

August 31, 2017

ECEBC's Theory of Change Summary



Overview of the project

This work is very important as we move forward. The *Innoweave Impact and Strategic Clarity module* is designed to help us examine ECEBC's current efforts and gain greater clarity on:

- What impact we aim to achieve
- How we will achieve it
- How we will measure success

<http://www.innoweave.ca/en/modules/strategic-clarity>



ECEBC sees this as an ongoing and evolving process.

Background

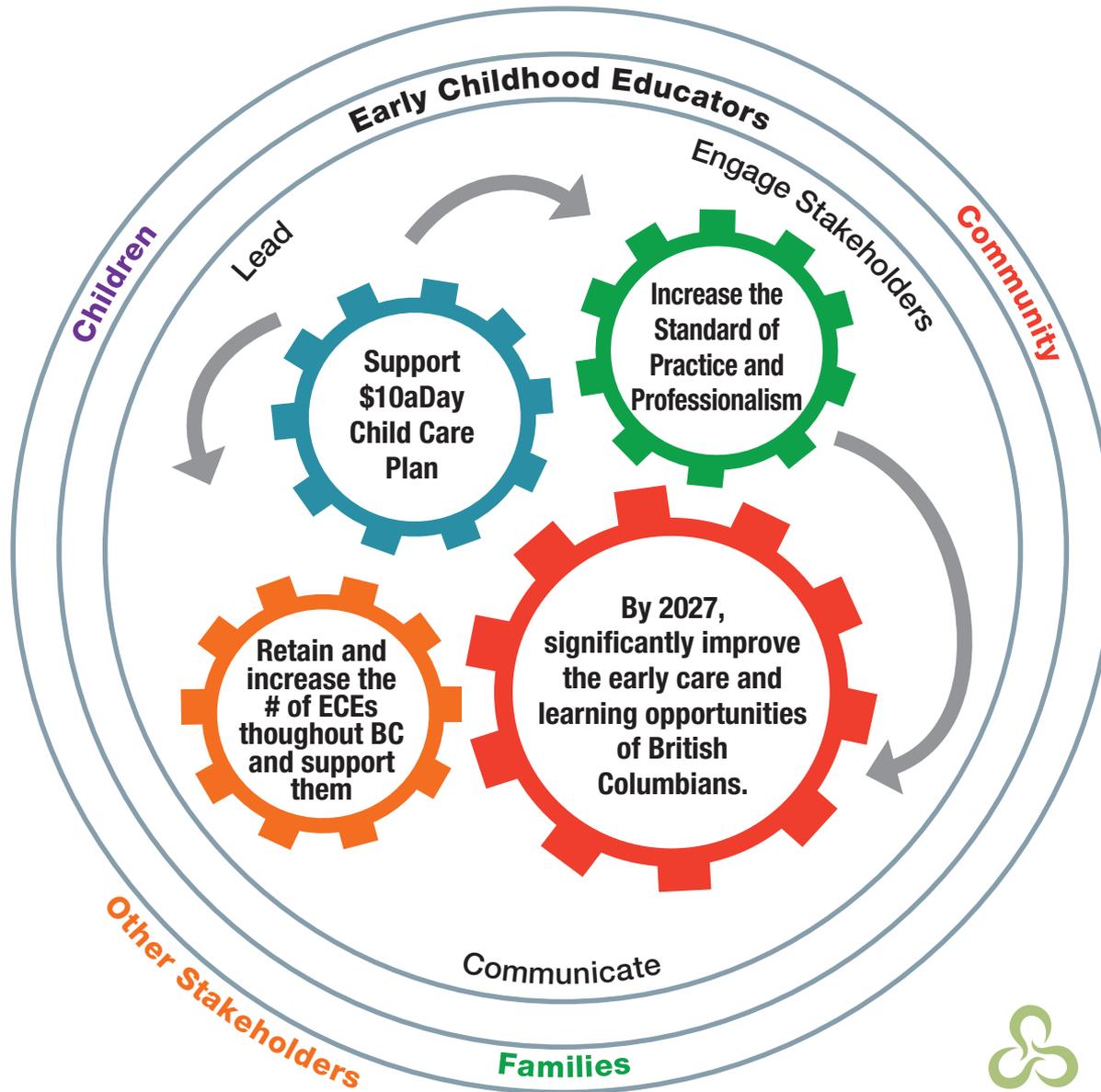
Started with Innoweave in fall 2016

Evolving process

Consulted members, experts and stakeholders

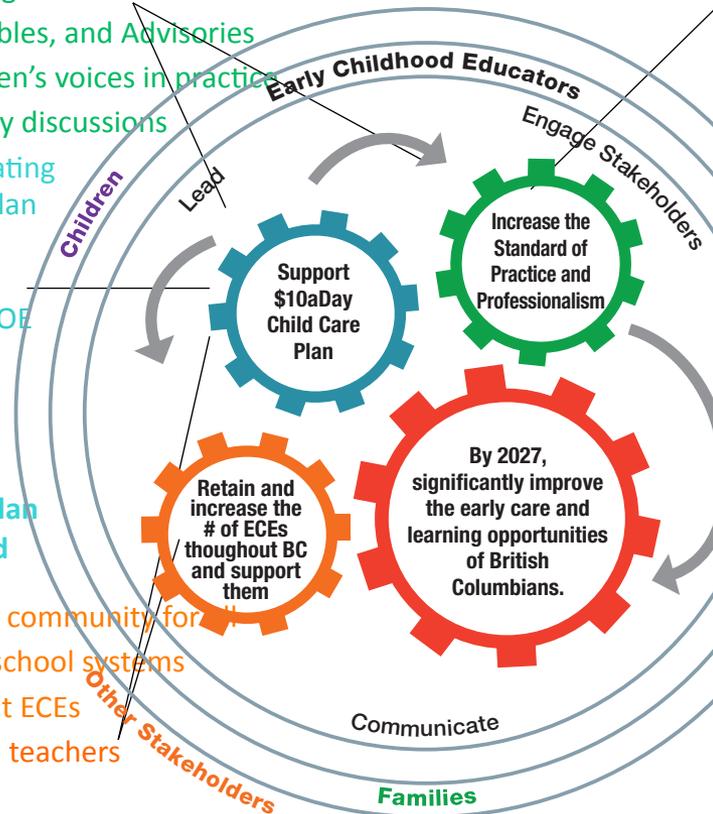
Presented to AGM on May 5, 2017

ECEBC's Theory of Change (evolving)



Key Strategies and Activities

- Prepare case for bachelor of ECE standard
 - Encourage course transfers
 - Encourage all ECEs to obtain a BECE/diploma.
 - Encourage uncertified caregivers to become ECEs
- Engage in Early Years Networks, Tables, and Advisories
 - Promote inclusion of children's voices in practices
 - Be present and visible in key discussions
- Researching, educating and advocating for: the elements of the 10 a day plan
 - Enacting the Early Care and Learning Act
 - Moving child care to the MOE
 - A new role for Boards of Education
 - Support for family CC and school-Aged Care settings
 - **Prepare implementation plan**
- **Advocating for fairly compensated ECEs**
 - Promote and support accessibility in community for all
 - Develop tools and supports e.g. for school systems
 - Dialogue with EYO and MOE about ECEs to use their unique expertise with teachers
 - Supporting K and Gr 1 with ECEs
 - Promote language and culture that are welcoming of the whole sector.
 - Encourage unregulated providers to become regulated
 - Identify where lack of ECE's and promote ECE's going to these locations
 - Support ECE branches in these locations



- Develop Quality Document
- Increase professional development of ECEs
 - Develop and implement programs for ECEs to use (Coaching, Check in, Reflective Practice Document, CoPs/vCoPs)
 - Communicate regularly w ECEs about the curricula (starting with inclusiveness)
 - Offer as service for ECEBC to consult about the professional practice, covered by curricula
 - Communicate about ECEs professional roles and the differences between roles in the sector
 - Build ECE confidence through leadership capacity development
- Increase professionalism of sector
 - Secure professional designation for ECEs
 - Exploring models of professional practice for best impact by profession

Overarching activities:
With BCACCS, ECEBC will apply a First Nations lens in all of our work. We will demonstrate respect for aboriginal governance.

- Expand awareness of ECEBC services for public and ECEs.
- Explore models to engage public and families.
 - Engage and broaden stakeholders to be inclusive of all EC&L Services
 - Align with key documents
 - Secure resources to support collective impact and position organization to take on a lead role.

Stakeholders

A few examples:

Program and service providers

Content expertise

Government (Ministries: Advanced Ed, Health, MCFD and Education)

Key Partners such as West Coast Child Care, BCACCS, Indigenous Organizations and CCCABC.

Articulation

School System

Unions

SAACA

BCFCC

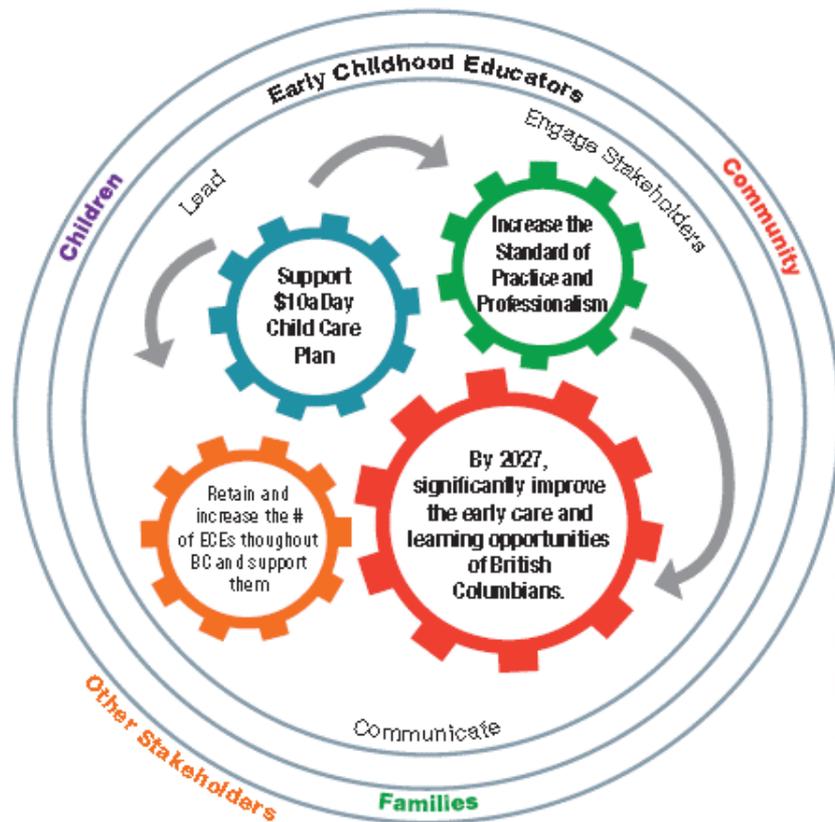
Students



ECEBC's Intended Impact-sample measures

of members actively engaged in development of the new system from 20 to a target of 50% of membership.

% of ECEs reporting improved wages and working Conditions
In 2016 less of half Of ECEs report having benefits and 60% make less than \$22/h



Membership/Member retention rates from 950.

Increase Education seats 'sold' by/connection by to community of practice by 40% from 647 and 15.

Number of bursaries and grants awarded: 572

By 2027, significantly improve (from 20% to 35% of the needed number of regulated/licensed child care spaces).

- EDI-Decreased levels of vulnerability in K from 32.2%.

Increased number of active ECEBC branches from 21

- Increase branch membership by 30% from 200.

Possible proxy measures (cont'd)

of ECEs accessing Leadership Phase II

ECEs report having the tools and supports they need and confidence in their leadership capacity

Increased application of culturally competent and inclusive practices

of Individuals endorsing the plan (implemented by them)

of members and others engaging through ECEBC's contact systems

Communities report increased awareness of the critical role that ECEs play in the provision of early care and learning services and comfort speaking to peers about the plan and importance of the early years

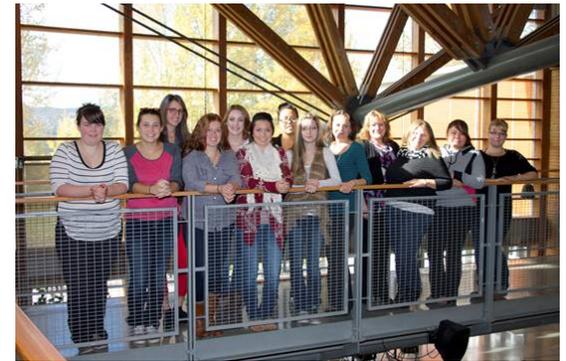
Increased donations

Increased website traffic



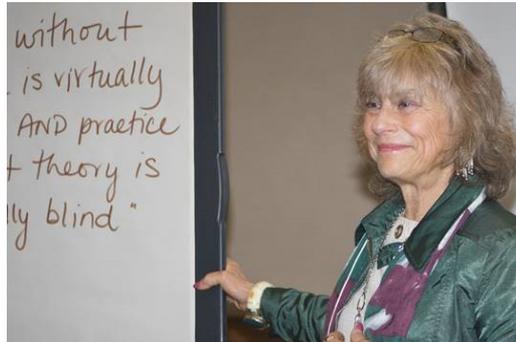
Additional measures from membership plan

- Increased business partnerships
- **Membership/Member retention rates**
- Students converting to full memberships
- Increased member satisfaction
- Increased student members
- Volunteer hours (as engagement)
- Social media engagement rates
- Branch education activities (branch engagement)



Pressure Testing Process

- Will our strategies or activities lead to the desired outcome.
- Is anything missing?
- Are these the **necessary** and **sufficient** activities?
- Stakeholders answer similar and different questions.



Questions-Research

Is our theory of change clear?

Do you support our theory of change?

Are there other models/ examples of organizations that have taken on the whole sector as a focus? How do they meet all the needs and how do they mobilize public and professionals?

How does our ToC line up with other research?

Is our ToC likely to result in the intended impact?

Questions-Landscape

Is our theory of change clear?

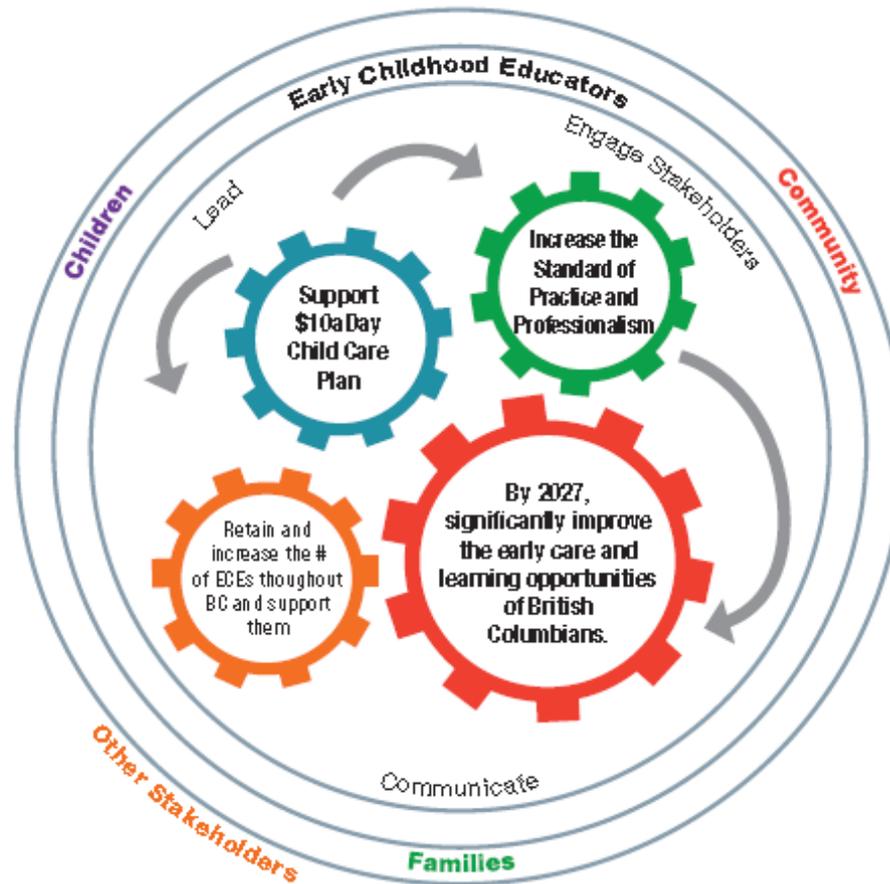
Do you support our theory of change?

In the TOC, does ECEBC's role make sense when considering other organizations and their activities? How does ECEBC's TOC fit with the work your organization is doing?

Is our work on Indigenous perspectives our responsibility?

ECEBC's Theory of Change

Operational Plan
Details over 159
actions to grow
impact



Additional
resource needs
to be secured
through social
enterprise and
other
fundraising
\$127K plus
volunteer
Expertise

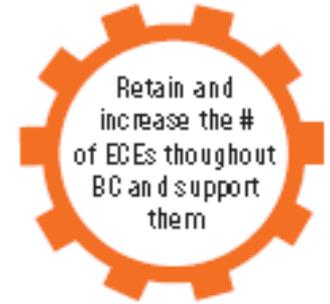
Highlights (Operational Plan)



Actions underway:

- Communication help prepare the sector for elevated education within five years (Launch Fall, 2018)
- Roll out of workplace support (new bursary program) is in progress
- Relationships with partners are being developed to prepare for roll out of communication
- ECEBC is ensuring representation at Early Years Networks, Tables and Advisories
- Funds have been allocated to take next steps with the quality document in time for input at the Board/Branch Retreat in October.
- vCoPs have been rolled out for Let's Talk
- Expanded access to ECEBC core and online programs is underway.
- Reflective Practice Document project launch meeting took place (Fall, 2018)

Highlights (Operational Plan)



Underway:

- Increasing connections to students and post-secondary ECE instructors to promote/encourage ECEBC when entering program.
 - Information package and video clips to instructors. Fall semester.
- Education/services video clips are being compiled
- Membership brochure is being updated
- Representing ECEs at Knowledge transfer subgroup
- Working with Post-Secondary to prepare for increased education throughout sector.
- Develop messaging
- Collecting data about where insufficient numbers of ECE's exist and promoting ECE's going to these locations and those where child vulnerability is high
- Branch growth and restructuring advisory group underway

Highlights (Operational Plan)



Underway:

- Post election strategy and communication
- Key Messages to branches outlining how they can get involved.
- Updating the \$10aDay Plan Documents
- Communicating with all three political parties to request meeting and accountability.
- Support plan developed for family CC and School-Aged Care settings including stronger relationships with CCCF, SACCA,BCFCCA
- Developing key talking points/seeking input (Fall)
- Preparing for how ECEBC's role will change
- \$25anHour Campaign being developed
- Creating a sub committee to work on this
- Engaging Unions, Students and Members, Branches
- Wage benefits comparison being formatted for September kick off

Highlights (Operational Plan)

Overarching Support Actions Underway:

- **Co-creating draft working plan with BCACCS (started August).**
Continue pressure testing with Aboriginal Partners
- **National Child Day Campaign: Expanding awareness of ECEBC services for public (see MythBusting Campaign for families)**
- **Expand awareness of ECEBC services for ECEs**
- **Increasing financial resources through social enterprise**
- **CRM and Website**

Resource Development:

- **Committee developing a fundraising plan-started in August**

Human Resources:

- **Completing skills assessment**
- **Recruiting volunteers and students with specialized skills**

Drawing in Resources Thoughtfully

Task Forces, Advisory and Committees

\$25anHour Campaign

Reflective Practice Project

BCACCS Partnership

Volunteers

Student Engagement

Branch Restructuring

Post-Secondary

Best Choices

Let's Talk

Leadership

Curriculum Development

All-Cohorts

2017 Cohort

Bursary

Conference

50th Anniversary

Fundraising

Membership

Thank you

Other questions/comments



Key Documents

- Shared framework for building an early childhood education and care (ECEC) system for all
- BC's Early Learning Framework
- BC First Nations Early Childhood Development Framework
- ECEBC Code of Ethics



Other Useful References



Human Early Learning Partnership. *Early Development Instrument Reports:*
<http://earlylearning.ubc.ca/maps/edi/>



Next Steps:

- Actively seeking and engaging with members (Ongoing dialogue and refinement)
- Continuing refinement of operational action plan.
- *Believe, Be Hopeful, Be Bold*



For more information or to get involved:

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