



Report on Full Day Early Learning and Care

NIAGARA JKSK2010 COLLABORATIVE • JUNE 2008



AFFORDABLE • CURRICULUM • QUALITY • RELATIONSHIPS • RESPONSIVE • RESPECT • SEAMLESS • SAFE

**What is best
for children
& families**

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List of Acronyms

CSDCCS – Conseil scolaire de district catholique Centre-Sud
CSDCSO – Conseil scolaire de district du Centre Sud-Ouest
DSBN – District School Board of Niagara
ECCDC – Early Childhood Community Development Centre
ECE – Early Childhood Educator
ELECT – Early Learning for Every Child Today

FEAHS – Fort Erie Aboriginal Head Start
JKSK – Junior Kindergarten Senior Kindergarten
MTO – Ontario Ministry of Transportation
NCDSB – Niagara Catholic District School Board
NSBE – Niagara South Board of Education
OECD – Organization of Economic Cooperation & Development
QCCN – Quality Child Care Niagara

Niagara's Vision

Full day early learning and care in Niagara does what is best for young children and their families by optimizing assets and best practices that exist in our Education and Child Care community. A blended approach will be used with sensitivity to the whole child and their individual needs, and a commitment to integrated, seamless service delivery for all children.

Assets

- Francophone school boards offering full day, everyday JKSK since 1998
- 20 pilot schools providing full day, everyday SK in English school boards; some schools have full day, every other day JK
- 10 year history of community planning through Early Years Niagara Coalition, incorporating Best Start and 15 working subcommittees
- Current position of child care including Best Start centres provides capacity to support and complement full day early learning and care programs in Niagara
- Ontario Early Years Centres
- Child Care Sector and Network Groups
- Quality Child Care Niagara initiative
- JKSK Collaborative formed November 2007; cross-functional representation includes school boards, research, and child care
- Diverse local professional training supports in place; Brock University, Niagara College, and Early Childhood Community Development Centre
- Niagara early years research collected and used by community
- Commitment to early identification and intervention
- Participation in the federally funded (HRSDC) Understanding the Early Years research since 2001



Foundational Principles

Curriculum • Quality • Resources • Funding

- Common goal of putting children and families first
- Keep the Ministry of Education's Kindergarten Curriculum as stated in the revised Kindergarten Program and Quality Child Care Niagara¹ framework
- Maintain current funding envelope to education and child care (minimum)
- New public investment in the form of base funding
- Teachers and Early Childhood Educators maintain their employment
- Flexibility to leverage our collective assets in Niagara

¹ Quality Child Care Niagara (QCCN) Framework includes training and implementation on four key components: child development, environment, standardized documentation and developmental program planning comprised of the screening of all children in licensed child care settings using the DISC Preschool Screen, behaviour and speech/language checklists, use of standardized environmental rating scales, completion of annual parent/guardian surveys and programming using Developmental Reference Guides.

Tuesday September 8, 2015

NEWS FLASH: Full day early learning and care a success in Niagara!

From Darius (4 years of age)...

Today is my first day of school. I can't wait to see Joey and Nadia because my teacher Ms. Lori told me they were starting school just like me. This year my teacher is Mrs. Mackay, she is really nice and she has the best classroom. I like going there. I already know where to go – Ms. Lori took me there lots of times but I know how to get there anyway. I'm going to show the new kids where to put their stuff – Mrs. Mackay told me that I could help. I'm going play with Matthew - he isn't in my class but that's OK we always play together outside.

From his Mom...

Today Darius starts Junior Kindergarten. It will be a big day for him but much of the routine is the same. Darius has been in child care at the school since he was 2½ – first on a part-time basis, every other day while I started back to work and then he went to full time about a year later. We chose this place for both Anna and Darius for a number of reasons: the cutting edge curriculum based on the latest research, the excellent training program, and the strictest standards of quality and cleanliness. But the real reason we chose this place, when I first walked in; the staff were in control and not flustered, the children were happy and excited and occupied by a wide variety of activities. The fact that all this was available to us right in our neighbourhood was a bonus. We are so busy as a family - making only one stop in the morning at the school with both the kids and picking both up after work makes my life easier. But now seeing Darius getting ready to go to school, having no first day "jitters", for either him or me, already knowing the teachers and the classroom he will be in gives me peace of mind – plus the fact that I know he is ready for it – means a lot to us as a family!



How Does Niagara Do It in 2015?

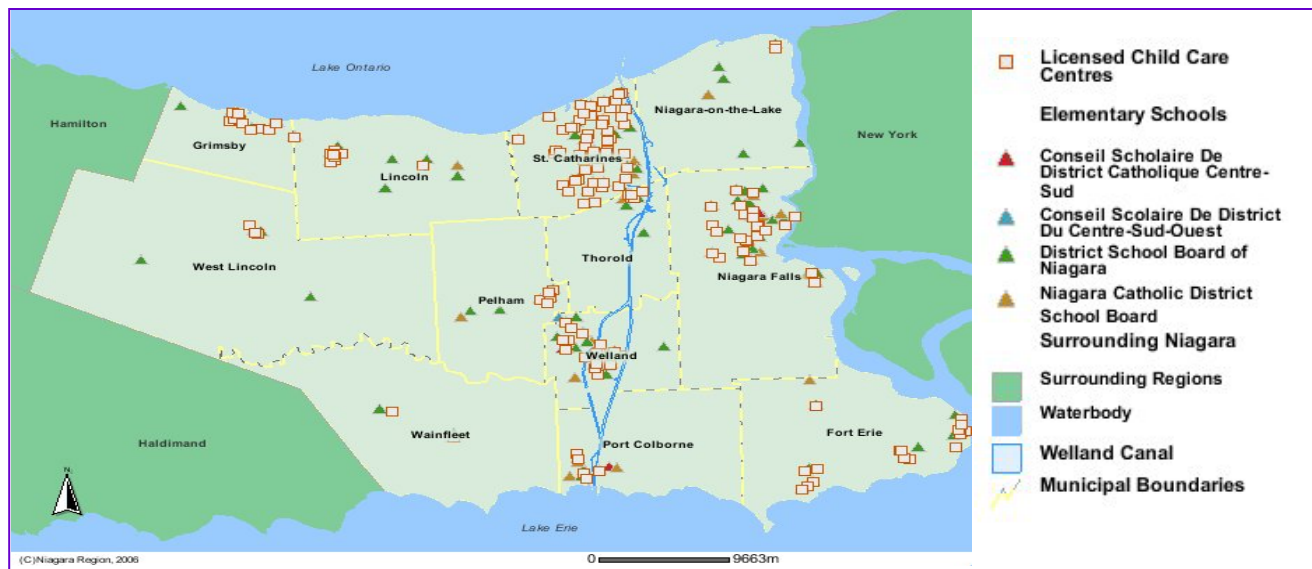
- Parents² are very thankful to have their children in, or near, a school as it makes their workdays easier. The peace of mind they have with leaving their children in a safe, supportive environment is greatly valued. The full day operates between 7:00am and 6:00pm and it is like an extended family
- Staff work side by side in one wing or area of the building and in the shared playground, hallway, and locker areas. This allows staff, children, and families to get familiar with one another and the environment
- Cooperation between child care and education has been strengthened by looking at all the assets available in Niagara – we have extended the concept of what constitutes a Learning Community beyond the physical site, of which a first step is a collaborative approach, with the common goal of what is best for children and families. Physical space and delivery flexibility of both schools and child care centres is maximized based on availability and community need
- We implement locally, based on already defined need and set our priorities based on those needs. We service the highest areas of need first and the areas of “natural fit” where full day learning was already occurring, space was available, or shared space was required
- Increased public investment and base funding has shifted the economics of supply/demand of child care so that parents can be offered affordable options to accommodate their work or study schedules
- Staff have found new ways to work together, respect the contribution of every team member, and view themselves as a group of professionals
- Changes have been made to close the gap between teachers and Early Childhood Educators, achieving parity of esteem. A transition program has been implemented for new training opportunities for this to happen
- On a regular basis, Early Childhood Educators and teachers collaborate with one another about the curriculum, the children that they “share”, and their development and learning
- Staff have learned from one another and combine collective knowledge to gain a broad view of every child; training together on young children’s development, curriculum, and learning plans
- Supports are in place to help families actively participate in the daily activities of their children, understand developmental milestones, and identify concerns, resources and solutions



² For the purposes of this report, the term ‘parents’ refers to both parents and guardians of children

Niagara Context

- 29,790 children aged 0-6 living in the region representing 7% of Niagara's total population (2006)
- 155 child care sites including 8 Francophone and 3 Aboriginal sites (1 of which is a Head Start site)
- 7,850 licensed child care spaces supporting about 13% of children aged 0-12; of these spaces, 120 are Aboriginal and 501 are Francophone
- 174 infant, 695 toddler, 2,823 preschool, 1,324 JKSK, and 2,854 school age spaces; of the total spaces: Francophone (12 infant, 85 toddler, 155 preschool, 104 JK/SK); Aboriginal (6 infant, 15 toddler, 64 preschool, 35 school aged)
- 5 School Boards and 152 elementary schools (combined)
 - Conseil Scolaire de District Catholique Centre-Sud: 7 schools
 - Conseil Scolaire de District du Centre-Sud-Ouest: 5 schools
 - District School Board of Niagara: 90 schools with JKSK
 - Niagara Catholic District School Board: 50 schools with JKSK
 - Niagara Peninsula Children's Centre School Authority: 1 school
- 2007/08 JKSK enrolment is approximately 7,345 (French & English Boards combined)
- 74 licensed child care centres in Niagara are located in schools



- Local mapped data also shows the relationship between poverty and readiness to learn in Niagara

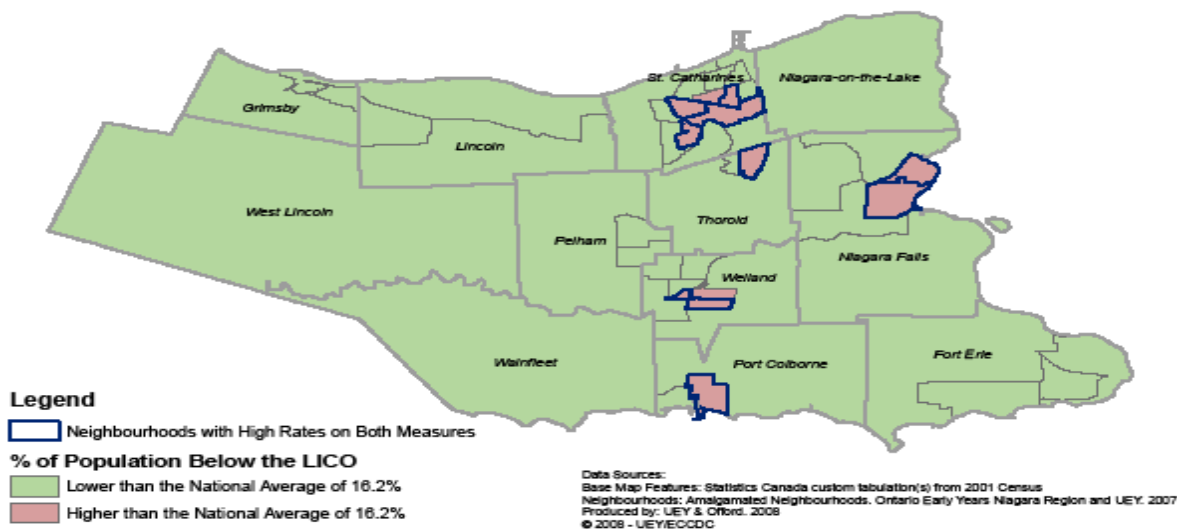
These maps shows *above or below national average percentages of Low Income Cut-off scores (LICO, 2001 Census) and children scoring vulnerable on the overall Early Development Instrument (UEY, 2006)* by municipal neighbourhoods in Niagara. From the displayed data we see that:

1. Areas that show as **green on both maps** had **lower than national average percentages on both measures**. These children in these municipalities, and/or the neighbourhoods within them, are doing well.
2. Neighbourhoods **outlined in blue** have **percentages higher than the national averages on both measures** and *may be areas where poverty is impacting early learning and services may need to be targeted.*

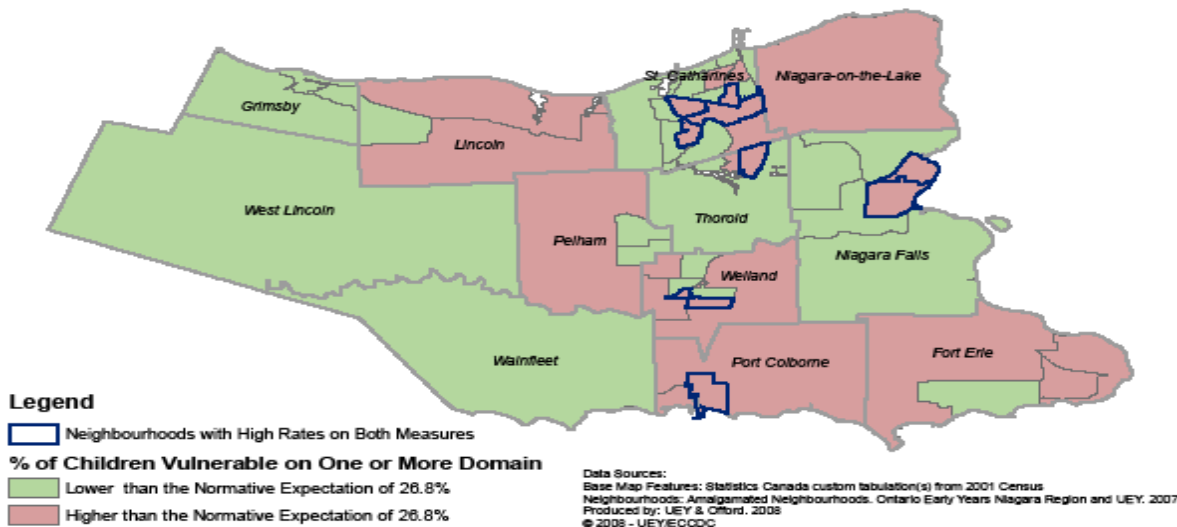
3. There were also neighbourhoods with **above national average LICO percentages (red)** yet **lower than national average EDI (green) vulnerability percentages**; *suggesting some sort of positive mitigating influence that could be further examined (i.e. concentration of services, best practices in service?)*.
4. Many neighbourhoods had **low LICO percentages (green)** yet **higher than national average EDI vulnerability (red)**; *suggesting there may be other negative mitigating influences and the need for universal and accessible, quality early learning and care services*.

Note: Vulnerability on the EDI is defined as scoring in the lowest 10% of scores on one or more domains and has a strong correlation to future academic and employment success and general well-being. Additionally, children from low income families are slightly over twice as likely to score in the 'at risk' or 'vulnerable' range on the EDI (Janus and Duku, 2007). The Regional LICO rate was 12.7% in 2001, therefore the above may represent under reporting at the municipal and neighbourhood level.

Low-Income Cut-Off (LICO) Percentage Comparisons



EDI Vulnerability



Our Approach

- Niagara's experience operating 20 full day JKSK pilot programs with the District School Board of Niagara and Niagara Catholic School Board
- The history of experience of Conseil Scolaire de District du Centre-Sud-Ouest operating full day every day JKSK programs and francophone child care operators that experience their shift to the full day programs in 1998 and currently offer child care to the Francophone community in Niagara
- A series of case studies designed to outline child care operator experiences working with school where full day pilot programs have been offered, prior learning's with other programs, and specific financial implications to better understanding the current financial reality of Niagara's child care and education system and potential fiscal implications of a policy shift to full day learning and care
- An examination of Niagara's Best Start experience expanding child care in schools and how that experience might inform Niagara's local approach to a full day learning and care model
- Consultations with Early Childhood Educators through Niagara Child Care Sector and with Teachers through the JKSK2010 school board representatives to better understand human resources issues and experience

"Participating in the JKSK Collaborative has reminded me that creating change always presents its challenges – however in Niagara we are ready to meet those challenges. We have the vision, commitment and passion to ensure that in all that we plan it is done with the focus of putting children and families first." ~ Lisa DeGasperis

Our Team

Niagara Child Care Sector
Niagara Region Children's Services
Early Childhood Community Development Centre
Special Needs Steering Committee
District School Board Of Niagara
Francophone Public School Board
Niagara Catholic District School Board
Niagara Peninsula Children's Centre
Brock University
Ministry of Children and Youth Services
Understanding the Early Years Research

Barb Sockovie (Chair), Lisa DeGasperis
Kathryn O'Hagan-Todd, Pat Heidebrecht
Tammy M. Ferguson
Darlene Edgar
Kristina Worth, Kathy Thompson
Kamel Fodil
Pat Thacker
Mike Riordon
Dr. Mary-Louise Vanderlee
Patti Moore
Glory Ressler

Contained at the end of this report is a summary of the stories that were collected and examined to support Niagara's recommended approach. For each of the stories, a description of the program, the challenges and benefits of a full day program were examined as well as factors of success recommended for consideration based on the experiences reported. The stories are summarized as follows:

List of Niagara Stories

1. Niagara Catholic District School Board

An account of the school board's experience of twelve elementary school sites offering full day Senior Kindergarten, from consultations with administrators and teachers directly involved with children in these programs.

2. District School Board of Niagara

An account of the school board's experience offering full day/every day Senior Kindergarten at eight elementary schools and ten sites offering full day/alternate day Junior and/or Senior Kindergarten.

3. A Child's World, St. Catharines

A report from a multi-site, non-profit child care operator - A Child's World - to exemplify the financial impacts on younger aged per diems (daily rates) where a JKSK component is not offered and the impact of blended rates.

4. MacKay Elementary School and Port Colborne Co-Operative Nursery School/First Friends Child Care Centre, Port Colborne

A description of an experience with a co-operative experience between the Board of Education at the time and child care to offer seamless service with the introduction of Junior Kindergarten in 1987.

5. YMCA Child Care and Alexandra Elementary School, St. Catharines

An example of a seamless day approach and response of and impact to child care with the introduction of full day, every day JKSK.

6. Kidzdome Preschool and Nelles Elementary School, Grimsby

An account of a Best Start child care opened in 2007 in partnership with District School Board of Niagara demonstrating seamless day and various financial implications associated delivery location of full day learning.

7. Holy Name Catholic Elementary School and YMCA Child Care, Welland

A description of a coordinated approach between a child care centre and school staff to offer seamless service to JKSK and school aged children during the school year by planning curriculum and working together.

8. Valley Way Day Care Inc., Mary Ward Catholic Elementary School and Ontario Early Years Centre, Niagara Falls

A description of coordination between child care and an OEYC located in the school and the school to offer seamless services to families and children.

9. La Boîte à soleil and Ecole LaMarsh School, Niagara Falls

A description of Best Start Francophone child care expansion in cooperation with Conseil scolaire de district du Centre Sud-Ouest offering seamless day and child care working with school board offering full day every day JKSK.

10. Garderie Les coccinelles zélées École Immaculée-Conception, St. Catharines

A description of a Best Start francophone expansion site with Conseil scolaire de district catholique Centre-Sud where child care is administrated and managed by the school board and coordinated, integrated (JKSK as well as younger and older age groups) in a seamless approach is achieved through curriculum, joint training and cooperation.

11. Aboriginal Head Start, Fort Erie

A description of Aboriginal Head Start program offering preschool services that integrate cultural programming and a family centred approach to early learning and school readiness.

Guiding Principles

- **Create a system of service that recognizes the needs of children and families of Niagara**

Quality effective programs and services accommodate the needs of families including parents that work and study, as well as new immigrants, by offering full day learning opportunities with flexible and appropriate hours of service. The economic realities of Niagara's workforce and the urban/rural nature of Niagara will be addressed, in order to ensure that these assets are accessible.

*Working towards
integrated, seamless early
learning and care for four
and five year old children
in Niagara*

- **Offer parents choice, be affordable and seamless**

We need to be prepared to offer parents and children programs and services that reflect their full day needs in a manner where 4 and 5 years olds experience the fewest transitions in a day in both programming and physical location. We need to be responsive to parent's needs, be inclusive and not be limited by parent's financial means.

- **Be part of a broader system of early learning and support for children**

Full day learning for 4 & 5 years olds fits with a vision for children and families that recognizes the whole child/whole family concept, the role of parents in early learning and building community. This is reflected locally in the Best Start Network's vision, "Niagara – a community that ensures every child will reach optimal potential through cooperative investment in the early years."

- **Optimize and leverage Niagara's Early Learning and Care Assets**

We recognize the strengths that we have in the full day JKSK programs that have been piloted by the English Boards of Education, the Francophone Board experience offering full day programs for 4 and 5 year olds, the Best Start plans and implementation efforts and the early learning developmental approaches supported by research and demonstrated in Niagara's quality child care programs. We recommend finding ways to build on the positive experiences, learn from the challenges and enhance and protect our existing assets including educators and early learning professionals, infrastructure and funding.

- **Build on the best research and practice incorporating developmental approaches into early education plans and kindergarten curriculum**

We build on early years research and the Kindergarten Program (Revised 2006) blending the best of knowledge and practice to offer a quality developmentally appropriate full day learning environment that will result in school readiness outcomes that support children's smooth transition to grade one.

- **Recognize and utilize the skills and education of Teachers and Early Childhood Educators as the system moves to the ideal**

We continue to seek ways to work together to provide the best quality education and system of supports for children and families that reflects the current contribution of teachers and early childhood educators.

Niagara Recommends

1. GOVERNANCE

- A review of information from Investing in Quality, the Integration Network's Integration Kit, the University of Toronto's Child Care Research & Resource Unit's Issue File on 'blending child care and kindergarten services', and the Best Start Expert Panel's 2006 Early Learning for Every Child Today (ELECT) framework was undertaken
- Niagara supports the Organization for Economic Co-operation and Development's (OECD) recommendations of flexible, nationally agreed curricular frameworks; high quality pre- and in-service training linked to the national pedagogical framework; national monitoring and support systems to measure adherence to goals, and; favourable structural conditions (ELECT, pp 80-83)
- Niagara also supports the Integration Network's recommendation of "Integration of all early learning and child care programs into one ministry/department so that barriers caused by exclusive silos can be eliminated."
- The rationale for this recommendation is based on two key factors: the requirement for stable, sustainable funding and creating a continuum of education from early years to secondary school, eliminating the present silo effect of separate ministries
- This recommendation also includes integrating best practices from the present early learning and care system, in particular parent engagement and a 'team of professionals' approach to teaching (as presently found in the Saskatchewan model)
- It is recognized that quality child care and kindergarten has benefits for children from all family income levels and backgrounds
- Niagara's work to-date on full day JK and SK, hub development and quality (QCCN) should be leveraged and considered in a provincial model of full day early learning and care

'Healthy Child Manitoba has established parent/child coalitions throughout the province which they fund. They do a good job of recognizing the programs that are happening throughout the province, linking groups together who may have a common interest and providing opportunities to share knowledge – even with politicians.'

~ Manitoba service providers, 2008

"The current regulatory environment is complex. ... This complexity makes it difficult to harmonize policies and does not support an integrated, high quality system of early learning and care."

~ Investing in Quality, p. 8

"Build bridges between child care and kindergarten education, with the aim of integrating ECEC both at ground level and at policy and management levels."

~ OECD Canada Country Note, page 71, 2004.

Considerations

- A variety of models are in place across Canada (See Appendix 1) and, while one Ministry is ideal, Manitoba's model of integrating Cabinet Ministers is viewed as a best practice and recommended for adoption in Ontario
- Transformation from the current two ministry structure in Ontario that governs education and care to a system that integrates learning and caring, through a focus on the full development of the child, needs to occur with as little disruption and de-stabilization as possible
- Implementation should ensure adequate parenting supports that are responsive to community needs and conditions. The current funding system puts quality child care out of reach for many families
- At the same time, there should also be a consistent approach adopted across the province and school boards

1. GOVERNANCE

Factors for Success

- Quality maintained and improved
- Parent-centred
- Accountable
- Equitably funded system
- Community development approach
- Harmonization of policy and administration- no additional layers of complexity in administration
- Strong equal partnership between education and child care

Recommendation 1: Ontario should integrate early learning and care at the highest level. Further, Ontario should strive for transparency in its intersectoral committee and policy work, linking knowledge to actions and decisions that support community implementation.

2. FINANCIAL RESOURCES & SUSTAINABILITY

- The child care operator case studies, Best Start, and experiences of school boards operating pilots and full day JKSK were useful to get a baseline for better understanding the current financial reality of Niagara's child care and education system and potential fiscal implications of a policy shift to full day learning and care
- At best, the system of funding is a complex patchwork of funding sources with no alignment or coordination between child care and education. While education is publicly funded by the province through the Ministry of Education, the child care system operates more like a business model as parents carry the burden of cost with some government funding aimed at off-setting staff wages and assistance with paying child care fees for eligible families
- For Niagara's nearly 8500 children eligible in 2010 to take advantage of full day learning, the estimated cost is upwards of \$62.5 million not including any child care. Based on Ontario's population for the same age group, this translates to a cost of about \$1.85 billion/annually; however, research indicates that investment in the early years has a return on investment of 8:1 compared to a 3:1 return for primary and secondary education and a 1:1 for adult education. Benefits are most pronounced for disadvantaged children. (Carneiro, Pedro and Heckman, James (2003). *Human Capital Policy*)

"The later you attempt to change a developmental trajectory the more effort required." (Shanker, 2007)

Considerations

- Local Boards of Education have opted to fund full day JKSK pilot programs beyond their base funding allowance
- It is financially challenging for child care operators to offer wrap-around services, before and after-school and during school holidays due to their cost structure and staff recruitment challenges related to low rates and part-time work

- The child care system in Niagara is largely non-profit and must generate at least 70% of its revenue from parent fees. Government funding is available to off-set wage costs but wages still remain low for ECEs. Staff wages alone represent 70% of total cost program costs and stay relatively fixed due to licensing staff-child ratios. Other costs like rent, insurance and utilities are relatively insensitive of attendance and require operators to balance space utilization with staff cost management strategies to remain viable
- Affordable rates for all age groups are achieved through cost blending strategies. The loss of JKSK half day revenue is estimated to increase average daily rates charged to families for infant, toddler and preschool spaces by at least 12-17% - an estimated Niagara system-wide impact of \$7-12 million/year. Without off-setting subsidization, increases to parent fees may limit access, and destabilize operators and the Niagara child care system. As an example, the actual cost of infant care is estimated at close to \$85.00/day, nearly double the current Niagara market rate of about \$45.00/day
- Best Start funding flexibility allowed for local priorities to be addressed but sustainability remains a challenge beyond 2009/2010
- Identified areas of need aligned with areas where school enrolment was high and vacant space was not available requiring local solutions and infrastructure capital for renovation and expansion. Indicative of the economic drivers of child care, it was no surprise that most of Niagara's child care is within or very near a school

"Although wage subsidies are available to child care operators in Niagara to off-set staff wages, which contribute to about 70% of their total program costs, many of Niagara's Early Childhood Educators are making less than \$12.50 per hour."

~ Kathryn O'Hagan-Todd, Manager
Children's Services

Factors for Success

- Adequate base funding supporting long-term sustainability including human resources development
- Simplified funding to address the current funding gaps and eliminate fragmentation
- Flexibility to meet local priorities
- Lower burden of cost for parents needing child care to a more reasonable 20% as envisioned in Best Start
- Promote accessibility and inclusiveness
- Provide adequate capital to Niagara's existing infrastructure investments in schools and child care

Recommendation 2: Simplify the system of funding to provide adequate long-term base funding to transition and sustain an early learning and care model.

3. CURRICULUM APPROACH

Curriculum for full day learning and care provides children with developmentally appropriate strategies and skills to optimize development of life-long learning skills. For the purposes of this document, the term 'educators' refers to members of the Ontario College of Teachers and Early Childhood Educators as will be defined by the Ontario College of Early Childhood Educators.

"In Niagara, there is no ceiling on quality. There is always room for improvement."

~ Dr. Mary-Louise Vanderlee,
Associate Professor, Faculty of
Education, Brock University

3. CURRICULUM APPROACH

Considerations

- The Niagara Region School Boards and the Niagara Child Care Sector will continue to work together to deliver a curriculum that is complementary and moves along the developmental continuum
- All educators involved in the child's full day of learning will collaborate
- Research-based, developmentally appropriate programming must integrate with the Ministry of Education's Kindergarten Program Document (Revised 2006) and Quality Child Care Niagara's Resources
- The Junior and Senior Kindergarten program, as outlined by the Ministry of Education, is the foundation that allows students to access the Grades One to Eight curriculums. The Ministry has ensured that a continuum of learning occurs throughout a child's academic years starting with the Kindergarten Program
- All programs delivered will be available to and include all children
- Programs will address the whole child: emotional, physical, social, intellectual
- Programs will consist of strategies and skills that will develop independent, life-long learners
- Programs will recognize that all children have different entry points and will scaffold the learning using children's strengths to meet their needs and build on previous learning
- Development of the families' understanding of their children's learning and development will be supported
- Opportunities for families to be involved in their children's learning and development will be provided
- A subcommittee of the Early Years Niagara Planning Council must be created with a mandate to address all issues surrounding full day, integrated programming with representation from, but not limited to, the School Boards and the Child Care Sector

"I have two boys. They are two years apart. My second son had trouble walking, saying words, holding onto and playing with toys and feeding himself. I spoke to my doctor about how much "slower" he was developing than my older child had. The doctor suggested that he was a second child who was just taking his time to learn things. Friends and family said the same thing.

When he was 18 months old I enrolled my two sons in a child care centre in Niagara so that I could return to work. When I registered my sons the Supervisor of the program told me about the different developmental screens they use with all children after they've been in the centre for a while and I signed the consent form. After two weeks the Supervisor approached me. She said they were going to do the developmental screen with my younger son because they were concerned about his development. I was nervous about that but glad they were doing it. He did not score well in the test. In fact he scored 0 on the developmental screen. The centre Supervisor asked for permission to refer my son for additional screening. I agreed. Significant delays in all areas of development were identified for my son. They told me he has sensory integration dysfunction. We were connected with the Niagara Peninsula Children's Centre.

My son now has speech therapy, occupational therapy and physiotherapy. I've been told that children with similar challenges to what my son has are often not diagnosed until Grade 1 or 2. I'm so thankful that the teachers in my child care centre have the training to do the screening and appropriate referrals. My son has made significant progress as a result of the supports and therapies that have been put in place both at home and in his child care centre."

~ Alicia, Parent
A Child Care Centre in Niagara

- Professional Learning opportunities and support for all educators will be consistently provided on an on-going basis to ensure the delivery of a quality educational/care program consisting of research-based best practices
- Protocols will be established to facilitate collaboration among educators, service providers and parents/guardians regarding the assessment and evaluation of children
- Protocol must be developed to ensure full communication between all educators involved with the child
- The standard of quality for the full day learning and care program must continue to build on Niagara's local efforts with the Ministry of Education's Kindergarten Program (Revised 2006) and Quality Child Care Niagara
- Niagara commits to further review and examination of the Early Learning for Every Child Today (ELECT) document as it relates to Niagara's framework for early learning

Enacting all of the above will guarantee a seamless, smooth transition in the development of children and their learning. Niagara's best practices have positioned us well to successfully implement a full day learning integrated program.

Factors for Success

- Seamless, integrated day
- Collaboration
- Protocols
- Creation of a Subcommittee
- Mutual respect for mandates from the various sectors involved in the full day program
- On-going support and professional learning for Teachers and Early Childhood Educators
- Family involvement
- Buy-in by all sectors involved in the full day learning
- Invitation to all sectors to be involved on-site

Recommendation 3: Provide Niagara region with the mandate, funds, and resources enabling us to implement a developmentally appropriate, full day, seamless, integrated program as outlined above.

4. HUMAN RESOURCES

In the context being considered, human resources consists primarily of Kindergarten Teachers and Early Childhood Educators as well as those working with or providing supports to children in full day learning and care.

"We as Teachers and Early Childhood Educators share a common interest to produce a program and environment that will best support our children and families in Niagara."

~ Pat Thacker, Early Years Consultant,
Niagara Catholic District School Board

4. HUMAN RESOURCES

Considerations

- Experts in early years education, in both the school and child care sectors, are in agreement that the developmental needs of 4 and 5 year olds are qualitatively different that those of primary/junior aged children hence requiring specific professional knowledge beyond current qualifications
- The Ontario Day Nurseries Act mandates that for 4 and 5 year old children, the ratio of qualified teacher to student is 1:10 much below the equivalent Ministry of Education recommended ratio of 1 Kindergarten Teacher to 20 students; neither includes additional supports, such as educational assistants or resource teachers for special needs
- A recent survey of 59 Licensed Child Care Operators in Niagara showed that 54% were located in schools. Among these, 91% 'discuss progress or development' and 82% 'share space or resources'. Of the 46% of respondents not located on-site at a school, 51% also 'discuss progress or development' and 27% 'share space or resources'. (Licensed Child Care Operator Survey, Niagara Child Care Sector, April 2008)
- Partnerships have been intentionally fostered between the local Boards of Education and the Early Childhood Community Development Centre (ECCDC) over the last eight years
- Teachers are required to have a Bachelor's Degree and a teaching certificate focused on the Primary-Junior level. Early Childhood Educators hold a 2-year College Diploma
- The Faculty of Education, Brock University, is presently engaged in research to assess the mentorship program currently provided to the Boards of Education
- Niagara has a successful history with mentoring in Early Childhood Education. In 1998, the Early Childhood Community Development Centre (ECCDC) and Niagara College ran a mentoring pilot which was based on the Partners in Practice Mentoring Model and materials that were co-authored by the ECCDC Executive Director. Additionally, the ECCDC is currently designing a Mentoring Program for Child Care Supervisors in Ontario with support from the Ministry of Children and Youth Services; with the aim of improving the quality of licensed child care both locally in Niagara and across the province
- Kindergarten Teachers currently have access to professional development opportunities which are focused on specific educational topics related to the Kindergarten aged child that are sponsored by both boards of education (voluntary and mandatory) and outside organizations. As well, teachers may obtain continuing education through Additional Qualifications Course through Faculties of Education on their own time and at their own cost
- Early Childhood Educators have participated in QCCN training and other professional training opportunities on their own time and cost but generally without additional accreditation or compensation; however, in Niagara, over 90% of child care centres have voluntarily participated in QCCN training which is now mandatory to receive Regional Municipality of Niagara funding

"Research indicates that both the number of years of education and training specific to this age group are critical factors in ensuring quality and positive outcomes for children in early learning programs."

~ Whitebook, Marcie (2003) Early Education Quality: A Review of the Literature, ERIC documents #481219

- Support joint training and education for both Teachers and Early Childhood Educators working with the 4 and 5 year age group
- Draw on and leverage the considerable education resources and assets of Brock University, Niagara College with a long standing Early Childhood Education program, and The Early Childhood Community Development Centre, offering training, resources and support to over 900 of Niagara's Early Childhood Educators working in the field in Niagara
- Integrated service delivery to offer a full day learning program for children is best achieved with Educators and Early Childhood Educators working side by side in partnership
- Bring together the local efforts initiated and implemented by Niagara's school boards consistent with the Ministry of Education's The Kindergarten Program (Revised, 2006) and Quality Child Care Niagara resources, tools and training as first steps towards defining and enhancing education and training opportunities
- Attention needs to be focused on the fact that Teachers are unionized under their respective Provincial and Local Teacher's Federation, whereas most of Niagara's Early Childhood Educators are not and as such there will be a strong sensitivity to how both systems may work together with respect to disparities with wages, benefits, training, educational background, etc...

Factors for Success

- Teachers and Early Childhood Educators maintain their employment
- Specialized training and professional development for all professionals that would address, but not be limited to, areas such as: diversity, racism, gender, parent involvement (including father participation), and anti-oppression as consistent with the Niagara Children's Rights Charter
- Transition plan to better align qualifications with roles and responsibilities for all professionals
- Awareness of various teaching approaches for this age group
- Cohesive, integrated approach for all professionals with clearly defined requirements that result in consistent, high-quality programming to support developmental outcomes
- Accessible and affordable programs

Recommendation 4: Offer specialized training and professional development that enhances the knowledge and expertise of both Teachers and Early Childhood Educators while working towards creating a cohesive and integrated system with adequate financial supports.

Niagara's Action Plan for Full Day JKSK Learning and Care

In follow-up to this report, the following next steps are proposed for consideration:

1. **Forward report to Early Years Planning Council** for endorsement
2. **Forward report to Dr. Charles Pascal**, Early Learning Advisor on behalf of Niagara
3. **Establish a subcommittee of the Early Years Niagara Planning Council** to further examine the links and opportunities with the Ministry of Education's Kindergarten Program (Revised 2006), Quality Child Care Niagara and Early Learning for Every Child Today as it relates to the curriculum and full day learning for 4 and 5 year olds
4. **Conduct a Neighbourhood Analysis** as a means to validate financial implications and to quantify the mutual dependencies of governance, financial resources and sustainability, curriculum, human resources and parent input.
5. **Review Niagara Poverty Reduction Strategy** to identify and examine links to full day JKSK early learning and care



Niagara Stories

1. NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

An account of the school board's experience of 12 elementary school sites offering full day Senior Kindergarten from consultations with administrators and teachers directly involved with children in these programs

Description

Summary

- In 2004, the Niagara Catholic District School Board created full day Senior Kindergarten classrooms in six Catholic Elementary Schools.
- There was also the hiring of an Early Years Consultant to support not only all early years' classrooms, but the successful implementation of the full day Senior Kindergarten classrooms.
- In September 2006, six more Catholic Elementary Schools were selected to provide a full day Senior Kindergarten program, bringing the total number of Catholic schools offering full day Senior Kindergarten to twelve.
- The full day Senior Kindergarten classrooms follow the Ministry of Education's Kindergarten Program.
- This Kindergarten Program offers the strategies, skills and the knowledge base for continued learning as per the curriculum documents Grades 1- 8 (educational continuum)
- This program provides specific research-based expectations that are required to be delivered as part of this two-year program.
- This program addresses six Areas of Learning: Personal and Social Development, Language, Mathematics, Science and Technology, Health and Physical Activity and The Arts.
- Focused strategies and skills are delivered to students in a developmentally appropriate environment.
- Children are taught strategies and skills in all areas of development: spiritual, social, emotional, intellectual and physical.
- Teachers use on-going assessments to recognize students' strengths and to scaffold their learning.

The full day Senior Kindergarten program allows students to learn in an environment that supports them at their developmental level. It uses a problem-solving model based in an environment rich in oral language and exploration to help children develop the necessary skills and strategies to move them forward in their learning. It recognizes that children enter at many different points and bring varied backgrounds and experiences which contribute to the rich fabric of the classroom and are a vital part of the learning experience.

- The full day program is delivered to allow for the natural fluctuation of children's energy and interest levels at this age.

Location

Niagara Catholic District School Board
Pilots of Full Day Senior Kindergarten in
Twelve Catholic Elementary Schools
located across the Niagara Region

Contact

John Crocco, Superintendent of Education

Christine Graham, Program Officer:
Curriculum

Pat Thacker, Early Years Consultant

Niagara Catholic District School Board,
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1. NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Description (continued)

- It also provides support and supervision (recess, lunch). This supervision is directly connected to the whole school's scheduling while still being sensitive to the needs of the early years.
- Parents/guardians are encouraged to participate in their child's learning.
- Parent/Guardian Orientation nights are offered, as well as information sessions on developing literacy and numeracy at this age.
- Parents/guardians are also offered the opportunity to assist in classrooms and at the school level.

In the full day Senior Kindergarten program, children are being provided with a vital program, rich in oral language, literacy, numeracy, problem solving and social opportunities.

The program is open-ended, guided by the strengths and needs of students which are ascertained by on-going assessments; both formal and in-formal.

Opportunities for exploration, outdoor play, physical development, spiritual development are also a crucial part of the program.

Children are offered opportunities that contribute to and build their schema as well as allowing them to develop the necessary skills to be life-long learners and problem-solvers while making connections to real world situations.

Benefits of the Full Day Senior Kindergarten Programs

- Opportunities by the classroom teacher to extend learning experiences to meet the needs of the students
- Greater opportunities for early identification and intervention
- Opportunities for children to extend and deepen learning using exploration and experimentation
- Research-based program is delivered by qualified teachers, who are knowledgeable in the developmental continuum of the educational program offered from Junior Kindergarten and extending into the Primary and Junior years
- This knowledge by qualified teachers allows for providing differentiated learning opportunities as well as allowing teachers to offer extended, deeper learning for students who are ready – this extended learning supports the educational continuum
- Students have extra time to benefit from all aspects of the Kindergarten Program – additional time to explore and internalize new learning
- Additional time for socializing with children of the same age

Comments from Teachers Presently Delivering the Full Day Senior Kindergarten Programs

"Students have made great leaps that I do not think would have been possible in the half day program."

"Students seem to be ready for the full day program."

"It is really rewarding and exciting to see all the progress that the children make during the year."

"I am excited to be back in the full day Kindergarten. Children have more time to actually enjoy and savour all the wonderful learning and social opportunities being provided."

"We have found that even the staunchest critics in the beginning are now proponents and have stated so to administration, the teachers and within the wider local community."

- Children are spending the day in a secure, nurturing, stimulating and safe environment
- Opportunities for students to practice new learning
- Provides a stronger foundation for future intellectual, physical and social development
- Positive feedback from parents/guardians: find their child is better prepared for independent learning; and, find that their child is able to adapt to and thrive in the full day program
- Transition to Grade One is less traumatic for students
- Students are more involved in school community, e.g., liturgies, assemblies, presentations
- Students feel more connected to other students in the school because of involvement
- Grade One teachers find students better prepared, socially more mature, more independent and confident in their learning
- The majority of children appear to be thriving in the full day Senior Kindergarten program; they have adapted well and seem to be fully enjoying their day in the classroom
- Allows for school to meet with parents/guardians on a regular basis
- School has more information and opportunity for identification and interventions
- Provides parents/guardians with the opportunity to drop their child off in the morning and not be concerned with having to pick them up after half a day – seamless
- Creates opportunity to further develop healthy eating and hygiene skills
- Builds early relationships with parents/guardians and increases communication with them about food, clothing, education, health, developmental information
- Encourages parents to become more involved throughout the day and to see the program in the classroom and apply these strategies at home
- Opportunity to observe early development challenges and work with parents/guardians and support personnel to address the students needs.

Challenges of the Full Day Senior Kindergarten Programs

- Need to be sure that special needs students have supports in place to enable them to successfully handle the full day
- Ensure that the scheduling is carefully organized to meet the needs of young learners
- Some parents/guardians need extra time to adjust their schedule to the full day program
- Differentiating instruction to ensure all needs are being met
- Initially students are tired in September, but adjust and flourish quickly

"No challenges that outweigh the benefits."

~ Teacher presently delivering a Full Day Senior Kindergarten Program

1. NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Factors for Success

- Organization of the day/scheduling – allowing time for focused teaching, play and experimentation and responding to the natural fluctuations of the early learner's day
- Resources (both materials and human) to support implementation of a successful program
- Networking of teachers to share ideas and to provide support
- Support for special needs students to ensure the most positive and effective learning experience
- Consistency of programming
- Use of a solid, research-based curriculum that is developmentally appropriate and is rich in oral language, exploration and experimentation
- Use of the Ministry's core research-based resources as well as the supplementary resources that provide the strategies, skills and professional learning to support teachers in the delivery of this developmentally appropriate program
- Supporting the development of the social, physical, emotional and intellectual needs of the students at their level
- Recognition that students all have different entry points
- Response to specific needs and strengths of students
- Use of both formal and in-formal assessments to scaffold learning
- Providing a secure, nurturing, stimulating and safe environment that respects all learners
- Recognition and knowledge of the developmental continuum in all Areas of Learning
- Ongoing Professional Learning both in and out of the classroom setting for all teachers to support the continued delivery of a rich, developmentally appropriate program
- Program being delivered by qualified teachers who are knowledgeable of the educational continuum

2. DISTRICT SCHOOL BOARD OF NIAGARA

An account of the school board's experience of eight elementary schools offering Full Day /Every Day Senior Kindergarten programs and ten sites offering Full Day/Alternate Day Junior/Senior Kindergarten programs.

Description

The pilot began with four elementary schools offering a Full Day/Alternate Day programs in the 2006-2008 school years. These schools are now in their second year of the pilot project. During the current school year (2007 – 2008), the District School Board of Niagara has expanded this pilot to include Full Day/Every Day Senior Kindergarten programs in eight schools across the Niagara Region.

Location

District School Board of Niagara pilot programs of Full Day Senior Kindergarten in eight elementary public schools located across the Niagara Region

Contact

Carol Germyn, Assistant to the Director
Joni Romano, System Administrator
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Both pilot projects utilize the Ministry of Education's The Kindergarten Program (revised 2006) as the foundation for planning, implementation and assessment and evaluation of students. This document outlines expectations for student achievement by the end of the Senior Kindergarten year. The learning expectations represent the first steps in a continuum of programming from Kindergarten to Grade 8, providing the foundation for successful future learning experiences.

The six 'areas of learning' found in the document are designed to promote the development of the whole child in all domains (i.e. social, emotional, cognitive, language, creative and physical). These six areas are:

- Personal and Social Development
- Language
- Mathematics
- Science and Technology
- Health and Physical Activity
- The Arts

The Ministry of Education and the District School Board of Niagara regard the Junior and Senior Kindergarten years as a 2 year continuum of learning. Children entering the school system vary in their levels of development and experiences requiring Kindergarten Teachers to consult with parents and to carefully observe, assess, document and evaluate children's learning needs in order to provide appropriate learning experiences to help them meet the learning expectations as set out in The Kindergarten Program.

In addition to the sections in this document related to the Overall and Specific Learning Expectations, The Kindergarten Program document offers considerable support for Kindergarten Teachers and School Boards in the following areas:

- Personal and Social Development
- The child as learner, the role of parents, the role of principals and the role of community partners
- Principles underlying assessment and evaluation and methods appropriate to the Kindergarten aged child
- Teaching/learning approaches including learning through play, inquiry and exploration; learning in real-life contexts, oral language development and literacy and early numeracy development
- Considerations for program planning such as child development, the learning environment, English Language Learners, children with Special Education needs, antidiscrimination education, the role of information technology and health and safety

Kindergarten Teachers involved in the pilot projects as well as those teaching in half day programs use planned observations to determine children's learning needs in order to provide appropriately differentiated instruction. This assessment is on-going and is primarily based on teachers' observations (This role of the teacher to assess and monitor each child's development and progress in relation to his or her achievement of the learning expectations is especially important in assessing the efficacy of both the Full Day/Every Day and the Full Day/Alternate Day pilot programs). Children experience whole group, small group and individual learning opportunities. There exists a balance between teacher-initiated and child-initiated activities and opportunities for children to both develop knowledge, skills and dispositions as well as to demonstrate what they know at the various learning centres set up in the Kindergarten classroom.

Parents and other caregivers are regarded as important partners and are invaluable in assisting teachers in understanding their children's strengths, areas for growth, likes and dislikes, as well as their general backgrounds and experiences. Schools provide opportunities for families to learn about the program, routines and procedures on an on-going basis beginning with a 'Welcome to Kindergarten' event upon their child's entry to school. Parents are invited to observe in the classroom and to be a part of the classroom community as volunteers.

The Kindergarten program seeks to create a 'climate of delight' building on children's natural curiosity and exuberance!

2. DISTRICT SCHOOL BOARD OF NIAGARA

Summary of Observed Benefits/Outcomes of a Full Day Program

The teachers in both pilot groups (every day and alternate day) have observed significant growth in student achievement, providing a stronger foundation for future learning.

Teachers feel that there are fewer interruptions and transitions throughout the day as compared to a half day program. In a traditional half day program, teachers reported feeling 'hurried' to meet the needs of students, whereas the full day program provides a less 'hurried' atmosphere and allows the teacher more time to work with small groups and individual students to meet their learning needs. This less 'hurried' day has also provided teachers with additional time to address not only literacy, but all learning areas, including mathematics which was often not getting the instructional time required to be able to consolidate skills. The additional time allows for greater opportunities for in-depth learning, teacher observation and early intervention to meet learning needs. More time is available to extend and consolidate learning through exploration and inquiry and to differentiate learning opportunities for students.

Kindergarten Teachers in the pilot reported that in terms of social development students are developing greater self-esteem as their self-help skills are more developed and the students are feeling greater success. The students are also more involved in the school community as they are able to participate in special days, visit with older siblings at recess, and have more contact with other adults, thereby increasing the level of comfort of the students at school in general.

One principal from a second-year full day/alternate day pilot site reported that the transition to Grade 1 was much shorter this year as the students were already used to being at school for the full day.

Parents appreciate the 'seamlessness' of the day and not having to make arrangements for the other part of the day as in the case of a half day Kindergarten program.

Challenges of a Full Day Program

One challenge that has been faced has been in terms of easing parent concerns. As this is a fairly new endeavour within our school board, parents have become used to a half-day program. One teacher reported that once the parents were at ease, the students were much more at ease as well.

At the beginning of the school year, teachers reported that some students have some difficulty adjusting to a full day Kindergarten program. By providing a 'quiet time' (of about 20 minutes) during which students read, work on a puzzle, or simply 'cuddle' with a stuffed animal helped students to adjust to the full day program. However, by October teachers reported that this 'quiet time' was no longer necessary as students had adjusted to being at school for the full day by this point in time. Teachers have also found it helpful to provide more activity-based learning opportunities for the students in the afternoon.

Additional consideration and support needs to be devoted to students with special needs in order to enable them to adjust to the full day program.

It is important to note that the teachers within the Full Day/Everyday pilot program had few concerns.

A common concern however amongst the Full Day/Alternate Day pilot teachers is that the students are not in attendance daily (potentially, students can be away from school for up to 4 days in the case of a long weekend). This gap in attendance has significant implications for the establishment of routines and for retention of learning.

Keys to Success

Well trained Kindergarten Teachers are foundational to the success of the program and should at minimum possess:

- a solid understanding of children's development in the early years
- familiarity with the Ministry of Education's Kindergarten Program document
- the ability to relate effectively to young children and their families and create a sense of community
- skills and experience in observing young children over time
- the capacity to plan and implement developmentally appropriate learning opportunities and environments to meet the individual needs of young learners.

Kindergarten Teachers require opportunities for ongoing professional learning in order to provide quality learning programs for young children. Success is increased when teachers have opportunities to share and learn from one another.

The program (based on the Ministry of Education's The Kindergarten Program) should be developmentally appropriate, recognizing that children develop at different rates and in different ways. It should be attentive to the diversity and backgrounds of the children it is designed for and reflect strong partnerships with families. As successful program allows children to develop to their potential in a safe, caring, respectful and stimulating environment. The program is rich in oral language and social interactions and builds on children's natural curiosity and exuberance for learning. Ultimately, the program should provide children with a positive early experience with school!

Sufficient resources, materials and equipment that are developmentally appropriate for children's learning needs throughout the day are an important key to success.

The program must be flexible! The needs of the students will determine the programming and timetabling of the class. Teachers have revised and adjusted their schedules many times throughout the Fall and Winter Terms to meet the changing needs of their rapidly developing students.

Important to the success of the program is an open and strong communication link with parents, other staff members, community members, and child care providers.

Sufficient supports must be in place to ensure that the Special Needs of students requiring assistance are attended to for the full day.

All in all, the voices from the teachers involved in the pilot program (and the teachers not involved in the pilot programs!) love the Full Day/Every Day program.

3. A CHILD'S WORLD, ST. CATHARINES

A report from a multi-site non-profit child care operator, A Child's World, to exemplify the financial impacts on younger aged per diems (daily rates) where a JKSK component is not offered and the impact of blended rates

Description

In 1996 the Ministry of Transportation moved a portion of their employees to their new building in downtown St. Catharines. Building plans included a work place child care centre. A Child's World was the successful applicant for operator.

Location

Tiny Travellers Child Care Centre
Located in the Ministry of
Transportation Building
301 St. Paul St., St. Catharines

Contact

Barb Sockovie, Executive Director
A Child's World
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Report on Full Day Early Learning and Care

3. A CHILD’S WORLD, ST. CATHARINES

Description continued

The centre, Tiny Travellers, is licensed for 10 infants, 15 toddlers, and 40 preschoolers/ JKSK. The original plans for the centre, developed by MTO employees in Toronto, were to include JK and SK children. Unfortunately, the location has no schools within bussing or walking distance.

If parents want to keep their child at the centre while in JK and SK, they have to drive them back and forth between the centre and the school. Most parents choose to put their children into a child care location closest to their home schools when they become JK age. We have had the odd parent who has chosen to leave their child at Tiny Travellers until Grade 1.

A Child’s World has one fee structure for all centres. The cost of care is averaged across the whole agency. As a result, Tiny Travellers fees do not cover the true cost of care and has always operated in the “red”. Average fees for parents are:

Care	Full Day Rate	Part Day Rate
Infant	\$42.00	n/a
Toddler	\$35.25	\$20.50
Preschool	\$29.75	\$18.50

Due to the high cost and limited spaces available for infant care, A Child’s World is only able to offer full time infant spaces. Carefully managing enrolment around part-time attendance is critical to keeping rates affordable. Premiums charged for part day attendance do not cover actual cost if the remaining part of the day is not utilized. However, Niagara has a large proportion of parents that require part-time care.

Benefits/Outcomes of a Work Place Full Day Program

- Tiny Travellers operates at capacity with a lengthy wait list.
- Parents working in the MTO building want their younger children close to them while at work.
- The opportunity to make one stop in their work day seems to be one of the deciding factors for families of young children.

Challenges of a Program Operating without the JKSK Component

- If we were to operate Tiny Travellers as a stand alone centre, the fees would increase by the following to ensure cost recovery.

Care	Current fee	Blended Cost recovery fee*	Actual Cost**
Infant	\$42.00	\$51.62	\$89.55
Toddler	\$35.25	\$44.12	\$49.00
Preschool	\$29.75	\$38.02	\$34.00

*The Cost Recovery Fee reported represents a blended (infant through to preschool) rate rather than the stand-alone or actual cost recovery for each space.

**The actual cost of operating an infant space, no blending of rates or cost from the other age groups or across various sites, is estimated between \$83.58 and \$89.55/day – about double of the current market rate charged to parents of \$42.00/day.

- A projection of cost impacts associated with the potential wage increases as a result of the Ontario minimum wage increasing to \$10.25/hr in 2010, a factor has been incorporated in the cost recovery fee; however, the full implications of this influence have not been calculated.
- Would parents be able to afford the true cost of care?

"It is becoming increasingly difficult for parents to afford licensed child care fees. A significant increase to fees due to loss of a specific age group could significantly reduce the number of quality child care spaces available and of those able to afford those spaces."

~ Bruce Henry, Parent & Vice President, Board of Directors, A Child's World



Factors for Success

- Keep parent rates affordable
- Seamless services that accommodate family needs, such as working schedules, location and access to school

4. MACKAY ELEMENTARY SCHOOL AND PORT COLBORNE CO-OPERATIVE NURSERY SCHOOL/FIRST FRIENDS CHILD CARE CENTRE, PORT COLBORNE

A description of an experience with a cooperative experience between the Board of Education at the time and the child care to offer seamless service with the introduction of Junior Kindergarten in 1987.

Background/Description

The Niagara South Board of Education began providing JK in 1987. They chose to adopt the philosophy of "Early Childhood Centres" that clustered all of the JK children into one school in each community. They invited a child care centre to move into each of these schools that had a JK cluster.

Port Colborne Co-op Nursery School was a half day nursery school that was operating in a church. Regular inquiries for full day child care prompted us to partner with NSBE to open a full day child care centre in the Port Colborne Early Childhood Centre at McKay School. The centre eventually became known as First Friends Child Care Centre.

The entire west wing of McKay School became the Early Childhood Centre with 2 JK classrooms, 2 SK classrooms and 3 child care centre playrooms. Children were bussed in from all of west Port Colborne for the two morning and two afternoon JK classes.

As well there were two SK classes that were children whose home school was McKay and child care centre children who were from other schools but enrolled in McKay because of the child care centre.

The preschool children who enrolled in the child care centre in 1988 became very familiar with the JK and SK teachers and playrooms. They shared the hallways with them and all lockers for both groups were in the same

Location

Port Colborne Co-operative Nursery School/First Friends Child Care Centre
McKay Elementary School
320 Fielden Avenue, Port Colborne

Contact

Barb Sockovie, Executive Director
A Child's World
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bsockovie@acw.on.ca

4. MACKAY ELEMENTARY SCHOOL AND PORT COLBORNE CO-OPERATIVE NURSERY SCHOOL/FIRST FRIENDS CHILD CARE CENTRE, PORT COLBORNE

Background/Description continued

hallway. Special events like holiday parties were celebrated together. The child care centre used one of the JK or SK rooms in the summer for expanded programming. The JK and SK teachers got to know the child care centre children and would often speak to them. When it came time for the child care centre children to go to JK, they were extremely excited to be going across the hall into the JK room with their “friend”, the teacher they had already gotten to know. The children moved back and forth across the hall with ease.

When the first group of children enrolled in the child care centre were ready to go to Grade 1 the child care centre teachers walked them outside to join the rest of the school children waiting to go in for their first day of school. Those children were very excited to be going to the big wing of the school. They already knew some of the teachers from Christmas lunches hosted by the child care centre, from going on walks through the school and sharing in some special events with McKay School. The child care centre children ran off to play with friends they had already made. It was interesting to watch them in comparison to some of the other new Grade 1 children who were standing anxiously by their mothers watching the children play, looking almost frightened.

“We, the child care and JKSK staff at MacKay, felt like a family unit working collaboratively to provide the best experience for the children. Parents were so appreciative of the team approach taken, making their role as a parent and an employee much easier.”

~ Barb Sockovie, Executive Director,
A Child’s World

Benefits/Outcomes of the Integrated Approach

- For the child care centre having the cluster of 4 JK classes and 2 SK classes, provided sufficient numbers of children to fill the centre’s capacity. This kept the fees at an affordable level.
- McKay School’s enrolment increased due to the number of children whose parents wanted to keep them in a school with child care and where they had started out in child care, then JK.
- The JK teacher often commented to us on how helpful it was to already know some of the children coming into her classroom in September. I remember her saying that there was significant difference between the children who came from our program and the children who were coming to the school for the first time. Our children easily adapted to the new program and did not have the first week school “jitters”.
- The children felt at home in McKay School. The staff of the child care centre, and the school became the children’s extended family. When a school age child, (enrolled in the centre), forgot their lunch, the parent called the child care centre and we either packed a lunch for them or invited them to join us at lunch. When they forgot their mitts, they came down to borrow a pair. We were like home to them.
- The children appeared to thrive in this environment and parents were very expressive in their thanks for making their work day easier. Parents were very comfortable dropping their children off and never had to worry about where their child was.

Challenges of the Integrated Approach

- Bussing costs were high.
- Children only spent one year at McKay for JK and then went back to their home school unless they were in child care. For some children that was too many changes.

Factors for Success

- Seamless services for children – reduced transitions for parents needing child care by co-location
- Cost effective
- Local to where families reside

Many factors including: transition of JK from a central location to all schools, (because of the high cost of bussing); a school enrolment review in Port Colborne; and declining enrolment at McKay School changed the need for child care at McKay School and in Port Colborne, forcing us to merge First Friends with our location at Port Colborne High School. This location that included our infant and toddler program was more central to two other elementary schools as well as McKay to increase enrolment opportunities particularly in the JK and SK program. As well our long term use of the space in the high school, (that has lots of room), is “safer” than in an elementary school that has less space.

5. YMCA CHILD CARE AND ALEXANDRA ELEMENTARY SCHOOL, ST. CATHARINES

An example of a seamless day approach and response of and impact to child care with the introduction of full day, every day JKSK.

Description

In 1990 the YMCA, together with Alexandra School, opened a school age program with a capacity for 20 JKSK and 45 6+ children, operating from September to June except for school holidays. During those periods, including summer holidays, parents requiring child care were offered the opportunity to participate in a day camp program. The program complement between school and YMCA provided seamless and convenient service for parents requiring child care.

Together, school staff and YMCA staff have partnered to ensure the success of both the school and the child care program. Over time, strategies have been developed and implemented to ensure the success of all children.

YMCA School Age curriculum complements the JKSK curriculum. Parents, teachers and school age staff work together to provide an environment that supports each child’s learning and development.

In the spring of 2007 DSBN conducted a parent survey for children registering for JKSK to determine interest in a full day JKSK program. The Alexandra school community voted in favour of a full day program and in September 2007, JKSK children began attending full day school program. For parents and children, the day is still seamless.

Benefits/Outcomes of a Full Day Program

- For parents and children using the YMCA program, the day is seamless.
- YMCA continues it’s partnership with Alexandra school by providing wrap around services for families – namely before and after school care by working closely with the school board and school principal to meet needs.

Location

YMCA Child Care - Alexandra
Alexandra Elementary School, District
School Board of Niagara, 84 Henry St.,
St. Catharines

Contact

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Child Care Preschool and Community
Relations
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5. YMCA CHILD CARE AND ALEXANDRA SCHOOL, ST. CATHARINES

Challenges of a Full Day Program

- For the YMCA, the decision to go to a full day JKSK program forced the closure of the JKSK child care component, resulting in the reduction of child care services and the loss of 1 full time ECE.
- Partnering in curriculum initiatives and joint planning (e.g. school trips) has stopped, and communication between the school and the YMCA is less just because we're not there as many hours in a day.
- Reduced child care services have not translated into reduction of costs to the YMCA. School rental costs continue on a 12 month agreement. Insurance, staff compensation (benefits), administration, telephone and internet services are billed on a 12 month period.

"Our goal is to support the school community as needs change and evolve. By working closely with the school we positioned ourselves to provide the child care needed to further support the school and all families at Alexandra Elementary School."

~ Supervisor, YMCA Child Care
Alexandra Elementary School

Keys to Success

- Educators have an amazing opportunity to define and shape a system that supports optimum learning for young children as well as family demands for convenience and quality giving careful consideration to infrastructure, systems and human resources.

6. KIDZDOME PRESCHOOL, NELLES ELEMENTARY SCHOOL, GRIMSBY

Account of a Best Start child care opened in 2007 in partnership with District School Board of Niagara demonstrating seamless day and various financial implications associated delivery location of full day learning.

Description

Kidzdome Preschool has been operating a preschool in Grimsby since 1998. Under the Best Start initiative, Kidzdome opened a second site in March, 2007 at Nelles School. Since the Nelles site is most relevant in this context, it will be the focus of the following discussion.

Location

Kidzdome Preschool
Nelles Elementary School, District School
Board of Niagara, Grimsby, ON

Contact

David Poloniato, Executive Director,
Kidzdome Preschool
Tel: 905.328.7990

Kidzdome Preschool at Nelles currently has 10 infant spaces, 15 toddler spaces, 26 preschool spaces and a before and after school program which operates out of a school classroom. Our program runs at 95% capacity. All our infants are full time, 65% of toddlers are full time and 55% of our preschool children are full time.

Program

It has always been the Kidzdome philosophy that a preschool program needs to offer an educational, meaningful curriculum that prepares children for grade 1 and beyond. Consequently, our program is a structured, academically based curriculum which includes math and science, early literacy, art, music, French, and physical education lessons on a daily basis.

The teachers of Kidzdome use the JK and SK learning outcomes, as stipulated by the Ministry of Education, to monitor the children's progress. Progress reports are issued twice per year. Kidzdome begins teaching the complete preschool curriculum to children when they turn 30 months (2 ½ years). There is also a comprehensive toddler and infant program that is less structured due to the age of the children.

About 50-55% of our preschool children attend JK or SK for half of the day and attend Kidzdome for the other half.

Benefits/Outcomes of a Full Day Program

- We have found – based on parent and principal feedback – that the Best Start initiative has been extremely successful in offering parents and children a “seamless” day in which their child's daycare and educational needs have been addressed.
- Because of the diverse needs of the community (part time care, flexible days, and half days), Kidzdome has needed to be very flexible in order to meet the needs of families in the area.

“If Kidzdome were to lose the half day revenue of our JKSK spaces, our 10 infant spaces would not be financially viable as our preschool program offsets and compensates for the expense of the infant program.”

~ David Poloniato, Executive Director, Kidzdome Preschool

Challenges of a Full Day Program

Because 45% of our students attend Kidzdome half days and kindergarten the other half, Kidzdome would lose 45% of our enrolment. In essence, Kidzdome would lose much more because a full day spot is filled with two children; morning students who go to kindergarten in the afternoon and afternoon students who go to kindergarten in the morning. If Kidzdome lost 45% or more of its enrolment the following would occur:

1. Lost revenue would mean that our infant program would not operate. Infants programs are very expensive to run due to fixed ratios (1 teacher to 3 infants). Our 10 infant spaces would not be financially viable as our preschool program offsets and compensates for the expense of the infant program.
2. The before and after school program would, at best, be in jeopardy because before and after school programs generate very little revenue and staffing them is a difficult endeavour. A typical preschool full day costs \$35.00-\$40.00/day and a typical before and after school program costs \$12.00-\$15.00/day. Therefore, let's assume that all 45% of the JKSK students that Kidzdome would lose move to some sort of before and after school program. Since all other costs are fixed (i.e. rent, utilities, cleaning etc.), this added enrolment would not even come close to compensating for the lost JK/SK enrolment.
3. It is very difficult to get qualified staff to do a split shift. In other words, staff would have to operate the before school program from 7:00 a.m.- 8:15 a.m., go home and return to run the after school program from 3:00- 6:00 p.m. Currently, Kidzdome staff operate the before or after school program and complete the rest of their shift in the senior preschool room at Kidzdome, thereby working 8 consecutive hours.
4. Ultimately to remove 45% of Kidzdome's revenue would make it next to impossible to continue to operate the preschool. Certain key repercussions have been identified; however, there are many more. (i.e. Loss in revenue means staff will be paid less and will therefore be more difficult to retain, train, compensate etc.)

7. HOLY NAME CATHOLIC ELEMENTARY SCHOOL AND YMCA CHILD CARE, WELLAND

A description of a coordinated approach between a child care centre and school staff to offer seamless service to JKSK and school aged children during the school year by planning curriculum and working together.

Background/Description

In 2000 the YMCA, together with Holy Name Catholic Elementary School, opened a school age program with a capacity for 20 JKSK and 30 6+ children, operating September to June except for school holidays. During those periods, including summer holidays, parents/guardians requiring child care are offered the opportunity to participate in a day camp program. The program complement between school and YMCA provide seamless and convenient service for parents requiring child care.

At Holy Name Catholic Elementary School the school staff and YMCA staff have partnered to ensure the success of both the school and the child care program. The YMCA School Age Curriculum complements the Kindergarten Program (Revised 2006). Parents/guardians, teachers and school age staff work together to provide an environment that supports each child's learning and development.

The JKSK teacher and the YMCA staff support the children's learning and development by sharing one classroom and working together to create an environment where in the eyes of the children and families it is truly a seamless day. Both teachers have their own desk and they come and go in the room as needed during either session. They use similar themes, props and equipment. As well they have learned to use similar language when directing the children during their day. They have recognized that finding some similarities in delivery of the program throughout the day has great benefit for the children.

They have created an environment that demonstrates the respect each has for the critical role they are playing together to support their children, as well it is clear to see that their primary focus is on the overall needs of their children and families within their school community.

Benefits/Outcomes of a Full Day Program

- For parents/guardians and children using the YMCA program the day is seamless
- Partnering in curriculum initiatives creates opportunity to better support the children and families
- The children thrive in this environment and both the parents/guardians and children visually see the warm interaction between the JKSK teacher and the YMCA staff.
- Parents/guardians are very appreciative of the seamless day offered to them at Holy Name Catholic Elementary School.

Location

YMCA Child Care, Holy Name School,
Niagara Catholic District School Board
290 Fitch St., Welland

Contact

Lisa DeGasperis, General Manager of
Preschool and Community Relations
YMCA Niagara
Tel: 905.646.9622 ext. 336
ldegasperis@ymcaofniagara.ca

"As a working parent words cannot express the appreciation I feel for having such dedicated teachers at both the school and the YMCA child care working together to provide an environment that supports my child in his learning but more importantly I know my child is happy because he never wants to come home."

~ Parent, YMCA Child Care,
Holy Name Catholic Elementary School

Challenges/Observations

- The opportunity to create such a wonderful environment happened because of the relationship that had formed between the JKSK teacher and the YMCA staff over time. It has taken 4 years of relationship building to get us here. As teachers transition out of positions it creates a challenge because respectful, trusting relationship building takes time.

Factors for Success

- Open and strong communication link with parents/guardians, staff members, child care teachers and community members
- Willingness to consider staff complements
- Seamless service for children – reduced transitions for parents/guardians needing child care by co-location
- Careful consideration to infrastructure, systems and human resources

8. VALLEY WAY DAYCARE INC., MARY WARD CATHOLIC ELEMENTARY SCHOOL AND ONTARIO EARLY YEARS CENTRE, NIAGARA FALLS

A description of coordination between a child care program, an Ontario Early Years Centre located in the school and the school to offer seamless services to families and children.

Background/Description

Valley Way Day Care Inc. opened in Mary Ward Elementary School in 1990. The child care centre shared the playroom with the senior kindergarten teacher. It worked amazingly well.

The centre was licensed for preschoolers, JKSK and school age. The kindergarten and child care centre children used the room at the same time. The teachers had different activities set up around the room and the two different groups rotated around the room as well as outside. The parents of both the SK and child care children liked the shared program. The teachers from both programs collaborated on planning and curriculum development. The transition for children moving from the preschool program in the child care centre to the SK program was seamless. Familiarity with the staff of both programs raised the comfort level of the parents, guardians and children.

In 1992, the child care centre was given its own classroom. Collaboration between the two classrooms and teachers continued. The child care centre enrolment grew as the school parents became more aware of the centre's programs.

The school's enrolment increased as more parents required child care for before and after school and wanted it in a school setting.

In 2002 the Ontario Early Years Centre opened across the hall from the child care centre. The operators of the child care centre participated on the Advisory Committee for the start up of the Early Years Centre.

Location

Mary Ward Catholic Elementary School,
Niagara Catholic District School Board
Dorchester Rd, Niagara Falls

Contact

Carmela D'Angelo, Director
Barb Bjorgan, Director
Valley Way Daycare Inc.

8. VALLEY WAY DAYCARE INC., MARY WARD CATHOLIC ELEMENTARY SCHOOL AND ONTARIO EARLY YEARS CENTRE, NIAGARA FALLS

Background/Description continued

Collaboration takes place between the early years centre and child care centre. The early years centre space is licensed as child care space and is used by the child care centre during the OEYCs hours of operation. The child care centre participates in special events planned by the OEYC, including trips.

The child care centre is licensed to care for 24 preschoolers up to and including 5 year olds and 45 school age children. Currently, there is a two year waiting list at the centre.

Benefits/Outcomes of a Full Day Program

- Increased child care centre and school enrolment
- Parents have access to parenting resources and support and increased use of early years centre by child care parents
- Parents of young children using Early Years Centre learned about child care centre
- Shared discussion of curriculum between child care centre, JKSK teachers and Early Years Centre
- Seamless day for the children moving between OEYC, child care and JKSK
- Child care centre visits Early Years Centre for shared programming
- Shared professional development for child care centre staff, JKSK teachers and Early Years Centre staff
- One stop drop off and pick up for parents
- Parents visit OEYC after picking up child from child care or JKSK

"This is my first year at this centre, I was nervous about coming here. I really enjoy being here. I think it would be ideal if the full day of learning was like this."

~ Kathy, Supervisor, Valley Way Day Care Inc.

Challenges/Observations

- Not a clear understanding and division of responsibilities (example, playground equipment always gets left for ECEs to clean up)

Factors for Success

- Recognizing each other's strengths and weaknesses and building on those
- Leadership that respects and supports collaboration between all parties

9. LA BOÎTE À SOLEIL AND ÉCOLE LAMARSH SCHOOL, NIAGARA FALLS

A description of Best Start Francophone child care expansion in cooperation with Conseil Scolaire de district du Centre Sud-Ouest, offering seamless day and child care working with school board offering full day every day JKSK.

Description

LaMarsh Francophone daycare has been in operation since September 2007. Located in Niagara Falls, the day care is situated in LaMarsh Francophone elementary school, who accepts 250 families. A French day care in Niagara Falls will be beneficial to many families, Francophone, bilingual or Anglophone that wish for their children to learn and be educated in French.

Location

La Boîte à soleil, LaMarsh
École LaMarsh, Conseil scolaire de district
du Centre-Sud-Ouest
4751 Drummond Road, Niagara Falls, ON

Contact

Raymonde Lafond, Directrice générale,
La Boîte à soleil
Tel.: 905.735.1840
laboite@bellnet.ca

Program

As we started with the before and after school program in September, 5-6 children attending LaMarsh school participated in the program.

In October, once the day care space became available, we operated with 2 toddlers and 3 preschoolers. Numbers have been gradually going up, and we now offer services to 5 toddlers and 7 preschoolers every day. The school age group is consistent with 8 children in the before and after school program.

The day care program consist of an educational early learning program, aiming at offering the young child a rich learning environment where he can develop to his full potential. Daily program activities are conducted to help the young child learn the basic skills needed for a seamless transition to school.

The school age before and after school program offer a variety of activities. A nutritional snack is served while giving them a quiet time to unwind from the day at school. Children have access to art and craft materials for creative activities and time for homework if needed. A period of physical activity is also part of the after school program, using either the gymnasium or outdoor play. LaMarsh Francophone day care is centrally located in the city of Niagara Falls, giving families access to a Francophone school.

Benefits/Outcomes of a Full Day Program

- The day care in the school is beneficial for the young child who gradually becomes familiar with the school environment. In some instance, an older sibling attends that same school, which makes the day care introduction much easier
- Having a day care in a school is a great advantage to parents with two or more children that can attend the same educational institution, giving them a sense of security and belonging
- Having JK and SK for a full day program at school is an advantage for working parents that saves money on day care fees. Many families that are financially limited appreciate having their child only in the before or after school program
- It is also beneficial for some disadvantaged children to be in a safe and secure Francophone environment for a full day at school while parents are at work

9. LA BOÎTE À SOLEIL AND ÉCOLE LAMARSH SCHOOL, NIAGARA FALLS

Challenges of a Full Day Program

- Full day JK and SK creates inconveniences with staff hiring and consistency
- The challenges are in the higher need for child/teacher ratios before school hours in the morning and after school hours in the afternoon. These programs create part time work for people who wish to only work a few hours per day or a split day may be possible if a staff member needs to work full time
- At LaMarsh daycare, we have been fortunate to hire an assistant for the morning hours only and a student in training for the after school program

"Our program offers access to high quality learning and care programs for children which helps provide for a transition to a French-language school that is smooth, seamless, and successful."

~Raymonde Lafond, Directrice générale,
La Boîte à soleil

Keys to Success

- Both partners aim towards conserving our French culture and heritage through our children who are our future
- Willingness to considered different staff complements

10. GARDERIE LES COCCINELLES ZÉLÉES ÉCOLE IMMACULÉE-CONCEPTION, ST-CATHARINES

A description of a Best Start Francophone expansion site with Conseil scolaire de district catholique Centre-Sud where child care is administrated and managed by the school board and coordinated, integrated (JKSK as well as younger and older age groups) in a seamless approach is achieved through curriculum, joint training and cooperation.

Description

In 1995, the CSDCCS developed an education program for children in Junior Kindergarten and Kindergarten. Today, this teaching tool is used in the Junior Kindergarten and Kindergarten classroom. In 2000, the CSDCCS developed an education program for preschool children enrolled in child care centres to facilitate their integration into school. Today, this teaching tool is used in planning program activities at the child care centre.

The child care centre is managed by the Conseil scolaire de district catholique Centre-Sud and provides services to children 18 months to 12 years old. With a recent Best Start expansion program in 2007, the child care now provides licensed child care for 15 toddlers, 24 preschool children, 20 Junior Kindergarten and Kindergarten children, and 15 school-age children. It is located at École Immaculée-Conception in St-Catharines.

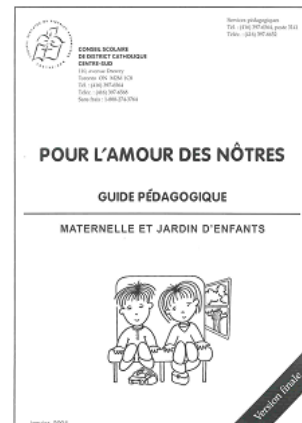
Location

Garderie Les coccinelles zélées École Immaculée-Conception, St-Catharines

Contact

Lucette Farr, Directrice, Garderie Les Coccinelles zélées
École Immaculée Conception, St.
Catharines
Tél. : 905.984.4260
lfarr@csdccc.edu.on.ca

Garderie Les coccinelles zélées École is also managed by the Conseil scolaire de district catholique Centre-Sud and provides full-time programs for Junior Kindergarten and Kindergarten children, and grades 1 to 8. It shares premises with Garderie Les coccinelles zélées according to a memorandum of understanding.



Benefits/Outcomes of a Full Day Program

- Themes are basically the same. At the child care centre, most of the themes cover a week while in the school they cover two weeks
- The teacher comes to the child care centre to borrow ideas about the themes and sometimes equipment. And the other way around!
- Language activities are very important for our young Francophone's. They foster language development through the learning of words, songs, and nursery rhymes during the story hour at the child care centre, as well as at school!
- The before and after school programs take place in the school; gym, library and Junior Kindergarten classroom; Premises are shared according to a memorandum of understanding
- Close and constant communication among staff leads to collaboration and a healthy environment for the children!
- In June, the children attending the child care centre who are enrolled in school beginning the following September are invited to visit the classroom. They will become acquainted with their new environment!
- The child care centre is invited to take part in celebrations or shows targeting young children
- Field trips are sometimes jointly organized to save transportation costs and establish relationships between students and staff!
- Every year, the CSDCCS organizes a joint training session for the child care workers and the teachers, leading to interesting exchanges and the strengthening of professional relationships

Factors for Success

- The integration of the child care centre in the school is essential for the development of our children!
- Continued work TOGETHER for the success of our future students
- Joint training and common approach to curriculum
- Support of Principal

"A shared vision assists in promoting team spirit and sharing goals to meet the needs of every child!"

~ Lucette Farr, Directrice,
Garderie Les Coccinelles zélées
École Immaculée Conception

11. ABORIGINAL HEAD START, FORT ERIE

Description

Aboriginal Head Start

Aboriginal communities across North America recognize their children as gifts from the creator and note that they are their nations' most valuable resource. The Aboriginal Head Start Initiative arose from the justified desires expressed by Aboriginal communities across Canada for a program that would meet the needs of their children.

The primary goal of this initiative is to demonstrate that locally controlled and designed early intervention strategies can provide Aboriginal pre-school children in urban and northern settings with a positive sense of themselves, a desire for learning and opportunities to develop fully and successfully as young people (Health Canada: Aboriginal Head Start Urban and Northern Initiative Principles and Guidelines, Revised: October 1998).

Fort Erie Aboriginal Head Start

The Fort Erie Aboriginal Head Start Program is sponsored by the Fort Erie Native Friendship Centre, funding is provided by the Public Health Agency of Canada. We also maintain a license under the Day Nursery Act. The program has a primary emphasis on serving children 3 years through 5 years of age, and their families.

There are six components that this program is built upon, with each being incorporated fully into our programming. The six components are: culture and language, health promotion, nutrition, education readiness, social support and parental involvement.

The Fort Erie Aboriginal Head Start (FEAHS) Program provides participants with the opportunity to develop and enhance an awareness and appreciation of an Aboriginal culture and language and thus promote essential personal pride in their Aboriginal ancestry. This program will meet child development, family development, and health related goals while providing high quality, comprehensive, culturally relevant and individualized support and services.

Benefits of the Program as it related to Full Day Learning for 4 & 5 year olds

- Participation within our program stimulates a desire for life-long learning within our children who attend
- Our children flourish both within our environment and within our community
- The opportunity for our children and their families to be exposed to Aboriginal culture and language enhancing and nurturing their knowledge of cultural values and customs
- Our children are prepared to enter the school system, both socially and educationally

Challenges of the Program

- Without a playground, we can only offer half day programming sessions
- Anticipating impact of full day learning on culturally specific programming

Location

Fort Erie Aboriginal Head Start
64 Jarvis Street, Fort Erie, ON L2A 2S4

Contact

Crystal La Forme, Program Coordinator
Fort Erie Aboriginal Head Start

Tel: 905.994.1761

Fax: 905.994.0609

Factors for Success

- Continuation of culturally specific programming to Aboriginal families and children
- Continuation of providing our children with the opportunity to develop and enhance an awareness and appreciation of an Aboriginal culture and language and thus promote essential personal pride in their Aboriginal ancestry

"Of most importance is that we recognize that our children are gifts from our Creator and it is our responsibility to teach our children to survive. In order to do that, we must nurture their knowledge of our cultural values and customs."

~ Crystal La Forme, Program Coordinator Fort Erie Aboriginal Head Start



Appendix 1: Administration & Delivery

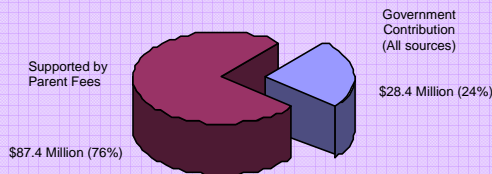
From the [Integration Kit](#) - "Appendix B: Summary of Provincial/Territorial Arrangements"

Province/ Territory	Kindergarten	Child Care
Newfoundland/ Labrador	Department of Education; all schools, part-time, non-compulsory kindergarten	Department of Health & Community Services; licensed care
PEI	Department of Health & Social Services; kindergarten in Child Care Centres, free to parents, licensed care	
Nova Scotia	Department of Education; compulsory, full day <i>A two-year pre-primary (JK) universal pilot program in 19 sites is underway. The programs are located in schools and taught by early childhood educators (with a two-year early childhood diploma or degree). The Departments of Education and Community Services and Health are collaborating on the program.</i>	Department of Community Services; licensed, mixed
New Brunswick	Department of Education; full day, compulsory	Department of Family & Community Services; licensed
Quebec	Ministry of Education; full day, non-compulsory <i>Kindergarten for four year olds is no longer being developed as they have access to regulated child care.</i>	Ministry of Employment Social Development & Family
Ontario	Ministry of Education; various <i>Best Start – Hubs, wrap-around, JKSK 2010</i>	MCYS; licensed, mixed
Manitoba	Education, Citizenship & Youth – part time, non-compulsory Intersectoral Committee	Family Services & Housing; licensed
Saskatchewan	Saskatchewan Learning; part time, non-compulsory, JK at 'at risk community schools', licensed care <i>Two community schools serving vulnerable children are piloting full-day every-day kindergarten. The Saskatoon School Board is seeking funds to pilot an "integrated" kindergarten/child care model to be launched in Fall/07</i>	
Alberta	Alberta Learning, Early Childhood Services; non-compulsory, entitlement, various types as per operator.	Alberta Children's Services; licensed, mixed
British Columbia	Ministry of Education; part time, JK for targeted <i>Full time kindergarten may be available for special populations. Additional half day programs are offered by some school divisions (such as West Vancouver and Abbotsford) providing kindergarten children the choice of an additional half day program (3 days or 5 days) at a monthly fee of \$310 or \$390.</i>	Ministry of Children & Family Development; licensed, mixed
North West Territories	Department of Education, Culture & Employment – part time, non-compulsory, licensed <i>A number of school boards offer half day kindergarten with half-day Early Childhood programs. Programs are co-located, may be coordinated and parents may pay a fee depending on funder and type of program.</i>	
Nunavut	Department of Education; part time, non-compulsory, licensed care	
Yukon	Department of Education; part time, non-compulsory	Department of Health & Social Services, Child Services Unit; licensed, mixed

Appendix 2: Financial Summary

Where Does Child Care Revenue Come From in Niagara?

Relative Proportion of Parent Revenue to Government Funding of Estimated \$ Value of total Child Care Revenue (\$115 M)



- Niagara child care system is *estimated* to generate \$85 - \$115 million/annually (licensed and unlicensed)
- It supports over 900 Early Childhood Educators in jobs in Niagara and facilitates the success of other Niagara industries by enabling parents to work productively or gain higher education
- Calculations are based on provincial average of 50% of Niagara's 0-12 population in some form of child care
- 7,850 licensed spaces (13% of Niagara's 0-12 population of 60,445 children 0-12 years of age; 25,235 are 0-5 years of age)
- Government contribution is in the form of wage subsidies and fee subsidy (50% of total)

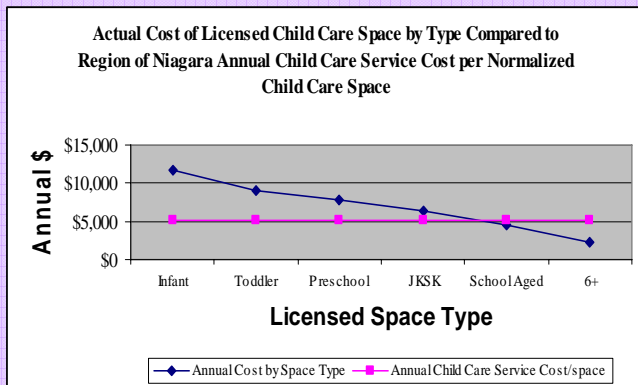
What are Parents Expected to Pay for Child Care in Niagara?

	Daily Rate Charged	Monthly Rate*	Annual Rate**
Infant – full day	\$45	\$979	\$11,745
Toddler – full day	\$35	\$761	\$9,135
Preschool – full day	\$30	\$653	\$7,830
JKSK (half day only)	\$23	\$525	\$6,307
School Aged (B&A)	\$15	\$380	\$4,567
Over 6 years	\$7.5	\$190	\$2,284

*Monthly rate assumes daily attendance x average working days of 21.75 per month with exception of JKSK, school aged & 6+ includes full day care for summer months
 **Annual Rate assumes monthly attendance (as noted above) x 12 months

- Daily rates are based on Niagara's actual average per diems (per annual budget submissions by Niagara child care operators to Children's Services)
- Rates for infant spaces are highest due to the higher cost of provision that is largely due to the Day Nurseries Act required ratio of one staff/three infants
- Actual cost of providing an infant space is about double the daily rate charged
- A large number of parents in Niagara require or choose only part time care; however, daily rates remain the same or have a premium added to cover the fixed costs that do not change although the child attends less often. The exception would be JKSK where one space can be used for two children (based on half day attendance)

How Does Revenue/Space compare to the Average Cost of Care in Niagara?

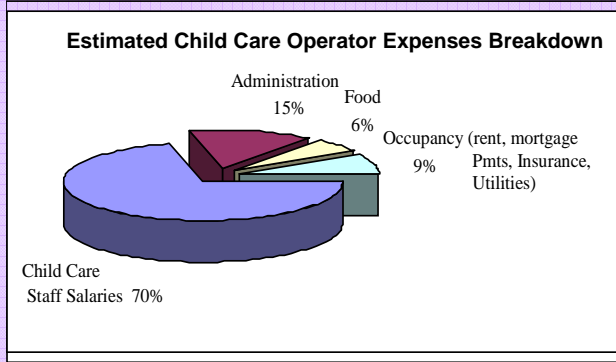


- Average cost of space is based on Ontario Municipal Board Indicator for child care and is only intended for comparative purposes
- Infant spaces are more expensive to provide due to the required staff-to-child ratio and the lower availability of total spaces; as a result, parents pay an increased proportion of the fee. The same is true to a lesser degree for toddler and preschool spaces
- At JKSK, the rate charged is nearly equal to the operator's cost. School-aged, due mainly to higher staff-to-child ratios, is profitable and goes to off-set costs associated with lower age groups
- Often a stand-alone JKSK program (such as in a school) must also provide school-aged to remain viable.

Report on Full Day Early Learning and Care

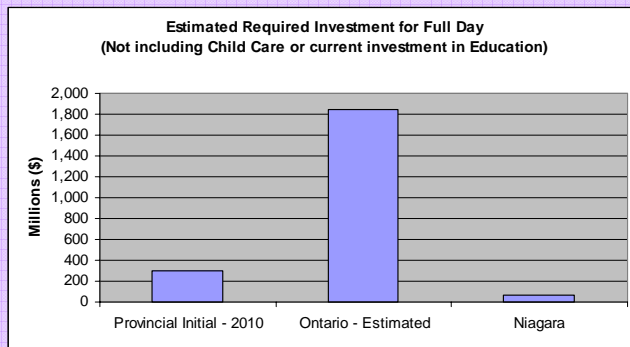
Appendix 2: Financial Summary

What Are the Costs Associated with Providing Quality Child Care in Niagara?



- Most operating costs are fixed (rent/mortgage, insurance, utilities, administration and food) and are not significantly impacted by lower attendance
- Staff salaries make up the majority of cost (70%) but are not proportionally reduced with lower attendance due to Day Nurseries Act licensing ratios; therefore, operators must maximize space utilization to remain viable
- On average Niagara's qualified Early Childhood Educators earn between \$9.90 - \$15.90 per hour (non-unionized, which makes up the majority of ECE's in Niagara)
- Based on wage subsidies at \$9029 per FTE & an average salary of \$30,420 per year (\$15.60 per hour/37.5 hrs per week = 30% subsidization; however, Niagara has a pressure list
- High quality child care is linked to higher wages

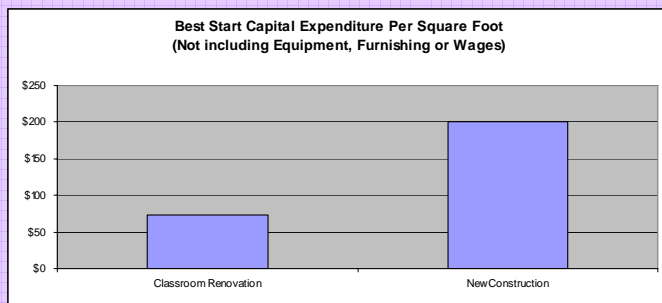
What Might Full Day Learning Really Cost?



Note: Above scenario is based on full day learning in a traditional school day which is not the exclusively the model put forward in this report.

- Population of children eligible for full day learning in 2010: Niagara – 4,215 (4 years of age); 4,245 (5 years of age); Ontario - 150,000 JKSK children
- Cost to operate 20 children SK classroom as reported by Hamilton Catholic School Board (*Hamilton Spectator 2007*) at \$148,000 per year or \$7,400 per child
- Total cost to Education for full day in Niagara = \$7,400 x 8,460 children = \$62.6 million/year
- Average increase to all per diems with loss of JKSK (half-day revenue) = 12–15% representing an estimated impact of \$7-12 million per year
- Boards of Education fund additional costs (above current Ministry of Education Funding Formula) with offering full day SK pilot programs in Niagara and with full day JK and SK in Francophone School Boards in Niagara funded at the local level

What About Capital Costs for Building or Renovating Space?

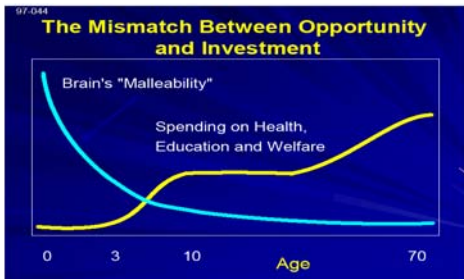


Note: New construction is calculated for 2 capital builds under Best Start for a 79 space childcare; however, schools were also undergoing renovations thereby optimizing the investment. Classroom renovations were typically for 20 spaces JKSK.

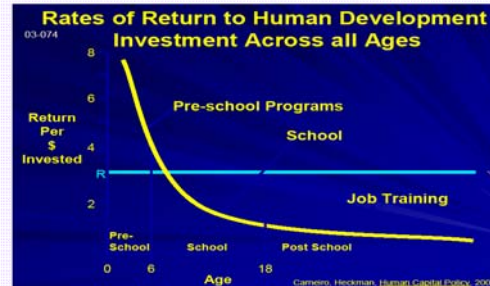
- Through Best Start child care expansion, highest demand for services occurred where elementary school did not have vacant space
- Investment of capital for expansion had to consider areas of demand for child care (mainly a combination of population of children and location of existing child care)
- Full fee parents were required to support the investment by limiting Fee Subsidy to 50%; major capital expansions of >\$1 million require even lower ratio to maximize full fee paying parents to stabilize operating costs
- Approximate capital cost of classroom renovation (695 sq ft) = \$51,000 per classroom; average classroom, offering 20 JKSK spaces = \$73.4/sq foot renovation cost
- Capital for new build averaged \$200 per sq ft

But what does it Really Mean in Terms of Social Capital?

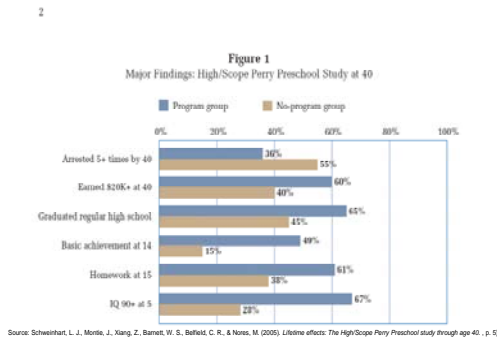
Makes good economic sense...



Makes good economic sense...



Quality & Children with Low Income



- The mismatch between opportunity and investment shows how it's easier to change our brains (and, therefore, the behaviours, attitude and abilities it controls) when we are younger but spending doesn't reflect this (Heckman, 2002)!
- These early indicators are related to socioeconomic and neighbourhood conditions and have been shown to be strong predictors of future success in education, employment and general well-being. By extension, they are also related to long-term community prosperity (i.e. the development, attraction and retention of investment and skilled HR)
- Heckman calculates the return on investment in early childhood programs at 8:1, compared to a 3:1 return for primary and secondary education and 1:1 for adult training. Benefits are most pronounced for disadvantaged children. Source: Carneiro, Pedro and Heckman, James (2003). *Human Capital Policy*

- The major conclusion of this midlife phase of the Perry Preschool research study is that high-quality preschool programs for young children living in poverty contribute to their intellectual and social development in childhood and their school success, economic performance, and reduced commission of crime in adulthood. *Lifetime effects: The High/Scope Perry Preschool study through age 40*. , p. 5)



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