

Every Kid in our Communities

A Community Collaboration Supporting
Children, Youth and Families

Who/What is Every Kid in our Communities?

- ▶ A coalition of over 30 agencies, organizations, individuals working together to ensure that all children, youth in families in Leeds -Grenville are safe, healthy and valued.

A Brief History

- **2003 – Began as a voluntary coalition of agencies, organizations, individuals who saw the value in working together to build assets for children, youth and families.**
 - **2006 – Became recognized as the Leeds–Grenville Children’s Planning Table for MCYS.**
 - **2007 – Best Start Network became a workgroup of Every Kid.**
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Born of the Recognition That:

- a. That the whole community working together can better support families
 - b. That there are gaps in support provided and areas of overlap
 - c. That good things happen when there is a commonly held vision or direction to guide the planned support of kids within our communities
 - d. That competition for limited resources impedes positive outcomes
 - e. That collaborative Action driven by data leads to a better future for our kids and our communities.
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Goals

- All babies have the best start possible.
- All children and youth are cared for and safe.
- All children are ready for school.
- All children and youth are successful at school.
- All children and youth are practicing safe and healthy behaviours.
- All youth are making successful transitions to adulthood.



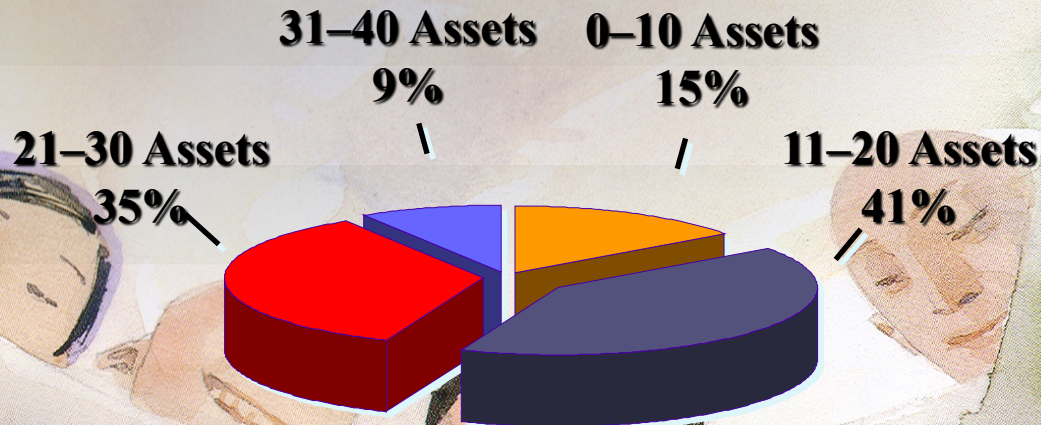
Kids & 40 Assets

Parent, Family, Community
Focus is on: External Assets

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

Result for child/youth is:
Internal Assets

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

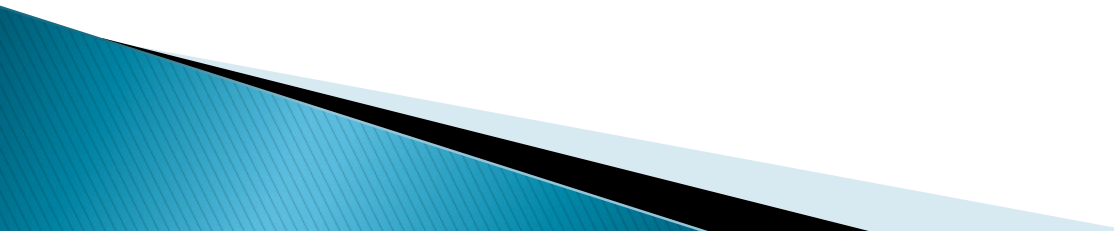


Our Structure

Lead Table

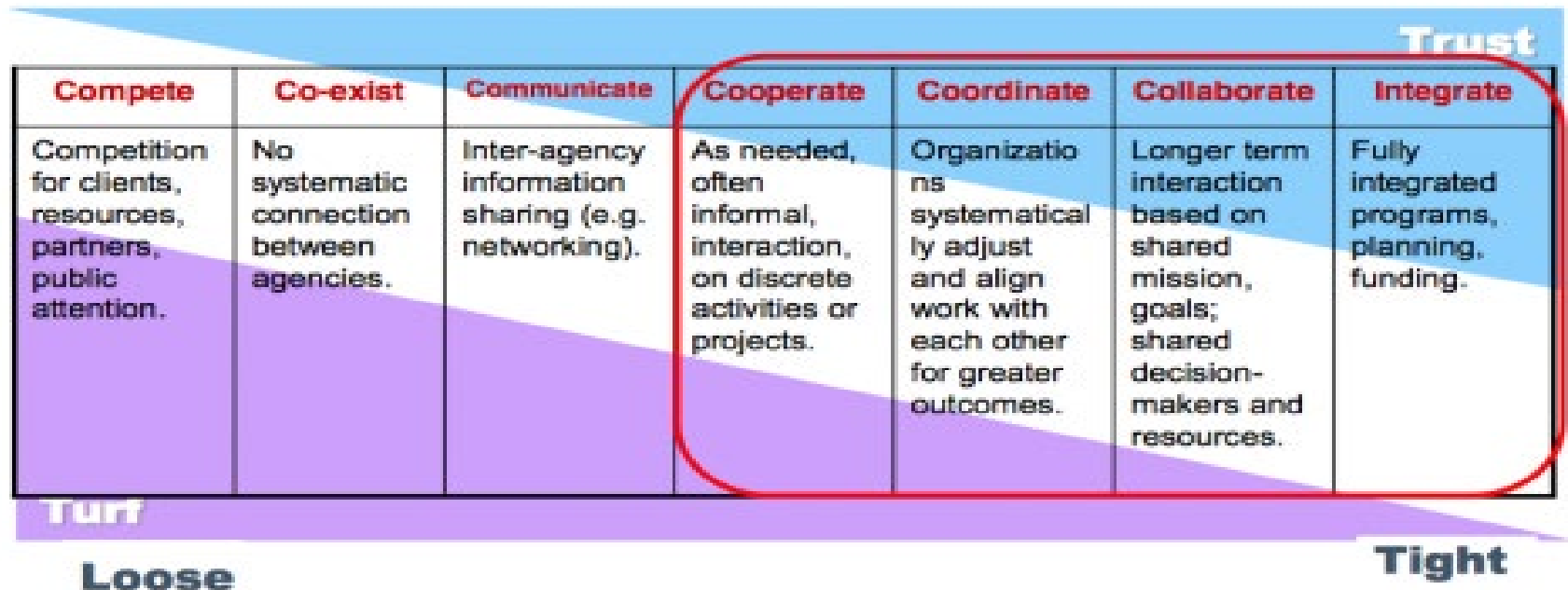
- Meets monthly to identify successes, gaps, possibilities for partnerships (executive directors/senior managers)
- Decisions are data driven and research-based.

Workgroups

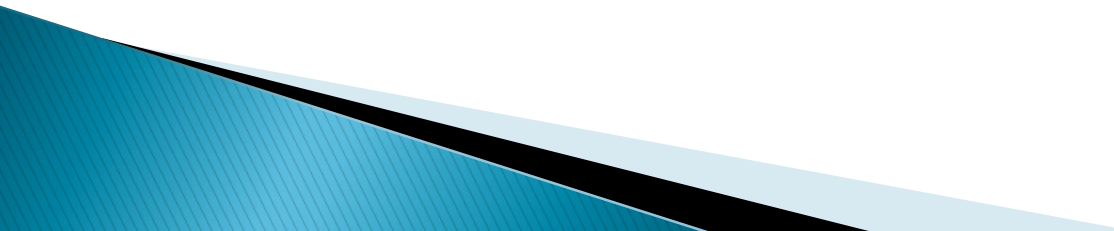
- Structured according to age groups and issues; and
 - Do most of the “hands on” work of Every Kid.
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Bigger than Partnerships

THE COLLABORATION SPECTRUM



Working Across Agencies

- ▶ **Joint PD**
 - ▶ **Awareness of key issues facing issues**
 - ▶ **Response to community data**
 - ▶ **A common approach to supporting parenting Triple P**
 - ▶ **Building awareness of Assets**
 - ▶ **Joint grant applications – combining resources**
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Responding to Data

EDI-- Literacy



EDI- Prescription for Play



A step into nature is
the first step in the
right direction! Help
kids connect to
nature by moving
play time outdoors!
#ExploreMoveConne
ct



Youth -- Resiliency

Leeds & Grenville - Primary/Junior, 2016-2017

		2016-2017	2017-2018	2016-2017 Survey Count: 948 Students		2016-2017	2017-2018
Caring Relationships	Community Connections	Adult Relationships	90.5 %	Meaningful Engagement	Community Involvement	Community Values Youth	92.2 %
	Family Connections	Caring Family	97.5 %		Family Involvement	Family Communication	93.1 %
	Peer Connections	Positive Peer Relationships	91.9 %			Supportive Family	97.8 %
	Caring School Relationships	Caring School Climate	94.4 %		Peer Involvement	Involvement with Peers	94.4 %
		Bonding to School	85.8 %		School Engagement	School Life	92.4 %
	Personal Sensitivity	Empathy	96.2 %			Learning Enjoyment	95.5 %
		Caring	96.4 %		Personal Beliefs	Cultural Sensitivity	91.6 %
		Equity & Social Justice	96.6 %			Accepting Differences	96.8 %
	Belonging	Feeling Valued & Valuing Others	94.8 %			Faith & Spirituality	93.6 %
		Knowing that Supports are Available	91.7 %		Hopefulness	Feeling Hopeful & Finding Strength in Faith	96.1 %
Growth Mindset	Willingness to Seek Support		91.0 %			Feeling Connected & Aware of Options	94.0 %
	Believing Change is Possible		96.5 %				
Establishing Expectations	Community Support	Community Helping to Achieve	86.8 %	Healthy Responses	Community Influence	Neighbourhood Boundaries	89.0 %
	Family Support	Family School Support	94.3 %		Family Influence	Family Role Models	95.3 %
		Family High Expectations	98.5 %			Family Setting Limits	97.5 %
	Peer Support	Peers Supporting Expectations	87.8 %		Peer Influence	Peer Influences	86.6 %
	School Commitment to Learning	Motivation to Achieve	95.8 %		School Boundaries	Schoolwork Completion	92.1 %
		Setting Goals	97.5 %			Fairness	96.7 %
	Personal Identity	Planning & Decision Making	92.6 %		Personal Self-Regulation	Resistance Skills	89.3 %
		Positive Values	92.8 %			Restraint	89.7 %
		Self-Esteem	92.1 %			Peaceful Conflict Resolution	94.1 %
	Optimism	Feeling Safe, Secure and Able to Problem Solve	91.4 %		Empowerment	Making Good Choices	97.6 %
		Feeling Positive, Confident & Capable	96.2 %			Feeling Empowered	97.0 %

Leeds & Grenville - Intermediate, 2016-2017

		2016-2017	2017-2018	2016-2017 Survey Count: 488 Students		2016-2017	2017-2018
Caring Relationships	Community Connections	Adult Relationships	77.3 %	Meaningful Engagement	Community Involvement	Community Values Youth	67.6 %
	Family Connections	Caring Family	94.3 %		Family Involvement	Family Communication	89.1 %
	Peer Connections	Positive Peer Relationships	97.3 %			Supportive Family	93.0 %
	Caring School Relationships	Caring School Climate	94.8 %		Peer Involvement	Involvement with Peers	88.9 %
		Bonding to School	80.5 %		School Engagement	School Life	85.2 %
	Personal Sensitivity	Empathy	95.9 %			Learning Enjoyment	86.7 %
		Caring	93.6 %		Personal Beliefs	Cultural Sensitivity	89.8 %
		Equity & Social Justice	95.7 %			Accepting Differences	97.5 %
	Belonging	Feeling Valued & Valuing Others	89.5 %			Faith & Spirituality	73.8 %
		Knowing that Supports are Available	87.7 %		Hopefulness	Feeling Hopeful & Finding Strength in Faith	92.8 %
Growth Mindset	Willingness to Seek Support		76.2 %			Feeling Connected & Aware of Options	89.8 %
	Believing Change is Possible		96.5 %		Managing Moods	Expressing Emotions & Feelings	75.8 %
Establishing Expectations	Community Support	Community Helping to Achieve	83.8 %	Healthy Responses	Community Influence	Neighbourhood Boundaries	83.2 %
	Family Support	Family School Support	87.5 %		Family Influence	Family Role Models	87.5 %
		Family High Expectations	97.5 %			Family Setting Limits	94.9 %
	Peer Support	Peers Supporting Expectations	81.4 %		Peer Influence	Peer Influences	82.4 %
	School Commitment to Learning	Motivation to Achieve	89.1 %		School Boundaries	Schoolwork Completion	91.2 %
		Setting Goals	91.6 %			Fairness	88.7 %
	Personal Identity	Planning & Decision Making	92.2 %		Personal Self-Regulation	Resistance Skills	81.1 %
		Positive Values	91.6 %			Restraint	89.3 %
		Self-Esteem	86.9 %			Peaceful Conflict Resolution	87.1 %
	Optimism	Feeling Safe, Secure and Able to Problem Solve	80.3 %		Empowerment	Making Good Choices	96.7 %
		Feeling Positive, Confident & Capable	94.5 %			Feeling Empowered	92.6 %
Managing Anxiety	Managing Anxiety, Fear & Worry		92.3 %		Healthy Responses	Coping with Challenges	97.1 %

Leeds & Grenville - Secondary, 2016-2017

		2016-2017	2017-2018	2016-2017 Survey Count: 895 Students		2016-2017	2017-2018
Caring Relationships	Community Connections	Adult Relationships	83.6 %	Meaningful Engagement	Community Involvement	Community Values Youth	83.8 %
	Family Connections	Caring Family	85.3 %		Family Involvement	Family Communication	75.4 %
	Peer Connections	Positive Peer Relationships	94.5 %			Supportive Family	85.7 %
	Caring School Relationships	Caring School Climate	72.3 %		Peer Involvement	Involvement with Peers	83.0 %
		Bonding to School	75.9 %		School Engagement	School Life	88.7 %
	Personal Sensitivity	Empathy	90.9 %			Learning Enjoyment	79.4 %
		Caring	86.0 %		Personal Beliefs	Cultural Sensitivity	89.0 %
		Equity & Social Justice	89.6 %			Accepting Differences	91.1 %
	Belonging	Feeling Valued & Valuing Others	80.0 %			Faith & Spirituality	50.3 %
		Knowing that Supports are Available	80.1 %		Hopefulness	Feeling Hopeful & Finding Strength in Faith	78.9 %
Growth Mindset	Willingness to Seek Support		70.5 %			Feeling Connected & Aware of Options	83.5 %
	Believing Change is Possible		95.2 %		Managing Moods	Expressing Emotions & Feelings	87.5 %
Establishing Expectations	Community Support	Community Helping to Achieve	67.6 %	Healthy Responses	Community Influence	Neighbourhood Boundaries	89.4 %
	Family Support	Family School Support	88.6 %		Family Influence	Family Role Models	79.4 %
		Family High Expectations	91.1 %			Family Setting Limits	88.3 %
	Peer Support	Peers Supporting Expectations	79.1 %		Peer Influence	Peer Influences	74.3 %
	School Commitment to Learning	Motivation to Achieve	78.9 %		School Boundaries	Schoolwork Completion	77.2 %
		Setting Goals	94.1 %			Fairness	76.3 %
	Personal Identity	Planning & Decision Making	88.0 %		Personal Self-Regulation	Resistance Skills	74.7 %
		Positive Values	85.5 %			Restraint	80.2 %
		Self-Esteem	78.4 %			Peaceful Conflict Resolution	76.2 %
	Optimism	Feeling Safe, Secure and Able to Problem Solve	83.9 %		Empowerment	Making Good Choices	92.8 %
		Feeling Positive, Confident & Capable	89.2 %			Feeling Empowered	86.8 %
Managing Anxiety	Managing Anxiety, Fear & Worry		96.1 %		Healthy Responses	Coping with Challenges	94.7 %



Listening to Youth



Asset Builders



Constructive Use of Time

TWO ROUTES

FREE SNACKS

PURE FUN

BUS TO THE STINGERS SUMMER PROGRAM FOR FREE!

JULY 23 AND 30
2:30PM - 4:30PM

Gananoque (GISS - 1:30pm) - Lansdowne (Library - 1:45pm) - Mallorytown (FOY School - 2:00pm) - Stingers (2:15pm)

Cardinal (___ - 1:45pm) - Prescott (SGDHS - 2:00) - Stingers (2:15pm)

Basketball, Batting Cages, Volleyball, Laser Tag, Badminton, Board Games, Free Food!

* Times are approximate. All participants MUST have a waiver form signed by a parent/gaurdian before entering the bus.

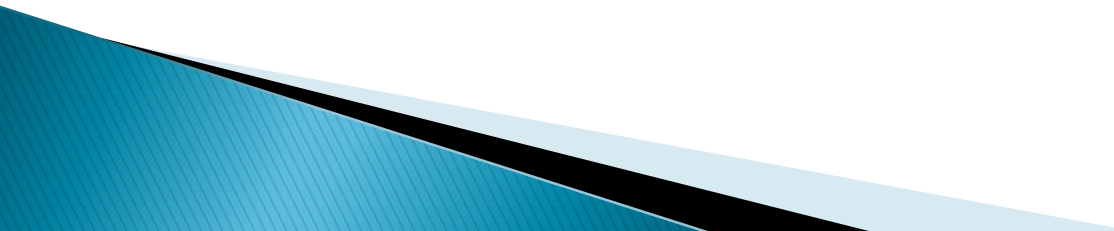
<https://www.stingersindoorpaintball.com/rules-waiver>

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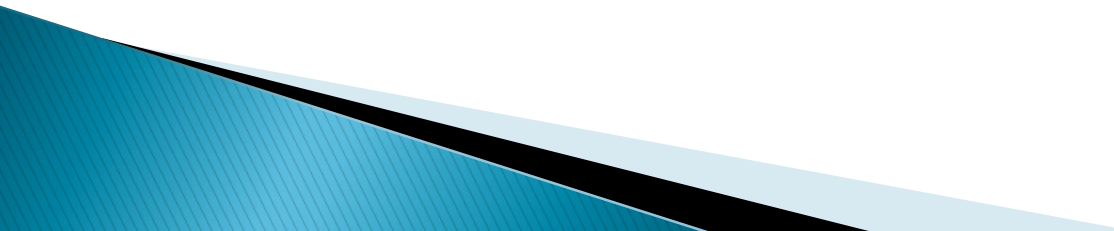
Partnerships to Promote Healthy Communities



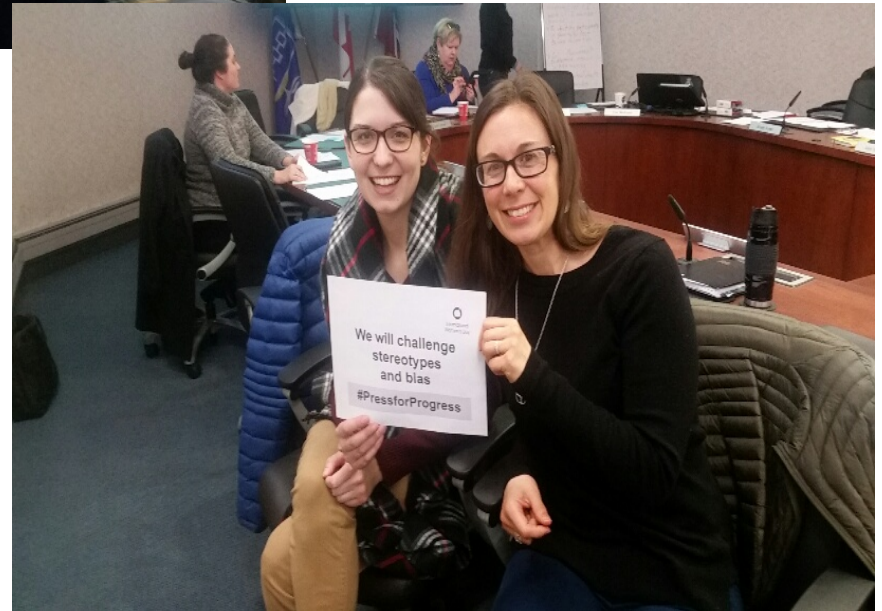
Partnerships

- ▶ **Healthy Communities Partnership**
 - ▶ **Healthy Kids Community Challenge**
 - ▶ **Poverty Alliance**
 - ▶ **Making Play Possible**
 - ▶ **Courts (Criminal Court Community Fund)**
 - ▶ **Special Needs Strategy**
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In Progress

- **St. Lawrence Parks Commission**
 - **Frontenac Arch Biosphere**
 - **Moving to Collective Impact (in its truest sense) – business, government, lived experience (community), non profit**
 - **Stronger connection to municipalities (Community Safety and Wellbeing Planning)**
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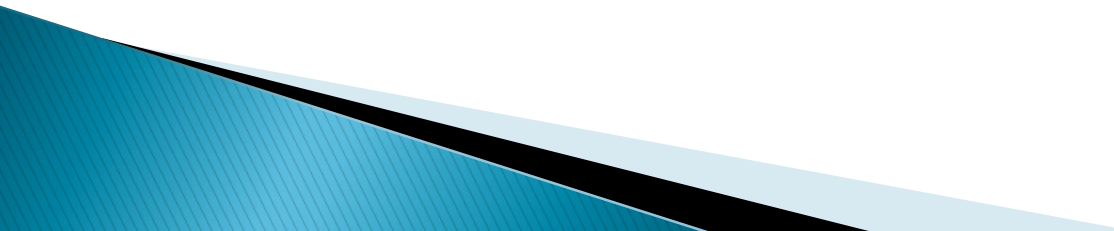
Advocacy



Impact

- ▶ improved literacy levels
 - ▶ constructive parent and child interactions
 - ▶ improved positive parenting skill development as well as given a common language, training and tools amongst all organizations to support parents
 - ▶ support and knowledge so that our community programming intentionally integrates the internal and external positive supports and strengths that young people need to succeed
 - ▶ help to create a more connected, inclusive community for our young people
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Impact

- ▶ Support for all kids
 - ▶ Better use of resources
 - ▶ More dollars coming in to community
 - ▶ Improved access to resources
 - ▶ RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS→TRUST
 - ▶ AND....
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Thank You!!

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