

# Focus on... intersectoral action



## Montréal summits on school readiness: impacts on service organization

NUMBER 2

- PROVINCIAL IMPACTS ..... 1
- REGIONAL IMPACTS ..... 2
- LOCAL IMPACTS ..... 2
- CHAMERAN NEIGHBOURHOOD ..... 5

Researchers from the Léa Roback Research Centre and Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal conducted a study on the impacts of the *Survey of the school readiness of Montréal children* and the summits initiative that ensued. The first issue of Focus on... *intersectoral action* described the context for the summits and the involvement of regional and local stakeholders. This issue looks at the provincial, regional and local impacts on services.

It is difficult to measure the influence the Montréal summits initiative has had on early childhood service organization. On one hand, some stakeholders had undertaken actions well before the initiative; on the other hand, the actions and solutions that local stakeholders proposed during the summits did not resonate as hoped. Indeed, regional partners did not announce new programs or new resources at the regional summit, which marked the end of the summits initiative in May 2009.

However, there are indications that the initiative has had an effect on the orientations and actions of organizations and institutions. It is not a coincidence that the solutions local stakeholders put forward have made their way into their organizations' action plans. Similarly, the projects that have been funded correspond exactly to the issues established during the summits.

The results presented here summarize what has emerged directly from the summits initiative, from the point of view of local and regional stakeholders in the six districts under study.

### PROVINCIAL IMPACTS

In March 2008, a few weeks after the survey results were disclosed, the



Photo: Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal

Government of Québec announced in its budget the creation of a fund for early childhood development (Fonds pour le développement des jeunes enfants), in partnership with the Lucie and André Chagnon Foundation (LACF). The fund, rationalized by the survey results, set aside \$400 million over 10 years for local initiatives targeting children aged 5 and under living in poverty. In the spring, the public-philanthropic partnership launched its activities, under the name Avenir d'enfants. This partnership between the Ministère de la Famille (MF) and LACF is a significant outcome of the Survey of the school readiness of Montréal children (DSP MTL, 2008). In addition to funding local initiatives, Avenir d'enfants supports various regional and interregional authorities that conduct knowledge

## Horizon 0-5: Regional position

Horizon 0-5 is progressively positioning itself on the Montreal scene as a reference for child development. Here are some examples of the committee's actions:

- After meeting with Ministère de la Famille, came down in favour of creating some 15,000 new daycare spaces in low-income areas
- Presented a report to Office de consultation publique de Montréal on revising the *Montréal Charter of Rights and Responsibilities* that emphasizes the need for urban infrastructures and the importance of cultural life for children's development and security
- Participated in a consultation organized by Ministère de l'Emploi et de la Solidarité sociale on the harmonisation of seven funds dedicated to fighting poverty, an opportunity to highlight the needs of families with young children
- Accepted an invitation from regional early childhood groups to join discussions regarding integration of children from poor families into early childhood centres through the Action interrégionale en défavorisation project
- Took part in a meeting, organized by the regional committee for the MÉLS-MSSS agreement, about the *Guide for supporting a successful school transition* produced by MF, MSSS and MÉLS
- Participated in the second Québec interregional meeting on school retention organized in 2011 by Réunir Réussir, where early childhood is usually underrepresented

transfer and skills development projects, such as those undertaken by Horizon 0-5.

For its part, in 2009, the Ministère de l'Éducation, du Loisir et du Sport (MÉLS) launched the *Action Strategy on Student Retention and Student Success*, which includes school readiness of kindergarten children from low-income areas and children in difficulty. Since 2009-2010, MÉLS has drawn inspiration from the survey results to set selection criteria for districts targeted by the early literacy program: Programme d'aide à l'éveil à la lecture et à l'écriture (PAÉLÉ). Finally, in 2010, MÉLS, MF and Ministère de la Santé et des Services sociaux (MSSS) produced the *Guide for supporting a successful school transition*.

## REGIONAL IMPACTS

Members of the Horizon 0-5 regional committee acknowledge that data from the survey and the summits have contributed to advances in their respective regions. In addition, clear intersectoral impacts have emerged from the committee.

For instance, in 2009, the Agence de la santé et des services sociaux de Montréal began funding early education interventions in Montréal CSSS as well as the multidisciplinary and integrated approach to stimulation (AMIS) in seven CSSS (there are 51 full-time positions attached to these two programs). In its 2010-2015 strategic plan, Centraide of Greater Montreal increased its funding for projects aimed at developing the full potential of upcoming generations. For its part, Montréal Hooked on School has included in its plan specific objectives for children aged 5 and under, based on school readiness indices; the goal is to target districts for interventions. In response to MÉLS's *Action Strategy on Student Retention and Student Success*, a school board added school readiness to its 2012-2014 strategic plan and put together

teams working toward prevention in kindergarten and the first years of elementary school, in partnership with early childhood centres.

The Conférence régionale des élus de Montréal (CRÉ) also factored in the survey results when it developed its *Plan régional d'accessibilité aux services de garde* for the 2008 call for projects. Moreover, the Regroupement des CPE de l'île de Montréal produced *Odyssée*, a guide on school readiness, and an accompanying tool called ODILE, in addition to setting up workshops entitled *Sciences, on joue !*

Finally, the City of Montréal signed a three-year partnership agreement (2010-2012) with Association montréalaise pour le développement des loisirs des tout-petits. The agreement provided for a financial contribution of \$16,600 from the City to carry out training and recreational activities for children aged 3 to 5 in all 19 boroughs. The City, in partnership with Ministère de l'Immigration et des Communautés culturelles, developed a project whereby libraries would act as resources for new residents in one borough.

## LOCAL IMPACTS

Without question, the summits initiative influenced local stakeholders, as can be seen in the action plans implemented, number of projects renewed and reflection that ensued.

## Signs of the initiative in action plans

Local action plans have integrated objectives that are directly connected to issues raised during the summits. For instance, the goal of all CSSS local public health action plans is to ensure that communities mobilized following the summits remain so. Community organizers have played key roles in this regard, presenting issues raised during the summits in different consultation settings.

In some of the six districts studied, the influence of the summits is reflected in early childhood and family committees adding school readiness to their orientations. In another instance, members of the social development committee in one district used the survey results to make school retention a priority in their action plan.

Another example of the impact of the summits can be perceived in some local action plans that formerly focused on 6- to 12-year-olds and have now integrated actions targeting children aged 0 to 5. It is also the case for plans produced by school boards and Québec en Forme, and by a particularly proactive borough in one of the districts, whose plan targets a priority area. Based on this new orientation, the district has established new project selection criteria for its family and cross-cultural initiatives program, and for activities to offer at a chalet in one of its parks.

Data by neighbourhood have shed light on specific zones of poverty and vulnerability related to school readiness, notably in CSSS districts considered to be well off, according to their community health indicators. Those results have clearly influenced actions both locally, where they were utilized to ask for resources, and regionally, where areas requiring priority intervention were better targeted. Although local stakeholders were not surprised by

these data, they were able to quantify what is happening in the field. In two districts, the data provided a persuasive argument to convince public authorities to invest in these areas. The actions resulted in a new children's centre that includes social pediatrics, a family and early childhood centre, a social pediatrics point of service in an outlying neighbourhood, as well as a mobile library and reading workshops in a low-cost housing unit. In addition, early childhood centres in some districts used survey results to request more places when a call for proposals went out in 2008.

As noted earlier, the survey data also influenced the regional Programme d'aide à l'éveil à la lecture et à l'écriture (PAÉLÉ) committee's selection criteria. Because of these changes, four of the six districts in the study were chosen to submit action plans as part of their programs. Three of them followed up on this opportunity. For them, the program presented an effective school readiness strategy. They considered their participation to be an outcome of the initiative. The data also led Montréal Hooked on School to target two of the districts studied. Local stakeholders also perceived in this a response to needs expressed during the summits.

Beginning in 2010, and with the support of Avenir d'enfants, local districts were invited to submit concerted action plans targeting children aged 5 and under living in poverty. Five of the six territories studied responded to this appeal. Some districts considered Avenir d'enfants' planning process to be an outcome of the summits. Others, notably those who had already engaged in a planning process for funding from 1,2,3 GO! (Centraide), situated their Avenir d'enfants plans in a more comprehensive context, even though those plans included a number of actions linked to the initiative.

## Processes for programmed action

Post-summit local concerted action operates according to the processes determined for programmed action: planning, implementation, continuity and reflexivity. During the period under study, planning was the main modus operandi of community action observed in the six local districts to guide and coordinate the initiatives of public, public/philanthropic and community stakeholders. Beyond planning and support, collective reflexivity plays an important role in actions. Implementation most often relates to sectoral stakeholders, unless it concerns projects carried by the collaborative body itself. Given the short study period (three years), implementation processes and especially continuity are less documented.

Only one district developed an action plan devoted to school readiness and directly connected to the summits. This plan is the end result of a year-long process of reflection initiated by the follow-up committee.

### Implementation focused on school transition and literacy

The implementation of many projects mirrors the planning process described above. Most activities and services launched on the heels of the initiative have to do with the transition to school and introduction to reading. Some focus more broadly on child development.

#### *Transition to school*

Transition to school actions ensued from a redefinition of orientations for preschoolers (0-5 years old) undertaken by school boards and Montréal Hooked on School, in response to the initiative.

The production and use of school transition tools are some of these actions. In several districts, educators—mostly in early childhood—used a tool developed by Centre d'aide et de soutien aux intervenants et organismes en petite enfance (CASIOPE). The goal of CASIOPE's school transition tool is to describe children's overall development so as to encourage discussions between community groups or childcare centres and schools. It is also designed to ensure intervention continuity among networks. The educator fills out the tool in the spring and gives it to parents, who are responsible for passing it on to the school. However, in practice, we were told that few parents actually did this.

One district organized one-day kindergarten simulations, which took place in the early-childhood centres behind this idea. In a similar vein, schools ran orientation activities for parents and their children in the spring preceding arrival at school.

To meet the needs of children who do not attend daycare, school boards and community groups offer kindergarten preparation educational day camps or parent-child workshops. These events take place in schools during the summer before the children start kindergarten. The camps have spread considerably since 2008.

Behind the implementation of these new services and activities is a solid partnership between schools and childcare services, which, depending on the district, were joined by libraries, community groups or the CSSS (as part of the early education intervention program). However, local stakeholders are faced with a major challenge when it comes to offering personalized assistance to children entering school: children from a same daycare may end up in different schools (seven schools, in one district), some located outside their neighbourhoods. Efforts made can sometimes be in vain since daycares cannot create partnerships with all the schools the children may attend.

#### *Reading activities*

The ÉLÉ literacy program and libraries' commitment to follow-up on the summits spearheaded the introduction of reading activities. Since then, as part of the Hors les murs program, librarians have been going out into the field and leading activities at various sites (e.g. municipal parks or low-cost housing projects). People can now borrow books elsewhere than from libraries: community organizations and childcare centres, parks and mobile libraries. All in all, a number of partners have given their support. Funded ÉLÉ action plans integrate reading into the activities of children and families, for instance, a reading corner can be set up in a CSSS waiting room. Also, books are offered during vaccination sessions or home visits carried out as part of Integrated Perinatal and Early Childhood Services (SIPPE).



Photo: Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal



Chameran neighbourhood

Credits: Courtesy of Saint-Laurent borough

## CHAMERAN NEIGHBOURHOOD

During a 2007 strategic planning exercise, the Direction de la culture, des sports, des loisirs et du développement social de l'arrondissement Saint-Laurent identified the north-east neighbourhood of Chameran as a priority intervention area. In 2008, a four-part action plan was developed. At the same time, during a local summit, stakeholders from CSSS de Bordeaux-Cartierville–Saint-Laurent were given the results of the Survey of the school readiness of Montréal children, and noted that Chameran neighbourhood had the highest proportion of children vulnerable in at least one school readiness domain. A feeling of urgency swept over the partners, and the borough decided to add a fifth part to its plan that included activities designed specifically for preschool-aged children (0 to 5) and their parents.

Everyone recognized that quick action had to be taken to help families in the neighbourhood meet the many personal and structural challenges they faced. Because it is hemmed in, Chameran is a neighbourhood that is difficult to access by public transportation; it also comprises a high percentage of new immigrants whose mother tongue is neither French nor English. These educated families are often disqualified in the labour market and therefore become socio-economically vulnerable. Population density is five times greater than elsewhere, rents are higher than on the rest of the island and there are no community organizations in the area. And although the only school in the neighbourhood—Henri-Beaulieu—is among the 35 most disadvantaged ones in Montréal and has over 700 students, it does not offer four-year-old kindergarten. Nor does the neighbourhood have an early-childhood centre.

In spring 2009, the borough persuaded its intersectoral partners to work together: École Henri-Beaulieu, CARI Saint-Laurent, a group that welcomes newcomers, Ministère de l'Immigration et des Communautés culturelles, the CSSS, the municipal library and Saint-Laurent's committee of social organizations. An action plan was presented and, since the fall of 2009, free activities have been offered on Saturday at Henri-Beaulieu school. The hope was that parents and their children aged 12 months to 5 years take part in these activities to enhance the children's development before they start school.

## About the Study

Innovation sociale dans le champ de la maturité scolaire dans le quartier Chameran : une retombée de la mobilisation communautaire en petite enfance depuis 2008 à Montréal.

This study was funded by Programme de soutien à la recherche du Centre de recherche et de partage des savoirs InterActions du CSSS-CAU de Bordeaux-Cartierville-Saint-Laurent – FRQSC.

The data collection period was from 2008 to 2012.

## ACTIVITIES FOR CHILDREN AGED 0 TO 5

### Saturday program at Henri-Beaulieu school

Parents Immigrants Avertis (PIA) is a program encompassing 12 workshops developed and offered by facilitators at CARI Saint-Laurent. Its main aim is to give parents the tools to prepare their children for school, and to enable them to become more familiar with the values and structures of Quebec society. Visits are organized to help parents discover the resources available in the district. The workshops cover topics such as how schools work, parent-child relationships, neighbourhood life, security in the home and in the city, food safety and job search. Facilitators are available to provide personalized support based on parents' needs, for instance, helping them connect to resources at a CLSC, local employment centre or women's centre. The municipal library's Hors les murs project is also involved in the workshops and lends books on-site that are relevant to the topics discussed.

Mini samedis ensoleillés are stimulation activities for children aged 2 to 5, offered while parents participate in PIA workshops. The activities are designed to help newcomers adopt the French language and focused on developing creativity. The borough's community recreation department is responsible for the program. The borough librarian also participates by reading stories to the children and offering them the book that was read during the workshop. A kit to foster development of fine motor skills is also given to each child.

Parent-child workshops are intended for children aged 12 to 36 months and target their development. The workshop leader also conduct these workshops during the week at the Centre des loisirs de l'arrondissement's preschool.

### Activities in the centrally located Painter park chalet

Since 2010, there have been activities in Painter park chalet, located in the neighbourhood's centre. For example, workers at Centre de pédiatrie sociale de Saint-Laurent and at Maison de la famille hold off-site workshops for children and parents weekday mornings. In this manner, they can reach children who stay at home as well as those who attend family daycare centres. A worker is also present in the park to reach out to families and inform them about the activities.



Painter park  
Credits: Courtesy of Saint-Laurent borough

## CHAMERAN ACTION PLAN: A SUCCESS

A number of factors explain the success of the borough's intervention in Chaméran, initiated in 2009.

The project was up and running very quickly because partners in the neighbourhood were already mobilized and knew they could count on appropriate borough funding to implement the action plan. Moreover, they could rely on the involvement of the principal of Henri-Beaulieu school, who had been given the mandate by Marguerite-Bourgeoys school board to open up the school to the community. The principal demonstrated innovation by opening up the school on Saturdays to neighbourhood children under 5 years old, and showed a spirit of collaboration by working with educators.

Adapting the activities to Chaméran also contributed to their successful implementation. Those that took place at Henri-Beaulieu school already existed in other sites—Centre des loisirs or CARI Saint-Laurent—but ran on weekdays only. Facilitators adapted them to the context of Chaméran neighbourhood and offered them for free on Saturdays. Also, the borough and its sectoral partners drew inspiration from Henri-Beaulieu school's Samedis ensoleillés to develop mini-workshops of the same name. Children of parents participating in PIA could participate in activities that are more stimulating than a babysitting service and that encourage overall development.

The method used to reach families was also effective. For instance, the school began by distributing pamphlets to pique families' interest and to recruit them. However, it had to change tactics because of the poor results. Rather, workshop leaders went to the area around the school and personally invited parents who had children aged 5 and under to the workshop. They took down the contact information of parents who showed an interest and, during the term, phoned them on Fridays to see how they were doing and ask if they would be attending the

workshop the following day. According to workshop leaders, this personalized follow-up helped break the isolation of newly immigrated families, enabled them to adapt the workshops to the needs of each participant, and bolstered attendance.

Moreover, workshop leaders at Henri-Beaulieu school and at Painter park were flexible with mothers who showed up with their children. For example, they decided to allow children aged 5 and under to attend workshops for 12- to 36-month-old kids and asked them for help running the activities. This compromise convinced mothers to attend the workshops even though they couldn't get babysitters. Again according to workshop leaders, a positive outcome of that decision was that activities done in workshops were reproduced at home.

Indeed, an action's effectiveness was judged by its quality and not by the number of families attending it. Because the principal was able to give concrete evidence to the borough and to other partners of the positive impacts of activities delivered to small groups and that espouse individual follow-up, these activities have been offered since 2009 despite low attendance at some sessions.

The Chaméran action plan is now part of an integrated urban revitalization initiative, also known as RUI. Implemented by the City of Montréal, RUI is a concerted neighbourhood strategy to fight urban poverty and vulnerability. This strategy complements local actions and aims to improve social and economic conditions as well as city planning. As we have seen, families that are new to Chaméran face many challenges. It is excellent news for these disadvantaged families that the neighbourhood is considered to be an area of integrated urban revitalization. It ensures that activities designed for them will continue to be offered at school and in the park.



## From page 4

### Other activities and services

As a result of Québec en Forme's new orientation, psychomotility activities designed for children aged 5 and under are held in daycare centres, parks and community organizations in several districts. There is also a psychomotility training program for teachers. While some districts already benefited from these training programs, others have asked for them because they saw the programs as a concrete way to respond to the survey results. Their data revealed that a high number of children in their districts were vulnerable in this domain of development.

Some outcomes of the summit were local initiatives linked to children's language, motor or social development. Others are much broader, such as the addition of daycare spaces, parent-children workshops, a drop-in daycare centre, lower fees for municipal activities, and the creation of a social pediatrics point of service.



Mobile library

Photo: City of Montréal - Public library network

### Project continuity

According to stakeholders, continuity associated with the summits initiative is evident in the renewal of services and activities. Survey data confirm their relevance and validity. For instance, in one of the districts studied, a Femmes-relais project was renewed; it involves a team of immigrant women who are given training to support newcomers to their neighbourhoods and to help them better understand and develop points of reference in Québec society. A 4-year-old kindergarten community project for newly arrived children was also renewed. The kindergarten, led by educators from a community centre, is located in a school and is open five days a week, from 8:30 A.M. to 2:15 P.M.

### Large-scale collective reflexivity

Collective reflexivity activities took place in all the districts. They involved collective learning and knowledge production processes rooted in action.

In this regard, one district stood out by conducting a large-scale collective reflexivity activity. Spread over a year, the activity was organized by the intersectoral monitoring committee and had three objectives: expand the concept of vulnerability; define the basic principles of an effective intervention; and reflect on the actions put forward during the summits.

To support its efforts, the committee invited nine presenters to talk about themes such as migration processes, social distress and literacy. These talks had many repercussions. First, committee members' views on poverty changed once an issue had been



presented through an angle other than sociodemographic. They drew arguments for continuity from a SIPPE-funded project whose objective is to improve families' living conditions—a children's toys and clothing exchange site. Finally, the presentation on literacy given by a speech therapist from the school board influenced the practices of some educators working in multiethnic daycares. After discovering that it is easier for a child who has good first-language skills to learn a second language, the educators stopped recommending that non-francophone parents speak French at home. Rather, they advised them to read to their children and talk to them in their mother tongue because daycare attendance was enough for the kids to learn French.

In other districts, training or sharing activities offered on a one-time basis touched on as many themes as there were issues raised as a result of the greater presence of social PPPs in early childhood, attachment, language, and strategies to reach families who do not use these services. In one of the districts studied, a one-day information session on emotional maturity made early childhood stakeholders aware of the importance that 0- to 2-year-old children develop secure attachments. A project was then set up where safe baby carriers could be borrowed from the district toy library. In several districts, retreats held to discuss transition to school brought together daycare educators and kindergarten teachers. This exercise helped participants see that their respective educational programs were similar and that it was in their interest to work together and share their expertise and resources. Another outcome of those events was the implementation in all districts of a school transition tool.

Existing activities or projects were also reviewed or changed as a result of collective reflexivity and knowledge sharing. A case in point is a family camp project whose initial mandate was to offer children's activities only. Following a collective reflexivity session, a decision was made to include parents so they could then do the activities their children liked at home. Similarly, community organizations modified their drop-in daycare or school preparation programs by integrating child development objectives, with the help of pedagogical consultants.



Je porte Bébé

Credits: Joujouthèque Saint-Michel

## About the Study

### Study title

Mobilisation des acteurs et transformation des services à la petite enfance : évaluation des retombées de l'Enquête sur la maturité scolaire des enfants montréalais

### Funding

CIHR, 2009 2012 – Population Health Intervention Research Initiative

### Intervention studied

Montréal summits on school readiness initiated in 2008 by the Direction de santé publique to follow up on the findings of the *En route pour l'école !* survey

### Objective

Document the impacts on stakeholders and on actions, at the local and regional levels

### Methodology

#### Districts studied

- CLSC Ahuntsic
- CLSC LaSalle
- CLSC Pierrefonds
- CLSC Saint-Laurent
- CLSC Saint-Michel
- CLSC Verdun

Regional study of the *Comité régional pour une action concertée en développement de l'enfant* (called *Horizon 0-5* since 2011)

#### Period targeted

Phase 1 – Launch of the survey to Montréal summits  
Phase 2 – Post-Summit period to the end of 2011

#### Data collection

- Review of pertinent administrative documentation
- Observation of monitoring committees and of relevant events
- Series of semi-structured individual or small group (2 or 3 people) interviews

## LOOKING TO THE FUTURE

The summits initiative had positive effects on strategic or financial decision making at the provincial, regional and local levels. The outcomes are perceptible in the funding allocated by the Government of Québec, the various ministries and the City of Montréal, as well as in the action plans of local and regional committees or of public institutions.

Our research enabled us to find out about all the activities implemented from 2008 to 2011 in the six districts studied, whether or not they were connected to the summits initiative. Results show that considerable efforts were made at the local level to develop services adapted to the needs of families living in urban areas.

Indeed, this is what local stakeholders wanted when we met with them in 2005 to inform them of the survey objectives and the mobilization process. They feared decision-making would be centralized and, consequently, a program or orientation that disregarded their local assessments would be imposed. However, Montréal's Director of public health agreed with them. When the survey results were revealed in 2008, he stated that, "One-size-fits-all solutions no longer have their place [...] We need to look at what works locally and hone our interventions even more." [Translation]

With the arrival on the scene of stakeholders issuing from public-philanthropic partnerships, we can see that there are more local programs than there have ever been. Local consultative bodies devote a great deal of time to tasks such as needs analysis, planning and accounting, with regard to these partitioned programs.

This approach leads to cross-territorial inequalities regarding early childhood services offered. Territories where local concerted action is well organized manage to promote their needs and obtain funding; others remain underserved, even though their needs are similar.

Publication of the 2012 *Québec Survey of Child Development in Kindergarten* results for Montréal provides an opportunity to go over what has been accomplished since the 2006 survey. Our research results propose three significant challenges for the future for early childhood stakeholders in Montréal. First, improve sharing of practices among local districts that too often develop their services in silo. Second, improve coordination of public provincial and regional programs to make local planning less cumbersome. Finally, foster equality in child development by balancing between local services offered—where stakeholders' organizational capacity is reflected in the emergence of such services—and families' access to similar services in all districts.

## MORE ABOUT

### ... the research project

Bilodeau A, Laurin I, Giguère N, Lebel A. 2011. Montréal : un soutien à la petite enfance pour aborder l'école dans de meilleures conditions. *La Santé de l'homme*, 414 (July-August): 25-27.

Bilodeau A, Laurin I, Giguère N, Lebel A, Bisset SL, Audet G. 2011. 19 April 2011 local-regional knowledge-sharing event on research results. Mobilisation des acteurs et transformation des services à la petite enfance : Évaluation des retombées de l'Enquête sur la maturité scolaire des enfants montréalais. Montréal : Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal.

### ... the survey and the summits

#### En route pour l'école ! survey of the school readiness of Montréal children

Many documents on the Survey of the school readiness of Montréal children and on the summits are available on the DSP's Web site.  
[www.dsp.santemontreal.qc.ca](http://www.dsp.santemontreal.qc.ca) (Tout-petits)

Laurin I, Lavoie S, Guay D, Durand D, Boucheron L. 2012. L'enquête sur le développement des enfants à leur entrée à l'école. *Santé publique*, 1 (January-February): 7-22.

### ... Québec Survey of Child Development in Kindergarten

Institut de la statistique du Québec. 2013. Enquête québécoise sur le développement des enfants à la maternelle 2012. Portrait statistique pour le Québec et ses régions administratives. Québec : Gouvernement du Québec.

A committee was set up to make sure results of the survey are disseminated and understood: *Comité montréalais de l'EQDEM*. Follow the committee's work by subscribing to their newsletter at [EQDEM-mtl@gmail.com](mailto:EQDEM-mtl@gmail.com).

### ... initiatives undertaken to foster children's development

#### Programme d'éveil à la lecture et à l'écriture (ÉLÉ) Early literacy program

The goal of the *Programme d'éveil à la lecture et à l'écriture* delivered in disadvantaged neighbourhoods is to make sure that public and community organizations include various early literacy activities (reading and writing skills).

#### Programme Interventions éducatives précoces (IÉP) Early education intervention program

The early education interventions program is a service offered in CSSS. Its goal is to foster optimal child development. It is intended for childcare services providers and family community groups that work with at-risk children.

#### Approche multidisciplinaire et intégrée en stimulation (AMIS) Multidisciplinary and integrated approach to stimulation

This approach was developed in CSSS. It is designed for children in whom development delays are suspected. Its goal is to reduce waiting periods for diagnostic services and accelerate access to specialized services, when required.

#### Outil pour le développement intégré du langage chez l'enfant (ODILE) Tool for integrated language development of children

This kit was created by RCPEÎM to enhance the language skills of young children.

#### Passage à l'école, an approach and tools developed by CASIOPE

The goal of this approach is threefold: foster discussion between neighbourhood stakeholders from early childhood centres and schools; ensure a smooth transition between early childhood services and school provide continuity when assisting children and their families.  
[www.casiope.org](http://www.casiope.org) (Démarche Passage à l'école)

#### Femmes-Relais

Immigrant women in the neighbourhood form a team of outreach workers. The women are given basic training to help them better understand how their new country works and develop contacts more quickly. Those outreach workers then pass on this information to other immigrant women who come from shared countries of origin. They act as both cultural and linguistic translators with members from their cultural backgrounds.

For more information about Femmes-Relais...

Laurin I, Fournier D. 2009. Femmes-Relais (2007-2010): Bilan de la première année de relance. Montréal: Direction de santé publique de l'Agence de santé et des services sociaux de Montréal et Relais-femmes.

Fournier D. 2010. Femmes-Relais (2007-2010) : Bilan de la deuxième et de la troisième année du projet. Montréal: Relais-femmes.

#### Guide pour soutenir une première transition scolaire de qualité : services de garde et école

The guide is intended for administrators of daycare services, schools and CSSS, as well as for other institutional and community partners. The goal is to give daycare services and schools information on good transition to school so they can analyze, improve and implement transition practices in settings where children live and receive services.  
[www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca) (Références/Publications)

#### Social PPP

Over the past decade or so, a new form of funding for public services has come into being: public-private partnerships (PPP). Social PPP refers to initiatives in the social domain funded by the government and large foundations who jointly decide on their orientations.

## Research Team

### CO-PRINCIPAL INVESTIGATORS

**Isabelle Laurin**, researcher, Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal; clinical assistant professor, Department of social and preventive medicine, Université de Montréal

**Angèle Bilodeau**, researcher, Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal; clinical associate professor, Department of social and preventive medicine, Université de Montréal

### CO-INVESTIGATORS

**Louise Potvin**, Université de Montréal

**Yves Couturier**, Université de Sherbrooke

**Sherri-Lynn Bisset**, Université Laval

**Nadia Giguère**, CSSS-CAU Jeanne-Mance

### KNOWLEDGE USER

**Isabelle Samson**, Direction de santé publique de l'Agence de la santé et des services sociaux

## Research partners in the regional territories under study

**Claire Wallot** (CLSC Pierrefonds)

**Sandra Lalancette** (CLSC St-Laurent)

**Marie Danielle Girouard** (CLSC St-Michel)

**Luc Paradis** (CLSC LaSalle)

**Hélène Felteau** (CLSC Verdun)

**Lucie Séguin** (CLSC Ahuntsic)

**Lise Lacombe** (Saint-Laurent borough)

**Horizon 0-5**

## ACKNOWLEDGEMENTS

**Geneviève Bouchard** (City of Montréal – Saint-Laurent borough)

**Françoise Ménard** (City of Montréal – Rosemont-La Petite-Patrie borough)

**Isabelle Tremblay** (Joujouthèque Saint-Michel)

Special thanks to **Francine Trickey**, head of the Early Childhood and Youth sector at the DSP, for her support.

### WRITING AND RESEARCH

Isabelle Laurin, Angèle Bilodeau, Nadia Giguère, Anouk Lebel

### PRODUCTION

Isabelle Thérien, Céline Flahault, Alain-Napoléon Moffat, Donald Goodes

### TRANSLATION

Sylvie Gauthier

### GRAPHIC DESIGN

Valna inc.

Published by the Léa Roback Research Centre on Social Inequalities and Health  
1301 Sherbrooke East  
Montréal, Québec  
H2L 1M3  
Telephone: 514-528-2400, # 3570  
[www.centrelearoback.ca](http://www.centrelearoback.ca)

Legal deposit:  
ISSN 2368-0032  
Focus on ... intersectoral action (Print)  
ISSN 2368-0040  
Focus on ... intersectoral action (Online)

Reproduction of this document in whole or in part is permitted provided that the source is mentioned.

The Léa Roback Research Centre receives most of its funding from the Canadian Institutes of Health Research–Institute of Population and Public Health through Programmatic Grants in Health and Health Equity. It is also supported by Direction de santé publique de l'Agence de la santé et des services sociaux de Montréal.