

2

BUILDING BETTER BEGINNINGS: A TOOLKIT Developing Your Program Model



Better Beginnings, Better Futures

An effective, affordable community project for promoting positive child development

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Design

Stéphane Gibelin

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TABLE OF CONTENTS

INTRODUCTION

Learning Objectives	1
The <i>Better Beginnings, Better Futures</i> Initiative	2
A brief history	2

APPROACH

Developing Your Program Model	5
How to begin	6
Who should be involved	7
Developing a framework for your programs	8
Creating your programs	10
Developing a Program Logic Model	10
What supports and resources are required?	11

CHALLENGES

Challenges of Program Model Development and Strategies to Address Them	13
Limited time, space and resources	14
Hiring the right staff	15
Resident, language and multicultural issues	16
Political issues	16
Issues with other community agencies	17
Staying the course and maintaining your vision	17

GUIDING PRINCIPLES

Guiding Principles for Program Model Development and Implementation	20
Implementation/Evaluation Checklist	21

APPENDICES

Appendix A: On-line Resources and Abstracts	ii
Appendix B: Program Components by Project Site	vi
Appendix C: Example of a Program Logic Model	xii

INTRODUCTION



LEARNING OBJECTIVES

The learning objectives for this chapter include:

- 1. Planning**
Learn the steps involved in developing a program model.
- 2. Challenges**
Understand and appreciate the challenges of program model development.
- 3. Strategies**
Be aware of strategies to deal with potential program model development challenges and issues.
- 4. Principles**
Know the guiding principles in program model development and implementation.

BETTER BEGINNINGS, BETTER FUTURES INITIATIVE

A brief history

A key component of the *Better Beginnings* initiative was that the programs that stakeholders developed in their communities had to be universal, high quality, multi-year, and comprehensive. Those communities that were successful in receiving *Better Beginnings* grants had to demonstrate that their program model would have these qualities.

The objectives that the programs were to try to achieve included:

- Reducing the incidence of serious, long-term emotional and behavioural problems in children;
- Promoting the optimal social, emotional, behavioural, and cognitive development in children living in disadvantaged communities; and
- Strengthening the abilities of communities to respond effectively to the needs of children and their families.

The specific programs were shaped by certain elements:

- The requirements laid out by the government when grant money was awarded;
- The needs and desires of the community residents; and
- The expertise of the various stakeholders, professionals, and service providers involved at each of the program sites.

The government mandated that the majority of the budget was to be focused on child and family programs for families in the age range (4 to 8). The community development portion of the budget could not exceed 15% of the government grant. Some sites wanted to increase the portion of the budget devoted to community development because their neighbourhoods were in such desperate shape. The government sympathized but did not feel they could alter the overall intention of the

program model to focus more directly on young children. The sites soon realized that other funders, such as service clubs and youth-serving agencies, were pleased to become partners, providing funds for community events and children/youth outside the *Better Beginnings* age range. Thus, *Better Beginnings* became a magnet for other funders to invest in the community, too.

Another tension arose around the government expectation that programs be “high quality.” *Better Beginnings, Better Futures* required that each program have low child/staff ratios, provide reasonable salaries, have good staff supervision, and be implemented in attractive settings with enough stimulating materials and resources to be effective. The government’s expectation was that there should be fewer, high-quality programs, rather than more low-quality programs. In such high-needs neighbourhoods, there were more needs for programs than funds to start them all, even with the substantial *Better Beginnings* grants flowing to the sites. Again, the sites frequently turned to other funders when they identified an unmet need and their *Better Beginnings* budget could not stretch enough to meet it.

The tension between implementing a well-researched program model and meeting the needs of the community is often inevitable in establishing community-based prevention programs. In *Better Beginnings*, everyone, including site coordinators, project staff, community residents, and government civil servants, needed to walk that fine line and negotiate and co-create that balance.

ALL THREE *BETTER BEGINNINGS* SITES CONCENTRATED ON DEVELOPING PROGRAMS IN THREE AREAS:

1. PROGRAMS FOR CHILDREN TO PROMOTE OPTIMAL DEVELOPMENT AND REDUCE PROBLEMS;
2. PROGRAMS AND SERVICES FOR PARENTS AND FAMILIES TO HELP STRENGTHEN THEIR ABILITY TO PROMOTE OPTIMAL DEVELOPMENT OF THEIR CHILDREN; AND
3. PROGRAMS AND SERVICES FOR THE NEIGHBOURHOOD OR COMMUNITY AS A WHOLE TO TRY TO STRENGTHEN THE COMMUNITY’S ABILITY TO MEET THE NEEDS OF CHILDREN AND THEIR FAMILIES.

The programs that were developed in each of the three sites sought to meet the objectives as described above. However, because each site was unique, so too were the programs — each site differed in the types of specific programs and services they developed. There were four main groupings of programs, however:

1. **Child and family-focused programs** (toy lending libraries, family visits, family or parent-child drop-ins, etc.),
2. **School-based programs** (breakfast or snack programs, homework help, in-class supports, cultural programs, etc.),
3. **Parent-focused programs** (teen moms' programs, parents' groups, parent relief, etc.), and
4. **Community-focused programs** (community action groups, community events, welcome baskets, social/recreation programs, community kitchens, etc.).

During the early years of the initiative, as programs were first implemented, each of the three sites adapted or tailored their programs as they saw fit. Some program components were added, some were discontinued, and others were modified. Any programming changes or choices were made by the decision-making bodies at each of the three program sites. Staff, residents, and other service-providers or stakeholders were involved in the decision-making process. There were governmental influences with respect to programming as well.

By the time the project had been in place a number of years, the programs had become established and were running in much the same way as when they were implemented years before. The underlying philosophy, goals, objectives, as well as the main or major program components were stable. The stability experienced in the programs did not mean that the programs were stagnant. Retreats or planning days were held regularly to look at the programs and to develop strategic plans. The purpose of these days was to examine the program components and decide what improvements needed to be made or in what direction the projects should move. Throughout the years, the community development area of the program models experienced the most change at each of the three sites. The community development activities and programs were designed based upon the needs or wishes of the community. Therefore, some activities would be offered for short periods of time, and then when interest waned, or other needs were evident, these activities or programs would change.

Where gaps were identified, external funding, or partnerships with other service providers, was sought. After the initial period in which the first programs were developed and implemented, the program sites were able to expand their programming through external funding or through partnerships. This additional funding, as well as the partnerships developed, allowed the program sites to focus more dollars on children and families outside of the target age range (e.g., either preschoolers or older children).



A more detailed description of the programs offered at the three Better Beginnings sites is included in Appendix B.

APPROACH

DEVELOPING YOUR PROGRAM MODEL

In this section we get into the fundamentals of how to develop your program model and its components and try to answer some key questions. For example, who should be involved in developing your program model? What research or background information should be collected on various program components? How will you ensure that community residents are meaningfully involved in the process? How will decisions be made about the program model? And, what supports or resources are required in the program model development stage?

In this section we'll answer those questions before moving on to talk about the challenges of developing a program model, and key lessons learned.



How to begin

The first step for stakeholders will be to develop their vision, their values, and their goals and objectives. Figuring out what you are hoping to achieve, both long-term and shorter-term, will help in deciding what program components should be developed. Next, stakeholders need to become informed: be aware of the literature and research on community-based prevention projects to ensure that the programs you develop are evidence-based and include elements that have been demonstrated to be important in achieving desired outcomes. *Please see the suggested readings at the end of this chapter for more information.*

Presented below is a summary of the elements of good primary prevention programs:

1. The best primary prevention programs appear to be **comprehensive**. Effective prevention begins with the acknowledgement that several ecological levels need to be addressed. High-quality prevention programs must also be comprehensive in the different channels of delivery they use.
2. Another important component of high-quality primary prevention programs appears to be **the involvement of community members** in all phases of program development and implementation. *This topic is discussed in depth in Chapter 4: Community Resident Participation.*
3. Prevention programs are more successful when they are **provided in a natural setting**. Informal settings such as schools, community centres, the participants' homes, and churches are more effective settings than a professional's office.

TIPS

Tips to consider when beginning to develop your program model:

Develop a clear vision, goals, and objectives to help guide in the development of the program model.

- The vision or mission statement you develop should become the lifeblood of the organization.
- This mission statement should guide not only the development of the program model, but the day-to-day management as well.
- Your goals and objectives should be clear and simple and stated in terms of the improvements you wish to see in children, parents, families, and the community.

Include residents and key stakeholders in the process.

- Learn as much as possible about the community and what they think will work best.
- Create and nurture relationships among residents and stakeholders, and develop a base of support.

Become familiar with the literature and research on prevention programs to ensure that the programs you develop are evidence-based.

- Conduct on-line searches for grey and published literature on evidence-based prevention programs.
- Talk to researchers at local universities or colleges for recommended readings.
- Talk to other professionals in your field about what works and what doesn't.

In any planning processes, keep meetings informal, avoid jargon, and try to prepare any reading materials for residents (e.g., any information from the literature or research) in plain, user-friendly language.

More information on this topic can be found in Chapter 4: Community Resident Participation.

4. Good programs are **long and intensive**. A key component to running a successful prevention program is the length and the intensity of the program. As well, time is needed to develop good relationships within the community setting; without trusting relationships, interventions are doomed to fail.
5. In addition to having this long-term focus, the most successful programs are **flexible and responsive to changes within the community**.
6. Successful programs need to have a **clear and narrowly defined purpose or mission** to keep a clear focus over the duration of a project.
7. High-quality prevention programs need to have a sufficient number of **well-trained, competent, and committed staff**.
8. Quality prevention programs need to be **thoroughly researched and evaluated** to ensure their effectiveness.
9. **Sufficient funding and resources** are needed for every successful prevention program. For every phase of the program, from planning through implementation and assessment, stable funding is necessary.



Who should be involved

In *Better Beginnings* there were two main groups involved in developing the program models: community residents and professional service providers. Each site tried to recruit service providers who worked with the communities and who had expertise in different areas (e.g., educators, health professionals, community developers). During the proposal development stage when the program model was first conceived and time was short, they sought to involve, or at least consult with, residents. Later, in the planning phase and the early part of the demonstration phase, when the first programs were being implemented, each site worked diligently to ensure that residents were meaningfully and significantly involved in all aspects of programming.¹

Finally, because *Better Beginnings* was a research demonstration project, researchers from several universities were also involved in the project. Stakeholders at each site had access to this expertise; however, the level of researchers' involvement varied from site to site. Some of the researchers had a more active role in the projects, lending their expertise with respect to program model development, while others had less direct involvement. For example, at one site, researchers from one university helped the project develop a program logic model during the planning phase, and later continued to provide information and expertise throughout the life of the project.

¹The proposal development phase occurred in 1990, the planning phase from 1991-1993, the demonstration phase from 1993-1997, and sustainability occurred when the projects received sustained funding beginning in 1998.

TIPS

Tips to consider regarding who should be involved in program model development:

- In developing your program model it is important that a range of perspectives is heard — from community residents, professional service providers, experts, and researchers.
- If there is a particular group within your community that you are hoping to serve, then you will want to recruit residents from that population to help in program development.
- Reflecting on your goals and objectives will help you to determine what service providers or professionals may be able to lend their expertise to help develop the program model and attain those goals and objectives.
- If budget and resources permit, consult with other professionals or experts who may be able to help with specific program components or the program model as a whole.
- Researchers at local universities or colleges may be experts in certain aspects of your program model or in community-based prevention programs in general. If you can solicit their interest, their expertise may be helpful in ensuring that your programs are evidence-based and include best practice elements.



Developing a framework for your programs

From the outset, stakeholders at the *Better Beginnings* sites had a good idea of government expectations, as well as available resources, when they developed an initial outline of their program model in the proposal development stage. They knew they were to focus most of their attention on universal, high-quality programs for children aged 4 to 8 and their families. They also knew that a portion of their budget would be allocated to community development. Given this starting point, it made the task at hand somewhat more focused.

You may or may not have the same starting point when developing your community-based prevention initiative. What your program model will look like will be dependent upon the vision, goals, and objectives you have developed. Nonetheless, narrowing down your options, or knowing where to begin, may seem an overwhelming task. Your own research as well as the consultation you receive from community residents, service provider professionals, experts, and researchers, will help you refine the various programming options available.

You want to ensure the program components you develop are evidence-based, but you also need to work within your own budget and resources. Some programs that you may be interested in may simply be too expensive and resource-intensive to pursue. You will need to be aware of your limits.

Conducting a community needs and resources assessment may be an important step in developing your programming options. A community needs and resources assessment will help you determine the community's strengths and challenges.

As well, it can help identify the community's needs. Community-based organizations, advocacy groups, and perhaps individuals from a university, may help in

conducting the assessment. Listed on the next page are some of the steps involved in conducting a needs and resources assessment; however, please see the resource list in *Appendix A* for further readings. Undertaking a needs and resources assessment is a big task, and you may need some technical assistance to carry it out.

In conducting your needs and resources assessment, you'll need to consider the resources you have. Developing good surveys usually requires considerable expertise, and can be quite expensive. Community forums and focus groups are less

expensive, and might be more manageable by community groups working on their own. A good middle ground could be to use interviews or surveys with key informants — individuals who have been working and living in the community, and who have a great deal of knowledge about the needs and resources of the community. Using key informants might be one of the best ways to collect information for groups that don't have research experts available to them.



HOW-TO

How to conduct a community needs and resources assessment

Step 1: Planning and organizing

- Information gathering: identify the relevant stakeholders, learn about the community, and review any existing material.
- Identify the goals and objectives for the needs assessment: what is the purpose of the needs assessment? How will the information gathered be used? What is the timeline? Who is your target audience?

Step 2: Getting ready

- Define your target population as clearly as possible.
- Identify the general questions that you want answered in your needs assessment. For example:
 - What are the strengths, resources and services of this community?
 - What are the concerns, challenges or gaps in this community?
 - What do you value about your community?
 - What changes would you like to see in your community?

Step 3: Develop your methodology

- Determine the types of measures that you will use to collect your information: surveys, focus groups, and public forums are different possibilities.
- Your current resources may dictate the types of methodologies pursued. That is, you will need to figure out what methods make the most sense given the budget and staff/volunteers you have available.
- If surveys are used you will need to determine how long the survey should be, if the survey will include both close-ended and open-ended questions, and how many people will be surveyed.

- In making decisions about the survey, remember to consider how the information will be analyzed and how much time it will take to summarize.
- If focus groups and public forums are used, you will need to think about how the data will be collected. Will focus groups be audio-recorded and transcribed or will written notes suffice? How will information be recorded at the public forums? How will this information be analyzed and summarized?
- One mistake that is often made is to collect information that is too detailed and cumbersome and not have the resources available to properly analyze the data.
- All measures developed should be reviewed by your committee or group.
- Ensure that any wording used is user-friendly, clear, and simple.
- Ensure that all key areas are covered — for example, education, health, recreational or social services, the physical environment.
- Ensure that any measures used are translated into the different main languages in your community.
- Consider whether or not you will use incentives to help encourage people to participate.

Step 4: Data collection

- If you opt to use public forums or focus groups, you will need to ensure that you have skilled facilitators.
- You will need to advertise to solicit participants in the public forum and focus groups.
- If using a survey, then you will need to determine a representative sample of your community.
- Help data collectors by having clear guidelines, developing training kits, and providing a training session.

Step 5: Data analyses and report writing

- To compute the results from the survey, you will likely need to use a database or statistical analyses software (e.g., Excel, Access, SPSS).
- Frequency charts, and means, may be the simplest way of summarizing the quantitative data collected. For example, "x number of individuals answered 'yes' to this question", or "the mean rating on this question was ...".
- Any qualitative data collected (i.e., open-ended questions in the survey, focus groups, public forums) will need to be thoroughly read and key themes, issues, etc. identified. This can often be the most time consuming step in data analyses, and stakeholders should try to solicit the assistance of those who may have done qualitative data analyses before (e.g., consultant, professor, or perhaps a graduate student from the university).
- Once the data have been initially summarized, the group as a whole will probably want to sit down with the summarized results and determine the key messages that emerged from the data.
- At that point, an overall report should be written summarizing the findings and presenting the key messages and recommendations.

Creating your programs

At this point you should be familiar with the literature on community-based prevention programming, have your stakeholders on board, and have completed your needs assessment. So, what is next? How do you go about choosing or creating your programs?

Developing a Program Logic Model

Hopefully the community needs assessment, as well as your own research, has helped you identify your program model and its components. Once that has been done, the next step will be to develop your program logic model. A program logic model is a tool that helps depict a program — showing what it is supposed to do, with whom, and why. A program logic model can help both in program planning and in program evaluation. If readers are not already familiar with program logic models, there are many on-line resources available. Some links are provided at the end of this chapter. Although there are different formats available, program logic models all contain the same core concepts.

These include:

An overall goal or vision: this helps frame the intended outcomes of the program, in general terms. Because all programming should be connected to this overall goal, it should not be so general that it does not provide guidance for your program.

The target population: individuals, groups or communities who participate in your programs. These could be defined on the basis of age, gender, income, geographic area, etc.

TIPS

Tips to consider in creating your programs:

Get informed about what programming options are out there that would suit your community and meet its identified needs.

- Look at what programs have been, or are, offered in other communities similar to your own.
- Conduct on-line searches, consult with peers/colleagues, and talk with researchers at universities and colleges.
- Consult information clearinghouses (e.g., Health Nexus) or other resources available on-line (e.g., Promising Practices website — www.promisingpractices.net) to get some programming ideas.

- Seek the assistance of researchers in the area who can look through the research literature to identify solid evidence-based programs that might be adapted to your community. Faculty members at local universities/colleges might be willing to help, or they may know of competent students who may be interested in doing the work.

It is important that you select solid evidence-based programs and that you not try to reinvent the wheel.

It is equally important that programs not simply be plopped into place — there needs to be a balance struck between program integrity (sticking to the program model) and adapting the model to fit the community.

Both program model integrity AND community adaptation are important.

Resources: staff (full and part-time), consultants, partners, volunteers, physical resources (e.g., space, other facilities, computer hardware and software, office machinery, office supplies, program materials), financial resources (e.g., grants, budget, any other monetary resources), and time dedicated to the program.

Activities: these are the actions, or the program components — i.e., what is done to help achieve the desired outcomes.

Outcomes: the desired changes or benefits resulting from activities. This could include both process and outcome and could include both shorter or more intermediate outcomes, as well as longer-term outcomes. These should be worded in terms of change and should be measurable.

Indicators: the measures or ways that you will know whether you have achieved your objectives or desired outcomes.

Your working group will need to work together and/or consultant who has experience in helping organizations develop logic models. At one of the program sites, the university researchers involved in *Better Beginnings*, and who were attached to this site, helped stakeholders develop their program logic model. Although at the time it may not have been given this label, the professors worked with the group to help them identify their long-term and short-term objectives, to word these objectives in terms of change, and to think through what programming components would logically result in these desired outcomes. The process took place during a strategic planning day and it was found to be extremely beneficial by the participants.

Please see Appendix C for an example of a Program Logic Model.

What supports and resources are required?

In order to initially develop your program model you will need adequate supports and resources. In the *Better Beginnings* sites, stakeholders were provided with a seed grant that helped them develop their initial proposal with the broad outline of their intended program models. When they were successful in receiving a *Better Beginnings* grant, they were given up to two years to further develop the program model, and to implement their programs. The initial seed money was extremely helpful in developing the proposal. The seed money helped cover costs associated with public forums (e.g., refreshments, rental space, child care, transportation), assisted with administrative costs to get the proposals typed and printed, and in some sites provided funds to hire a consultant to help in proposal development.

If any seed money can be obtained it will be helpful in the developmental phase. If seed money is not available, the stakeholders involved will have to determine who can do what to help move the process along. It is a good idea to develop a detailed work plan to organize the work to be completed, and identify potential resources that each participating organization or stakeholder can offer. For example, students or interns working with any of the participating organizations or agencies may be good resources for the community needs assessment. It is important to also identify volunteers from the community who are willing to assist. The working group should also identify someone to lead the process to ensure that the work is getting done.



TIPS

Tips to consider regarding supports and resources:

Make enquiries to determine if any seed money may be available to help in program model development.

Develop a workplan specifying the amount of time and resources required for each step. In developing your workplan, consider:

- How often the stakeholder group can meet.
- What can reasonably get done between meetings, given the amount of time each person can devote to the task.
- How realistic timelines and deliverables are.

Determine what resources each partner or stakeholder can lend to the process, for example:

- Amount of time each partner/ stakeholder can devote
- Space
- Staff time
- Money to cover expenses

Determine if you have any community volunteers who can help in developing your program model (e.g., the needs assessment, developing the program logic model, doing research). You may be able to interest university or college students, seeking work experience, for little or no cost.

It is a good idea to have one person who takes the lead to ensure that the work is getting done. This person will need to be relieved of other duties or work to ensure s/he has dedicated time for this task, because it will be time consuming.

Financial resources may also be required for the translation of materials.

CHALLENGES



CHALLENGES OF PROGRAM MODEL DEVELOPMENT AND STRATEGIES TO ADDRESS THEM

Better Beginnings, Better Futures was a complex and ambitious undertaking from the outset. Its aim was to have project staff, local service providers, and community residents work together to develop an integrated program model that would help better the lives of children and families living in the *Better Beginnings* communities. Understandably, there were a number of challenges that were encountered in trying to achieve this goal. These challenges, as well as possible strategies for addressing them, are described in this section.



Limited time, space and resources

In the first two years after the *Better Beginnings* project sites received funding, there was a great deal of enthusiasm for the program, but there was also a great deal of work that needed to be done. Many activities (e.g., involving residents, hiring staff, developing policies and procedures, and working with other service providers) had to be undertaken in the process of developing their programs and this created considerable feelings of pressure and stress at the program sites.

At one of the sites, there was frustration with the amount of time it was taking to get the programs planned and up and running — the residents were definitely feeling frustrated in those early years. As well, in order to make the programs easily accessible to community members, project teams attempted to locate these as centrally as possible. It was often difficult to locate space of sufficient size at a central location, and this had an impact on the kinds of programs that could be planned.

As programs were implemented, they often experienced rapid growth, due to word-of-mouth, as they attempted to meet the needs of the community. This also stretched staff and space resources at the project sites. Staffing resources were further strained by turnover — not surprising given the pay levels and part-time nature of many *Better Beginnings* staff positions.

STRATEGIES

- Allow sufficient time to develop and implement your programs. It is important to recognize that the developmental phase is time-consuming, complex, challenging and sometimes stressful. Researchers have found that the developmental phase for prevention programs can take up to two years to complete.
- It's important that the planning process is neither too fast nor too slow. If partners move too quickly they may sacrifice the trust and the voice of community residents and partners in the process. Moving too slowly can leave people feeling frustrated — like they are “spinning their wheels”.
- Allow time to investigate the best space available in the community in which programs will be offered. The space should be centrally located to your target audience — preferably within walking distance.
- Create a workplan for the development and implementation of programs.
 - The work plan should detail all the steps involved in planning and implementing the programs.
 - It should also detail the resources and time required to complete the steps.
 - The workplan should be reviewed frequently to ensure that the project is on track.
- Plan retreats or strategic planning days.
 - Review your program logic model and the workplan.
 - Prioritize and develop contingency plans or strategies should any issues or challenges arise.
- Acknowledge the hard work of staff and volunteers, as well as the stress that they may be feeling.
- Do things in the workplace to deal with the stress and acknowledge the work being done, for example:
 - Have special lunches or informal events.
 - Keep the atmosphere light and fun.
 - Check in with everyone to ensure they are feeling okay.
- Don't stretch your resources too thin, so that you are unable to attain your intended outcomes as described in your program logic model. There may be a temptation to try to do too much, given the needs of the community.

Hiring the right staff

A critical issue for the *Better Beginnings* sites was hiring the right leader who believed in the philosophy of *Better Beginnings* and who had multiple and diverse skills in prevention, community development, project management, budgeting, and interpersonal relationships. In two of the three older cohort program sites the same project managers guided the projects through the planning process and the implementation of programs. In the third site, the project manager position turned over twice during the early years of the project. Hiring the right leaders was an important task during the early years, and proved vital to the long-term success of the projects.

Of course the staffing of all positions is important, but there may be a few key positions that you will need to take special care in filling. For example, as described in **Chapter 4: Community Resident Participation**, the Community Developer position is crucial because of the importance of the relationships that are developed with the community. At one of the *Better Beginnings* sites, one position required working closely with the teachers in the school; that position, as well, was crucial to the success of the in-school programs at that site. It took a couple of years at that site before the position was filled by someone with the skills necessary to build the relationships with the teachers that were essential to the success of the in-school programming.



STRATEGIES

- Develop your job postings in consultation with others — residents, service providers, professionals. This will help ensure that key skills and qualifications are identified.
- Develop a method for narrowing down your possibilities and divide up the initial screening of résumés among your hiring committee.
- Cast a wide net when posting for key staffing positions — advertise in local papers, as well as across the city and country. Allow sufficient time for postings.
- Ensure that your hiring committee is comprised of key individuals: residents, service provider partners, or other key stakeholders as the position you are hiring for warrants. For example, if you are hiring for a position where the individual will need to work closely with teachers, then it will be important to have at least one teacher on your hiring committee.
- Remove any possible barriers for those whom you wish to participate in your hiring process:
 - Ensure meeting or interview times are convenient for all those involved.
 - Cover expenses (e.g., child care, transportation) for community residents.

Resident, language and multicultural issues

In *Better Beginnings*, many residents were unused to taking part in activities such as committee work and program development, and often felt intimidated when working with professionals with whom they may have had a very different relationship in the past. This meant that a considerable amount of work needed to be done to establish trust among residents, and to make them feel comfortable contributing their ideas for programs or in participating in hiring decisions for staffing positions. The amount of work that went into meeting the needs of the community often made it difficult for the project sites to engage in long-term planning and staff management.

Community residents were also hired as paid staff to various *Better Beginnings* programs.

While these individuals brought with them many valuable skills from their life experiences, many did not have experience in planning programs, working as front-line staff, or working within a formal organizational structure. This meant that the projects had to provide significant amounts of support and training to these individuals.

The *Better Beginnings* sites were located in communities with many individuals who spoke languages other than English. One of the sites was very multicultural with many different languages that were spoken. Because of the many different languages spoken by community members, it was impossible to hire staff fluent in all those languages. As well, the project sites often dealt with fundamental cultural differences across groups.

Political issues

Funding for the *Better Beginnings* sites was expected to end, or be drastically reduced, after the five-year demonstration phase. The anticipated reduction in funding meant that the project sites, beginning as early as 1994, had to devote considerable energy to the development of plans for alternative funding.

Approximately mid-way through the demonstration phase for *Better Beginnings*, there were dramatic cuts to social assistance. These cuts meant that many families in the *Better Beginnings* communities had to make do with much less money each month. This required an immediate

response on the part of the projects to help families in economic distress to deal with issues such as food security.

At one school-based site, occasionally there were times when the project wished to get involved in political and advocacy issues. The project saw this as part of its role with respect to community development. However, given that the sponsoring organization was the local school board, there were times when the school board objected to certain activities.

The project had to learn to work around certain controversial issues with the school

STRATEGIES

- Ensure you provide adequate time and support to help residents feel comfortable in contributing their ideas and participating in major decisions. *See Chapter 4: Community Resident Participation for more strategies in helping residents feel comfortable.*
- Although meeting the needs of the community is important, program planning and staff management should not be neglected. Regular staff meetings, staff retreats, and strategic planning days will help.
- Ensure you also provide adequate training and support to residents who are hired as staff.
- Hold workshops on intercultural relations and address any cultural differences that may arise.

board. For example, residents would work with the community partners on certain political or advocacy issues rather than the project directly if the school board objected. Or, partners from the school (e.g., principal, teachers) did not attend advocacy or politically-related meetings or add their names to particular petitions or letters of advocacy.

The project sites also had to be aware of the politics between different partnering agencies and organizations. Further, some organizations that came to the table had past conflicts. The projects had to work to develop positive, supportive relationships among the stakeholders involved.

STRATEGIES

- It is important that neighbourhood-based prevention projects are flexible and can respond to the changing needs of the community.
- Don't ignore the political context. Be aware of any political issues that are currently facing your community and be prepared to allocate resources to help families accordingly.
- You may need to develop policies or guidelines to help guide program developers with respect to advocacy activities. That is, you will need to ensure there are no conflict-of-interest issues.
- Try to anticipate if there will be any conflicts of interest for any of the major stakeholders involved, and deal with these issues early on.
- Create opportunities for service providers from different organizations to get to know one another socially (e.g., informal, potluck lunches or dinners, recognition dinners).

Issues with other community agencies

In the early stages of *Better Beginnings*, some community agencies felt threatened by the presence of these new programs. They had difficulty understanding the difference between prevention and treatment or primary care. There was also a lack of trust that occurred between agencies, organizations, and/or local schools, and the projects. The projects had to “prove themselves” to these organizations; that took some time.

When communities were awarded the *Better Beginnings* grants, they had to have a sponsoring agency or organization. *Better Beginnings* projects had to align their policies and procedures with those of their sponsoring organization. Sometimes this proved difficult, as described earlier, with respect to advocacy or political issues. This also meant that *Better Beginnings* personnel and the sponsor organization’s personnel, who often had very different backgrounds and perspectives, had to learn to work together effectively.



STRATEGIES

- Be aware that other organizations or agencies in your community may feel threatened by a new project.
- Try to alleviate those worries by educating other organizations and agencies about your project, what gaps it will fill, and how it differs from other organizations.
- Choose the sponsoring agency or organization wisely. Ensure they are well-informed about the philosophy, goals and objectives of the project. Select the organization that is the best “fit”.
- If possible, have at least one “champion” from that sponsoring organization — preferably someone with some authority. This will help when future issues or challenges arise with respect to policies and procedures.



Staying the course and maintaining your vision

Once programs have been up and running for quite some time, it may be challenging to maintain your original vision. In *Better Beginnings*, the sites’ main program components operated much the same in the projects’ later years as they did in the earlier phases. Although adaptations were made to help better meet the needs of the community, the sites remained true to their original vision, goals and objectives. This was challenging during the transitional phase from a demonstration project to when the sites received ongoing funding from the provincial government.

The transition was a stressful time for the sites, and changes that occurred around this time (e.g., changes in the organizational structure, changes in leadership) made it challenging to maintain their vision of the project.

STRATEGIES

- The vision and values are important anchors of your initiative. As the context changes, make sure that you revisit your vision, as well as your goals and objectives, to ensure that any changes that are made are in keeping with your overall philosophy and aim of the project.

GUIDING PRINCIPLES



Guiding Principles for Program Model Development and Implementation

1. **Secure funding is necessary for the planning and implementation of high-quality prevention programs.**
 - Lack of secure funding creates stress for staff and residents, and makes long-term planning of program components difficult.
2. **It is important that the project have a clearly articulated philosophy, vision, goals, and objectives. This will help guide program development as well as overall program management.**
 - The philosophy and vision should be detailed enough to provide guidance for future programming decisions, but also allow for flexibility as required in a neighbourhood-based project.
 - The philosophy and vision will help remind stakeholders, staff, and residents what they are trying to achieve when challenges arise.
3. **It is important that programs are evidence-based; but it is equally important that programs respond to the needs of the community, if they are to be successful.**
 - Ensure that programs have best-practice elements.
 - "Start where the community is at." Listen to the residents and respond quickly to their needs; long delays in acting will impede the development of trust.
 - Be realistic, and transparent, about what can and cannot be done.
4. **Programs should be well-planned but also allow for flexibility.**
 - Being able to anticipate potential problems and situations through detailed planning of programs can result in greater consistency for participants and staff.
 - Detailed planning also helps ensure quality programming.
 - The need for structure, however, must be balanced with the flexibility to change programs to meet the needs of program participants.
 - Flexibility is important to the success of programs. Both the programs and the staff members themselves must be able to accommodate the needs of the participants. Barriers can be created when residents sense an unwillingness to change.
5. **Partnerships and connections with other service providers and agencies are important to the success of programs.**
 - By working collaboratively with other agencies or organizations in the community, neighbourhood-based prevention projects can gain access to physical and human resources that would not be available if a project worked in isolation.
 - As with relationships with residents, the partnerships and connections with service providers also take time and patience to build.
6. **Project staffing — particularly with regard to key positions — is important to the success of the programs.**
 - The project leader is crucial to the success of a neighbourhood-based project, and s/he should be selected carefully. Residents and other stakeholders should be involved in the hiring process. It may take more than one try to get the "right fit".
 - Community workers are an important link to the community residents. It is crucial that they represent the community (i.e., language, ethnicity, culture) and that these individuals are sensitive to the needs of residents.
 - Hiring residents may help increase the success of the programs as they may be more in tune with the needs of the community, and may elicit greater trust.
7. **Programs need to be accessible, well-promoted and visible in the community.**
 - Programs should be within walking distance, offered free of charge, have no formal commitments for parents or children, and be family-friendly.
 - Establishing a network that allows quick communication of program information to community members can help the program be well promoted.
 - Programs can be promoted through a variety of outreach strategies, including hanging around places in the community where families gather, and going door-to-door.
 - The physical environment should be cozy and home-like and should not have any physical impediments for families with strollers.

8. It is important to build trust and rapport with the community.

- Be patient. It takes a lot of time for residents to accept programs and to feel comfortable with the project staff, and for programs to build credibility in the community. Nurture those relationships. *See Chapter 4: Community Resident Participation for more information.*
- Be transparent, honest, and realistic about the project's constraints and what can and cannot be done. That will go a long way to building trusting relationships.
- Establishing trust takes time, consistency, and a considerable amount of one-to-one contact.

9. Try to remove any potential barriers to program participation.

- Provide child care and transportation.
- Provide snacks or meals.

10. Programs need to be monitored and evaluated.

- Program monitoring systems and participant evaluations should be incorporated into prevention projects to ensure proper evaluation is being carried out.
- The program logic model should serve as the basis for developing evaluation questions and measures.
- Program monitoring and evaluation also help to ensure that the programs are continuing to meet the needs of the community.

Implementation/Evaluation Checklist

- Are you clear with regard to your philosophy, vision and goals for your overall program model?
- Have you done your research about the elements of evidence-based neighbourhood prevention projects?
- Have you thought about who should be involved as partners in program development and solicited the involvement of these key partners?
- Are there other professionals and experts who may be available to help consult with your group and guide the process?
- Have you developed your work plan specifying the amount of time and resources required for each step in your program model development?
- Have you thought about where programs will be offered so that residents will feel comfortable and welcomed and there is easy access?
- Has your working group begun to think through the steps involved in completing a community needs assessment?
- If your community needs assessment has been completed, have you developed your program logic model?
- Have you determined the lead person for the process? Who would be right for the job? Does that person have the skills and time necessary to carry out the work?
- Have you determined which residents, service providers, and other stakeholders will be involved in the hiring process of key positions?

APPENDICES



APPENDIX A:

On-line Resources and Abstracts

On-line resources:

1. **www.promisingpractices.net**

The PPN website is a unique resource that offers credible, research-based information on what works to improve the lives of children and families. Sometimes referred to as a “best practices” site or a “model program” site, PPN is both of those things and much more. In addition to providing information on *Programs that Work*, PPN also links to additional research information in all areas related to child well-being, including their physical and mental health, academic success, and economic security. These additional resources include *Research in Brief*, *Resources and Tools* and *Expert Perspectives*. To promote successful implementation of best practices and model programs, PPN also screens and posts evidence-based information on effective *Service Delivery*.

2. **<http://ctb.ku.edu>**

The Community Tool Box is an on-line global resource for free information on essential skills for building healthy communities. It offers more than 7,000 pages of practical guidance in creating change and improvement. There are specific chapters devoted to developing a logic model or theory of change, analyzing community problems and designing community interventions, and implementing promising community interventions.

Abstracts

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). **What works in prevention: Principles of effective prevention programs.** *American Psychologist*, 58, 449-456.

The high prevalence of drug abuse, delinquency, youth violence, and other youth problems creates a need to identify and disseminate effective prevention strategies. General principles gleaned from effective interventions may help prevention practitioners select, modify, or create more effective programs. Using a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence), the authors identified nine characteristics that were consistently associated with effective prevention programs: Programs were comprehensive, included varied teaching methods, provided sufficient dosage, were theory driven, provided opportunities for positive relationships, were appropriately timed, were socioculturally relevant, included outcome evaluation, and involved well-trained staff. This synthesis can inform the planning and implementation of problem-specific prevention interventions, provide a rationale for multiproblem prevention programs, and serve as a basis for further research.

Abstracts, cont'd

National Research Council and Institute of Medicine. (2009). **Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities. Committee on Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults: Research Advances and Promising Interventions.** Mary Ellen O'Connell, Thomas Boat, and Kenneth E. Warner, Editors. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: *The National Academies Press.*

A recent study by the National Research Council and the Institute of Medicine reviewed the research on the prevention of mental disorders and substance abuse among young people and recommended multiple strategies for enhancing the psychological and emotional well-being of young people. Research including meta-analyses and numerous randomized trials demonstrate the value of:

- *Strengthening families* by targeting problems such as substance use or aggressive behavior; teaching effective parenting skills; improving communication; and helping families deal with disruptions (such as divorce) or adversities (such as parental mental illness or poverty).
- *Strengthening individuals* by building resilience and skills and improving cognitive processes and behaviors.
- *Preventing specific disorders*, such as anxiety or depression, by screening individuals at risk and offering cognitive training or other preventive interventions.
- *Promoting mental health in schools* by offering support to children encountering serious stresses; modifying the school environment to promote prosocial behavior; developing students' skills at decision making, self-awareness, and conducting relationships; and targeting violence, aggressive behavior, and substance use.
- *Promoting mental health through health care and community programs* by promoting and supporting prosocial behavior, teaching coping skills, and targeting modifiable life-style factors that can affect behavior and emotional health, such as sleep, diet, activity and physical fitness, sunshine and light, and television viewing.

The key to most of these approaches is to identify risks—biological, psychological, and social factors—that may increase a child's risk of mental and emotional behavioural disorders. Some of these risks reside in specific characteristics of the individual or family environment (such as parental mental illness or substance abuse or serious family disruptions), but they also include social stresses such as poverty, violence, lack of safe schools, and lack of access to health care. Most risk factors tend to come in clusters and are associated with more than one disorder. Currently, treatment interventions tend to isolate single problems, but there is growing evidence that well-designed prevention interventions reduce a range of problems and disorders and that these efforts are sustained over the long term. These programs often help children, families, and schools build strengths that support well-being. A focus on prevention and wellness can have multiple benefits that extend beyond a single disorder.

Abstracts, cont'd

Nelson, G., Pancer, S. M., Hayward, K., & Peters, R. DeV. (2005). **Partnerships for prevention: The story of the Highfield Community Enrichment Project**. Toronto: University of Toronto Press. (Chapters 4-7).

In these chapters we describe the programs of the *Highfield Community Enrichment Project* (one of the *Better Beginnings, Better Futures* sites) and the processes through which the programs were developed and implemented in the community. In Chapter 4 we outline the steps that were taken in the planning, implementation, and maintenance of the program components. In three other chapters we provide a rich description of each of the three main components of the program model (the *Family Support programs, the School-Based programs, and Community Development*).

Peters, R.DeV., Bradshaw, A.J., Petrunka, K., Nelson, G., Herry, Y., Craig, W., Arnold, R., Parker, K.C.H., Kahn, S., Hoch, J., Pancer, S.M., Loomis, C., Bélanger, J.-M., Evers, S., Maltais, S., Thompson, K., & Rossiter, M. (2010). **The Better Beginnings, Better Futures Project: An ecological, community-based prevention approach — Findings from Grade 3 to Grade 9**. *Monographs of the Society for Research in Child Development*, 75(3), 1-176.

Although comprehensive and ecological approaches to early childhood prevention are commonly advocated, there are few examples of long-term follow-up of such programs. In this monograph, we investigate the medium- and long-term effects of an ecological, community-based prevention project for primary school children and families living in three economically disadvantaged neighborhoods in Ontario, Canada. The *Better Beginnings, Better Futures (BBBF)* project is one of the most ambitious Canadian research projects on the long-term impacts of early childhood prevention programming to date. Bronfenbrenner's ecological model of human development informed program planning, implementation, and evaluation. Using a quasi-experimental design, the *BBBF* longitudinal research study involved 601 children and their families who participated in *BBBF* programs when children were between 4 and 8 years old and 358 children and their families from socio-demographically matched comparison communities. The researchers collected extensive child, parent, family, and community outcome data when children were in Grade 3 (age 8–9), Grade 6 (age 11–12), and Grade 9 (age 14–15).

The *BBBF* mandate was to develop programs that would positively impact all areas of child's development; our findings reflect this ecological approach. We found marked positive effects in social and school functioning domains in Grades 6 and 9 and evidence of fewer emotional and behavioral problems in school across the three grades. Parents from *BBBF* sites reported greater feelings of social support and more positive ratings of marital satisfaction and general family functioning, especially at the Grade 9 followup. Positive neighborhood-level effects were also evident. Economic analyses at Grade 9 showed *BBBF* participation was associated with government savings of \$912 per child. These findings provide evidence that an affordable, ecological, community-based prevention program can promote long-term development of children living in disadvantaged neighborhoods and produce monetary benefits to government as soon as 7 years after program completion.

Abstracts, cont'd

Waddell, C., Hua, J.M., Garland, O.M., Peters, R.Dev., & McEwan, K. (2005).

Preventing mental disorders in children: A systematic review to inform policy-making.
Canadian Journal of Public Health, 98, 166-173.

Methods: We systematically identified and reviewed randomized controlled trials (RCTs) on programs intended to prevent conduct disorder (CD), anxiety and depression in children aged 0-18 years.

Results: Fifteen RCTs met selection criteria: nine (on eight programs) for preventing CD; one for anxiety; four (on three programs) for depression; and one for all three. Ten RCTs demonstrated significant reductions in child symptom and/or diagnostic measures at follow-up. The most noteworthy programs, for CD, targeted at-risk children in the early years using parent training (PT) or child social skills training (SST); for anxiety, employed universal cognitive-behavioural training (CBT) in school-age children; and for depression, targeted at-risk school-age children, also using CBT. Effect sizes for these noteworthy programs were modest but consequential. There were few Canadian studies and few that evaluated costs.

Discussion: Prevention programs are promising but replication RCTs are needed to determine effectiveness and cost-effectiveness in Canadian settings. Four program types should be priorities for replication: *targeted PT and child SST* for preventing CD in children's early years; and *universal* and *targeted CBT* for preventing anxiety and depression in children's school-age years. Conducting RCTs through research-policy partnerships would enable implementation in realistic settings while ensuring rigorous evaluation. Prevention merits new policy and research investments as part of comprehensive public health strategy to improve children's mental health in the population.

APPENDIX B:

Program Components by Project Site

SITE ONE

PROGRAM TITLE	PARTICIPANTS	STAFFING	MAJOR PROGRAM ACTIVITIES	PHASES
Child and Family-focused programs				
1. Playground (Summer Games)	Children ages 4-12	BBBF, Family Resource Centre Coordinator, staff instructors, volunteers	8-week long summer program of athletic, recreational, & cultural activities; field trips; puppet shows on conflict resolution; etc. A parent work group had input into activities implemented.	Demonstration phase, Sustainability phase
2. Holiday Activities	Children in Pre-kindergarten to Grade 2	BBBF, parent volunteers, Family Resource Centre, school councils	Offered interesting day trips & educational activities for children on civic holidays & professional development days (trips to zoo, museums, biodome, outdoor games, crafts, films, etc.).	Demonstration phase, Sustainability phase
3. Community Toy Library	Community families	Toy librarian, Community Volunteers	For an annual fee of \$20, families could borrow educational games, family resource films, books, etc. as often as they liked. Volunteers did a lot of fundraising for the library.	Demonstration phase, Sustainability phase
4. Theme Boxes	Community families and teachers	Project coordinator, teacher, parents	Many different boxes containing games & learning activities based on a theme (jobs, jungle animals, etc.) Could be borrowed by families or used in classrooms.	Demonstration phase, then became part of Toy Library
5. Family Visits	Community families	Family Workers	Family workers maintained regular contact with interested families to offer support, information about child development, community services & resources. Also ran seminars on various topics related to family development.	Demonstration phase, Sustainability phase
6. Family Activity Centre	Community families	BBBF staff, Community Volunteers; this program was funded outside <i>Better Beginnings</i>	Objectives were to develop & improve parental competence & create good family relationships for optimal child development. Volunteers decided what activities they wanted and how to implement them (e.g., workshops, seminars, day trips).	Demonstration phase, Sustainability phase
7. Saturday Playtime	Children ages 4-8	BBBF educator	Activities held every Saturday morning at community schools (arts, music, cooking, etc.).	Demonstration phase, Sustainability phase
8. Family Vacation Camp	Community families	BBBF staff, Community Volunteers	Sessions were offered to families in summer and on March break. Volunteers were in charge of rules of conduct, raising funds to support activities, planning & implementing activities, etc.	Demonstration phase, Sustainability phase

PROGRAM TITLE	PARTICIPANTS	STAFFING	MAJOR PROGRAM ACTIVITIES	PHASES
School-Based Programs				
1. School Activities Centre	Children in Kindergarten to Grade 2	Activity organizers	Objective was promotion of the French language & the Francophone culture by supplying activity organizers to the schools to help the teachers provide high-quality activities for the children.	Demonstration phase, Sustainability phase
2. Mini-Breakfast	Children in kindergarten to Grade 2	BBBF staff	Children had a healthy breakfast (muffins, fruits, juice, milk, cheese) when they arrived at school. Pamphlets & other information on healthy eating were distributed to families.	Demonstration phase, Sustainability phase
3. Homework Support	Community families	Educators, Volunteers, Coordinator (<i>this program is funded outside of Better Beginnings</i>)	Parents & children met together at the Family Activity Centre. They had a snack & then did homework together with the help of trained educators.	Demonstration phase, Sustainability phase
Parent-focused Programs				
1. Tout Pour Réussir	Teenage mothers in the community	Teacher	5 days/wk a teacher provided continuing education to young mothers. Also provided informal support.	Offered only during part of the demonstration phase; was discontinued.
Community-focused Programs				
1. Community Action Group	Community Members	BBBF, Community Volunteers	Organized social activities, community gardens, environmental programs, supported different local programs like French week & P'tits Francos, fundraisers, increased visibility & accessibility of BBBF, etc.	Demonstration phase only
2. Montessori Program	Francophone children 18 mos-4 yrs			Sustainability phase
3. Bébé Fête	Parents under the age of 21			Sustainability phase
4. National Children's Day Activities		BBBF, partners, agencies, and schools	Involved the planning, organizing and coordinating of over 30 local activities in celebration of children.	Sustainability phase
5. Volunteer Recognition Night	School volunteers			Sustainability phase

SITE TWO

PROGRAM TITLE	PARTICIPANTS	STAFFING	MAJOR PROGRAM ACTIVITIES	PHASES
Child and Family-focused Programs				
1. Family Resource Centre Drop-in	Families with children aged 0-4	1 Family Support Coordinator, 1 Parent Volunteer, 1 Nurse from Health Centre	4 mornings/wk (2hr sessions), families participated in activities (crafts, etc.), special events, & summer outings. A nurse visited 2x/month to talk about women's and children's health.	Demonstration phase; Sustainability phase
2. Home Visits	Families of children from JK to Gr. 2	4 Enrichment Workers	Families visited prior to child entering JK to provide info about area services, encouragement, referrals, and general support. Home Visitors spent .5 day/wk in JK classroom. After the child was in JK, home visits focused on school-related issues.	Demonstration phase only
3. Summer and March Break Program	Children from JK to Gr. 2	1 Enrichment Worker, 4 Volunteers	Fun and educational activities provided for children to prepare them for school.	Demonstration phase; Sustainability phase
4. Toy Lending Library	Families that use the drop-in	1 PT Librarian, 3-4 Parent Volunteers	Library was open 4 days/wk. Materials included over 500 toys, games, & puzzles. "Take a Book Program" had question sheets to get parents talking to kids about books. Also parenting resource books & activities to do with children.	Demonstration phase; Sustainability phase
5. Play Groups	Families with children in JK	2 Child and Family Enrichment Workers	Activities were unstructured, with an emphasis on providing nurturing and educational environment where families can learn and interact together.	Demonstration phase; Sustainability phase
6. Preschool Computer Program	Children aged 2 to 4.5 yrs who attend drop-in	BBBF main service provider, 1 parent volunteer	Operated during drop-in hours on a first come first served basis. Children each had five minutes on the computer.	Began later in demonstration phase; Sustainability phase
7. Preschool Literacy	Children aged 2to 4.5 yrs who attend drop-in	In-school Coordinator, Family Support Coordinator, School Librarian, 1 SK teacher, BBBF funded	Intended to encourage preschoolers to read, to support families, and to assist with transition to JK by familiarizing family with school personnel.	Began later in demonstration phase; Sustainability phase
8. Before-and-After-School Program	Children aged 4-8 and 9-12	Community Development Coordinator, Recreation Staff	Age-appropriate recreational activities and nutritional snacks provided for children at the primary school level.	Demonstration phase; Sustainability phase
School-based Programs				
1. Health and Nutrition Program	All children at Highfield Junior School get snacks 3x/wk	1 Nutrition Coordinator, 3 paid parents, 10 parent volunteers, funding from BBBF, the school, parent donations, & other sources	Held nutrition assemblies, fairs, & other activities. Workshops for parents, Hot Lunch Program (\$.50/lunch), provided sandwiches for kids w/o lunches, fitness activities, Play Days, etc.	Demonstration phase; Sustainability phase
2. Educational Assistants, Parent Volunteers, & Academic/Language Development	Children from JK to Gr.2	4 Enrichment Workers (EW), 1 certified Teacher, 2 FT assistants for JK and SK classes, 6-10 volunteers	4 EWs spent time in JK classes to increase kids' exposure to English; adult support, summer enrichment programs, after-school enrichment reading programs, Family Literacy Nights; made dual language tapes used by families.	Demonstration phase; Sustainability phase

PROGRAM TITLE	PARTICIPANTS	STAFFING	MAJOR PROGRAM ACTIVITIES	PHASES
3. Classroom Social Skills, Intervention, Storytelling and Drama	School classes	In-School Coordinator, university students, funded by BBBF, local elementary school, Lions Club	Included a curriculum-based social/citizenship skills intervention. Also, Gr. 3 students visited a seniors' lodge 1x/wk and spent time with seniors. EW and Parent Volunteers helped children to develop better social skills. Two drama trips/yr for JK, SK.	Demonstration phase
4. Home-School Connection and Parental Involvement	Parents of children in project school	BBBF Project Manager, In-School Coordinator and other Coordinators and staff, Parent Volunteers	Parents participated in in-school & nutrition committees, School Council, Inner City Committee, School Design Committee, Snack Program, and some were hired as EW and Research Assistants.	Demonstration phase
5. Community and Ethno-Cultural Relations	School and Community members	In-school Coordinator, Enrichment Workers, BBBF, local elementary school	Special events held at school to increase the exposure and participation of various cultures in the community (e.g., annual Multicultural Caravan).	Demonstration phase; Sustainability phase
Parent-focused Programs				
1. Parent Relief	Community Residents (space for 5-10 children at a time)	BBBF main service provider, 2 paid Parents	Child care offered 2 days/wk (9 am – 11:30 am) for parents needing a break. Parents booked ahead because space was usually filled to capacity.	Demonstration phase; Sustainability phase
2. Parents' Group	Parents who participate in Drop-in or who have children at Highfield	Family Support Coordinator, CAS Family Support Team, Nurse & Nutritionist from Health Centre	Parents met weekly to socialize, organize special events, do crafts, or have workshops (e.g., women's issues, childhood illnesses, discipline, nutrition).	Demonstration phase; Sustainability phase
Community-focused Programs				
1. Resident Participation and Leadership	Community Parents	Community Development Coordinator & Staff; Community Development Committee	Parents informally encouraged to join project committees, to get involved in planning community events, to advocate for the community (e.g. lighting, bus shelters). Parents given skill development and leadership building workshops.	Demonstration phase; Sustainability phase
2. Welcome Baskets	Community Families	BBBF	Baskets contained info about BBBF, other community services, & goodies. Given to new families through the schools in BBBF area to welcome them and encourage involvement in the project and the community.	Began later in demonstration phase; Sustainability phase
3. Language and Prevocational Skills	Community Residents	BBBF refers students to the ESL program run by the school board	ESL Program. A Hindi class also ran for one year.	Demonstration phase
4. Neighbourhood Safety	Community Residents	Community Development Coordinator and Staff, parents	Several community safety forums held. Implemented security guards, improved lighting, removal of derelict cars, added crossing guard, etc.	Demonstration phase
5. Social and Recreational Programs	Community Residents	BBBF staff	Before and After School Programs, March Break Programs, fun activities, and ballet lessons for kids; aerobics and bus trips for parents.	Demonstration phase; Sustainability phase
6. Ethno-Cultural Programs & Activities	Community Residents	Community Development Coordinator & Staff	Several different cultural events (e.g., Diwali, Holi, Black History Month). Hired staff who had cultural backgrounds similar to residents.	Demonstration phase; Sustainability phase; funded outside of BBBF

SITE THREE

PROGRAM TITLE	PARTICIPANTS	STAFFING	MAJOR PROGRAM ACTIVITIES	PHASES
Child and Family-focused Programs				
1. After-school / Holiday Programs	Children aged 4 to 8	9 Staff, College Placement Students, 4 Child Care workers, 1 cook, 2-4 volunteers, City Parks and Recreation	Daily program provided a safe place for children to play after school and on school holidays. Snacks and special activities offered. Children encouraged to solve problems and conflicts fairly.	Demonstration phase; Sustainability phase
2. Summer Programs	Programs are offered at 3 schools in the community	BBBF staff	Offered 3/wk 9am-3pm, kids participated in activities similar to the After School programs, but with more emphasis on outdoor activities.	Demonstration phase; Sustainability phase
3. BBBF Membership/ Family Visiting	Open invitation to all community residents to become a member of BBBF	Membership Coordinator	The coordinator visited the community residents to explain BBBF and receive feedback from them on the program. Criteria for membership in agreement with BBBF vision and principles.	Demonstration phase; Sustainability phase
4. L'Arc-en-ciel du Moulin à Fleur	Families with children aged 0-5 yrs	1 Francophone Support Worker, 1 PT Child Care Worker. Parents who bring their children monitor their children	Mom and tots drop-in program with participant-driven activities. Organized workshops and presentations.	Demonstration phase; Sustainability phase
5. Family Visiting Program	Community members	2 BBBF staff (1 anglophone, 1 francophone)	Advocated and supported families' needs, provided support to Child Care teams, presentations for other agencies, schools.	Demonstration phase; Sustainability phase
6. Travelling Road Show	Open to all community residents	2 BBBF staff, 3-5 parent volunteers	Staff visited 3 different sites 1/ wk to play with children while parents discussed parenting problems and solutions, and organized events.	Demonstration phase; Sustainability phase
7. Summer Camp Experience	Parents and children in the community	BBBF Staff, Local Native Centre	Parents & children camped for 5 days. Learned Native culture & respect for the environment.	During early part of demonstration phase
School-based Programs				
1. Peaceful Playgrounds Program	Children JK to Grades 6 in three local schools	2 BBBF staff, 1 placement student	Taught cooperative games, how to listen to each other, how to vote democratically, etc. A week was allotted to an anger management course, as well as mediation for individual angry kids.	Demonstration phase; Sustainability phase
2. Native Cultural Program	Children in Grades 1-3 at 2 schools	2 BBBF staff, 4 Placement Students	Through traditional methods kids were taught about equality of all cultures, and to respect each other, self and mother earth.	Demonstration phase
3. Early Bird Breakfast and Play Program	Focus is on children 4-8, but no one is turned away. Approximately 200 children participate	3 BBBF staff, Child Care Workers, volunteers	Nutritious food served (e.g., eggs, sausages, cereal) and children participated in crafts and physical activities (e.g., basketball).	Demonstration phase; Sustainability phase
4. Multicultural Support Program	2 Francophone schools, 3 different classes	1 BBBF PT staff from Rwanda working as a teacher's aide	Children exposed to different cultures in an informal way.	During latter part of demonstration phase

PROGRAM TITLE	PARTICIPANTS	STAFFING	MAJOR PROGRAM ACTIVITIES	PHASES
Parent-focused Programs				
1. Tout Pour Réussir	Teenage mothers in the community	Teacher	5 days/wk a teacher provided continuing education to young mothers. Also provided informal support.	During early part of demonstration phase
Community-focused Programs				
1. Community Kitchen Program	Community residents	1 BBBF staff, parent volunteers, funding from Steel Workers Humanities Fund	Participants planned menu, then cooked and cleaned while staff watched children. Staff shopped for groceries and supplies. Each participant took food home.	Demonstration phase; Sustainability phase
2. The Environment Program	Parents and children	1 BBBF staff, Trillium grant	Offered information about caring for the environment. Annual development of community garden, which involved participation of children.	Demonstration phase; Sustainability phase
3. Research Program	Community members	1 BBBF FT and 1 PT staff, 1-2 volunteers	Offered the community the possibility to develop local research projects and use the data from the activities to initiate other programs.	Demonstration phase; Sustainability phase
4. Mediation Group	Parents in the community	Community Workers	Encouraged dialogue among community workers & parents to deal with disagreements through effective conflict resolution techniques.	Demonstration phase
5. Pre-Teen Program	Pre-teens in the community	Adults & teens from community	2 Programs (English & French) offering activities appropriate for pre-teen age group	Demonstration phase; Sustainability phase; funded outside of BBBF
6. You Won't Believe It's Theatre Group	Parents and children in the community	Community Workers	Provided a safe environment for parents & children to expose & relate social problems that affected their daily lives.	During early part of demonstration phase

APPENDIX C: Example of a Program Logic Model





Better Beginnings, Better Futures

An effective, affordable community project for promoting positive child development