Virtual Programming Guidelines 2021

EarlyON ON y va

VIRTUAL PROGRAMS
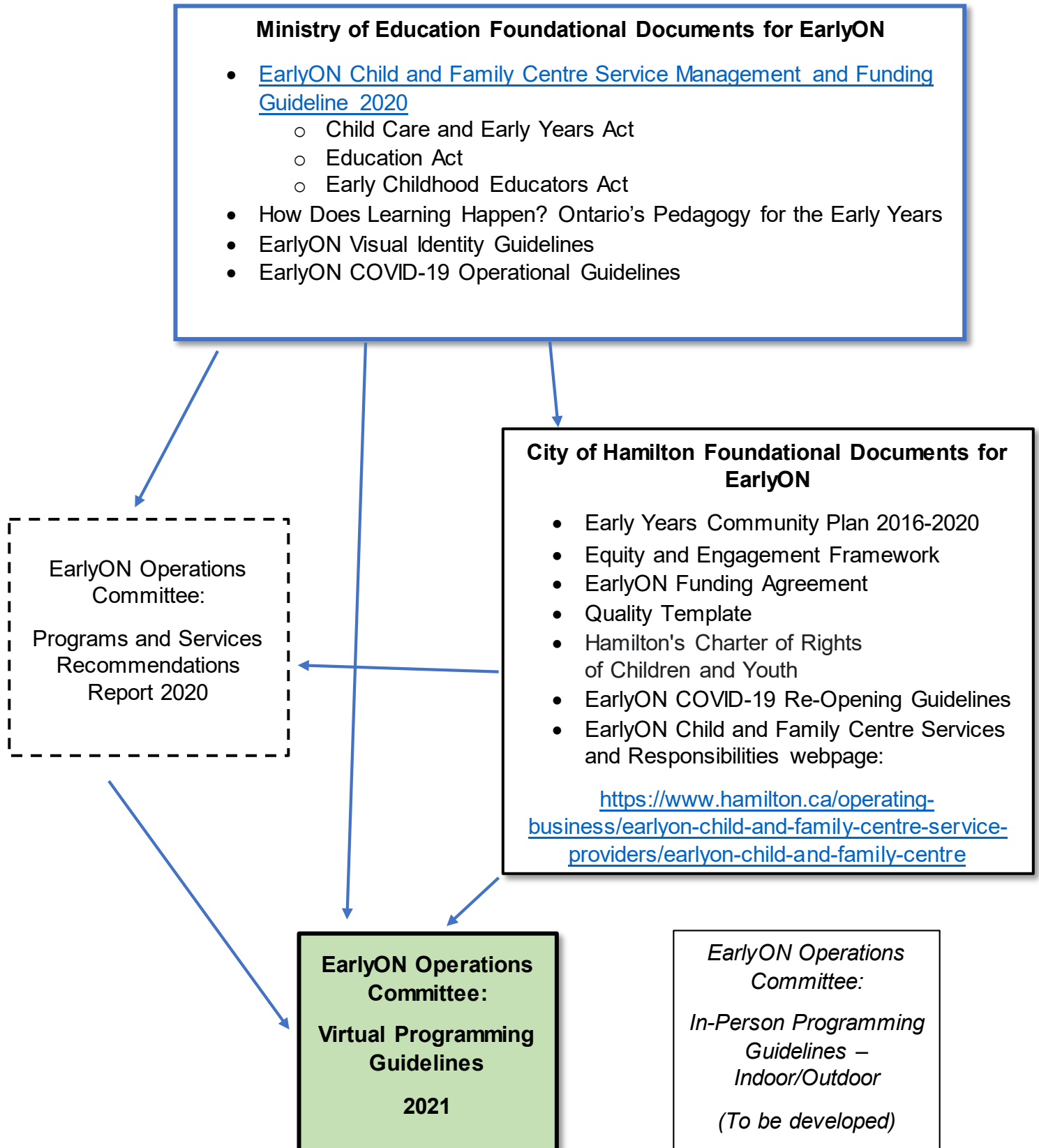**PROGRAMMES VIRTUELS**

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Virtual Programming Guidelines for EarlyON Child and Family Centres
2021

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Mapping of EarlyON Documents and Guidelines in 2021

Ministry of Education Foundational Documents for EarlyON

- [EarlyON Child and Family Centre Service Management and Funding Guideline 2020](#)
    - Child Care and Early Years Act
    - Education Act
    - Early Childhood Educators Act
- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- EarlyON Visual Identity Guidelines
- EarlyON COVID-19 Operational Guidelines

City of Hamilton Foundational Documents for EarlyON

- Early Years Community Plan 2016-2020
- Equity and Engagement Framework
- EarlyON Funding Agreement
- Quality Template
- Hamilton's Charter of Rights of Children and Youth
- EarlyON COVID-19 Re-Opening Guidelines
- EarlyON Child and Family Centre Services and Responsibilities webpage:

    https://www.hamilton.ca/operating-business/earlyon-child-and-family-centre-service-providers/earlyon-child-and-family-centre

EarlyON Operations Committee:

Programs and Services Recommendations Report 2020

EarlyON Operations Committee:

Virtual Programming Guidelines

2021

EarlyON Operations Committee:

In-Person Programming Guidelines – Indoor/Outdoor

(To be developed)

Background, Purpose and Roles and Responsibilities

Background:
Virtual EarlyON programs and services emerged in Hamilton beginning in March 2020 out of necessity to ensure continued service delivery during the COVID-19 pandemic and the resulting closure periods. They have evolved to become an integral element of EarlyON service delivery in our community that will likely continue throughout the course of the pandemic and beyond.

Virtual EarlyON programs are defined as free programs and services for families with young children 0-6 years old that are accessed remotely either online, over the telephone or through contactless drop-off or pick-up of supplies and resources. Virtual programming encompasses all EarlyON services that do not take place in-person, including live and pre-recorded sessions, events, workshops, and other resources that are posted or available online/over the phone.

This document was developed by the City of Hamilton as the service system manager to guide the delivery and local management of the Virtual EarlyON system in Hamilton, in consultation with the Affiliated Services for Children and Youth (ASCY) Program and Community Support Facilitator and the EarlyON Operations Committee and EarlyON Coordinators' Connection.

Purpose:
The objective of the Virtual Programming Guidelines is to build on the Ministry of Education and City of Hamilton's foundational EarlyON documents to provide information about the specific service standards and operational processes that are applicable to virtual program delivery.

Roles and Responsibilities:
- As the service system manager, the City of Hamilton has formal responsibility and decision-making authority in relation to the content within this document. The City is responsible for updating this document as needed in consultation with the ASCY Program and Community Support Facilitator and EarlyON Operations Committee.

- The EarlyON Operations Committee members are responsible for sharing this document and/or the applicable information with staff as needed in order to implement it successfully in their organization.

- The EarlyON Coordinators' Connection participants have a valuable perspective and may be called upon for feedback as needed when updating these Guidelines.

Overview

This document provides guidelines for EarlyON operators to assist with the delivery of accessible, responsive virtual and remote services. It formalizes and builds upon the operational and business practices that have already been established and is intended to complement the existing EarlyON foundational documents including the *EarlyON Child and Family Centre Services and Responsibilities* found at https://www.hamilton.ca/operating-business/earlyon-child-and-family-centre-service-providers/earlyon-child-and-family-centre.   The intent is to update this document annually, or more often if there are significant changes to existing business practices.

Virtual services include the following types of programming:

Group Support Services:
- Interactive child-focused sessions: Interactive sessions held virtually through an online platform. Children and parents/caregivers log-in to a virtual meeting and can participate in guided activities (e.g., family gathering time, storytelling, arts or fitness activities).
- Recorded child-focused sessions: Videos developed by EarlyON program staff that are pre-recorded and available for the public to watch online.
- Facilitated parent/caregiver discussions: These are virtual meetings held for parents and/or caregivers to discuss topics related to their children aged 0-6 years old.

Individualized Support Services: Scheduled teleconferences/videoconferences and phone calls with parents/caregivers. These services could be used to connect families with needed resources, support system navigation, have conversations about a child's development/parenting, etc. Organizations may also provide tech support to enable a family to participate in virtual programs.

Outreach Services: The provision of supports such as material/resource preparation (e.g., activity/craft kits, food hampers or gift cards, and pandemic-related supplies such as masks), and outreach and support to families disproportionately impacted by COVID-19.

Service Standards

City of Hamilton EarlyON Child and Family Centre Criteria – Virtual Programs

To achieve consistent, inclusive responsive program and service delivery that aligns with the Ministry of Education's EarlyON Child and Family Centre guidelines, local program and service criteria has been developed. These criteria support the delivery of quality, accessibility, integration and sustainability across the EarlyON Child and Family Centre system in Hamilton.

Quality

Programs actively aspire to Hamilton's Early Years Quality Program guidelines and contribute to the Early Years Community Plan's goal of *"responsive, high quality, accessible and increasingly integrated early years programs and services"*

Virtual programs and services are:

- Facilitated by competent and knowledgeable staff
- Designed with a family-centred approach that is based on the principles of "[How Does Learning Happen?](#)" (HDLH)
- Planned so that each session has a clear goal for the group
- Tailored to the community instead of applying a "one size fits all" approach
- Designed to encourage the caregiver and child's active participation
  - Technology is used in a way that is playful and supports creativity, exploration, pretend play, fine and gross motor play, and outdoor activities
- Complementary to and aligned with programming that can be accessed in-person
- Utilizing technology to expose children to animals, objects, people, landscapes, activities, and places that they may not be able to experience in person
- Not a replacement for other activities such as creative play, real-life exploration, physical activity, outdoor experiences, conversation, and social interactions that are important for children's development

Accessibility

Programs and services are responsive to community needs:
- Virtual facilitators are warm, welcoming, inclusive and caring
- Virtual programs and services are publicly available and accessible to all
- Organizations are intentional about enhancing the visibility of these programs when promoting them to the community
- EarlyON virtual programs are offered at no cost to participants
- Operators work with families to overcome issues of accessibility, for example providing guidance on how to set up Zoom, or offering telephone services in conjunction with internet services
- Participants are encouraged to access any virtual programs, hosted by any operator, regardless of the in-person locations they might typically visit

Integration

EarlyON operators ensure linkages to other early years and community programs (e.g. Child Care, Recreation, Library)
- EarlyON educators are encouraged to network and connect with peers
- Programs and services build on the vision and recommendations of the Family Support programs outlined in the Early Years Community Plan
- Through active participation in the EarlyON Operations Committee, program and service planning takes into consideration availability of other existing programs and partners to identify opportunities for collaboration and avoid duplication of service

Sustainability

Virtual programs and services are consistently monitored and evaluated to ensure program resources are being utilized effectively and are meeting demand for service and the needs of families and children
- Programs and services maintain and monitor asset (equipment, materials, supplies, etc.) and staff training inventories
- Programs and services consistently gather, utilize, share and link data to guide planning, continuous quality improvement and performance outcomes

Equity and Inclusion

All EarlyON programs and services should actively promote and use an inclusive and equity-based approach. Online programming should reflect the experiences, voices and strengths of children and families with diverse cultures, identities and abilities. It should enable participants of various developmental stages and diverse learning styles to participate to the greatest extent possible. Participants should have the opportunity to learn more about and to celebrate multiple communities and worldviews.

Engagement with families and caregivers should be used to inform how best to provide inclusive and responsive programming.

• Reference local guidelines - *Equity and Engagement Committee Framework – Appendix A*

Questions for EarlyON operators to consider when virtual program planning:

- To what extent are efforts being made to support access to services for vulnerable families and/or those with unequal access to technology/resources at home?
- Do our virtual services provide programming for children with extra support needs?
- Does the content of the virtual services consider the diversity of our community (e.g. culturally diverse content)?
- Would all families be able to participate?
- Would the diverse needs of families be addressed through our services and supports?
- If resources and materials are required to participate, would all families be able to afford and find those resources/materials easily?
- If not, how can those families be supported? Do all families see themselves in visual materials?

Below are some examples of inequities that families may be facing in the virtual context, and suggestions on how to attend to those inequities.

Inequity	Example	How to address it
Privacy	Parent anonymity for work reasons Child protection Zoom anxiety	Allow family to sign on earlier to be identified, then help them rename themselves
Language barrier	Family speaks a language other than the host's	Use body language to relay message Simplify speech Call on others in the Zoom room for support Use the Google Translate app where messages can be written or said and translated through the speaker icon Ensure an educator who speaks the language is present

		Extend an invitation to a family friend who can translate to join too Ensure songs are sung in the languages that are representative of the families in the Zoom session
Isolated individuals/families	Family feels unrepresented, isolated or alone	Use names of people, events and food within the stories and songs to relay a welcoming and respectful atmosphere Include all children and adults equally Plan and advertise a variety of programs that are welcoming to all families Be aware of voice tone Create communities of practice/virtual social supports Refer to the Appendix A – Equity and Engagement Framework
Literacy barrier	Participating family has low literacy skills in English Participant has difficulty reading Participant has limited writing skills	Ensure written correspondence is simple and clear Take a clear writing course through the Adult Basic Education Association Offer to read over the phone the documents that you share with families
Accessibility	Family has limited or no way to connect virtually	Lend a tablet Make the session materials available to families to do offline Offer opportunities to connect to community resources such as the Hamilton Public Library phone-in story telling
	Family is experiencing technical problems	Ask about technological comfort when first contacting a new family, and offer to sign on a bit early to help

		Ensure another educator is present or reachable to act as trouble shooter with the family experiencing problems so you can continue with the group
	Parents work shifts	Offer evening and Saturday options across the EarlyON system

EarlyON System Planning Principles

Informed by the Programs and Services Recommendations Report 2020, these principles help guide the overall EarlyON planning approach:

- **The EarlyON Operations Committee** in collaboration with City staff and the EarlyON Community Program Coordinator will ensure that programming aligns with all Ministry and local program guidelines and the strategic direction of the Hamilton Early Years CMSM Advisory Committee.

- **A coordinated approach** to program planning should take place including representatives from partner agencies and each of the EarlyON operator organizations to ensure consistency in core programming for the system and avoid duplication and gaps in service.

- **Input** is sought from a broad range of sources on an ongoing basis including front line staff, RECEs and the members of the Coordinators' Connection with support from and facilitated by the ASCY EarlyON Community Program Coordinator.

- **Community partners** play an active role in program development and delivery as identified by community needs, where capacity allows. Community partners share information about relevant or related programs and opportunities at the EarlyON Operations Committee in order to bring awareness to program offerings across the system.

- **New or established collaborations** between EarlyON operators and community partners are encouraged wherever possible. These partnerships should be brought to the attention of the EarlyON Operations Committee, City of Hamilton Early Years Project Manager and/or the EarlyON Program and Community Support Facilitator at ASCY in order to support system-level awareness and planning.

Family engagement and feedback

All EarlyON operators are responsible for creating intentional opportunities for families and children to inform program development and planning. Ideally, family engagement and feedback take place on an ongoing basis and are embedded into the daily operation and function of EarlyON programs.

The ways in which families can provide feedback about programs and services, including complaints, should be clearly communicated. Both formal and informal methods of feedback should be documented in a manner that protects the privacy of the individual(s) impacted. Participant feedback

should be shared with the respective EarlyON coordinator and/or manager on a regular basis via a process established by the organization. EarlyON operators must have a process in place to manage complaints, including all steps from intake to resolution.

In addition, families should be made aware of the option to provide feedback directly to the City of Hamilton by calling 905-546-2489 or emailing eycp@hamilton.ca.

Operators can take advantage of engagement opportunities with families to identify their current needs, such as:

- The types of supports parents/caregivers and children would benefit from;
- Specific themes, activities, discussions to focus on;
- Preferred formats for parents/caregivers and children to access services; and
- Optimal times for parents/caregivers and children to access services.

EarlyON operators may be asked to participate in system-level feedback activities, such as surveys, developed by the City of Hamilton.

Outreach

Engagement should take place with both users and non-users of the EarlyON system. This may require multiple approaches. Special considerations should be given to engaging with vulnerable and underserved populations via various outreach opportunities. The following populations are examples of those who may have unmet needs *(Note: this is not an exhaustive list):*

- Working parents not able to access services during daytime weekday hours and/or parents who work multiple part-time jobs
- Parents of children entering school
- Low income families
- 2SLGBTQI+ families
- Newcomers
- Young parents
- Families with mental health challenges
- Licensed and unlicensed home-based child care providers
- Families with children with special needs
- Indigenous families
- Francophone families
- New parents
- Families relocating from other cities
- Grandparents
- Foster families/families involved with child protection agencies (CAS, CCAS)
- Families accessing food banks

Consideration should be given to collaborating with various community organizations such as CAS/CCAS, Hamilton Public Library, Immigrant Services YMCA, and others, to engage new users that may benefit from EarlyON programs and services and to create opportunities to tailor programming to meet their specific needs. If community partnership opportunities are identified, sharing this information at the EarlyON Operations Committee helps support system-level awareness and planning.

Branding and Promotion

EarlyON Child and Family Centre operators are required to use the EarlyON brand in a way that is consistent across different platforms and public communications materials, such as newsletters, social media, and websites. The goal of EarlyON promotion is to maintain a strong brand and visual identity that unifies all provincially-funded child and family programs while increasing public awareness of locally available programs and services.

The City of Hamilton will develop promotional EarlyON materials such as social media graphics from time to time that may be shared with EarlyON operators for distribution within their own networks. Please follow the guidelines provided by the City when forwarding and/or using these materials.

When EarlyON operators are developing their own promotional materials for EarlyON including calendars, posters, etc, the following best practices should be followed:

- Promotional activities should be coordinated as much as possible via the Operations Committee and/or the Coordinators' Connection

- Ensure EarlyON affiliated programs and services are clearly labelled/titled including the EarlyON logo, as per the guidance provided in the provincial Visual Identity Guidelines:
  [Early ON Child & Family Centre Visual Identity Guidelines - Ministry of Education (Appendix G)](#)

  - If your organization meets the criteria for inclusion on EarlyON branded materials, ensure the provincial logo is also included per the partner lockup standards (p. 58)
  - Each operator is responsible for ensuring the most up to date version of the logo is being used *note the Ontario logo in the Visual Identity Guidelines is not the most recent*
  - Please contact the Early Years Project Manager/City staff to request the electronic files for the EarlyON and/or provincial logos if needed

- The bilingual EarlyON logo is used whenever possible to signal that Hamilton is designated under the French Language Services (FLS) Act

- Promotion of special events is conducted system-wide as much as possible and is accompanied by information about other programs and services available within the community (e.g. link to the ASCY calendar)

- Inclusive language and images are used

- Ensure EarlyON materials are recognizable to families and caregivers and represent EarlyON as a community resource that is known for helping children reach their full potential

- Consider translating materials whenever possible, based on neighborhood needs

- Consult with the Early Years Project Manager and/or the EarlyON Program and Community Support Facilitator if unsure about a particular use of the logos, or to determine whether the City of Hamilton logo needs to be included

Social Media Guidelines

The City of Hamilton recognizes the importance of social media in connecting staff and the community and is supportive of EarlyON operators' appropriate use of their organization's social media accounts for business purposes. Social media can help the community collaborate, share information, and support dynamic discussions with families. It can provide opportunities to enhance outreach and inclusion, engaging individuals, communities and groups that may not otherwise participate in early years initiatives.

When using social media for EarlyON business purposes, providers should follow their organization's policies and guidelines regarding the appropriate use of social media.

Refer to the section *Data and Reporting* for guidance on the types of data that should be collected for social media accounts used to promote EarlyON programs and services.

Correspondence

EarlyON operators are encouraged to engage and correspond with families on a regular basis, both verbally and through written communications. Regular correspondence also takes place amongst colleagues and other early years or community partners. Common methods of correspondence include sending emails or writing newsletters.

Standard IV of the College of Early Childhood Educators [Code of Ethics and Standards of Practice](#) requires members of the College (Registered Early Childhood Educators) to use the professional designation RECE in documentation used in connection with their practice. This means that when RECEs engage in written correspondence with others in a professional capacity as educators, they should include the designation RECE after their name.

College members use their designation on:

• Reports
• Correspondence
• Letterhead
• Business cards
• Email signatures
• Professional materials
• Websites

The protected titles and designations tell families, employers, colleagues and members of the public that early childhood educators are accountable professionals who have met the education and training requirements for entry to the profession, and whose practice is guided and informed by the *Code of Ethics and the Standards of Practice.*

For more information please visit: https://www.college-ece.ca/en/Documents/Professional%20Advisory%20Use%20of%20Titles_Dec2017.pdf

Operations

Virtual Calendar and Video Posting Process

On behalf of the City of Hamilton, ASCY hosts a City-wide EarlyON Virtual Programming Calendar for families:
http://ascy.ca/earlyon-child-and-family-centres/ This calendar is posted on a weekly basis and features virtual programming from each of the EarlyON operators, although it does not represent an exhaustive listing of all that is available. While EarlyON operators may choose to have a monthly calendar that is specific to their organization, the ASCY calendar serves as a central place to refer families and provides a City-wide overview of what is available. A process has been established in order to facilitate each operators' contribution to the ASCY calendar.

Process
To allow sufficient processing time to post the calendar that is housed on the ASCY website, the EarlyON operators will ensure their organization's virtual EarlyON programming calendar is emailed to the EarlyON Program and Community Support Facilitator by the Monday afternoon the week before the end of the month.

Please see *Virtual Programming Schedule – Appendix E* for a sample calendar including the video deadlines and assigned days and timeslots for each organization to provide live virtual programming.

Virtual Program Names and Descriptions for Families

- Consistent program names and descriptions of regularly occurring programs should be established and communicated to help families know what to expect when accessing EarlyON virtual programs.
- Inclusive language should always be used in titles and descriptions to indicate a warm and welcoming environment for everyone.
- Session-specific topics and themes help provide a focus and are provided wherever possible, in addition to the standard program description.

Virtual Program Categories for Operators

The following program categories are intended to guide operators during program planning to ensure a variety of programs (virtual programs from each category) are offered as much as possible throughout the monthly schedule. Operators should familiarize themselves with these programming options including those that are offered outside of their organization and refer families as needed.

Family Gathering Time – Reflects our values and beliefs that children are competent and curious. These interactive sessions weave math (using metric language) and literary-building skills (using Canadian

English or French) while responding to the interests of the children and families. Gathering times build community connections and facilitate new ways for families to interact and play together through song, Show and Shares, activity kit distributions, STEM activities, scavenger hunts, *Des activités Zoom*, and other family-focused open-ended activities. Family gathering times align with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*
(http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf)

Music & Movement – Children develop vocabulary, language skills, self-confidence, physical competencies, well-being, self-expression, and self-esteem when they join others in song and movement. Parents build confidence in their abilities to sing songs, share rhymes, and understand the benefits of physical activity during their children's critical early years. Music and movement programs include Family Fitness at Home, Rhyme Time, Yoga, Mother Goose, and Let's Get Moving to name a few. Music and movement programs align with *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf)

Creative Art – Provides opportunities for children to explore and engage with a variety of materials to inspire and support children's natural curiosity and may include activities such as painting, sculpting, dance, and drama. Programs include Baby & Toddler Picasso, Little Art Studio, and Let's Get Creative. Creative art programs align with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. (http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf)

Story Time – Children learn new words, build imagination, and become creative thinkers when adults make meaningful connections between the story and the child. Through story telling, educators assist families in exploring ways to expand storybooks with props, music, and drama. These interactive sessions weave math (using metric language) and literary-building skills (using Canadian English or French) while responding to the interests of the children and families. Story time events include Songs and Story Times, Multicultural Story Time, Naptime Stories, and Bedtime Stories. The story time sessions align with *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. (http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf)

Parent Connection – Parent or guardian-led programs that focus on topics that are important to families. These sessions, facilitated by qualified Early Childhood Educators (RECEs), offer opportunities to build relationships, strengthen parenting skills; incorporate new learning and strategies, as well as support family and individual well-being. Parent connection events are offered through group gatherings such as Parent and New Baby Network/*Parlons de nos nourrissons*, Parents of Toddlers Network, Parent Network, Tea Talk Monday, and Ask the Early Childhood Educator.

Indigenous Programs - Niwasa Kendaaswin Teg is an Indigenous lead organization that offers Indigenous Early Years and EarlyON programming. Educators integrate How Does Learning Happen? into a rich Indigenous Pedagogy that is holistic, child-centred and inquiry-based. Programs offer cultural activities and traditional teachings that foster a sense of belonging and identity for Indigenous children.

Francophone Programs - Provide opportunities for French-speaking families with young children to share in culturally rich experience through quality interactive programming that aligns with *How Does*

Learning Happen? Ontario's Pedagogy for the Early Years
(http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf)

I Need Help With… - Supplementary programs are available to parents in need of answers from community partners about their child's development. On occasion, other professionals are available to share information through our "Ask the…" programs such as Ask the SLP, Ask the Mental Health Support Facilitator, Ask the RECE, and Ask the Registered Dietitian. In addition, one-on-one phone calls and Zoom sessions with a RECE are offered for parents to connect, share experiences, find out about community resources, and ask parenting and child development related questions.

Virtual Programming Code of Conduct, Tips and Resources

Since the recent introduction of virtual EarlyON programming, RECEs and facilitators have identified successful parent engagement practices based on their collective experience delivering these programs. These engagement practices have evolved into a list of protocols that cover the three areas of virtual service delivery: live Zoom sessions, videos and activity kits. These protocols should be followed wherever possible.

Please see *EarlyON Virtual Programming Code of Conduct, Tips and Resources - Appendix F* for the parent engagement protocols and other helpful resources*.*

Parental Agreement to Participate

A letter template for new EarlyON Zoom participants has been developed – *Parental Agreement to Participate Letter - Appendix D.*

This letter is intended to welcome families to the virtual experience by sharing information about the types of activities that can be expected, roles and responsibilities of the host organization, information about what is required to access the event, and other procedures that parents/caregivers are expected to follow in terms of participation rules, privacy, etiquette, etc. All operators are encouraged to share this letter with new families before they participate in a live event for the first time.

It is also advisable for the host organization to briefly communicate the general code of conduct to the participants prior to or upon commencement of each event.

Legal Liability and Risk

The City of Hamilton will not be making any recommendations or providing advice to EarlyON operators regarding copyright laws or the use of copyrighted materials. If you are concerned about the risk of copyright infringement in your EarlyON programs, you may wish to seek legal counsel.

Serious Incident Reporting in the Virtual Context

Serious incident reporting (SIR) requirements for EarlyON are outlined in the document *Serious Incident Reporting Policy for EarlyON Child and Family Centre Service Providers – Appendix B*. In some cases, a serious incident report may be necessary within the context of virtual programming. Potential incidents that could meet the threshold for SIR reporting include copyright violations and allegations of abuse and/or neglect. For example, if copyrighted works were placed online without proper permission this could have legal consequences and/or result in negative media attention.

Duty to report

Registered Early Childhood Educators (RECEs) have a responsibility to report child abuse, the suspicions of harm or the risk of harm to children and as such it is essential that they are knowledgeable about their duty to report to a Children's Aid Society (CAS) under section 125 of the Child, Youth and Family Services Act, 2017 (CYFSA).

More information on the duty to report, what happens when a report is made and how to recognize signs of abuse and neglect can be found here.

You can also refer to the following Professional Advisory document: https://www.college-ece.ca/en/Documents/Professional_Advisory_Duty_to_Report.pdf

Observations made in a virtual or remote context that result in an allegation of abuse should be reported to the Children's Aid Society (CAS) and/or Catholic Children's Aid Society (CCAS) as required, and should also be reported as a serious incident, per Hamilton's SIR policy.

Data and Reporting for Virtual Engagement Activities

It is anticipated that consistent provincial definitions for reporting EarlyON data elements for virtual program delivery will soon be developed. In the meantime, the City of Hamilton has put mechanisms into place in order to collect data related to virtual services for local planning purposes.

The City continues to work with operators to refine and enhance consistent data collection procedures for all types of virtual engagement activities, including qualitative and quantitative data. Operator data provides an important source of information for system development and planning to support equitable access for children and families. EarlyON operators should consider the following when developing virtual data collection processes:

- Virtual programs collect registration information using the online registration system designated by the City (there may be exceptions such as Special Events, noted below).
- Data quality is enhanced by regular, preferably daily, entry of child and adult participation into the City's required database.
- Consistent interpretation of definitions of elements is necessary to allow comparison of data over time and space.
    - For example, registration for a virtual program does not equal participation, and should not be entered until actual attendance of a virtual program is confirmed.
    - All scheduled program events need to be entered, even if there are no registrants or participants.
- Virtual program registration records, including actual attendance of a virtual program, are a key support to validate entered data and should be kept on file for crosschecking data (e.g., attendance record in excel spreadsheet, or similar) in the case of suspected data entry error.
- Operators should have mechanisms in place for collecting participant feedback.
- Operators can rely on support from the City in the administration of virtual programs and analysis of virtual program data.

In addition, EarlyON operators are asked to keep records of the data noted in the attached document, *Virtual Services Data Reporting Chart – Appendix C.*

The data elements listed in Appendix C do not need to be regularly reported but may be requested by the City at any time and should be readily available. Note that some or all of this data can be accessed through each platform's analytics feature. Please consult with your organization's IT department as needed in order to access the analytic features of interest such as page views/month.

Additional Considerations

Privacy

There may be occasional circumstances where personal identifying information that is typically required for registration in an EarlyON program, such as the name or home address of a child and/or caregiver, cannot or is not provided for privacy reasons. It is expected these circumstances will be relatively rare.

In such cases alternative information may be used in order to facilitate access to the program:
- Replacement for a first/last name could be the individual's initials, or simply "X"

- Replacement for an address/phone number could be the contact information of the nearest elementary school

Please note that parents/caregivers and children **should not** be required to disclose their full name when signing in to a Zoom event. This is at the discretion of the individual. Verification of an individual's identity can be completed by alternate means (see: Equity and Inclusion).

Special Events – Telling Tales

The registration process differs for Telling Tales story time events. In order to encourage participation from a broader audience for these unique offerings, EarlyON operators may simplify the registration process (e.g. families can email/call the operator directly to register).

The host organization is required to collect the following information from participants for Telling Tales events:
- Total number of individuals (parent/caregivers and children) that pre-registered
- Record all postal codes of families that pre-registered
- Total number of individuals (parent/caregivers and children) that actually attended/participated in the event, confirmed by virtual attendance

This information should be entered into the EYSIS database as soon as possible after the event.

How to enter participant totals and postal code data for a Special Event (i.e., Telling Tales) into EYSIS:

1) If there were 39 families and they all gave their postal code, you would copy all 39.
2) Open EYSIS and go to/click Programs and Events, then click, *Special Event
3) Add Event, Title and date (this can be done ahead of time, so that the event would already be in existence)
4) Click on this Event created
5) Under Event Attendees, insert the number of children (0-6 years), the number of Parents/Caregivers, and Other (e.g., educators) that were in attendance. Please note, these are the number of actual attendees, those that were in attendance during the live event and NOT the number of pre-registered individuals.
6) In the Comments box, type in, (a) "Number of Individuals Pre-registered = (insert number)", and (b) the "Number of Individuals Attended = (insert number)". The Number of Individuals Attended is the actual attendance during the live event and not pre-registered numbers.
7) In the Comments box, type in (or paste) the copied postal codes (e.g., from Excel) of both groups and label as such: (c) "Pre-registered Families Postal Codes" and (d) "Attended Families Postal Codes". If 39 families pre-registered and gave a postal code, 39 postal codes would follow the text, "Pre-registered Families Postal Codes". If 27 families (of the 39) were in actual attendance, 27 postal codes would follow the text, "Attended Families Postal Codes". Paste function, is under Edit, top left, not right clicking of mouse. "Session completed" needs to be unchecked to be able to paste. When done, check off "Session completed".

Note – EYSIS is temperamental, and it may seem it's not able to paste, make sure "Session completed" is not checked off to allow for text to be entered.

Activity Kits

EarlyON operators may choose to collect registration information for activity kits via the City's online registration form, or by phone/email. If activity kit recipients are also registering for a Zoom event, the registration must take place using the online registration form.

How to enter Activity Kit distribution data into EYSIS:

Enter EYSIS > **Programs & Events** > click on ***Outreach Event** >

 > click on **Add Event** > add in Title box – **Activity Kit Pick Up** > add location in **Location** box, where kit is to be picked up from, e.g., Central Library, St. David EarlyON

 > add date to **Date** box, that is the first day kits are available from this location, start time and end time optional

 > in the **Families** box, add in total number of kits that were picked up/distributed (e.g., 0 to 12), remaining boxes here (Children…, Parents…, etc.) are optional

 > in **Outreach type** box, select from drop down, **Activity Kit**

 > in **Location type** box, select from drop down, the agency (1 of 8 EarlyON operating agencies) responsible/distributing the Activity Kit, e.g., **B and G, Niwasa, Centre de Santé**

 > in Comments box – type in: title/contents of Activity Kit, e.g., **Book: Green Eggs and Ham**

 > click off **Event completed** once all info has been entered - final number of kits given out has been confirmed entered in **Families** box

Contact Us

If you have questions about any of the information found in this document, please contact:

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esauriol@ascy.ca

Hamilton's Early Years Community Plan

Ensuring Equity for
All Children and Families

An Equity and Engagement Framework

Developed by Members of the
Equity and Engagement Advisory Group (EEAG)

February 12, 2018

Equity & Engagement Framework

BACKGROUND & PURPOSE

Section A: UNDERSTANDING EQUITY AND ENGAGEMENT

- *What are the essential elements of effective community engagement?*

- *What does the continuum of levels of engagement include?*

Section B: EQUITY PRINCIPLES

Section C: WORKING TOGETHER TO ADVANCE AN EQUITY LENS

Introduction

In the EYCP 2012-2015, inclusion was identified as a critical challenge and opportunity. One of the key findings from the previous plan was that the system needs to be more sensitive to the needs of all populations including, but not limited to: Indigenous, Francophones, diverse communities, individuals with low socioeconomic status, established immigrants and newcomers, young parents, LGBTQ parents, and parents of LGBTQ children and youth. Given this, the environmental scan for the current plan including targeted consultations with key informants who work with these populations, as well as parents who have lived experience. The findings confirmed the following emerging themes:

- The early years population is not homogenous;

- There are populations whose needs and perspectives are not well understood or reflected in existing programs/services;

- Finding information about specialized programs/services that are available for diverse populations is difficult; and,

- The system needs to be accountable for meeting the needs of ALL children.

Based on consultation findings and discussions with the Best Start Network (BSN), it became clear that inclusion is viewed as more of a process than an outcome. What parents, providers and Best Start Network [1] members feel passionate about is the need to strive for equity and to hold the system accountable for achieving equitable outcomes for all children and families. Stakeholders and parents suggest the need to shift from labelling the populations (special, vulnerable or marginalized) to labelling the system's ability to respond to their needs (unmet needs, underserved). To achieve equitable outcomes, the system must embed an equity and engagement lens into future strategic priorities, organizing structures and processes. The critical questions related to equity and engagement the system needs to address include the following;

- How do we meaningfully engage ALL stakeholders in system planning and evaluation on an ongoing basis?

- What indicators will tell us the system is getting better at responding to the needs of diverse populations?

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[1] The Hamilton Early Years Community Plan, 2016-2020 (published September 2016). www.hamiltonbeststart.ca/eycp.

- How do we ensure best practices with respect to equity and engagement?

- What unique access/transition challenges do we need to understand and address for diverse populations?

- Does membership in the early years organizing structure include those who can effectively speak to diverse needs and experiences?

To address emerging themes identified in the stakeholder consultations, the following specific strategies are recommended moving forward:

- Embed equity and engagement into the new organizing structure by establishing an Equity and Engagement Advisory Group that can speak to and help engage diverse needs, perspectives and experiences.

- Require that each of the strategic priorities (and work clusters) consider how best to achieve equitable outcomes.

- Build system capacity for meeting diverse needs at the level of early years providers/organizations.

- Promote best practices related to equity and engagement into quality initiatives.

- Work strategically and collaboratively with providers who specialize in working effectively with diverse populations.

WHAT IS THE PURPOSE OF THE EQUITY AND ENGAGEMENT FRAMEWORK?

The purpose of the E*quity and Engagement Framework* is to support and guide all committees, networks and work clusters within the Hamilton Early Years System or organizing structure to ensure an equity lens by considering the needs and perspectives of diverse children and families.

WHAT IS THE ROLE OF THE EQUITY AND ENGAGEMENT ADVISORY GROUP (EEAG)?

The EEAG is intended to provide input, flag issues, and identify opportunities regarding equity and engagement to Hamilton's Early Years System through the various committees and work clusters associated with the Early Years Organizing Structure.

FOR EXAMPLE:

- Developing the Equity and Engagement Framework

- Identifying, planning and coordinating meaningful community engagement opportunities

- Informing promising practises related to equity and engagement

- Identifying and interpreting indicators of equitable outcomes

Membership on the EEAG is comprised of community connectors that bring diverse and important perspectives and experiences, including:

- Community-led groups and community-based organizations/providers that bring lived experience and/or have build strong relationships with populations that are not well understood or served (i.e. Indigenous people, LGBTQ parents or parents of LGBTQ children; young parents; newcomers; Francophones and special needs population);

- Parents that have system-level experience working with the Early Years System (i.e. worked effectively in community boards/advisory groups, community-based organizations or community-led groups/organizations); and

- A representative from the Quality, Evaluation and Learning Work Cluster.

The EEAG provides advice to the CMSM Early Years Advisory Committee. CMSM staff provide support to the EEAG.

Section A: Understanding Equity and Engagement

WHAT IS THE DIFFERENCE BETWEEN EQUITY AND EQUALITY?

The terms equity and equality are sometimes used interchangeably, which can lead to confusion.   There are important distinctions between these terms.

> _EQUITY – Treating individuals fairly based on their needs and requirements. It is a principle that is based upon justness and fairness where attention is paid to individual needs and requirements._

> _EQUALITY – Treating each and every individual in the same manner irrespective of needs and requirements. As a principle it demands everyone be treated the same. Like equity, it aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things._

EXAMPLE: Let's think for a moment about runners sprinting around an oval track during a competition. The concept of equality would have us treat the runners in exactly the same way, ensuring that they all start at the same place on the track. On the surface, this seems fair. But we know that runners in the inside lanes have a distinct advantage over runners in the outer lanes because the distance they have to travel is shorter. As a result, equality – starting at the same place – doesn't result in fairness. The concept of equity, in contrast, would lead us to stagger the starting positions of the runners in order to offset the disadvantages facing those in the outer lanes. In this case, different or tailored treatment is a surer path to fairness and justice than the same treatment. [2]
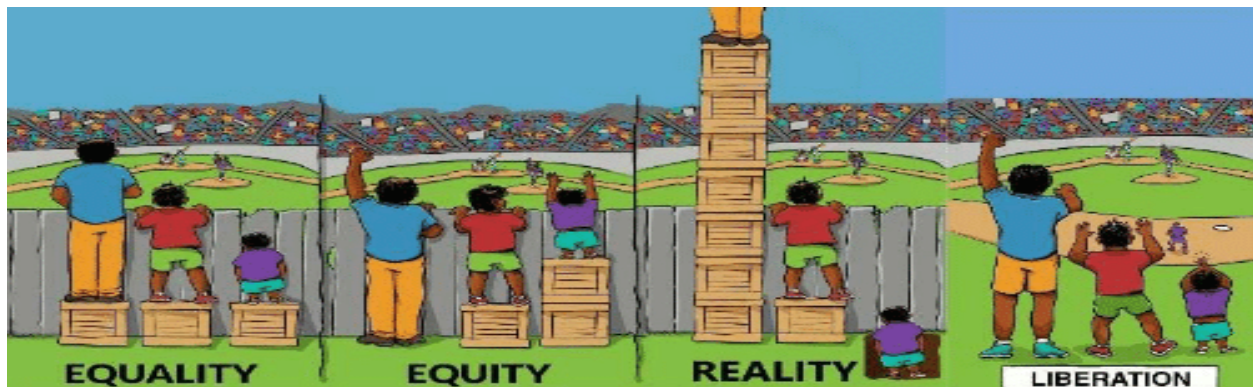
SOURCE: Interaction Institute for Social Change (interactioninstitute.org)

[2] Sex- and Gender-Based Analysis: Sex, Gender, Diversity and Equity, SGBA e-Learning Resource: Rising to the Challenge (Sgba-resource.ca)

WHAT IS AN EQUITY LENS?

EQUITY LENS – Considers the needs and perspectives of diverse children and families including the access barriers they may experience when seeking appropriate and welcoming early years services that reflect their unique needs (i.e. differences in age, language, culture, race, gender, sexual orientation, socioeconomic status and abilities).

WHAT IS COMMUNITY ENGAGEMENT?

COMMUNITY ENGAGEMENT – Purposeful dialogue between the EYCP System (i.e. collaborative organizing structure) and relevant stakeholders (e.g. children & families, and community partners) to gather information that will influence decision making.

WHAT ARE THE ESSENTIAL ELEMENTS OF EFFECTIVE COMMUNITY ENGAGEMENT (EVIDENCE-INFORMED)?

- Be clear about the purpose/intent of the engagement (see levels of engagement below)

- Engage in dialogue about issues that are of concern/interest to the stakeholders

- Ensure participants have something to contribute and gain

- Consider convenient and accessible methods/opportunities to participate

- Include those whose voices have traditionally been excluded (reach beyond the usual suspects)

- Create multiple, varied opportunities to engage

- Provide timely follow-up re: how input informed decision-making (explaining why some ideas are not being incorporated)

WHAT DOES THE CONTINUUM OF LEVELS OF COMMUNITY ENGAGEMENT INCLUDE?

EMPOWER: Community identifies issues, solutions, actions

COLLABORATE: Community is a partner in decision-making

INVOLVE: Early Years System gets advice on planning; feedback may change plan

CONSULT: Community provides feedback (e.g. client & partner satisfaction)

INFORM: Community receives balanced and objective information and announcements[3]

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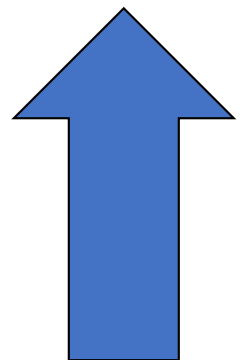
[3] Adopted from the World Health Organization

Section B: Equity Principles

The following equity principles will be embedded in the plans and activities associated with the Hamilton EYCP. Committees and work clusters are responsible for demonstrating that these principles have been adopted:

- View children and families as capable and competent
- Barriers (systemic or otherwise) are understood, identified and eliminated wherever possible
- Recognize that equity means addressing the needs of ALL children and families, as defined by them
- Ensure that our communities and people have a voice in shaping the services and programs that matter to them
- Support inclusion across all parts of the system
- Remain open to new and different ideas, being prepared to challenge existing assumptions
- Respect and value diversity and the full range of differences within our communities
- Address disparities by attempting to understand the root causes of inequities and reducing them
- Demonstrate accountability and transparency through the use of clear measures of success

Equity in Access	Equity in Engagement	Equity in Communication
Looks like: We ensure that all entry points are the right entry points. We make the appropriate changes to policies/programs/services so that diverse groups will benefit.	**Looks like:** We seek meaningful engagement through multiple varied opportunities that are mutually convenient and accessible.	**Looks like:** We are using a variety of strategies and avenues for communication.
Sounds like: We contribute to a system where everyone feels welcomed and accepted, listened to, and receives the support they need.	**Sounds like:** We provide timely follow-up to participants about how their input informed decision-making, and if applicable, explain why some ideas are not being incorporated.	**Sounds like:** We engage in ongoing, authentic dialogue about the interests of our communities.
Feels like: We plan carefully for public resources and programs to be fairly distributed so that everyone can access them.	**Feels like:** We understand that it is important for participants to have something to both contribute and gain throughout the engagement process.	**Feels like:** We have genuine interactions using our active listening skills.

Section C: Working Together to Advance an Equity Lens

The role of the Equity and Engagement Advisory Group (EEAG) is to advance an equity lens, ensuring that the needs and perspectives of diverse children and families are considered including the access barriers they may experience when seeking appropriate and welcoming early years services that reflect their unique needs (i.e. differences in age, language, culture, race, gender, sexual orientation, socioeconomic status and abilities).

EEAG members will act as champions and connectors, working closely with other parts of the collaborative organizing structure to build a shared understanding, inform promising practices, identify gaps and opportunities, and promote collective ownership of an equity and engagement lens.

In its work with other EYCP Committees, Networks and Work Clusters the EEAG will:

- Provide orientation to the equity and engagement framework and principles;

- Gather and share information about relevant resources and training;

- Provide input and advice with respect to planning and coordinating community engagement opportunities; and

- Ensure that appropriate indicators of equitable outcomes are being developed, monitored and interpreted so that progress can me measured.

APPENDIX B Serious Incident Reporting Policy for EarlyON Child and Family Centre Service Providers

EarlyON Child and Family Centre service providers are responsible for managing and reporting on any serious incidents which affect the health, safety and well-being of children and caregivers attending EarlyON Child and Family Centres. Service providers report this information directly to the City of Hamilton.

Serious incident categories

The City of Hamilton defines a serious incident as:

1. Death of a child or caregiver that occurs on the premises.
2. Allegation of abuse and/or neglect of a child.
3. Life-threatening injury to a child or caregiver or life-threatening illness of a child or caregiver that requires treatment by a regulated health professional (doctor, nurse, dentist, etc.) and/or a life-threatening injury that involves police, fire or ambulance/EMS/paramedics.
4. An unplanned disruption of the normal operations of a child and family centre premises that poses a risk to the health, safety or well-being of children and families attending the centre:
   a. Fire
   b. Flood
   c. Gas Leak
   d. Detection of Carbon Monoxide
   e. Outbreak
   f. Lockdown
   g. Other Emergency Relocation or Temporary Closure.
   h. Suspected/confirmed case of COVID-19
5. A situation with high potential for public criticism of the City and/or ministry and/or if the situation may lead to questions being asked by the media.

How to report a serious incident

EarlyON Child and Family Centre service providers are required to have a serious incident internal policy in place that addresses how to identify a serious incident; respond to a serious incident; and report a serious incident to the City of Hamilton.

1. You will need to complete an online Serious Incident Report (SIR). You must submit the SIRs report **within 24 hours of becoming aware of the incident**.
2. The City will review the information, and follow up accordingly.

Service providers are responsible for reporting all serious incidents, as defined in the categories above that occur in an EarlyON Child and Family Centres to the City of Hamilton.

EarlyON Child and Family Program Serious Incident Protocol

Timeframe	Responsibility
Immediately	**Child and Family Centre service providers will:** • Address health and safety with client(s) • Notify Children's Aid Society, as appropriate • Notify all other applicable parties, as required
Serious Incident Report (within 24 hours)	**Child and Family Centre service providers will:** • Determine if the incident is a serious incident to be reported to the City of Hamilton, and if so, complete and submit a Serious Incident Report (SIR), retaining a copy for tracking purposes.
Upon receipt of SIR	**City of Hamilton will:** • Acknowledge receipt of SIR. • Review all information and action taken by the Child and Family Centre and determine whether any additional follow up action or response is required (e.g. report to a children's aid society). • Review the SIR and determine whether the incident meets the threshold for reporting to the Ministry of Education. • Where an incident has occurred that may result in media attention, the City will report this to their Early Years Advisor at the Ministry of Education.

APPENDIX C Virtual Services Data Reporting Chart

Data Collected Monthly*							
Operator Website	Live Sessions (Zoom)	Pre-Recorded Sessions (YouTube)	Social Media (Facebook, Twitter, Instagram)	Telephone Calls with Parents (1-1)	Text Messaging with Parents (1-1)	Emails with Parents (1-1)	Activity Kits
Number of: - Page Visits	Number of: -Virtual sessions -Hours of virtual programming	Number of: -Videos posted -Views -Likes and comments (if active)	Number of: -Posts, stories or tweets -Followers -Likes and comments	Number of: -Calls placed/received (see definition below) -Unique parents reached -Referrals made and to which service(s)	Number of: -Texts sent/received (see definition below) -Unique parents reached -Referrals made and to which service(s)	Number of: -Emails sent/received (see definition below) -Unique parents reached -Referrals made and to which service(s)	Number of: -Kits distributed -Unique families reached -Category of kits distributed (see examples of categories below)
Qualitative Feedback, where possible							

*For the virtual engagement activities that are currently taking place in the organization.

Phone calls, text message and emails that should be captured in the data for reporting purposes are defined as those where there is a meaningful exchange about a topic, not including brief inquiries regarding hours of operation, help with registration, etc.

Categories of kits may include: STEM/STEAM, Literacy, Health and Wellness, Parent/New Baby, Nature, Cooking, Art, etc

APPENDIX D Parental Agreement to Participate Letter

Dear Parent/Guardian:

In an effort to offer a variety of ways to serve families, Hamilton EarlyON Child and Family Centres are providing distance-based experiences in which educators will facilitate program activities through the Zoom online platform. This letter seeks to clarify the expectations for an enjoyable virtual programing experience with you and your child.

Zoom is a third-party internet site that parents, guardians, and educators will access to come together. It provides an opportunity to deliver video and chat-based educational experiences to families via any device. Please be aware that Zoom collects information about its users and has its own privacy terms and conditions to which participants must adhere. Zoom's privacy terms and conditions can be found at http://zoom.us/terms and http://zoom.us/privacy.

In order to participate you will need:
- access to a computer, mobile device, or tablet device with access to the internet;
- a quiet space at home where you and your child can participate fully with us online;
- to register for Zoom, in which you will need to provide some customer data, including your email address, and first and last name.

We use Zoom for program activities such as gathering time (stories, songs, and more), music and movement, creative art, parent networks and group chats, and special events. Our commitment to keeping families and children safe is always our number one priority. When participating in program activities, please be advised of the following:

- By signing onto Zoom, you consent to participate.
- Families may not record sessions, take photos or screen shots. Please respect the privacy of others.
- When you use a link to join a meeting on Zoom, it will automatically bypass the option to change your name and have you join the meeting directly. If you would like to change your name before joining, you must use the "Join a Meeting" button in the Zoom app.
- Parents and children can ask questions or make comments using the chat feature.
- Educators may save comments to share with other EarlyON educators to improve programming.
- When using Zoom, the educators and other participants will be able to see you and your background. Adults and children should be dressed as if out in public.
- For infant massage, it is recommended that all babies remain in diapers.
- Parents are required to remain with their children during child-oriented activities. Please keep your camera on.
- These sessions are a special time for you and your child to connect, explore, and play together. Please focus on your time spent together and all the fun you are having rather than the finished product.

Thank you for joining our EarlyON virtual programming events. We look forward to seeing you soon.
You are welcome to contact the EarlyON staff, through this email, if you have questions or need technical support to participate.

Kindly,
Hamilton EarlyON Child and Family Centres

APPENDIX E Virtual Programming Schedule

Live Zoom Events

To maintain relationships with families and to ensure equitable exposure to a variety of gathering opportunities, operators have agreed to provide virtual Zoom programs on the days and time slots set out in the chart below. Each operator is responsible for adhering to the schedule and shall contact the EarlyON Program and Community Support Facilitator if modifications are needed.

The schedule below represents the minimum amount of live virtual programming to be offered by each operator. Operators may choose to offer additional virtual EarlyON programs and services beyond the scope of the schedule, as resources allow.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	AM	AM	AM	AM
HWCCCC Centre de santé	Niwasa Centre de santé	Boys & Girls Club Centre de santé	YMCA Centre de santé	Heritage Green Centre de santé
PM	PM	PM	PM	PM
Boys & Girls Club	Wesley Urban M.	Today's Family	Today's Family	Wesley Urban M.

Pre-recorded Videos

Videos are developed by the individual EarlyON operators and uploaded to either the organization's website with a **direct link** to their videos webpage or uploaded to YouTube. Video links are emailed to the EarlyON Program and Community Support Facilitator by Wednesday afternoon the week prior to the organisation's assigned week. The video deadlines are outlined according to the following assigned groups:

Organisations in group 1 are: HWCCCC (2 videos), Niwasa, Heritage Green, Boys & Girls Club.

Organisations in group 2 are: Wesley, Centre de santé, YMCA, Today's Family, Boys & Girls Club.

The EarlyON Virtual Programming Calendar goes live on the ASCY website every Saturday afternoon.

Hypothetical Month						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
Week 1				1	1	3
Week 2	5	6	7 (Videos due group 1)	8	9	10 (Videos for group 1 and

						calendar changes are posted)
Week 3	12	13	14 (Videos due group 2)	15	16	17 (Videos for group 2 and calendar changes are posted)
Week 4	19 **(Calendars due for next month)**	20	21 (Videos due group 1)	22	23	24 (Videos for group 1 and calendar changes are posted)
Week 5	26	27	28 (Videos due group 2)	29	30	1 **(New month)** (Videos for group 2 and calendar changes are posted)

APPENDIX F EarlyON Virtual Programming Code of Conduct, Tips and Resources

Parent Engagement Protocols

<u>Live Zoom Sessions</u>

- Offer live sessions that have been informed by observation of participating children's interests and curiosity.
- Engage with families in a variety of different ways including songs, stories and give referrals if needed.
- The goal of live sessions is to build relationships while helping learning happen through play. Activities are process oriented.
- Ensure professionalism with families virtually including appropriate appearance, tone of voice, language etc.
- Keep a clear line of communication with families through email and phone calls to make sure everyone has equal opportunity to participate in virtual programming.
- Always have minimum of two staff members per live session.
- Pair new educators with an experienced one when on boarding new facilitators.
- One staff is responsible to monitor the chat box. Explain to families that the chat box is open for viewing by all participants and may be saved at the end of the session.
- While families need to identify themselves to sign onto Zoom, parents and children can use aliases on screen.
- Decline entry of participants who refuse to identify themselves.
- There is no videotaping or photos of families in any circumstance (including for program documentation).
- Ensure you are engaging all families. Ask questions to elicit participation.
- Sessions including children should end when interest wanes and should not exceed 30 minutes except for licensed programs where the EarlyON service provider has received instruction from the licensing body to provide the program in an online format for a specified length of time. (E.g., Infant Massage)
- Use agency laptop or desktop to lead activities. Avoid technology that limits your ability to interact with the screen or see and hear participants (E.g., cell phone and iPad).
- When using PowerPoint ensure your sources are referenced within the presentation.
- Book reading is permitted as long as the session is not being recorded or posted.
- From time to time, invite families to provide feedback through a variety of formats such in the Zoom chat box, zoom survey feature, verbally at the end of the Zoom sessions or during the wellness phone calls.

<u>Pre-recorded videos</u>

- All videos are child friendly. Provide a variety of programs in house, at the office, or outside, keeping in mind your surroundings appear presentable.

- The comments and/or thumbs up can be enabled as a source of anecdotal feedback.
- Offer a variety of videos including Gathering Time, Science, Creative and Outdoor Activities.
- Ensure videos are informed by observation of participating family interests and curiosity.
- Activities are process oriented.
- Gage your planning of videos to reflect the current interests and unique needs of your families.
- Use non- licensed songs and books. 5 minute shorts. Topics could include ideas for children and parents to do together at home or outside. The presentation should be process oriented.
- Obtain informal feedback through video likes or comments.

Activity Kits

- Activities provided in the kits are open-ended and process oriented.
- Offer kits that have been informed by observation of participating children's interests and curiosity.
- It is helpful to add an information sheet with possible open-ended comments and questions parents could use while interacting and exploring the kit with their child.

Helpful resources

How to record, edit and upload videos:	A how-to PowerPoint is available on the shared Google Drive. The Drive access is hamiltonearlyon@gmail.com . Password **Sharedfiles22! (ask your coordinator)** An accompanying recording of the how-to session is available at https://youtu.be/tJRu9xNKyPM
To change the participant's name on zoom:	When you use a link to join a meeting on Zoom, the program will automatically bypass the option to change your name and directly have you join the meeting. If you would like to change your name before joining, you must use the 'Join a Meeting' button in the Zoom app
How to Navigate Zoom Security Settings:	
Block recordings	Go to the bottom of the Zoom meeting and then click the arrow beside participants at the bottom of the Zoom meeting Click Forbid Recording
Block screen sharing	Click Security at the bottom of the Zoom meeting Click share screen to remove the check mark
Lock the session to prevent others from participating once the meeting starts	Click the chat icon at the bottom of the Zoom meeting screen to open the chat box Click the 3 dots at the bottom of the chat box Click lock meeting

Zoom account/change settings	Zoom account information is accessed by the account holder. Speak with your organization manager to change settings

Visual Identity Guidelines
Ministry of Education

Early ON Child and Family Centre

November 2017

Ontario

Introduction

The way we visually represent the EarlyON brand plays a key role in the way we are perceived both internally by our various partners and externally by the communities in which we serve. It is important that we represent the brand in a way that communicates our brand promise. All of our communications should reflect the same quality and attention to detail that characterizes our professional practices.

With these brand guidelines in place we share a common goal, to ensure complete consistency of the EarlyON brand in all our communications.

These guidelines provide Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) and EarlyON child and family centres with comprehensive directions on how to represent the EarlyON visual identity correctly and consistently.

If you encounter unique applications in your market, or if you are unsure about a particular use of the identity, please contact **EarlyON@ontario.ca**.

Brand Values

Compassionate
We care about the well-being of the communities we support.

Determined
We empower parents and families by building on their child's abilities and helping them realize their full potential.

Inclusive
We strive to make everyone feel like they belong.

Excellence
We offer the highest-quality programs guided by qualified professionals.

Brand Vision

The recognized community program for all families and caregivers, helping children reach their full potential.

1

Brand Promise

Raising a child is a wonderful journey full of love, hope, dreams, fear, anxiety and joy.

EarlyON is a community hub where parents, caregivers and children can find programs and services that build on their strengths and help them navigate this journey. Where parents and caregivers can start making connections and building relationships that are essential to realizing a child's full potential. Where they can learn, grow and connect together.

It's here that children can learn, play, laugh, be curious, make friends and engage with others. Where they can build their sense of belonging and capacity for expression, enhance their own well-being and explore and engage with the world around them.

We offer safe and welcoming environments open to all families across Ontario, with qualified professionals and quality programs, in a place where families and caregivers can find support, advice, personal connections and a network of resources. Where questions get answers, anxiety turns into peace of mind and a sense of solitude turns into a spirit of community.

Ontario's Renewed Early Years and Child Care Policy Framework (2017) builds on our progress and sets a vision for a system in which all children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child- and family-centred and contribute to children's learning, development and well-being.

Table of Contents

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The Logo

Anatomy

This logo will be used to help audiences easily identify EarlyON locations, products, web presence, ads and other materials.

It is essential to the success of the brand that the logo always be applied with care and respect in every application according to these guidelines.

The logo combines two elements: the EarlyON wordmark and the sub-line. The spatial and proportional relationships of the logo elements are predetermined and should not be altered.

Early
ON
Child and Family Centre

Wordmark

Sub-line

Formats

Stacked

This is the **primary format** of the logo.

In any application, once the font size of the sub-line falls below 12 pt the sub-line is removed (or below a 39 mm overall width).

Furthermore, to ensure legibility of the logo, once this stacked version falls below a 15 mm width it will be used in one colour (the primary teal or black).

The minimum size allowed is at a 9 mm width.

Reverse version is to be used on any dark background.

With Sub-line

No Sub-line

12 pt

39 mm

Primary Teal

Black

<15 mm

9 mm

<15 mm

9 mm
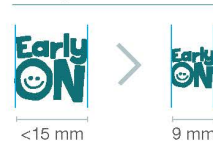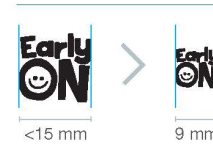
Full Colour

Grey and Black

Reverse

Formats

Horizontal

An alternate format use of the logo.

In any application, once the font size of the sub-line falls below 12 pt the sub-line is removed (or below a 21 mm overall height).

Furthermore, to ensure legibility of the logo, once this horizontal version falls below an 8 mm height it will be used in one colour (the primary teal or black).

The minimum size allowed is at a 5 mm height.

Reverse version is to be used on any dark background.

With Sub-line

EarlyON
Child and Family Centre

21 mm
12 pt

No Sub-line

EarlyON

EarlyON

Primary Teal

EarlyON > **EarlyON**

<8 mm   5 mm

Black

EarlyON > **EarlyON**

<8 mm   5 mm

Full Colour

EarlyON
Child and Family Centre

Grey and Black

EarlyON
Child and Family Centre

Reverse

EarlyON
Child and Family Centre

7

Formats

French - Stacked

This is the primary format of the French logo.

In any application, once the font size of the sub-line falls below 12 pt the sub-line is removed (or below a 50 mm overall width).

Furthermore, to ensure legibility of the logo, once this stacked version falls below a 15 mm width it will be used in one colour (the primary teal or black).

The minimum size allowed is at a 9 mm width.

Reverse version is to be used on any dark background.

With Sub-line

No Sub-line

12 pt

50 mm

Primary Teal

Black

<15 mm

9 mm

<15 mm

9 mm

Full Colour

Centre pour l'enfant et la famille

Grey and Black

Centre pour l'enfant et la famille

Reverse

Centre pour l'enfant et la famille

8

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Formats

French - Horizontal

An alternate format use of the French logo.

In any application, once the font size of the sub-line falls below 12 pt the sub-line is removed (or below a 21.5 mm overall height).

Furthermore, to ensure legibility of the logo, once this horizontal version falls below an 8 mm height it will be used in one colour (the primary teal or black).

The minimum size allowed is at a 5 mm height.

Reverse version is to be used on any dark background.

With Sub-line

ON y va
Centre pour l'enfant et la famille

21.5 mm
12 pt

No Sub-line

ON y va

ON y va

Primary Teal

ON y va > **ON y va**

<8 mm   5 mm

Black

ON y va > **ON y va**

<8 mm   5 mm

Full Colour

ON y va
Centre pour l'enfant et la famille

Grey and Black

ON y va
Centre pour l'enfant et la famille

Reverse

ON y va
Centre pour l'enfant et la famille

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Formats

Bilingual

For use when a bilingual application is required.

In any application, once the font size of the sub-line falls below 12 pt the sub-line is removed (or below a 56 mm overall width).

Furthermore, to ensure legibility of the logo, once this bilingual version falls below a 30 mm width it will be used in one colour (the primary teal or black).

The minimum size allowed is at an 18 mm width.

Reverse version is to be used on any dark background.

With Sub-line

No Sub-line

12 pt

12 pt

56 mm

Primary Teal

Black

<30 mm

18 mm

<30 mm

18 mm

Full Colour

Grey and Black

Reverse

Minimum Clear Space

It's important to maintain a minimum amount of clear space around the logo. This space isolates the logo from competing graphic elements that may divert attention. The space required on all sides is equivalent to the height of the 'a' for English and French applications, and the height of the 'E' for bilingual.

Incorrect Uses

Do not rotate

Do not alter the height and width relationship

Do not add additional type to the wordmark or sub-line

Do not use shadows

Do not alter the proportions

Do not outline

Do not use different colours

Do not place on a busy background

Do not replace the wordmark or sub-line with a different typeface

Do not change the position of the elements

Do not use the wordmark as part of a headline, body copy, etc.

Here at **Early ON** we're committed to...

Partner Lockup

Organizations that contribute 20 per cent or more of their program's child and family funding will have the option to include their brand logo with the EarlyON logo on all signage. Organizations that contribute space to operate child and family programs that is equal to 20 per cent or more of the program funding may also include their logo on EarlyON signs for those sites.

When a partner logo is used, it will be separated by a black 0.5 pt keyline with a height equal to the height of the Ontario logo.

A minimum safe space equal the the height of the 'i' in Ontario is required.

As well, the Ontario logo will always be featured on the right side, with the partner logo on the left.
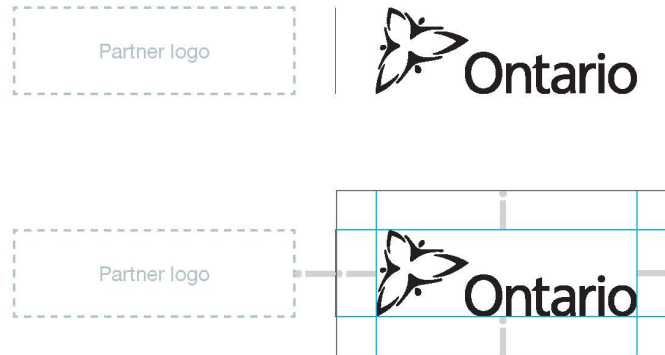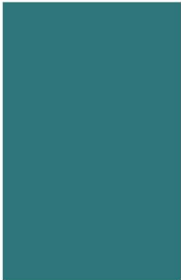
Brand Assets

Colour Palette

Colour is an integral part of any brand identity. Consistent use of the colour palette will reinforce the cohesiveness of the brand. The teal represents energetic and friendly, and the black and grey represents clean and professional.

For printing, the CMYK version should be used unless a PANTONE® colour is absolutely necessary.

RGB and HEX numbers are available for designers and developers for use on any web/digital applications.

Primary Teal	70% Teal	Black	Grey
CMYK 87/40/48/15	CMYK 61/28/34/11	CMYK 0/0/0/100	CMYK 0/0/0/80

Primary Teal
PANTONE® 7474
RGB
22, 112, 118
HEX
#167076

70% Teal
PANTONE® 7474 @ 70%
RGB
99, 141, 148
HEX
#638d93

Black
Black
RGB
35, 31, 32
HEX
#231f20

Grey
Black @ 80%
RGB
88, 89, 91
HEX
#58585b

EarlyON
Child and Family Centre — 70% Teal / Primary Teal

EarlyON
Child and Family Centre — Grey / Black

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Typography

Typography (also known as font or typeface) is a powerful brand tool when used consistently. To complement the playful logo design, these typefaces represent a clean and professional feel. Usage of these typefaces is encouraged in all communication materials.

The primary font is Helvetica Neue. If limited to cross-platform fonts, in programs like Microsoft® PowerPoint or Microsoft® Word, Arial is to be used.

Body copy and call-outs - Helvetica Neue 55 Roman

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Headings and subheadings - Helvetica Neue 75 Roman

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Body copy and call-outs - Arial Regular

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Headings and subheadings - Arial Bold

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz

Applications

Applications - Print

Collateral
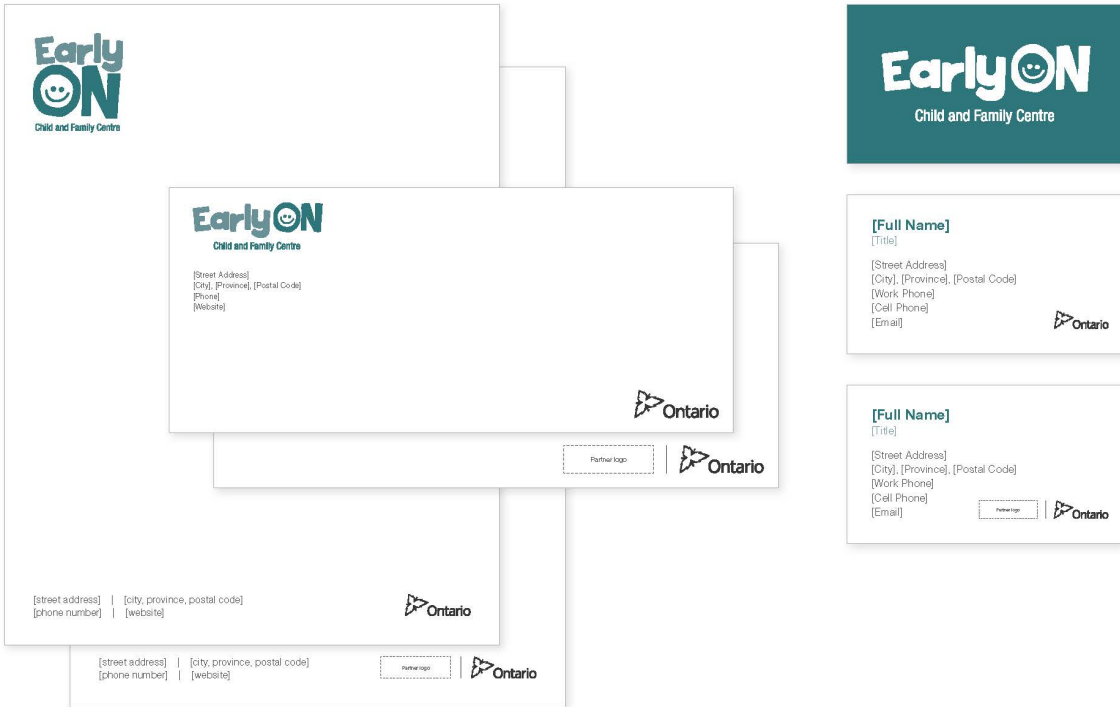
Applications - Print

Newsletter - 8.5"w x 11"h

Postcard

Applications - Digital

Social Media
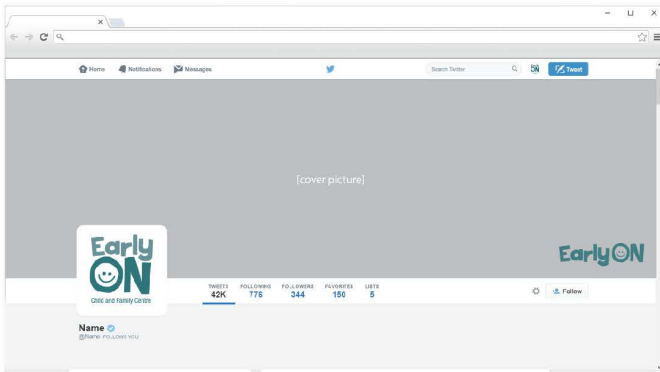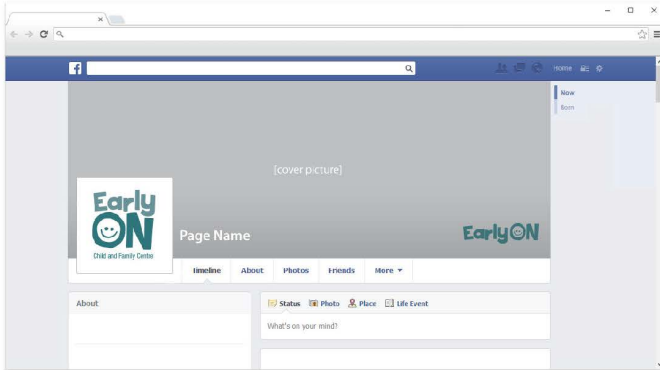
Contact

For more information about logo, or creating materials, please contact the Early Years and Child Care Division of the Ministry of Education at **EarlyON@ontario.ca**

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