

Richmond, a child friendly community where young children thrive



# Our Commitment to Children

Richmond Children First  
Strategic Plan

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# Introduction

## About Richmond Children First

Make Children First is a key strategy of the Ministry of Children and Family Development, designed to promote and support local community and public sector collaboration towards an integrated system of effective services and supports for young children and their families. The Ministry of Children and Family Development has provided funding to over 45 community based initiatives to achieve a number of objectives: increasing community capacity; increasing service delivery effectiveness; engaging of “hard to reach” families; and, increasing opportunities for early identification and screening to improve outcomes for children and families ([www.bcchildrenfirst.ca](http://www.bcchildrenfirst.ca)).

**Richmond Children First** has been active since 2004 as a community partnership that brings people together to build a supportive, responsive community for young children and their families. **Richmond Children First** operates through a Steering Committee and a variety of Action Teams, all of whom are supported by the **Richmond Children First** Implementation Manager.

### Richmond Children First Vision

A child-friendly community where children thrive

#### Mission Statement

Promoting early childhood development by connecting research, people, ideas and resources

#### Goals

- 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 practice and research
- Strength-based
- Mutual accountability
- Joint ownership
- Collaborative
- Respecting different ways of doing things



## Introduction

### Context for Strategic Plan

The impetus for this strategic plan was driven by both internal and external factors. Over the past year (2007-08), the community and public sector landscape had significantly changed (and continues to shift), in particular relating to the roles of the Ministry of Education (School Boards) and the Ministry of Health (provincially and regionally in Vancouver Coastal Health). Furthermore, as a community funder, the United Way Success by Six program has extended funding for one year as they develop a new three-year strategic plan.

From an organizational perspective, in response to community requests, **Richmond Children First** has broadened the scope of its traditional activities. Due to its broad, cross-sectoral base, **Richmond Children First** had been invited by the United Way of the Lower Mainland to sponsor a middle childhood initiative and by the Ministry of Advanced Education and Labour Market Development, through their Immigrant Settlement Branch (formerly, Ministry of Attorney General) to develop a project for refugee families. While the original mandate to “connect research, people, ideas and resources” had shaped the activities and projects since 2004, the types of activities undertaken by **Richmond Children First** over the past year were being increasingly informed by these public and community sector landscape changes.

The latest census data from 2006 also provided an opportunity to “step back” and develop new strategic directions for the next three years. While **Richmond Children First** members were strikingly aware of the changed demographics in Richmond, the actual evidence from census data that immigrants make up 57.4% of the City's population (the highest in Canada) and that 26.1% of the population is considered low income, gave validity to the experience of public and community sectors. The most recent Early Development Indicators (EDI) for 2006 compiled through the Human Early Learning Partnership (HELP) at UBC was also significant in relation to developing an informed perspective of the general trends impacting the “spaces and faces” of Richmond.

At the beginning of the strategic planning process in January 2008, the Steering Committee was clear that the strategic planning process should result in clarity about **Richmond Children First's** role versus the public and community sector roles in the midst of all these current and impending changes and that all early childhood development initiatives – regardless of origin (whether community or public sector) should be aligned to support and advance improved outcomes for children and families. They also expressed interest in implementing a system of evaluating and tracking outcomes so that the progress of any one initiative or project could be valued and measured against the overall goals and objectives of the strategic plan.



## Early Child Development Landscape in Richmond

### Richmond Children First Roles and Activities

Richmond Children First has evolved since its inception in 2004 – some of their original objectives have been achieved while new issues have emerged and been addressed. In the past year and a half, Richmond Children First has been involved in a range of activities, including innovative projects such as a parent mentor program, sponsorship of cross sectoral training and workshops, mapping and coordination of the East Richmond/Hamilton neighbourhood project, development of a proposal to expand the Grauer Early Learning Centre into an integrated service hub; a workshop to collaboratively review EDI results; and a specific EDI session with Kindergarten teachers. These activities were consistently cited during key informant interviews and the individual questionnaires completed by individuals during planning sessions.

Even though many of these activities were planned and informed by the original work plan, there were also a number of situations where Richmond Children First responded to community and funder requests and took on new roles and functions. For example, when United Way of the Lower Mainland initiated their Middle Childhood pilot funding, Richmond Children First provided leadership to a “Middle Childhood Matters” community consultation; when the Immigrant Settlement Branch sought a community facilitator to research the extent to which refugee families needed early childhood development supports, Richmond Children First was approached.

### Changing Public Sector Mandates

#### The Ministry of Education

The Ministry of Education has acquired a new mandate for Early Learning (2007), adopted an Early Learning framework, implemented programs such as Ready Set Learn, Welcome to Kindergarten and Strong Start Early Learning Centres, and established an Early Learning Agency. In a press release from the Ministry of Education in June 2008, they noted that an additional 99 Strong Start BC early learning centres will open during the 2008/09 school year, doubling the number of centres around the province. The Ministry anticipates that there will be 400 Strong Start Centres by 2010.

The Ministry of Education Early Learning initiatives supports school boards to influence the early learning of preschool-aged children, in partnership with families and other service providers in communities.



## Early Child Development Landscape in Richmond

In Richmond, two new StrongStart Centres will be added - R.M. Grauer and Daniel Woodward Elementary Schools, adding to the existing StrongStart Centre at Mitchell Elementary School. While each school district has made individual choices about operating such Early Learning Programs (for example in Richmond and Burnaby they are operated by schools with district staff; others, such as Vancouver, have contracted in-school programs to community agencies, such as Family Places or Neighbourhood Houses), they have had significant impact on the continuum of supports and services for children and families.

Currently, the newly created Early Learning Agency is wrapping up a consultation process to explore the feasibility of full day Kindergarten for 5 year olds as well as full day options for 3 and 4 year olds.

The [Richmond Children First](#) Implementation Manager has played a key role in facilitating a collaborative environment with school and community sectors and providing informal networking opportunities, such as, planning joint EDI sessions with Kindergarten teachers and community agencies; planning joint professional development workshops. As additional Strong Starts and Early Learning programs are developed in Richmond, the [Richmond Children First](#) role of facilitating collaborative service delivery and creating connections (formal and informal) will be even more important in order to ensure seamless service delivery to children and their families.

### The Ministry of Health

The Ministry of Health has recently included early childhood development in their prevention and population health mandate. Specifically, Vancouver Coastal Health has selected three priority areas within their strategic population health framework, including Child and Family Poverty, Early Childhood Development and Food Security

Of note, they suggest that a community-based "neighbourhood hub" approach with universal access to services that promote healthy child development will have the greatest impact on healthy child development for the largest number of children (p 17). Childcare and education outside the family are two of several factors that influence a child's development in the early stages of life. Adequate income, good nutrition, a safe environment, family supports, decent housing and early childhood services all have long lasting impacts on children." (p. 19).

In addition, the Ministry of Health Service Plan for 2008-11 has identified specific targets for programs to identify problems with hearing, vision or dental health for children before they reach Grade 1, and provide the supports and services necessary to address their needs. The Service Plan includes a specific goal to improve collaboration and co-ordination with other provincial government ministries and agencies outside the traditional health system.



## Early Child Development Landscape in Richmond

Again, the Richmond Children First Implementation Manager has been involved in Richmond specific health initiatives to support early child development, such as the Richmond Wellness Strategy and the initiative, Supporting Families With Parental Mental Illness.

### The Ministry of Children and Family Development

The Ministry of Children & Family Development (MCFD) has been a long term stable funder of early childhood development, in particular through their support for the Children First initiative and Implementation Manager position. While they have continued to fund a variety of early childhood development and parent support services, the Vancouver Coastal Region recognized that an early childhood development framework was needed to position the preventive and early intervention approach within the broader Ministry mandate and in relation to the early childhood development initiatives from the other ministries. They have established a Steering Committee to guide the development of a Vancouver Coastal Early Years Framework with representation from Health, Education and community sectors.

Even though other Ministries have expanded their mandates to include early childhood development, the MCFD Early Childhood Development Service Plan for 2008-09 indicates a continued role in supporting prevention and early intervention as well as taking leadership to coordinate and collaborate with colleagues in the Ministries of Education and Health. According to the first goal in the Service Plan, they recognize the evidence that prevention and early intervention programs contribute to better support and safety of vulnerable children and youth.

The Ministry is committed to strengthening support and increasing options for specific populations of vulnerable children, youth and families. By integrating services and cross ministry initiatives and by building partnerships, the Ministry helps to improve the effectiveness of prevention and early intervention services. Through the Minister of State for Child Care, Linda Reid, this ministry continues to play the lead role in supporting improvements and expansion of childcare.

### United Way of the Lower Mainland

Community funders such as the United Way of the Lower Mainland have been allocating early childhood development funding to Richmond based agencies and Richmond Children First, primarily through Success by Six and capacity grants. The combined funding of Success by Six and Children First has provided a stable base of support for a range of early childhood development programs and services as well as community development and community capacity building activities. However, Success by Six is preparing a new three-year strategic plan and an evaluation outcomes framework that could affect the current configuration of community service delivery and capacity building supports.



## Early Child Development Landscape in Richmond

### Immigrant Settlement (Ministry of Advanced Education and Labour Market Development)

The Ministry of Advanced Education and Labour Market Development, through their Immigrant Settlement Branch is exploring their role in supporting immigrant/newcomer and refugee children and their families. At a recent learning forum they articulated a number of potential roles, all of which would require greater collaboration and a common vision and operating principles.

They have committed to supporting a 27-month pilot project in Richmond addressing the needs of vulnerable refugee children. [Richmond Children First](#) played a key role in developing this project, preparing a proposal in consultation with public and community partners.

### City of Richmond

Richmond's municipal sector has played an active role in advancing children's outcomes through traditional and non-traditional approaches. As with most municipalities, a number of departments are involved. Parks, Recreation & Culture supports a variety of site-specific early childhood and parent programs; a childcare policy and plan has been developed by social planning staff in partnership with the Child Care Development Advisory Committee; and numerous other supports have emerged through neighbourhood community associations. The [Richmond Children First](#) Implementation Manager has provided support to city staff by promoting opportunities for joint staff development and training; joint forums and workshops on topics such as the EDI; and, generally building awareness about the continuum of early child development supports, programs and initiatives.

### The Community Sector

As the public sector mandates shift, the community sector (not for profit organizations and associations) has relied on formal and informal networks and relationships to link the many fragmented services and funding sources that support early childhood development. There are a number of exemplary community – public sector collaborations that demonstrate collaboration and operational alignment at the neighbourhood level.

In Richmond, the [Richmond Children First](#) Implementation Manager played a significant role in developing a proposal and facilitating the expansion of the Grauer Early Learning Centre within school site. This integrated service model now provides expanded programming for 4 afternoons a week by bringing in community-based services to support parent child drop-ins, family education and support programs, and school readiness programs. Through the interviews and group sessions conducted as part of the strategic planning process, participants also consistently cited the role of the [Richmond Children First](#) Implementation Manager in the development of the Hamilton/East Richmond neighbourhood hub model.



## Early Child Development Landscape in Richmond

The Implementation Manager role has been instrumental in creating links and connections at a number of levels – strategically with groups such as the Richmond Public Agency Partners Group (formerly the Richmond Asset Group), a network of Richmond public sector leaders, from the School District, RCMP, Health, Ministry of Children & Family Development and City who focus on supporting an asset development approach to children and youth in Richmond; operationally facilitating program alignment “at the ground level”; and, creating opportunities such as joint cross-sectoral professional development for early childhood education staff within the City, schools and community agencies.

### Children in Richmond: Statistics

Based on available 2006 Census:

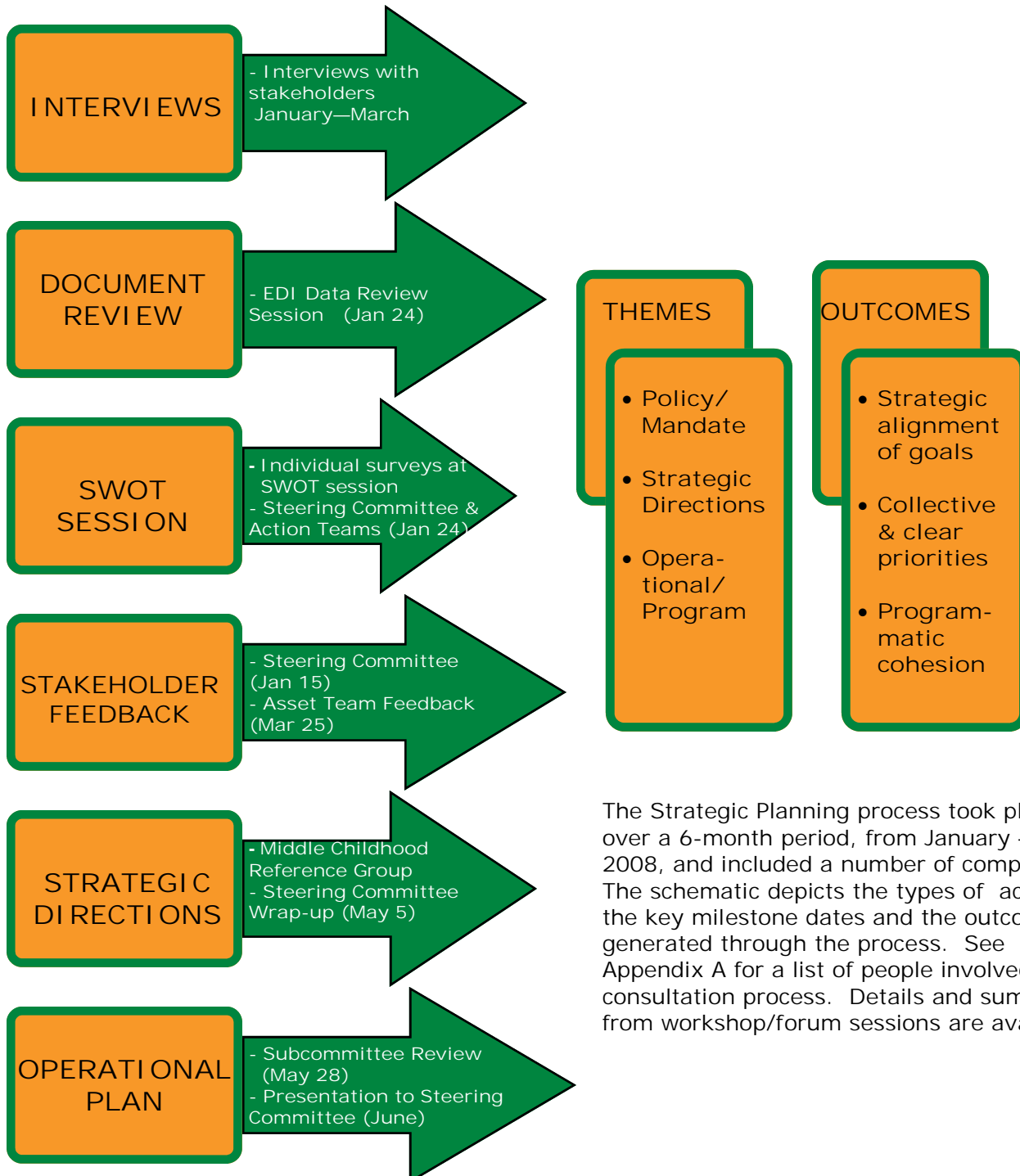
- There are 9,685 children under the age of 6 years in Richmond
- The number of children aged 0 – 14 has declined from 18.8% of population to 15.5%
- 26.3% of children under the age of 6 years are considered low income
- 6.5% (6,535) of total immigrants (99,660) were 5 years or younger when they immigrated
- The general population has increased by 6.2% since the 2001 census (from 163,345 to 185,400)
- Immigrants comprise 57.4% of the population, the highest proportion of any city in Canada; the majority of immigrants come from Asia & the Middle East (81.6%)

Based on the Early Development Instrument results from the Human Early Learning Partnership (UBC) for 2006 (Wave 2) and 2004 (Wave 1):

- 31% of children were vulnerable on at least one domain of their development in Wave 1 and 29.5% in Wave 2. This is a decrease of 1.5%.
- Percent of children vulnerable in the Communication Skills and General Knowledge domain increased from Wave 1 (15.4%) to Wave 2 (17.2%)
- Percent of children vulnerable in the Language and Cognitive Development domain decreased from Wave 1 (10.5%) to Wave 2 (7.7%)
- A decrease in vulnerability in the Physical Development domain from Wave 1 (10.0%) to Wave 2 (6.8%)
- Vulnerability in Richmond continues to be high in the Social Competence domain (12.9%) and Emotional Maturity domain (11.0%)
- Richmond is the 34th least vulnerable of the 59 school districts in the province



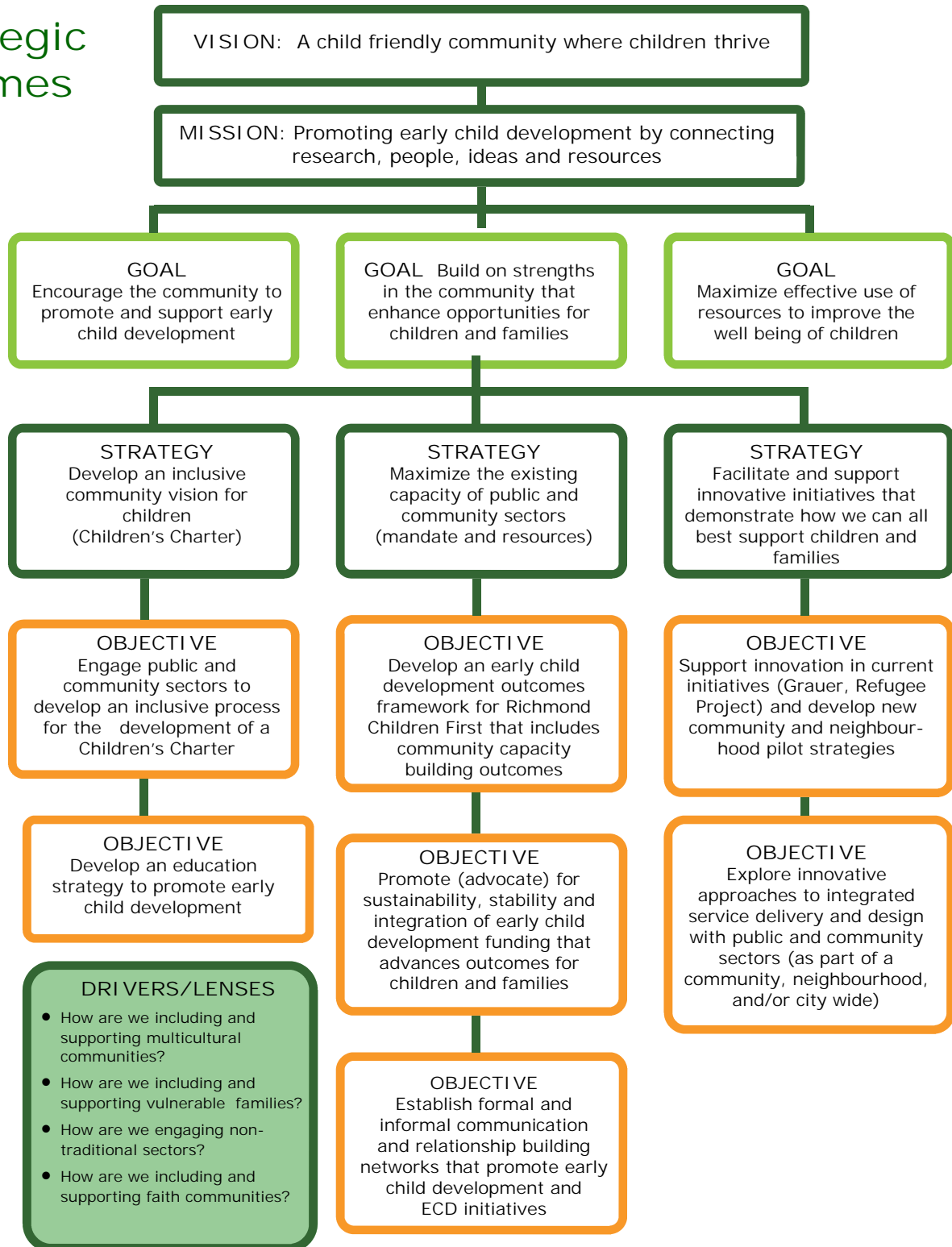
## The Strategic Planning Process



The Strategic Planning process took place over a 6-month period, from January – June 2008, and included a number of components. The schematic depicts the types of activities, the key milestone dates and the outcomes generated through the process. See Appendix A for a list of people involved in the consultation process. Details and summaries from workshop/forum sessions are available.



## Strategic Themes





## Implications of the Strategic Plan

A sub-committee of the Steering Committee reviewed a draft of the Strategic Plan and identified a number of implications of moving forward with the Operational Plan. These implications were echoed by the Steering Committee.

### About the Plan:

- This plan is intended to cover a three-year period of 2008 – 2011 with annual reviews by the Steering committee and staff. The milestones can serve as further checkpoints for quarterly reviews if necessary.
- This plan relies on having an early childhood development framework that is aligned with the Vancouver Coastal Ministry of Children & Family Development framework currently being developed. However, the related Early Learning framework from the Ministry of Education and the Early Years Plan being developed by the BC Ministry for Children and Family Development will also need to be aligned strategically and operationally.
- The core Vision and Mission of [Richmond Children First](#) was not revisited – there was an assumption that the Vision and Mission were still valid.
- Although the Richmond Middle Childhood Matters initiative was not included as part of this strategic plan, there has been considerable activity over the past two years that merits noting. The Reference Group for this initiative has developed a strategy for 2008-09 that may result in a strategic and operational bridge to [Richmond Children First](#). The Implementation Manager also provides staff leadership to this initiative and thus has created a natural link between the two initiatives.

### About Resources and Roles:

- There has been discussion about the transition of the Implementation Manager's role to support the plan – specifically letting go or transferring some of the administrative and project activities to a more strategic role supporting the core Goals and Strategies. Essentially, in a time of very significant landscape changes the Implementation Manager will need to navigate and facilitate cross-sectoral relationships that are aligned with the strategic plan. In particular, the role of facilitating innovation at the neighbourhood/community level and building capacity to sustain the innovation. The process of transferring and acquiring new responsibilities will take some time.

### About Structure:

- There was acknowledgment that implementation of this strategic and operational plan will require changes to the structure and functions of [Richmond Children First](#).
- A number of structural changes are being considered – establishing a strategic leadership committee and early childhood development advisory committee; revisiting the role of the Action Teams; and developing advisories for each of the three Goals.



## Operational Plan: Year 1

Goal 1	Strategy	Objectives	Action Plan	Richmond Children First	Milestones
Encourage the community to promote and support early childhood development (ECD)	Develop an inclusive community vision for children (Children's Charter)	Engage public and community partners to develop an inclusive process for the development of a Children's Charter  Develop an education strategy to promote ECD	Conduct a feasibility plan and process to determine if public & community sectors are committed to the concept of a charter (include criteria to determine "go – no go")  Develop a market segmentation plan and identify the needs and approaches for each market segment	Leadership  Partnership Development	Feasibility plan & process completed by February 2009  Develop alternative plan if required February 2009  Market segmentation plan by February 2009
Goal 2	Strategy	Objectives	Action Plan	Richmond Children First	Milestones
Build on the strengths in the community that enhance opportunities for children and families	Maximize public & community sectors existing capacity (mandate & resources)	Develop an ECD Outcomes framework that includes community capacity building outcomes  Promote (advocate) for sustainability, stability & integration of ECD Funding that advances outcomes for children & families  Establish formal & informal communication and relationship building networks that promote ECD and ECD initiatives	Develop (or adapt) an ECD outcomes framework to use as a base for developing community measures & indicators that support the well bring of children  Document & analyze (map) the existing ECD mandates/ plans/and initiatives of public and community sectors to determine possible collaboration approaches  Develop a plan & schedule for learning sessions with an "early learning" and ECD network of practitioners regarding measures such as EDI and tracking progress	Policy Development  Research  Partnership Development	ECD outcomes framework developed and approved by December 2008  Complete mapping of initiatives by December 2008  Collaborative approaches developed by February 2009 (align with neighbourhood/ community pilot)  Learning sessions plan for ECD network of practitioners developed by December 2008



## Operational Plan: Year 1

Goal 3	Strategy	Objectives	Action Plan	Richmond Children First	Milestones
Maximize the effective use of resources to improve the well being of children	Support Innovative initiatives that demonstrate how we can all best support children & families	<p>Support innovation in current neighbourhood strategies (Grauer, Hamilton) and the development of new neighbourhood and/or community pilot strategies with concrete outcomes</p> <p>Explore innovative approaches to integrated service design &amp; delivery with public &amp; community partners (as part of the community/ neighbourhood strategy and/or city wide)</p>	<p>Conduct a feasibility plan &amp; process to determine if public &amp; community sectors are committed to the concept of new pilot strategies focused on improved outcomes for children (0 – 12)</p> <p>Convene a think tank of public &amp; community partners to identify a specific issue where integrated service design would have the greatest impact (for example a task force on supporting Early childhood development for immigrant /newcomer families)</p>	<p>Leadership</p> <p>Partnership Development</p> <p>Research</p>	<p>Feasibility plan &amp; process completed by February 2009</p> <p>Think Tank on integrated services has defined an issue by December 2008</p>



## Implications of the Operational Plan

At the Steering Committee feedback sessions held in May 2008, there was considerable discussion about the strategies and objectives. Although the Operational Plan contains the essence of those discussions and key concepts, the more salient points have been compiled as implications that will need to be considered as the Steering Committee and Implementation Manager proceeds with implementation.

### Develop an Inclusive Community Vision for Children (Children's Charter)

About the concept of a charter:

- How can a Charter improve outcomes for children & families?
- What would a Charter look like? What are existing models for Charters in other cities?
- Can a Charter provide a policy framework and common vision for children that spans across sectoral boundaries/mandates?
- Who should be involved? What would the process look like?
- Does everyone need to be involved? Should the process rely on everyone being involved or just those who are willing to be involved?
- The Operational Plan will include a process to determine the feasibility of moving forward with the Charter concept (could be a 6 month timeline) and will include criteria for decision making about proceeding with the charter idea.

### Maximize the Existing Capacity of Public and Community Sectors (Mandate & Resources)

About community capacity building and outcomes:

- Differentiate systems outcomes (Richmond Children First is a community development initiative) versus target group (children) outcomes
- Community and funder collaboration is required and can be an outcome
- How to share promising practices within and between sectors and networks
- Ask the Public Agency Partners Group to set aside one part of their agenda (or a 2-hour session) for a special early childhood development focus
- Need an operational strategy on how Richmond Children First can use the formal/informal networks to communicate about Early childhood development
- How to work together to support children's goals and outcomes
- Measurement tools: The Early Development Instrument is one measure that focuses on vulnerability
- Need an Outcomes framework that measures children's well being and outcomes- as well as measurement of how the coalition is advancing children's outcomes
- Outcomes framework needs to include community capacity building indicators for Richmond Children First as a community capacity building initiative



## Implications of the Operational Plan

### Support Innovative Initiatives the Demonstrate How We Can All Best Support Children and Families

About supporting current neighbourhood and/or community models and facilitating new integrated (hub) sites:

- Neighbourhood can be geographic or a community of interest, i.e. faith, cultural, early childhood development to Kindergarten transitions
- Childcare needs to be explicit as part of the continuum of supports for children within the neighbourhood context
- The first year could be a pilot for Phase I - see this as a three year initiative
- Role of **Richmond Children First** is to support and facilitate innovative initiatives which would then be embedded and sustained within the community
- Neighbourhood focus was also identified by the Richmond Middle Childhood Matters Reference Group (specifically Blundell and East Richmond (East/West Cambie and Bridgeport)
- Postscript: an Early Years Neighbourhood Coordinator (evolving from the Parent Connectors Project) has been hired to support parents in developing neighbourhood projects in two neighbourhoods (City Centre & Blundell)

Limitations of this recommendation:

- Human resource capacity – everyone is stretched
- Dialogue with childcare community
- Inclusiveness- making sure that we do not leave out any public partners
- Need new sustainable funds – currently a lack of sustainable funding
- Need commitment at a policy level from public partners

Strengths of this recommendation:

- Many opportunities are already in place – schools, community centres, community collaborations, parent engagement, etc.
- Communication networks – both formal and informal can be used strategically



## Glossary of Key Concepts and Definitions

### Community:

**Community of Interest** – community of individuals linked by a common culture, age, interests, for example, youth, multicultural, faith, business,

**Community (locale)** – a specific geographic area that may be defined by municipal boundary, by a neighbourhood or by multiple neighbourhoods within a geographic zone

**Community Capacity Building** – For purposes of this strategic plan, we have adopted the definition used by the Caledon Institute for Social Policy, in their documentation of the “Action for Neighbourhood Change” Program (2007).

In their view, community capacity building tends to focus attention on the community’s effectiveness at addressing problems or achieving goals. In particular, they point to the abilities to develop and sustain strong relationships; solve problems and make group decisions; and collaborate effectively to identify goals and get work done.

From another perspective, HRSDC, a federal department, has defined Community Capacity Building as about building partnerships, helping communities to help themselves, and integrating social, economic and human development. It is about developing the capacity of communities to respond to their own challenges and opportunities.

These two definitions capture the spirit and nuances of the Strategic Plan, in relation to how early child development can be supported within a community capacity building framework.

### Vulnerable Families and Children:

For the purposes of this Strategic Plan, vulnerable families can be defined by the extent to which any one or all of these characteristics apply:

**Socio Economic Status** – employment, income, education, language/literacy abilities, immigration status, home ownership/renter status, transiency/mobility

**Access to services** - extent to which services are accessible may increase vulnerability (fees, transit, hours of operation, language, knowledge, may all be barriers to access)

**Extent of connection to community** – the concept of families being resilient is based on mitigating risk factors (above) and building assets (the concept of developmental assets is strongly supported by the public sector institutions). Development of social capital – social networks, connections, relationships- provides a strong foundation for building resilient families



## Glossary of Key Concepts and Definitions

### Early Development Instrument

The Early Development Instrument (EDI) is a validated survey instrument used to gauge the 'developmental readiness' of populations of 5-year olds as they enter kindergarten.

The EDI measures children's development at school entry and is important because it reflects children's early experiences and can predict their performance later in life. The EDI, a checklist completed by kindergarten teachers, measures a child's development in five domains:

1. Physical Health and Well-Being
2. Social Competence
3. Emotional Maturity
4. Language and Cognitive Development
5. Communication Skills and General Knowledge

The vulnerability thresholds or cut-offs is the EDI score that distinguishes the bottom 10% of children vulnerable in the province from the other 90%. Children who fall below that cut-off are said to be vulnerable on that domain of development.

Results from the EDI are interpreted at the level of the neighbourhood and never at the individual level. In Richmond, neighbourhoods have been defined using the City of Richmond's planning area boundaries.



## Appendix A

# Participants: Strategic Planning Process

1. Bruce Beairsto	Richmond School District
2. Diane Bissenden	Vancouver Coastal Health
3. Alison Bledsoe	United Way of the Lower Mainland
4. Belinda Boyd	Vancouver Coastal Health
5. Joyce Branscombe	Child Care Licensing
6. Greg Buss	Richmond Public Library
7. Kathy Champion	Richmond School District
8. Helen Davidson	Richmond Children First
9. Sue Graf	Richmond Society for Community Living
10. Arzeena Hamir	Richmond Children First
11. Alan Hill	City of Richmond
12. Rob Inrig	Richmond School District
13. Vern Jacques	City of Richmond
14. Janice Lambert	Richmond Family Place
15. Dr. James Lu	Vancouver Coastal Health
16. Virginia McCreedy	Richmond Public Library
17. Marcia MacKenzie	Richmond Child Care Resource and Referral
18. Dave Phillips	Ministry for Children and Family Development
19. Gurrinder Roy	Richmond Multicultural Society
20. Chris Salgado	Vancouver Coastal Health
21. Karen Samson	Vancouver Coastal Health
22. MaraLea Schroeder	Richmond Society for Community Living
23. Lesley Sherlock	City of Richmond
24. Kate Sparrow	City of Richmond
25. Marty Tanaka	City of Richmond
26. Megan Tardif	Community Living BC
27. Marie Thom	Richmond School District
28. Sylvia Tremblay	Family Services of Greater Vancouver
29. Judy Valsonis	Touchstone Family Association
30. Jan Weaver	Vancouver Coastal Health
31. Sharon White	Ministry for Children and Family Development
32. Kim Winchell	Richmond Family Place



For further information or to request a hard copy of the  
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