increase stakeholders’ participation in, and commitment to, long-term action in support of children/families/communities.
- 3) Increase the use of high-quality information about child development, community characteristics, and assets in policy development and program planning.
- 4) Increase capacity to mobilize and attract human and financial resources, and increase funders’ ability to direct resources to meet current and future program needs.
- 5) Engage Aboriginal parents and communities, and support the development of their capacity for healthy child development.
- 6) Link with other communities, regional partners and provincial partners to learn from their experience and collaborate in joint initiatives.
- 7) Evaluate growth and capacity (change plus current status) as a coalition and community movement, and become progressively more of a “learning organization”.
- 8) Establish a sustainable system for obtaining, and using, high quality data for decision making in the future.

B. What **progress** was made towards achieving these objectives, over the three years of the project?

- 1) In order to increase the understanding of child development and “readiness to learn” among key stakeholders in each of the project’s communities, the UEY Coordinator, in conjunction with the CFK Team, and/or contracted professionals:
 - Shared ECD information with the region and the communities through:
 - 1) presentations,
 - 2) emails,
 - 3) display boards, and
 - 4) materials promoting ECD awareness such as posters, bookmarks, a calendar, parenting tip sheets, HELP pamphlets, news articles, and the Early Years DVD.
 - Coordinated the establishment of a website to inform users about ECD information (see www.communitiesforkids.ca). The website was launched on May 17, 2007.
 - Coordinated EDI and PIDACS data collection with all three school districts.

- Shared EDI, Community Resources Maps, Census Maps, and PIDCAS results at presentations and through briefs. Produced maps, reports, and briefs for stakeholder use.
- Attended ECD events and programs such as Family Fairs; Kindergarten/preschool/playschool classes; Ready-Set-Learn events; community festivals; StrongStart/Early Learning Centres; Baby Talk; and child care facilities.
- Produced a CFK brochure and information kit to inform readers about *Communities for Kids and ECD*.
- Chaired the Planning Committee for each of the Annual Parenting Conferences.
- Chaired the Newsletter Subcommittee.
- Chaired the Printed Materials Subcommittee.
- Solicited newspaper articles about ECD from local professionals.
- Spoke at community presentations in Keremeos and Summerland to establish Community ECD Tables. Spoke at presentations in Oliver, Osoyoos, OK Falls and Princeton, where Community Tables were thriving. Spoke at ECD meetings in Penticton and in Aboriginal communities.
- Worked with three other UEY III sites to produce and distribute the Early Years DVD.

2) In order to increase stakeholders' participation in, and commitment to, long-term action in support of children/families/communities, the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:

- Made presentations to trustees in all three school districts.
- Made presentations at the Interactive Innovations Conference, Okanagan College Lecture Series, and Lions Club Fall Forum.
- Made several presentations on ECD issues in each community.
- Maintained contact with all three school districts and some independent schools.
- Developed maps and an online directory of ECD resources for each community, to assist parents, grandparents, schools, and service providers.
- Attended CFK Community Table meetings in six geographic communities.
- Spoke with Aboriginal ECD Coordinators. Invited their participation at all 3 Annual Conferences.
- Coordinated the establishment and maintenance of the website.
- Met with service providers as requested.
- Presented to the Summerland Ministerial Association and spoke with the Summerland Baha'i group to engage them as an ECD faith community.
- Met with Multicultural Centre representatives to enhance involvement of the Indo-Canadian community. Invited Punjabi dancers to entertain at the Third Annual Parenting Conference.
- Coordinated the Penticton ECD Directory.
- Coordinated the Community Mapping Project.
- Wrote the Community Mapping Report, Briefs based on results of the Parent Interviews and Direct Assessments of Children Surveys (PIDACS), and the Action Plan.

3) In order to increase the use of high-quality information about child development, community characteristics and assets in policy development and program planning, the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:

- Distributed mapping, EDI, PIDACS, and ECD information in all three school districts.
 - Connected with service providers at Community Table meetings.
 - Presented to the Osoyoos Town Council.
 - Presented to Alex Atamanenko, MP.
 - Welcomed Harry Lali, MLA, who opened the Fourth Annual Parenting Conference.
 - Shared expertise and resources with other UEY Coordinators and ECD Coordinators.
 - Consulted with UEY Coordinators from UEY II, UEY III, and UEY IV sites.
 - Worked with three other UEY III Coordinators to produce and distribute the Early Years DVD, which targets planners and policy makers.
 - Assisted with the cost of a speaker at the Cities Fit for Children Summit.
 - Participated in radio interviews to advertise the website and the Annual Parenting Conference.
- 4) In order to increase capacity to mobilize and attract human and financial resources, and increase funders' ability to direct resources to meet current and future program needs, the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:
- Provided data to writers of proposals applying to access Success By 6® Strategic Implementation funds and other funding sources.
 - Facilitated partnerships with the Interior Health Authority and Penticton and District Community Resources Society in conjunction with the Mapping Project.
 - Coordinated with CFK to use UEY funds most efficiently.
 - Seized partnership opportunities with community groups. In particular, School District 53 arranged cost savings through equipment purchases, hosted the website on their server, and covered all the facility costs for the Fourth Annual Parenting Conference. The Town of Osoyoos covered all facility costs for the Third Annual Parenting Conference. The local credit unions and United Way sponsored Annual Parenting Conference tote bags
 - Worked with three other UEY III Coordinators to produce and distribute the Early Years DVD, which targets potential funders.
- 5) In order to engage Aboriginal parents and communities, and support the development of their capacity for healthy child development, the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:
- Participated in teleconferences, emails, phone calls, and meetings regarding Aboriginal ECD with leaders, schools, and service providers (including First Nations, Métis, South Okanagan Aboriginal Working Committee (SOAWC), Aboriginal Peoples Family Accord (APFA) and Ooqnakane Friendship Centre).
 - Participated in teleconferences and meetings with Aboriginal leaders about ECD Mapping on reserves.
 - Invited Aboriginal leaders to welcome participants, arranged for young Aboriginal dancers and drummers to provide entertainment, and Aboriginal presenters to instruct at sessions at the Annual Parenting Conferences.
 - Made a circle time presentation to children at TeePee Tot Day Care.
 - Showcased Sen Pok Chin School in Oliver in the Early Years DVD filming.
 - Attended a meeting regarding Success By 6® targeted funds to engage Aboriginal groups.
 - Attended Ready-Set-Learn at Sen Pok Chin School.

- 6) In order to link with other communities, regional partners and provincial partners to learn from their experience and collaborate in joint initiatives, the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:
- Linked with the Human Early Learning Partnership (HELP) and Offord Centre for Child Studies through teleconferences, phone calls, emails and face-to-face meetings
 - Linked to provincial Children First, Success By 6®, First Call, Kelowna's CATCH Team, and Community Action Plan for Children (CAPC) Coordinators through conferences, meetings, emails, and phone calls.
 - Linked to national UEY Coordinators and the Council on Early Child Development (CECD) via training sessions, conferences, teleconferences, phone calls, and email.
 - Attended conferences and meetings regarding ECD.
 - Linked to Community ECD Tables by attendance and presentations at meetings.
 - Offered the Annual Parenting Conference in three different communities.
 - Participated in the Oliver Family Fair.
 - Participated in the Summerland Folk Festival.
 - Participated in the Interior ECD Network.
 - Attended several Penticton networking meetings.
 - Funded attendance at conferences and training opportunities for CFK colleagues.
 - Linked with Aboriginal ECD coordinators.
 - Participated in rural mapping teleconferences.
 - Facilitated partnerships with Interior Health and Penticton and District Community Resources Society on the Mapping Project.
 - Contributed funding toward a keynote presentation at the "Cities Fit for Children" conference.
- 7) In order to evaluate growth and capacity (change plus current status) as a coalition and community movement, and become progressively more of a "learning organization", the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:
- Participated in a day-long Strategic Planning session with the Steering Committee of the Coalition held in January 2006. The CFK Logic Model was revised and UEY objectives were incorporated.
 - Attended conferences in order to learn about the latest ECD research and various community projects.
 - Made presentations at conferences to community groups.
 - Attended CFK Table meetings in each community.
 - Participated in the combined Children First/Success By 6® evaluation of ECD in the region and the communities.
 - Coordinated the work of the evaluation contractor near the end of the UEY project. The contractor evaluated the work of Communities for Kids during the 3 years of the UEY project.
- 8) In order to establish a sustainable system for obtaining and using high quality data for decision making in the future, the UEY Coordinator, often in conjunction with the CFK Team and/or contracted professionals:
- Connected with HELP during the past three years to strengthen that relationship. They will continue to collect EDI data and to share results.

| | |
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| | <ul style="list-style-type: none"> ▪ Assisted with CFK Team proficiency in EDI results interpretation. ▪ Coordinated the CFK Team’s data collection for original resource maps and map revision. ▪ Arranged training for one CFK Team member in Access database updates and map updates. ▪ Brought together the web designer and the GIS Analyst on several occasions to discuss sustainability. |
| <p>C.</p> | <p>Outline your UEY project’s outcomes for the project. Your outcomes (intended results) are those that were listed in your contribution agreement.</p> <p>The UEY project’s expected results were as follows:</p> <p>Short-term (end of first year)</p> <ul style="list-style-type: none"> ▪ Key stakeholders in each community are in communication ▪ Key stakeholders understand the major factors that influence child development ▪ Key stakeholders are engaged in the UEY process ▪ Policy and program decision makers are engaged in the UEY process ▪ Funders are engaged in the UEY process and understand concepts of influence on early childhood development ▪ The majority of Aboriginal parents and communities are engaged in the UEY process ▪ Our coalition is connected with key regional, provincial and federal partners ▪ Key stakeholders and coalition leaders are engaged in the creation of a framework to evaluate growth and capacity ▪ Key components are identified and an initial model is developed <p>Intermediate Term (end of project – 3 years)</p> <ul style="list-style-type: none"> ▪ Key stakeholders demonstrate commitment to long-term action ▪ Policy and program decisions are influenced by high quality information from UEY ▪ Coalition and member organizations are able to attract financial and human resources ▪ Collaborative relationships with partners at various level results in optimizing resources, learning and productivity ▪ We have the capacity to evaluate and report on our capacity ▪ The model has been tested and went through one cycle of improvement <p>Longer-term (10 years)</p> <ul style="list-style-type: none"> ▪ Sustainable funding is secured for meeting ECD needs on a continuing basis ▪ Aboriginal communities have the capacity to support healthy child development ▪ The model is used and continually improved |
| <p>D.</p> | <p>To what extent did the project achieve its immediate, intermediate and longer-term outcomes?</p> <p>1) Key stakeholders in each community are in communication, understand the major factors that influence child development, are engaged in the UEY process, and have demonstrated commitment to long-term action (Immediate-Intermediate goal):</p> |

Please note that the UEY process is indistinguishable from the CFK process because of the inter-connectedness of the Community Team. In addition, CFK pre-dated UEY and continues their commitment to ECD in the region.

Through the CFK Steering Committee and CFK Community Tables, and other collaborations, communication and engagement on ECD occurred among stakeholders such as:

- School District 53, School District 58, School District 67, Good Shepherd Lutheran School, Sen Pok Chin Cultural School, Outma Squilw'X Cultural School, Ntamqen Cultural School, Penticton Community Christian School, Glenfir School, Montessori School, and Okanagan College,
- Interior Health Speech and Language Services, Public Health Nursing Services, and Dental Services,
- Not-for-Profit organizations such as Penticton and District Community Resources Society, Child Care Resource and Referral, Supported Child Development, Okanagan Similkameen Neurological Society (OSNS) Child Development Centre, Okanagan Boys and Girls Clubs, Infant Development Program, Community Action Program for Children, South Okanagan Immigrant and Community Services, United Way of the South Okanagan-Similkameen, Literacy Now, South Okanagan-Similkameen ECD Hub, Keremeos Family Centre, and Princeton Family Resource Centre and Community Kitchen,
- Ministry for Children and Family Development, Child and Youth Mental Health Services, Parks and Recreation Departments in seven geographic communities,
- Valley First Credit Union, Summerland and District Credit Union, Interior Savings Credit Union, Osoyoos Credit Union,
- Faith organizations,
- Child care providers,
- Okanagan Regional Libraries and Penticton Public Library,
- Summerland Asset Development Initiative,
- Early Learning/StrongStart Centres in seven geographic communities,
- Oliver Town Council,
- Osoyoos RCMP Victim Assistance,
- Osoyoos Kiwanis Service Club,
- Businesses,
- Family Centres in Penticton, Keremeos, and Princeton,
- Aboriginal organizations such as the Penticton Indian Band, the Ooqnakane Friendship Centre, Okanagan Métis Children and Family Services, the Osoyoos Indian Band, the Lower Similkameen Indian Band, and the Upper Similkameen Indian Band.

ECD knowledge was delivered through:

- Presentations and meetings,
- Posters and bookmarks,
- Brochures,
- Information and parenting tip sheets,
- Family Fairs and Ready-Set-Learn events,
- Displays,
- Annual Parenting Conferences,
- Website,

- Newspaper items,
- Newsletters,
- “Our Children, Our Future” DVD,
- Reports,
- Emails,
- Calendars,
- Emails and internet links to ECD information, and
- Community directories.

2) Policy and program decision-makers and funders are engaged in the UEY process and understand concepts of influence on early childhood development, and are influenced by high quality information from UEY, and the coalition is connected with key regional, provincial and federal partners (Immediate-Intermediate Goal):

- The stakeholders listed above included local decision-makers within their own organizations and engagement with multi-sectoral ECD Tables,
- The BC Interior Network of ECD Coordinators linked Communities for Kids to provincial decision-makers in the Ministry for Children and Family Development, Ministry of Health, and the Ministry of Education.
- Other provincial links included Children First, Success By 6®, The Human Early Partnership (HELP), and First Call.
- The “Cities Fit for Children” Conference in Kelowna in November 2007 attracted municipal, provincial, and Aboriginal leaders, community planners, ECD organizations, and researchers. Presentations on ECD at this Conference came from groups representing Osoyoos, Oliver, and Penticton in the Okanagan-Similkameen region.
- National linkages were provided through Human Resources and Social Development Canada (HRSDC), UEY coordinators across Canada, Offord Centre for Child Studies, and the Council on Early Child Development (CECD).
- Early UEY products were available to the groups listed above through the website. Later UEY products were available as printed material and through the website. Due to delays in the UEY Project, however, reports were not available until the end of the Project.

3) The majority of Aboriginal parents and communities are engaged in the UEY process (Immediate Goal):

- Four First Nation communities, the Ooknakane Friendship Centre, and the Okanagan Métis Children and Family Services represent the Aboriginal groups in the region. They are connected to *Communities for Kids* through Annual Conferences, presentations, community events, and funding opportunities via Success By 6®.
- Other Aboriginal organizations include the South Okanagan Working Aboriginal Committee (SOAWC) and the Aboriginal People’s Family Accord (APFA).

4) Key stakeholders and coalition leaders are engaged in the creation of a framework to evaluate growth and capacity, key components are identified, an initial model is developed, the model has been tested, and an evaluation

report on capacity has been completed (Immediate-Intermediate Goal):

- In early 2006, the CFK Logic Model was revised. The updated document reflected CFK growth since 2003, and the inclusion of Success By 6® and UEY within the coalition. The revised Logic Model formed the Strategic Plan for the Coalition for the three years of the UEY project. During the last quarter of UEY, an external consultant evaluated the Logic Model and the ECD capacity. The report is available at www.communitiesforkids.ca. The coalition will again engage in further strategic planning in 2009.

5) Coalition and member organizations are able to attract financial and human resources, and collaborative relationships with partners at various levels results in optimized resources, learning, and productivity (Immediate-Intermediate Goal):

- UEY research was used in proposal-writing to gain funding for community ECD projects and Early Learning/StrongStart Centres.
- Service providers use community maps and the online resource directories to inform themselves and clients about facilities and services in communities.
- Preschool/School District 53 partnerships have placed preschools in Okanagan Falls and Tuc-el-Nuit Elementary Schools. School District 53 is working towards a daycare in Osoyoos Elementary School.
- All proposals submitted to Success By 6® for Strategic Implementation funding encourage community partnerships.
- Partnerships have been generated through conversation at Community ECD Tables and at the Steering Committee. Relationships developed at these meetings lead to problem-solving, increased productivity, sharing resources, and learning from others.

Longer Term Outcomes (by year 10) – are in process

- Sustainable funding is being sought for meeting ECD needs on a continuing basis
- Aboriginal communities are developing the capacity to support healthy child development
- The model is used and continually improved

E. Summarize how the achievements outlined above were tracked / measured.

Describe the **tools** that were used to gather information on your results e.g., evaluations, interviews, focus groups, observations, or surveys.

- Evaluations were collected after each of the three Annual Conferences.
- A focus group was held and interviews were conducted by the external evaluator.
- Observations were ongoing throughout the UEY project.
- Anecdotal reports of increased ECD awareness and capacity were collected.
- Website number of hits recorded.
- Number of resources distributed was tracked.

3. Community Engagement and Partnership Development

A. List the **UEY coalition members** involved at the beginning of the UEY project and any **changes in membership** that occurred over the three years of the project.

Identify the sector that would best describe the coalition member (e.g., government, business, service provider, other not-for profit organization, parent, school), their role and contribution, and when they became involved in the project (e.g., prior to UEY, 1st, 2nd or 3rd year).

PLEASE USE TABLE FORMAT

| Coalition member | Sector | Role | Contribution (e.g., financial, In-kind) | When did they become involved |
|--|--|--|--|--------------------------------------|
| Kim Lyster, replaced by Tanya Behardien | <i>Not-for-profit organization, service provider</i> Penticton and District Community Resources Society | Steering Committee Executive Member, Co-Chair Note: Tanya did not replace Kim as Co-Chair | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| Frances Monro | <i>Government, service provider</i> Interior Health Authority - Speech and Language | Steering Committee Executive Member, Co-Chair | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| Renée Liddicoat, replaced by Susan Brown | <i>Government, service provider</i> Interior Health Authority - Public Health Nursing | Steering Committee Executive Member, Project Manager, Chair Note: Susan did not replace Renée as Chair | - Advisory capacity - In-kind contribution | Joined prior to UEY |

| | | | | | |
|--|---|---|--|---|---|
| | Marisa Munday, replaced by Corinne Valleau | <i>Not-for-profit organization, service provider</i> Child Care Resource and Referral | Steering Committee Member, Co-Chair Note: Corinne did not replace Marisa as Co-Chair | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Pam McCluskey, replaced by Loretta van Haarlem | <i>Community representative for Penticton, service provider,</i> Public Health Nursing | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Nancy Noble-Hearle | <i>Post-secondary school</i> Okanagan College | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Jim Insley | <i>Early Learning, Kindergarten</i> School District 53 - Okanagan Similkameen | Steering Committee Executive Member, Co-Chair | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Judy Sentes | <i>Not-for-profit organization, service provider</i> OSNS Child Development Centre | Steering Committee Executive Member, Co-Chair | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Jeremy Welder, replaced by Alan Helm, replaced by Leo Beelen, replacement not yet confirmed | <i>Not-for-profit organization, service provider</i> Okanagan Boys and Girls Clubs | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined prior to UEY, resigned in UEY 3 rd year |

| | | | | | |
|--|---|--|-----------------------------------|---|---|
| | Assunta Rosal, replaced by Mandy Channa | <i>Multicultural issues</i> South Okanagan Immigrant and Community Services | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Beatrice Bibby, replacement not yet confirmed | <i>Community representative for Princeton, service provider</i> Public Health Nursing | Steering Committee general member | - Advisory capacity - In-kind contribution | Joined prior to UEY, resigned in UEY 3 rd year |
| | Susan White, replaced by Judy Good Sky, replaced by Rick Riddall, replacement not yet confirmed | <i>Not-for-profit organization</i> United Way of the South Okanagan-Similkameen | Steering Committee Member | - Advisory capacity - In-kind contribution - Financial contribution | Joined prior to UEY, resigned in UEY 3 rd year |
| | Mary Jane Terry | <i>Government, service provider</i> Ministry for Children and Family Development | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined prior to UEY |
| | Cheryl Wiebe, replaced by Julie van den Born, replaced by Ted Hagmeier | <i>City of Penticton, service provider</i> Parks and Recreation Department | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined UEY 1 st year |
| | Linda Partington | <i>Community representative for Keremeos, service provider</i> Public Health Nursing | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined prior to UEY |

| | | | | |
|---|--|---------------------------------|---|--|
| Ernie Blumke, replacement not yet confirmed | <i>Business</i> Valley First Credit Union | Steering Committee Member | - Advisory capacity - In-kind contribution - Financial contribution | Joined UEY 1 st year, resigned in UEY 2 nd year |
| Deb Hardman | <i>Government, service provider</i> Child and Youth Mental Health | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined UEY 2 nd year |
| Caroline Pennelli | <i>Not-for-profit organization</i> Literacy Now | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined UEY 3 rd year |
| Christine Schwarz | <i>Not-for-profit organization</i> South Okanagan- Similkameen ECD Hub | Steering Committee Member | - Advisory capacity - In-kind contribution | Joined UEY 3 rd year |

B. How were you able to address any of the **gaps in representation** on the UEY coalition, identified at the beginning of the project?

- Expansion of Steering Committee membership has been ongoing since the coalition was organized. In February 2006, a sub-committee was formed in order to review the membership process and the Terms of Reference document was updated.
- Membership recruitment is active and ongoing and membership is a standing agenda item at each Steering Committee meeting.
- Parents, grandparents, and individuals from ECD organizations are welcome to attend a meeting as an invited guest while considering membership.
- Partner commitment to CFK is shown through the addition of replacement members on the chart above. Although there is staff turnover, the partner's presence on the Steering Committee continues.

What were some of the **challenges** in addressing these gaps?

- Meetings are held during business hours and some potential members cannot leave their place of work.
- Community ECD capacity building may not seem relevant to potential members. They are busy doing the work of ECD. Businesses may not understand how they can contribute to ECD.

| | |
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| | <ul style="list-style-type: none"> ▪ The Steering Committee model of monthly meetings may not be valued by some potential members. ▪ Potential members, especially those with less formal education, may feel uncomfortable around a meeting table of numerous professionals. ▪ Potential members must balance their many obligations. |
| <p>C.</p> | <p>Apart from your UEY coalition, list other key collaborations that developed over the three years of the project.</p> <ul style="list-style-type: none"> ▪ The three Annual Conferences received: <ul style="list-style-type: none"> – Donations of facility space, custodial costs, and the services of an emcee from the Osoyoos Parks and Recreation Department for the Third Annual Conference and from the trustees of the Okanagan Similkameen School District for the Fourth Annual Conference. – Presenters who donated their time include: Joanne Schroeder of Children First; Laurie Rockwell of Know Thyself Coaching; Julie van den Born of Penticton Parks and Recreation; Pat Buckland of Communities for Kids; Dan Kalyn of D&L Consulting; Doug Werry of the Building Healthy Families Society; Mike Gladman of the Kelowna Family Centre; Myrna Martin of Myrna Martin.net; Kelly Moog of Communities for Kids; Linda Millar of Concerned Children’s Advertisers; Bob Pushak of Child and Youth Mental Health; Jen Westnedge of LEAP BC; Sue Sterling of APFA; Karl Gunderson of Interior Health; Gary Anaka of BrainCoach.ca; Diane Stewart of TeePee Tot Daycare; Louise Heck of Boundary Child Care Resource and Referral; Lizanne Eastwood of Columbia Basin Alliance for Literacy; and Karen Brough of the Infant Development Program. – The costs of the conference bags at the Second, Third, and Fourth Annual Conferences were donated by Valley First Credit Union, Summerland and District Credit Union, Interior Savings Credit Union, Osoyoos Credit Union, and the United Way of the South Okanagan-Similkameen. – Local merchants donated door prizes to each of the three conferences. Scholastic donated books. – Miller Springs donated water to each of the three conferences. – Display tables and door prizes were provided at each of the three conferences by ECD organizations such as: Child Care Resource and Referral; Child and Youth Mental Health; Interior Health Speech and Language; Interior Health Dental Services; Okanagan Regional Libraries; StrongStart Centres; Usborne Books; Okanagan Boys and Girls Clubs; La Leche League; Ministry for Children and Family Development; BCAA Car Seat Safety; CAPC; Kiwanis Club; Invest In Kids; Food Security; OSNS Child Development Centre; Literacy Now; Theytus Books; Music for Young Children; Discovery Toys; Infant Development Program; Literacy Now; and Interior Health Public Health Nursing. ▪ Local media (in particular, the Penticton Western, the Oliver Chronicle, and the Osoyoos Times) contributed space for: <ul style="list-style-type: none"> – press releases on the website launch, funding opportunities for ECD projects, community meetings, and each of the Annual Conferences, – three submitted articles on the importance of ECD for the Second Annual |

Conference, an article about the filming the Early Years DVD, and community presentations,

- Sun FM Radio in Osoyoos aired an interview for each of the Third Annual and Fourth Annual Conferences, and
- Channel 18 in Oliver broadcast community announcements and aired the “Our Children, Our Future” DVD.

- Entertainment at the Third Annual and Fourth Annual Conferences was donated by Punjabi Dancers, Eagle Spirit Dancers, Aboriginal Drummers, and Keremeos Readers Theatre.
- CFK meeting space was donated by Interior Health, Penticton Chamber of Commerce, Child Care Resource and Referral, South Okanagan Immigrant and Community Services, Okanagan Boys and Girls Clubs, Penticton and District Community Resources Society, Okanagan Falls Library, Sonora Community Centre, Osoyoos Health Centre, School District 53, Summerland Asset Development Initiative (SADI), Glenfir School, Summerland StrongStart Centre, Keremeos Family Centre, Orchard Haven Centre, John Allison School in Princeton, and OoKnakane Friendship Centre.
- School District 53 hosts the website on their server. They also provide computer technical support.
- Partnerships with Interior Health for the mapping project and with Penticton and District Community Resources Society for the Penticton ECD Directory.
- Funding for Community ECD projects resulted in partnerships with:
 - Friends of Woodlie Park, Hedley
 - Town of Princeton
 - BC Healthy Living Alliance
 - Village of Keremeos
 - Oliver Parks and Recreation
 - Okanagan Falls Parks and Recreation
 - Osoyoos Indian Band
 - Penticton Indian Band
 - Lower Similkameen Indian Band
 - Upper Similkameen Indian Band
 - OoKnakane Friendship Centre
 - Okanagan Boys and Girls Clubs
- Communities for Kids ECD Tables in each community also attract new members. Parents and grandparents appear to be most comfortable connecting with the coalition via Community Tables.

Provide a short description of the **collaborative process** (e.g., advisory committees, association memberships, multi-sectoral roundtables, service provider networks), the community membership, and contribution to the UEY project.

Most of the collaborations took place through service provider networks. Steering Committee members, representing the partner organizations, shared information and resources. Other collaborations came through funding opportunities that provided impetus to new ECD organizations to join the coalition. *Communities for Kids ECD Tables* were an integral part of sharing knowledge about ECD in communities, creating ECD projects, and attracting funds to support those projects.

4. Communications and Knowledge Transfer

A. Outline the **knowledge transfer plan** that was developed for your UEY project.

Under the leadership of consultant Jane Ritchie in 2006, *Communities for Kids* engaged in a workshop to outline a communications strategy. Updates to the communications work plan are ongoing.

1) The goals were to:

- Increase awareness about the importance of the early years
- Assist communities to increase their capacity to support young children and their families
- Collect and distribute information about enhancing child development

2) The audiences were:

- Parents, grandparents, and other family members,
- Child care providers/early learning educators,
- Teachers, school administrators, and school trustees,
- Coalition and advisory groups,
- Community ECD Tables,
- Cultural groups,
- Businesses,
- Libraries,
- Service groups,
- Faith organizations,
- Funders,
- Governments, planners, and community leaders,
- Service providers,
- Media,
- Seniors,
- HRSDC and UEY sites.

3) The messages were customized to be both regional and community-specific.

Messages targeted to the general public were delivered in plain language for those with literacy challenges and for ease of future translation.

4) The products developed included:

- Business cards
- Power Point template slides
- Power Point presentations
- Display boards about ECD
- Brochure
- Information kit - "one-page" summaries of CFK, SB6 and UEY
- Community Resources maps of facilities and programs; community-specific
- Community resources online directory; community-specific
- Penticton ECD directory
- Summary of Offord EDI results, per school, for three school district administrators
- Letters to parents and consent forms to solicit participation in the PIDACS

- Posters on EDI domains – 2 sets
 - Bookmarks on EDI domains
 - Tip sheets on EDI domains
 - Circle presentation at TeePee Tot daycare
 - Early Years DVD entitled “Our Children, Our Future”
 - Fridge magnets to advertise the CFK website
 - Child t-shirts to advertise the CFK website
 - Parade placards
 - Newsletters on Child Development, with a section on each community’s resources
 - Punjabi translation of the newsletter
 - Appreciation certificates and thank-you cards to acknowledge volunteer contributions
 - Press releases for community events
 - Child development wheel and calendar
 - Website
 - Community Mapping Report
 - Community Research Report (PIDACS Briefs)
 - Action Plan
 - Evaluation Report
 - Final Report
- 5) Methods of Communication and Implementation:
- Attend meetings
 - Offer presentations to various groups
 - Attend ECD events whenever possible
 - Email distribution
 - Website
 - Media coverage
 - Printed materials distributed to stakeholders for dissemination
 - Membership in Interior ECD Network
 - CFK Community Tables and Aboriginal ECD network
 - Annual Conference

B. For each of the **goals** listed above, describe the extent to which the goals were **achieved** in your community?

During the three years of the UEY Project, the inter-connected CFK Community Team of five full-time and part-time personnel was able to fully meet the communication goals set out in early 2006. Michael Loewen, evaluator, stated in his report that, “The work of CFK has strengthened relationships and communications within the region, and within the communities in the catchment area, especially where there are active Community Tables. The sharing of general ECD information and research findings specific to the region has enhanced the knowledge level of all participants including parents, ECD workers and others involved in the field, especially educators and health care professionals”. (Evaluation Report, page 8; please visit www.communitiesfokids.ca).

C. List the **events, products, and reports developed** to promote UEY and the findings of your project.

| Community Event / Product / Report | Intended Audience / Distribution | Description / Purpose |
|---|--|--|
| CFK Appreciation Certificates | Organizations in Okanagan Falls, Oliver and Osoyoos who support children | 25 presented as public recognition of ECD stakeholders. |
| Set of five Bookmarks relating to the EDI domains | General public | 1,000 distributed regionally to promote ECD awareness. |
| CFK Brochures | General public | 1,000 distributed regionally to promote ECD awareness. |
| SB6 ECD Calendars | Parents, grandparents, child care providers, ECD professionals | 500 distributed regionally to promote ECD awareness. |
| Community Action Plan | ECD leaders | 25 copies distributed regionally. Also available on the CFK website. |
| Community Resources Maps | General public | Available on the CFK website. |
| Community Resources Online Directory | General public | Available on the CFK website. |
| Community Resources Presentations | General public via CFK Community Tables | 12 presentations in the region's geographic communities. |
| Community Mapping Report | ECD leaders | 65 copies distributed regionally. Also available on website. |
| Community Mapping Report presentation | General public via CFK Table | 5 presentations in the region's geographic communities. |
| CFK Display Board | General public | General information about brain development, ECD awareness and CFK SB6 and UEY. |
| UEY Display Board | General public | Custom displays about UEY in general, EDI, Community Resource Mapping, and Census Mapping. |

| | | |
|---|--|---|
| ECD Development Wheels | Parents, grandparents, care providers and ECD professionals | 1,425 distributed within the region, including Punjabi translation. |
| Early Years DVD; "Our Children, Our Future" | General public; community organizations; parents, grandparents and care providers; ECD, municipal, provincial, and national leaders; ECD planners and policy makers. | 100 copies distributed regionally to ECD and government leaders. |
| EDI presentation | General public | 5 presentations in the region's geographic communities. |
| Fridge magnets with CFK website address | General public | 2,000 distributed regionally. |
| Information Kit, with a summary of each of the three initiatives within CFK | General public, media | 50 distributed regionally. |
| CFK Newsletter | General public; parents, grandparents, child care providers | 5 editions distributed to stakeholders who in turn distributed to their clients. Also available on the CFK website. The fourth edition was translated into Punjabi. |
| Newspaper articles | General public | Articles on "Being a Father", "Recreation Creates Stronger Family Ties", "Child Visual Health", "Building the Village", and "Taking Time to Talk Together" were distributed to all the region's newspapers. |
| Parent Bags | Draw prize at events | ECD awareness and a child's brain-friendly toy. |
| Parade materials relating to the EDI domains | General public | 5 hand-held placards, based on EDI domains. |
| Annual Parenting Conference | Parents, grandparents, child care providers, ECD professionals | (2006) - 52 attendees In Penticton plus presenters, and "workforce" volunteers |

| | | |
|---|--------------------------------------|--|
| | | (2007) – 45 attendees in Osoyoos plus presenters and “workforce” volunteers (2008) – 62 attendees in Keremeos plus presenters and “workforce” volunteers. |
| Parenting Conference Brochures | General public | 1,500 distributed regionally for each of the 3 conferences to promote ECD awareness and to solicit conference attendees. Also available on the CFK website 6 weeks prior to each conference. |
| Parenting Conference Posters | General public | 250 distributed regionally for each of the 3 conferences to promote ECD awareness and to solicit conference attendees. |
| Parenting Conference Tote Bags | Conference attendees | 280 distributed regionally to promote ECD awareness and provide a child’s brain-friendly toy. |
| PIDACS Briefs | ECD leaders | 25 copies distributed regionally. Also available on website. |
| Power Point Slides | General public | Set of 6 slide backgrounds to promote ECD awareness. |
| T-shirts | Children ages 2-6 years. | 530 distributed to children throughout the region. |
| Website | General public | 4000 “hits” as of December 31, 2008. |
| Website launch in Penticton, satellite launches in Okanagan Falls, Oliver and Osoyoos | ECD professionals and general public | 200 invitations distributed. |

5. Community Research

- A.** Describe any **research activities above and beyond** the inventory of community programs and services, EDI, PIDACS, and Community Mapping which your project has undertaken.

The UEY Project in the Okanagan-Similkameen did not have a full-time researcher; therefore a GIS analyst was hired on a contract basis to fulfill the UEY deliverables. The Community Team assisted with the data collection. No additional research was completed.

- B.** For the community **research products and reports** listed above describe how this research:
1. influenced the outcomes of your project, and
 2. will influence future actions in your community.

The reports (i.e. Community Mapping Report, Evaluation Report, PIDACS Briefs, Action Plan), were available at the end of the project only, and they did not directly influence the outcomes of the Project. Their influence arose out of the process of building the relationships that allowed the data collection and knowledge transfer. The Community Research Report has not yet been made available by HRSDC for distribution.

Distribution of many products occurred throughout the three years of the project. It is difficult to assess their influence because the target audience was the general public. This was an audience that could not be re-captured for evaluation purposes. However, there are numerous anecdotal reports about the value of the products to families and community members.

Stakeholders utilized the knowledge to plan for new programs, to support proposals to access funds for ECD projects, and as background knowledge on the strengths and concerns in the region.

For future actions, a wealth of high-quality information about the Okanagan-Similkameen is now easily accessible to decision makers, stakeholders and the general public. In conjunction with the recently-completed Children First/Success By 6[®] evaluation and Action Plan, the CFK Strategic Plan will be revised. That revision will undoubtedly impact future actions in the communities and the region.

6. Community Action

A. Summarize the **findings** of the UEY Community Action Plan developed for your community.

The Community Mapping Report and community consultations based upon the data were completed in the final quarter of the UEY Project, and the Community Research Report has not yet been received from HRSDC. It appeared premature to construct a thorough regional ECD Action Plan before the CFK Steering Committee had time to consider, in detail, the documents which would guide their decisions.

Coupled with this was the recommendation from the Evaluator that the logical next step would be for the Steering Committee to spend time in reviewing the Strategic Plan. The CFK Steering Committee directed the UEY Coordinator to have an Action Plan with the sole focus of Strategic Plan review.

The next stage of strategic planning will consider:

- Fund Development
- Communications and public awareness
- Core values, vision and mission
- Current Logic Model
- Children First/Success by 6® provincial evaluation results
- UEY Community Mapping and UEY Community Research Reports
- Evaluation Report of November 2008 by *Building Better Boards*
- Meaningful outcome-focused goals and action

Actions which emerge from Strategic Planning will be aimed at sustaining community capacity to use knowledge to improve outcomes for children aged 0 to 6 years in the Okanagan-Similkameen. Three phases of CFK history have formed the successful foundation upon which the *Communities for Kids* Steering Committee and Community Team will build an effective plan for the future (Action Plan, page 8; please visit www.communitiesforkids.ca).

B. Describe how your sponsoring organization/ UEY coalition / community members intend to **implement** the UEY Community Action Plan.

The Action Plan of December 2008 was based upon the recommendations of an external evaluator hired in the final quarter of the UEY project. The Evaluation Report and Action Plan can be viewed at www.communitiesforkids.ca.

The evaluator recommended that the CFK Steering Committee review the Strategic Plan. Funding has been obtained and plans have been set in motion to hire a consultant to guide the Steering Committee and Community Team through the proposed review. That review will take into account the UEY research products and other data in order to guide the future ECD work in the region.

C. What steps have been taken to encourage the **continuation** of UEY-like activities in your community now that the project is completed?

Communities for Kids pre-dated the UEY project and it will continue the ECD capacity-building work in the Okanagan-Similkameen. This will involve:

- Strengthened relationships with cultural groups.
- Monthly meetings of the CFK Steering Committee,
- Continued invitations for new members to join the Steering Committee to represent ECD stakeholders,
- Continued funding through Children First to support the work of the Community Team consisting of a part-time Coordinator, two part-time Community Facilitators, and a part-time Administrative Assistant,
- Continued Success By 6® Capacity funds to support the work of the Community Team,
- Continued Success By 6® Strategic Implementation funds and Aboriginal Engagement funds to support community ECD projects,
- Continued Success By 6® Marketing Funds to support printed ECD materials,
- The Human Early Partnership (HELP) will collect EDI data on an annual basis,
- The website will continue to be hosted by the School District 53 server,
- A maintenance agreement with the website designer has been identified as a funding priority so that ECD information will be updated and easily accessed,
- The Community Team will continue to work together to promote ECD in the region.



7. Learning

- A. Summarize the **main achievements, success stories, and lessons learned (including challenges)** that occurred during your UEY project.

Main Achievements:

- The addition of a full-time Community Team member to assist with community capacity-building. As a result, the Community Team was able to establish new Community Tables in Keremeos and Summerland and continue attempts to bring ECD professionals in Penticton together. Community Tables in other towns were strengthened.
- Strengthened relationships with cultural groups.
- The research information and reports that allowed the coalition to gain knowledge of the ECD status of the region's children.
- The CFK website, which featured much ECD knowledge, and allowed access to the information at the user's convenience. It also provided a unifying vehicle for the region as a whole, while honouring communities within the region.
- Community-specific resources maps and an online directory for parents and professionals to easily identify the location of facilities and their programs.
- Numerous printed materials to promote ECD awareness.
- Three successful Annual Parenting Conferences, which yielded a high degree of satisfaction among participants. 100% of respondents indicated that they learned something of practical value, that they would attend again, and that they would encourage their friends to attend.
- Strengthened relationships with School Districts 58 and 67 because of their participation in the UEY research.
- Knowledge transfer that provides a basis for funding proposals.
- Increased visibility in the communities. Invitations for CFK to attend ECD events have increased. Presentations to groups are solicited.
- The UEY project was completed in spite of many delays and set-backs.

Success stories:

- The positive, enthusiastic responses from a number of sources for our CFK website. An ECD coalition requested permission to copy the website.
- A nomination to host the "Virtual Hub" of the South Okanagan-Similkameen region.
- The abundance of CFK printed materials available throughout the region and in many venues.
- The CFK Steering Committee continues to attract new members.
- Connection with the Indo-Canadian community through Punjabi translation of our Newsletter and Punjabi parenting resources gathered by CFK.
- The "Our Children Our Future" DVD featured leading national, provincial, and local ECD experts, plus much footage of young children, and was well-received.
- Communities appreciated the relevance of the data presented.
- Community Tables are active in promoting ECD in the geographic community and in attracting funds for their projects which support young children and their families.

- Our Annual Conferences have earned a reputation as “must attend” events for parents, child care providers, and early childhood educators. The quality of our conferences has been compared favourably with other well established local conferences.

Challenges:

- Lack of a full-time researcher.
- The large geographic area necessitated much travel.
- Independent rural communities had a small number of children available to participate in the research. Therefore, the project involved much problem-solving and work to find ways to make the data useful to communities.
- The EDI results from the Offord Centre showed missing data in our region due to low numbers of kindergarten students in some neighbourhoods; therefore EDI results from the Human Early Partnership (HELP) were used instead. In doing so, we lost the richness of the Offord data, and much time was spent problem-solving how to make the EDI data effective in our communities.
- The Community Research Report has not yet been received.
- Waiting for information from others delayed the work, and consequently project wind-up was rushed. Delays involved:
 - UEY Coordinator started work in December 2005
 - PIDACS implementation was delayed by HRSDC
 - Using EDI data from HELP required permission from HRSDC
 - Census data for 2001 was incomplete and 2006 Census data arrived nearly at the end of the project. The 2006 data could not be compared directly with the 2001 data due to changes in how the variables were calculated by Statistics Canada.
 - Finding a GIS consultant and arranging a partnership
 - Challenges in collecting data from volunteers in small rural communities
 - Challenges in geo-coding isolated rural communities
 - Website launch was delayed due to delays in the Mapping Project
 - The Mapping Report was delayed due to delays in the Census data
 - Community consultations for action planning were delayed because of delays mentioned above.

B. Summarize the **value-added or relevance** of the UEY project for your community.

The UEY Project allowed community capacity building and research to proceed along parallel tracks. It allowed the existing Coalition and Community Team to benefit from funding for producing the deliverables. The three years of the UEY Project, in conjunction with CFK and SB6, resulted in great ECD momentum in the Okanagan-Similkameen region. There are many UEY materials available for ECD use as a legacy.

C. What **advice** would you give to an organization that would like to participate in an initiative that is based on a model similar to UEY?

- UEY provided a valued opportunity to contribute to ECD knowledge, and to assist

with community mobilization. The Okanagan-Similkameen derived enormous benefit from the UEY project.

- There is a vast amount of work to be done and not enough time to do it all. Rely on others to help.
- Opportunities to practice patience abound. Problem-solving and flexibility are essential. Delays and bureaucratic constraints occur very often, so expect them and work around them.
- Keep the focus on young children and their parents, and supportive community members. Information must be relevant to those who are the “front line” of ECD. Information must also be relevant to the planners and policy makers who allocate the ECD resources. There are several different audiences.
- Have fun while doing the work. Build relationships.
- Know how to reach mentors. Ask for help and support. Give back to others along the path.
- Engage those who know the community well. Look for opportunities to partner and learn from others.

D. Do you have any **recommendations or additional comments**?

Thank you for the opportunity to contribute to the well-being of the children and families in the Okanagan-Similkameen.

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Date: February 2009

Signature:

