

Ontario Looking After Children Ontario 2017 Agency Report

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Community Services CRECS

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Acknowledgements

Since 2000, the Ontario Looking After Children (OnLAC) project has been a partnership between the Centre for Research on Educational and Community Services (CRECS) at the University of Ottawa and the Ontario Association of Children's Aid Societies (OACAS). The OnLAC project began with a research grant from the Social Sciences and Humanities Research Council of Canada (SSHRC Grant No. 828-1999-1008). Supplementary funding was provided by the Ontario Ministry of Community and Social Services (MCSS). Since 2004, the OnLAC project has operated under contract with OACAS and funding for the project has been provided by the the Ontario Ministry of Children and Youth Services (MCYS). We gratefully acknowledge the collaboration and financial support of OACAS and MCYS.

We also wish to thank the numerous young people in care, caregivers, practitioners, supervisors, quality-assurance staff, executive personnel, and OnLAC research assistants who have contributed much to the OnLAC project since the beginning.

About This Report

This report is designed for use by child welfare organizations as a performance measurement system. The Assessment and Action Record (AAR) outcome data available in this report should assist child welfare organizations in the development of an internal evaluation program. The AAR findings are intended to help supervisors, program managers, executive directors and board members within child welfare organizations monitor children's outcomes on a regular basis by comparing children's and youths' developmental progress with intended goals. A second intended use of the AAR is to inform decision-makers as to possible means of improving the quality and relevance of services on an ongoing basis.

This report is also designed to provide policy-makers with accurate, up-to-date knowledge of system-wide outcomes thereby fulfilling an accountability function and a guiding function in identifying policies and practices that promote continuous improvements in child welfare policies and practices.

Note: The AAR findings presented in this report must be reviewed and interpreted carefully by child welfare organizations before new policies and services are implemented.

The acronym 'CAS' appearing in the report represents the data for the specific child welfare organization for which the report was prepared.



Any comments and suggestions about this report should be communicated to Meagan Miller at mmiller@uottawa.ca

Background Information

The Background Information section of this report provides basic socio-demographic information on young people who completed a 2017 Assessment and Action Record (AAR).

Table 1.1. Biological sex and age of young people who completed a 2017 AAR.

Age group <i>Total AAR N =</i>		CAS					Ontario				
		0-5	6-9	10-15	16-17	18+	0-5	6-9	10-15	16-17	18+
<i>n =</i>							1,070	718	1,788	1,195	143
Biological sex	Male						52.4%	57.4%	54.6%	53.2%	46.2%
	Female						47.5%	42.6%	45.4%	46.7%	53.8%
	Intersex						0.1%	0%	0%	0.1%	0%
Age	Mean						2.2	7.6	13.0	16.4	18.8
	Median						2.0	8.0	13.0	16.0	19.0

Figure 1.1. Ethnicity of young people aged 0-18+ years who completed a 2017 AAR.

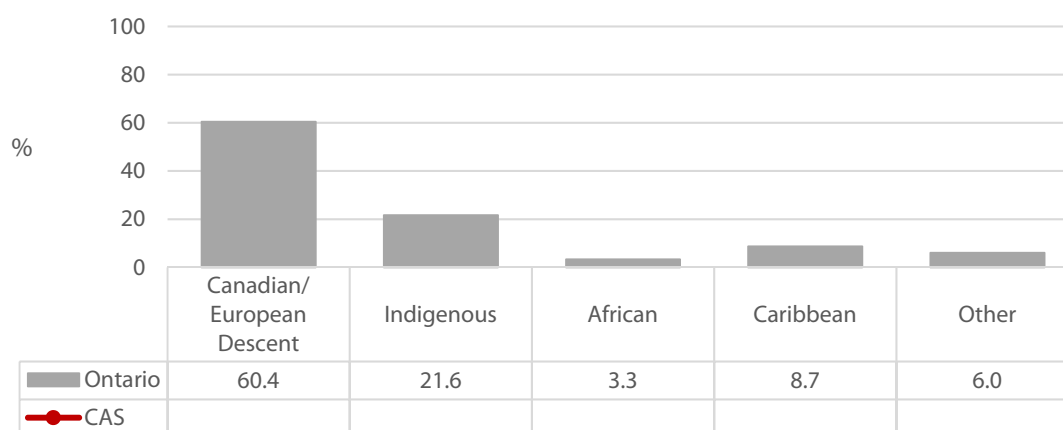


Figure 1.2. Placement of young people in-care aged 0-17 years who completed a 2017 AAR.

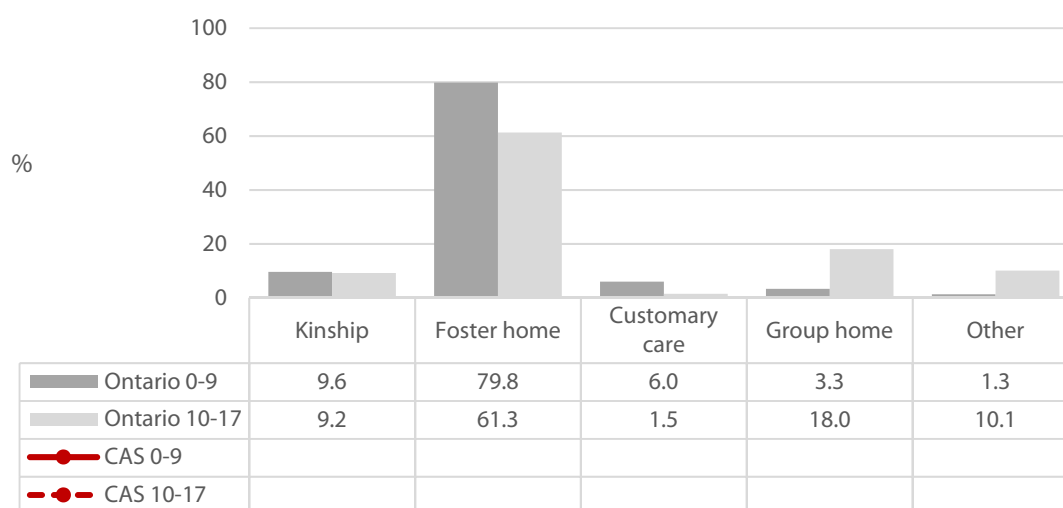


Figure 1.3. The ethnicity of the caregiver is the same or similar as that of the young person (young people aged 0-17 years).

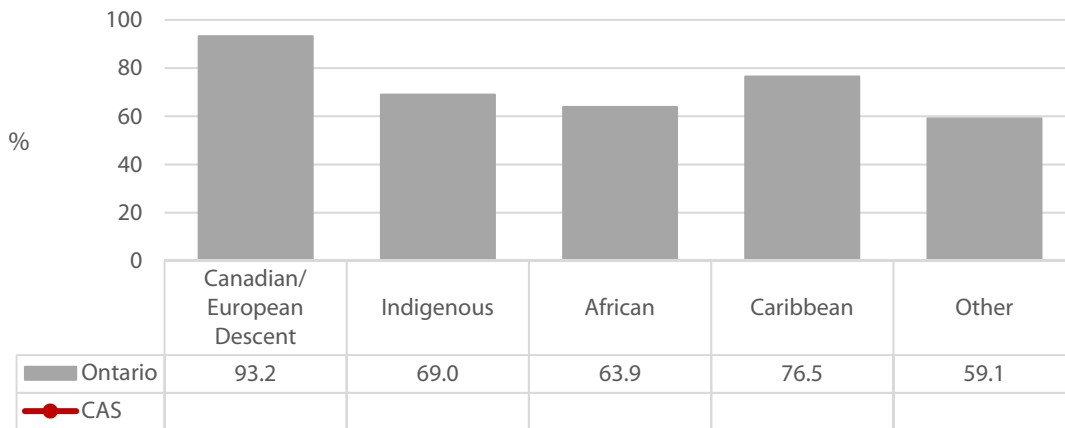


Figure 1.4. The first language of young person is spoken in the placement home (young people aged 0-17 years).

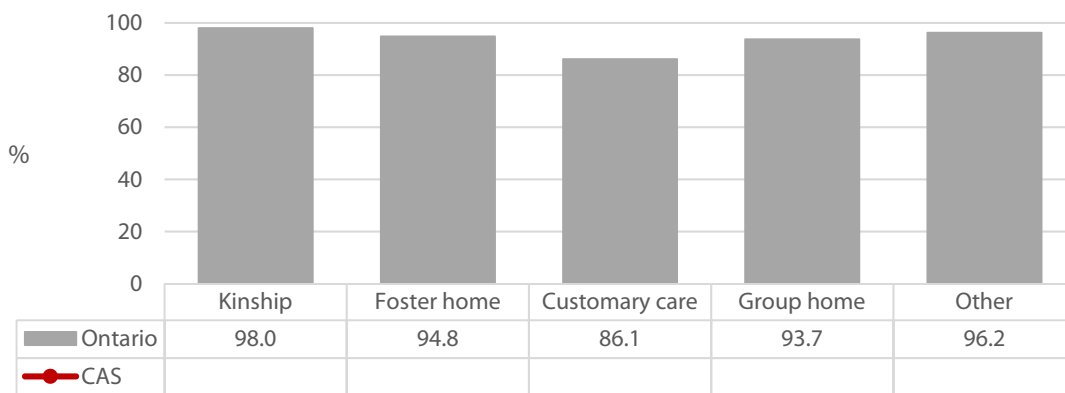
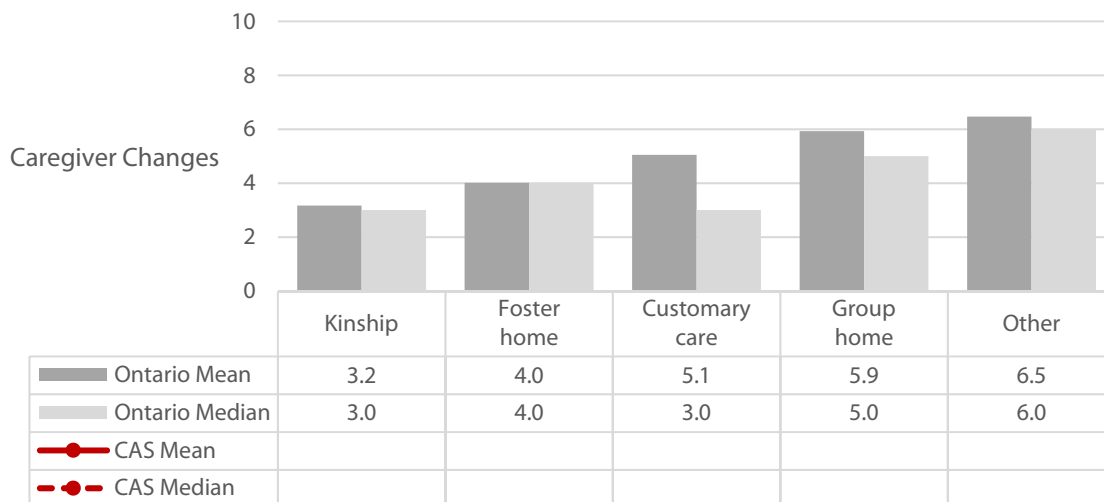


Figure 1.5. Mean and median number of changes in caregiver experienced (young people aged 0-17 years).



Health

The Health section of this report provides basic health information on young people who completed a 2017 Assessment and Action Record (AAR).

Figure 2.1. Percentage of young people whose general health is excellent or very good (for young people aged 0-18+ years).

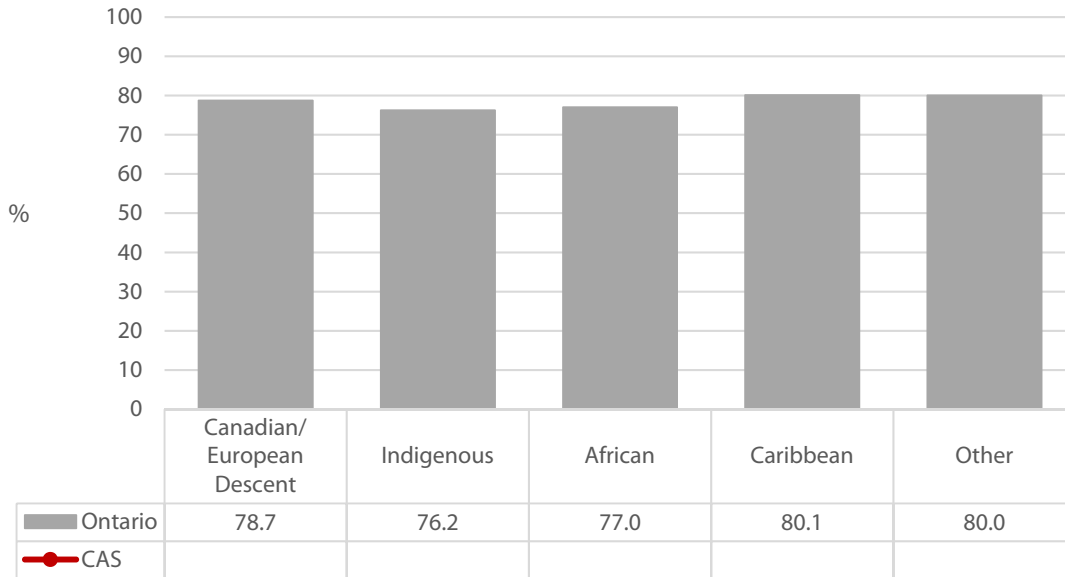


Figure 2.2. Percentage of young people who are currently prescribed psychotropic medication (young people aged 0-18+ years).

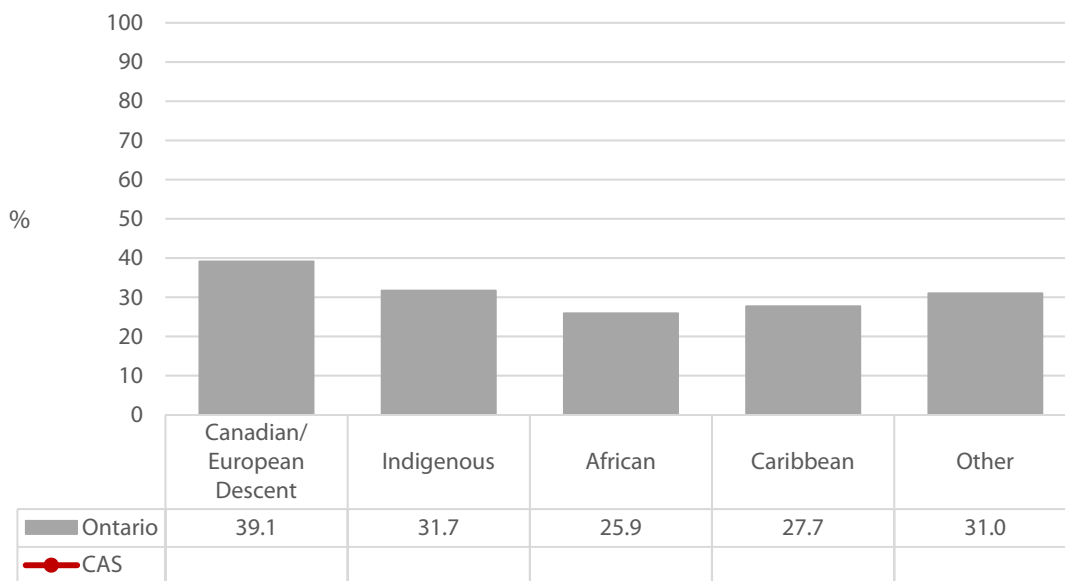
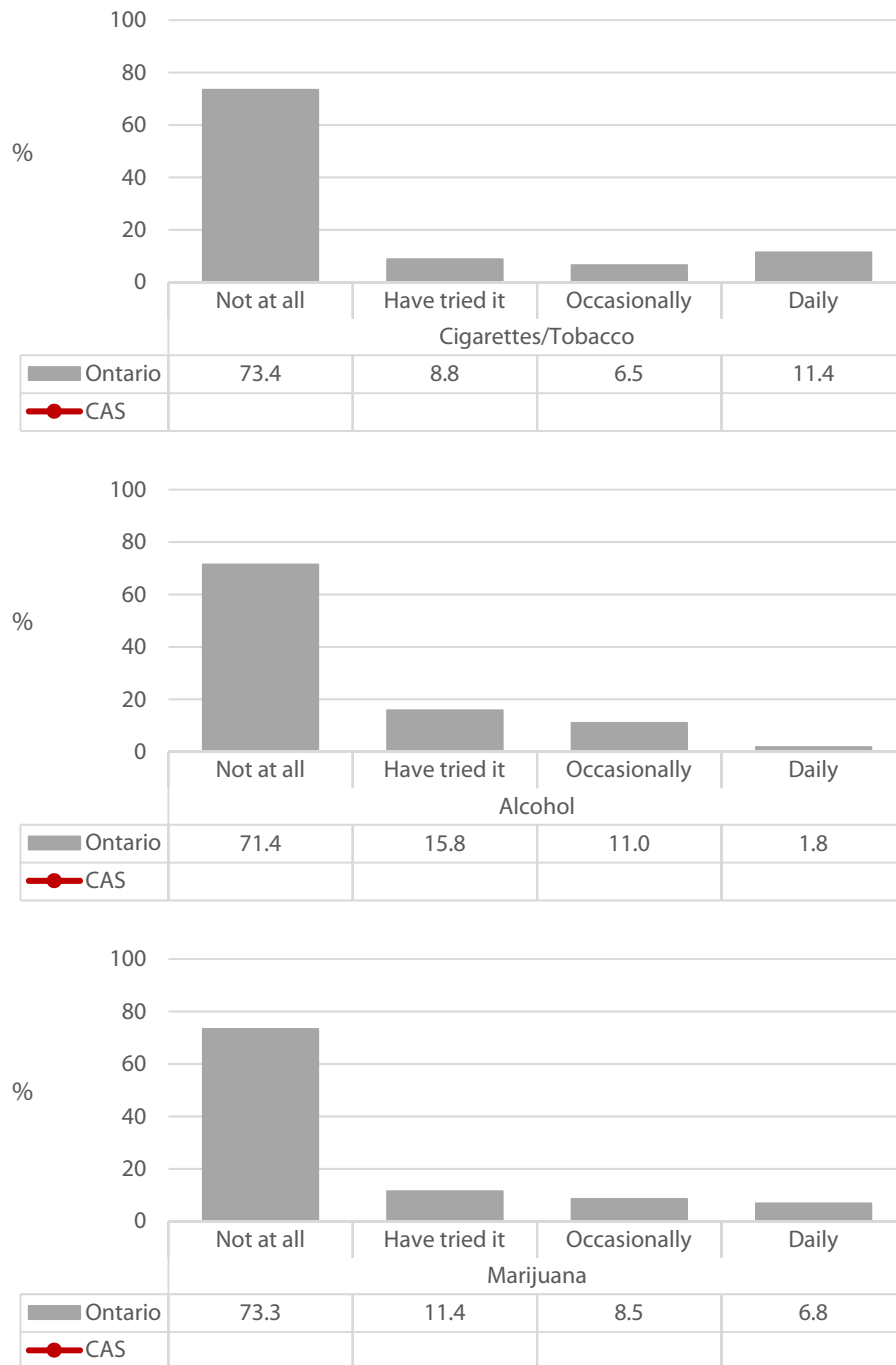


Figure 2.3. Young person's experience using tobacco, alcohol, and marijuana (young people aged 10-17 years).



Education

The Education section of this report illustrates the education-related experiences of young people who completed a 2017 Assessment and Action Record (AAR).

Figure 3.1. Caregiver-rated academic achievement (young people aged 6-17 years).

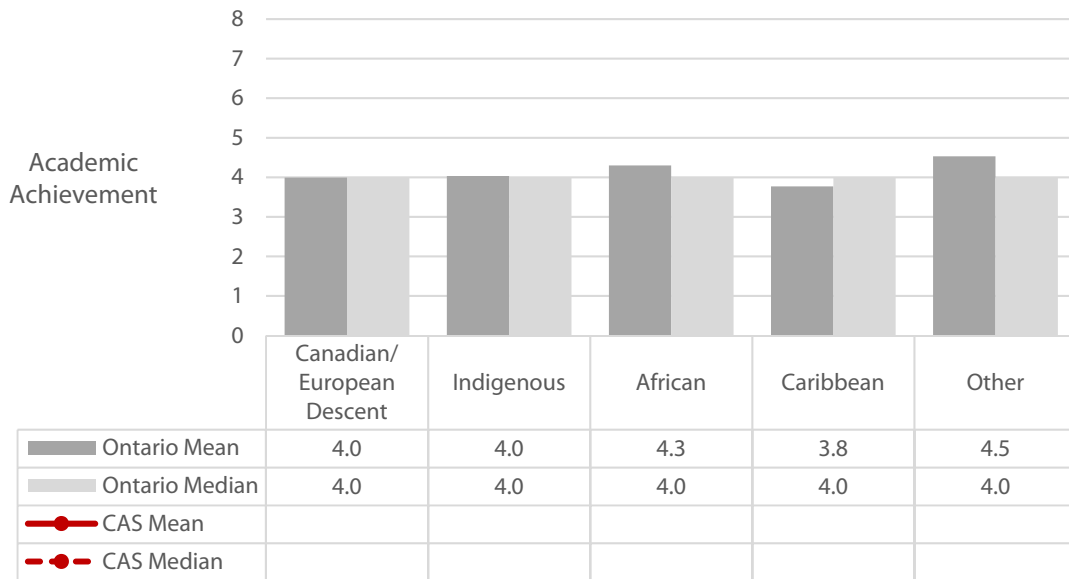


Figure 3.2. Caregiver aspirations for young person's education (for young people aged 0-17 years).

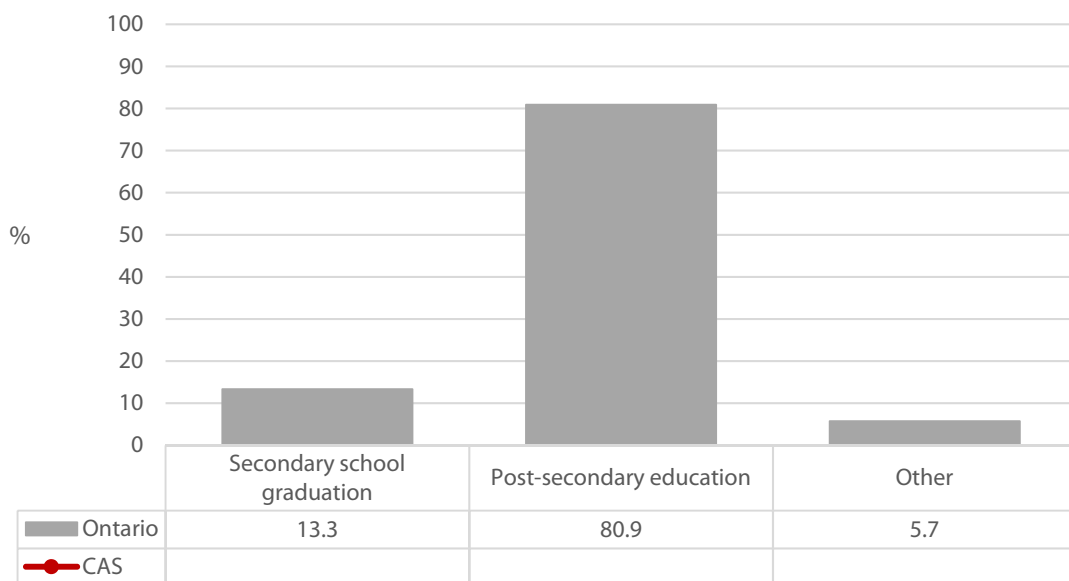


Figure 3.3. Worker-rated age-to-grade performance in reading (young people aged 6-17 years).

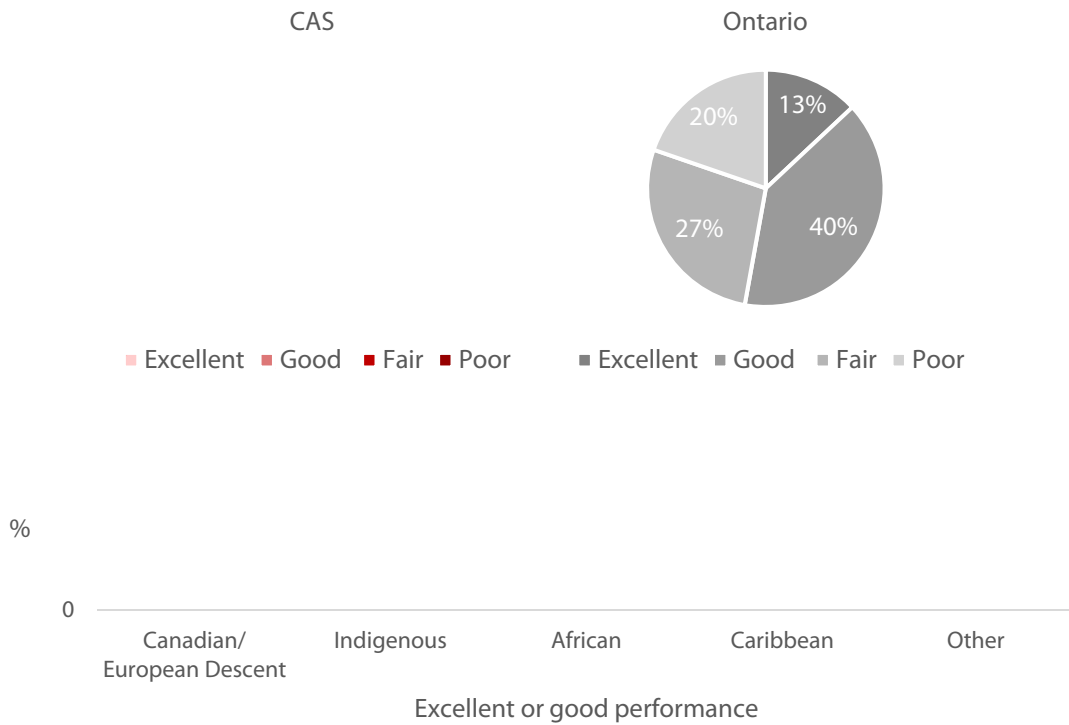
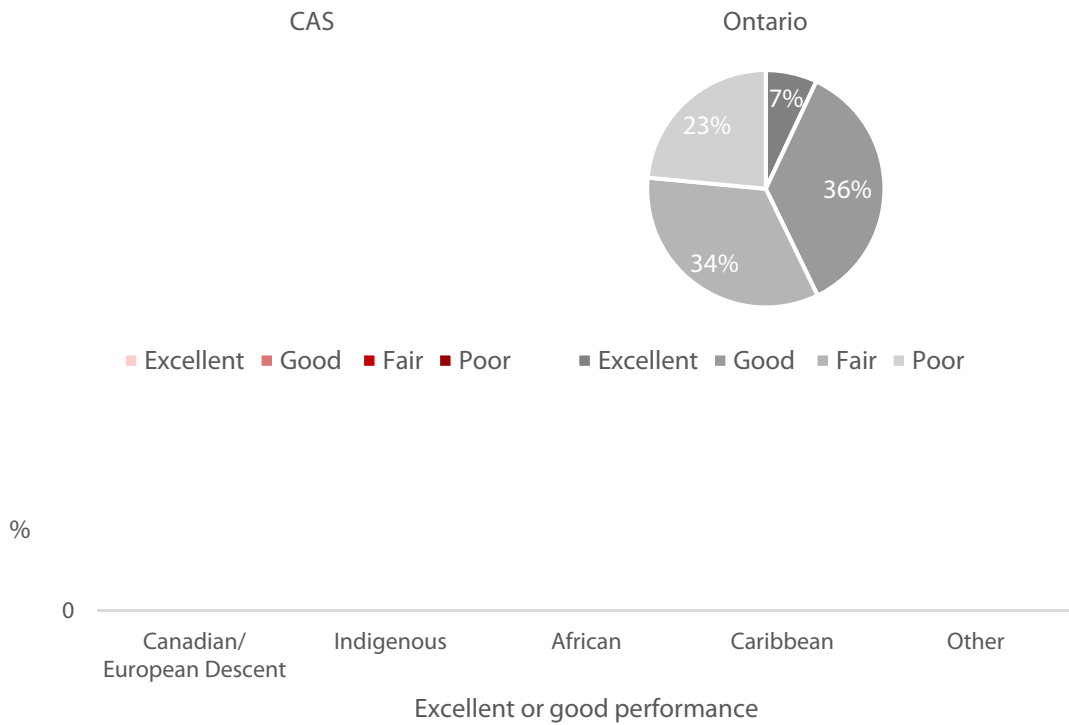


Figure 3.4. Worker-rated age-to-grade performance in mathematics (young people aged 6-17 years).



Identity

The Identity section of this report illustrates the identity-related experiences of young people who completed a 2017 Assessment and Action Record (AAR).

Figure 4.1. Adequate opportunities to practice religion or spirituality (young people aged 0-18+ years).

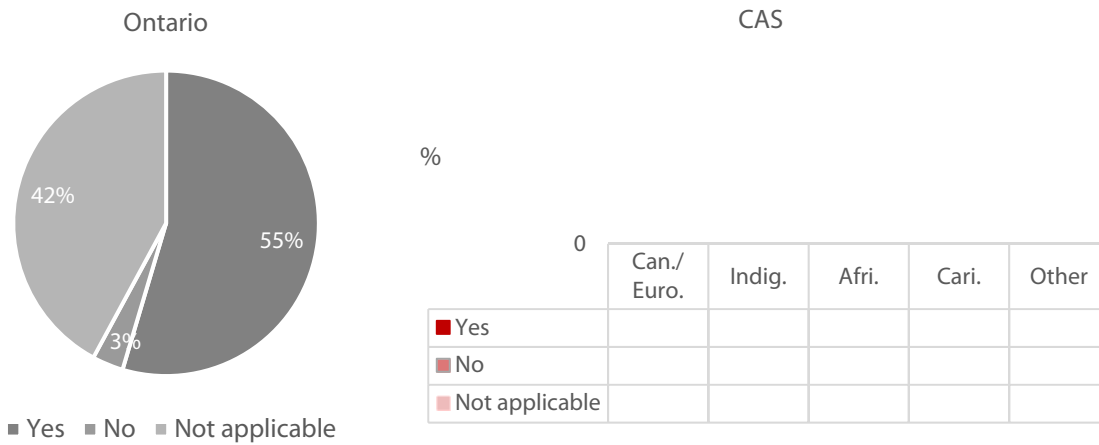


Figure 4.2. Adequate opportunities to be exposed to or speak first language (young people aged 0-18+ years).

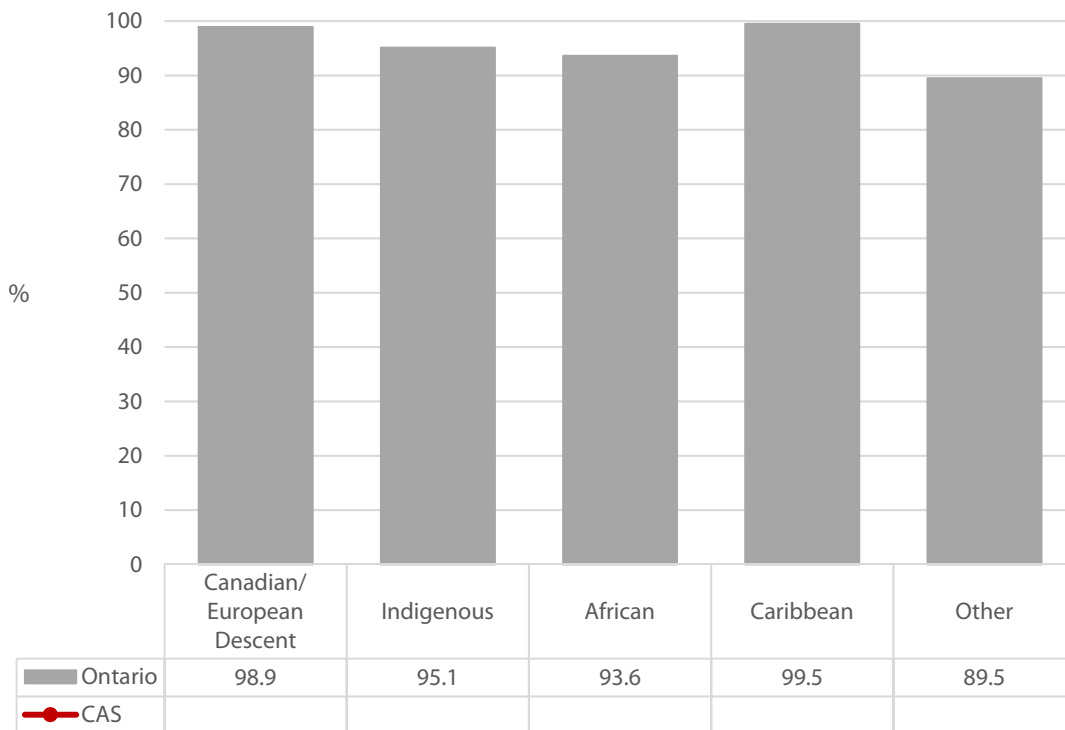


Figure 4.3. Young people identify with and are proud of their ethnic or cultural background (young people aged 3-18+ years).

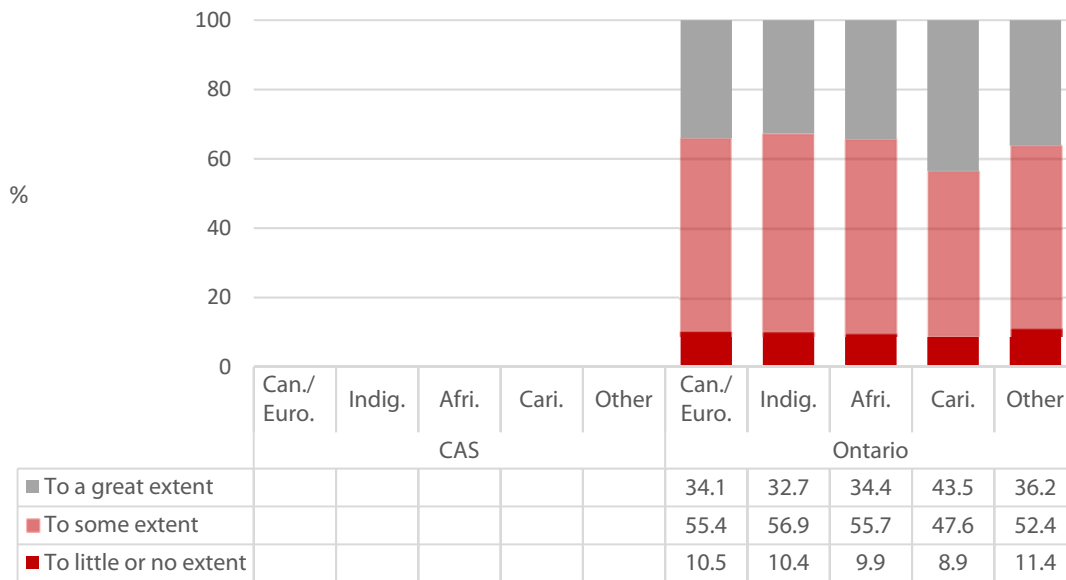


Figure 4.4. Young person's self-esteem (young people aged 6-15 years).

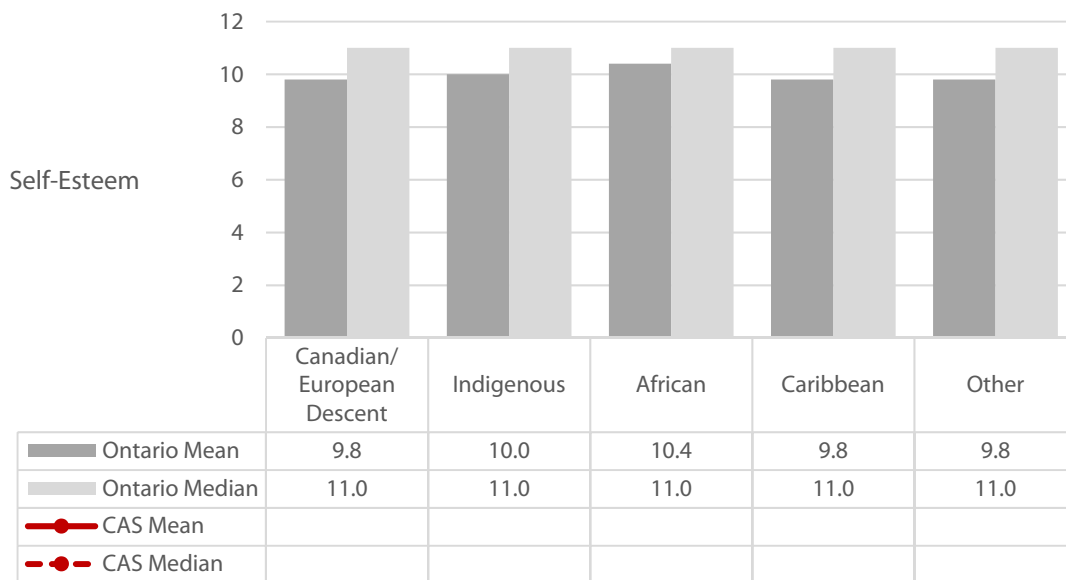


Figure 4.5. Adequate opportunities for the young person to meet people from the young person’s ethnic or cultural background (young people aged 0-18+ years).

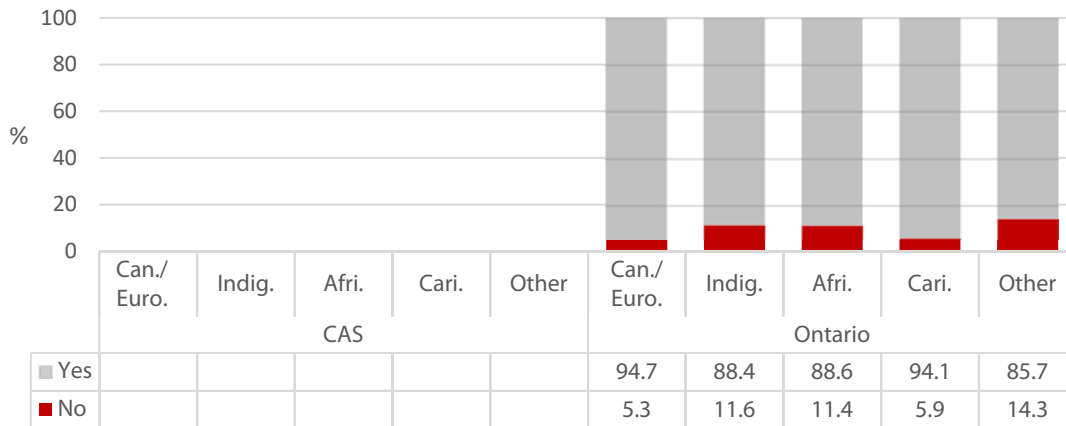


Figure 4.6. Adequate opportunities for the young person to learn about traditions, customs, ceremonies, or events related to the young person’s ethnic or cultural background (young people aged 0-18+ years).

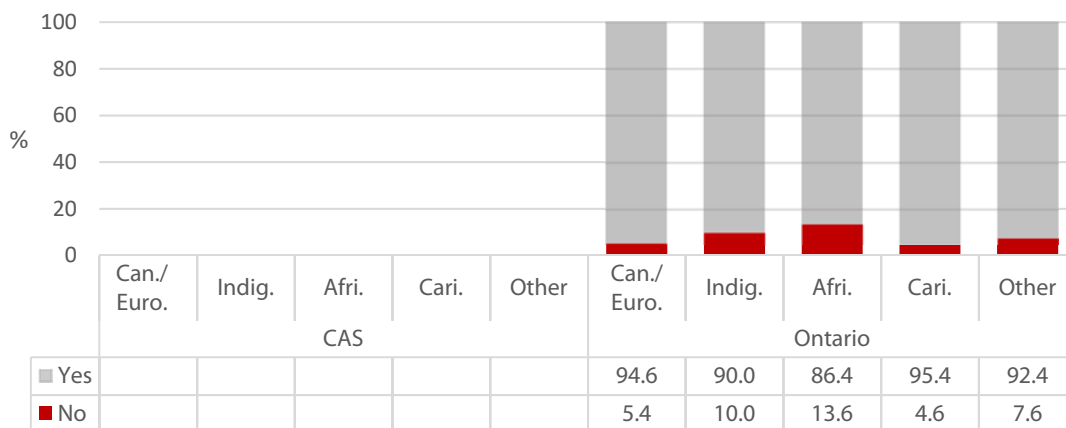
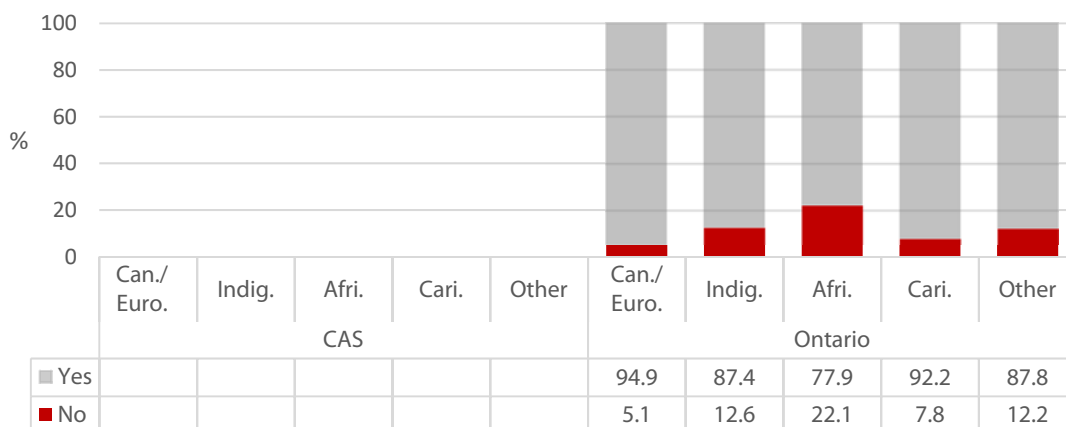


Figure 4.7. Adequate opportunities for the young person to participate in traditions, customs, ceremonies, or events related to the young person’s ethnic or cultural background (young people aged 0-18+ years).



Indigenous Young People

While it is essential for those who are providing child welfare services in ethnically diverse communities to consider the unique traditions and heritage of all cultures, the Child and Family Services Act emphasizes the importance of paying particular attention to the provision of services to Indigenous young people. This section illustrates various broad opportunities and experiences of Indigenous young people related to their culture.

Figure 4.8. Frequency that the young person meets with people from the young person’s own First Nation, Métis, or Inuit (FNMI) community (young people aged 0-18+ years).

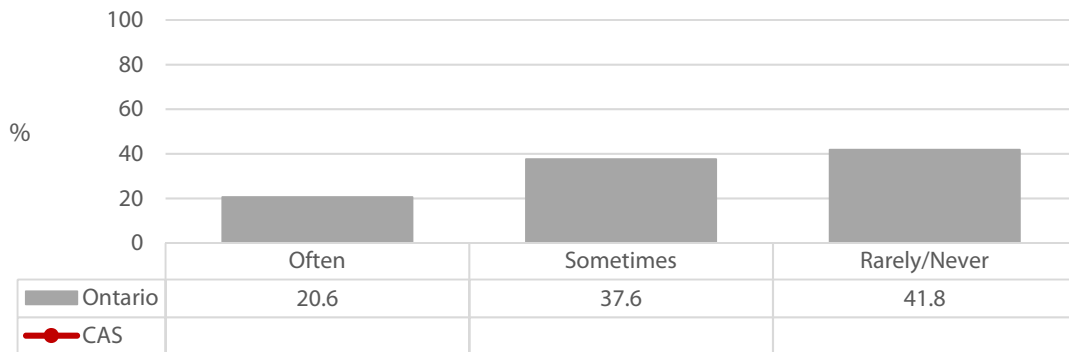


Figure 4.9. Frequency that the young person learns about traditional teachings, customs, or ceremonies (young people aged 0-18+ years).

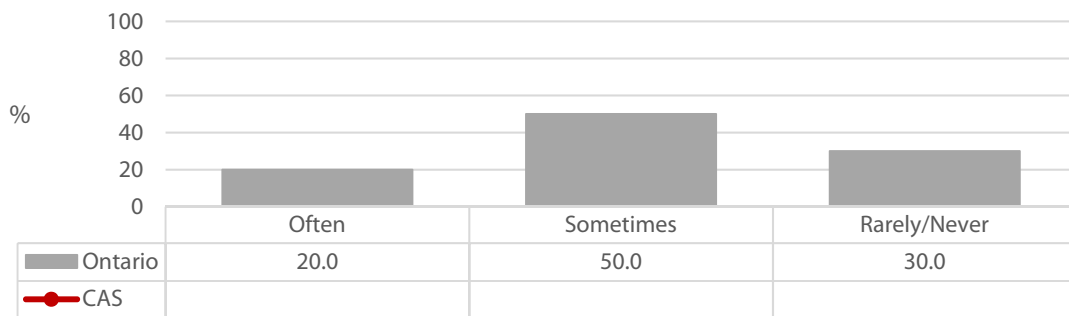


Figure 4.10. Frequency that the young person participates in the young person’s FNMI community events, activities, traditional meals/foods, and ceremonies (young people aged 0-18+ years).

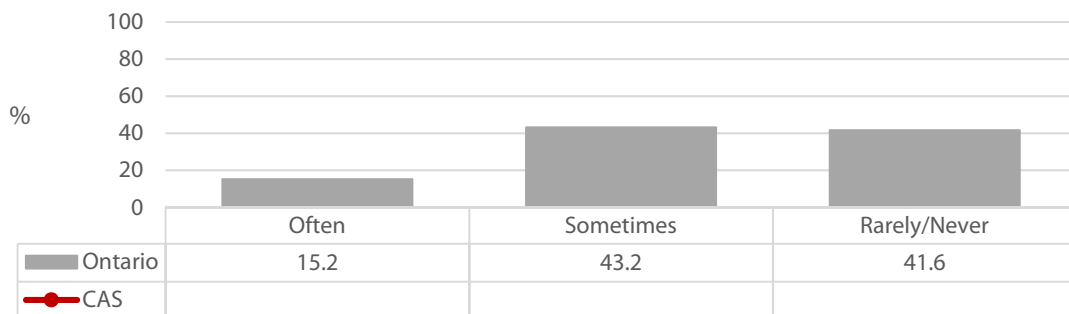


Figure 4.11. Frequency that the young person speaks or is exposed to the young person’s own First Nations or Inuit language (young people aged 0-18+ years).

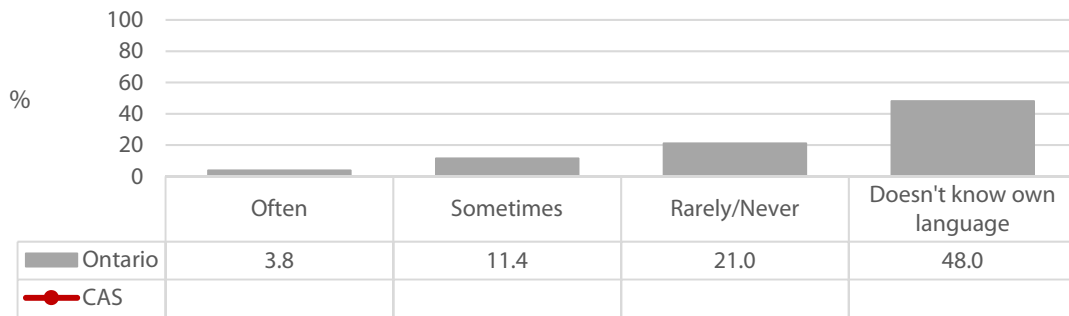


Figure 4.12. The young person has a relationship to the land or landmarks in the young person’s community (young people aged 0-18+ years).

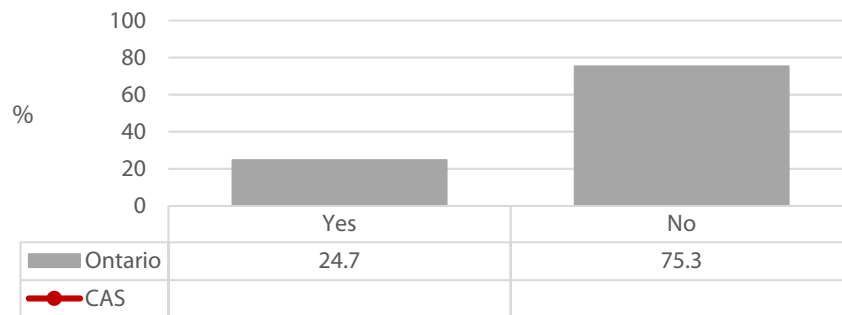


Figure 4.13. The young person has a personal relationship with an Elder, Healer, and/or Cultural Teacher (young people aged 0-18+ years).

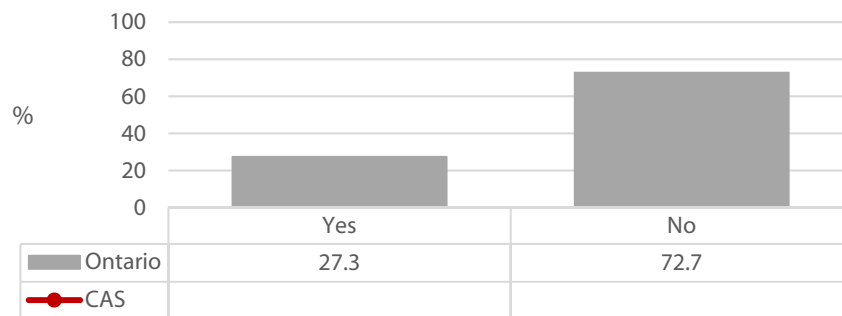
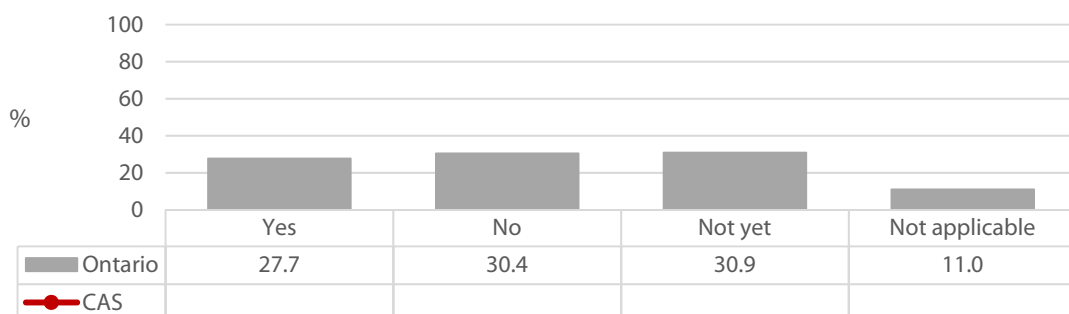


Figure 4.14. The young person has a Spirit Name (young people aged 0-18+ years).



Family & Social Relationships

The Family & Social Relationships section of this report illustrates relationship-related experiences of young people who completed a 2017 Assessment and Action Record (AAR).

Figure 5.1. Youth-reported perceived quality of relationship with primary caregiver (young people aged 10-17 years).

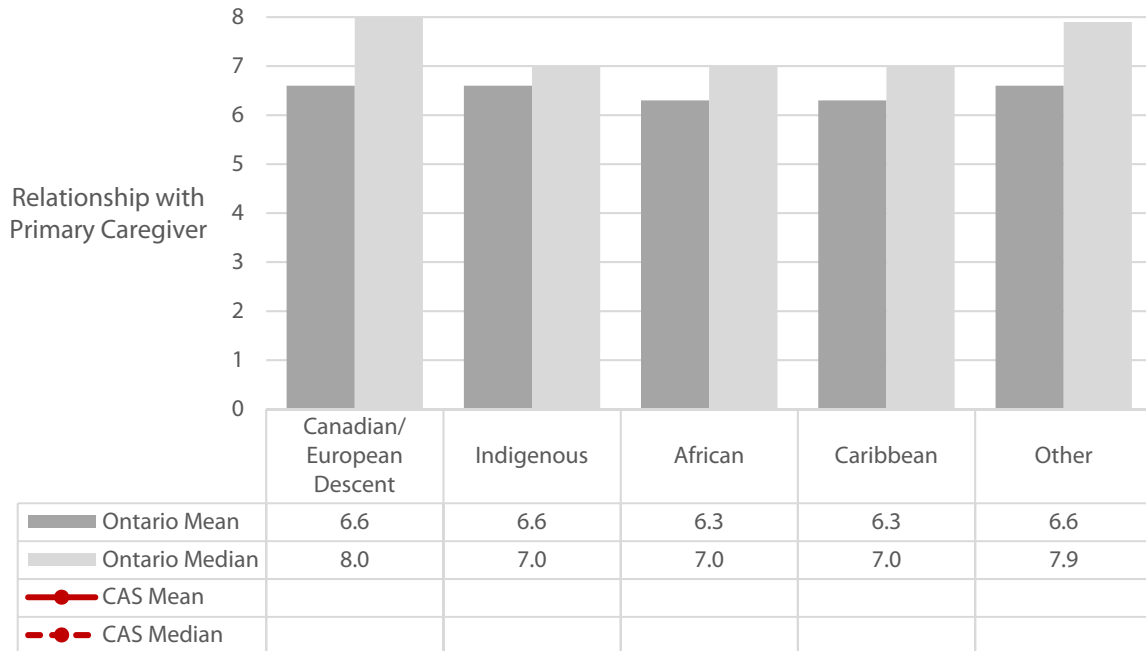


Figure 5.2. Youth-reported placement satisfaction (young people aged 10-17).

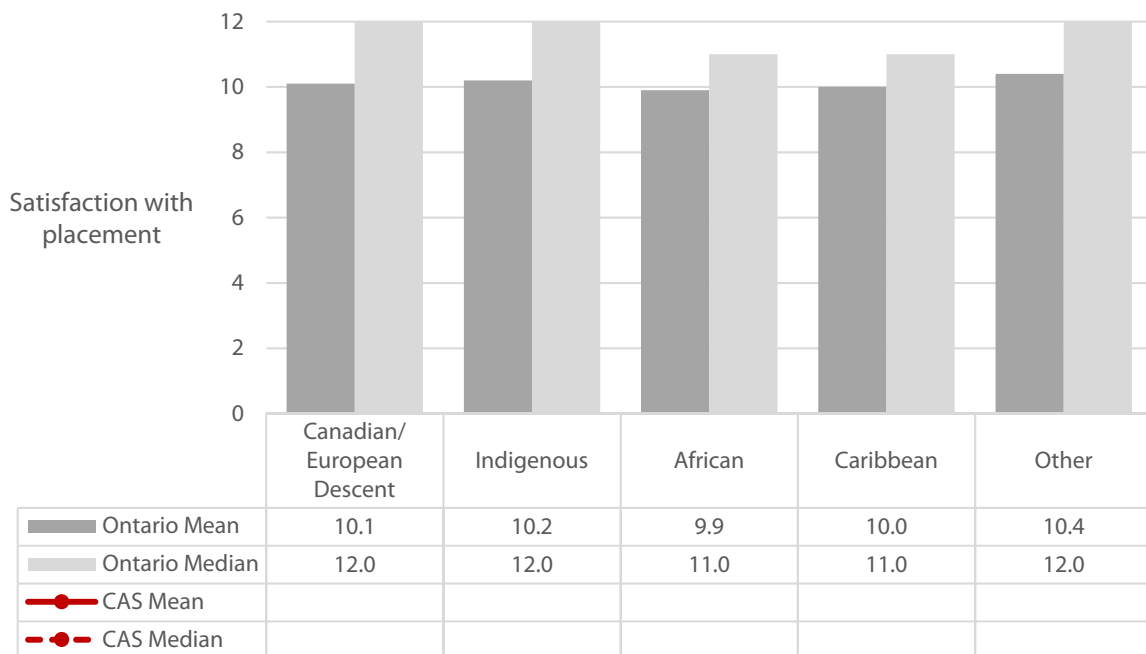


Figure 5.3. Young person has a strong sense of belonging in the young person’s culture, fostered through family and social relationships (young people aged 10-17 years).

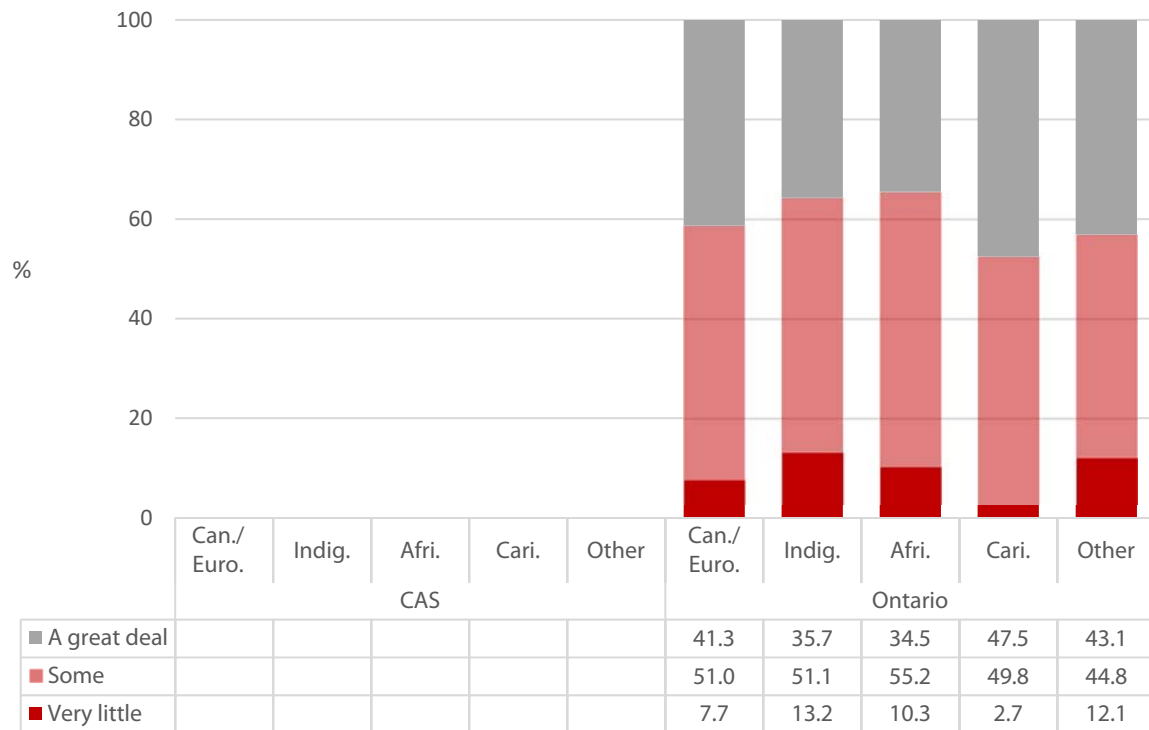
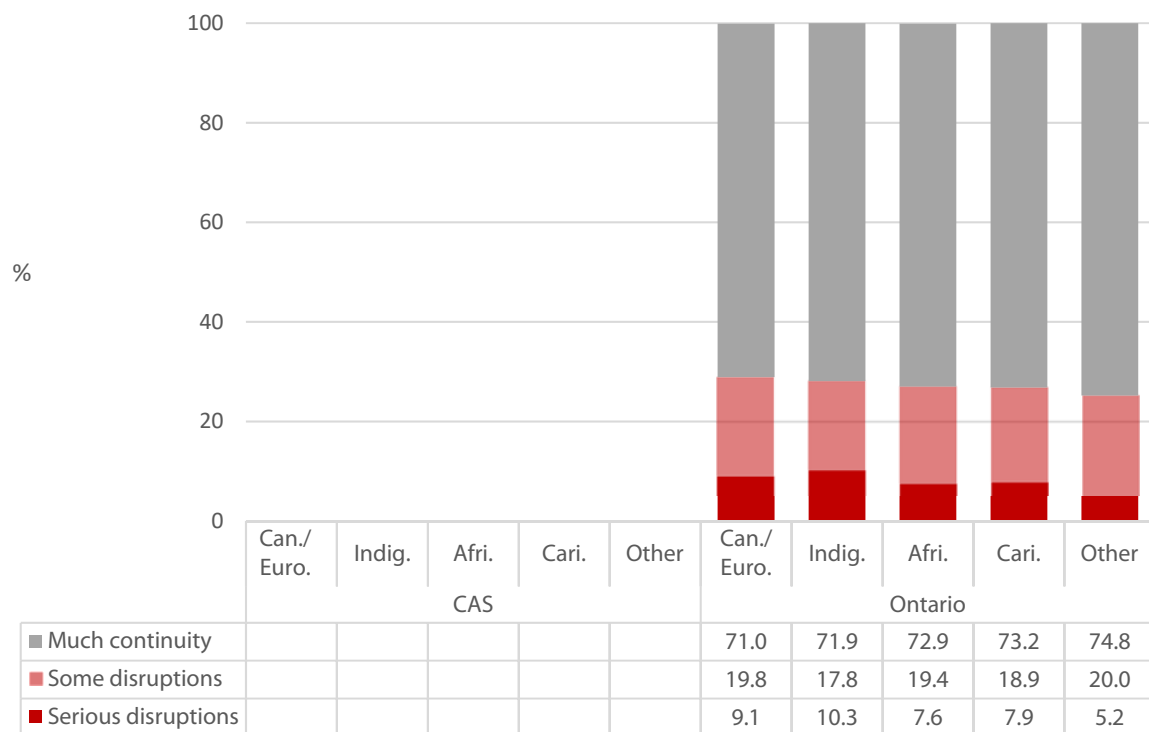


Figure 5.4. The young person has had continuity of care (young people aged 0-17 years).



Emotional & Behavioural Development

This section illustrates the emotional and behavioural well-being of young people who completed a 2017 AAR.

Figure 6.1. Ages & Stages Questionnaires®: Social-Emotional (ASQ:SE) (children aged 0-5 years).

The ASQ:SE are caregiver-completed/reported, age-appropriate questionnaires focused on the social and emotional development of babies and young children. When a child’s score is *below* the cutoff, social and emotional development appear to be on schedule. When a child’s score is *above* the cutoff, setting/time factors, development factors, health factors, and family/cultural factors must be considered, and referral for a mental health evaluation may be appropriate.

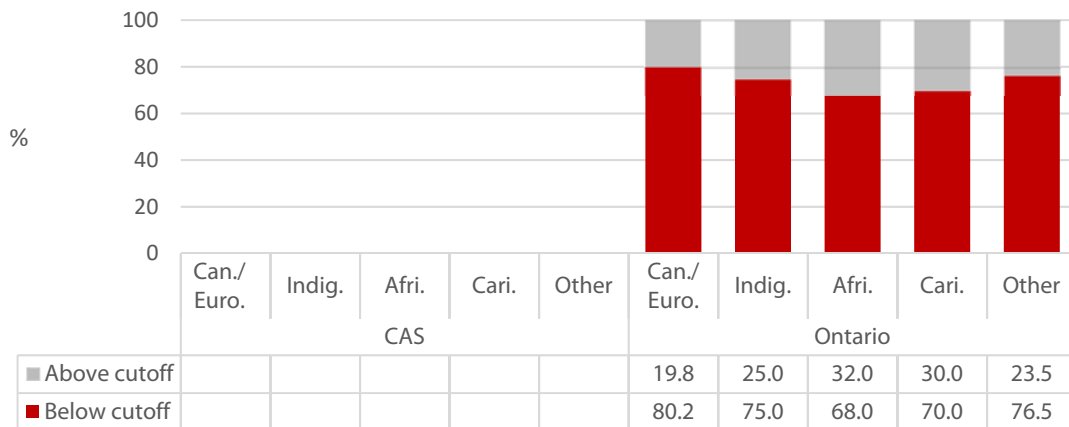


Figure 6.2. Youth-reported positive mental health (young people aged 10-17 years).

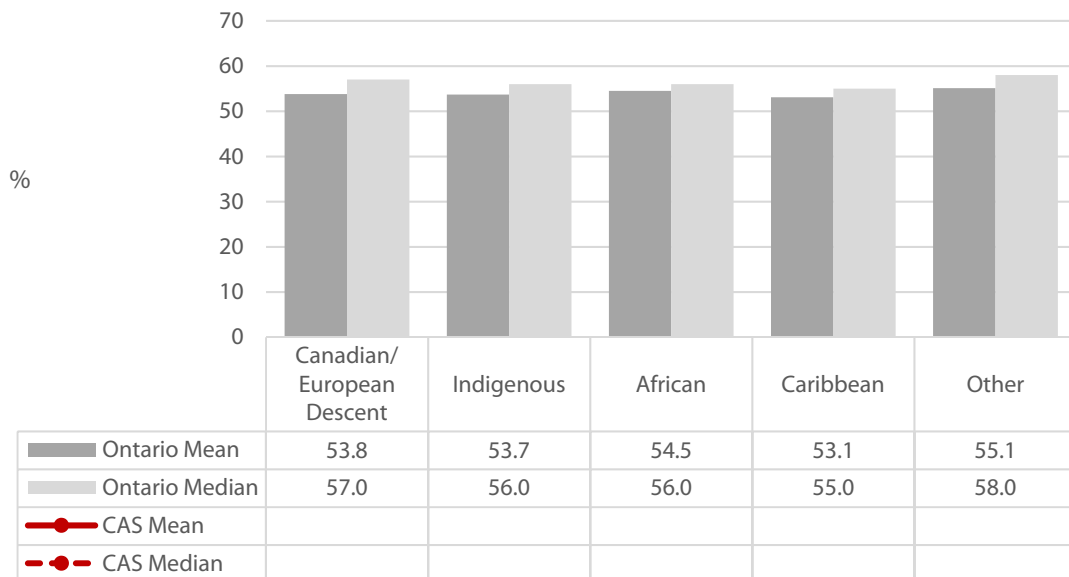


Figure 6.3.1. Caregiver-reported Strengths and Difficulties Questionnaire Prosocial score (young people aged 6-17 years).

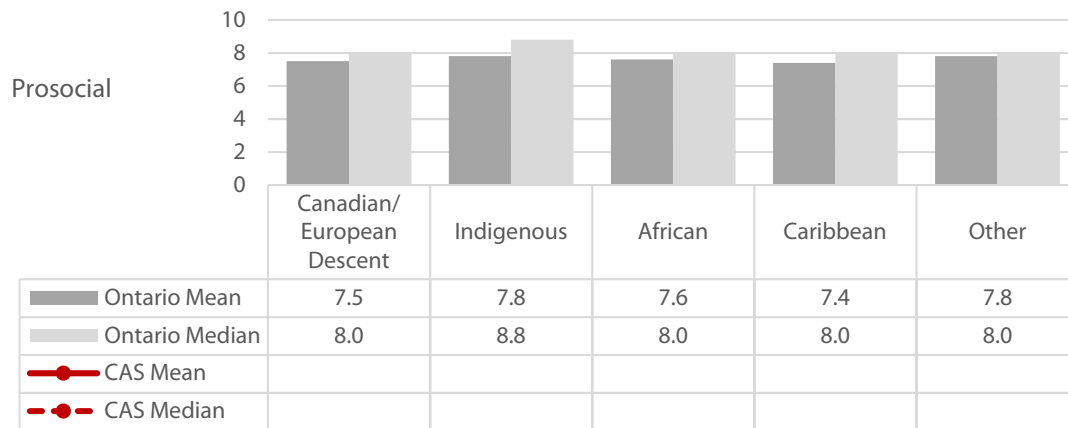


Figure 6.3.2. Caregiver-reported Strengths and Difficulties Questionnaire Emotional Difficulties score (young people aged 6-17 years).

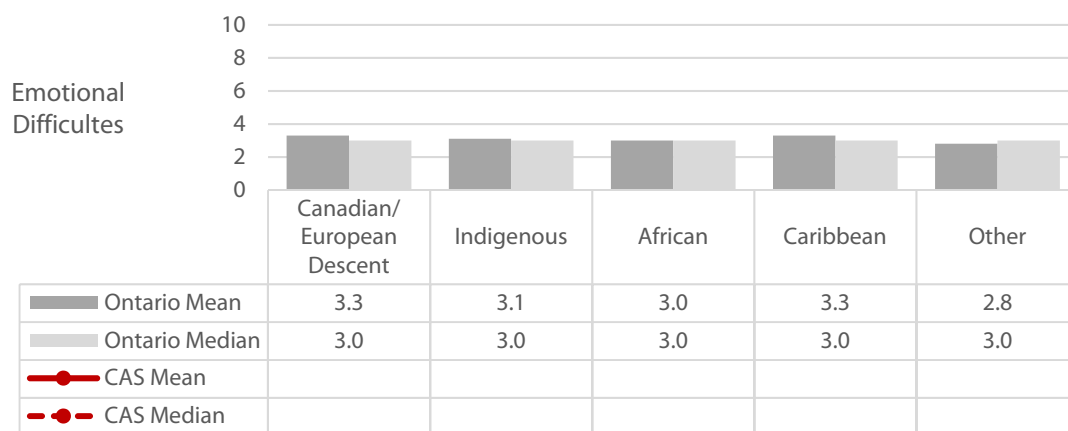


Figure 6.3.3. Caregiver-reported Strengths and Difficulties Questionnaire Hyperactivity score (young people aged 6-17 years).

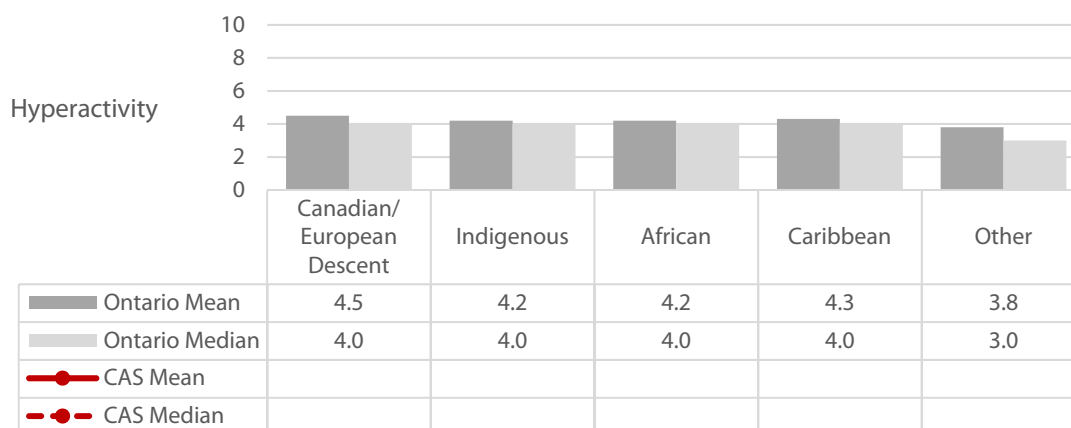


Figure 6.3.4. Caregiver-reported Strengths and Difficulties Questionnaire Conduct Problems score (young people aged 6-17 years).

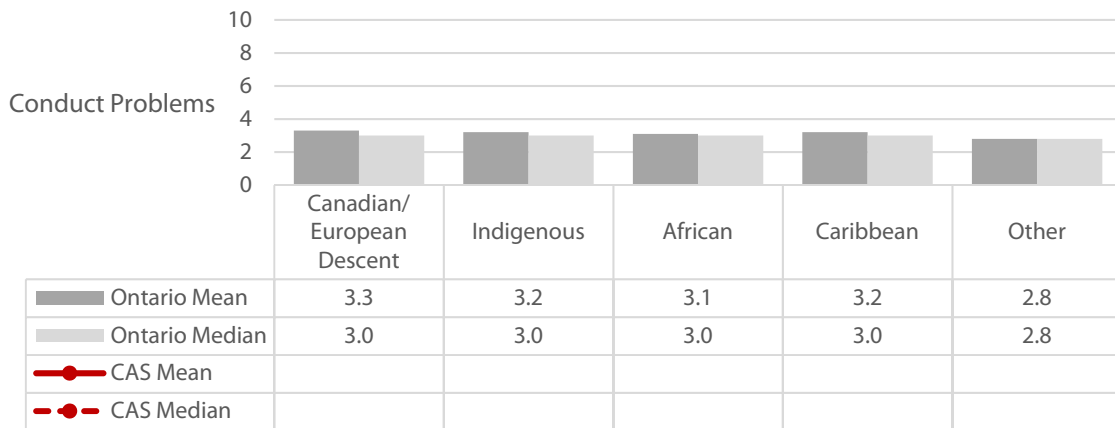


Figure 6.3.5. Caregiver-reported Strengths and Difficulties Questionnaire Peer Problems score (young people aged 6-17 years).

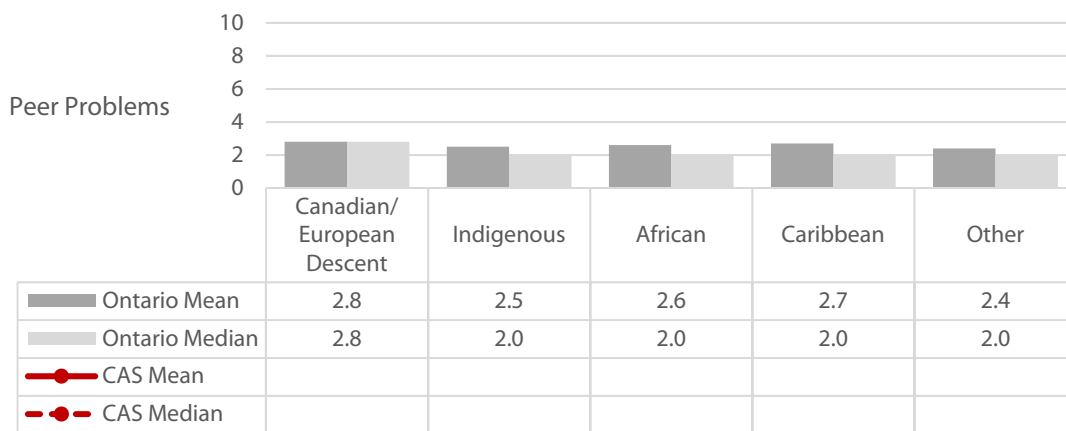
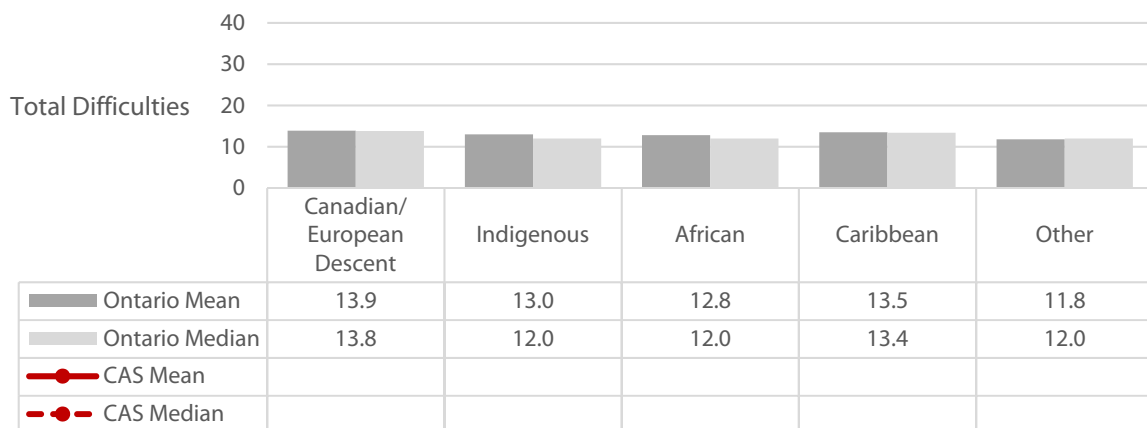


Figure 6.3.6. Caregiver-reported Strengths and Difficulties Questionnaire Total Difficulties score (young people aged 6-17 years).



Motor & Social Development

The Ages & Stages Questionnaires®, Third Edition (ASQ-3™) are caregiver-completed/reported, age-appropriate tools used to screen babies and children in the following areas of development: communication, gross motor, fine motor, problem solving, and personal-social. When a child's score is *above* the cutoff, development appears to be on schedule. When a child's score is *near* the cutoff, the child should be provided with learning materials and monitored. When a child's score is *below* the cutoff, further assessment by a professional may be needed.

Figure 7.1. ASQ-3™ Communication (children aged 0-5 years).

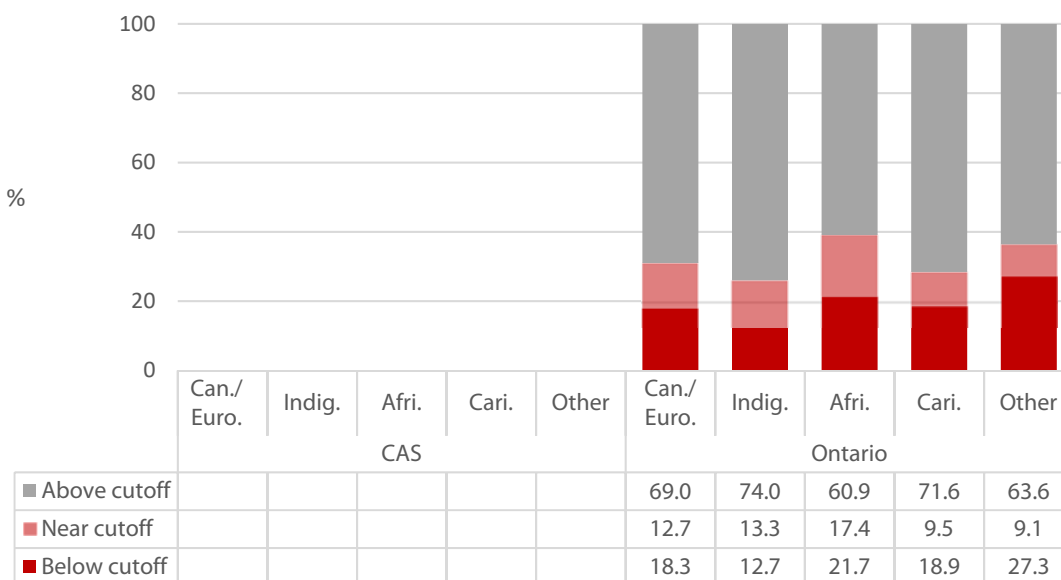


Figure 7.2. ASQ-3™ Gross Motor (children aged 0-5 years).

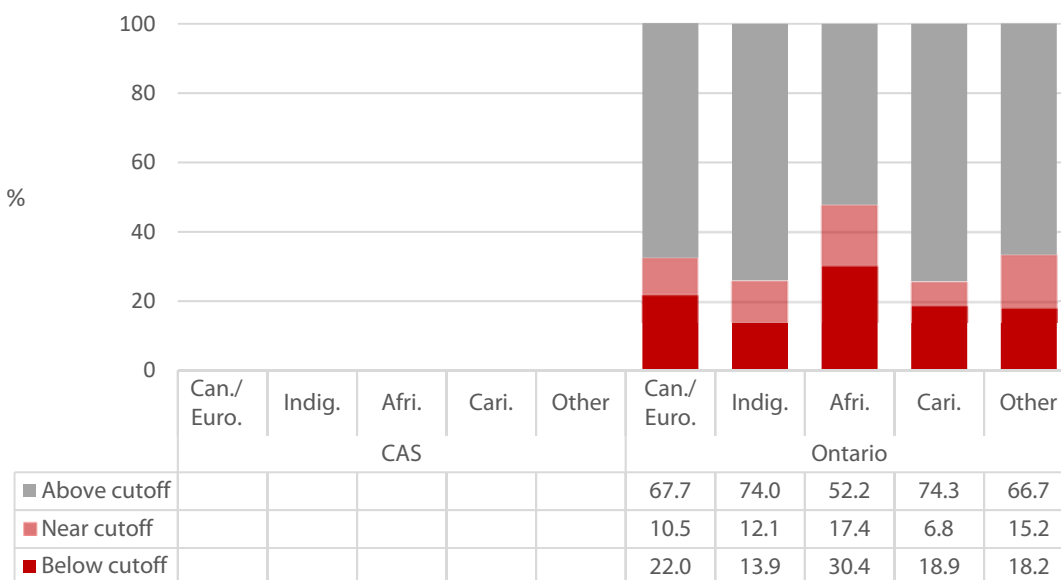


Figure 7.3. ASQ-3™ Fine Motor (children aged 0-5 years).

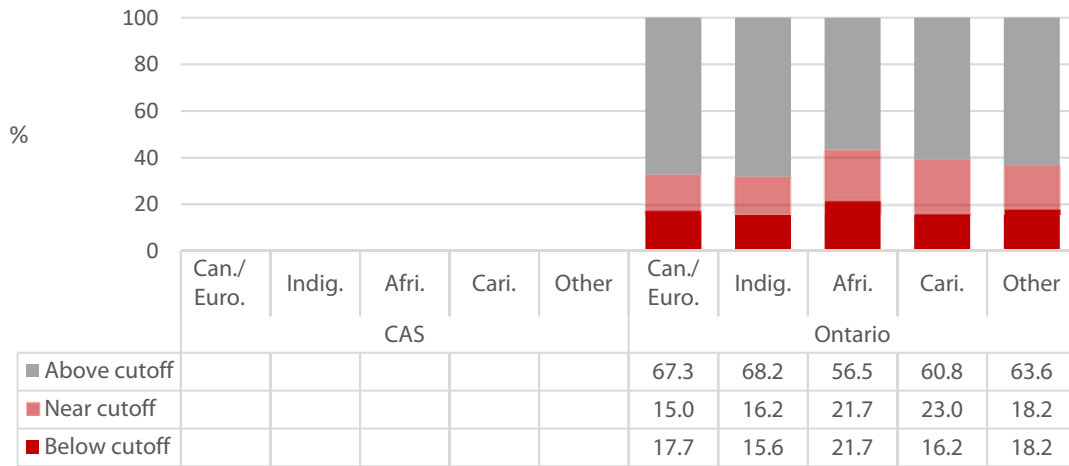


Figure 7.4. ASQ-3™ Problem Solving (children aged 0-5 years).

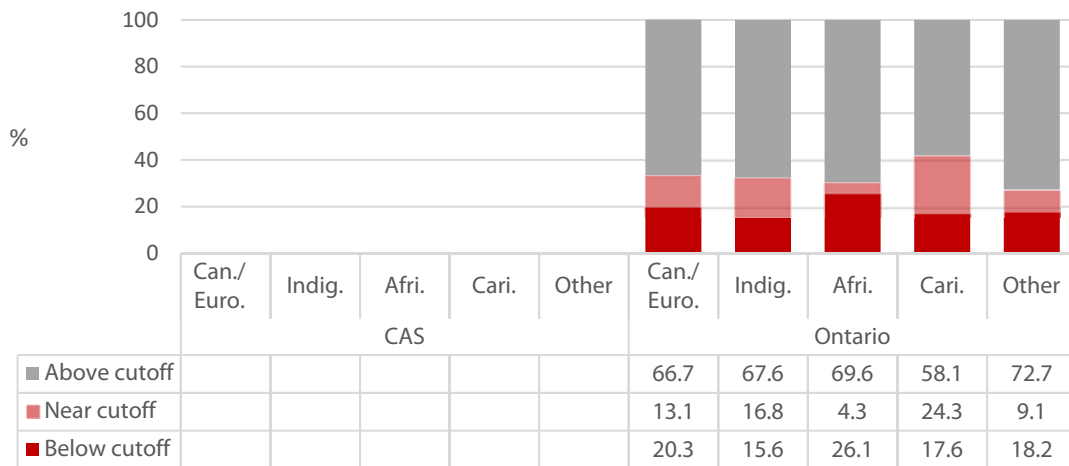
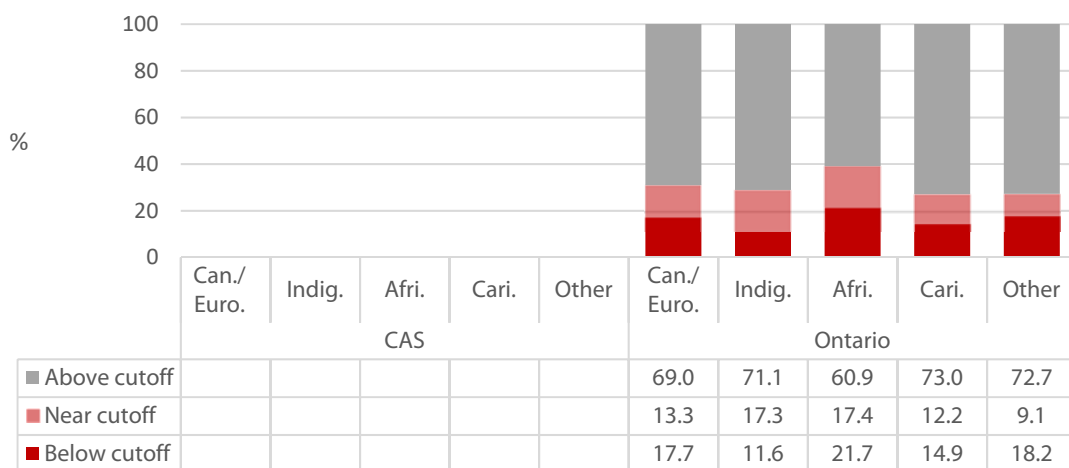


Figure 7.5. ASQ-3™ Personal-Social (children aged 0-5 years).



Transition to Adulthood: Casey Life Skills

Casey Life Skills is a broad tool (youth-reported) that helps young people to assess skills, abilities, and supports they possess, that can help them to transition to adulthood in a healthy and positive way.

Figure 8.1. Casey Life Skills Permanency (young people aged 16+ years).

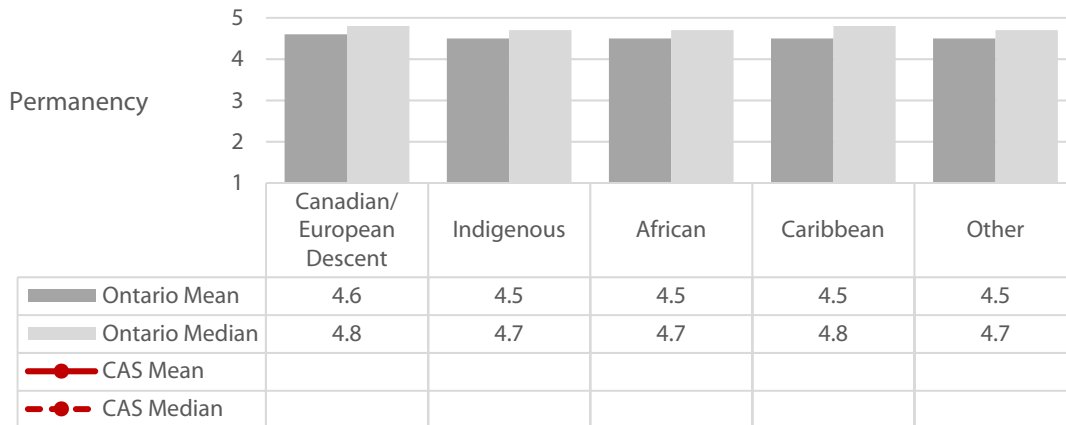


Figure 8.2. Casey Life Skills Daily Living (young people aged 16+ years).

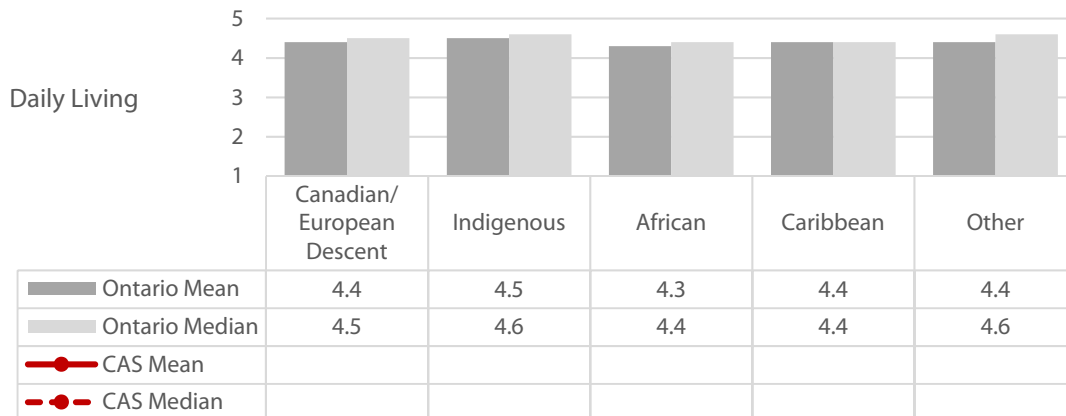


Figure 8.3. Casey Life Skills Self-Care (young people aged 16+ years).

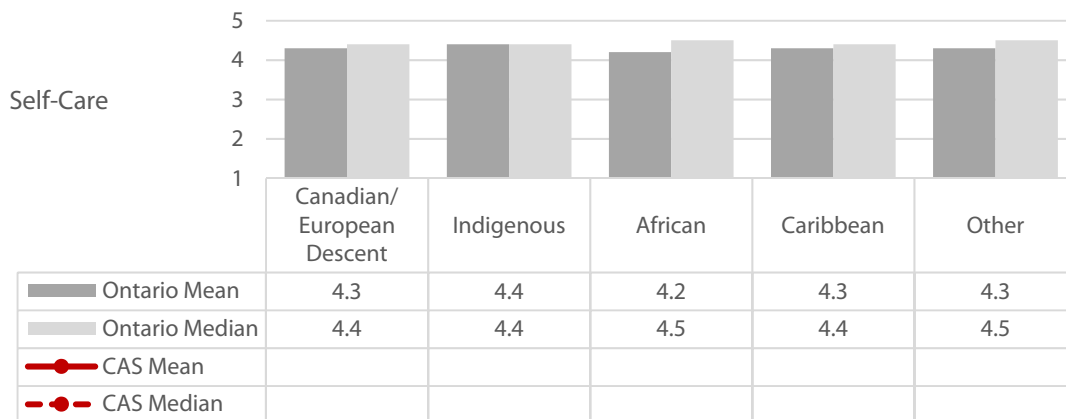


Figure 8.4. Casey Life Skills Relationships and Communication (young people aged 16+ years).

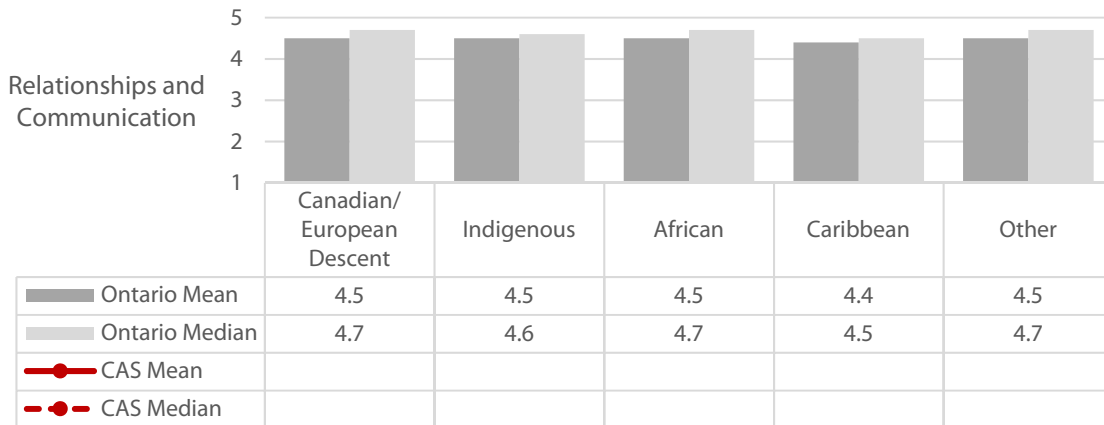


Figure 8.5. Casey Life Skills Housing and Money Management (young people aged 16+ years).

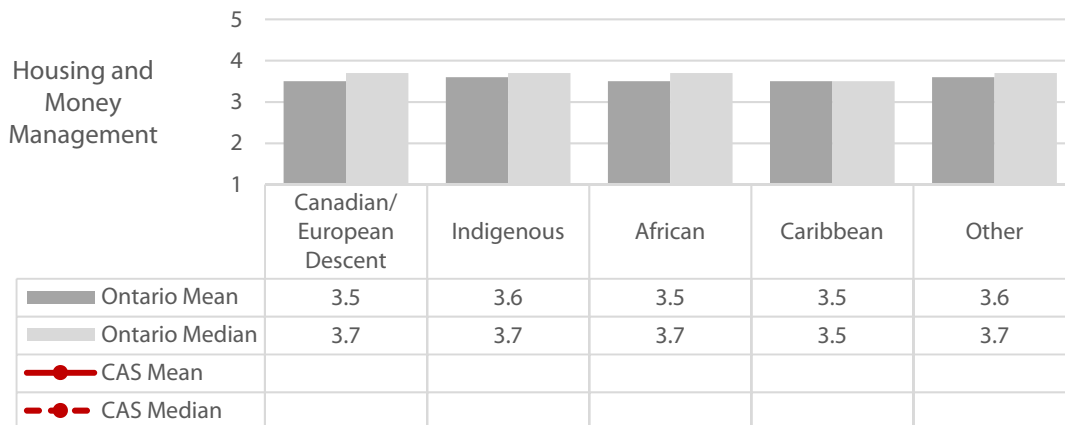


Figure 8.6. Casey Life Skills Work and Study Life (young people aged 16+ years).

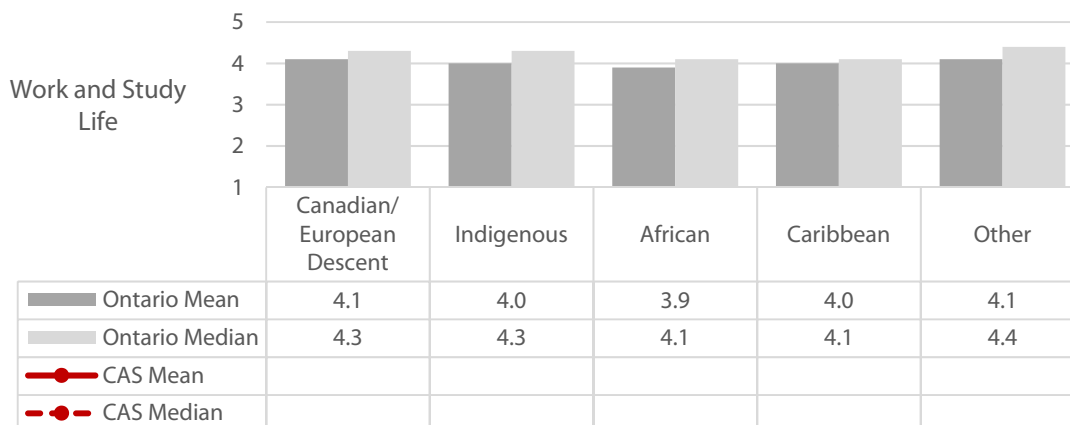


Figure 8.7. Casey Life Skills Career and Education Planning (young people aged 16+ years).

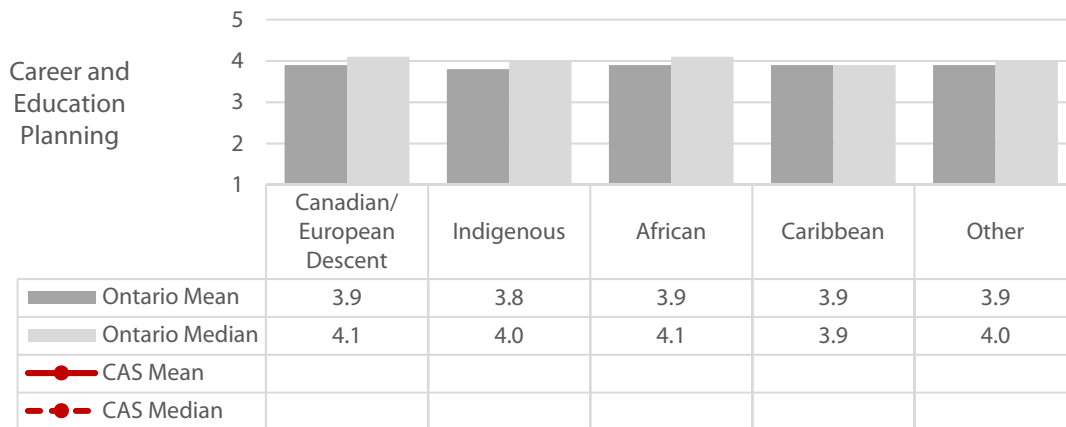


Figure 8.8. Casey Life Skills Looking Forward (young people aged 16+ years).

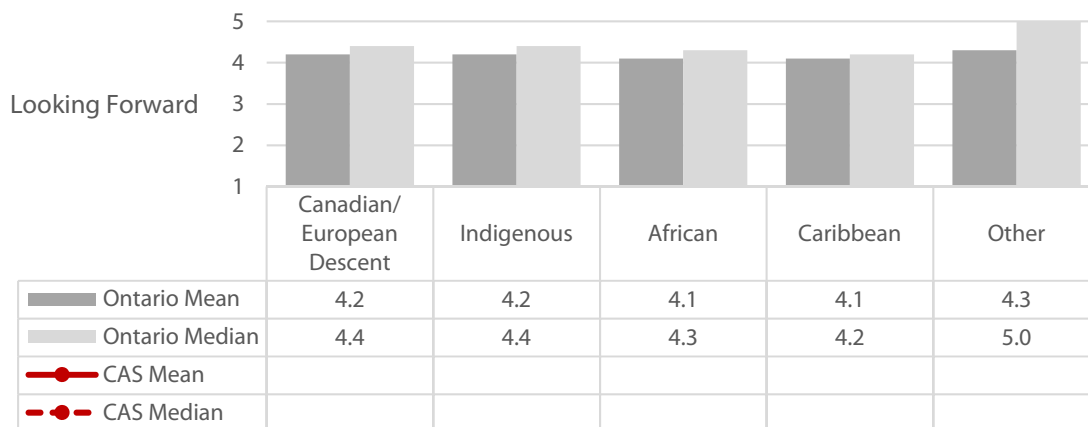
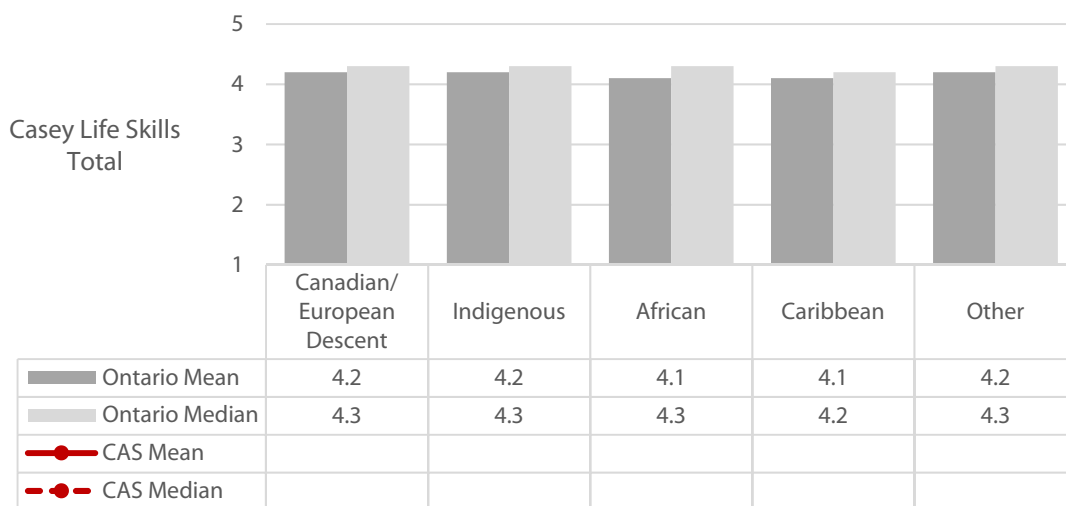


Figure 8.9. Casey Life Skills Total (young people aged 16+ years).



Developmental Assets

The developmental asset profile serves to sum up the child or young person’s opportunities (external assets) and personal strengths (internal assets).

Figure 9.1. External developmental assets (children aged 0-9 years).

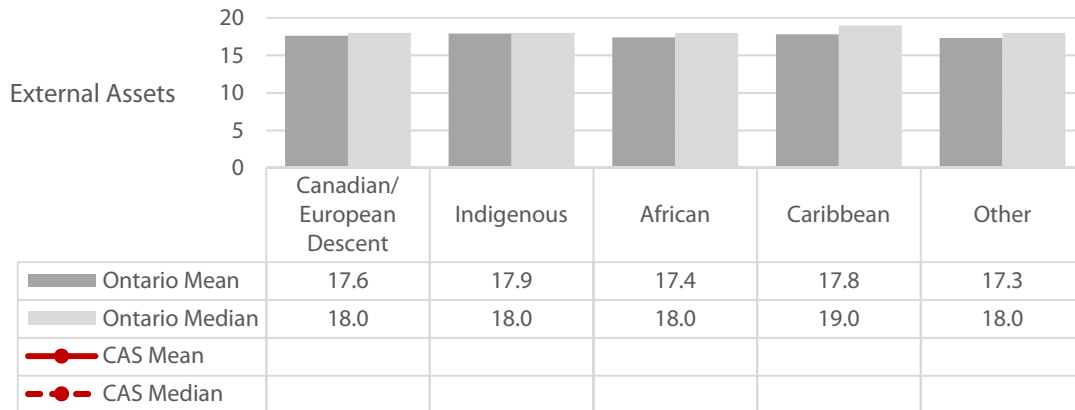


Figure 9.2. Internal developmental assets (children aged 0-9 years).

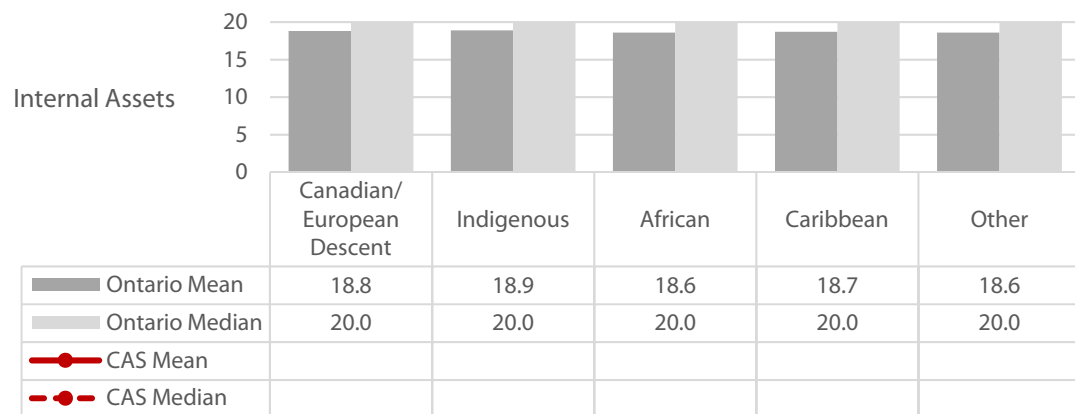


Figure 9.3. Total developmental assets (children aged 0-9 years).

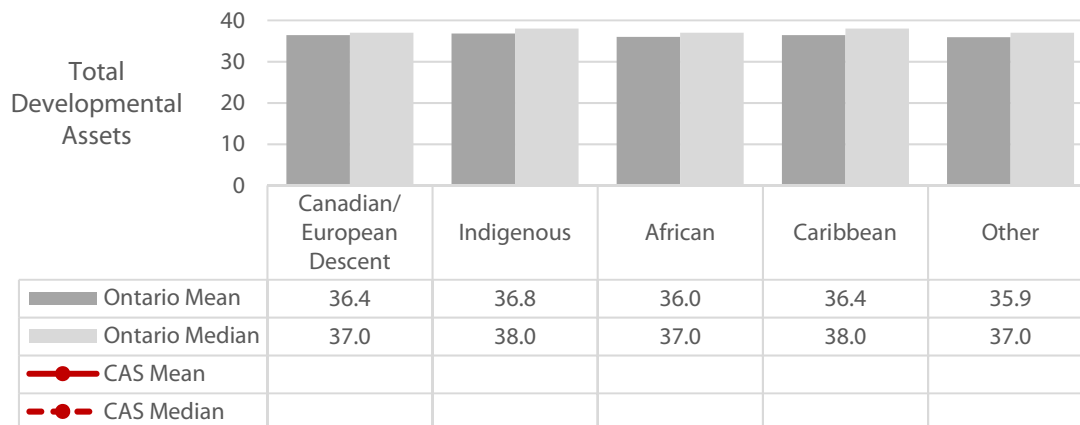


Figure 9.4. External developmental assets (young people aged 10-17 years).

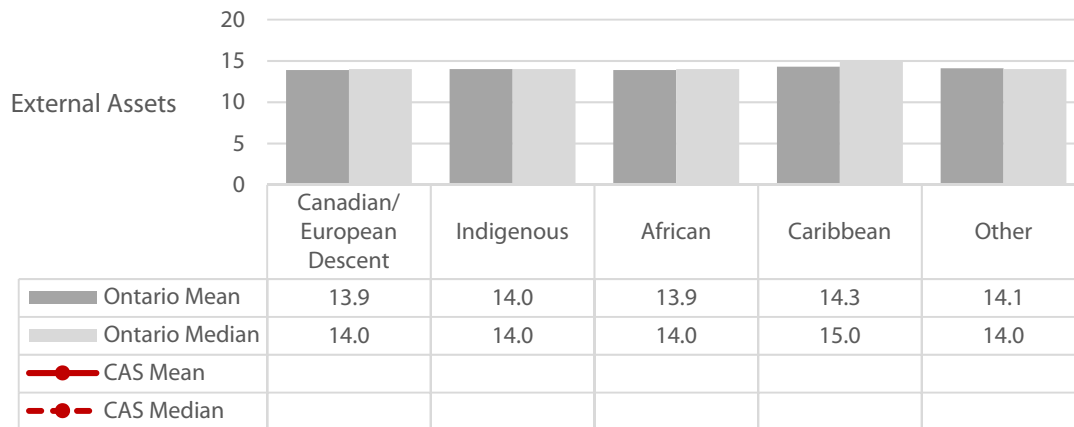


Figure 9.5. Internal developmental assets (young people aged 10-17 years).

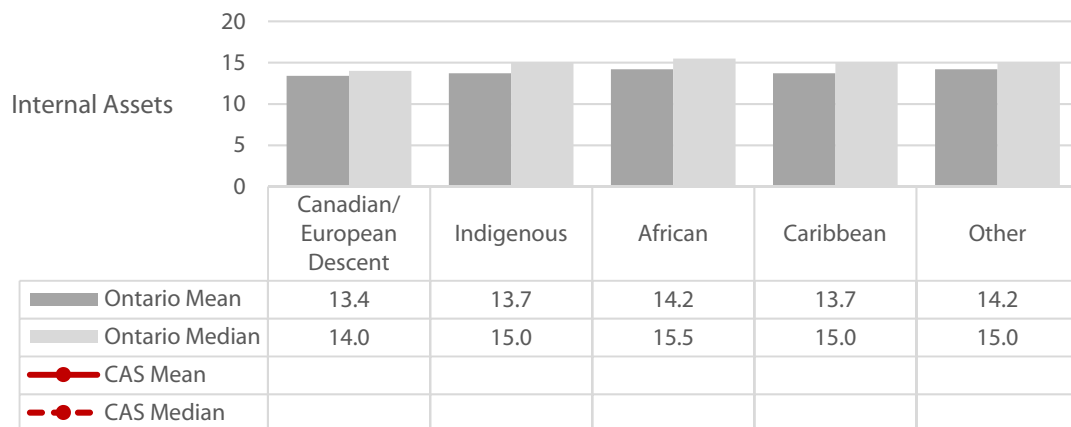


Figure 9.6. Total developmental assets (young people aged 10-17 years).

