🌐 **toronto.ca/raisingthevillage**

Toronto Child & Family Network

Ministry of Children & Youth Services

Child welfare

United Way

Mental health & special needs

School boards

Aboriginal Advisory Committee

Toronto Public Health

Parks, Forestry & Recreation

Family support programs

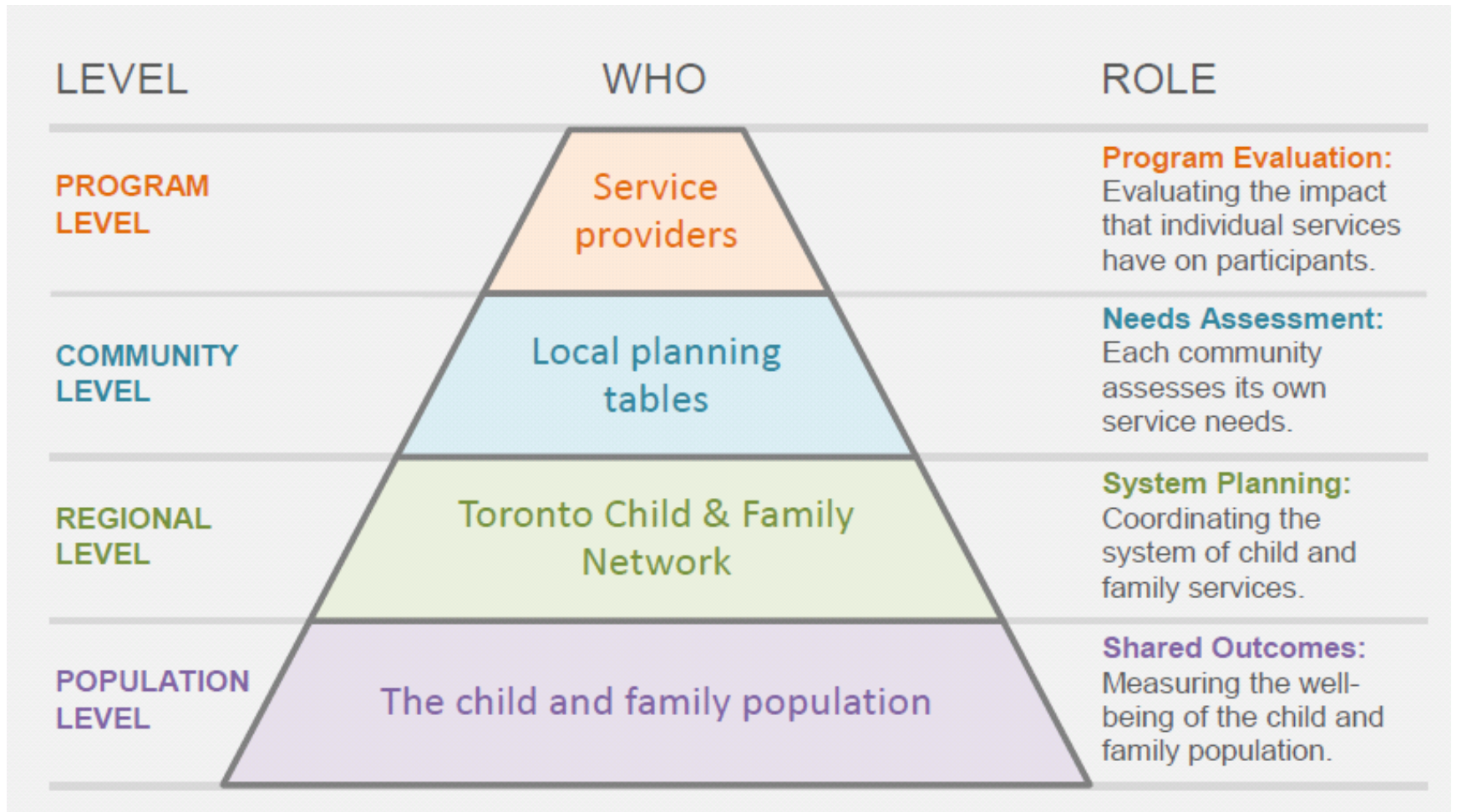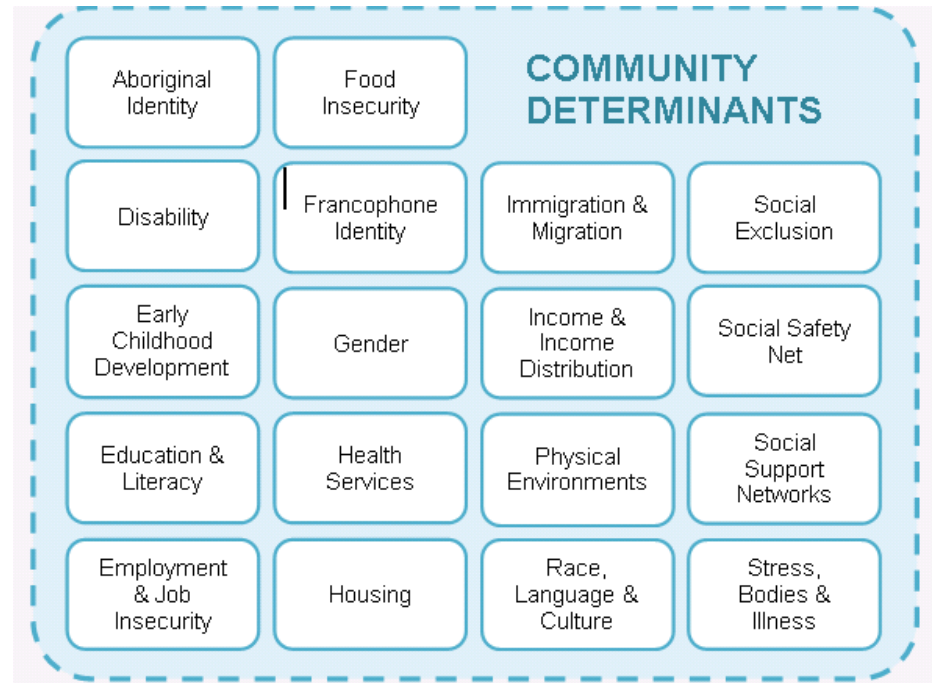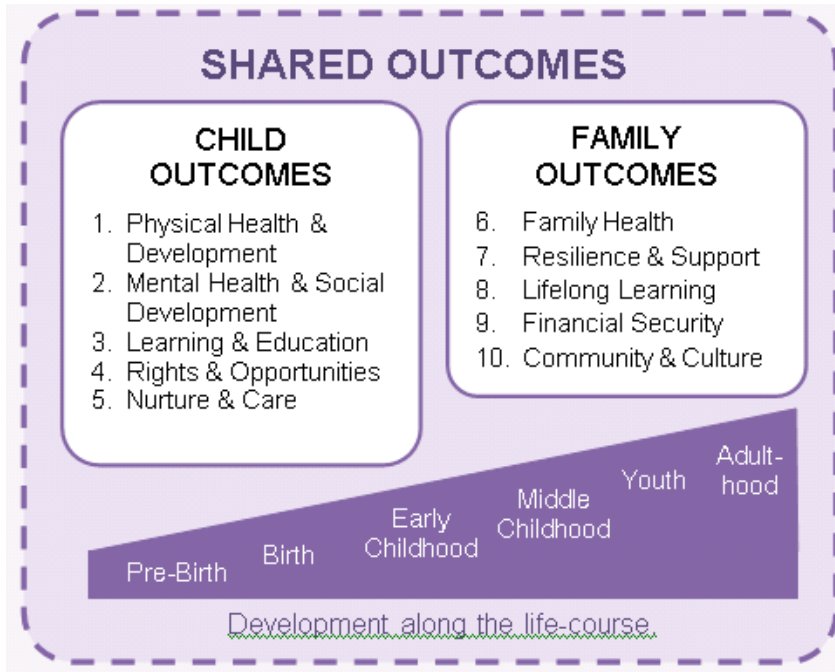Ministry of Education

French Language Advisory

Primary health care

Toronto Public Library

Child care programs

Colleges and universities

System Planning

LEVEL	WHO	ROLE
PROGRAM LEVEL	Service providers	**Program Evaluation:** Evaluating the impact that individual services have on participants.
COMMUNITY LEVEL	Local planning tables	**Needs Assessment:** Each community assesses its own service needs.
REGIONAL LEVEL	Toronto Child & Family Network	**System Planning:** Coordinating the system of child and family services.
POPULATION LEVEL	The child and family population	**Shared Outcomes:** Measuring the well-being of the child and family population.

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SHARED OUTCOMES

CHILD OUTCOMES

1. Physical Health & Development
2. Mental Health & Social Development
3. Learning & Education
4. Rights & Opportunities
5. Nurture & Care

FAMILY OUTCOMES

6. Family Health
7. Resilience & Support
8. Lifelong Learning
9. Financial Security
10. Community & Culture

Pre-Birth
Birth
Early Childhood
Middle Childhood
Youth
Adult-hood

Development along the life-course.

SERVICE SYSTEM

Community Services	Policies & Funding
Advocacy	Evaluation
System Planning	Community Planning

COMMUNITY DETERMINANTS

Aboriginal Identity	Food Insecurity		
Disability	Francophone Identity	Immigration & Migration	Social Exclusion
Early Childhood Development	Gender	Income & Income Distribution	Social Safety Net
Education & Literacy	Health Services	Physical Environments	Social Support Networks
Employment & Job Insecurity	Housing	Race, Language & Culture	Stress, Bodies & Illness

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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**

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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.

5

Self-Determination

Indigenous communities are able to make decisions that improve the well-being of their children, families and communities as a whole.

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.

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INDICATORS:
Measuring Outcomes

SELECTING INDICATORS

What should be measured?

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Selecting Indicators
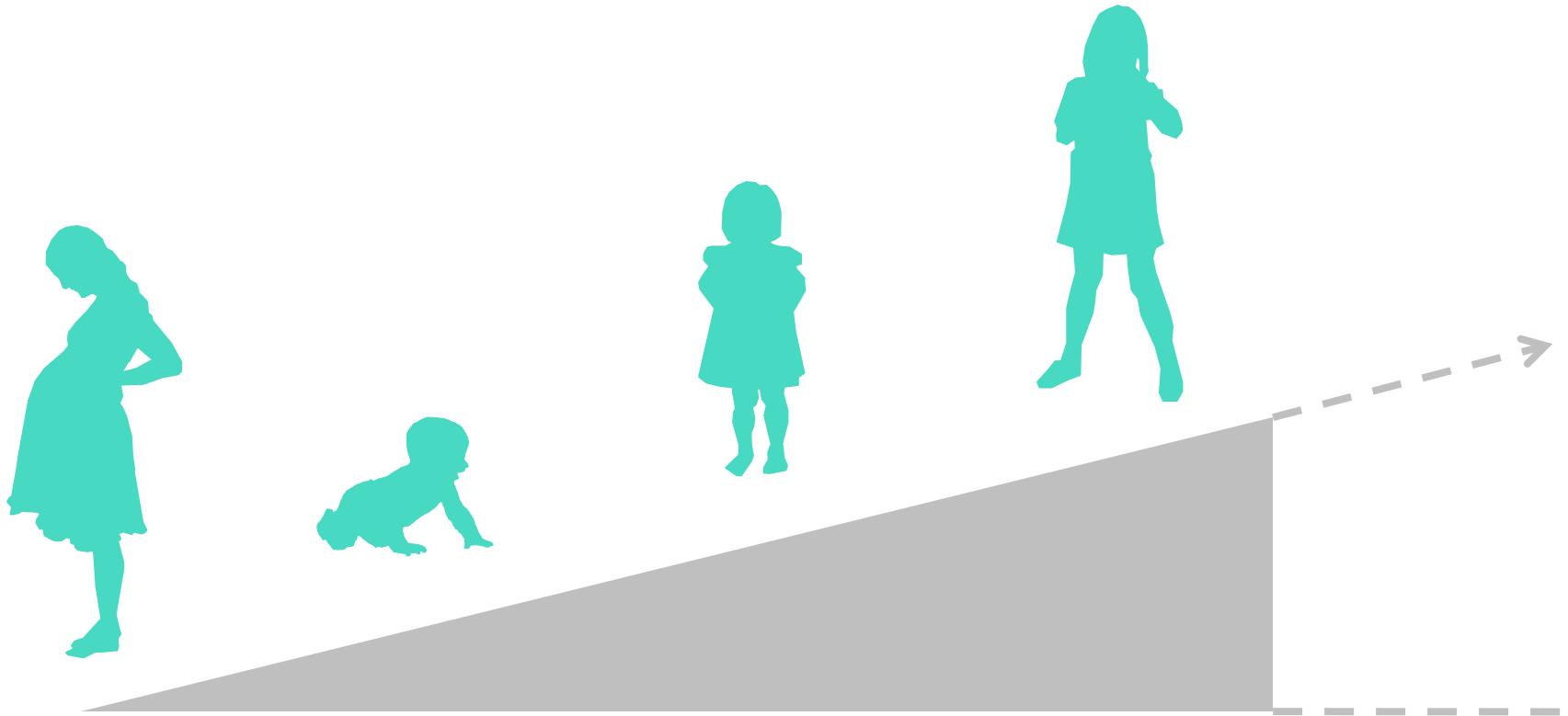
Prenatal / Birth   **Early Years**   **Middle Childhood**   **Adolescence**

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RIGHTS & OPPORTUNITIES

4

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

	Description	Example Indicators
Right to protection and basic provisions	Protection rights include protection from abuse, neglect and cruelty. Provision rights include access to basic needs for survival and a decent standard of living, such as food, water and shelter.	• Protection against neglect and abuse • Child mortality rate • Child hunger rate • Child poverty rate • Inadequate or substandard housing • Material deprivation among children
Right to participation	Children have the right to meaningfully participate in decisions that affect their life, in planning services they use, and participate in their community. Children have the right to think and express their views, and have those views respected.	• 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
Knowledge of rights	Everyone including children must know about children's rights in order for them to be fulfilled. This can include being taught rights in school, and efforts to promote children's rights to the broader public.	• 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
Opportunities for development	Children have the right to opportunities that help them thrive and achieve their optimal development. This includes equitable access to universal health and education services, and other opportunities that support their learning and development.	• Access to education • Access to health services • Access to learning / development opportunities outside of school •

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)

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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

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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

Raising the Village | 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:

#ChildfriendlyTO

Brendon Goodmurphy @Folkmurphy
Yesterday was #NationalChildDay. What's the role of cities in fulfilling children's rights? #ChildfriendlyTO thestar.com/opinion/editor…

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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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Website

Indicator: On Website

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Indicator: Printable
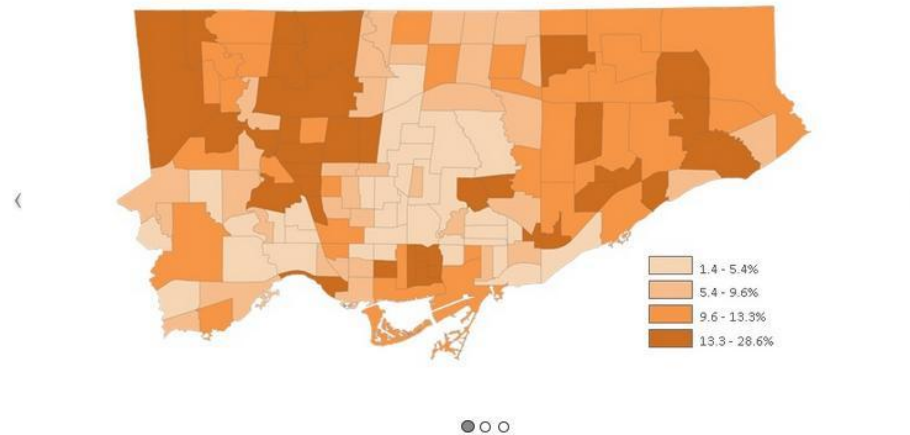
Feeling Unsafe in the Community

Figure 1: Percent of students who feel unsafe in their community, TDSB (Grades K to 6), 2012
- 1.4 - 5.4%
- 5.4 - 9.6%
- 9.6 - 13.3%
- 13.3 - 28.6%

Figure 2: Percent of students who feel unsafe by income, TDSB (Grades K to 6), 2012

Less than $30,000: 17%; $30,000 to $49,999; $50,000 to $74,999; $75,000 to $99,999; $100,000+: 4%

Figure 3: Feeling safe in the community reponses, TDSB (Grades K to 6, Grades 7 and 8), 2012, 2011

- All the time/Often: 86% (Grades K to 6), 82% (Grades 7 and 8)
- Sometimes: 9%, 12%
- Rarely/Never: 2%, 5%
- Not Sure: 2%, 1%

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.
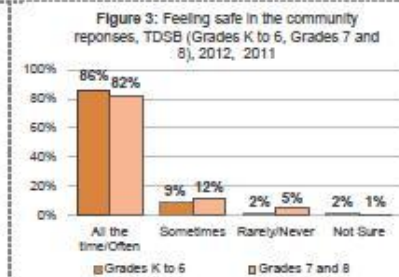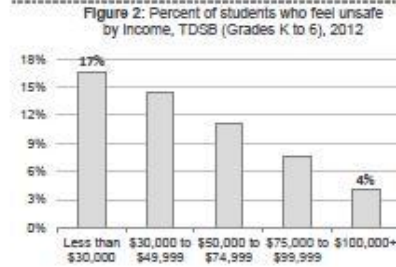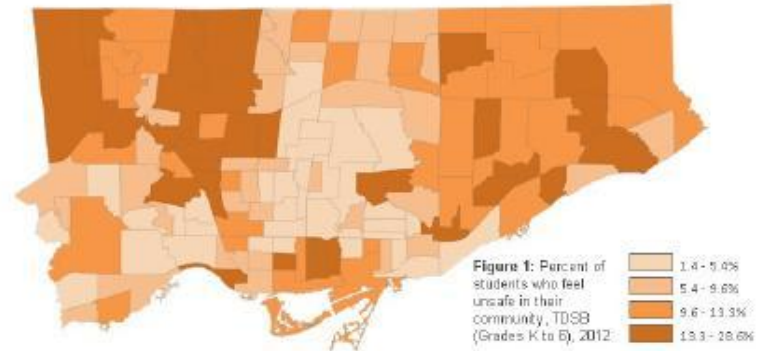
Why is it important?

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 5% 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

Public Health Canada (2011). The Health of Canada's Young People: Mental Health Focus. Chapter 5: Neighbourhoods.

Harden et al (2000). Scary faces, scary places: children's perceptions of risk and safety. Health Educ J. March 2000 vol. 59 no. 1: 12-22

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Website

Improving outcomes for Toronto's children and families

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 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).

> 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.

> 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.

> Social Identity Reports

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TOOL: Child & Family Inequities Score

Level of Inequities

- Very High
- High
- Low
- Very Low
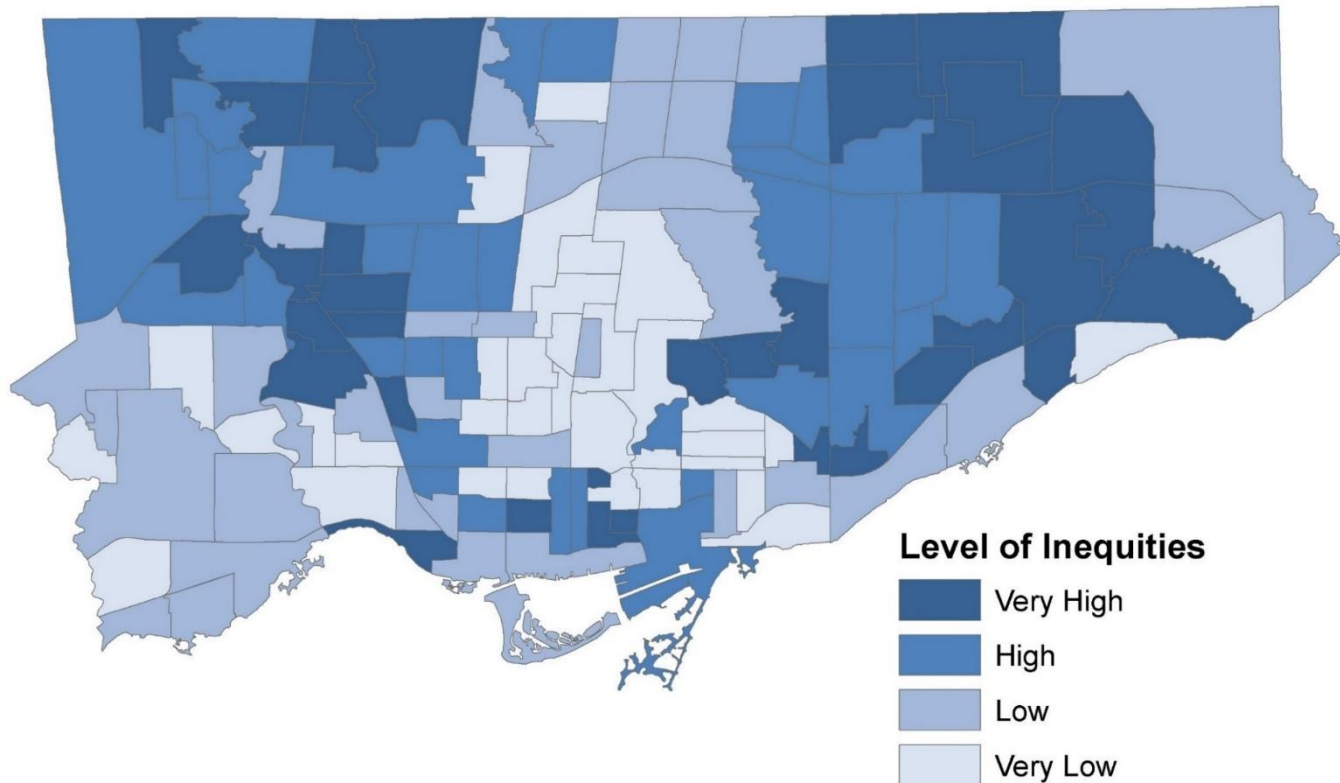
TOOL: Social Identity Toolkits

Raising the Village Race Toolkit

Figure 1: TDSB Student Census (Grade 7 & 8) Indicators by Race

Percent of students who:	Aboriginal	Black	East Asian	Latin American	Middle Eastern	Mixed-Race	South Asian	Southeast Asian	White	Faring most favourably	Faring least favourably	By how much*
Rarely or never feel safe at school	7.7%	8.5%	4.3%	6.2%	6.3%	5.0%	6.1%	6.9%	3.6%	White	Black	2.4
Never eat breakfast before school	10.4%	7.5%	4.9%	9.9%	8.4%	7.3%	6.9%	8.2%	6.2%	East Asian	Aboriginal	2.1
Score low on emotional well-being	16.7%	12.1%	18.5%	13.3%	14.5%	15.1%	12.1%	16.9%	14.5%	Black	East Asian	1.5
Don't talk to any teachers about problems	16.7%	16.0%	9.6%	17.6%	9.4%	12.0%	8.1%	11.5%	10.0%	South Asian	Latin American	2.2
Rarely or never feel safe in neighbourhood	3.9%	10.6%	4.2%	6.9%	7.2%	5.3%	5.8%	5.1%	2.9%	White	Black	3.6
Never talk to their parents about problems	22.7%	30.5%	22.4%	24.6%	23.2%	20.7%	28.0%	30.1%	18.1%	White	Black	1.7

Figure 2: TDSB Parent Census (K – Grade 6) Indicators by Race

Percent of students who:	Aboriginal	Black	East Asian	Latin American	Middle Eastern	Mixed-Race	South Asian	Southeast Asian	White	Faring most favourably	Faring least favourably	By how much*
Rarely or never feel safe at school	2.9%	2.8%	1.8%	2.7%	3.0%	2.2%	3.1%	2.4%	1.1%	White	South Asian	2.7
Rarely or never feel safe in their neighbourhood	2.1%	3.4%	2.0%	3.9%	4.1%	1.9%	3.8%	2.9%	0.8%	White	Middle Eastern	5.4
Feel nervous or anxious all the time or often	7.1%	4.6%	3.9%	4.7%	5.6%	4.5%	5.6%	4.7%	4.6%	East Asian	Aboriginal	1.8
Have no friends at school	3.2%	3.3%	2.9%	4.8%	4.4%	3.2%	3.0%	2.8%	2.9%	Southeast Asian	Latin American	1.8
Don't participate in an early learning or care program	31.3%	30.0%	31.3%	40.7%	45.3%	22.3%	45.1%	55.3%	16.3%	White	Southeast Asian	3.4
Don't participate in sports or arts	18.6%	23.3%	12.8%	19.9%	22.2%	10.2%	21.8%	25.7%	5.5%	White	Southeast Asian	4.7
Rarely or never get the support needed at school	1.8%	1.5%	1.5%	1.1%	1.7%	2.0%	1.6%	0.5%	1.8%	Southeast Asian	Mixed-Race	3.9

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TOOL: EDI

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Purpose

Planning & delivering services

Collaborating across sectors & silos

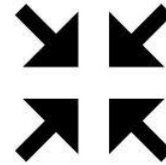**Prioritizing areas for action**

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
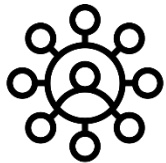- Engagement with children and families

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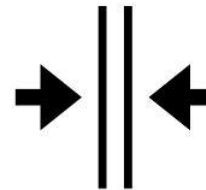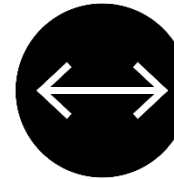
Growing up in Toronto: The 5 Challenges

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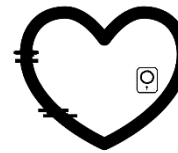
The Opportunity Gap:
Children in Toronto do not have equitable opportunities to participate in programs outside of school.

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.