
Ontario Early Years Centres (OEYC) Provincial Network

Guide of Effective Practices



Revised March 2011

A Guide of Effective Practices for Ontario Early Years Centres

What is an Ontario Early Years Centre (OEYC)?

An Ontario Early Years Centre, is a place for children up to the age of six and their parents and caregivers to take part in programs and activities together. Parents and caregivers can also receive information about their children's development and about services to support that development. OEYCs offer the services listed below. The programs and services are free to all parents and caregivers of young children.

- Early learning and literacy programs for parents and children
- Programs to help parents and caregivers in all aspects of early child development
- Programs on pregnancy and parenting
- Links to other early years programs in the community
- Outreach activities so all parents can get involved with their local OEYC

www.ontarioearlyyears.ca



Prepared by OEYC Provincial Network: Effective Practices and Training Sub-Committee

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A. What Are Effective Practices?

Effective Best practice statements connect theory to principles, material prerequisites, and human factors. They are intended primarily for use as a framework for effective program design, development, practice and evaluation.¹

B. Purpose of Guide

The purpose of this guide is for Ontario Early Years Centres (OEYCs) to have a common framework. This guide serves as:

- an “educational tool” to develop a greater understanding of best practices relevant to our work with parents/caregivers and young children
- a program “evaluation tool” to identify the strengths of current approaches and to examine areas which need improvement or further development
- a “reference document” to guide program planning and development
- a “resource” to access resources related to best practices, early learning, literacy, quality, philosophies, and appropriate practice

C. What are the Early Years?

The **Early Years** refers to the **first six years of a child’s life**, when the brain forms connections that set the stage for lifelong learning, behaviour and health. By age six, children have a solid foundation for reaching their full potential in the years ahead.

Why are the Early Years important?

The years before six are the most influential to a child's development. How we care for our children during the first six years sets the stage for their lifelong learning, behaviour and health.

<http://www.ontarioearlyyears.ca>

D. Ontario Early Years Centres (OEYCs)

Parent’s/Caregiver’s Role

Parents and caregivers have the greatest impact on how a child grows and develops in the early years; therefore, OEYCs are programs where parents and caregivers bring their children to participate in play-based activities, supporting learning and attachment between parent/caregiver and child. It is also a place where parents/caregivers may enhance their capacity by connecting with other parents/caregivers, attending training, borrowing resources (e.g., books, DVDs) and connecting with other Early Years Services/Programs.

It is supported by:

- environments that are flexible and responsive, which can adapt to parent/caregiver and children’s interests and needs
- relationships that encourage parents/caregivers and children to participate actively.
- adults who are interested and attentive²

Child’s Role

An OEYC provides an early learning environment which offers opportunities for children to play, interact, explore, create, problem solve and communicate their feelings and their thoughts.

Staff’s Role

Staff and families work together in relationships based on equality and respect. This enhances families’ capacities to support growth and development of all family members.³

E. The *Guiding Principles of Family Support* guides the Effective Practices of OEYCs.

Guiding Principles of Family Support (FRP Canada) ⁴

1. Family support programs are open to all families recognizing that all families deserve support.
2. Family support programs complement existing services, build networks and linkages, and advocate for policies, services and systems that support family's abilities to raise healthy children.
3. Family support programs work in partnership with families and communities to meet expressed needs.
4. Family support programs focus on the promotion of wellness and use a prevention approach in their work.
5. Family support programs work to increase opportunities and to strengthen individuals, families and communities.
6. Family support programs operate from an ecological perspective that recognizes the interdependent nature of families.
7. Family support programs value and encourage mutual assistance and peer support.
8. Family support programs affirm parenting to be a life-long learning process.
9. Family support programs value the voluntary nature of participation in their services.
10. Family support programs promote relationships based on equality and respect for diversity.
11. Family support programs advocate non-violence to ensure safety and security for all family members.
12. Family support programs continually seek to improve their practice by reflecting on what they will do and how they will do it.

What Participants Value - Practices and Outcomes at OEYCs

"Participants said they valued Family Resource Programs' accepting, non-judgemental and friendly atmosphere." Beneficial outcomes for themselves and their children included: school readiness and the development of pro-social skills in children, enhanced parenting skills, decreased levels of stress in parents and caregivers, and more positive family interactions at home. Four central practice themes that emerged are: Family Engagement, Empowerment, Social Support and Social Capital, and Building Community." FRP Canada

F. Effective Practices

Note: The proposed standards for OEYCs have to be considered within the context of the employing agency's governing policies and procedures.

Ask yourself how these statements apply to your program.

1. Effective Practice – Philosophy/Mission

A quality Ontario Early Years Centre has a clearly written philosophy or mission statement specific to the OEYC, which is communicated to the participants involved with the program and is reviewed regularly.⁵

Our Ontario Early Years Centre...

Yes No Working
 On It

- 1. Has a concise written *philosophy/mission statement(s)* that addresses:
 - Who we are
 - What we do
- 2. Has *principles* that guide our actions (based on values) and addresses
 - What we value
 - Target Audiences
 - Core Services
 - Unique Attributes
- 3. Has stated *Goals* (goals are general, think big)⁶
- 4. Has stated *Objectives* (think specific – what, how and action)
- Statement preparation is an all inclusive process with Board Members, Staff and Program Participants⁷
- Statements are communicated to program personnel and participants
- Statements are reviewed annually

Carver, John. (1990). "Boards that Make a Difference: A New Design for Leadership in Non Profit and Public Organizations" ISBN 1-55542-231-4

2. Effective Practice - Policies and Procedures

*A quality Ontario Early Years Centre has policies and procedures to ensure everyone involved in the program is supported in meaningful ways and that a safe and welcoming learning environment is established.*⁸

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has a Policy and Procedure Manual that is current and updated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has defined administrative and personnel policies for staff, board members, advisors and volunteers so that everyone’s role is clear and all aspects of the program may run smoothly ⁹
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Specifies qualifications that are appropriate for all staff positions, and provides written job descriptions, contracts/agreements and fair wages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All staff take part in a yearly staff performance appraisal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides ongoing professional development opportunities to both staff and volunteers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Keeps abreast of any relevant government policies and regulations (e.g., Occupational Health and Safety) and regularly reviews them to ensure that everyone understands how these policies affect us
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures all staff and volunteers have undergone criminal reference checks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures all staff and volunteers understand issues and responsibilities around: witnessing and reporting abuse; documenting and reporting accidents/incidents; documenting and reporting serious occurrences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures all staff and volunteers’ immunizations and health requirements are up to date and satisfactory (e.g., Diphtheria, Tetanus, Polio, Measles, Mumps and Rubella immunizations and TB test)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures all staff CPR and First Aid requirements are met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides realistic time frames and appropriate tools and/or materials for data collection, record keeping and overall program management ¹⁰
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures that all financial records are kept up-to-date and accurate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has a policy assuring program participants’ records are kept confidential and the confidentiality policy is posted in the centre
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adheres to required reporting of funders and organization
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Carries adequate liability insurance

Policies and Procedures provide a framework of understanding and clear direction for board, staff and volunteers, which aids in an organization achieving what it wants to do effectively and efficiently.

3. Effective Practice – Community Involvement and Linkages

A quality Ontario Early Years Centre responds to the needs of the community in which it is located. It establishes and maintains links with various community agencies working collaboratively towards an integrated system. It regularly reviews its community and organizational relationships.

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Defines focus of service delivery based on community needs, program resources and funder’s mandate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Represents community members in Governance to their agency (e.g., Board of Directors, Advisory Committees)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintains links with various community service agencies and referral sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is a member of, or linked to, other early learning organizations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Invites representatives of community groups to participate in staff and/or training events, as well as recognition events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Systematically develops relationships with other social service agencies, referral sources and educational programs to increase understanding of each other’s work, avoid duplication of services and explore possibilities for working together ¹¹
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develops written partnership agreements to ensure everyone is clear about various roles and responsibilities, what may or may not be shared, and where there is and is not any flexibility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annually reviews its community and organizational relationships, making amendments to and/or renewing written agreements
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is clear about it’s own reasons for wanting to work with other agencies, recognizing that partnerships: <ul style="list-style-type: none"> - May ultimately be more efficient and cost-effective - Allow for more effective sharing of resources and expertise - Improve accessibility for program participants - Be an asset/requirement of funders - Strengthen the whole community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in partnership-based community planning tables that serve families and children
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds and develops informal support networks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is staffed by people who are knowledgeable about community resources

Possible partners:

- Behaviour Consultants
- Early Identification Consultants
- Public Health Nurses
- Infant Development Specialists
- Literacy Specialists
- Multicultural Agencies
- Pre- and Post-Natal Support
- Special Needs Services
- Speech and Language Support Services
- Mental Health Agencies
- Data Analysis Coordinators
- Child Welfare
- Education
- Child Care
- Best Start Networks
- Other Community Services (e.g., libraries, recreation centres)

The greater an OEYC is connected within their community, the better it is in being responsive to families. Being involved in your local Best Start or/ and Success by 6 is a positive step forward in working collaboratively with other community agencies moving towards an integrated system.

4. Effective Practice – Outreach

A quality Ontario Early Years Centre uses a variety of methods and outreach materials to promote the program effectively in the community and to attract families.

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adheres to funders’ communication procedures (i.e., appropriate use of logos and templates for communication and outreach communication)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implements outreach strategies in accordance with program needs ¹² (i.e., considering geography, demographics and diversity)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Builds and maintains contacts with relevant media and referral sources in order to promote the program and educate the community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in public speaking engagements and community events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Information is publicized regularly by means such as posters, brochures, newsletters, website, PowerPoint presentations and reports to relevant organizations and individuals ¹³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Undertakes an advocacy role in the community related to early learning and family support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses “Key Messages” when talking about Early Years or promoting Early Years services and by the Provincial OEYC Network (i.e., those established by each region)

Refer to Appendix II for more specifics in developing effective outreach materials to attract and recruit participants. (see page 28)

5. Effective Practice – Access

A quality Ontario Early Years Centre operates from an identifiable and accessible location.¹⁴ It is inclusive of all families with flexible time and location arrangements.

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has an advertised telephone number ¹⁵
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Locations are strategically placed to ensure greatest accessibility (i.e. geographic, cultural, community need and availability)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Considers sites familiar to families in the community (e.g., school, mall, temple, church, Ontario Housing, grocery store)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Locations are in a safe facility
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has appropriate parking spaces
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works to provide transportation for participants as needed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Facilities are accessible for persons with exceptionalities and abilities (i.e. is easy to move freely through the space while playing with toys or interacting ¹⁶)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Days
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Evenings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Weekends
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides free child-minding during times parents are separate from children (i.e., workshops, parent groups)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Décor and materials reflects local community, cultural diversity and geography
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Partner with community service providers to enhance service delivery by providing space for them to see families, helping families connect to services as needed. This lends to “One Stop” OEYC
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies barriers to participation through needs assessments and program evaluations

It is important to carefully consider the location and design of the OEYC to ensure the program space is accessible to ALL families.

6. Effective Practice – Facilities

A quality Ontario Early Years Centre operates in facilities that are comfortable, adequately serviced and equipped to meet administrative and program needs.¹⁷

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Signage is clear and easy to read
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical space is safe and free from safety and health hazards ¹⁸
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical space is accessible
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has adequate parking spaces available
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heating, ventilation and lighting are adequate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Furnishings are adequate (including adult and children furnishing)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has necessary training equipment (e.g., TV, flipchart) Space includes: ¹⁹
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Welcoming reception area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Play/Activity area with clean and well-maintained toys
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Private space for confidential meetings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accessible washroom(s) with change tables
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kitchen facilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff planning/program space
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting and/or training space
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff break/lunch area
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate space for displaying resource materials
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate storage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate space for strollers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Laundry facilities to clean towels, toys, blankets (preventing taking items off site)

Providing relevant, accessible programs in a friendly, comfortable environment is an important aspect of the OEYC.²⁰

7. Effective Practice – Staff Training and Development

A quality Ontario Early Years Centre has well-trained staff who can meet the diverse learning needs of participants. The staff understands the theory, practice and research underlying early learning; bring practical skills to program delivery; and keep up-to-date through professional development.²¹

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff have relevant post-secondary training ²²
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff have practical experience in their field
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff have received comprehensive orientation/training specific to our organization's mission/philosophy and approach to effectively support parents/caregivers and children in early learning centres
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff read relevant articles, journals and new publications
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff belong to a professional organization
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff work effectively with each other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff participate in professional development opportunities on a regular basis
			Staff have developed skills and knowledge in the following:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Bonding and attachment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Brain development in the early years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Child behaviour management/positive child guidance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Child development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Community service agencies and programs as a referral source for families
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Diversity and anti-bias
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Involving fathers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Engaging parents/caregivers in play-based learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Program facilitation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- First Aid and CPR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Health and Safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- How to observe adult/child interaction strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Levels of expectation and accountability
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Literacy, numeracy and language development

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- Making adaptations to include families with special needs/exceptionalities (e.g. low vision and blind; hard of hearing and deaf; physical, developmental and cognitive delays)
- Power imbalances in society
- Role of parent/caregiver in a child's early learning
- The dynamics of working with families
- Validated assessment tools
- What is early learning
- Staff have opportunities to share Professional Development experiences
- Support and understand the assumptions and principles of Family Support
- Staff have annual performance reviews which include individual goal setting and action plans/planning
- Program promotes and/or recognizes professionalism
- Methods are used by management to recognize professional growth
- Supervisor or a designated staff member is trained in mentoring skills
- Staff engage in *reflective practice*, considering and discussing what they do, how they do it, what impact it has and how it can be improved on.



Affiliations that may be of interest:

- Aboriginal Canada Portal <http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/index.html>
- Aboriginal Children's Circle of Early Learning http://www.accel-capea.ca/index_en.php
- Association of Early Childhood Educators Ontario (AECEO) <http://www.aeceo.ca/>
- Canadian Childcare Federation <http://www.cccf-fcsge.ca/>
- Centre of Excellence for Children's Well-Being <http://www.cccw-cepb.ca/>
- Childcare Exchange <http://www.childcareexchange.com>
- Child Care Advocacy Association of Canada or L'Association canadienne pour la promotion des services de garde a l'enfance (CCAAC or ACPSGE) www.ccaac.ca or www.acpsge.ca
- Father Involvement Initiative Ontario, <http://www.cfii.ca/fiion/>
- Family Resource Program (FRP) Canada <http://www.frp.ca/>
- National Association for the Education of Young Children (naeyc) <http://www.naeyc.org/>
- Ontario Association for Infant and Child Development (OAICD) <http://www.oaicd.ca/>
- Voices for Children <http://www.voices4children.com>

8. Effective Practice – Volunteers

A quality Ontario Early Years Centre recruits, trains and supports volunteers to participate in meaningful ways.

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recruits in a variety of ways, including from our former program participants, fostering a sense of community involvement ²³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conducts interviews to ensure they have appropriate skills, experience, attitudes and beliefs to bring to an Ontario Early Years Centre, and to clarify their own interests and reasons for wanting to volunteer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides orientation to the agency and OEYC program, its mission, agency services, policies and procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has written volunteer job descriptions clearly describing the title, purpose of their position, duties and responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has written <i>Volunteer Guidelines</i> that include: a confidentiality agreement, photo consent and health and safety
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volunteer hours are recorded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides professional development opportunities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provides ongoing monitoring of progress/evaluation, feedback and support
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognize volunteers for their contributions in ways that are meaningful to them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Invites ideas and suggestions for improving our program based on their own involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has an exit interview process as a means to receive feedback from one another
			Has volunteers in the following capacities:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Parent Advisory Committee
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Board of Directors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Assist in programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Assist in community events
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Assist in developing resources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- Assist in fundraising

Volunteers are an integral part of a team. It is important that we consider their experiences and skills and provide opportunities for them to contribute in mutually meaningful ways.

9. Effective Practice – Family Diversity

*A quality Ontario Early Years Centre celebrates and supports the range of diversity in its community by providing a variety of relevant resources and modifying program content as appropriate.
Self-aware, knowledgeable staff communicates effectively with families of all backgrounds and abilities, practicing anti-bias strategies and using language that is clear and inclusive.²⁴*

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respects everyone and understands that everyone is influenced by his or her unique experiences ²⁵
			Provides appropriate support to families who come to the program and have:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- diverse cultural and ethnic backgrounds
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- diverse first languages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- non-traditional families
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- regional differences (urban and rural)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- low-incomes or are homeless
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- different ages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- physical challenges
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- developmental challenges
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- learning disabilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- multiple intelligences and learning styles
			Has staff and volunteers who:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- are trained in equity issues, so they can empower all participants by validating and building on their unique experiences & perspectives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- are trained and experienced in communicating effectively with people of all backgrounds and abilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- are representative of the cultures and minority groups in the community and speak the languages of the community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- use language that is clear, inclusive and respectful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- model appropriate ways for participants to support each other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- know when to offer participants support and when to encourage self-reliance

Provides learning materials and activities that represent and support a range of diversity reflective of your surrounding community, including:

- materials showing visible minorities and people with physical disabilities in positive ways
- books with meaningful stories about diverse families and living conditions
- toys and play equipment from different cultures
- dolls and puppets representing people of various ethnic backgrounds and physical abilities
- music from around the world
- musical instruments from different cultures
- materials for open-ended storytelling
- materials are translated into various languages
- materials at appropriate literacy levels for participants
- Checks with participants and communities to confirm that materials and resources used in the program are acceptable
- Makes sure promotional printed materials are written in plain language
- Continually adapts program content and delivery methods to build on families' home experiences and the socio-historical realities of their communities
- Acknowledges and builds on the diverse individual strengths and skills of participants, so they feel positive about what each brings to the program and can achieve by attending regularly
- Challenges and rejects all forms of discrimination, such as sexism and racism
- Directs families to appropriate community agencies and programs providing support services, and invites providers into sites to offer services

Refer to Appendix II for specific considerations in the following areas: Cultural and Ethnic Background; First Language; Non-traditional Families; Regional Differences; Low Income or Homeless; Different Ages; Physical Challenges; Developmentally Challenged and Learning Disabled; Multiple Languages and Learning Styles. (see pages 29–33)

10. Effective Practice

– Family Support Services

A quality Ontario Early Years Centre provides a broad range of support services for its parents/caregivers and children, including referral.²⁶

Our Ontario Early Years Centre...

Yes	No	Working On It	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has created a welcoming environment (e.g., welcome sign, comfortable seating, appropriate lighting, plants, friendly staff/volunteers)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensures the site is ready for families – clean, organized and safe
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff and/or volunteers greet families as they arrive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff and/or volunteers provide an orientation as to the services and supports available
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff and/or volunteers spend 1 to 1 time with families during their visits: <ul style="list-style-type: none">- building a relationship, fostering families sense of belonging and comfort- providing support (e.g., assisting with getting children’s coats on)- role modeling best practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff and services are available to families ²⁷
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Respects the strengths and skills found within all families ²⁸
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognizes the rich diversity of the families that the program serves, respects their backgrounds, and encourages use of participants’ first languages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff uses a variety of approaches and instructional methods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collaborates and partners with other agencies to provide a seamless web of family support services in our community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have parent resources available for loan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parent training is offered specific to interest and need of families
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff are familiar with community service agencies and programs as a referral source for families
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff offer the level of support needed for families to access services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Services are provided to families who are isolated and without transportation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff respects the readiness of families and the principle of voluntary participation

The Guiding Principles of Family Support from FRP Canada are integral to this work (see page 4).

11. Effective Practice – Program Planning

A quality Ontario Early Years Centre supports the efforts of all family members by using a wide variety of instructional methods, strategies and materials.

While a program model/philosophy may be followed, adaptations are made continually to meet the needs, interests and capabilities of program participants.²⁹

Our Ontario Early Years Centre...

Yes No Working
On It

Child Focus: Supports young children in their four developmental domains: cognitive, social/emotional, physical and language development by providing experiences in the following key areas:

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - engaging in play activities including: blocks, manipulatives, puzzles, art/creatives, dramatics ³⁰ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - talking and listening |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - exploring with a variety of learning materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - drawing and writing using a variety of materials/mediums |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - singing songs and saying rhymes |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - developing phonemic awareness |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - telling and listening to stories |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - reading and looking at books |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - playing with sounds and words found in the environment |

Parent/Caregiver Focus:

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Emphasizes increased and improved interaction and communication between parents and their children, with staff and volunteers role modeling best practices |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Includes activities that are shaped by the participating families’ knowledge and interests and involves hands-on, participatory learning experiences |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is adaptable and culturally appropriate for use with diverse groups of families in a variety of settings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Includes activities and information that are presented in ways that will effectively engage participants with different learning styles |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensures a comfortable, non-threatening learning atmosphere that includes trust and understanding in relationships among staff and participants |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has special guests to share their skills and knowledge with program participants |

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e.g., professional storytellers, musicians, cultural guests

- Fosters an environment that encourages families to connect with each other
- Considers ways to ensure fathers' involvement (e.g., possible separate *Dads group*, extended hours)
- Considers ways to ensure grandparents' involvement

It is important to consider the “why” and “how” we do what we do when planning programs. One may take their lead from adopting an early learning philosophy or consider common practices within the philosophies to guide their planning. An example of some common practices in the philosophies include: using real materials, the adult following the child’s lead, using open-ended materials.

Refer to Appendix II for links to the following early learning philosophies: Emergent Curriculum, HighScope, Head Start, Montessori, Reggio Emilia, and Family Centre Approach (see page 34)

12. Effective Practice – Play/Learning

A quality Ontario Early Years Centre recognizes that children’s play supports their learning and that adults have a key role in children’s play.

Our Ontario Early Years Centre...

Yes No Working
On It

Materials:

Provides a variety of:

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - age-appropriate materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - authentic/real learning materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - learner-centred materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - open-ended materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use supplies that are free or inexpensive, found in the everyday environment and familiar to families, to emphasize that learning does not require expensive materials (e.g., recycled materials) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides good quality books and other printed materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides age-appropriate and well-maintained equipment and supplies for children to use to learn through all their senses and to develop their fine and gross motor skills |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides a variety of carefully selected materials and activities to challenge participants’ multiple intelligences |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides a variety of writing tools and mediums (e.g., pastels, crayons, pencil crayons, paints, markers) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides children with culturally relevant materials (e.g., learning materials, children’s books in their first language) |

Teach Children to play:

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Play is child-directed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Recognizes learning is enhanced when high-quality cognitive and linguistic interactions occur between children and the adults who are meaningful to them |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Focuses on the process (rather than the goal) of play ³² |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ask exploratory questions that help extend a child’s play |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Reflect the emotions of children expressed in their play and actions, which labels and validates the children’s feelings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide families with space, time and materials |

- Imaginatively enter play

Language and Literacy Development:³³

Children’s early years experiences relate to later literacy success:

- exposure to varied vocabulary
- opportunities to be part of conversations that use extended discourse (e.g., explanations, narratives or pretend talk)
- environments that are cognitively and linguistically stimulating

- Expand children’s language learning by providing a model that is expressive, responsive and enjoyable

- Implement storytelling to build children’s vocabulary, use more complex sentences and improve comprehension when frequently exposed to stories. The magnetic quality of the story is the universal power to remember, entertain, teach, inspire, create and know

Facilitate group storytelling in many ways:

- theme stories
- descriptive stories
- picture stories
- grab bag stories
- finish-the-story stories

Numeracy Development:³⁴

- Provide opportunities for children to explore a variety of mathematical ideas during play, including comparison, estimation, patterns, symmetry and spatial relationships
- Provide learning materials to support numeracy development (e.g., counters, blocks, sand and water table, items with varied sizes; items to create patterns)

“Play is how children make sense of the world and is an effective method of learning for young children. Ideas and skills become meaningful tools for learning are practiced, and learning concepts understood.”³⁵

“Studies show the links between play and many foundational skills and complex cognitive activities, such as memory, self-regulation, distancing and decontextualization, oral language abilities, symbolic generalization, successful school adjustment, and better social skills”³⁶

Elements that frame the definition of “Play”:³⁷

- children’s freedom to select activities
- children’s freedom to explore and invent, without a prescribed template to their work
- children’s engagement in solitary or group activity that is purposeful to the children
- children’s engagement in fantasy-based, symbolic and representational activity.

Refer to Appendix II for information on Stages of Social and Cognitive Play; Strategies that Foster Language Development; and What is Preschool Writing?. (see page 35)

Refer to Appendix II for “Children’s Mathematical Activities During Play” (see pages 35 and 36)

13. Effective Practice – Program Evaluation

A quality Ontario Early Years Centre engages in ongoing evaluation to assure program effectiveness. Program evaluation may involve families, volunteers, staff, board members, and other community partners in the process.³⁸

Our Ontario Early Years Centre...

Yes No Working
On It

Has developed an evaluation plan to examine program procedures and to assess how well expected outcomes for parents, children and the community are being achieved. This evaluation plan:³⁹

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Is consistent with our mission/philosophy |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Is tied to the realistic objectives and goals that were set for the program |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Takes into account our program's structure and resources |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Is tailored to the community context and factors related to participation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Measures success in participants achieving their priority outcomes and meeting benchmarks for success |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Provides information to improve program planning and implementation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Indicates areas where staff could benefit from further training |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Notes contributions made by volunteers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | - Provides the information required by funders and includes cost/benefit analysis |

Uses a Variety of Evaluation Modalities:

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parents, volunteers and children's opinions on the program are sought by appropriate means (e.g., questionnaires, interviews) ⁴⁰ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Compiles quantitative results of evaluation and data collected |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Compiles qualitative results of evaluation and data collected |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses participatory evaluation methods, ensuring all stakeholders ⁴¹ voices are included |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Information is compiled on volunteers' contributions to the program, their performance and willingness to continue |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evaluates the effectiveness of our partnerships and collaborations, including the experience of working together |

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- ☐ ☐ ☐ Integrates program evaluation into day-to-day activities as well as doing annual reviews
- ☐ ☐ ☐ Has an annual evaluation plan that uses a variety of measures to ensure reliability and validity in our results (including interviews with participants and stakeholders, questionnaires, surveys and focus groups)
- ☐ ☐ ☐ Makes sustainability an outcome to be tracked, carefully documenting our progress and success and feeding back information to funders and stakeholders
- ☐ ☐ ☐ Reviews of all program operations are undertaken in a participatory process

Results of Evaluation:

- ☐ ☐ ☐ Results are analyzed and priorities for the next year are determined
- ☐ ☐ ☐ Plans are made to seek the resources or make the adjustments necessary to implement the priorities
- ☐ ☐ ☐ Researches issues of early learning program evaluation and has a good understanding of various approaches and methods, resources and materials, standardized and alternative assessment instruments, qualitative and quantitative measures
- ☐ ☐ ☐ Compiles and analyzes the results of all assessment and evaluative measures, writes reports for stakeholders and decides on how program components and services could be improved

Program evaluation is an important aspect of program delivery. We all want to provide programs that are stimulating, welcoming and reflect the needs of our communities. We want to know how our programs and services are being received. Evaluation can help us determine how well we are doing; what to continue doing; what we could be doing differently; and what we need to consider for the future.

*Refer to Appendix II for an overview of types of evaluation and various tools and resources to use.
(See pages 38 – 41)*

14. Effective Practice – Needs Assessment

A quality Ontario Early Years Centre lays a solid foundation for itself by conducting ongoing community needs assessments, identifying gaps and exploring potential partnerships and means to respond to identified community needs.⁴²

Our Ontario Early Years Centre...

Yes	No	Working On It	
			Strategic Plan:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has developed a “Strategic Action Plan” to meet the changing needs of families in the community, while taking into account our agency’s capabilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strategic Plan is developed by gathering information from many sources involved with your agency (i.e., board members and staff)
			Needs Assessment that impacts the Strategic Plan:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Collects data, as part of the needs assessment, from staff, key stakeholders (i.e., social services agency reps, special needs agencies, cultural groups, politicians, educators), volunteers, clients and children (Needs assessment can be achieved through surveys, telephone surveys, questionnaires or group data collection)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data collection will be based on geographic info, demographics, services info, social, recreational, cultural, or/and educational
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Continues to conduct needs assessments regularly as part of an ongoing process to ensure our program continues to meet the changing needs in the community ⁴³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifies gaps in services in the community that early years programming could address, avoiding duplication of existing services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses the information collected to identify and attract potential collaborators and partners that are essential to providing comprehensive early years programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtains detailed, accurate, up-to-date information and statistics from reliable sources about demographics (i.e., community growth)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works collaboratively with community planning tables in conducting all of the above

“Needs Assessment” is addressed as the final Best Practice to represent the ongoing cycle of being responsive to families at a micro and macro level.

G. Appendices

Appendix I: Early Years – 0 to 6 years Making a Difference⁴⁴

The first six years are the most important years in your child's life. In the early years, the brain forms connections that set the stage for lifelong learning, behaviour and health. By age six, children have a solid foundation for reaching their full potential in the years ahead.

Parents and caregivers have the greatest impact on how a child grows and develops in the early years. You can make the difference!

What I need – If babies, toddlers and preschoolers could tell you what they need, here is what they might say:

Keep me safe.

- Know where I am and who I am with. Teach me who to go to when I need help.

Keep me secure.

- Hug me. Respect me. Let me know your love is forever. This will help me develop trust and self-esteem.

Keep me healthy.

- I need a variety of good foods, regular checkups, immunizations, fresh air, time to run and play and regular sleep.

Help me learn.

- Talk, sing and play with me. Read to me. Stimulate me with sights, smells, tastes and sounds.

Help me adjust.

- I need routines and comfort when I am upset. Help me make friends and learn how to get along with others.

Help your child succeed.

- Steps for Healthy Child Development

Baby - Birth to 12 months

Safety

- Always put your baby to sleep on his back. This reduces the chance of Sudden Infant Death Syndrome.
- Use “Canadian Standards Association” approved car safety seat (infant or convertible) in the rear-facing position every time you travel in a vehicle.

Security

- You cannot spoil your baby. Pick him up when he cries. Find different ways to soothe him such as feeding, cuddling, rocking and walking with him.
- Hold your baby as often as possible, especially when you are feeding her.

Health

- Breast-feed your baby if you can.
- Take your baby for regular checkups and make sure he gets the immunizations he needs.

Learning

- Talk to your baby. Point out familiar objects and name them.
- Read simple picture books and nursery rhymes to your baby. It is never too early to start.

Adjusting

- Respect your baby's personality and feelings. Each of us responds to people and situations in our own unique way.
- Introduce your baby to grandparents, caregivers and others. This will help him learn how to get along with people later in life.

Toddler - 1 to 3 years

Safety

- Childproof your house. Cover electrical outlets. Remove dangerous objects.
- Keep medicines out of reach.
Provide safe opportunities for your child to climb, swing, slide and run.

Security

- Tell your child you like the way she is and the things she does.
- Hug your child when he is angry or frustrated.

Health

- Keep your home and car smoke-free.
- Make sure your child wears a hat and sunblock when she plays outside in the sun.

Learning

- Sing, talk, listen and read to your toddler every day.
- Enjoy counting and rhyming games together.

Adjusting

- Develop unrushed routines for eating, going out, playing and sleeping.
- Help your child understand his feelings, for example, say, "I see that you are angry because you don't want to go. We will come back later."

Preschooler - 3 to 6 years

Safety

- Watch your child at all times when she is around water.
- Enforce safety rules in driveways, parking lots and around traffic. Make sure he always wears a helmet when riding a bike.

Security

- When your child misbehaves, help her calm down. Show her that you love her but don't accept the behaviour.
- Hang his artwork on the wall. Tell him you like his dancing and singing.

Health

- Take him to the dentist and get his vision and hearing checked before he starts school.
- Make sure she has lots of opportunities to be physically active.

Learning

- Use everyday situations to teach opposites, time and how the calendar works.
- Limit the amount of time your child watches television. Watch television with her.

Adjusting

- Give her lots of chances to play with other children.
- Your child's fears and nightmares are real to him. Comfort him and help him find ways to feel better.

Your Child Is Unique

Children grow and develop at different rates. Don't worry if your child starts to talk a few months later than other children or takes a little longer to learn how to get along with others. But if you have concerns, don't hesitate to talk to a health care professional or ask for advice at your Ontario Early Years Centre.

Take Care of You

Parenting is a joy and a challenge! Night time crying, temper tantrums and the sheer energy of a five-year-old can leave you feeling tired and upset. When you feel this way, it is hard to be at your best.

Parenting will be a joyful process when you take care of you, as well as your child. Take a break once in a while. Go out with friends or your partner. Ask a friend, family member or someone you trust to stay with your child.

Go for walks with your child and meet other parents. Enjoy music and other activities you like.

Get your parenting questions answered by visiting the Ontario Early Years Centre in your area.

See your doctor if you are sick, feel sad for more than two weeks or if you are worried that your behaviour may harm your child.

Ontario's Commitment to Children

The Government of Ontario supports parents in their efforts to help children get the best possible start in life. Ontario Early Years Centres are part of that commitment. For more information, please call toll-free 1-866-821-7770.

<http://www.ontarioearlyyears.ca>

Appendix II: Effective Practices

Outreach⁴⁵

Developing outreach materials to attract and recruit participants.

These materials:

- follow the principles of clear language and design
- explain where and when the program is offered
- indicate if the program is free or what the costs will be
- describe anything else that may be free (such as child care, snacks, bus tickets, books and toys to borrow)
- outline any criteria for a specific age group, linguistic group or target group (e.g., Ontario Works clients)
- address reasons why people may not have entered other programs and appeal to personal goals they might have
- give a person's name and a phone number to call for more information
- are translated into the languages of the community

There are many ways to get information out to the community:

- Post flyers and leave brochures all over the community (including in the offices of all the agencies listed above, in stores, community centres, public swimming pools, laundromats and bus shelters).
- Return every few weeks to remove or replace flyers, ensuring the information is up-to-date and the flyers always look fresh and appealing.
- Drop flyers in the mailboxes of homes in so-called "high-need" areas of the community.
- Visit established programs in the community to talk to the participants about this program and invite them to come with their family members and friends.
- Make presentations at schools in high-need areas to inform teachers and other staff about literacy needs in the community and ask them to send flyers home with students.
- Speak at school meetings and special events, participate in parades and set up a display at community events to inform the general public about the program.
- Place ads in local papers.
- Contact journalists who write about social issues to tell them about the program and ask them to cover special events such as Family Literacy Day.
- Write articles about family literacy and the wonderful results of our program and submit them to appropriate magazines and newspapers.
- Send broadcast journalists information about the program, and ask for an opportunity to participate on local radio station talk shows.
- Hold a regular advertised "Open House" offering free food and donated books for potential participant families, other community stakeholders and the general public to come and learn more about the program.

Family Diversity ⁴⁶

Cultural and Ethnic Backgrounds

A quality OEYC program:

- Acknowledges and honours the teaching and learning practices found in participants' homes that originated in another school system or culture.
- Challenges and rejects any form of racism or prejudice in program discussions or materials.
- Respectfully calls all participants by the names they give.
- Has staff or volunteers who:
 - are representative of the cultures in the community
 - establish relationships with participants so information about cultural practices may be comfortably shared
 - are informed and respectful about the differences between religious and cultural issues relevant to participants
 - are informed about food and nutrition issues relevant to participants.
- Provides a variety of learning materials that represent a range of ethnicity and cultures. These include:
 - books with meaningful stories about diverse families
 - books showing pictures of families living in a variety of culturally diverse homes and environments
 - toys and play equipment enjoyed in various cultures
 - plastic foods representing diverse cultures in the play area
 - tapes or CDs of music representing diverse cultures
 - musical instruments from different countries for participants to use themselves
 - felt board materials for storytelling
 - dress-up clothes, dolls and puppets in cultural dress.
- Encourages families to share traditional stories with the group.
- Holds potluck meals where everyone may bring a favourite dish.
- Notes when special celebrations from cultures around the world are held.
- Plans for and invites participants to do related activities for those special dates.
- Invites community elders to volunteer in the program.
- Advertises and markets to relevant local cross-cultural centres.
- Conducts special outreach using volunteers or staff who speak the languages of community groups.
- Informs newcomer families about cultural groups in the community.

First Languages

A quality OEYC program:

- Provides families with clear, research-based explanations about why it is important to speak and read in their first languages.
- Explains the various developmental and long-term benefits to children of learning their families' first languages.
- Reassures parents that young children (who are developing normally) who learn their first language well, will gain the ability to learn other languages more quickly and easily in the future.

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- Encourages parents to tell stories, sing and read to their children in their first languages.
- Provides age-appropriate books and materials in the participants' languages to share during the program or borrow to take home.
- Plays music and teaches songs in different languages.
- Invites families to share their stories or songs with the group.
- Provides translations of take-home information, tapes and flyers.
- Breaks the participants into small groups of people who speak the same language for discussions, then invites to share with the rest in the common language (normally English or French in Ontario).
- Uses volunteers (preferably previous program participants) for interpretation as needed.
- Recruits staff and volunteers who speak a variety of languages.
- Expects staff to check in with individual families, using interpreters if necessary, to make sure they understand everything that is being said or taking place during the program.
- Directs families to relevant programs in the community that are offered in their language.

Non-Traditional Families

(Includes single parent mothers and fathers, blended families, same-sex partner parents, and grandparents or others who are primary caregivers)

A quality OEYC program:

- Welcomes and includes any group of people who identify themselves as a family who would like to learn together through this program, emphasizing that all members have many strengths and abilities.
- Has staff trained in equity issues so they can empower all participants by validating and building on their unique experiences and perspectives.
- Provides books and resources showing non-traditional families in respectful ways.
- Provides resources for adults to use with children that deal with such topics as same-sex parents, separation, divorce and the death of a family member.
- Provides a selection of up-to-date, easy-to-read resources on parenting and other relevant topics for parents to borrow.
- Shows sensitivity around some common themes, such as Mother's and Father's Day.
- Offers the program at times convenient for participants.
- Provides phone call reminders for busy parents.
- Invites all the children in the family to attend, or provides on-site childcare, so that parents with several children of different ages are still able to participate.
- Offers bus fare or other assistance with transportation (for example, a volunteer could accompany a parent with several young children to the program).
- Encourages all parents to participate in discussions and to talk with trained staff about personal needs outside program hours.
- Shows sensitivity around personal issues or challenges of participants (such as exhaustion, lack of time for themselves, lack of acceptance by others in the community).
- Provides opportunities for participants to meet together to discuss challenges and share ideas and coping strategies.
- Visits agencies that support single or expectant mothers to invite the families to the program.

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- Offers to deliver it at their location.
- Invites the agencies to use our facilities so their clients become familiar with our site and staff, making it easier for them to attend our family literacy program.
- Partners with agencies to reach isolated parents.

Regional Differences

In urban areas, a quality OEYC program:

- Displays information about the program in malls and posts flyers on local public bulletin boards.
- Researches housing areas considered high-need and does targeted outreach in these areas.
- Provides materials in the languages of different cultures in the target areas.
- Chooses convenient, safe and accessible locations for the program that are on, or close to, bus routes.
- Provides bus tickets.
- Offers summertime sessions in shady areas of parks that participants like.
- Uses books borrowed from local libraries and plans trips to encourage ongoing library use.

In rural areas, a quality OEYC program:

- Does extensive outreach through, for example, school newsletters, local newspapers, public health units and word of mouth, one to two months before the program is scheduled to begin.
- Sends flyers to outlying communities with a name and number asking residents to call if they would like the program to be offered in their area.
- Arranges alternative sites in the areas where enough people show interest, for example, at farms where 4-H Club members already meet or at a rural grocery store.
- May be offered somewhat differently because of travel and time issues. (It may, for example, be shortened, or held as a series of workshops and at different locations over a longer period of time.)
- May be offered using a mobile unit that goes to rural areas and delivers the program in schools and places of worship.
- Makes special arrangements with local libraries to borrow books to take to rural program locations.
- Partners with a library to equip a bookmobile with books relevant to the program and send it around the area where the program is offered.
- Uses materials with relevant themes for rural families including farming and agricultural safety.

Low Income or Homeless Families

A quality OEYC program:

- Welcomes low-income and/or homeless families who may often feel like outsiders in community programs.
- Engages in critical reflection with them about the value of literacy and encourages their pursuit of learning.

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- Provides nutritional snacks for the children, or hot breakfasts or lunches for families (recognizing that good food promotes participants' ability to learn).
- Delivers the program in shelters for homeless or abused families or invites them to the program.
- Tells stories and uses books that show families who are not wealthy.
- Trains staff and volunteers to go to places like food banks and soup kitchens to talk to families about the program.

Literacy Levels

A quality OEYC program:

- Keeps messages short and clear.
- Provides verbal direction and explanations, and encourages participants to ask questions and give feedback.
- Uses oral storytelling, songs and rhymes, then connects them to printed materials in meaningful ways.
- Encourages creative playful interaction to keep the learning fun.
- Uses pictures to stimulate discussion.
- Provides a variety of reading and writing materials suitable for a range of literacy levels.
- Encourages parents who do not read well to ask another family member, who does, to read to their young children.
- Provides relevant take-home materials and activities.
- Provides opportunities for adults to practice something they have learned in the program, before they try to do it with their child.
- Helps prepare adult participants with low literacy skills to feel ready to attend an adult literacy program.
- Refers adults to other agencies who may be able to provide literacy upgrading programs (or English as a Second Language), and their children to age-appropriate enrichment programs.

Different Ages

A quality OEYC program:

- Provides opportunities for different generations to learn together, recognizing that all family members have skills to share regardless of literacy level.
- Involves certain age groups together at one time, and provides for other family members if needed.
- Continually modifies the program to meet the changing needs of families.
- Provides a wide range of age-appropriate materials for children and adults.
- Invites participants of all generations to share their favourite songs, rhymes and stories with the group.
- Provides a variety of materials showing intergenerational situations in positive ways.

Physically Challenged

A quality family literacy program in Ontario:

- Provides space and facilities (including washrooms and playground areas) that are accessible, safe and comfortable for participants with physical challenges.
- Speaks to program participants about issues facing people with physical challenges.

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- Provides books and other resources that feature people with a range of physical challenges in positive ways, living normal lives.
- Has access to materials in a variety of formats (such as books in Braille and tapes or CDs for participants who are visually impaired.)
- Partners with agencies that offer support services for people with physical challenges to ensure all families can access the program.

Developmentally Challenged and Learning Disabled

A quality OEYC program:

- Has staff who have a basic understanding of how developmental delays and challenges, emotional disturbances and learning disabilities affect people's ability to learn.
- Are knowledgeable about commonly found conditions (including Fetal Alcohol Syndrome, Autistic Spectrum Disorder, and Attention Deficit/ Hyperactivity Disorders), and place importance on educating parents and the community about primary prevention.
- Discusses concerns about individual children's development with their parents and refer them to specialists for assessment, if appropriate.
- Partners with or gains support from agencies with expertise in the above areas, when people in the community with these challenges want to participate in the family literacy program.
- Ensures the program is accessible to families with special needs requirements.
- Makes arrangements to offer the program at different locations, if possible.
- Provides special materials to stimulate children with developmental challenges or learning disabilities, and includes all children in regular program activities.
- Encourages families to involve all of their children in family literacy activities, explaining that children who have learning disabilities may benefit from such experiences much more than it might appear.
- Encourages adult participants with learning disabilities or developmental challenges to talk to staff about extra support that would help them reach their learning goals or to better support their children's learning.
- Recognizes that a child with learning disabilities and/or developmental challenges will affect the family dynamics. Parents may be encouraged to seek support or counseling beyond what this program can offer.

Multiple Intelligences and Learning Styles

Staff of a quality OEYC program:

- Understand and use multiple intelligence theory to observe competencies and support all participating family members.
- Use a variety of activities and strategies that develop participants' multiple intelligences.
- Find appropriate ways to challenge and support children who demonstrate exceptional abilities and competencies.
- Present information to participants by using all three learning styles: visual (learning by seeing), auditory (learning by listening) and tactile/kinesthetic (learning by doing and through hands-on activities).

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- Discuss learning styles and multiple intelligences with the participants in the program, helping to increase their self-awareness about how they learn best and to build on their strengths.
- Teach parents to observe how their children respond to learning situations and to value their different abilities.
- Model strategies for parents to support their children's learning.
- Encourage parents to follow their children's lead in learning and to view everyday situations as meaningful opportunities for their children to develop their various intelligences.

PROGRAM PLANNING

Philosophies:

Emergent Curriculum <http://www.unb.ca/chdc/files/emergent-curriculum.pdf>

HighScope <http://www.highscope.org/>

Reggio Emilia

<http://www.youngchildrenslearning.ecsd.net/reggio%20emilia%20philosophy.htm>

Montessori <http://www.montessori.org/>

Approaches:

Family Centred Approach

Bailey, D., McWilliam, P., Winton, P., & Simeonsson, R. (1992). *Implementing Family Centered Services in Early Intervention: A Team Based Model for Change*. Cambridge, MA: Brookline Books.

Dunst, C.J., Trivette C., & Mott, D.W. (1994). *Strengths-Based Family-Centered Intervention Practices*. In C. Dunst, C. Trivette & A. Deal (Eds.) *Supporting and Strengthening Families: Methods, Strategies and Practice*. (Vol. 1). (pp. 115-131). Cambridge, MA: Brookline Books.

Raver, S. A. (1991). *Effective Family-Centered Services: Supporting Family Choices and Rights*. *Infant Toddler Intervention: The Transdisciplinary Journal*. 1, 169-176.

PLAY

Stages of Social Play:⁴⁷

- **Solitary Play** in which the child plays alone
- **Parallel Play** in which 2 play side-by-side, occasionally glancing at each other
- **Associative Play** in which the children again are playing side-by-side, but at this stage, imitate each other and incorporate components of their counterparts' play
- **Co-operative Play** in which the children join together to create a happening or produce a product

Stages of Cognitive Play:

- **Functional/Exploratory Play** in which a child associates an object with an action
- **Constructive Play** in which the child uses materials to build a structure
- **Dramatic/Pretend Play** in which one or more children play out a real or imagined event
- **Games** in which children play a game together following a mental representation of the rules

Strategies that Foster Language Development:

- **Self Talk:** share what you are doing
- **Parallel Talk:** describe what you see the child is doing
- **Expansion:** repeat what the child is saying and adding to it a little
- **Labelling:** naming things for the child
- **Modelling:** rephrasing what a child is saying so it is correct
- **Active Listening:** listening to the child and responding appropriately and naturally to what the child is saying and doing (cues from both words and gestures)

What is Preschool Writing?⁴⁸

- making and describing models and pictures
- making marks and scribbles to stand for words
- reproducing or making symbols and icons to stand for words
- forming three-dimensional letters (using clay, wire, sticks, etc.)
- identifying and arranging three-dimensional letters
- writing letters and/or letter like forms
- writing words based on some or all of the sounds in words
- writing words conventionally
- switching from one way of writing (letters) to another (scribbling) depending on the task

Children's Mathematical Activities During Play⁴⁹

Numbers and Operations:

- counting

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- recognizing qualities by sight without counting objects
- reading numbers
- putting objects together or taking objects apart
- adding or taking away numbers

Algebra:

- patterning or arranging objects in a regular and rule-governed manner

Geometry:

- drawing or verbally describing shapes or using shape words
- exploring symmetrical relationships (e.g. using Lego to construct a building in which the towers on the left and right are identical to each other in terms of number, size and shape)
- telling or representing position (where) and direction (which way)

Measurement:

- comparing magnitudes (e.g. whose is bigger) by directly matching objects
- comparing quantities (e.g. who has more) by counting objects
- estimating magnitudes or quantities without directly measuring or counting objects

Data Analysis and Probability:

- sorting objects by colour, shape, size or type

PROGRAM EVALUATION ⁵⁰

PREAMBLE

Program evaluation is an important aspect of program delivery. We all want to provide programs that are stimulating, welcoming and reflect the needs of our communities. We want to know how our programs and services are being received. Evaluation can help us determine how well we are doing, what we can keep doing, what we could be doing differently and what we need to consider for the future.

Evaluation reflects how our services fit into our communities. Evaluation provides us with concrete information to communicate our successes, challenges, needs and wants to our funders. With evaluation we have a basis to provide evidence (to support our programs, services and organizations) in reports, to our boards of directors, staff and the broader community.

TYPES OF EVALUATION

Formative: For programs under development, formative evaluation helps to look at strengths and weaknesses so changes can be made during the development stage.

Process: For programs already under way, process evaluation measures the procedures and tasks involved in implementing a program, measures if the program was implemented as intended; monitors the program to ensure feedback during the course of the program. Process Evaluation includes information on planning and implementation of the program. Information may include items such as needs assessment, attendance data and participant satisfaction. Also included can be which activities were planned and which implemented.

Outcome: Measures if the descriptive data of your program activities are having the results you intended them to have and whether the objectives were achieved. Outcome Evaluation measures what happened to participants as a result of their participation. Outcomes are usually related to the original goals and objectives of the program.

Impact: Measures the impact your program has had on participants; it focuses on the long range results of the program. Most comprehensive of all the evaluations, this type is costly and requires a long-term commitment.

Methods of evaluation:

- Written questionnaire: there are two types (quantitative: closed-based questioning and qualitative: open-ended questions). The two types can be used separately or together, can reach large numbers of people and can be counted easily.
- Interview: can be structured (set of questions) or unstructured (have topics.)
- Observation: gathering information by observing a situation or event.
- Quick feedback form: a short form used to get instant feedback. (maximum 4-6 questions)
- Focus group: groups of up to 10 people with similar experiences who are invited to meet together to discuss topics. The group is facilitated by a neutral party, who keeps notes about the discussion.

- Others: journals (by staff or participants), program documentation (minutes, attendance sheets, financial documents), statistical forms (attendance), face sheet (cover sheet for an interview.)

USEFUL RESOURCES

Finding Our Way: A participatory evaluation method for family resource programs

Ellis, Diana. Canadian Association of Family Resource Programs, Price: \$32.00

Available through FRP Canada at <http://www.frp.ca/>

Evaluation and accountability are continuing concerns for service providers and funders alike. Funders are increasingly requesting that the projects they fund undertake some degree of evaluation and community supports are wanting to know more about what difference community-based programs are making.

This guide to a participatory method of evaluation will help you feel more comfortable with some evaluation terms and with using a participatory method to evaluate your project, program or organization.

This guide will provide:

- basic information to help you understand evaluation terms and make evaluation decisions
- guidance for you to do participatory evaluation yourself, or to participate knowledgeably with partial or full assistance from an external consultant.
- consistent examples throughout the process
- a clear STEPS model to apply in each of the two major examples.
- an integrated method that includes formative (process) and summative (outcome) evaluation techniques. (excerpt from *Finding Our Way*, page 2 and 3)

FRP Canada e-Valuation

The Guiding Principles of Family Support from FRP Canada outline the basic premises underlying the delivery of Family Resource and Ontario Early Years programs. They are statements of best practices about how we should approach our work with families.

An excellent tool for evaluating how your program is doing in following these principles may be found in the FRP Canada e-Valuation at www.frp.ca

The core indicators for this on-line evaluation system focus on four general domains:

- information about participant characteristics
- information about quality, valued practices
- information about benefits and outcomes
- organizational practice

Supplementary indicators include additional questions about parenting and child development.

Outcomes-Based Program Evaluation Resources, An Annotated Resource Guide
On-line Research Tools

1. Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Very Limited Resources, written by Carter McNamara, MBA, PhD

<http://www.managementhelp.org/evaluatn/outcomes.htm>

”This document provides guidance toward basic planning and implementation of an outcomes-based evaluation process (also called outcomes evaluation) in nonprofit organizations. This document provides basic guidance – particularly to small nonprofits with very limited resources.”
Carter McNamara, MBA, PhD, Copyright 1999.

2. IBEC: Outcome Toolkit (IBEC is a research program of the University of Washington)
<http://ibec.ischool.washington.edu/>

The first step in conducting outcome-based evaluation is to set goals for the evaluation. This section will help to determine what to measure and how to begin designing the process for outcome-based evaluation of your agency’s programs and services.

3. The Canadian Outcomes Research Institute (CORI) is a Canadian nonprofit organization with an educational and research oriented mandate. CORI's mandate is to increase the effectiveness of human service organizations to meet the needs of those they serve by providing education, research, training and services regarding outcomes and evidence-based practice.
www.cori.ca/

On-line Evaluation Tools: (* = *Highly recommended resource*)

***4. FRP Canada’s E-Valuation (national program evaluation tool for Family Resource Programs):** <http://e-valuation.frp.ca> Tools here are already being implemented in OEYCs and other early learning agencies nationwide.

5. Results Based Accountability: www.raguide.org

6. Glossary of Terms for Basic Outcome-Based Evaluation:
www.managementhelp.org/evaluatn/outcomes.htm

7. Family Outcome Measurement Tools: <http://www.fpg.unc.edu>

This site offers a chart that discusses types and uses of various measurement tools in use in North America for Family Resource Programs.

8. Friends National Resource Center for Community-Based Child Abuse Prevention.
http://www.friendsnrc.org/download/outcomeresources/fsp_surveyonly.pdf
Sample Survey at this site can be used as a survey tool development model.

Print Material:

***9. McSweeney, D., Editor. Metro Association of Family Resource Programmes Effective Practices Project: Family Support Evaluation Toolkit. Metro Toronto Association of Family Resource Programmes, 2004.**

“This resource helps practitioners choose evaluation tools (surveys, focus group questions, etc.) which are tailored to the realities of programming in FRPs. The tools cover all aspects of FRPs’ work including drop-in and structured programs, outreach and work in the community. The Evaluation Toolkit is written in clear language that demystifies evaluation and helps the reader break evaluation tasks down into easy to manage pieces. The toolkit includes a number of sample tools, which can stand alone or be customized, based on individual program requirements.” (2004, Family Support Evaluation Toolkit, page 1)

This document is available to members of the **Family Supports Institute Ontario (FSIO)**. Please use the following contact information for further inquiry:

Family Supports Institute Ontario

489 College Street, Suite 206, Toronto, ON M6G 1A5

Tel: 416-538-0628 Fax: 416-5386737

mailto:program.manager@fsio.ca

***10. Developed by Diana Ellis for the Canadian Association of Family Resource Programs: Finding Our Way: A Participatory Evaluation Method for Family Resource Programs. Ottawa: 1998. ISBN: 0-919051-28-6. *Available in both French and English**

“Evaluation and accountability are continuing concerns for service providers and funders alike. Funders are increasingly requesting that the projects they fund undertake some degree of evaluation, and community supports want to know more about what difference community based programs are making.”

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- consistent examples throughout the process
- a clear STEPS model to apply in each of the two major examples.
- an integrated method that includes formative (process) and summative (outcome) evaluation techniques.” (*Excerpt from Finding Our Way, pages 2 and 3*)

11. Workbook Series: Investing in Children Publications

As part of our work in the Early Years, Investing in Children developed a series of six workbooks covering important themes in organizational development.

They are:

- Building Collaborative Partnerships
- Success means more than Balanced Books
- Let your Stats Lead the Way
- Look, Learn and Lead
- X marks the spot - now what?
- Systems – what they are and how to work in them

Each workbook has 12 pages filled with practical information, ideas and examples of how you can apply these ideas to your own organization. The workbooks can be used alone, or you can arrange for Investing in Children to provide a workshop to further help you improve your operations. *Each workbook is \$20, including shipping. Please e-mail info@investinginchildren.on.ca for more information.*

USING EVALUATION RESULTS

Communicating Evaluation Results

- Use simple, clear language, avoid jargon.
- Highlight important information (e.g. larger type or arrows.)
- Put the most important information at the beginning and end.
- Combine pictures and words, or graphs and numbers.
- Organize information clearly.
- Build meaning by relating the unfamiliar to the familiar.
- Move from the concrete to the abstract.
- Present threatening information sensitively; emphasize the positive.
- Use summaries – include only essential details.

Developing Action Recommendations

- Allocate sufficient time and resources.
- Work closely with stakeholders throughout the process.
- Consider all aspects of the issue and the context of the program.
- Develop realistic recommendations, easy to understand.
- Focus on program improvement.
- Decide whether recommendations should be general or specific.
- Assign staff to assist in implementing recommendations.
- If a recommendation is not accepted look for other opportunities to recommend it again.

It is important to communicate results and actions taken with evaluation participants to ensure that they feel heard. To communicate results and actions with participants you can write a memo, submit an article to your OEYC newsletter, create a bulletin board at your main site, post on your website, hold a forum, make announcements at AGM or other meeting. The possibilities are broad.

For more details on analyzing and interpreting results please refer to Step 5 of the Finding Your Way book by FRP Canada. (excerpt taken from – Canadian Evaluation Society, Evaluating for Results, May 1999.)

Full-Day Early Learning Related Links:

- **With Our Best Future In Mind:** The report with 20 recommendations on how to implement full-day learning for Ontario children, how to improve education for children up to 12 years and how to increase supports to families.
- **Ontario Ministry of Education** <http://www.edu.gov.on.ca/earlylearning/>

Results Based Accountability: <http://www.resultsaccountability.com/>

Developmental Assets: <http://www.search-institute.org/>
<http://www.lionsquest.ca/index.asp>



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 - Emergent Curriculum <http://www.unb.ca/chdc/files/emergent-curriculum.pdf>
 - Father Involvement Initiative Ontario, <http://www.cfii.ca>
- Family Outcome Measurement Tools:
- Family Resource Program (FRP) Canada <http://www.frp.ca/>
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- ⁵⁰ Ad-hoc Sub Committee of the Regional South East Early Years

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The committee reviewed June 2010 and March 2011, which included some revisions to the website links, acknowledging the addition of the full-day early learning and sharing information links that may be relevant to communities working on measuring outcomes and building on delivery standards.