Toolbox

Ecosystemic approach to the mobilization
of local communities in aid of the development
of children aged 0 to 5 years
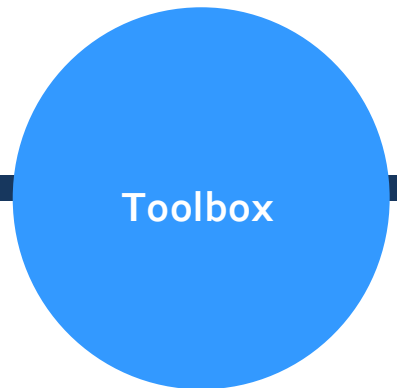
AVENIR D'ENFANTS
DES COMMUNAUTÉS ENGAGÉES

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Tool 1	Summary of the Ecosystemic Approach in Action			
ACTIONS: INTENTION				
DESCRIPTION	STEPS	TOOLS	WINNING CONDITIONS	KEEP IN MIND
Establishing the group: Identify the initial problem situation, then mobilize a core group of partners from a variety of sectors on behalf of children aged five and under.	D Mobilize the group's partners (core group of partners and partner organizations): ⬜ Present the situation and the ecosystemic approach ⬜ Validate the partners' commitment; ⬜ Identify the individuals who will participate in the group and collaborate on the project.	D Tool 1: Summary of the Ecosystem Approach in Action	Go beyond mere consultation: aim for co-construction. D The group understands the advantages of the ecosystemic approach and adheres to it D The project's leadership makes it clear how important it is that each of the partners in the group contributes to the project D All partners recognize the problems associated with poverty and how they affect school readiness.	D The project constitutes a major asset for raising school readiness among the community's children D One of the keys to a successful project is to validate the interest of the core group of partners and community organizations to get involved in the process D Try to solicit the participation of as many partners as possible D Communicating the project's progress to general public can be a significant factor to help maintain motivation.
Designation of a coordinator: Assign a person with the task of mobilizing the partners and ensuring the ecosystemic approach is followed.	D Identification of potential candidates. D Selection of the coordinator.		D The group assigns a person to act as coordinator.	D The person assigned to act as coordinator must be very dedicated to the task.

ACTIONS: SITUATION AND ANALYSIS

DESCRIPTION	STEPS	TOOLS	WINNING CONDITIONS	KEEP IN MIND
Winning conditions for a successful partnership: Focus on winning conditions right from the start and throughout the many stages because they impact the entire process.	D Creation of a pleasant work atmosphere: ⬜ Decision-making process ⬜ Frequency of meetings ⬜ Organization of meetings ⬜ Trust- and participation-building strategies. D Partners' role in building this atmosphere: ⬜ An understanding, open, positive, and constructive attitude; ⬜ Respectful and transparent communications.	D Tool 2: Meeting Objectives and Tools	D Everyone is satisfied with the organization and running of the meetings. D Whenever a meeting concludes, each and every partner has a sense that they contributed something to advancing the project	D The quality of the group's work will be greatly affected by the partners' attitude and the atmosphere during meetings
Analysis of the situation Collect, share, and analyze the data in order to clearly identify the initial problem situation.	D Identify the findings based on the qualitative and quantitative data. D The coordinator presents the subsequent phases in the situational analysis (services offered, protective factors, tools to be completed). D The partners pass on the data they collected to the coordinator. D The coordinator presents the summary of the data during the group's third meeting; the summary is based on the tools completed by the partners. D Analysis of the protective factors and the services offered by the group; recording of findings	D Tool 3: Our Observations and Findings D Tool 4: Table Listing Protective Factors Connected to School Readiness D Tool 5: Protective Factors Fact Sheets D Tool 6: Analysis of the Services Offered by Organizations in the Community D Tool 7: Organization's Existing Protective Factor Measures and Activities D Tool 8: Variables Likely To Be Documented	D Partners' statements and perceptions are accorded their due value and importance D It is essential that each of the partners participates in throughout all the stages in the analysis D The findings are based on data that have been shared among many of the partners	D Observations and perceptions gathered in the field must be backed up with facts D It is important to draw on information that is already available. D The analyses of the services offered and of the protective factors must be performed without any connection to the initial problem situation . D It is important not to confuse a finding with a desired change or with an action that the partners would like to carry out

Tool 1	Summary of the Ecosystemic Approach in Action (continued)

ACTIONS: SITUATION AND ANALYSIS (continued)

DESCRIPTION	STEPS	TOOLS	WINNING CONDITIONS	KEEP IN MIND
Deciding priorities: Select the protective factors where the group would like to target its intervention	D Selection of at least one priority finding for each system from the findings that emerged from the situational analysis. D Association of at least one protective factor with each system. .	D Completed example of Tool 3: Our Observations and Findings D Tool 9: Our Priorities (first two columns)	D There is a group consensus concerning the choice of priority findings.	D The priority findings are selected for their potential to affect students' educational achievement and to tackle the initial problem situation D The protective factors go hand in hand with the respective system's priority findings. D When choosing the protective factors, make sure they are associated with the appropriate system.
Define the objectives: Define the group's intention for each of the protective factors selected.	D Define at least one objective for each of the protective factors selected	D Tool 9: Our Priorities (third column) D Completed Example of Tool 9: Our Priorities	D The objectives are clear and shared by the whole group. D The objectives' formulations are sufficiently comprehensive to allow each of the systems to contribute to their realization.	D When formulating the objectives, the group can let its decision be guided by either the priority finding or by the need underlying the finding.

ACTIONS: PLANNING

DESCRIPTION	STEPS	TOOLS	WINNING CONDITIONS	KEEP IN MIND
Identifying the desired changes: Specify a behaviour, attitude, or belief that the group would like to see take root in each of the systems so that it can contribute to attaining the objective.	D For each of the objectives formulated during the previous phase, identify at least three desired changes, i.e. one for each system.	D Tool 10: Concerted Triennial Action Plan	D The partners must demonstrate a willingness to work together to resolve the problems affecting school readiness D Each of the partners has provided input in order to determine the desired changes. D All three systems contribute to the attainment of each objective.	D If there are many partners, the group can be subdivided into three working groups (one for each system). D The group must not be reluctant to consider revisions to the planning process in order to allow for adjustments. D Anticipating the desired changes to each of the systems is an essential requirement before the actions can be planned
Choosing actions to implement and specifying the evaluation process: Plan actions that will help realize the desired changes and decide on a process that will make it possible to track whether the objectives have been reached	D The partners propose actions that they can implement within their respective environments D Determine the methods tom evaluate each of the desired changes: ⬚ Identify at least one indicator and one target and specify the target population; ⬚ Selection of an evaluation tool and determination of the frequency with which it will be used; ⬚ Appoint a person to be responsible for monitoring and evaluating each of the desired changes ⬚ Set specific takes in the planning calendar for monitoring and follow-up activities	D Tool 10: Concerted Triennial Action Plan D Completed Example of Tool 10: Concerted Triennial Action Plan	D The partners demonstrate a willingness to share resources and complement one another. D The group had input from each of the members when the methods were being decided D Each partner has a unique and essential role in order to attainment a shared goal D The partners formalize their commitment by agreeing to carry out the activities within the framework of the Concerted Triennial Action Plan	D The group must be willing to innovate. D Each of the actions must be sufficiently effective on its own in order to contribute to the attainment of the desired change. D Taken together, the actions planned in association with each of the desired changes must constitute a coherent whole with enough of an impact on the system so that the change can materialize

ACTIONS: IMPLEMENTATION

DESCRIPTION	STEPS	TOOLS	WINNING CONDITIONS	KEEP IN MIND
Monitoring and follow-up: Making sure the actions are being executed according to plan	D The working groups verify that the actions in their respective environments are being carried out according to plan. D In accordance with the dates specified earlier, the designated persons conduct monitoring and follow-up activities with the participating partners D The monitoring results are communicated to the coordinator. D Meetings to be held at regular, predetermined intervals to exchange information about the Concerted Triennial Action Plan D The meeting dates are set as part of the work calendar at the beginning of every year	D Tool 11: Implementation Monitoring and Evaluation (to be supplied at a later date)	D The partners share and build together so that the actions result in the anticipated outcomes. D Regular meetings to discuss how the actions are progressing: the successes, difficulties, and proposed solutions strengthen the group's cohesion and foster a sense of belonging. These discussions help maintain the partners' motivation.	D The persons in charge may possibly feel reluctant to monitor the actions of their colleagues. However, it is important to check up on certain things in order to ensure that the Concerted Triennial Action Plan is being executed and the actions are having the desired effect.
Project dissemination Sharing the Concerted Triennial Action Plan's successes with parents, the community, or any other concerned persons	D Draft a communication plan for disseminating information about the Concerted Triennial Action Plan. D The coordinator ensures the communication plan is followed.		D Recognizing the efforts and actions of each and every one is a significant factor to help ensure the partners' ongoing commitment to the project D Explaining the actions being executed to a public audience, including the reasons for them and the successes experienced will act as another source of inspiration and motivation for the group	D The coordinator plays a key role in these dissemination activities

Tool 1	Summary of the Ecosystemic Approach in Action (continued)

ACTIONS: EVALUATION AND OUTCOMES

DESCRIPTION	STEPS	TOOLS	WINNING CONDITIONS	KEEP IN MIND
Evaluating the Concerted Triennial Action Plan and the partnership: Review circumstances of the implementation process; verify whether the actions being executed are producing the hoped-for changes; perform a diagnostic of the group's functioning	D Evaluate the desired changes: ▢ Collect data using the evaluation tool provided; ▢ Determine whether the target indicators have materialized ▢ Compile the results ▢ Share the results at follow-up meetings. D Evaluate the group's functioning ▢ Conduct an informal evaluation after the first five or six meetings; ▢ Conduct a formal evaluation at least once a year. D Add the results to be shared with a wider public to the communications plan	D Tool 12: Evaluating the Desired Changes (to be supplied at a later date) D Tool 13: Evaluating the Proper Functioning of the Group (to be supplied at a later date).	D Confirming the relevance of the actions being implemented will enhance the sense of competence among the members of the group	D Evaluations are an essential component of any responsible project group's process D When carried out on an ongoing basis, evaluations can help with readjustment decisions to overcome undesirable situations and helps maintain a high degree of success
Adjusting practices: Make readjustments to overcome undesirable situations in order to improve practices.	D Identify any necessary adjustments to actions. D Examine one action at a time; decide whether to maintain, improve or abandon it D Decide whether the desired changes, protective factors, and objectives are still relevant. D Make any necessary adjustments to the annual plan		D The partners' experiential knowledge as well as scientific knowledge can prove invaluable when validating potential adjustments or proposing new ones	D All sustainable changes to practices require consistency and perseverance. D Readjustments to address undesirable situations help enable the activities evolution towards long-term viability

Tool 2	Meeting Objectives and Tools		
STEPS	**MEETINGS***	**OBJECTIVES**	**TOOLS**
INTENTION	Meeting 1	D To explore the ecosystemic approach D To plan the entire process and the situational analysis D To establish governance rules	D Planning meetings D Planning meetings Tool
SITUATION AND ANALYSIS	Meetings 2-3	D To present the qualitative and quantitative data provided by the organizations D To analyze the qualitative and quantitative data and identify relevant findings D To present a summary of the protective factors D To introduce the tools for collecting data associated with the services offered and the protective factors	D Our observations and findings Tool D Protective Factors Tool D Existing Protective Factor Measures Tool D Services Offered Tool
	Meetings 4-5	D To analyze the data about the service offers and protective factors and establish the relevant findings D To decide which of the priority findings from the three analyses to select D To select the protective factors associated with the systems D To define the objectives	D Our priorities Tool
PLANNING	Subsequent meetings (the number of meetings will hinge on the number of protective factors the team has chosen to target)	D To identify one desired change for each system (child, family, community) for each of the objectives being targeted Choose D To choose what means to implement, the participating partners, the person tasked with monitoring and follow-up as well as dates for conducting follow-up activities for each desired change. Also specify the targets, target indicators and evaluation tools.	D Concerted Triennial Action Plan Tool
IMPLEMENTATION	Regular meetings throughout the year	Monitor the partnership project D Draft a communications plan for disseminating information about the project	D Implementation follow-up and evaluation Tool)
	Regular meetings throughout the year ((plan one meeting specifically devoted to evaluating the group's proper functioning)	D Present the results the partners collected D Based on the these results, decide whether to maintain, adjust or abandon the methods being implemented D Question, as needed, the relevance of the desired changes, protective factors and objectives. Update them if necessary. D Evaluate the functioning of the group	D Evaluation tools (to be supplied at a later date)

*The number of meetings estimated is based on a single meeting lasting half a day.

Tool 3	Table Listing Protective Factors[1] Connected to School Readiness	
CHILD SYSTEM	**FAMILY SYSTEM**	**COMMUNITY SYSTEM**
Oral and written communication skills D Ability to understand and express oneself through oral language D Early reading and writing skills	**Socio-economic level** D Family income D Educational achievement	**The neighbourhood's physical and social environments** D Availability of safe green spaces D Housing standards and quality (sanitary and affordable) D Social cohesion D Social capital
Cognitive skills D Sustained attention ability / memory D Early numeracy activities D General knowledge	**Parents' attitudes** D Sense of being competent (self-esteem/confidence) D Mother's/father's aspirations for their child's education D Mother's/father's attitude towards reading and writing activities	**Accessibility and quality of services** D Daycare services D Health services D Social services D Community services D Public transportation
Social and emotional skills D Relations with peers D Sense of being competent/self-esteem	**Parenting practices** D Quality of parent-child interactions (emotional and cognitive) D Exposure to a variety of educational experiences D Parent-child reading habits (early start, frequency)	**Mobilization on behalf of early childhood education** D Collaboration between child, family and intervention practitioners D Intervention practitioners' beliefs D The community's involvement (alliances/partnerships)
Physical skills and healthy lifestyle habits D Comprehensive and fine motor skills D Nutrition D Sleep D Physical activities		

1 The protective factors have been grouped into categories or "families" (in bold font) for easier reading and comprehension of this table.

Tool 4   Protective Factors Fact Sheets

CHILD

PROTECTIVE FACTOR: ORAL AND WRITTEN COMMUNICATION SKILLS

DEFINITION

Oral and written communication skills refer to children's ability to understand and express themselves using oral language and early reading and writing skills.

Children's ability to understand and express themselves using oral language

Oral language empowers children to act, communicate, and express their feelings, thoughts, and needs. Comprehension skills always develop earlier than productive language skills and oral expression; children begin to understand words and instructions before they are capable to produce and express them.. Children gradually begin to utter various sounds in order to produce words, then produce words to make sentences and then compose sentences allowing them to have conversations with their family, peers, teachers, etc. (Bouchard, 2009). Language production and oral expression skills can also be observed through story-telling skills, i.e. children's ability to talk about themselves or relate their own experiences or read stories in ways that that are chronologically organized and well structured (Fiorentino & Howe, 2004; Théorêt & Lesieux, 2006; Umek et al., 2008).

Early reading and writing skills

Along with oral language skills, children also develop their first reading and writing skills. Reading refers to the understanding of a written message whereas writing involves the production of a written message (Bouchard, 2009, p.376). Early reading and writing skills "implicate all of a child's reading and writing learning, such as informally-acquired knowledge, skills and attitudes before he or she begins to read in the conventional sense [Translation]." (Giasson, 2003, p.128) These early reading and writing skills develop from birth onward until the child enters school. Fostering a child's early reading and writing skills development does not mean that the child must be systematically taught the alphabet before starting school. Instead, the child should be made familiar with the functions of writing and its codes through contextualized and meaningful situations. In other words, it is a question of stimulating children's curiosity for reading and writing and whetting their appetite for learning to read and write (Bouchard, 2009).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

Children's ability to understand and express themselves through language is an important predictor of school readiness (Fiorentino & Howe, 2004; Umek et al., 2008). For example, the study conducted by Umek et al. (2008) reveals that the ability to understand and express oneself through oral language explains 51% of the variation in the degree of school readiness (measured in terms of children's' physical wellbeing, social skills, and communication skills / general knowledge). This relationship remains significant, regardless of the parents' educational level or whether or not the child attended a daycare before starting school.

In addition to stimulating children's ability to understand and to express themselves through oral language, it is just as important to introduce them to reading and writing as early as possible. Studies indicate that reading and writing skills, too, are a significant predictor of school readiness, especially their cognitive performance on early reading tests in kindergarten (Welsh et al., 2010). Early reading and writing skills development is furthermore also an indicator of later educational achievement in reading ability (Duncan et al., 2007; Grissmer et al., 2010; Terrisse et al., 2004).

[1] When the child's intellectual abilities are also taken into account.

DEFINITION

Cognitive skills here refer to the child's ability for sustained attention / memory, early numeracy skills and the general knowledge.

Ability for sustained attention / memory

One aspect of this ability lets children, keep their attention focused on a specific task while ignoring all stimuli that are not relevant to the task. Another aspect enables children to access their long-term memory in order to interpret new information / instructions, and plan how to solve a problem (McClelland et al., 2007; NICHD, 2003; Razza & Brooks-Gunn, 2010; Welsh et al., 2010). The ability to sustain one's attention / memory is essential the proper functioning and learning in school (NICHD, 2003).

Early numeracy skills development

Early numeracy skills refer to the development of pre-mathematical skills before the onset of formal mathematics learning when starting school. They essentially entail understanding numbers and quantities and basic concepts of arithmetic (counting, adding, subtracting) (Welsh et al., 2010). For a long time, it was believed that mathematical skills development should not be included in early childhood activities. More recent research, however, indicates that young children not only possess the necessary abilities to begin studying mathematics, but they also take a natural interest in it and enjoy exploring the world of numbers and shapes, as long as such explorations are performed through game activities that involve concrete or realistic objects.(Canadian Child Care Federation and Canadian Language and Literacy Research Network, 2010; Government of New Brunswick, 2010).

General knowledge

General knowledge refers to children's intellectual development and general knowledge (Umek et al., 2008), and to their observation / early grasp of the physical and social world in their surrounding environment (Grissmer et al., 2010).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

The ability for sustained attention / memory is a significant predictor of young kindergarten children's degree of preparation for cognitive, linguistic and social learning (McClelland et al., 2007; NICHD, 2003; Razza & Brooks-Gunn, 2010; Welsh et al., 2010). The ability for sustained attention/ memory is also a predictor of future educational achievement in mathematics and reading (Duncan et al., 2007; Grissmer et al., 2010).

Early numeracy skills development is also a significant predictor of a child's performance in mathematics in kindergarten (Welsh et al., 2010). Children's existing math skills when they first start kindergarten are also a significant predictor of their future educational achievement in mathematics and reading (Duncan et al., 2007; Grissmer et al., 2010).

General knowledge and intellectual abilities are a major predictor of school readiness. For example, the study conducted by Umek et al. (2008) revealed intellectual abilities explain 51% of the variation [1] in educational preparedness (as measured by children's level of physical well-being, social skills, communications skills / general knowledge). This relationship remains significant, regardless of the parents' educational level or whether or not the child attended a daycare before starting school. The meta-analysis conducted by LaParo and Pianta (2000) reveals a "moderate" impact factor between children's general knowledge at the preschool level and their cognitive / educational performance in kindergarten. As far as longer term educational achievement is concerned, general knowledge is likewise a good predictor of mathematical and reading success (Grissmer et al., 2010).

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[1] When the child's productive language skills are also taken into account

Tool 4 — Protective Factors Fact Sheets
CHILD
PROTECTIVE FACTOR: SOCIAL AND EMOTIONAL SKILLS

DEFINITION

Physical and emotional skills here refer to children's relationships with their peers and to their sense of competence / self-esteem.

Peer relationships
Ecological theories of human development demonstrate the importance of children's earliest socialization experiences as a foundation for classroom learning (Ladd, Kochenderfer et al., 1996; Wentzel,, 1999; Wentzel & Asher, 1995; cited in Fantuzzo & McWayne, 2002). *Peer relationships* refer to the positive or negative relationships that children maintain with other children they often mix with and with whom they share certain common characteristics or common playing interests (Ferland, 2004; Terrisse et al., 2004). For pre-school age children, a friend is a good playmate with whom they enjoy themselves and engage in very few conflicts. Friendships can be observed between children as young as 2 or 3 years old, even though their incidence increases between the ages of 3 and 4 (Ferland, 2004). Peer relationships are fundamental for the development of various social functions. "Friends help build social skills and provide emotional security in tense situations as well as experiences of closeness and affection; they encourage children to solicit help and promote sharing [Translation]" (references cited in Terrisse et al., 2004).

Sense of competence / self-esteem
Children's sense of their competence and self-esteem is connected to how they perceive their skills (Théorêt & Lesieux, 2006), efficiency and value (Terrisse et al., 2004). In other words, it is how individuals judge their ability to organize and execute the actions required to attain an objective or to perform (Terrisse et al., 2004). Children's sense of competence and self-esteem has an impact on their behaviour by encouraging them to seek new experiences, approach others and assume their place (Ferland, 2004), which in turn positively affects the development of their skills (Théorêt & Lesieux, 2006).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

The connection between *peer relationships* and school readiness / future educational achievement appears to be less influential. In terms of school readiness, the meta-analysis performed by LaParo & Planta (2000) demonstrates a connection between pre-school-aged children's positive peer relationships and their social and behavioural skills in kindergarten. This connection, however, has a fairly low impact. The authors assign this low-level effect, among other things, to the difficulty of measuring children's social development, which is complex and influenced by various contextual factors. Concerning future educational achievement, the meta-analysis carried out by Duncan et al. (2007)surprisingly shows that social skills and emotional or behavioural problems, such as aggression and opposition, are not significant predictors for educational achievement in mathematics and reading skills in elementary school. On the other hand, however, the literature review carried out by Terrisse et al. (2004), identifies peer relationships as a protective factor that influences children's social and cognitive development and helps them do better in school.

The studies carried out by Terrisse et al. (2004) appear to conclude that children's sense of competence / self-esteem constitutes a good indicator of their educational performance. The authors cite the study carried out by Bordeleau & Bouffard (1991), which shows that children's perception of their abilities explains between 9 and 14% of the variation in educational performance.

PROTECTIVE FACTOR: PHYSICAL SKILLS AND HEALTHY LIFESTYLE HABITS

DEFINITION

Physical skills here refer to fine and gross motor skills, whereas healthy lifestyle habits refer to nutrition, sleep, and physical activities.

Fine and gross motor skills

In their earliest years, children develop motor skills according to a predetermined sequence, however each child does so according to his or her particular rhythm. Children develop their gross motor skills (lifting their heads, sitting, crawling, walking, running, climbing, grabbing or holding out an object, handling large objects, etc.) and fine motor skills (taking or catching small objects, drawing, painting, threading beads, cutting paper, etc.) (MFA, 2007). Piaget's developmental theory (1952) demonstrates that children's motor skills play a role in their explorations of their environment, allowing them to build their knowledge of the world through these explorations (Son & Meissels, 2006). More recent research on child development and neuroscience has brought to light the close link between children's early motor skills and their future cognitive development. Writing, for example, requires fine motor skills involving the hands as well as hand-eye coordination, just as talking requires fine motor skills to control the articulation of sounds (Grissmer et al., 2010).

Nutrition

Children need to eat three meals as well as three snacks per day (morning, afternoon, and at bedtime, as required). Eating snacks that are healthy is just as important to children's development as eating healthy meals. Snacks are a necessity for young children because their small stomachs prevent them from obtaining all of their required nutrients from just their three main daily meals. Snacks help older children maintain their alertness and energy throughout the day. Children require a balanced diet that includes foods from the four main food groups (fruits and vegetables, grains and cereals, milk or milk substitutes, meat or meat substitutes) (Canadian Paediatric Society). It is important that children develop a taste for a variety of healthy foods very early in life (MFA, 2007).

Sleep

Sleep is very important for children's health and well-being (Canadian Paediatric Society). It plays a crucial role in children's physical and mental development by enabling them to consolidate their learning (ISQ, 2006). Children who do not get enough sleep may find it difficult to "get through the day" or to go to sleep at night. Good sleep habits begin at birth. Each child is different; some sleep a lot and others much less.

Physical activities

Daily physical activity includes free play, structured games, sports, active transportation (walking, cycling), recreational activities, and physical education (Canadian Paediatric Society). Children's physical activity patterns vary according to the time of year, their age, gender and place of residence (Oja & Jürimäe, 2002). Children need to engage in high-intensity physical activities that require s lot of energy, such as running, climbing, and umping. These activities allow children to channel their energy and then shift to calmer activities requiring attention and concentration, like listening to a story or putting together a puzzle. Physical activities also help reduce tension, restlessness, and aggressive behaviour in young children as well as develop their physical agility and endurance (MFA, 2007).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

Physical health

Fine motor skills are a significant predictor of educational success in mathematics and reading, whereas gross motor skills are not (Grissmer et al., 2010; Pagani et al., 2010).

In their review, Terrisse et al. (2010) identified nutrition, sleep, and physical activities as protective factors that contribute to a child's educational performance. In the cross-sectional study by Oja & Jürimäe (2002), indoor physical activities account for between 19% and 25% of the variation in school readiness.

Protective Factors Fact Sheets

FAMILY

PROTECTIVE FACTOR: SOCIO-ECONOMIC LEVEL

DEFINITION

An individual's socio-economic level is the place that person occupies in the social hierarchy of a given society (Nam and Terrie, 1982, cited in Terrisse, Larose, & Lefebvre, year?). The variables usually considered in describing socio-economic level are family income and the parents' educational level (Janus & Duku, 2007; Terrisse, Laros, & Lefebvre, year?).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

It has been conclusively established that children from more privileged socio-economic environments have fewer developmental difficulties than children from underprivileged environments. "This relationship is particularly pronounced in the areas of cognitive development (McLoyd, 1998), school readiness (Ramey and Ramey, 2004), and educational performance, but it is equally significant in specific areas of children's development, such as language and social skills development." (Lemelin & Boivin, 2007, p.7).

The mother's level of educational achievement is a significant predictor of a child's school readiness and future educational achievement (Burchinal et al., 2006).

Tool 4 — Protective Factors Fact Sheets

FAMILY

PROTECTIVE FACTOR: PARENTS' ATTITUDES

DEFINITION

Attitudes can be imagined as a "disposition or tendency to react positively or negatively when exposed to a given reality (others' opinions, objects, situations, people, environmental or social contexts, etc.). Generally speaking, attitudes are thought of as structures that incorporate an individual's opinions and beliefs, and are constructed from the subjective incorporation of their experiences and the effects of their conduct [Translation]." (Larose, Terrisse, Lefebvre, & Grenon, 2000)

The parents' attitudes and aptitudes considered here refer to a sense of competence (self-esteem / confidence), social capital, parents' aspirations of parents with regard to their child's educational success, and the mother's/father's association with reading and writing.

Sense of competence (self-esteem/confidence)
"A parent's sense of competence has two components: the sense of being effective and a feeling of satisfaction. The sense of being effective is connected to parents' skills and abilities to resolve problems associated with their parenting roles. The feeling of satisfaction, on the other hand, relates to the emotional dimension of the parenting role. As such, the sense of competence includes the degrees of frustration, anxiety, and motivation parents feel in their role as educators [Translation]." (Trudelle & Montambault, 1994, p. 50)

Father's/mother's aspirations with regard to the child's educational achievement
This protective factor relates to the parents' hopes and dreams for their children's education.

Mother's/father's association with reading and writing
This factor relates to the habits of parents as readers and writers, i.e. the <u>frequency</u> with which parents pursue reading and writing, as well as the positive attitudes they bring to bear on the written form (enjoying and valuing reading) (Théorêt & Lesieux, 2006). Parents' reading and writing habits have an impact on their children, who tend to imitate their

parents (Théorêt & Lesieux, 2006). Furthermore, parents with sustained reading and writing habits are more likely to encourage their children to become involved in reading and writing activities (Bus, 2001, cited in Théorêt & Lesieux, 2006).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

Parents' attitudes are recognized as significant predictors of school readiness and future educational achievement (Burchinal et al., 2006).

Father's/mother's aspirations with regard to the child's educational achievement
Parents' aspirations with regard to their children's educational achievements features among the relevant protective factors emphasized in Théorêt & Lesieux's (2006) review of protective factors that foster an early interest in reading and writing. Parents' ambitions with regard to their children's educational achievement can serve to predict the children's actual educational performance (Tazouti, 2003, cited in Bergonnier-Dupuy, 2005).

Mother's/ father's association with reading and writing
Parents' reading and writing habits feature among the protective factors identified in Théorêt & Lesieux's (2006) review of protective factors that foster an early interest in reading and writing.

DEFINITION

Parenting practices can be defined as all the life skills and expertise that parents bring to bear when interacting with their children. This includes speech, gestures, sharing, emotions, and enjoyments that acknowledge the child, but also the exercise of authority, requirements, consistency and continuity (Thériault & Lavoie, 2004; Roy & Cormier, 2006; cited in Théorêt & Lesieux, 2006b). A summary of the studies on this subject reveals two major poles of parenting practices: 1) those that are democratic, lenient, accepting, warm, and accompanied by elaborate communications, and characterized by a personal or rational method of control and 2) those that that are autocratic, severe, dismissive, cold, and barely accompanied by any communications, characterized by an imperative and rigid method of control (Larose, Terrisse, Lefebvre, & Grenon, 2000).

The parenting practices considered here refer to the quality of the "emotional" parent-child interactions as well as the quality of the "cognitive" parent-child interactions, exposed to a variety of educational experiences and to parent-child reading habits.

Quality of emotional parent-child interactions (sensitivity, warmth, support, discipline, rules, etc.)
Children need to have warm, reciprocal, emotional relationships with their parents; these relationships are fundamental for a healthy and harmonious development (Magill-Evans & Harrison, 2001; High, 2008). Children also require discipline and supervision. Establishing limits on what is and what is not acceptable and tolerable fosters a sense of security in children because they are aware of what boundaries need to be respected. A discerning discipline applied with a firm but caring hand enables the child to gradually understand the grounds for the limitations put in place by their parents. The purpose of discipline is to teach children to control their impulses and apply self-discipline. By progressively incorporating the principles that underpin these limits, children evolve into sociable beings and are appreciated by others.

Children also require consistency. Parents' attitudes and behaviour should therefore be predictable, enabling children to more readily comprehend what is expected of them and to anticipate the consequences of their actions. In short, children grow up better in a predictable family environment, in which discipline is clear and applied with loving firmness (Ferland, 2004). *Parent-child reading habits (early start, frequency)*

Quality of cognitive parent-child interactions (stimulation)
The quality of "cognitive" parent-child interactions and parents' cognitive involvement refer to the exposure of the child to intellectually stimulating activities (Terrisse et al., 2004). This may involve more formal or direct teaching activities (ex., teaching a child to recognize the letters in the alphabet), stimulating verbal discussions (quantity and variety of the vocabulary used by the parents), or any other parent activity or behaviour that fosters the child's learning and cognitive and language development (Martin et al., 2010; NICHD, 2003; Son & Morrison, 2010). A stimulating living environment enables children to develop their senses, acquire knowledge and new skills, and increasingly learn to understand the world around them (MFA, 2007).

Exposure to a variety of educational experiences
Children need to be exposed to different opportunities to develop their talents and skills (High, 2008), particularly activities enabling them to have multiple and diverse writing experiences, such as family visits to the library (Théorêt & Lesieux, 2006).

Parent-child reading habits
The act of reading to a child or sharing reading depends on the interaction of three elements: the parent, the child, and the text at hand. Shared reading interactions express themselves in behaviours, such as pointing a finger at something and oral interactions, such as asking both open and closed questions associated with description, comprehension and evaluation. The questions parents ask refer to the story's content or structure or specific features of the writing, such as letters or phonemes (references cited in Théorêt & Lesieux,

PROTECTIVE FACTOR: PARENTING PRACTICES (continued)

2006b). In addition to these oral interactions, shared reading activities can bring the parent and child closer together, representing an opportunity for an affectionate and enjoyable exchange (Théorêt & Lesieux, 2006). Shared reading can begin very early because children can enjoy picture books from a pre-verbal stage. At three years of age, children are capable of taking interest in a particular book or story. In addition to starting shared reading habits early on, their frequency appears to be just as important (Théorêt & Lesieux, 2006).

Théorêt & Lesieux, 2006). More specifically, research shows that children with experience of an adult reading to them at an early age (early start), i.e. before the age of three and a half, as well as children who are read to on a daily basis (frequency) are at an advantage when learning vocabulary at the end of kindergarten and also generally perform better in their future education (Desrosiers & Ducharme, 2006).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

Parenting practices are recognized as important predictors of school readiness and future educational achievement (Burchinal et al., 2006).

Quality of "emotional" parent-child interactions (sensitivity, warmth, support, discipline, rules, etc.)
The sensitivity/warmth characterizing parent-child interactions and parents' disciplinary style are associated with educational achievement in school (Burchinal et al. 2006; Connell & Prinz, 2002; Lunkenheimer et al., 2008; Martin et al., 2010; NICHD, 2003; Razza & Brooks-Gunn, 2010).

Quality of "cognitive" parent-child interactions (stimulation)
Children who grow up in family environments that stimulate cognitive development perform better at school (McClelland et al., 2008; Martin et al., 2010; NICHD, 2003; Razza & Brooks-Gunn, 2010). For example, according to a study conducted by Weizman & Snow (2001), children's early exposure to a diversity of vocabulary words used by their mothers as well as the frequency of learning-supportive mother-child interactions are predictors of vocabulary learning in kindergarten and in Grade 2.

Parent-child reading habits (Early start, Frequency)
Scientists agree that shared reading is a predictive factor of success at the time children begin their formal education (Canadian Paediatric Society;

Tool 4   Protective Factors Fact Sheets

FAMILY

PROTECTIVE FACTOR: NEIGHBOURHOOD'S PHYSICAL AND SOCIAL ENVIRONMENTS

DEFINITION

The life expectancy of Montreal residents living in the most deprived neighbourhoods is ten years lower than that of their peers living in the city's most affluent neighbourhoods. (Choinière et al., 2003; cited in Centre Léa-Roback, 2007). This effect tied to a specific neighbourhood or district is due not only to the concentration of poverty or wealth, but also depends on all the many processes whereby one's immediate environment affects health, economic situation, individual behaviour , as well as violence and depression, personal development, and educational achievement. One's neighbourhood is of course not the only environment with an impact on health; the family and school environments also carry a lot of weight. However, for some of the more vulnerable population groups (seniors, children, etc.), the neighbourhood is the environment with the most pronounced impact. (Centre Léa-Roback, 2007).

This "family" of protective factors covers the physical and social attributes of the local environment. It refers to the availability of safe green spaces, housing quality, culture and values, social cohesion, a sense of local belonging, as well as informal social networks.

Availability of safe green spaces

The availability of green spaces is connected to a number of positive effects on the environment. Trees reduce pollutants (dust, ozone, heavy metals). Green spaces reduce noise, local temperatures, and the urban heat island effect. Furthermore, several studies suggest that urban green spaces also have significant positive effects on physical and mental health: better self-reported and diagnosed health, higher rates of physical activity, lower mortality rates, fewer psychological symptoms, less anxiety, depression, and stress, and greater social cohesion. Moreover, some studies suggest that the social relationships are stronger among the most economically disadvantaged population groups (INSPQ, 2011).

Housing quality (hygienic and affordable)

Housing is of critical importance to daily life. Two important indicators of housing quality are worth considering: the physical and financial aspects (Canada Mortgage and Housing Corporation, 2004). Housing quality in physical terms (hygiene) impacts children's emotional health. A study cited by the Canada Mortgage and Housing Corporation (2003) indicates that the material deterioration of housing (beyond acceptable norms) can negatively affect children's mental health, and find expression in behavioural problems.

Concerning the financial dimension, access to affordable housing can have a major impact on the well-being of the Canadian population because it is well established that housing accounts for the single largest expense in most Canadian households. Housing affordability refers to the share of pre-tax income spent on housing. It is generally acknowledged that a household should spend less than 30% of its gross income on housing (Canada Mortgage and Housing Corporation, 2008).

Social cohesion

Social cohesion refers to the "quality of social relationships and the presence of trust, reciprocal obligations, and mutual respect within a community and within society generally [Translation]." (Villes et villages en santé—Healthy cities and towns).

Social Capital

Social capital refers to "all current and potential resources associated with the sustained network of social relationships that an individual can mobilize when required. A person's family, friends, and colleagues constitute an important asset that the person can call on in times of crisis (for example, support during times of hardship or illness, help with finding work). It is an asset the person can benefit from and depend on for getting ahead [Translation]." (Centre Léa-Roback, 2007)

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

The literature reviews carried out to date have not yet shed any light on any specific effects physical and social environments may have on school readiness or future educational achievement.

COMMUNITY

PROTECTIVE FACTOR: ACCESSIBILITY AND QUALITY OF SERVICES

DEFINITION

"Access to institutional resources, such as services supplied by public or para-public organizations, including health care services, public transportation, public schools, and early childhood centres, and, to a certain extent, the proximity of these services, is formally determined. Even though many of these resources are universally accessible in principle, local variations in the range and quality of these public services can be observed. This variation in access to quality essential services can have an effect on people's health [Translation]" (Centre Léa-Roback, 2007, p. 5). Community resources have an impact on the life trajectories of residents, particularly those whose outings are more limited (children, seniors, people with disabilities, people on low incomes, etc.). The accessibility and quality of resources do not in and of themselves ensure people actually make use of them; individuals' and families' personal baggage also determines whether or not they avail themselves of the resources offered and allow them to contribute to their health (Centre Léa-Roback, 2007).

The accessibility and quality of services in question referred to here involve *daycare services*, *healthcare services*, *social services*, *community services*, and *public transportation.* For example, "daycare services, which offer children all kinds of stimulation, encourage the development of their potential and provide them with the opportunity to acquire a number of attitudes and skills that will be useful to them when they start school [Translation]." (Statement from Quebec's Daycare Education Program, cited in Bouchard, 2009, p.411)

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

Daycare services
Recent studies show that children, and in particular those from underprivileged backgrounds, greatly benefit from regular attendance in a quality daycare environment, at least in terms of their cognitive and linguistic development (NICHD, 2002) and that such attendance levels produce a protective effect in respect of their school readiness (Geoffroy et al. 2007; Vandell, 2004) and later educational achievement (Hamre & Pianta, 2000; Pianta et al., 1995; cited in Burchinal et al., 2006).

Health services, social services, community services, public transportation
The literature reviews carried out to date have not yet been able to identify any particular effects these various services may have on school readiness or future educational achievement.

Tool 4 Protective Factors Fact Sheets

COMMUNITY

PROTECTIVE FACTOR: MOBILIZATION ON BEHALF OF EARLY CHILDHOOD EDUCATION

DEFINITION

In terms of its function as a protective factor, mobilization on behalf of early childhood education refers to child – family – childcare practitioner collaboration, childcare practitioners' beliefs, community involvement (alliances/partnerships), and the continuity/consistency of family – early childhood education services.

Child – family – childcare practitioner collaboration

From an ecological perspective, human development is reinforced by "the degree to which environments are effectively coordinated in terms of the practices, activities, and systems involved in learning and child development. [Translation]." (Théorêt & Lesieux, 2006a, p.12). Child – family – childcare practitioner collaboration presupposes moving from a guardianship practice to a partnership practice in which the preschool- or school environment and the family share the same plan for the child (Vial & Prêteur, 1997; cited in Théorêt & Lesieux, 2006b). For example, early reading and writing skills activities offered at a daycare or library should correspond with the family context, i.e. childcare practitioners should take into account families' socio-economic and cultural heterogeneity and actively involve the parents so that each relevant partner can play an active role in the early reading and writing skills process (Dionne, Saint-Laurent, & Giasson, 2004; cited in Théorêt & Lesieux, 2006b).

Childcare practitioners' beliefs

This protective factor is based on the work of Terrisse et al. (2004) and Théorêt & Lesieux (2006). They respectively refer to teachers' perceptions and attitudes and to parents' beliefs concerning writing. For Terrisse et al. (2004), this refers to "all of the ways in which teachers view, sense, and understand their students, themselves, and their teaching. A teacher's vision is composed of that individual's knowledge, experiences, beliefs, points of view, and opinions [Translation]." Childcare practitioners' beliefs are reflected in their goals and work procedures, interactions, as well as in the

organization of the teaching space and the materials they use (Nolen, 2001; McMahon et al., 1998; cited in Théorêt & Lesieux, 2006). The "childcare practitioners" under consideration here are the professionals in contact with children aged 0 to 5, such as kindergarten teachers, physicians, social workers, etc.

Community involvement (alliances/partnerships)

Community involvement refers to the "process of working in collaboration with and for groups of individuals linked by geographic proximity, a specific interest, or in similar situations in order to address problems affecting the well-being of these individuals [Translation]." (Centers for Disease Control and Prevention, 1997, cited in INSPQ, 2002, p. 26). Community involvement is a powerful vehicle to promote systemic and individual changes that can improve the health of a given community and its members. Community involvement often translates into partnerships and coalitions that help mobilize resources and influence systems, and serve as a catalyst for changes to policies, programs, and practices (INSPQ, 2002).

IMPACTS ON SCHOOL READINESS / EDUCATIONAL ACHIEVEMENTE

Child – family – childcare practitioner collaboration

According to a literature review conducted by Théorêt & Lesieux (2006a), child – family – childcare practitioner relationships constitute a protective factor that helps foster an early start to reading and writing. Terrisse et al. (2004), for their part, identified parental involvement in school as a predictive factor of future educational achievement, and mentioned that "effective parent-teacher collaboration results in consistent messages between school and home regarding the importance of education, which has a positive impact on children's learning and social development [Translation]." (p. 48)

Childcare practitioners' beliefs

The literature review carried out by Théorêt & Lesieux (2006a) identified parental beliefs about writing as a protective factor that helps foster an early start to reading and writing. As far as future educational achievement is concerned, it appears that teachers' beliefs about children's ability to learn produces a positive effect on the latter's educational achievement (Lee and Loeb, 2000; cited in Terrisse et al., 2004).

Community involvement (alliances/partnerships)

In their literature review, Terrisse et al. (2004) identified mobilization focused on education—which implicates the creation of coalitions and the establishment of partnerships—as a protective factor for future educational achievement.

Tool 5	Our Observations and Findings		
	FINDING		
SYSTEM	Findings resulting from the analysis of available data from the group's organizations *(Quantitative and/or qualitative data in the possession of the partner organizations, including any knowledge gained in the field)*	Findings resulting from the analysis of the services offered by the community's organizations	Findings resulting from the analysis of the protective factors and the organization's existing protective factor measures and activities
CHILD			
FAMILY			
COMMUNITY			

When establishing the findings, it is important to keep the following considerations in mind:

D Ensure your information sources are reliable; focus only on findings that are relevant to the partner organizations and to the situation you are targeting; ensure that there is a genuine impact; research the summary situation rather than the details; ensure that your work is rooted in facts and consensus-based, or when based on perceptions, that it is subject to everyone's agreement.
D A finding is the result of the analysis of available data. It is an element selected by the team and may be taken into account in the elaboration of the action plan.
D A finding associated with a planned action must not be confused with a desired change.

Tool 5	Our Observations and Findings		
	FINDING		
SYSTEM	**Findings resulting from the analysis of available data from the group's organizations** *(Quantitative and/or qualitative data in the possession of the partner organizations, including any knowledge gained in the field)*	**Findings resulting from the analysis of the services offered by the community's organizations**	**Findings resulting from the analysis of the protective factors and the organization's existing protective factor measures and activities**
CHILD	A number of organizations have observed that young children have very little access to books. Many of the children aged 3 to 4 have difficulty with fine motor skills. Many children participating in the organizations' activities show signs of attention deficits.	Only few activities for children aged 3 are offered. Health services are primarily focused on children aged 0 to 2.	Not very many organizations target cognitive skills. Most organizations target oral and written communication skills, physical health and healthy lifestyle habits; however, these intervention activities could be strengthened further.
FAMILY	Parents have only few available tools to effectively intervene in oral and written language development. Some of the parents are verbally aggressive towards their own and other children or towards other adults. Parents do not have a lot of skills and feel ill-equipped to help further their children's cognitive development.	Many information-based activities are offered for parents of children aged 0 to 3. Only few pair work-based activities are offered for parents and their children aged 2 to 4.	The vast majority of organizations intervene in the area of all three protective factors; however some of them believe their interventions could be strengthened further.
COMMUNITY	It appears to be very difficult to secure parents" commitment to ongoing activities. Verbally and physically aggressive behaviours are common in the neighbourhood. There is evidence of vandalism in several locations. Intervention actors feel ill equipped to work with parents. They are more comfortable working with children.	The waiting times to consult a speech therapist exceed 2 years. Very few organizations offer parent-child family mediation services.	Very few organizations intervene to help improve the neighbourhood's physical and social environments. All of the organizations recognize that they could do more to strengthen mobilization on behalf of early childhood education.

Tool 6	Analysis of the Services Offered by Organizations in the Community

Portrait of the programs and services offered by the team's various organization members within the geographical area targeted by the team

D This description will help identify the services currently offered by group members and who these services target. Analyzing the services offered by all of the partners makes it possible to establish the strengths and limitations of the services offered.

Instructions: Briefly describe the services currently offered by your organization to the following populations: children aged 0 to 60 months, families with children 0 to 60 months, and the staff members in your organization that work with these families and children. For each service or activity your organization offers one of the target population groups, briefly indicate the title, type of intervention (information or training or awareness-building activity; focused on individuals or groups, etc.), the populations targeted (children, parents, organizations), including their characteristics. You may check more than one box for the same activity (for example children aged13 to 24 months as well as families). This means that the activity concerns children as well as parents. Please e-mail the completed document to the group's coordinator.

Name of the organization:									
Services/activities/projects	Type of intervention	Populations in the different systems							
		CHILD					FAMILY		COMMUNITY
		0-12 months	13-24 months	25-36 months	37-48 months	49-60 months	Pregnancy	Parents	

Tool 7   Organization's Existing Protective Factor Measures and Activities

Instructions: After reviewing the protective factors together with work colleagues in your organization, assess whether there is any perceptible evidence that your organization is already active in the area of one or more protective factors, and if so, to what degree. Repeat the same exercise to check your organization's potential to become actively involved in the area of one or more protective factors. Assessing the potential may include protective factor in which your organization is already active in order to show how your organization's interventions can be strengthened further.

Name of organization:

	Current intervention by the organization in this factor			Potential for the organization to act on this factor		
	High	Intermediate	Low	High	Intermediate	Low
1. Child						
Oral and written communications skills						
Cognitive skills						
Social and emotional skills						
Physical skills and healthy lifestyle habits						
2. Family						
Socio-economic level						
Parents' attitudes						
Parenting practices						
3. Community						
Neighbourhood's physical and social environments						
Accessibility and quality of services						
Mobilization on behalf of early childhood education						

Tool 8	Our Priorities		
SYSTEMS	**PRIORITY FINDINGS SELECTED**	**PROTECTIVE FACTORS SELECTED**	**OBJECTIVES**
CHILD			
FAMILY			
COMMUNITY			

Tool 8	Our Priorities		
SYSTEMS	**PRIORITY FINDINGS SELECTED**	**PROTECTIVE FACTORS SELECTED**	**OBJECTIVES**
CHILD	A number of organizations have observed that young children have very little access to books. Many 3-to-4-year-old children have fine motor skill problems. Few organizations work on cognitive skills.	Oral and written communications skills	Enhance children's early reading and writing skills.
FAMILY	Parents have little knowledge and feel ill equipped to foster their children's cognitive development.	Parenting practices	Reinforce the quality of positive interactions with their children.
COMMUNITY	Childcare practitioners feel ill equipped to intervene with parents. They feel more at ease intervening with children. All of the organizations recognize that they could do more in terms of mobilization on behalf of early childhood education.	Mobilization on behalf of early childhood education	Strengthen childcare practitioners' faith in the ecosystemic intervention approach (child-family-community).

** Respecting Avenir d'enfants' funding framework and guidelines for the allocation of certain types of funding

Tool 9	Concerted Triennial Action Plan – CHILD System						
FACTOR:			**OBJECTIVE(S):**				
SYSTEMS	**Desired changes**	**Target Indicators**	**Actions**	**Person in charge / Partners**	**Resources**	**Monitoring / Follow-up schedule**	**Evaluation tools**
CHILD							
FAMILY							
COMMUNITY							

Tool 9	Concerted Triennial Action Plan – FAMILY System						
FACTOR:			**OBJECTIVE(S):**				
SYSTEMS	**Desired changes**	**Target Indicators**	**Actions**	**Person in charge / Partners**	**Resources**	**Monitoring / Follow-up schedule**	**Evaluation tools**
CHILD							
FAMILY							
COMMUNITY							

Tool 9	Concerted Triennial Action Plan – COMMUNITY System						

FACTOR: **OBJECTIVE(S):**

SYSTEMS	Desired changes	Target Indicators	Actions	Person in charge / Partners	Resources	Monitoring / Follow-up schedule	Evaluation tools
CHILD							
FAMILY							
COMMUNITY							

Completed Example - Concerted Triennial Action Plan – CHILD System

| FACTOR: | Oral and written communications skills | OBJECTIVE(S): | Enhance children's early reading and writing skills |

SYSTEMS	Desired changes	Target Indicators	Actions	Person in charge /Partners	Resources	Monitoring / Follow-up schedule	Evaluation tools
CHILD	° The child associates sounds with words.	° 150 children ° 8 organizations ° Number of new books targeted	° Develop activities, provide training for their staff and other organizations' staff and integrate these activities into their programs ° Procure books enabling the association of sounds with words and makes them available to organizations and parents. ° Integrate activities enabling sounds to be associated with words (ex: nursery rhymes, counting songs, etc.) into home visits	° **In charge:** ° **CPE X,** ° CPE X, CPE Y, CPE Z, community organizations A & B, Maison de la famille, School O & N: ° Library ° CSSS:	° Funding support from Avenir d'enfants** ° Contributions from partners ° Other funding sources	° September 2012 ° January 2013 ° June 2013	° Children observation form ° Library report
FAMILY	° Use children's books with rhymes or repetitive sounds.	° 75 families use this type of book at least 7 times a month ° 20 parents take training	° Develop activities for parents, provide follow-up, and incorporate these activities in their program. ° Provide training to parents on working with this type of book.	° **In charge:** ° **Maison de la famille,** ° Maison de la famille, ° Passepartout program, ° CPE Z, CPE ° X, kindergarten, CSSS: ° Library:	° Funding support from Avenir d'enfants** ° Contributions from partners ° Other sources of funding	October 2012 Monthly follow-up	° Parent follow-up sheet ° Report from organizations ° Training evaluation form completed by parents
COMMUNITY	° Use a directory of activities based on the age of the children, intended for childcare practitioners regarding reading and writing development.	° Directories featuring at least 10 activities per age group o year ° 1-2 years ° 2-3 years ° 3-4 years ° 4 and over ° 30 children per age group ° 30 childcare practitioners trained	° Develop a directory of activities. ° Develop and give training on the directory. ° Incorporate the directory in their program.	° **In charge:** ° **CSSS,** ° CSSS, school board and CPE Y: ° School board and CSSS: ° CSSS, CPE X, ° Community organization A, ° library	° Funding support from Avenir d'enfants** ° Contributions from partners ° Other sources of funding	° September 2012 ° January 2013 ° June 2013	D Activity report from participating organizations D Training evaluation sheet

** Respecting Avenir d'enfants' funding framework and guidelines for the allocation of certain types of funding

Tool 9	Completed Example - Concerted Triennial Action Plan – FAMILY System						
FACTOR:	**Parenting practices**			**OBJECTIVE(S):**	**Reinforce the quality of positive interactions with their children.**		
SYSTEMS	Desired changes	Target Indicators	Actions	Person in charge /Partners	Resources	Monitoring / Follow-up schedule	Evaluation tools
CHILD	Children use age-appropriate vocabulary	Number of words targeted by age group 0-1 1-2 2-3 3-4 4 + 50 children for each age group Number of *support* meetings and number of childcare practitioners	Formalize adapted language activities; provide training for their staff and other organizations' staff. Provide support as needed to childcare practitioners from the participating organizations.	**In charge: CPE Y** CPE Y, CPE Z, community organizations A & C & D, Maison de la famille, CSSS, schools M & N CSSSS:	Funding support from Avenir d'enfants** Contributions from partners Other sources of funding	August 2012 Quarterly follow-up	D Children observation form D Report from the *follow-up* meeting
FAMILY	Parents use democratic practices to deal with their children.	Aspects targeted D Discipline D Communication 200 families Number of childcare practitioners trained	Develop a directory of strategies adapted for use by parents and train childcare practitioners; Distribute the directory to families and conduct "modelling" activities.	**In charge: Adult Education Centre** Adult Education Centre, CSSS, Maison de la famille: CPE X, CPE Z, community organizations A & C & D, schools M, N, O, Maison de la famille, CSSS	Funding support from Avenir d'enfants** Contributions from partners Other sources of funding	Directory of strategies: November 2012 Distribution: Winter 2013	D Directory evaluation form (childcare practitioner) D Family follow-up form,
COMMUNITY	Increased parent-child pair work activities.	Number of pair work activities 0-12 months (20 pair work activities) 1 to 2 years (20 pair work activities) 2 to 4 years (40 pair work activities) 4 and over (20 pair work activities) 4 pair work activities each month during the next 3 months	Incorporate regular pair work activities into their programs.	**In charge: Passepartout program (school N)** School N, M, O, CSSS, Maison de la famille, community organizations D	Funding support from Avenir d'enfants** Contributions from partners Other sources of funding	September 2012 January 2013 April 2013	D Activity report by organization D Activity evaluation form by parents

** Respecting Avenir d'enfants' funding framework and guidelines for the allocation of certain types of funding

Tool 9	Completed Example – Concerted Triennial Action Plan – COMMUNITY System						
FACTOR:	Mobilization on behalf of early childhood education			**OBJECTIVE(S):**	Strengthen childcare practitioners' faith in the ecosystemic intervention approach (child-family-community).		
SYSTEMS	Desired changes	Target Indicators	Actions	Person in charge /Partners	Resources	Monitoring / Follow-up schedule	Evaluation tools
CHILD	Children take part in a variety of citizenship activities in their community.	Number of children and families Number of activities per child and family Nature of activities One celebration per quarter	Organize family and citizen events.	In charge: Ville / municipality The group's organizations:	Funding support from Avenir d'enfants** Contributions from partners Other sources of funding	November 2012 February 2013 May 2013 August 2013	D Event report
FAMILY	Parents get involved in community-support projects.	Number of parents Types of projects Duration of the involvement /project	Develop and 9in consultation with parents) execute community action projects. Regularly disseminate information on project progress	In charge: Volunteer centre Volunteer centre, Ville /1 municipality, Maison de la famille, schools M & N & P, CLE: Local newspaper	Funding support from Avenir d'enfants** Contributions from partners Other sources of funding	September 2012 Depending on the projects	D Project reports D Parent evaluation form D Collect press clippings
COMMUNITY	Childcare practitioners gain skills for intervening with parents and families from underprivileged environments.	Number of childcare practitioners Number of training sessions Number of organizations	Develop and provide training; conduct post-training follow-up. Advertise the training and enroll their childcare practitioners.	In charge: Adult Education Adult Education, Maison de la famille, and CSSS; the group's organization members:	Funding support from Avenir d'enfants** Contributions from partners Other sources of funding	October 2012 January 2012 March 2012	D Training evaluation form

** Respecting Avenir d'enfants' funding framework and guidelines for the allocation of certain types of funding