

**Every Kid In Our Communities of Leeds and Grenville**

*A Community Collaboration for Kids. Dedicated to the long-term success of every child and youth.*

**Ways of Working Together**

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## **Vision and Goals**

**Members of Every Kid have as a shared vision Leeds and Grenville communities where every child and youth is safe, healthy, valued and lives in family and neighborhood. Communities where:**

1. **Every baby has the best start possible.**
2. **Every child and youth is cared for and safe**
3. **Every child is ready for school**
4. **Every child and youth is successful at school**
5. **Every child and youth is practicing safe and healthy behaviours**
6. **Every youth is making successful transitions to adulthood**

## **Frameworks For Working Together**

The Vision of Every Kid is centred on the above goals which guide members in their collaborative and that drive them to find ways to effectively do so. These goals are the magnetic attractors that lead to common purpose and that bring participants to the Lead Table and to the Work Groups where action occurs. Every Kid operates from the shared perspective of the framework of Developmental Assets® from the Search Institute®. By nurturing the Assets of every child, EKIOC plays a stewardship role, and facilitates cooperative planning to ensure the optimal use of resources for the benefit of our children , their families and our communities.

### **I. The Developmental Assets® Framework**

Developmental Assets® is a framework of 40 positive experiences and qualities that all of us have the power to bring into the lives of our children and youth of all backgrounds, every type and size of community and in any family of any income level. They are based on child and adolescent development scientific research and built on two types of applied research:

- **PREVENTION:** which focuses on protective factors that inhibit high risk behaviours and
- **RESILIENCY:** which identifies factors that increase young people's ability to rebound in the face of adversity.

They form a comprehensive picture of what our kids need to grow up healthy, caring and responsible and thrive throughout life. ([see Appendix 1](#))

## II. The Foundations For Collaborative Action - Guiding Principles

### a. Equality

All members of Lead Table are equals regardless of size of the organization they represent. Every Kid members are leaders not bosses.

### b. Stewardship

Members of Lead Table:

- speak and act together in the best interest of all kids of Leeds and Grenville.
- act primarily as stewards of the community interest and secondarily as representatives of their organization's interests.

### c. Empty Chair Principle

EKIOC and its working groups strive to include all parties representing and supporting children and youth in Leeds and Grenville. Membership will be reviewed periodically to ensure balanced representation.

### d. Transparency

Every effort is made to ensure that all actions are performed and communicated in a way that fosters transparency.

### e. Collaboration

Members see value of and potential in their acting together to achieve better outcomes for kids. By working together EKIOC members can collectively enhance their capacities to create results that optimise the future for our kids.

### f. Cost sharing

Costs and impact on individual members are shared in an equitable manner with consideration given to the individual member's mandates and the funding associated with achieving them.

### g. Service integration

EKIOC is committed to supporting organizations and stakeholders in moving further along the service integration continuum, for the betterment of children and youth. Integration is enhanced by community shared implementation/agreements/protocols.

### h. Advocacy

Actions are guided by The Rights of Children and Youth as stated by the Office of the Advocate for Children and Youth.

### III. The Foci of Collaborative Working

Every Kid in Our Communities works towards collaborative public action that will result in measurable change in the root conditions impacting the well being of children and their caregivers. It offers no direct service but instead fosters collaboration between members so they can align their services into an integrated delivery of services for all.

Guided by Developmental Assets®, we focus our actions on the following interconnected, overlapping strategic areas.

a. Investing in Innovative Programming

Every Kid invests in innovative programming to test a promising practice, to establish a case for universal access to a needed service, to assess the impact of increased collaborative integrated action and to implement evidence based programs to address demonstrated need.

b. Evaluating Impact and Creating and/or Sharing New Knowledge

Every Kid's research data gathering endeavours relate to the development and/or implementation of policies and programs that truly support children and their families by enhancing their Developmental Assets®. Knowledge creation and sharing involves priority setting, planning and evaluation. Results often leverage additional investment and work. Every Kid partners work together in sharing research and informing policy.

c. Strengthening the Community's Foundations

Every Kid acts:

- to link existing professional development opportunities and to provide shared opportunities for staff in the child and youth sector,
- to disseminate new research information on children and youth and on best evidence informed practices,
- to bring together service providers to establish standards of practice and a common language framed by Developmental Assets®,
- to enable our community to become more effective in its responsiveness to issues impacting children and youth.
- enhance communication between members and across communities and

- to share knowledge and skill of adults who work with and care about children and youth.

d. Engaging the Community in Designing Solutions That Increase Assets for Kids

By identifying shared concerns, overlaps and gaps, by bringing collective expertise and resources to the Lead and Work tables, and by addressing social policy barriers impacting children, Every Kid seeks to put into service powerful integrated solutions to kids' issues.

e. Shifting Thinking

Every Kid's social messaging invites individuals, employers, employee groups and decision-makers to keep children at the forefront of civic engagement and action. Every Kid acts to place children's issues at the top of the public agenda and challenges our communities, our organizations and our citizens to focus on solutions. It measures outcomes in terms the Developmental Assets® our kids require for success.

f. Playing a Catalyst Role.

Every Kid's tables provide the opportunity for members to come together, catalysing action that move our communities toward achieving the goals of Every Kid. This role is enhanced through transparent and complete communication.

#### **IV. The Strategic Plan**

A Broad Framework that strategically builds on the assets, core competencies and interests of the partners and:

- is specific enough to mobilize action but loose enough for structures and initiatives to arise organically and be seized upon quickly,
- is based on the current assets, successes, gaps and needs in the system,
- informs integration of services where beneficial,
- is annually reviewed, updated and agreed upon and
- provides direction as to leadership and resourcing of actions.

Collaboration agreements, protocols and descriptions of related processes provide the structure which commits members to work together to achieve the vision and goals of Every Kid.

## V. The Expectations of members

All members will:

- contribute to meeting discussions, decisions and communications in a positive and professional manner.
- ensure their employer's awareness of involvement and have their support and
- be responsible for travel and meeting costs to participate/attend working group meetings

## VI. The Structures And Functions

### a. Lead Table

made up primarily of key decision makers or their designates of organizations that serve children, youth and their families. They are supported by:

- i. Sub-committees of Lead Table
- ii. Work Groups -established to carry out actions that advance the achievement of the goals.
- iii. Chairs and co-chairs and a
- iv. Coordinator who is responsible to Lead Table and coordinates and facilitates Work Groups

### b. Decision Making

Members share decision making responsibility. Decisions are made by consensus.

### c. Conflict Of Interest

Members are expected to identify any potential conflict of interest when they feel one might exist with regard to the position they hold beyond Every Kid. They can be present but not contribute to discussion unless asked by chair to provide specific information and will not take part in decision making regarding the issue.



d. Financial

i) Leadership (Coordinator costs)

Salary and operating expenses of coordination are provided through the Lead Table by means of a flow through agreement with one of its members (currently through Family and Children's Services of Lanark, Leeds and Grenville). This member provides accounting support to Coordinator and acts as employer only in event of disciplinary action.

ii) Work Groups

Resources required to support the work groups identified by the strategic plan are made available through processes of the Lead Table so as to allow the work groups to focus on action rather than acquiring funding. Work Groups act to support the Lead Table obtaining funding by providing data and results and creation of funding applications submitted through a member of the Lead Table.

- [Appendix 2 see chart and process at end of document](#)

e. Partner Coalitions

- Safe Communities
- Healthy Communities
- Community Justice Partners
- Student Support Leadership Initiative

f. Advocacy

Every Kid's advocacy role is one of taking action by speaking out against injustice and the abuse of rights, with and on behalf of children, youth and/or their families.

g. Risk Management

h. Communication and Transparency

## ***Appendices***

### **A. Developmental Assets®**

#### **External Assets**

The first 20 Developmental Assets® focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included:

- **Support**-Young people need to experience support, care, and love from their families, neighbours, and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment**-Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **Boundaries and expectations**-Young people need to know what is expected of them and whether activities and behaviours are "in bounds" and "out of bounds."
- **Constructive use of time**-Young people need constructive, enriching opportunities for growth through creative activities, youth programs.

#### **Internal Assets**

A community's responsibility for its young people does not end with the provision of external assets. Caring adults must make a similar commitment to nurturing the internal qualities that guide positive choices and foster a sense of confidence, passion, and purpose. Young people need this wisdom to make responsible decisions about the present and future. The framework includes four categories of internal assets:

- **Commitment to learning**-Young people need to develop a lifelong commitment to education and learning.
- **Positive values**-Young people need to develop strong values that guide their choices.
- **Social competencies**-Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity**-Young people need a strong sense of their own power, purpose, worth, and promise.

**B. Lead Table (Structure and Function)**

The Lead Table provides leadership to meet the vision and goals of Every Kid. It does this by overall direction setting and collaborative decision making. Every Kid demonstrates accountability to the communities of Leeds and Grenville and to its funding partners through a commitment to achieving its goals using best practice and evaluation.

- *Lead Table Membership Agreement: All members sign off on the Lead Table membership agreement (attached)*
- Lead table must establish a fund available to be used at the discretion of the Coordinator to serve the collaboration (see [accountability guidelines](#))

**C. Sub-Committees of Lead Table**

- a) [Coordination and Planning](#)
- b) [Budget](#)
  - i) Community Criminal Court Fund
- b) [Evaluation/Research and Data: the Evidence Base](#)

**D. Coordinator function and parameters**

The Coordinator is a process catalyst who:

- supports collaboration and integration,
- facilitates day to day operations,
- guides planning and helps implement strategic direction,
- facilitates meetings,
- facilitates consensus,
- incubates needed work groups,
- supports the chairs and/or facilitator of each Work Group and Lead Table,
- integrates work within and across Work Groups and Lead Table,
- builds trust among members and mediate conflict as needed and
- ensures focus on measurable outcomes that support the vision.

The Coordinator is a capacity builder who:

- fosters skill development,
- guides financial planning and action,
- encourages involvement of less active members,

- supports action based on a foundation of research and data and evidence based practice and
- highlights value of collaboration to mandates of member agencies.

The Coordinator:

- must be separate from any agency –arm’s length – so as to not impact negatively on balance of power, create undue expectation on payment agency to take responsibility for duties or allow other members to defer responsibility for equal action,
- must be a highly skilled, discriminating and experienced individual who models collaboration and servant leadership and acts to support the content experts of the Lead Table and its Work Groups. Supports leadership development at all tables
- must administer a discretionary fund made available by the Lead Table to effectively serve the collaboration (see [accountability guidelines](#))

**E. Work Groups**

- The vision of EKIOC is realized through a number of action oriented working groups, designated to focus on priority areas which change from time to time depending on the research and data related to goals of Every Kid. All work groups act in accordance with their terms of reference. (See attached template). They report to and are accountable to the Lead Table. Work Groups include:

a) Best Start Years

- i) 18 Month Strategy
- ii) Early Learning Programme
- iii) Early Development Instrument (EDI)
- iv) Special Needs Reference
- v) Developmental Screening

f) School Age Years

- i) Step Into Kindergarten
- ii) Value Every Kid

c) Every Age

- i) Recreation -Making Play Possible
- ii) Assets
- iii) Triple P
- iv) Transportation
- v) Read to Every Kid
- vi) Service Coordination
- vii) Child and Family Centres
- viii) Mental Health
- ix) Autism Spectrum Disorder (ASD)
- x) Youth Engagement,

k) Other??

## **F. Integration Index**

## **G. Consensus Decision Making Guidelines**

- Presentation and discussion of the item
- Formation of a recommendation
- Concerns/reservations heard and determination if consensus is achieved
  - Modification or re-wording of recommendation may be made if a change addresses concerns/reservations
- Call for consensus of members present in the specific group
  - If chair and group determines there are insufficient members present to achieve consensus item may be deferred to next meeting or to an online method that respects the above guidelines

Options available

- consensus (with or without reservation) Members actively state their agreement with the recommendation so as to avoid interpreting silence or inaction as agreement.
- Members may wish to declare a reservation while still being willing to let the recommendation go forward.

- standing aside may be declared by a member who has serious disagreement with a recommendation or who feels incapable of understanding or participating in the recommendation but is willing to let the recommendation move forward.
- No consensus. Recommendation dismissed

## H. Communication Flow

*Processes for communication are designed with intent to ensure transparency of actions and information re those actions and activities. It makes clear the standing invitation to all to take a seat at the empty chair at any table of Every Kid.*

*Communication processes and procedures serve to ensure transparency:*

- at all meetings as well as
- between meetings through posting of all meeting announcements, agenda, meeting notes on website, through email, through expanding use of social media and work of coordinator and facilitators.

## I. Risk Management

EKIOC members participate in a collaborative table supported by a wide range of community organizations. Members understand that risk associated with activities of EKIOC cannot be eliminated completely. The Risk Management Policy of EKIOC is to adopt best practice in the identification and mitigation of risks, to ensure that they are either eliminated or reduced to an acceptable level.

Our Risk Management objectives are to:

- Integrate Risk Management into the culture of EKIOC.
- Manage risk in accordance with best practice.
- Consider legal compliance as an absolute minimum.
- Anticipate and respond quickly to social, environmental and legislative change.
- Prevent injury and damage and reduce the cost of risk.

These objectives will be achieved through the Coordinating and Planning Committee within our organizational structure which acts in an advisory and guiding capacity and which is accessible to all members and advises related to:

Providing an orientation to EKIOC process and risk awareness to all new members of EKIOC

Including Risk Management as one of the implications to be considered in every report.

Ensuring that appropriate insurance coverage exists and is documented for all events and for coverage of all staff by appropriate member organizations (Insurance certificates)

Adopting processes, which demonstrate that Risk Management principles are being applied across the whole organization. These include but are not limited to the orientation process for new members, signing of appropriate confidentiality and conflict of interest forms etc.

Maintaining effective communication and involvement of all staff and members.

#### **J. Memorandums of Understanding With Other Coalitions**

- Community Justice Partners
- Safe Communities
- Healthy Communities
- Student Support Leadership

#### **K. Advocacy**

*"Advocacy is not a skill, nor is it an intervention strategy or practice tool. Advocacy is a lifestyle. To be an effective Advocate, the principles and values of Advocacy necessarily permeate everything you do. They are integral to your sense of self, your identity and how you conduct your life" (Ontario Advocate for Children and Youth)*

**Every Kid's advocacy role** is one of taking action by speaking out against injustice and the abuse of rights, with and on behalf of children, youth and/or their families. It aims to target, provoke and influence change which results in decision makers altering current or creating new policies and practices that promote equality and reduce suffering. Advocacy

- may involve empowering children, youth or their families to act on their own behalf.
- may be systems level advocacy, advocacy initiatives in the context of organizations/agencies or community that will influence programs and practices to benefit children/youth. When it is clear that policies and practice interfere with the quality of life and development of children and youth, then systemic advocacy is required. It may involve sharing resources to collaboratively provide or enhance services that better ensure the individual child or youths basic rights and developmental needs.

- may actively mobilize social, economic and legal resources for the purpose of ensuring the individual child’s basic rights and developmental needs (including those related to home, community and school).
- may be policy advocacy involving strategies and initiatives which target changes to policies and legislation. in attempt to establish new policies, improve existing policies or challenge the development of policies that diminish resources and opportunities for children and youth. It usually seeks to engage various sectors of the government which includes: public servants, bureaucrats, political appointees, elected officials and legislators.

**note:** the Canada Income Tax Act prohibits charitable organizations from engaging in advocacy if this activity constitutes *more than 10 per cent of their total work*.

**L. Financial Processes -*From Priorities to Allocations***

<b>Overview</b>
-----------------

**Lead:** Co-Chairs: -Coordinator      **Date:** July

**Purpose:** Identify, for April 1 to March 31 of upcoming year, an annual process that:

- identifies Every Kid priorities
- establishes budget for coordinator of shared action of Every Kid,
- communicates primary priorities for external funding available through the Community Court Criminal Fund (CCCF),
- allocates CCCF funds available each for dispersal April 1 and
- effectively and efficiently evaluates intended outcomes of funding allocations

**Activities Ongoing**  
 Actions by work groups focused on identified priorities  
 Actions by funded groups focused primarily on identified priorities

**Resources to be Allocated**  
 In-kind contributions of staff time and resources by member organizations and individuals,  
 CCCF, Ministries’ funding, grants received, resources from collaboration with other coalitions

**Project Stakeholders and Partners**  
Internal: organizations and individuals listed as part of Every Kid



External: children, youth, parents and citizens of Leeds and Grenville, Safe Communities, Healthy Communities, Community Justice Partners, Student Support Leadership Initiative, citizens and organizations of Leeds and Grenville, Ontario Ministry offices,

**Workgroup members (2012) : Tom Jordan, Linda Chadwick, Dixie O'Reilly, Jane Hess, Bob Pickens, Sue Poldervaart, David Huether, Kevin Kapler, Keith McPhee**

**Start date: Immediate**

**Deadline: March 31,**

**Reporting: on-going to Lead Table and community through Coordinator**

**Timelines**

<i>Components of overall Allocation Process: responsibility</i>													
	April	May	June	July	August	September	October	November	December	January	February	March	
3-5 year Strategic Plan Review/Amendment Lead Table				<i>1st Wed</i>									
Annual Plan re-affirm past priorities identify new priorities Lead Table							<i>1st Wed</i>						
Coordination Budget developed coordinator													
Budget and plan (April 1 to March 31) plan developed for re-affirmed priorities Work group /coordinator													
Work group established for new priorities identified coordinator													
Start up budget and plan (April to March 31) developed Work group /coordinator													
External call for Applications to CCCF (priorities of CCCF and Lead encouraged) Budget/CCCF committee of Lead Table													

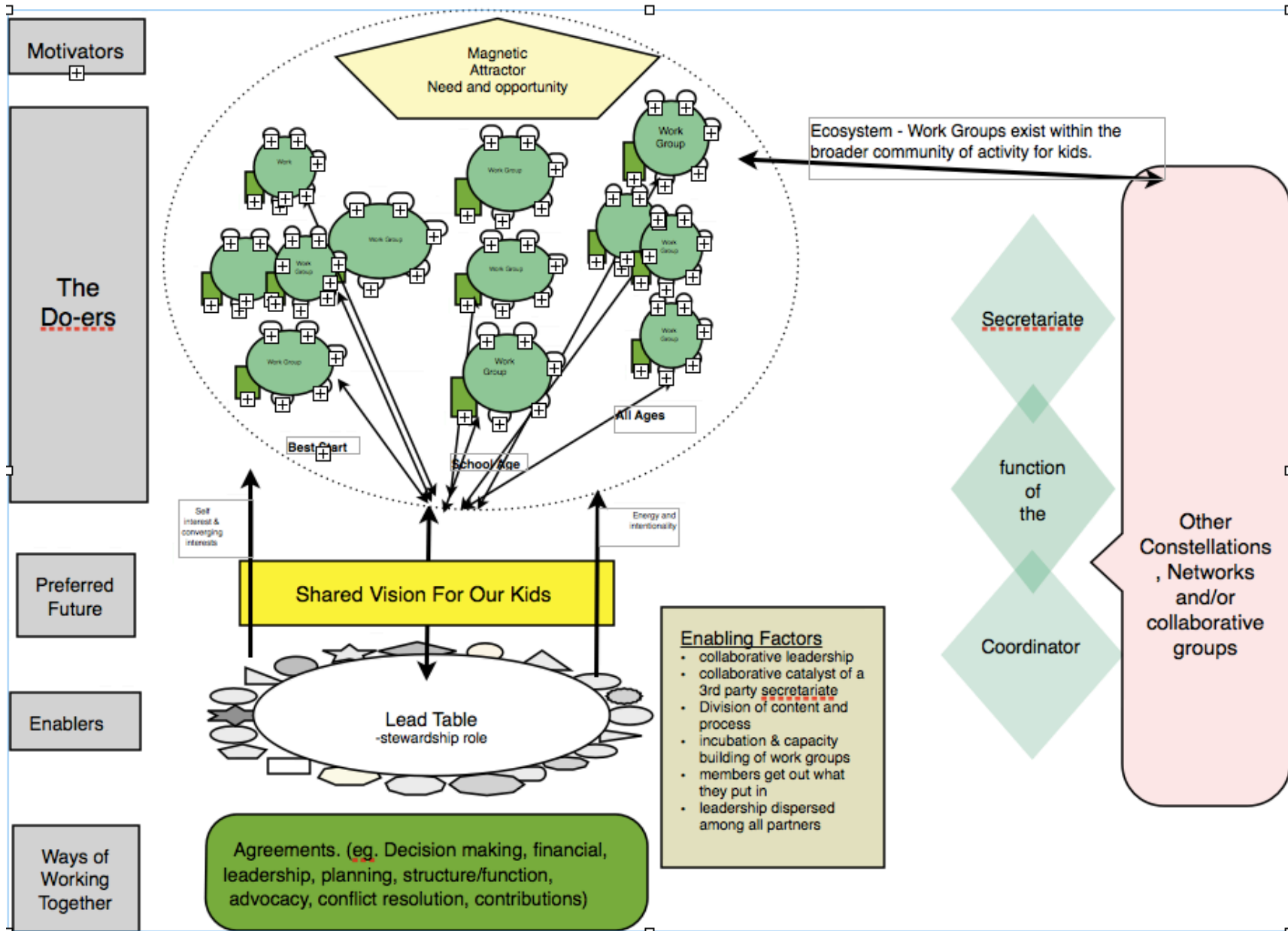


July/August preparation with final approval of priorities at September meeting	Annual Plan	Coordinator and Chairs		

**questions/comments to be addressed**

- **Please note that specific dates, especially those related to Lead Table, are critical. Though the top chart may show for example something being done in September if it is something that the Lead is approving in September and which requires a process then that process will happen in August or earlier and approval given first Wednesday of September.**
- 
- **Evaluation; it was mentioned but not built into the flow of our discussion Here it is included as a component with recommendation that workgroups and grant recipients submit some sort of normally simple evaluative report...unsure in context of rest of processes when this would best happen...made best guess with question marks.**
- 
- **In many projects both of these two charts would be included in a single Gantt Chart. Breaking them apart in this way may be wise since the first is sort of the skeleton of activity and the second adds the meat. Some might prefer to see this as one chart...which is not that difficult to do. ...but our members may be more comfortable with the two separate charts.**
- 
- **this is not intended to be the final summary of what we came up with but rather a best attempt to capture the consensus.**
- 
- **this process will need to be expedited in this current year by using the September priority setting meeting to inform action and budget for year ending March 31, 2012 as well as year ending March 31, 2013.**
- 
- **Need guidelines for:**
  - **flow through member agencies-responsibilities, limitations)**
  - **amounts chargeable by member carrying out accounting (charged or donated in kind)**
  - **member funds and the budget alignment process for shared initiatives/actions**
  - **CCCF**
  - **donations**
  - **fund raising**
  - **sponsorships**
  - **grants,**
  - **government resources/Ministry funds**

### M. Graphic Model of Every Kid





## **N. The Rights of Children and Youth (Office of the Advocate for Children and Youth)**

KIDS HAVE THE RIGHT TO...

- ✓ Know and understand their rights.
- ✓ Be and feel safe.
- ✓ Be treated fairly no matter their race, sex, culture, religion, abilities, or sexual orientation.
- ✓ Have a say about what happens to them and express their thoughts and feelings.
- ✓ Be properly fed, clothed and cared for.
- ✓ Go to school.
- ✓ Receive medical and dental care.
- ✓ Participate in social and recreational activities.
- ✓ Participate in their religion and culture and speak their language.
- ✓ An interpreter if they are not being understood because of language or abilities.
- ✓ Reasonable privacy.
- ✓ Know and understand the rules, responsibilities and consequences.
- ✓ Talk privately with their lawyer, the Ombudsman, their Member of Parliament or an Advocate.
- ✓ Be told how to contact the Advocacy Office.

If they are 12 or older, THEY ALSO HAVE THE RIGHT TO:

- ✓ Know that a decision is being made about them in court so that they can go there when it happens.
- ✓ Ask to have a review or an appeal of their placement.
- ✓ Help make their plan of care.

If they are a young person charged with a criminal offence, THEY HAVE THE RIGHT TO:

- ✓ Know why they are being arrested.
- ✓ Remain silent and contact a lawyer.
- ✓ Call a lawyer AND a parent or adult they trust. The police must give them a number for a lawyer.
- ✓ They have the right to call their lawyer as needed.
- ✓ Have a lawyer represent them.
- ✓ Ask for a Temporary Release (a day or weekend pass).
- ✓ Ask the Custody Review Board to review certain decisions regarding their care.

*Still to be dealt with and may need to be added to a previous section of appendices*

- how we work together including roles and responsibilities of partners
- clear statement that coordinator function resides outside the partners and for all regardless of the member making payment. supervision of coordinator resides with chair (applies to role of facilitator of work group as well) See coordinator
- clear statement related to function of chair function as separate from role as member agency administrator and method off dealing with any challenge to this impartiality. (applies to role of work group chairs as well) ...terms of office etc defined as well
- method of inviting new partners to be part of the collaboration and an exit method
- no legal incorporation will occur –as such fiscal and legal responsibility moves to each member on a project to project basis by agreement between those members involved in leading that specific Work Group

- strategic plan includes: Member Asset Map (need to figure out a way to do this in an honest/accurate/appropriate way that recognizes the ever-changing reality of member organizations...(question format for members to periodically review and share internal to their organization and external with other members)

-a chart outlining

how member wants to relate to collaboration

strategic direction of member

the assets and core competencies member brings

what member can offer

where member can best be mobilized

(Not sure how to get at the assets and core competencies without developing a Where to Turn Directory. I agree that the more defined this section becomes, the greater the challenge of being flexible, and having the information current. could this be done in the appendices? Include each organization’s Mission Statement? And leave it at that)

for section 5 maybe Reflection Table (possible development of one? maybe include as a goal



group of community members who Gladwell named communicators, mavins and salespeople who examine the work of the coalition and provide support and constructive criticism (initial Champion Table is one approach)