



THE RICHMOND EARLY YEARS BRIDGING PROJECT

Settlement Focused Early Childhood Service for Refugees

Submitted by:

**Richmond Children First
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A. BACKGROUND

In May 2006 the Settlement and Multiculturalism (SaM) division of the Attorney General invited the Richmond community, through Richmond Children First, to submit a proposal for a community-based pilot project focused on the settlement needs of high-risk refugee children 0-6 years of age and their families.

As the result of a series of consultations with various provincial ministries, researchers and local early childhood planning tables, the SaM Division has been encouraged to examine the settlement needs of young newcomer immigrants and refugees, who have not historically been a primary client target for settlement funding. Despite the availability of services, community early childhood and early learning practitioners have expressed concerns that there are vulnerable newcomer children and their families, particularly refugees, who are isolated and would benefit from outreach and bridging services to connect them to existing services. This pilot project is part of a larger strategy by the SaM Division to develop a new early childhood settlement service for immigrants and refugees.

Richmond Children First

This project proposal has been coordinated through the Steering Committee of Richmond Children First, an inter-sectoral community initiative committed to building a child-friendly community where children thrive by connecting research, ideas people and resources. In June 2008, the Steering Committee of Richmond Children First approved a 3-year strategic plan that focuses on three strategic directions:

1. Develop an inclusive community vision for children
2. Maximize the existing capacity of public and community organizations to enhance opportunities for children
3. Facilitate and support the piloting of innovative initiatives that demonstrate how we can all support children and families

A. 1. Population: Refugee Children and Families in Richmond

The target population for the project are high-risk refugee families with children 0-6 years of age who are not currently accessing available early childhood/family support, health and educational services. The SaM Division funding is focused on government-assisted refugees (GARS). Funding from other funders may be used to serve broader groups of refugees (refugee claimants and privately sponsored refugees).

Refugee Children 0 to 6 Years in Richmond

	2003	2004	2005	2006	2007	Total
Asylum Refugees	0	0	1	1	0	2
Dependant Abroad	3	2	2	4	2	13
Government Assisted Refugees	0	1	2	4	0	7
Privately Sponsored Refugees	2	2	4	2	0	10
TOTAL	5	5	9	11	2	32

Refugee Families and Richmond Service Providers

Interviews have been conducted with Richmond service providers to gather information on:

- Numbers of refugees served
- Country of origin
- Presenting needs

A major challenge is that most Richmond organizations, other than settlement agencies, do not track immigration status.

	Number of Families	Number of Children 0-6 Years	Country of Origin
CHIMO Crisis Services	8	n/a	Somalia, Iran Philippines
Settlement Workers in Schools (SWIS Program)	9	12	Afghanistan, Syria, Mexico, Peru
Richmond Multicultural Concerns Society*	246	Not Available	Middle East, Somalia, Mexico
Richmond Community Health	Not Available	Not Available	
Richmond Food Bank	Not Available	Not Available	
Richmond Family Place	Not Available	Not Available	
Touchstone Family Association	Not Available	Not Available	
Family Services of Greater Vancouver	Not Available		
SUCCESS	0	0	
Richmond Public Library	Not Available	Not Available	

**Richmond Multicultural Concerns Society counts clients not families and figure represents the total number of clients served from Richmond, Delta, Surrey, Vancouver and other municipalities.*

Unlike other communities, Richmond does not have one specific refugee population. Refugees in Richmond are predominantly from Middle Eastern countries and Central/South America. Immigrant Services Society (ISS) is currently looking at the feasibility of sending some of the Myanmar refugees to Richmond.

There also seems to be a high degree of mobility amongst Richmond refugee families. Many of the Somalian families who originally settled in Richmond have moved to Surrey. Four (4) families who received services through the SWIS Program in the fall of 2007 have moved to Burnaby in the last 6 months. No new GAR families have settled in Richmond in the last 6 months and ISS is planning to move 6-8 families (30-40 individuals) to Richmond in the coming months.

It is difficult to determine exact numbers of refugee families living in Richmond. The SWIS Program only works with families who have children in the public school system. It is unclear how many refugee families in the community are not accessing services and programs and/or have children attending private schools such as the BC Muslim school.

A. 2. Emerging Needs

In addition to settlement needs, service providers who were interviewed were also able to share information on other presenting needs and challenges faced by refugee families.

Presenting Needs

- Difficult for some parents to be emotionally available and responsive – unable to deal with needs of children – attachment and bonding issues
- Families are no longer sure how to function as a family in a new society
- Discipline issues expressed by a number of families; lack of guidance and supervision
- Fathers need support to interact with children – decreased status has resulted in decreased self-esteem as a parent
- Health needs – nutritional, physical, mental and social-emotional
- Some families have spent time in refugee camps and are also dealing with trauma
- Domestic violence
- Many families are scared to ask for help

Refugee Families: Barriers

- Lack of child care
- Inadequate transportation system to get around
- Poverty
- Isolation
- Lack of affordable housing

The presenting needs identified by Richmond service providers are substantiated through a number of research studies from around the world, particularly the United Kingdom and Australia. Researchers have developed profiles of refugee children's experiences and have attempted to analyze children's experiences and needs to determine program elements that will support their transition in a new country.¹

A large number of refugee children:

- Have had significant disruption and may have had traumatic experiences in their home countries and on their journey to Canada
- Live in families who have experienced a drop in their standard of living and status in society
- Have never been exposed to early childhood programs and/or have had their education interrupted
- Have parents who are emotionally absent
- Live with families who do not know their legal and social rights
- Have had changes in their care arrangements; losing parents or usual caregivers
- Speak little or no English
- Have chronic health issues

¹ See Appendix A for a bibliography of articles researched for this report.

A. 3. Service Capacity Challenges

Common capacity challenges were identified by all the service providers interviewed:

- Difficult to identify refugee families; information is either not collected and/or families are unaware of and/or unwilling to talk about their status
- Takes a long time to build a relationship of trust and respect in order to determine some of the serious issues families may need support for
- Difficult to connect families with Richmond services as families are resistant to use conventional services because they are unfamiliar, not culturally sensitive, and/or families are overwhelmed with the process of how to access programs
- Some families have a large number of children making it difficult to fit them in to existing programs
- Westernized programs are not a good fit for highly vulnerable children and families

While family support programs and settlement agencies both have a long history of supporting newcomer families, they have traditionally worked in isolation from each other. Only recently have partnership begun emerging between these two sectors. Both sectors have also been limited to a specific knowledge base.

Settlement workers are often limited in their knowledge of:

- The importance of early child development, including the sensitive periods of key developmental growth
- The importance of monitoring the bonding and attachment interaction between parent and child
- Signs of infant and preschool mental health concerns
- The importance of play for learning and healing

Early child development and family support workers have limited awareness of:

- The diversity of experience of refugee children and the complexity and refugee child and family needs
- The adaptations that are needed to ensure ECD environments provide optimal opportunities for refugee families

B. Pilot Project Goals and Objectives

Early childhood development and brain research clearly confirms the critical nature of early development. It is a time when young children form attachments with parents and caregivers, develop security and a sense of self, and learn what to expect from the world around them. Studies show that young children need to feel safe and secure in order to form a positive sense of self, to form healthy relationships, and to feel confident to explore their world. This sense of security is dependent on the availability and stability of their trusted primary caregivers. How we care for children in their early years has a lasting impact on the kind of adults they will become.

After reviewing research on refugee children and deciding on components essential to a Richmond-specific project, the service providers who were consulted indicated that the project outcomes and objectives identified in Surrey resonated for them.

B. 1. Goals

- Provide a coordinated child-focused program to address settlement needs of children and to link families to existing services and supports
- Support healthy relationships between child/primary caregiver, within the family unit, and over time with early child development practitioners
- Address health, safety and nutritional needs
- Strengthen resiliency and cultural identity
- Promote Canadian context learning for child and family
- Support welcoming strategy and service capacity within broader community through community education and linkages
- Connect children and families to broader community and specific early intervention services if required

B. 2. Outcomes

- Early Settlement: Child and parent exhibit “thriving” strategies despite high levels of anxiety and stress
- Early Adaptation: Child and parent seem comfortable in the Bridging Program environment and with staff. Picking up Canadian context cues.
- Transition to Community Programs: Child and parent, with support of program, are comfortable visiting other ECD programs
- Transition to Community: Child and parent begin connecting to broader community
- Transition to School: Child demonstrates competency and confidence when entering kindergarten

B. 3. Guiding Principles

- The daily interactions and experiences of a child during their early years have profound impact on his/her long-term healthy development, behaviour, learning potential and lifelong success.
- Young children learn best in environments supported by loving, attuned and attached parents
- Young children’s healthy growth and development occurs within the context of their family, thus an ECD focused settlement program must recognize and support the needs of the children and the primary caregivers

- Attachment and bonding is central to healthy early childhood development and is the cornerstone to lifelong relationship development
- Refugee families are resilient, have many strengths, and must be valued and respected as competent and capable individuals and families
- Young refugee children and their caregivers are entitled to focused, specifically tailored supports and services that facilitate their successful integration into Canadian society at a pace that will empower not overwhelm them
- Young children require strong trusting relationships with well informed, responsible, nurturing adults who can meet their basic needs and provide them with developmentally appropriate guidance and support
- Young children need a strong sense of cultural roots and identity, as well as the skills to adapt and integrate successfully into Canadian society
- Children and parents need the opportunity to learn through play in language-rich, pro-social environments to acquire the skills, cues and language to be ready for school and life
- All parents of young children need the support and encouragement of the larger community
- It is the collective responsibility of the community to provide parents and caregivers with the skills, knowledge and confidence they need to be effective in the lives of children
- A collaborative approach to service draws upon and values the expertise and resources of all stakeholders, incorporates a commitment to a shared legacy of learning, and focuses on building trust and capacity of the whole community.

C. THE RICHMOND EARLY YEARS BRIDGING PROJECT

C. 1. Project Overview

To be treated as a child, first and foremost, rather than a refugee is a right that refugee children are entitled to. The Richmond Early Childhood Refugee Strategy recognizes the unique needs of refugee children and their families and that the needs of families can best be met by enhancing strengths, building capacity and promoting healthy development.

A number of studies have examined the protective characteristics of programs similar to Canadian family resource programs and the potential they have to strengthen refugee families and promote resilience in children. These findings have concluded that:

- Children who have been exposed to disruption can begin to develop trust in new surroundings when provided with opportunities to develop strong relationships with parents and other adults through consistent early childhood experiences
- Stability, understanding and consistent early childhood experiences can help increase children's resilience in their home environments
- Child-centred activities provide opportunities to build positive relationships with other children
- Interest based activities which allow children to operate at their own level fosters self-esteem
- Allowing parents and children to remain together, with no pressure to separate, alleviates separation anxiety in children and reduces parental anxiety
- A welcoming environment fosters a sense of community and social inclusion; this supportive environment reduces levels of stress and anxiety and provides parents with an opportunity to develop new social networks
- Modelling behaviours supports and enhances parents' relationships with their children
- Promoting a shared sense of purpose between participants allows parents to overcome isolation and facilitates peer support
- Providing access to information and resources gives parents an opportunity to learn about cultural practices and begins the process of integration
- Interacting with other parents increases knowledge and allow parents to develop better connections with their children

This research has provided the foundation for **The Richmond Early Years Bridging Project**. Nine core components will be offered using a strength-based, capacity-building approach.

1. The Richmond Early Years Bridging Centre
2. Community Outreach
3. The Refugee Early Learning Program
4. 'Whole Family' Supports
5. Physical Health
6. Mental Health
7. Settlement Information, Referrals and Community Connections
8. Access Strategy
9. Cross-Sectoral Education and Awareness

C. 2. Service Activities

1. The Richmond Early Years Bridging Centre

Project components will be coordinated through an early childhood centre that will provide ECD supports and services unique to the needs of refugee families. The centre will be open to all refugee families 3 mornings a week. The centre will be staffed by ECD and family support staff trained in working with newcomer families. Families will be provided with the following services:

- Staff will work with families to adapt the centre to meet their needs and interests
- The centre will provide a structured, predictable environment
- Access to a quality outdoor space will be provided
- Interactive parent-child play and early learning experiences will be organized in a meaningful way that includes assistance, instruction and intervention as needed
- Children will be able to interact with empathetic adults other than parents
- Parents and children will remain together except for specific program elements
- Parents will be provided support, information, skill-building and access to resources
- A food component, integrating life skills, health, safety and nutrition will be provided
- Parents will be supported in developing social networks, extending outside the centre
- Volunteer interpreters will be used, as needed
- Community services will initially be provided to families at the centre

The Centre will operate out of Richmond Family Place (8660 Ash Street)

2. Community Outreach

Community outreach is seen as an integral component of the project and will include:

- Sufficient time for identification of families
- Welcome (in-home, if necessary) and accompaniment to the centre by project staff and outreach staff from other Richmond agencies
- Outreach will continue to be provided to existing and new refugees

3. Refugee Early Learning Program

The project will build on the success of StrongStart and the Grauer Early Learning Centre integrated hub and will provide a specialized early learning program as part of community integration. This program, to be offered 2 half-days a week at one of Richmond's three StrongStart locations, will focus on the unique needs of refugee children and will include integration to existing StrongStart Centres and school transition.

4. "Whole Family" Supports

Limited research is available on supports for the whole family. Two components that project partners would like to provide is support for fathers and the inclusion of older siblings in community planning:

- Fathers Program: Fathers need support to interact with children as research indicates that, as a result of decreased status, they are also experiencing decreased self-esteem as a parent. A Fathers Program, offered by Richmond Family Place, will be developed based on their successful Dad and Child Breakfast Program and will include integration to community programs.

- Richmond has a middle childhood initiative that is currently working on developing two neighbourhood initiatives. The needs and interests of older refugee siblings (6-12 years) living in those neighbourhoods will be considered in the development of these initiatives. Funding for this project is provided through the United Way of the Lower Mainland.
- Grandparents: Currently, Richmond Multicultural Concerns and Richmond Family Place are collaborating on a Grandparents Project. This program could be adapted if refugee families include grandparents.

5. Physical Health

The Richmond Health Department will provide the following services, initially at the Bridging Centre:

- Orientation and/or information on accessing health care in Richmond (i.e. what are the health resources and community resources available)
- Public health nursing assessment and/or screening for early health childhood development
- Injury prevention and safety information to individuals and/or families either one-on-one or in a group setting

6. Mental Health

- Children will have access to the Richmond Early Childhood Mental Health Program
- Richmond will be partnering with Vancouver on providing families with access to a Trauma Counselling team
- Counselling (with translation) will be available to families on-site

7. Settlement Information, Referrals and Community Connections

- Coordination with settlement agencies to ensure appropriate referrals and information for refugee children and their families
- Gradual integration into larger community

8. Access Strategy

Families can be impacted by specific barriers in accessing community programs and services. Strategies will be included to address the following identified barriers:

- Transportation (Taxi and bus fare, city van)
- Childminding (Quality child care during parent programs)
- Transition to school

9. Cross-sectoral Education and Awareness

- Cross-training: ECD awareness for settlement staff and settlement training for ECD staff
- Settlement and refugee and immigrant newcomer education across community
- Increased knowledge across community of community supports and services for refugee families

D. Project Management and Staffing

D.1 Contractor

The Richmond School District will be the banker for this project. The Richmond School District has in the past been the banker for provincial government funds for other projects and will provide a good fit for this project.

D.2 Partnerships

The City of Richmond has a solid reputation for partnering and all organizations that have been involved in the preparation of the project proposal will be offering in-kind and/or funding support. Appendix A outlines contributions being made by all organizations.

	Program Partner	Funding Partner
Richmond Children First	✓	✓
Richmond School District	✓	?
Ministry for Children & Family Development	✓	
Vancouver Coastal Health	✓	
City of Richmond	✓	
United Way of the Lower Mainland	✓	?
Richmond Family Place	✓	
Richmond Public Library	✓	
Richmond Multicultural Concerns Society	✓	
CHIMO Crisis Services	✓	
Touchstone Family Association	✓	
Family Services of Greater Vancouver	✓	

Note: SUCCESS, while involved in the consultation process, will not be partnering in the project because of their commitments in Burnaby and Tri-Cities. They will support the project as needed.

D.3 Pilot Project Advisory Committee

A Pilot Project Advisory Committee will be established and will include representatives from partner organizations and funding partners. The project will also link to the Richmond Children First Steering Committee. Appendix B provides the terms of reference and composition of the committee.

D.4. Host Agency

Richmond Family Place will serve as the host agency for the project, with the approval of all partners. The responsibilities of the host agency include:

- Staff hiring and supervision
- Project management
- Administrative support
- Project reports and evaluation

Kim Winchell, the Executive Director of Richmond Children First will oversee the project.

E. Service Description and Methodology

E. 1. Target Clients

Statistics gathered from Settlement and Multiculturalism and the Immigrant Services Society indicate that over 300 refugees have settled in Richmond over the last 4 years, including 32 children, 5 years and younger. We know however, from other communities, that many refugee families arrive pregnant or conceive soon after arrival. These statistics are not available.

The data presented in section A.1. indicates that organizations serving refugees in Richmond have worked with 15+ refugee families in the last year who have young children.

Further information gathered from parent volunteers in the Parent Connectors program, suggests that they have met several refugee families within their faith communities who are not accessing services. The Parent Connectors program of Richmond Children First trains parents to facilitate focus groups and parent groups.

Although limited statistical data is available about refugee families in Richmond, it is anticipated that after outreach, the project will be working with 20-25 refugee families and 30+ children from birth to 5 years on an annual basis. It is anticipated that the majority of adults will be primary caregivers and approximately 10-15% will be secondary caregivers.

E. 2. Identification of Client Families

Project staff will work closely with agency partners to identify and reach out to families. Staff will be introduced by the SWIS Workers to the families they currently work with. Staff will also outreach through faith communities, the Muslim Women's Association and parent groups.

E. 3. Service Location(s)

The Early Years Bridging Centre will operate out of Richmond Family Place (8660 Ash Street) through in-kind support. Some project components may be offered at satellite locations. The majority of refugee families seem to reside on the corridor that runs past Richmond family Place, making it an ideal location. Richmond Family Place also offers a comfortable home-like setting.

The Refugee Early Learning Program will operate out of one of the StrongStart sites. Details need to be finalized.

E. 4. Timelines: Work Plan

Priority Action	Work Plan	Time Frame
Develop Project Framework		
<ul style="list-style-type: none"> Develop partnership agreements with program and funding partners Sign off on Memorandum of Understanding Interview and hire staff 		Aug - Sept 2008
<ul style="list-style-type: none"> Establish program times and purchase equipment and supplies Staff orientation and training Develop and implement Outreach Strategy Develop and distribute promotional materials 		Oct 2008
Phase 1: Early Settlement		
<ul style="list-style-type: none"> Open the Early Years Bridging Centre Outreach by project staff and with community partners Develop Early Years Bridging Centre program in consultation with families Begin to build relationships with families Work with community partners to develop schedule for on-site orientation and support Research and develop Access Strategy based on needs of families 		Nov – Dec 2008
Phase 2: Early Adaptation		
<ul style="list-style-type: none"> Implement Early Learning Program for children ages 3 – 5 years Develop a Father’s Program and research feasibility of a Grandparent’s Program Develop and implement community cross-sectoral education and awareness strategy Continue outreach and operation of Early Years Bridging Centre 		Jan – June 2009
Phase 3: Transition to Community Programs		
<ul style="list-style-type: none"> Develop community integration plan with community program partners 		June -Aug 2009
Phase 4: Transition to Community and Schools		
<ul style="list-style-type: none"> Continue integration of families into community programs 		Sept – Dec 2009
<ul style="list-style-type: none"> Integration of families into broader community 		Jan – April 2010
<ul style="list-style-type: none"> Continue with all components of project, enhancing as needed 		Jan –Dec 2010

Appendix A PROJECT PARTNERS

PROJECT PARTNER	IN-KIND CONTRIBUTION
Richmond Children First	<ul style="list-style-type: none"> • Funding • Coordination of Advisory Committee
Early Learning Program Richmond School District	<ul style="list-style-type: none"> • Funding • Space: StrongStart Site
Ministry for Children and Family Development	<ul style="list-style-type: none"> • Trauma Counselling (to be confirmed)
Vancouver Coastal Health	<ul style="list-style-type: none"> • Orientation and/or information on accessing health care • Public health nursing assessment and/or screening • Prevention and safety information • Early Childhood Mental Health Program
City of Richmond	<ul style="list-style-type: none"> • Community and Staff Education and Training • Translation • Access to city van
United Way of the Lower Mainland	<ul style="list-style-type: none"> • Funding
Richmond Family Place	<ul style="list-style-type: none"> • Program space • Office space • Mobile Childminding Program • Re-allocation of staff for additional family support
Richmond Public Library	<ul style="list-style-type: none"> • Outreach and Orientation • Program Development and Adaptation • Space
Richmond Multicultural Concerns Society	<ul style="list-style-type: none"> • Settlement outreach • Access to Grandparents Program
CHIMO Crisis Services	<ul style="list-style-type: none"> • Access to Outreach Settlement Program (including non-traditional hours) • Link to Nova Transition House • Access to Children Who Witness Abuse • Outreach counselling, with translators

PROJECT PARTNER	IN-KIND CONTRIBUTION
Touchstone Family Association	<ul style="list-style-type: none"> • Language-specific outreach counselling • Link to CAP-C Program • Work with fathers through Men and Anger Group
Family Services of Greater Vancouver	<ul style="list-style-type: none"> • Culturally-specific community kitchens • Trauma counselling • Domestic violence counsellor
Settlement Workers in Schools Richmond School District	<ul style="list-style-type: none"> • Outreach and accompaniment of families • Translation and interpretation • Parent talks for refugee parents • Transition to school

Appendix B

RICHMOND CHILDREN FIRST STEERING COMMITTEE

TERMS OF REFERENCE

Vision

A child-friendly community where children thrive.

Mission Statement

Promoting early child development by connecting research, people, ideas and resources.

Purpose

The purpose of Richmond Children First is to design an integrated and comprehensive system of early child development tailored for the community by identifying and researching:

- The key community characteristics, cultural practices and traditions and partnerships needed to support young children and their families;
- Processes to best support communities and service providers to determine their strengths and needs;
- Processes, resources and supports to build sustainable community partnerships and coalitions;
- Approaches to facilitate integration and community ownership of service delivery models;
- Processes that engage all families in accessing information, supports and services; and,
- Emerging best practices to bring the strengths and needs together to improve the well being of young children.

The initiative is guided by Make Children First Learning Initiatives: Implementation Guidelines (MCFD, 2002).

Objectives

- Make it easier for families to receive the services they need
- Encourage everyone in the community to promote and support early child development
- Use resources more effectively to improve the well-being of children
- Build on the strengths in the community that enhance opportunities for children and families

Guiding Principles

- Child focused, family-centred, community-based
- Comprehensive continuum of services
- Evidence-based research and best practices
- Strength-based
- Mutual accountability
- Joint ownership
- Collaborative
- Respecting different ways of doing things

Membership

The Richmond Children First Steering Committee is comprised of key stakeholders in the early childhood community who are committed to enhancing and developing an integrated system of effective services and supports for young children and their families.

The Steering Committee will be made up of a maximum of 16 representatives from the following organizations:

- Ministry for Children and Family Development
- Vancouver Coastal Health (Richmond Community and Family Health)
- Vancouver Coastal Health (Richmond Mental Health)
- City of Richmond (Parks, Recreation and Culture)
- City of Richmond (Social Planning)
- Richmond Child Care Advisory Committee
- Richmond Child Care Licensing
- Richmond Child Care Resource and Referral Centre
- Richmond Family Place (Host Agency)
- Richmond School District
- Richmond Public Library
- And, 4 representatives from Richmond Social Service Agencies with a mandate to support children 0 – 6 years and their families

Membership Commitments

All members of the Steering Committee are expected to:

- Be ‘big picture’ thinkers
- Have the authority to make commitments for their organization, where applicable
- Liaise between their organization and the Richmond Children First initiative
- Individual members be active and contributing members for a minimum of 2 – 3 years
- Support staff/colleagues to participate in Richmond Children First activities, as appropriate
- Be proactive advocates for the importance of early childhood development
- Strive to ensure there is fair, transparent and accurate communication and decision making throughout the initiative
- Exercise discretion and due diligence with respect to all work undertaken in the name of the initiative
- Be accountable and responsible to initiative members

Responsibilities

Facilitation and Development

- Take direction from the initiative as a whole, establish priority issues and develop strategies that proactively promote the work and image of the initiative
- Respond to the needs of members of the initiative and Action Teams through effective communication and supportive research
- Establish and promote a process of integrating the work of the Action Teams to avoid overlap, to maximize communication, to remove barriers, to enhance effort and to promote the integration of the work of the initiative as a whole
- Provide ongoing direction and assistance to the Action Teams and the Implementation Manager to plan, develop and evaluate Richmond Children First

Policy Development

- Consult with people who have knowledge of early childhood development within the community to enhance the work of the initiative
- Take responsibility for developing and implementing overall policy for the initiative, including ensuring each Action Team has its own Terms of Reference
- Act as a resource on early childhood development by providing information and assistance to interested parties

Internal Accountability

- Oversee the work of Richmond Children First and the Action Teams to ensure compliance with the implementation guidelines
- Be cognizant of the relevance of the direction of the work of Action Teams and provide guidance and support
- Establish new Action Teams when necessary to focus the work of the initiative
- Commit to a process by which the Steering Committee will have means to check with the broader membership of the initiative as to the effectiveness and efficiency of the Steering Committee, the relevance of the work of the initiative and the overall progress being made for early childhood development
- Implement a process of regular reporting to enable all of the Action Teams to share their work with all of the members and to take a reading on the work of the initiative as a whole

External Accountability

- Design a policy that clearly outlines the process by which requests are handled that come from Action Teams, partners and the community
- Design and apply a process as to how to make recommendations to a funding body such as Success by 6 or the Ministry of Children and Family Development regarding requests involving early childhood development;
- Develop a policy to decide which projects are funded and who is the host agency when funding decisions are made by Richmond Children First
- Ensure accountability to Richmond Children First and the community at large by designing and applying the following:
 - Conflict of Interest Guidelines
 - Financial statements for the budget of Richmond Children First
 - Information for initiative members and the public through minutes, policies and press releases

Communications

- Develop a policy to clarify the public relations role of the Steering Committee, Action Teams and initiative members with respect to the role of spokesperson;
- Develop an External Communications Plan that will include the following:
 - Identify a spokesperson for the initiative
 - Approval process for all public messages released by the initiative
 - A publicity strategy that is proactive and consistent with the mandate of the initiative
 - Clarify how letters of support and other public documents are vetted by the Steering Committee
- Articulate a policy for how communications will be done when required on an urgent basis

Membership

Diane Bissenden	Vancouver Coastal Health
Joyce Branscombe	Child Care Licensing
Kathy Champion	Richmond School District
Sue Graf	Richmond Society for Community Living
Yasmin Jheta	Richmond Mental Health & Addiction Services
Marcia McKenzie	Richmond Child Care Resource & Referral
Helen Moore	Richmond Public Library
Dave Phillips (Co-Chair)	Ministry for Children & Family Development
Gurrinder Roy	Richmond Multicultural Concerns Society
Lesley Sherlock	City of Richmond (Social Planning)
Marty Tanaka	City of Richmond (Parks and Recreation)
Megan Tardif	Community Living BC
Sylvia Tremblay	Family Services of Greater Vancouver
Judy Valsonis	Touchstone Family Association
Sharon White	Ministry for Children & Family Development
Kim Winchell (Co-Chair)	Richmond Family Place

Appendix C
BUDGET PLAN
September 2008 – December 2010

Note: THIS DOES NOT INCLUDE IN KIND SUPPORT

PROPOSED DETAILED BUDGET	Year 1	Year 2	Year 3	Total Project Years 1- 3
REVENUE				
Settlement and Multiculturalism Division	\$ 55,000	\$ 87,000	\$ 60,000	\$ 202,000
Richmond Children First (Confirmed)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Richmond School District (Confirmed)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
United Way/Lower Mainland (To be confirmed)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 30,000
Total Revenue	\$ 85,000	\$ 117,000	\$ 90,000	\$ 292,000
EXPENDITURES				
Salaries & Benefits (Staff or Contract Positions)				
Family Support Worker (.5 FTE)	\$ 14,000	\$ 25,000	\$ 19,500	\$ 58,500
Early Childhood Worker (.5 FTE)	\$ 14,000	\$ 25,000	\$ 19,500	\$ 58,500
Father's Group Support Worker (Contract)	\$ 6,000	\$ 11,000	\$ 9,000	\$ 26,000
Early Learning Worker (.3 FTE)	\$ 4,000	\$ 15,000	\$ 12,000	\$ 31,000
Total Salaries & Benefits	\$ 38,000	\$ 76,000	\$ 60,000	\$ 174,000
EXPENDITURES				
Project Costs (non salary & benefits)				
Program Supplies	\$ 15,000	\$ 12,000	\$ 9,000	\$ 36,000
Professional Development Honoraria	\$ 6,000	\$ 7,000	\$ 3,000	\$ 16,000
Access Strategy Funds	\$ 6,000	\$ 6,000	\$ 6,000	\$ 18,000
Admin Fee (Including Staff Supervision)	\$ 8,000	\$ 11,000	\$ 8,000	\$ 27,000
Mileage	\$ 4,000	\$ 4,000	\$ 3,000	\$ 11,000
Staff Recruitment and Training	\$ 5,000			
Printing	\$ 3,000	\$ 1,000	\$ 1,000	\$ 5,000
Total Project Costs	\$ 47,000	\$ 41,000	\$ 30,000	\$ 118,000
Total Expenditures	\$ 85,000	\$ 117,000	\$ 90,000	\$ 292,000

Appendix D

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