



**EarlyON Strategic Planning Day**  
**February 22, 2018**  
**Summary Report**

Facilitators: [Social Impact Advisors](#)

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## 1. Introduction

The EarlyON Strategic Planning Day was attended by 120 individuals representing a broad cross section of service providers and partners, who gathered to advance strategic planning for EarlyON Child and Family Centres in Toronto.

The objective of the Strategic Planning Day was to review the priorities identified in the Initial Plan, confirm the strategic direction for 2018 and 2019, and develop specific, action-oriented recommendations to kick-start the transformation process. The purpose was also to provide a broad spectrum of stakeholders in the EarlyON system – both service providers and various service delivery and funding partners – to set the foundation for ongoing collaborative planning to enhance integration across the early years service system.

Welcoming remarks were provided by Elaine Baxter-Trahair, General Manager of Children's Services, and Shannon Fuller, Assistant Deputy Minister of Education. Following these remarks, Ashley Burger, Program Manager, EarlyON Child and Family Centres at Children's Services presented an overview of work conducted to date, made a some key announcements, and introduced the purpose of the day.

The major announcements related to new funding and service priorities for 2018, including:

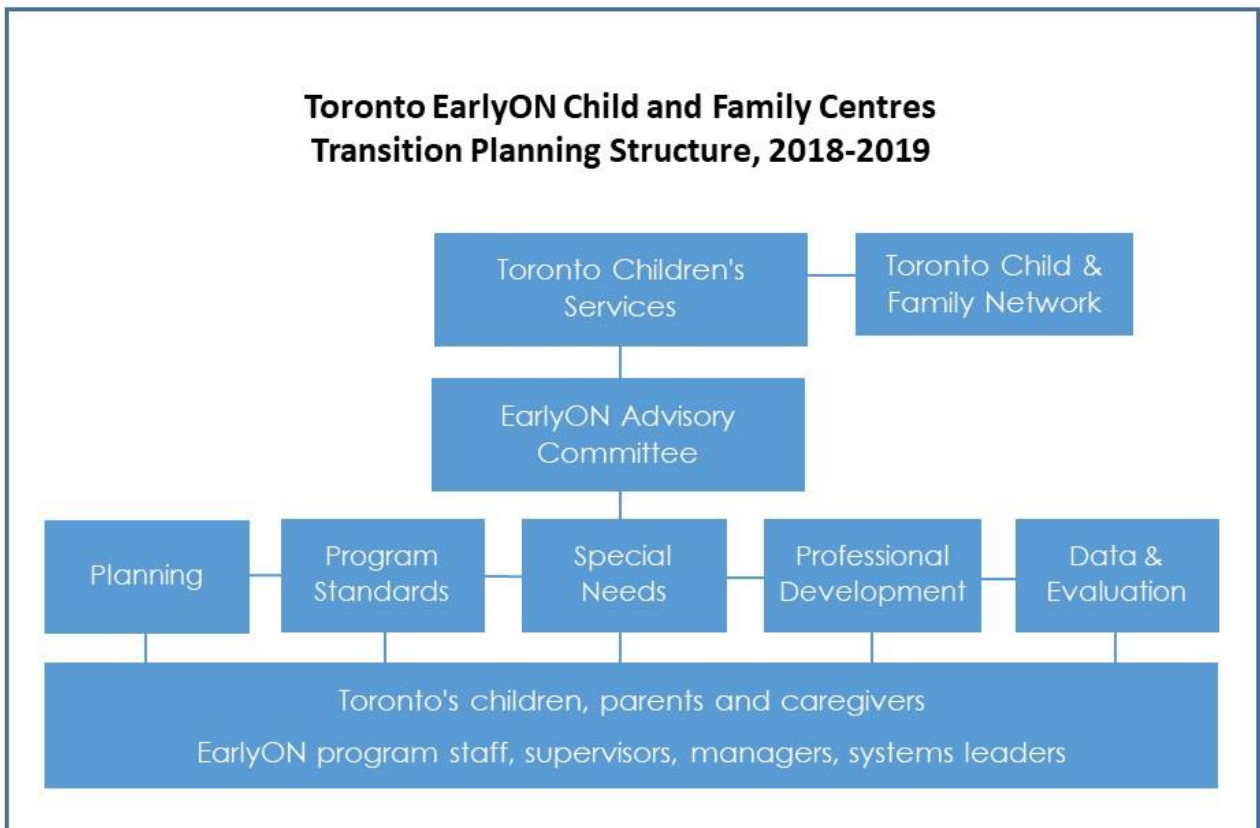
- A 3% funding increase to all EarlyON Child and Family Centre 2018 allocations;
- The launch of a new, one-time Program Enhancement Grant to upgrade program materials; and
- Plans to open three new EarlyON Child and Family Centre programs in Toronto – two to be located in underserved neighbourhoods, and one mobile program to serve Toronto's LGBTQ2S families. Operators will be selected through an EOI process.

This report outlines the process used in moving participants through information sharing, to idea formation and recommendation. It also presents key themes that emerged from this process, and presents the final recommendations reached by each group discussion. As the information gathered through this day was extensive, this report serves only as a summary of some of the key recommendations.

This is only the beginning of the process and we will be looking forward to your continued enthusiastic involvement, as we dive deeper into all the recommendations and ideas that were shared. We thank everyone for their commitment and hard work in making the day a success.

## 2. Next Steps: New Engagement Structure

To actualize the recommendations made through this event, our next step is to establish a new organizational planning structure to further analyze, and implement, the results of the Strategic Planning Day. Children's Services will establish a series of Working Tables, which are to be led by an Advisory Committee. This structure is laid out in the graphic below.



The EarlyON Advisory Committee will consist of system leaders, including representatives from agencies, school boards, system partners and Children's Services staff. The function of the EarlyON Advisory Committee will be to provide advice on key system priorities and initiatives, to review and ensure alignment between activities undertaken by the Working Tables, and to ensure that all strategies, tools and resources enhance quality, equity and access within the EarlyON system in Toronto.

The Working Tables are being developed in alignment with the priorities and recommendations identified through the system needs assessment, the Initial Plan, and

the Strategic Planning Day for Toronto's EarlyON system. The primary responsibilities of the Working Tables will be:

- Assessing options for policy development and implementation
- Reviewing drafts and providing feedback
- Conducting community consultations related to key priorities, as required
- Recommending directions on next steps for consideration by TCS and/or the EarlyON Advisory Committee

We are excited to continue to move forward with this work in a collaborative fashion. Information on how to apply to sit on these Tables, or on the Advisory, has been provided in a newsletter to the sector.

### 3. Process

Following the welcome and presentation part of the day, participants were invited to join tables focused on actions and strategic themes. Participants' packages included one-page outlines of the current state in each of the action topics.

The strategic theme tables discussed equity, access and quality and worked toward developing an Intended Impact Statement for each theme. The action tables shared their knowledge of the current system, ideas for improvement, and recommendations. The action tables were:

- Communications and Outreach
- Evaluation and Data
- French language services
- Indigenous Services
- Planning
- Professional Development and Capacity Building
- Program Standards
- Special Needs and Social Inclusion

Over the course of the day, three exercises designed to deepen understanding of the current state, generate ideas and develop recommendations were conducted. Between the exercises, participants were invited to engage with other topics by asking questions and offering suggestions.

In the first exercise, participants shared their own experience and insight to further the group's understanding of the topic.

In the second exercise, action table participants brainstormed ideas related to their topic area and aligned with the themes of equity, access and quality. Participants at the strategic theme tables worked to develop an Intended Impact Statement for each strategic theme, which described the impact the sector could have on children, families and their caregivers by 2020.

In the third exercise, participants at the action tables selected the highest priority ideas from their list and developed recommendations. Participants at the strategic theme tables further developed their Intended Impact Statements to reflect what they learned from the action table work and conversations with other attendees.

## 4. Key Themes

Participants worked on a series of exercises designed to develop recommendations aligned with the Guiding Principles for the system as laid out by the Ministry of Education (see below).

EarlyON Principles (from Ministry of Education [Planning Guidelines](#))

**Child and Family Centred:** Programs and services are designed and delivered to meet the unique needs of parents, caregivers and young children to support their developmental health and general well-being.

**Welcoming:** Centres provide a warm and welcoming environment based on the foundational conditions for supporting growth and long-term success (belonging, well-being, engagement and expression).

**High quality:** Programs and services are designed to foster positive outcomes and support nurturing relations for children, parents and caregivers based on the latest evidence and research.

**Inclusive:** Programs and services are accessible and responsive to children, parents and caregivers with varying abilities and cultural, language, socio-economic, sexual orientation and religious backgrounds.

**Integrated:** Programs and services are developed, coordinated and delivered in a cohesive manner in collaboration with broader community services, school boards, early years partners, primary care providers, parents and caregivers.

**Community Led:** Communities, educators, parents and caregivers are engaged in designing programs and services that embrace and build on their strengths, address identified gaps and meet their unique needs.

A number of **key themes** emerged throughout the day. These have been threaded together and summarized below as some of the most commonly recurring topics of discussion or areas for further work.

**A shared understanding** of and commitment to the principles of equity, inclusion and quality is needed across all action areas. Intentional leadership development in promoting these principles is needed.

**Common standards in areas of program development, operations, and professional development** are needed to achieve the guiding principles. Dedicated time and resources will be required to realize this vision. This can be achieved in part through resolving variation in capacity across the system.

**Strong networks** within and outside the system are important so the whole community is engaged in promoting the well-being of children and families. Building networks to promote collaboration and enhanced local planning capacity is a priority.

**Engage with families and caregivers** throughout the process to meet their unique needs related to access and equity, and support them in promoting healthy child development and strong adult-child relationships.

**Ensure staff are hired, trained and supported** to act on the principles. Communication and professional development should be inclusive, accessible, appropriate for intended audiences, and offered in multiple formats.

**Strive for a balance of local and regional planning, evaluation, decision-making and network building** that promotes quality, inclusion and integration.

**Online access and information technology tools** to enhance service provider communication and assist families with system navigation are needed.



## 5. Summary Recommendations

The following component of the report lays out the recommendations that emerged from each of the tables.

### Strategic Themes: Intended Impact Statements

The strategic theme tables produced draft Intended Impact Statements for each of their areas of focus. An Intended Impact Statement captures the impact an organization, group or network intends to hold itself accountable for, in a specific time frame.

The themes selected for these tables were Equity, Access and Quality. Unlike the action tables, these tables did not have a one-page guide to frame the discussion, but rather were free to define the terms themselves.

Establishing an Intended Impact Statement at the beginning of a planning process creates a framework within which action can be taken and helps establish what is in or out in terms of an organization or system's accountability, and includes a specific definition of its beneficiaries and the outcomes expected for them. Knowing where we're going helps to build the road to get there. Clarity about the destination also helps all of the stakeholders in a system see their role in it. This clarity serves to catalyze action and collaboration as people see their contribution to the whole.

While all of the participants did their best to create these statements, and thereby to help inform the recommendations made at the action tables (and be informed by the ideas shared there), it was an ambitious goal to create the statements in the time available. One challenge was in coming to a shared understanding of what is meant by each theme. The conversation at each table was rich, but it became clear that this thematic impact goal setting would require more conversation and more time. The Advisory Committee will continue the conversation started at these tables.

It was clear from the content of these conversations how much overlap there is among them. That is, access, equity and quality are inter-dependent: none can be achieved without the others. Achieving a statement that incorporates them all and establishes the shared accountability of the system's stakeholders for the next few years may be a useful exercise for the Advisory Committee.

In the end, the ideas shared and the Impact statements developed by the strategic theme tables were very well aligned with the recommendations of the action tables.

## Access

As with all of the strategic themed tables, the participants discussed the definition of the term. They concluded that in general, access is related to capacity. An access strategy is required in the sector, and will be achieved through:

- Collaboration within the system and with community partners, and neighbourhood needs assessments.
- Training for staff to interact with adults with special needs.
- Services and programming that are appropriate in terms of language and culture.
- Integration with external services in health and community.
- Systems support for referrals and connection among providers, access to staff resources and one-number access for families to EarlyON services.
- Space: parents and caregivers will be able to access EarlyON centres within 45-60 minutes of home. Many ideas were shared about how to achieve this-through funding, planning, forecasting for future needs.

**Intended Impact Statement: By the end of 2020 we will have an integrated, coordinated system at the provincial, municipal, and local levels to leverage a centralized point of access to link the 0-6 population to appropriate service needs.**

## Equity

Participants working on equity spent some time during the first exercise defining the term. They felt strongly that an equity perspective is important across all action areas, and that equity should also be considered in discussions around access and quality. Intentional leadership to promote equity and examine policy, training, and principles through an equity lens is needed.

In general, they concluded that by 2020, the system should work toward:

- Developing a common language and understanding of what equity means.
- Developing a neighbourhood engagement process, tools and principles to support equity.

- Creating an intentional plan to overcome barriers and see barriers as opportunities: a sensitization campaign.

**Intended Impact Statement:** By 2020 EarlyON Centres will have a process in place to work towards all staff understanding and applying an equity lens. This will create a significant increase in the participation of children and families facing barriers: including transportation, financial, physical, language, family composition, cultural, and abilities.

## Quality

This group observed that there are many different ways that organizations currently define quality. Programs strive to be responsive to unique community needs, and individual programs have their own strengths. We all share a common goal of creating positive family outcomes, and recognize that quality will require making access and equity part of an intentional design.

In general, the group concluded that by 2020, the system should work toward:

- **Access and Equity:** a targeted investment in programs to eliminate barriers to most vulnerable families
- **Engaging parents:** toward better understanding and engagement in healthy development
- **Mandatory training:** *How Does Learning Happen* and anti-oppression

**Intended Impact Statement:** Quality needs to be further discussed. We agreed that quality is made up of diverse components that support common outcomes:

**Healthy early childhood development**  
**Parent engagement**  
**Community development**  
**Access and Equity**  
**Staff training and development**

## Action Tables: Recommendations

While the strategic theme tables worked on overall system goals, the action tables worked on sharing their insights about specific elements of the system and developing recommendations. This work was informed by the knowledge of the participants and

was framed by the resource sheets developed for the meeting. See the Appendix for these one-page resource sheets.

Anchored by the guiding principles from the provincial framework, the groups worked from the general to the specific over the course of the day. Participants were free to move among tables according to their interest and as new ideas were developed. Between rounds of discussion, participants were invited to examine the work in progress at other tables, offer suggestions and feedback or answer questions.

The action tables and strategic theme table discussions were informed by one another as the day progressed - it was clear there was a lot of alignment between system-level and action-level thinking.

In the sections to follow, some of the observations and ideas of each group are captured, but this is by no means an exhaustive list of all of the ideas. Most important are the final recommendations, produced here verbatim.

## Communications and Outreach

In the first round, participants added to the overview, noting the need for partnership and consistency across the system, relevance and accessibility for unique communities, online access and resources for newcomers.

In rounds two and three, the group generated ideas and then distilled them to the following recommendations for action:

1. **Communication and outreach strategy:** develop a strategy using an equity lens, and consider service provider and service user perspectives
2. **Consistent partnerships built across the system:** For example with Toronto Employment and Social Services (serves clients on Ontario Works), mental health, special needs, settlement, Toronto Community Housing, Public Health, Public Library
3. **Development of promotional materials with consistent branding**
  - a. Materials should provide flexibility to be used by individual organizations as needed
  - b. Materials should be should be translated/available in different languages, and responsive to the information needs of all audiences
4. **Create inclusive networks:** should be connected to the TCFN to ensure cross-system coordination, and build connections to local planning networks
5. **Plan locally**

## Evaluation and Data

In the first round, the group built on the overview with their own observations, including that the current data collection model is out-dated and not keeping up with technology or family arrangements, tracks few types of clients, and captures little of the demographic information that could be helpful. Counts of visits and unique visitors aren't done consistently. Better definitions, clarity and consistency would improve the usefulness of data gathered. Engaging with families, and timing data collection sensitively, to ensure they are comfortable with the questions asked and how the information will be used is important.

In the second round, the group generated ideas including measurement of core services and the need to define these well, the need for the City to take the lead in collecting the data, disseminating it and supporting analysis. Finally, the group distilled their observations and ideas to create the following recommendations:

### **1. Survey the Sector with the goal of developing a consistent method for evaluation**

- a. Compile from SN Management Needs Assessment high level info on data collection and evaluation methods
- b. Develop survey to understand evaluation process and information organizations are currently collecting and develop a wish list
  - a. See Survey Questions
- c. Environmental scan and best practices
- d. Build on a, b, and c to enhance a common, system-wide (Province?) learning-evaluation framework
- e. Feedback loop – working group bring back to EarlyON system for provider level feedback

### **2. Resourcing: Agencies need funding, staff time, a technology (system), and capacity to evaluate EarlyON Services**

- a. City should provide funds to organizations to evaluate core services
- b. City should provide organizations with software to collect data and staff training
  - a. E.g. a card every kid has?
  - b. Staff time to input?
- c. Receive data back from City on a regular basis to be able to apply to program plans

## French Language Services

In the first round, describing the current situation, discussion at this table focused on access, communications, outreach, establishing French language services, and building on strengths and assets in the system.

In the second round, the table generated ideas for action, including:

- Improved access to more programs and locations
- Exploring a hub concept to better meet families' associated needs
- Communication and outreach to promote services and develop partnerships
- Improving quality through ongoing and research-based French language training
- Promoting equity, including parity of work and salaries

In round three, the group distilled their ideas into the following recommendations:

### **1. Increase French language service hours in 2018**

- a. Identify geographic areas of need (p. 17 Initial Plan)
- b. Identify possible locations
  - i. Shared space with EarlyON
  - ii. Libraries, schools, community centres
- c. Memorandum to eliminate administrative and cost barriers
- d. Hire staff – Centre francophone

### **2. Improve communication**

- a. All City communication available in French as regular, expected practice for ON Y Va and families (French section on web)
- b. Communication between French language partners (e.g. common calendar)

### **3. Professional learning in French**

- a. Forum in French per year for French staff (province-wide)
  - i. City + Centre francophone, school boards
- b. Content: working effectively with families
- c. Coaching
- d. Inclusion

## Indigenous Services

In the first round discussing the current state, participants added the following to the overview:

- the importance of culturally specific services;
- the tendency to judge cultural practices that are not well understood;
- the importance of understanding from a client perspective;
- the need for more tools for training, knowledge, and access to resources; and
- cultural competency, and the need for intentional leadership development, among many others

In rounds two and three, the group distilled their ideas into a 5-point plan for action that will inform the work of the Aboriginal Advisory:

- 1. Professional Development** should be ongoing, mandatory and offered in multiple formats
- 2. Commitment to Truth and Reconciliation Commission:** Inclusion is everyone's responsibility; quality checks and accountability are required to ensure indigenous families feel welcome in every program
- 3. Workforce Development:**
  - a. Hire indigenous staff in mainstream agencies, examine practices
  - b. Develop indigenous ECE's and managers
  - c. Hire staff with cultural competency skills
- 4. Welcoming and Non-Judgemental Spaces**
  - a. Consult and support to make spaces culturally safe
  - b. Intentionally create space for indigenous families through books, art, land recognition, toys, programming, indigenous languages, comfortable space to sit on the ground, wood.
- 5. Planning**
  - a. Involve indigenous families and children in planning
  - b. Involve other partners, e.g. Toronto Aboriginal Support Services Council, Aboriginal Advisory and Planning Committee



## Planning

In the first round, the group built on the overview with their own observations, noting the lack of consistent approaches to planning, fragmentation of planning tables, lack of communication, uneven strength of partnerships across the system, inconsistency in measurement, and a lack of resources to conduct local planning.

In round two the group generated ideas, including an environmental scan of all existing local planning tables, building a local planning system, developing a reporting structure that is properly resourced, a communications and technology strategy for sharing planning information.

Finally, the group distilled their ideas into the following recommendations for action:

1. **Convene Planners:** Children's Services should lead the development of a plan that convenes service providers and partners to (re)form strategic and/or local planning tables to coordinate service, share resources, and identify gaps
  - a. Who: City needs to take a lead initially
    - i. By facilitating each local planning table, and determining the appropriate geography
    - ii. By establishing the parameters and scope of the local planning table
    - iii. By providing ongoing support
  - b. What: City needs to do environmental scan and assessment of existing planning structures to avoid duplication and build on existing system strengths
  - c. What: City needs to ensure the voices of all service providers are fairly balanced
2. **Develop a consistent local planning system** for EarlyON Centres that includes tools, resources, best practices, and financial support, and enables providers to establish communication pathways with each other to better coordinate service delivery to meet needs of families
3. At a systems level, **coordinate access to partner organizations** resources and supports, to ensure equity across the provider system (e.g. Public Health, Public Library, Special needs)

## Professional Development and Capacity Building

In the first round, the group built on the overview with their own observations, including the uncertainty about staff without RECE designations, and concerns about the financial implications of the RECE requirement. Additional concerns included training time, backfilling costs, placements, recruitment, modes of training, development of multi-disciplinary teams and encouraging reflective supervision within the current funding envelope.

In the second round, the group generated ideas about preparation for RECEs within college programs, discussing professional development within the context of the Toronto Child and Family Network, the need for leadership in building networks, PD days, and funding for development and capacity building work.

Finally, the group distilled their observations and ideas to create the following recommendations:

- 1. Establish a grandparent provision** so experienced skilled staff without RECE can be retained indefinitely
- 2. Build local networks** to build staff capacity and learn together
- 3. Every EarlyON provides at least 2 ECE placements per year** and the province will engage relevant colleges and universities to include family support and curriculum in ECE education
- 4. Every EarlyON has PD days with a focus on equity/access and quality.** Taking into account what staff identify as needs and staff have opportunity and resources to reflect on and be guided on their practice (including a focus on relationship building and outreach)

## Program Standards

In the first round, participants added to the overview, noting, among many ideas, the need for accessible spaces and the time needed for set-up and take-down in shared spaces, the need for time for reflective practice, currently inconsistent salaries, higher staffing minimums, and the importance of engaging parents and caregivers.

In rounds two and three the group generated ideas and then distilled them to the following recommendations for action:

- 1. Defining core service expectations**
  - a. Consistent standards regarding each of the three core services:
  - b. Hours/days of operation
  - c. Quality standards/standards of practice
  - d. Universal design
  - e. Clear intended outcomes
  
- 2. Requirement to engage families annually on how to apply the program standards**
  - a. Result in action plan
  - b. Includes existing and potential service users
  
- 3. Create new community networks to build capacity, connections and support outreach**
  - a. Build on previous tables
  - b. Inclusive of all EarlyON organizations
  - c. Boundaries to be determined (not only 1 network)

## Special Needs and Social Inclusion

In the first round, the group built on the overview with their own observations, including the need for screening, support for parents (especially those with special needs themselves), community hub ideas to connect families with other services, program staff training, flexibility, access to interpretation and the need for more information about who has barriers to access.

In the second round, the group generated ideas about dedicated staff and specialized service professionals, equipment, space, staff capacity building, and expanding the small program model

Finally, the group distilled their ideas in the following recommendations for action:

### **1. Build an "Every Child Belongs" (Education and Capacity Building) Model in EarlyON**

- a. Research models of delivery and evidence-informed practice
- b. Needs assessment and cost
- c. Define scope of practice and processes
- d. Define program components in the EarlyON setting
- e. Identify who will deliver the service
- f. Identify the access mechanism(s)
- g. Align with the early years framework
- h. Identify how the service model will fit within funding parameters

### **2. Build Awareness of Inclusion and Equity**

- a. Assessment tool/competency tool
  - i. Revise and update
  - ii. Embedded use
- b. Engage participants in advisory decision-making, program evaluation
- c. Define quality standard measures that include elements of inclusive and equitable practice
- d. Decrease program sizes and offer more smaller programs in more locations
  - i. Provide sufficient funding to do this
  - ii. Decrease the need for smaller, separate programs
  - iii. More opportunity for partnerships

### **3. Staff Competency**

- a. Identify core knowledge components  
E.g. services & resources, inclusion, diversity, anti-oppressive framework
- b. Embed staff training expectations (backfill needed)
- c. Define and build partnerships with other professionals

- d. Define the support role of the Resource Consultant and Early Literacy Specialist
- e. Define roles and expectations of:
  - i. The learner/staff
  - ii. Supervisor
  - iii. Outside professional/Resource Consultant

## 6. Feedback on the day

Verbal feedback during and after the strategic planning day was positive.

Over 50% of attendees completed evaluation forms. In the free-form comments, many people applauded the work of the staff facilitators, and felt the day was well planned and facilitated overall. Many enjoyed the opportunity for brainstorming and sharing their ideas with their colleagues. Many appreciated the tone of the day and described it as a respectful sharing of ideas. Several were glad to be reminded of the richness of the services and programs available.

Suggestions for improvement included providing more space for movement, clearer definition of terms and process at the strategic themed tables and perhaps splitting this much content over two days.

Written evaluations:

Strategic Planning Day Evaluation Questions	1 – Not at all	2	3	4	5 – Very/much
Prior to this event, how clear were you on the work of EarlyON?		5%	36%	45%	13%
How clear do you feel you are now on the work of EarlyON?		2%	9%	54%	35%
Did you have an opportunity to participate and contribute to today's work?	5%		9%	24%	62%
How effective was the facilitation of this event?			9%	39%	52%
How engaged would you say you were in today's session?			8%	49%	43%
How much do you feel this session will move the work of EarlyON forward?			15%	64%	21%

Strategic Planning Day Evaluation Questions	1 – Not at all	2	3	4	5 – Very/much
How clear are you on the next steps for EarlyON?		4%	22%	69%	6%
Overall, my time was well-spent today			14%	49%	37%
The venue was appropriate		4%	4%	44%	48%
The food and refreshments met my expectations		4%	8%	39%	49%

## Acknowledgements

The success of the Strategic Planning Day would not have been possible without the dedication and contribution of time and effort of the City's multiple early years service providers. Toronto Children's Services would like to thank those organizations that contributed their staff time and knowledge to advancing our shared priorities, including:

Access Alliance Multicultural Health and  
Community Services  
Adventure Place  
Agincourt Community Services  
Association  
Aisling Discoveries  
Alexandra Park Residents' Association  
Anishnawbe Health Toronto  
Applegrove Community Complex  
Birchmount Bluffs Neighbourhood  
Centre  
Boys & Girls Club of East Scarborough  
Braeburn Neighbourhood Place  
Central Eglinton Community Centre  
Centre for Immigrant & Community  
Services  
Center Francophone de Toronto  
Child Development Institute  
College-Montrose Children's Place  
Community Action Resource Centre  
Conseil scolaire catholique MonAvenir  
Conseil scolaire Viamonde  
Creating Together Parkdale  
Cross-Cultural Community Services  
Association  
Davenport Perth Neighbourhood and  
Community Healthy Centre  
Delta Family Resource Centre  
East York East Toronto Family  
Resources  
Eastview Neighbourhood Community  
Centre  
Family Day Care Services

Family Resource Connection  
Ryerson University, Gerrard Resource  
Centre  
Heart Beatz/Cliffcrest Community  
Centre  
Heritage Home Child Care  
Jane Finch Family Community Centre  
LAMP Community Health Centre  
Macaulay Child Development Centre  
Malvern Family Resource Centre  
Massey Centre for Women  
Ministry of Education  
More Than Child's Play  
Mothercraft  
Native Child & Family Services  
Northwood Neighbourhood Services  
Parent Resources  
Parkdale Community Health Centre  
Public Health Agency of Canada  
Regent Park Community Health Centre  
Scadding Court Community Centre  
Scarborough Centre for Healthy  
Communities  
SickKids Centre for Community Mental  
Health  
Social Development, Finance &  
Administration (City of Toronto)  
South Riverdale Child-Parent Centre  
Stonegate Community Health Centre  
SEAS Centre  
Syme Woolner Neighbourhood & Family  
Centre  
Toronto Catholic District School Board



Toronto District School Board  
The Bob Rumball Canadian Centre of  
Excellence for the Deaf  
The Children's Storefront  
The George Hull Centre for Children &  
Families  
TNO – The Neighbourhood Organization  
Employment and Social Services (City  
of Toronto)  
Toronto Public Health

Toronto Public Library  
United Way Toronto & York Region  
Waterfront Neighbourhood Centre  
West Neighbourhood House  
West Scarborough Neighbourhood  
Community Centre  
Yorktown Family Services

