Children and Youth Agenda Community Forum
March 26 &27 and April 2 & 3, 2007

Summary of What Was Said

Dear Community Forum participant

Thank you for participating in the Children and Youth Agenda Community Forum held at the RA Centre on March 26, 27, & April 2,3, 2007.

Over the 4 days of this forum a total of 350 individuals representing 120 organizations helped identify areas to move the Children and Youth Agenda into our action-planning step.

The Community Forum comprised the second phase of the consultation process. The results of the first consultation phase were captured in the _Discussion Document_, which served as a reference document during the Forum.

The projects two lead partners – the City of Ottawa and UW/CO, along with Success By 6 and the Children's Aid Society are working to develop next steps based on what was heard during the two consultation phases and will be looking for opportunities to engage various networks and community groups over the summer/early fall.

It is our goal to keep you informed of our next steps and we look forward to further opportunities to work with you again on this exciting initiative.

Sincerely,

Children and Youth Agenda's Community Forum Partners and Supporters

City of Ottawa, Community and Protective Services Department
United Way/ Centraide Ottawa
Success By 6
Children's Aid Society

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1. INTRODUCTION

The City of Ottawa and United Way/Centraide Ottawa have partnered to facilitate a Children and Youth Agenda (CYA) for Ottawa's children and youth. Through leveraging existing partnerships, building new ones and fostering collaboration the goal is to:

> ➢ adopt a community-supported Children and Youth Agenda vision, guiding principles and framework;
> ➢ identify priority outcomes for collective action;
> ➢ develop and implement a community-supported action plan; and
> ➢ develop and implement an evaluation framework to report on our progress.

The Children and Youth Agenda is one of 12 priority initiatives under the City of Ottawa's Community and Protective Services Department's Three-Year Strategic Plan; and is also a key component of United Way/Centraide Ottawa's Children and Youth Impact Council's Action Plan.

In preparation for the Community Forum, a pre-forum consultation process was undertaken in February 2007, which sought input from community networks, community agencies, school boards and staff working in the various Branches of the City's Community and Protective Services Department.

Results from this consultation phase were synthesized and reported in a *Discussion Document*, which served as the basis for the work undertaken during the four Community Forum days (March 26, 27 and April 2,3, 2007). The *Discussion Document* contained a proposed Vision Statement, proposed Guiding Principles, a proposed Framework for the healthy development of children and youth, and proposed priorities at a systems-level, at a service-level and for addressing the needs of children and youth 'at risk'. Community Forum participants were asked to respond to the proposals contained in the *Discussion Document*.

The purpose of the Community Forum was:
  i.   To launch the community driven process.
  ii.   To foster a dialogue among the agencies / networks / coalitions serving children and youth.
  iii. To obtain community input, agreement and active engagement with respect to:
> ➢ the vision statement;
> ➢ the guiding principles;
> ➢ the proposed framework for the development continuum (0 to 18 years) on the priority outcomes for children and youth (pre-natal to 18 years) to focus the work of Ottawa's communities over the next 5 years; and
> ➢ creating an action plan for what the community needs to do next and where to focus its efforts during the next 6 months, 1 year, and 2 years.

In addition to the goals stated above, the Pre-Community Forum Consultation and the Community Forum enabled initiatives such as the Understanding the Early Years Project to meet its objective to gather community input and feedback for an early years community action plan, and the Children's Aid Society to receive input on priorities for action for children and youth at risk.

This document summarizes the input over the four days of consultation with children and youth service providers in the city of Ottawa via the Community Forum. The following is a synopsis of the priorities and associated actions identified by the participants. Where a similar response was heard multiple times it has been noted by stating the number of times it was heard in brackets following the relevant statement. The exact wording may have been slightly different, but the message given was the same.

It is clear from the pre-Forum consultation undertaken during February 2007 and the participation in and results of the Community Forum, that the City of Ottawa, the United Way/Centraide Ottawa and all of the service providers across the City are committed to the needs of its children and youth.

The message heard from all, was a passionate commitment to drive this Agenda in a new and exciting direction. All participants, no matter their title, job description, length of time involved in the programs, demonstrated there is a need for change and a new, focused direction.

2. VISION, GUIDING PRINCIPLES, AND FRAMEWORK

QUESTION: Based on the consultation process in February we have proposed a Vision, Guiding Principles and an approach to the Framework for the healthy development for children and youth.

Did we get it right, or would you suggest amendments?

2.1 VISION

This section summarizes the responses heard in reaction to the proposed Vision statement contained in the *Discussion Document*.

The phrases, inclusion requests, additions and overall comments as noted below are words and phrases captured directly from the break out groups and report backs.

The numbers in brackets denote the frequency of responses for each of the suggestions heard.

ADD or MODIFY and OVERALL COMMENTS

> Clarify age range - prenatal to ages 20 – 21 (14)
> Families – include "parents" and/or "guardians" (13)
> Include "cultural sensitivity / diversity " (9)
> Shorten/ simplify and edit (8)
> How will results be measured? (6)
> Include "youth" (5)
> Don't change a thing (5)
> Specific actions needed for Vision (4)
> Include "respect" (3)
> Include "children worthy of investment" (2)
> Add "equitable access" (2)
> Add "commitment" (2)
> Add "thrive" (2)
> This is contrary to a Vision statement (2)
> Define "opportunities" (2)
> Liked "collaboration" (2)
> Add "Coaching/ mentoring"
> Bilingualism added to vision statement
> Add "Literacy"
> Add "bilingual"
> Requiring necessary resources
> Add "create"
> Add "inclusive: irrespective of gender/ race"
> Add "violent free & safe environment"

- ➢ Add "future and family elements"
- ➢ Community term too defined
- ➢ Don't compartmentalize
- ➢ How to link to Ottawa 20/20?
- ➢ Where is High Risk included?
- ➢ Concept is limiting
- ➢ Elaborate on "full potential"
- ➢ What are the decision-making mechanisms?
- ➢ Needs to foster and facilitate opportunities
- ➢ Vision is not clear to the end user
- ➢ Vision as stated should be less action, more vision
- ➢ Reads more like a Mission Statement than a Vision Statement
- ➢ This is a priority

2.2 GUIDING PRINCIPLES

This section summarizes the responses heard in reaction to the proposed Guiding Principles contained in the *Discussion Document*.

The phrases, inclusion requests, additions and overall comments as noted below are words and phrases captured directly from the break out groups and report backs.

The numbers in brackets denote the frequency of responses for each of the suggestions heard.

ADD or MODIFY or REMOVE and OVERALL COMMENTS

- ➢ Define/ expand on "collaboration" (7)
- ➢ Concern noted about consistency (4)
- ➢ Keep UN reference (4)
- ➢ Needs to be consolidated/ edited (3)
- ➢ Query as to who did the research to determine the evidence? (3)
- ➢ How are resources being optimized? (3)
- ➢ Need definition outlined of the terms (3)
- ➢ Define "diversity" (3)
- ➢ Need to clearly define "at risk". All children are "at risk" (2)
- ➢ The focus needs to be on Principles, not specifics (2)
- ➢ Define "inclusion" (2)
- ➢ How will we know when we have it right? (2)
- ➢ Add "Ottawa Community" (2)
- ➢ Add engagement point: partners are noted to work together (2)
- ➢ Add age references – for funding needs (2)
- ➢ Add mention of sustainable funding (2)
- ➢ As is stated is sufficiently broad
- ➢ "Collaboration" should be on its own
- ➢ Add "advocacy to engagement"

- ➢ Add "in school"
- ➢ Add "family"
- ➢ Add "child is sacred " – as per Unicef
- ➢ Add "educate all ages"
- ➢ Need to mention "education of parents & caregivers"
- ➢ Add "maximize"
- ➢ Add "community"
- ➢ Remove "spirit"
- ➢ Use first 2 points in Principle and build on from there
- ➢ Define "Guiding Principles"
- ➢ What is the ultimate goal?
- ➢ Remove "UN reference"
- ➢ The UN reference should be at the very top
- ➢ Equity and accessibility of French language services
- ➢ Promotion is missing
- ➢ The Principals are good

2.3 FRAMEWORK FOR HEALTHY CHILD / YOUTH DEVELOPMENT

This section summarizes the responses heard in reaction to the proposed Conceptual Framework for Healthy Child / Youth Development contained in the *Discussion Document.*

The proposed approach outlined in the *Discussion Document* was that the Children and Youth Agenda adopt the four key elements contained in the evidence-based framework for the healthy development of children and youth created by Middle Childhood Matters Network for middle childhood; and that further work be undertaken to develop influencing factors relevant to the healthy development for children in their early years and for adolescents, in support of each of the four key elements.

It is clear from the responses that generally the proposal regarding the Framework was supported. Most of the groups spent their time commenting on the Vision and the Guiding Principles. Below are a few of the comments made in relation to the Framework.

- ➢ Requested 'High Risk' be added to Framework,
- ➢ No reference to ages given – needs definition
- ➢ "Why this format? Why not use building block format?"

3. ACTIONS TO MOVE CHILDREN AND YOUTH AGENDA FORWARD

QUESTION: What actions would you recommend to move the Children & Youth Agenda forward?

Smaller group discussions identified Actions in various time frames. The information gathered during the four days reveals participants held varying perspectives on what should be addressed in the short term versus in the longer term. In many instances, one group recommended an Action be Short Term, while another group recommended the same Action be Long Term. These varying perspectives can account for some of the different approaches to whether an action was noted as short or long term.

SHORT TERM		LONG TERM	
		Evaluate funding process	(10)
Stabilize funding structures	(13)	Stabilize funding	(5)
Improve communications	(5)		
Website – continuity	(5)	Website – all services accessible	(5)
Collaborate on policies and changes	(5)	Collaborate on policies	(5)
Work with parents to educate	(4)	Establish a parental strategy	(5)
Develop measurable outcomes	(3)	Develop measurable outcomes	(3)
Collect best practices	(2)	Collect best practices	
Engage/ advocate government	(5)	Work to get buy-in from all government Levels	(5)
Create a Uni-Office of the Child and Youth with non-partisan Commissioner. Hire a Children and Youth advocate. This role issues report cards, addresses key issues	(5)	Develop a Children / Youth Charter	(2)
Create a database / inventory of Services	(5)	Inventory of Gap Analysis	(2)
Partnerships need to be	(3)		
Collaborative	(3)		
Link clients/ shared practices	(3)		
Overcome financial barriers	(3)		
Begin with Neighbourhoods	(2)	Support top down neighbourhoods	
Develop a Marketing Plan	(2)	Develop a Business Plan	
Need Champions	(2)		
		Develop accountability around service delivery	(2)
		Establish funding matrix	(2)
		Services needed in more languages	(2)
Add community worker position		Add community workers	
Create implementation team with sub-committees on specific issues		Create implementation team	
Education curriculum review		Collaborate with education	
		1 central body to encompass all	
		Establish a bottom up philosophy	
Reduce networks & coalitions			

SHORT TERM	LONG TERM
Implement community consultations	
Reduce meetings	
	Mentoring – big organizations mentor smaller ones
	Develop an immigrant strategy
Develop model to give access to information and reference	
	Write a Strategy 5 yr – 10 yr
	Change themes annually
	Share documents
	Separate teams – Health, Education, Action

4. OUTCOMES DESIRED AT A SYSTEMS LEVEL

The *Discussion Document* identified three priority outcomes at a systems-level based on the pre-Forum consultation undertaken during February 2007. These were:

- Improved planning and collaboration across the age continuum by the City and the Community.
- Increased focus on social determinants of health.
- Improved communication, advocacy, and promotion.

Participants at the Forum were asked to identify if there were additional outcomes and then to identify the top two priority outcomes. Once completed, they were then asked to identify key actions to implement the two priorities.

The top priority outcomes identified during the Community Forum are listed below, along with the proposed short and long-term actions.

The list of all priority outcomes can be found in Appendix A.

> **QUESTION: Considering the information contained in the *Discussion Document,* what additional outcomes would you recommend at Systems Level?**
>
> **Prioritize them, and identify Actions in Short Term and Long Term time frames.**

4.1 PRIORITIES AND RELATED ACTIONS

4.1.1   Priority: Funding - Establish integrated social and funding policies. Includes: harmonization of funding policies and reporting; improving funding coordination in community; stable funding; funding based on need; and improved buy-in from all levels of government resulting in increased allocation of funding. (Message heard 6 times):

The following list of actions represents a synthesis of recommended actions relating to this priority:

SHORT TERM		LONG TERM	
Inventory of funding policies and assess how can be more effective	(10)	Review of funding envelopes and how used; evaluate reporting measurements	(4)
		Seamless services from birth to adult	(4)
Improved coordination of funding	(8)	Funders should work collaboratively	(4)
Identify gaps & service overlaps	(7)		
Best practices review	(5)		
Improve funding application process	(5)	Coordinate all agencies and funding applications	(5)
Fund multi-cultural programs	(4)		

SHORT TERM		LONG TERM	
Education of elected officials	(3)	High-level commitment needed across governments. Advocate to elected representatives	(3)
Support smaller organizations in funding applications. UW to lead the way	(2)		
		Equal distribution of funding 0 - 18	
		Central body with representation from all	
Identify all funding envelopes and sources	(2)		
Differentiate between short term versus long term funding opportunities	(3)		
Establish rules of accountability of policies and procedures	(2)	Develop a funding matrix	
Spend less money on planning, more on accountability & distribution of funds	(2)		
Create workshops to train on planning, proposal writing, evaluation plans	(2)	Organize and offer necessary training to identified evaluation	
Guaranteed salaries			
Coordination group: coordinate and research funding opportuntities			

4.1.2 Priority: Improved communication, information and data sharing across city, community and schools. (Message heard 3 times):

The following list of actions represents a synthesis of recommended actions relating to this priority:

SHORT TERM		LONG TERM	
Share best practices	(4)	Share best practices	(11)
Ensure children/ youth/ caregivers/ families are part of the information sharing	(14)		
Plain & consistent language information in all documents; including glossary of terms	(14)		
		Review access to resources and Protocols	(5)
Conduct an inventory of services and Resources	(4)	Inventory of services and resources; 211 hotline	(3)
Establish net sharing opportunities between Youth and Youth leadership programs	(3)		
		Write and create a common vision	(3)
Address growing immigrant and multi-cultural groups throughout city	(2)		
Inclusively			
Write a communication plan		Ensure balance between communication and action w/ High Risk groups	

SHORT TERM	LONG TERM
Need to identify common tools	Develop services that address the needs
Continuous community dialogue to understand needs as they evolve	
	Zeal the Deal

4.1.3 Priority: Identify Key Players and Stakeholders. (Message heard 2 times)

The following list of actions represents a synthesis of recommended actions relating to this priority:

SHORT TERM	LONG TERM
Identify who is already involved (4)	
Seamless communication (3)	Seamless communication (3)
Seamless system (3)	Seamless system (3)
Use the term Stakeholder	Clarify the role of the Stakeholder. Does it have to be an organization?
Include children and youth	
Need grassroots representation	
	Process of inclusion to be developed
	Develop an Advisory Committee
	Determine an evaluation process to determine changing stakeholders over time

4.1.4 Priority: Expand definition of Social determinants of health to include all ages (0 – 18) and sectors (Message heard 2 times).

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Research across sectors as to what these may include	
Further identification of what "social" and "health" means and what includes	
Include someone from the Health on Children and Youth Agenda	
	Identify specific long term outcomes for each social determinant

4.1.5 Priority: Meaningful engagement of children, youth and families at the systems level (Message heard 2 times).

The following list of actions represents the recommended actions relating to this priority.

SHORT TERM	LONG TERM
Use youth engagement model to involve youth (3)	Coordination mechanisms in place to support long term engagement
Over arching goal – bring all funders behind United Way and City to include Province, LHINS to collaborate e.g. policies, funding, priorities, etc.	Children & Youth Agenda helps to set service direction
Define what youth is	Respectful cooperation and communication between youth and adults
Create a working group	
Identify and evaluate what is already available in the city (how systems works)	
Prepare service providers for meaningful participation all	

4.1.6 Priority: Professional Development at a systems level (i.e. inter-agency). Commitment to a feedback mechanism to keep people informed.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Develop and implement a professional development plan to facilitate the foster of collaboration and commitment – show casing successful initiatives	Continuous community dialogue to understand needs as they evolve and change (forever)
Continuous community dialogue to understand needs as they evolve and change (now and ongoing)	Create a framework for developing and sharing common inter-agency protocols (started in year 1 and ongoing

4.1.7 Priority: Engagement of all key stakeholders including school boards, funders, etc to improve planning and implementation

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Francophone planning table with Anglophone representation to identify community priorities and needs in order to better inform funders and improve overall planning	

4.1.8 Priority: Accessible Services in French.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Share waiting lists	Annual meetings with key stakeholders to identify francophone needs and improve planning
Identify existing services and gaps	Create a continuum of services
Analyze usage of services	Fill/bridge the gaps
Identify barriers to accessing services	Increase usage
	Become more innovative in order to overcome barriers

4.1.9 Priority: Engage community leaders to be spokepersons and provide them with education and support (Message heard 2 times).

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Invite politicians to existing network tables	Make it a political priority
Engage parents and families	Political representation by parents

4.1.10 Priority: Respect the unique needs of children and youth.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Evaluation: tool sand systems to measure needs and services	Be watching and learning new trends and changes in order to adapt and react
Learn how to learn from children and youth	Providing services in client's mother tongue is guaranteed
Adapt services	
Services provided in mother tongue	

4.1.11 Priority: Coordination system at local level.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Assemble key stakeholders to define roles	Assure a continuum of services through a centralized body
Remove duplication of services through improved collaboration	Review annually
Identify needs	Identify needs annually

4.1.12 Priority: Improved the coordination of services across the age continuum .

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Ongoing environment scan that is identifies organization mandates, age groups and languages to identify gaps	
Create a mechanism to engage all ages that is clear and specific	
	Identify steps that need to be taken at the political and funders level
	Identify intervention strategies
Identify a coordination method	Identify a francophone service mandate

5. OUTCOMES DESIRED AT A SERVICE LEVEL.

The *Discussion Document* identified four priority outcomes at a service-level based on the pre-Forum consultation undertaken during February 2007. These were:

- Improved collaboration, communication and advocacy.
- Improved knowledge of and access to services.
- Increased engagement in school and learning.
- Expanded engagement of families, children and youth.

Participants at the Forum were asked to identify if there were additional outcomes and then to identify the top two priority outcomes. Once completed, they were then asked to identify key actions to implement the two priorities.

The top priority outcomes identified during the Community Forum are listed below, along with the proposed short and long-term actions.

The list of all priority outcomes can be found in Appendix B.

> **QUESTION: Considering the information contained in the *Discussion Document* what additional outcomes would you recommend at the Service Levels?**
>
> **Prioritize the Actions and list in Short Term and Long Term time frames.**

5.1 PRIORITIES AND RELATED ACTIONS

5.1.1 Priority: Improved collaboration and planning among community agencies/ service providers/ front line workers. Improved collaboration, advocacy and communication. Improved service / system integration. (Message heard 5 times)

The following list of actions represents a synthesis of recommended actions relating to this priority:

SHORT TERM	LONG TERM
Invite community stake holders to identify needs, gaps in services	Work together to implement strategies and services
Identify services already existing/develop strategy	Advocate for flexibility in funding sources (to eliminate silos)
Directory of service – online updated by service providers; mapping (2)	An approved commitment to collaborate
Develop common language	Sustainable funding/resources for vulnerable populations/agencies
Define outcomes desired	Centralized administration to advocate repeat documentation and increase communication

SHORT TERM	LONG TERM
	between services for families e.g. registration forms
Education between service providers →	A functioning mechanism
Online community (service providers) →	Integrating communication for service providers
Engage community in advocacy →	Implement training resources for service providers Re/advocacy
Define advocacy and training to support advocacy	
Create service provider liaison network	
Evaluate and streamline community committees (identifying exclusions and gaps)	
Assemble multi-disciplinary teams (multi-sector) to look at services and connection / transition points	
Create a strategy for dissemination of information to users	

5.1.2 Priority: Improved knowledge, availability of and access to services. (Message heard 3 times)

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Expansion of bi-lingual family resource directory "free" →	Universal access
Improve bi-lingual resource list of services →	Universal access
Create a needs assessment of diverse communities – identify barriers for accessing	
Connecting with hubs	Integration of services
Creating action group to address universal services e.g. daycare, continuing education, youth at risk, etc. →	Universal access to all programs (0-18+)
Advertising about services outreach community hub – hub model (speaks to directness of service universality)	Service information hub – gives direct service to people – ties into 20/20 major government strategy documents – increased direct access to service
Volunteer/mentoring broadens accessibility in community and in schools	Build on and incorporate ideas/strategies from: Federal (National Children's Alliance, Middle Childhood Consultations) Provincial (Best Start), local (CYA) Better utilization of Volunteers- Improve education and training
Develop a common language	Planning initiatives to create synergy and action at all levels
Publicity/promotion /marketing strategy – in separate communities -value of investment – parents/youth, volunteers, funders, public, users of service, service providers	Mobile services in different communities

SHORT TERM	LONG TERM
Improved links between school grades and early childhood services	
Translate documents into French and other languages and provide to where the community lives (4)	Identify and provide information on cultural leaders for families accessing services
Identify leader in each community – those already engaged	
Timing of services provided, rather than just evening meetings (e.g. breakfast meeting)	
Promotion and development of different programming – parent/child programming	Increase coordination of services
Provide service information at birth to increase community awareness of services	Information packages at kindergarten and transition years (Grade 6-7, 8-9)
Improve access to transportation	Improve access to transportation
Provide "Lunch and Learn" opportunities at Parents/caregivers places of work and in communities	
Focus on delivering "at risk" youth services during leisure time (e.g.: after school) Youth programming for youth and lead by youth	

5.1.3 Priority: Centralized accessible updated database to reflect all social programs and service providers (including the religious community) in order to ensure access (allocation) of resources to high-risk youth/families – "Hotline".

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Information is available and disseminated in both French and English	
Information is readily available in different formats and languages	Keep it accurate and updated in a timely fashion
Each agency identifies a person responsible to liaise with database/manual	
Identify agency responsible to be in charge of data base / information	

5.1.4 Priority: Effective engagement of children, youth and families in programs/ activities/ opportunities.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Identify barriers	Use parent groups to promote effective engagement
Create a supportive, non-judgmental culture (non-threatening – comfort zone)	Promote prevention
Accessibility – transportation, location, childcare, affordability, knowledge of programs	Keep this on City's Agenda
Stronger advocacy	Use of community associations to keep the Children and Youth Agenda alive
More front line leaders in the community	Use of sports and recreation (parks and recreation)
Get the media involved	
Pull together a representative group i.e. bring youth leaders, reps from schools/communities together to foster engagement (involve guidance councilors, etc.)	
Have services in high risk neighbourhoods (services have to get to the neighbourhoods)	

5.1.5 Priority: Schools to be involved.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Increase levels of partnership	Increase levels of partnerships
Advocate for schools to commit to CYA from grassroots level and top down	Adopt "HUB" model (proposed in ECD) across ages
Share resources between schools and community agencies	Better communication between schools and community agencies
Adopt an open door policy for schools (funding) – comprehensive fee structure	
Identify needs of schools	
Communicate benefits of being involved in CYA	
Increase access, resources and services to school/after school programs	
Centralize information about community services	School boards to distribute information
Identify leaders and strategies in schools to develop Best Practices	

5.1.6 Priority: Citywide Human Resources Plan within services and capacity to deliver services.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Create centralized info centre – what programs exist now (identify gaps) – where are they? – How are they funded	Expand Social Services
Update demographics – target city growth	Designate Ottawa as "Child Friendly City" – as per Sudbury model – children's' "Right to Play"
Target corporate business/organizations – provide corporate sponsorship	Develop a "Children's Charter"
Engage colleges and universities in research and policy planning	Increase network opportunities
Planned education for service providers – around children and youth "picture" in Ottawa	Developing a sustainable funding framework
	Work with organizations involved in analyzing the community as a living interactive system
	Research youth re: risk behaviours – education is provided but behaviours may not change – why what can we do?
	Youth engagement to assist with interventions that are effective
	Education in schools – part of the curriculum R/T self-esteem – negotiating skills, making positive choices, risk behaviours throughout grade school and high school
	Sexual Health Education after grade 9 – grades 10 and 11 as well

5.1.7 Priority: Fund communities (rather than agencies) with accountability at the community level (not the program level).

The following list of actions represent the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Bring Jay Connor for 3 day workshop with funders and service providers	Explore creating a Child & Youth advisory committee with support from agencies (Reporting to city?)
Common understanding re: "Youth at Risk"	Common report card for all children and youth
Strengthening "cultural"/communities – awareness/competencies – start with assessment – implementation	Strengthening "cultural"/communities – awareness/competencies – start with assessment – implementation
Common report card for all children and youth	

5.1.8 Priority: Break down silos and improve collaboration
The following list of actions represent the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Annual meetings to plan and direct clear actions	Organizational and policy changes to support collaboration
Work together to collaborate on existing projects	
Identify target groups at risk	
Engage school boards and education institutions	
Acknowledgement of expertise at the community level	
Collaboration between organizations in order to develop joint initiatives	

5.1.9 Priority: Adapt strategies for francophones and communities they access

The following list of actions represent the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Examine actual strategies and ensure they are adapted	Plan and implements identified strategies
Engage a work group that is inclusive and representative	Fair and equal representation

5.1.10 Priority: Identify and bridge gaps in services.

The following list of actions represent the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Identify service users, organizations and resources and conduct consultations	Planning tables that a well represented by those affected by the challenges and have a concentrated focus
Identify a communication strategy	
Identify the services that require increased attention/funding, etc.	
	Have a central information bank that identifies the services and gaps
	Adequate funding and support

6. PRIORITY STRATEGIES TO ADDRESS THE NEEDS OF CHILDREN AND YOUTH AT HIGH RISK

The *Discussion Document* identified five priority strategies for children and youth at risk during on the pre-Forum consultation undertaken during February 2007. These were:

- Coordinate planning, collaboration and building linkages.
- Improve knowledge of and access to services.
- Focus on prevention.
- Engage parents / caregivers, families and youth.
- Focus on education, learning and training

Participants at the Forum were asked to identify if there were additional priority strategies and then to identify the top two priority strategies. Once completed, they were then asked to identify key actions to implement the two priorities.

The top priority outcomes identified during the Community Forum are listed below, along with the proposed short and long-term actions.

The list of all priority outcomes can be found in Appendix C.

QUESTION: Considering the information contained in the *Discussion Document* what additional Priority Strategies would you recommend for addressing the needs of children and youth at risk?

Addressing the respective Strategies discussed for children and youth at risk, identify specific actions to implement these over Short and Long Term time frames.

6.1 PRIORITIES AND RELATED ACTIONS

6.1.1 Priority: Funding policies / budget – Adequate for the sector, stable/ predictable, remove service silos. Greater commitment from all three levels of government to make children and youth a priority in terms of resource allocation. (Message heard 4 times)

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Youth phone/information line mid teens can call for activity in area – "one stop shopping"	Changes in policies that manage diversity and integrate new comers, youth children for their health and well being, improve research and accessibility

SHORT TERM	LONG TERM
A volunteer driving service – such as Cancer Society has – ties to driving instruction and jobs – cost of license to drive helped	Child and Youth Ombudsman person Appointed (municipal)
Need infusion funds form all levels of government	Long term planning across sectors to reduce silos
Review of current funding process and structures	More accessibility – streamlined funding applications
Stop the flavour of the mouth funding which results in mission drift	Create forums or opportunities to share with tax payers where there money is and what it is doing (inclusion)
Must be cognizant of cost or coordination, supervision, infrastructure costs, not just programming or front line service	
Mechanism for funders, community and government to communicate effectively about needs/priorities	
Appointed leadership from Municipality Re/needs of children and youth	
Support for smaller agencies not designated "charitable"	
Mechanism to ensure strategic investments of resources at all levels	Mechanism to ensure strategic investments of resources at all levels
Identify what the funding needs actual are and what's already going in BD commitment	Work together in a non-competitive manner – a common front
Develop an election strategy for October's Provincial election	Acknowledge and work towards reconciling policy initiatives and frameworks across all bodies (influence)
Have another opportunity to come together with representatives from all sectors to further explore opportunities for collaboration	
Do needs assessment	Advocate for funding money
Provide/collect evidence based research and compile existing studies	

6.1.2 Priority: Integration at policy, decision making, funding levels. (Message heard 2 times)

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Identify what needs to be in place to address needs e.g. open schools to programming outside school hours	Integrated funding and decision making mechanism
Research/apply best practice models that exist and can be transported	Community body to oversee and inform

SHORT TERM	LONG TERM
Commitment and buy in from decision makers (remember the "funders" working group?)	Targeted interventions
Economic value of integration	Gay, lesbian, bisexual transgender youth and families
Focus on "assets approach"	Address those with physical disabilities
	Address sexually exploited children and youth
	Address mental health, substance abuse, visible minorities
	More support for aboriginals
	Need to identify marginalized groups of children and youth and address needs
	Look for opportunities to reinvest as systems changes (e.g. youth justice reinvestment from decreased custody with community input)
Funders need to communicate & collaborate more	Strategic/joint political action by children/youth service visa vie
Funders asking agencies to work collaboratively when they receive similar proposals – including provision of incentives	Campaign/advocate for children and youth
Advocacy/political action re: government funding (for families and for programs)	Ombudsman for children/youth at service level
Support/services for pregnant women (families)	

6.1.3 Priority: Resources for after school hours, access to buildings and services, including funding to support.

The following list of actions represents the recommended actions relating to this priority.

SHORT TERM	LONG TERM
Identifying priorities based on needs and outcomes (i.e. what are the needs of children and youth first) What are gaps in needs and services (overlap doesn't necessarily mean duplication) (settlement needs)	5-10 year benchmark – funding goals (business plan)
Service delivery strategy (allocation of funding)	Where is the money? – Sources of funding local, provincial, federal, business, private sector, public foundations etc
What is working (or was working) environmental scan	Research funding approaches
Identifying partnerships for collaboration/programming etc. – roles defined – linking is crucial – unions – faith communities	This process – have funds been allocated to sustain this initiative? Where and who? What structure?

SHORT TERM	LONG TERM
After school access to building and services – school and other: addressing liability, janitorial/maintenance, security	Look at providing incentives for low income participants to participate in child and youth community based initiatives (equity)
Scan or survey of community involved for input face to face media	Breaking down barriers created by unions/regulations/volunteers to allow seniors to provide support
Actual picture of what is available for community space/access	Identification of priority programs to initiate at venues
Reducing/Address Stigma – engaging and involving community members	Issues related to site based decision making equity
Address media's portrayal of youth and vulnerable groups results in further marginalization e.g. if they report negatives need to balance this by promoting positives	Reducing/Address Stigma – parents receiving incentive for participation
Set up meetings with media, mayor and designated leaders meet with media to address goals of agenda and how they portray	
Community education – continuous educational social norming by starting at a young age to be exposed to issues (needs to be built into the school curriculum)	

6.1.4 Priority: Access/ outreach/ transportation/ diversity.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Identify gaps and barriers to access in greater community	Expand inventory (like incredible directory) to service for 0-adult
Asking service providers to map the services they offer and the clients accessing those services to identify gaps	Disseminating inventory across community – first day of school (elementary or high school/or at birth (0-6))
Also identify strengths and resources available	Add to already existing school agendas
Identify multiple outreach initiatives	
Better cooperation between schools and systems	

6.1.5 Priority: Prevention/Early Identification.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Early intervention to assist families/individuals before major intervention required i.e. pre-call to CAS	Use Early Years Centre to dissemination information
Training for professionals, teachers, neighbours, daycare providers – check the basics	More active use of schools as a focal point – expand on services/knowledge/resources
Parenting support/training – basic information around safety – accessible, user friendly, adaptable i.e. for single parents	Build on models of pilot – French School board – "school resource officer"
Use existing tools i.e. school agendas – adapt	Multi-cultural liaison officers
Provide concrete assistance i.e. transportation for medical/dental	Create more effective response for students being "suspended"

6.1.6 Priority: Create one centralized intake under an umbrella organization.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Identify services available to children and youth	Stabilize funding process/structures to stabilize programs and service landscape
Privacy and confidentiality policies need to be identified and respected	Ongoing review of where the need is for service
Idea needs to be explored and "sold" to policy makers funders and agency governance people	
Identify strong leadership for this idea/vision	
Learn from agencies/organizations that have taken these steps already, as well as other cities/jurisdictions	

6.1.7 Priority: Ensure engagement of children/youth at all levels of process.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Involve families/youth in planning of services	Build trust / relationships at both individual worker and at institutional levels
Info sessions	Build relationships between all who interact with families, children and youth
Increase cooperation across all sectors who work with children/youth	Develop formal partnerships/common vision

SHORT TERM	LONG TERM
Build "connections" with schools	Avoid competition and encouraging collaboration at all levels including service levels
Peer to peer approaches	Increase knowledge of children/youth (needs/culture)
Individualized strategies for different schools/needs of parents inventory	
When engaging youth need to be aware of culture/language i.e. hip hop	

6.1.8 Priority: Focus on transitional points that put children and youth at risk (i.e. child care to school, move to high school Grade 9, a move of home, neo-natal information/intervention to prevent at risk situations) based on research.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Discussion paper based on research, user friendly, to identify transition points	Develop services to respond to gaps, research, existing services
Inventory of existing services	Education piece on giving information to parents and youth

6.1.9 Priority: Work towards an integrated (collaborative) community based service model.

The following list of actions represents the recommended actions relating to this priority:

SHORT TERM	LONG TERM
Map out existing resources and services as well as gaps	Build in a sustainability plan
Allocate adequate staffing resources to do this	Engage community
Stronger focus on prevention programs with sustainable funding for mental health for "at risk" children/youth e.g. (anxiety, depression from families life stressors, addictions, violence, poverty)	
Find a way to reach the "working poor" those young families working at lover wages but paying out most of money on rent utilities but not having access to social programs e.g. legal aid, social services and sometimes the need for food bank, counseling not being able to afford "sliding scale"	

APPENDIX A

Additional Outcomes at a System-Level

Noted in order of frequency is the full list of the additional desired outcomes identified at a Systems level as developed over the four days of the Community Forum.

> Review current funding process (10)
> Define the ages clearly – 0 – 18yrs - Prenatal and 18+ (10)
> Remove silos and barriers (9)
> Need a website to consolidate all services across the city (7)
> Establish and communicate Best Practices (7)
> Reduce the duplication and "service silos" (6)
> Include Youth in communication (6)
> Focus on, expand and allow for education of social determinants (6)
> Broader communication needed – allow for feedback (6)
> Consolidate services for all age groups (6)
> More clarification of "systems" needed (5)
> Need to consider cultural, spiritual and holistic elements (5)
> Follow through and accountability on actions needed (5)
> Use same consistent language (4)
> Include the parents (4)
> Include staff information and training at System level (4)
> Engage the school boards (4)
> Needs to be a seamless transition between the ages (4)
> Need measurable outcomes (3)
> Create an Ombudsman for Child and Youth (3)
> Include "age continuum" (3)
> Too much funding invested in the planning process (3)
> Improve services in increased languages (3)
> Look at the past to fix the future " don't reinvent the wheel" (3)
> Increase "hands on services" – must be broad and inexpensive (3)
> Define "promotion" (summary of themes, pg 7) (2)
> Define roles more clearly – need to fit with the City's 20/20 (2)
> Include "immigrants" and "aboriginal" groups (2)
> Need to communicate with High Risk families better (2)
> What would a level structure system look like? (2)
> Need a sequential Action Plan / Next Steps (2)
> Need to complete a Service Gap analysis (2)
> Need to address basic needs (2)
> The Process be led by the larger collectivity (2)
> More centralization needed
> Need more priorities
> What does "advocacy" mean?
> Need the 211 Hotline
> Add "families" to Children & Youth

- Funding allocations to match city
- Understand "why" before doing something
- Include the mental and physical health in social determinants
- Include the Rural community
- Flexibility in the workplace must be introduced
- Equal weight must be given to prevention versus treatment
- Increase the emphasis on decision making
- Introduce Mentoring programs
- Add "engagement" to Systems level
- Social government policies must be flexible
- The outcomes must include safe housing
- Evaluation and continual training
- Using the Guichet Model (networking of existing resources)
- Recognizing the differences and needs of communities
- Better equipped system in order to offer services in French]
- Commitment is clear at all levels

APPENDIX B

Additional Outcomes at a Service-Level

Noted below is the list of the additional desired outcomes identified at a Service level as developed over the four days of the Community Forum.

<u>Summary of suggested priority areas at service level:</u>

- Inclusive of the diverse needs of all cultures and groups   (16)
- Identify and include clear measurable outcomes   (12)
- Create centralized information and access of all services   (10)
- Plan for increased collaboration of all stakeholder   (9)
- Increase agility, effectiveness and responsiveness   (7)
- Raise the standards of professionalism & knowledge of service deliverers (7)
- More efficient, fair and effective funding   (7)
- Increased engagement from school aged children   (5)
- Increase public awareness and marketing of services   (5)
- Increased engagement in school and learning   (5)
- Continuous and timely understanding of the needs of the community
  and effectively plan accordingly   (3)
- Expand the number of partners in the overall initiative   (2)
- Common language across partners/silos   (2)
- Access to services – affordability, directness, universality, equity
  (ensuring access by all income groups), neighbourhood level,
  school as communication centre   (4)

<u>Full list of suggested priority areas at service-level:</u>

- Agree with outcomes listed in *Discussion Document*
- Look at what other cities are doing (sharing)
- Commissioner for children in Ottawa for advocate leadership to children
- Effective info sharing among professionals
- Bridge the gaps in services
- Inclusion of services and outcomes for marginalized families i.e. families that are not considered "high risk" but that are struggling (e.g. working poor families)
- Outcomes to address reduction in wait times for services and streamlined referral process for needed services to families, children and youth.
- Improved knowledge, availability
- Overlap between service levels and strategies – need to be specific – outcome needs to be more definitive
- Communities within communities (rural, urban, West vs. South) needs assessment for specific areas
- Some service providers need to increase their content
- Access is timely, early intervention – focus on dual diagnosis

- Equal access/availability to all
- Recognize youth are marginalized
- Find mechanism that will allow service providers to stay informed
- As inclusive as possible e.g. begin with parental, non traditional families
- Education on "best practices"
- Inter-generational volunteering and mentoring
- Commitment and involvement from key sectors e.g. school boards, city, police, social services, etc.
- Tie back to 20/20 document (systems piece – make sure city 20/20 and silo documents are integrated and used for planning)
- In "Priority Outcomes at service level" – first bullet "Improved collaboration" invite Canadian Institute of Child Health if possible as one of lead organizations at advocacy level
- In order to measure outcome must be specific
- Overlap – service level and priority strategies being committed – How too? Engage services – Children's mental health, large gap – poor services provided
- Service cooperation/joint
- More protocols
- How would we measure – drop out rates, more families involved in recreational activities, less Y. J. or police contact – reduction of health/food programs would/may indicate improvements
- Focus on prevention vs. reactive or intervening
- Weave in a focus mental health specifically in the education system
- With the "right people" include parents, family
- Increase mental (every area of child/youth help) health capacity/services (longer term)
- Decrease barriers and wait list
- Have youth workers go into homes to assess needs to refer to further programs – identify if there are any family issues
- How are we going to improve knowledge eg. kiosk in malls, etc.?
- Accountability for decision-making – with more than one outcome taken into account
- Challenge to keep track of services
- Collaboration – need to work together with how – outcome of what? – Vague, too general, need definition i.e. healthy child – develop outcomes around that definition so we can work together in the same way
- They are means to an outcome rather than an outcome itself
- Improved knowledge of and access to services – should include funding for diagnostic youth
- Re: Increased engagement in school and learning, in addition to city recreation personnel use other community resources e.g. Youthnet, person from mental health field, community worker, etc.
- Add "availability" to priority so it reads "Improved knowledge, availability and access to services
- Re: outcome to improve engagement of families etc. – add diverse communities so it reads 'improve engagement of families, children, youth and diverse communities'

- Support priority outcome re: improved knowledge of and access to services
- Have to work with entire family
- Stronger connection with schools – break cycle – empowerment of parents so that they encourage children to get education
- Help young parents to see the value of education – pass along to children
- Need "free" programs
- Expansion of "Family Resource Directory" should be free
- Increased engagement in school – use school as community center (after hours) make school a model of the community center
- Find mechanism that will allow service providers to stay informed – we've had this focus before but didn't have vehicle to make it happen – what's new this time to make it happen?
- Hopeful that "evidence" based research will help service providers to make decisions where there are conflicting priorities
- Universally funded daycare so all children have access to quality subsidized daycare
- "Access to services" – what does this mean? – are there enough services or do we need to improve the process to access services?
- Will services be increased?
- Access has to be timely
- Expanded engagement? Does not capture the concept of reaching out
- Service may not have contact needed to provide
- No discussion re/role of peers and they are important
- Youth need to be recognized for their ability to access service independently of other adults
- Services should be universally accessible and affordable, as this would support the outcome of expanded engagement
- Have to address economic issues (minimum wage jobs, job training) of families with economic programs and services to ensure kids don't live in poverty and aren't "shaken out of their families"
- Appropriate staff (number and expertise) across sector
- Barriers (physical, class, culture) to programs
- Communication services to street youth difficult
- Lack of funding
- Counseling service (crisis)
- Collaboration on neighbourhood or system wide level – how do we do this?
- Increase mental health services
- Engagement of communities
- Need for clarity and expectations of roles – citywide human resources plan
- Commitment on organizational, personal, professional level
- Access not enough – develop personal client relationships
- Needs centralized info centre – contact, what program is
- Low income family (working poor) not eligible for support services
- Middle class needs services too
- Better integration of social services
- Demonstrate to you that "they have a voice"
- More experiential learning opportunities for families and children

- Delivered different ways
- Advocacy has resulted in adequate resources
- Improved knowledge of services
- Improved access to services – break them up
- School boards invite community into planning – think "outside the box"
- Continual update on information about resources (how to access)
- Integrated services to avoid duplication – avoiding silos
- Streamlining process and delivery (efficiently)
- More alternate schools, increased capacity of shelters
- Adherence to United Nation Convention on the rights of the child
- Ensuring quality of service for at "risk youth" – children not victimized twice
- What should be top priorities – System/service integration increases "cultural" competencies – Funding communities (rather than agencies) accountability to the community
- Open communication
- Greater clarity on the items – expand on them
- Greater knowledge of what different services does – what's available
- Agencies are forced to chase money rather than focus on strengths. Agencies are forced to compete for funding
- Increase collaboration between funding groups leading to greater collaboration of agency
- Fund community rather than agencies
- Seamless service with clients with identified needs so people can move geographically or use multiple services
- Involve parents/families in all aspects
- Coordination of services is important and add to outcome
- Increase joint accountability for outcomes – tapping into non-professional services reciprocity – community assets
- Add importance of transitions – early, mid, mid-youth, youth-adults
- Improve cultural understandings and improved inclusively – applications – ideas of family, community
- Ability to target specific communities (area or sub-population)

APPENDIX C

Noted in below is the list of the additional strategies to address the needs of children and youth who are at high risk developed over the four days of the Community Forum.

Summary of suggested strategies for children and youth at-high-risk:

(The number of similar responses is noted in brackets)

- ➢ Create a process for ongoing understanding and identification of needs aligned with effective planning and evaluation (27)
- ➢ Knowledge, awareness and access of services (25)
- ➢ More emphasis on engaging schools or alternatives and teaching, educating and supporting life skills for clients (15)
- ➢ Efficient and accountable funding and resource allocation (12)
- ➢ Continuous engagement of community and partners (8)
- ➢ Collaboration of agencies (8)
- ➢ Ensure youth voice is heard (3)
- ➢ Change the stigma attached with 'at risk' and create positive messages (3)
- ➢ Effective lobbying of government officials (2)

Full list of suggested strategies for children and youth at-high-risk:

- ➢ More emphasis on engaging schools or alternatives and teaching life skills within curriculum and others
- ➢ Ensuring youth voice is heard and that they are being listened to
- ➢ Referral process, knowledge of services increase knowledge of process
- ➢ Stigmatization of subsidy system in education and services within community (remove barriers)
- ➢ Seek continuous funding for continuity of relationships for increased effectiveness of initiatives
- ➢ Funding accountability and communication with community
- ➢ Access to information – inequities- need more local community forums
- ➢ Active pursuit/engagement of individuals/communities
- ➢ Stressing positivism in education system
- ➢ Put services where children and families live
- ➢ Endure appreciation and acknowledgement of cultural diversity (decision making)
- ➢ Issue of age (youth doesn't end at 18)
- ➢ Address inconsistency
- ➢ Priorities – poverty –Look for ways for families to address housing
- ➢ Youth role models – peer leadership
- ➢ Work on perceptions of youth/common sense
- ➢ Waiting lists, Improve crisis services and waiting lists
- ➢ Multiple agency collaboration – break down barriers

➢ Needs to have seamless transitions
➢ Youth worker/service providers representative of communities they service
➢ Increased collaboration/networking sharing info
➢ Focus on preventative and early identification
➢ Employment for youth – increased opportunities
➢ Engaging all youth – Broader representative of voice
➢ Improved knowledge of diversity and access to service
➢ Approaches – non-judgmental
➢ Services during transition period between agencies/groups
➢ Services for children/youth not in family units i.e. foster care
➢ Identify gaps within age groups and development levels
➢ Promotion of services
➢ Access to services for rural residents – barriers of transportation
➢ Need for follow up evaluation
➢ Revisit goals with changing demographics
➢ Funding for facilities
➢ Consideration of neighbourhoods which provide current services
➢ Trained personnel to deliver programs – sensitive to ESL and culture
➢ Acknowledging strengths of agencies/school boards – capitalize
➢ Proactive outreach for families to access services
➢ Concrete support for parents before involvement of CAS
➢ Case management between BIG SYSTEMS (police, CAS)
➢ System navigator
➢ Investment from schools and boards expanding services
➢ Access/out reach/awareness and system navigation/transportation
➢ Prevention and early detection
➢ Centralized intake under umbrella organization
➢ Culturally sensitive strategies for diverse communities – integration of services
➢ Support and recognition of contribution of small agencies
➢ Longer term funding, newer projects are too sector specific, too focused in certain areas – need an adequate budget for this sector and organized in a way that doesn't create silos, need to create more stability
➢ Early identification across all ages for risk factors, protective factors, etc.
➢ We need to do more in our schools
➢ Bringing it to the people
➢ Service providers in schools – volunteers bringing info into schools
➢ Concerned about decreasing resources to address other issues than academics – social workers, nurses, and health of environment
➢ Breaking down gatekeepers – get into the school
➢ Needs to be network developed to create awareness of what other groups are doing – link and feedback of resources
➢ One stop shopping of services available
➢ Consistent – location, people - resources
➢ Programs in communities – local in neighbourhoods – city of Ottawa – need to be more accessible to kids at risk (i.e.) no or low cost
➢ Subsidy system is non-inclusive – it is stigmatizing
➢ Kids are at risk due to lack of access and resources

➢ Education needs to be fee free – cohesive all age partnership

➢ Awareness of all areas of services – not create conflict – services are stepping over each other – or fighting for the same money

➢ Continued outreach to all/other programs

➢ Special attention should be directed toward parents to better equip them to raise and take care of their children – based on assessment and individual need – assist with budget and home management, dealing with child/youth behaviour, healthy living, employment help, child care support, education support

➢ A healthy environment is important – decrease the amount of low income communities and projects – incorporate low income housing into newly developed or existing middle class neighbourhoods – must be appropriate, clean and safe

➢ Relax catchment areas to eliminate orphaned clients and promote coordination of services

➢ Age programs (success by six, middle years) should be harmonized to keep track of client's progress and changing needs through 0-adult

➢ Global assessments happen to take into account children's environment (family, social, school, neighbourhood) identify needs and tailor intervention programs – tracking, follow-up and reassessing should be done periodically

➢ Service areas should work together to coordinate efforts – umbrella agency needed to coordinate efforts between service agencies, provide strong leadership vision to the common goal

➢ Investment is preventative and protective measures – start with determinants of health by Health Canada – research and evaluation must happen, be sustained and have a forefront position in influencing any movement

➢ Priority to identify and put supports etc. in place to help parents and youth overcome barriers. Having an inventory of services that clients won't or can't use will not meet vision

➢ Not enough focus on kids who are already at risk

➢ Need "treatment", "intervention" and "prevention"

➢ Strategy needs to identify who is involved in process and at what level i.e.: where/how are youth involved?

➢ Process for sustaining change needs to be included

➢ Ensure engagement of youth at all levels of process

➢ Ensure adequate funding to implement strategy so that energy is not expended on raising/getting funds (including direct incentives and funding for youth)

➢ Identifying and celebrating successes

➢ Focus on older at risk youth beyond 18

➢ Central registry of agencies/services that is user friendly

➢ Expanded focus on training for youth

➢ Strategies need to address issues of diversity

➢ Specialized training and support for those who work with special needs

➢ Special training/support and funding to ensure early identification of children with a variety of needs (not easily identified)

➢ Integration of services rather than collaboration

➢ Focus on personal development of this group of youth (less focus on programs)

➢ Open schools and recreation facilities for weekends and nights

- Ability to focus on transitional points that put kids at risk i.e. research based risk points – child care to school/grades 8 to 9 etc.
- Responsibility and commitment – no escape clause
- Reduce or eliminate user fees for families
- Greater commitment to lobby government for resources
- Commitments to reduce wait times
- Advocate for improved funding at Provincial/National
- Safety issues for youth – comfort to report
- Define high risk/prevention at-risk
- Umbrella type organization and efficient funding
- Better knowledge of clientele
- Research based
- Accessibility to all
- Restorative justice
- Mental health
- Gap between school and work
- Early years
- Physical education, recreation, culture
- Evaluation
- High risk by determinants of health or by early identification
- Reconcile and consolidate the funding mechanisms
- Planning needs to recognize different development stages/complex and diverse
- Add pre-natal
- Holistic approach as well as a continuum
- Don't assume everyone entering system at some time so entry procedures have to be clean at every point on the continuum
- Access must also include a commitment to fund services by the government (so don't just identify costs as a barrier to low income as it can be others too)
- Basics need to be met – poverty, housing, parenting
- Address multicultural needs and need language support
- Funding and political support
- Mentoring system
- Early identification of children/families/communities at risk
- More organizational capacity to better serve fathers
- More continuum of activities, services, resources and programs for fathers
- Better sharing of evidence based research that support responsible father involvement
- Weave into priorities – policy, funders, community engagement, recreation employment re/youth readiness, new Canadians, family – EXPLICIT
- Trusting relationships with service providers
- Promote different stigma around police – more positive – integrate the police into service system at prevention and intervention levels
- Emphasis on research based responses via partnerships and universities – research into practice
- Collaboration/linkage at front line to facilitate referral and understanding of system resources
- Cluster (policy funders)

- ➢ Multi-level collaboration/planning – policy/funding/planning – ministries – service delivery level
- ➢ Integration of services
- ➢ Focus on long-term engagement and commitment
- ➢ Elaborate on "prevention" too vague
- ➢ Define "youth at risk"
- ➢ Increase education options – non-traditional learning – alternative programs
- ➢ Recreation – priority for high-risk kids
- ➢ Note and address barriers to success for high-risk children and youth
- ➢ Identify gaps/overlaps as an outcome
- ➢ "Mothers, fathers, caregivers" vs. "parents"
- ➢ Improve access to services in French
- ➢ Include families in decision making