Building on the Foundation – Moving Forward

Addendum to the Implementation Planning Guidelines for Best Start Networks –

System Integration

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Ministry of Children and
Youth Services

Ontario

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Introduction

Integration is a key process through which the service system will realize the 10-year vision of Best Start. Improving our ability to meet the needs of young children and their families through the transformation of the service system is a goal of Best Start. Through integration, the system will be more capable of responding to current and future opportunities in a way that will most benefit children.

Best Start is about organizing resources across a community so that young children are offered the opportunity for healthy development and the best start in life. It not only involves an expansion of quality and affordable childcare, but further supports parents and children from birth to school entry through the effective use of resources and services across the community. Communities are now moving actively towards system integration in order to make the full vision of Best Start a reality in each community across Ontario.

To move forward with system integration, it is important that communities continue to consider how best to align planning processes and delivery models, so as to maximize the benefits of collaborative planning and avoid duplication where possible, determine shared service priorities and areas of potential collaboration, and ultimately streamline delivery in a way that improves access and outcomes for children and their families.

> **47 Best Start networks have been established across the province, supported by the Regional French Language Best Start networks.**

There is a momentum in communities, across the province, which has been created through the work of the Best Start networks. We have the opportunity to build on that momentum. The Best Start networks are a driver for the next step of implementation of Best Start, which is a focus on system integration. Parents and children are the beneficiaries of system integration and will experience the positive impact of Best Start: opportunity for healthy development for their children. Ultimately, system integration will support the goal of children growing into adults with a strong foundation for their future successes and the ability to positively contribute to their community.

> **System integration through hubs and throughout the service system is a priority for Best Start**.

Because Best Start is community driven, it may look different in various communities (e.g., Aboriginal, ethnocultural, Francophone, rural, urban). Within the provincial framework of Best Start, each community will decide how best to organize and integrate the system to meet its population's needs. As a key priority, each local community will develop its own methods of integrating relevant services to respond to the needs of parents and children.

Purpose of the Document

As communities have moved forward in their planning and implementation of Best Start, many have requested from the Ministry of Children and Youth Services further clarification and/or elaboration on the Ministry's vision of integration and how communities can move forward with system integration without additional funding. This document builds on the *Implementation Planning Guidelines for Best Start Networks (2005)*, and provides further clarity on the area of integration keeping in mind that communities vary across the province and each is unique. This document recognizes that communities are at different stages in the evolution of the vision of Best Start and at different stages of preparedness, as they move toward system integration.

Experience from around the province, both before and during the implementation of Best Start, illustrates that there are a number of resourceful and innovative communities that are well on their way to achieving system integration. The purpose of this document is to encourage communities to continue to build on their existing infrastructures, such as the Best Start networks and existing programs and strategies that incorporate integration; to move forward with their system integration agendas.

The document focuses on the discussion of system integration under the following headings:

- Why System Integration?

- What is System Integration?

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Why System Integration?

System integration, with involvement of relevant stakeholders, is a priority for Best Start.

The language of system integration has been adopted for the purpose of this document to highlight the importance of focusing not only on services but on the role of the broader community in achieving integration. It provides a way of thinking about system integration that is always intertwined with the relationships with one another and the communities that are served (Mullett and Jung, 2002). The focus on system integration underscores the importance of engaging all relevant stakeholders, particularly parents, in understanding and adopting collective community goals and the shared responsibilities that are necessary in achieving these goals.

The success of Best Start depends on parent involvement. The focus on system integration recognizes the pivotal role that parents play in providing valuable information for children's services. The work toward system integration must continue to recognize the important role that parents play in nurturing children and preparing them for school. The environments that parents create and the choices they make about early learning activities have the greatest influence on their children's development. Parents are highly knowledgeable about their children. They know their strengths and their learning styles, and the supports they need to give their children the opportunity for healthy development and the best start in life.

The focus of this addendum on system rather than services positions child development within a broader context, recognizing that child development must be viewed as inseparable from the child's social context (Bronfenbrenner, 1979). The expectation around system integration is to involve all services and relevant stakeholders that have a role and/or interest in children and in the planning for children's services with a view of having the system adopt a shared vision, goals and accountability for the system.

What is System Integration?

Best Start was developed based on an extensive body of research. Currently, there is vast empirical literature outlining various definitions of system integration, along with models for implementing an integrated network of services. The key themes emerging from the research that were associated with successful integration are the need to adopt a common language across the network of services, a common understanding of what typifies integration, and the need to develop the integration environment from a community perspective (Longoria, 1999). In order to assist communities in adopting a common language, Appendix 1 contains a glossary of terms to support common understanding of the language used in this document.

The model of system integration upon which the Best Start initiative was based, envisions integration across a network that incorporates community needs and resources in a collaborative environment (Browne, 2004; Ryan and Robinson, 2002, 2005). In this model, integration is viewed more broadly than simply co-location across a network of service providers. The integration model conceptualizes integration along a five-category continuum. The first four levels range from an "awareness" of another program to "collaboration". The final category identified by Ryan and Robinson is termed "fusion". Many researchers omit this final category due to concerns that it can be viewed as promoting the loss of service identity and individuality as well as limiting parental choice in the range of services across the system (Browne, 2004). For Best Start, the decision was made to adopt the four category model which includes awareness, communication, cooperation and collaboration.

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> **System integration is an on-going process whereby local service providers and relevant stakeholders engage in progressively greater degree of joint service activity along an integrated continuum to provide families with better access to services.**

The following four areas define the continuum on which communities can track their progress towards achieving system integration (Browne, 2004; Ryan and Robinson, 2002, 2005):

Awareness: Separate and independent programs/agencies in a community claim to have knowledge of each other's services although no effort is taken by any one of them to organize their activities according to any principles except those that conform to individual agency service missions.

Communication: Programs/agencies in the community have an active programme of communication and information sharing.

Cooperation: Programs/agencies use their knowledge of other services to guide and modify their own service planning in order to avoid duplication of service and to obtain a better set of links between services.
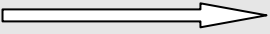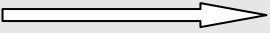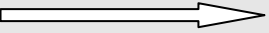
Collaboration: Programs/agencies jointly plan the offering of services to families and actively modify their own service activity based on advice and input from their mutual discussion.

A table that outlines integration from the perspective of the parent, network and hub has been included in the next section to be used as a basis for discussion and an index for monitoring progress as each community moves forward with achieving system integration. In respecting the fact that communities are at differing levels of achieving integration, communities may wish to modify the steps mapped in the table to better reflect the integration efforts of their respective communities.

The Integration Index

The Best Start networks, through their membership, are encouraged to use the integration index (on the following page) in assessing their progress along the index of integration. As communities move forward with their community development efforts to further system integration, they should refer back on a regular basis to measure their progress along this continuum of integration.

The Integration Index

Components of System Integration →	Awareness	Communication	Cooperation	Collaboration
Integration as it moves along the Integration Index	Separate and independent programs/agencies in a community claim to have knowledge of each other's services although no effort is taken by any one of them to organize their activities according to any principles except those that conform to individual agency service missions.	Programs/agencies in the community have an active programme of communication and information sharing.	Programs/agencies use their knowledge of other services to guide and modify their own service planning in order to avoid duplication of service and to obtain a better set of links between services.	Programs/agencies jointly plan the offering of services to families and actively modify their own service activity based on advice and input from their mutual discussion (and with input from relevant stakeholders).
The Parent Experience as they move along the Integration Index	Parents develop awareness of the range of early learning and care programs individually and are responsible for hooking up with each of the appropriate programs. "I am aware of the programs that exist in my community. While I know which agencies exist, I must deal with each agency separately for my needs."	Programs can link parents and children to the array of early learning and care programs within the community. "I can learn about the early learning and care programs that exist in my community through any program within my community. I can call an early learning and care agency and they will help me contact the services/programs that I am requesting so I can access the service."	Parents and/or their children participate in early learning and care programming delivered through a consortium of programs/agencies in a seamless manner. "Agencies will work together with me and my child to provide the appropriate services. They will organize to support my service provision needs. However, I still deal with each program/agency as an independent entity."	Parents and/or their children have a one-stop access to a variety of early learning and care programs that have clear and complementary mandates within a seamless system of services. "I don't have to call around to coordinate appointments with various agencies. I just know if I go there the service(s) I need will be arranged, many of them will be right there, and they'll help arrange the ones that are somewhere else."
The Network Experience as it moves along the Integration Index	Participating network members are aware of the programs represented at the network. However, they plan for their respective **individual** program.	Participating network members share their program plans with the network. This facilitates understanding of the services provided by each program in the network and who to contact.	Participating network members plan their program within the context of the overall network plan. They coordinate activities to support families; however, they maintain independent goals and vision within the broader vision for the community.	Participating network members plan their programs within a common vision with a clear understanding of their respective goals which fulfill the vision for the community.
The Hub Experience as it moves along the Integration Index	Services are co-located, but operate as independent residents. Service providers know what services are available at the hub.	Services are co-located and service providers share information with one another about practices and understand each others' mandates.	Services are co-located and service providers modify their services as based on experiences within the hub and cooperate to meet the needs of specific families.	Services are co-located and service providers jointly plan and modify services to meet shared goals and to achieve a common vision.

Guiding Principles of System Integration

The following guiding principles of integration have been developed to assist communities in their efforts to achieve integration:

- Supports and services are planned and provided in a manner that is seamless to the child and his/her family.

- Parental input through parental engagement strategies is foundational to the planning, implementation and success of all aspects of Best Start.

- All planning for integration must incorporate Aboriginal and Francophone services for the purpose of developing a system that meets the needs and provides better access to services for Aboriginal and Francophone families and their children.

- Supports and services represent cultural and linguistic diversity in each community.

- Best Start networks are a consortium of programs/agencies and relevant stakeholders that work together to help give young children the opportunity for healthy development and the best start in life.

- Each program/agency and relevant stakeholder has a defined role within Best Start that should to be clearly articulated, accepted at the Network table, and locally implemented to meet the network's vision for Best Start.

- The consortium of programs/agencies and relevant stakeholders will assume shared accountability for integrating services and making sure that they work together to achieve local Best Start goals.

- The members of the Best Start networks recognize that programs/agencies and relevant stakeholders have their own governance, accountabilities, and mandates which mutually inform and support the planning processes.

- Clearly articulated mechanisms to facilitate system integration exist among the consortium of programs/agencies and relevant stakeholders.

- Community members work from a common language and use mutually accepted terminology.

- The consortium of programs/agencies and relevant stakeholders can clearly articulate the Best Start vision in its community and how programs/agencies contribute to the actualization of the vision.

Considerations for Planning for Aboriginal Children and Families

It is important to understand and recognize the unique needs of Aboriginal children and families to better provide culturally and linguistically appropriate services in a coordinated, integrated fashion. The Ministry continues to expect that the needs of Aboriginal communities will be addressed through the planning process and that networks have mechanisms for engaging the Aboriginal populations in their communities. Planning and delivery of services must demonstrate respect for children and families' unique needs, cultures, beliefs, values, and family contexts. Aboriginal families may be more effectively engaged when:

- Emphasis in placed on the building of strong effective relationships with Aboriginal service providers and Aboriginal parents/families to help solicit advice and ideas on planning and delivery of children's services. (See Appendix 2 for further details.)

- Parental and elder engagement strategies are established that promote parental and family involvement so that mechanisms for obtaining input and involvement from Aboriginal families are clearly communicated and implemented.

- Aboriginal early learning and care services are provided in Aboriginal hubs that foster cultural identity by having Aboriginal practitioners as staff and access the aboriginal community in creating the hub services.

- Early learning and care programs and services are provided that reflect and affirm the cultural and linguistic Aboriginal diversity within the surrounding community. These programs are ideally offered by staff that reflects the Aboriginal diversity of the local community; with appropriate Aboriginal resource materials; staff or specialists sensitive to Aboriginal needs; and feedback mechanisms or evaluation tools developed with Aboriginal input.

- Partnerships and working alliances are established with all providers of Aboriginal children's services and conflict resolution mechanisms are in place. It is beneficial to involve Aboriginal partners in decision-making at all levels of service delivery, policy development and service planning.

Considerations for Planning for Francophone Children and Families

Communities should be aware that the Ministry of Children and Youth Services is subject to the *French Language Services Act* to make sure that ministry-funded services and programs are available in French in designated areas throughout Ontario. Best Start is meant to address children in every community; this includes French speaking children living in non-designated areas.

In order to meet the needs of the Francophone communities within an integrated system with respect to early learning and care programs for Francophone children, the following principles should be considered. Examples of success indicators have been included in Appendix 3 that may guide networks in their decisions on the planning and integration of French-language services in their communities.

- Locations (hubs) for delivery of French-language early learning and care services should be developed and specialized services grouped so that they can be easily accessed by Francophone families

- Early learning and care programs and services for Francophone children should be provided in French and be supported by qualified French-speaking staff, age-appropriate French-language resource materials, specialists with an excellent command of French, and evaluation tools in French, adapted to a population living in a predominantly Anglophone environment

- Parental engagement strategies should be established so that mechanisms for obtaining parental input from Francophone parents are clearly communicated and implemented

- Gaps in French-language services should be identified and consideration be given to alternate service delivery models (e.g. mobile multidisciplinary teams) for specialized services

- Partnerships between all providers of French-language services for Francophone children should be established and conflict resolution mechanisms put in place

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Best Start Networks – A Key Driver for System Integration

Communities across the province have established Best Start networks that have been responsible for planning and implementing Best Start at the local level. The Regional French-language Best Start networks have provided advice into the planning process. The expectation of establishing the networks has been outlined in the *Implementation Planning Guidelines for Best Start Networks (2005)*. The Best Start networks have built a foundation and are ready to be the drivers for system integration. As such, the networks are expected to incorporate a broad spectrum of membership through a community development process. The distinctiveness of the community may influence the composition of the network; however obtaining a full spectrum of representation remains the goal for all Best Start networks. Membership on the network should include all programs/agencies and relevant stakeholders that have a mandate that incorporates a focus on children.

The Best Start networks are envisioned as having a key role in the development and evolution of an integrated local system of services. The networks have been established and are recognized as the planning body for Best Start and are well positioned to set the stage for community collaboration through their broad representation and in their development of a common understanding of the vision and goals that need to be achieved. It is imperative that the Best Start networks develop linkages with other planning bodies and stakeholders that have an interest in children. An opportunity exists to reduce the number of planning tables and if not feasible, to develop strong linkages with existing planning processes. The long term vision is to reduce the number of planning bodies and there is the potential for Best Start networks to evolve into the role of the system planning body for children.

> **The Best Start networks are an ideal venue for building a community commitment to a common vision and goals that facilitates an understanding of how each program/agency and relevant stakeholder fits into that vision and contributes to reaching the community's goals.**

The networks, with the support of the Regional French-language Best Start networks, have a leading role in the development of an integrated planning process amongst the programs/agencies and relevant stakeholders. Through the process of integrated planning service providers and interested stakeholders mutually define and adopt a common vision and shared goals and objectives for their community in the provision of an integrated system of

services for children and their families and caregivers. In the consortium of programs/agencies and relevant stakeholders that comprise the Best Start network, each member has the responsibility to understand, accept and promote the vision and goals and define, develop and provide their services within that framework.

To begin to move the network membership along the continuum of system integration, the network is well positioned through its broad membership to facilitate a process of community development. Each network member assumes shared responsibility and accountability for moving toward their community vision for system integration. The role of each program/agency and relevant stakeholder is developed and defined in terms of meeting the shared goals and common vision and each member's contribution must be understood and equally valued to achieve successful system integration.

The Hub – A Venue for System Integration

> **The hub is the venue for delivering an integrated system of services. Each Best Start network is responsible for developing, through a planning process, its integrated system of services and identifying how and where these services will be delivered**

With the implementation of Best Start, the concept of the hub as the venue for integration was developed to make it easier for families to get the services they need. Ideally, neighbourhood early learning and care hubs were to be created in schools, and if not feasible, close to schools, where families could have access to core early learning and care programs, as specified in the *Implementation Planning Guidelines for Best Start Networks (2005)*.

As a foundation for system integration, hubs have been created in local communities, particularly, but not exclusively, in the demonstration sites. The hub is the venue for integration, and the benefits from integration include better communication with families and increased access to program resources by children and their families. All communities need to move forward in the development of hubs and consideration must be given to how this can be achieved without additional funding.

Across the province, in many locations, the foundations for integration had already been established prior to the introduction of Best Start, where service providers had come together to deliver programs and services for children in a seamless manner. These varied community locations provide the opportunity for closer examination to further build and support integration with the ultimate goal of moving toward the establishment of the hub.

Ideally, the hub has been conceived as a physical location situated within a school. For some communities, the concept of the hub, as a single location, may be too limiting. In recognition of this, communities will need to focus on the following key areas in developing their "hubs":

- A clearly identifiable element (e.g., 1-800 telephone number, single structure)
- Simplified access
- Explicit mechanisms facilitating system integration (e.g., memorandums of understanding, communication/service protocols)

In moving forward with the implementation of Best Start, communities should turn their efforts to moving along the continuum of integration for the purpose of making it easier for families to get the services they need. In doing so, the opportunity to use established locations that lend themselves to building on the foundations of integration should be a priority. For example, communities are encouraged to build on existing integrated service models such as those that have a single point of access (e.g., Ontario Early Years Centres).

The hub is clearly identifiable as the venue for access to an integrated system of services for children and their families and caregivers. Programming should be accessible and responsive to community need – responsiveness to the unique needs of a community may be increased within an integrated setting such as a hub. The development of the early learning and care hubs must include mechanisms which involve parents.

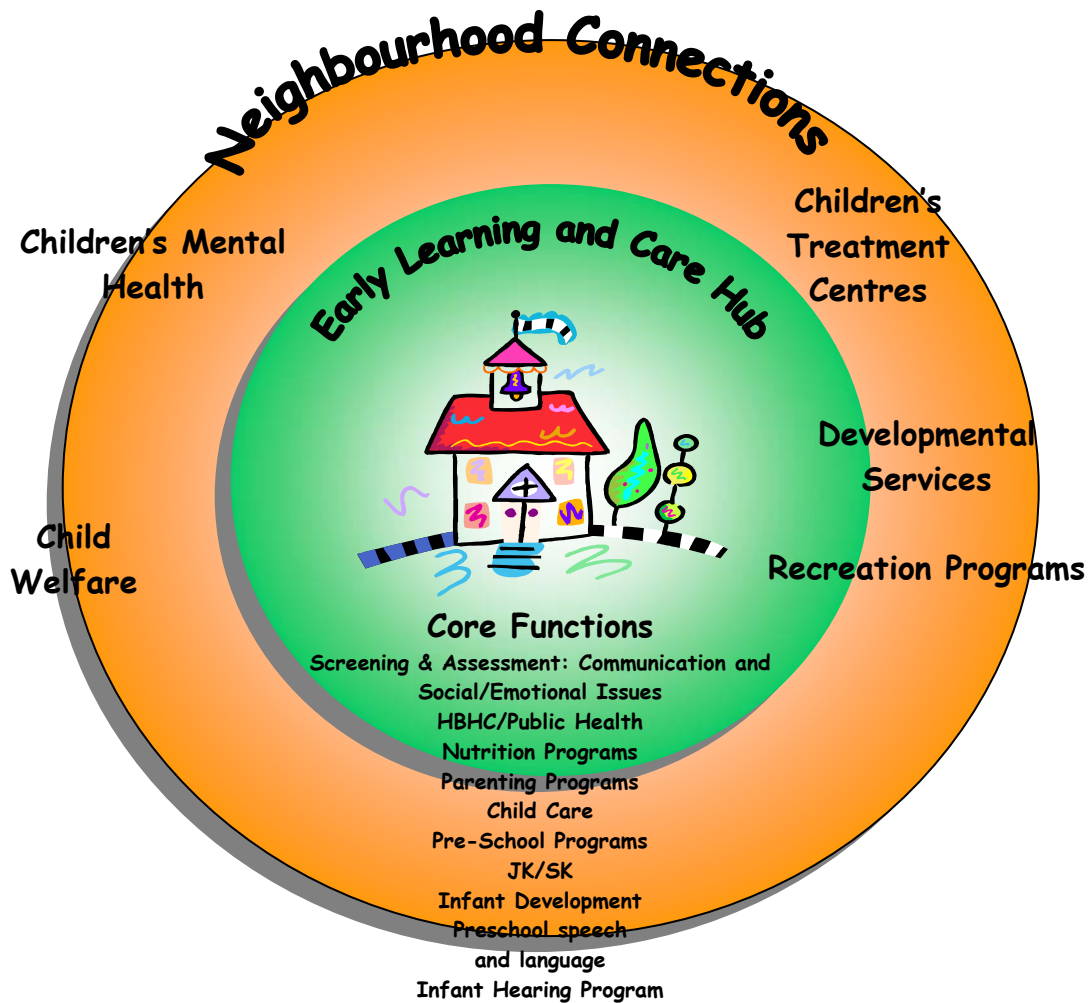**The following is available through the early learning and care hubs:**

- **Access to flexible programs available at times that meet parents' needs**

- **Provision of information on parenting and community programs that promote healthy child development and early learning**

- **Support for parents on healthy child development**

- **Quality child care**

- **Early and on-going screening of all children to enhance their developmental health and well-being**

- **Provision of referrals to specialized community services for those children identified with potential issues, needs and risks**

The "Schools First" policy is to locate hubs in schools, and if not feasible, close to schools where families can have access to a set of core services which should include the following early learning and care programs and services:

- Quality child care

- Public health services (i.e., well-baby visits, immunization)

- Healthy Babies Healthy Children program

- Screening and assessment (i.e., speech, language, hearing, vision, social/emotional and general developmental)

- Nutrition programs

- Parenting programs

- Pre-school programs

- Junior Kindergarten/Senior Kindergarten

- Preschool speech and language

- Infant hearing program

In meeting the goals of system integration, it is expected that community referral pathways will be developed and, through these pathways, there will be linkages between the hub and other specialized and community services. These services include primary health care (i.e., physicians and nurse practitioners), children's mental health, child welfare, developmental services, children's treatment services and other children's services such as recreation and libraries. Please see pictorial below.

Neighbourhood Connections

Children's Mental Health

Children's Treatment Centres

Early Learning and Care Hub

Child Welfare

Developmental Services

Recreation Programs

Core Functions
Screening & Assessment: Communication and Social/Emotional Issues
HBHC/Public Health
Nutrition Programs
Parenting Programs
Child Care
Pre-School Programs
JK/SK
Infant Development
Preschool speech and language
Infant Hearing Program

Appendix 1: Importance of Consistent Language – Glossary of Terms

The following glossary was developed in order to assist communities to start using consistent language, which is one of the key steps towards achieving integration.

Co-location
Co-location refers to programs/services being in one location which does not necessarily assume integration. Co-location is a support to reaching higher levels of system integration.

Community development
A process that involves both outreach to children and families as well as ongoing relationship building with service providers and relevant stakeholders.

Early learning and care
Early learning and care refers to a range of programs and services for children and families from birth to transition to Grade 1 that foster healthy child development. Examples of early learning and care program and services are parenting supports, parent education, pre-school speech and language.

Parent engagement
Parent engagement involves building strong effective relationships and partnerships with parents to help solicit advice and ideas on planning and delivery of children services. As well, parent engagement recognizes the important role that parents play in nurturing children and preparing them for school and refers to strengthening or engaging parents in their parenting role. Use of strategies to engage parents in the Best Start networks may include, but is not limited to, the following:

- Having parent representatives serve on the network

- Asking parents to chair sub-committees

- Finding ways to engage parents from a wide range of communities and socio-economic levels

- Involving parents in planning services or serving on advisory groups

- Involving parents in monitoring and evaluating services

Relevant stakeholders
The term relevant stakeholders has been used in the document to signal that all parties, who have a role or interest in children, should be included in the planning process in order to move forward with system integration.

Schools First Policy
The *Schools First* policy states that schools will be the first choice for the expansion of child care spaces and development of hubs as part of Best Start. Given that it may not be practical in all communities to expand child care spaces and develop hubs in schools, communities may need to consider expanding and developing in other locations and develop linkages to an elementary school or family of schools.

Seamless day
A seamless day describes a system of organizing and integrating services for young children and their parents or caregivers so that they can move easily from one service to another. To help achieve smooth transition, services should be complementary and harmonized with one another and contribute to healthy child development.

Service integration
For the purposes of this document, service integration is a component of system integration that has a specific focus on services and programs.

System integration

System integration is an on-going process whereby local service providers and relevant stakeholders engage in progressively greater degree of joint service activity along an integrated continuum to provide families with better access to services. The language of system integration has been adopted for the purpose of this document to hi-light the importance of focusing not only on services but on the role of the broader community in achieving integration. This term is more inclusive then service integration.

Appendix 2: Aboriginal Strategies

The following strategies may be useful in creating opportunities to improve engagement and involvement of Aboriginals in Best Start:

- Develop a communication and awareness strategy to promote Best Start and engage the Aboriginal community in the development and coordination of Aboriginal services.

- The communication strategy must be done within the Aboriginal community and Aboriginal services such as friendship centres or Aboriginal events. Organize community meetings of Aboriginals to source information on their preferred location for programs and about the services they would like to see integrated.

- Place ads in local and Aboriginal papers, newsletters, or posters in places so that Aboriginal parents or community members are encouraged to participate.

- Contact local Aboriginal service providers to recruit staff interested in participating on the network. It is important to identify benefits to participation and to be clear on expectations and opportunities. Ask local community leaders or Aboriginal provincial organizations to help identify and involve Aboriginal representatives who can speak for the community. Look to recruiting community representatives who have worked with Aboriginal parents who have understanding of Aboriginal specific issues or service gaps/needs and could support/mentor Aboriginal parent.

- Work in partnership with parents and elders recognizing their primary role for the care of their children and valuing their commitment to their children. Promote parent and extended family involvement.

- Building and sustaining relationships with Aboriginal service providers involves valuing contributions and supportive planning and engagement.

- Network members will benefit from an increased awareness, knowledge and understanding of Aboriginal perspectives and approaches (e.g., strong sense of community; holistic approaches to child development, healing and wellness; support extended family; access to healers and elders; importance of language and culture; use of storytellers and storytelling; Aboriginal teachings and colours; etc.). It may also be beneficial to understand specific Aboriginal health needs and gaps; constitutional rights and entitlements; impact of residential school history; etc.

- Network members should be aware of the availability of resources such as:

- Information Sheet on Aboriginal Children/Families in Best Start and Resource Listing of Aboriginal Children's Initiatives and Programs (available through the MCYS/MCSS Regional Offices).
- "A Sense of Belonging: Supporting Healthy Child Development in Aboriginal Families" produced by Best Start: Ontario's Maternal, Newborn and Early Child Development Resource Centre.

Appendix 3: Examples of Success Indicators for Meeting the Needs of Francophone Communities

The following are examples of success indicators for the availability of French-language services. It should be noted that these indicators represent an ideal of French-language services. The Ministry recognizes that communities are unique and that the situation of Francophone communities will differ across the province. Communities can work towards meeting these success indicators over the course of the 10-year implementation of Best Start.

Hubs are accessible and specialized services are available:
Success indicators

- Through the regional French-language networks, local networks have worked with communities to identify the needs of the Francophone population.
- Both existing services and gaps have been identified by communities; an action plan for the Francophone community has been put in place to fill the gaps.
- A service delivery model (physical or virtual hub site) has been chosen in terms of the needs of the Francophone community and the specific characteristics of the region.
- A system for coordinating French-language services based on the needs of French speaking children and their families is in place.
- A system to integrate French-language services is planned (e.g., collaborative meetings with the managers of the agencies concerned; plans for shared training to facilitate collaboration between agencies and the practices of workers/professionals/service deliverers).
- Services are more accessible (in the immediate community) for the majority of the Francophone community and arrangements (e.g., mobile response teams or available transportation) are in place for families in remote areas or for a specialized service that does not exist in the community.
- Marketing to publicize the availability of French-language services throughout the community of service providers has been implemented.
- A more integrated system of French-language services is in place for children.
- Partnerships among all deliverers of French-language services for children are well established and mechanisms for conflict resolution have been developed.
- Teams such as mental health teams, home services teams, multidisciplinary teams, mobile response teams, etc. are in place to cover gaps in programs and services.

Early learning and care programs and services for Francophone children are provided in French:
Success indicators

- All programs and services for early learning and child care are available in French.
- Francophone parents make use of the services as planned.
- There are reductions in waiting lists for Francophones to participate in or receive French-language early learning and child care programs and services.
- Francophone colleges and universities offer early childhood education programs in French and increase their enrolment to make sure that there is continuity in human resources.
- More agencies/service providers make internships available to students in early childhood education programs.
- Learning resources for French-language child care services and the hubs are available in French (e.g., through collaboration agreements with other provinces).
- Professional development programs are available to update and maintain human resources' competencies and knowledge.
- Programs are evaluated regularly.
- French-language programs are maintained in Anglophone environments.