System Planning

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>WHO</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM LEVEL</td>
<td>Service providers</td>
<td>Program Evaluation: Evaluating the impact that individual services have on participants.</td>
</tr>
<tr>
<td>COMMUNITY LEVEL</td>
<td>Local planning tables</td>
<td>Needs Assessment: Each community assesses its own service needs.</td>
</tr>
<tr>
<td>REGIONAL LEVEL</td>
<td>Toronto Child &amp; Family Network</td>
<td>System Planning: Coordinating the system of child and family services.</td>
</tr>
<tr>
<td>POPULATION LEVEL</td>
<td>The child and family population</td>
<td>Shared Outcomes: Measuring the well-being of the child and family population.</td>
</tr>
</tbody>
</table>
WHY OUTCOMES?

Shared goal setting:
• What impacts are we trying to have?

Measurement / evidence:
• How do we know if we’re achieving it?
What are outcomes?

“Monitoring”
Population Outcomes

Service System

“Evaluation”
Program Outcomes
Child Outcomes

- Physical Health + Development
- Mental Health + Social Development
- Learning + Education
- Rights + Opportunities
- Nurture + Care

Family Outcomes

- Family Health
- Resilience + Support
- Lifelong Learning
- Financial Security
- Community + Culture

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INDIGENOUS OUTCOMES

1. Self-Knowledge
   Indigenous children and families have knowledge of, take pride in, and have opportunities to express their identity.

2. Strong Families
   Indigenous families, including all generations, are able to cope with challenges, meet their goals, and foster their culture and identity.

3. Vibrant Communities
   Indigenous communities are diverse, vibrant, growing and connected, and provide a source of strength for children and families.

4. Cultural Equity
   Indigenous children and families experience their cultural identity and way of being with dignity and respect.

5. Self-Determination
   Indigenous communities are able to make decisions that improve the well-being of their children, families and communities as a whole.
INDICATORS: Measuring Outcomes
SELECTING INDICATORS

What should be measured?
Selecting Indicators

Prenatal / Birth  Early Years  Middle Childhood  Adolescence

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## RIGHTS & OPPORTUNITIES

Children’s rights are fulfilled; they have opportunities for personal development and participate in decisions about their lives.

<table>
<thead>
<tr>
<th>Description</th>
<th>Example Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right to protection and basic provisions</strong></td>
<td>Protection against neglect and abuse, Child mortality rate, Child hunger rate, Child poverty rate, Inadequate or substandard housing, Material deprivation among children</td>
</tr>
<tr>
<td><strong>Right to participation</strong></td>
<td>Freedom of thought and expression, Right to privacy, Right to information, Feeling heard, Child’s involvement in decisions that affect their life, school, neighbourhood and community</td>
</tr>
<tr>
<td><strong>Knowledge of rights</strong></td>
<td>Children’s self reported knowledge and understanding of their rights, Children’s rights as a subject in the school curriculum, Public or government initiatives to promote and raise awareness of children’s rights to the public</td>
</tr>
<tr>
<td><strong>Opportunities for development</strong></td>
<td>Access to education, Access to health services, Access to learning / development opportunities outside of school</td>
</tr>
</tbody>
</table>
Selecting Indicators

What can be measured?
Data Sources

- EDI
- EQAO
- Public Health data
- Health administration records
- Stats Can (NHS, CCHS, Tax Filer data)
- TDSB Student & Parent Census
- City administration data (Shelters, Fee Subsidy, Library)
- Daily Bread (Food Bank)
Data Gaps

- Prenatal/Births: Hospital
- Early Years (0-3): Very little
- Kindergarten (4-5): EDI
- Middle Years (6-12): TDSB, MDI
- Adolescent (13-18): TPH, TDSB
- Family: Stats Can
Child Indicators

Physical Health & Development

- Smoking During Pregnancy
- Low Birth Weight
- Breastfeeding
- 18-month well-baby Visit
- Vulnerable in Physical Development
- Oral Health
- Immunization Coverage
- Fruit and Vegetable Consumption
- Screen Time
Child Indicators

Mental Health & Social Development

- Vulnerable in Emotional Maturity
- Vulnerable in Social Competency
- Emotional Well-being
- No Close Friendships
- Feeling Nervous or Anxious
Child Indicators

Learning & Education

- Enjoyment of Reading
- Student Achievement
- Vulnerable in Language and Cognitive Development
- Vulnerable in Communication and General Knowledge
- Feeling Safe at School
- Adequate Support in School
Child Indicators

Rights & Opportunities

- Child Hunger
- Participate in Early Learning and Care Programs
- Participate in Arts or Sports
- Children Living in Low-Income
Child Indicators

Nurture & Care

- Support From Teachers
- Feeling Unsafe in the Community
- Child-Parent Relationships
- Reading with a Caregiver
Family Indicators

- Caregiver depression / anxiety
- Smoking inside the home
- Frequent heavy drinking episodes
- Children who worry about family matters
- Families in the shelter system
- Participation in library programs
- Children’s library materials / circulation
- Parent attendance at school meetings/events
- Social assistance rates
- Income inequality
- Risk due to debt
- Core housing need
- Sense of belonging to community
Bringing it all together

Improving outcomes for Toronto's children and families

We want the best outcomes for all children and families in Toronto. Raising the Village is an initiative to provide communities with data and research that measures the well-being of children and families. This initiative provides evidence for informed decision making.

Explore data about Toronto's children and families

Outcomes & Indicators  Community Determinants  Demographics

Discover resources and actions for improving child and family well-being

Highlights
- Indicators
- Indigenous Outcomes
- Child & Family Inequities Score
- Early Development Instrument (EDI)

Interactive map of services for children and families

Join the conversation:

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What is Raising the Village?

Data
28 indicators on child well-being

Tools
Child & Family Inequities Score, Interactive map

Website
Knowledge mobilization
Website

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Are children and families experiencing good outcomes?

The Toronto Child & Family Network has developed five outcomes for children, and five outcomes for families. Together they describe the well-being that we hope all children and families in Toronto experience. Explore these outcomes below, and the indicators we are using to monitor them.

In partnership with the Indigenous community, outcomes for Indigenous children and families were also developed that reflect the specific needs and worldview of Toronto’s diverse Indigenous communities.

<table>
<thead>
<tr>
<th>Child Outcomes:</th>
<th>Family Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Health &amp; Development</strong></td>
<td><strong>Family Health</strong></td>
</tr>
<tr>
<td>Children are born healthy, and reach their optimal physical health and development.</td>
<td>Families experience optimal individual physical and mental health, and contribute to the growth and development of each family member.</td>
</tr>
<tr>
<td><strong>Mental Health &amp; Social Development</strong></td>
<td><strong>Resilience &amp; Support</strong></td>
</tr>
<tr>
<td>Children have the social, emotional, mental and spiritual well-being to reach their potential.</td>
<td>Families are able to cope with challenges, and have consistent support through social networks and appropriate services.</td>
</tr>
<tr>
<td><strong>Learning &amp; Education</strong></td>
<td><strong>Lifelong Learning</strong></td>
</tr>
<tr>
<td>Children are engaged and active learners, gain knowledge and skills, and have educational success.</td>
<td>Families have equitable access to learning and training, and are active in their children’s education.</td>
</tr>
<tr>
<td><strong>Rights &amp; Opportunities</strong></td>
<td><strong>Financial Security</strong></td>
</tr>
<tr>
<td>Children’s rights are fulfilled; they have opportunities for personal development and participate in decisions about their lives.</td>
<td>Families have material well-being and an equitable standard of living.</td>
</tr>
<tr>
<td><strong>Nurturing &amp; Care</strong></td>
<td><strong>Community &amp; Culture</strong></td>
</tr>
<tr>
<td>Children have safe, nurturing and positive environments that encourage learning and development.</td>
<td>Families belong to communities, and have the freedom to express, and opportunities to foster, their culture and identity.</td>
</tr>
</tbody>
</table>

For information about how these outcomes were developed, please see Report 1: Developing Shared Outcomes.
Indicator: On Website

Outcomes & Indicators
- Physical Health & Development
- Mental Health & Social Development
- Learning & Education
- Rights & Opportunities
- Nurture & Care
  - Support from Teachers
- Feeling Unsafe in the Community
- Child-Parent Relationships
- Reading With a Caregiver
- Family Health
- Resilience & Support
- Lifelong Learning
- Financial Security
- Community & Culture
- Indigenous Outcomes

Feeling Unsafe in the Community

What is it?
Feeling Unsafe in the Community is based on TDSB students who "Rarely", "Never", or "Sometimes" feel safe on their street or in their neighbourhood. For students in Grades K to 6, responses to this question were reported by parents. For students in Grades 7 and 8, responses to this question were self-reported.

Data Source
- Toronto District School Board (TDSB), Parent Census, Grades K to 6, 2012
- Toronto District School Board (TDSB) Student Census, Grades 7 and 8, 2011

Figure 1: Percent of students who feel unsafe in their community, TDSB (Grades K to 6), 2011.
Indicator: Printable

Feeling Unsafe in the Community

What is it?
Feeling Unsafe in the Community is based on TDSB students who “Rarely”, “Never”, or “Sometimes” feel safe on their street or in their neighbourhood. For students in Grades k to 6 responses to this question were self-reported. For students in Grades 7 and 8, responses to this question were self-reported.

Why is it important?
Children’s wellbeing is strongly influenced by their environments, including their neighbourhood. A child’s perception of safety is important because feeling unsafe may limit their engagement in activities that support their health and development, such as playing outside, interacting with peers and neighbours, and participating in the community. A child may feel unsafe in their neighbourhood for many reasons - a lack of safe infrastructure like street lights, feeling distrustful, or experiencing exclusion and discrimination.

What does it mean?
While most children in Toronto feel safe in their community, this is not true in all parts of the city. Figure 1 shows that more parents in Scarborough, north Etobicoke, west North York, and parts of east downtown reported that their child feels unsafe. Figure 2 shows that parents with lower incomes were more likely to report their child feels unsafe in their community. Figure 3 shows that in 2012, only 2% of parents reported their child “Rarely” or “Never” feels safe in their neighbourhood compared to 8% of grade 7 and 8 students.

Data Source
Toronto District School Board (TDSB) Parent Census, Grades k to 6, 2012
Toronto District School Board (TDSB) Student Census, Grades 7 and 8, 2011

limitations
Each respondent may define safety differently. Parents may not always have insight into how their children feel when they are not with the child. This indicator does not provide more information about why children may feel unsafe. Perceptions of safety may not correlate to other measures such as crime rates.

Research & Resources

www.toronto.ca/raisingthevillage

Last Updated: October 25, 2016
What impacts child & family outcomes?

There are many factors that influence the outcomes of children and families. These factors are often beyond a person's individual control. We refer to these as community determinants, based on research about the social determinants of health and well-being. Community determinants help to explain inequities—that is, unfair differences in outcomes across the population.

Early Childhood Development

While healthy development in the early years is an outcome in itself, children's experiences in the earliest years of life have a lasting effect on future outcomes. This is because early childhood is considered to be the most important developmental phase throughout the lifespan. We measure this using the Early Development Instrument (EDI).

Socioeconomic Inequities

A family's Socioeconomic Status (SES) is a key factor that influences well-being. Socioeconomic factors include income, employment, education, and other living conditions. Low SES can be a risk factor for negative outcomes. We measure this using the Child & Family Inequities Score.

Demographic Inequities

Some communities and social groups are more likely to experience poor outcomes. This is due to structural disadvantage and discrimination based on race, gender, sexuality, immigration status, Aboriginal identity, and disability, among other factors. We measure this by disaggregating data by these factors.
TOOL: Child & Family Inequities Score

Level of Inequities
- Very High
- High
- Low
- Very Low
### Tool: Social Identity Toolkits

#### Raising the Village Race Toolkit

<table>
<thead>
<tr>
<th>Percent of students who:</th>
<th>Aboriginal</th>
<th>Black</th>
<th>East Asian</th>
<th>Latin American</th>
<th>Middle Eastern</th>
<th>Mixed-Race</th>
<th>South Asian</th>
<th>Southeast Asian</th>
<th>White</th>
<th>Faring most favourably</th>
<th>Faring least favourably</th>
<th>By how much*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never feel safe at school</td>
<td>7.7%</td>
<td>8.5%</td>
<td>4.3%</td>
<td>6.2%</td>
<td>6.3%</td>
<td>5.0%</td>
<td>6.1%</td>
<td>6.8%</td>
<td>3.6%</td>
<td>White</td>
<td>Black</td>
<td>2.4</td>
</tr>
<tr>
<td>Never eat breakfast before school</td>
<td>10.4%</td>
<td>7.5%</td>
<td>4.9%</td>
<td>9.9%</td>
<td>8.4%</td>
<td>7.3%</td>
<td>6.9%</td>
<td>8.2%</td>
<td>6.2%</td>
<td>East Asian</td>
<td>Aboriginal</td>
<td>2.1</td>
</tr>
<tr>
<td>Score low on emotional well-being</td>
<td>16.7%</td>
<td>12.1%</td>
<td>18.6%</td>
<td>13.3%</td>
<td>14.5%</td>
<td>15.1%</td>
<td>12.1%</td>
<td>16.9%</td>
<td>14.5%</td>
<td>Black</td>
<td>East Asian</td>
<td>1.5</td>
</tr>
<tr>
<td>Don’t talk to any teachers about problems</td>
<td>16.7%</td>
<td>16.0%</td>
<td>9.6%</td>
<td>17.6%</td>
<td>9.4%</td>
<td>12.0%</td>
<td>8.1%</td>
<td>11.5%</td>
<td>10.0%</td>
<td>South Asian</td>
<td>Latin American</td>
<td>2.2</td>
</tr>
<tr>
<td>Rarely or never feel safe in their neighbourhood</td>
<td>3.9%</td>
<td>10.6%</td>
<td>4.2%</td>
<td>6.9%</td>
<td>7.2%</td>
<td>5.3%</td>
<td>5.6%</td>
<td>5.1%</td>
<td>2.9%</td>
<td>White</td>
<td>Black</td>
<td>3.6</td>
</tr>
<tr>
<td>Never talk to their parents about problems</td>
<td>22.7%</td>
<td>30.5%</td>
<td>22.4%</td>
<td>24.6%</td>
<td>23.2%</td>
<td>20.7%</td>
<td>25.0%</td>
<td>30.1%</td>
<td>18.1%</td>
<td>White</td>
<td>Black</td>
<td>1.7</td>
</tr>
</tbody>
</table>

#### Raising the Village Parent Toolkit

<table>
<thead>
<tr>
<th>Percent of students who:</th>
<th>Aboriginal</th>
<th>Black</th>
<th>East Asian</th>
<th>Latin American</th>
<th>Middle Eastern</th>
<th>Mixed-Race</th>
<th>South Asian</th>
<th>Southeast Asian</th>
<th>White</th>
<th>Faring most favourably</th>
<th>Faring least favourably</th>
<th>By how much*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or never feel safe at school</td>
<td>2.9%</td>
<td>2.0%</td>
<td>1.0%</td>
<td>2.7%</td>
<td>3.0%</td>
<td>2.2%</td>
<td>3.1%</td>
<td>2.4%</td>
<td>1.1%</td>
<td>White</td>
<td>South Asian</td>
<td>2.7</td>
</tr>
<tr>
<td>Rarely or never feel safe in their neighbourhood</td>
<td>2.1%</td>
<td>3.4%</td>
<td>2.0%</td>
<td>3.9%</td>
<td>4.1%</td>
<td>1.9%</td>
<td>3.8%</td>
<td>2.9%</td>
<td>0.8%</td>
<td>White</td>
<td>Middle Eastern</td>
<td>5.4</td>
</tr>
<tr>
<td>Feel nervous or anxious all the time or often</td>
<td>7.1%</td>
<td>4.5%</td>
<td>3.9%</td>
<td>4.7%</td>
<td>5.6%</td>
<td>4.5%</td>
<td>5.6%</td>
<td>4.7%</td>
<td>4.6%</td>
<td>East Asian</td>
<td>Aboriginal</td>
<td>5.4</td>
</tr>
<tr>
<td>Have no friends at school</td>
<td>3.2%</td>
<td>3.3%</td>
<td>2.9%</td>
<td>4.8%</td>
<td>4.4%</td>
<td>3.2%</td>
<td>3.0%</td>
<td>2.8%</td>
<td>2.9%</td>
<td>Southeast Asian</td>
<td>Latin American</td>
<td>1.6</td>
</tr>
<tr>
<td>Don’t participate in an early learning or care program</td>
<td>31.3%</td>
<td>30.0%</td>
<td>31.3%</td>
<td>40.7%</td>
<td>45.3%</td>
<td>22.3%</td>
<td>45.1%</td>
<td>56.3%</td>
<td>16.3%</td>
<td>Southeast Asian</td>
<td>White</td>
<td>3.4</td>
</tr>
<tr>
<td>Don’t participate in sports or arts</td>
<td>16.6%</td>
<td>23.3%</td>
<td>12.0%</td>
<td>19.9%</td>
<td>22.2%</td>
<td>10.2%</td>
<td>21.6%</td>
<td>25.7%</td>
<td>5.5%</td>
<td>White</td>
<td>Southeast Asian</td>
<td>4.7</td>
</tr>
<tr>
<td>Rarely or never get the support needed at school</td>
<td>1.8%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>1.1%</td>
<td>1.7%</td>
<td>2.0%</td>
<td>1.6%</td>
<td>0.5%</td>
<td>1.8%</td>
<td>Southeast Asian</td>
<td>Mixed-Race</td>
<td>3.9</td>
</tr>
</tbody>
</table>
Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure of children's ability to meet age-appropriate developmental expectations developed by the Oxford Centre for Child Studies at McMaster University. The EDI is useful for communities, organizations and policy-makers to understand vulnerability and differences in developmental outcomes, and to monitor changes over time. Below you will find more information about Toronto's 2014-2015 results. The Oxford Centre also reports on how Toronto children are doing compared to the Ontario population.

Vulnerability

The EDI measures child development across five domains. For information on how Toronto children are doing in each domain, click the domain heading in the chart below. Children are considered vulnerable in a domain if they score below the vulnerability cut-off. Vulnerable children are at an increased risk of encountering difficulties in the school years and beyond.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Vulnerability Cut-off</th>
<th>Percent of Children Who are Vulnerable in Toronto, 2014/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health &amp; Well-Being</td>
<td>Physical readiness for the school day, physical independence, gross and fine motor skills</td>
<td>7.3077</td>
<td>14.7%</td>
</tr>
<tr>
<td>Social Competence</td>
<td>Curiosity about the world, eagerness to try new experiences, ability to control own behaviour and play &amp; work with other children</td>
<td>5.5768</td>
<td>9.5%</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>Ability to reflect before acting, deal with feelings at the age-appropriate level, emotional responses</td>
<td>6.0000</td>
<td>10.7%</td>
</tr>
</tbody>
</table>
Purpose

Planning & delivering services
Collaborating across sectors & silos
Prioritizing areas for action
Evidence-based decision making
Raising the Village Working Table

Goal 1: Synthesize RTV Data
Sample Tasks:
- Generate "major themes"/"priority issues"/"data stories"
- Engage with research institutes to

Goal 2: Mobilize RTV Data
Sample Tasks:
- Suggest and develop new tools for analysis
- Collectively work to raise public awareness of RTV
- Help improve data literacy for service providers, network members, communities, etc.
- Create new learning materials (webinars, newsletters, etc.)

Goal 3: Fill Data Gaps
Sample Tasks:
- Develop and select family indicators
- Build and facilitate partnerships with research institutes
- Engagement with children and families
Growing up in Toronto: The 5 Challenges

The Best Possible Start:
Not all children in Toronto with multiple vulnerabilities get the interventions and support they need for the best possible start in life.

The Learning Connection:
Stronger networks and relationships can support the learning outcomes of Toronto’s children.

The Opportunity Gap:
Children in Toronto do not have equitable opportunities to participate in programs outside of school.

Road Blocks to Health:
The ability for children and their families to make healthy choices is constrained by many factors.

Making Room for Feelings:
Mental health continues to be overlooked across the child & family system despite it being a key determinant of overall health and development.

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Next Steps

• Develop and collect Family Indicators
• Update Data – 2016 census;
• Tableau interactive map
• knowledge mobilization
  – Webinars
  – Fact sheets
  – Workshops
• Strategic planning and collective action.