

Revelstoke Early Years Centre 2016-2019 Strategic Plan Summary

The Revelstoke Early Years Centre and Early Years Centre Partners will use the key service deliverable strategies to work together to support families. The 3-Year plan will form the basis of an annual work plan.

Vision:



BC Early Years Centre Vision: A community working together to ensure that families have access to early years services that foster the health, well-being and development of children.

~BC Early Years Centre Guide



Revelstoke Early Childhood
Development Committee

Revelstoke envisions a caring community that acknowledges, values and supports the shared responsibility of investing in young children so that they may live, learn, play and dream in safe and healthy surroundings.

Continuum of Service Integration

With a focus to improve child outcomes, a significant task of BC Early Years Centres is working within a intergrated service delivery model to make it easier for families with young children to access what they need.

Service integration is about bringing together previously separate and independent services, delivered by different agencies, into a more comprehensive service delivery system. Service integration is a strategic approach to breaking down silos in service delivery models, such as service delivery fragmentation and service duplication. The steps toward service integration have also been characterized as a continuum with co-existence at one end and integrated service delivery at the other¹.

~BC Early Years Centre Guide

Key Service Features

The Strategic Plan contains a framework of strategies, focused on addressing key service features identified for BC Early Years Centres.

The Plan includes currently implemented strategies, proposed new strategies, indicators of success and partnership details. See full Revelstoke EYC 2016-2019 Strategic Plan for complete details.

¹ O'Looney J. Marking progress toward service integration: learning to use evaluation to overcome barriers. *Adm Soc Work.* 1997;21(3-4):31-65.

Keast R, Brown K, Mandell M. Getting the right mix: unpacking integration meanings and strategies. *Int Public Manage J.* 2007; 10(1):9-33.

Provan KG, Milward HB. A preliminary theory of interorganizational network effectiveness: a comparative study of four community mental health systems. *Adm Sci Q.* 1995;40(1):1-33.

Parenting Support Programs:	
Goal:	Strategies
To increase the ability of parents and caregivers to meet the developmental needs of their young children through education, information and supports.	Parent information sessions hosted within programs and workshops on various topics including parenting, health, language and literacy development. Guest speakers (ie. Public Health, SLP, IDP) attend drop in programs to provide information.
	Early Years information is provided at events (ie. Clothing and Toy Exchange, Ready Set Learn). Depending on the event, information will be provided through a display, and early years information fair or an EYC information booth.
	Timing or overlap concerns are addressed by bringing conflicting early years organizations together to review the issue and consider options.
	Early Years organizations will work together to identify when parent group timing overlaps and has become a barrier to access. The process will include bringing timing concerns to the EYC Coordinator.
	EYC co-location with parent support programs, StrongStart and Leap Land – enhance hours to increase access (afternoon option, community partnerships to increase hours)
	Offer enhanced programming (including “off hour” – afternoon, evening, Saturday options. And neighbourhood based locations)
	Increase efforts to promote enhanced programming to ensure that “target” audiences (ie. Fathers, working parents) know about them.
	Professional development opportunities sought for early years service providers to increase knowledge about current research and practice.
	Partners will collaborate regarding key topics and budgets for professional development.
	Annually host a parenting education series or parenting workshops.
	Develop a list of best resources (print and links) and make available on two webpages – one for parents and one for service providers.
	Develop continuity in the loanable parenting resources available at multiple sites. Host a single parent support group.

Access to early intervention:	
Goal:	Strategies
Provide access to early intervention information, referrals and services	Early Years Team and “Every Door is the Right Door” strategy supported by information sharing and the Early Years Information Office. Team members will be supported to learn about early intervention services and how to refer.
	Develop information services (brochures, posters, web pages and social media posts) to identify early interventionists, what they do and that parents can self-refer.
	Photo introductions of early interventionists at EYC, and a poster developed for partner sites and online
	Create a visual document to explain how to access supports/ self refer
	Provide all early years service providers with opportunities to network and learn about early intervention programs and early intervention referrals through Early Years Team Forums. (this is a strategy to support both early intervention and general referrals to all early years services)
	Continue to organize forums specifically for networking.

Goal:	Strategies
	Ages and Stages Questionnaire (ASQ) Universal Offer Initiative – all families with a child turning 18 months and 36 months to be offered an ASQ. (Offers at additional ages are also made)
	Free training in use of the Ages and Stages Questionnaire tool to support the ongoing ASQ Initiative
	Ages and Stages Clinic co-located at Early Years Centre and staffed by early interventionists (This strategy also supports health promotion and prevention by focusing on providing detailed information about child development)
	Learn more about the Toddler Development Instrument – determine how it will fit with current ASQ Universal offer and ASQ Clinic
	Add ASQ-SE as a screening option for the ASQ Clinic
	Infant Development Program, Supported Child Development Program(and access to early intervention therapies Occupational Therapy, Physical Therapy) co-located at Community Connections (Revelstoke) Society
	Promote IDP and SCDP (including access to OT and PT) through the EYC Partner network. The EYC Steering Committee will identify opportunities to provide information about early intervention services broadly.
	Co-location of Speech-Language Services, Public Health programming, Early Years Information Office, CCRR, Child Care Society offices with programming including Leap Land, Early Learning Resource Library, Kindergarten classes, family literacy programming (including Parent-Child Mother Goose), child care and StrongStart program promote referrals and links to support services.
	Explore Occupational Therapy and Physical Therapy approaches in communities of comparable size.
	If appropriate, convene an ad hoc committee to consider strategies to support access to OT/PT.
	Provide detailed information about OT/PT services to the EYC Team.
	Support early intervention therapy access to all community programs. Early interventionists will work with community programs to provide information for families/staff as well as provide follow up to children attending programs.

Source of Child Care Information:	
Goal:	Strategies
Provide information on child care programs available in Revelstoke.	EYC co-location with Child Care Resource and Referral (CCRR)
	Link Revelstoke Child Care Society website to Early Years Website and promote through social media.
	Highlight child care subsidy information and detail contact information to find supports (CCRR).
	Provide current information on how to access child care and links to the CCRR in the Young Children’s Directory, Young Children’s Calendar and the Revelstoke Early Years Centre website.
	Increase use of social media and other promotions to help families find the child care information they need.
	Articulate the roles of EYC and CCRR on websites and in promotions.

Goal:	Strategies
	Co-location with licensed child care facilities (including infant-toddler, 3-5 year old care, preschool and afterschool care).
	Bulletin board display of Family Child Care, Multi Age Care and Registered License Not Required child care at the Early Years Centre to increase knowledge of child care options
	Advocate for staff development and education to support ongoing needs for qualified, credentialed child care and early learning staff
	Continue local Family Child Care Training free of charge through the CCRR.
	Annually, 4 social media posts will raise awareness and provide links to information on becoming a child care provider

Health Promotion/prevention:	
Goal:	Strategies
Provide health promotion, awareness and prevention information and services.	Co-location with public health programming (ie. weekly Grow with Me)
	Public Health information board provided in the main hallway of the Early Years Centre.
	Health (including mental health) information provided in the Prenatal Directory, Young Children’s Directory and the Early Childhood Development/ Early Years Centre website
	Current, evidence based information on healthy early childhood development and best practice is provided to all early years service providers via email and sharing at Early Childhood Development Committee, EYC Steering Committee and Early years Team gatherings.
	Co-location of Leap Land Indoor Playspace – a facilitator is onsite during drop in hours to discuss gross motor development and to provide information about physical literacy and nutrition.
	Displays of physical literacy and healthy development located in Leap Land and StrongStart
	Increase service provider awareness about the Prenatal Registry and incorporate the registry into early years practice. Prenatal Registry information will be highlighted in early years social media posts and at EYC Team forums.
	Increase expecting parents’ awareness of the Prenatal Registry. Information will be highlighted in early years social media posts
	Enhance breastfeeding supports: <ul style="list-style-type: none"> • Provide information about supports and resources • Inform about community breastfeeding spaces • Use information services to communicate norms • Collaborate to offer and event/information connected to Breastfeeding Day in October.
	Increase knowledge and resources to support social emotional development: <ul style="list-style-type: none"> • Identify good resources • Provide workshop or training event • Provide Early Years Team event to identify best practices to support social emotional development.

Goal:	Strategies
	Update current local prenatal resources in consultation with Medical Advisory Committee

Kindergarten Transition:

Goal:	Strategies
Provide information, education and support for young children and their family as they transition to Kindergarten	Families will be provided with information on local Kindergarten registration processes through early years programs, websites and social media posts.
	Support transition to kindergarten by providing families with information about after school child care resources (CCRR)
	Kindergarten orientation will include information on development and separation anxiety
	Information regarding separation anxiety will be distributed to families with children under 6.
	Early Years Partners provide parent supports within current programming to address questions regarding “Kindergarten readiness” and expectations
	Provide parent information event or workshop on current information about Kindergarten “readiness” and expectations.
	Develop an early years information campaign regarding preparing for Kindergarten (considering overall development and highlighting non-academic areas of development).
	Add a preparing for Kindergarten page to the Early Years website.
	Identify Kindergarten teachers as early learning professionals in all information services to highlight the link between the early years and school entry.
	Develop a collaborative strategy to identify and reduce parent stress regarding Kindergarten transition.
	Host an EYC Team event to explore Kindergarten transition, discussion and develop an approach for consistent information sources and messaging in the field.
	Collaborate to provide early kindergarten transition meetings between Early interventionists, family and Kindergarten teachers and resource teacher which will develop a plan to support transition of children with special needs and reduce anxiety.
	Continue visits between preschools / child care and Kindergarten classes as possible
	Provide School Secretaries with Children’s Directory and Early Years Information Office contact to help connect any new families that may arrive during registration or during the year.
	Provide Public Health with an information package to distribute to families at immunization.
Review current materials and provide additional Kindergarten transition information at Ready Set Learn Events.	
Provide all Kindergarten teachers with a list of all Preschools and Licensed Child Care Facilities to support early learning and care discussions with parents.	

Other:	
Goal:	Strategies
Coordinate efforts to address barriers to accessing early years programs and services	Coordinate and implement the access support program which will allow multiple agencies to identify and respond to individual barriers to access for families.
Coordinate efforts to provide parents with information to connect with programs and services	Co-location of the Early Years Information Office to assist with welcoming parents, providing referrals and linkages to all early years programs and services.
	Early Years service providers will refer parents to the Early Years Information Office for general information, tours and support to address barriers to access.
	Early Years service providers will refer parents to appropriate programs/services as well as distribute general information materials to increase awareness of opportunities.
	Information services will support general knowledge about programs/services
	Early Years Service providers will collect data on referrals made to early years partners.
	Development and promotion of medical “referral” form by Early Years Steering Committee
	Explore other organizations that have front line staff that may benefit from the form (MCFD, Women’s Shelter)
	Photo introductions at EYC, Early years partner sites and online
	Create a visual document to explain how to access supports/ self refer

Indicators of Success

Early Years Centre partners will share the responsibility of collecting the information to determine the outcomes and success of the projects. The Early Years Steering Committee will review the information to assist with the annual workplan and review of the overall strategic plan.

For More Information:

Revelstoke Early Years Information Office
 Room 120-1001 Mackenzie Ave, Revelstoke, BC, V0E 2S0
 Phone: 250-805-2305
 Email: revelstokeecd@gmail.com