

# Building Community Partnerships

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## Overview

### Our Kids Network

- Building community relationships
- Partnership Agreement
- Hubs in schools

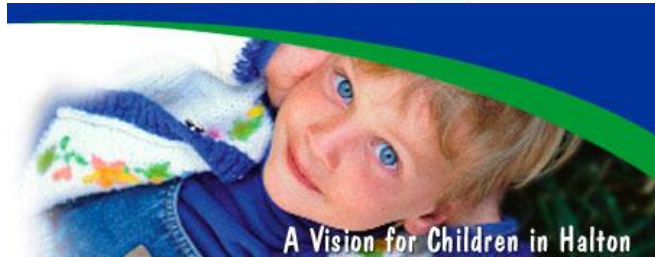
### What School Aged Children Need to Thrive

- Building Blocks
- Developmental Assets

### What we know about School Aged Children

- EDI
- Kindergarten Parent Survey (KPS)
- Halton Youth Survey (HYS)
- Photo Voice





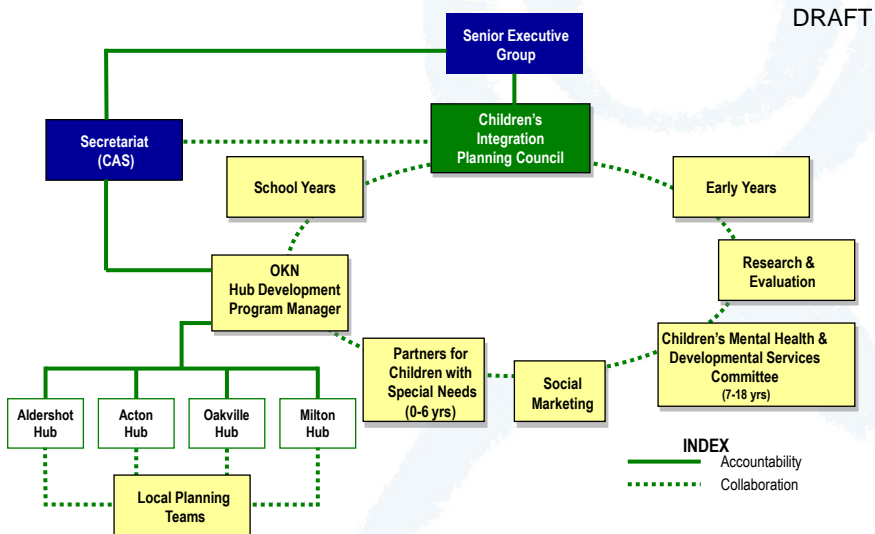
A Vision for Children in Halton

# All Children Thrive



## Halton's Our Kids Network: "All Children Thrive"

A system of service integration for children, youth and families.



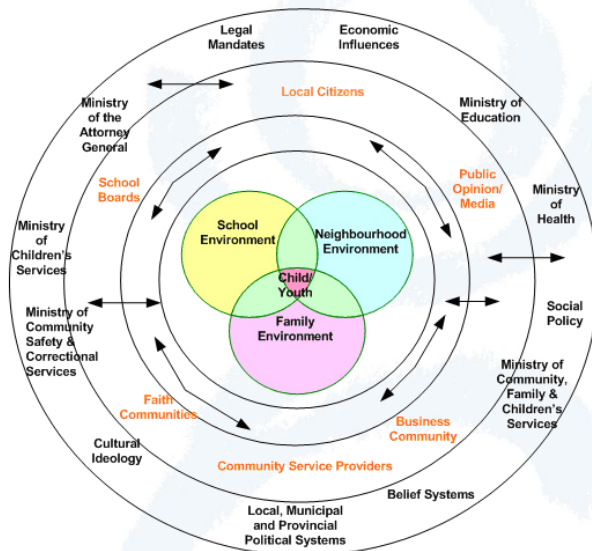


# Our Kids Principles

- Neighbourhood/community involvement
- Service provider integration
- On-going monitoring of outcomes

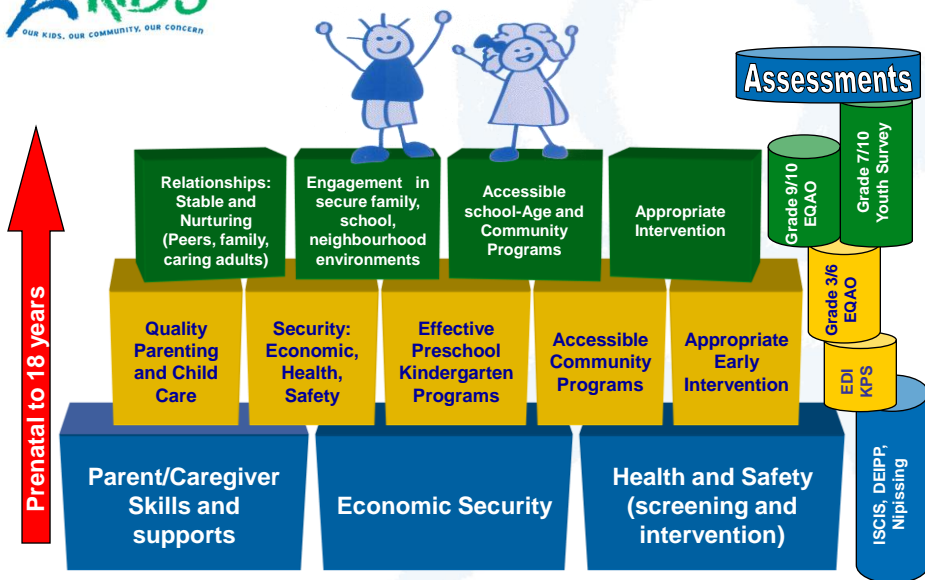


# Our Kids Ecological Model



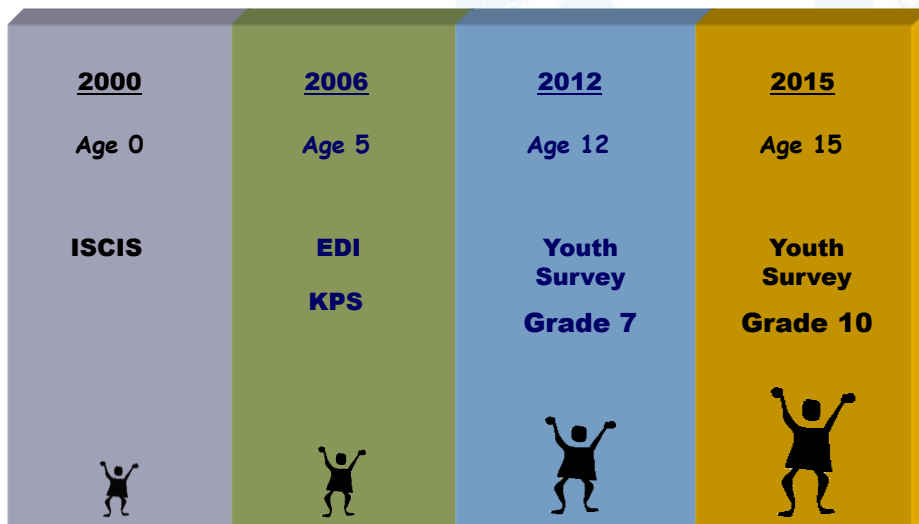


## Building Blocks



## Child and Youth Monitoring in Halton

Three Year Cycle





## Linking the Data to Outcomes

- Children will be developmentally ready to start school – EDI
- Students will have an increased sense of school and community connectedness and belonging – HYS
- Families will have increased access to targeted and universal services and programs – KPS



## Data collected through Our Kids helps

- to inform a variety of school board initiatives
  - Literacy & Numeracy
  - Safe schools
  - At risk students
  - Education for All
  - School Improvement Planning
  - Statistical Neighbours
  - Student Engagement
  - MISA
- to ensure we are developing an education system that supports student achievement, closing the gap and public trust and confidence in education



## Developmental Assets

The positive experiences and personal qualities that children and youth need to grow up healthy, caring, and responsible.

*Search Institute*



## Two Shifts

From fixing young people's problems



Promoting young people's strengths

Beyond programs



Relationships



## The Asset-Building Difference

### From

- Young people's problems
- Professionals' work
- Young people absorbing resources
- Programs
- Troubled young people
- Incidental asset building

### To

- ☑ Young people's strengths
- ☑ Everyone's work
- ☑ Young people as resources
  
- ☑ Relationships
- ☑ All young people
- ☑ Intentional asset building



## The Categories of Developmental Assets

### External Assets

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

### Internal Assets

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity





## Developmental Assets in Halton

**Community  
Engagement**

**Parental  
Nurturance**

**Parental  
Monitoring**

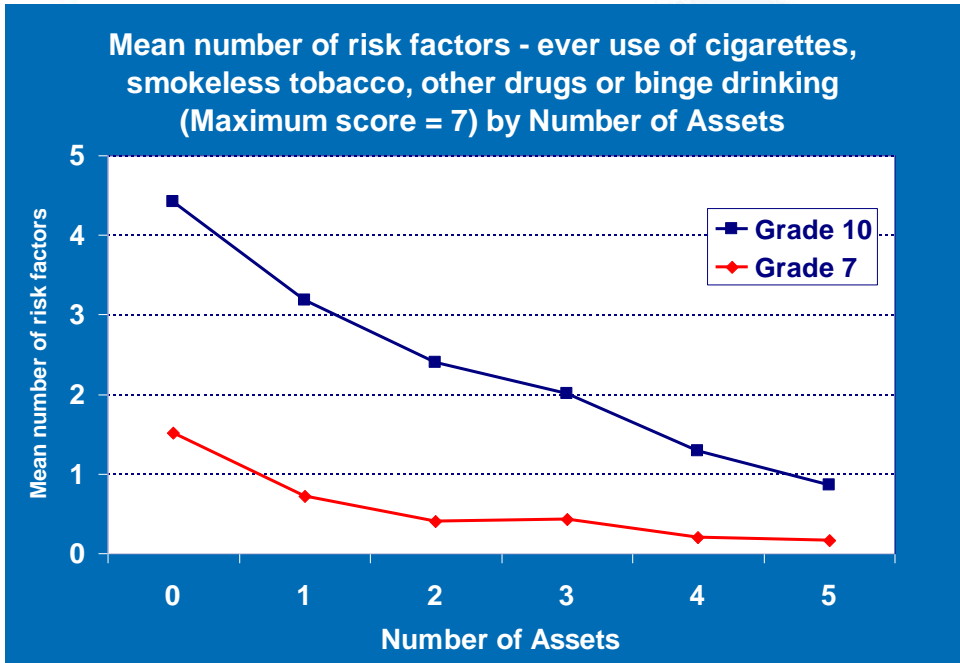
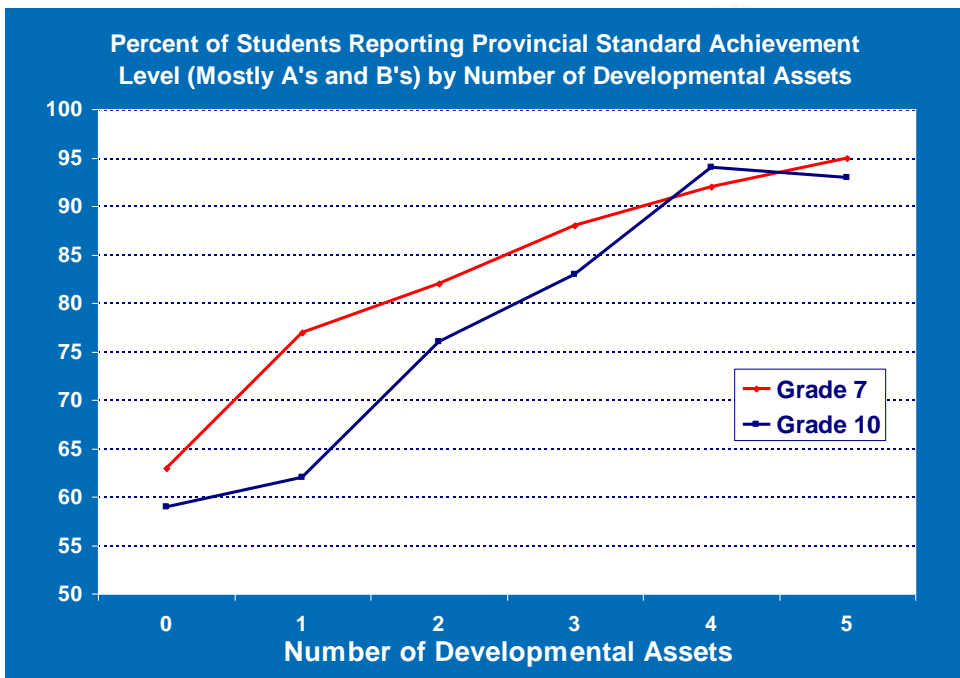
**Peer  
Connectedness**

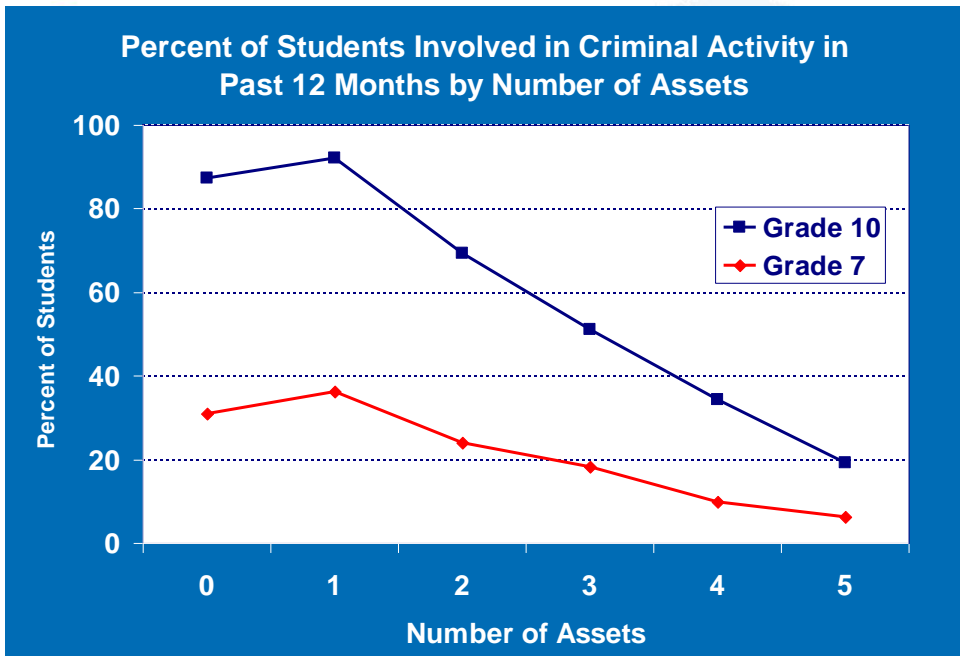
**School  
Engagement**

\*National Longitudinal Survey of Children and Youth



# The Power of Assets to Promote & Protect

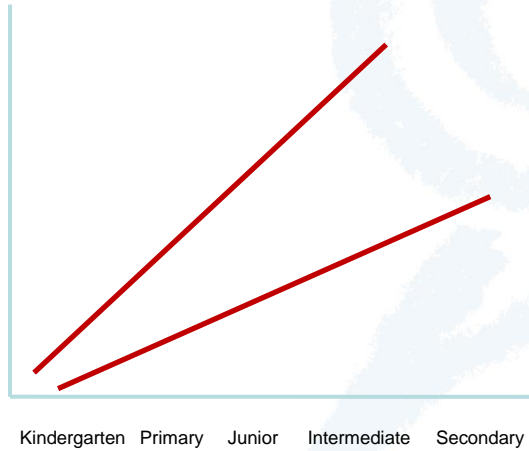




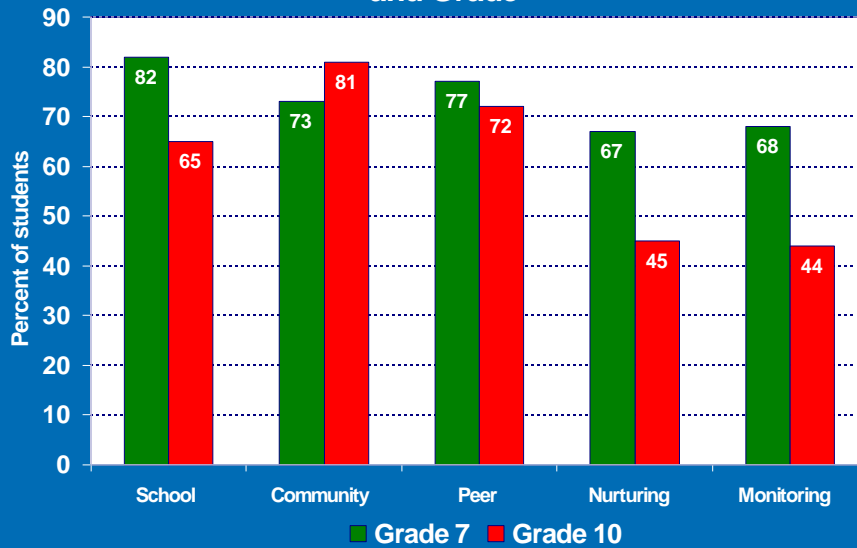
# The Gaps in Assets in Halton's Youth



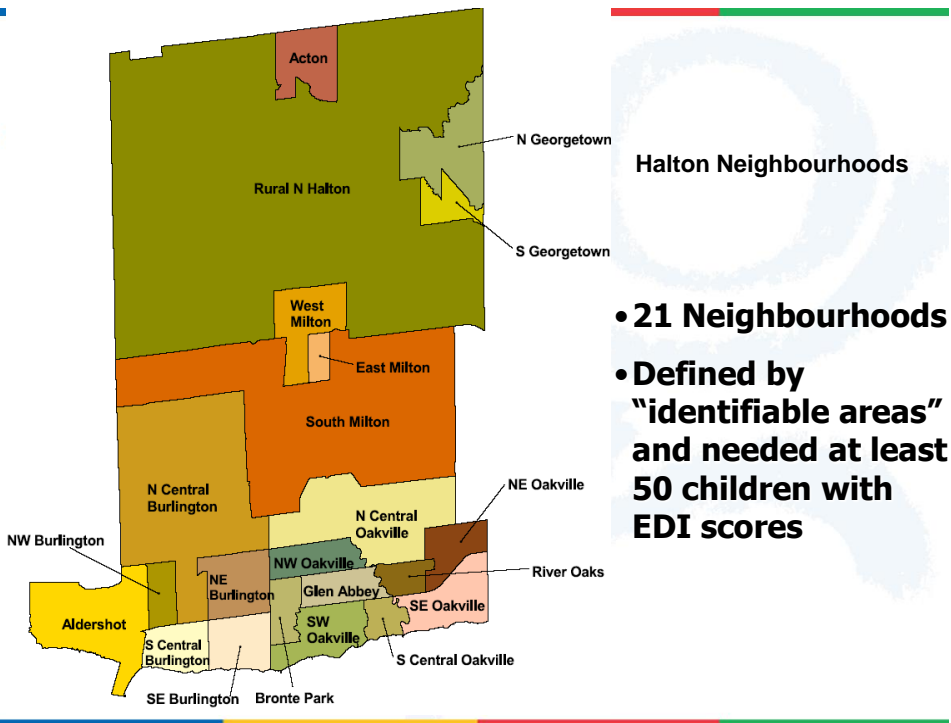
## The Gap in Kindergarten is narrowest

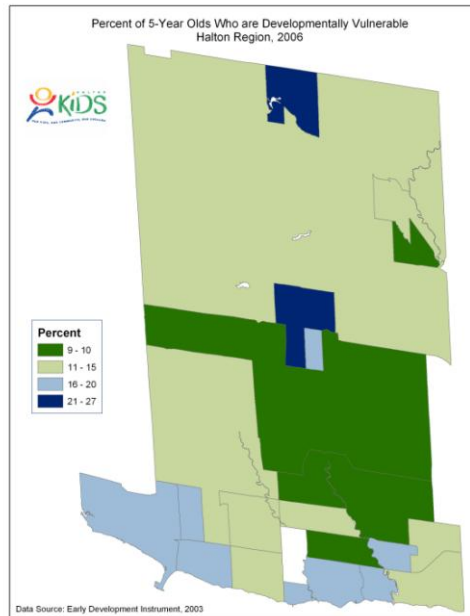
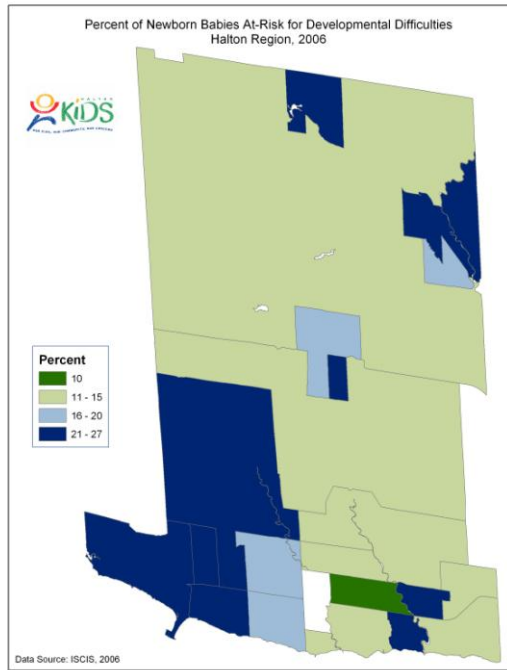


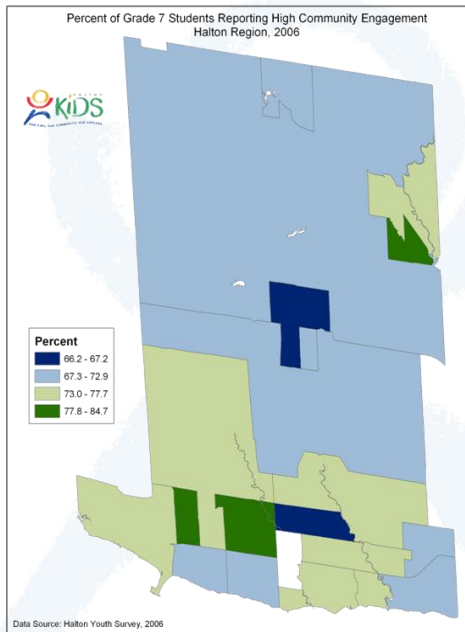
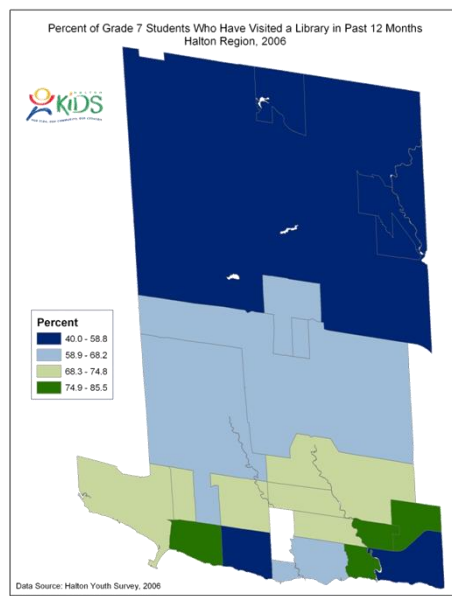
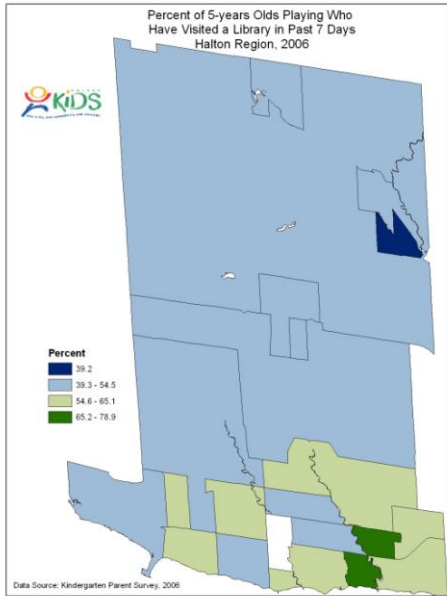
## Percent of Students by Developmental Assets and Grade

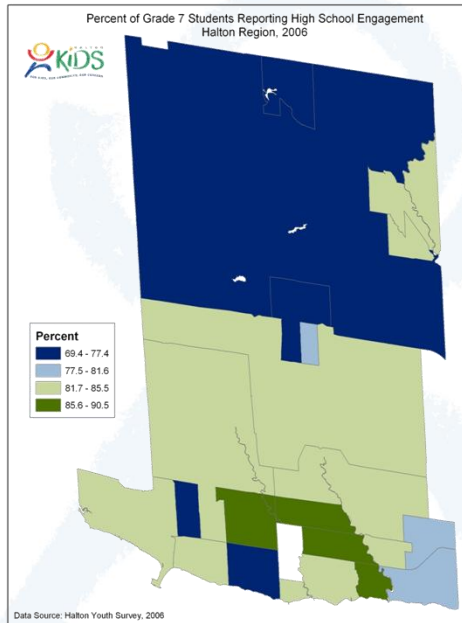


# ASSET MAPPING











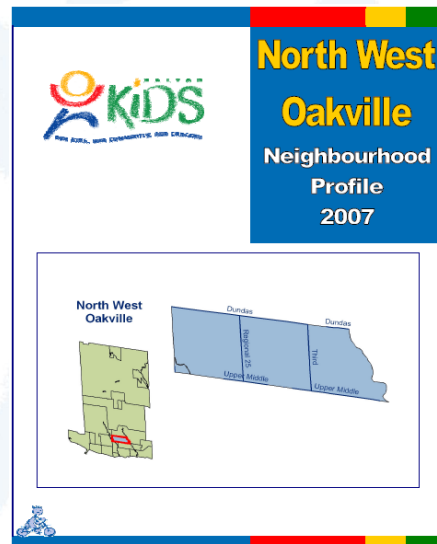
## Exchange-Driven Knowledge Transfer Strategies

- <http://www.ourkidsnetwork.ca>
- Data Warehouse (CSI)
- Community Report Card
- Video Clips
- Network Bulletins
- Neighbourhood Profiles
- Community Forums
- Professional Development Sessions
- Conferences & Presentations
- Photo Voice – Seeing Our Voices Exhibit
- School Improvement Plans



## Neighbourhood Profiles

- 78 different indicators
- 0 to 12 years of age
- 21 neighbourhood profiles are available
- Electronic versions available on the Our Kids website.  
([www.OurKidsNetwork.ca](http://www.OurKidsNetwork.ca))





39 Elementary(ED1 and HYS) School Profiles

7 Secondary (HYS) School Profiles



# Holy Trinity

## School Profile 2006



### EXPLORING SCHOOL CULTURE MORE CLOSELY

School engagement is one of the key developmental assets all youth need. For many students, the school experience is impersonal and irrelevant to their real-world struggles. Once students become disengaged from learning, their ability to find rewarding careers is reduced. Schools cannot control all of the factors that shape students' motivation to learn, but they can be organised so that all students have the opportunity to feel engaged in the school and its learning environment.

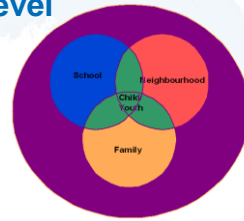
**Table 4: Number and Percent of Students Reporting Positive School Culture on Key Indicators**

Description of Students	Holy Trinity		Oakville Family of Schools		Halton Region	
	Num	Pct	Num	Pct	Num	Pct
Students who LOVE or LIKE school	22	37.9%	128	34.8%	1370	40.0%
Student who are PROUD of their school	46	79.3%	235	64.0%	2410	70.4%
Students who feel SAFE at their school	54	93.1%	328	89.4%	2981	87.1%
Students who feel getting good grades is IMPORTANT	55	96.5%	351	95.4%	3209	94.0%
Student who feel learning new things is IMPORTANT	50	86.2%	324	88.0%	3011	88.1%
Students who feel expressing your opinion in class is IMPORTANT	39	67.2%	283	77.3%	2646	77.5%
Students who feel making friends is IMPORTANT	57	98.3%	354	96.2%	3252	95.0%



## What Can The Profiles Do?

- Confirm problems or issues
- Change how we deliver programs, allocate resources, and decide what programs we offer
- Encourage inquiry and further exploration of issues
- Question what we assume is working or not working
- Provide reliable information at a local level
- Guide continuous improvement
- Mobilize community into action



## WHAT NEXT?

### Moving from Awareness to Action

This neighbourhood profile provides insights into the children and youth in your community. The profile is meant to be a powerful tool for community-wide discussion about how to improve the well-being of your children and youth. The good news is that everyone - parents, grandparents, educators, neighbourhoods, children, teenagers, youth workers, employers, health care providers, coaches and others - can build assets. Ideally the whole community is involved to ensure that all children and youth have the solid foundation they need to become tomorrow's competent, caring adults.

The Our Kids Network was formed to help communities work together in order to achieve the best outcomes for children and youth.

#### The Our Kids Network is committed to:

1. Strengthening our children, youth and parents
2. Measuring how well are children and youth are doing
3. Building family support centres where they are needed most

Alone we can do little, but together we can achieve so much  
Helen Keller

## WHAT CAN YOU DO

Building assets in children and youth is everyone's job. If you have an idea or a project that could help build assets in your community or you just want to get involved with the Our Kids Network and its work, contact your nearest Our Kids Community Coordinator. Contact information for our coordinators are located in our website.

**MORE INFORMATION:** [www.ourkidsnetwork.ca](http://www.ourkidsnetwork.ca)



## Photo Voice Project



# Seeing Our Voices

Sharing Our Stories One Frame at a Time

PHOTOGRAPHY EXHIBIT



## Success for All Through School Improvement Planning

### Schools

Schools consider School and community level data in their individual school improvement plans

### Board

Results of the EDI KPS and HYS are integrated into the HCDSB "Success for All Through School Improvement Planning" initiative.

### Hubs

Community level data are taken into account when providing programming and services in neighbourhood hub communities



# Supports for School Improvement Planning

## Early Development Instrument

Screening for vulnerable children

Kindergarten Readiness-to-learn focus

## Kindergarten Parent Survey

## Census Data

## Photo Voice

Healthy Schools  
Safe Schools  
Sense of Belonging

## HUBS

Tutoring Clubs  
Food and clothing Bank  
Summer camp

## DRA

Reading Assessment  
Grade 1 to Grade 3

## Classroom Assessments

On-going Assessments  
Grade 1 to Grade 8

## OCA

Comprehension Assessment  
Grade 7 to Grade 8

## Report Card

## QCA

Comprehension Assessment  
Grade 4 to Grade 6

## Halton Youth Survey

Grade 7 and Grade 10

## EQAO Assessment Results

Reading Writing Mathematics  
Grade 3 & 6, 9, OSSLT  
At-risk of school failure focus



## HUBS





## Our Kids Hub teams are...



## Why have these organizations joined the Our Kids Hub teams?

Because it's an opportunity to...

- network
- discuss local issues
- ask for cross-sectoral advice
- avoid duplication
- do their jobs better by working together

And finally, because every one shares the same vision in Halton: ***All Children Thrive***



## Local Hub Priorities...

Basic needs including access to food and clothing:

- Refrigerator
- Food For Life
- Fresh Food Box
- Food For Thought

Access to recreational opportunities for youth

- Relationship with Active Aldershot / Full Circle Judo Club
- March Break Camp
- Mother /Daughter self defense
- Summer 'Virtual Camp' with universal registration

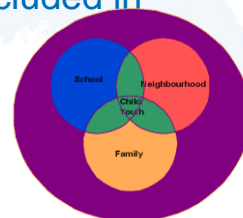
Student Learning and Achievement

- Even Start supports school readiness
- After School Homework Club



## Enablers in Halton

- Relationships
- Shared resources
- Shared vision – All Children Thrive
- Signing and Visibility of Protocol
- Commitment of Senior Exec. Group
- Secretariat – CAS
- Partners see it as their role to be included in planning (Report Card)
- “Halton-made”
- Communication/ Social Marketing





## Questions

