

Theme	Goal	Objective	Strategy	Measure	Responsibility	Timeline	Status/Notes
1. Accessibility	1. 1. Accessible and comprehensive system of services for children and families.	1.1.1 Support the establishment of an accessible, comprehensive, quality system of services for young children and families.	1.1 1 Gear SX6 website more towards professionals with information such as: funding, research, articles, links to other service maps. Rather than program specific info.	1.1.1 Track how many visits to the website	1.1.1 Regional Coordinator	Year 1 On-going	
		1.1.2 *Support the creation of a regional website (EYCs leading this)	1.1.2 Attend meetings and give support when asked	1.1.2 Development of website	1.1. Regional coordinator, EYCs	2017/2018	<ul style="list-style-type: none"> This is a support role.
		1.1.3 Maintain Social Media including Twitter account, Vancouver Island Partnership Facebook page and South Vancouver Island ECEs mentorship Facebook group	1.1.3 Continuing to update regularly, build profile and share early years 'information and local events	1.1.3 track how many times Facebook page is visited and information shared to community	1.1.3 Regional Coordinator	On-going	

		1.1.4 *Creation of a quarterly newsletters for greater communication	1.1.4 Create a quarterly newsletter with relevant information about the early years in SVI for tables and networks	1.1.4 Creation and distribution of newsletter, feedback from networks	1.1.4 Regional Coordinator & Ae Coordinator	September 2017 Ongoing	<ul style="list-style-type: none"> Fall, Winter and Spring
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2. Local Planning	2.1 To promote local planning and policies that work for families	2.1.1 Promote policy revision that supports increased accessibility and access. Share information about need for policy changes in community.	2.1.1 *Support the “every door is the right door” strategy”	2.1.1 Feedback from families on accessing and understanding services in the community	2.1.1 Aboriginal Engagement Coordinator, Success By 6 Regional Coordinator, Early Years Practitioners	2017/2018, ongoing	<ul style="list-style-type: none"> This is a support role and a possible funding priority (for training)
		2.1.2 (a) To be aware of community actions, research and needs	2.1.2 (a) Coordinator to attend other community meetings such as literacy and Child, Youth and Health Network, when able	2.1.2. (a) Participation in meetings, sharing of information	2.1.2 a) Regional Coordinator	Year 1 to 3, ongoing	
			2.1.2 b) Gain understanding to address specific capacity issues in supporting non-indigenous (new comers, immigrants etc) including but not limited to language barriers,	2.1.2 b) Meet with service providers for information	2.1.2 b) *Regional Coordinator	Year 1 to 3 Ongoing if any changes occur	<ul style="list-style-type: none"> Possible partnership with early years’ centres

			cultural safety and cultural understanding				
			2.1.3 *Identify and complete or support projects, research etc identified within the community as a priority	2.1.3 Complete State of Child report, Children’s charter.	2.1.3 Regional Coordinator, AE Coordinator, working group & community partners	Year 1 to 2 Ongoing if any changes occur	<ul style="list-style-type: none"> Create working groups or possible funding priority
		2.1.4. To create partnerships and collaboration to share resources to complete projects	2.1.4 *Reach out to community partners who have shared interest to complete identified tasks	2.1.4. Number of partnerships, completion and distribution/launching of projects	2.1.4. Regional Coordinator, AE Coordinator	2.1.4. ongoing	* This is an extension of 2.1.3.
		2.1.5. *To address gaps** of services for young children and families	2.1.5. Support the enhancement of existing services or the development of new services	2.1.5. Number of services developed or enhanced, reduction in waitlists	2.1.5. Regional coordinator, AE coordinator & partners	2.1.5. ongoing	<p>* This is a funding priority</p> <p>** Based on community assessments from tables, from development and vulnerability rates</p>

							EDI, waitlist for services, service mapping, state of the child report and other available data.
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3. Awareness	3.1 Raise awareness of the importance of the early years to influence policies.	3.1.1 Look at avenues to share consistent awareness messages	3.1.1 Developing an advocacy “toolkit” for ECD to help service providers to inform local politicians, community planners, health services, SD funders and media.	3.1.1 Creation of toolkit, feedback and track how often tools are used.	3.1.1 Regional coordinator AE Coordinator Community partners (possible working group)	Year 2 2018- 2019	
			3.1.2 Develop a resource binder to showcase Success BY 6 initiatives, collaborations and partnerships, key priorities and early years work in SVI to share with decision makers Include a cd	3.1.2 Completion and distribution of binder	3.1.2 Regional & AE Coordinator	Year 1 2017-2018	
			3.1.3 * Showcase community need for access to supports and ECD programs that meet the needs of children with diverse needs	3.1.3 Distribution of messaging on this subject	3.1.3 Regional Coordinator	Year 2 2018-2019 Ongoing	<ul style="list-style-type: none"> This will be part of the key messaging in 3.1.1.
	3.2 Share information on opportunities for funds. Provide training and support around effective strategies to apply for funds	3.2.1 To increase early years program managers abilities to secure funds to support their Early years programs	3.2.1 Continue to share funding opportunities and template applications via email with service providers	3.2.1 Keep track of how many applications are supported	3.2.1 Regional & AE Coordinator	Ongoing	

	3.3 Research the possibility of mapping early years' services	3.3.1 To showcase programs and "where everyone fits in" (program access)	3.3.1 Look at creating partnerships and the possibility of obtaining a contractor to do this work	3.3.1 Completion of map	3.3.1 Regional Coordinator, AE Coordinator	2017	<ul style="list-style-type: none"> EYCs identified as partners. Hire a contractor to complete work

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4.Change	4.1 To explore system change and change process.	4.1.1 To determine how we can work together as a region.	4.1.1 To determine where provincial groups work together or do not align	4.1. Greater understanding of provincial relationships	4.1.1 Regional coordinator	Year 1 ongoing	
			4.1.2 Explore locally how tables, SX6 and EYCs align or do not align.	4.1. Relationships building and discussions with community members.	4.1.2 Regional & AE coordinators	2017 ongoing	
			4.1. Continue to attend table meetings	4.1.3 Number of meetings attended	4.1.3 Regional and AE Coordinator	ongoing	
			4.1.4 Continue to facilitate two coordinators' meetings annually	4.1.4 Number of participants at meetings	4.1.4 Regional coordinator	ongoing	
	4.2 Explore community changes	4.2.1 Creation of a community group to explore these community changes	4.2.1 Reach out to community partners to identify those interested in	4.2.1 Creation of group	4.2.1 Regional coordinator	2019	

			being a part of the group.				
		4.2.2. Provide training on change process-how to work together	4.2.2 Research facilitators and plan training event	4.2.2. Offering a training event, number of participants	4.2.2. Regional Coordinator	2018	
		4.2.3. Offer Island Forum with Central and North Island SX6	4.2.3. Participate in planning, advertising and attending an Island Forum	4.2.3. Offering and attending the event, number of participants	4.2.3. SVI Regional Coordinators and other VI SX6 coordinators	2017	

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5. Early Years' Workforce	5.1. Support children and families by supporting early years' professionals and programs.	5.1.1 To support early years' programs in maintaining a knowledgeable, fairly-compensated workforce	5.1.1 Support finding funds for training for isolated ECEs	5.1.1 Number of opportunities offered	3.1.1 Regional coordinator AE Coordinator	Year 2 ongoing	
			5.1.2 Provide one no cost training event annually, including first aid and food safe.	5.1.2 Number of events offered, number of participants	3.1.2 Regional & AE Coordinator	ongoing	
			5.1.3. Provide funds or share opportunities to attend low cost training events	5.1.3 Number of events offered, number of participants	3.1.3 Regional & AE Coordinator, ECEs, CCRRs, other organizations who offer training in the region	ongoing	
		5.2 Share information and/or find avenues for more remote, on-line training opportunities	5.2.1 Share opportunities via website and social media, track how many members reached, liked etc.	3.2.1 Keep track of how many opportunities are offered in these formats	3.2.1 Regional & AE Coordinator	ongoing	

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6. Aboriginal Engagement	6.1. Share information related to Indigenous populations and Aboriginal worldviews	6.1.1 Improve cultural understanding and relationships between Aboriginal service providers and non-Aboriginal service providers	6.1.1 *Work with the Aboriginal Engagement Coordinator to: Provide training opportunities around:	6.1.1 Improved cultural understanding and relationships between Aboriginal service providers and non-Aboriginal service providers	3.1.1 Regional coordinator AE Coordinator	Year 1 Ongoing	<ul style="list-style-type: none"> • These can be partnerships and/or funding opportunities as well. • 2 Village training events 2017
			6.1.2 Work with the Aboriginal Engagement Coordinator to support the development of curriculum for others to use	6.1.2 Curriculum developed and shared	3.1.2 Regional & AE Coordinator	Year 3	
			6.1.3. Develop or showcase frameworks for others to use (a key piece to the Children Charter Project)	5.1.3 Framework developed and shared	3.1.3 Regional & AE Coordinator, ECEs, CCRRs, other organizations who offer training in the region	Year 2	

		6.2 Share protocols for working with Aboriginal communities.	6.2.1 Work with Aboriginal Coordinator to develop or share protocols for working with Aboriginal communities, acknowledging Traditional territories and inviting Elders and Knowledge Keepers to share blessings and knowledge	6.2.1 Development and distribution of protocols, non-Aboriginal Service providers' confidence in engaging and working with Aboriginal Communities and early years' professionals, improved working relationships.	3.2.1 Regional & AE Coordinator	Year 2	
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