

2019 – 2023

## Early Years Service System Plan



Prepared by Community Development,  
Children Services Section, City of Greater Sudbury

**Report Date:** November 2019





The Early Years Service System Plan (System Plan) is an important tool that guides the planning and management of services for children and families in Greater Sudbury. With input from many key stakeholders, the Early Years Service System Plan tells the story of the early years system in Greater Sudbury –

**how it has changed, where it is now, and where we plan to take it.**



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# INTRODUCTION

A message from the Director of Children and Social Services, and the Manager of Children Services

**On behalf of the City of Greater Sudbury Children Services Section, we are proud to share the new Early Years Service System Plan for 2019-2023. This System Plan is an important tool that guides the planning and management of services for children and families in Greater Sudbury.**

With input from many key stakeholders, the Early Years Service System Plan tells the story of the early years system in Greater Sudbury – how it has changed, where it is now, and where we plan to take it. Here, we lay out concrete goals, outcomes, strategies and actions that will help support the well-being of children, families and communities as we move forward together.

In Greater Sudbury, we have a history of system planning that dates back to our first Council-approved Child Care Plan in 2000. This practice has benefitted the early years system in many ways. Each new System Plan gives us the opportunity to connect with our partners, review our achievements, respond to changes, and set ambitious new goals for the sector.

The new provincial Child Care and Early Years Act 2014, requires that all Consolidated Municipal Service Managers develop a 5-year Child and Family System. The early years system has recently undergone changes in terms of the way services are governed, delivered, and monitored. While it has not always been easy to adapt to change, the overall result will be a stronger system of programs, services and supports for families.

The System Plan is organized around four (4) community goals. Our shared commitment to children and families motivates us to build a system of services for children and families that is: (1) Accessible, (2) Responsive, (3) Affordable, and (4) High-Quality. To meet these goals we have identified 18 outcomes and developed 40 strategies that we will work together over the next five years to achieve.

This System Plan was developed through broad engagement and consultation with many diverse stakeholders and community partners. We would like to thank the many individuals, families, service providers, community agencies, and City divisions who contributed their time and input. Your valuable ideas and insights helped to create a relevant and dynamic System Plan that will keep us connected and accountable to the community for the next five years.

**Monique Poirier**  
Manager of Children Services

**Tyler Campbell**  
Director, Children and Social Services



# SECTION 1: SYSTEM PLANNING

**The Child Care and Early Years Act , 2014 requires Consolidated Municipal Service Managers to submit a Service System Plan at least once every five years.**

**The Plan:**

- Must include measurable outcomes and plans for the delivery of mandated child care and EarlyON services
- Must be developed in consultation with stakeholders



# BENEFITS TO INVESTING IN AND PLANNING FOR EARLY YEARS

**The provincial government has recognized that while overarching funding and policy direction for the early years system can and should happen at the provincial level, local communities have varying needs, challenges, strengths, and priorities for children and families.**

System planning at the municipal level gives local communities the opportunity to build a system to respond to their community's priorities and to leverage local strengths and opportunities.

When communities support children and families, they provide them with tools and opportunities to fully participate in social and public life. High quality, inclusive services reduce systemic inequities by supporting children and families who face more complex challenges. While high-quality programs benefit all children, a large body of evidence shows that children who are vulnerable due low income and other factors benefit the most from high-quality early years programs.

***“Positive experiences create strength, confidence and resiliency in children for life.”***  
[Harvard Center on the Developing Child, “The Science of Resilience” (InBrief) (2015), accessed May 5, 2017, <http://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/>]

***“Ongoing negative experiences in their early years can lead to longer-term difficulties, and the need for costly interventions later on in life.”***  
[Harvard Center on the Developing Child, “The Impact of Early Adversity on Children's Development” (InBrief) (2007), accessed May 5, 2017, <http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/>]

For francophone families, high-quality, French-language, culturally-appropriate early years services are vital for promoting language development and helping them support their children's francophone identity.

For newcomer families, child care may be the first social institution that they access, and is a necessary support for securing employment and accessing other services. Family support programs help newcomers to build social networks and learn about their new community.

For Indigenous families, child care, early learning and family support programs help them support their children's identity and development in culturally appropriate ways.

Providing high-quality support for children and families is critical to effective community building. Evidence shows that investing in services for children and families helps to achieve many social, developmental, and economic goals.

Ontario's Renewed Early Years and Child Care Policy Framework (published by the Ministry of Education in 2017) summarized recent research and experiences to explain the importance of investing in a high-quality system of services for young children.

***“Having affordable, high-quality early years options gives parents more employment opportunities, while giving employers access to a more diverse workforce. In addition, accessible and affordable child care options support the economic empowerment of women, who currently drop out of the workforce in disproportionate numbers to care for children. Child care also allows more parents to pursue a diverse range of postsecondary education and training opportunities to support their economic and social goals. This also helps close the wage gap between male and female earners and reduces poverty. These are some of the many reasons why it is so important to provide young children with the best possible start in life. Money spent on early childhood education is not just money well spent – it is an investment for a better future for everyone.”***

[Ontario's Renewed Early Years and Child Care Policy Framework, 2017, Government of Ontario, Ministry of Education, [http://www.edu.gov.on.ca/childcare/renewed\\_early\\_years\\_child\\_care\\_policy\\_framework\\_en.pdf](http://www.edu.gov.on.ca/childcare/renewed_early_years_child_care_policy_framework_en.pdf) - Page 11]

An effective early years system means that children have positive childhood experiences now, and develop into healthy youth and adults in the future.





**In Greater Sudbury the early years system includes a range of services offered by many partners:**

- 19 Early Learning agencies operating 74 child care centres, 16 licensed family homes and 55 EarlyON Child and Family Centres and outreach sites.
- Four school boards offering more than 50 full-day kindergarten programs.
- Two community colleges with Early Childhood Education programs, who along with the City and other agencies, provide professional learning opportunities for Early Years professionals.
- Supports such as the Child Care Subsidy Program, Healthy Babies Healthy Children, parenting programs, and food and security programs.
- Specialized services for children with special needs, like the Child Care Inclusion Support Program, Preschool Speech and Language, the Infant and Child Development and Children's Mental Health programs.
- Indigenous and francophone cultural agencies.

Since 1999, the City of Greater Sudbury's Children Services Section has been working together with partners, through the Planning Network for Sudbury Families (PNSF), the Community Early Learning Leadership Committee (CELL) and other groups, to build a system that will most effectively serve Greater Sudbury's children and families.

While the Children Services Section is ultimately responsible for the delivery of a high-quality early years system, it can only happen in partnership with the PNSF and CELL, which represent over 45 organizations serving children and families.

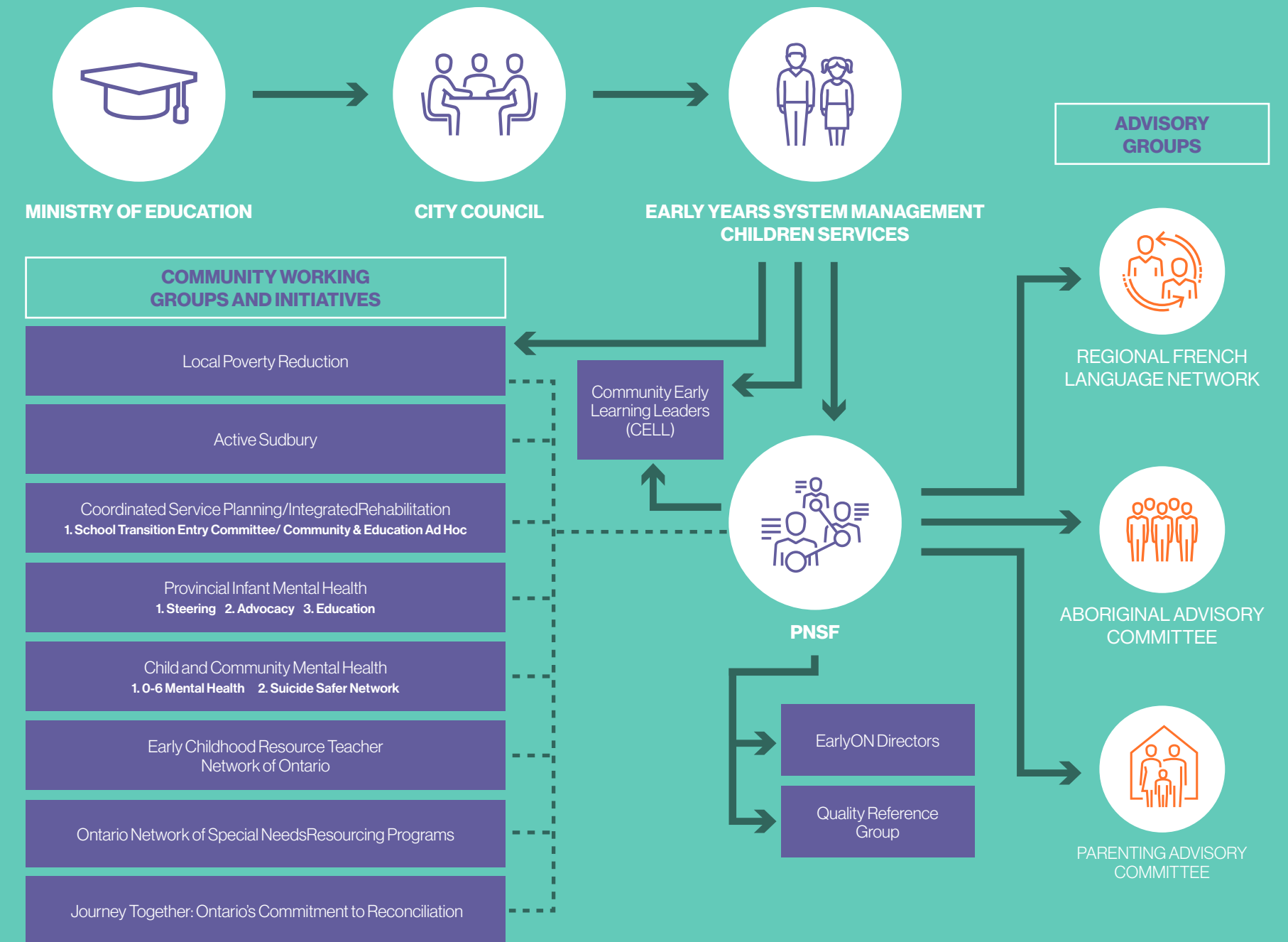
**In partnership with Greater Sudbury, these two networks also coordinate and/or support the efforts of the following committees:**

- Quality Reference Group
- EarlyON Directors
- Aboriginal Advisory Committee
- Regional French Language Network
- Parenting Advisory Committee

Each of these committees includes representation from a range of different services and supports for children and their families. Within each committee, there is work to be done to integrate and build partnerships across these different services.

Together with Greater Sudbury, the PNSF and CELL work collaboratively to meet community goals, implement community plans and promote positive outcomes for children and families.

**This diagram depicts the interconnected parts that comprise the early years system.**







# SYSTEM PLANNING: ROLES

The Children Services Section plans, supports, and delivers early learning and child care programming and supports in partnership with many community agencies and groups.

**System Planning is a community responsibility with the following groups participating in key roles in the process:**

## Expansion and System Planning (ESP) Working Group

The City of Greater Sudbury Expansion and System Planning (ESP) Working Group was formed in 2017 to guide the 2018 child care expansion and support the development of the System Plan.

The ESP is a representative group of executive directors and managers of local child care and early learning agencies which worked on behalf of all partner agencies to provide ongoing input and direction to the Children Services Section in developing the Early Years Service System Plan.

## Planning Network for Sudbury Families

The Planning Network for Sudbury Families (PNSF) is mandated by the Ministry of Education and serves as the Early Years community planning table to facilitate collaborative program planning, foster partnerships, and enhance public awareness of early years programs and initiatives. Its scope of planning includes a full continuum of services and supports for children aged 0 – 12 years and their families.

The Network includes representation from child care, EarlyON Child and Family Centres, special needs resourcing supports, full day kindergarten, public health, children's mental health, child protection, preschool speech and language, autism services, indigenous and francophone services.

PNSF recently completed a Strategic Plan for its work in collaborative planning for the broader Children's Services sector. The activities of this plan have been incorporated into the Early Years Service System Plan as appropriate.

## City of Greater Sudbury Council

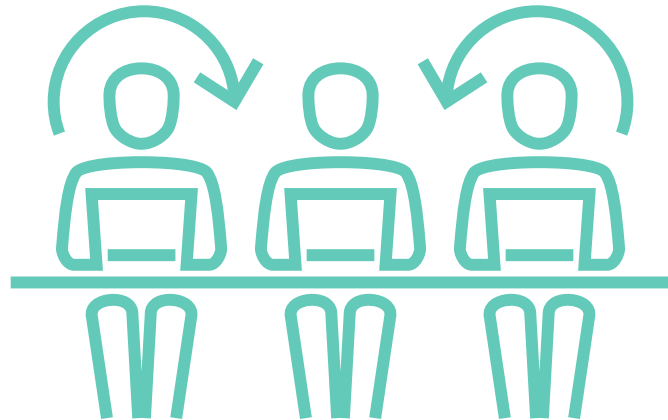
The City of Greater Sudbury Council has responsibility to provide final approval for the plan.



# SYSTEM PLANNING: COMMITMENT & PRINCIPLES

**Partners have committed to working together to support the development of an Early Years Service System Plan for an efficient, inclusive, high-quality early years system that includes:**

- Equitable distribution of Early Years programming across Greater Sudbury's geographic and cultural communities.
- Stable, healthy child care organizations and services.
- Improved employment conditions for early years professionals.
- A consistent and responsive approach to funding.
- Improved reporting and accountability measures.
- A process to assist all children to access appropriate early years services.
- Skilled staff, including Registered Early Childhood Educators in all licensed programs.



## Guiding Principles

The principles which were used to develop the Service System Plan include:

- **A system approach:** All partners need to commit to put the best interest of the system ahead of agency or organizational interests.
- **Family-Centred approach:** Our system needs to put the needs of the child and family at the centre.
- **Efficiency:** Our system needs to maximize all resources (human and financial).
- **Responsiveness:** Our system needs to be able to respond to a changing environment (demographics, funding, legislation etc.).
- **Predictability:** Our system needs to allow partners to confidently plan with a reasonable degree of confidence.
- **Transparency:** The planning group will operate and make decisions in a transparent and equitable manner.
- **Quality:** Our system needs to measure, support, promote and reward high-quality child care.
- **Respect:** Our system needs to ensure that all partners are treated with fairness and respect.
- **Accountability:** Our system needs to measure and share the results of its work.
- **Evidence Informed:** Our system needs to make decisions based on evidence.
- **Stability:** Changes to our system must include mitigation strategies, to help families, agencies and programs deal with changes successfully.
- **Professionalism:** Our system needs to support and promote continuous improvement and development of professionals in the early years system.

By listening to what stakeholders had to say, we gained a deeper understanding of different stakeholders' experiences and perspectives.



## COMMUNITY CONSULTATION & STAKEHOLDER ENGAGEMENT

The System Plan is driven by community voices. The early years system is made up of a diverse group of stakeholders – the children and families who use services, the organizations that provide those services, and the decision makers and community partners who plan them.

**We know that to build a cohesive and effective system, we need to work together.**

Children Services Section undertook a series of consultations and conversations to engage stakeholders in the system planning process. Staff worked with stakeholders who represented the diversity of families and partners in the service system, and designed engagement opportunities for each unique group. Engagement methods included focus groups; online surveys; interviews; and community meetings.

**Over 1,000 individuals participated, including:**

- Parents and caregivers
- Planning Network for Sudbury Families partners
- Child care service providers
- French-language service providers
- Family Support practitioners
- Greater Sudbury Children Services Section staff
- City Divisions
- School boards

By listening to what stakeholders had to say, we gained a deeper understanding of different stakeholders' experiences and perspectives. We heard about what is working within the existing system, as well as the barriers, and challenges faced by different stakeholders.

Based on these community voices, we have produced a vision for an accessible, responsive, and resilient early years system. Children Services Section combined this community vision with research and data analysis to develop a comprehensive System Plan that will carry us forward for the next five years.

**A summary of what we heard from stakeholders is provided in Section 3.**



The System Plan includes outcomes and strategies for the larger early years system as well as the direct services that the province of Ontario funds the Children Services Section to provide.

Children Services Section is ultimately responsible for ensuring the success of all community strategies in the System Plan, but has particular responsibility for ensuring the efficient and effective delivery of the services and programs for which it receives funding from the Province.

### Children Services Section Vision

A healthy community that offers a high-quality early years system for all children and families.

### Children Services Section Mandate

Children Services Section receives funding from the Ministry of Education (along with small cost sharing from the Municipality) to work with licensed child care and early learning agencies to ensure that adequate levels of service are available to meet the needs of the community. The Children Services Section provides funding for approved licensed child care spaces through a General Operating Grant , and for EarlyON Child and Family Centres; ensures program quality improvement through a quality assurance program; funds special needs inclusion support; and provides a centralized waiting list and registry service for parents requiring care.

**Children Services Section works in partnership with community stakeholders, and on behalf of the Ministry of Education, to plan, fund, and ensure the accessible, high-quality, efficient, and responsive delivery of:**

- Licensed child care services.
- EarlyON Child and Family Centres.
- Integration/inclusion services in child care.
- Child Care Subsidy Program (provincial income test, local policies).
- Capacity Building and Professional Learning for early years professionals.

### Children Services Section Budget - 2018 Funding

Child Care Operating (Ministry of Education) .....	\$ 19,118,603
Child Care Expansion (PROV/FED) .....	\$ 6,070,282
EarlyON Child and Family Centres.....	\$ 3,330,956
Journey Together Funding.....	\$ 117,260
Other offsetting revenues .....	\$ 133,000
Municipal contribution .....	\$ 1,795,342
<b>TOTAL 2018 BUDGET .....</b>	<b>\$ 30,565,443</b>

**Children Services Section’s operating budget comes from two main sources:**  
Funding from the Province of Ontario and the City of Greater Sudbury.

**Province of Ontario: \$28.6 million**

In 2018, almost 95 percent of Children Services' budget came from the Province. The Province transferred \$28.6 million to the City of Greater Sudbury Children Services Section for services related to children and families.

While some of this Provincial funding was earmarked to specific programs or special purposes like Child Care Expansion, EarlyON Child and Family Centres, Journey Together and wage enhancement, the bulk of funding (63 per cent) was provided as Child Care Operating Funding which the municipality had the discretion and financial flexibility to allocate to address local needs.

**City of Greater Sudbury: \$1.8 million**

In 2018, the City of Greater Sudbury contributed \$1.8 million dollars towards the total budget of Children Services. This came from annual property tax revenues and was required as a cost-sharing contribution.

### Children Services Budget Section - Expenditures

**Children Services 2018 Operating Expenditures: \$28.8 million**

#### Flexible allocations based on community need

Fee subsidy .....	(\$8.5 million)
Child care base funding- General Operating Grant .....	(\$9 million)
Special needs inclusion.....	(\$2.0 million)
Administration.....	(\$1.5 million)
Program Development- special projects .....	(\$414 thousand)
Capacity building/professional development.....	(\$100 thousand)
Health and Safety.....	(\$762 thousand)

#### Fixed allocations prescribed by the Province

Provincial wage enhancements .....	(\$2.2 million)
EarlyON Child and Family Centres.....	(\$3.4 million)
Journey Together Funding .....	(\$117 thousand)
Fee Stabilization .....	(\$651 thousand)
Pay equity .....	(\$190 thousand)

While Greater Sudbury met all Child Care Expansion targets set by the Province, the costs of opening new child care spaces and providing subsidies to eligible families to access these spaces was lower than predicted, resulting in a surplus of expansion funding which was returned to the Province for 2018.





# BUILDING THE SYSTEM: **WHERE WE'VE BEEN**

Professionals in Greater Sudbury have a long history of working in collaboration with each other and with the City of Greater Sudbury to share resources and improve services for children and families.

## The following milestones demonstrate the evolution of the early years system over the last 14 years:

### 2005 - 2009

- As part of a new provincial direction, existing Children Services planning groups in Greater Sudbury are brought together, along with school board representatives to form the Best Start Network, to plan for integrated, seamless services for children 0-12 years.
- Provincially-supported “Best Start” child care expansion results in a 44% increase in spaces in Greater Sudbury, far exceeding the provincial target.
- Municipalities receive annual provincial funding allocations based on the child care expansion, resulting in a large funding increase for Greater Sudbury.
- City Council endorses a Children Services recommendation (Resolution #2007-66), to limit new child care expansion to public and not-for-profit child care operators. This policy helps to lay the groundwork for a high-quality, publicly funded child care system in Greater Sudbury.
- Local Ontario Early Years Centres and Family Resource Program/Toy Library operators agree to transition their services to Best Start Hubs.
- Selection of new Best Start Hub locations in school locations happens collaboratively at the Best Start Network, and 12 sites are opened.
- The College of Early Childhood Educators is established provincially.
- Child care expansion in schools continues.
- The City of Greater Sudbury central online Child Care Registry is established.

### 2010 - 2014

- An Aboriginal Advisory Committee is created and the Greater Sudbury’s first Indigenous focused child care program is created.
- Greater Sudbury and Child and Community Resources transition to a strength-based consultative model to support program quality and special needs inclusion in child care centres.
- The “Consultative Quality Improvement” program is launched by the Children Services Section and supports improvement through mentoring and consultations.
- The system of Best Start Hubs expands to 15 Hubs.
- A Capacity Building Professional Learning Plan is developed with key partnerships with Cambrian College and Collège Boréal, professional associations, special needs partners and school boards.
- Provincial responsibility for Child Care and Early Learning moves to the Ministry of Education (from the Ministry of Children and Youth Services), which introduces child care modernization, including a new provincial funding formula which results in a funding decrease for Greater Sudbury.
- In response to the funding decrease, Greater Sudbury completes a System Review for Children Services, introducing cost saving strategies including the closure of some underutilized child care spaces, child care subsidy policy changes and the closure of the municipally-operated child care centre, Junior Citizens Day Care /Centre des jeunes citoyens.
- Greater Sudbury introduces new subsidized child care rates with predictable yearly increases, based on inflation and a new General Operating Grant formula for licensed child care providers.

### 2015 - 2017

- The new provincial Child Care and Early Years Act, 2014 comes into effect replacing the Day Nurseries Act.
- The Province mandates all Consolidated Municipal Service Managers as Early Years System Managers for all early learning services, transferring the funding lines for Ontario Early Years Child and Family Centres (OEYCFC), Better Beginnings, Better Futures and other formerly direct-funded programs to Greater Sudbury to manage.
- The community planning table for children, formerly called the Best Start Network, is renamed “Planning Network for Sudbury Families” (PNSF) and renews its membership, mandate, vision and strategic plan.
- The Province rebrands Best Start Hubs/Ontario Early Years Centres as EarlyON Child and Family Centres, and clarifies that their mandate is for children under 6 years of age and their families, and introduces mandatory core services and service standards and guidelines.
- Greater Sudbury, through the PNSF, completes a transition plan to reallocate resources provided to Ontario Early Years Child and Family Centres, with new sites, services and funding to deliver the new mandate for EarlyON Child and Family Centres.
- Greater Sudbury receives provincial and federal funding through the provincial government to increase access to licensed child care for families, through opening new spaces, changing subsidy and operating policies, and increasing affordability for families.
- The federal Truth and Reconciliation Report is released and provincial Journey Together funding is announced, in response to recommendations in the report.

### 2018

- Greater Sudbury is approved for funding for a Journey Together initiative, for enhanced Indigenous programming and outreach in Early Learning programs.
- Greater Sudbury, in partnership with the PNSF, launches the new funding and service model for EarlyON Child and Family Centres across the community.
- Greater Sudbury opens 204 new child care spaces for children aged 0-4 with provincial expansion funding and receives provincial approval for Community Based Capital funding to support the opening of a new child care centre as part of the Place des Arts development.
- Greater Sudbury pilots an enhanced Summer Inclusion Support program for kindergarten and school-age children with special needs who require child care in the summer.
- Greater Sudbury provides enhanced funding to Jubilee Heritage Family Resources to help them increase compensation and supports (including start up funding) for licensed home child care providers, to help them retain and attract providers.
- Greater Sudbury revises the General Operating Grant formula for kindergarten and school-age child care program to address historical under-funding in these age groups and increase affordability for families.
- A new provincial government is elected with promises to expand child care choice for families and provide Refundable Tax Credits directly to families.



## SECTION 2: ENVIRONMENTAL SCAN: WHERE WE ARE NOW

**In developing the plan, Children Services Section has collected data about the community we serve and the services we currently provide.**

### **This section includes:**

- Trends in demographics and the community (census data, development and housing changes);
- Information about the services that make up the early years system (what and where are they, how many people use them, changes, trends, and considerations for planning).

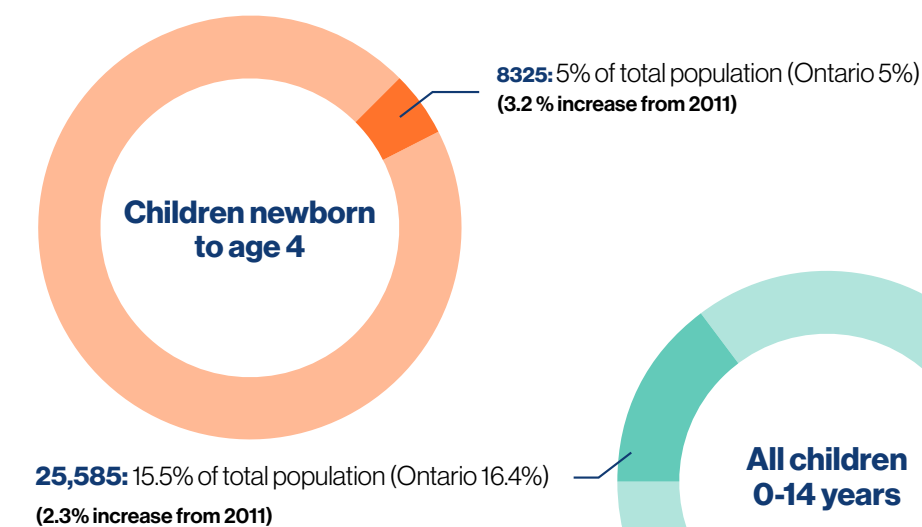


## GREATER SUDBURY'S FAMILIES & CHILDREN

Greater Sudbury's children and families are diverse, therefore, services planned and delivered to them must capture their different experiences and needs.

### **Children in Greater Sudbury (2016)**

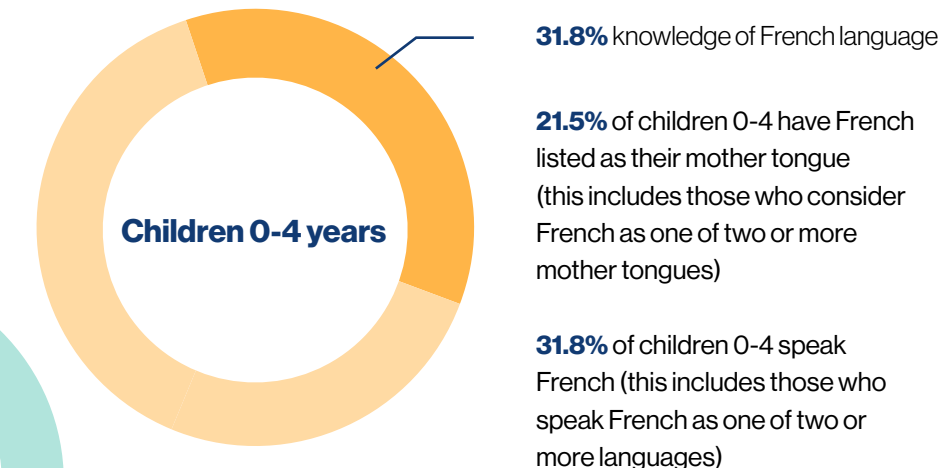
The number and distribution of children impacts both the funding received from the Province and the service levels required in Greater Sudbury. The number of children, in both the 0-4 and 0-14 age categories, increased slightly in Greater Sudbury from 2011 to 2016. The proportion of the population that is aged 14 and under is slightly lower in Sudbury than in the Province. However, Sudbury's 0-4 age population makes up the same proportion of the population as Ontario's.



Source: Statistics Canada. 2017. Greater Sudbury [Census metropolitan area], Ontario and Saskatchewan [Province] (table). Census Profile. 2016 Census. Statistics Canada Catalogue no. 98-316-X2016001. Ottawa. Released November 29, 2017. <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/index.cfm?Lang=E> (accessed May 7, 2019)

### **Population Characteristics: French Language**

The number and distribution of French speaking children have impacts on the number and locations of early years services provided in French in Greater Sudbury. Greater Sudbury has a significant population of French speakers—25.6% of the population lists French as a mother tongue and 38.7% speak French. These rates are slightly lower in young children.



Source: Mother tongue by age (0 to 4), 2016 counts for the population excluding institutional residents of Canada and census metropolitan areas and census agglomerations, 2016 Census – 100% Data <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-1st/lang/Table.cfm?Lang=E&T=12&Geo=00&view=1&age=3&SP=2>





## Population Characteristics: Income & Poverty

### Family Incomes

Understanding changes and trends in family incomes helps Children Services Section to address affordability issues around child care fees and predict demand for child care subsidy.

Incomes of couples with children in Greater Sudbury have seen significant growth since 2005. Median incomes of couples with children are significantly higher than the median in the Province.

Single parent families have much lower median incomes than two parent families, and their incomes are slightly lower than the median in the Province.

#### Income of households with a couple and children, 2015

Median family income- Greater Sudbury .....	<b>\$ 129,571</b>
(\$107,213 in 2005) 20.9% increase	
Median family income- Ontario.....	<b>\$ 114,368</b>
(\$104,287 in 2005) 9.7% increase	

#### Income of households with a lone parent and children, 2015

Median family income- Greater Sudbury .....	<b>\$ 51,351</b>
(\$42,004 in 2011) 22.3% increase	
Median family income- Ontario.....	<b>\$ 53,024</b>
(\$48,419 in 2011) 9.5% increase	

**Source:** Median household total income and after-tax income by household type (one lone-parent census family), Ontario and census metropolitan areas, 2016 Census – 100% Data, 2006 Census – 20% Sample data

### Poverty and Low Income

Understanding the scope and characteristics of poverty in young children in Greater Sudbury helps Children Services Section to better meet the needs of these families and children through child care subsidy, and supportive child care and EarlyON programming.

Greater Sudbury has an overall rate of poverty (measured by Low Income Measure-After Tax [LIM-AT]) of 12.8%, which is lower than Ontario's rate of 14.4%. However, children are much more likely to live in poverty than the general population.

#### Prevalence of low income in 2015 based on LIM-AT

# of low income children aged 0-4 years.....	<b>20.3%</b> (19.8% in Ontario)
Children Aged 0-4 in Low Income .....	<b>1690</b>
Children Aged 0-17 in Low Income.....	<b>16.4%</b> (15.8% in 2011)

Within the population of children aged 0-4, specific groups are much more likely to live in poverty, including Indigenous children, new immigrants, and children who belong to visible minority groups.

Children with Aboriginal Identity Aged 0-4 in Low Income.....	<b>38.2%</b>
<b>(This represents 24.4% of all low income children 0-4 in Greater Sudbury)</b>	
<b>Source:</b> Statistics Canada. 2018. Greater Sudbury [Census metropolitan area], Ontario (table). Aboriginal Population Profile. 2016 Census. Statistics Canada Catalogue no. 98-510-X2016001. Ottawa. Released July 18, 2018.	

Children in Visible Minority Groups Aged 0-4 in Low Income.....	<b>33.1%</b>
<b>Source:</b> Statistics Canada. 2018. Immigration and Ethnocultural Diversity Highlight Tables/Visible minority (total - population by visible minority), both sexes, age (total), Canada, Ontario and census metropolitan areas and census agglomerations, 2016 Census - 25% Sample data. Accessed May 2019.	

Children of Recent Immigrants Aged 0-4 in Low Income.....	<b>27.4%</b>
<b>* breakdown for children 0-14 was not available.</b>	
<b>Source:</b> Statistics Canada. 2018. Immigration and Ethnocultural Diversity Highlight Tables/Immigrant status and period of immigration, 2016 counts, both sexes, age (total), Canada and census metropolitan areas and census agglomerations, 2016 Census - 25% Sample data Ottawa. Accessed May 2019.	

## Population Characteristics: Immigration

Many newcomer families can benefit from extra support and assistance accessing community services and may have barriers to accessing services. Understanding the number and distribution of newcomer families in Greater Sudbury helps Children Services Section to better meet the needs of these families and children, and ensure that supportive child care and EarlyON programming is available for them.

Greater Sudbury has a very small, but growing recent immigrant population. International students with children and refugee claimant families may not be included in census data but also will benefit from supportive services. The recent immigrant population is young- 31% are children aged 14 and under.

Recent immigrants (arrived 2011-16) .....	<b>1000</b>
<b>0.6% of the population (up 50% from 2011)</b>	

**Source:** Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016366.

Children Aged 0-14 Recent Immigrants .....	<b>310</b>
<b>*Breakdown for children aged 0-4 is not available.</b>	

**Source:** <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-eng>.

## Population Characteristics: Visible Minorities

Families from visible minority groups may have barriers to accessing services and may have experienced racism or prejudice in community settings. All families benefit from inclusive and supportive services that welcome all people. Understanding the distribution of visible minority populations in Greater Sudbury helps Children Services Section to better meet the needs of all families and children, and ensure that supportive child care and EarlyON programming is available to all.

## Appendix A – 2019 – 2023 Early Years Service System Plan

Greater Sudbury has a small, but growing visible minority population. The visible minority population is young — 25.2% are children ages 14 and under.

Total Visible Minority population .....	<b>6040</b>
<b>(3.73% of population)</b>	
Children Aged 0-14-Visible Minority .....	<b>1525</b>
<b>(25.2% of Visible Minority population)</b>	
Children Aged 0-4 - Visible Minority .....	<b>605</b>

**Source:** Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016192 (<https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/dt-td/Rp-eng>)

## Population Characteristics: Aboriginal Identity Population

Children Services Section acknowledges that early years system programs and services take place on the traditional territories of the Atikameksheng Anishnawbek and Wahnapiatae First Nation. Indigenous families require culturally relevant programs and services. Indigenous families may have barriers to accessing services and may have experienced racism or prejudices in community settings. Understanding the distribution and other characteristics of Indigenous populations in Greater Sudbury helps Children Services Section to better ensure that appropriate, culturally relevant, and supportive child care and EarlyON programming is available. Greater Sudbury has a significant and growing Aboriginal Identity population.

The Indigenous population is young – children make a up a higher proportion of the population than then in the general population. It is important to note that Indigenous populations are traditionally underreported in census data, and therefore these numbers do not fully reflect the Indigenous population in Greater Sudbury.

Aboriginal Identity Population.....	<b>15,695</b>
<b>(9.3% of population - up from 8.2% in 2011)</b>	
Children Aged 0-14 Aboriginal Identity .....	<b>3515</b>
<b>(22.4% of Aboriginal Identity population)</b>	
Children Aged 0-4 Aboriginal Identity .....	<b>1080</b>
<b>(13.1% of all children 0-4)</b>	

**Source:** Statistics Canada. 2018. Greater Sudbury [Census metropolitan area], Ontario (table). Aboriginal Population Profile. 2016 Census. Statistics Canada Catalogue no. 98-510-X2016001. Ottawa. Released July 18, 2018.



# GREATER SUDBURY'S FAMILIES & CHILDREN

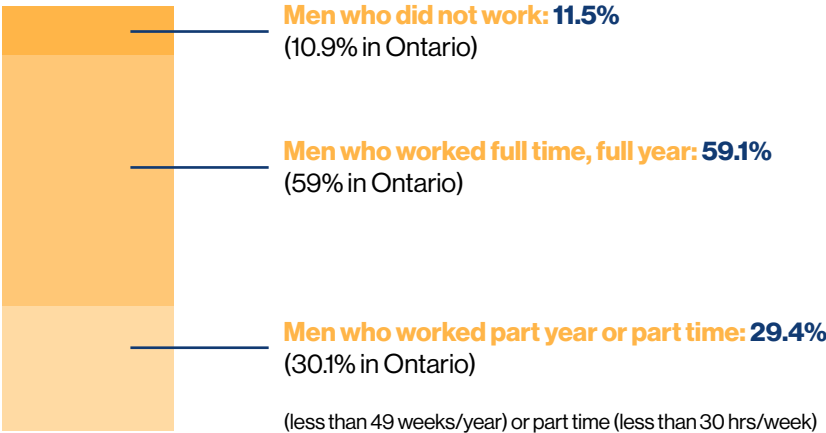
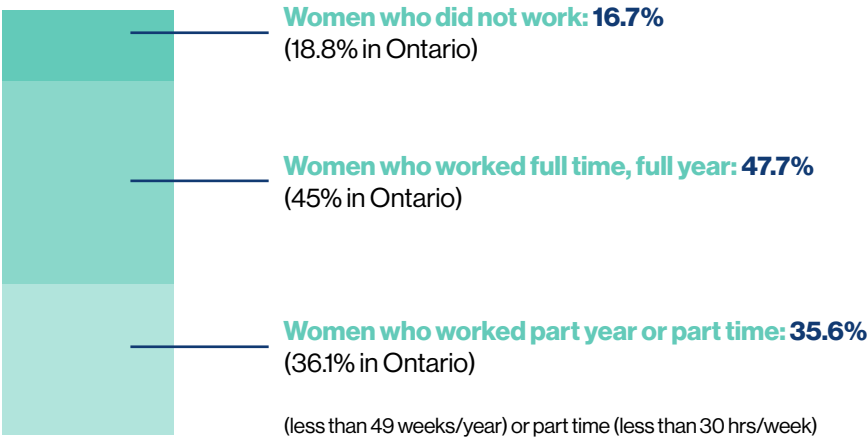
## Population Characteristics: Employment

A large majority of women and men in Greater Sudbury in the typical years of raising children are in the workforce. Women in Greater Sudbury are more likely to work full-time, and less likely not to work than women in the rest of the Province.

(Men in Greater Sudbury have similar rates to the rest of the Province, though are more likely not to work).

This means that for most families, non-parental child care will be required over children's early and school age years. This also means that EarlyON Family Services need to offer family services at a range of times, outside of the regular week day, in order to reach more than just a minority of families.

## Work activity for women and men 25-54, Greater Sudbury



Labour Highlight Tables 2016- Work activity during the reference year by selected age groups (25 to 54), both sexes, total - income, % distribution 2015, Canada, Ontario and census metropolitan areas and census agglomerations, 2016 Census – 25% Sample data

Sources: 2016 Census of Canada, Statistics Canada, 2011 Census of Canada, Statistics Canada, 2011 National Household Survey, Statistics Canada



# NEIGHBOURHOOD PROFILES

Each area of the City has a different demographic profile related to the number and age of children, francophone and Indigenous populations, parents' work schedules and income levels. These factors have impacts on the demand for services and the needs of the families who use them.

## The following are selected demographic factors by area in Greater Sudbury

	1	2	3	4	5	6	7	8	9
POPULATION									
2016 population aged 0-5	1245	730	920	835	1780	750	1295	1255	775
2016 population aged 6-12	1535	1025	910	1130	2470	790	1635	1615	805
Child population as % of total child population	12.9%	8.2%	8.5%	9.1%	19.8%	7.2%	13.6%	13.3%	7.3%
FAMILY STRUCTURE									
% of lone-parent families	14.7%	13.6%	30.7%	14.8%	14.3%	21.2%	19.3%	14.2%	22.80%
LANGUAGE AND CULTURE									
% French as mother tongue	44.0%	8.7%	24.2%	22.5%	38.8%	23.4%	25.8%	13.8%	14.70%
% Recent Immigrants (2011 to 2016) as a proportion of total population	0.1%	0.2%	1.1%	0.2%	0.1%	1.0%	0.9%	1.3%	1.1%
% Visible Minority	0.7%	1.6%	6.3%	1.6%	0.9%	4.6%	4.9%	8.2%	5.1%
% Aboriginal Identity	11.2%	6.0%	15.4%	10.5%	8.8%	9.8%	9.3%	5.5%	12.0%
INCOME, EMPLOYMENT AND HOUSING									
Unemployment rate	8.8%	6.3%	15.8%	7.7%	8.0%	8.6%	8.3%	7.1%	8.0%
% Aged 0-5 in Low Income in 2015 based on LIM-A	14.9%	5.5%	52.7%	14.4%	11.5%	28.7%	28.6%	14.8%	22.6%
% Aged 0-17 in Low Income in 2015 based on LIM-AT	13.0%	5.7%	46.4%	11.0%	9.0%	23.4%	23.9%	10.3%	20.6%
% Renters	25.1%	17.2%	67.8%	19.7%	15.7%	36.8%	34.6%	37.8%	53.5%

Sources: 2016 Census of Canada, Statistics Canada, Prepared by the Community & Strategic Planning Section, City of Greater Sudbury

- 1. Azilda, Chelmsford, Dowling, Levack and Areas
- 2. Llvely, Copper Cliff, Naughton, Whitefish and Areas
- 3. Donovan, Flour Mill and Areas
- 4. Garson, Coniston, Wahnapiatae, Falconbridge
- 5. Hanmer, Valley, Capreol and Areas
- 6. Minnow Lake and Areas
- 7. New Sudbury and Areas
- 8. South End and Areas
- 9. Downtown, West End, Kinsgmount, Bell Park and Areas



In Ontario, children are assessed by their teacher at the end of kindergarten in five different domains using a standardized assessment called the Early Development Instrument (EDI). This table demonstrates domains where children measured low in any domains, and differences between areas in the City.

	1	2	3	4	5	6	7	8	9
EARLY DEVELOPMENT INSTRUMENT (EDI) 2015									
EDI % Low in 1 Domain or More (Prevalence)	17.1%	25.2%	50.4%	27.1%	22.4%	28.2%	33.0%	22.6%	29.5
EDI % Low in 2 Domains or More (Depth)	9.7%	17.3%	30.1%	13.1%	10.2%	10.0%	16.0%	8.2%	15.2%
EDI % Low in Physical Health and Well-being	7.4%	11.5%	35.4%	15.0%	11.5%	16.4%	19.1%	9.1%	15.2%
EDI % Low in Social Competence	6.9%	12.2%	21.2%	8.4%	7.1%	8.2%	13.8%	8.2%	12.4%
EDI % Low in Emotional Maturity	7.4%	18.0%	24.8%	12.1%	10.6%	11.8%	14.9%	9.1%	16.2%
EDI % Low in Language and Cognitive Development	6.5%	6.5%	13.3%	5.6%	5.0%	4.5%	7.4%	5.3%	7.6%
EDI % Low in Communication Skills and General Knowledge	4.6%	5.0%	13.3%	4.7%	6.5%	6.4%	9.6%	4.3%	4.8%

1. Azilda, Chelmsford, Dowling, Levack and Areas

2. Lively, Copper Cliff, Naughton, Whitefish and Areas

3. Donovan, Flour Mill and Areas

4. Garson, Coniston, Wahnapiatae, Falconbridge

5. Hanmer, Valley, Capreol and Areas

6. Minnow Lake and Areas

7. New Sudbury and Areas

8. South End and Areas

9. Downtown, West End, Kinsgmount, Bell Park and Areas

Sources: 2015 Early Development Instrument (EDI) Offord Centre for Child Studies, Child Care Resources

Programs that are accessible, equitable, and inclusive help to combat inequality from the earliest years of life.

When we advance the well-being of children and families, we provide them with tools and opportunities to fully participate in social and public life.



## CHILD CARE DEMAND

### Child Care Spaces available compared to Neighbourhood Population

- Spaces available for **37.0%** of children 0-12 in the South End and area
- Spaces available for **34.6%** of children 0-12 in Downtown/ Central area
- Spaces available for **28.2%** of children 0-12 in the Garson/Coniston area
- Spaces available for **25.2%** of children 0-12 in Walden/ Copper Cliff area
- Spaces available for **24.9%** of children 0-12 in the Valley/ Capreol area
- Spaces available for **23.1%** of children 0-12 in Azilda/Chelmsford/Onaping areas
- Spaces available for **22.6%** of children 0-12 in New Sudbury/Minnow Lake area

\* Many families from other neighbourhoods use care in the Downtown/ Central, New Sudbury and South End due to work travel patterns so a higher level of care is required in these areas.

### Child Care Registry Data

The Greater Sudbury's Child Care Registry provides real-time information about community need and preferences for child care, as families across the community use this system to request child care in their preferred neighbourhoods, language and setting.

The Child Care Registry database has proven to be an efficient and effective tool for monitoring present and future demand for child care in Greater Sudbury, by neighbourhood. In 2018, 3487 new children were added to the registry, and 4063 children were placed in child care programs. In total 7251 children were active on the registry in December 2018.

## CHILD CARE EXPANSION

### 2018 Child Care Expansion

In 2017 and 2018, as part of the provincial government's plan to increase access to licensed child care, Greater Sudbury received funding to increase access to care for children from 0-6 years. Despite challenges including short timelines, a lack of available space in the communities that need care the most, a freeze on spending any funding in school buildings and a shortage of qualified staff to work in expanded programs, the system was able to meet expansion targets and open the following new spaces.

#### NEW SPACES CREATED/FUNDED IN EXISTING CENTRES WITH EXPANSION FUNDING 2017/2018

Spaces	Infant	Toddler	Preschool	Total
Total	29	80	95	204
By Language				
French	18	30	64	112
English	11	50	31	92
By Neighbourhood				
Downtown/ Central	4	10	8	22
New Sudbury	0	0	24	24
South End	7	15	23	45
Valley/ Capreol	8	10	8	26
Azilda/Chelmsford/ Onaping	10	15	40	65
Garson/Consiton area	0	0	16	16
Walden/ Copper Cliff	0	30	-24	6

### Progress

Since 2014, child care spaces in licensed centres grew by 44% per cent, from 4141 to 5969. While this increase is positive, combined with Licensed Home Child Care, the system can still only serve 28% per cent of the child population from newborn to age 12.

#### LICENSED CHILD CARE SYSTEM OVERVIEW- DEC. 31ST, 2018

**In 2018 over 7100 children participated in licensed child care program. In 2018, 98% of licensed programs were operated by non-profit organizations, with only one privately owned child care program.**

#### Agencies

# of agencies .....19  
# of not for profit agencies .....18

#### Sites

# of sites .....74  
# of French Sites.....26  
# of English Sites.....49  
# of sites in Schools .....58  
# of site in Community Buildings .....17

#### Licensed Spaces

Infant Spaces.....243  
Toddler Spaces.....665  
Preschool Spaces.....1400  
JK/SK Spaces .....1859  
School Age Spaces .....1802  
Family Grouping.....0  
Licensed Home Spaces .....Up to 72  
Total Centre-Based Spaces .....5969

#### Space by Language/Culture

English and French  
Immersion Spaces .....3735  
Francophone Spaces\* .....2082  
Aboriginal/Indigenous Spaces...36

#### Spaces by Neighbourhood

Downtown/ Central.....1182  
New Sudbury/Minnow Lake.....1013  
South End.....1054  
Valley/ Capreol.....1065  
Azilda/Chelmsford/Onaping .....634  
Garson/Consiton area.....555  
Walden/ Copper Cliff .....453

\*the number of francophone spaces does not include the school age children being served directly by CSPGNO in their before and after school programs.

**Source:** Licensed Child Care Data Profiles , Ministry of Education, Early Years and Child Care Division, As of March 31, 2018 Unless Specified- Greater Sudbury and Internal records, Children Services.





# CHILD CARE EXPANSION

## Child Care Spaces available compared to Child Population

Spaces available for **9.8%** of infant age children\*\*

Spaces available for **41.4%** of toddler age children

Spaces available for **58.2%** of preschool age children

Spaces available for **57.5%** of kindergarten age children

Spaces available for **15.1%** of school age children\*\*\*

\*Number of children per age group is an estimate based on 2016 Census results which only provide the number of children in one year age groups

\*\*Many infants less than 12 months are at home with parents on parental leave so the lack of infant care available may be somewhat overstated.

\*\*\*Many school age children aged 10 to 12 no longer require child care so the lack of school age care available may be somewhat overstated.

Registry data show where more child care is required, and enhances the system's ability to predict demand. Current data shows that many families, especially those requiring infant, toddler, and school care are often not getting into the care they need when they need it.

NUMBER OF CHILDREN WAITING FOR CHILD CARE, BY AGE GROUP			
	Total	Need Care Now	Need Care in Future
<b>Children with Open Waitlists</b> (Dec 31 <sup>st</sup> , 2018)	4491	3524	975
<b>Infant Age</b>	823	350	473
<b>Toddler Age</b>	908	666	242
<b>Preschool Age</b>	1066	969	97
<b>Kindergarten Age</b>	625	524	101
<b>School Age</b>	1077	1015	62

Source: Greater Sudbury Child Registry- Waitlist Statistics Report- accessed January 4, 2019

## HIGHEST DEMAND SPACES BY NEIGHBOURHOOD AND AGE GROUP, BY NUMBER WAITING FOR EACH SPACE.

Infant spaces- Walden area .....	5.6*
Infant spaces- Central Sudbury .....	3.5
Infant spaces- Rayside (Azilda, Chelmsford, Levack) .....	3.2
Infant spaces- Garson area .....	3.0
Infant spaces- Valley, Capreol .....	2.5
Toddler spaces- Central Sudbury .....	1.6
Toddler spaces- Rayside (Azilda, Chelmsford, Levack) .....	1.3
Toddler spaces- Garson area .....	1.3

\*For example: There are 5.6 children on the list for each infant space in the Walden area.

## Placement in Child Care for Children with Preferred Start Dates in 2018

**41%** placed within one month of their preferred start date

**14%** placed within two to three months of their preferred start date

**10%** placed more than three months after their preferred start date

**35%** not placed as of February 2019

Source: Greater Sudbury Child Care Registry, accessed January and February 2019.



# THE CURRENT SERVICE SECTOR

Greater Sudbury Children Services plans, funds, manages, and administers a variety of programs and services for children and families in Greater Sudbury. This section provides an overview of the existing programs and services that are managed by Children Services, as well as current considerations for planning them.

## A. Licensed Centre Based Child Care (Ages 0-4)

Child care centres that serve the early years – children up to age 4, including infants, toddlers, and preschoolers – have undergone significant changes over the past decade. As four year olds moved to full-day kindergarten (FDK), child care operators adapted their service model to match demands by serving more younger children.

Recognizing the need to increase spaces for infants and toddlers, with support from the Province, Greater Sudbury has provided minor capital and operating funding to operators to expand. This has resulted in an increase of 510 new spaces for 0-4. 8 year olds since 2015. In 2018 alone, 29 new infant, 80 new toddler spaces and 95 new preschool spaces were funded.

### As of December 2018, the licensed child care system included:

- **27 centres providing 243 infant spaces:** serving approximately 10 per cent of infants or one space for every 10 infants (it is important to note, however, that many infants do not require child care until they are 12 months old, due to maternity leave legislation).
- **47 centres providing 665 toddler spaces:** serving approximately 41 per cent of toddlers or one space for every 2.4 toddlers.
- **57 centres providing 1400 preschool spaces:** serving approximately 58 per cent of preschoolers or one space for every 1.7 preschoolers.

## Planning Considerations

We know that as a general rule, families prefer child care closer to home so neighbourhoods will be targeted to improve access to child care where it is most needed.

Children Services Section actively pursues partnerships with other City divisions and partners who are planning expansions or capital developments. For example, Children Services Section continues to explore opportunities for expansion in schools, public housing, and municipal buildings including recreation centres, long-term care and potential future Community Hubs. This has the potential to address the issue of lack of physical space to develop in Greater Sudbury, and provides an opportunity to optimize under-utilized community and municipal space. It also provides opportunity for enhanced programming (for example, intergenerational programming at Pioneer Manor).

It is important to note that even if space and funding is available, it is still very challenging to open new spaces for the youngest age groups, due to a shortage of qualified staffing in Greater Sudbury. The legal staffing ratio of one staff for every three infants is especially challenging to child care operators, and along with the recruitment of qualified French-speaking educators, is one of the most significant barriers to expansion. (Recruitment and retention of qualified staff, and other workforce issues are addressed in Section K. The Early Years Sector Workforce)

Despite the challenges, Children Services section will continue to support the growth and viability of infant and toddler child care.



## THE CURRENT SERVICE SECTOR

### B. Kindergarten & School Age Child Care and Authorized Recreation Programs

Kindergarten and school age children need high-quality, inclusive programs outside of school hours, including during professional development days and school holidays. Integrated before- and-after school programs based in schools provide children with a seamless day with shared pedagogy and fewer transitions. Programs operated by trained, qualified staff that provides planned and purposeful activities can benefit children's physical, social, emotional, and academic development.

In Greater Sudbury, all schools have a before-and-after school program for kindergarten and school age children. Programs are delivered by the school board in all seven Conseil scolaire publique du Grand Nord de l'Ontario (CSPGNO) schools, and by not-for-profit child care or authorized recreation providers in all other school boards.

There are 54 licensed before-and-after school and summer and holiday programs for kindergarten children, providing 1859 spaces for kindergarten age children and 1802 spaces for school age children aged 6-12. Over 90% of these spaces are offered in schools. In addition, CSPGNO operates seven before-and-after school programs that are currently serving approximately 800 children.

There are also a small number of authorized recreation programs that provide summer camp programming that is part of the Early Years System. In 2018 this type of care was offered by YMCA Sudbury in three school sites for children aged 6-12, by City of Greater Sudbury in its playground and day camp programs for children aged 6-12 and by le Carrefour francophone at one site for children aged 6-12.

New legislation, starting in April 2019 will allow System Managers to provide child care subsidy for children aged 4 and 5 attending authorized recreation programs, where this financial support was restricted to children 6 – 12 years. Greater Sudbury will work with partners to ensure that these young children receive safe, age-appropriate care if they are included in authorized recreation programs.

### Planning Considerations

The Children Services Section supports many partnerships between child care providers and school boards, however, there are still few formal structures in place for sharing space and resources between schools and child care programs. Clarifying roles and responsibilities will help to build a culture of cohesion and create a seamless experience for children.

The needs of older school age children are not always met in licensed child care. Through new regulations, the Child Care and Early Years Act, 2014 has provided clarity around exceptions to licensing for authorized recreation programs. With this clarity, the system has the opportunity to develop program models across this age continuum that are engaging, physically active, and developmentally appropriate, particularly for older children (age 9-12).

While the system has been very successful in expanding child care programming for kindergarten and school age, there are still families who wait for child care in the before-and-after school programs at their schools.

Expansion of these programs should be relatively simple and cost effective as they are provided in shared school space. However, the staffing shortage, in particular for the difficult "split shifts" required to staff before-and-after school programs, makes expansion very difficult. Recruitment and retention of qualified staff for child care, which takes the staffing of before-and-after school programs into account, is key to meeting the needs of this age group.

100%

of elementary schools have before & after school programs.



## THE CURRENT SERVICE SECTOR

### C. Licensed Home Child Care

Licensed home child care is a small but growing part of the child care system. Greater Sudbury has one licensed home child care agency, Jubilee Heritage Family Resources, that in 2018, contracted with approximately 16 private homes.

Licensed home child care is an important part of the child care and early learning system and provides quality services that meet families' needs. Families may choose home-based care for a number of reasons, but it is particularly vital for families who work shifts, part-time or irregular hours, as home providers may have more flexibility to adapt to families' schedules. It also has an important role to play in very small communities that don't have enough demand for a full child care centre.

**Licensed home child care can also play a role in keeping qualified staff within the licensed child care system if they decide to stay home when their children are young.**

### Planning Considerations

In 2018, Greater Sudbury received additional funding to support Licensed Home Agencies. In partnership with the licensed home agency, several strategies and supports were put in place to better support existing home child care providers, and help recruit new ones. Children Services Section will monitor the impact of the changes to funding and policy made in 2018 to assess their impact.

Licensed home child care has an opportunity to meet a range of children and families' needs. Children Services Section will support the home agency to strengthen the capacity of licensed home child care to serve children with special needs and to offer cultural programming for Indigenous, francophone, or newcomer families.

The safety and quality of licensed home child care is vital. The Child Care and Early Years Act, 2014 includes changes to both the total number of children, and the number of children based on age that can be cared for in each home. Children Services will work with the licensed home child care agency to respond to legislation changes, while ensuring that the safety and quality of home-based care is maintained.

### D. Indigenous Child Care

In 2017, as part of the Journey Together process, Social Planning Council Sudbury was commissioned to complete a needs assessment to provide an environmental review of the Indigenous early childhood education (ECE) ecosystem in the City of Greater Sudbury.

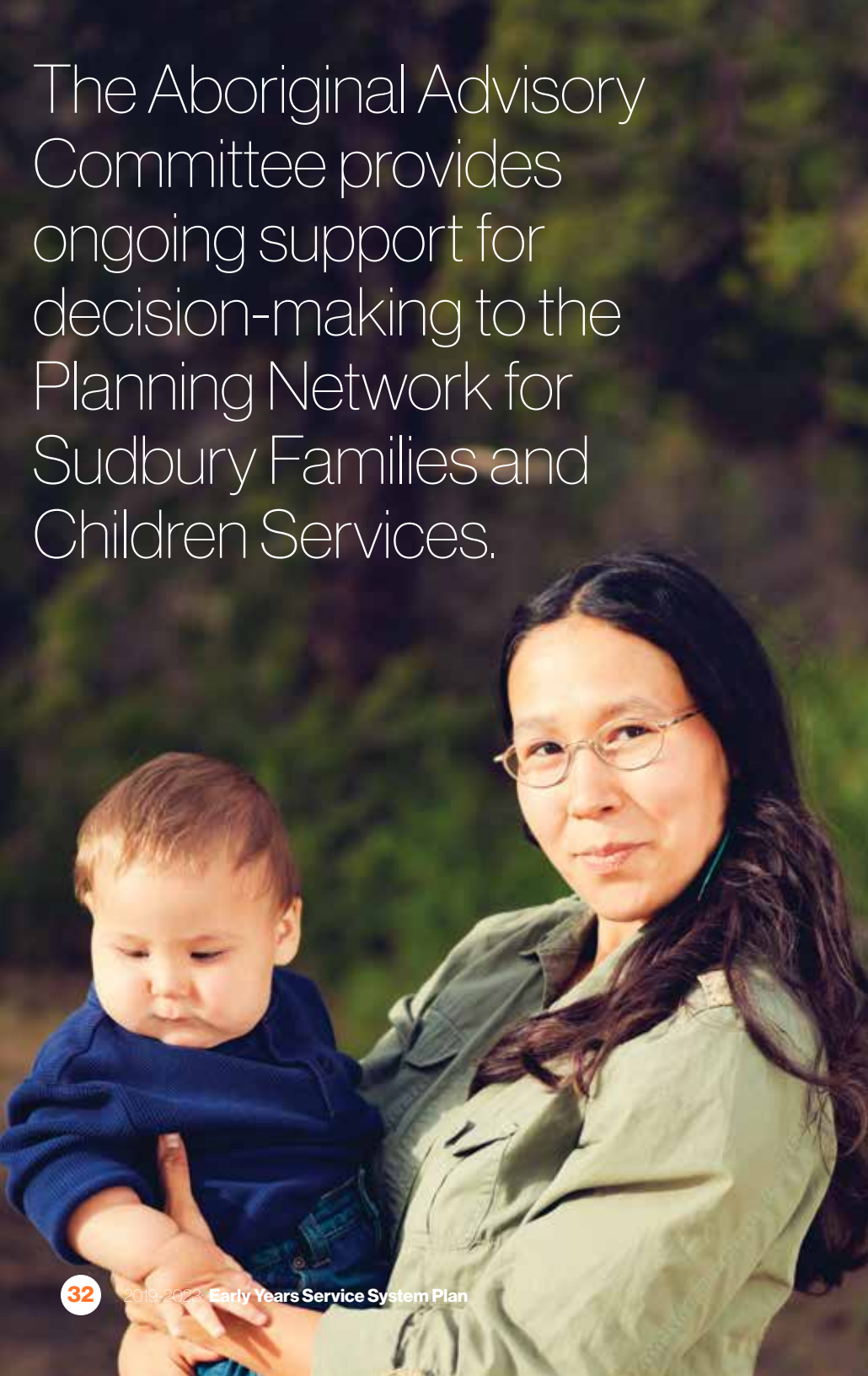
The report, entitled "Journey Together Sudbury; Early Childhood Education Needs Assessment for Urban Indigenous Children and Families" concluded that "Overall, the Indigenous ECE ecology of the Greater Sudbury region has many more strengths than weaknesses. These include established programs through Best Start Hubs and Indigenous organizations, to dedicated Indigenous childcare spaces, and passionate staff and community members." (Page 1)

Greater Sudbury currently supports Jubilee Heritage Family Resources' (JHFR) Aboriginal ChildCare program (Gchi-Nendmook Anishnabe Binoojiinyik Site), the only program that provides dedicated day-long Indigenous focused childcare services in the city. It currently has 26 spaces for Indigenous toddlers and preschoolers. An additional three spaces are available at another JHFR site for Indigenous families that require infant care.

29

Indigenous focused child care spaces.





The Aboriginal Advisory Committee provides ongoing support for decision-making to the Planning Network for Sudbury Families and Children Services.

Planning considerations

In the Journey Together Needs Assessment, the authors concluded that while there is a waitlist in the existing child care program, and there are some outlying neighborhoods that may benefit from having child care services, reliable metrics for verifying demand do not currently exist. Children Services will work towards developing tools to assist with this.

The Needs Assessment identifies opportunities to improve services for Indigenous children including: broader access to culturally appropriate childcare as needed; better marketing of Indigenous services and their value to increase awareness and demand; and clearer guidelines about Indigenous pedagogy to improve evaluation capacity. Indigenous early years providers identified their interest in receiving support to: identify and effectively mobilize community resources; advocate for more language supports; and access dedicated avenues for accessing traditional foods.

Funding for Greater Sudbury from the Province's Journey Together initiative was announced in 2018. While it is not being directed to expanding Indigenous child care programming, it is intended for the delivery of cultural programming in some child care centres and is providing training and support to embed Indigenous culture within early years programs.



THE CURRENT SERVICE SECTOR

E. French-language Child Care

French-language families can access licensed child care in exclusively French speaking environments in locations throughout the city. There are 26 licensed French-language child care sites across Greater Sudbury. Together, these sites operate 2082 spaces. These spaces make up 35 per cent of available centre-based child care in Greater Sudbury. In addition CSPGNO offers before and after school programming for kindergarten and school age children in all of its seven schools in Greater Sudbury.

Francophone agencies and French-language programs are fully integrated into the Early Years System. All services, including special needs inclusion, the Consultative Quality Improvement Program, capacity building and professional learning are available in French to francophone agencies, professionals and families.

Planning Considerations

Currently, 35 per cent of licensed child care spaces provide French language care (and this does not include the school age children being served directly by CSPGNO in their before and after school programs). A large proportion of the expansion in child care since 2005 has happened in the French sector, due in part to the strong support of the two French language school boards.

Overall the French language licensed child care sector is providing child care spaces to meet the needs of francophone families. While there are high demand programs where there are waiting lists, they are, overall, shorter than those at English child care centres. For example only 20% of the open applications on the Child Care Registry are on French centres. While there may be opportunities for some targeted expansion in French centres, the focus for expansion will be in the highest demand groups.

A challenge that has been identified by francophone agencies is a need to enhance the cultural programming in their child care centres. Beyond providing a French-language environment, these agencies want to build traditional cultural learning from Franco-Ontario and from “la francophonie” around the world into their programs.





# THE CURRENT SERVICE SECTOR

## F. Child Care Affordability and Child Care Subsidy

As in the rest of Ontario, licensed child care in Greater Sudbury is expensive. On average the fees for a full day child care space for a full year range from about \$11,000 for a preschooler to over \$14,000 for an infant.

Average full day Infant rate - full fee .....	<b>\$55.45/day</b> (up 8% from 2014)
Average full day Toddler rate - full fee.....	<b>\$46.66/day</b> (up 12% from 2014)
Average full day Preschool rate - full fee .....	<b>\$42.29/day</b> (up 12% from 2014)
Average Before and After School rate .....	<b>\$19.30/day</b> (up 14% from 2014)

For many families, especially those with multiple children these costs are unaffordable.

Fees for infant care are the highest, due to the higher ratio of staff to children, equipment costs, and physical environment needs. Fees for kindergarten and school age children are lowest, as care is only provided for part of the day, when children are not in school and the ratio of staff to children is higher.

Children Services Section assists with the cost of child care in a number of ways. One of the most significant ways is through the Child Care Fee Subsidy Program. Children Services also provides “base funding” through operating grants directly to child care providers, which helps offset the cost to all families.

Despite both of these funding mechanisms, affordability remains a challenge. The system continues to prioritize investments in child care that support access and affordability for families.

## Child Care Fee Subsidy

The Child Care Fee Subsidy Program, which is managed and administered by the Children Services Section, helps eligible families with low and moderate incomes pay for their licensed child care. In 2018, 2,601 children were served by the Child Care Fee Subsidy Program. This Program is fluid, with children moving in and out on a regular basis. For example, in December 2018 there were 1077 families in receipt of subsidy, representing 1357 parent/caregivers and 1579 children.

To be eligible for a child care fee subsidy, families must live in Greater Sudbury and parents/guardians must be employed, in school or in a training program, or there must be a social, medical or developmental need for child care, verified by a professional. A provincially-mandated income test is used to calculate the amount of child care fee subsidy a family qualifies for, based on their income and the cost of the child care they need.

### In 2018:

- **51%** of families with a fee subsidy in Greater Sudbury were subsidized for the full cost of child care. The other 49% received a partial fee subsidy and were responsible for paying the remainder of the cost. This is referred to as the parent contribution and covers care for all children in the family.
- **39%** of subsidized families paid a monthly parent contribution between \$20 and \$434.
- **8%** paid between \$435 and \$1087 per month.
- **2%** paid between \$1,088 and \$1,740 per month.
- Subsidized families had incomes ranging from less than **\$10,000 to over \$130,000**.



# THE CURRENT SERVICE SECTOR

Greater Sudbury is fortunate to currently have sufficient funding to provide subsidies to all families who qualify. Any family that qualifies can receive assistance.

Once approved for child care fee subsidy, a family can use it at any program that has an Early Learning Funding Agreement with Greater Sudbury. The vast majority of child care agencies in Greater Sudbury currently have such an agreement, as do some authorized recreation providers.

Although there is no waitlist for child care fee subsidy at this time, some eligible families can't receive subsidy because they are on a wait list for a licensed child care space, or can't find a licensed child care space that matches their needs.

### Child Care Subsidy Facts 2018:

- **37%** of children in licensed child care received a fee subsidy in 2018.
- **63%** of families with a subsidy work, 15% receive OSAP and 12% are Ontario Works recipients.
- **74%** of subsidies are used by lone-parent families.
- Subsidized families used care for an average of **1.5 children**.
- There was a **2% increase** in families served from 2017 to 2018.

## Planning Considerations

### Child Care Subsidy

Greater Sudbury has budget capacity to offer subsidies for more families. However there are some barriers to accessing subsidy.

The public has some misconceptions that child care subsidy is only available for very low income families, and there are families that may qualify who do not realize it. Public education and marketing may assist with this.

In addition, some families may be eligible but cannot find a child care space that meets their needs- for example families with infants or families who need part-time or evening care. Targeted expansion of child care, growth in the home child care sector and eligibility policy changes can assist with this.

Finally, the parent contributions assessed for middle income families are quite high and are unaffordable for some families, who may use private care or other options instead. The Province introduced an income test and revised eligibility criteria in 2007 in order to make child care subsidy available to more families. This simplified the process of applying and did make more families eligible at the time. However the income test has not been changed since and does not take into account the increase to cost of living since 2007.

Greater Sudbury does not have the ability to change this, but can advocate to the Province to reassess the income test. Although the details have not yet been released, the promised Child Care Rebate from the Provincial government may assist these families to make the high parent contributions affordable.

### Affordability

The other tool that Greater Sudbury has to help with affordability of child care is base funding of child care operators to help them become less reliant on parent fees. With the additional flexibility to allocate the Children Services budget where it is most needed, there are opportunities to enhance the base funding (or General Operating Grant) to help child care programs to offer lower rates to all families.





## THE CURRENT SERVICE SECTOR

### G. EarlyON Child and Family Centres

The Early Years System includes EarlyON Child and Family Centres (EarlyON Centres), which provide free drop-in and registered programs for young children and their families. EarlyON Centres, located in schools and community agencies throughout Greater Sudbury, provide a safe, fun and interactive environment for families to meet, learn and grow. Centres are ideal for expectant parents as well as caregivers, family and friends of children aged newborn to six years old.

Staff teams, made up of Registered Early Childhood Educators and other professionals, support parents and caregivers to learn more about their child's development and share information about additional community services and resources. They work with caregivers and children to help prepare for school or to support the child's development.

Greater Sudbury's EarlyON system includes 55 sites- 16 full sites and 39 outreach sites- that offer early learning and family support services in response to the needs of their local community. Of the 16 main sites, ten are offered in English, five in French and one is designed to meet the needs of Indigenous families. 35 EarlyON sites are located in schools and 20 are in community locations. They are delivered by five not-for-profit community organizations in Greater Sudbury.

EarlyON Centres are located throughout Greater Sudbury to meet identified population needs. In the central part of the City, 11 sites are in Downtown/ Central, 13 are in New Sudbury/ Minnow Lake and 6 are in the South End. In outlying communities, 10 sites are in the Valley/Capreol areas, 4 are in the Azilda/Chelmsford/ Onaping areas, 4 are in the Garson/Consiton areas, and 4 are in the Walden/ Copper Cliff areas.

#### EarlyON Child and Family Centre Facts 2018:

- **55** EarlyON Centres- 16 full sites; 39 outreach sites
- **5** agencies
- **3,231** children attended
- **2,625** parent/caregivers attended
- **27,760** child visits
- **694** referrals

### Planning Considerations

In 2016, the Ministry of Education announced that all existing child and family programs funded by the Ministry of Education, including Ontario Early Years Centres and Family Resource Programs (known locally as Best Start Hubs) and Better Beginnings Better Futures programs, were to be combined into one program model which they called EarlyON Child and Family Centres.

In 2018, responsibility for the delivery of all these programs was transferred to municipal governments. Greater Sudbury had historically funded and managed many of the programs being delivered in Best Start Hubs. In the transfer, Greater Sudbury assumed further responsibility for the former Ontario Early Years Centres (operated by Child and Community Resources) and for some programs operated by Better Beginnings, Better Futures.

#### Local Planning of EarlyON Service System

Over 2016-17 Greater Sudbury, in partnership with the Planning Network for Sudbury Families, developed a local plan to transform the existing system of Best Start Hubs and other related family services to a system of EarlyON Centres. The plan was designed to create a strong, stable and responsive system of family services that could operate within current and future funding environments.

#### Locally, this plan focused on:

- The transformation of Best Start Hubs to EarlyON Child and Family Centres to best leverage agency strengths and meet the new mandate and program requirements;
- An equitable and responsive program and services distribution formula, based on neighbourhoods' child populations, language and culture and community needs.

**Greater Sudbury worked with community agencies and partners to transition current services within the Best Start Hub network to implement the new model starting January 2018.**

The success of the new service and funding models are being monitored and will be reviewed on an ongoing basis.

### H. Special Needs Inclusion Support

Many children require extra support to meet their individual needs and to thrive in child care and early learning environments. These needs include mental health and behavioural services; developmental services; speech and language services; and more.

Greater Sudbury contracts with Child and Community Resources (CCR) to deliver Inclusion Support so that children with developmental and other special needs can be fully included and supported in licensed child care programs.

CCR's Inclusion Program, called Early Learning and Child Care Services (ELCC), is a service that involves highly trained and skilled Early Learning and Inclusion Consultants working directly with professionals in child care environments to support the needs of children and youth. The goal of the programs is to maximize the potential of each child, and to support their inclusion in the child care environment.

CCR offers a wide range of services and supports through its' Early Learning and Child Care Services, including: Inclusion Support, Leadership Teams, Consultation Days, Behavioural Consultations, Professional Development and Transition to School supports. CCR also manages funding to support agencies to pay for enhanced staffing to meet the needs of some identified children. In 2018, 1,024 children received Inclusion Support services from CCR.

Greater Sudbury also contracts with the Health Sciences North's NEO Kids Children's Treatment Centre (CTC) to assist children with motor and communication impairments be fully included and supported in licensed child care programs. Therapists will visit a child in their community child care program to provide assessment, consultation, and programming to identified children. In 2018, 112 children received Inclusion Support services from CTC.

### Planning Considerations

The needs of children requiring inclusion support have changed significantly over time. Both CCR and child care providers have reported increases in the number and the complexity of the needs of children requiring support.

CCR has adapted its model of service to build capacity in the child care professionals that work with these children and to provide a consultation model instead of providing direct one-on-one service as in the past. However, enhanced staffing to support children with high or complex needs continues to be needed. With changes to the Autism program announced in early 2019, these needs may continue to increase.

In the summer 2018, Children Services Section, CCR, and child care programs delivered a pilot to provide enhanced support to programs so they could better serve kindergarten and school age children with high needs, who required summer care and were at high risk of not being successful in regular programs. This program was well received by families and met a significant gap in the community.

Considering the significant changes in the system, and the changing needs of children and families, a full review of Special Needs Inclusion programming and funding is part of the System Plan.

1,136

children received additional support to be included fully in child care.



Many children  
require extra  
support to meet  
their individual  
needs and to  
thrive in child care  
and early learning  
environments.



# THE CURRENT SERVICE SECTOR

## I. Consultative Quality Improvement

The Children Services Section has been measuring quality for 12 years and has been focusing on consultative quality improvement for the last five. After many years of evaluating quality with checklists, the system moved to a strength-based approach, with the understanding that building relationships is what improves quality. After engaging in individual and group reflections, becoming familiar with the latest research, and listening to educators, the CGS Program Quality Indicators (PQI) model was replaced by an appreciative model called Consultative Quality Improvement (CQI).

The consultative model provides opportunities for side-by-side mentoring with educators, supervisors, and executive directors, focusing on their personal and professional program goals. The model supports ongoing professional learning through follow-up consultations, training workshops, and opportunities for reflection.

In 2018, CQI staff focused on agency support. This focus on agency development helped to build capacity at an agency level and allows agencies to support their individual sites.

### Site Consults 2018

Sites requesting consults/visits .....	49
% of sites visited.....	70%

### Agency Consults 2018

Agencies receiving admin consults.....	23
% of agencies receiving consults .....	100%

### Total 2018

Total hours of consults .....	657.75
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## Planning Considerations

In 2017, staff started developing processes to measure the impact of their work while supporting the goal of providing high-quality programs throughout the entire Early Years system.

As part of Annual Site Visit Interviews, each agency identifies areas for growth and creates goals corresponding to their Program Statement. Because the goals are agency specific, they usually align with their organizational strategic plans. Staff works with agencies to identify their Program Quality Leadership Goals and develop activities and targets to meet their goals.

## J. Capacity Building and Professional Learning

Children Services Section manages a budget for Capacity Building and works with all partners to provide a comprehensive and responsive schedule of training, workshops, mentoring and leadership programs for all early years professionals.

Quality is reflected in the resources available to educators and other professionals. To keep up with current research and changes in the sector, the system is striving to provide more time and resources to those who will influence the change the most – early years leaders and professionals.

100%

of agencies actively participated  
in the CQI program.



Since increasing community opportunities for ongoing professional learning, partners report (and staff have observed) the following:

- 1. Staff members are more motivated at work.
- 2. Program quality has improved i.e. environments, curriculum.
- 3. More and more educators are valuing their profession.
- 4. Leadership capacity has increased within our community.

Over the past several years the system has provided a variety of ongoing professional initiatives and some of these have been in partnership with other community leaders. It is a system goal to provide relevant, current, research-based learning opportunities that align to our community's needs and interests.

In 2018 Capacity Building and Professional Learning programs sponsored through Greater Sudbury and its partners were provided to 342 early years professionals from 26 different agencies.

Courses are grouped in the following categories:

	# of courses offered	# of course ompletions
Leadership	3	48
Pedagogy and Programming	14	349
Professionalism	23	317
Quality Measures:	10	154
TOTAL	50	868



K. The Early Years Sector Workforce

A skilled, knowledgeable, and stable workforce is critical to the quality of the early years system, and to how children and families experience and benefit from early learning programs. The workforce includes Registered Early Childhood Educators (RECEs) and support staff in licensed child care, home visitors working for a licensed agency and staff at EarlyON Centres, as well as the program supervisors and directors in each setting.

Children Services has consistently heard from service providers that job satisfaction is closely linkedto being able to have a positive impact on children and families. The system can help to provide better conditions for staff to focus on impactful programming by supporting fair compensation, good working conditions, and professional learning.

Historically, compensation in the sector has been low. The establishment of the College of RECEs is helping to professionalize and raise the profile of the sector. The introduction of the Provincial Wage Enhancement funding program in 2015 was an important step in addressing the wages of professionals working in the early learning sector.

The recent transformation of the sector has also been challenging for the child care workforce in other ways. Many RECEs have left child care programs to work for the school boards, which offer higher wages. Meanwhile, for those who remain in child care, there are more part-time and split-shift work arrangements than before.

Low wages and challenging schedules continue to detract from recruitment and retention. Agencies report significant challenges recruiting and retaining to staff for their existing programs. Efforts to expand the system and open new child care programs to meet community needs, depend on the system's ability to recruit and retain more qualified staff.

Workforce 2018

FTEs working in Licensed Child Care.....	637 (up 14% from 2017)
FTE RECEs in Licensed Child Care .....	327 (up 7% from 2017)
% staff who are RECE in Licensed Child Care .....	49% (down from 54% in 2017)
Educator/ECE - median hourly wage .....	\$20/hr in 2018 (up 17% from 2014)

Early childhood educators wages range considerably, from \$14.00 to \$25.15 per hour, with an average of \$19.67 per hour.

Planning Considerations

The Provincial Wage Enhancement Program is helping to address compensation support. Some licensed agencies have been working to address wages and overall compensation, by introducing salary scales, and adding enhanced benefits like reduced child care fees for staff and paid professional development. These efforts have improved conditions in many programs, but a concerted, community-wide effort to increase wages in a coordinated and predictable way is needed to fully address wages in the sector. The system will also benefit from innovative strategies to create more stable, full-time, and desirable opportunities for RECEs.

An important tool that Greater Sudbury has to help with wages and compensation is base funding of child care operators to help them support better wages and benefits without passing along the costs to families. With the additional flexibility to allocate the Children Services budget where it is most needed, there are opportunities to enhance the General Operating Grant to help child care programs to improve quality by addressing staff retention through compensation.



## SECTION 3: EARLY YEARS & CHILD CARE COMMUNITY CONSULTATION: WHAT WE HEARD



## STAKEHOLDER FEEDBACK

### Consultation with Families

The City of Greater Sudbury Children Services Section completed the following activities to collect feedback from stakeholders:

- Large scale parent surveys on child care and early learning and family support services
- Targeted surveys of home providers, and child care referral agencies
- Focus groups/meetings with front line Family Support Services Workers, Child Care Supervisors and CGS Departments (Ontario Works, Planning, Housing, Economic Development), Child Care Board Members
- Ongoing meetings and participation of the PNSF, CELL, EarlyON Directors and ESP groups



### What we heard: Child Care Survey

- **534 responses** (online survey Nov. 2018)
- **71% would choose Licensed Centre** as their 1st choice for non-custodial child care (3% private home)
- **67% need regular 5 day/week care;** 17% have varying schedules
- **60% stated** “finding child care caused significant stress”
- **45% got into their care of choice** when they needed it (16% up to 3 months after)
- **45% stated** “child care fees we pay are manageable”
- **90% - 96% positive responses** on questions about How Does Learning Happen? Pedagogical Document foundations: Belonging, Well-being, Engagement, Expression in licensed care

### What we heard: Child and Family Online Survey

- **1,266 responses** (online survey December 2016)
- **44% had attended English EarlyON Child and Family Centres;** 15% French; 3% Aboriginal
- Families used an average of **1.8 services/family**
- **18% reported difficulties** attending services due to times offered, locations, transportation
- **86% - 96% positive responses** on questions about HDLH foundations: Belonging, Well-being, Engagement, Expression in services
- **More than 25% of those who didn't attend** EarlyON Child and Family Centres had never heard of them





## STAKEHOLDER FEEDBACK

### Consultation with Partners

#### Private Home Providers' Survey 2018 (28 respondents)

28 private home child care providers completed an online survey about perceived benefits and barriers to joining a licensed home child care agency.

##### Licensed home child care supports that would benefit private home providers:

- Provider enhancement grants (85%); being able to accept 6 children (76%); access to free professional development (72%).

##### Barriers to joining licensed home child care:

- "Prefer to be independent and make all my own decisions" (79%); "rates paid are too low" (68%).

#### Child and Family Services Staff Focus Group 2017 (19 participants)

Staff from agencies who work directly with families attended two focus groups to discuss families' experiences attending EarlyON Child and Family Centre programming and other family programs.

##### Participants identified barriers to participation in family programs:

- Too busy/noisy; limited evening/weekend programming; feeling of social discomfort or judgment by/of others. They noted changing family dynamics and new opportunities to model positive interactions and support healthy child development.

#### Child Care Supervisors Focus Group 2018 (18 participants)

##### Participants identified the best things about the Early Learning system from their perspective:

Services are supportive to families and centres; excellent professional development offered; programs are quality and pedagogy-focused; working together as a community; efforts to develop more qualified staff; positive reflective approach/ coaching and mentoring staff.

##### Participants identified the things that need to change most in the system:

Better partnerships between schools/child care (shared spaces); focus on retention/ recruitment; higher/more consistent wages; more night/late afternoon childcare; more collaboration between agencies; more available spaces for families especially infant; lower childcare rates; less paperwork for educators/more time with the children.

#### Aboriginal Community Priorities: *Our Journey Together*

Through independent engagement with the Aboriginal community, it was determined that the main priority was the need to build cultural capacity across the early years system. Outside of Aboriginal-specific programs, Aboriginal families do not see themselves reflected in the system. They indicated that every step of the process of gaining access to child care – from outreach to intake to special needs support – should promote and reflect Aboriginal cultures.

##### Other recommendations included:

- "Navigators" to engage and support Aboriginal families
- Cultural considerations related to families' eligibility for fee subsidy
- Voluntary Aboriginal self-identification in a sensitive and positive way
- Home child care options

#### EarlyON Service Providers

Children Services Section met regularly with Directors of child care and early learning programs between 2017 and 2019 to work collaboratively with them at all stages of developing the EarlyON components of this Plan.



## THE PLANNING NETWORK FOR SUDBURY FAMILIES STRATEGIC PLAN PROCESS (2017)

The Planning Network for Sudbury Families (PNSF) is committed to informed and outcome - driven planning.

The PNSF completed a Strategic Plan using a Results Based Accountability (RBA) framework in 2017.. The plan includes nine indicators and related measurable activities to help all partners achieve agreed upon desired population results.

The early years system's role in meeting the PNSF's Strategic Plan priorities, activities and measures has been built into this Early Years Service System Plan. These activities are included in the System Plan outcomes and strategies, in addition to other strategies and activities developed for the System Plan.

High-quality programs engage children in meaningful learning, and support their cognitive, physical, emotional, and social development.





## SECTION 4: SERVICE SYSTEM PLAN OUTCOMES & IMPLEMENTATION PLAN



**GOAL#1:**  
A SYSTEM  
THAT IS  
ACCESSIBLE





## GOAL#1: A SYSTEM THAT IS ACCESSIBLE

### Outcome #1

**Community programs and service providers are increasingly aware of families’ needs for child care and early years services within the community.**

#### Strategy 1A

Develop and implement a multi-faceted marketing and education campaign about quality, licensed care and early learning programs directed to families, partners and to the public, within existing funding.

**Expected Results:** By 2023 families, partners and the public will have increased knowledge about the Early Years system and its programs, and families will have avenues to express their needs.

##### Measures:

- # of people accessing web-based content;
- # of promotional materials circulated;
- # of events / participants;
- Results of Awareness and Use of Parenting Programs Module.

**Activities 2019:** Develop branding concept for materials and marketing plan, update and review all web content, and start to develop targeted materials.

**Activities 2020-21:** Implement marketing plan and track results, making revisions as needed.

**Activities 2022-23:** Implement marketing plan and track results.

### Outcome # 2

**Programs address service gaps throughout the community to provide high-impact child care and early years services that can be easily accessed by children and families.**

#### Strategy 2A

Offer multiple well-positioned EarlyON Child and Family Centre locations and non-traditional extended hours; implement a targeted expansion of EarlyON as needed within existing funding.

**Expected Results:** By 2023, more children and families will be attending EarlyON programming at locations throughout Greater Sudbury.

##### Measures:

- # of children served;
- # of caregivers accessing EarlyON;
- # of extended/ non-traditional hours;
- # of new sites/ outreach locations;
- # of families served;
- # of unique families accessing services.

**Activities 2019:** Monitor utilization of new non-traditional and extended hours and outreach programming.

**Activities 2020-21:** Evaluate the utilization and impact of non-traditional and extended hours and outreach being offered, making additions/ alterations where needed.

**Activities 2022-23:** Continue to evaluate the utilization and impact of non-traditional and extended hours and outreach being offered, making additions/ alterations where needed.



## GOAL#1: A SYSTEM THAT IS ACCESSIBLE

### Strategy 2B

Support expansions of licensed child care in the highest demand locations and age groups within existing funding.

**Expected Results:** By 2023, new, high-impact child care spaces in highest demand locations will be funded and operational, maximizing available funding.

**Measure:** # of new high demand spaces created.

**Activities 2019:** Using current demographic and demand data, develop target numbers for new spaces, by neighbourhood, age group and language. Approve new spaces, as funding is available.

**Activities 2020-21:** Review target numbers as new data is available. Approve new spaces to meet the targets, as funding is available.

**Activities 2022-2023:** Review target numbers as new data is available. Approve new spaces to meet the targets, as funding is available

### Strategy 2C

Provide subsidy for summer programming for more kindergarten/ school age children in need, to support school attachment and healthy development.

**Expected Results:** By 2023, more families in need will have access to high-quality summer programming for their school age children.

**Measure:** # of school aged children accessing subsidized summer care for “school attachment/healthy development”.

**Activities 2019:** Analyze the potential financial impact and determine desired outcomes of implementing this policy; Consult with summer programs (licensed and recreation) about impact and implementation issues.

**Activities 2020-21:** Develop policies and procedures for a pilot implementation for summer 2021; Review impact and implementation to determine feasibility of ongoing program; Implement fully in 2021 and beyond with any recommended changes, if determined to be feasible.

**Activities 2022-2023:** Implement fully in 2021 and beyond with any recommended changes, if determined to be feasible.

### Strategy 2D

Support the coordination, promotion and delivery of a range of high-quality, evidence-informed parenting programs throughout Greater Sudbury.

**Expected Results:** By 2023, all early learning programs will be involved in coordinating, delivering and promoting a schedule of high-quality and responsive community-endorsed parenting programs.

##### Measures:

- # of meetings of the Community of Practice held;
- # of EarlyON Agencies that have committed to delivering from the “slate” of programs that has been agreed upon;
- Parenting programs are promoted and tracked in a coordinated way;
- Awareness and Use of Parenting Programs Module (RRFSS 2018 cycle).

**Activities 2019:** Support the initiative by ensuring that all EarlyON providers are represented, that the web calendar (or other tool) can assist with planning, coordinating and promoting parenting programs, and that parenting programs offered by EarlyON and child care programs support the HDHL pedagogy and philosophy.



## GOAL#1: A SYSTEM THAT IS ACCESSIBLE

**Activities 2020-21:** Assist with dissemination and tracking of utilization of parenting programs delivered by EarlyON and Child Care programs.

Participate in and provide logistical support to participating EarlyON and Child Care agencies for any evaluation efforts undertaken.

**Activities 2022-23:** Continue to assist with dissemination and tracking of utilization of parenting programs delivered by EarlyON and Child Care programs. Continue to participate in and provide logistical support to participating EarlyON and Child Care agencies for any evaluation efforts undertaken.

### Strategy 2E

Develop new processes, communication tools and staff training to enhance support and improve families' experience using the Greater Sudbury Child Care Registry.

**Expected Results:** By 2023, through processes and messaging, families understand the process of finding child care, receive regular information about their applications and are confident that the admissions process is fair.

#### Measures:

- New tools are created and regular communication is going to families who have created a Child Care Registry application;
- # of child care agency staff that have completed training.

**Activities 2019:** Use survey results, staff observations and targeted consultation to determine key points of stress for families looking for child care. Prioritize system improvements, communication tools and processes that will address concerns identified.

**Activities 2020-21:** Implement prioritized changes over 2020-2021. Where needed, provide training to agency staff to assist them in implementing communication changes.

**Activities 2022-23:** Monitor families' experiences and continue to improve tools and processes as required.

### Outcome # 3

Municipal by-laws are addressed and examined to ensure they are supportive of high-quality, accessible early years and child care services.

### Strategy 3A

Explore options for an exemption to the User Fees By-law 2015-8 to allow CGS funded Early Years programs to use City facilities or services at low or no cost.

**Expected Results:** By 2023, Executive Leadership Team (ELT)/City of Greater Sudbury Council will have considered a resolution to allow free or at-cost use of City facilities by programs funded by Children Services.

**Measure:** Resolution presented to Council with rationale and business case.

**Activities 2019:** Research potential impact, benefit and cost of a by-law exemption.

**Activities 2020-21:** With Senior Management approval, prepare and present a business case and a resolution for Council in 2020. Follow-up with appropriate actions, based on ELT/Council decision.

**Activities 2022-23:** Follow-up with appropriate actions, based on ELT/Council decision.



## GOAL#1: A SYSTEM THAT IS ACCESSIBLE

### Strategy 3B

Explore options to develop a municipal by-law to require registration of home child care businesses.

**Expected Results:** By 2023, CGS ELT/Council will have considered a resolution to require registration of home child care businesses.

**Measures:** Resolution presented to Council with rationale and business case.

**Activities 2019:** Research potential impact, benefit and cost of a by-law exemption.

**Activities 2020-21:** With Senior Management approval, prepare and present a business case and a resolution for Council in 2020. Follow-up with appropriate actions, based on ELT/Council decision.

**Activities 2022-2023:** Follow-up with appropriate actions, based on ELT/Council decision.

### Outcome # 4

**Children with special needs and their families have the support they need to fully participate in appropriate early learning programs and services.**

### Strategy 4A

Support the activities of the Coordinated Service Planning/Integrated Rehabilitation and Child and Youth Community Mental Health plans.

**Expected Results:** By 2023, PNSF partners will be familiar with and/or be participating in activities and processes recommended in the Coordinated Service Planning/Integrated Rehabilitation and Child and Youth Community Mental Health plans.

#### Measures:

- # of monthly briefing notes to PNSF;
- # of network members involved in defined initiatives;
- # of referrals

**Activities 2019:** Support a partner working group to develop a plan and determine measures which ensure impact and set expectations for participation of funded agencies; provide training, support and tools for EarlyON and child care staff and programs to provide better screening, referrals, support and services and to ensure effective tracking of referrals.

**Activities 2020-21:** Create more opportunities for specialized service providers to participate in PNSF and ensure PNSF members are informed with the use of briefing notes; develop referral and follow-up tracking system for referrals including nature of referral, where referrals are coming from and follow up; track and report on referrals.

**Activities 2022-2023:** Track and report on referrals and participation of specialized services in PNSF. Develop and implement strategies to improve in both areas, as required.

### Strategy 4B

Identify and/or develop appropriate spaces in new and existing child care and EarlyON programs where specialized small group or one-on-one treatment for children with special needs and other family supports can be delivered.

**Expected Results:** By 2023, child care and/or EarlyON sites will be available throughout the City that can accommodate the delivery of specialized services, based on available funding.





# GOAL#1: A SYSTEM THAT IS ACCESSIBLE

## Measures:

- A completed inventory identifying Early Years programs with existing or potential treatment sites;
- A design concept and funding model for an appropriate space in new builds or renovations;
- # of operating spaces.

**Activities 2019:** Work with stakeholders to develop the requirements for a multi-use/treatment space. Review current locations to determine sites that could accommodate this.

**Activities 2020-21:** Identify available funding to develop multi-use spaces in new and existing programs and approve projects as space and funding are available.

**Activities 2022-23:** Approve projects as space and funding are available.

## Strategy 4C

Develop a responsive funding and service delivery model for inclusion support in Early Learning and Child Care which includes innovative approaches to enhance inclusion programming for children with additional needs, based on age group, neighbourhood or diagnostic criteria.

**Expected Results:** By 2023, a fair and transparent funding formula and responsive service delivery model to best meet identified community needs will be in place.

## Measures:

- A review of the current model and changing community needs with recommendations to improve the delivery of programs completed ;
- Funding and service delivery model is in place, and able to respond to funding and service changes ;
- # of children served ;
- # of children waiting for service ;
- # of enhanced programs/services offered ;
- # of children served by enhanced programs/ services.

**Activities 2019:** Develop a stakeholder working group to review service delivery, assess community needs and identify children who may benefit from enhanced service. Deliver the enhanced summer program for school age children, as budget is available.

**Activities 2020-21:** Using information collected, work with the stakeholder working group to develop a responsive funding and service delivery model, which allows for enhanced programming as needed; implement the new model starting in budget year 2021, review results and adjust as necessary.

**Activities 2022-2023:** Implement the new model starting in budget year 2021, review results and adjust as necessary.



# GOAL#1: A SYSTEM THAT IS ACCESSIBLE

## Outcome # 5

**Programming and services are culturally responsive to the needs of newcomer communities.**

## Strategy 5A

Support newcomer families in accessing and participating in Early Years programs by developing and implementing appropriate training and support for early years professionals, and developing and/or identifying tools, resources and processes for newcomer families and newcomer serving agencies.

**Expected Results:** By 2023, based on direct feedback from newcomer families and newcomer serving agencies, a training/education program for early years staff will be in place, tools and resources will be in use, and Early Years program policies and processes will have been reviewed and revised.

## Measure

- # of sessions offered.
- # of participants in consultation.
- # of agencies and staff participating.
- # of recommendations to programming addressed.
- Satisfaction of newcomer families with the early years services provided.

**Activities 2019:** Work with community partners serving newcomer families to develop a plan to address this strategy; complete a consultation with newcomer families with young children and agencies who serve them. Identify resources & training opportunities for staff.

**Activities 2020-21:** Develop and implement a training plan for Early Years Professionals in 2020; develop and work to implement programming, policy and process changes based on results of consultation.

**Activities 2022-23:** Continue the work of implementing, reviewing and improving programming, policy and process changes based on results of consultation.

## Outcome # 6

**High-quality and appropriate Early Years programming and services are delivered by, and in partnership with, First Nation, Métis, Inuit, and urban Indigenous people within the community.**

## Strategy 6A

Work as a key partner to help implement Indigenous-led initiatives with appropriate funding, training, promotion and support.

**Expected Results:** By 2023, Indigenous-led programming has been successfully implemented, an evaluation has been completed and programming is being incorporated into the regular delivery of Early Years programming.

## Measures:

- # of Indigenous-led sessions delivered.
- # of staff, community members able to deliver programming.
- # of children/adults participating.
- Evaluation is complete.
- Plan to continue programming beyond the funding is in place and resourced.

**Activities 2019:** Support EarlyON and Child Care programs to participate in Indigenous-led initiatives; promote activities to the public; develop templates/ tools to ensure participation and impact is well tracked.

**Activities 2020-21:** Continue to support EarlyON and Child Care programs to participate in Indigenous-led initiatives. Continue to promote activities to the public; support all EarlyON and Child Care programs to incorporate Indigenous-led programming and stories into their regular programming through training, resources and promotion.

**Activities 2022-23:** Continue to support EarlyON and Child Care programs to incorporate Indigenous-led programming and stories into their regular programming through training, resources and promotion.



# GOAL#1: A SYSTEM THAT IS ACCESSIBLE

## Strategy 6B

Continue to work with Indigenous partners, and others, to deliver Indigenous services proportional to the need and population.

**Expected Results:** By 2023, Indigenous EarlyON programming is well attended and meeting the needs of Indigenous families and organizations. Indigenous families have more opportunities to participate in child care programs delivered by Indigenous people and organizations.

### Measures:

- # of children/families served by Indigenous EarlyON services and programs;
- # of EarlyON sites partnering with Indigenous Service providers;
- # of children accessing the Indigenous child care programs;
- # of new Indigenous child care spaces or programs;
- # of child care sites partnering with Indigenous Service providers;
- Satisfaction of Indigenous families with the Indigenous early years services provided.

**Activities 2019:** Work with Indigenous partners to continue to assess the need for increased services in child care; promote the Indigenous services offered to increase awareness and utilization.

**Activities 2020-21:** Ensure that Indigenous families have opportunities to provide feedback about the service provided and needed; continue to promote Indigenous services offered to increase awareness of services; work with Indigenous partners to develop additional child care spaces; ensure funding is available to support potential expansions of Indigenous child care.

**Activities 2022-23:** Continue to work with Indigenous partners and families to strengthen and support Indigenous child care spaces, EarlyON services or other appropriate care options; continue to ensure that Indigenous families have opportunities to provide feedback about the service provided and needed.

## Outcome # 7

**Programming is delivered by Francophone partners.**

## Strategy 7A

Continue to work with francophone partners to deliver francophone services proportional to the need and population and support agencies to provide enhanced francophone cultural programming.

**Expected Results:** By 2023, francophone programming and services are well attended, offering high-quality francophone cultural programming and are meeting the needs of francophone families and organizations.

### Measures:

- # of children/families served by francophone EarlyON and Child Care services and programs;
- # of EarlyON and child care sites delivering high-quality francophone cultural programming;
- Satisfaction of francophone families with the francophone early years services provided.

**Activities 2019:** Work with francophone partners to continue to assess the need for increased services. Develop a plan, including staff training and resources, to provide enhanced Francophone cultural activities in French-language programs.

**Activities 2020-21:** Ensure that francophone families have opportunities to provide feedback about the service provided and needed; work with francophone partners to develop additional child care spaces as required; ensure that training opportunities on delivering Francophone Cultural programming and appropriate resources are available for staff in French language child care and EarlyON.

**Activities 2022-23:** Continue to work with francophone partners to strengthen and support francophone child care spaces; continue to ensure that training opportunities on delivering Francophone Cultural programming and appropriate materials are available for staff in French language child care and EarlyON; measure and evaluate progress.



# GOAL#2: A SYSTEM THAT IS RESPONSIVE





## GOAL#2: A SYSTEM THAT IS RESPONSIVE

### Outcome # 8

**Programs and services reflect the diversity of families and respond to the identified needs of children and families in each community.**

#### Strategy 8A

Support early years providers to plan and implement intentional programming related to EDI vulnerabilities in their local community.

**Expected Results:** By 2023, programming in Child Care and EarlyON Centre will respond to the EDI vulnerabalities in their local community.

**Measures:**

- # of EDI vulnerability-focused programs offered;
- # of training sessions offered;
- # Educators planning EDI intentional programming;
- % of sites implementing EDI intentional programming.

**Activities 2019:** Provide in-person training for early years staff on the EDI and EDI vulnerabilities.

**Activities 2020-21:** Develop a menu of approved programs/activities to respond to each EDI Vulnerabilities and provide training to early years staff; support staff to implement programming as required; track intentional programming.

**Activities 2022-23:** Support staff to implement programming as required. Track intentional programming.

#### Strategy 8B

Support partners to address the experience of families when children are not able to fully participate in Kindergarten.

**Expected Results:** By 2023, all instances where children are not able to fully participate in kindergarten will be tracked and protocols and programs will be in place to ensure that families and children are supported by early years partners to successfully integrate into school.

**Measures:**

- # of children excluded from kindergarten;
- # of children receiving support to re-integrate into school;
- # of network members involved in initiatives.

**Activities 2019:** Support the School Transition Entry Committee/ Community & Education Ad Hoc and Child and Youth Community Mental HealthWorking Group to develop a plan and determine tracking system and measures.

**Activities 2020-21:** Support the School Transition Entry Committee/ Community & Education Ad Hoc and Child and Youth Community Mental Health Working Group and Early Years partners to implement the plan, including tracking instances and applying and documenting agreed upon measures to support families and agencies and to re-integrate children.

**Activities 2022-23:** Continue to support early years partners to implement the plan, including tracking instances and applying and documenting measures to support families and agencies and to re-integrate children.



## GOAL#2: A SYSTEM THAT IS RESPONSIVE

### Outcome # 9

**Programs and services provide families with more choice and flexibility for their child care options.**

#### Strategy 9A

Support Licensed Home Agencies to recruit more licensed home child care providers to increase access to licensed home child care for subsidized and full fee families.

**Expected Results:** By 2023, Licensed Home Child Care agencies will have 50 home child care providers operating throughout Greater Sudbury.

**Measures:**

- # of new licensed home child care providers;
- # of subsidized children using licensed home child care.

**Activities 2019:** Monitor the changes made late in 2018 to assess their impact, especially related to subsidized families' access to licensed home child care; support and enhance agency efforts to promote Licensed Home Child Care and attract new providers.

**Activities 2020-21:** Continue to monitor the changes made late in 2018 to assess their impact. Enhance support if needed to further attract new providers and increase access for subsidized families; continue to support and enhance agency efforts to promote Licensed Home Child Care and attract new providers.

**Activities 2022-23:** Continue to support and enhance agency efforts to promote licensed home child care and attract new providers, based on available funding.

#### Strategy 9B

Ensure that operating grant funding and rates paid encourage and compensate agencies for delivering flexible care and extended hours to meet families' needs.

**Expected Results:** By 2023, a General Operating Grant (GOG) formula will be in place that pays more for spaces that are open longer hours and recognizes programs that offer flexible schedules and subsidized rates that reflect the cost of offering flexible/part time care.

**Measures:**

- # of sites providing extended hours;
- # of sites accepting flexible/part time schedules;
- GOG formula has been developed and is in use;
- # of sites that have changed hours/policies to receive enhanced GOG amounts.

**Activities 2020:** Develop criteria and financial incentives to be included in the operating grant formula to recognize providers who offer flexible care and extended hours, review the financial impact of implementing the criteria, and review subsidized rates as they relate to providing part time and extended care.

**Activities 2021:** Test the new operating grant formula in 2021 with full implementation by 2022; implement revised subsidized rates in 2021; monitor impact of new formula and new rates on number of agencies providing flexible care and extended hours.

**Activities 2022-2023:** Review the impact and experiences of the new model and make changes as necessary.



## GOAL#2: A SYSTEM THAT IS RESPONSIVE

### Outcome # 10

**Programs and services reflect cultural and/or linguistic diversity, geographical spread and address demand or gaps in programs and services.**

### Strategy 10A

Continue to make funding decisions and deliver services taking into account cultural and/or linguistic diversity, geographical spread and gaps in programs and services.

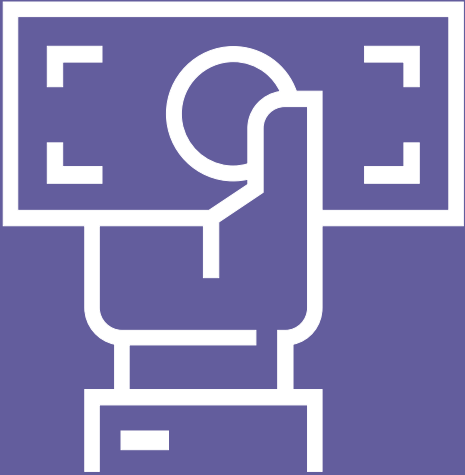
**Expected Results:** By 2023, a formal decision making processes and policies will be in place to ensure that funding and service delivery decisions are based on cultural and/or linguistic diversity, geographical spread and identified needs.

**Measure:** EarlyON and Child Care funding and services are being delivered in proportion to population- by neighbourhood, and of francophone and aboriginal populations.

**Activities 2019:** Monitor the impact of the 2018 re-allocation of EarlyON Child and Family Services (based on neighbourhood population, language and culture and vulnerabilities).

**Activities 2020-21:** Develop and approve policies which formalize the process by which Child Care and EarlyON funding and service decisions are made based on geography, language and demand.

**Activities 2022-23:** Apply policy and monitor impact. Revise policies as required to ensure they have the intended impact.



## GOAL#3: A SYSTEM THAT IS AFFORDABLE





## GOAL#3: A SYSTEM THAT IS AFFORDABLE

### Outcome # 11

**Community service providers enhance engagement and collaboration with broader community service providers, school boards, early years partners, primary care providers, parents and caregivers.**

#### Strategy 11A

Support activities to improve communication and strengthen partnerships among network partners.

**Expected Results:** By 2023, the PNSF will be implementing scheduled, ongoing communication tools and partnership strengthening activities which are well utilized and result in stronger connections and increased knowledge by active and associate partners.

#### Measures:

- # of networking/partner information sharing events/ sessions;
- # of monthly briefing notes received.

**Activities 2019:** Support development of communication tools and partnership strengthening activities.

**Activities 2020-21:** Support the implementation of partner engagement with communication tools and partnership strengthening activities; track and review utilization, participation and partner satisfaction with tools and activities; revise, if needed, based on results.

**Activities 2022-23:** Support the implementation of and partner engagement with revised communication tools and partnership strengthening activities; track utilization, participation and impact.

### Strategy 11B

Develop formal agreements between schools and early learning programs to provide more integrated, responsive, seamless services for families and to outline shared responsibilities and expectations.

**Expected Results:** By 2023, each school board will have a standard partnership agreement that outlines joint expectations, responsibilities and costs for all child care and EarlyON partners.

**Measure:** # of formal partnership agreements.

**Activities 2019:** Support the creation of partnership agreements between school boards and early learning partners.

**Activities 2020-21:** Support partners to implement partnership agreements and track progress.

**Activities 2022-23:** Support partners to implement partnership agreements and track progress.



## GOAL#3: A SYSTEM THAT IS AFFORDABLE

### Outcome # 12

**Early years partners collaborate to improve affordability of child care and early years services in the community.**

#### Strategy 12A

Work with child care stakeholders to develop, implement and evaluate a responsive General Operating Grant formula that will help child care providers keep parent fees affordable.

**Expected Results:** By 2023, a funding formula that provides additional support to programs that meet agreed-upon affordability indicators will be implemented, resulting in fewer child care fee increases.

#### Measures:

- Review complete;
- # of agencies/programs revising policies or processes to access funding.

**Activities 2019-2020:** Develop criteria and financial incentives to be included in the operating grant formula to recognize providers that maintain affordable fees. Review the potential financial impact of implementing the criteria.

**Activities 2021-22:** Test the new operating grant formula in 2021 with full implementation by 2022; monitor impact of new formula and on number of agencies maintain affordable fees.

**Activities 2023:** Review the impact and experiences of the new model and make changes as necessary; track impact on fees.

### Outcome # 13

**Policies support families in need through fee subsidies.**

#### Strategy 13A

Revise child care subsidy policies for families who require care for part-time or shift schedules with infants, toddlers and preschoolers, to increase access for these families and to provide more stability for children and child care providers.

**Expected Results:** By 2023, subsidized families who require part-time licensed child care will have improved access to subsidized licensed child care for their infants/ toddlers/ preschoolers.

#### Measures:

- New policy has been developed, tested and implemented;
- # of families accessing care through the new policy.

**Activities 2019-2020:** Analyze the potential financial impact and expected child and family outcomes and agency impacts of implementing this policy; consult with agency partners about impact and implementation issues; develop policies and procedures for a pilot implementation for January 2021.

**Activities 2021:** Review impact and implementation to determine feasibility of ongoing program. Implement fully in 2022 and beyond with any recommended changes, if determined to be successful.

**Activities 2022-23:** Implement fully in 2022 and beyond with any recommended changes, if determined to be successful.



## GOAL#3: A SYSTEM THAT IS AFFORDABLE

### Strategy 13B

Review processes and practices in the promotion and delivery of the Child Care Subsidy program and make improvements to reach more families, reduce overpayments, improve clients' experiences and improve program delivery.

**Expected Results:** By 2023, Child Care Subsidy processes, practices and promotion will have been reviewed internally, with input from clients, recommendations made and changes implemented. Families will have more awareness and understanding of the program and more positive experiences using it.

#### Measures:

- # of clients consulted
- a review with recommendations has been completed
- # of new processes and practices introduced
- # of applications/inquiries number of overpayments

**Activities 2019:** Use survey results, staff observations, service data and targeted consultation to determine opportunities to improve processes and practices in delivering and promoting child care subsidy; prioritize improvements, communication tools and processes that will address concerns identified. Make simple changes as soon as possible.

**Activities 2020-21:** Implement prioritized changes over 2020-2021.  
Where needed, provide training to staff to assist them in implementing changes.

**Activities 2022-23:** Monitor families' experiences and continue to improve tools and processes as required.



## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY





## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

### Outcome # 14

**Programs and services align with health and safety requirements set out in the Child Care and Early Years Act, 2014.**

#### Strategy 14A

Review funding allocations to ensure that early learning agencies have sufficient annual funding to meet their regular health and safety requirements, while maintaining an emergency fund to support agencies that may have extraordinary or unexpected expenses that impact licensing.

**Expected Results:** By 2023, the Operating Grant Formula will provide appropriate funding for child care agencies to address their ongoing health and safety needs.

A true emergency fund will continue to be available from Children Services for extraordinary costs.

#### Measures:

- # of requests to the Emergency Fund;
- Funding formula, with appropriate support to meet healthy and safety needs, is in use;
- Early learning agencies report that they are able to meet ongoing needs.

**Activities 2019-2020:** Analyze historical and current utilization of repairs and maintenance funding; develop appropriate allocations to include in the new operating grant to meet needs; develop an emergency fund and criteria for access.

**Activities 2021-2022:** Test the new operating grant formula in 2021 with full implementation by 2022; monitor impact of new formula and utilization of the emergency fund on agencies' ability to meet health and safety related needs.

**Activities 2023:** Review the impact and experiences of the new model and make changes as necessary.

### Outcome # 15

**Programming and pedagogy is consistent with provincial pedagogical documents (How Does Learning Happen? (HDLH?): Ontario's Pedagogy for the Early Years and the Kindergarten Program), and reflects the view of children as competent, capable, curious and rich in potential.**

#### Strategy 15A

Develop and implement a public education campaign for partners, the public and parents/caregivers about the current pedagogy, to increase community knowledge about child development, the value of play, early learning and program expectations.

**Expected Results:** By 2023, partners, the public and parents/caregivers will have been exposed to effective education campaigns and will be more knowledgeable about pedagogy, play and early learning program expectations.

#### Measures::

- # of educational messages distributed;
- Engagement with campaign materials.

**Activities 2019:** Create messages and strategies to reach target audiences. Support the creation of promotional material through CGS Communications and Community Engagement and start distributing messages; measure baseline data for regular distribution.

**Activities 2020-21:** Continue to measure reach and impact; revise strategies and messages as needed; continue to develop and distribute messaging.

**Activities 2022-23:** Continue to measure reach and impact; revise strategies and messages as needed; continue to develop and distribute messaging.



## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

### Strategy 15B

Develop and implement a plan to improve relationships and engagement with families in early years programs.

**Expected Results:** By 2023, families and caregivers surveyed will report positive relationships with early learning programs and staff.

#### Measures:

- Parent reports of engagement, relationships and feelings of support at programs in Parent/Caregiver Survey;
- Number of parent/caregiver complaints;
- Educators responses to questions about engagement in CQI process.

**Activities 2019:** Develop avenues for feedback (survey, compile existing feedback, create complaint process and policy); start collecting feedback and responding to feedback.

**Activities 2020-21:** Develop specific plans to improve relationships and engagement of families based on families; continue to collect family feedback.

**Activities 2022-23:** Implement plans and monitor impact on families' reported engagement and satisfaction.

### Outcome # 16

**Programs and services are staffed by a highly skilled workforce such as Registered Early Childhood Educators (RECE) or other certified professionals.**

#### Strategy 16A

Improve the placement and transition into the profession experiences for Early Childhood Educators (ECE) students and graduates.

**Expected Results:** By 2023, all ECE students will have access to high-quality, supportive placement experiences and graduates will receive strong community support as they transition into the profession.

#### Measures:

- # of ECE student/ supervisor perception of their placement experience (survey);
- # of professional learning sessions targeted to student supervision/ coaching/mentoring;
- Transition supports developed and implemented to support new grads entering the professions.

**Activities 2019:** Work with colleges to develop a plan and ensure avenues for feedback are available /pathways developed; collect a baseline on placement details.

**Activities 2020-21:** Continue to support colleges improving the placement experience of ECEs. Follow through with plan to improve the placement experience.

**Activities 2022-23:** Compare pre and post implementation data to see if improvements have been made.



## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

### Strategy 16B

Co-ordinate the funding, development, implementation and promotion of specific plans and activities to increase the recruitment and retention of RECEs.

**Expected Results:** By 2023, agencies will offer improved supports and strategies related to salary, benefits, professional development and work-life (with support from the system) to make recruiting and retaining RECEs easier.

#### Measures:

- # of RECE staff employed as Managers, supervisors, total front line staff, total staff;
- Range of ECE salaries-Lowest /Highest;
- # of paid professional development hours per centre;
- % of daytime professional development;
- # of staff leaving profession;
- # of staff leaving agency, but staying in profession;
- % ECEs who return to work after Parental Leave.

**Activities 2019:** Support the sector in reviewing/collecting data and evidence about factors that impact on recruitment and retention- for example salary scale, paid professional development hours, mobility within and out of the profession.

**Activities 2020-21:** Develop and implement a plan to increase the recruitment and retention of ECEs and to promote the RECE profession

**Activities 2022-23:** Continue implementing planned actions and measuring impact; compare pre and post implementation data to see if improvements have been made.

### Strategy 16C

Develop, fund and implement a strategy to promote understanding of and increase interest in the RECE career/ profession within existing funding.

**Expected Results:** By 2023, more secondary students, guidance counselors and members of the public are aware of the career opportunities and pathways for ECEs.

#### Measures:

- # of promotional events;
- # of promotional materials distributed to students;
- # of Community Development ECE Recruitment Initiatives.

**Activities 2019-2020:** Develop a clear description of the learning pathways towards RECE and a plan to promote the profession to secondary and post-secondary school students.

**Activities 2021-2022:** Implement the plan activities and review impact.

**Activities 2023:** Continue to implement the plan activities and review impact.



## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

### Strategy 16D

Develop, implement and evaluate a responsive General Operating Grant formula which provides enhanced funding for providers that demonstrate a commitment to quality through remuneration and other means.

**Expected Results:** By 2023, a funding formula that provides support to programs that meet community determined quality indicators will be in place.

#### Measures:

- New formula implemented;
- # of agencies/programs revising policies or processes to access funding.

**Activities 2019-2020:** Develop criteria & financial incentives to be included in the operating grant formula to recognize providers who are investing in quality and review the financial impact of implementing the formula.

**Activities 2021-2022:** Test the new operating grant formula in 2021, with full implementation in 2022. Monitor impact of new formula.

**Activities 2023:** Review the impact and experiences of the new model and make changes as necessary.

### Outcome # 17

**The early years system provides capacity building opportunities to engage child care and early years staff in ongoing professional learning and development needs.**

### Strategy 17A

Increase participation in professional learning, including developing more opportunities for joint training with partners.

**Expected Results:** By 2023, a regular schedule of joint training/jointly planned professional learning opportunities will be available and well-attended, with impact and attendance tracked.

#### Measures:

- # of total professional learning sessions offered
- # of Joint training sessions offered
- % of participants in professional learning sessions

**Activities 2019:** Investigate joint professional development possibilities; develop community plan to increase participation in professional learning.

**Activities 2020-21:** Implement planned activities and measure participation.

**Activities 2022-23:** Implement planned activities and measure participation.





## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

### Strategy 17B

Support an external evaluation of the Capacity Building/Professional Learning system and implement recommendations for improvement.

**Expected Results:** A high-quality report containing recommendations to improve the Capacity Building/Professional Learning system, and ensure it meets community goals is available.

#### Measures::

- Report is complete;
- # of partners/ stakeholders consulted;
- # of recommendations.

**Activities 2019-2020:** Determine specific project goals and parameters, and contract with a firm to complete the evaluation. Support partners to participate in consultation.

**Activities 2021-2023:** Review recommendations and develop and implement a plan to respond to them.

### Strategy 17C

Based on the recommendations of 17B, develop an annual funding allocation and guidelines, to ensure that responsive Capacity Building opportunities for early years professionals are available, well-attended, and accurately tracked.

**Expected Results:** By 2023, a funding formula and spending guidelines that are responsive to the number of professionals and funding available will be in place. The scope and functionality of the Learning Management System (LMS) tool will be improved so that more Capacity Building opportunities are tracked through it. Consultation methods will be developed to help ensure that capacity building opportunities are meeting the needs of staff and agencies.

#### Measures:

- Funding formula and guidelines are developed and implemented;
- # of community Capacity Building opportunities were recorded in LMS compared to baseline;
- % of spaces filled in Capacity Building opportunities;
- # of early years staff/agencies consulted for planning.

**Activities 2019-2020:** Identify a stakeholder working group to review service delivery and assess community needs and opportunities for Capacity Building.

**Activities 2021-2022:** Work with the stakeholder working group to develop a responsive funding model and tools and resources using information collected; test the new formula in 2021 with full implementation by 2022; monitor impact of new formula on the delivery of and participation in capacity building opportunities.

**Activities 2023:** Review the impact and experiences of the new model and make changes as necessary.

### Strategy 17D

Continue to implement, review and enhance the local Consultative Quality Improvement Program (CQI).

**Expected Results:** By 2023, the Consultative Quality Improvement Program staff time will be maximized to actively support a high-quality early years system. Staff will conduct at least one visit per year at each child care and EarlyON location.

#### Measures:

- # of CQI Site Visits completed;
- # of Consultation hours.



## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

**Activities 2019:** Ensuring meaningful participation by partners in local CQI, planning/ allocation of consultation resources; strengthening the connection between CQI and Special Needs Services; collaborative program development (capacity building), effective reporting, maintaining a strong connection to the College of Early Childhood Educators; and upholding professional standards; develop a plan to meet program goals.

**Activities 2020-21:** Start implementing plans to meet program goals and monitor impact of changes. Revise activities/plans as required.

**Activities 2022-23:** Continue implementing plans to meet program goals and monitor impact of changes.

### Strategy 17E

Work with stakeholders to support, enhance and maximize the opportunities provided by the Provincial Centres of Excellence.

**Expected Results:** By 2023, Provincial Centres of Excellence (CoE) will be completed successfully with active participation by local agencies and participants will be continuing to use the skills acquired to support excellence in the local system.

#### Measures:

- # of Early Years professionals participating in COE programs;
- % of agencies participating.

**Activities 2019:** Support child care and EarlyON agencies to participate in CoE opportunities by promoting opportunities, providing financial support as required, and sharing results with all stakeholders; track participation by Child Care and EarlyON agencies.

**Activities 2020-21:** Continue to support Child Care and EarlyON agencies to participate in CoE opportunities by promoting opportunities, providing financial support as required, and sharing results with all stakeholders; track participation by Child Care and EarlyON agencies.

**Activities 2022-23:** Support participants to continue to share the content and skills learned from participating.

## Outcome #18

### Strategy 18A

Participate in advocacy efforts to funders through the Northern Ontario Service Delivery Agents (NOSDA) and the Ontario Municipal Social Services Association (OMSSA) for ongoing commitments to ensure an accessible, responsive, affordable and quality system.

**Expected Results:** By 2023, CGS will continue to be an active participant in provincial and regional networking and working groups and will share results of these efforts with Council.

#### Measures:

- # of meetings attended by CGS personnel;
- # of advocacy efforts supported by CGS.

**Activities 2019:** Participate in NOSDA and OMSSA meetings, conferences, and advocacy efforts; share relevant issues and opportunities to provide feedback or support with the CGS Executive Leadership Team (ELT) and City Council as appropriate.

**Activities 2020-21:** Continue to participate in NOSDA and OMSSA meetings, conferences, and advocacy efforts. Share relevant issues and opportunities to provide feedback or support with the CGS ELT and City Council as appropriate.

**Activities 2022-23:** Continue to participate in NOSDA and OMSSA meetings, conferences, and advocacy efforts; share relevant issues and opportunities to provide feedback or support with the CGS ELT and City Council as appropriate.



## GOAL#4: A SYSTEM THAT IS HIGH-QUALITY

### Strategy 18B

Support and strengthen the early years sector through on-going participation on the College of Early Childhood Educators Council, committees or initiatives, provincial associations and committees related to quality, leadership in the sector and the ECE profession.

**Expected Results:** By 2023, CGS will have a history of active participation at the College and related provincial committees and will share information on best practices and related leadership with the sector locally.

#### Measures:

- # of meetings attended by CSG personnel;
- #of initiatives CGS participates in.

**Activities 2019:** Participate in College of Early Childhood Educators Council, Executive and committees, provincial quality/capacity building networking, and lead the NOSDA Quality Group as well as support the efforts of the Centres of Excellence (Provincial, Francophone and Indigenous); share relevant information regarding standards of practice and pedagogy, incorporate best practices in collaborative and strategic community planning, and demonstrate increased leadership in the sector in planning and related working groups.

**Activities 2020-21:** Continue to participate in provincial sector specific groups and share information and best practices locally.

**Activities 2022-23:** Continue to participate in provincial sector specific groups and share information and best practices locally.

### Strategy 18C

Revise and update current Early Years Funding Agreements with child care and EarlyON providers to better define roles, responsibilities and City expectations of Boards of Directors under a governance model.

**Expected Results:** By 2023, Child Care Funding Agreements will include information which defines roles, responsibilities and City expectations of Boards of Directors, and a review of agencies' progress at meeting these expectations will be included in the annual System Management Team meetings.

#### Measures:

- # of boards receiving training/orientation on new expectations;
- # of agencies meeting new expectations.

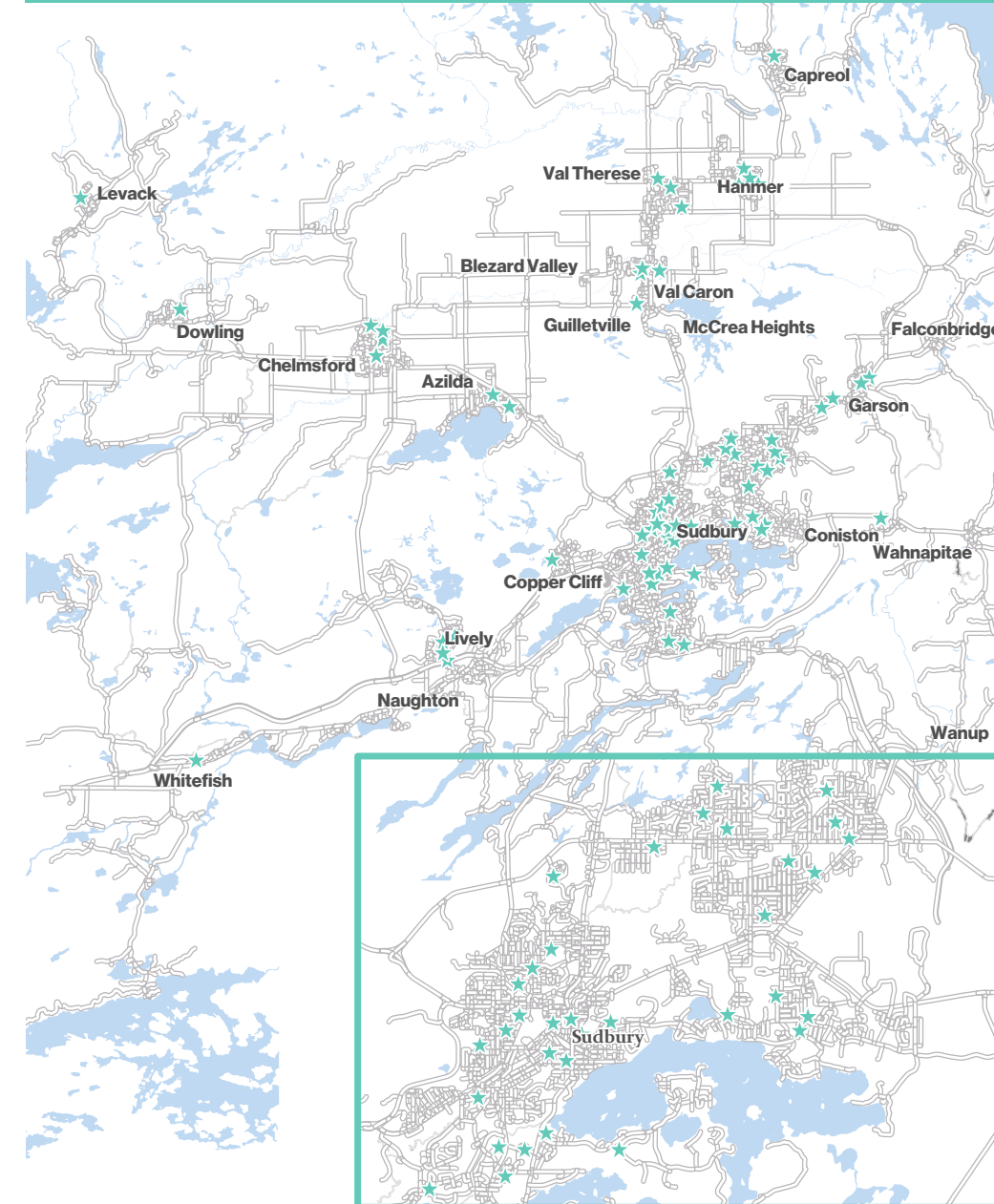
**Activities 2019:** Provide training to Executive Directors and Boards as required.

**Activities 2020-21:** In consultation with Child Care and EarlyON partners, develop roles, responsibilities, standards and expectations for Boards of Directors in the sector; incorporate new standards into revised Early Learning Funding Agreements.

**Activities 2022-23:** Review and evaluate agencies' success in following new expectations, and provide clarification, training or revisions as necessary.



## LICENSED CHILD CARE CENTRES



## EARLYON CHILD & FAMILY CENTRES/ OUTREACH SITES

