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Appendix A



The Best for Our Children, Youth and Families



The Next Three Years of London's Child and Youth Agenda to 2015

Child and Youth Network
May 2012

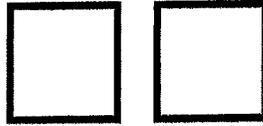


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Executive Summary

London’s vision for children and youth is “*Happy, healthy children and youth today; caring, creative, responsible adults tomorrow.*” As a community we want London to be the best place to raise a family.

The Best for Our Children, Youth and Families is the Child and Youth Network’s three-year blueprint for achieving our shared vision. This Child and Youth Agenda (2012 – 2015) continues the plans, work and successes that were begun in 2008.

The Best for Our Children, Youth and Families confirms that the Child and Youth Network’s four priorities and goals remain the same now as they were when the first Child and Youth Agenda was released in September 2008. These priorities remain:

1. **End poverty** – To reduce the proportion of London families living in poverty by 25% in five years and 50% in 10 years
2. **Make literacy a way of life** – To be a provincial leader in child, youth and family literacy by 2015
3. **Lead the nation in increasing daily physical activity and healthy eating** – To create environments that promote and support daily physical activity and healthy eating
4. **Create a family centred service system** – To make it easier for London’s children, youth and families to participate fully in their neighbourhoods and get the services they need

The Best for Our Children, Youth and Families sets out detailed three-year strategies, initiatives and implementation plans for each of the four priority areas. Each section discusses the broader issue and identifies the overall goal for the priority. Strategies, desired outcomes and the measurement process that will be used to quantify success are identified. Examples of the progress that has been made in each priority area over the past three years are provided as the foundation for the detailed three-year (2012 – 2015) plans that follow. The strategies for each of the four priorities are:

End Poverty

- Increase social awareness and community engagement
- Reduce the impact of poverty and make day-to-day life better
- Break the cycle and stop the next generation from living in poverty

Make Literacy a Way of Life

- Promote literacy from birth (emergent literacy)
- Improve family literacy
- Improve youth literacy

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- Promote literacy to the whole community (awareness and advocacy)
- Take a neighbourhood approach to literacy

Lead the Nation in Healthy Eating and Healthy Physical Activity

- Promote and build healthy eating and healthy physical activity awareness
- Create healthy and active neighbourhoods
- Improve healthy eating and healthy physical activity habits through product creation and promotion
- Build community connections to healthy eating/activity opportunities for families
- Increase engagement with youth across all healthy eating and healthy physical initiatives

Create a Family-Centred Service System

- Raise public awareness of what services are available and where they are located in the community. Help families connect to the services they need more easily and more quickly. Raise the awareness amongst service providers about what others are doing, and how services can be integrated more effectively
- Help organizations move along the continuum of integrating services through the development of partnerships and Interprofessional Communities of Practice
- Engage the community – children, youth, families, service providers, neighbourhoods and other partners – in the development of a neighbourhood based, family-centred service system
- Create consistency and continuity amongst neighbourhoods by delivering core services in settings that are easy for parents to locate and access

In addition to the detailed implementation plans relating to each priority area, *The Best for Our Children, Youth and Families* discusses the evolution of the Child and Youth Network and the strategies used to achieve its vision. There remains a commitment to collaboration and partnerships amongst Network members, using a community development approach, and taking a life-cycle approach to supporting children, youth and families. Also woven through each of the priority area plans are new strategies to continuously broaden and deepen the Network’s impact on London’s children, youth and families, including specific plans to integrate initiatives across priorities and to be more inclusive of youth.

The evolution of the Child and Youth Network as a “collective impact” initiative is included in *The Best for Our Children, Youth and Families*. The five conditions of collective impact (a common agenda, mutually reinforcing activities, continuous communication, shared measurement systems and backbone support organizations) are identified as ways of further strengthening the Network’s collective ability to achieve its vision.



Chapter 1: Introduction

Background

“Our Goal” ...

London is committed to being the very best place to raise a family. Our community’s vision:

*Happy healthy children and youth today;
caring, creative, responsible adults tomorrow.*

The Child and Youth Network

In 2007, more than 60 agencies and organizations that provide services for children, youth and families -- school boards, child care and early learning programs, family support service providers, the Children’s Aid Society, youth service providers, post-secondary institutions, social service agencies, organizations that serve culturally diverse populations, health service providers, libraries, public health, recreation programs, and neighbourhood resource centres – came together to form the Child and Youth Network (CYN).

The shared goal of the Network is to improve outcomes for children, youth and families. In 2008, the reasons behind the development of this common agenda were compelling:

- 1 of every 5 children born in London was living in poverty
- more than 1 in 4 were not ready to learn in grade 1
- more than 1 in 5 did not graduate from high school
- 1 in 4 was overweight or obese

In addition, a significant number of children and youth had mental health issues, and a significant number of parents also had mental health and/or addiction problems.

Not only did the statistical research paint a challenging picture of our community, parents themselves identified many concerns. The Network reached out to families to ask them what they thought of the system of services. They said that it was difficult to navigate, had too much duplication and took too long to access the services that they needed. It was clear that we had to work together to improve outcomes for the 20% to 25% of children and youth in London who were being left behind.

The Child and Youth Agenda

In 2008, the Network developed *London’s Child and Youth Agenda to 2015* -- a dynamic plan to improve health, literacy and well-being for children, youth and families in London. The first Child and Youth Agenda identified four priority areas for our collective focus:



1. **Ending poverty** -- reducing the proportion of London families living in poverty by 25% in five years and 50% in 10 years
2. **Making literacy a way of life** – being a provincial leader in child, youth and family literacy by 2015
3. **Leading the nation in increasing daily physical activity and healthy eating** – creating environments that promote and support daily physical activity and healthy eating
4. **Creating a family centred service system** – making it easier for London’s children, youth and families to participate fully in their neighbourhoods and get the services they need

Our Impact: Progress in the First Three Years

Today the statistics show we are starting to trend in the right direction, but we still have a long way to go. The impact that the Child and Youth Network is having in the lives of London’s children, youth and families is best demonstrated by taking a closer look at outcomes from some of the initiatives that are currently underway.

A few examples of this extraordinary progress include:

- Because of the Ending Poverty team’s grade 7 wrap-around project in the Glen Cairn neighbourhood, a group of youth has recognized the importance of staying in school as the best way to achieve successful careers and employment.
- The Literacy team has created the dynamic “this ISliteracy.ca” web site and distributed more than 3,000 Baby’s Book Bags to parents in prenatal classes throughout the city, sharing the message that literacy starts very early in life.
- With the support of the Healthy Eating and Healthy Physical Activity team, a group of empowered Westminster residents transformed their neighbourhood and their lives: by demanding fresh healthy foods in an area that was a “food desert”; by influencing the built environment of their neighbourhood; and by raising consciousness for healthier lifestyles. The group’s impact was recognized with the 2011 Pillar Community Innovation Award.
- The System Reengineering team is working with four neighbourhoods to lay the foundation for Neighbourhood Child and Family Centres that will open their doors in 2012 and 2013, providing families with easier access to a broader spectrum of integrated services.

Working Together

Behind all of the great initiatives, events, and products that our Network has produced over the last few years is something even more significant – the way that we work with each other has changed. Members have consistently reported greater levels of cooperation and collaboration in the last three years. In fact, the most innovative and effective initiatives are now the ones that are characterized by creative new collaborations. Some examples of the types of collaborations that are happening include:



- The London Public Library and the Kiwanis Club of Forest City working together to produce baby's book bags for new parents;
- Farmers, food retailers and Westminster residents collaborating to create a neighbourhood farmer's market; and,
- London Children's Connection and the South London Neighbourhood Resource Centre partnering to lead the White Oaks Neighbourhood Child and Family Centre (NCFC), and the YMCA of Western Ontario partnering with the OEYC London Fanshawe to lead the development of a NCFC in Argyle.

These are signs that our Network has become more integrated – something that has not gone unnoticed. Both within and outside of our community, leaders are recognizing the innovative work that is happening within the Network. Other communities are now learning from London's model. In fact, the Province named London a "Community Integration Leader" in 2011 and undertook research to document the evolution of our Network.

The Next Three Years: Broadening & Deepening Our Impact

Our community has confirmed that the four priorities identified in 2008 are still the priorities of today. Much of the Child and Youth Agenda that follows in this document lays out the specific strategies, initiatives and plans for these four priority areas.

But just as each priority team continues to move forward over the next three years, the Child and Youth Network itself must also evolve. As we work together over the next three years, we must continually strive to broaden and deepen our impact on London's children, youth and families. This will happen in a number of ways: 1) by integrating our priorities, 2) by reaching out to youth, and 3) by pursuing a collective impact model.

Integration of Priorities

In the spirit of collaboration we need to be careful not to replace old silos with new ones. Throughout the plans in this document are examples of how the priority teams are working collaboratively with each other on current and new initiatives. Doing this will ensure that we are leveraging our investments and creating a truly integrated family-centred system. Families in our community find our tools and initiatives helpful and are using them to grow stronger in all areas of their lives. By consciously identifying opportunities where our priorities intersect, we can make the most of opportunities to strengthen children, youth and families across multiple dimensions.

Reaching Out To Youth

While the first 3 years of our Child and Youth Agenda had a greater focus on children, we need to broaden our approach and begin looking at how we can create more opportunities for youth in our community. We have learned that in order to find solutions that are going to work for youth, it is imperative to have youth involved in the planning process. Our priority groups are making efforts to coordinate with youth groups and youth service providers to help us develop these strategies.

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We know that there are a lot of great youth initiatives underway in our community. Over the next 3 years the Network may be able to play a role in helping to facilitate greater integration of these initiatives as well as fill any gaps that may exist in the continuum of service for children, youth and adults.

Collective Impact

When the Child and Youth Network began we often discussed the imperative to take collective action. Now that the Network is more established and mobilized, we are naturally moving towards a collective impact approach. Collective impact is “*the commitment of a group of important actors from different sectors to a common agenda for solving a specific social issue*”¹. Collaboration is nothing new, but collective impact initiatives are distinctly different and, based on evidence from other jurisdictions, can produce strong results.

According to researchers who study the factors that lead to social change, successful collective impact depends on five conditions: a common agenda, mutually reinforcing activities, continuous communication, shared measurement systems and a backbone support. Within our network, many of these conditions are already present and we are on our way to developing in other areas.

1. Renewing Our Common Agenda

London’s Child and Youth Network is already united in a common agenda. We have identified the changes we want to make – ending poverty, making literacy a way of life, promoting healthy eating and healthy physical activity, and creating a family-centred service system. We will continue to pursue these goals using many of the same strategies that informed our first three years – neighbourhood based approach, consensus decision making, open and inclusive membership, etc. In renewing our common agenda, we are making a commitment to continue with this approach.

2. Enhancing Mutually Reinforcing Activities

Right now, different organizations are involved in “mutually reinforcing activities” within each of our four priorities. For example, many organizations are working together to improve literacy. Others are working together to enhance healthy eating and healthy physical activity. In these collaborations, each agency brings its own strengths and skills to bear to help achieve common targets.

Across the Network organizations also offer a myriad of programs and services that are directed at accomplishing the same goals as the Child and Youth Network. Opportunities exist to align CYN initiatives and the approach of these organizations in an effort to support each other. This would leverage the great things that organizations are already doing in the community while making the CYN operate more efficiently.

¹ Kania J & Kramer M. (2011). Collective Impact. Stanford Social Innovation Review. Leland Stanford Jr University.



3. *Strengthening Our Continuous Communication*

A successful Network needs effective continuous communication. For those who are active in our network, our communication tools - -such as the CYN e-newsletter and meetings -- work relatively well. But, as we grow, we need to refine the ways we communicate. We will create a more robust, interactive web site that will help members collaborate and communicate. We are also reviewing our communications processes and creating a strategy to improve communications both within and outside our Network.

Over the next three years, we will do a better job of sharing our strategies and our successes with our members, the community, families, the public and anyone else who can play a role in improving the health and well-being of children, youth and families.

4. *Developing Shared Measurement Systems*

Throughout the Child and Youth Agenda, we have established desired outcomes for each of the four priorities. Some, like our poverty initiatives, have a specific target (e.g., reducing the proportion of families living in poverty by 25% in five years). Others, such as literacy and healthy eating and physical activity, have more general targets of increasing the number of children who are ready for school and who stay in school and improving physical activity levels and eating habits amongst London's children, youth and families.

To know whether we are making progress in achieving our goals and targets, we must develop common measurement systems that will allow us to report on our activities, measure our performance and assess our impact. For each priority, we have identified the measures we will track to determine our progress. Developing common measurement systems – and reporting back to the Network and to our community – will continue to be a priority over the next three years.

5. *Establishing Backbone Support Organizations*

Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone support for the entire initiative to coordinate participating organizations and agencies. There are a number of organizations helping to play this role. Over the next three years, the Child and Youth Network will continue to need that kind of backbone support if it is going to succeed, and the City of London along with other key partners will continue to play that key role.

Our Priorities: The Next Three Years

The following sections lay out the strategic plans for ending poverty, making literacy a way of life, healthy eating and healthy physical activity and creating a family-centred service system. Each section includes the goals, strategies, outcome, measures, progress to date and detailed workplans that will guide the next three years of our work together. Woven throughout each section are also the themes of integration, youth and collective impact.

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Chapter 2: End Poverty

Issue

In London, 1 in 5 children between the ages of 0-14 live in poverty², based on before tax low income cut off (LICO). Poverty is an even more pervasive problem for certain groups in the community: almost half (44%) of recent immigrants, 34% of Aboriginals, 33% of visible minorities, and 22% of persons with a disability live in households with incomes below the before tax LICO³.

Child and family poverty affects everyone. Children who grow up with insufficient food, shelter, clothing and supports are likely to experience lifelong consequences. Poverty can affect their health and their future economic prospects. Access to a range of supports including employment and skills development programs, volunteer opportunities, recreation, leisure and cultural activities, child care and early learning opportunities may help children, youth and families who are struggling with poverty to have a sense of belonging in our community. This sense of belonging can positively affect health and economic prospects.

Support from families, friends and communities is associated with better health. Such social support networks could be very important in helping people solve problems and deal with adversity, as well as in maintaining a sense of mastery and control over life circumstances. The caring and respect that occurs in social relationships, and the resulting sense of satisfaction and well-being, seem to act as a buffer against health problems (Federal, Provincial and Territorial Advisory Committee on Population Health, 1999).

Goal

To reduce the proportion of London families who are living in poverty by 25% in five years and by 50% in 10 years.

Strategies

1. Increase social awareness and community engagement
2. Reduce the impact of poverty and make day-to-day life better
3. Break the cycle and stop the next generation from living in poverty

The Ending Poverty team commits to:
developing strategies that include the voices of all community members, including those with lived experience
linking poverty strategies to advocacy opportunities in order to bring about systemic change.

² 2006 Census

³ While after tax income low income rates is preferred to before tax low income rates, data on after tax low income is not available for these groups. For comparison purposes, the before tax low income rate for all Londoners is 16% while the after tax low income rate is 12%.

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Outcomes

All families will have opportunities to participate in their neighbourhoods, the labour market and community activities.

All families will be able to acquire the income, savings and assets to be financially stable.

Measures

Researchers employ a number of measures to determine the level of poverty in a community. Each measure has its own merits and limitations. Indeed, the Canadian federal government does not use any one indicator to specify an official “poverty line”. To assess our progress, the Ending Poverty priority will employ multiple measures; this will allow for longitudinal comparisons over time using measures such as LICO, while also making some cross-jurisdictional comparisons possible through other measures such as the Low Income Measure (LIM). The key priority-level measure for Ending Poverty is:

of families in London above and below key poverty measures (e.g. LICO, LIM)

The Ending poverty priority will explore its capacity to align and compare its evaluation with the framework adopted by the Province of Ontario, given the availability and appropriateness of data for comparative purposes.

Additionally, at the project level, each Ending Poverty initiative will develop evaluation plans that will include measures specific to those project outcomes.

Progress to Date

Over the past three years, we’ve implemented several initiatives to end poverty.

Increase Social Awareness and Community Engagement

In October 2010, we launched *The Real Issue* campaign, using billboards, media events and an online presence to raise awareness of the complexity of poverty in our community. The website featured a series of videos of local residents telling their story about how poverty affected their lives and asked the public for ideas on what they could do to reduce poverty.

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Reduce the Impact of Poverty and Make Day-to-Day Life Better

The eight priority services that comprise our **Basic Needs Beacon** model were developed through questionnaires and conversations with agencies regarding what basic needs elements their residents needed. Agencies can use the model to determine whether all residents' needs are being met or if there is any duplication or gaps in services. The goal is to ensure that services that meet basic needs are coordinated and equitably distributed to achieve the greatest impact. To help families find these basic needs services, we are developing pocket **Neighbourhood Resource Guides** that list resources in the community for children, youth and families.



We have developed and received City Council endorsement for **London's Food Charter**. The Charter outlines commitments that must be met to create a more "food secure community": a place where all residents at all times have access to sufficient, safe and nutritious food to meet their dietary needs and food preferences and support an active, healthy life.⁴ All levels of government, businesses, non-profit and faith organizations, communities, families and individuals will use the Charter to guide community action to improve food security in London.

The Child and Youth Network is supporting the implementation of **London's Community Housing Strategy**, which also has the potential to reduce poverty by increasing access to affordable housing.

Break the Cycle and Stop the Next Generation from Living in Poverty

As part of the **Wraparound Project** for grade 7 students at Glen Cairn Public School, we developed relationships between home, school and community to create a system of community supports to help improve educational outcomes for youth. The project, which strives to help students achieve academic success, breaks the cycle of generational poverty by improving students' education outcomes and confidence.

Our **Income Security** team has developed policy papers recommending changes to Ontario Works and the Ontario Disability Support Program, which were submitted to the Commission for the Review of Social Assistance in Ontario. The team has also developed

⁴ Declaration of the World Summit on Food Security. (2009).

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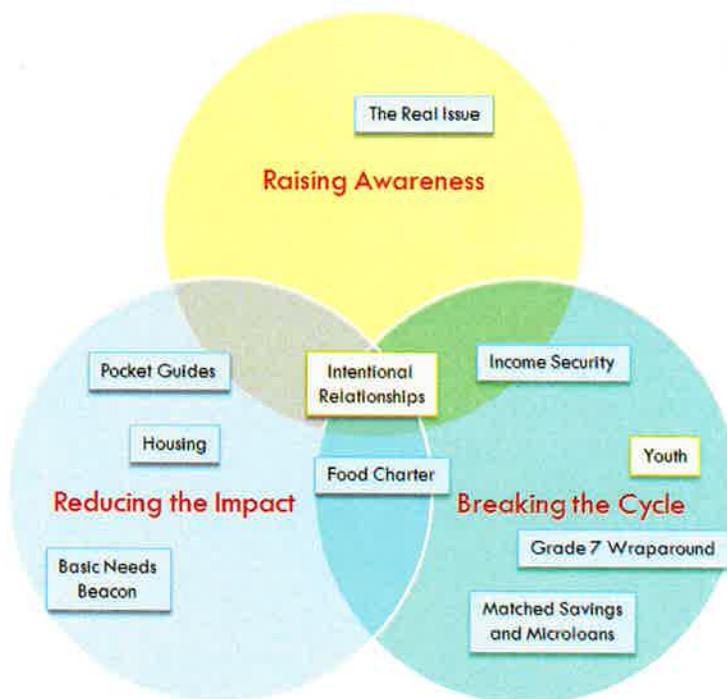
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a brief recommending that the provincial government institute a housing benefit for low-income Ontarians and has investigated a local living wage.

As part of a pilot project, a number of member agencies – including United Way of London & Middlesex, Goodwill Career Centre, Small Business Centre, Family Service Thames Valley and Libro Financial – are helping low-income Londoners establish education savings accounts as well as small business development and loan support through its **Matched Savings and Microloans** initiatives.

The Next Three Years

The next few pages set out the activities we will undertake over the next three years to help end poverty.



Strategy 1: Social Awareness and Engagement

| SOCIAL AWARENESS AND ENGAGEMENT | | | | | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p>The Real Issue web campaign: Stage II</p> <p><i>Objective: Create awareness of poverty in London to change the conversation and engage individuals on what they can do to help end poverty</i></p> | <ul style="list-style-type: none"> - Re-convene Social Awareness/Real Issue subgroup - Continue to build on successes of Real Issue campaign and determine elements to re-energize, e.g. Conversation Series - Revive the Real Issue web presence - Collaborate with HEHPA and Literacy to explore and create awareness of links between poverty, literacy and health - Develop multi-year awareness, engagement and advocacy strategy - Link social awareness pieces to community advocacy opportunities - Develop evaluation plan | <ul style="list-style-type: none"> - Work with community to develop campaigns that raise the profile of poverty among all Londoners - Engage Londoners through regularly updated web and social media content to keep them continually aware of poverty issues and initiatives - Continue to collaborate with HEHPA and Literacy - Develop campaign elements that target and include youth, such as a youth-driven video series - Link social awareness pieces to community advocacy opportunities - Evaluate results of awareness campaigns and advocacy initiatives and use to refine approach | <ul style="list-style-type: none"> - Engage Londoners through regularly updated web and social media content to keep them continually aware of poverty issues and initiatives - Continue to collaborate with HEHPA and Literacy - Implement youth-driven initiatives, such as a youth-created video series, and evaluate results - Promote poverty awareness content in London school curricula - Link social awareness pieces to community advocacy opportunities - Evaluate results of awareness campaigns and advocacy initiatives and use to refine approach | <p>Year 1</p> <ul style="list-style-type: none"> - Committee members recruited - Awareness plan developed <p>Year 2</p> <ul style="list-style-type: none"> - Development and implementation of media campaigns - Number of people engaged in campaign through media - Advocacy opportunities that build from social awareness and engagement initiatives <p>Year 3</p> <ul style="list-style-type: none"> - Community members engaged in campaign through media - Youth engaged in poverty issues - Advocacy opportunities that build from social awareness initiatives | <ul style="list-style-type: none"> - Print media: design and advertising costs depending on media selected (billboards, newspapers, etc.) - Web: Updating web content requires ongoing human resources. Options include: CYN, job creation programs; students; in-kind donations from CYN members; and, corporate social responsibility work by London organizations - Conversation series: meeting space, advertising, partnerships with like-minded groups - Youth-driven video series: video costs; partnership with media, schools, private partners, HEHPA, Literacy teams |



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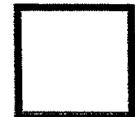
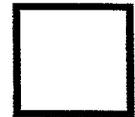
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| <p>Establishing Partnerships</p> <p><i>Objective: To create lasting, collaborative partnerships among poverty-focused organizations to increase impact</i></p> | <ul style="list-style-type: none"> - Reach out and establish relationships with like-minded London-based groups, such as the Citizen’s Panel and the Multi-Faith Religious Social Action Coalition, and those with lived experience to build additional capacity to advocate about ending poverty in London - Work with community and partners to identify key messages | <ul style="list-style-type: none"> - Develop and implement awareness, engagement and advocacy strategies with partners to continue to build relationships - Assess feasibility of “poverty awareness month” that coordinates efforts of CYN partners - If feasible, develop detailed plan for poverty awareness month strategy - Evaluate results of awareness campaigns and advocacy initiatives and use evaluation to refine approach | <ul style="list-style-type: none"> - Continue to implement awareness, engagement and advocacy strategies with partners - Determine leads and community champions for strategies that will continue - Implement poverty awareness month strategy by coordinating efforts of CYN partners - Evaluate results of awareness campaigns and advocacy initiatives and use evaluation to refine approach | <p>Year 1</p> <ul style="list-style-type: none"> - Partnerships with other groups formed - Key messages established <p>Year 2</p> <ul style="list-style-type: none"> - Strategies developed with partners - Feasibility of poverty awareness month assessed - Feasible strategies begin implementation <p>Year 3</p> <ul style="list-style-type: none"> - Continued partnership with other groups - Implementation of strategies with partners | <ul style="list-style-type: none"> - Key partners to advance social awareness initiatives in the community - Poverty awareness month: coordinated resources of member organizations, advertising costs, partnerships with like-minded, media |
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Strategy 2: Reducing the Impact and Making Day-to-day Life Better

| HEALTHY FAMILIES | | | | | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p>Basic Needs Beacon</p> <p><i>Objective: To meet the immediate basic needs and enhance the capacity of individuals, families and neighbourhoods to work together, problem-solve and create sustainable solutions</i></p> | <ul style="list-style-type: none"> - Implement <i>Sustainable System for Basic Needs</i> pilot project for developing coordinated acquisition, storage, and distribution system - Develop and implement evaluation and sustainability plans for <i>Sustainable System for Basic Needs</i> - Begin initial best practices research of strategies for improving neighbourhood access to communication services, transportation and dental care - Hold conversations with community members about incorporating Beacon into Neighbourhood Child and Family Centres (NCFCs) - Explore connections with CYN Literacy initiatives | <ul style="list-style-type: none"> - Assess whether <i>Sustainable System for Basic Needs</i> can be expanded to all sites that provide basic needs - Develop plan for implementing Beacon in NCFCs - Informed by community engagement process, work with key partners to implement Beacon in NCFC neighbourhoods - Develop strategies for improving access to communication services, transportation, dental care - Assess short term storage needs for community members in housing transitions and create strategies to address need - Evaluate results of strategies | <ul style="list-style-type: none"> - If feasible, expand <i>Sustainable System for Basic Needs</i> to other sites - Implement Basic Needs Beacons at NCFCs as feasible and determined through community engagement process - Implement strategies for improving access to communication services, transportation, dental care - Develop and implement sustainability plans for active Basic Needs Beacon projects - Evaluate results of strategies and sustainability plans | <p>Year 1</p> <ul style="list-style-type: none"> - Pilot sites coordinate efforts to provide basic needs <p>Year 2</p> <ul style="list-style-type: none"> - Sites continue to coordinate efforts - NCFC plan developed - Plans in place for other beacon elements - Development of short term storage strategies for housing transitions, if needed <p>Year 3</p> <ul style="list-style-type: none"> - Sites that distribute basic needs continue to coordinate efforts - Expansion of <i>Sustainable System</i> - Implementation of Beacon at NCFCs - Implemented strategies that address communication services, transportation, and dental care | <ul style="list-style-type: none"> - Sustainable System for Basic Needs requires coordinator - Community and corporate partners - Detailed resources required dependent on results of best practices research - Literacy team for transitional services support - LSR for embedding Beacon in NCFCs |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| <p>Neighbourhood Resource Guides</p> <p><i>Objective: to connect the community to available resources and supports in their neighbourhoods</i></p> | <ul style="list-style-type: none"> - Review effectiveness of neighbourhood resource guides and evaluate options - Develop prioritized list of neighbourhoods for developing new neighbourhood resource guides - Conduct community research with organizations and community members with lived experience to develop guides for priority neighbourhoods - Create distribution plan with community partners and distribute to residents - Provide appropriate guides to HEHPA and Literacy for distribution at priority events | <ul style="list-style-type: none"> - Continue to conduct community research and develop guides for priority neighbourhoods - Create guide distribution plan with community partners and distribute to residents - Ensure guides are available in appropriate Neighbourhood Child and Family Centres - Develop sustainability plan for updating and printing future guides | <ul style="list-style-type: none"> - Continue to conduct community research and develop guides for priority neighbourhoods - Create guide distribution plan with community partners and distribute to residents - Implement sustainability plan for updating and printing future guides | <p>Year 1</p> <ul style="list-style-type: none"> - Development and distribution of priority guides <p>Year 2</p> <ul style="list-style-type: none"> - Development and distribution of priority guides - Development of sustainability plan <p>Year 3</p> <ul style="list-style-type: none"> - Development and distribution of priority guides - Implementation of sustainability plan | <ul style="list-style-type: none"> - Community partners such as neighbourhood agencies and organizations are key information providers for developing the guides - HEHPA, Literacy, LSR teams for targeted distribution - Subsequent printing costs may be incurred for new guides |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| Food Charter <i>Objective: To create a food secure community in London</i> | <ul style="list-style-type: none"> - Develop Terms of Reference for Food Charter committee - Create web and social media presence for Food Charter with focus on user-friendly information for residents - Conduct scan to determine existing community initiatives related to Food Charter commitments, and identify gaps - Support existing initiatives through promotion and resource support - Begin developing strategies to address gaps, including detailed project plans, budget, evaluation and sustainability components - Work with HEHPA and Literacy team to develop inter-priority strategies to increase food literacy among London's children and youth | <ul style="list-style-type: none"> - Provide up-to-date information on Food Charter and other food activities and opportunities in London and area - Update initiative scan to determine if gaps have been addressed by new projects - Support existing initiatives through promotion and resource support, as needed - Implement priority Food Charter work plans and develop new strategies as necessary - Evaluate and monitor implementation of strategies; use evaluation to refine approach - Implement, with HEHPA and Literacy, inter-priority strategies to increase food literacy among London's children and youth; evaluate results | <ul style="list-style-type: none"> - Determine viable future structure of Food Charter committee - Continue to provide up-to-date information on Food Charter and other food activities and opportunities in London and area - Update initiative scan to determine if gaps have been addressed by new projects - Support existing initiatives through promotion and resource support - Implement priority Food Charter work plans and develop new strategies as necessary - Evaluate and monitor implementation of strategies; use evaluation to refine approach - Continue to implement, with HEHPA and Literacy, inter-priority strategies to increase food literacy among London's children and youth; evaluate results | <p>Year 1</p> <ul style="list-style-type: none"> - Community members engaged through web, social media presence - Scan of existing initiatives - Development of strategies and project plans to address gaps <p>Year 2</p> <ul style="list-style-type: none"> - Community members engaged through web, social media presence - Updated scan of existing initiatives - Implementation of prioritized project plans to address gaps <p>Year 3</p> <ul style="list-style-type: none"> - Community members engaged through web, social media presence - Updated scan of existing initiatives - Implementation of prioritized project plans to address gaps | <ul style="list-style-type: none"> - the Food Charter Steering Committee will act as community connector, promoter for existing initiatives through its web and social media presence: further advertising resources may be needed to facilitate connections and promote initiatives - Some programming funds may be needed as new opportunities arise and will be detailed in individual project plans - HEHPA, Literacy team for Food Literacy initiative - Note: Food Charter timelines need to be flexible in order to capitalize on new opportunities as they arise |



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| HOUSING | | | | | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p>Housing Strategy</p> <p><i>Objective: To create safe, affordable and non-stigmatized housing for all Londoners</i></p> | <ul style="list-style-type: none"> - Continue to consult with Housing to identify how Ending Poverty can support the London Community Housing Strategy - Develop mechanism for ensuring emerging needs of London Community Housing Strategy are communicated to CYN - Develop strategies to support London Community Housing Strategy initiatives, if needed and feasible - Continue to keep Ending Poverty aware of Housing activities | <ul style="list-style-type: none"> - Continue to consult with Housing Division to determine support opportunities - Implement strategies and evaluate results, as required | <ul style="list-style-type: none"> - Continue to consult with Housing Division to determine support opportunities - Implement strategies and evaluate results, as required | <p>Year 1</p> <ul style="list-style-type: none"> - Support opportunities identified - Communication process established <p>Year 2</p> <ul style="list-style-type: none"> - Initiatives developed that support Housing Strategy's goals, as required <p>Year 3</p> <ul style="list-style-type: none"> - Initiatives developed that support Housing Strategy's goals, as required | <ul style="list-style-type: none"> - Resources required will be determined by opportunities identified - Potential partners include local housing advocacy groups |



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Strategy 3: Breaking the Cycle and Stopping the Next Generation from Living in Poverty

| INCOME SECURITY | | | | | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p>Income Security</p> <p><i>Objective: To advocate for policies and programs that help low income families become financially stable</i></p> | <ul style="list-style-type: none"> - Conduct conversations to determine income policy advocacy priorities over next three years - Determine if opportunities exist to collaborate with other Ending Poverty subgroups to tie projects to advocacy opportunities - Begin researching and constructing advocacy papers - Where applicable, coordinate with community members with lived experience and other CYN priority tables for information-gathering - Review results of Commission for Review of Social Assistance in Ontario and assess implications for future advocacy pieces | <ul style="list-style-type: none"> - Review potential opportunities for collaboration - Develop advocacy papers that build upon Ending Poverty work - Identify opportunities to promote advocacy papers through Ending Poverty vehicles (E.g. The Real Issue conversation series) - Promote completed advocacy papers and evaluate results | <ul style="list-style-type: none"> - Review potential opportunities for collaboration - Develop advocacy papers that build upon Ending Poverty work - Identify opportunities to promote advocacy papers through Ending Poverty vehicles (E.g. The Real Issue conversation series) - Promote completed advocacy papers and evaluate results | <p>Year 1</p> <ul style="list-style-type: none"> - Policy priorities endorsed by Ending Poverty Working Group - Development of advocacy papers <p>Year 2</p> <ul style="list-style-type: none"> - Policy priorities endorsed by Ending Poverty Working Group - Development of advocacy papers - Endorsement by other organizations <p>Year 3</p> <ul style="list-style-type: none"> - Policy priorities endorsed by Ending Poverty priority - Development of advocacy papers - Endorsement by other organizations | <ul style="list-style-type: none"> - Research sources - Community stakeholders - Social Awareness and Engagement vehicles to create awareness of issues and opportunities for advocacy - HEHPA, Literacy, LSR teams for information-gathering support, as appropriate |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| <p>Matched Savings and Microloans</p> <p><i>Objective: To develop programs that help low income families become financially stable</i></p> | <ul style="list-style-type: none"> - Implement Matched Savings and Microloans program model - Encourage intake of new program applications - Develop and implement evaluation plan - Assemble volunteer Loan Review Committee - Translate materials into languages relevant to target populations (Arabic and Spanish) | <ul style="list-style-type: none"> - Monitor implementation of Matched Savings and Microloans programs and evaluate progress - Encourage intake of new program applicants, as resources permit - Develop sustainability plan - Develop strategies and tools to target youth and cultural groups | <ul style="list-style-type: none"> - Monitor implementation of Matched Savings and Microloans programs and evaluate progress - Develop strategies and tools to target youth and cultural groups - Conduct Final evaluation of the pilot program and determine potential options for continuity/evolution | <p>Year 1</p> <ul style="list-style-type: none"> - # of program participants - Development of evaluation plan - Volunteers recruited for Loan Review Committee <p>Year 2</p> <ul style="list-style-type: none"> - # of program participants - Development and implementation of sustainability plan - Loan Review Committee maintained <p>Year 3</p> <ul style="list-style-type: none"> - # of successful program participants - Sustainability plan implementation - Loan Review Committee maintained | <ul style="list-style-type: none"> - Resources committed for program manager and initial funding pools by CYN and community partners - To achieve sustainability, funding sources will be needed to ensure continued matched savings and microloans funding pools - Partners: <ul style="list-style-type: none"> - Referral agencies participating in the initiative - Advisory Committee (broad cross-section of community partners) - Evaluation Committee - Volunteer Loan Review Committee |



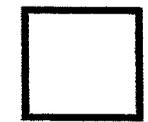
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| EDUCATION, LITERACY AND EMPLOYMENT | | | | | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p>Grade 7 Wraparound Demonstration Project</p> <p><i>Objective: To create a 'circle of influence' through home, school and community that will provide youth with foundation supports, resources and skills</i></p> | <ul style="list-style-type: none"> - Develop strategic activity plan for school year that meets evaluation goals - Implement plan and evaluate activities - Create connections between elementary and high schools to facilitate transition of students - Conduct review exercise with project partners to evaluate progress, key insights and options for the future of the demonstration project - Share project progress with Literacy team in support of their "Direct Supports" initiative | <ul style="list-style-type: none"> - Develop strategic activity plan for school year that meets evaluation goals - Implement plan and evaluate activities - Begin developing project review and implementation model for possible expansion/ implementation of project in other schools - Work with Literacy team to incorporate existing literacy events in Glen Cairn neighbourhood | <ul style="list-style-type: none"> - Develop strategic activity plan for school year that meets evaluation goals - Implement plan and evaluate activities - Review results and impact of demonstration project - Complete model implementation framework and make available to other neighbourhoods - Determine options for growing model in London | <p>Year 1</p> <ul style="list-style-type: none"> - Engagement of students in activities that meet established evaluation plan - Development of sustainability plan <p>Year 2</p> <ul style="list-style-type: none"> - Engagement of students in activities that meet established evaluation plan <p>Year 3</p> <ul style="list-style-type: none"> - Engagement of students in activities that meet established evaluation plan - Development of implementation model and possible program expansion | <ul style="list-style-type: none"> - Program coordinator and programming funds for pilot project - Community partnerships and programming - If project expands, additional funding sources may need to be identified - Literacy team (initiatives and support) |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| Intentional Relationships <i>Objective: develop intentional, reciprocal and supportive relationships between those living in poverty and those not to support the transition out poverty</i> | <ul style="list-style-type: none"> - Conduct detailed feasibility study of the Circles or similar initiative in London - If project is feasible, recruit community champions and community members with lived experience to develop project plan, incubate initiative, and ensure sustainability of initiative in the future | <ul style="list-style-type: none"> - If project is feasible, work with community champions to develop detailed project plan and create needed infrastructure for implementation - Work with lead agency and community champions to engage project participants and volunteers - Implement initiative, monitor progress and evaluate results; use evaluation to refine approach | <ul style="list-style-type: none"> - Monitor progress of the Circles and evaluate results; use evaluation to refine approach - Implement sustainability plan to ensure program success | <p>Year 1</p> <ul style="list-style-type: none"> - Completion of feasibility study - Project champions identified <p>Year 2</p> <ul style="list-style-type: none"> - Completion of project plan, if project is feasible - Partnership with lead agency - # of volunteers and participants <p>Year 3</p> <ul style="list-style-type: none"> - implementation of evaluation best practices | <ul style="list-style-type: none"> - Lead agency/community champion - Program participants - Volunteer coordinators, possible staffing support - Meeting space and facilitation - Financial requirements dependant on results of feasibility study |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| Youth Engagement <i>Objective: To help youth build the relationships that will grow their community and to empower young people to effect change in their own communities</i> | <ul style="list-style-type: none"> - Working with all CYN priorities, convene meeting of key youth stakeholders, such as youth councils and youth service providers, to discover ways to engage the youth community - Conduct asset-based scan of successful youth initiatives, and discover gaps | <ul style="list-style-type: none"> - Working with all CYN priorities and key stakeholders, support and/or implement youth-led strategies developed in year one - Develop and implement evaluation plan; use results to refine approach | <ul style="list-style-type: none"> - Working with all CYN priorities and key stakeholders, support and/or implement youth-led strategies developed in year one - Determine evolution and sustainability of active initiatives | <p>Year 1</p> <ul style="list-style-type: none"> - Key stakeholders are meeting regularly - Scan completed - Goals, strategies developed that address CYN priorities <p>Year 2</p> <ul style="list-style-type: none"> - Holistic youth-led strategies implemented - Evaluation plan developed and implemented | <ul style="list-style-type: none"> - Resources determined by nature of project - Connections with other groups, including Social Awareness, Grade 7 Wraparound, Matched Savings & Microloans and Literacy - City of London, Literacy, HEHPA, LSR |



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| | <ul style="list-style-type: none"> - With CYN priorities and key stakeholders, including youth, identify goals and begin developing plan to support, implement, and grow holistic youth-led initiatives that address CYN priorities - Support the implementation of the Youth Community Economic Development framework in targeted neighbourhoods | <ul style="list-style-type: none"> - Continue to support the implementation Youth Community Economic Development framework in targeted neighbourhoods - Assist in training community on Youth Community Economic Development Framework - Explore opportunities to grow YCED framework in new neighbourhoods | <ul style="list-style-type: none"> - Continue to support the implementation Youth Community Economic Development framework in targeted neighbourhoods - Grow YCED framework in new neighbourhoods as appropriate | <ul style="list-style-type: none"> - YCED implemented in target neighbourhoods - Community trained in YCED framework <p>Year 3</p> <ul style="list-style-type: none"> - Holistic youth-led strategies implemented - Sustainability plan implemented - YCED implemented in target neighbourhoods - New neighbourhoods engaged | |
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Chapter 3: Make Literacy a Way of Life

Issue

In London, 25% of children are not ready to learn by grade 1.⁵ In 15 of 27 neighbourhoods, at least 25% of their children not ready to learn when they enter grade 1, between 22% and 48% of grade 3 and grade 6 students were below the provincial standard for reading, writing and math, 17 to 20% of high school students did not pass the grade 10 literacy test on their first attempt, and 15% to 16% of students are not graduating within 5 years of starting grade 9.⁶ Although these figures indicate that London is average in terms of literacy -- no better and no worse than other Ontario communities -- being average comes at a cost. These numbers – and the extent of literacy problems in the community – come as a surprise to most Londoners who assume everyone reads. But that is not the case.

Better test scores and improved graduation rates are key to helping people achieve their goals, develop their knowledge and potential and participate fully in the workforce and in their community. Literacy is a major factor underlying most determinants of health, and low literacy rates have a major negative impact on health. People living in poverty are among the most vulnerable to literacy issues – in fact, literacy is a basic prerequisite for entering the workforce and escaping poverty.

Goal

*By 2015, London will be a provincial leader in child, youth and family literacy. London will **continue** to implement an integrated approach to improve literacy through collaboration between home, school and community.*

Strategies

1. Promote literacy from birth (emergent literacy)
2. Improve family literacy
3. Improve youth literacy
4. Promote literacy to the whole community (awareness and advocacy)
5. Take a neighbourhood approach to literacy

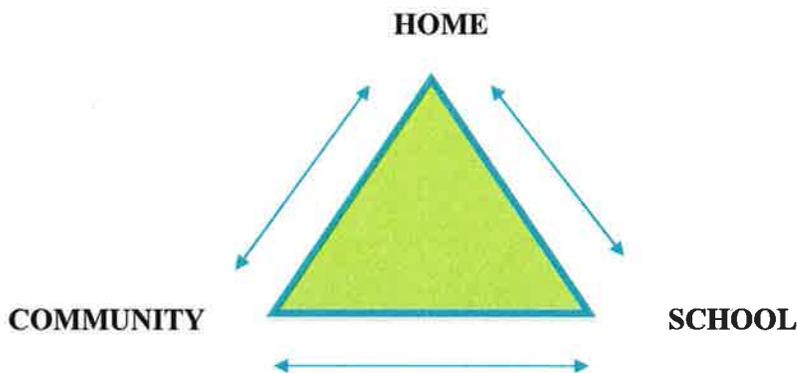
An Integrated Approach to Improve Literacy: Literacy goes far beyond formal learning and education. Collaboration between parents, schools and communities can maximize the potential of children and youth, in the early years, in school and later in life. Children and youth benefit from literacy programs, initiatives and activities because they are likely to do better at school, be more motivated and have higher self-esteem.

⁵ 2009 EDI Results. The Offord Centre, McMaster University.

⁶ The 2 percentages represent EQAO Results from TVDSB and LDCSB respectively, 2010-2011 (This is not a range)

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Schools benefit from literacy programs, initiatives and activities because children and youth are better equipped to learn and families are more supportive. Parents benefit from improved literacy because they will have more confidence in themselves, their children and their schools. Schools, families and communities must work together to support child and youth literacy. All our strategies and activities depend on collaborative, integrated approaches that engage families, schools and the community.



Outcomes

- All children will be ready to learn by grade 1
- No children will fall below the standards in reading, writing and math
- All youth will pass their Grade 10 literacy test
- All students will graduate from high school
- All students will be engaged in their school community
- All community members will be engaged in activities which improve literacy

Measures

- % of children ready to learn by grade 1 (EDI)
- %of children at or above standards in reading, writing and math (EQAO)
- %of students who pass their grade 10 literacy test (OSSLT)
- %of students who graduate from secondary school (TVDSB & LDCSB)
- % of first-time parents who receive a Baby’s Book Bag
- # of community organizations that receive early literacy training
- # of community organizations that distribute Baby’s Book Bag
- # of physicians who participate in *Your Prescription for Literacy*
- # of *Your Prescription for Literacy* coupons redeemed
- # of unique visits to thisisliteracy.ca
- Increase in relevant content to thisisliteracy.ca
- # of outreach activities by Family Literacy Coordinator
- # of community organizations that receive family literacy training
- # of youth who are engaged in the Youth Strategy planning and implementation
- # of community-led literacy-based neighbourhood initiatives

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Progress to Date

Promote literacy from birth (emergent literacy)

About 75% of first-time parents in London received a Baby’s Book Bag last year. With the help of 15 Kiwanis Club of Forest City-London volunteers, public health nurses shared key emergent literacy messages and provided a Baby’s Book Bag to 752 expectant parents at prenatal clinics in 2011. A Baby’s Book Bag is also provided to teens attending prenatal classes. The Middlesex-London Health Unit has reached out to 370 high risk families through parenting classes and home visits, providing each one with a Baby’s Book Bag and key messages about the importance of literacy and reading with babies from the moment they are born. We now have over 70 service providers involved in the Baby’s Book Bag program, distributing Baby’s Book Bag and spreading the word about literacy to families who have not participated in prenatal classes. The breastfeeding clinic at Sherwood Branch Library has become a Well Baby Clinic, organized by nurses from the Middlesex-London Health Unit. Library staff actively participate, creating literacy-rich opportunities for young families attending the clinic. As a result families are now using other services the library offers to build the literacy skills of their babies.

Improve family literacy

To reach families, the literacy team hosted two conferences – one for educators, parents and community professionals, and one for families with school-aged children demonstrating the importance of home, school and community connections for success with literacy. In Huron Heights, the CYN’s Literacy Demonstration Neighbourhood, 652 families received high-quality, well-resourced literacy kits through their children’s schools. This collaborative approach, once again helped to emphasize the important home, school and community connections. Teachers and children both reported they enjoyed the ideas in the kits and shared them with their family. ThisISliteracy.ca promotes the ease and fun of family literacy to parents, children, teens and professionals and serves as a portal of information about the importance of literacy and practical suggestions. Developed by the community for the community, its content and information provide both a local and a broad reach, ensuring its appeal to a large audience.

Promote literacy to the whole community (awareness and advocacy)

Literacy champions attend community early years fairs, prenatal health fairs, community festivals, school literacy nights and more. The thisISliteracy.ca website provides family literacy information and resources in a highly accessible format. It describes how to make literacy an everyday activity for families. Several medical clinics and physician’s offices in the community are now equipped with materials that promote literacy while families wait for their appointments.

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Take a neighbourhood approach to literacy

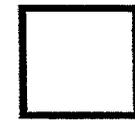
The Literacy as A Way of Life Neighbourhood Community Development Fund has resulted in a number of collaborative, community-led literacy programs and initiatives in the Huron Heights Neighbourhood, including a Library Outreach Program in two schools, a Preschool Play & Learn program at a mall, materials for the Everybody Reads! Everybody Writes! Take Home Program, and Active Literacy programs for families. These programs have reached over 500 children and youth and 150 families in Huron Heights, the CYN’s Literacy Demonstration Neighbourhood. The number and diversity of literacy programs and services, along with the number of engaged schools, community service providers, children, and their families has led to a community movement, known as a “literacy buzz” in Huron Heights.

The Next Three Years

The next few pages set out the activities we will undertake over the next three years to improve child, youth and family literacy.

Strategy 1: Promote Literacy from Birth (Emergent Literacy)

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| <p><u>Baby's Book Bag:</u></p> <p><i>A Baby's Book Bag is given to every family in London for their first newborn baby (under 12 months of age) to support family implementation of emergent literacy activities.</i></p> | | Maintain distribution of Baby's Book Bag by Kiwanis Club of Forest City—London volunteers to new/expectant parents in London via Middlesex-London Health Unit Prenatal Classes accompanied by a viewing of <i>Read to Me!</i> | | *Distribution is sustained | *Kiwanis Club of Forest City—London *Community Service Providers *Middlesex-London Health Unit *London Public Library |
| | | Maintain and continue to expand distribution of <i>Baby's Book Bag</i> to new/expectant teen parents via Middlesex-London Health Unit Prenatal Classes, Smart Start for Babies and other young parent groups. | | *Distribution is sustained *# of teen parents served | *Community Service Providers |
| | | Maintain and continue to expand distribution to new/expecting parents via partners that work with families with babies. | | *Distribution is sustained *Increase in # of community partners *Increase in # of parents served | *Community Service Providers |
| | | Continue to provide <i>Baby's Book Bag: Learning about Literacy</i> training opportunity annually for service providers and community partners working with young families. | | *Training is provided annually | *Community Service Providers |
| | | The role of the CYN Family Literacy Coordinator continues to include support and participation in the variety of activities related to the <i>Baby's Book Bag</i> project. | | *Coordinator involvement is sustained | *CYN Family Literacy Coordinator |
| | | Engage medical professionals to provide young families with <i>Your Prescription for Literacy</i> to receive <i>Baby's Book Bag</i> through branches of London Public Library and Ontario Early Years Centres located in London. | | *# of medical professionals involved *# of families accessing Baby's Book Bag through LPL and Ontario Early Years Centres as a result of <i>Your Prescription for</i> | *London Public Library *Ontario Early Years Centres in London *Medical Professionals |



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| | | | Develop plan for ongoing sustainability of the project in partnership with the Kiwanis Club of Forest City—London. | <i>Literacy</i> *Sustainability plan is developed | *Community Service Providers *Kiwanis Club of Forest City—London |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <u>Literacy-Rich Waiting Rooms:</u> <i>Literacy-Rich Waiting Rooms in medical clinics and offices provide families with key messages and activities that promote the importance of literacy.</i> | Continue to maintain existing <i>Literacy-Rich Waiting Rooms</i> . | | | * <i>Literacy-Rich Waiting Rooms</i> are sustained | *Community Service Providers |
| | | Develop and implement evaluation components of <i>Literacy-Rich Waiting Rooms</i> . | | *Evaluation components are developed *Evaluation components are implemented | *Community Service Providers |
| | | | Expand project to more sites in London including hospital waiting rooms, walk-in clinics and others. | *# of new sites implemented | *Site partners *Community Service Providers |
| | | | Develop a plan for the ongoing sustainability of the project. | *Sustainability plan is developed | *Community Service Providers |
| | | Continue to engage Schulich School of Medicine and Dentistry Students | | | *Schulich School of Medicine and Dentistry students are involved |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <u>Physician Engagement:</u> <i>Engage medical</i> | Continue to engage physicians and build awareness through participation in current projects, namely, the Middlesex-London Health Unit Physicians Outreach Strategy, participation in Grand Rounds, in-service training and conferences for physicians, and inclusion of literacy information in electronic newsletters and physician’s binders. | | | *# of physician connections made *# of physicians involved in current projects | *Middlesex-London Health Unit *Community Service Providers |



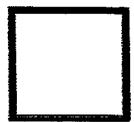
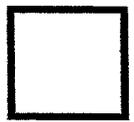
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| <p>professionals who work with families, and provide them with materials and resources to disseminate key messages about the importance of literacy from birth.</p> | | | | # of e-newsletters/ binders distributed including literacy information | |
| | <p>Implement <i>Your Prescription for Literacy</i> with physicians in order to promote the importance of literacy from birth, including places in the community (branches of the London Public Library and Ontario Early Years Centres in London) where families can go to receive a <i>Baby's Book Bag</i> and access programs and services that enhance and support literacy.</p> | <p>Develop and implement evaluation of <i>Your Prescription for Literacy</i>.</p> | <p>If appropriate, develop a plan for the ongoing sustainability of this initiative.</p> | <p>*# of physicians participating in project *# of families receiving <i>Baby's Book Bag</i> from community locations *# of families accessing community locations as a result of project</p> | <p>*Physician Champions *London Public Library *Ontario Early Years Centres in London</p> |
| | <p>Continue to promote and encourage physician participation in CYN emergent literacy activities, including: distribution of promotional resources and materials, use of banner and display boards, Literacy-Rich Waiting Rooms and <i>Your Prescription for Literacy</i>.</p> | | | <p>*# of promotional resources distributed via physicians *# of times banner and display boards are used by physicians *# of physicians participating in literacy-rich waiting room project *# of physicians using <i>Your Prescription for Literacy</i></p> | <p>*Physician Champions</p> |
| <p>Increase content for the CYN family literacy website (<i>thisisliteracy.ca</i>) and encourage its promotion by physicians and other medical professionals.</p> | | | <p>*website content is increased *# of physicians</p> | <p>*Community Service Providers *Physician</p> | |



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| | | | Explore and increase partnerships with others in the medical community, such as: Schulich School of Medicine and Dentistry, Nurse Practitioners, and Middlesex-London Health Unit Family Health Services. | informed about the website *# of partnerships explored *# of new partnerships *# of expanded partnerships | Champions *Community Service Providers |
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| | The role of the CYN Family Literacy Coordinator includes participation in and promotion of activities related to physician engagement. | | | *# of activities related to physician engagement that the Family Literacy Coordinator participates in *# of activities related to physician engagement that the Family Literacy Coordinator promotes | *CYN Family Literacy Coordinator |
| | | | Develop a plan for the ongoing sustainability of this initiative. | *Sustainability plan is developed | *Community Service Providers |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <u>Training and Awareness:</u> <i>Train community partners in emergent literacy programs and services and build awareness with</i> | Continue to host annual <i>Learning about Literacy: Baby's Book Bag</i> training opportunity for community service providers working with families with babies. | | | *Training is provided once per year | *Community Service Providers |
| | Continue to deliver messaging about the importance of literacy from birth to participants at events such as Prenatal Health Fairs, Community Early Years Fairs, Ready for School! (Thames Valley Neighbourhood Early Learning Program—TVNELP), Physician Champions Table, Healthy Eating and Healthy Physical Activity, Ending Poverty and London System Reengineering priority team activities and others as they arise. | | | *Delivery of importance of literacy messaging is sustained. | *Community Service Providers *CYN Family Literacy Coordinator |



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| <i>community partners about the importance of literacy from birth.</i> | Increase content for the CYN family literacy website (thisisliteracy.ca) and encourage promotion of it by community professionals and service providers to parents with youth, children, and their families. | *Website content is increased *# of community professionals/service providers encouraged to promote the website | *Community Service Providers |
| | Include importance of literacy from birth messaging in physical spaces and recommend and mobilize literacy-focused training and programs, such as Family Math, Letter Fun, Library story times and Reading Rocks! At Neighbourhood Child and Family Centres. | *Literacy messages found in physical spaces in Neighbourhood Child and Family Centres *Increase in # of literacy messages found in physical spaces in Neighbourhood Child and Family Centres | *Community Service Providers *CYN Family Literacy Coordinator |
| | Continue the strategic distribution of products and materials, such as bookmarks, posters and stickers, use of display board and banner and sharing information through activities that promote literacy from birth. Where appropriate, continue to provide materials to other CYN Priority Tables. | *Distribution of products and materials is sustained | *Community Service Providers *CYN Family Literacy Coordinator |
| | The role of the CYN Family Literacy Coordinator continues to support activities related to training and awareness. | *CYN Family Literacy Coordinator involvement is sustained. | *CYN Family Literacy Coordinator |

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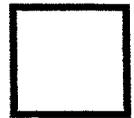
Strategy 2: Improve Family Literacy

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
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| <p>Family Literacy Website:</p> <p><i>Provide an accessible, user-friendly, high-quality, web-based resource for parents, professionals, children and teens that disseminates literacy messages to the community. Work collaboratively with other community partners and committees.</i></p> | Continue to regularly maintain the website. | | | *Website is maintained | *Community Service Providers *Echidna Solutions |
| | Continue to generate relevant, appropriate content for the website with ongoing contributions from a diverse range of service providers, educators and others, such as community representatives. Collaborate with other CYN Priority Teams to generate appropriate collaborative content. | | | *Website content is provided by an array of stakeholders | *Community Service Providers *Writers *Family literacy experts *Child, youth and family service providers *Community members *Educators *Digital and Technology literacy experts |
| | Continue to actively promote the website and its brand to diverse age groups and community members. | | | *Promotion of website is sustained | *Community Service Providers *Echidna Solutions |
| | The CYN Family Literacy Coordinator is active in the development of content and the maintenance of the website and social media feeds for <i>thisISliteracy.ca</i> | | | *Content for website is developed and maintained by Family Literacy Coordinator | *CYN Family Literacy Coordinator |
| | Increase content for the CYN family literacy website (<i>thisISliteracy.ca</i>) to build awareness and to encourage recognition of the importance of literacy at home, at school and in the community. Collaborate with other CYN Priority Teams (Healthy Eating and Healthy Physical Activity, Ending Poverty, and London System Reengineering) to explore and create awareness of links between poverty, literacy and health. | | | *Website content is increased *The recognition of the importance of literacy is increased by the website | *Community Service Providers *Writers *Community Members *Child, youth and family service providers *Family literacy experts *Educators |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
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| <p>Family Literacy Kits:</p> <p><i>Every child at key schools in identified grade levels receives a high-quality, well-resourced, interactive kit of literacy materials to use with their family and friends.</i></p> | Continue to provide kits to families with children in key grades living in the Huron Heights Literacy Demonstration Neighbourhood. | | | *Children in Huron Heights continue to receive kits | *Digital and Technology literacy experts *Community Service Providers *Community Service Providers in Huron Heights |
| | | Work with CYN's Ending Poverty Team to explore the incorporation of Grade 7 Kits into Grade 7 Wrap Around Demonstration Project. | | *Feasibility is explored | *Ending Poverty Team |
| | Continue to distribute kits using literacy volunteers, such as Implementation Team members to present key messages. | | | *Kits and messages are delivered by literacy volunteers/team members | *Community Service Providers *Literacy volunteers |
| | Continue to develop, plan and build the ongoing financial sustainability of the project, including donations and sponsorship. | | | *Ongoing financial sustainability continues to be developed | *Community Service Providers *Funders *Sponsors |
| | Continue to explore and develop a plan for the storage, assembly and distribution of kits in partnership with schools and community and with intentional youth involvement. | | | *Plan for storage, assembly and distribution of kits continues to be developed *Youth are involved | *Community Service Providers *Youth Service Providers *Youth |
| | The CYN Family Literacy Coordinator continues to act as an agent of promotion, sustainability, distribution and other aspects of the project. | | | *CYN Family Literacy Coordinator is involved | *CYN Family Literacy Coordinator |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources | |
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| <p><u>Family Literacy Integration into Neighbourhood Child and Family Centres:</u></p> <p><i>The family literacy model is an integral part of every London neighbourhood.</i></p> | Family literacy information and activities are defined and integrated into every CYN Neighbourhood Child and Family Centre, including components within the physical space, as well as the recommendation and mobilization of literacy programs and services. | | | *Family Literacy is a key component of each Neighbourhood Child and Family Centre's physical space and program service delivery | *Community Service Providers *Community development experts *Family literacy experts | |
| | | | Create portable family literacy resources housed at Neighbourhood Child and Family Centres, for use at programs, events and celebrations taking place throughout the city. | *Portable Family Literacy Resources are developed *Portable Family Literacy Resources are used at activities and events throughout the city. | *Community Service Providers *Community development experts *Family literacy experts | |
| | Integration of family literacy has both common (found at every site) and unique elements (based on community input) that will engage community members in family literacy. | | | | *Neighbourhood Child and Family Centres have family literacy elements common to all locations *Each Neighbourhood Child and Family Centre has family literacy elements exclusive to its community | *Community Service Providers *Community development experts *Family literacy experts *Neighbourhood resident's groups |
| | The CYN Family Literacy Coordinator supports and participates in this initiative. | | | | *CYN Family Literacy Coordinator is involved | *CYN Family Literacy Coordinator |
| | | Develop a maintenance and sustainability plan for integrating family literacy into Neighbourhood Child and Family Centres and | | | *Maintenance and sustainability plan is developed in collaboration with the London System | *Community Service Providers *London System Reengineering Team |



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| | | Neighbourhood Child and Family Centre communities in partnership with the London System Reengineering Team. | | Reengineering team | |
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| | | Determine and recommend strategies to engage community members, particularly youth, in development and ongoing integration of literacy in Neighbourhood Child and Family Centre communities. | | *Literacy integration approaches are proposed and established *Community members, such as youth are engaged in literacy | *Community Service Providers *Youth Workers *Community Development experts |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
| <p><u>Family Literacy Training: Learning about Literacy:</u></p> <p><i>Incorporate family literacy messages and activities into programs and services found in every community, with the support of community champions.</i></p> | | Recruit and train identified key influential community members to be champions of literacy. Where appropriate, include other CYN priority areas in this activity. | | *Significant community members are trained to be champions of literacy | *Community Service Providers |
| | | | Develop a training and awareness package for the education and dissemination of simple and practical literacy messages to businesses, service providers and others in the community. Include partners from other CYN priority areas. | *Literacy training and awareness packages are developed for businesses, service providers, etc. | *Community Service Providers *Marketing experts *Writers *Literacy Experts |
| | | Develop family literacy training workshops for those who work and volunteer with children, youth and families. Make sure the development process includes partners from other CYN priority areas. | | *Family literacy training workshops are developed for volunteers and others working with children, youth and families | *Community Service Providers *Family literacy experts *Volunteer sector |
| | | The CYN Family Literacy Coordinator supports and participates in this initiative. | | *CYN Family Literacy Coordinator is actively involved | *CYN Family Literacy Coordinator |



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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
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| <p><u>Family Literacy Conference and Events:</u></p> <p><i>Professional development opportunities about family literacy are provided to service providers, educators and other community professionals. Families are provided with opportunities to engage in family literacy activities together.</i></p> | Continue to host annual family literacy conference for professionals. | | | *Professional family literacy conference is held once each year | *Community Service Providers *Family literacy experts *Event planners |
| | Host annual family literacy nights for school aged children and parents in each Literacy Demonstration Neighbourhood/Neighbourhood Child and Family Centre community. | | | *Family literacy nights are held in each Neighbourhood Child and Family Centre/ Literacy Demonstration Neighbourhood once each year | *Community Service Providers *Neighbourhood Community Service Providers and groups *Event planners *Family Literacy Experts |
| | | Develop a plan for the sustainability of conference activities and family literacy events. | | *A plan for sustainability is developed | *Community Service Providers |
| | The CYN Family Literacy Coordinator supports and participates in this initiative. | | | *CYN Family Literacy Coordinator is actively involved | *CYN Family Literacy Coordinator |

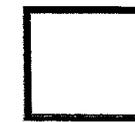
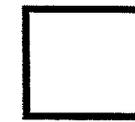


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Strategy 3: Improve Youth Literacy

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
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| <p><u>Engagement:</u></p> <p><i>Youth literacy is improved through active engagement at home, at school and in the community.</i></p> | Solicit youth input in the process to determine the best engagement strategies that reflect youth diversity. | | | *Input is gathered from a range of youth | *Youth Service Providers *Community Service Providers *School Boards |
| | | Engage home, school and community members in the | | *Parents, school personnel and | *Community Service providers |

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| | | development and implementation of activities and initiatives that support the diverse needs and interests of youth at all stages. | | community service providers participate in youth engagement process *Youth participate in process | *Youth Service Providers *School Boards *Youth |
| | | | Cultivate youth engagement in youth-identified community initiatives. | *Youth are engaged in self-selected community activities | *Community Service Providers *School Boards Youth Service Providers *Youth |
| | | | Grow opportunities for positive relationship development between youth and support adults/mentors. | *Youth mentor/supportive adult relationship opportunities are increased | *Community Service Providers *Youth Service Providers * Youth |
| Use the CYN Family Literacy Coordinator to facilitate youth engagement and the building of relationships with trusting adults. | | | | *CYN Family Literacy Coordinator assists with | *CYN Family Literacy Coordinator |
| | | Build the capacity for parents, educators, and community service providers to use key strategies known to engage and empower youth. | | *Increased ability of parents, educators and community service providers to support youth | *Community Service Providers *Youth Service Providers |
| Collaborate with other CYN Priority Areas (Healthy Eating and Healthy Physical Activity and Ending Poverty) to explore and create awareness of links between literacy, poverty and health for youth. | In partnership with Healthy Eating and Healthy Physical Activity and Ending Poverty priority area teams, explore quick win opportunities, such as the development of a collaborative youth driven social awareness campaign. | | Continue to collaborate with Healthy Eating and Healthy Physical Activity and Ending Poverty priority area teams. | *Development of collaborative projects and plans to address gaps *Implementation of prioritized plans to address gaps *Effective collaboration for development and implementation of Youth Community | * Healthy Eating and Healthy Physical Activity, Ending Poverty Teams *City of London |
| Work with Healthy Eating and Healthy Physical Activity and Ending Poverty Teams to | Implement, with Healthy Eating and Healthy Physical Activity and Ending Poverty, | | Continue to implement, with Healthy Eating and Healthy Physical Activity and Ending | | |



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| | develop inter-priority strategies to increase food literacy among London's children and youth. Work with other CYN priority areas to support the implementation of Ending Poverty's Youth Community Economic Development Framework. | inter-priority strategies to increase food literacy among London's children and youth; evaluate results. See Ending Poverty Workplan. | Poverty priority teams, inter-priority strategies to increase food literacy among London's children and youth; evaluate results. See Ending Poverty Workplan. | Economic Development Framework | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
| <u>Facilitate Direct Supports:</u> <i>Identify and encourage direct interventions that support all youth to pass the Grade 10 Literacy Test (OSSLT).</i> | Develop a comprehensive inventory of existing direct home, community, and school supports for youth, including the solicitation of express feedback from youth and their families about strengths, needs, and issues related to literacy testing. | | | *Inventory is completed | *Community Service Providers *Youth * Families of youth *Youth Service Providers *Data managements experts |
| | | Work with the community and school boards to evaluate existing programs and services and to explore partnership opportunities to integrate and build upon supports and assist youth to pass the Grade 10 Literacy Test. | | *Community is engaged in process *School boards are engaged in process *Partnership opportunities are explored | *School Boards *Youth Service Providers *Community Service Providers |
| | | Partner with Ending Poverty Priority's Grade 7 Wraparound Demonstration Project to explore project progress with respect to youth literacy strategy. | | *Partnership opportunities are explored | *Ending Poverty Priority's Grade 7 Wraparound Committee/Advisory Team |
| | | Identify and support intervention programs/ projects that directly help | | *Prevention programs/ projects are identified | *School Boards *Youth Service Providers |



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| | | youth (Grade 7-10) to pass the Grade 10 Literacy Test. | | | *Community Service Providers |
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| | Increase youth related content for CYN family literacy website (<i>thisISliteracy.ca</i>) and encourage promotion to youth, families with youth and professionals working with youth. | | | *Website content with respect to Grade 10 Literacy Test is increased | *Community Service Providers *Content writers |
| | Development and implementation of plan activities includes support and participation of the CYN Family Literacy Coordinator. | | | *Family Literacy Coordinator is involved | *CYN Family Literacy Coordinator |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
| <p>Transitions:</p> <p><i>Provide diverse supports to assist youth with the development of resiliency and other skills, including those related to literacy, to help with the planning and navigation for life transitions including the shifts from elementary to secondary school, secondary school to post-secondary school or to employment, and towards re-engagement in school for youth who have not graduated.</i></p> | Conduct literature and best practices review to define and outline youth transitions, and particularly those related to literacy. | | | *Input is gathered from a range of youth | *Youth Service Providers *Community Service Providers |
| | | Build upon existing home, school and community supports, particularly those related to literacy that address and assist youth through transitions. | | *Increase in literacy supports that assist youth with transitions | *Literacy experts *Youth Service Providers *Community Service Providers *School Boards |
| | | Based on identified gaps, support new home, school and community initiatives, particularly those related to literacy that address and assist youth through transitions. | | *New literacy transitions are developed that support identified gaps | *School Boards *Youth Service Providers *Literacy experts *Community Service Providers |
| | | Partner with Ending Poverty Priority's Grade 7 Wraparound Demonstration Project and Youth Community Economic Development Framework to explore project progress with respect to the youth literacy strategy. | | *Partnership opportunities are explored | *Ending Poverty Priority Team (specifically Grade 7 Wraparound and Youth Community Economic Development Framework teams) |
| | | Increase content relevant to transitions for the CYN family literacy website (<i>thisISliteracy.ca</i>) and | | | *Website content |

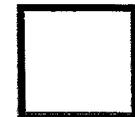


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| | encourage promotion of the website to youth, families and professionals working with youth. | related to youth transitions is increased | *Community Service Providers *Youth Service Providers *School Boards |
| | The CYN Family Literacy Coordinator directly contributes to plan activities related to this initiative. | *Family Literacy Coordinator is providing direct support | *CYN Family Literacy Coordinator |

Strategy 4: Promote Literacy to the Whole Community (Awareness and Advocacy)

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
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| <p><u>Partnerships and Events:</u></p> <p><i>Literacy messages are shared through participation in activities and events for children, youth and families with relevant committees and collaborative groups.</i></p> | The CYN Family Literacy Coordinator continues to promote literacy awareness through active participation, engagement and relationship building at community events, programs and meetings, including those that support other CYN priority areas. | | | *CYN Family Literacy Coordinator role in literacy awareness is sustained | * CYN Family Literacy Coordinator |
| | Continue to promote literacy messages through participation in community-based outreach activities such as prenatal health fairs, Ready for School! (TVNELP), Family Literacy Nights, Family Literacy Day Celebrations and others. Explore opportunities to promote literacy in other outreach activities taking place in the community, including those that support and promote other CYN priority areas. | | | *Promotion of literacy messages to the community through events and activities is maintained. | *Community Service Providers |
| | Maintain relationships with community partners and funders, such as the Kiwanis Club of Forest City—London in the promotion of literacy for children, youth and families. Explore other opportunities and build new stakeholder relationships that will promote the importance of literacy for children, youth and families. | | | *Partnerships are sustained *Increased # of opportunities to promote literacy *Increased # of new stakeholder relationships | *Community Service Providers *Funders *Established and new community partners and funders |



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| | Maintain active participation and find new opportunities to join service provider groups with a focus on the improvement of literacy for children, youth and families including The London and Middlesex Local Immigration Partnership's Education Sub-Council and those that support literacy through a focus on other CYN priority areas. | | *Active participation with service provider groups is continued *New opportunities for participation are sought | *Community Service Providers *Service Provider groups *London and Middlesex Local Immigration Partnership Education Sub-Council | |
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| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <u>Public Awareness of Literacy:</u> <i>Develop a comprehensive public awareness plan to disseminate literacy message to the community, including children, youth and families. Work collaboratively with other community partners and committees.</i> | Utilize the CYN Literacy activities and initiatives, such as <i>Family Literacy Kits</i> and <i>Baby's Book Bag</i> distributions, the family literacy website (<i>thisISliteracy.ca</i>), Literacy-Rich Waiting Rooms and spaces in Neighbourhood Child and Family Centres to actively promote literacy to children, youth and families. Coordinate with other CYN priority tables to disseminate key information. | | | *CYN products and activities are used to endorse literacy | *Community Service providers *Community Development experts *Literacy experts *Other CYN Priority Tables |
| | Continue to engage media partners and build formal relationships with them to promote the importance of literacy and literacy events and activities to the broader community. | | | *Increased # of media partners involved in promotion of literacy and related events and activities | *Community Service Providers *Communications/Marketing experts |
| | Increase the content for the CYN family literacy website (<i>thisISliteracy.ca</i>) to build awareness and to encourage the recognition of the importance of literacy at home, at school and in the community. Collaborate with Healthy Eating and Healthy Physical Activity and Ending Poverty to explore and create awareness of links between poverty, literacy and health. | | | *Increased content about awareness and importance of literacy on family literacy website | *Community Service Providers *Literacy Experts *Marketing/Communications experts *Writers *Other CYN Priority Tables |
| | | | Develop and implement a strategy to engage community champions for literacy from a | *Plan is developed *Plan is implemented | *Community Service Providers *Communications/ |



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| | | | variety of sectors (media, business, economic, volunteer) | | Marketing experts |
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| | | | Develop and implement a plan for partnerships with varsity and other amateur sports teams to become literacy advocates. | *Plan is developed *Plan is implemented | *Community Service Providers *Communications/Marketing experts |
| | | Create and implement a social media strategy to promote literacy through Facebook, YouTube, Twitter and others. Explore cross-promotion opportunities with other CYN priority team initiatives and activities. | | *Social media strategy is developed *Social media strategy is implemented *Cross-promotional opportunities are employed | *Community Service Providers *Communications/Marketing experts *CYN Priority Teams |
| | | Explore the feasibility of a public awareness campaign to promote the importance of literacy that includes the use of billboards, television spots, community contests and more. | | *Viability of campaign is explored | *Community Service Providers *Communications/Marketing experts |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <u>Tools and Supporting Materials:</u> <i>Develop a suite of comprehensive resources to provide information, to promote the importance of literacy and to build awareness of the CYN Literacy Priority for a variety of stakeholders</i> | Continue to build the <i>this IS literacy</i> brand through the development and implementation of a strategy that includes the creation and distribution of packages to promote the brand to various stakeholders. | | | *Brand strategy is developed *Brand strategy is implemented | *Community Service Providers *Communications/Marketing experts * Healthy Eating and Healthy Physical Activity and Ending Poverty teams, for key distribution |
| | Provide appropriate tools and materials to Healthy Eating and Healthy Physical Activity and Ending Poverty Teams for distribution at priority events. | Based on the brand strategy, maintain and develop new CYN products (bookmarks, activity rings, stickers, etc.) for a variety of audiences, such as youth, that promote the importance of literacy. | | *Promotional products are maintained *Promotional | *Community Service Providers *Communications/Marketing experts |



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| <i>including potential sponsors and donors.</i> | | | products are developed | |
| | | Develop a plan to engage corporations, service clubs, local organizations and others in the provision of financial and other support for CYN literacy activities. The plan will include the creation and utilization of one or more comprehensive information and sponsorship packages. | | *Plan is developed *Community Service Providers *Funders Communications/ Marketing experts |
| | | Develop packages of background documents about the CYN, the Literacy Action Plan, as well as individual activities, initiatives and other information to be used with a variety of audiences, including those of the Healthy Eating and Healthy Physical Activity and Ending Poverty Teams. Information will include key literacy messages for various age groups and populations. | | *Packages are developed *Packages include information for various age groups and populations *Literacy and other Priority Team Members *Community Service Providers *Communications/ Marketing experts |
| | | Work with the CYN's website team and other CYN priority areas to create professional, consistent and branded materials about CYN projects and initiatives. | | *Concise branded materials are created about CYN projects and initiatives *CYN website team *Other CYN priority teams *Communications/ Marketing experts |



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Strategy 5: Take a Neighbourhood Approach to Literacy

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/ Resources |
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| <p><u>Literacy Demonstration Neighbourhood: Huron Heights</u></p> <p><i>Home, school and community connections are used to build activities and initiatives that improve literacy outcomes for children, youth and families in Huron Heights</i></p> | The CYN's Family Literacy Coordinator continues to build relationships and promote literacy activities that engage community service providers, school professionals, parents and other community members. | | | *CYN Family Literacy Coordinator is connected to stakeholders and supports literacy in the community | *CYN Family Literacy Coordinator |
| | Create and implement a community-led active plan for literacy with community service providers, school professionals, parents and other community members. | | | *Community-led Literacy action plan is collaboratively developed | *CYN Family Literacy Coordinator *Community Service Providers (specifically from Huron Heights) |
| | Work with the <i>Literacy as a Way of Life neighbourhood Community Development</i> funded partners to explore the sustainability of successful literacy activities in Huron Heights. | | | * Continuation of literacy activities (initially developed via the fund) in Huron Heights is explored | *CYN Family Literacy Coordinator *Funded Partners *Funders *Community Service Providers |
| | Continue to monitor the strategies and activities used to engage the community in literacy. Document successes and challenges for use in the development of plans for future Literacy Demonstration Neighbourhood(s) | | | *Appraisal of activities is sustained *Progress and processes are documented | *CYN Family Literacy Coordinator *Data/Evaluation Experts *Community Service Providers, particularly those from Huron Heights |
| | | Gather relevant data (EDI, EQAO, OSSLT scores and graduation rates) about Huron Heights. Review impact of | | *Data is collected *Results are compared to baseline data | *Data/Evaluation Experts *Community Service Providers |



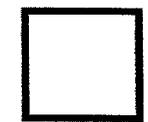
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| | | CYN literacy activities on these outcomes related to baseline data gathered before activities began (2008). | | | |
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| | | Develop and implement a transition plan that will support residents, service providers and school professionals in Huron Heights as the CYN Literacy Action Plan expands to other neighbourhoods. | | *Plan is developed *Plan is implemented | *CYN Family Literacy Coordinator *Community Service Providers, particularly those from Huron Heights |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p><u>Transition from the Demonstration Neighbourhood Model to the Neighbourhood Child and Family Centre approach to literacy:</u></p> <p><i>Utilize literature review information, as well as knowledge and experiences gained in Huron Heights, to develop a plan for transitioning to Neighbourhood Child and Family Centre communities.</i></p> | Work collaboratively with the CYN's System Reengineering Team to align related Literacy Action Plan activities and initiatives with the Neighbourhood Child and Family Centre Model Plan. | | | *Pertinent Literacy Action Plan activities are in line with Neighbourhood Child and Family Centre Model Plans where appropriate | *Community Service Providers *London System Reengineering Team |
| | | Utilize knowledge and documented experiences from Huron Heights Literacy Demonstration Neighbourhood to build a plan for collaborative strategies that engage home, school and community in improving literacy in Neighbourhood Child and Family Centre communities. | | *Plan to improve literacy in Neighbourhood Child and Family Centre communities is developed using evidence from experiences in Huron Heights | *CYN Family Literacy Coordinator *Community Service Providers, specifically those from Huron Heights *Residents and other community members from Huron Heights |
| | | Gather baseline data for NCFC communities with respect to future outcomes of the CYN | | | *Baseline data for Neighbourhood Child and Family Centre |



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| | | Literacy Action Plan (EDI, EQAO, OSSLT, and graduation rates). | | communities is collected | Providers |
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| | | Create and implement a plan that outlines roles and responsibilities of the CYN Family Literacy Coordinator for improving literacy for children, youth and families in NCFC Communities. | | *Plan is developed *Plan is implemented | *CYN Family Literacy Coordinator *Community Service Providers * Neighbourhood Child and Family Centre Community Partners |
| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
| <p><u>Weaving Literacy into Neighbourhood Child and Family Centre communities:</u></p> <p><i>Implement the plan to engage Neighbourhood Child and Family Centres in the improvement of literacy for children, youth and families through community-led activities that support home, school and community connections.</i></p> | Collaborate with the CYN System Reengineering Team for the efficient and timely implementation of developed plans for literacy in Neighbourhood Child & Family Centre communities. | | | *Implementation plan is created collaboratively | *CYN Family Literacy Coordinator *Community Service Providers * Neighbourhood Child and Family Centre Community Partners * Neighbourhood Child and Family Centre community developers, residents and other community members |
| | Use community development models and strategies to work with each neighbourhood. Utilize neighbourhood resources to implement developed plan(s) for literacy in Neighbourhood Child and Family Centre communities. Monitor implementation in each neighbourhood and make adjustments to support the unique needs of each community. | | | *Community Development strategies are employed *Literacy Plan is implemented *Plans are consistently monitored and evaluated | *CYN Family Literacy Coordinator *Community Service Providers * Neighbourhood Child and Family Centre Community Partners * Neighbourhood Child and Family |



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| | | | *Appropriate modifications are made based on consistent monitoring and evaluation of plans in each neighbourhood | Centre residents and other community members *CYN Neighbourhood Child and Family Centre Community Developers CYN Family Literacy Coordinator |
| | Activities in Neighbourhood Child and Family Centre communities include the promotion and implementation of existing CYN Literacy Activities, such as <i>Baby's Book Bag</i> and <i>Family Literacy Kits</i> . | | *Current CYN Literacy Activities are supported | *Neighbourhood Child and Family Centre Community Partners *Community Service Providers *CYN Family Literacy Coordinator *CYN Neighbourhood Child and Family Centre Community Developers |
| | Weave family literacy into Neighbourhood Child and Family Centre activities and initiatives. | | *Literacy is intertwined into Neighbourhood Child and Family Centre activities and initiatives | *NCFC Community Partners *Community Service Providers *CYN Family Literacy Coordinator *CYN Neighbourhood Child and Family Centre Community Developers |
| | | Explore funds for community-led projects similar to the <i>2011 Literacy as a Way of Life Neighbourhood Community Development Fund</i> . | *Funds are explored | *Community Service Providers *CYN Neighbourhood Child and Family Centre Community Developers *Funding Experts |



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| | The Family Literacy Coordinator works in tandem with Neighbourhood Child and Family Centre Community Developers and others to engage community service providers, school professionals, parents, children, and others in planned and developed activities that improve literacy. | | *CYN Family Literacy Coordinator and Neighbourhood Child and Family Centre Community Developers are working in partnership | *CYN Family Literacy Coordinator *CYN Neighbourhood Child and Family Centre Community Developers |
| | | | Evaluate the successes and challenges of the <i>Neighbourhood Approach to Literacy</i> to guide future transitions. | |



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Chapter 4: Lead the Nation in Healthy Eating and Healthy Physical Activity

Issue

London families surveyed in 2009 self-reported that only 44% of children and 30% of youth are active enough to achieve health benefits. These reports reflect the national average.

The same survey indicated that between 25% and 30% of London children and youth were overweight or obese.

For health benefits, children aged 5-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. (CSEP, 2012)

This data indicates an increasingly sedentary, inactive lifestyle “fueled” by poor nutrition habits. This lifestyle means that children today have a shorter life expectancy than the generation of their parents.

To make matters worse, objective measurements -versus methods relying on self-reporting- for the same period (2009) demonstrate that, in fact, closer to **93% of children and youth fail to accumulate the recommended 60 minutes of moderate to vigorous physical activity** at least 6 days a week.

If the subjectively reported picture was not good, the objectively measured situation is catastrophic. It indicates that we are not even very good at recognizing inadequate levels of physical activity or poor eating habits in our own children.

Lack of adequate levels of healthy physical activity and poor nutrition habits **impedes healthy childhood development**, including healthy growth and mental development. Lack of adequate nutrition can **negatively impact readiness to learn and/or ability to concentrate**.

Poor nutrition and physical activity levels contribute to obesity which in turn is linked to **higher incidence of chronic disease** including diabetes, stroke and heart disease. Children suffering from obesity are also more likely to suffer from isolation, depression, discrimination, and associated stress.

Children from low-income families face special challenges. Limited family budgets make cheaper foods a necessary choice and “cheaper foods” often correlates to foods higher in calories and fats. Limited budgets can place fresh fruit and vegetables (or the ability to access these) out of reach.

Lower activity levels and poorer eating habits are the result of a complex ‘causal web’ of inter-related factors which collectively create a culture and environment non-conducive to healthy choices. Non-walkable communities, fears for the safety of children, hectic lifestyles, the omnipresence of technological devices, the appealing marketing of less healthy products, higher rates of unemployment, and lack of awareness and/or knowledge, are just a few of the inter-connected factors that currently conspire to make unhealthy choices easier than healthy ones.

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We all pay a high price for the state of our culture and the choices to which it leads. Whether our own children are active or not, whether our own children have healthy eating habits or not, we all pay the collective costs when health care costs soar, when workplace productivity declines, and when children do not grow up to realize their full potential. In dollar terms, the impacts of inactivity are estimated to cost the province of Ontario \$2.3 billion a year in direct and indirect costs.

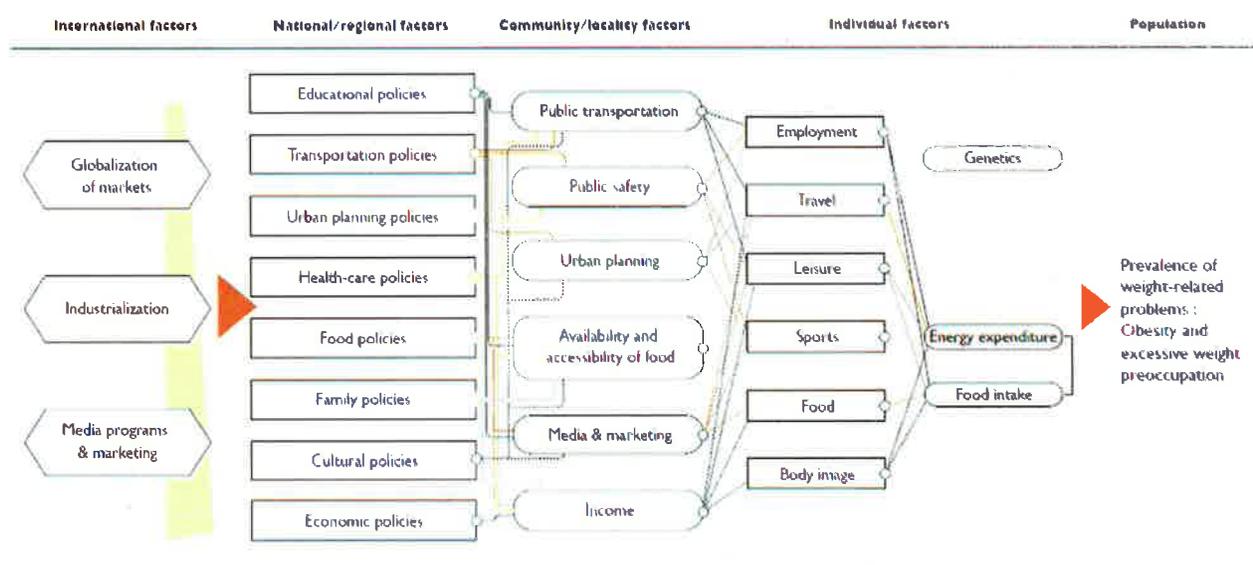
Goal

To create environments, neighbourhoods and opportunities that promote and support daily physical activity and healthy eating for all our children, youth and families.

Strategies

1. Promote and build healthy eating and healthy physical activity **awareness**
2. Create healthy and active **neighbourhoods**
3. Improve healthy eating and healthy physical activity habits through **product creation and promotion**
4. Build **community connections** to healthy eating/activity opportunities for families
5. Increase **engagement with youth** across all healthy eating and healthy physical initiatives

Our intent is to have an impact on the complex web of factors that influence healthy eating and physical activity behaviours.





Outcomes

- More Londoner’s aware of, educated about, and motivated to choose healthy physical activity levels and healthy eating habits.
- More resident-driven, neighbourhood initiatives focused on creating healthy active neighbourhoods
- Increased number of tools and resources that educate, motive, and support children, youth and families in forming healthy physical activity/eating habits
- Fewer barriers to children, youth and families accessing healthy physical activity/eating opportunities
- More youth engaged in developing, implementing, and benefiting from HEHPA strategies

Measures

Although important, the cost of directly, objectively, and validly measuring activity levels and eating patterns for a population level the size of London is very high.

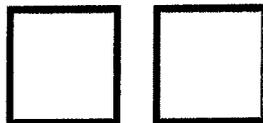
Even with such tracking, the complexity of inter-connected causal factors precludes the direct linking of any CYN-HEHPA strategies or initiatives to changes in population trends.

The Network chooses to direct its limited resources towards the projects and outcomes outlined in its HEHPA priority strategies rather than population trend tracking. The Network will partner wherever possible and viable to increase the understanding of local healthy eating/activity trends at the local population level.

CYN-HEHPA indicators will therefore focus on the impact of individual products, activities, projects, tools, and tactics of its HEHPA strategy through the use of simple, inexpensive, easy to administer methods. Wherever possible, these indicators will:

- Measure quantity: e.g. #’s distributed, #’s participating, # of new opportunities etc.
- Measure benefits: e.g. user’s evaluation of a product/tool/activity’s usefulness in helping change in behaviour;
- Measure efficiency: e.g. the cost per unit

In combination, these indicators will offer an assessment of the value of the specific intervention. We rely on the assumption that “valuable” interventions will all favourably impact the causal web of factors.



Progress to Date

Promote and build healthy eating and healthy physical activity awareness.

- The CYN partnered with Middlesex-London *in motion*TM, supporting the child, youth and family component of its annual social marketing campaign via radio, billboards, bus shelters and Facebook.
- Again in cooperation with Middlesex-London *in motion*TM, educational posters and pamphlets appeared at libraries, community centres, resource centres and 300 doctors' offices.

Create healthy and active neighbourhoods.

In the Westminster demonstration neighbourhood:

- 70 residents developed a neighbourhood action plan to change the local culture re: healthy eating and healthy physical activity.
- The neighbourhood now is no longer a food desert. As the residents work to create a farmers market led to a permanent fruits and vegetables store within the community
- An iwalk to school challenge increased the proportion of children walking or biking to school from 69% to 89%.
- A Healthy Living Guide for Westminster was distributed to neighbourhood households.
- The neighbourhood is now posted with "Safe Route to School" routes
- Residents have succeeded in moving ahead plans for bicycle/pedestrian paths along Southdale Road
- Annual events now promote an 'in motion' culture in Westminster
- A number of healthy cooking programs have been implemented
- In partnership with UWO researchers, a baseline study was conducted (using objective measuring devices) on physical activity levels of 500 neighbourhood children.

Improve healthy eating and healthy physical activity habits through product creation and promotion.

- The HEHPA team created and distributed over 15,000 "Menu Makers" in French and English, helping families: plan and track meals based on Canada's food guide, and learn about eating healthy on a budget.
- In 2011, HEHPA priority group developed the "Activity Tracker" – calendars encouraging families to plan and track actual physical activity. Over 3000 Activity Trackers are now in circulation for the calendar year 2012.

Build community connections to healthy eating/activity opportunities for families.

- Developed and implemented an innovative approach to enhancing the inclusion of children with disabilities into summer day camp settings

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- Worked with the CYN-Ending Poverty priority group to develop the “London Food Charter” and are contributing to the ongoing implementation of an associated Food Charter Action Plan

Increase engagement with youth across all healthy eating and healthy physical initiatives

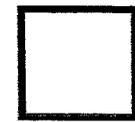
- CYN-HEHPA supported “7th Generation Hip Hop Nation” -an event for Aboriginal youth organized by the Crouch Neighbourhood Resource Centre.

The Next Three Years

The next few pages set out the activities we will undertake over the next three years to create environments that promote healthy eating and healthy physical activity.

Strategy 1 – Promote and Build Healthy Eating and Healthy Physical Activity Awareness

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Support Policy Changes concerning healthy eating and healthy physical activity environments | <p>Work collaboratively with the Healthy Communities Partnership</p> <ul style="list-style-type: none"> - E.g. Toronto Charter for Physical Activity <p>Assist with implementation of London’s Food Charter</p> <p>Educate HEHPA members on Policy and Advocacy involvement</p> | <p>Support implementation of the Toronto Charter for Physical Activity</p> <p>Work with partners in improving policies that may impact HEHPA goals</p> | <p>Continue to support advocacy concerning policy making/changes</p> | <p>International activity charter endorsed by City Council;</p> <p>Implement HEHPA-relevant portions of London’s Food Charter</p> | <p>All HEHPA members</p> <p>MLHU</p> <p>Healthy Communities Partnership</p> |
| Support Social Marketing Strategies that change behaviours of healthy eating and healthy physical activity | <p>Liaise with, and support, Middlesex-London <i>in motion</i>TM and its strategies such as:</p> <ul style="list-style-type: none"> - <i>in motion</i>TM annual media campaign, - <i>in motion</i>TM Community Challenge planning - Utilize and improve resources such as www.inmotion4life.ca | <p>Participate in <i>in motion</i>TM Community Challenge and annual media campaign as appropriate</p> <p>Continuously assess partnership around <i>in motion</i>TM Community Challenge and Annual Media Campaign</p> | | <p>Increased awareness of <i>in motion</i>TM and Community Challenge</p> <p>Participate in Challenge planning</p> | <p>All CYN members</p> <p>Lashbrook Marketing</p> <p>Middlesex-London <i>in motion</i>TM</p> |
| Connect Research and Practice Within HEHPA network | <p>Strategically sponsor knowledge exchange opportunities between academic/ research communities and HEHPA partners working in the community</p> <p>Match academic projects to community work/opportunities</p> <p>Build links to Western University and Fanshawe</p> <ul style="list-style-type: none"> - Research opportunities - Information sharing with practitioners | <p>Continue to evolve networks with external research and knowledge sources</p> <p>Encourage/facilitate CYN member organization’s incorporation of latest knowledge advances in programs through methods like professional development workshops.</p> | | <p>Strategic hosting of workshops</p> | <p>All HEHPA members</p> <p>Research community: Western University, Fanshawe Etc.</p> |



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| Evaluation | Evaluate initiatives where appropriate and required. | CYN Evaluation Experts |
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Strategy 2 – Create Healthy and Active Neighbourhoods

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Support Westminster Neighbourhood Demonstration project | <p>Collect feedback from Westminster residents on successes and issues</p> <p>Empower residents of Westminster</p> <p>Continue ongoing support of Westminster projects</p> <p>Support Neighbourhood Action Plan and new projects</p> | <p>Ensure residents of Westminster have resources and contacts they need for sustainability purposes</p> | <p>Support is minimal in Westminster</p> <p>Continue communication and investigate opportunities for collaboration and integration with sustainable Westminster Working Group</p> | <p>Collect sufficient feedback from Westminster residents</p> <p>Ensure sufficient support is in place to manage sustainability without HEHPA staff</p> | <p>Westminster Working Group</p> <p>NRAWP</p> <p>South London Resource Centre</p> |
| Transition Planning to Engage New Neighbourhoods | <p>Determine if results from Westminster experience can be generalized across new neighbourhoods</p> <p>Continue ongoing assessment and analysis of Westminster while investigating new neighbourhoods</p> <p>Update HEHPA’s neighbourhoods index determining promising neighbourhoods to engage</p> <p>Conduct asset mapping in prospective project neighbourhoods</p> | <p>Transfer evaluation of successes and learning’s from Westminster neighbourhood to new neighbourhood</p> <p>Begin recruitment of new partners/ sources of funding/interested residents</p> <p>Develop a new Resident Action Plan/define priorities</p> <p>Prioritize time/resources between outgoing and incoming neighbourhoods</p> | <p>Investigate possibility of a 3rd neighbourhood</p> <p>Continue to develop new neighbourhoods Action Plan and projects</p> <p>Continue to pursue partners</p> | <p>Have Western University conduct research of best practices and decide on next neighbourhood</p> <p>Asset mapping of new neighbourhoods</p> | <p>Westminster Working Group</p> <p>NRAWP</p> <p>Western University</p> |



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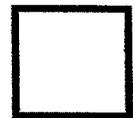
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| Develop a Long Term Sustainability Support System | <p>Develop support Westminster will require to remain sustainable (i.e.: contacts, tools, products, ideas)</p> <p>Support and build collaborative networks within and between project neighbourhood(s)</p> | Continue to be a resource/point of contact for resident working group in Westminster | Continue to monitor and if need be support the sustainability of previous neighbourhoods while investigating the transition into a 3 rd neighbourhood | <p>Develop guidelines consisting of contacts and resources</p> <p>Develop template of collaboration methods</p> | <p>Westminster Working Group</p> <p>NRAWP</p> |
| Seek Opportunities for Collaboration with Neighbourhood Child and Family Centres (NCFCs) | <p>Investigate opportunities to use NCFCs as a vehicle for promoting and building healthy eating and healthy physical activity awareness</p> <p>Use as a focal point to create healthy and active neighbourhoods outside of designated Project Neighbourhood</p> <p>Work with NCFC visitors to build community connections to HEHPA opportunities for families</p> <p>Use NCFCs as a distribution point for HEHPA products and promotions</p> | | | When first Neighbourhood Child and Family Centres are opened, create a HEHPA presence | <p>London Systems Re-engineering</p> <p>HEHPA Members with geographically similar locations to NCFCs</p> |
| Evaluation | Evaluate initiatives where appropriate and required. | | | | CYN Evaluation Experts |



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Strategy 3 – Improving Healthy Eating and Healthy Physical Activity Habits through Product Creation and Promotion

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| Development of Products | <p>Complete development of and Distribute Educational video ‘Get your 60’. (A “for peers by peers” approach to influencing children and youth to be more active up to the recommended 60 minutes a day.)</p> <p>Continued strategic distribution of products such as Menu Maker, Activity Tracker, and Reference Tools</p> <p>Engage children and youth in the development of products/approaches that influence children and youth to be lead healthier lifestyles. (“For Kids, By Kids”)</p> <p>Assess cost/benefits of translation of products into additional languages of need and implement as appropriate</p> <p>Investigate creation of a mobile App and other social media tools</p> | <p>Review success of 1st video, consider the resources and need for 2nd</p> <p>Consider additional products through investigation of existing opportunities that can be adapted to London</p> <p>Develop “By Kids, for Kids” if research suggests</p> <p>Create an mobile application if best practices determines</p> | <p>continue to evaluate the need for additional videos and products</p> <p>Continue “By Kids, for Kids”</p> | <p>Produce Video</p> <p>For Kids by Kids strategy developed</p> <p>Successful Product Distribution plans implemented: - activity guides distributed and documented -success of distribution plan evaluated</p> | <p>Web.i.sodes (Western University)</p> <p>OEYC’s</p> <p>TVDSB</p> <p>Boys and Girls Club</p> <p>Junior Achievement</p> |
| Educating about, and Utilizing, Existing Products | <p>Develop strategies to increase the effectiveness of HEHPA products (e.g. a ‘Menu Maker in every family home’ campaign)</p> <p>Sponsor learning/sharing opportunities for/amongst agencies on HEHPA tools and products</p> | <p>Implement increased effectiveness strategies (e.g. “Menu-Maker in every family home”)</p> <p>Continue the distribution and education of current products</p> <p>Solutions to improve costs, timing, special</p> | <p>Continued distribution and creation of effective products</p> <p>Achieve full education and</p> | <p>Continued distribution and print?</p> <p>New products?</p> | |



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| | Make products available for local trade shows and educational events | needs, and program diversity are implemented All HEHPA members should be well educated on to-date tools and services | distribution to HEHPA Members | | |
| Evaluation | Evaluate initiatives where appropriate and required. E.g. track distribution, impact and cost-effectiveness of products | | | | CYN Evaluation Experts |

Strategy 4- Build Community Connections to Healthy Eating and Healthy Physical Activity Opportunities for Families

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| Connect diverse populations to opportunities for healthy eating and healthy physical activity | Plan and implement “Door Open” event at recreation facilities welcoming diversity and reducing barriers to all families Complete and distribute resources including a more detailed, family-friendly version of the recreation and Healthy Living Resource to better access opportunities for families having children with special needs | Investigate Door Open to-date success Investigate proper channels to expand ‘Door Open’ | | Hold “Door Open” event | CYN Ending Poverty Initiative Western University Accessibility Advisory Committee (AccAC) |
| Reduce Barriers for families of children with disabilities to better access opportunities | Expand support and assistance to TRACKS program through collaboration with City of London staff Scan promising practice research to identify new projects and strategies | Initiate new products and services as a result of better practice scan | | Expand TRACKS | CYN Ending Poverty Initiative City of London Administration Accessibility Advisory Committee (AccAC) TVCC |



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| Improve Access Financial Assistance and Financial Barriers | Plan and Create implementation strategy for Access Pass Scan better practices and identify areas of need | Implement Access Pass strategy Address any new strategies and create implementation | Continued promotion of Access Pass Continued innovation and implementation of new strategies | Plan and implement Access Pass | YMCA Boys and Girls Club City of London |
| Transportation Barriers | Develop a transportation system guide to improve access to opportunities Scan better practices and environmental scan to understand the needs of transportation issues | | | Guide produced and distributed Impact of guide evaluated | LTC Service providers serving persons with disabilities AccAC |
| Evaluation | Evaluate initiatives where appropriate and required. E.g. track numbers of persons engaged; impact of engagement; and cost-effectiveness of strategies. | | | | CYN Evaluation Experts |



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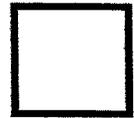


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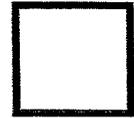
Strategy 5- Increase Engagement of Youth across all Healthy Eating and Healthy Physical initiatives

| Initiative | Year 1 Activities | Year 2 Activities | Year 3 Activities | Performance Indicators | Partners/Resources |
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| Youth Engagement To involve and empower young people to effect change in their own communities | Working with all CYN priorities, convene meeting of key youth stakeholders, such as youth councils and youth service providers to discover ways to approach and engage the youth community Conduct asset-based scan of successful youth initiatives, and discover gaps | Working with all CYN priorities and key stakeholders, support and/or implement youth-led strategies developed in year one | Working with all CYN priorities and key stakeholders, support and/or implement youth-led strategies developed in year one Determine evolution and sustainability of active initiatives | Key stakeholders are meeting regularly Scan completed Goals, strategies developed that address CYN priorities | Resources determined by nature of project Other CYN priority Groups |

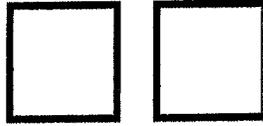
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| | <p>With CYN priorities and key stakeholders, including youth, identify goals and begin developing plan to support, implement, and grow holistic youth-led initiatives that address CYN priorities</p> <p>Hold Youth Summit in collaboration with CYN priorities. Analyze discussion and create possible objectives</p> | | | | |
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Chapter 5: Creating a Family-Centred Service System

Issue

London’s families have told us that the service system doesn’t work for them as well or as smoothly as it could. While there are many services and supports available in our community, they are often hard to find. Even when parents are successful in finding the services for which they are looking, they often encounter long wait lists and programs that are not integrated. To create communities that support children, youth and families, we have to change how services are organized and delivered at the neighbourhood level.

Goal

To make it easier for London’s children, youth and families to participate fully in their neighbourhoods and to find and use services.

Strategies

1. Raise public awareness of what services are available and where they are located in the community. Help families connect to the services they need more easily and more quickly. Raise the awareness amongst service providers about what others are doing, and how services can be integrated more effectively.
2. Help organizations move along the continuum of integrating services through the development of partnerships and Interprofessional Communities of Practice.
3. Engage the community – children, youth, families, service providers, neighbourhoods and other partners – in the development of a neighbourhood based, family-centred service system.
4. Create consistency and continuity amongst neighbourhoods by delivering core services in settings that are easy for parents to locate and access.

Vision

In every London neighbourhood, residents will open a single door to multiple opportunities that support children and families in achieving their full potential. These opportunities will be identified by the neighbourhood and implemented according to evidence-informed best practices using an integrative, inclusive and holistic approach.

At the heart of the CYN’s plan to implement these strategies is the creation of a network of Neighbourhood Child and Family Centres. This approach will integrate the delivery of different services in one distinctive neighbourhood location, making it easier for families to learn about and access services. The Neighbourhood Child and Family Centres will also facilitate the development of an interprofessional community of practice whereby professionals from different disciplines can share their expertise and collaborate to more effectively connect families to services.

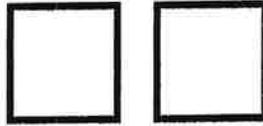
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When families walk through the doors of one of our Neighbourhood Child and Family Centres, they will have access to a range of services, including childcare and education programs, parenting and early learning programs, health and wellness services, recreation and sports programs as well as information about and referrals to other services in our community.

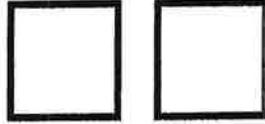
Outcomes and Measures

An extensive list of outcomes and indicators has been developed to be able to measure the impact of the Neighbourhood Child and Family Centres. Progress will be measured from the perspective of the child, the family, the program/centre, the neighbourhood and the system.

| Outcomes | Indicators |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FROM THE PERSPECTIVE OF THE CHILD | |
| Children participate in a broad range of programs and activities | <ul style="list-style-type: none"> • # of children that participate in all programs (by program, age etc.) • # of children that participate in multiple programs • # of children that are not participating or profile of non-users |
| The child is supported in the environment in which they live, learn and play | <ul style="list-style-type: none"> • Proportion of children from immediate neighbourhood vs. proportion from outside of immediate area • Proportion of children in the neighbourhood who access services or programs at the centre • Family indicators listed below |
| The child is supported in the development of positive relationships with adults and peers | <ul style="list-style-type: none"> • Success of inclusion (indicators yet to be determined) • Parents report increased support for their child from other adults and children |
| FROM THE PERSPECTIVE OF THE FAMILY | |
| Services are comprehensive, accessible, understandable and respectful | <ul style="list-style-type: none"> • Families participate in programs, activities and access information at the centre • # of unique families or households coming to the centre/year relative to number of families in community • Families' satisfaction with service, centre, and staff • Tracking how families hear about the centres - through internet, community, other media, word of mouth etc. |
| Families are offered an improved and consistent experience when seeking services | <ul style="list-style-type: none"> • NCFC contributed to any change in accessing services or information for the family • Families report reduced wait times in accessing services - measure of actual wait times if possible • Families report reduced amounts of storytelling before receiving services • Families are now visiting centre for services previously received elsewhere |
| Centres are neighbourhood destinations for families – they are welcoming, provide a feeling of comfort, safety and belonging and are fun | <ul style="list-style-type: none"> • More people make the NCFC their first stop on the road to getting information and services • Family's satisfaction with service, centre and staff: <ul style="list-style-type: none"> ○ Convenient location – able to access what they want, when they want ○ Affordable |



| Outcomes | Indicators |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ○ Sense of trust - feel free to be honest, ask questions and challenge – feel respected & supported ○ Comments on physical environment – welcoming ○ Track mode of transport to centre ○ Ability to accommodate families with special needs, e.g., disability, chronic disease ○ Friendly and knowledgeable staff |
| Families are more empowered, knowledgeable and better able to make informed decisions | <ul style="list-style-type: none"> ● Families report being more knowledgeable about services and programs available to them – they know where to turn for help ● Families feel more confident that services provided help them feel competent as a parent |
| Services are responsive to the needs of families/ neighbourhoods (also under Program & Neighbourhood) | <ul style="list-style-type: none"> ● Families are involved in decision making at the centre: <ul style="list-style-type: none"> ○ Parent membership on Centre Advisory Committee ○ Families are asked for input and complete a feedback survey: what else would you like to see offered at the centre or within your neighbourhood? What are some of your remaining difficulties in getting services that you need? |
| FROM THE PERSPECTIVE OF THE PROGRAM/CENTRE | |
| <p>Broad range of services and programs are offered</p> <p>Services are comprehensive, accessible, understandable and respectful (also under Family)</p> <p>Services are responsive to the needs of families/ neighbourhoods (also under Neighbourhood)</p> <p>Programs/services adhere to a common curriculum or common principles</p> <p>The NCFCs are a great place to work and volunteer</p> | <ul style="list-style-type: none"> ● Recording of hours of operation (total number of hours open weekly, total staff hours, etc.) ● # and range of programs and services offered ● # and range of core services offered ● Family satisfaction questions (see list under family) ● Staff report that they are knowledgeable about the system confidence of staff in providing information ● Staff and volunteer stability – turnover rates of staff ● Number of service providers involved in the centre ● Meaningful volunteer opportunities are available- # of volunteers ● Number or frequency of opportunities for staff professional development ● Waitlists for programs and services – which programs or services have waitlists, how long are the lists? Plans in place to resolve? ● Are the current resources sufficient to meet the demand? ● Tracking of where referrals are made <ul style="list-style-type: none"> ○ # of referrals made/year per service or program ○ Service providers’ descriptions of referrals made to NCFC ● % or # of programs that adhere to the common curriculum/common principles belief |
| FROM THE PERSPECTIVE OF THE NEIGHBOURHOOD | |
| <p>Services are responsive to the needs of the neighbourhood – are unique to cultures present, geographic and SES needs – are inclusive and diverse</p> <p>Families within the members of the neighbourhood (or school population) are aware of the NCFCs and what they offer</p> | <ul style="list-style-type: none"> ● NCFC is welcoming to the diverse groups of people who live in this community ● NCFC staff members are sensitive to families’ culture or/and language. ● Staff at the Centre help in accessing other services for families or their child (ren). ● Tracking of communication strategies, have these activities been effective? Are there ways to improve awareness and communication? <ul style="list-style-type: none"> ○ Tracking of where people heard about the centre from (word of mouth, signs, referrals, walk-ins – school, etc.) ○ Proportion of teachers, staff etc. in local schools that are aware of the services ○ Proportion of households in neighbourhood know about the |



| Outcomes | Indicators |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ○ centre <ul style="list-style-type: none"> ○ Proportion of households who know what's offered at the centre ○ Proportion of households that have visited the centre ● Proportion of volunteers and staff that live in the neighbourhood ● Broad range of individuals and organizations participate in decision making at the centre (members of Advisory Committee include individuals from the neighbourhood and stakeholders who have firsthand knowledge of the makeup of the neighbourhood) |
| FROM THE PERSPECTIVE OF THE SYSTEM | |
| <p>There is an integrated team response for the child, family and neighbourhood</p> <ul style="list-style-type: none"> ● a clear philosophy of integration is embraced and practised at the centre ● a common language and working culture exists among staff and service providers ● increased integration and mobilization of partnerships and resources is occurring <p>NCFCs renew sense of community and promote networks of partnerships</p> <p>Services are responsive to the needs of families & neighbourhood</p> | <ul style="list-style-type: none"> ● Number of partners/service providers that are involved in the centre in some way ● Measure of integration and collaboration <ul style="list-style-type: none"> ○ Staff awareness of programs and ○ Effective horizontal and vertical communication ○ What interprofessional and collaborative efforts have the NCFC undertaken? What partnerships have been formed? How can NCFC improve Interprofessional and collaborative practice? ● Families report a greater knowledge of how system works- ongoing community dev. and engagement ● Families feel that community agencies plan together/work in partnership so everyone is working in the same direction ● Families feel that information is consistent from person to person and agency to agency ● A common set of values are practiced and endorsed by all staff and volunteers offering programs and services at the centres ● Improved access to space in neighbourhood |
| FROM THE PERSPECTIVE OF SOCIETY (Long-term Child and Youth Network Outcomes) | |
| <p>Reduce the proportion of London families living in poverty by 25% in 5 years and by 50% in 10 years</p> | <ul style="list-style-type: none"> ● % of children living in poverty (families with children who have incomes below the low income cut-off line) |
| <p>To be a Provincial leader in child, youth and family literacy by 2015</p> | <ul style="list-style-type: none"> ● % of children ready to learn in Grade 1 (EDI) ● % attaining provincial standards in math, writing and reading (EQAO) ● % of students graduating from high school (graduation rate) |
| <p>Lead the nation in increasing healthy eating/healthy physical activity</p> | <ul style="list-style-type: none"> ● % of children who are overweight or obese ● % of adults who receive enough daily physical activity for health benefits |
| <p>Family-Centred Service System</p> | <ul style="list-style-type: none"> ● track community's movement along Integration Continuum ● organizations use the Integration Assessment Tool |

Progress to Date

The work to develop an implementation framework for the network of centres is well underway. Lead Agencies from two existing locations are leading the way as we learn about the practical aspects of implementation. Two additional Centres are in development. All four of these Centres are being established using one common set of



Values and Core Operating Principles, and all four Centres share these 12 features that make the network unique:

- Neighbourhood Engagement
- A Common Vision and Guiding Principles
- A Common Look and Feel
- A Welcoming Environment
- A Personal Approach to Connecting Families to Services
- Core Programs and Services
- Common Approaches and Outcomes for Core Services
- A Partnership to Integrate and Deliver Services
- An Interprofessional Community of Practice
- Integrated Technology Platforms
- Effective Use of Existing Resources
- Measurement, Evaluation and Accountability

The Next Three Years

Our objective is to create a family centred service delivery system that makes it easier for London's children, youth and families to participate fully in their neighbourhoods and to find and use services. Over the next three years we will continue to develop an integrated service delivery model, using the establishment of Neighbourhood Child and Family Centres as the vehicle to achieve the four strategies described above.

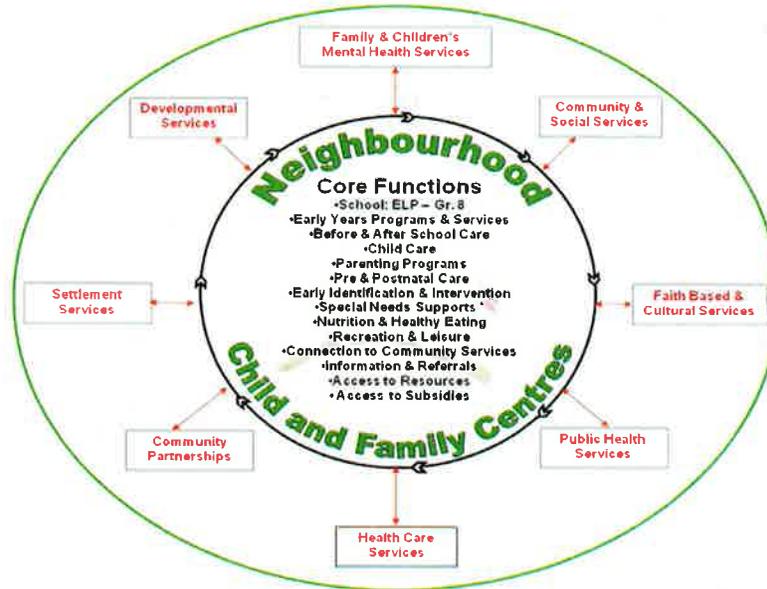
1. Establish a Network of Neighbourhood-based, Family Centred Centres

The first two Neighbourhood Child and Family Centres will open their doors in the fall of 2012. Two more Centres are in development for opening in late 2012 or early 2013, and others will come on-line over the coming years. We will focus first on neighbourhoods with the greatest needs and in those where there is a community readiness to develop the Centre. Centres will be located in schools where possible -- if the schools in the neighbourhood do not have the space to accommodate the Centre, it may be established in another location that is convenient for families.

In this way, London will create an innovative network of Neighbourhood Child and Family Centres: hubs located in each neighbourhood where families can access a range of services. Through these hubs, organizations will work together to provide integrated services families need, when and where they need them. Instead of having to go to different agencies across the city to get services, the Centres will bring services to neighbourhoods and families. Families will look to the Centres for information, parenting programs, literacy services, early learning and child care programs, recreation programs, health services and referrals to other services.



The following diagram illustrates the core programs that will be provided by all Centres as well as the other services that families will be able to connect to through the Centres.



At the same time as the first four Centres are being established, a governance mechanism will be developed that will guide the evolving network of Centres and provide administrative support to the system. The **Governance Committee** will provide the structural framework and will oversee the network of Centres -- establishing the vision, values, principles and policies, setting expectations, approving each Centre's annual service plan and monitoring their program and impact.

2. Engage Families in the Centres

Neighbourhood Child and Family Centres will be created from the neighbourhood up. Residents will be engaged from the beginning in planning for the Centre. Their input is critical in making sure that core services are provided in ways that are appropriate for the families. Families and service providers will also inform the Centre about other important services they feel should be delivered in their neighbourhood.

3. Take a Common Approach and Provide a Range of Core Services

While each Centre will reflect the needs of its neighbourhood, all the Centres will have certain things in common, including:

- A common vision, values and guiding principles
- A common look and feel – a “brand” that will be recognizable across the city. Families will know what to expect of all Neighbourhood Child and Family Centres. The space will be open and bright with rooms designed for different activities.



- A welcoming environment where families will want to spend time and feel comfortable asking for information and services
- A “community connector” – someone who will work with families and help connect them to the services they need
- A range of core programs and services as well as links to specialized services
- Common, evidence-based approaches to delivering those services.

4. Develop Partnerships and Interprofessional Teams to Integrate and Deliver Services

Each Neighbourhood Child and Family Centre will be a partnership made up of:

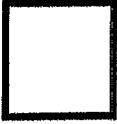
- The **Neighbourhood** that guides the Centre, plans services, and promotes the Centre
- A **Lead Organization** that will be responsible for running the Centre and ensuring all core and other programs and services are provided
- **Partner Organizations** that will help provide services. It is recognized that some of the partner organizations participating in the Centre, such as the School Boards and the Ontario Early Years Centres, operate under specific legislative, regulatory and operational mandate. These mandates will have to be respected as the community’s larger vision for the Centre is developed
- All **professionals** working in or with the Centres will become part of an interdisciplinary community of practice. They will receive training with respect to working collaboratively and creating a culture that leads to better service and outcomes.

The integration of services and the development of Neighbourhood Child and Family Centres will necessarily be accomplished using resources already available in the community. The expectation is that partners will “repurpose” or reallocate resources from within their own organizations in ways that make sense to support integration. Many agencies already have a mandate to provide the services at the neighbourhood level. By bringing these agencies together in one location, there may be opportunities to integrate services more efficiently, reduce unnecessary duplication and free up resources that can be used to support needed services.

5. Provide Tools and Resources

To help the partners develop their Neighbourhood Child and Family Centres, the Child and Youth Network will provide tools, resources and other supports. In addition to tools such as the Integration Assessment Tool and the ACE Community Planning model, the Child and Youth Network has developed a step-by-step guide to planning and implementing the Centres. Additional tools such as planning templates, policies and procedures for the Centres, job descriptions for Centre staff, service plan agreements, architectural and design guidelines, materials to promote the Centres and tools to help evaluate the Centre and its programs will also be available. As part of our commitment to improve services for families, we will continually review and learn from the Centres as they evolve, developing new tools and resources as required to support the Network.

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Chapter 6: Conclusion

In 2007, London’s child and youth organizations came together to discuss what could be accomplished through collaborative planning and collective action. These discussions led to the creation of London’s Child and Youth Network (CYN). Five years later, our network continues to grow stronger with over 150 organizations and 500 individuals working together to make real change in the lives of Londoners. Together we are making great strides towards our goals of Ending Poverty, Making Literacy a Way of Life, Leading the Nation in Healthy Eating and Healthy Physical Activity and, Creating a Family-Centred Service System.

What we have accomplished together is nothing short of extraordinary. Yet, behind all of the events, products and initiatives is something even more significant. The way we work with each other has changed. We have become more aware of each other’s work, we talk more and we look for more opportunities to cooperate and collaborate. More than ever, there is a sense that the silos that have been holding us back are beginning to crumble. By integrating our services and bringing them to the neighbourhoods where our families live, we are significantly increasing their opportunities for success.

Our progress has not gone unnoticed. Our local leaders, others levels of government and other communities are looking at London’s Child and Youth Network as an example to be emulated. This should be a source of pride and celebration for our Network. In our own community and in communities throughout the province, people expect great things from us.

The high expectations for our Network require us to be thoughtful in planning and implementing our strategies. Over the next three years we have an incredible opportunity to drive the impact of our work deeper. If we continue to embrace innovation and change, our impact on the lives of London’s children, youth and families will only continue to grow stronger.