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**Rural Community Child Care Assessment Project**

*Produced in Fulfillment of the degree of B.A. (hons) Geography*

**Trent Centre for Community Based Education Project # 311**

**Client: Hucklebug Child Care Centre**

**Norwood, Ontario**

**Prepared by Amy Beath**

**Geography 470, Trent University**

**April 30TH, 2002**

## Rural Community Child Care Assessment Project

By: Beath, A.

Keywords: children, child care, facilities, services, rural communities, Norwood, Havelock, partnering, communities, play groups, after school, Hucklebug, recommendations

### Abstract:

This research project has determined what type of child care facilities and services are currently in place for families within the rural communities of Norwood and Havelock. A detailed look at the existing services and service providers provided useful information for initiating possible partnering ventures with other agencies and service providers within the communities, such as play groups or an after school child care program. It was found that the only formally established child care service provider serving the Village of Norwood and the Village of Havelock is Hucklebug Child Care Centre in Norwood, Ontario. However, it was discovered that some services, such as parent and child drop-in centres are available on a monthly basis to residents within the rural municipalities offered at local places of worship. It is the hope of the Centre to use these findings and recommendations to help determine the direction Hucklebug Child Care Centre will take in expanding its services. The most beneficial way of ensuring that child care service providers continue to exist in rural municipalities is to form partnership between several small organizations, allowing the smaller organizations to be housed within the existing facility. It is beneficial to children, parents and the community, for centres sharing common goals to partner up and divide the costs associated with maintaining a child care facility between all organizations involved in the project.

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## **Abstract**

This research project has determined what type of child care facilities and services are currently in place for families within the rural communities of Norwood and Havelock. A detailed look at the existing services and service providers provided useful information for initiating possible partnering ventures with other agencies and service providers within the communities, such as play groups or an after school child care program.. It was found that the only formally established child care service provider serving the Village of Norwood and the Village of Havelock is Hucklebug Child Care Centre in Norwood, Ontario. However, it was discovered that some services, such as parent and child drop-in centres are available on a monthly basis to residents within the rural municipalities offered at local places of worship. It is the hope of the Centre to use these findings and recommendations to help determine the direction Hucklebug Child Care Centre will take in expanding its services. The most beneficial way of ensuring that child care service providers continue to existing in rural municipalities is to form partnership between several small organizations, allowing the smaller organizations to be housed within the existing facility. It is beneficial to children, parents and the community, for centres sharing common goals to partner up and divide the costs associated with maintaining a child care facility between all organizations involved in the project.

## Terms of Reference

### Assessment

- to determine, judge or evaluate a property or possessions regarded as having value in meeting debts, commitments, etc.

### Board of Directors

- members of the board, headed by a director (manager) which governs the affairs of a company, corporation or charitable institution

### Community

- a small incorporated municipality including its inhabitants such as a group of people having common ties or interests and living in the same locality or district

### Community Centre

- a place providing social and recreational facilities for a neighbourhood or small community

### Community Hall

- a hall maintained by a community for holding community events

### Community Worker

- a person who works in a community to promote its welfare, either as a paid social worker or volunteer

### Child Care Centre or Day Care Centre

- a place where daycare is provided, the supervision of young children during the working day by people other than their parents such as Child Care Providers or Early Childhood Educators

### Child Care Provider

- a person who makes Child Care possible by providing a service, such as an Early Childhood Educator

### Issue

- a point in question, an important subject of debate or litigation under discussion, which could turn into a subject of contention if the issue is not resolved

### Needs

- a want or requirement, a necessity, circumstances requiring some sort of action

### Playgroup

- an organized group of preschool children who play regularly together under supervision

### Partner

- a person or an organization, etc. who shares or takes part with another group in some activity, sharing the risks and profits associated with the activity

### Partnership

- the state of being a partner or partners, a joint business, a pair or group of partners

### Resource Centre

- a library or other centre which houses a collection of resources for educational purposes

### Rural Setting

- a sparsely populated municipality outside of urban municipalities that are administered by an elected council or the Provincial Government, such a rural municipality

### Service

- the provision or system of supplying a response or solution to a specified public need

## Introduction

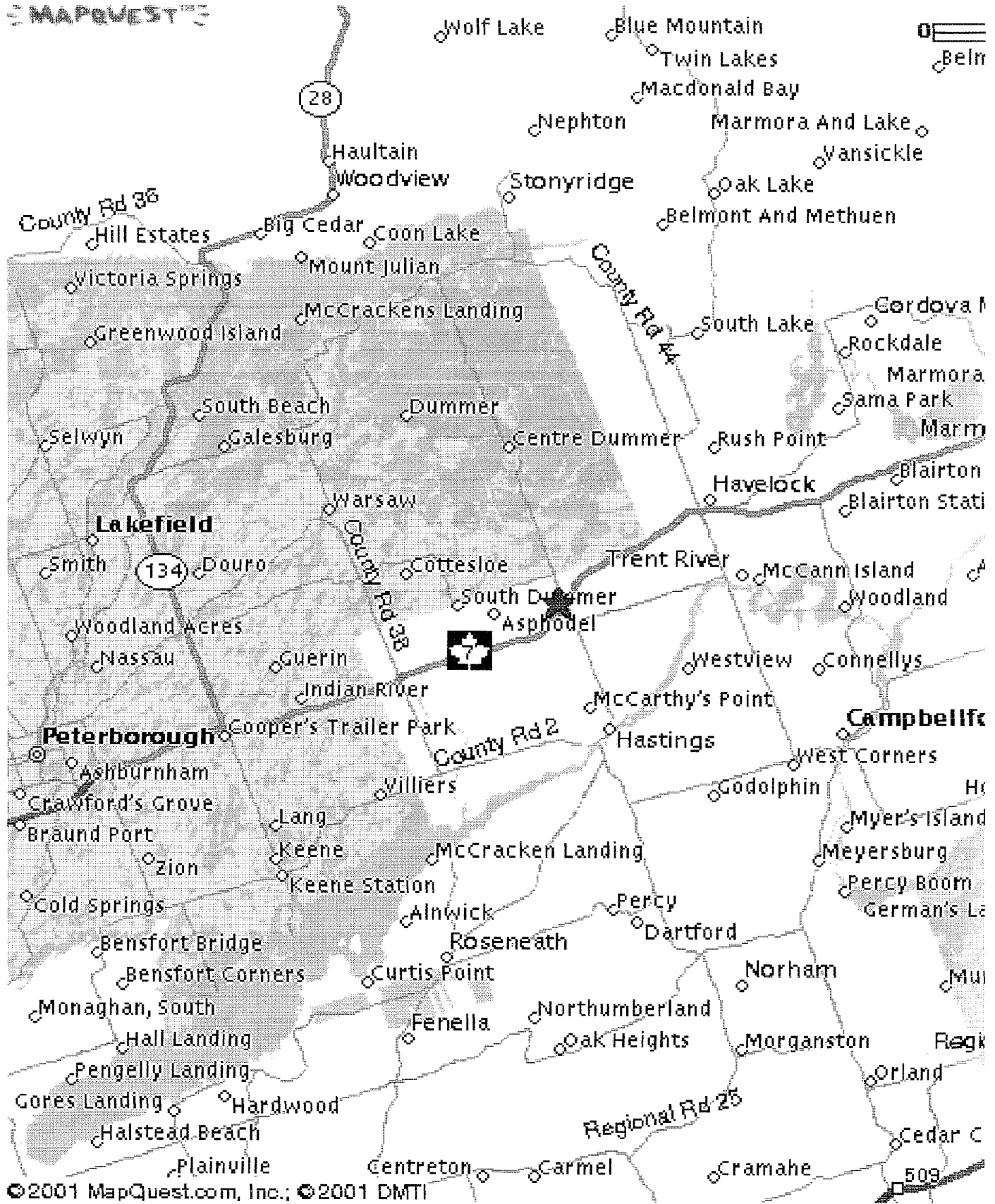
Hucklebug Child Care Centre is a non-profit corporation administered by a Board of Directors, who are volunteers from its membership. The centre and its facilities are owned by the families that patronize it. It is a licensed facility, and received funding support from the Ontario Ministry of Community and Social Services. The programs offered at the facility are designed to enrich the learning experiences of children from ages six weeks to twelve years of age. Hucklebug was incorporated on June 1983, and was granted charity status in June of 1994. This project will determine the number of existing child care service providers in the Villages of Norwood and in the Village of Havelock. The results of the study will be used by Hucklebug to assist in determining the direction that Hucklebug Child Care Centre takes with regards to expanding their current services. Hucklebug has expressed interest in forming partnering venture with other community organizations, such as the elementary school located in the lot behind the Centre.

## **Key research questions**

1. Within the Norwood and Havelock area, identify what services are available for stay at home parents or to parents who require child care during the work day.
2. Within the study area, what do existing service providers have to offer Hucklebug? Such as the public elementary school located in the lot behind the day care centre, or the public library located on Victoria Street in downtown Norwood. Note: There is no formal transportation system in this area and their municipal budgets are limited to provide such a service for municipal residents.
3. What service providers would be interested in forming a partnership with a formally established child care centre such as Hucklebug? What is the feasibility of forming these partnerships, as many organizations would like to be offer some type of incentive for providing a service, making the investment of time and money worth doing.



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## Literature Survey

The Village of Norwood and the Village of Havelock are located within the rural townships of Eastern Peterborough County. This literature survey was used to identify generic partners for rural child care services in the Norwood/Havelock area. Child Care support services listed in several case studies are seen as being fundamental in providing adequate community child care. The definition of child care is changing.

### The Early Years Study

“The Early Year Study-Reversing the Real Brain Drain”, by Honourable Margaret McCain and Dr. Fraser Mustard was released in the Spring of 1999. This study according to Louise Moody, a writer for Ontario Connections produced under the Ontario Association of Family Resource Programmes (OAFRP), “fits with many of the practices and philosophies of the OAFRP”. The OAFRP believes that “the early years in a child’s life are the most important as a child’s first years has a great impact on their later success in life”. The OAFRP supports “universality, recognizing that we must support young children and families from all sectors of our society if we are to improve children’s outcomes in life”. “Services must be family focused, working with both the child and their parents and that all children need support, nurturing, nutrition, responsive parenting and stimulation”. “Early childhood programmes are under-funded. It is a public priority to invest in early childhood programmes and that at least the same amount of attention should be given to the early years as is given to the school and post-secondary periods of human development”. (OAFRP) “It is our belief that the vision for early child development and parenting centres described in and recommended by the study are in many cases already operating under the name of Family Resource Programmes”. “The opportunity is here to act collectively as

Family Resource Programmes and as community members who know the early years are critical for our future” (OAFRP).

### Redirecting Child Care

The concept of child care is changing, refocusing more on family-centred child care. “Traditional approaches to child care, however, have tended to concentrate on promoting children’s development. In the process, they have not always taken into account children’s interconnections with their families and neighbours or considered the possibility of connecting child care programs with the local community” (Larner, 1995; Powell 1987; Saraceno, 1984; Singer, 1992, as cited in Kyle and Kellerman, 1998, p.67).

“In practice, adopting a family support perspective results in a broader definition of need-one that recognizes that families’ needs for child care support extend beyond finding a licensed child care space or an informal arrangement. This broader definition takes into account the fact that families’ needs vary over time, according to a child’s age, individual characteristics, the parents’ circumstances, and whether or not other family and neighbourhood resources are available (Kyle and Kellerman, 1998, p.69). Brockman [1985 as cited in Kyle and Kellerman (1998)] “points out that traditional definitions of need have restricted the purposes of care so that only the requirements of a limited number of families are met” (p. 69). According to Kyle and Kellerman’s study in 1998, ‘the need for more flexible child care arrangements has been well documented’. “Because most licensed child care facilities are open weekdays from approximately 7:30 am to 6:00 p.m., they are not able to respond to parents’ needs for child care at other times” (p. 69). In addition, “for child care to be supportive, it must also be reasonably accessible (i.e., nearby and affordable) and flexible in order to respond to families’ changing circumstances” (p. 69).

The characteristics listed above by Kyle and Kellerman (1998) need to be included by child care managers and their board of directors, if it is feasible, in the planning of services being offered by their facility. Child Care facilities need to start supplying the kind of flexible child care. Further, since many of these characteristics are not being offered in the majority of child care facilities located in municipalities across Canada, the majority of the parent population in Canada are not receiving the kind of services they need according to the Canadian Association of Family Resource Programs (FRP Canada). According to Kyle and Kellerman (1998), “thinking of child care solely in terms of formal and informal care glosses over the *number, complexity and importance* of child care support services offered in many communities (p. 73). In addition to regulated centre and home-based child care, other services may include babysitting-coops, caregiver registries, information and referral services, training and networking opportunities for home child care providers, drop-ins, toy and equipment libraries, parent relief services and emergency care (Kyle and Kellerman 1998, 73).

Some of the distinctive aspects of child care found in the case studies conducted by Kyle and Kellerman (1998) were greater flexibility in relation to the hours when services are provided; the need for conscious planning for parents’ as well as children’s needs; provide support to parents to assist them to learn about child development and to improve their parenting skills; and the sharing of resources and expertise between licensed and other child care programs (p. 77-78).

According to Ellis (1998, p. 90), “the evaluation of need, or needs assessment, is a specific process of collecting data about the community, or a particular group of people, or an issue, in order to better understand the community, what’s missing, what’s there, what services or programs are needed, etc.”

Ellis (1998, 90) believes that “being able to do a needs assessment is a useful skill, and can be done as a way to inform yourself, and potential funders, about what the community says their real needs are. Doing a needs assessment also helps you keep current about what is really going on- or not going on- in the community”.

Ellis (1998) says that doing a community needs assessment is a combination of research and evaluation. In her article “Finding Our Way”, she provides researchers with strategies to undertaking research related to child care services, such as interview strategies, in person or over the telephone. Some of the suggested participatory methods and tools used when evaluating the supply of child care services in a community were questionnaires, interviews, observation, quick feedback forms, or focus groups (p. 44). Ellis (1998) provides reader with an example of one child care facility becoming more involved in it’s community by forming partnerships with other community organizations. “The family program saw more clearly their role as a partner with other service providers and made an ongoing planning decision to connect regularly with other community service providers to discuss the needs of young parents in the community and share more resources” (Ellis 1998, 72).

### Finding Space in the Community

Chen and MacAulay (1999, p. 69) report that “finding space can be tremendous challenge, especially in smaller communities and rural settings where rental space is at a premium and there are relatively few options”.

The small operating budgets of many programs compel them to use free or low-cost space, and programs across the country have solved this predicament in very

creative ways. Family resource programs can be found in schools, places of worship, homes, public housing complexes, doctor's offices, adult drop-in centres, agencies that serve children with disabilities, community centres and halls, public libraries, health centres, senior homes, downtown storefronts and shopping malls" (Chen and MacAulay 1999, p. 69).

One way of finding space in the community is to find space within another group's facility. Locating a family resource program within another community agency or institution can have many advantages. Chen and MacAulay (1999) list some of the advantages as having a low occupancy cost; staff of both organizations may learn from each other and therefore improve their service to families; information about the program components may reach families that would not otherwise know about them. Most important, families can access multiples services at the same location. (p. 71) This last advantage, of locating within another organization making the facility a one stop service centre elevates some of the stress rural families may face when try to access child care services in the first place.

One example of a facility where child care services could be located are in schools. Some the advantages of locating a child care facility within a school are, as listed by Chen and MacAulay (1999):

- The parents with elementary school-aged children are already familiar with the school and therefore may be attracted to a program that serves them and their younger children in the same location.
- The profile of the family resource program may be enhanced in the community through its identification with the school.
- Before and after-school programs for school-aged children are facilitated by the location.
- There is often an outside play space suitable for young children.
- Since schools are publicly supported, cost for the space might be very low or even free.

- Schools are designed for the use of children, so washrooms and other facilities will be suitable.
- The noise associated with children's programming is generally accepted by the surrounding neighbours.
- Schools may share their equipment such as photocopiers, laminators and paper cutters for little or no cost.
- Maintenance and cleaning will have already been arranged by the school board.

Some of the possible disadvantages associated with locating in a school, as listed by Chen and MacAulay (1999, 73):

- Programming often ,must stop during the summer months.
- The space may not be available over the long term; when there is a need for more classroom space, the program may be asked to leave.
- School buildings may be closed because of redundancy or the high cost of maintenance and repairs.
- Negative associations with the school may discourage some community members from attending the program.

## Rural Child Care

“The once traditional supports of the extended family and the close-knit community have been eroded” (Brownell 2000, 13). This means that, without quality child care, rural children are put at a disadvantage when they are denied access to programmes and services, because of their remoteness of their place of residence. It has been recognized by the Ontario Federation of Agriculture that “there is an urgent need for accessible, affordable and high-quality child care in rural areas particularly for families working in agriculture”. (Brownell 2000, 13). Brownell (2000, 13) explains that “many factors impinge upon the cohesive life of a rural community. Rural school, for instance, have traditionally been an integral part of a closely-knit system of community supports, programmes and special events. Child care programmes and services with a spectrum of informal support for children and parents, often use space in local schools. Changes to school boundaries and allocation of available space mean some rural schools may be closed, and those that remain may no longer be in a position to provide space for child care programmes. Those schools which can provide ongoing sessions or occasional space require rent beyond the means of small rural organizations. One question raised quite frequently by stakeholders throughout the duration of the task force was, why schools that in danger of being closed not being used more effectively through a shared service approach? (Brownell 2000, 13-14) As discussed earlier by Chen and MacAulay (1999), Brownell (2000, 14) elaborates on their suggestions for using school as a facility where inclusive child care programmes can be offered to both children and their parents, such as before and after-school programmes. “Rural schools could become the hubs for many programmes and services, and costs could be shared between programmes” (Brownell 2000, 14).



## Methodology

The data required to answer the above questions required a detailed search of both primary and secondary sources of information. This literature search was completed with the use of publicly accessible from already existing sources such as municipal town offices in Norwood and Havelock, the Peterborough Social Planning Council, and Peterborough Counties Children Services Office.. Some resources used in this study to assess what child care services already exist in the communities of Norwood and Havelock were telephone books, local directories such as the County of Peterborough Services Guide 2001 and the Havelock Community Guide 2001, and local newspapers such as The Havelock Citizen, The Norwood Register and The Community Press. In order to assess existing services in the study area, a community map of services and resources was developed to find out what's out there. All information collected on existing child care service providers in the Norwood and Havelock area was compiled for later analysis once the literature survey and field work components of the project were complete.

On February 9<sup>th</sup>, 2002 a trip to Norwood and Havelock was planned. This trip would include a visit with Karen Radnor, at Hucklebug Child Care Centre to review the progress of the research agreement. The day of field work was spent in the Village of Norwood and in the Village of Havelock scouting around for any leads on child care services being offered by formal and informal child care service providers in the area. The researcher spoke with numerous people on that day, always introducing themselves to the subject and describing the purpose of the research project. Representative from both the Town Hall of Norwood and the Town Hall in Havelock provided information regarding existing child care service providers in the area, both informal and formal. A visit was planned to the Norwood Public Library and the Havelock Public library, however this attempt failed as the both libraries are operational only two or three days a week. A

visit was planned to the head office of Norwood's community newspaper, The Norwood Register. However, upon arriving at the office it was found that the newspaper has moved to other location, and posted on a bulletin board in the front window was a contact name and telephone number where the newspaper could be reached. A map of the Village or Norwood was sketched and community related facilities, such as schools, churches, the community centre, and the library were mapped.

## Results

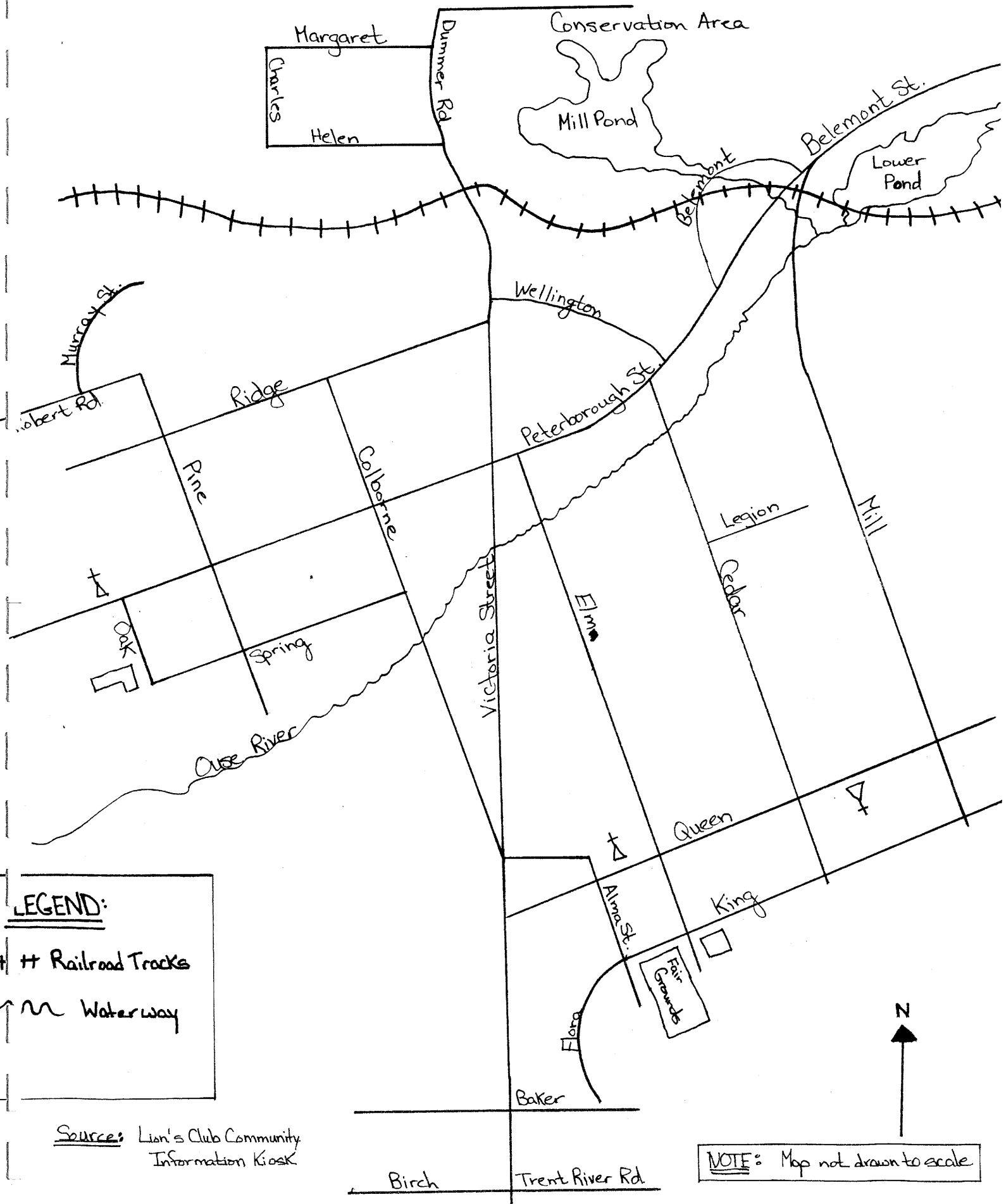
After attempting to complete a detailed and descriptive inventory of child care services being provided to parents and children with the municipalities of Norwood and Havelock, it was found that Hucklebug Child Care Centre is the only formal child care service provider in the study area. However, there are support services available to parents living with Peterborough County. These services are not child care facilities, but they do work to provide parents and caregivers with the tools they need to raise healthy children.

The Child Care Information Exchange, one of the services available in Peterborough County, is supported by the Peterborough Family Resource Centre in Peterborough as a free community service. This service is offered to both parents and caregivers, and it is accessible at various drop-in locations within Peterborough County. Every second Friday each month from 10am to 12pm at the Havelock United Church the Child Care Information Exchange is available to parents and caregivers within the Havelock area. On the fourth Tuesday of each month from 10:30am to 1pm, the same services are offered to parents and caregivers in the village of Norwood at the Norwood United Church. For a minimal fee of \$25.00 a year, parents and caregivers can join the toy and book lending library, giving them access to a wide variety of toys, books, puzzles, riding toys, slides and curriculum kits.

Informally, there was a playgroup which met every Wednesday morning in the basement of the Havelock Lions Club Hall at 39 George Street East, but has since changed the location of its meetings. This playgroup continues to meet informally and is currently seeking to form a partnership with another community organization who could provide space for their weekly meetings. The contact name for the playgroup in Havelock is Lisa Miles (contact information found in appendices). This information was provided to the researcher from a representative at

Havelock's Town Hall. Note in the following two maps of the Village of Norwood and the Village of Havelock, Hucklebug is the only formally established child care centre facility offer continuous child care serving the area in and around both villages.

# Village of Norwood

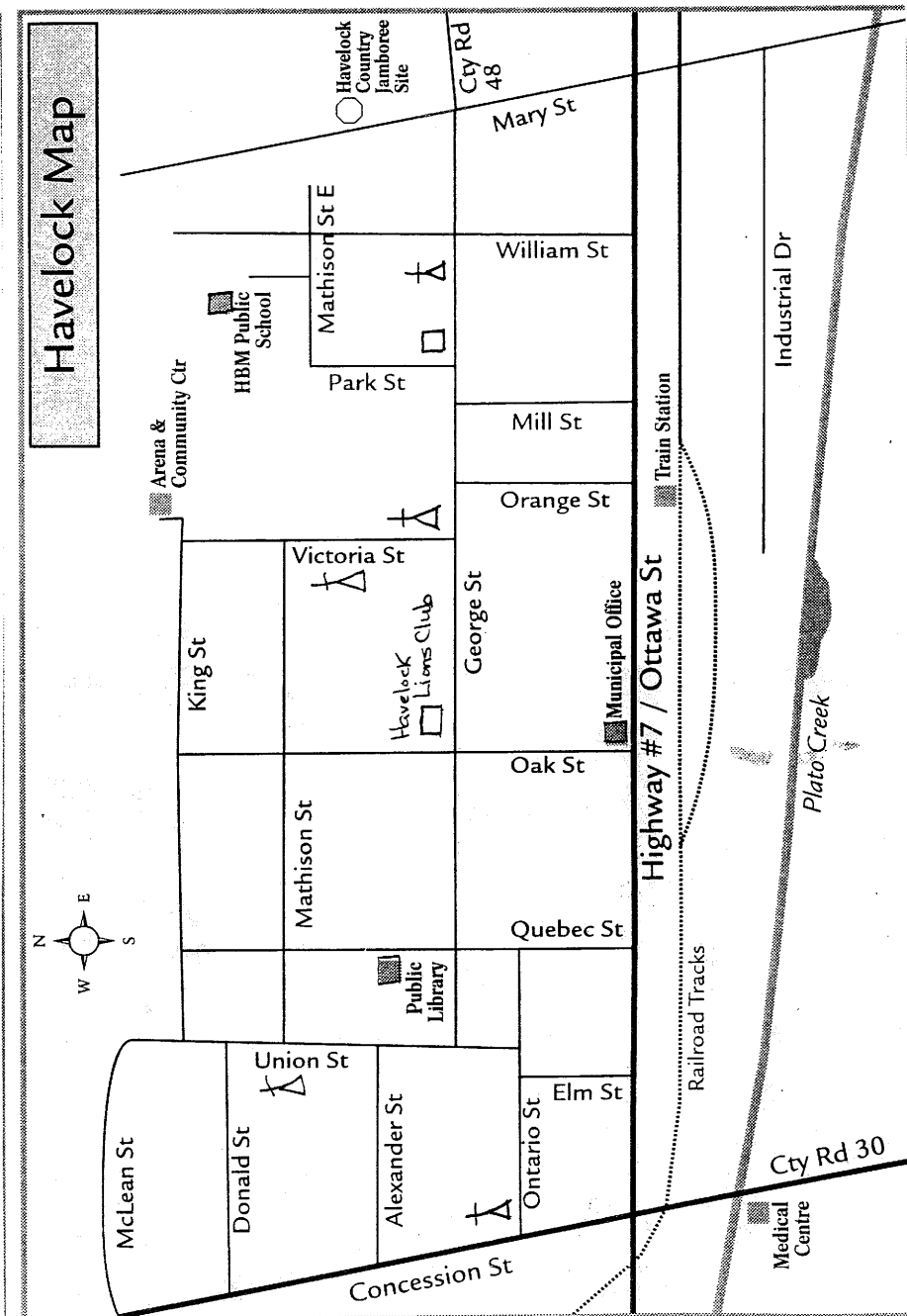


## LEGEND:

- + + Railroad Tracks
- ~ Waterway

Sources: Lion's Club Community Information Kiosk

NOTE: Map not drawn to scale



Source: Havelock Community Guide 2001, p. 14.

## Discussion

Upon discovering that Hucklebug was the only formal child care facility available to parents in the area of Norwood and Havelock, I was forced to modify my original proposal for this research project. My project continued to assess the supply of rural child care facilities with the Village of Norwood and the Village of Havelock. In addition, the assessment project would also provide recommendations on what kind of facilities and services should be provided to the parent's within the two municipalities. These recommendations are based on several list of community characteristics which a rural child care service oriented community should provide, according to manuals published by the Canadian Association of Family Resource Programs (FRP Canada).

During my meeting with Karen Radnor at Hucklebug Child Care Centre in Norwood, she mentioned that as of the date of our meeting (February 9<sup>th</sup>, 2002) she had been contacted by a representative from a Havelock Playgroup. Initially, the group was looking to form a partnership with the Centre in exchange for finding space within the community to hold playgroup meetings. Secondly, the playgroup asked Hucklebug informally if it would be interested in forming a partnership with the playgroup if they could find an organization within the community who would provide the required space. The group was looking into rent some space in the basement of the Norwood Community Centre. As of that date the talks were continuing informally between the playgroup and Hucklebug, and no final decisions had been made.

After reviewing the minimal inventory of child care centres it can be said that Hucklebug Child Care Centre is not the only child care service provider in the Norwood

and Havelock area. It may be the only permanently established centre, but the Peterborough Family Resource Centre offers drop-in centres for parents and their children on a monthly basis. This program meets needs identified by the Task Force on Rural Child Care & Early Childhood Education, to supply child care services in rural areas of Ontario, including the Village of Norwood and Havelock. It should be noted that after conversing with several municipal representatives it can be concluded that this program is not well advertised within the community at a formal level, other than through word of mouth within the community. If the program was better advertised maybe the representatives would have mentioned them to me when I inquired about child care serves in the area.

The only organization which had expressed interest in forming a partnership with Hucklebug was the informal playgroup in the Village of Havelock. The feasibility of the partnership will have to be determined by Hucklebug, and be negotiated with the playgroup, with regards to finding space within the facility or within the community. This organization is the only one to be approach Hucklebug within Havelock and Norwood with regards to forming a partnership. By allowing the playgroup to establish a regular meeting within its facility, the attendance a the playgroup sessions may increase once the sessions can run a regular schedule again in a permanent location.

Hucklebug however does not the aspects of child care as identified by in the literature survey. Kyle and Kellerman (1998) call for more flexible day care centre hours, to meet the changing needs of today's rural families. The Centre is open from early morning until late evening, but still operates on average business hours for the picking-up and dropping-off of children by their parents. It may not be feasible for Hucklebug to



expand its services to include extended care to accommodate parents who may work shift work and not a regular business day.

With regards to Hucklebug's potential plan of proposing a partnership between the Centre and the neighbouring public elementary school, Hucklebug's Board of Directors should consider and weigh some of the pros and cons as outlined by Chen and MacAulay (1999), in the literature survey, of setting up a child care program within a school.

## Conclusions

It can be concluded that there are a minimal number of child care service being offered to the residents of Norwood and Havelock. By conducting this assessment of existing child care services with the Norwood and Havelock area, Hucklebug is brought up to date on what kind of child care services are happening within their community.

There were many difficulties associated with this research project. The original proposal for research had to be modified since it was found that there is a limited number of child care services being offered to residents in the Norwood and Havelock area. It was difficult to decide which direction the project should take, but the problem was solved after a brainstorming sessions with the employees at the Trent Centre for Community Based Education.

This research project has determined what type of child care facilities and services are currently in place for families within the rural communities of Norwood and Havelock. A detailed look at the existing services and service providers provided useful information for initiating possible partnering ventures with other agencies and service providers within the communities, such as play groups or an after school child care program.. It was found that the only formally established child care service provider serving the Village of Norwood and the Village of Havelock is Hucklebug Child Care Centre in Norwood, Ontario. However, it was discovered that some services, such as parent and child drop-in centres are available on a monthly basis to residents within the rural municipalities offered at local places of worship. It is the hope of the Centre to use these findings and recommendations to help determine the direction Hucklebug Child Care Centre will take in expanding its services. The most beneficial way of ensuring that child care service

providers continue to exist in rural municipalities is to form partnership between several small organizations, allowing the smaller organizations to be housed within the existing facility. It is beneficial to children, parents and the community, for centres sharing common goals to partner up and divide the costs associated with maintaining a child care facility between all organizations involved in the project.

## Suggestions for future research

One suggestion for improvement in the method used to collect data would be to use of a survey to collect data regarding the supply of child care within Norwood and Havelock. The data collected from not using a survey is not as sufficient as it could have been more detailed than not. As a result, a not very detailed descriptive inventory of existing child care services in the Norwood and Havelock area was produced, finding that Hucklebug is only formal child care centre serving Norwood and Havelock. The questionnaire would include questions (Ellis 1998, 118) which could be answered quickly, and the most commonly answered questions may help community service providers realize what they share or have in common, to better their community service sector and serve the needs of the public.

After discussing my project with Karen on Monday February 11, 2002, she thought that I would have some degree of difficulty in completing a descriptive inventory of existing child care services in the Norwood and Havelock area, as there is not much happening in the area around daycare. However, she did suggest another project, which would be vary helpful when determining Hucklebug's future plans of expanding its current services. This project would be a comparative analysis between child care services offered in an area similar size and similar demographics to that of Norwood and Havelock. By comparing the existing services in area "X", such western Peterborough County, to those in Norwood and Havelock. The OAFRP Spring/Summer Report 1999 ran an article written by Jude Tripp, discussing the Family Resources for Victoria County (FRVC). For example, "the FRVC serves Lindsay and twelve communities throughout Victoria County, providing parenting resources, education and children's activities to help Victoria County families with their important job of raising healthy children". Child care services in Eastern Peterborough County are supported by Kawartha Child Care

Services (KCCS), an umbrella child care organization “which is dedicated to providing, promoting and supporting professional, licensed, quality child care” (KCCS). This service is available in Peterborough, Victoria County, Lindsay, Rolling Hills, and Courtice, all municipalities are located in to the east of Peterborough. It may be possible for the researcher to determine why more services are available to parents in that area than to those living in Norwood or Havelock.

It would be interesting for the researcher to investigate the factors which may be responsible for a lack of formal child care centres in Eastern Peterborough County. For example, could the transfer payments between the Ministry of Community and Social Services been reduced to municipalities in Eastern Peterborough County be responsible for a lack of child care services offered within the rural municipalities?

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## Acknowledgments

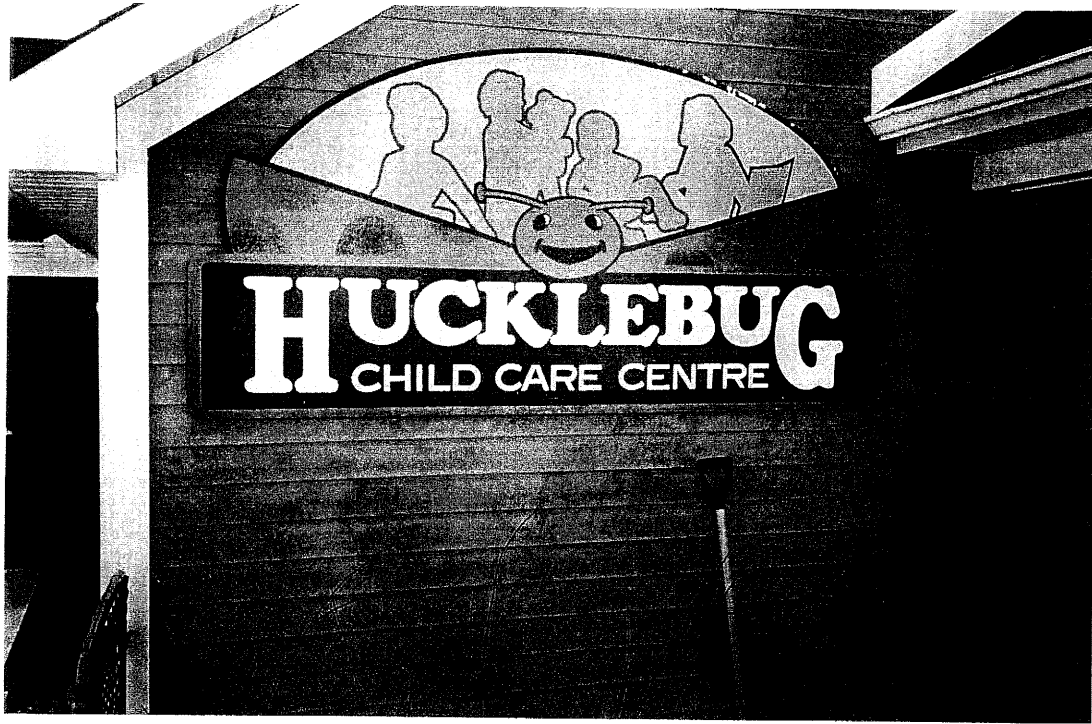
Without the support from Dr. John Marsh throughout the duration of this research project it would not have been completed. The reminder and suggestions from Frances Ends, at the Trent Centre for Community Based Education, Trent University were always greatly appreciated. I owe a great deal of gratitude to Frances, Jennifer and Donald Fraser for their counseling through rough spots at TCCBE Meetings throughout the second semester of Geography 470. Karen A special thank you to Karen Radnor, Donna Toms and Andrea for hosting this project at Hucklebug Child Care Centre. Thank you to Marilyn Miller for coordinating faxes between Hucklebug and the Trent University Geography Department. Thank you to Holly Brabrook for providing my mode of transportation between Peterborough and Norwood on several occasions.

The continuous support given to me by Judy Beath and Stephan Donald over the past academic year will never be forgotten, thank you for helping me get through it.

Appendices



Photo Gallery



Eastern Peterborough Municipal County Offices:

Havelock-Belmont-Methuen  
(705) 778-2308  
township-hbm@heydon.com  
Contact Name: Diane Hill, CAO/Clerk

North Kawartha (Apsley)  
(705) 656-4445 or 1-800-755-6931  
info@northkawartha.on.ca  
Contact Name: Lorne Mitchell, CAO

Asphodel-Norwood  
(705) 639-5343  
asphnor@nexicom.net  
Contact Name: Carol Trainor, CAO/Treasurer

Douro-Dummer (Warsaw)  
(705) 652-8392  
tpdummer@cycor.ca  
Contact Name: David Clifford, CAO/Clerk

Community Organizations

Kawartha Child Care Services (KCCS)  
953 Clonsilla Avenue, Peterborough, Ontario  
(705) 749-3488  
kccsadmin@sympatico.ca

Havelock Lions Club  
Contact Name: Don Cassan, Secretary  
(705) 788-3366

Havelock Rotary Club  
Contact Name: Nancy Outwater, Secretary  
(705) 778-2271

Peterborough Area Child Care Information Exchange  
Peterborough Family Resource Centre  
201 Antrim Street, Peterborough, Ontario  
(705) 748-9144

Havelock Playgroup  
Contact Name: Lisa Miles  
(705) 778-3831

Newspapers

The Norwood Register

1-888-725-3503

Contact Name: Bill Freeman

**Trent University**  
**Department of Geography**  
**Community-Based Education Program**  
**Research Placement Agreement**  
 For research project assignment in Geography 470

**Project Title: Rural Child Care Needs Assessment**

**Section A: Party to the agreement:**

*By signing below you are stating that you agree to the terms outlined below regarding this Community Research Placement. You have a full understanding of what this project entails and what your responsibilities are for the duration of the project. If any aspect of this agreement is altered, all parties must be notified, this agreement amended and re-signed by all parties involved.*

**Student: Amy Beath** **E-Mail: [abeath@trentu.ca](mailto:abeath@trentu.ca)**  
 Address: 571 Water Street, Lower Apt, Peterborough, ON Phone: (705) 749-1042

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*Signature*

**Host Organization: Hucklebug Preschool & Daycare** **E-Mail: [hucklebug@accel.net](mailto:hucklebug@accel.net)**  
 Project supervisor: Karen Radnor **Fax: (705) 639-2750**  
 Address: 45 Alma Street, Norwood, Ontario **Phone: (705) 639-2340**

---

*Signature*

*In the case of more than one contact person, list additional signatories to this agreement.*

**Trent University:**  
 Course Instructor: John Marsh **E-Mail: [jmarsh@trentu.ca](mailto:jmarsh@trentu.ca)**  
 Department: Geography **Phone: (705) 748-1011 x 1643**

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*Signature*

**Trent Centre for Community Based Education (TCCBE) For TCCBE Projects only**  
 Representative: Frances Enns  
 314 London St., Peterborough, Ontario K9H 2Z4 Phone: 743-0523, email: [tccbe@trentu.ca](mailto:tccbe@trentu.ca)

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*Signature*

Please initial beside the Section pertaining to your responsibilities.

## **Section B:**

### **Responsibilities of All Parties:**

1. Each party to this agreement has the right to initiate renegotiation of this agreement if circumstances affecting the project change.
2. Each party has the right to terminate the placement if the conditions of the agreement are not being met. Because of the potential consequences to a student's program of study, a decision to terminate the placement must be made in consultation with the TCCBE.
3. The student owns the copyright for all work completed as part of his/her placement, but the host organization may use all project reports or papers, in whole or in part, as it sees fit as long as the student is duly credited as the author. (If work is completed collaboratively between the student and staff of the host organization, copyright will be jointly held.) A copy of any report or paper completed as part of the placement will be added to the TCCBE resource library to be available to the community.
4. All parties must complete the pertinent section of the form entitled *Work/Education Placement Agreement/Post Secondary* to enable the Ministry of Education to purchase workers compensation private insurance coverage for the student.

## **Section C:**

### **Responsibilities of the Student: \_\_\_\_\_ Student Initial**

1. Undertake the project conscientiously and with due respect to the expectations of the host organization and the University.
2. Keep his/her instructor and the TCCBE informed of the project's progress and notify them of any concerns about the placement or the host organisation in a timely fashion
3. Attend and participate in all necessary meetings (with his/her instructor, placement supervisor, and/or the Trent Centre for Community-Based Education.)
4. Ensure that the confidentiality of any information acquired in the course of his/her placement is strictly maintained, notwithstanding the host organisation's commitment to make the results of the research project publicly available.
5. Provide a copy of the final product to the Trent Centre for Community-Based Education.
6. Upon advice of his/her faculty supervisor, comply with ethical screening procedures.

### **Responsibilities of the Host Organization: \_\_\_\_\_ Host's Initial**

1. Orient the student to the organization and work site, ensure the student understands any risks or hazards that may exist and safety practices followed, and promptly report any incidents to the placement supervisor and the TCCBE.
2. Provide adequate direction, ongoing communication, and feedback on the quality of work, so as to enable the student to successfully complete the project.
3. Supply/provide resources listed above needed to complete the project.
4. Be available for occasional consultation and meetings with the TCCBE as needed, for the purpose of monitoring the placement or refining the Community-Based Education Program. Cooperate in evaluation activities initiated by the Instructor or the TCCBE.
5. Comply with policies and ethical guidelines governing research projects conducted in conjunction with Trent University and the TCCBE, as advised by the TCCBE, the Instructor or the student.

**Responsibilities of the Instructor: \_\_\_\_\_ Instructor's Initial**

1. Ensure that the project as described above fulfills the requirements of the course listed above.
2. Provide guidance of an academic nature and monitor research methodologies employed. The Instructor will ultimately grade the student's work
3. Meet with the student at regular intervals throughout the term.
4. Inform the TCCBE in a timely manner, of any missed meetings, breakdowns in communication, incomplete research/assignments or other incidents that may affect the success of the project.
5. Determine the need for the research project to be reviewed by the department's ethics committee. Alternatively, the TCCBE/U-Links Joint Ethics Committee may review the project if more appropriate. (Protocol and Application for Ethical Review are available upon request.)

**Responsibilities of the TCCBE:**

1. The TCCBE will endeavor to ensure the instructor, the student and the host organization understand and approve of the nature of the work to be undertaken on the placement.
2. The TCCBE will serve a liaison function among these parties, will remain available with advice on best practices in Community-Based Education and assist in overcoming any difficulties throughout the course of the project.
3. Where appropriate the TCCBE may form and facilitate placement coordination meetings for students working on projects similar in theme, to enhance learning and co-ordinate research.

**Section D: The Project:**

*Students completing projects through the TCCBE will receive a project proposal form that will enable you to cut and paste most sections. All students should seek advice from TCCBE staff when negotiating terms of your placement and/or completing this placement agreement.*

**The purpose of this project is:**

The purpose of this research project is aid Hucklebug Child Care Centre located in Norwood, Ontario to initiate possible partnering ventures. This project will entail conducting a detailed and descriptive inventory of the existing services and service providers within the Havelock and Norwood area for children aged 0 to 6 years of age. This descriptive inventory of all existing child care services will be used to organize and initiate possible partnering ventures with the existing agencies and child service providers listed in the descriptive inventory within the Havelock and Norwood area. At the conclusion of this supply study, Hucklebug Child Care Centre will be presented with a listing of possible partnership ventures with existing child service providers in the Havelock and Norwood area, who have expressed interest in forming a partnership with the Centre during the term of research.

**The key research question(s) is/are:**

1. Within the Havelock and Norwood area what services exist for children aged 0 to 6 years of age? Of these identified child services providers, which are accessible to stay at home parents and their children during the work day? In addition, which child services are accessible during the evening hours? Which of those existing services within Havelock and Norwood are accessible during the day and in the evening hours?
2. Which existing service providers within Havelock and Norwood would be interested in discussing a possible partnership with Hucklebug? (ie.) library, school

**Definitions of terms in research questions:**

Community

a group of people having common ties or interests and living in the same locality or district

Child Care/Day Care Centre

a place where daycare is provided, the supervision of young children during the working day by people other than their parents (Child Care Providers/Early Childhood Educators)

Playgroup

an organized group of preschool children who play regularly together under supervision

Needs

a want or requirement, a necessity, circumstances requiring some sort of action

Partner

a person or an organization, for profit or not-for-profit, has agreed with another to carry on a business with shared risks and profits

Resource

any supply that will meet a need

**The placement will begin:** January 6, 2002 to March 29, 2002

**The total number of hours required to complete this project is estimated at:** 66 hours

**The schedule for completion of the project will be as follows: Total = 66 hours**

Task	Objective	Hours	Time	Completion Date
Literature secondary research	Develop awareness of prior research carried out		On going	February 22 <sup>nd</sup> , 2002
Meet with project supervisor and Trent Advisor	Discussion & agreement on data gathering tool development	2 hours	Week 1	January 11 <sup>th</sup> , 2002
Orientation to organization and to community resources	Familiarize student with staff and programs and develop familiarity with the local community and child service providers in the Havelock and Norwood area	8 hours	Week 2 & 3	January 19 <sup>th</sup> , 2002
Develop interview questions for possible partnering ventures	<ol style="list-style-type: none"> <li>1. Test questions and ensure that the questions clearly convey that Hucklebug is interested in forming partnerships with their organization</li> <li>2. File ethic review form to conduct research with human subjects.</li> <li>3. Revise interview questions if need be, based on results from ethics board.</li> </ol>	6 hours	Week 3 & 4	January 26 <sup>th</sup> , 2002
Contact groups identified in descriptive inventory as possible partners for Hucklebug and set up meeting time		2 hours	Week 5	February 1 <sup>st</sup> 2002
Conduct interviews with possible existing partners providing child services in the Havelock and Norwood area		12 hours	Week 5, 6 & 7	February 22 <sup>nd</sup> , 2002
Analyze Literature Review and Interview responses, look for linkages	Use results from detailed literature review and results from interviews to identify generic partners for Hucklebug	12 hours	Week 8 & 9	March 8 <sup>th</sup> , 2002
Provide oral information to the Staff & Board of the centre that will allow for feedback and discussion		4 hours	Week 10	March 15 <sup>th</sup> , 2002
Complete Final Report	Presentation of written analysis and data that will assist the Staff & Board of the Centre in program planning	20 hours	Week 10-12 11 & 12	March 29 <sup>th</sup> , 2002



### **Methods of information collection**

1. Take a detailed and descriptive inventory of child service providers in the Havelock and Norwood area. Telephone books, community newspapers, family resource centre documents will be used to complete the inventory.
2. A detailed literature review will be conducted in search for case studies and other relevant documents, such as family resource texts, which provide information on how to create partnerships with existing child service providers.
3. Interviews will be conducted with existing child service providers within the Havelock and Norwood area who have been identified during the inventory as a possible partner. The purpose of the interview is to uncover for Hucklebug whether or not this existing child service provider would be interested in forming a partnership. Responses from the interviews questions will be audio recorded with the permission of the interviewee.

### **Methods of Analysis**

- Qualitative research approach
- Analyze the findings from the completed literature review and the interview responses, look for linkages between the literature and the availability of space to form partnerships with flagged child service providers within the Havelock and Norwood area
- Results from the analysis of the detailed literature review and results from the interviews will be used to identify feasible generic partners for Hucklebug

### **\* The final result of the project handed in to the host will take the form of:**

A written report will be produced in conjunction with Holly Brabrook, who is also conducting research for Hucklebug Child Care Centre. Holly is conducting a demand study for the Havelock and Norwood area. Together we will be making recommendations to Hucklebug's Board of Directors as to what direction the centre should move in with regards to expanding their current services in the counties.

### **Budget**

Photocopying: \$30.00

Transportation: Car Rental for 3 days.  $\$50.00 \times 3 = \$150.00$

### **The following will be submitted to the instructor for evaluation:**

Literature review: February 22<sup>nd</sup>, 2002

Interview questions due: February 1<sup>st</sup>, 2002

Oral results to Hucklebug for feedback due: March 15<sup>th</sup>, 2002

Research Paper on supply of rural child care: 50%, due April 1, 2002

Presentation of research results: 5%, in class, March 18<sup>th</sup> or 25<sup>th</sup>, 2002

*\* (Note: As much as possible, the materials submitted to the instructor for evaluation should be the same as, or closely related to those completed for the host.*

### **References**

Chen, Patrick, & MacAulay, Janice. (1999). Improving Facilities: Innovative Approaches for Community Programs. Ottawa: The Canadian Association of Family Resource Programs.

Dumas, Lynne, S. (1994, April). Teaming up for child care. Working Mother, 17 (4), 29-37.

- forming private/public child care partnerships in the United States

Ellis, Diana. (1998). Finding our way: A Participatory Evaluation Method for Family Resource Programs. Ottawa: The Canadian Association of Family Resource Programs

Ghouri, Nadene. (1997, November 21). Pre-school playgroups launch fight for survival. Times Educational Supplement, (4247), 12.

- attempt to avoid closures of playgroups resulting from the recruitment of four-year-olds by primary schools

Kirkman, Susannah. (1994, July 15). Bite-sized learning in the old canteen. Times Educational Supplement, (4072), 8-10.

- parental involvement and the community link for a playgroup in Great Britain

Kyle, Irene, & Kellerman, Maureen. (1998). Case Studies of Canadian Family Resource Programs: Supporting Families, Children and Communities. Ottawa: The Canadian Association of Family Resource Programs.

Maxwell, Estelle, & Hofkins, Diane. (1995, April 2). More than somewhere to leave the kids. Times Educational Supplement, (4118), 6.

- necessity of forming local partnerships with parents, employers and agencies (i.e.) after school care for children



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From : TCCBE <tccbe@trentu.ca>  
To : abeath@trentu.ca  
Subject : hucklebug project  
Date : Mon, 11 Feb 2002 15:08:06 -0500

Hi Amy: Hope your trip went okay. Andrea was talking to Karen today and she said she thought there might be a problem as there isn't much happening in the area around daycare. One suggestion (and you should take this to John for confirmation) is to do a comparative analysis with a similar sized area. Jen Pederson did this last year for services for seniors and it worked out. We have the paper here if you'd like to see her work. If you feel you're having problems don't hesitate to brainstorm or to go to John for guidance. Cheers, Frances

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