



New Brunswick Early Childhood Development Centres

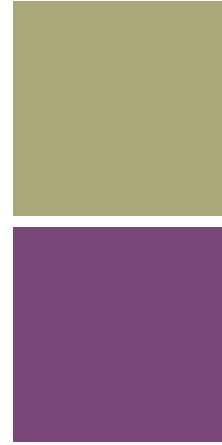
Health and Education Research Group
Year 3 Findings
October 29, 2012

Presentation Framework

- Background
- Research Design
- Utilization and Financial Reporting
- Practices of Integration
- Benefits, Challenges & Lessons Learned
- Impacts and Implications

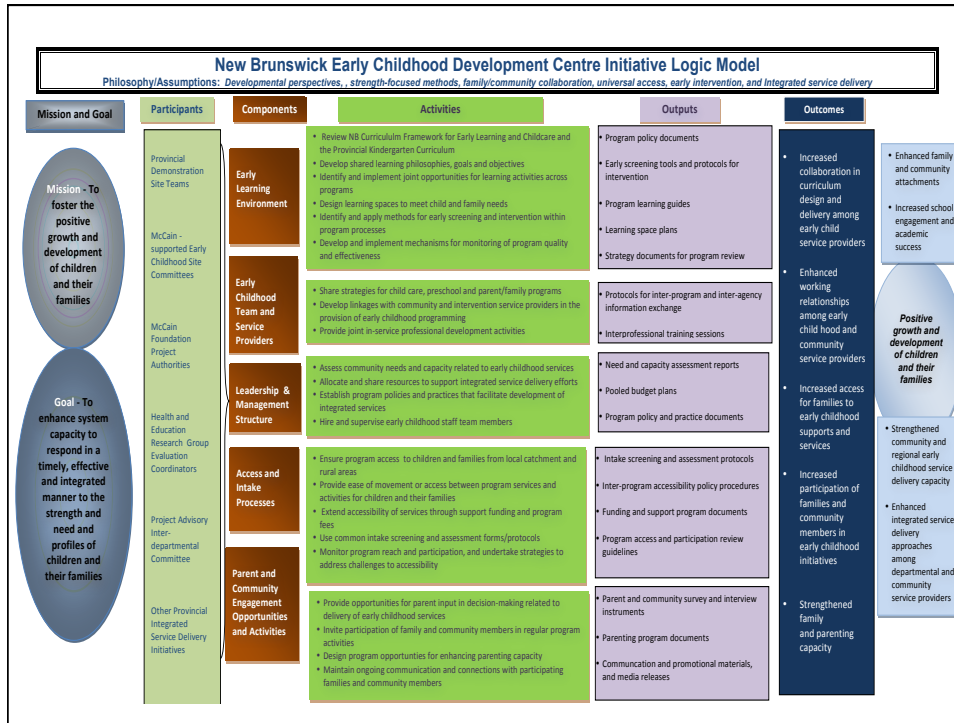


Background



+ HERG Research Design

- **Case study methodology** was employed to facilitate a systematic investigation of site experiences
- The evaluation framework documented the process by which the ECDCs *coordinated, connected* and *integrated* early childhood services within an educational framework.
- Methods included the application of **key informant interviews, focus groups, surveys**, and the **Indicators of Change** instrument, as well as the analysis of financial and utilization data over the three-year demonstration period.



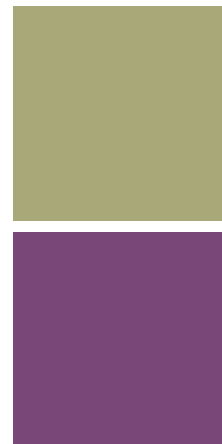
+ Research Areas of Inquiry

- Was there *consistency* between the early childhood demonstration sites' goals and activities with the overall project service delivery framework? What areas of *convergence* and *divergence* were noted among site applications?
- Did the initiative effectively *reach and engage* child, family and community participants?
- Were participants, stakeholders and staff satisfied with the implemented activities within the various early childhood demonstration sites?
- What specific *challenges* were encountered in the implementation of the program? How were they addressed? Did they impact service delivery?

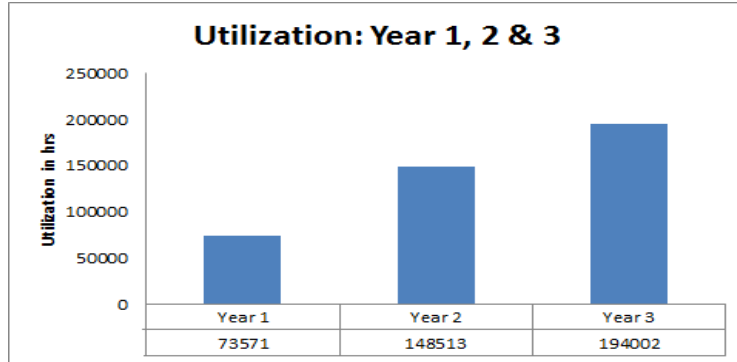
+ Areas of Inquiry cont'd

- To what extent did the initiative contribute to the development of *early childhood service practices of integration* across major program components?
- What *lessons learned* were identified as a result of the implementation of this initiative?
- What specific *developments* should be considered to enhance the effectiveness of early childhood services in New Brunswick?
- What were the operational costs and financial supports associated with each ECDC? How do these considerations influence program development, implementation and service delivery?

Utilization and Financial Reporting

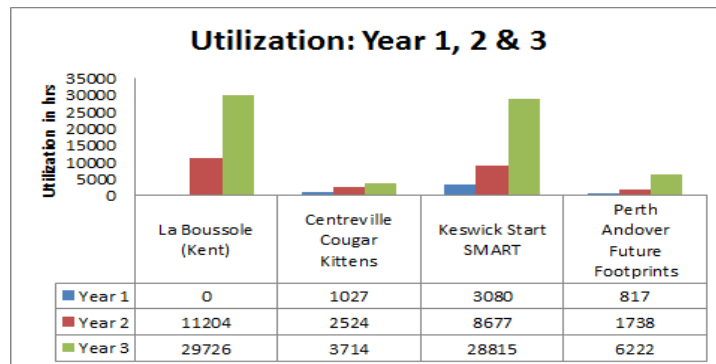


+ Utilization – 4 NB Demonstration Sites



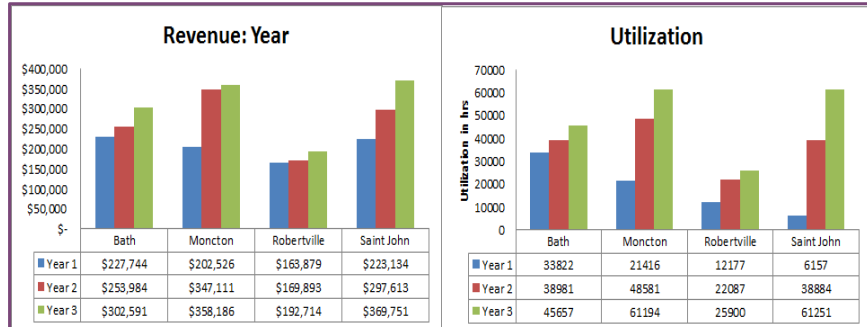
Utilization is reported in hours of usage across three categories: (1) child-only services (childcare, afterschool care, and preschool); (2) adult/child services (e.g., drop-in, family celebrations); and (3) adult-only services (e.g., parenting programs). In the past year, utilization hours have increased by approximately 24% across the initial four demonstration sites.

+ Utilization – MWMFF Funded Sites



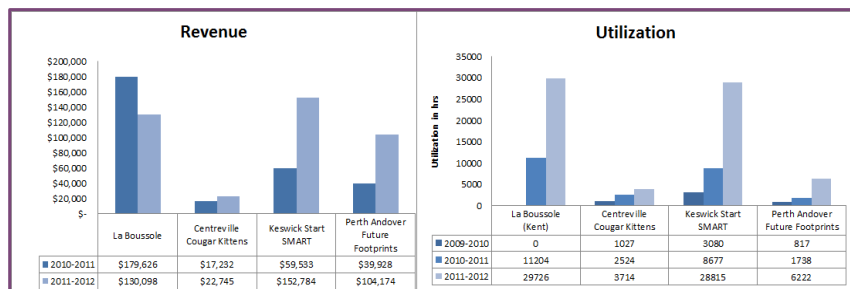
Utilization in the four MWMFF-supported sites increased by almost 500% from Year 1 to Year 2; and utilization nearly tripled from Year 2 to Year 3.

+ Revenue and Utilization: Demonstration Sites



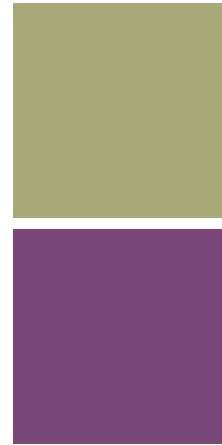
Cost Per Hour			
	Year 1	Year 2	Year 3
Bath	\$ 6.73	\$ 6.51	\$ 6.63
Moncton	\$ 9.46	\$ 7.14	\$ 5.85
Robertville	\$ 13.48	\$ 7.69	\$ 7.44
Moncton	\$ 36.24	\$ 7.68	\$ 6.04
AVERAGE	\$ 16.48	\$ 7.26	\$ 6.49

+ Revenue and Utilization: MWMFF Sites



Cost Per Hour		
	2010-11	2011-12
Kent La Boussole	\$16.03	\$ 4.38
Centreville Cougar Kittens	\$ 6.83	\$ 6.12
Keswick Start SMART	\$ 6.86	\$ 5.30
Perth Future Footprints	\$22.97	16.74

Practices of Integration



+ Indicators of Change Instrument

- The Indicators of Change instrument (ICI), adapted from the Toronto First Duty program, has been used to track the progress of the ECDCs toward the integration of programs and services over a three-year period.
- The ICI documents this process along a continuum from co-existence, to coordination of services, to full integration.
- It assists educational and community stakeholders in setting priorities and action plans for moving forward toward a vision of service integration.

+ NB Demonstration Sites: Indicators of Change

- The Indicator Framework was applied as both an evaluation and service delivery planning tool, initially examining integration within five key elements:
 - Leadership & Management Structure
 - Access and Intake Processes
 - Early Learning Environment
 - Early Childhood Staff and Service Providers
 - Parent and Community Engagement Opportunities and Activities
- Administration resulted in the identification of example outputs at each level of change that could indicate or provide evidence of system delivery changes and enhancements.

+ Development of a Sixth Indicator

- New Brunswick's cultural context necessitated the adaptation of the Indicator Framework to include a sixth dimension or indicator, focusing on cultural identity and language for Francophone communities.
- This adaptation reflected the collaborative work of the Francophone ECDC demonstration sites and the Health and Education Research Group (HERG).

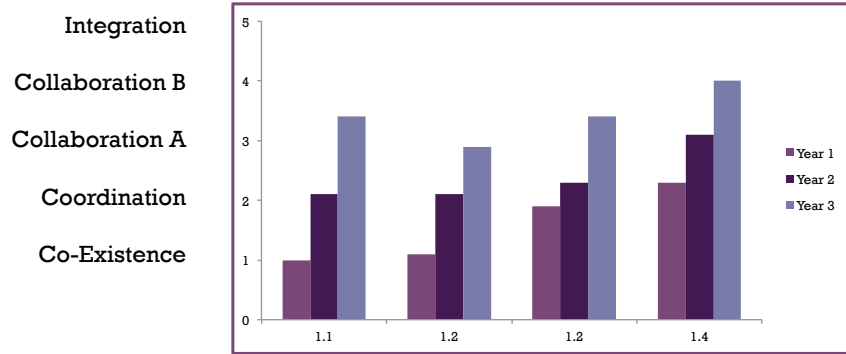
+ Example Indicator: Cultural Identity and Language

Key Element 6: Cultural Identity and Language					
Program Indicators	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5
	<i>Co-existence</i>	<i>Co-ordination</i>	<i>Collaboration A</i>	<i>Collaboration B</i>	<i>Integration</i>
6.1 A common vision	Service providers maintain separate missions with respect to the importance of helping families develop a sense of cultural identity and language.	Partners meet to share their missions and related goals, objectives, policies and guidelines; and to identify commonalities & differences.	Stakeholders develop & implement shared missions, goals and objectives as part of joint activities that promote the development of cultural identity and language.	Partners expand programming that implements the shared mission, goals and objectives; and refine practices to promote the development of cultural identity and language.	Partners establish and implement common missions, goals and objectives that support families' development of cultural identity and language as part of all EDCDC activities.

+ Beyond Early Childhood....

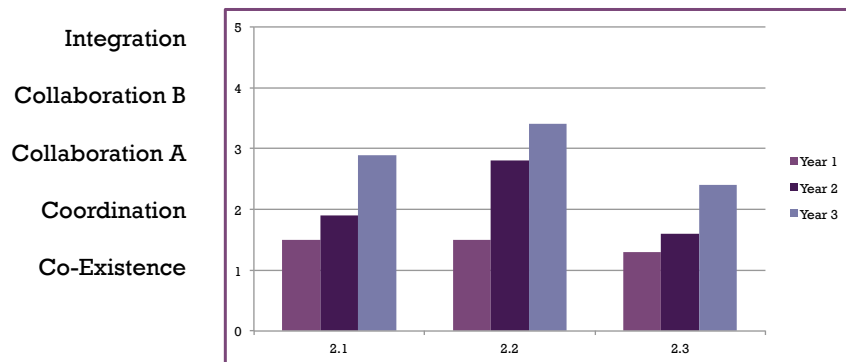
- The Indicator Framework has also been appropriated for other provincial ISD initiatives and demonstrations in New Brunswick.
- For example, the framework has been adopted as a key planning and evaluation tool for the *NB Integrated Service Delivery Initiative* (provision of inter-disciplinary team-based service in school contexts for children and youth with emotional/behavioural disorders) (Morrison & Peterson, 2011).
- In this application of the Indicator Framework, a theoretical model of change was delineated as a key underpinning to the levels and processes of change.

+ 1. Leadership and Management



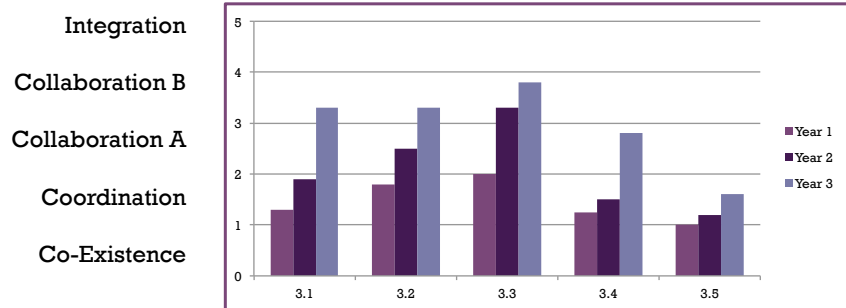
A local governance structure is responsible for program policies, resource allocation, service planning and monitoring, and human resource decisions.

+ 2. Access and Intake Processes



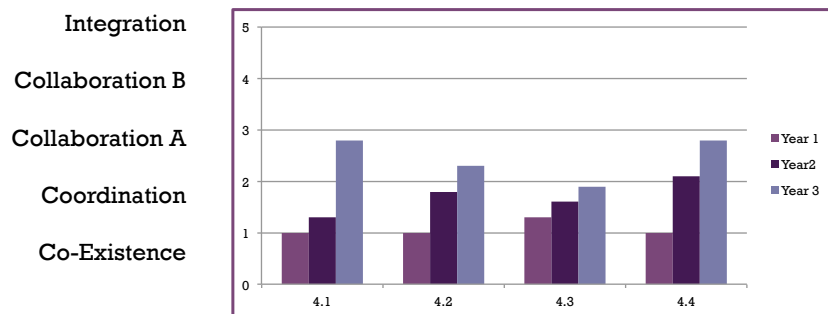
Seamless access is available to an expanded and comprehensive early learning and care program, providing a continuum of supports and services to all families and young children, prenatally to six years of age.

+ 3. Early Learning Environment



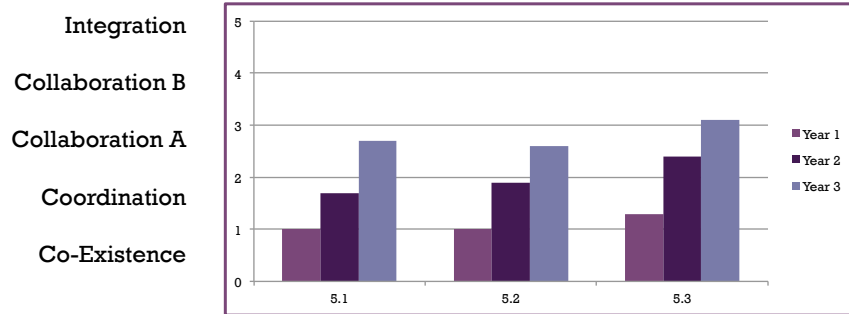
High quality learning environments combine learning expectations, activities, and routines from existing kindergarten, early childhood education/child care, and parenting/family support programs

+ 4. Early Childhood Staff and Service Providers



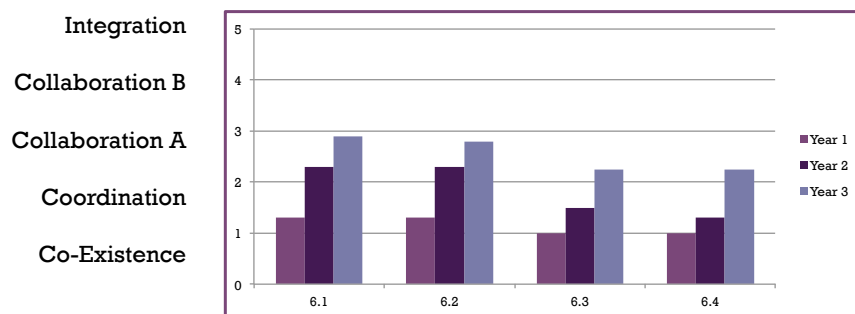
Develop an early childhood staff team that works together to achieve program goals.

+ 5. Parent and Community Engagement



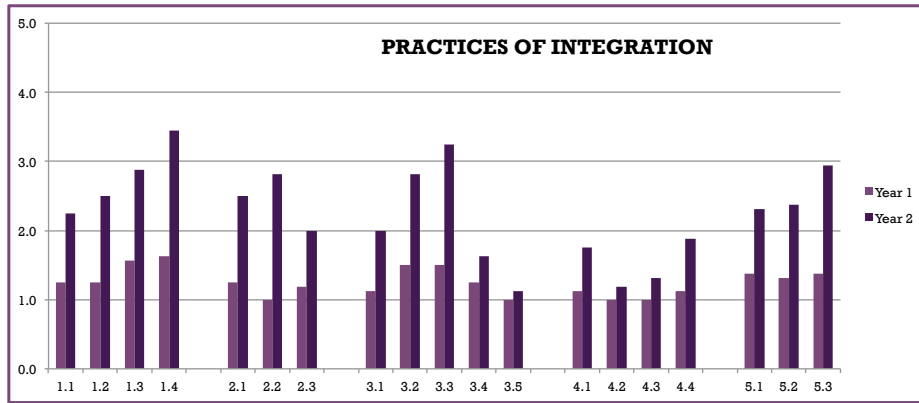
Parent participation in children's early learning and development should be increased through direct involvement in programs, planning, and decision-making.

+ 6. Language and Cultural Identity

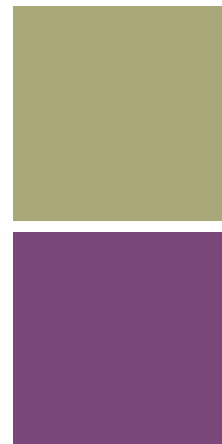


Children, parent and family participation in the integrated programs, services, and activities of the ECDC should increase understanding and capacity with respect to linguistic and cultural identity.

+ MWMFF Sites: Practices of Integration Comparison



Lessons Learned



+ Lessons Learned

- Leadership and Management
 - Active, committed school principals who have a conceptual understanding of early childhood centres move more quickly toward integration of the early learning centre into the school community.
 - Parent representatives on boards assist in developing programs/services that meet the unique needs of the community.
 - Strong board representation from community partners and service providers moves EDCs more fluidly toward engaging in joint initiatives that expand capacity and reach.
- Access to programs and services
 - Building on the experience and success of established programs and partnerships facilitates the speed of service integration.
 - Successful, sustainable services/programs are able to better respond to identified community gaps and needs.
 - Building on the experience of established early childhood centres and partner programs increases the success and speed of practices of integration at new ECDCs.

+ Lessons Learned

- School-based centres:
 - Minimize transitions for children and parents and provide increased access to needed services
 - Prepare children and parents for school, and prepare schools for children
 - Benefit from shared spaces (gym, library, music and art room, cafeteria)
 - Provide a hub for access to information and services related to early childhood and family and parenting support
 - Build strong relationships between the school and parents

+ Lessons Learned

- Early learning teams benefit from:
 - Opportunities and time to understand each other's vision, mandates, goals, and curricula
 - Common scheduled planning time for early childhood educators and kindergarten teachers
 - Opportunities for common professional development
 - Structured processes for planning and implementing joint initiatives
- Family and community engagement
 - Community consultation as a consistent aspect of ECDC sites ensures the understanding of community needs in planning programs and services.
 - Family and community engagement is enhanced when participants have a voice in planning and implementing programs and services.
 - Using existing committee and network infrastructures to facilitate relationships between the ECDC sites and community partners/service providers increases family and community engagement.

+ Discussion

- Following the 3-year demonstration initiative, and given the recent changes in policy and governance structures related to early childhood services and supports in New Brunswick, discuss in small groups your perceptions on the following:
 - Benefits of an integrated model of service delivery in the early childhood context
 - Potential challenges and solutions related to scaling up the ECDC model across the province