

Models of Child Development Hubs Outside Vancouver

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City of Vancouver

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Introduction

Building on the City of Vancouver's Vision for Child Development Services, the Social Planning Department initiated a review of existing child development hub models. This document examines several child development hub models located outside of Vancouver. The goal is to learn from the experiences of existing hub models: what do they offer, who benefits, and how do they remain viable.

There is no common definition of Child Development Hub Models. And no comprehensive hub models appear to be in existence. Those examined here have developed their unique blend of services and infrastructure in response to local needs and visions. They each self identify as using a hub model.

Some, such as Terrace, were more vision than reality and beginning efforts were cut short with the loss of funding. Some, such as Toronto First Duty have been relatively well funding but as pilot sites that have identified huge challenges to their continued existence.

In *Moving Forward, Childcare: A Cornerstone of Child Development Services*, "The City's vision sets out a coordinated comprehensive range of child development services including early childhood education, child care and parenting/caregiver services in a network."

The **range of services** may include, licensed group and family child care, licensed preschool, parenting programs, supports to informal child care providers and stay at home parents, including drop-in programs, play groups and child minding.

Parents and/or caregivers who need support caring for their children will have a point of contact in their network to go for help and/or services. It builds on the belief that child care facilities are family and child friendly places that are under utilized in the evenings and/or weekends.

Child development hubs will be non-profit organizations, including existing child care organizations, neighborhood houses, family places, schools, community centres, libraries, residential complexes and/or family serving organizations. These hubs will take a **leadership role** in their communities to help plan, coordinate and/or deliver a continuum of child development services. Services may be co-located or coordinated to provide easy access for families and seamless service for children, and will examine ways to share resources."

Summary of Observations

The Hub models surveyed originated in a variety of ways.

	Started by:
England's Sure Start	national government
Toronto First Duty	a foundation with city government and school board joining
Kids 'N Us	a lead agency accessing their services and responding to community need for integration
Quebec CPE	provincial government
Centre Ile des Chenes	French school division and parents
C-FAN	lead agency expanding to include a wider geographic area
Surrey Oak Avenue	a church responding to community need

Organizational structures varied:

	Organizational structure
England's Sure Start	Sure start has national and regional bodies working with local authorities to support agencies to provide service
Toronto First Duty	a broad steering committee supports 5 local management committees who oversee the coordination of services in their centres
Kids 'N Us	a central and local administration of 7 hub sites with strong partnerships of all sectors
Quebec CPE	each CPE is a non-profit corporation with a board of directors composed of at least 2/3 parents
Centre Ile des Chenes	a community committee
C-FAN	volunteer board of directors with membership from each of the communities served by the organization
Surrey Oak Avenue	church has contracted with a coordinator to build a structure for the centre

The hubs surveyed do not provide the same variety of services however there are overlaps within the continuum of services listed below.

The following is a summary of the ECD services provided by each hub site.

Range of services (either provided by or linked to the hub)

		Ontario		Quebec	Manitoba		BC
	Eng.	TFD	Kids'N Us	CPE	Centre Ile des Chenes	C-FAN	Surrey
kindergarten		✓				✓	
licensed group day care	✓	✓	✓	✓		✓	✓
before/after					✓	✓	

school care							
in-home child care providers support	✓	✓	✓	✓	✓	✓	
preschool	✓	✓	✓		✓	✓	
parenting programs	✓	✓	✓	✓	✓	✓	✓
drop-in programs		✓	✓		✓	✓	✓

Parenting programs seem to be universally provided. In-home child care provider support is also provide in all established centres. Child care varies according to funding but is usually seen as a vital and necessary part of a hub.

Funding arrangements varied from stable for small endeavours to short term for TFD to uncertain for Surrey.

	Funding
England's Sure Start	<ul style="list-style-type: none"> • universal for part-time nursery school • start up funding for centres in low income wards • variety of government targeted funding programs • working families tax credit
Toronto First Duty	60% from local government 25% from foundations/private donations
Kids 'N Us	
Quebec CPE	82% from provincial government
Centre Ile des Chenes	50% from provincial government 50% from national government
C-FAN	80% from provincial government
Surrey Oak Avenue	beginning to identify sources of funds

The benefits of child development hub models were common across sites, although articulated better in larger sites. A good summary of benefits are provided by Kids 'N Us on page 19. They note that children benefit from continuous uninterrupted care, staff have increased staff satisfaction, parents have more choices and it is easier to find out what is available, there is increased participation of home-based caregivers and there are financial and service benefits to the whole community.

A good summary of challenges are provided by Toronto First Duty on page 14/15. Funding and policy barriers seem to be common themes.

In summary:

- There is strong support for a Hub Model that provides a continuum of services for families. The benefits are numerous.
- There are huge challenges to developing and maintaining Hub Models: structural, systematic, financial and political.
- Hub Models do not replace the need for universal affordable accessible full day child care.

- Hubs surveyed do not see one part of the continuum of services as more central than the others, they are all considered equally important. It is the integration that has been most important.
- Collaboration and partnerships seem to be the keys to success.

Research Methodology

The information provided in this document on Child Development Hub models is the result of questionnaires and interviews with staff directly involved in the administering of the child development activities and/or websites. The information was gathered between January and April 2005. The questions attempt to gather information about the history, organizational structure, scope of activities, role of child care, funding base, benefits and challenges. In addition, contacts for sources are included.

Carol Ann Young, Child Development Coordinator at the City of Vancouver, identified most of the sites surveyed. Additional sites were added through suggestions by key contacts. This survey was not intended to be exhaustive but includes as many sites as could be identified in the time allowed. Some sites are just embarking on developing their Hub Model, some have been well documented, and some never really got off the ground. This document describes each site however it does not evaluate the effectiveness of the models being used.

Western Countries with a Universal ECD system

In most of Europe, there are comprehensive family policies that include universal early childhood education and child care that is integrated and often in the schools. They do not need many of the ECD services that we use in an effort to fill the gaps of not having access to a universal system.

For example, Sweden provides a range of universally accessible services for children:

Children	Services
0 – 1 years	Maternity benefits for mother to care for child
1 – 2 years	50% of children in child care
2 – 6 years	90% of children in child care

Separate from child care services, for children not in child care there are Open Preschools (OP) and Family Centres. They are often co-located with child health centres, maternity health centres, and a social worker. Approximately 30% of children 0-5 access Open Preschools and 10% attend Family Centres. Because there is open access and they are 100% publicly funded, no referral systems are needed.

Western Countries who lack a Universal ECD system

England

England does not have a universally accessible early childhood education and care system. It has developed a number of early childhood education programs and has recently promoted an integrated hub model.

Children's Centres

History

In 2003, the National Government launched the Sure Start Children's Centres initiative to provide quality integrated education, care, family support and health services to young children and their families. The Sure Start Unit is under the Minister for Children, Young People and Families. The Unit has a headquarters, based in London and a regional structure with teams based in each of the nine Government Offices for the Regions. Sure Start invites Local Authorities to improve co-ordination, quantity and quality of services for young children and offers funding, direction, and technical support for the task.

Funding for Children's Centres is targeted to the 20% most disadvantaged wards in England (plan to reach all children in these wards by 2010). In

addition, the Sure Start Unit is promoting this integrated approach to service delivery for all children. As of Jan 2005, 188 children's centres have been designated.

The information contained in this description is quoted from government websites. There has been no contact to date with communities to assess how closely this description is to reality on the ground.

Structure

Integration of services at Sure Start is based on:

- A shared philosophy, vision and agreed principles of working with children and families
- A perception by users of cohesive and comprehensive services
- A perception by staff teams of a shared identity, purpose and common working practices
- A commitment by partner providers of services to fund and facilitate integrated services.

Children and families receive an integrated service from the centre across early education, child care, support services and health advice. Every worker, within health, education, social services or the voluntary sector who has contact with a family living within the catchment area of the children's centre should consider themselves to be part of this children's centre hub of local provision.

Local Authorities

The provision and development of Early Years, Education and Child Care is complex and multi-layered due to the extensive range and type of provision that is available through a multiplicity of providers (Local Authority, Health, private and Voluntary, Community and Faith sectors).

Local authorities for each ward are responsible for strategic planning and ensuring delivery of services from children's centres. They consult broadly, build partnerships, support delivery, ensure financial accountability and monitor performance. Local authorities provide advice, guidance and support to organizations and agencies involved in development of children's centres including practical support re buildings, capital and business planning. They ensure funding is made available to providers of services.

Sure Start Unit Regional teams work with local authorities to support their planning and clarify any issues that arise.

Scope of Activities

Children's centres bring together locally available services and integrate management and staffing structures but are not necessarily developed on

one site. However if a number of sites are used, local authorities must demonstrate that they are close together and that users will be able to access them easily. All children's centres must offer access to the following core services:

- ***Early education integrated with child care***
- ***Family support and outreach to parents***
- ***Child and family health services.***

Early education integrated with day care

- Early education integrated with day care for babies and children until they reach school age*
- Day care suitable for working parents. Minimum of 5 days a week, 48 weeks a year, 10 hours a day
- Nursery places will be open to all, not just families in the immediate area, to provide the best educational outcomes for all children (admission and fee policies will be determined locally).
- Support for childminders, who may also offer wrap around care
- Early identification of children with special needs and disabilities with inclusive services and support for their families

Family support and parental outreach:

- Visits to all children in the catchment area within two months of birth
- Access to specialist services
- Parenting support and information as well as specific support for families in need and 'hard to reach' families
- Providing information and advice on parenting skills at significant transition points for the family (e.g. pre birth, early days, settling into child care)
- Increasing parents' understanding of their child's development
- Increasing the involvement of fathers.

Child and family health services:

- Ante-natal advice and support for parents
- Information and guidance on breast feeding, hygiene, nutrition and safety
- Identification, support and care for those suffering from maternal depression, ante-natally and post-natally
- Speech and language and other specialist support
- Smoking cessation interventions.

In addition, the Children's Centre acts as a service hub within the community for parents and providers of child care services for children of all ages - offering a base for childminder networks and a link to other day care provision, out of school clubs and extended schools. Centres will also have

links with local training and education providers, Jobcentre Plus and Children's Information Services.

Types of ECD services (either provided by or linked to the hub)

	<i>Centre</i>
kindergarten	
licensed group day care (infants to school age)	✓
before/after school care	
in-home child care providers support	✓
nursery	✓
parenting programs	✓
drop-in programs	?
Health Services Links with Jobcentres, training and higher education	

The Sure Start Unit expects local authorities to develop more flexible models of child care for centres in **rural areas**. A supported network of childminders may offer a suitable alternative to centre based care but they should have access to training, a base where they can share experience and a supply of age-appropriate learning materials.

Extended Schools

Recent changes in legislation and funding support have enabled schools to become more directly involved in expanding the range of child care and other community services they can provide. They are often the most suitable sites for development in a local area. Extended schools may be particularly well placed to support the development of children's centres.

Role of Child Care

Child care is one of the 3 required components but not necessarily the 'centre' of the Children's centre.

Funding base

Government funding is provided for free part-time nursery education for all 3 and 4 year olds. In addition, there is short term funding for children's centres that include specific targets for the development of child care places. Places developed, from whatever sector, will be eligible for funding providing that they meet the following requirements:

- They meet the objectives of Children's Centres

- They are located in the 20% most disadvantaged wards or communities with similar levels of deprivation
- They offer child care at a cost that is affordable to users from the area
- They can demonstrate that they will be sustainable at the end of the period of funding, either through meeting all costs from revenue or by linking into various support opportunities and funding sources. The Working Families Tax Credit is available to help many parents to afford child care costs and this will help with long-term sustainability.

The normal presumption is that places should be available to and used by local children, i.e. the children of local residents, although it is recognized for child care to be sustainable providers will need to market their places to all potential users.

Benefits

- supports families with young children to access health and family support services through a single point of contact
- facilitates the return to work of unemployed parents

Sources

Sheffield City website: [/www.sheffield.gov.uk/your-city-council/council-meetings/cabinet/agenda-22nd-october-2003/early-years-education](http://www.sheffield.gov.uk/your-city-council/council-meetings/cabinet/agenda-22nd-october-2003/early-years-education)

Stephen Burke, Director, Daycare Trust, Children's Centres, England
020 7840 3350 (Ext. 211)
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Sure Start, Children's Centres - *Developing Integrated Services For Young Children And Their Families - Start Up Guidance*, England, August, 2003. Available at www.surestart.gov.uk

United States

The *United States* does not have a universal ECD system or comprehensive family policies. In response to high needs, especially for low income families, a range of programs such as Parent Child Centres and Home visiting have been developed.

Martha Friendly knows of no hub type models in the US.

Canada

In *Canada*, the most promising examples of hub type models outside of Vancouver, are in Ontario and Manitoba.

Ontario

Ontario has a history where 1/3 to 1/2 of the schools house a Kindergarten, Child Care Centre and/or Family Resource Centre. They may or may not work together. Parents with subsidies mostly access the programs.

Toronto First Duty

Structure

Toronto First Duty (TFD) "combines the three core early years silos -- kindergarten, licensed child care and family supports -- into a comprehensive single program for young children and their families. Staff teams of professionals including kindergarten teachers, early childhood educators, parenting workers and teaching assistants jointly plan and deliver the program while meeting the requirements of both the Education and the Day Nurseries Acts. The program provides educational and developmental opportunities for children as it helps parents to take part in their children's early learning. At the same time, non-parental care allows parents to work, study, care for other family members or take part in their community."

Beyond Pilots: Sustaining Toronto First Duty

Five Toronto District School Board elementary schools are TFD sites. TFD's goal is a universal early learning and care program for every child that simultaneously:

- meets the developmental needs of children to ensure they reach their full potential
- supports parents to work or study
- supports parents in their parenting role

Organizational Infrastructure

A Toronto First Duty Steering Committee oversees the development and implementation of the whole project while a local Management committee governs each of the five sites.

The TFD Steering Committee includes Toronto Children's Services, Toronto Public Health, Toronto District School Board, and the Atkinson Charitable Foundation. It includes representation from all of the partners involved in the project (i.e., those organizations contributing financial or in-kind resources of the project), lead agencies at the local sites, and the research and development team. A full time Program Manager supports the committee and links with the project sites. An organizational chart can be viewed at www.city.toronto.on.ca/firstduty/steering.htm

A Management committee governs each site locally. Generally, the main child development agency is the lead agency and the committee is made up of participating agencies/organizations representing child care, education, health, and social service including the school principal, the City and the research team. A full time coordinator works with the committee and its sub-committees.

Scope of Activities

Toronto First Duty sites are based on the early learning and child care model recommended by Dr. Fraser Mustard and Margaret McCain in their Early Years Study.

Each site has developed according to its own community context, opportunity and partner resources. They focus on providing kindergarten, child care, and family support.

Types of services (either provided by or linked to the hub)

	TFD
kindergarten	✓
licensed group day care	✓
before/after school care	
family child care	✓
preschool	
parenting programs	✓
drop-in programs	✓

Parents are encouraged to take part in the program, by participating in parenting classes, attending a playgroup or joining their child for story time. Program staff link families to additional health or social service supports as required. Additional programs are offered on site, for example Public Health may provide pre and postnatal classes.

Role of child care

Child care is one of the three streams: kindergarten, child care, and family support. There is no 'centre' except that the school is the physical centre or hub. No one part of the program is the centre, all aspects are equally important.

Funding base

This is a pilot project that is running from 2002 to 2005. It has a \$5 million budget, funded by the three partners (City of Toronto, the Toronto District School Board, the Atkinson Foundation) with assistance from the automakers and the Canadian Autoworkers Union. Human Resource Development Canada is contributing to research and evaluation costs.

The following breakdown includes 20% for research and development.

Source of Funding	Percent
Local Government	60%
Provincial Government	0
National Government	10%
Corporate contributions	
Parent Fees	5%
Private Donations	25%
Total	100%

It is hoped that the Toronto First Duty model will transition into a regular and funded program across Ontario in the future.

Benefits

- The TFD sites are a platform to deliver other programs and services. Also provide a broader network to facilitate referrals.
- Cross-site professional development for TFD staff; as well staff take part in each other's professional development.
- "Overall we are collectively able to offer more of the 3 streams (kindergarten, child care, and family support) and do so in an integrated, more comprehensive fashion." Bruce-WoodGreen Early Learning Centre
- "...we are able to offer our community families 'one-stop shopping' for parenting supports, (including supports in their role as parents as well as referrals to support with respect to continuing education, employment counseling, housing which WoodGreen Community Services offers) as well as seamless care and education for the children for the duration of the day required by the family." Bruce-WoodGreen Early Learning Centre
- All children, families and staff benefit from working better together. As one family has identified, "It is just intuitive."

Challenges

- The integration of the three streams –kindergarten, child care and family support programs.
- Child care is the hardest component to include (funding, regulatory requirements etc) but is essential.
- It is much easier to start up new activities (Sat morning drop in or Thursday night fun time) than it is to combine existing programs.

- An area which would help to meet further family needs would be the addition of programs for both younger and older children. Bruce-WoodGreen Early Learning Centre

Beyond Pilots: Sustaining Toronto First Duty summarizes the main challenges encountered by the project:

Funding Barriers

- Time-limited funding
- Inability to base-fund the participating programs
 - instead of tying it to the family (child care subsidies) or the service silo (kindergarten, parenting program).
- Availability of space in schools
- Reduced funding for schools
- Uncertainty regarding amount and flexibility of federal/provincial child care funding
- Unfunded community agencies
 - they assume management and administrative costs

Policy Barriers

- Integrating policies, funding and legislation
- Combining universal and targeted programs
 - costs and availability vary
- Some provisions of the Ontario's Day Nurseries Act limit program flexibility
- Integrating the three early childhood professions

"Resolving the implementation challenges cited above in a piecemeal manner will not achieve integrated early years services. Required are wholesale policy, legislative and funding reform." *Beyond Pilots: Sustaining Toronto First Duty*

History

The vision of Toronto First Duty started in 1999, with the Atkinson Charitable Foundation who were soon joined by the City of Toronto and the Toronto District School Board. Together they developed a pilot project to run from 2002 to 2005.

Toronto First Duty has done research on their hub for past 3 years and expects to release it in June 05. They will also develop a tool to work with communities around integration.

TFD has identified huge challenges to success.

The most successful site is often recognized as Bruce-WoodGreen Early Learning Centre.

When asked why, the project coordinator said:

BWELC has been especially successful in developing a truly integrated, seamless program of early learning/care and parenting supports. As the project coordinator, from my perspective I believe that this has been possible because both the child care lead agency and the individual school exemplify excellence. The administration and program staff are able to set aside the silos and gradually develop trust, understanding and synergy of their work. They have seen the results to be much more than the sum of the parts and have continued to be energized to maximize the outcomes for each child and family. Our success is also equally due to a strong well defined model of governance and vision of the partners. Bruce-WoodGreen Early Learning Centre

Sources

- <http://www.city.toronto.on.ca/firstduty>
- Jane Bertrand , Toronto First Duty, Development Coordinator
jbertrand@acscd.ca 416-923-6641 ext. 2598
- Penny Morris, Manager of Bruce/WoodGreen Early Learning Centre, Toronto. penny.morris@tel.tdsb.on.ca

Kids 'N Us - Rural Hub Model

History

South East Grey Community Outreach started in 1986, offering conventional child care and resource centre services in the four villages of Flesherton, Markdalk, Dundalk, and Osprey. In 1991, they underwent an extensive community consultation that radically changed the way they operated.

"different program names, different criteria, different legislation issues, different funding issues, different access points and issues" were driving parents crazy

"as parents went from one program to another, they encountered different staff, different parents and different kids – making change a very disruptive process"

The community identified a need for

- integrated community programs;
- with a single access point; and
- enough flexibility to meet individual families' needs.

By 1994, they moved from delivering programs and services through different streams, into an "Integrated Hub" model with an inter-linked network of seven service delivery sites, or "Hubs".

Structure

Kids 'N Us links all seven Hub sites through a central administration and management unit that provides overall coordination and communication. Funds are distributed geographically by Hub instead of by program through separate funding streams. At each Hub, one team of professional staff delivers all program options with one point of access – the Hub Program manager.

Each Hub Team has a program manager, 4 program staff and one cook to a total of 200 hours per week. They collectively are paid for by child care, resource and home child care funding streams.

Partnerships

Partnerships are an integral part of this model, so much so that they have a 'Partnership Policy' based on the principles of shared goals, recognition of mutual strengths, shared responsibility and decision-making, and mutual benefits to all partners. They explicitly recognize "that partnerships take time, energy and effort to develop and maintain." Their partners include:

- Board of Education – provide physical locations
- local service agencies – work together to support common consumers
- local politicians – have supported projects with services in kind or advocated for our communities
- charities and service clubs – offer space, support and connections
- local faith communities – provide physical space
- large businesses – offer money and credibility
- small businesses – services and goods in-kind
- recreation committees – recreation services

Components of the Integrated Hub model that they work towards include:

- Families, children and youth are regarded as 'whole units' needing a continuum of services and supports in their own community
- All families are part of the community, not just 'target groups'.
- Building with community partners with a focus on increasing capacity of communities, organizations and families
- Government initiatives and funding are dispersed geographically to communities rather than separately through distinct funding streams
- One team of professionals delivers all program options in a particular geographic area rather than staff being designated to a particular funding stream.
- All community hubs offer a similar range of programs, however, each hub develops its own slate of programs and services according to the priorities of local consumers.

Goals of each hub:

- to provide children with the best possible quality child care for the area they're in
- to be responsive to the people in the community
- to be cost effective in delivering services
- to provide 'one stop shopping' accessibility
- to provide the best service for all ages of children
- to ensure families have options and supports
- to respond equally to all community parents
- to promote more community involvement

Scope of Activities

Types of ECD services (either provided by or linked to the hub)

	<i>Kids'N Us</i>
kindergarten	
licensed group day care (infants to school age)	√
before/after school care	
in-home child care providers support	√
preschool	√
parenting programs	√
drop-in programs	√

Funding base

Source of Funding	Percent
Local Government	
Provincial Government	
National Government	
Corporate contributions	
Parent Fees	
Private Donations	
Total	100%

This **Integrated Hub Model** has huge benefits and significant challenges.

Challenges

Inherent challenges of an Integrated Hub approach

- can isolate staff
 - can lead to local Hubs becoming insular
 - each Hub will be unique in its staff and programs yet also need to maintain core programs and standards across Hubs
 - programs can become cliquish and inhibit participation
 - hub staff can spread themselves too thin in trying to respond to the diverse needs of the local community
 - how big is ideal for an Integrated Hub
-
- Government funding streams and reporting
Kids 'N Us respond to this challenge by providing integrated services through their Hubs, then on paper, breaking down the activities into the funding streams that government requires. They also advocate for governments to change their approaches.

Benefits

Children benefit

Have continuous uninterrupted care:

- better served in their own community
- more stability – children move to different programs but still see the same faces
- more services
- combination of child care facilities with playgroups

Staff benefit

Increased staff satisfaction:

- get experience in more programs
- more opportunities for shift sharing, professional development and growth
- a chance to meet a lot of people in a variety of settings
- greater sense of working as a team
- access to more resources
- more knowledge of all *Kids 'N Us* programs
- greater sense of ownership
- stable management system

Parents benefit

Offers families more choices and makes it easier to find out what's available:

- more services/information available, easier access
- easier to see big picture of what *Kids 'N Us* offers
- closer services, easier to switch services
- less confusion
- simpler billing
- easier to become involved
- brings people together in widespread rural region

Home-based caregivers benefit

Increase in participation of informal caregivers:

- greater sense of community and connection to *Kids 'N Us*
- hubs give them place to interact
- more home support for informal caregivers

Community benefits

- financial savings
- increase in service levels
- decrease in competition between services

Sources

Carol Gott, delphi@bmts.com 519-924-0707

South East Grey Community Outreach in *A Guidebook For Making Community Development meet Your Community's Needs*, Pages 26-33.

Quebec

Centre de la Petite Enfance (CPE)

History

The CPEs were created by the provincial government with their new family policy, in 1997. There were some pilot projects ongoing at the time and the government decided to implement it across the province even before the pilot projects ran their course. There are now several CPE's in each neighborhood and they often network and share resources.

CPEs are linked through provincial and regional associations. These associations play a critical role for CPE's. They offer services (i.e. professional development opportunities, substitute service, access to resources) as well as represent the CPE's on government working committees and in negotiations.

Child care is also offered by for-profit centers in the province. For-profits offer center-based care only.

Structure

The goal of setting up the CPE model is to create **one** place where families can go to regardless of their child care needs and/or preferences.

A CPE is a non-profit corporation. It must have a Board of Directors composed of at least 2/3 parents. The Board is responsible for setting the policies, regulations, budgets, and any other decisions around the general

orientations of the center. The General Assembly (all the parents) elects the Board and adopts the by-laws.

The Executive Director is responsible for the managing the center and implementing the decisions made by the Board. This position is responsible for both direct service and external relations.

Scope of Activities

A CPE runs a center-based child care center as well as overseeing and supervising home child care. Many of the centers also offer parenting support (resources and workshops).

Fundamentally, the centers across the province are quite similar (same level of funding, very similar working conditions). However, each CPE tweaks its services, policies and spending to accommodate its own clientele. For example, a center with the majority of its clientele coming from a low-income area would have a stronger emphasis on family supports. A workplace center would adjust its operating hours to match those of the workplace.

All children can access child care (if they can find a spot – there still is a shortage, especially for the younger children). There will be close to 200,000 places available in Quebec by March 2006 (in both CPE's and for-profits combined).

Types of ECD services provided by the Hub

	<i>Centre</i>
kindergarten	
licensed group day care (0-5 years old)	✓
before/after school care	
in-home child care providers support	✓
preschool	
parenting programs	✓
drop-in programs	

The Government and CPE associations have set up protocols that can be signed between child care centers and CLSC (government community health and social services). These protocols enable the centers to access the professionals from the government agency and the centers can (without financial loss) reserve spaces for children that the agency may need to find emergency care for.

Some centers may have individual arrangements with other groups. For example, there is a child care center that was opened in a housing project for low-income single mothers. The project provides affordable housing, child care and other services and support. There are centers that give priority to young mothers who are in school.

Role of child care

Child care is the nucleus of the CPE model. Along with support for families, it is the sole role. Support for families is mostly parent education, referrals, participation and collaboration with any agency that may be involved in assisting the family (i.e. social services). Family resource centres, drop-in's, and after school programs are not part of the model. There are no or very little relationships between a CPE and the Education system (kindergarten).

"The original vision of the model was to expand services further to meet the diverse needs of families. Unfortunately, the vision has taken the back burner since the beginning of the family policy. The unexpected huge demand for access put the creation of new places as the priority. Settling working conditions for the staff has also been a priority. The new government (Liberals, elected two years ago) has been focusing on cutting back out subsidies and it seems not to have the same vision of a hub model." Gina Gasparrini

Funding base

CPE is viable because of the government funding. There is adequate funding for wages and working conditions, for infrastructure (rent/mortgage), and operating costs. The services are affordable for all families (\$7/day).

Source of Funding	Percent
Local Government	
Provincial Government	82.4%
National Government	
Corporate contributions	
Parent Fees	14.8%
Private Donations	
Fundraising	1.1%
Membership fees	1.1%
Misc	.6%
Total	100%

Additional funding would enable further support services for the families, improve working conditions for the staff, and improvements to the center.

Benefits

The children and their families benefit from the model because it provides quality child care and support for families. In the case of a workplace center, the employer also benefits.

Sources

Gina Gasparrini, Executive Director, CPE St. Mary
(514) 734-2691 ext 3
gina.gasparrini@ssss.gouv.qc.ca

Manitoba

Centre de la petite enfance – Ile des Chenes Rural Hub Model

The rural town of Ile des Chenes

History

This pilot project, le Centre de la petite enfance, is an initiative of the Franco-Manitoban School Division (DSFM) and the Manitoba parent's committee federation (FPCP) since 2001. The goal is to establish a center in all francophone communities in Manitoba. The programs and services are all offered through the center, which is located in a room in the school. The project was inspired by the report *Etude sur la petite enfance, (1999), Mustard, McCain*, which demonstrates the need of quality services in early childhood that is integrated in the structure of the community (the school).

Structure

The mandate of the Centre is to develop and offer a complete and coherent range of programs and services in French that will meet the needs of francophone children in all dimensions of their development.

Values:

- the community is centered on the child
- the school is the center of life in French
- the education of parents
- programs and services that will meet the different needs of children and their parents
- a secure learning environment
- permanent programs that are universally available and accessible
- integrated programs – education, culture, social services, and health
- quality programs that will meet the diverse needs in language and identity of children
- harmonization of pre-school and school programs
- the reinforcement of community capacities
- the management by and for the parents

Organization

The Centre has a group of about 10 people from the community (centre coordinator, parents, pre-school educator, daycare representatives, etc.) who decide which programs and services they want to offer. Also, a group of partners from different organizations offer their services and programs in the Centre.

There is one staff person, the coordinator (20 hours/week).

Scope of Activities

Types of ECD services (either provided by or linked to the hub)

	<i>Centre</i>
kindergarten	
licensed group day care (infants to school age)	
before/after school care	✓
in-home child care providers support	✓
preschool/nursery school -two groups, each 4 1/2 hrs/week	✓
parenting programs	✓
drop-in programs	✓
Other: cultural and leisure programs health and nutrition literacy programs early intervention play groups training for early childhood workers resource center	

There is a kindergarten in the school and the centre wishes to facilitate the transition from preschool to kindergarten for the children. They are planning to arrange meetings between the coordinator and the kindergarten teacher to ensure a good communication.

Role of child care

Full day child care is not offered.

Funding base is secure.

Source of Funding	Percent
Local Government	
Provincial Government Healthy Child Manitoba	50%
National Government	50%
Corporate contributions	
Parent Fees	
Private Donations	
Total	100%

Benefits

Parents and their children come to the center to use one or more of the services provided.

Source

Carole Danneels, Director, le Centre de la petite enfance, Manitoba.
(204)878-3952 (home) or (204)878-2147(work)
cdanneels@atrium.ca or madcat@mts.net

Child care-Family Access Network (C-FAN) - Rural Network

Serves an approximately 45-mile radius from the central location of Langruth, MB – includes several rural communities.

History

Lakeview Children's Centre in Langruth, MB opened in February 1990 with funding through the federal government's Child Care Initiatives Fund. Its mission was the provision of child care services to families in this small rural area. In the mid 1990s, with the local program now well established, the board expanded its definition of 'community' to include a wider geographic area. The name of the organization was officially changed to C-FAN (Childcare Family Access Network) in 1998. Langruth remained the site of the central office, but Lakeview C.C. became just one of several programs offered.

Structure

The mission of C-FAN is to provide flexible, accessible, affordable, quality child care options to rural families. C-FAN responds to the need for rural family child care by being an advocate within the child care profession and by developing partnerships with parents, communities, governments and others.

C-FAN objectives/goals are to ensure that families within their catchment area have access to child care and family wellness options and to promote the cause of rural child care on a wider (provincial, national) level.

They believe that the hub model works best when it is community driven... "if we lose sight of individual community needs (and each community is different), we lose the support of community members and the effectiveness of the hub is lessened."

Organization

C-FAN is a hub model that represents an integration of services to families within their catchment area. Their partnerships with health and education, as

well as with local governments and business, mean that all aspects of family wellness can be addressed. The central administration serves as the core.

A volunteer board of directors runs C-FAN with membership from each of the communities served by the organization.

The Executive Director plays the key leadership function in the organization and is responsible to the board. At this time, the Executive Director is also responsible for all financial recordkeeping.

Each program has a Program Director who is responsible to the Executive Director.

Partnerships are maintained with regional and provincial health and education departments – e.g. public health, school divisions. The public health office has an office in the C-FAN building. They are also an active member of the Healthy Child Coalition for this region of the province.

Scope of Activities

At the present time, C-FAN operates three full-time child care programs, four nursery school programs and a youth program. The central office also houses a family resource and toy lending library.

They operate some nursery schools out of a school and one of the full-time centers also operates in a school. One full-time centre is leased at a nominal rate (\$25.00 per month) from the rural municipality. Other programs run out of buildings owned by C-FAN.

Types of ECD services (either provided by or linked to the hub)

	<i>C-FAN</i>
kindergarten	✓
Full time Group care	✓
Nursery school	✓
before/after school care	✓
in-home child care providers support	✓
preschool	✓
parenting programs	✓
drop-in programs	✓

Role of child care

Child care plays a pivotal role in this model – although they perhaps have a wider definition of child care than some – they define child care as “all programs that children 0-12 years participate in, with the exception of full day school programming, while their parents work, study, care for themselves or other family members, or participate in their community.”

These programs could operate in centre-based facilities or in a provider's home.

75% to 90% of the community children aged 0-5 accesses the child care facility.

This model supports parenting and at home parents/caregivers in a variety of ways – use of their parent resources and toys, provision of workshops and presentations, nutrition programs, and the like.

Funding base

The hub stays viable because of the financial savings realized by having one central administration and the partnership/communication between all participants.

Source of Funding	Percent
Local Government	*
Provincial Government	80
National Government	1
Corporate contributions	**
Parent Fees	14
Private Donations	3
Other: please list	
Fundraising, rent, interest	2
Total	100%***

* Although no figure is shown here, it is important to note that local governments provide support in the way of low rental prices, free removal services and the like that do not show up in any financial report but contribute substantially to the success of the program.

** Corporation contributions – these are based on their most recent charities return (C-FAN is a registered charitable organization) and there were no corporate contributions during the particular fiscal year covered. They have in the past however benefited from generous contributions from financial institutions and agricultural corporations.

*** This does not include funding from the federal government for the IHM project – C-FAN is the hosting agency for this project – which is a pilot project to set up three integrated hub model projects in Canada – these hubs may or may not involve child care.

Benefits

- children - are kept safe in a quality child care setting;
- families - now have a place for their children. In the current depressed agricultural economy, the availability of quality child care has freed both men and women to seek off farm employment, which is needed to keep the family afloat financially.

- communities
 - financially from everything from jobs created at the local centers to purchases made by those centers at the local grocery store and
 - socially from the close inter-working of all concerned in the wellness of community members.

Source

Sharron Arksey, Executive Director, Child Care Family Access Network (CFAN), 204-445-2295, cfancent@mts.net

Alberta

There is a long history of family daycare providers as employees working out of home for a central day care centre. The group daycare centre is responsible for a network of family operators. This includes shared staff training, a common registration for families, and the use of the centre as a family resource centre. The centre director is responsible for the quality of child care in the individual family daycare homes. This model is being explored in Surrey, BC.

BC

Creston

Peter does not consider that what they have in Creston is a hub model. However, they have one of every kind of service and because of the small area, they know and support each other informally.

Source

- Peter Ashmore, 250-428-4839 or 250-428-3318
pashmore@shaw.ca

Terrace

Terrace had the "One Stop Access" program, which enabled them to bring together some ECD services. They were located in the same building as Child Care Resource and Referral, which provided a variety of child care services, including:

- ministry child care subsidy
- family resource program
- registered licensed and LNR so could give good info to parents

There was no child care on site but they had hoped to do child care in the future. In March 04, the Provincial Government cut one Stop Access funding

In the family program building they still have CCRR – also have small contracts for drop-in programs and outreach mostly in schools and community centres. Parents now access the subsidy program by telephoning an office in PG. This office services the whole north.

Nelson experienced similar promise as a "One Stop Access" site and is struggling to fill the gaps now that funding has been cut.

Source

Coco Shaw skeena.crr@telus.net 250-638-1113

Surrey

Oak Avenue Neighbourhood Hub

Oak Avenue United Church used to rent out space for a variety of community services, most of which were for young children.

Local members developed a vision of a hub of neighbourhood services to meet the needs of the local community, similar to a Neighbourhood House.

They formed a non-profit called Oak Avenue Neighbourhood Hub. The church has covered the cost of a coordinator to get the Hub up and running. Several church members are helping as volunteers. The plan is that the non-profit will rent space from the church and provide a coordinated range of services for children and families.

Types of ECD services (either provided by or linked to the hub)

	<i>Hub</i>
kindergarten	
Plan to open a licensed group day care for (0-36 months)	√
before/after school care	
in-home child care providers support	
preschool	
parenting programs	√
drop-in programs	√

Source

Annie McKittrick, Consultant, Coordinator Oak Ave Neighbourhood Hub
604-582-7088
anniemckittrick@shaw.ca

First Nations

"Findings about the evolution of services in these communities (3 First Nations) suggest that children's programs can serve as a 'hook' to attract and bring families together, and a 'hub' around which many other supports for family health and well-being can be provided locally, in a family-centred atmosphere of caring and cultural safety." Jessica Bell

Resource People

Many thanks to the following people who provided information for this report:

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Stephen Burke, Sure Start Centres, England.

Joanne Colliou, Centre de la petite enfance, Winnipeg, Manitoba.

Carole Danneels, le Centre de la petite enfance, Ile des Chenes, Manitoba

Martha Friendly, Childcare Canada

Gina Gasparrini, CPE St. Mary, Quebec.

Carol Gott, Ontario Rural Hub.

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Annie McKittrick, Oak Ave Neighbourhood Hub, Surrey, BC

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Coco Shaw, Terrace, BC

Jacqueline Smit Alex, HELP, UBC

Mary Walters, Nelson, BC

Carol Ann Young, Child Development Coordinator, City of Vancouver, BC

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