

2019 - 2024

# **Peterborough Early Years and Child Care Service Plan**





# ACKNOWLEDGEMENTS

Children's Services would like to thank everyone who contributed to the development of the Peterborough Early Years and Child Care Service Plan. A special thank you is extended to all the children who submitted drawings for the coloring contest and to the parents/guardians and professionals who took the time to complete a survey or participate in a focus group. Your feedback is valued and has informed the actions identified in this Plan.

The completion of this Plan was made possible through the hard work and valuable contributions made by members of the CMSM System Planning Working Group, SMC Performance Plus Consulting, and Social Services staff.

Early Years and Child Care Services in our community are funded by the City and County of Peterborough, the Province of Ontario Ministry of Education, and the Canada-Ontario Early Learning and Child Care Agreement.

## **Contact Information:**

For information related to the content of this Plan, please contact the Social Services Division at the City of Peterborough at [socialservices@peterborough.ca](mailto:socialservices@peterborough.ca)



# LETTER FROM CHILDREN'S SERVICES MANAGER



It is my great pleasure to provide this comprehensive Early Years and Child Care Service Plan 2019 - 2024.

The creation of this Plan was informed by extensive community engagement with children, parents, early learning professionals, and service providers. More than 3,200 community members shared their insights and experiences about our existing early years and child care services through surveys, focus groups, pop-up events, one-on-one interviews, and a children's coloring contest. 184 children created beautiful drawings of the activities they love to do with their friends.

The Plan focuses on four over-arching strategic themes that emerged from the community engagement. Each theme includes a series of proposed activities specifically designed to improve the health and well-being of children and ensure a variety of high quality early years and child care services are available for families.

Successful implementation of this Plan requires continued provincial and federal funding and a commitment from all our partners to share knowledge, skills, and resources to work together for the benefit of all children and families in the community.

Sincerely,

Sandra Robinson, Manager Children's Services

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# EXECUTIVE SUMMARY

## OUR EARLY YEARS AND CHILD CARE PLAN 2019 - 2024

The City of Peterborough is the Consolidated Municipal Service Manager (CMSM) (See Appendix A for acronyms and definitions) responsible for planning and managing early years programs and licensed child care for the City and County. In collaboration with community stakeholders (See Appendix B), Children's Services developed this Early Years and Child Care Five Year Service Plan ("the Plan"). The Plan reflects the strong commitment of the City and County of Peterborough to children and families working and living in our communities.

**Research shows that investment in quality early years and child care programs and services positively impacts economic growth and sustainability through:<sup>1, 2</sup>**

- Job creation
- Reduced long-term dependence on social assistance
- Improved equitable determinants of health, education, and social inclusion

Ensuring alignment with legislation and policies, the CMSM can leverage critical local knowledge and stakeholder partnerships to determine how to best manage funding to support the needs of the community.

### Developing the Plan

Working in collaboration with families, service providers, and community partners our plan considered the following:

- Current services and changing landscape
- Location and utilization
- Needs assessment and current demand

### Our Engagement

Community engagement initiatives were designed to identify future opportunities and service gaps uncovered through a comprehensive analysis of the work, research, and data collected since 2010. Initiatives conducted throughout 2018 included; pop-up-events, focus groups, surveys, and one-on-one consultations. The consultations ensured that all stakeholders had a voice in establishing priorities for the plan. Particular effort was taken to seek input from:

- Families not currently accessing the Early Learning system
- Families receiving fee subsidies
- School age children
- Representatives from diverse populations



# FRAMEWORK OUTCOMES

## Accessible

Early learning services:

- Are easily accessed
- Are inclusive of all
- Are available to all who need or want service
- Meet family needs in terms of days, hours, and locations
- Provide adequate choice and flexibility for families

## Affordable

Early learning services:

- Are affordable for all families
- Ensure fee subsidies are available to support families in need
- Use a funding approach that supports improved affordability

## Responsive

Early learning services:

- Are adaptable and respond to family needs
- Reflect diverse needs
- Address changing demands and service gaps

## High-Quality

Early learning services:

- Promote child belonging, well-being, engagement, and expression
- Align with “How Does Learning Happen?” (HDLH?)<sup>3</sup>
- Employ a highly-skilled and fairly-compensated workforce that engage in ongoing professional development and learning

 This Plan provides clarity through meaningful, targeted actions that will guide our desired outcomes of accessible, affordable, responsive, and high-quality programs and services. The chart below from the Early Learning Professionals Survey demonstrates that responsiveness and high quality are our greatest strengths.

On a scale of 1 to 5, please indicate how well you feel our early learning community is doing in each of the 4 areas. One being very weak and five being very strong.

**Accessible** (3.45 out of 5) 

**Affordable** (2.95 out of 5) 

**Responsive** (3.80 out of 5) 

**High-Quality** (4.02 out of 5) 

## FOUR THEMES

Four over-arching themes emerged from the consolidated insights and recommendations by community stakeholders, parents, and children.

Sustainable  
Systems

01

Funding

02

Workforce Strategy

03

Inclusive Programs  
and Services

04

### Children's Art Contest





## SUSTAINABLE SYSTEMS

Sustainable systems require system-wide collaboration across the following:

- EarlyON Child and Family Centers (EarlyOn)
- Licensed centre-based child care programs and licensed home child care agencies who have a purchase of service agreement with the CMSM
- Additional programs and resources managed through funding agreements such as Special Needs Resourcing (SNR) and Investing in Quality (IIQ)
- Social Services Division
- Other valued collaborative community partnerships

### **The Voice of Families and Community Partners**

Community stakeholders expressed a strong desire for a system-wide lens to consolidate feedback and establish priorities to meet our diverse community needs for the short and long-term. A system approach to service planning and delivery is essential to the long-term sustainability of our plan. This includes:

- Strengthening collaborative partnerships and resource sharing
- Engaging early learning service providers to consistently assess and understand service utilization
- Identifying our service-to-need gaps
- Advocating for cross-ministry/jurisdiction collaboration and alignment to promote parent choice, build a sustainable workforce strategy, and address unique community needs

### **Action Highlights**

- Develop a public education and communication strategy to increase family and provider awareness and connectivity across the system
- Develop proactive funding and expansion strategies based on research and data to promote inclusivity and address changing needs and pressures
- Develop a system-wide workforce strategy that addresses recruitment, retention, fair compensation, and professional development to support a stable workforce
- Develop strategies to strengthen relationships, engagement, and planning to support the needs of Newcomer, Indigenous, and Francophone populations





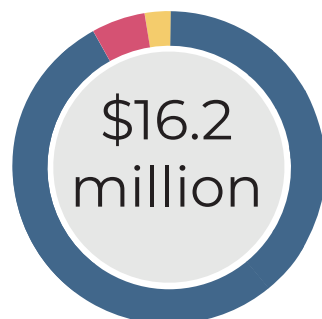
## FUNDING

Extensive restructuring and transformation in the early years and child care sector over the past several years has contributed to a sense of greater complexity regarding program funding, criteria, and access. The annual budget for Children's Services, at just over \$16 million is used to fund:

- Fee subsidies for families
- Wage and operating grants for operators
- Special Needs Resourcing (SNR)
- System expansion

### Children's Services 2018 Operating Budget

- Provincial Funding 85%  
(\$13,814,000)
- Municipal Funding 9%  
(\$1,494,000)
- Federal Funding 6%  
(\$912,000)



### The Voice of Families & Community Partners

Despite the heightened uncertainty associated with significant change in the sector, families, service providers, and community partners report benefiting from recent enhancements to our system. Additional funding has supported new capital expansion, EarlyON programs, and improved access and affordability to licensed child care for children 0 – 4 years. A desire for high-quality programs and services identified a number of opportunities related to funding:

- Increasing funding to support fee subsidies and operating costs
- Implementing fee subsidy policies and practices that are easily explained and understood
- Developing financial and operational practices that can promote flexible and responsive high quality services
- Strengthening recruitment, compensation, and professional development policies that are consistently applied to support workplace demand, retention, and employee satisfaction

### Action Highlights

- Allocate funding to improve access with a focus on creating more age appropriate spaces i.e. infant spaces and SNR supports for school-age children
- Review and revise financial and operational practices to support flexible and responsive high-quality services to meet the diverse needs of families
- Allocate operating funding to support the provision of high-quality programs and services and to meet the unique needs of underserved age groups, populations, and geographic locations



## WORKFORCE STRATEGY

Creating a workforce strategy that promotes a sense of value, offers opportunities for meaningful contribution, and life-long learning are critical to sustain a high-quality early years system. Staff thrive in an environment with adequate compensation, benefits, and a supportive workplace. Strong coaching and mentoring create trusting relationships.

### **The Voice of Families & Community Partners**

Challenges associated with historical low compensation and high turnover rates are heightened by the shift to Full-Day Kindergarten. Workforce retention has become very difficult as the availability of Registered Early Childhood Educators (RECE) is extremely limited. Considerations for a strengthened workforce strategy include:

- Increasing the number of Early Childhood Education (ECE) graduates and connecting graduates with employers
- Implementing policies that support fair and equitable compensation for early learning professionals (ELPs)
- Advocating and informing an adaptive ECE curriculum to meet the changing demands and evolving skills of ELPs
- Clearly defining the foundational standards for high-quality programs and consistent application of HDLH? principles
- Providing all ELPs a wide range of continued professional learning, coaching, and mentoring opportunities
- Providing paid staff planning time to implement HDLH? and to review programs for inclusivity

### **Action Highlights**

- Create foundational standards and provide additional coaching to support the consistent delivery of high-quality programs across the system
- Strengthen operational recruitment and compensation policies and practices to support a stable workforce
- Develop a diverse range of professional development opportunities that help ELP's to remain current with skills and best practices



## INCLUSIVE PROGRAMS AND SERVICES

The cornerstone of a robust and collaborative early years and child care system provides a wide range of inclusive programs and services that can meet the unique and special needs of diverse populations across our urban and rural communities.

### **The Voice of Families & Community Partners**

Our stakeholders repeatedly expressed a commitment and desire for continued collaboration and resource sharing. It is recognized that people benefit most when a climate of inclusivity and mutual respect exists. Inclusive programs and services can be enriched by:

- Enhancing communication mechanisms to better connect with fee subsidy stakeholders
- Collaborating to fully leverage our system-wide service capabilities
- Providing opportunities for service providers to explore and learn from one another
- Assisting children and families to transition smoothly between services and from home to school
- Providing parents opportunities to learn about the benefits of high-quality programs and how to reinforce and transfer learning activities to home

### **Action Highlights**

- Improve electronic communication mechanisms to better connect with fee subsidy stakeholders
- Provide more opportunities for parents to learn about the benefits of high quality programs for their children and how they can reinforce and transfer learning to home activities
- Establish collaborative case conferencing opportunities to help families get the right services at the right time and to support smooth transitions for children and families
- Enhance programs to provide better support for children related to physical health and well-being and disruptive behaviour in the classroom

The complete service plan establishes a number of strategies to support the achievement of our priorities. To further support implementation, the plan outlines the outcomes, actions, measures, activity lead, and timeline. Full implementation of the plan is dependent on continued provincial and federal funding, as well as community collaboration. The Early Years Planning Network (EYPN) has positioned us well to maximize our collective strengths and diversity to implement this plan using a system-wide, collaborative approach. Successful implementation will require a commitment from all our partners to share knowledge, skills, and resources to work together for the benefit of all children and families in the community.



# CURRENT **SYSTEM** EARLY YEARS AND CHILD CARE

## VISION, MISSION, AND GUIDING PRINCIPLES

The Peterborough EYPN, through their established vision, mission, and guiding principles is well positioned to support the implementation of the Plan.

### **Vision**

A community where all children and youth are healthy and have the best opportunity to succeed and reach their full potential.

# VISION MISSION PRINCIPLES

### **Mission**

Through collaborative planning, implementation, monitoring and influencing policy members will work to achieve the best possible outcomes for children and their families in the City and County of Peterborough.

### **Guiding Principles:**

- Children and families are our first priority
- It is essential to demonstrate that we value all children and their families
- Promote and foster collaboration, cooperation, and integration of children's services by building community capacity to support children and families
- Embrace and value Peterborough's Indigenous, Francophone, Newcomers, and other diverse communities
- All child development supports will be equitable, accessible, inclusive, and of high-quality and based on current research and best practices
- Promote and support maximizing effective use of resources



# SYSTEM OVERVIEW

## Early Years Planning Network (EYPN)

The EYPN was established in 2017 to provide a formal structure for system-wide community planning. This approach has proved invaluable in effectively managing significant transformation and modernization initiatives. Since its inception, the EYPN has worked to achieve better overall outcomes for children and families in our community through a variety of targeted working groups.

### EYPN Working Groups (See Appendix C):

- CMSM System Planning
- Diversity and Inclusion
- Family Engagement
- Investing in Quality
- Knowledge Mobilization

### Membership:

- School Boards
- Public Health
- Specialized community service agencies
- Licensed child care providers
- EarlyON Child and Family Centres
- New Canadians Centre
- First Nations
- Indigenous partners
- Fleming College
- Ministry of Education (EDU)
- City of Peterborough Social Services

### Partnerships with School Boards

School boards are key partners in delivering early years and child care services in our community. Children's Services has worked closely with Kawartha Pine Ridge District School Board (KPRDSB) and Peterborough, Victoria, Northumberland and Clarington Catholic District School Board (PVNCCDSB) for many years. Since the implementation of full day kindergarten, we have collaborated on the planning and implementation of:

**12 new before and after school programs,**

**13 full day child care expansion projects.**

Both boards have also been active participants on the EYPN and work closely with community partners on issues related to space sharing in schools. KPRDSB and PVNCCDSB currently have no additional space available to use for early years programs in their schools. Children's Services will continue to work with the school boards to explore future funding opportunities for purpose-built child care and early years programs and services in schools.

## Licensed Child Care and EarlyON Child and Family Centres

In Peterborough, licensed child care is provided by not-for-profit organizations, for-profit businesses, and the municipality. As the system has expanded over the last ten years, the CMSM has prioritized expansion in not-for-profit services in elementary schools, community-based programs, and licensed home-based child care.

**85%** of all programs are not-for-profit.

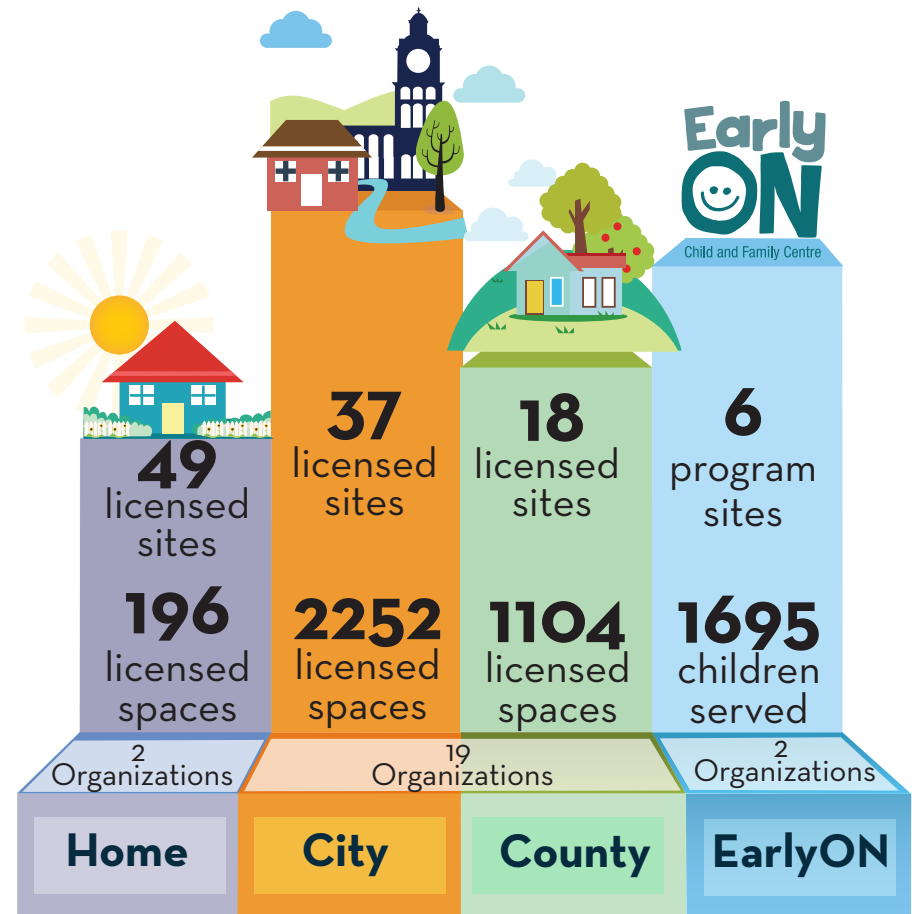
**8%** are municipal.

**7%** are for-profit.

### Children's Services has agreements with:

- 19 licensed child care organizations
- 2 licensed home child care agencies
- 2 EarlyON operators

Agencies with an agreement can enroll children approved for fee subsidy and apply for operating and wage grants. The CMSM also has an agreement with Five Counties Children's Centre (5CCC) to provide services for children with special needs. Curve Lake and Hiawatha First Nations provide licensed child care for Band members and families who live on reserve. The Nogojiwanong Friendship Centre<sup>4</sup> in Peterborough provides child and family programs for Indigenous families living off reserve.



### Cost of Licensed Child Care

Licensed child care is expensive for families. Fees for infant care are the highest and range from \$42 - \$57 per day, which is primarily due to the higher staff-to-child ratio and additional equipment and operating costs. School-age fees for children attending before and after school programs are the lowest and range from \$7 - \$19 for approximately three hours of care.

Children's Services helps with the cost of child care in a variety of ways. Fee subsidies help to off-set the cost of care for eligible families, while operating grants and wage enhancements paid directly to approved child care operators help reduce operational expenses. These financial supports help to reduce the cost of licensed care for parents.

### **Child Care Fee Subsidy**

The fee subsidy program is intended to help families in financial need. To be eligible for a fee subsidy, families must live in the City or County of Peterborough and the parent/guardian must be employed, going to school, or enrolled in a training program. There are some exceptions to this in special circumstances. A provincially mandated income test is used to determine eligibility for fee subsidy. Eligible families may choose any licensed child care program provided the agency has an agreement with the City.

In 2018 we provided fee subsidies for 1,431 children and 1,105 families.

**44%** of eligible families were subsidized for the full cost of care.

**56%** were partially subsidized and pay the remainder of the costs themselves.

In the past, a fee subsidy wait list existed due to limited funding and high demand. A wait list limits access and affordability for families most in need of financial help. Families, and in particular women and single parents, unable to access fee subsidy often cannot work or go to school due to the high cost of licensed child care. With the implementation of the revised provincial child care funding formula in 2013 and the more recent introduction of the Child Care Expansion plan, Children's Services was able to increase the fee subsidy budget by \$1 million and provide more subsidies to families, resulting in no current fee subsidy wait list.

### **General Operating Grants**

General operating grants (GOGs), implemented in 2013, help support licensed child care operators who have an agreement with the City. GOGs are intended to help off-set operating costs for a variety of expenses, including:

- Staff wages and benefits
- Administration and occupancy costs
- Program supplies and nutrition costs

Without these grants, operators would struggle to remain financially viable and would have to increase parent fees far above what the average family could afford.



## Wage Grants

Wage grants include Wage Enhancement and Fee Stabilization funding. These grants support the salaries of staff working in licensed child care settings and licensed home child care providers. Wage Enhancement, introduced in 2016, was a three year funding commitment and provides up to an additional \$2 per hour plus 17% benefits for eligible ELPs working in licensed child care. The Home Child Care Enhancement provides up to an additional \$20 per day for eligible home child care providers. The purpose of this grant was to reduce the gap between RECE's working for school boards and those working in licensed child care settings, and to support retention and recruitment of child care professionals. Fee Stabilization was introduced in 2018 to support operators with the increase of the minimum wage to \$14 per hour. Typically, 80 - 90% of operating costs are associated with staffing.

In our community, even with wage grants, operators struggle to pay RECE's a living wage that reflects their education and complex demands of their profession. Historically, staff compensation in the sector has been low. In 2018 the wages paid to RECE's working in early years and child care in our community ranged from \$14-\$32 per hour. Research shows that low or insufficient wages negatively impact recruitment, retention, and overall quality of care.

## Special Needs Resourcing

Funding for Special Needs Resourcing (SNR) is used to support the inclusion of children with special needs in licensed child care programs, including home child care, and EarlyOn programs at no extra cost to parents.



**IN 2018, CHILDREN'S SERVICES SPENT \$2 MILLION TO SUPPORT THE INCLUSION OF 330 CHILDREN IN 46 CHILD CARE AND EARLYON PROGRAMS.**

### SNR supports include:

- Providing parents and child care staff with adaptation strategies, information, resources, and training
- Providing referrals to community agencies
- Conducting developmental screens
- Funding Enhanced Staff positions to support the inclusion of children in child care programs

A review of the SNR program was completed in 2016. The review focused on collaboration and planning, managing difficult behaviour, transitions (to school or between programs), and levels of support.<sup>5</sup> Data collected through a broad stakeholder engagement informed the development of nine recommendations. Several of the recommendations have been implemented; however, a number of outstanding items still need to be addressed. Some of the recommendations incorporated in this plan include:

- Increase availability of resources and support for before and after school programs
- Create better linkages and collaboration between schools and child care programs

While funding for SNR is well above the 4% minimum ministry requirement, 5CCC continues to receive requests for support that exceed available funding. This creates a pressure point in our community.



## Peterborough's Commitment to Quality

High-quality early years and child care is linked with short and long-term positive impacts. Studies show that children who attend high-quality programs and experience warm, supportive relationships are happier, less anxious, and more motivated to learn.<sup>6</sup> To support the provision of high-quality services, Children's Services has financially supported the work of Investing in Quality (IIQ) since 2008.

IIQ is a collaborative partnership to support the provision of high-quality, inclusive care and intentional environments that are safe and engaging for all children. IIQ provides opportunities for all service providers to make improvements in the design and delivery of services through a variety of resources and supports. This work is governed by a volunteer committee made up of members from the EYPN and two paid Quality Coordinators (QCs).

IIQ provides a variety of professional development for ELPs in our community and is focused on:

- Championing professional learning that influences practice
- Enhancing learning through mentorship
- Meaningful measurement for quality improvement
- Organized alignment to support transformation

QCs work in collaboration with the Special Needs Resource Consultants (RCs) to support licensed child care and EarlyON programs. The QCs visit programs throughout the year to provide support to supervisors as they develop annual goals and action plans.

The EYPN recently introduced community-wide Satisfaction Surveys. The purpose of the surveys is to help:

- Measure family and educator satisfaction and collect input on quality across the system and at individual programs
- Identify priority areas for system and program improvements
- Create a systems approach to improving quality
- Understand community needs to provide professional learning opportunities that will help to improve quality





# THE CHANGING LANDSCAPE OF CHILD CARE IN ONTARIO

Child care responsibility moves to Ministry of Education (EDU).

**2010**

EDU begin to modernize child care in Ontario.

**2012**

Introduction of the Child Care and Early Years Act, 2014.

Release of How Does Learning Happen?: Ontario's Pedagogy for Child Care and Early Years.

**2014**

Implementation of Phases 2 and 3 of Child Care and Early Years Act, 2014.

**2016**

Implementation of EarlyON programs and transfer of responsibility to CMSMs.

Release of Early Years and Child Care Workforce Strategy.

**2018**

**2011**  
Implementation of Full-Day Kindergarten begins.

**2013**  
Release of Ontario Early Years Policy Framework.  
Introduction of new funding formula for the CMSM.

**2015**  
Wage Enhancement funding provided for child care staff.

**2017**  
Release of Renewed Early Years and Child Care Policy Framework focused on: affordability, quality, accessibility and responsiveness.  
Introduction of new Federal funding for child care expansion.

**2019**  
Implementation of Peterborough's Early Years & Child Care 5 Year Service Plan.

## LOCAL HIGHLIGHTS

In the last eight years, the sector has undergone transformation and modernization to create a more seamless and integrated system that supports children and families. It has been a time of extensive change, service pressures, and system growth. As a community we have worked to respond to the changing needs and landscape. In addition to formally launching the EYPN, a number of system improvements have been realized through additional funding and collaborative community partnerships and planning.

**840** new before and after school spaces for children 4 – 12 years in response to Full-Day Kindergarten.

**349** new licensed spaces for children 0 – 4 years (including 40 infant spaces).

**174** additional children supported with fee subsidies and increased access through expansion funding.

**23** early learning organizations implemented HDLH?.

**2** system-wide surveys were developed and implemented to measure and support quality at a program and community level.

**78** licensed home child care providers received home child care enhancement and base funding.

**8** new EarlyON sites replaced Ontario Early Years centres.

**406** early learning professionals in licensed child care were provided wage enhancement funding.

### EarlyON Child and Family Centres

As part of system modernization, existing child and family programs were streamlined into an integrated system of services managed by the municipality. In January 2018 all funding and planning responsibilities for the new EarlyON programs were transferred to the CMSM to integrate with the existing early years and child care system. After extensive consultation and planning, Children's Services entered into service agreements with two agencies to provide all EarlyON programs for the City and County. Both agencies were previously operating child and family programs. Peterborough Child and Family Centres provide EarlyOn programs at six locations and Old Millbrook School Family Centre provides EarlyOn programs at two locations. EarlyOn programs offer a wide range of services that include:

- Pre-and postnatal support programs
- Parent education resources related to child development, parenting, and nutrition
- Drop-in and registered parent-child programs
- Targeted outreach opportunities

**Programs operate five days per week, including Saturday or Sunday and are open throughout the year.**

# OUR COMMUNITY

## LOCAL DEMOGRAPHICS AND SERVICE STATISTICS

### Licensed Child Care

**Demographic:** There are 17,380 children 0 - 12 years, 12% of our total population.

**Service:** 20% of children aged 0 - 12 years can be accommodated by our current child care system.

- 100 infant spaces, serving 5% of infants (0 - 18 months)
- 341 toddler spaces, serving 26% of toddlers (1.5 - 2.5 years)
- 759 preschool spaces, serving 43% of preschoolers (2.5 - 6 years)
- 2,156 school-age spaces, serving 17% of school-age children (3.7 - 12 years)

### EarlyON

**Demographic:** There are 9,320 children 0 - 6 years, 6% of our total population.

**Service:** 20% of children aged 0 - 6 years are served by our current EarlyON programs.

This represents 1 in every 5 children.



### Special Needs

**Demographic:** 330 children with special needs were supported with special needs resource funding in 2018.

**Service:** 77% of children receiving SNR supports were 0 - 4 years of age.

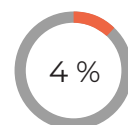


23% of the children were school-age.



### Aboriginal Identity

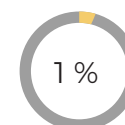
**Demographic:** 4% of people (or 6,160 out of 135,075) identify as aboriginal.



**Service:** Data collection related to Indigenous early learning services is limited as the CMSM does not directly fund these programs. EarlyOn programs have a small collection of Indigenous resources and provide some outreach to Indigenous partners.

### Francophone

**Demographic:** French is spoken by 1,485 people, 1% of the population.



**Service:** Our current child care system offers capacity for 95 francophone children, representing 3% of our total child care spaces.

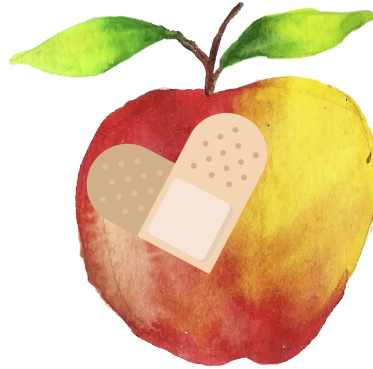


## Early Development Instrument<sup>7</sup>

The Early Development Instrument (EDI) is a population measurement of child developmental health that looks at readiness to learn in school. Understanding the EDI results can assist our community in planning for early learning services and programs.

**35%** of Peterborough children start school vulnerable in one or more areas critical to healthy development.

**81%** of children with special needs enrolled in Kindergarten are vulnerable on at least one EDI domain.



**22%** of Peterborough children are vulnerable in the area of Physical Health and Well-Being. This means they may struggle with:

- Gross and fine motor skills
- Coming to school hungry, tired, or inappropriately dressed
- Being able to independently look after their needs (such as going to the washroom)

## Kindergarten Parent Survey<sup>8</sup>

The Kindergarten Parent Survey (KPS) looks at early learning environments children in Peterborough experience. It provides information on specific or unique local factors that may influence a child's developmental health. This makes the KPS an ideal companion tool to the EDI.

**19%** of families who responded to the KPS fall below the low-income measure (before tax), which is a median total income of private households, adjusted for household size.

**25%** said they never or don't often have money left over at the end of the month (after paying for necessities) to buy extra items, to save, or to use in an emergency. This includes 48% of low-income respondents and 21% of not low-income respondents.

**21%** of 4 - 5 year olds watch more than 1 hour of programs alone per weekday and 32% watch more than 1 hour of programs alone per weekend day.

Children from low-income families are more likely to watch higher amounts of screen time, and less likely to participate in both structured and unstructured physical activities.



## Maps

For the purpose of this report, boundaries and names are attached to certain areas of the City of Peterborough. Since there are no official neighbourhoods in the city, Census Tracts and Dissemination Areas are used as a convenient division of data. These areas were created by Statistics Canada in conjunction with a committee of local specialists based on population. For the county, township boundaries and names were used for the division of data.

### Child Density

The first map (pg 20) shows the density of child populations (0 - 12 years). In the City, child density is focused in a north-south corridor through the centre of the city, with some other localized areas in the suburbs.

**A needs assessment from 2017 noted that child population growth over the past 5 years was largest in the central and north areas.**

In the County, areas of higher child density include most of the township of Selwyn, as well as parts of Cavan-Monaghan and Otonabee-South Monaghan, and the towns of Norwood and Havelock.

**The 2017 needs assessment noted child population growth was largest in North Kawartha and Cavan-Monaghan.**

### Early Development Instrument (EDI)

The second map (pg 21) shows the percent of children vulnerable in one or more developmental areas according to the 2015 EDI. This map highlights areas where children are entering the school system who are struggling in at least one developmental area that is critical to their healthy development.



Although there are many areas with high vulnerability, the highest vulnerability rates are found in the downtown and south east areas of the City, and County townships of North Kawartha and Havelock-Belmont-Methuen.



Lower vulnerability areas include suburbs in the west, east, and north-east parts of the City, as well as County townships of Cavan-Monaghan, Douro-Dummer, Selwyn, and Trent Lakes.

## Social Risk Index and Early Learning Services

The final map (pg 22) illustrates the Social Risk Index (SRI) for each area or township. The SRI was developed by Human Resources Development Canada (HRDC, 2003) as a tool for providing a general picture of potential risks in communities. The SRI uses 9 Census variables that profile the socio-economic context of different communities and then compares the variable for each area to the Ontario average. The following variables were used in this report:

- Education (% of people without a high school diploma)
- Employment (% of people who are unemployed)
- Income (% of people who are below the Low Income Measure – After Tax)
- Reliance on government-subsidized incomes (% of income from government subsidy)
- Housing (% of houses requiring major repairs)
- Family structure (% of families who have a lone parent)
- Mobility (% of people who moved from 2011-2016)
- Language (% of people who do not speak either official language)
- Immigration (% of people who are recent immigrants from 2011-2016)

**The SRI map shows a high social risk in the downtown and surrounding areas in the City, as well as the County townships of North Kawartha and Havelock-Belmont-Methuen.**

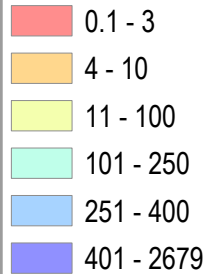


**Low risk areas include suburbs on the west, east, and north-east parts of the City, as well as the four County townships directly surrounding the City of Peterborough.**

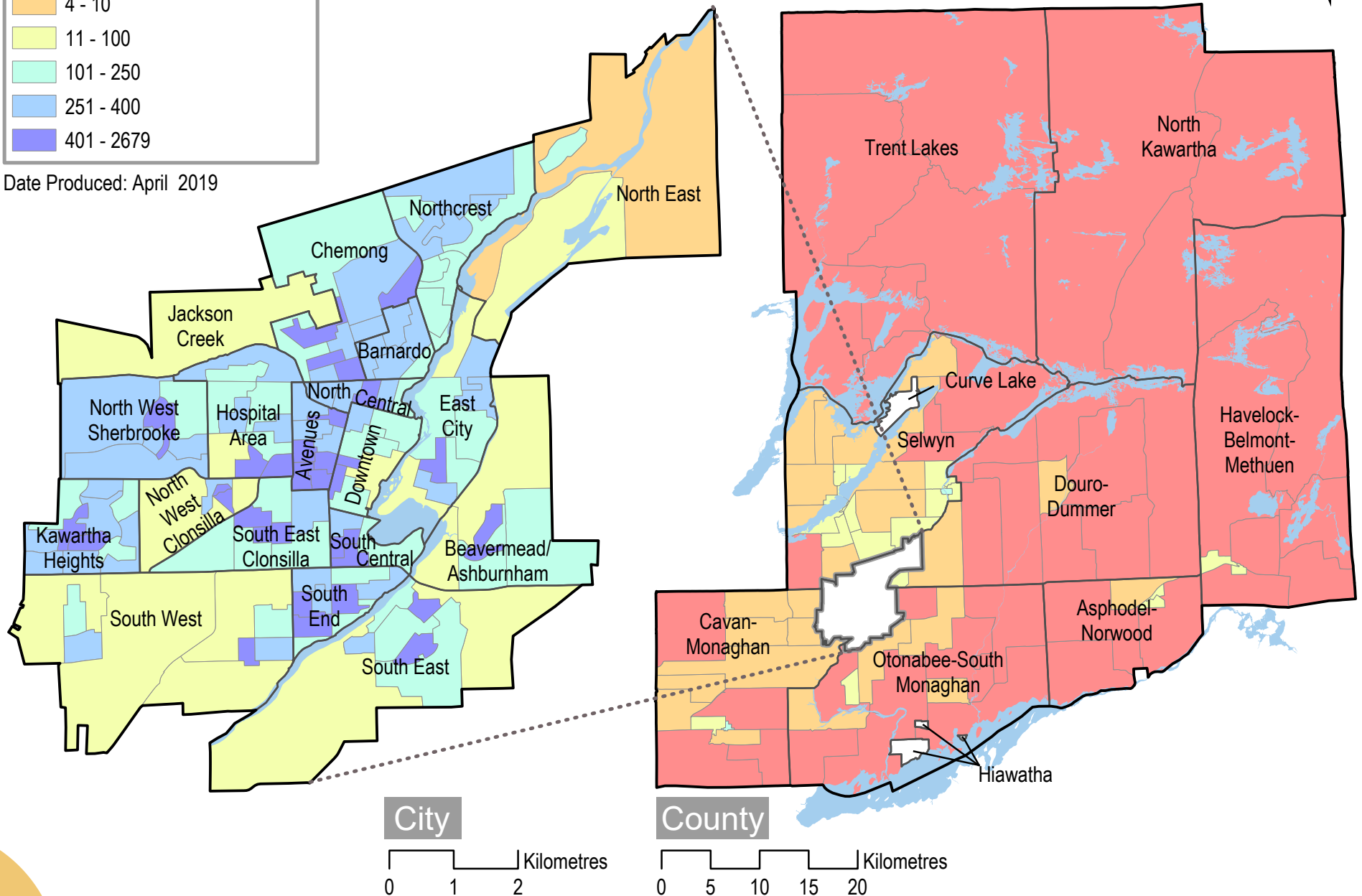
In conjunction with population maps, the SRI and EDI maps can be useful in planning for future services. Priority locations include areas or townships with high child density and high need as determined by the EDI or SRI values. In order to show our current system services, the location of all current EarlyON programs, schools, and child care programs have been added to the SRI map.

# Child Density in Peterborough City and County

Child Density (Age 0 - 12 per Sq. Km.)



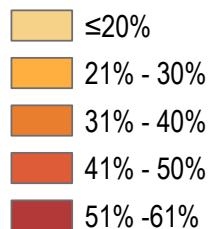
Date Produced: April 2019



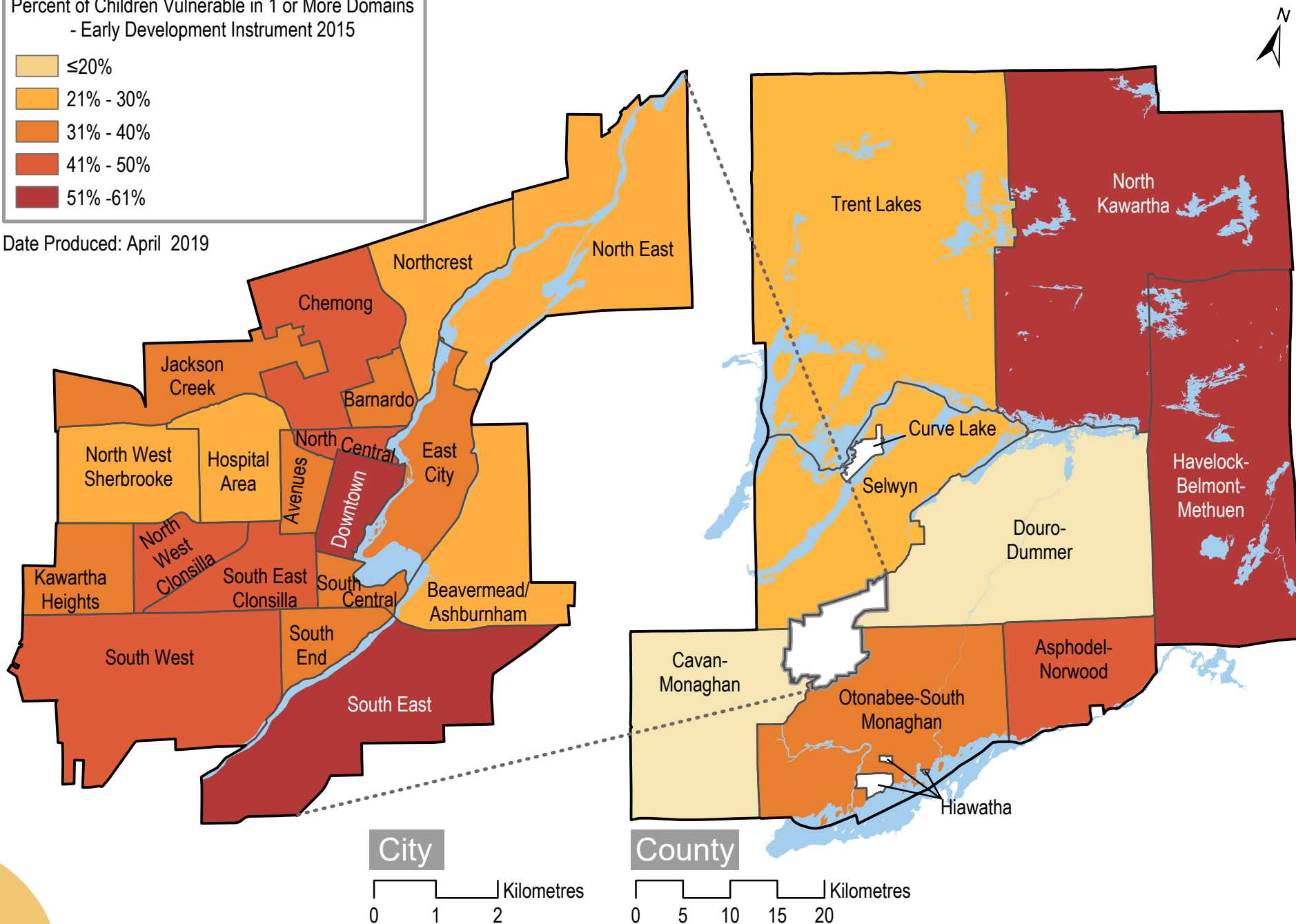


# Early Development Instrument 2015 (EDI) in Peterborough City and County

Percent of Children Vulnerable in 1 or More Domains  
- Early Development Instrument 2015

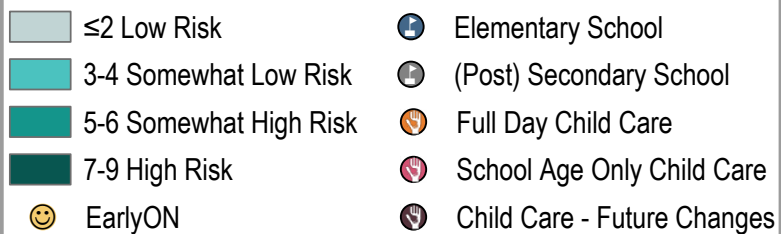


Date Produced: April 2019

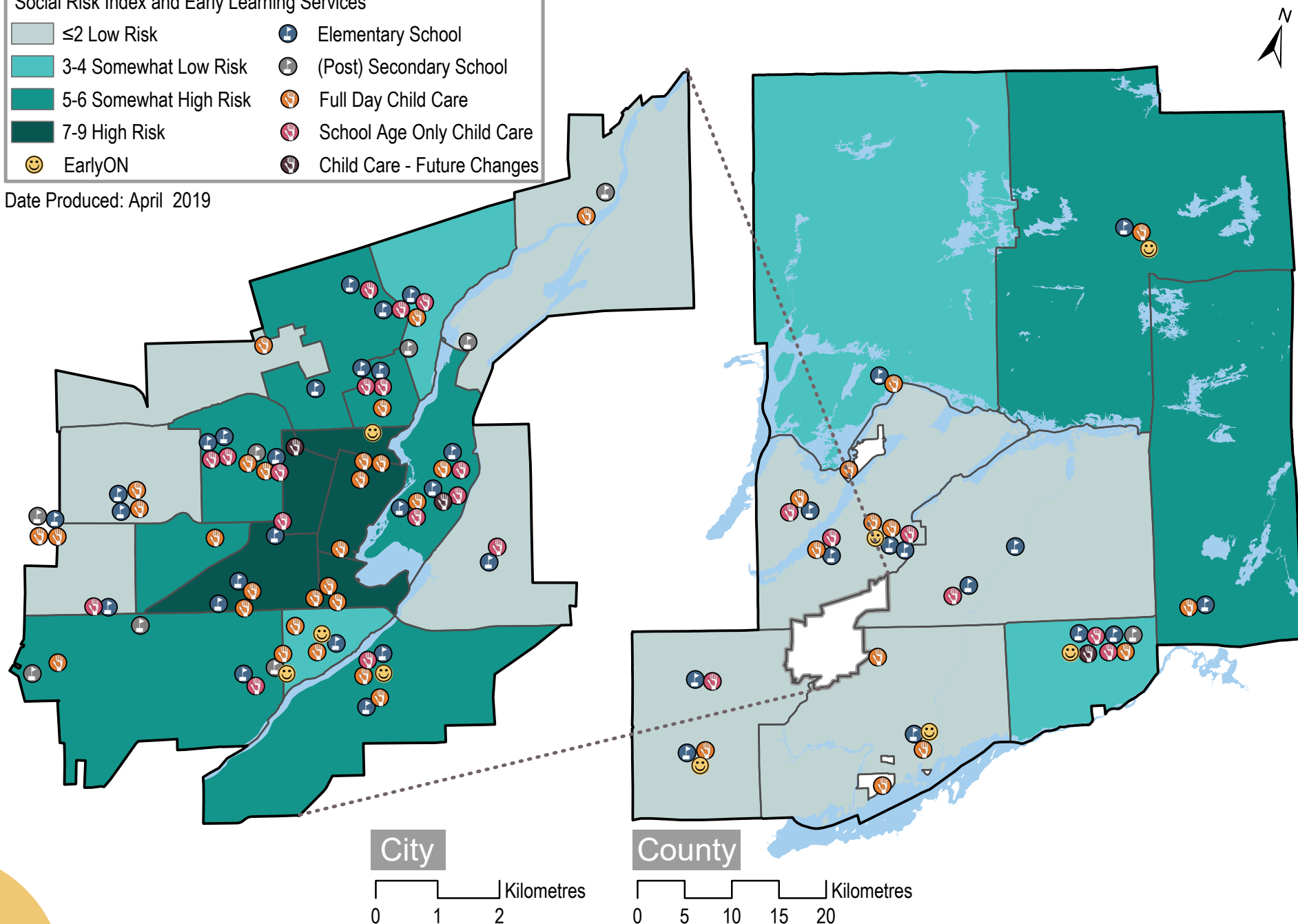


# Social Risk Index (SRI) and Early Learning Services in Peterborough City and County

## Social Risk Index and Early Learning Services



Date Produced: April 2019



# SYSTEM FUNDING AND BUDGET

Provincial



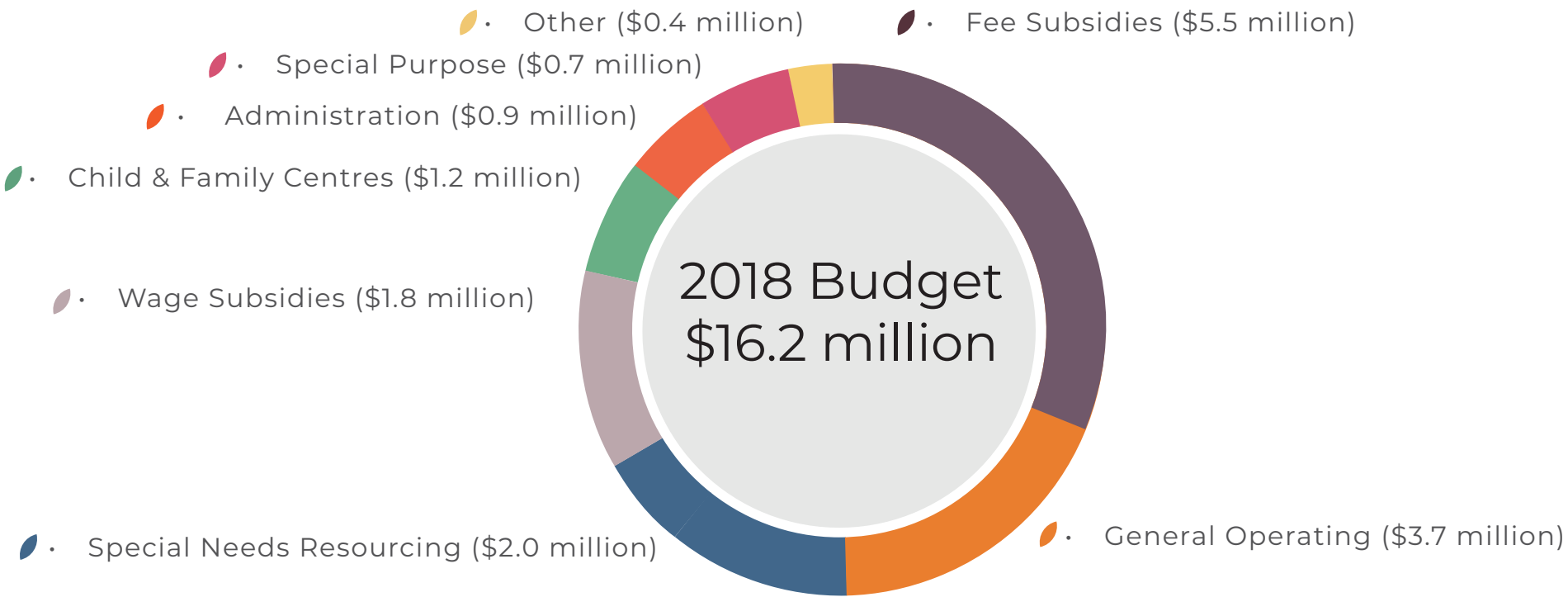
Municipal



Federal



## How we spend it<sup>9</sup>





# COMMUNITY ENGAGEMENT

The consultation plan was specifically designed to address gaps between already existing data and the priority areas deemed essential for future planning. Areas where additional input was required included:

- Children's voice, particularly school-age children
- Families not presently accessing the early years system
- Early learning professionals
- Families in receipt of fee subsidies
- Specialized strategies to understand diverse populations (i.e. Francophone, Indigenous, and New Canadians)

To inform the development of this plan we were able to engage a total of 3,153 people in our community. The feedback we received through the various engagement activities provided meaningful information to help us understand the system strengths, gaps, and opportunities. A few highlights from the Early Learning Parent Survey include:

- 43% had children in licensed care and 38% had children cared for by a family member in the last year
- The most common reason for not using licensed care was the cost
- Parents expressed that waitlists for centre-based care for children under 12 months of age was a particular concern

1589

Parent Surveys



808

Children engaged in activities



62

EYPN Partners



149

Early Learning Professionals Surveys

545

People engaged in EarlyON Needs Assessment



## Engaging Children

One of the biggest successes was our ability to engage 880 children in a wide variety of activities, including:


- Two back-to-school barbeques
- Keene Pumpkin Festival
- Peterborough Pulse
- School-age focus group
- Colouring contest

In the colouring contest, 44% of the children ranked outdoor play as the overall preferred activity with friends. The most commonly submitted outdoor activities were:

- 35% of children like unstructured outdoor play (i.e. monkey bars, bikes, fishing, and the zoo)
- 35% of children like outdoor organized sports (i.e. gymnastics, trampoline, lacrosse, and basketball)
- 18% of children like spending time with friends outdoors



Insights and input from our extensive community engagement led us to develop a clear plan around Four Key Themes:

 Sustainable Systems

 Funding

 Workforce Strategy

 Inclusive Programs and Services



## SUSTAINABLE SYSTEMS

A sustainable system-wide approach to our plan was identified as a top priority among the four over-arching themes that emerged from our work. Members of the EYPN focus group conveyed a strong desire for the CMSM to use a system-wide lens to establish sustainable priorities for the next five years. Areas identified to support the overall sustainability of our plan require collaborative solution-building across all stakeholder groups. The planning process provided an opportunity to recognize system strengths and reinforce the community's commitment to quality services and continuous improvement.

### What We Heard...

#### Parent Satisfaction Survey

**67%** of parents feel that since attending an early learning program, they are more aware of child and family programs, services, and resources available in their community.

**65%** of parents feel their early learning program has helped them to connect with other parents and families.

#### System Survey – Fees and Compensation

In 2018, the top three barriers to hiring and/or retaining child care staff include:

1. Finding quality RECEs
2. Finding enough RECEs and
3. Hiring supply staff

#### Early Learning Parent Survey

**51%** of parents state that child care is not affordable for their family.

#### Early Learning Professionals Survey:

- ELPs ranked creating a sustainable system for both professionals and families as their 4th most important priority
- Accessible services throughout the community that are all systematically aligned was ranked as the 6th most important priority

#### ELP and Focus Group Discussions:

- Strengthened approaches to better engage and serve children with special needs, Newcomer communities, Indigenous, and Francophone populations
- Improved system navigation and smooth transitions to school
- Increased parent choice and access through universal funding and a National Child Care policy

## Employment Data:

- Employment opportunities for the field of Early Childhood Education (ECE) have been increasing over time<sup>11</sup>
- 684 ECEs and Assistants were employed in our community in 2017<sup>12</sup>

## How We Can Respond:

- Develop a public education and communication strategy to increase family and provider awareness and connectivity across the system
- Implement strategies to fully understand the supply and demand for services and utilize existing spaces to create more options for families i.e. centralized registry for child care and attendance manager system for EarlyON
- Develop proactive funding and expansion strategies based on research and data to promote inclusivity and address changing needs and pressures
- Develop strategies to strengthen relationships, engagement, and planning to support the needs of Newcomer, Indigenous, and Francophone populations
- Enhance system-wide partnerships and collaboration to support effective resource sharing and smooth transitions to school for children and families
- Develop a system-wide workforce strategy that addresses recruitment, fair compensation, and professional development to support a stable workforce
- Collaborate with regional CMSMs and the Ontario Municipal Social Services Association (OMSSA) to develop strategies that support greater access and parental choice



## Planning Considerations

Priority areas identified to support the sustainability of the plan involve using data-based decision making and promoting a streamlined systems approach to planning and delivery. This includes engaging early years service providers in assessing and understanding real-time service utilization, and identifying service-to-need gaps by exploring the age groups served, geographic locations, and flexibility of service offerings i.e. days and hours. It is understood that staffing and scheduling of off hour programs in rural or underserved locations and populations will require unique and flexible strategies. Efforts to enhance and strengthen inclusivity and collaborative system-wide partnerships were also identified as critical to an improved overall early years and child care system. The partnerships and working groups created through the EYPN has positioned us well to maximize our collective strengths and diversity to address and implement the activities in this plan using a system-wide approach.



## FUNDING

Funding plays a critical role in supporting families to access services and helping service providers remain financially viable. Funding allows the CMSM to address system needs by providing funding for fee subsidies, staff wages, professional development, special needs resourcing, and system expansion in the not-for-profit sector. Historically, funding has limited the CMSMs ability to keep up with the changing needs. Due to limited funding, the existence of wait lists made it difficult for families to access care when needed and impacted service providers' ability to fill spaces and remain financially stable. The province's commitment to increasing access has helped to ease some of the existing pressures.

With the introduction of child care expansion funding in 2017 the CMSM has been focused on expanding access for children 0 - 4 years. Over the last two years this funding has created access to additional services.

219 new children with fee subsidies.

35 new children with SNR supports.

159 new licensed spaces, including 20 infant.

15 new children by reducing parent fees 50% in a rural child care program to make services more affordable.

846 infant and toddler aged children by providing a partial one-time refund of parent fees.

### What We Heard...

#### Fee Subsidy Survey

79% of parents felt the fee subsidy they received met their financial needs.

52% of parents felt the hours approved for subsidized child care were adequate.

94% of parents felt the time spent completing required documents and attending meetings was reasonable.

#### Early Learning Professionals Survey:

- Providing additional financial supports to families was ranked as the 2nd most important priority
- Increased funding for fee subsidy, staffing, and professional development was ranked as the 5th most important priority



### Early Learning Parent Survey:

- Parents stated that cost was the most common reason for not accessing licensed child care
- 51% of parents stated that licensed child care is not affordable for them



- 21% of parents surveyed are unaware of the fee subsidy program



### System Survey - Fees and Compensation

**42%** of child care providers accept children on sporadic schedules without charging the family for a full week of care.

**65%** of service providers pay RECEs a living wage of at least \$17.65 per hour.

**65%** of service providers offer extended health benefits for permanent staff.

### How We Can Respond:

- Allocate funding to improve access with a focus on creating more spaces for infants 0 - 18 months
- Streamline and simplify fee subsidy policies and practices to be more easily understood
- Increase funding to support children with special needs, especially for school-age children
- Review and revise financial and operational practices to support flexible and responsive high-quality services to meet the diverse needs of families
- Implement strategies to fully understand the supply and demand for services and utilize existing spaces to create more options for families
- Allocate operating funding to support the provision of high-quality programs and services and to meet the unique needs of underserved age groups, populations, and geographic locations



### Planning Considerations

We have made good progress in addressing some of our local challenges; however, stakeholders identified a range of opportunities to provide better support for families in our community. If more funding is available, it's important to spend it on the underserved areas, such as infant care, SNR for school-age children, and extending hours in child care. It was recognized that to leverage maximum benefit and to ensure the diverse needs of the community are met, we need to allocate funds to offer more services and create more age appropriate spaces to meet current demand. We must also proactively plan for future demands based on demographic, geographic, and social economic indicators. Building upon system-wide funding related strategies, our plan also includes activities that will assist service providers with the necessary tools, resources, and coaching supports to strengthen internal funding policies and practices.



## WORKFORCE STRATEGY

An experienced, stable, and well paid workforce is critical to the quality of programs and services in our community. ELPs bring a wealth of knowledge to their workplaces every day and play a key role in providing high-quality experiences for children. Another important element of high-quality programs is fair wages and job satisfaction for employees. Employers that pay fair wages and benefits, support ongoing professional development, and provide supportive work environments are better positioned to attract and retain qualified employees. Low wages often lead to higher staff turnover and fewer individuals attracted to work in the field. Historically, many child care programs have struggled to pay fair wages. With the implementation of Full-Day Kindergarten, programs have had trouble with staff retention and recruitment. Since 2013, many RECEs have left child care to work for school boards where wages and benefits are higher. The transition of RECEs out of licensed child care and into schools put significant strain on the scarce supply of RECEs in our community.

### What We Heard...

#### Parent Satisfaction Survey

**99%** of parents see positive interactions between educators and children.

**98%** of parents have positive interactions with educators.

**98%** of parents feel that educators are professional, patient, and caring.

“Staff are great; however, very busy and there is little time to connect on a daily basis and get a good report on how my child’s day was.”

*Parent Survey Comment*

#### System Survey - Fees and Compensation

**53%** of licensed child care staff in our community are RECEs, compared to 49% of Ontario licensed child care staff.




**77%** of organizations are having difficulty hiring and/or retaining RECE staff or home child care providers. This is a 12% increase from 2017.

**43%** of organizations provide financial support to further employee formal education.

**82%** of organizations have a professional development budget for staff.

Wages paid to RECEs range from \$14 - \$32 per hour.

### Early Learning Professionals Survey:

- ELPs ranked receiving fair and equitable compensation as their top priority
- ELPs ranked educator retention as their 3rd most important priority
- 55% of ELPs indicated there is not adequate staff coverage when they are sick or on vacation  

- 53% of ELPs do not feel their pay is fair or reflects the work they do  

- 89% of ELPs saw themselves as an important part of the early learning system  



### How We Can Respond:

- Adapt ECE curriculum to reflect the changing demands and required skills for early educator roles
- Create diverse professional development opportunities to help ELPs skills remain current with best practices
- Create foundational standards to support consistent delivery of high-quality programs across the system
- Provide additional coaching and mentoring for service providers to enhance the quality of programs
- Build paid staff planning time into child care programs to ensure programs reflect HDLH? and are inclusive for all children
- Strengthen operational recruitment and compensation policies and practices to support a stable workforce


### ELP and Focus Group Discussions

- Define and create foundational standards that support the consistent delivery of high-quality programs and services
- Provide support to strengthen recruitment and compensation practices

### Employment Data and Workforce Strategy

- 63% of the Peterborough working population are in Precarious or Vulnerable Employment<sup>13</sup>  


### Planning Considerations



Recent sector transformation and expansion has added staffing pressures and financial costs for service providers. The wage enhancement grant has helped support staff wages, but has not stabilized the workforce. Our partners identified many opportunities to create a workplace that attracts, retains, and develops a highly-skilled workforce. Ensuring a stable workforce is a shared responsibility that will take considerable time and effort. Children's Services will work with service providers to review financial policies and staffing models to support better recruitment and retention. Policies should ensure sufficient financial resources to support fair wages and staff development opportunities. Colleges play an important role in adapting curriculum to the changing demands and connecting graduates with employers. Investing in Quality initiatives can support quality and build capacity through mentoring and professional learning opportunities. ELPs can develop strategies to ensure programs are reflective of HDLH? and inclusive.



## INCLUSIVE PROGRAMS AND SERVICES

All children are unique and have a right to fully participate in early years and child care programs. Service providers are responsible for developing and implementing policies and practices that support the inclusion of all children and can respond to the needs of families. Since the implementation of HDLH?, providers have worked hard to develop programs that support a child's sense of belonging, well-being, engagement, and expression. A focus on each of these areas in all aspects of the program helps to ensure optimal learning and development for all children accessing services. HDLH? helps to address a consistent approach to program delivery across the system. Despite progress in this area, a number of barriers that limit access for families remain:

- Geographic location
- Flexible hours of operation and enrollment options
- High cost
- Cultural and physical barriers
- Lack of information about services
- Limited spaces and long wait lists
- Difficulty navigating a complex system of services

### What We Heard...

The impact of system-wide planning, streamlined funding, and an improved workforce strategy on program and service delivery is recognized. Some items listed below may have been referenced in previous themes. The items explored in this segment are from a more program-based perspective.

#### Parent Satisfaction Survey

Parents identified two strengths of full-day child care programs:

- Providing outdoor environments that encourage active play
- Making children's learning visible through useful and easy to understand documentation

**63%** of parents feel there are opportunities to become involved in their child's program.

#### Early Learning Parent Survey:

- Parents expressed concerns that child care waitlists are too long and they struggle to find centre-based care, especially for children under 12 months of age
- Parents want part-time and sporadic care options that support varied work and school schedules



### EarlyON Needs Assessment Survey:

- Parents attending EarlyON programs are very satisfied with current programs; however, they wanted more drop-in programs, extended hours, and varied program times

Top barriers that prevented families from visiting EarlyON programs were:

- 28% of families reported inconvenient program times
- 23% of families reported they were unaware of available programs and services

### Early Learning Professionals Survey:

- More supports for ELPs and families to help address chronic behaviour issues with preschool and school-age children
- Provide parents more opportunities to learn about the benefits of high-quality care and services for their children and how they can reinforce and transfer learning to home activities

### How We Can Respond:

- Improve electronic communication mechanisms to better connect with fee subsidy stakeholders
- Establish opportunities for service providers and partners to share best practices, explore, and learn from one another to support continuous improvement
- Establish collaborative case conferencing opportunities to connect families and children with the right services at the right time and support smooth transitions
- Provide more opportunities for parents to learn about the benefits of high-quality programs for their children and how they can reinforce and transfer learning to home activities
- Provide support for ELPs to improve physical health and well-being outcomes and opportunities for children
- Enhance programs to provide better support for children with disruptive behaviour in the classroom



### Planning Considerations

Actions associated with access and delivery of inclusive programs and services are related primarily to providing more of the programs offered through the current system. Planning and offering services in a proactive, thoughtful manner allows us to quickly respond and adapt to the diverse and changing needs of families. Maintaining a priority focus on serving families in need of financial support will require ongoing attention over the next five years. Promoting high-quality services through effective communication and engagement opportunities for parents can lead to increased awareness of the benefits of quality programs and help to transfer high-quality learning activities to the home environment. Finally, increased opportunities for collaborative case conferencing, shared learning, and service utilization tracking are seen to help enhance overall service capabilities.



# STRATEGIC DIRECTIONS AND ACTIONS

## FIVE YEAR STRATEGIC DIRECTION AND ACTION PLAN PRIORITIES

**Short Term**  
2019-2020



**Medium Term**  
2021-2022







**Long Term**  
2023-2024



**Ongoing**



### Over Arching Strategic Themes

-  Sustainable Systems
-  Funding
-  Workforce Strategy
-  Inclusive Programs and Services

### Our Framework Outcomes





- Accessible
- Affordable
- Responsive
- High-Quality




### Action Plan Monitoring and Structure

The five year Child Care and Early Years Action Plan summary presented in the following pages is organized by the four over-arching strategic themes that emerged from community engagement and feedback. Each over-arching strategic theme has a series of proposed activities specifically designed to improve one or more of the four associated framework outcomes. The outcome measure expected to help monitor our progress, along with designated lead partners and implementation timeline, are also identified. Items already underway or that will require effort beyond implementation are shown as 'ongoing'.






Children's Services staff and a community partner co-chair the EYPN working groups. Each working group will use the priorities outlined in this plan to guide their work over the next five years. Monitoring progress of the plan and achievement of established outcome measurables will be incorporated into a detailed action plan and milestone reporting structure.

## 1. SUSTAINABLE SYSTEMS

Outcome/ Goal	Proposed Activity	Measure	Lead	Time- Frame
<b>Accessible</b> <b>Responsive</b>	1. Implement strategies to fully understand the supply and demand for services and utilize existing spaces to create more options for for families (i.e. centralized registry for child care and attendance manager system for EarlyON).	% of childcare programs utilizing centralized registry  % of EarlyON programs utilizing system	CMSM System Planning	
<b>Responsive</b> <b>Accessible</b>	2. Enhance system-wide partnerships and collaboration to support effective resource sharing and smooth transitions to school for children and families.	# of service providers reporting enhanced resource sharing with school boards  # of families reporting positive home-to-school transitions for their children	CMSM School Boards  SNR Service Providers	
<b>Responsive</b>	3. Develop strategies to strengthen relationships, engagement, and planning to support the needs of Newcomer, Indigenous, and Francophone populations.	# of diversity partners at the EYPN  # of new collaborative initiatives with vulnerable populations	Diversity and Inclusion	
<b>Affordable</b> <b>Responsive</b> <b>Accessible</b>	4. Collaborate with regional CMSM's and the Ontario Municipal Social Services Association (OMSSA) to develop strategies that support greater access and parental choice.	# of collaboration or advocacy opportunities (i.e. CMSM regional meetings, OMSSA conferences, community responses to the Ministry)	CMSM	




Outcome/ Goal	Proposed Activity	Measure	Lead	Time- Frame
<b>High-Quality</b> <b>Accessible</b> <b>Responsive</b>	5. Develop a public education and communication strategy to increase family and provider awareness and connectivity across the system.	Development of a system-wide education and communication plan % of action items from education and communication plan completed	CMSM System Planning	
<b>Accessible</b> <b>Responsive</b>	6. Develop proactive funding and expansion strategies based on research and data to promote inclusivity and address changing needs and pressures.	Development of funding and expansion strategies Knowledge Mobilization to develop and implement a Knowledge Mobilization life-cycle for data % reduction in gap between child care service capacity and utilization/ operational Consistent definitions created	CMSM System Planning  Knowledge Mobilization	
<b>High-Quality</b>	7. Develop a system-wide workforce strategy that addresses recruitment, retention, fair compensation, and professional development to support a stable workforce.	Strategy created at a system level Increased length of time for staff to remain in EY system % of agencies that have completed a review % increase of RECE as a function of total educators % decrease of service providers having difficulty hiring or retaining staff	CMSM School Boards  Colleges IIQ  Service Providers	




## 2. FUNDING

Outcome	Proposed Activity	Measure	Lead	Time-Frame
<b>Affordable Responsive</b>	8. Review and revise financial and operational practices to support flexible and responsive high-quality services to meet the diverse needs of families.	% of agencies that have reviewed relevant financial and operational policies	Service Providers	
<b>Accessible</b>	9. Allocate Capital funding to improve access with a focus on creating more spaces for infants 0 - 18 months.	% increase in funding for infant spaces	CMSM	
<b>Responsive</b>	10. Increase funding to support children with special needs, especially for school-age children.	% increase in funding for SNR	CMSM SNR	
<b>Responsive</b>	11. Increase operating funding to support the provision of high-quality programs and services and to meet the unique needs of underserved age groups, populations, and geographic locations.	# of new infant spaces created # of new spaces/programs created in underserved communities and populations	CMSM Service Providers	
<b>Affordable Responsive</b>	12. Streamline and simplify fee subsidy policies and practices to be more easily understood.	% of operators report process improvement related to fee subsidy # of policies and practices streamlined	CMSM	









### 3. WORKFORCE STRATEGY

Outcome	Proposed Activity	Measure	Lead	Time-Frame
High-Quality	13. Create foundational standards to support the consistent delivery of high-quality programs across the system.	Foundational standards developed % of agencies that demonstrate implementation of standards	IIQ Service Providers	
High-Quality	14. Provide additional coaching and mentoring supports for service providers to enhance the quality of programs.	# of QC mentoring visits # of RC mentoring visits % of agencies participating in mentor visits % of agencies developing action plans % of agencies achieving goals on action plans	IIQ SNR Service Providers	
High-Quality	15. Strengthen operational recruitment and compensation policies and practices to support a stable workforce.	% of agencies that have completed review # of years of service by staff at a specific agency	CMSM Service Providers	

Outcome	Proposed Activity	Measure	Lead	Time-Frame
<b>Responsive High-Quality</b>	16. Adapt the ECE curriculum to reflect the changing demands and required skills for the early educator roles.	# of service providers actively engaged on the Colleges Program Advisory Committee	CMSM Colleges Service Providers	
<b>Responsive High-Quality</b>	17. Develop a diverse range of professional development opportunities that help ELPs to remain current with skills and best practices.	IIQ to provide measure of diversity of PD - # of different opportunities by age group, staff role and selection of topics	IIQ CMSM	
<b>Responsive</b>	18. Build paid staff planning time into child care programs to ensure programs reflect HDLH? and are inclusive for all children.	Increase average amount of dedicated staff planning time per educator per week	Child Care Service Providers	

## 4. INCLUSIVE PROGRAMS AND SERVICES

Outcome	Proposed Activity	Measure	Lead	Time-Frame
<b>Accessible</b>	19. Improve electronic communication mechanisms to better connect with fee subsidy stakeholders.	Parent improved satisfaction regarding communications % of agencies using e-communications	CMSM Child Care Service Providers	
<b>High-Quality Responsive</b>	20. Establish collaborative case conferencing opportunities to help families get the right services at the right time and to support smooth transitions for children and families.	# % increase in staff & parents involved in case conferences	SNR School Boards Service Providers	
<b>High-Quality</b>	21. Establish opportunities for service providers and partners to share best practices, explore, and learn from one another to support continuous improvement (CoP).	# of CoP opportunities # of staff involved in CoPs	SNR School Boards Service Providers IIQ	

Outcome	Proposed Activity	Measure	Lead	Time-Frame
<b>Responsive</b> <b>High-Quality</b>	22. Provide more opportunities for parents to learn about the benefits of high-quality programs for their children and how they can reinforce and transfer learning to home activities.	Increased opportunities for parent to become involved in program Increased use of ideas and activities at home that families learned from their program # of opportunities provided for parents to learn about the benefits of high quality programs	Family Engagement	
<b>Responsive</b> <b>High-Quality</b>	23. Provide support for ELPs to improve physical health and well-being outcomes and opportunities for children.	# of PD offered on this topic	IIQ Knowledge Mobilization Service Providers	
<b>Responsive</b> <b>High-Quality</b>	24. Enhance programs to provide better support for children with disruptive behaviour in the classroom.	# of PD offered on this topic	IIQ SNR Service Providers	



# ENDNOTES

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1. Alexander, C., Beckman, K., Macdonald, A., Renner, C., & Stewart, M. (2017). Ready for life: A socio-economic analysis of early childhood education and care. The Conference Board of Canada.
2. Calman, R.C., & Crawford, P.J. (2013). Starting early: Teaching learning and assessment. Linking early-childhood development with academic outcomes – a detailed look. Education Quality and Accountability Office.
3. How Does Learning Happen?: Ontario's pedagogy for child care and early years. (2014). Ministry of Education.
4. Nogojiwanong Friendship Centre in Peterborough (NOGO) offers a Child and Family program similar to EarlyON programs. For simplicity, this centre is labelled as an EarlyON program on our early learning services map on page 22.
5. Special Needs Resource Program Review (November 2016) and Recommendations (January 2018).
6. Stuart Shanker. (2013). Calm, Alert and Learning: Classroom Strategies for Self-Regulation. Toronto: Pearson Education Canada.
7. Early Development Instrument (2015).
8. Kindergarten Parent Survey (2018).
9. Budget Details (2018):
  - General Operating = General Operating Grant and Home Child Care Base Funding
  - Wage Subsidies = Wage Enhancement and Fee Stabilization
  - Special Purpose = Repairs & Maintenance, Play-Based, Capacity Building, Transformation, and Small Water Works
  - Other = Pay Equity and Community-Based Capital
10. Engagement Data Summary:
  - Parent Surveys = 444 surveys from events and 1145 child care and EarlyON parent satisfaction surveys
  - Early Learning Professionals = 149 on-line surveys
  - Children = 624 children engaged in activities and 184 drawings submitted
  - EYPN Partners = 52 focus group participants and 10 one-on-one interviews
  - EarlyON Child and Family Centres = 545 parents and professionals engaged in EarlyON needs assessment
11. Ministry of Education Annual Report – Licensed Child Care Data Profile (2018).
12. Workforce Development Board Personal Communication (2018).
13. Precarious Employment Research Initiative (PERI) Peterborough Dataset. (2018).  
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Ontario Child Care Service Management and Funding Guideline. (2018). Ministry of Education.

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This report and supporting documents, including surveys used in our engagement, can be found at [www.peterborough.ca/earlylearning](http://www.peterborough.ca/earlylearning)

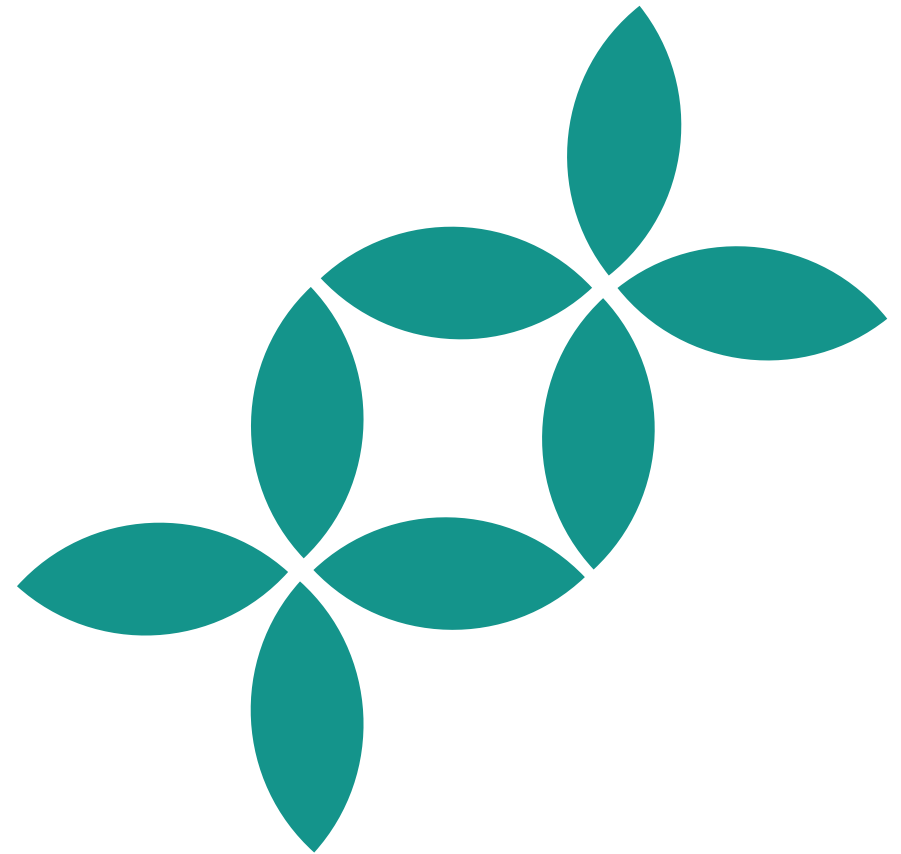


# APPENDICES

APPENDIX A - ACRONYMS AND  
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## ACRONYMS AND DEFINITIONS

Acronym	Name	Definition
<b>CCEYA</b>	Child Care and Early Years Act, 2014	Legislation that governs child care and early years services in Ontario.
<b>CMSM</b>	Consolidated Municipal Service Manager	Children's Services is responsible for planning and managing early years programs and licensed child care for the City and County of Peterborough.
<b>CoP</b>	Communities of Practice	A reflective professional development practice that provides opportunities to explore best practices and assess ones' thoughts and actions for the purpose of individual and group learning and competency building.
<b>EarlyON</b>	EarlyON Child and Family Centre	Provides services and supports for children aged 0 - 6 and their families.
<b>ECE</b>	Early Childhood Education	Formal post secondary education program designed to teach students how to help young children develop their physical, social, and intellectual skills, their self-confidence and imagination.
<b>EDI</b>	Early Development Instrument	The Early Development Instrument is a population measurement of child developmental health that looks at readiness to learn in school.
<b>EDU</b>	Ministry of Education	The provincial ministry that delivers early years, child care and publicly funded education from kindergarten to Grade 12 in the province of Ontario.
<b>EFIS</b>	Education Finance Information System	Centralized web based database for data entry, grant calculation, reporting and workflow management within the Ministry of Education. This database is used by the CMSM to report all expenditures and service data for ministry funding.



Acronym	Name	Definition
<b>ELP</b>	Early Learning Professionals	All individuals working in licensed child care centres and EarlyON programs. This includes supervisors, RECE, non-RECE, dietary staff, and home visitors.
<b>ELS</b>	Early Learning System	All licensed child care centres, licensed home child care, EarlyON programs and community partners providing services for children 0 - 12 years.
<b>EY</b>	Early Years	Represents the period of growth from 0 - 12 years of age.
<b>EYPN</b>	Early Years Planning Network	The EYPN was established in 2017 to provide a formal structure for system-wide community planning for the City and County of Peterborough.
<b>French Language</b>	Official French Language Statistic	In this report, a person who speaks French is someone who indicated they spoke French as one of their first official languages in the 2016 Census.
<b>GOG</b>	General Operating Grant	General operating grants, implemented in 2013, help licensed child care operators who have an agreement with the City off-set a variety of operating costs.
<b>HDLH?</b>	How Does Learning Happen?	Ontario's pedagogy for the early years is a professional learning resource guide introduced in 2014. It is also about learning through relationships for those working with children and families. It is intended to support curriculum and program development in early years programs.
<b>HRDC</b>	Human Resources Development Canada	One of two departments (Department of Social Development) that were Re-amalgamated in 2006 and renamed Human Resources and Skills Development Canada.
<b>IIQ</b>	Investing in Quality	Collaborative partnership in Peterborough to support the provision of high quality care for all children.
<b>KPRDSB</b>	Kawartha Pine Ridge District School Board	Public School Board for the City and County of Peterborough.
<b>KPS</b>	Kindergarten Parent Survey	The Kindergarten Parent Survey looks at the early learning environments that children experience.

Acronym	Name	Definition
<b>NOGO</b>	Nogojiwanong Friendship Centre	The Nogojiwanong Friendship Centre in Peterborough provides child and family programs for Indigenous families living off reserve.
<b>OMSSA</b>	Ontario Municipal Social Services Association	The Ontario Municipal Social Services Association is a non-profit association that advocates on behalf of its members (CMSMs) and District Social Services Administration Boards (DSSABs) across Ontario and supports them to achieve their collective mission of delivering the best human services outcomes for Ontario's communities.
<b>PD</b>	Professional Development	In practice, professional development for EYP encompasses broad range of topics and formats that offer specialized training, formal education, or advanced professional learning, competencies or maintain professional credentials.
<b>PVNCCDSB</b>	Peterborough, Victoria, Northumberland and Clarington Catholic District School Board	Catholic School Board for the City and County of Peterborough.
<b>QC</b>	Quality Coordinator	Investing in Quality staff supporting collaborative investing in quality initiative.
<b>RC</b>	Resource Consultant	Special Needs Resource staff.
<b>RECE</b>	Registered Early Childhood Educator	ECE registered with the College of Early Childhood Educators.
<b>SA</b>	School Age	Programs offered before and after school for school age children.
<b>SNR</b>	Special Needs Resourcing	Service provided by Five Counties Children's Centre.
<b>SRI</b>	Social Risk Index	The SRI was developed by Human Resources Development Canada (HRDC, 2003) as a tool for providing a general picture of potential risks in communities.
<b>The Plan</b>	The Early Years and Child Care Five Year Plan	The Early Years and Child Care Five Year Plan (2019-2024) for the City and County of Peterborough.





## COMMUNITY ENGAGEMENT STAKEHOLDERS AND PARTNERS

### Child Care and EarlyON Service Partners

- All Seasons Learning Center
- Buckhorn Nursery School
- Centre Educatif Les Petits Curieux
- Compass Early Learning and Care Inc.
- Compass Early Learning and Care - Home Child Care
- Children's Montessori School
- Happy Times Daycare
- Hiawatha First Nation Child Care Centre
- Hucklebug Child Care Centre
- Kinderschools
- Lakefield Co-op Nursery School
- Learning Circle Child Development Centre
- Northern Lights Child Care Centre
- Northview Day Care
- Nursery Two Child Care Inc.
- O'shkiigmong Early Learning Centre - Curve Lake First Nation
- Old Millbrook School Family Centre
- Pearson Child Care Centre
- Peterborough Child Care Centre
- Peterborough Child and Family Centres
- St Catherines Child Care Centre
- St Patricks Child Care Centre
- Strath-MacLean Child Care Centre
- Sunshine Daycare Centre
- The Boys and Girls Club of Kawartha Lakes
- Trent Child Care Inc
- Wee Watch Private Home Day Care
- YMCA Child Care

### Community Partners

- Conseil scolaire catholique MonAvenir - Ecole Monseigneur-Jamot
- Five Counties Children's Centre
- Fleming College
- Investing in Quality Peterborough
- Kawartha-Haliburton Children's Aid Society
- Kawartha Pine Ridge District School Board
- Kinark Child & Family Services
- New Canadians Centre
- Nogojiwanong Friendship Centre
- Peterborough Public Health
- Peterborough, Victoria, Northumberland and Clarington Catholic District School Board
- Trent University - Tracks Program

# EARLY YEARS PLANNING NETWORK AND WORKING GROUPS

## **Peterborough Early Years Planning Network (EYPN)**

Established in 2017 to leverage collaborative community partnerships and collaboration to manage significant transformation and modernization initiatives. Since its inception, the EYPN has worked with service providers and community stakeholders (outlined in Appendix A) to achieve better overall outcomes for children and families in our community through a variety of targeted working groups.

## **CMSM System Planning**

To provide recommendations to the Consolidated Municipal Service Manager (CMSM) based on current legislation, local data, and service priorities that will assist in managing and supporting a coordinated and integrated system for the Child Care and Early Years programs in the City and County of Peterborough.

## **Diversity and Inclusion**

To broaden community awareness, knowledge, and respect for diverse community populations that will positively advance equity, diversity, and inclusion while recognizing the systematic inequality and barriers that currently exist. To collaborate, co-ordinate, and consult with the community on direct issues related to early learning and care from an inclusion, diversity, and equity perspective. To promote research, guidelines, and supports for best practice that will foster and nurture equity, diversity, and inclusion as foundational pillars to quality service delivery in our early learning community.

## **Family Engagement**

To promote family engagement through collaborative planning and implementation of strategies across the Child Care and Early Years System in the City and County of Peterborough.

## **Investing in Quality**

To champion professional learning that influences best practice with a focus on learning through mentorship. To facilitate meaningful measurement for quality improvements that reflect community needs. To ensure inclusive engagement from our diverse community in planning, management, and delivery of responsive early learning programs, services, and supports for children, families, and educators. To build capacity in our early years workforce through advocacy and collaborative communities of practice.

## **Knowledge Mobilization**

To coordinate, support, and advise on research, evaluation and data management activities relating to early childhood development and early years services. To establish methods and best practices that can help to effectively disseminate early-years-specific data and information to community partners and the public across the City and County of Peterborough.



## Children's Art Contest Winners

Griffin, Age 5



Emma, Age 11



## Runner's Up



Sophea, Age 9



Hannah, Age 6



Juliette, Age 7



Maren, Age 6