



# Raising the Bar

## *Early Childhood Education*

An ASCY Community Initiative

Peterborough's Early Learning and Child Care Community's  
Commitment to Best Practices in High Quality Child Care

Phase Three  
2011-2012 Report

Investing In Quality   
Early Learning and Child Care Peterborough



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# Acknowledgements

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# Introduction

Peterborough has a rich history of collaboration within the child care community. In the 1990's, the Peterborough Child Care Forum (PCCF) was established to support the professional needs of the early learning and child care (ELCC) sector through networks, professional development, resource borrowing and administrative support. While the forum was in existence, the Executive Directors and Supervisors of local child care centres saw the need to collaborate, share resources and mentor new administrators through a network. The Child Care Supervisor's Network was formed and remains a strong and effective means of support and advocacy for the professionals working in the local ELCC sector. In the later part of the 90's, funding was pulled from the Peterborough Child Care Forum, leaving the community with limited professional support. The remaining dollars left from the PCCF moved to the Peterborough Family Resource Centre to be utilized for the annual child care conference. To date, the account is held in trust by Investing in Quality.

In 2007, a group of Directors, Supervisors, Special Needs Resource Agencies and Family Support Coordinators began to meet to discuss the existing, but sometimes fragmented support to the professional needs of child care and decided that a strategic plan was needed to guide the coordination of professional development and resources along with a process to measure and maintain high quality child care in our community. The Professional Development Committee was formed to develop a plan for the dollars in reserve at the Peterborough Family Resource Centre.

Through the Professional Development Committee, Investing in Quality – Early Learning and Child Care Peterborough (IIQ) was formed to look at best practices and a means to set community standards of quality within the local early learning and child care sector. After considerable research and discussion, Raising the Bar on Quality was chosen as the measurement tool for the Peterborough Community. Raising the Bar on Quality consists of 17 standards encompassed within 3 categories; Quality Monitoring, Best Practices in Management and Professionalism.

Raising the Bar is a program designed to help child care programs maintain community standards of quality early learning and child care services that go beyond the ministry licensing requirements. The presence of a Raising the Bar certificate is a sign that the program is committed to maintaining provincial regulatory standards as well as local community standards in quality monitoring, best practices in management and professionalism. Raising the Bar participants voluntarily submit to an annual review to ensure they meet community standards. After one year of participation in Raising the Bar, programs are expected to achieve bronze level and may progress further in subsequent years.

**Bronze Level** programs follow fundamental quality indicators and are also in full compliance with Ontario's Day Nurseries Act.

**Silver level** programs have additional strategies to enhance quality. Some strategies include increased professional education for Early Childhood Educators, parent and staff surveys, and opportunities for parents to become more involved.

**Gold level** programs demonstrate a long-term commitment to high quality in early childhood education. Short and Long term goal setting, increased professional involvement and community partnerships are some of the standards found at the gold level.



The Raising the Bar logic model was developed to measure the effects of efforts by Executive Directors and Supervisors along with increased support/mentorship by a Project Coordinator to implement community standards relating to quality assurance, best practices in management and professionalism as defined by Raising the Bar on Quality program.

Research suggests high quality early child care environments increase positive outcomes in children and families and are cost-effective for society. A logic model with measurable outcomes outlining the impact of Raising the Bar will create local evidence and contribute to the quality and effectiveness of the child care system in Peterborough. When developing the logic model for the RTB project, the Investing in Quality Committee designed the measurable outcomes by linking the activities identified in each standard with an appropriate output. The data in the tables below are derived from the activities that occurred during the gold review year, and took place over a 16 month timeline. The information collected for this report was achieved through attendance lists from professional development (workshops, seminars and networking groups), surveys to the child care community, discussion questions posed to the Supervisors network and documents completed during the Raising the Bar on Quality Peer Review.

*\*Noted: in the following tables the bronze & silver phase data (appears in brackets), is found alongside the gold phase data.*

*\*Also note: The silver phase review year took place from April 1, 2010 to May 20, 2011*

*\*Also note: The Bronze phase took place over a 19 month period which began on September 1, 2008 and was completed on March 31, 2010.*

Results from phase three of the project outcomes show a significant increase in staff engagement through staff meetings, team meetings, mentoring, and professional development. The frequency of environmental assessment tool use has increased considerably. In April 2009 4/20 centres were utilizing an assessment tool. In October 2012 all centres were utilizing an assessment tool, and, there was an average of 6 assessments per centre completed during the review year which is substantially above the requirement of one assessment annually. Third Party evaluations have also been completed allowing for goals and action plans to be developed. The positive impact of mentoring, family engagement and community partnerships was also apparent at the end of the review year. The number of hours spent on professional development continues to increase with more opportunity for staff to share their experiences with team members. 88 individuals were awarded platinum recognition for their efforts towards increased professionalism in the field of early learning and child care.

The following tables outline the progress this initiative has made and recognizes the work that continues as the project moves through each phase.



## Category Progress

### Quality Assurance

Quality assurance is any systematic process of checking to see whether a product or service being developed is meeting specified requirements. Quality is monitored through observations by supervisors, the education teams and by the Raising the Bar project coordinator as well as through parent/guardian and staff feedback. Action plans are developed to address areas of need and to plan for improvement. In addition to annual provincial licensing reviews and local public health inspections, participating programs undergo site visits by qualified third party early learning and child care professionals that the community has deemed appropriate.

Raising the Bar Category			Quality Assurance
Activities	Outputs	Progress in Outputs 13 month timeline	Outcomes
<ul style="list-style-type: none"> <li>- Child Care Programs conduct annual Parent surveys in each program.</li> <li>-Child Care Centres conduct annual staff work environment surveys.</li> <li>-Programs implement environmental assessments regularly</li> <li>Third Party Assessment conducted during the review year</li> <li>-Development of Child Care Centre Action Plan (gold standard)</li> </ul>	<ul style="list-style-type: none"> <li>- # of parent survey's completed and returned</li> <li>-# of CCC staff survey's completed and returned (Phase 2)</li> <li>-# of programs implementing an environmental assessment regularly</li> <li>-# of action plans competed (phase 3)</li> <li>-# of programs in full compliance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1317</b> parents were surveyed in 2011-2012</li> <li>• <b>647</b> surveys were returned.</li> <li>• <b>49%</b> return rate</li> <li>• <b>(Silver – 990 surveys out with 357 returned - 36%)</b></li> <li>• <b>(Bronze – 1273 surveys out with 515 returned 40% )</b></li> <li>• <b>233</b> staff surveys went out in 2011/12 <b>197</b> surveys were returned - <b>85%</b></li> <li>• <b>(Silver – 2010/2011 333 surveys out with 208 returned -62% )</b></li> <li>• <b>149</b> environmental assessments were conducted by staff and supervisors in 25 centres during the phase 3 review year. Average of 6 assessments per centre (no prior numbers)</li> <li>• <b>31</b> Third party assessments were conducted for 23/27 programs which submitted binders – **exceptions – 2 Master binders and two binders submitting for bronze**</li> <li>• <b>23/23</b> programs submitting for gold developed at least 3 Action plans using results from parent and staff surveys, as well as environmental assessments</li> <li>• <b>25/25</b> participating centres are in full compliance and have clear licenses (2 profiles are excepted as they are master binders for multi-site organizations)</li> </ul>	<p>Child Care Centres &amp; agencies are more equipped to monitor the quality of service on an ongoing basis.</p> <p>Action plans and goals are established and acted on in order to increase quality of service</p> <p><b>Indicator</b> Number and or percent of participants that complete the gold level.</p> <p><b>23/23</b> programs that submitted for the 2011/2012 review year were successful in achieving a gold bar. <b>1/1</b> program that submitted was successful in achieving a silver bar <b>2/2</b> programs that submitted achieved a bronze bar.</p>



## The Impact on Quality in Our Community

### Staff Surveys:

#### Examples of goals/action plans resulting from staff surveys (Information gathered from 2012 RTB binder submissions):

Increase the level of communication amongst staff using classroom log books as well as a supervisor log book; reorganizing staff work spaces such as the staff room and kitchen areas; offering more training opportunities during staff meetings; more consistent hours for supervisor; improving staff relations using team meetings and team building activities; improve staff work relations by assigning responsibilities for routine tasks such as dishes, diapers, etc; staff given budget money to add relevant materials and supplies to their programs; more team meetings are creating respect for the work and more collaboration within the centre; dealing with stress among staff by showing more respect and appreciation for each other; annual policy review and copies of policies and procedures available in each classroom; more staff input when purchasing toys and equipment to rooms; addition of staff resources; increased mentoring within the centres; new work assessments and appraisals created.

### Environmental Assessments:

#### Examples of goals/action plans developed in centres via results of environmental assessments conducted in the 2011 – 2012 review year (Information gathered from 2012 RTB binder submissions):

Enhance dramatic play opportunities by adding more materials for dress up and role play; further enhance dramatic play by adding blocks and other diversified materials to engage imagination; improved representation of multiculturalism and diversity through books, posters, toys; invited a native drummer to the program; display more of children's artwork, posters etc at children's level; display children's art work by adding mounts to the walls; create "by myself" space in the classrooms; rearrange room to enhance flow and add more creative play space; create opportunities for music and movement by adding CD players, instruments, and tape recorders; create child led art area; supply open art shelf and area for unfinished work; provide more materials for open ended exploration; create a classroom more reflective of children's interests; practice social skills with children; create shade/shelter in playground; offer more sensory play experiences; more focus on children's feelings; offer wider variety of activities with more materials for explorative play; increase developmental play through age appropriate toys and activities.

*"All organizations felt that the staff does see the connection between the environmental tool results and the setting of program goals. Supervisors hear their staff making reference to assessment results and considering this information as they plan programming and make environmental adjustments.*

*Organizations that team teach observe their staff thoughtfully considering change and implementing it. When educators are on their own they may be getting supervisor feedback, with additional problem solving done in staff meetings."* **A Quoted response to one of the questions posed to the community regarding Phase three of Raising the Bar Peterborough.**





## Best Practices in Management

Best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using the best practices in any field is a commitment to using all the knowledge and technology at one's disposal to ensure success.

Participating programs in Raising the Bar offers information on high quality early learning and child development for parents and promotes opportunities for community involvement. There are detailed policies, procedures and management practices to guide day-to-day operations along with specific strategies put in place to support optimal child health and development.

Raising the Bar Category			Best Practices in Management
Activities	Outputs	Progress in Outputs	Outcomes
<p>- Child Care Network &amp; Business Partner meetings</p> <p>Conduct monthly staff meetings as well as team meetings</p> <p>Promote parent involvement</p> <p>- Develop a template for data collection</p> <p>Facilitate annual recognition event</p>	<p>-# of child care programs /agencies participating</p> <p>Frequency (#) of Child Care Network &amp; Business Partner meetings</p> <p>Frequency of staff and team meetings in centres</p> <p>Opportunities for parents to engage with staff, children, and other families</p> <p># participants attending the recognition event</p>	<ul style="list-style-type: none"> <li>• <b>30/32</b> Child Care Programs have signed on to participate in the project. 27 binders were submitted 2 were master binders for multi sites. (27/32 previously in the 19 month bronze phase timeline and silver)</li> <li>• <b>8</b> Child Care Supervisor Network meetings took place in 2011-2012 gold timeline</li> <li>• <b>8</b> Business Partner Meetings took place in 2011-2012 gold timeline</li> <li>• <b>(6</b> Child Care Centre Supervisor Network meetings took place from April '10 to May '11 – silver) (14 previously in 19 month bronze phase timeline)</li> <li>• <b>7</b> Business Partner Meetings from April '10 to May '11- silver) (7 previously in 19 month bronze phase timeline)</li> </ul> <p><b>252</b> staff meetings and <b>425</b> team meetings took place among 25 programs in the 2011 – 2012 review year (no prior stats)</p> <ul style="list-style-type: none"> <li>• <b>175</b> people were registered to participate in the 2011-2012 RTB/ECE recognition event (174) people participated in the RTB/ECE recognition in 2010 - 2011 (108 previously in 19 month bronze phase timeline)</li> </ul>	<p>RTB participants are more aware of identified best practices in the child care field.</p> <p><b>Indicator</b> Number and or percent of participants that complete the gold level.</p> <p><b>23/23</b> programs that submitted for gold in the 2011 2012 review year were successful in achieving a gold bar. 1/1 program submitted for silver and was successful 2/2 programs submitted for a bronze bar and were successful</p>





## The Impact on Best Practices in Our Community

### **Parent involvement:**

Judging from previous reports, Parent involvement has evolved beyond sending surveys and displaying bulletin boards. Centres are using the feedback from surveys and assessments to reflect on and expand the capacities in which they invite and engage parents in their programs.

**Some examples of how centres are encouraging parent involvement; taken from 2011-2012 submissions:** Interactive Websites; curriculum documentation on display and brought to the attention of parents; workshops geared toward parenting; health and safety and how children learn; inclusion of parents on field trips; centre specific parent advisory groups; encouraging parents to share their knowledge and skills with children in programs; social teas; open houses; Annual General Meeting Invitations; Family Art nights; DECA sharing and information sessions; holiday celebrations; lending libraries for parents and children; email communication; journals; documentation of children's learning is accessible to parents at all times; providing parent – teacher networking opportunities; providing parent mail boxes in the centre; family fun fairs; involving parents in improvement projects such as centre renovations and repairs; involving parents in playground design; family picnics; pot luck events in partnership with parents and schools; involving parents in menu planning.

### **Staff Engagement**

**Below are some comments from supervisors regarding the Raising the Bar process and it's affect on staff: quoted response to questions posed to the community regarding phase three of Raising the Bar Peterborough):**

*"I see a definite increase in staff knowledge of policies, procedures and practices"*

*"There is a sense of pride regarding achievements for programs and staff i.e.: levels of quality through RTB and also pride in their professional development achievements"*

*"I like that some programs are rewarding their staff when they reach platinum level for P.D"*

*"Mentorship among the staff and students creates an obvious jump in confidence of staff"*

### **Community Involvement**

**Some examples of community involvement as outlined in the 2012 RTB binder submissions:** Participating in the Investing in Quality committee; participating in Business partners meetings; attending supervisors network meetings; becoming a member of event or other committees; staff participate in the mentoring pairs program; involvement in the United Way; Participating in Welcome to kindergarten evenings; collaborating with high school students; community services fairs; membership in Speech Language and Hearing Association; local firefighters and police invited to centres; involving schools in program projects, events, and fundraisers; visits to local businesses; Membership on College Advisory Board; Twitter; Facebook; Involvement with Five counties; Kinark, PFRC, and OYEC; accessing public health programs; using local libraries; connecting with the full day kindergarten staff in the schools; using local lending libraries.



## Professionalism

Early Years Professionals participating in Raising the Bar programs maintain credentials and commit to additional training each year. First aid and CPR are kept current. All directors and staff attend workshops and conferences to enhance their understanding of early childhood education and care.

Raising the Bar Category			Professionalism
Activities	Outputs	Progress in Outputs 13 month timeline	Outcomes
<ul style="list-style-type: none"> <li>- Child Care Connections Newsletter: identify existing community PD calendar</li> <li>- Mentoring through networking</li> <li>- Recruit volunteer trainers/facilitators</li> <li>- Promote/deliver workshops/training</li> <li>- PD certificates/cards</li> </ul>	<ul style="list-style-type: none"> <li># of workshops and training offered</li> <li># of participants accessing PD</li> <li>- Frequency of networking groups taking place.</li> <li>-# of networking groups</li> <li>- Total # Hours of professional education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>28</b> Workshops and courses have been offered to the child care community through RTB.</li> <li>• (<b>19</b> previously in 2010-2011 silver phase) (33 previously in 19 month bronze phase timeline)</li> <li>• <b>769</b> participants have accessed the training offered to the community in the 16 month gold phase. (758 in 13 month silver phase) (984 in 19 month bronze phase timeline)</li> <li>• <b>43</b> network meetings have been offered during the 16 month gold phase</li> <li>• Infant/Toddler</li> <li>• Preschool,</li> <li>• JK/SK/ School Age</li> <li>• Cooks</li> <li>• Supervisor</li> <li>• Science</li> <li>• (<b>35</b> April 2010 – May 2011)</li> <li>• (54 previously in 19 month bronze phase timeline)</li> <li>• <b>88</b> Individual Platinum Recognition (<b>92</b> previously in the silver phase) (<b>114</b> previously in 19 month bronze phase timeline)</li> </ul>	<p>RTB participants are able to apply the knowledge acquired through the professional education accessed through work.</p> <p><b>Indicator</b> Number and or percent of participants that complete the Gold level.</p> <p><b>23/23</b> programs that submitted for the 2011/212 review year achieved gold  <b>1/1</b> programs that submitted in the 2011/2012 review year achieved silver  <b>2/2</b> programs that submitted in the 2011/2012 review year received a bronze bar  <b>(26/27)</b> programs that submitted for the 2010/2011 review year were successful in achieving a silver bar.)</p>



## **The Impact of Professional Involvement in Our Community**

### **Impact on program:**

Educators continue to access training opportunities from a wide variety of community agencies. Outside of internal PD, the ELCC conference and RTB activities, 17 other agencies were identified as sources for professional development opportunities according to the 2011- 2012 Professional Development survey.

As indicated by the information in the 2012 binder submissions, more centres are also taking advantage of staff and team meetings to offer professional development relevant specifically to their centres and staff.

- ***“I believe that personal reflection, if honest, is the root of a positive change.” As quoted from the 2011-2012 Professional Development survey.***
- ***“There was a strong feeling that good professional development is key to supporting and improving the quality of programs. The RTB process has been useful for establishing a foundation and building the community network.” A quoted response to questions posed to the community regarding phase three of Raising the Bar Peterborough***
- ***5383*** hours of professional development were accumulated among ***205*** staff during the gold phase 2011 – 2012 (average 26 hours of training per staff) according to professional development hours submitted in the 2012 binder submissions. *According to the 2011 Regional RTB meeting summary, 4900 hours of professional development were accumulated in the silver phase.*
- ***“Professional Development – HUGE – Mandatory – makes staff responsible to attend events that are relevant and of interest to them and also encourages them to try new things in their programs” A quoted response to questions posed to the community regarding phase three of Raising the Bar Peterborough***
- 100% of programs who submitted had membership in one or more professional associations and subscribed to professional publications.



## Findings

Based on the results from questions posed to the Supervisors Network, the following statements reflect the feedback of the participating administrators in the Peterborough Early Learning and Child Care Community:

- Greatly improved links and collaborative approach across the community
- Created focus on the **quality** of the work and created a consistency of quality in the child care community
- Promoted lots of discussion about quality child care and best practices especially around policies and classroom practices – forced programs to look at adding or revamping policies and procedures
- Created a collaborative network of resources among the child care programs
- Set the standard for child care in the community
- Networks - provide an opportunity for programs to stay involved
- Action Plans – provide an opportunity to follow through on gathered information to move forward
- Mentorship - creates an obvious jump in confidence of staff and provides a continuous relationship between the IIQ and the community

**Administrators identified the following as steps to move forward:**

- Focus on reflective teaching
- Continue with mentorships
- Continue the relationship between IIQ and community
- Determine what programs need in order to continue – PD, mentoring, etc
- ELECT training and how it looks in the classroom – PD
- More information about FDL and its impact
- Confidence and skills to do the work
- Time and opportunity to do the work
- Add a more detailed standard that explains how survey information and action plans are put into practice

I believe that most of these can be obtained using the objectives and goals outlined in the conclusion section of this report.

### **Web site**

Please see the attached page for the Raising the Bar Website usage statistics as it shows that the website is a valuable link to the community and is being utilized regularly.



# Conclusion

The quantitative data contained in this report, provides strong evidence of the positive impact of Raising the Bar initiatives on the quality of child care across the Peterborough community. Professional development activities, networking opportunities, staff, parent, and community engagement experiences demonstrate dedication to quality standards and also of improved coordination and communication among the centres, their staff and the child care community.

Raising the Bar on Quality is the peer-reviewed accreditation program that the City of Peterborough has integrated and continues to sustain the positive influences of training, networking and professional development by providing centres with clear, achievable guidelines for best practice. Although Raising the Bar on Quality has shown improvements to quality, there are limitations to its influence. RTB operates on a voluntary participation basis and is not linked to a regulatory system for ongoing accountability.

Although there are challenges to participating in Raising the Bar, there are also great advantages to truly engaging in the process. When asked what standards were most meaningful, Administrators concluded that Networking, Professional Development, Developing Action Plans, and Mentorship were the most important aspects. The least meaningful standard was identified as Governance. Administrators felt that as a Raising the Bar standard it did not hold much meaning. The true value of Raising the Bar was abundantly apparent during peer reviews. The quality of the work put into the binders, the enthusiasm, positive feedback, networking, and the respect for the process and work of colleagues were simply inspiring.

The challenges of time constraints and manpower remain. However, the general consensus is overwhelmingly that the benefits of the Raising the Bar process far outweighs the challenges.

Below are recommendations as outlined in the Phase one Report from September 2010(*italics*) and some goals and objectives (**in bold**) to continue the momentum in furthering the quality of child care in our community.

## Centre Specific

- *Encourage participation in the Raising the Bar on Quality peer-reviewed accreditation program as a best-practise model for all child care centres.*
  - **Inspire and support programs that are not yet involved to begin the Raising the Bar process through encouragement and mentorship. Continue to support existing Raising the Bar participants through mentorship, networks, and professional development.**
- *Review/research best practice models for mentoring, and consider those that are practical and can be applied in busy child care centres (e.g., informal mentoring, networks).*
  - **Develop ongoing relationships with programs to discover what their needs are and the best way to assist and support them in a way that is relevant and meaningful to them.**



- *Research/review appropriate policies and procedures for best practices in management.*
  - **Research and offer strategies and training opportunities to make staff and team meetings productive and meaningful. Attend staff and team meetings to facilitate, support and mentor at the centre level.**
  - **Continue to research/review existing and new policies and procedures for best practices in management. Support programs through the inevitable changes to child care by being knowledgeable and current with new developments in the field.**
- *Explore models for parental/family engagement at multiple levels to promote quality child care.*
  - **Support current parent/family involvement and continue to explore and encourage new models and ideas.**
  - **Offer opportunities to develop new models for enhancing parent surveys to make them more meaningful to individual programs.**
  - **Research and make available resources that will support and offer innovative ideas to encourage parent/family engagement as well as community engagement.**
- *Explore models for staff work environment surveys to enhance quality assurance practices.*
  - **Offer opportunities to develop new models and/or additions to staff work environment surveys that are more reflective of and relevant to the workplace.**

### **System Wide**

- *Continue to develop a community driven networking system to address the needs of all programming and administrative professionals in the early learning and child care sector.*
  - **Research new resources and presentation methods to engage participants.**
  - **Research community resources to offer new ideas and perspectives on relevant needs and issues.**
  - **Offer new networking opportunities such as: New Grads, assistant supervisors, ECE's in FDK etc.**
- *Develop a coordinated professional education schedule that meets the needs of both programming and administrative professionals in the early learning and child care sector.*
  - **Continue to collaborate with the Professional Learning Coordinator to offer a monthly training calendar with a variety of relevant training opportunities based on information gathered through impact/needs surveys from the community.**
  - **Research and offer information regarding Professional conferences and workshops outside of our community.**
  - **Develop a plan to offer core training sessions throughout the year for areas such as: First Aid & CPR, ECERS, DECA, Food Handling, etc.**
  - **Offer training, support, and resources to assist centres in utilizing the ELECT framework**



- *Explore ways to improve communication and collaboration with government and community agencies, the Board of Education, Public Health, mental health, hospitals.*
  - **Attend conferences, workshops, networks, information sessions to ensure awareness and knowledge of current issues, changes, and information pertinent to the child care community.**
  - **Utilize various to keep the community informed of new information relevant to the child care field**
  - **Take advantage of every opportunity to engage with community partners through networks, formal meetings, utilizing resources from agencies for professional development or information sessions, participating in, and, inviting partners to professional and social engagements, arranging opportunities for informal meetings to establish connections and ongoing communication.**
  
- *Develop a community wide vision/belief statement with guiding principles to guide best practices in child care*
  - **Utilize a strategic plan, vision and principles set forth by the Investing in Quality Committee, and information obtained through the Raising the Bar process to collaborate with the Child Care Community to develop a statement of principles and beliefs that reflect the vision, passion, and values of the child care community.**

According to information gathered during previous Raising the Bar Reports, the original recommendations have clearly been attained and, according to the statistics and responses from the community, are consistently being expanded upon and enhanced; not only to maintain the current level of quality, but, to continually improve and move forward.

As identified by means of the information gathered through peer reviews and surveys over the past four years, there has been a consistent increase in knowledge and utilization of best practices in the child care centres and community to increase the quality of the programs that they offer. The goals and objectives outlined above are designed to build on the foundation of quality that has been laid during the first three phases of Raising the Bar. The child care community has a solid understanding of and, commitment to quality care. We need to keep that momentum going by using all of the resources available to continue to reach for, and offer, the highest quality care possible to our community.

