

Planning for **EarlyON Child and Family Centres in Peel**

Informed by
**Children and
their families**

In partnership with
**Early Years
Partners**

Endorsed by
**Success By 6
Peel**



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Welcome from the Service System Manager

Ontario's continued investment in modernizing the child and family program sector presents a tremendous opportunity to transform the Early Years and Child Care (EYCC) system in Peel where the goal is that all children and their families thrive.

The transition to EarlyON Child and Family Centres (EarlyON centres) is another opportunity for the Region to work with its partners to ensure that all families in Peel, regardless of where they live, have access to high quality child and family programs that meet their needs.

In Peel, our longstanding history of strong community partnerships has enabled us to move system planning forward. These community partnerships were leveraged in conducting the local needs assessment and framing the initial plan for EarlyON centres.

The Region is committed to working with community partners to create a healthy, safe and connected community for life where families feel supported in their child's early growth and development, to ensure that children achieve their mental and physical potential. Community partners look forward to continuously improving, transforming and modernizing the child and family program sector.

The Region will provide the support needed for a smooth transition of the sector. This transition will build on existing strengths to ensure that programs continue to be child- and family-centred. Families are at the centre of what we do and the Region is committed to engaging with and listening to children and their families to ensure that programs are relevant and responsive to their needs.

This plan reflects thousands of collective voices that are passionate about the importance of the early years in shaping the lives of children. We would like to express our sincere thanks and appreciation to the families, child and family program providers, and the broader early years and child care system for the time they dedicated in helping us to develop this roadmap for transforming child and family programs in Peel. Their efforts to engage and co-create this plan are a testament to their commitment to modernizing the sector and creating a system in which Peel's children and their families can thrive.

The process undertaken to develop this plan is a solid foundation for moving local service planning in Peel along the integration continuum and will inform the Region's process for broad-based early years and child care system planning.



Suzanne Finn



Sonia Pace



Executive Summary

Peel is a growing and diverse municipality consisting of well established and fast-growing areas as well as newly developed and rural communities. The dynamics of Peel's children and families have changed since 2001 when child and family programs were first expanded. Child and family programs should be current and reflective of the complex and changing needs of Peel's children and families.

In February 2016, the Ministry of Education (MEDU) announced the creation of EarlyON Child and Family Centres (EarlyON centres) to bring together four MEDU funded child and family programs to create a common set of services, governance and branding. In Peel, the transition to EarlyON centres will integrate 39 Ontario Early Years Centres (OEYCs), 11 Parenting and Family Literacy Centres (PFLCs), and two Child Care Resource Centres (CCRCs). Currently, six non-profit agencies deliver OEYCs, of which two also deliver CCRCs, while the Peel District School Board and Dufferin-Peel Catholic District School Board deliver PFLCs.

The Region of Peel is closely collaborating with school boards, community partners and Success By 6 Peel (SB6) to plan the transition to EarlyON centres. SB6 is the Community Planning Table for EarlyON centre planning. Community partners who were engaged represented a cross section of Peel's early years and child care system and brought knowledge and experience to the planning process.

A comprehensive Local Needs Assessment of child and family programs in Peel informed local planning. This assessment included:

Current State Analysis

In 2009, Peel developed local Service Delivery Areas (SDAs) to support planning and decision-making. For EarlyON centre planning, SDAs were grouped into 22 review areas with considerations for communities of interest.

Seven variables reflecting demand and supply for services were selected for inclusion in a prioritization matrix. This prioritization matrix was used to classify review areas into three categories:

Greatest Need – Service levels do not align with the child population. These areas are significantly underserved by existing child and family programs. Five review areas were classified as having greatest need.

Identified Need – Existing child and family programs do not adequately meet the demand for services, however, there are more services present and/or a smaller child population (aged 0-6 years) than in areas with greatest need. Five review areas were classified as having an identified need.

No Pressing Need – The existing number of services generally meets or exceeds need. Ten review areas were classified as having no pressing need.

Community Consultations and Provider Engagements

Nearly 3,400 parents and caregivers were consulted on program access, the strengths and gaps of current programs, barriers to participation, and preferred approaches to family engagement. In addition, 107 frontline staff and managers of existing programs were consulted on their experiences related to family needs and expectations, and supports required for the transition.

This plan communicates a set of priorities to move EarlyON centres planning forward by leveraging the strong community partnerships in Peel's early years and child care system. Four areas of action are presented, which reflect the collective feedback received from families, service providers and other early years partners. The four areas are:

Increase Access

To increase access and build awareness of EarlyON centres, the Region will continue to collaborate with community partners on the following action items:

- ✓ Create or increase access to programs
- ✓ Extend hours of operation
- ✓ Reduce barriers to access
- ✓ Increase awareness

Deliver High Quality Programming

Working with service providers, the Region will:

- ✓ Align programs to mandatory core services
- ✓ Review the staffing model and capacity building needs
- ✓ Streamline program names, descriptions and delivery
- ✓ Engage in community-based program planning
- ✓ Enhance Indigenous and Francophone programming

Increase Integration

The strengths of existing partnerships as well as identified service gaps create an opportunity to build functional integration within the system of child and family programs. The Region will:

- ✓ Enhance functional integration of programs
- ✓ Establish a Provider Advisory Group
- ✓ Support greater inclusion of Francophone and Indigenous partners
- ✓ Enhance connections between community services
- ✓ Develop a Special Needs Resourcing Service Model
- ✓ Enhance health supports

Enhance Accountability

The following action items will be taken to enhance accountability:

- ✓ Develop an accountability framework and funding framework
- ✓ Develop a Service Provider Handbook
- ✓ Measure outcomes and impact
- ✓ Funding agreements and technology solutions
- ✓ Transparent procurement process

In 2018, the Region will work with service providers to begin to implement some of the key areas of action identified, while ensuring minimal disruption to families and ongoing supports to service providers. In the majority of action areas, a three-pronged approach will be employed:

Assessment: an opportunity to observe how programs currently function in areas of focus

Strategy Development: working with service providers to develop a strategy to move the system forward

Implementation and Evaluation of the proposed strategy and review its effectiveness over time

Moving forward, the Region will continue to foster open, transparent and ongoing dialogue among all stakeholders and ensure that the voice of children and families is always reflected in the EarlyON centre decision-making process.

Transformation of the child and family program sector will result in a functionally-integrated system. This plan outlines transformational initiatives which will result in high quality, well integrated, and universally accessible child and family programs that align with the Province's vision and meet local needs.



Vision for The Early Years

Ontario's Renewed Vision Early Years and Child Care

"All children and families have access to a range of high quality, inclusive and affordable early years and child care programs and services that are child- and family-centred and contribute to children's learning, development and well-being."

SB6 vision for EarlyON centres

"Peel's children 0-6 years and their families thrive, supported by an integrated system of responsive, high-quality, and accessible early years programs and services".

In February 2016, the Ministry of Education (MEDU) announced the creation of EarlyON Child and Family Centres (EarlyON centres) to bring together four MEDU funded child and family programs to create a common set of services, governance and branding. This transformation will enhance existing services, increase access to inclusive play-based learning opportunities, and support parents and caregivers to improve the developmental health and wellbeing of all children.

On January 1, 2018, the Region's responsibilities as EYCC Service System Manager will expand to include oversight for the planning, funding and delivery of the EarlyON centres. In Peel, the transition to EarlyON centres will integrate 39 Ontario Early Years Centres (OEYCs), 11 Parenting and Family Literacy Centres (PFLCs), and two Child Care Resource Centres (CCRCs). The work of EarlyON centres aligns with the Region of Peel's Strategic Plan and the long-term service outcome of Early Growth and Development that *"children in Peel are supported to achieve their mental and physical potential"*.

Success By 6 Peel (SB6) is the Community Planning Table for integrated EYCC system planning. The membership of SB6 includes representatives from child care, child and family programs, special needs resource agencies, English- and French-language school boards, the Ministry of Education, Peel's Children's Aid Society, Region of Peel Human Services, Peel Public Health and other health system partners. SB6's vision for EarlyON centres is that *"Peel's children 0-6 years and their families thrive, supported by an integrated system of responsive, high-quality, and accessible early years programs and services"*.



In addition to Provincial guidelines, SB6 endorsed the following guiding principles for local service planning for EarlyON centres:

1. **Build on existing strengths** – Recognize the strengths of Peel’s current child and family programs and work with all community agencies to build strong collaboration.
2. **Data driven** – Use relevant data from the local needs assessment to inform decision-making.
3. **Minimize service disruption** – Engage all partners to minimize service disruptions for children, parents and caregivers through a seamless transition process.
4. **Peel Children’s Charter of Rights** – Reinforce the Peel Children’s Charter of Rights.
5. **Responsive** – Support a responsive system that meets the changing realities of the community.

The Region’s key objective is to ensure a smooth and seamless transition of programs with minimal disruptions for families and service providers. Over the course of this transformation, the Region will work with our community partners to ensure that:

- the perspectives of children and their families are reflected in programs
- families have access to equitable levels of service regardless of where they live
- programs are high quality and reflect the foundations of *How Does Learning Happen?* with a view of Peel’s children and their parents and caregivers as being competent, capable of complex thinking, curious, and rich in potential
- service providers are supported in delivering high quality programs
- participation in EarlyON centres result in positive outcomes for children and their families

This initial plan presents:

- high level, broad strategies for transitioning to EarlyON centre and moving the sector forward
- actions to be taken in 2018 to transition programs to the Region as service system manager.

An implementation plan will be established to outline actions that will be taken over time to better understand how key areas of action can be implemented in each review area to best meet local needs.

Key priorities for continuous enhancement of EarlyON centres to be accessible, high quality and responsive to local needs will be integrated into the broader Early Years and Child Care Service Plan which will be submitted to the Province in June 2019.

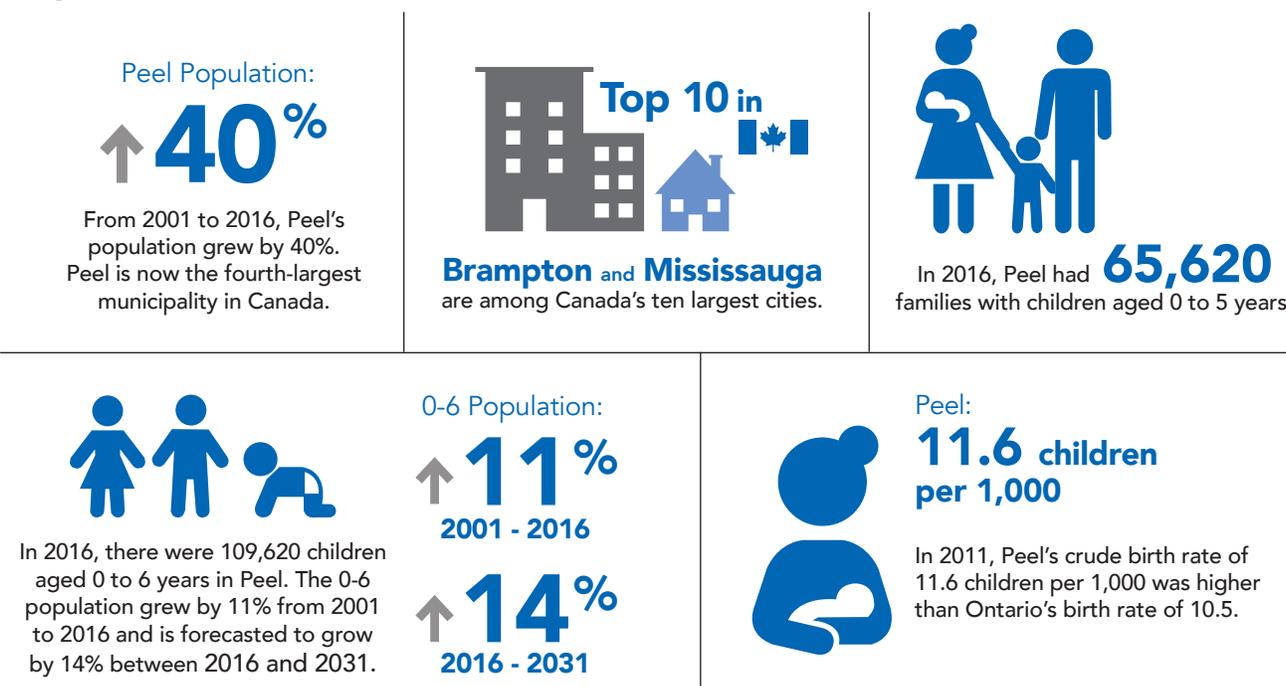


Peel at a Glance

This section references data from the 2001, 2011 and 2016 Census and 2011 National Household Survey. Some variables are not yet available from the 2016 Census and therefore are only reported for 2011. Some data is only available for children aged 0-5 years while other data is available for children aged 0-6 years.

Peel is a growing and diverse municipality consisting of well established and rural areas as well as fast-growing and newly developed communities. Child and family programs should be responsive to the complex and changing needs of Peel's children and families in all areas. The dynamics of Peel's children and families have changed since 2001 when child and family programs were first expanded.

Population Growth



Source: Statistics, Census of Canada, 2001, 2011 and 2016, Hemson Consulting Population Forecasts 2012, Peel Public Health 2011, Ontario Ministry of Health and Long-Term Care, 2011.

Table 1: Peel and Area Municipalities, 2001, 2016 and 2031 Population

Area	Total Population			0-6 Population			Forecasted 0-6 Population	
	2001	2016	% increase	2001	2016	% increase	2032	% increase (from 2016)
Peel	988,948	1,381,739	40	98,470	109,620	11	124,999	14
Caledon	50,595	66,502	31	5,165	4,815	-7	9,700	102
Brampton	325,428	593,638	82	35,035	53,595	53	57,284	7
Mississauga	612,925	721,599	18	58,265	51,205	-12	58,016	13

Source: Statistics, Census of Canada, 2001 and 2016, Hemson Consulting Population Forecasts 2012

Table 2: Families with Young Children by Area Municipality, 2016

Area	Numbers of families with children at home (0-17 years)	Number of families with children aged 0 to 5 years	Families with a child at home who have a child aged 0 to 5 years (%)
Peel	149,590	65,620	44
Caledon	7,710	2,820	37
Brampton	68,830	32,050	47
Mississauga	73,040	30,760	42

Note: Families refers to a census family, which is a married couple, a common-law couple) or a lone parent family. Source: Statistics Canada, Census 2016. Child at home is defined as a child aged 0-17 years.

Diversity

- Peel has:
 - » The second-largest proportion of recent immigrants in Ontario.
 - » The largest proportion of visible minorities in Ontario.
 - » One in four families who do not speak English or French most often at home, as compared to only one in seven families in Ontario.
 - » The largest proportion of South Asian visible minorities in the Greater Toronto Area (GTA).

Table 3: Diversity in Peel, 2011

Municipality	Recent immigrants (%)	Visible minorities (%)	Households who do not speak English or French most often at home (%)
Peel	8	57	26
Caledon	1	10	6
Brampton	8	66	27
Mississauga	8	54	27

Source: Statistics Canada, National Household Survey, 2011

Table 4: Visible Minorities as a Proportion of Total Population in Peel, 2011

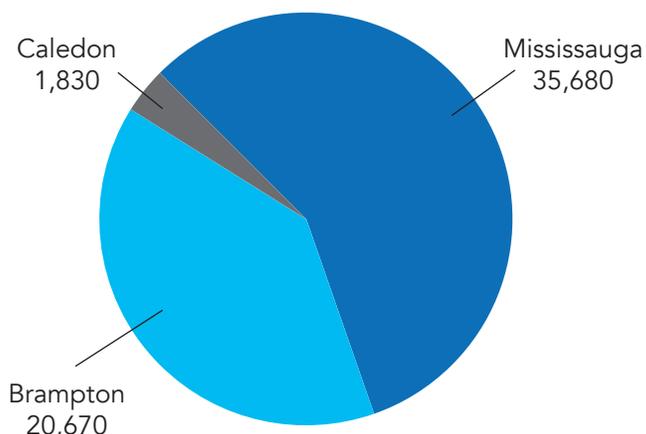
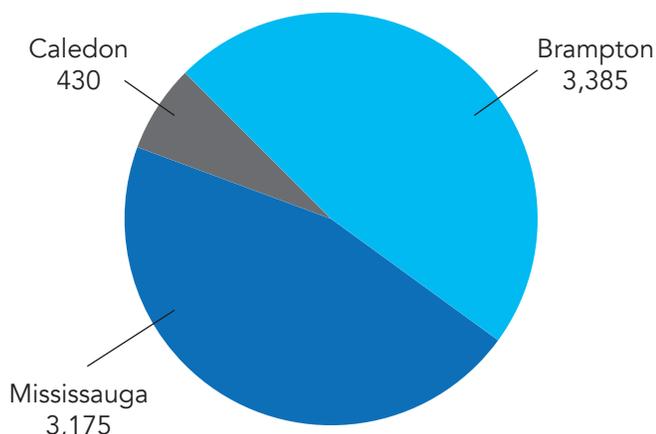
Municipality	South Asian (%)	Chinese (%)	Black (%)	Filipino (%)	Latin American (%)	Arab (%)
Peel	28	5	9	5	2	2
Caledon	3	1	2	0.5	1	0.2
Brampton	38	2	14	3	2	1
Mississauga	22	7	6	6	2	4
Ontario	8	5	4	2	1	1

Source: Statistics Canada, National Household Survey, 2011

- In 2011, 0.5% of Peel’s population identified as Indigenous.
- In 2016, 4% of Peel’s population was Francophone.
- Peel’s Francophone population grew by 9% between 2011 and 2016. Brampton and Mississauga are designated areas under the French Languages Act.

Indigenous Population in Peel, 2011 = 6,990

Francophone Population in Peel, 2016 = 58,180



Source: Statistics Canada, Census of Canada, 2011

Note: Francophone is based on the Ontario Francophone Affairs (OFA) Inclusive Definition of Francophones (IDF)
Source: Statistics Canada, Census of Canada, 2016

Highest Level of Education Attainment (2011)

- Peel has a higher proportion of parents with young children with a university degree or higher (46%) than Ontario (40%).

Table 7: Highest Level of Education Attainment for Parents with Young Children Aged 0-6 Years, 2011

Level of Education	Less than High School	High School Diploma	Apprenticeship or Trade School Diploma	College Diploma or Certificate below the bachelor level	University Degree or higher
Peel (%)	7	21	5	21	46
Ontario (%)	9	21	6	24	40

Source: Statistics Canada, National Household Survey, 2011

Vulnerability

- The Early Development Instrument (EDI) is one measure of vulnerability in areas of early development. The EDI is a checklist completed by kindergarten teachers that measures a child's performance in five domains of development and provides population-based information that relates to readiness to learn and meet the task demands of school. Similar to Ontario, in 2014, three out of ten senior kindergarten children in Peel (30%) are vulnerable on one or more domain of the EDI and may struggle to meet the task demands of school.
- Peel had the second-highest prevalence of low income (17%) for families with children aged 0-5 years in the GTA in 2011.
- Research estimates that 10% of children have special needs. This means that in Peel, there are 10,962 children with special needs aged birth to 6 years of age. (Source: SpeciaLink: The National Centre for Child Care Inclusion, 2013)



Table 8: 2014-15 EDI Vulnerability

Vulnerability	Peel (%)	Caledon (%)	Brampton (%)	Mississauga (%)
Vulnerable on one or more domains of the EDI	30	22	30	30

Source: Early Development Instrument 2014/2015, Peel Data Centre

Table 9: 2016 Low Income Measure (LIM)

LIM	Peel (%)	Caledon (%)	Brampton (%)	Mississauga (%)
After-Tax Prevalence of Low Income for Families with Children Aged 0-5 Years	19	6	17	23
After-Tax Prevalence of Low Income for Total Population	13	6	11	15

Source: Statistics Canada, 2016 Census. The Low-income measure, after tax, refers to a fixed percentage (50%) of median adjusted after-tax income of private households. The household after-tax income is adjusted by an equivalence scale to take economies of scale into account. This adjustment for different household sizes reflects the fact that a household's needs increase, but at a decreasing rate, as the number of members increases. When the unadjusted after-tax income of household pertaining to a person falls below determined thresholds, applicable to the person based on household size, the person is considered to be living in low income.

The Voice of the Children

Children were consulted to gain insight into their experience of the child and family programs. 138 children and 79 parents at the OEYCs were consulted. Children were not consulted at PFLCs as the programs were closed for the summer. Strategies used to elicit feedback include:

- Surveying children and parent/caregivers
- Co-constructing the child's lived experience. This method involved having the child show staff the materials and activities they enjoyed as well as drawing pictures of their experiences and describing their pictures to staff.

Non-verbal children were given opportunities to respond to the questions in a variety of ways (e.g., led staff to an activity, point and gesture, draw a picture or play out).



What do you like to play with when you are here?

Trains/Cars

Playdough/Crayons

Tubes/Sticks/Blocks

Babydolls

Animals

What is this place?

School

Play Centre

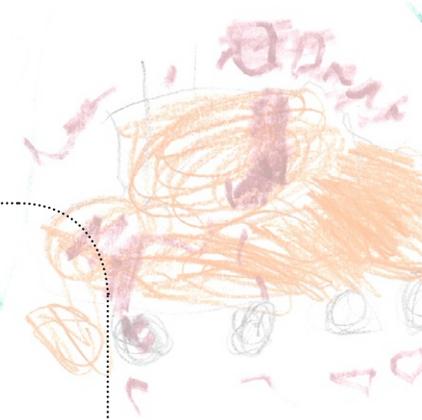
Early Years Centre

Library

Park

Place to Meet Friends

Baby Place



What do you like/find special about coming here?

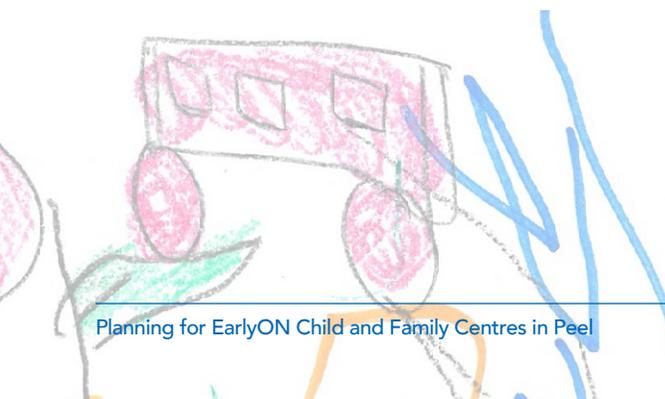
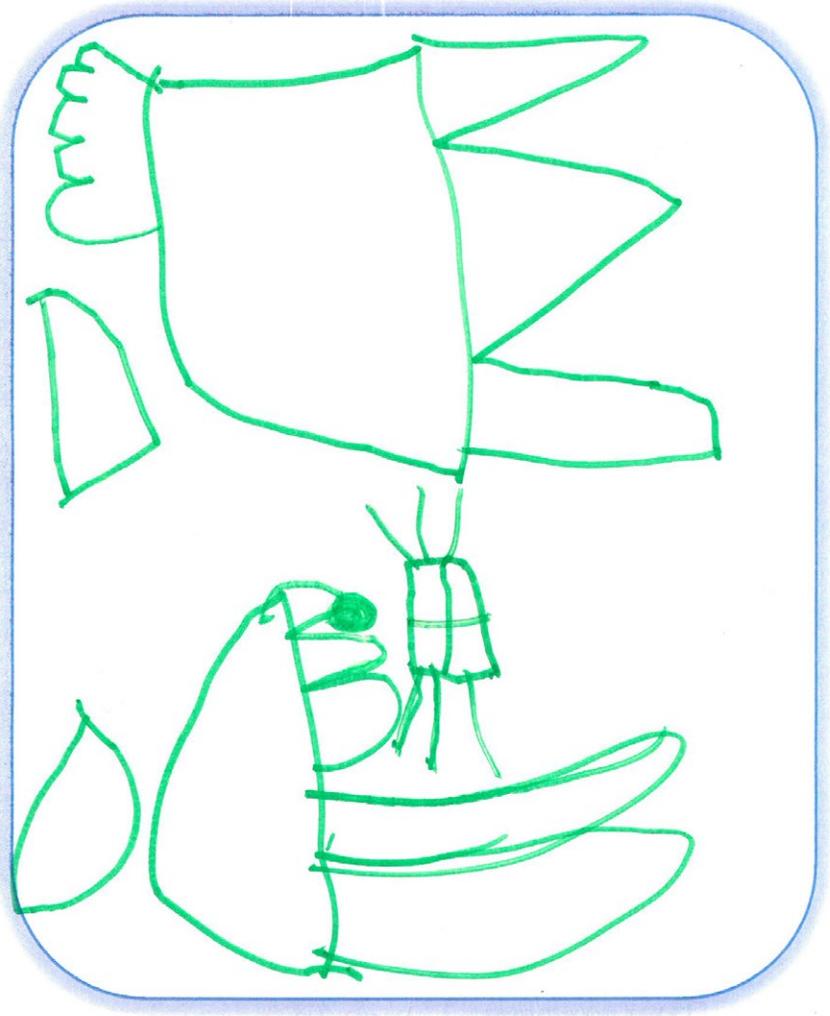
Toys

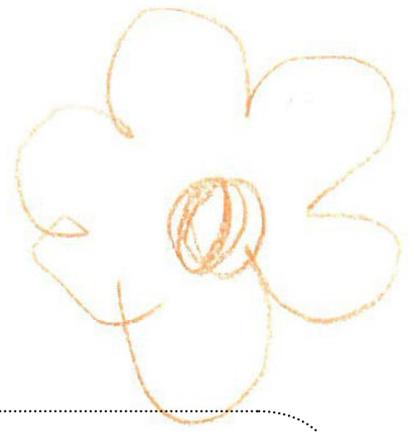
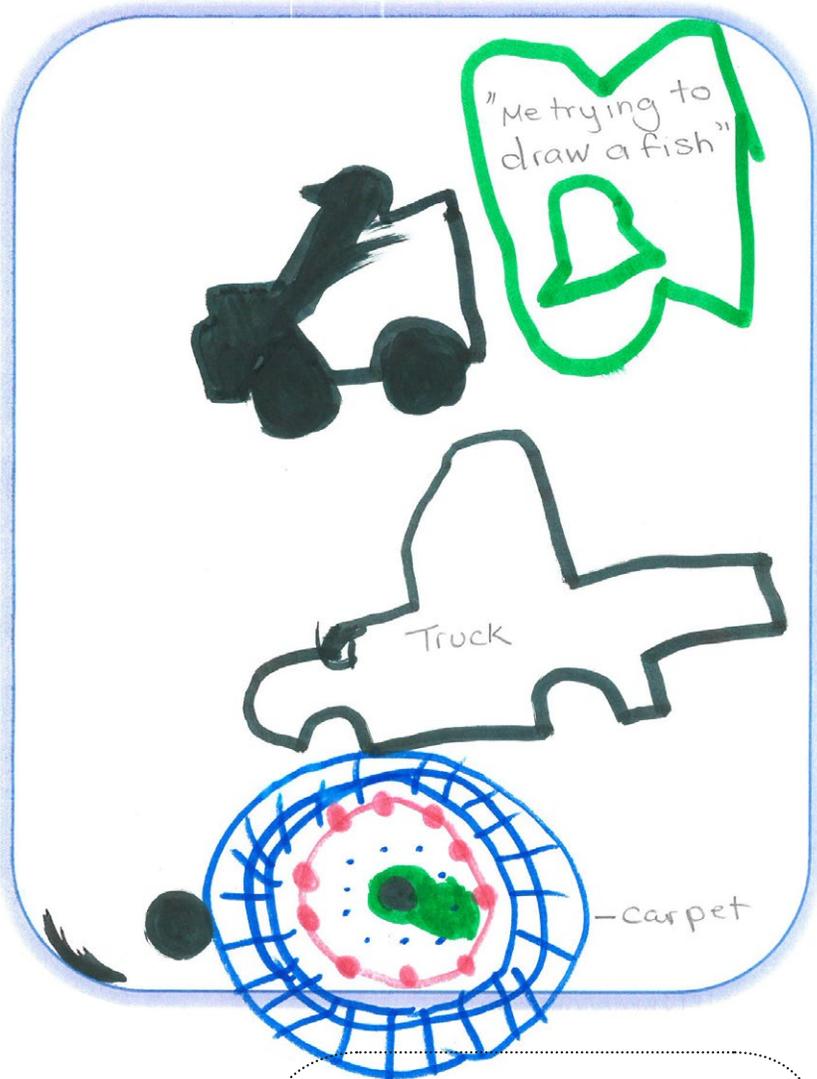
Interacting with Other Kids

Teachers

Painting

Feel Happy





Have you learned anything from coming here?

Songs

Sharing

Socializing/Playing With Other Children

Wash Hands Before & After Eating

Numbers

Have you met anyone new here?

Friends

Other Children

Teachers

What is your favourite thing/activity to do here?

Arts/Crafts

Singing/Dancing

Playing With Trains/Cars

Play

Waterplay

Circle Time

Kitchen Set

What do you see/play with here?

Friends
Other Children

Brother/Sister

Parent

Teacher

Myself

Can you show me what you like here?

Arts/Crafts

Toy Vehicles

Kitchen Set

Shapes/Puzzles/Blocks

Baby Area

Animals

Is there stuff here that is not at home?

Kitchen Set

Playdough

Toy Vehicles

Outdoor Toys

Arts/Crafts



Peel's Child and Family Program Sector

Child and family programs in Peel are currently delivered by:

- Six non-profit providers deliver Ontario Early Years Centre (OEYC) programs across 39 sites
- Two non-profit agencies deliver two Child Care Resource Centres (CCRCs)
- Peel District School Board (PDSB) and Dufferin-Peel Catholic District School Board (DPCDSB) deliver Parenting and Family Literacy Centres (PFLCs) across 11 sites (6 PDSB, 5 DPCDSB).

Current Service Delivery Model

	Ontario Early Years Centres	Parenting and Family Literacy Centres
Lead Agency	<p>Six non-profit organizations</p> <ul style="list-style-type: none"> • Agencies are well-established and provide community services including: <ul style="list-style-type: none"> » Settlement services » Child Care » English Language Instruction Classes » Support services for children and youth with special needs including service coordination » Professional education supports and resources » Programs funded through Public Health Agency of Canada (Canada Prenatal Nutrition Program [CPNP] and Community Action Program for Children [CAPC]) 	<p>Two English-language School Boards</p> <ul style="list-style-type: none"> • PDSB • DPCDSB
Staffing	<ul style="list-style-type: none"> • 36% full-time and 64% part-time • 31 % to 83% of staff are Registered Early Childhood Educators (RECEs) • Other staff qualifications include: <ul style="list-style-type: none"> » Social Workers » Teachers » Child and Youth Workers » Social Service Workers » Family Support Educator » Early Years Assistants • On average, 31 volunteers and/or students are placed at an agency within a year 	<ul style="list-style-type: none"> • Percentage of staff who are full-time ranges from 25% to 75%. 100% of program staff are RECEs • Other staff qualifications include: <ul style="list-style-type: none"> » Montessori Elementary Teacher Training » Community Engagement, Leadership, and Development Certificate » Parent-Child Mother Goose Level 1 » Social Service Worker
Programs Offered	<p>Over 300 program sessions across 39 sites per week:</p> <ul style="list-style-type: none"> • 92% Drop-in • 74% all age groups vs 24% age group specific • 2% parenting workshops 	<p>55 program sessions across 11 sites per week:</p> <ul style="list-style-type: none"> • 100% Drop-in • 100% all age groups
Francophone Programming	<ul style="list-style-type: none"> • Three sites with French-language programming <ul style="list-style-type: none"> » 3.75 hrs per week of French programming • French-language resources available 	<ul style="list-style-type: none"> • No PFLC sites at French-language schools • No sites with French-language programming • French-language resources available

Indigenous Programming	<ul style="list-style-type: none"> • No Indigenous-led programming • No Indigenous-specific programming • Aboriginal Kit incorporated in programming to varying degrees 	<ul style="list-style-type: none"> • No Indigenous-led programming • No Indigenous-specific programming
Program Locations	<p>Main Sites</p> <ul style="list-style-type: none"> • Seven sites (one school-based and six community-based) <p>Satellite Sites</p> <ul style="list-style-type: none"> • Semi-permanent and permanent locations • 28 sites (20 community-based and eight school-based sites) <p>Outreach Sites</p> <ul style="list-style-type: none"> • Semi-permanent locations • Staff transport materials each week to the site for set-up • Four community-based sites • Caledon Parent-Child Centre (CPCC) uses a mobile unit to deliver services in rural communities where population is dispersed 	School-based locations
Hours of Operation	<p>Main Sites</p> <p>Programs offered at least five days per week (inclusive of Saturday)</p> <ul style="list-style-type: none"> • Operational 32 to 52 hours per week • Up to 77 hrs of concurrent programming within a week • Open year-round <p>Satellite Sites</p> <ul style="list-style-type: none"> • Operational for nine (9) hours per week on average • Up to 34 hrs of combined programming within a week • Typically a 'day gap' in the program delivery (less than five days per week inclusive of Saturday or Sunday) • Not all sites offer year-round programming <p>Outreach Sites</p> <ul style="list-style-type: none"> • Operational for up to one (1) hr each week • Not all sites offer year-round programming 	<ul style="list-style-type: none"> • Programs offered five days per week (Monday to Friday) • Four hours of programming each day • Closed during the summer
System Integration	<p>OEYCs, PFLCs and CCRCs are members of SB6. While OEYC services are delivered along 2001 federal riding boundaries, OEYC executive directors and program managers from OEYCs and PFLCs meet regularly and share best practices.</p> <p>OEYCs and PFLCs have established partnerships with community agencies for the delivery of services such as special needs supports, pre- and post-natal supports, nutrition, and settlement services at some locations. Partnerships currently exist with Public Health, Special Needs Resourcing agencies, lactation specialists, nutritionists, and settlement workers among others.</p>	
Service Quality	<p>OEYCs receive feedback from their clients on an ongoing basis through participant surveys for individual programs and overall client satisfaction surveys. Programs are generally rated as welcoming, high quality and inclusive. Elements of <i>How Does Learning Happen?</i> are infused in program space and delivery, however, this varies from site to site.</p>	

Child Care Resource Centres (CCRCs)

Currently, there are two CCRCs in Peel: one CCRC is integrated in the Caledon Parent-Child Centre (CPCC) OEYC while the other CCRC is a standalone site delivered by Child Development Resource Connection Peel (CDRCP).

The CCRC operated by CDRCP provides information and referral through phone, face-to-face, and online; a Francophone web portal; and, opportunities for networking for early years staff.

The CCRC operated by CPCC provides a spectrum of formal and informal support services such as community information and referral services, child care information, parenting programs, educational opportunities, and a resources and lending library.

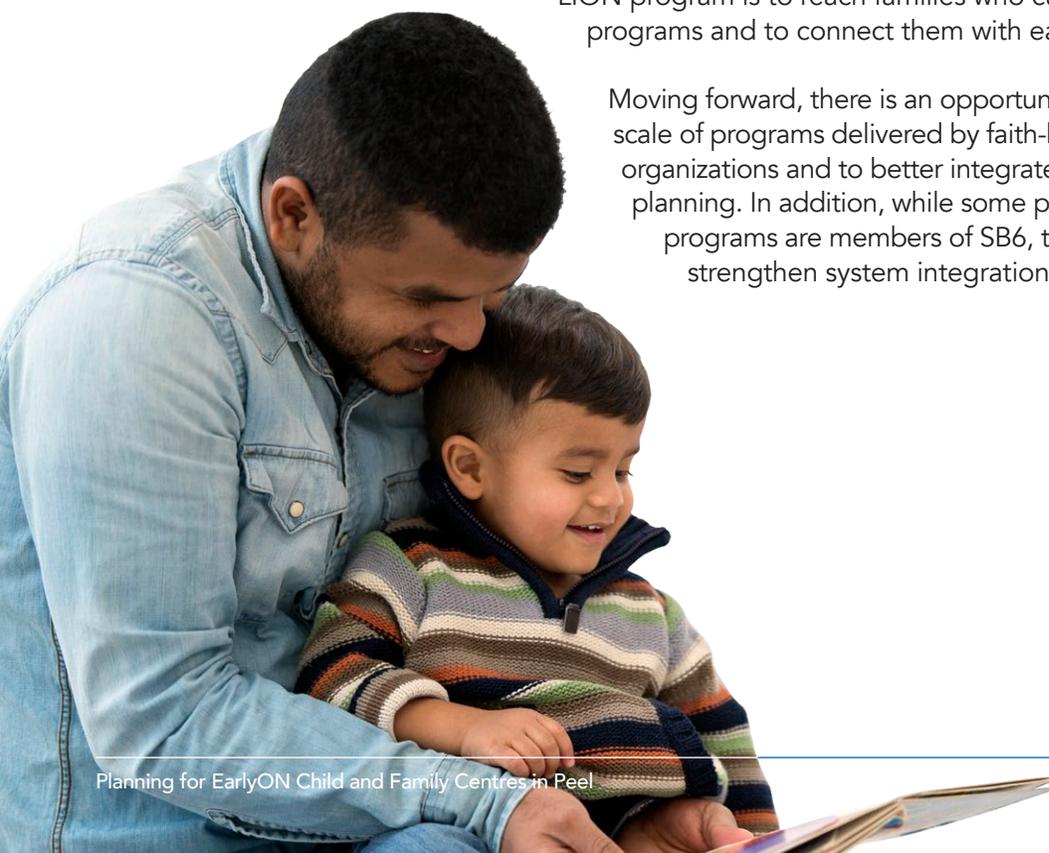
As part of the transition to EarlyON centres and to increase integration within the EarlyON centre model, the Region will work with community partners to determine how to transform CCRCs to best meet the needs of children and their families and staff working in the early years and child care system.

Other Child and Family Programs in Peel

In addition to MEDU-funded programs, free child and family programs are delivered by libraries, faith-based and other community organizations, and the Region of Peel. Programs are available in the majority of libraries. The PDSB also operates 14 Child and Family Learning Centres (CFLCs), which deliver free drop-in programs for children aged 0 to 4 years and their parents and caregivers. CFLCs deliver similar programming to PFLCs and OEYCs.

In addition, the Region of Peel provides free child and family programs in some communities. For instance, the Learning In Our Neighbourhood (LION) is a unique mobile program operated in partnership with three non-profit agencies that also deliver OEYC programs. The LION program delivers child and family programs in underserved communities. The objective of the LION program is to reach families who currently do not have access to programs and to connect them with each other and their community.

Moving forward, there is an opportunity to better understand the scale of programs delivered by faith-based and other community organizations and to better integrate these services in local service planning. In addition, while some providers of other child and family programs are members of SB6, there are opportunities to further strengthen system integration to address service duplication.



Strengths of the System

Agencies that deliver OEYCs, PFLCs and CCRCs are well-established in the community and have an intimate understanding of the needs of the families they serve. This is reflected in the parallels between staff feedback during provider engagement and key themes identified by parents and caregivers in the local needs assessment.

Service Providers have forged solid relationships with service users and have demonstrated a strong commitment to meeting the needs of children and their parents and caregivers. To better meet these needs, agencies have established strong community partnerships to leverage community assets.



The passion and dedication of staff to supporting child development and the successful transition of children to school is reflected in the warm, inclusive and welcoming environments that are created for families across Peel. The level of staff engagement was also evident through the provider engagement process where 76% of program staff responded to the online survey and/or attended an in-person session.

Feedback from parents and caregivers as well as observations made during site visits indicate that staff go above and beyond to ensure that families have a positive experience during visits to their programs. As a result, strong relationships are established with children and their families. Program staff are often relied upon for their expertise on child development and community resources.

Service providers have demonstrated flexibility to adapt programs to better meet local need. Program staff actively seek out feedback and create opportunities for families to be involved in program planning and implementation. For instance, parents are engaged in the delivery of the program such as preparing snacks or helping to plan and implement special events.

All OEYCs in Peel are members of Family Resource Programs (FRP) Canada and have consistently implemented the FRP survey and received positive feedback on their services. This feedback from families has been used to enhance programs.

This initial plan reflects the voices of service providers, builds on the strengths of the existing system and ensures that all providers are supported to better provide accessible, high quality and inclusive child and family programs.

Planning for EarlyON Centres

The Region of Peel closely collaborated with community partners to leverage their expertise to support the planning of and transition to EarlyON centres. Community partners engaged represented a cross section of Peel's early years and child care system and brought knowledge and experience to the planning process.

OEYC and PFLC program managers and staff brought years of collective knowledge of the current landscape of the child and family programs and of the varying needs of the families that they serve. Collectively, community partners added rigour and critical thinking to the planning process and ensured that the holistic needs of children and their families were considered in planning. A governance structure comprised of six working groups was established to move EarlyON centres planning forward. *(See Appendix B: Governance Structure for EarlyON Centres Planning in Peel)*

A comprehensive Local Needs Assessment of child and family programs in Peel informed local planning. This assessment included:

- **current state analysis:** use of census and system data to understand the demand for and supply of child and family programs
- **community consultations and provider engagements:** use of surveys, focus groups and community conversations to understand the needs of families for EarlyON centres and programs, barriers to accessing these programs as well as the needs of program managers and staff to support a smooth transition to EarlyON centres

Current State Analysis

In 2009, Peel developed local Service Delivery Areas (SDAs) to support service planning and delivery by providing service providers with data that is relevant to the local geographies they serve. SDAs were created based on small census geographies, natural and physical barriers (e.g. highways or rivers), and input from service providers.

For EarlyON centres planning, SDAs were grouped into review areas with considerations for communities of interest. Review areas are an ideal size for system planning (three in Caledon, nine in Brampton and ten in Mississauga) and have informed child care capital planning as well as EarlyON centres planning. The Region moved away from former federal riding boundaries for this assessment since the PFLC and CRCC locations do not follow these boundaries.

In completing the current state analysis, census and system data were analyzed. Seven variables reflecting demand and supply for services were selected from a pool of more than 20 variables initially explored. The variables selected best measured current and future demand and supply for EarlyON centres programs, addressed ministry requirements for EarlyON centres services, and ensured an adequate balance between demand and supply in the prioritization methodology. *(See Appendix C: EarlyON centres Prioritization Methodology)*

Observations from site visits and data analysis revealed nuances between sites and services across Peel. This helped to validate which variables were included in the prioritization methodology. The prioritization methodology was used to classify review areas into three categories, the results of which are detailed in Table 10. Although the Caledon Southeast review area was identified as having no pressing need, a subsection of the review area – Mayfield West – was identified as being a pocket of identified need.

Table 10: Classification of Review Areas based on Current State Analysis

Review Areas of Greatest Need <ul style="list-style-type: none"> Services in area do not align with the child population Area significantly underserved by existing child and family program 	Review Areas of Identified Need <ul style="list-style-type: none"> Existing child and family programs do not adequately meet the demand for services, however, there are more services present and/or a smaller child population (aged 0-6 years) than in areas with the greatest need 	Review Areas with No Pressing Need <ul style="list-style-type: none"> At present, the existing number of services generally meets or exceeds need
<ol style="list-style-type: none"> Brampton West Brampton – Castlemore Brampton Southeast Brampton – Springdale Mississauga – Cooksville 	<ol style="list-style-type: none"> Brampton – Peel Village Brampton Northwest Mississauga – East Credit Mississauga – Erin Mills Mississauga – Valley 	<ol style="list-style-type: none"> Brampton – Heart Lake Brampton – Bramalea Brampton – Centre Mississauga East Mississauga – Port Credit Mississauga West – Meadowvale Mississauga – Streetsville Mississauga – Malton Mississauga – Clarkson Caledon West Caledon Northeast Caledon Southeast

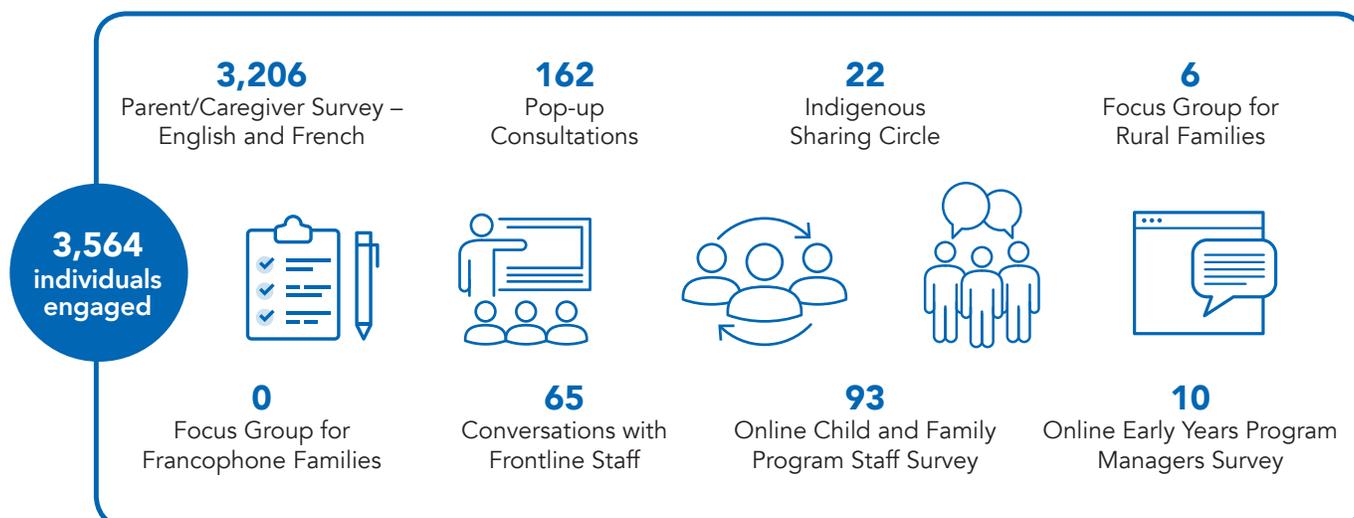
(See Appendix D: Prioritization of Need for EarlyON Centres in Peel Region).

Community Consultations and Provider Engagement

To ensure that the voice of parents and caregivers as well as service providers was reflected in the Local Needs Assessment, a comprehensive community consultation and service provider engagement process was undertaken by DPRA Canada. To better target the engagement strategy, the EarlyON centre family engagement working group conducted a review of past parent and caregiver engagement studies (2011-17). As a result, the following groups were targeted as they were identified as being underrepresented in previous consultations:

- Parents and caregivers with children aged birth to 6 years. Strategies were used to ensure the inclusion of groups identified as underrepresented in previous engagements, including fathers, recent immigrants, grandparents, low-income families, Francophone families, Indigenous families as well as families of children with special needs
- Frontline child and family program staff
- Child and family program managers

Consultation Process: Between June 26, 2017 and July 21, 2017



The community consultation process successfully engaged a cross section of parents and caregivers that were representative of the proportion of targeted groups in the Peel population as a whole (see Table 11).

Table 11: Demographics of Parent and Caregivers Engaged Compared to Peel’s Total Population

Target Group	Peel Population (%)	Parent/Caregiver Survey (%)
Recent Immigrants	8	17
Low-Income Families with Children Aged 0-5 Years	19	12
Indigenous Identity	0.5	2
Francophones	4	3
Children with Special Needs	10	10

Source: Statistics Canada, 2011 and 2016 Census. All data is from 2011, with the exception of Francophones and Low-income Families data, which is from the 2016. Note: Prevalence of low-income for Peel Population is based on the after-tax low-income measure for 2016. Parent/Caregiver Survey asked for before-tax income. SpecialLink: The National Centre for Child Care Inclusion, 2013.

A wealth of information was shared by stakeholder groups regarding:

- Program preference
- Barriers to accessing programs
- Supports required during the transition to EarlyON centre

Key findings and recommendations from the community consultation and provider engagement process were presented by DPRA Canada to the Region of Peel for consideration. This information, in addition to the assessment of need for EarlyON centres, was used to inform the key areas of action identified for EarlyON centre planning. Key findings and recommendations presented by DPRA Canada are detailed in Table 12 and Table 13.

Table 12: Key Findings From Community Consultation and Provider Engagement

Engagement Process/ Stakeholder Engaged	Key Findings
<p>Parent/Caregiver survey</p>	<p>Most important factor in attending programs for current users</p> <ul style="list-style-type: none"> • “my child had fun” (46%) <p>Biggest barrier to attending</p> <ul style="list-style-type: none"> • “not knowing the location for programs” (33%) <p>Program preference</p> <ul style="list-style-type: none"> • All ages programs (46%) vs. Age-specific (43%) • Drop-in programs (60%) vs. Registered (20%) • Weekday programming (54%) • Fathers: Saturdays (35%) • Morning programs (37%) <p>Specialized Program Preference</p> <ul style="list-style-type: none"> • Program in a language other than English (25%) • Special needs support (19%) • Pre- and post-natal (25%) • Father-focused (20%) • Indigenous programs (4%) <p>Providing Future Feedback</p> <ul style="list-style-type: none"> • Online survey (81%) <p>Preference for Mobile App</p> <ul style="list-style-type: none"> • 76% of respondents
<p>Pop-Up Consultations</p>	<p>Reason for attending child and family programs</p> <ul style="list-style-type: none"> • Child could socialize with other children (26%) <p>Barriers to participation</p> <ul style="list-style-type: none"> • Never heard of the programs (32%) • Did not know the location (18%) • Did not know that programs were free (57%)
<p>Rural Focus Group</p>	<p>Reason for attending child and family programs</p> <ul style="list-style-type: none"> • Sense of community, connection to resources, proximity, and quality facilitators. <p>Barriers to participation</p> <ul style="list-style-type: none"> • Transportation, age-specific programming, lack of space for infant feeding, program timing • Father: Work schedule, mother-focused nature of programs

<p>Program Staff</p>	<p>Challenges in delivering programs</p> <ul style="list-style-type: none"> • Only one facilitator, inadequate program space, and unpaid staff time required to plan <p>Transition Concerns</p> <ul style="list-style-type: none"> • Job security, wages, hours, “cookie cutter” programming, red tape <p>Considerations for a Successful Transition</p> <ul style="list-style-type: none"> • Advance notice of changes • Uniform branding • Ongoing feedback and input <p>Perceived Main Concerns for Parents</p> <ul style="list-style-type: none"> • Speech and language, parenting skills, infant and child development <p>Existing Programming Gaps</p> <ul style="list-style-type: none"> • Special needs supports, mental health supports, fathers-focused programs, and transportation and meal supports
<p>Program Manager</p>	<p>Anticipated challenges</p> <ul style="list-style-type: none"> • How decisions will be made (80%), • Service disruption (60%), and • Maintaining staff morale (60%) <p>How to Keep Informed</p> <ul style="list-style-type: none"> • E-mail (100%) • In-person meetings with ROP staff (70%) <p>How to Strengthen Partnerships</p> <ul style="list-style-type: none"> • Create database/directory • Networking events • Regular meeting of managers
<p>Indigenous Sharing Circles</p>	<p>Barriers To Participation</p> <ul style="list-style-type: none"> • Lack of transportation • Lack of awareness of programs • Busy work schedules • Lack of Indigenous facilitators • Lack of Indigenous content • Distrust of government <p>Program preferences</p> <ul style="list-style-type: none"> • Content developed by Elders/ Knowledge Keepers • Incorporate Indigenous teachings • Incorporate Indigenous languages • Land acknowledgement • Outdoor programs • Meal and transportation supports • Historically accurate toys and books • Cultural activities (e.g. moccasin making) • Indigenous-led facilitation

Table 13: Recommendations and Considerations from the Community Consultation and Provider Engagement Process

Recommendations

1. Prioritize weekday and Saturday programming at a variety of times.
2. Prioritize drop-in programs and all-ages programming.
3. Prioritize EarlyON centre locations that allow for permanent program set up.
4. Develop an outreach and communications strategy to raise awareness about EarlyON centres in Peel.
5. Explore the creation of a mobile app to inform families of EarlyON centre times and locations.
6. Use a standardized mobile-enabled online survey to engage families ensure that EarlyON centres are meeting the needs of the community.

Additional Considerations

1. To enhance participation by Indigenous families:
 - a. Provide Indigenous cultural sensitivity training to all child and family program staff.
 - b. Support the recruitment of Indigenous child and family program staff.
 - c. Collaborate with Elders/ Knowledge Keepers and/or Indigenous organizations to assist with the development and selection of culturally appropriate and historically accurate programs, toys, books and other resources.
 - d. Ensure that two types of programs exist; one that is specific to Indigenous families and one that is open to all families but focuses on Indigenous content.
 - e. Explore the feasibility of providing Indigenous programs that are mobile and/or are located outdoors.
2. French-language programming should be made available where there is local demand.

(See Appendix D: List of recommendations and considerations from the community consultation process)

Key Areas of Action

This plan communicates a set of priorities to move EarlyON centre planning forward. Accomplishing these priorities will require the Region to leverage strong community partnerships in Peel's early years and child care system. Areas of action reflect the collective feedback received from families, service providers and other early years partners.

Four interconnected areas of action are identified for child and family programs:

- 1 Increased Access**
- 2 Deliver High Quality Programs**
- 3 Increase Integration**
- 4 Enhance Accountability**



1

Increase Access

Due to a number of factors, including inadequate funding, Peel's child and family program sector has not expanded enough to keep pace with population growth. As a result, there are program gaps in some communities, with established communities having significantly higher levels of service than newly developed communities.

In addition, a lack of integrated local service planning has resulted in service gaps in some communities and duplication of services in other communities.

Service providers are restricted in how much programming they can deliver as it is limited by available budget, resulting in varying experiences for families from one site to another. Program managers and staff echoed the importance of establishing welcoming spaces for families and identified the lack of permanent space as a challenge to serving families.

To support future planning, the current state analysis included an inventory of available school-based and community-based spaces that could be used for EarlyON centres (See Appendix F: Summary of Available School-based and Community-based Space in Peel Region).

There is very little or no access to Francophone programs or culturally sensitive programs for Indigenous families. Currently, three Ontario Early Years Centres (OEYCs) sites offer French-language programming while French-language resources (e.g. books) are available at most locations.

No location currently offers Indigenous-led or Indigenous-specific programming. OEYCs have access to an Aboriginal Resource Kit comprising of books and artifacts to share with families. Programs have chosen to incorporate this resource kit in different ways (e.g. one-off displays for Indigenous day or incorporating elements of the kit in daily use).

Access at a glance

Across Review Areas

Hours of programming (per week):

- Range from 0 to 93 hours. 27% of review areas have less than five hours.
- Summer hours range from 0 to 64.5 hours.
- 50% of review areas have less than six hours of programming in the summer.
- Evening hours range from 0 to 9.5 hours.
- 64% of review areas have no evening programming.
- Weekend hours range from 0 to 6.5 hours.
- 60% of review areas have no weekend programming.

Parents/caregivers prefer:

- To travel within 15 minutes to programs (62%)
- To drive to programs (70%)
- Programs during weekdays (54%)
- Saturday programs (22%)
- Morning programs (8am-11am) (37%)
- Lunch hour programs (11am to 2pm) (24%)
- Current users prefer morning programs (43%)
- Non-users prefer evening (23%) and weekend programs (44%)

Would you use a mobile 'app' to get information about the time and location of these programs?

- Yes: 76%
- No: 24%

Community consultation results revealed that families are looking for programs at a variety of times throughout the day, including during the lunch hours, when a number of existing programs are closed. Non-service users, in particular, prefer weekend and evening programming. The majority of parents and caregivers expressed a preference for locations that are close to home. Most current users prefer to drive to programs and Indigenous families and rural families both identified transportation as a barrier to accessing programs.

Not knowing where programs are located and the times of programs are barriers for families. Currently, there are inconsistent levels of outreach across the system as some agencies lack the resources or expertise to effectively outreach to under-represented groups.

Key Areas of Action to Increase Access

To increase access and build awareness of EarlyON centres, the Region will continue to collaborate with its community partners on the following action items:

Creating and or intensifying access

- ✓ Add new sites (schools-first approach) in areas of greatest and identified need.
- ✓ Amalgamation of existing sites to streamline program delivery. This means consolidating or relocating sites to better meet local need.
- ✓ Continue to work with school boards, area municipalities and libraries to identify available space to create access in communities with no programs as well as increase access in communities with limited programming.

Extend hours of operation

- ✓ Extend program hours at program sites where needed (include weekends, evenings and summer hours as needed).
- ✓ Ensure the EarlyON centre staffing model supports continuous programming throughout hours of operation where there is local need (e.g. programs available during lunch time hours).

Reduce barriers to access

- ✓ Explore different service delivery models (main, satellite or mobile sites), based on local need, to address identified barriers to access including transportation.
- ✓ Further explore local need for Indigenous-led programs and work with community partners to create access to culturally relevant programs.
- ✓ Further examine the most effective service delivery model for French-language programs, based on local need, and work with community partners to ensure Francophone programs are available in areas where the demand exists.

Increase awareness

- ✓ Work with service providers to develop an outreach strategy targeted to non-users including under-represented and vulnerable groups.
- ✓ Develop a communications strategy to build awareness of program location and times. This strategy will align with the branding and awareness building strategy of the Province and include local approaches targeted to non-users.
- ✓ Explore local technology solutions to provide real-time information on program location and times (e.g. mobile app).
- ✓ Work with the Province to facilitate a web-based presence of program offerings.

2

Deliver High Quality Programs

High-quality child and family programs support a child's early growth and development. These programs support school readiness for children, strengthen parent-child interactions, and support parents and caregivers in their role as their child's first teacher.

In Peel, service providers offer quality child and family programs. This is reflected in positive feedback from families on surveys and comments reflected in community consultations. Providers have a strong culture of seeking feedback from service users and a willingness to adapt services to meet the needs of families.

Despite limited resources, service providers have supported professional education to build staff capacity and to ensure that programs incorporate current research and advanced approaches to early learning.

Program managers point to the need for ongoing professional education opportunities for staff including:

- Cultural sensitivity training to work with various groups that reflects the unique cultural diversity of neighbourhoods (e.g. Indigenous families, newcomer families and refugees)
- Working with children with special needs
- Supporting parents/caregivers and/or children with mental health challenges

All OEYC's have been members of Raising the Bar in Peel (RTBP) since 2014. RTBP is a quality initiative that enhances quality in early years and child care programs by fostering reflective practice and the mobilization of *How Does Learning Happen?*

At some OEYC and PFLC sites visited, there is clear evidence of an infusion of the foundations of *How Does Learning Happen?* in program space and delivery.

Inconsistencies exist in program names, target groups, and understandings of which aspects of core services is supported by the program, resulting in parents not always knowing what to expect. Inconsistencies also exist in the staffing models for the delivery of programs that support child development (e.g. RECE vs. non-RECE) as well as in staff skills to deliver programs and supports for parents and caregivers.

Programming at a Glance

- High quality programs are available across Peel with OEYC's continually receiving positive feedback from families about programs and services available
- Variation in staffing models and qualifications of staff delivering programs
- Inconsistencies in program names and descriptions
- Variation in access to professional development opportunities for program staff

Parent feedback:

When you go to these free child and family programs, what is most important to you?

- My child has fun (46%),
- I meet other people with children around the same age (16%)
- I learn helpful things to support me as a parent (16%)
- I feel welcome (10%)

What has stopped you from going to free programs for parents, caregivers and their children?

- I don't know where the programs are (33%)
- Program times did not work well for me (28%)
- I don't know the times of the program (18%)
- I was turned away because the programs were full (11%)
- I am too busy (11%)
- I have children who are seven years or older who cannot participate (7%)
- I was worried my child would get sick (7%)
- Programs are too busy and noisy (7%)

Which additional programs are you interested in?

- 25% pre- and post-natal
- 20% father-focused programs
- 19% special needs supports
- 25% interested in a program in a language other than English
- 2% are interested in french-language programming
- 4% Indigenous programs

Program managers and staff emphasize the importance of a warm and welcoming environment and building relationships with families. This aligns with the Ministry's directive that program and services should be accessible and responsive to children, parents and caregivers with varying abilities and cultural, language, socio-economic, sexual orientation and religious backgrounds.

Program managers and staff also noted that all age group programs are the most successful given that families can bring children of varying ages into one program.

Indigenous parents and caregivers spoke to the need for Indigenous-led programming that incorporates Indigenous languages, and engages knowledge keepers in the development of these programs.

Key Areas of Action to Deliver High Quality Programming

The Region is committed to building on the strengths of existing child and family programs and resource centres. Working with service providers, the Region will:

Further align programs with mandatory core services

- ✓ Evaluate programs against core requirements to ensure that all locations are meeting Ministry requirements and that the experience for families is consistent across the region.
- ✓ Further enhance quality program standards to ensure consistency in facilitating parent-child interaction, parent to parent interactions, social connectedness, and child development.
- ✓ Further support program staff in infusing *How Does Learning Happen?* in program delivery (e.g. program space, material, family engagement, documentation etc.).

Staffing model and capacity building needs

- ✓ Establish a staffing model that facilitates the delivery of core services by qualified program staff as per Ministry directive.
- ✓ Assess the ability of staff to deliver on core requirements and establish a capacity-building strategy to ensure ongoing equitable professional education opportunities for program staff.

Streamline program names and description

- ✓ Streamline program curriculum and the names and description of programs to facilitate consistent expectations from parents and caregivers.

Community-based program planning

- ✓ Establish a community-based network of service providers, partners and Regional staff for program planning at the review area level.
- ✓ Explore the need for, at the review area level, customized programs (e.g. father-focused, non-official languages, etc.) to better meet local needs.

Inclusive and responsive programming

- ✓ Strengthen partnerships with Indigenous community partners to develop programs that reflect Indigenous community needs as reflected in feedback provided through the community engagement process.
- ✓ Continue to work with our Francophone community partners to ensure high quality programs for Francophone families that meets local need.
- ✓ Further explore barriers to access for children, parents and caregivers with varying abilities and cultural, language, socio-economic, sexual orientation and religious backgrounds and strengthen the degree to which programs are inclusive, accessible and responsive to these groups.

3 Increase Integration

“Integration is a process that brings together two or more service providers to respond more effectively to the diverse needs of the people they serve.”

– Defining Integration, A Best Start Working Paper by Ministry of Children and Youth Services (MCYS) (2011)

The integration continuum:

AWARENESS

Organizations in the community are aware of each other’s programs and services but they organize their activities based solely on their own mandate and planning processes. There is the potential for service gaps and/or duplication of services across organizations.

COORDINATION

Organizations in the community modify their own service planning to avoid duplication or to improve links among organizations, using their knowledge of other services or programs. They maintain a master list of local agencies and refer families to other agencies as necessary.

COLLABORATION

Many organizations in the community jointly plan programs and services and modify their own services as a result of mutual consultations and advice.

INTEGRATION

Organizations in the community operate as a single system, under a single governance and resource umbrella and/or memorandum of understanding that commits all partners to clear processes for decision-making and resource allocation. There are common values and philosophies and common program policies and practices. Children and families experience seamless, timely, and effective supports, which are monitored and improved through shared outcomes and continuous quality improvement. Some programs may have been consolidated or re-engineered.

Service providers in Peel have established strong partnerships in order to deliver services that meet the diverse needs of families they serve. For example, some providers have established relationships with community partners to deliver services, through EarlyON centre locations, including nutrition, pre- and post-natal supports and special needs resourcing.

Providers are also aware of each other’s programs and services and refer families to other community supports as needed. There is, however, inconsistent awareness of services in the community and lack of follow-up with families.

Integration at a glance

- All OEYC and PFLC service providers are members of SuccessBy6, the local services planning table.
- Services providers rely on partnerships to deliver programs based on local needs (pre- and post-natal supports, special needs resourcing and nutrition, etc.).

Service providers are members of SB6 and are engaged in planning for early years and child care alongside other community partners. There is an opportunity to strengthen representation and engagement of multiple community groups (e.g. Indigenous community, settlement agencies, special needs resource agencies, etc.) at this planning table.

Organizations follow their own planning processes and utilize similar data to make decisions. In the absence of integrated planning, some programs are located too close to each other, and in some cases, operate at the same location.

In addition, child and family programs located within or in close proximity to other community services (e.g. libraries, community centres, schools etc.) do not necessarily coordinate activities or collaborate. For example, some programs located in schools are not well integrated in the school environment and families do not reap the benefits that further integration could provide (e.g., connected with other educators, access to school supports such as settlement workers, access to school facilities etc.).

Quality of space and amenities in schools and community-based locations is often dependent on the support and buy-in of local leadership and community partners. Locations that do not have buy-in often lack amenities (e.g. storage) that strengthen the program.

A broad network of early years service providers and partners identified the need for more integration among early years partners. Service gaps identified include supports for families with children with special needs, coordination and partnerships, information and awareness, and health supports or partnerships with health professionals.

Community partners are in the process of establishing and exploring their potential roles in EarlyON centres and will be working with the Region of Peel and service providers during the transition period to refine their approaches.

Program Manager Feedback:

What is the best way to strengthen partnerships and integration with other service agencies (e.g. Health Services, School Boards, Children's Aid Society, Immigrant Services, and Early Identification)?

- Clear descriptions of services available; contact information for families
- Common training and networking opportunities.
- Create a common database/directory of service agencies that every organization can have.
- Offer networking opportunities/presentations for these agencies to meet local program providers. Keep things local and direct rather than general information.
- Have partners make regular visits to centres to make their faces known to families will encourage families trust and comfort level if they need to seek such services.
- Regular meeting time for frontline staff to connect with partners. Consistency of partners—same person coming to run the dental clinic for example, this builds connections between staff.
- Engage in conversations at community tables, looking at strategies for everyone to meet their mandates in creative and collaborative ways.

Program Manager Feedback:

What is the best way to strengthen partnerships and integration with other child and family programs offered by different agencies?

- Create a common database/directory of child and family programs that every organization can have.
- Communication and networking opportunities.
- Opportunities to discuss challenges and exchange updates.
- Managers of all early years programs should continue to meet monthly. Managers would work together to plan ways to roll out expectations consistently and receive information that can be shared with staff to communicate with families.
- Currently OEYCs are doing this by shared staff, space, outreach and training.
- Integrated meeting time. Staff come to staff meeting to introduce program or discuss best practices together.
- Clear descriptions of services available; contact info for families”.

Key Actions to Increase Integration

Functional Integration: Programs and services delivering similar functions are evaluated then streamlined and/or re-engineered; providers may be consolidated and/or re-organized for simplified access and greater integration with the broader service system

The strengths of existing partnerships as well as identified service gaps create an opportunity to build functional integration within the system of child and family programs. Efforts to increase access by streamlining the location of programs will support the functional integration of EarlyON centre. In addition, the Region will:

Enhance Functional Integration of Programs

- ✓ Centralize the coordination of service planning (program locations) at the service system manager level and develop an EarlyON centre planning table to discuss service delivery on a regular basis.
- ✓ Conduct a current state assessment of CCRCs with a view to better understand their current role in the sector and facilitate their functional integration into the EarlyON centre model. In 2018, these programs will continue to support families and staff with early years resources. Going forward, the Region and its community partners will determine how to leverage the strengths of and transform CCRCs to best meet the evolving needs of children, families and staff working in the early years and child care system.
- ✓ Assess how Regionally-funded programs such as Learning In Our Neighbourhood (LION) can be incorporated into the EarlyON centre model to better meet the need for mobile services and resources for families.

Provider Advisory Group

- ✓ Establish a Provider Advisory Group, comprised of the leadership of CCRCs, OEYCs and PFLCs, with the intent of networking, information sharing, program planning and coordination between the service system manager and all of the service providers at the local level.

Greater inclusion of Francophone and Indigenous partners

- ✓ Re-evaluate local service planning table membership to ensure inclusion of key community partners (e.g. Indigenous, Francophone).

Enhanced connections between community services

- ✓ Provide resources to EarlyON centres to ensure that there is consistent awareness of services available to allow for easy referral for families and a warm handoff to community partners.
- ✓ Support service providers to make intentional connections between all families and the local services that meet their needs.
- ✓ Develop or enhance tools and a centralized database of resources that can be utilized by EarlyON centres to better respond to the needs of the families they serve.
- ✓ Prioritize a function within the EarlyON centre staffing model to better connect families with other services within the community.

Special Needs Resourcing Service Model

- ✓ Further assess the varying needs of families and children with special needs who access EarlyON centres (e.g. number of children with special needs attending EarlyON centres, the intensity of supports required)
- ✓ Develop consistent special needs resourcing supports for families attending EarlyON centres

Enhance Health Supports

- ✓ Work with Public Health to ensure providers are aware of local health services and how to access them
- ✓ Integration of health services (e.g. pre- and post-natal supports) where there is local need and where it is feasible



Enhance Accountability

The Region, as service system manager, is accountable for achieving the set goals and objectives for EarlyON centres. Ongoing planning and engagement between the Region, school boards and community partners and families will be essential to supporting the development and delivery of programs that are responsive to the needs of the community. To ensure that EarlyON centres and services are designed, delivered and monitored to achieve the MEDU-directed goals and objectives, while being responsive to local needs, the Region is committed to supporting service providers with the tools and resources needed.

Currently, there are varying levels of accountability across the sector. While programs provide service level and financial reporting to the Province, there is an opportunity to better monitor agencies. Some program outputs are tracked by both OEYCs, PFLCs and CCRCs and these are reported on an ongoing basis, however, some programs do not measure the outcomes or impact of programs for children and their families.

The extent and rigour of data collection and data management varies across service providers. OEYCs utilize the Early Years Services Information System (EYSIS) to track participant data and program attendance while PFLC have a paper-based system to collect information for output reporting.

To measure client satisfaction and program outcomes, OEYCs have consistently implemented the Family Resource Program e-Valuation survey in addition to their own program specific evaluation surveys. OEYCs in Peel are part of the OEYC Provincial network and have adopted Guiding Principles of Family Support to ensure child- and family-centred program development and delivery. PFLCs are guided in their daily practice by the PFLC Resource Binder developed by the Ministry of Education.

Key Areas to Enhance Accountability

Develop an Accountability Framework and Funding Framework

- ✓ Create an accountability framework for the EarlyON centres using the provincial framework as a guide to allow for a clear articulation of the positive outcomes for children and their families accessing these programs and services. This framework will ensure a consistent understanding of the roles, responsibilities and accountabilities of all parties in the EarlyON centre governance structure.

- ✓ Work with providers to develop a Funding Framework for early years programs which includes funding benchmarks and aligns with levels of service and outcomes.

Develop Service Provider Handbook

- ✓ Work with providers to establish a service provider handbook detailing expectations for program quality, space and integration to supplement service contracts.

Measure Outcomes and Impact

- ✓ Facilitate a performance management process, in collaboration with service providers, to identify population-level performance measures related to early growth and development that are informed by the Province's outcome framework.
- ✓ Develop a process to capture the experiences of children and their families.
- ✓ Monitor program/performance measures to identify trends and areas for improvement.

Funding Agreements and Technology Solution

- ✓ Ensure funding agreements clearly indicate expectations that are linked to agency allocations (e.g. community outreach strategy deliverable, service targets etc.) and levels of service.
- ✓ Develop a technology solution to support service provider operations (funding allocation, reporting data elements, provider profile and participant tracking). This will be accompanied by ongoing training and user supports to ensure consistency in data collection, data quality and reporting.

Transparent Procurement Process

- ✓ Establish a transparent procurement process for selecting new service providers at new or existing sites. For sites (new or existing) that require a service provider, the Region will be publicly posting the opportunity to operate these sites to new and existing non-profit service providers. All applications will go through an evaluation process before the contract is awarded.



Transitioning the System in 2018

In 2018, the Region will be working with service providers to begin implementation of some of the key areas of action identified above. The key consideration is to smoothly transition to EarlyON centres with minimal disruptions to families and ongoing supports to service providers.

Table 14 details priorities for 2018 in the areas of access, programming, integration and accountability. In the majority of action areas, a three-pronged approach will be employed:

- **Assessment:** an opportunity to observe how programs currently function in the area of focus
- **Strategy Development:** working with service providers to develop a strategy to move the system forward
- **Implementation and Evaluation** of the proposed strategy and review its effectiveness overtime

Table 14: Transition Plan Timeline, 2018

1	Key Areas of Focus: Access	Jan - Apr	May - Aug	Sept - Dec
	<ul style="list-style-type: none"> ✓ Create, intensify and/or redistribute access ✓ Extending hours of operation 	Review program times to respond to local need.	Add hours of programming (weekend, weekdays and summer) where feasible.	System re-engineering <ul style="list-style-type: none"> • Amalgamation of existing sites where feasible • Assess availability of space in school-based and community-based sites
	<ul style="list-style-type: none"> ✓ Increase awareness 	Work with service providers to develop local outreach strategies.	Begin to implement outreach strategies.	Review and refine outreach strategies. Develop a mobile app. Develop a single point of access website.
	<ul style="list-style-type: none"> ✓ Increase awareness 	Develop a service delivery model for French-language programming based on local need. Develop a service delivery model for Indigenous programming based on local need.		

2

Key Areas of Focus: Quality Programming	Jan - Apr	May - Aug	Sept - Dec
<ul style="list-style-type: none"> ✓ Alignment of programs to mandatory core services 	Evaluate current state of practice and staff capacity to incorporate <i>How Does Learning Happen?</i> (adult-child relationships, play and inquiry-based learning, parenting).	Identify gaps in the implementation of <i>How Does Learning Happen?</i> (adult-child relationships, play and inquiry-based learning, parenting) and develop training strategies to address gaps identified.	Implement training strategies to address gaps identified.
	Current state assessment of qualifications of staff delivering core services.	Identify gaps in staff qualifications and identify a strategy to address these gaps.	Work with service providers to implement staff qualifications strategy.
	Assess current use of early identification tools including an assessment of how staff use these tools.	Engage service providers to develop strategies (including training) for consistent use of screening tools.	Transition to consistent use of identified screening tools.
<ul style="list-style-type: none"> ✓ Streamlining program names, description and delivery 	Develop a strategy to identify consistent program names and content that reflects best practices.	Engage service providers to incorporate new names and content.	Review and evaluate consistency in program content and delivery.
<ul style="list-style-type: none"> ✓ Capacity building needs 	Current state assessment of the delivery of a community development model (e.g. asset-based community development [ABCD], cultural sensitivity [e.g. Indigenous and Francophone], asset mapping, making connections for families, and neighbourhood-based planning).	Develop a strategy for incorporating a community development model in service delivery. Begin to implement a community development model in service delivery.	
	Develop cultural sensitivity training for frontline staff to better support Peel's unique, culturally diverse communities, including a focus on Indigenous and Francophone communities.		

3

Key Areas of Focus: Integration	Jan - Apr	May - Aug	Sept - Dec
<ul style="list-style-type: none"> ✓ Greater inclusion of Francophone and Indigenous partners 	Include Indigenous partners at planning tables.		
	Strengthen partnerships with Indigenous partners.		
<ul style="list-style-type: none"> ✓ Enhance functional integration of programs 	Explore opportunities for increased integration in all school-based and community sites.		
	Set up review area tables for local planning (program and outreach).		
	<p>Conduct a current state assessment of CCRCs to better understand their current role in the sector.</p> <p>Collaborate with CCRCs and community partners to streamline and enhance awareness of the availability of online and telephone resources for families.</p>		Begin process of integrating CCRCs into the EarlyON centre model.
<ul style="list-style-type: none"> ✓ Enhance Public Health Supports 	Assess current state of practice and staff capacity to engage parents and caregivers in information sharing about health supports (nutrition, pre- and post-natal, dental, etc.).	Develop a coordinated approach with Public Health for information sharing on health supports (nutrition, pre- and post-natal, dental, etc.) for program staff.	Implement process for accessing information on health supports and evaluate process.
	Support the consistent access and use of health supports (nutrition, pre- and post-natal, dental, etc.) across locations.		
<ul style="list-style-type: none"> ✓ Special Needs Resourcing strategy 	<p>Further assess the varying needs of families and children with special needs who access EarlyON centres (e.g. number of children with special needs attending EarlyON centres, the intensity of supports required).</p> <p>Develop a strategy for supporting families with children with special needs in EarlyON centres.</p>		
<ul style="list-style-type: none"> ✓ Enhanced connections between community services 	Collaborate with service providers and other community partners to develop a strategy to support staff in responding to the mental health needs of parents/caregivers and children.		
	Determine potential for co-location, referral processes, and streamlined access to services for families.		

4

Key Areas of Focus: Accountability	Jan - Apr	May - Aug	Sept - Dec
<ul style="list-style-type: none"> ✓ Develop Funding Framework and Accountability Framework 	Develop consistent policies, procedures and reporting.		Begin to implement consistent policies, procedures and reporting.
	Understand financial implications of Minimum Wage and current staff compensation levels.	Understand financial implications of proposed staffing model. Develop benchmarks for funding framework.	Continue to develop benchmarks for funding framework. Roll out funding framework for 2019.
	Understand financial implications of expanding service to weekends, evenings and summer.	Assess impact of fundraising on EarlyON centre budgets.	
	Engage service providers in funding framework development.		
	Develop accountability framework based on provincial guidelines for 2019.		
	<ul style="list-style-type: none"> ✓ Measure outcomes and impact 	Contract implementation.	
Interim supports for data collection and reporting.			
<ul style="list-style-type: none"> ✓ Funding Agreements and Technology Solution 	Explore technology solution to support funds management and data tracking.		

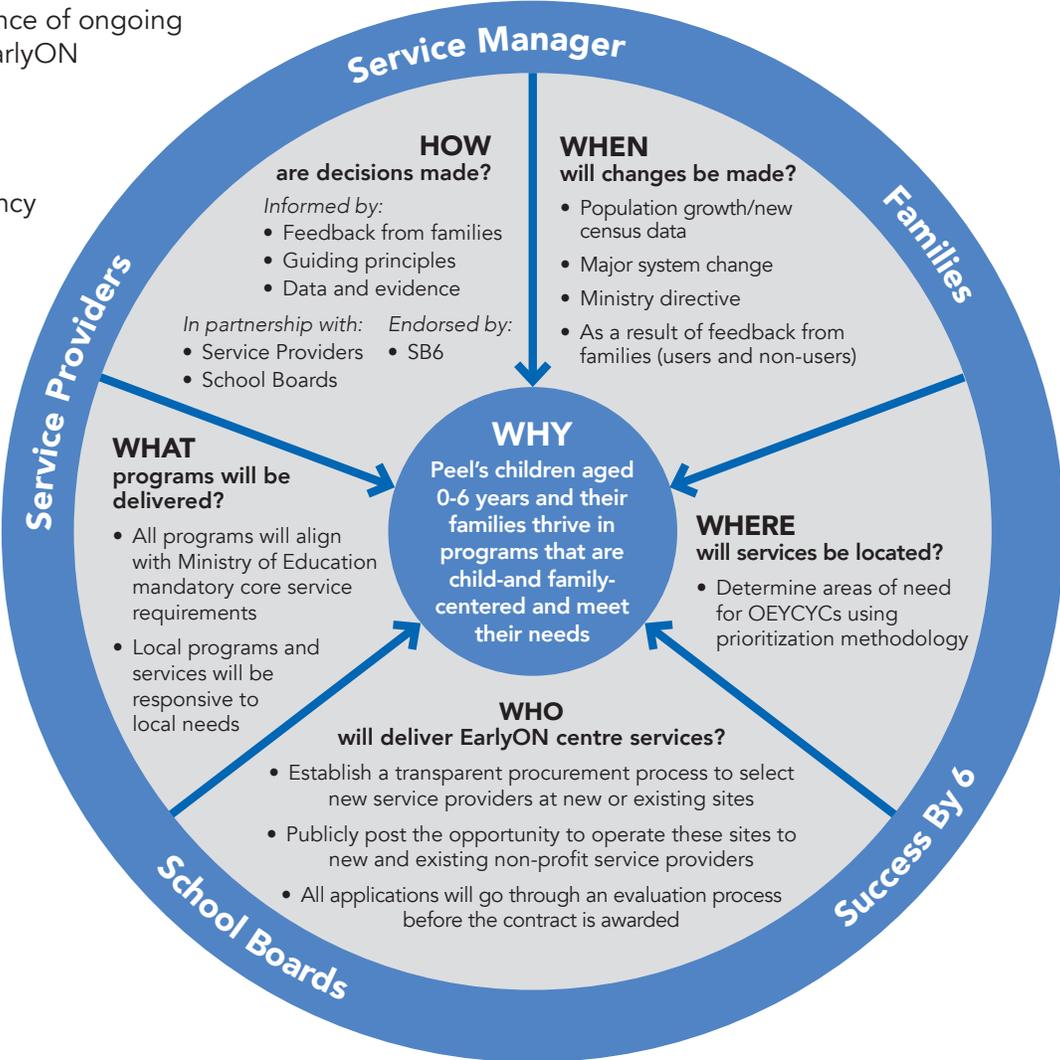
Peel's Decision-Making Framework

Decisions made regarding the selection of new sites or reengineering of the existing system will be transparent within the established EarlyON centre governance structure. The Region will continue to foster dialogue among all stakeholders and ensure that the voice of children and families are always reflected in the decision-making process.

Children and their families are at the heart of the decision-making framework and reflect the 'why'. The inclusion of their experiences and expectations will ensure that programs and services are meeting their needs.

The nature of Peel Region as a growing and diverse municipality requires ongoing monitoring and evaluation of the EarlyON centre sector on its effectiveness in meeting the needs of families. The EarlyON centre Decision-Making Framework:

- ✓ Reinforces the importance of strong partnership with key stakeholders
- ✓ Reflects the importance of ongoing assessment of the EarlyON centre sector for its adaptability to meet local needs
- ✓ Highlights transparency in decision-making processes for new locations
- ✓ Includes an objective and rigorous prioritization process for identifying areas in need of new/ additional program locations
- ✓ Reflects the intent to ensure that programs delivered are aligned to ministry requirements



Ongoing Stakeholder Engagement

Clear and consistent communication creates awareness, increases understanding, and minimizes anxiety about the need for change. Program managers and staff who were engaged in the local needs assessment expressed the need to be kept informed during the transition period. They also expressed a desire to provide input into decisions that will impact their ability to support the families they serve.

Communications strategies are outlined in Table 15 to promote a smooth transition to EarlyON centres.

Table 15: Communication and Engagement Strategy

	Stakeholder	Purpose/ Information Needs	Communication Method
PHASE ONE	Program Managers	<ul style="list-style-type: none"> Share key findings of consultations Address frequently asked questions Share change management resources to help managers support their staff through the transition 	<ul style="list-style-type: none"> E-mail Updates Information Sheet Question and Answers (Q&A) document
	Directors	<ul style="list-style-type: none"> Share resources that can be used to answer questions from frontline staff about the transition 	
	Board of Directors	<ul style="list-style-type: none"> Describe process and rationale for decision-making Share decisions as they are made Share timelines and process for transition 	
	Frontline Staff	<ul style="list-style-type: none"> Share key findings of consultations Share timelines and process for transition Share resources that can be used to answer questions from families about the transition 	<ul style="list-style-type: none"> E-mail Updates Information Sheet Q&A document
	SuccessBy6	<ul style="list-style-type: none"> Gather feedback on proposed direction Seek endorsement Share decisions as they are made on process for transition, timeline, RFP, etc. Leverage partnerships to build awareness about programs for families 	<ul style="list-style-type: none"> E-mail Updates
	Elected Officials	<ul style="list-style-type: none"> Describe process and rationale for decision-making Share decisions as they are made Share timelines and process for transition 	Report to Council
PHASE TWO	Parents and Caregivers	<ul style="list-style-type: none"> Share key findings of consultations and relay how decisions are made that reflect their feedback Gather feedback during the transition period Reassure families on minimized disruption of services Share information on EarlyON centre locations, hours and services 	<ul style="list-style-type: none"> Website Social Media Online Survey

Conclusion

Strong engagement and interest in the transition to EarlyON centres by families and community partners has provided invaluable feedback to inform Peel's initial plan. The rich data gathered through the consultation process speaks to the enthusiasm of Peel's parents and caregivers and community partners to enhance early years services in Peel.

Current service providers have demonstrated their resilience, adaptability to change, and a willingness to collaborate to address local needs. The transition to EarlyON centres presents an exciting opportunity to leverage Peel's longstanding partnerships to respond to the complex needs of our diverse population.

This plan reflects shifts in the way child and family programs are planned and delivered in Peel. We are able to plan assertively because of the strong commitment and track record of our service providers and their staff to delivering high quality programs for children and families.

The plan builds on this foundation, with a set of transformational initiatives that will result in high quality, well integrated, and universally accessible child and family programs that align with the Province's vision while meeting local needs.

Acknowledgements

Thank you to the following partners who provided input and supports into developing this plan.

Families

- Children aged birth-6 years attending Ontario Early Years Centres (OEYC)
- Parents and caregivers of children aged 0-6 years in Peel

Current Service Providers

- BridgeWay Family Centre
- Caledon Parent-Child Centre
- Child Development Resource Connection Peel
- Dixie Bloor Neighbourhood Centre
- Dufferin-Peel Catholic District School Board
- Family Day Care Services
- Malton Neighbourhood Services
- Peel District School Board

Early Years Partners

- Conseil scolaire catholique MonAvenir
- Conseil scolaire Viamonde
- Brampton Public Library
- City of Brampton
- City of Mississauga
- Peel Aboriginal Network
- Credit River Métis Council
- Métis Nation of Ontario
- ErinoakKids Centre for Treatment and Development
- Infant and Child Development Services Peel
- Ontario Ministry of Education
- Peel Children's Aid Society
- Peel Multicultural Council
- Peel Public Health
- PLASP Child Care Services
- Region of Peel Human Services Department
- Town of Caledon
- YMCA of Greater Toronto

Success By 6 Peel, which includes membership of the majority of service providers and early years partners listed above, provided ongoing support and guidance in the development of the plan and also formally endorsed this submission.

Appendices

Appendix A: EarlyON Child and Family Centres Sites and Hours of Operation (as of September 27, 2017)

	Agency	EarlyON Site	Address	Hours of Operation	Days Open	Total Hours of Operation Per Week
1	Caledon Parent-Child Centre (CPCC)	Albion Bolton Community Centre	150 Queen St. S., Bolton, L7E 1E3	Mon–Wed 9:15 a.m.–12 p.m., 1–3 p.m. Thu 9:15 a.m.–12 p.m., 1 p.m.–7:30 p.m. Sat 10 a.m.–2 p.m.	5	27.5
2	Caledon Parent-Child Centre (CPCC)	Alton Public Library	35 Station St., Alton L7K 0E2	Wed 9:30 a.m.–11:30 a.m.	1	2
3	Malton Neighbourhood Services (MNS)	Bramalea Civic Centre	150 Central Park Dr., Unit 101, Brampton, L6T 2T9	Mon–Tues 9:30 a.m.–12 p.m., 1 p.m.–4 p.m. Wed 9:30 a.m.–12 p.m., 1 p.m.–7:30 p.m. Thu 9:30 a.m.–12 p.m., 1 p.m.–4 p.m. Fri 5 p.m.–7 p.m. Sat 10 a.m.–12 p.m., 1 p.m.–4 p.m.	6	32.5
4	Dixie Bloor Neighbourhood Centre	Brian W. Fleming Public School	3255 Havenwood Dr., Mississauga, L4X 2M2	Mon–Thu 8:30 a.m.–12:30 p.m., 1:15 p.m.–3:30 p.m.	4	25
5	BridgeWay Family Centre	Brittany Glen	5632 Tenth Line W., Unit G1, Mississauga, L5M 7L9	Mon 9 a.m.–4 p.m. Tue–Thu 9 a.m.–8 p.m. Fri 9 a.m.–4 p.m. Sat 9 a.m.–2 p.m.	6	45
6	Dixie Bloor Neighbourhood Centre	Burnhamthorpe Library	3650 Dixie Rd. E., Unit 103, Mississauga, L4Y 3V9	Mon–Wed 9 a.m.–11:45 a.m., 1 p.m.–3:45 p.m. Thu 9 a.m.–11:45 a.m., 1 p.m.–7 p.m. Fri 9 a.m.–11:45 a.m. Sat 10 a.m.–12:30 p.m.	6	30.5
7	Caledon Parent-Child Centre (CPCC)	Caledon East Community Complex	6215 Old Church Rd., Caledon, L7C 1J5	Thu 9:30 a.m.–11:30 a.m.	1	2
8	Dufferin-Peel Catholic District School Board (DPCDSB)	Canadian Martyrs Catholic School	1185 Mississauga Valley Blvd., Mississauga, L5A 3R7	Mon–Fri 8:45 a.m.–12:45 p.m.	5	20
9	BridgeWay Family Centre	Chapters	52 Quarry Edge Dr., Brampton, L6V 4K2	Wed 10 a.m.–11 a.m.	1	1

	Agency	EarlyON Site	Address	Hours of Operation		Days Open	Total Hours of Operation Per Week
10	Caledon Parent-Child Centre (CPCC)	Cheltenham Baptist Church	14520 Creditview Rd., Caledon, L7C 1N5	Mon	9:30 a.m.–11:30 a.m.	1	2
11	Child Development Resource Connection Peel (CDRCP)	Child Care and Early Years Info Peel	75 Watline Ave., Unit 103, Mississauga, L4Z 3E5	Mon–Fri	9 a.m.–5 p.m.	5	35
12	Dufferin-Peel Catholic District School Board (DPCDSB)	Christ the King Catholic School	3240 Garthwood Rd., Mississauga, L5L 5A3	Mon–Fri	8:45 a.m.–12:45 p.m.	5	20
13	Peel District School Board (PDSB)	Cooksville Creek Public School	5100 Salishan Circle, Mississauga, L5R 3E3	Mon–Fri	9 a.m.–1 p.m.	5	20
14	Malton Neighbourhood Services (MNS)	Cottrelle	3975 Cottrelle Blvd., Units 8, 9, 10, Brampton, L6P 2P9	Sat	10 a.m.–12 p.m.	1	2
15	Child Development Resource Connection Peel (CDRCP)	Courtneypark Library	730 Courtneypark Dr. W., Mississauga, L5W 1L9	Fri	9:30 a.m.–11 a.m.	1	1.5
16	Peel District School Board (PDSB)	Ellengale Public School	3480 Ellengale Dr., Mississauga, L5C 1Z7	Mon–Fri	9:15 a.m.–1:15 a.m.	5	20
17	Family Day Care Services	Elm Drive (Mississauga Adult Education Centre)	100 Elm Dr., Mississauga, L5B 1L9	Mon Tue Wed–Fri Sat	9 a.m.–12 p.m., 1 p.m.–4 p.m. 9 a.m.–12 p.m., 1 p.m.–4 p.m., 6 p.m.–7:30 p.m. 9 a.m.–12 p.m., 1 p.m.–4 p.m. 9 a.m.–11 a.m.	6	33.5
18	BridgeWay Family Centre	Erin Meadows Long Term Care Residence	2930 Erin Centre Blvd., Mississauga, L5M 7M4	Wed	9:30 a.m.–11:30 a.m.	1	2
19	Child Development Resource Connection Peel (CDRCP)	Fortinos	35 Worthington Ave., Brampton, L7A 2Y7	Mon Wed	9:30 a.m.–10:30 a.m., 11 a.m.–12:30 p.m., 1:30 p.m.–3 p.m. 9:30 a.m.–10:30 a.m., 11 a.m.–12:30 p.m., 1:30 p.m.–3 p.m.	2	10
20	BridgeWay Family Centre	Four Corners Library	65 Queen St. E., Brampton, L6W 3L6	Mon Fri	9:30 a.m.–11 a.m. 9:30 a.m.–11 a.m.	2	3
21	Child Development Resource Connection Peel (CDRCP)	Gardenview Peel Living Apartments	20 Ceremonial Dr., Mississauga, L4Z 3N7	Tue	3 p.m.–4:30 p.m.	1	1.5

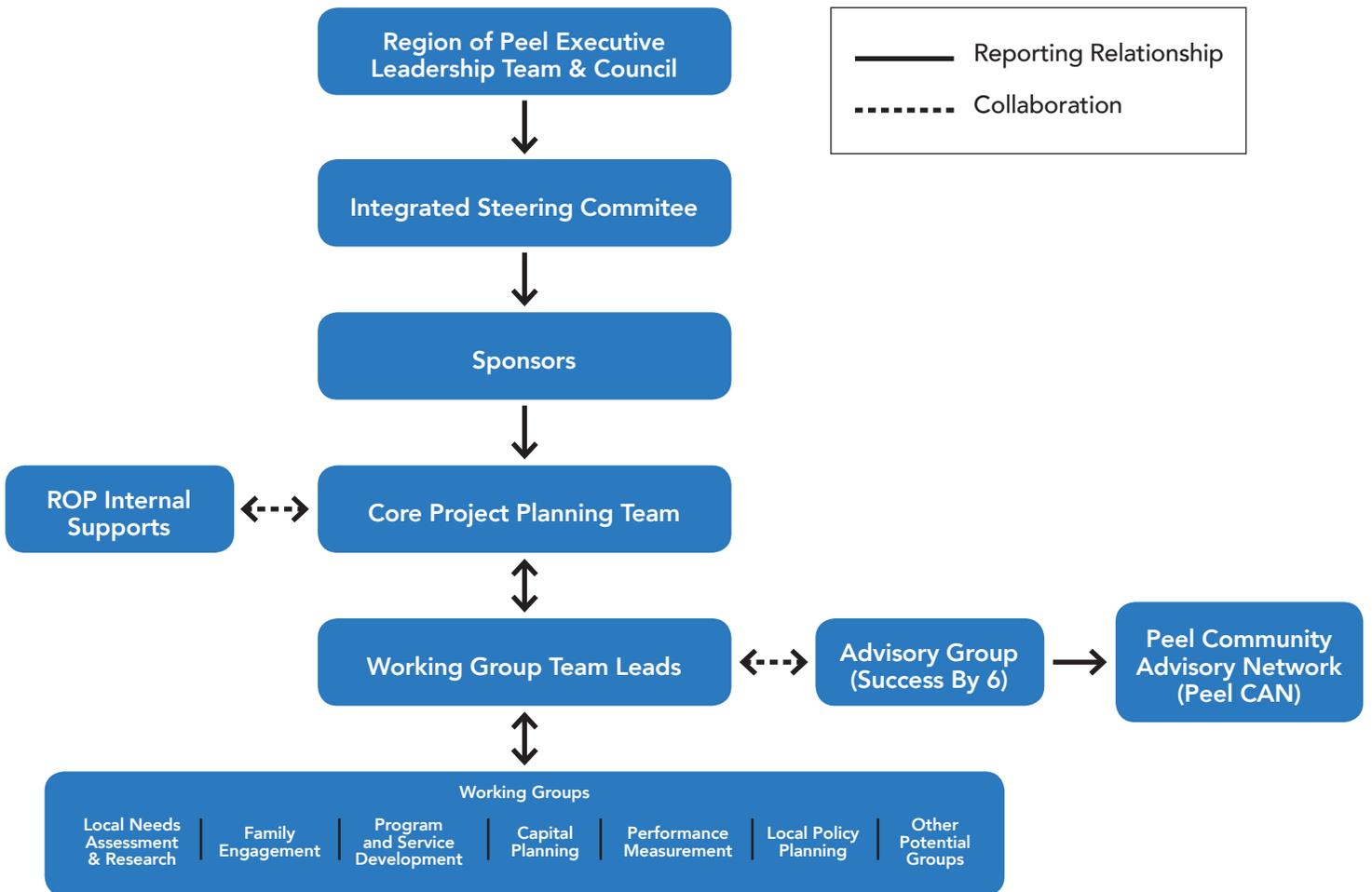
	Agency	EarlyON Site	Address	Hours of Operation	Days Open	Total Hours of Operation Per Week
22	Malton Neighbourhood Services (MNS)	Gore Meadows Library	10150 The Gore Rd., Brampton, L6P 0A6	Fri 10 a.m.–11 a.m.	1	1
23	BridgeWay Family Centre	Heart Lake Town Centre	180 Sandalwood Pkwy. E., Unit 8C, Brampton, L6Z 4N2	Mon 9 a.m.–4 p.m. Tue–Thu 9 a.m.–7:30 p.m. Fri 9 a.m.–4 p.m. Sat 9:30 a.m.–2 p.m.	6	50
24	Peel District School Board (PDSB)	Hewson Public School	235 Father Tobin Rd., Brampton, L6R 0G2	Mon–Fri 9 a.m.–1 p.m.	5	20
25	Dufferin-Peel Catholic District School Board (DPCDSB)	Holy Cross Separate School	3615 Morning Star Dr., Mississauga, L4T 1Y4	Mon–Fri 9:45 a.m.–1:45 p.m.	5	20
26	BridgeWay Family Centre	Kidnetix Edu-Play Center	35 Van Kirk Dr., Unit 15, Brampton, L7A 1A5	Tue 9:30–11:15 a.m.	1	1.75
27	Malton Neighbourhood Services (MNS)	Malton Community Centre and Library	3540 Morning Star Dr., Mississauga, L4T 1Y2	Mon–Thu 9:30 a.m.–12 p.m., 1 p.m.–4 p.m. Sat 10 a.m.–12:30 p.m.	5	24.5
28	Peel District School Board (PDSB)	Massey Street Public School	95 Massey St., Brampton, L6S 3A3	Mon–Fri 9 a.m.–1 p.m.	5	20
29	BridgeWay Family Centre	Meadowvale Community Centre and Library	6655 Glen Erin Dr., Mississauga, L5N 3L4	Fri 10:15 a.m.–11:15 a.m.	1	1
30	Child Development Resource Connection Peel (CDRCP)	Mill Street	57 Mill St. N., Unit 105, Brampton, L6X 1S9	Mon–Wed 9 a.m.–12 p.m., 1 p.m.–3:30 p.m. Thu 9 a.m.–12 p.m., 1 p.m.–7:30 p.m. Fri 9 a.m.–12 p.m. Sat 9 a.m.–1 p.m.	6	33
31	Peel District School Board (PDSB)	Morton Way Public School	200 Morton Way, Brampton, L6Y 2P8	Mon–Fri 9 a.m.–1 p.m.	5	20
32	BridgeWay Family Centre	Munden Park Public School	515 Tedwyn Dr., Mississauga, L5A 1J8	Mon 6 p.m.–8 p.m.	1	2
33	BridgeWay Family Centre	Orenda Court	80 Orenda Ct., Apt. 0B3, Brampton, L6W 3N2	Mon 9:15 a.m.–11:45 a.m.	1	2.5
34	Family Day Care Services	Our Lady of Good Voyage Catholic School	5850 River Grove Ave., Mississauga, L5M 4W2	Mon–Thu 9 a.m.–11 a.m., 12:45 p.m.–2:30 p.m. Fri 9 a.m.–11 a.m.	5	17

	Agency	EarlyON Site	Address	Hours of Operation	Days Open	Total Hours of Operation Per Week
35	BridgeWay Family Centre	Plowman's Park Public School	5940 Montevideo Rd., Mississauga, L5N 3J5	Tue 9:15 a.m.–11:45 a.m., 12:30 p.m.–2 p.m. Wed–Thu 9:15 a.m.–11:45 a.m. Fri 12:30 p.m.–2 p.m.	4	10.5
36	BridgeWay Family Centre	Port Credit Secondary School	70 Mineola Rd. E., Mississauga, L5G 2E5	Tue 9:30 a.m.–12:30 p.m. Wed 9:30 a.m.–12 p.m. Thu 9:30 a.m.–12:30 p.m. Fri 9:30 a.m.–12 p.m.	4	11
37	Dixie Bloor Neighbourhood Centre	Queen Frederica Peel Living Apartments	3070 Queen Frederica Dr., Apt. 48, Mississauga, L4Y 3A9	Mon–Wed 9:30 a.m.–11:30 a.m.	3	6
38	BridgeWay Family Centre	Queen of Heaven Elementary School	1198 Alexandra Ave., Mississauga, L5E 2A5	Mon 9 a.m.–12 p.m. Tue–Thu 8:45 a.m.–11:45 a.m.	4	12
39	BridgeWay Family Centre/ Malton Neighbourhood Services (MNS)	Rose Theatre	1 Theatre Lane, Brampton, L6V 0A3	Fri 9:30–11 a.m. (monthly)	0.25	0.375
40	BridgeWay Family Centre	Sheridan Library	2225 Erin Mills Pkwy., Mississauga, L5K 1T9	Sat 10 a.m.–12 p.m.	1	2
41	BridgeWay Family Centre	Sheridan Villa Long Term Care Residence	2460 Truscott Dr., Mississauga, L5J 3Z8	Mon–Thu 9:30 a.m.–12:30 p.m.	4	12
42	Peel District School Board (PDSB)	Sir Wilfrid Laurier Public School	364 Bartley Bull Pkwy., Brampton, L6W 2L8	Mon–Fri 9 a.m.–1 p.m.	5	20
43	Malton Neighbourhood Services (MNS)	Springdale	1090 Peter Robertson Blvd., Suite 208, Brampton, L6R 3B3	Mon 10 a.m.–12 p.m., 1 p.m.–4 p.m. Tue 1 p.m.–4 p.m. Wed–Thu 10 a.m.–12 p.m., 1 p.m.–4 p.m.	4	18
44	Dufferin-Peel Catholic District School Board (DPCDSB)	St. Bonaventure Catholic Elementary School	35 McCrimmon Dr., Brampton, L7A 2Z5	Mon–Fri 9 a.m.–1 p.m.	5	20
45	BridgeWay Family Centre	St. Cecilia Elementary School	10 Brickyard Way, Brampton, L6V 4L5	Mon 9:15 a.m.–12 p.m. Tue 9:15 a.m.–12 p.m., 1 p.m.–2:45 p.m. Thu–Fri 9:15 a.m.–12 p.m.	4	12.75
46	Caledon Parent-Child Centre (CPCC)	St. James Anglican Church	6029 Old Church Rd., Caledon, L7C 1H8	Tue 9:30 a.m.–11:30 a.m., 1 p.m.–2:30 p.m.	1	3.5
47	Dufferin-Peel Catholic District School Board (DPCDSB)	St. Teresa of Avila Separate School	6675 Montevideo Rd., Mississauga, L5N 4E8	Mon–Fri 9:15 a.m.–1:15 p.m.	5	20

	Agency	EarlyON Site	Address	Hours of Operation	Days Open	Total Hours of Operation Per Week
48	BridgeWay Family Centre	Streetsville	154 Queen St. S., Unit 114, Mississauga, L5M 2P4	Mon–Thu 9 a.m.–12 p.m., 1 p.m.–4 p.m. Fri 9 a.m.–12 p.m.	5	27
49	Caledon Parent-Child Centre (CPCC)	The Exchange	55 Healey Rd., Unit 10, Caledon, L7E 4G1	Fri 9:30-11:30 a.m. (monthly)	0.25	0.5
50	Dixie Bloor Neighbourhood Centre	Tomken Road Middle School	3160 Tomken Rd., Mississauga, L4Y 2Y6	Mon 9:30 a.m.–12:30 p.m., 3:30 p.m.–7:30 p.m. Tue 9:30 a.m.–12:30 p.m., 1:30 p.m.–4:30 p.m. Wed–Thu 9:30 a.m.–12:30 p.m., 3:30 p.m.–7:30 p.m. Fri 9:30 a.m.–12:30 p.m. Sat 9:30 a.m.–1 p.m.	6	33.5
51	BridgeWay Family Centre	Turtle Creek	1801 Lakeshore Rd. W., Unit 101, Mississauga, L5J 1J6	Mon–Wed 9 a.m.–4 p.m. Thu 9 a.m.–8 p.m. Fri 9 a.m.–4 p.m. Sat 9 a.m.–2 p.m.	6	44
52	Caledon Parent-Child Centre (CPCC)	Valleywood Community Centre - Margaret Dunn Library	20 Snelcrest Dr., Caledon, L7C 1B5	Thu–Fri 9:30–11:30 a.m.	2	4
53	Family Day Care Services	Woodlands Library	3255 Erindale Station Rd., Mississauga, L5C 1N9	Tue 12:30 p.m.–1:30 p.m.	1	1

Appendix B:

Governance Structure for EarlyON Centre Planning in Peel Region



Appendix C:

EarlyON Child and Family Centre Prioritization Methodology

Day Gap		
<p>Description:</p> <p>Are core services available at least five days per week including on Saturday or Sunday?</p>	<p>Rationale:</p> <p>MEDU Guideline requirement that CMSMs must offer centre-based core services at least five days per week (p.14).</p> <p>Families within a review area should be able to access services for at least five days per week (inclusive of Saturday or Sunday) within a review area and not necessarily at every site.</p> <p>This criterion was assigned the highest weight because it is a MEDU requirement that will be a standard for each review area.</p>	<p>Methodology:</p> <ol style="list-style-type: none"> 1. Determine the days that operation is offered in each review area. 2. Calculate day gap based on the standard that each review area has access to programs five days per week, inclusive of weekends (Saturday or Sunday). <p>Examples:</p> <ul style="list-style-type: none"> • Review area that only has a PFLC was assigned a day gap of 1 because no operations on Saturday or Sunday • Review area with one centre that is only open on Saturday morning was assigned a day gap of 4 • Review area that has a centre open Monday to Thursday and Saturday was assigned a day gap of 0
<p>Points (100):</p> <p>25</p>	<p>Points Assignment Scale:</p> <p>2 to 5 day gap = 25 1 day gap = 15 No Gap (0) = 0</p>	<p>Type of Variable:</p> <p>Supply</p>

Minutes of EarlyON Centre Operation per Child		
<p>Description:</p> <p>How does the total minutes of EarlyON centre operation per child in each review area compare to the average?</p>	<p>Rationale:</p> <p>Captures the nuances in levels of service across review areas.</p> <p>Assessed against 2021 population to account for future population growth.</p> <p>Minutes of EarlyON centre operation per week was assigned a high weight. Together with minutes per week of non-EarlyON centre operation per child, the total weight is 25% (which is the highest weight).</p> <p>Helps to highlight any inequities in service levels.</p>	<p>Methodology:</p> <ol style="list-style-type: none"> 1. Calculate total number of minutes per week of EarlyON centre operation in each review area 2. Divide total number of minutes per week of EarlyON centre operation by 2021 0-6 child population 3. Calculate average review area number of minutes per week of EarlyON centre operation per child 4. Divide number of minutes per week of EarlyON centre operation per child by the average
<p>Points (100):</p> <p>20</p>	<p>Points Assignment Scale:</p> <p>0 to 0.4 (below average) = 20 0.5 to 0.9 (below average) = 15 1 to 1.9 (at or above average) = 10 2 or above (above average) = 5</p>	<p>Type of Variable:</p> <p>Combination of Supply and Demand</p>

Main Site per Average 0-6 Years Population

<p>Description:</p> <p>How does the birth to six years child population and supply in each review area compare to the standard of 1 main site per average number of children across review areas?</p> <p>Main sites are where children, parents and caregivers can participate in the full slate of core services at EarlyON centres and services that are in-person and offered year-round. A main site operates five days per week, inclusive of weekends (Saturday or Sunday), with acceptable or ideal square footage.</p>	<p>Rationale:</p> <p>Sets a standard for how many children should be served by one main site in each review area.</p> <p>Assessed against 2021 population to account for future population growth.</p> <p>Assigned a mid-level weight because it is a combination of demand and supply and speaks to the ability of parents and caregivers to access the full slate of EarlyON centre core services within the review area.</p>	<p>Methodology:</p> <ol style="list-style-type: none"> 1. Determine which review areas have a main site 2. Calculate the average review area population in 2021 3. Divide population of review area by the average population across all review areas 4. Divide the number of main sites in review area by the variance of review area population from the average review area population (step 3) <p>Note: Caledon was counted as one review area for the calculation of this variable. The result for Caledon was assigned to each of its three review areas.</p>
<p>Points (100):</p> <p>15</p>	<p>Points Assignment Scale:</p> <p>0-6 Population equal to or above average with no main site = 15 0-6 Population 1.5x above average with main site = 10 0-6 Population below average with no main site = 7 0-6 Population 1-1.4x above average with main site = 5 0-6 Population below average with main site = 0</p>	<p>Type of Variable:</p> <p>Combination of Supply and Demand</p>

Square Footage

<p>Description:</p> <p>How does the square footage of sites in each review area compare to ideal and acceptable considerations?</p>	<p>Rationale:</p> <p>Captures variances in square footage that exist among main, satellite and outreach sites. Speaks to the potential for the delivery of core services and the ideal/acceptable nature of a program space that lends itself to supporting a wide array of programming (e.g. age-specific, drop-in, workshops etc.).</p> <p>Main Sites: Ideal: 2,250-3,000 sq. ft. Acceptable: 1,500-2,250 sq. ft.</p> <p>Satellite Sites: Acceptable: 750-800 sq. ft.</p> <p>This criterion was assigned a mid-level weight as it is not a MEDU requirement but is the only criterion that assesses the ability of a location to deliver core services.</p>	<p>Methodology:</p> <ol style="list-style-type: none"> 1. Obtain total square footage by EarlyON centre site 2. Assess square footage for each site against ideal and acceptable square footage considerations for main sites and acceptable square footage consideration for satellite/outreach sites 3. Assign score to each review area based on assessment of the presence of site(s) with ideal or acceptable square footage
<p>Points (100):</p> <p>15</p>	<p>Points Assignment Scale:</p> <p>Inadequate square footage = 15 Acceptable square footage = 10 Ideal square footage = 0</p>	<p>Type of Variable:</p> <p>Supply</p>

Child Population Expected From Building Permits

<p>Description: What is the expected new child population from units created as a result of residential building permits?</p>	<p>Rationale: Accounts for short-term population growth and the location of new development. Nearly all building permits result in occupancy within two years. This criterion was assigned a mid-level weight as it strengthens the demand-based side of the model.</p>	<p>Methodology: 1. Obtain the number of units created as a result of residential building permits in 2015 and 2016. 2. Multiply number of units by average number of children at home per census family for each review area</p>
<p>Points (100): 15</p>	<p>Points Assignment Scale: 1,000 to 5,000 = 13 400 to 999 = 8 100 to 399 = 4 0 to 99 = 0</p>	<p>Type of Variable: Demand</p>

Summer Hours

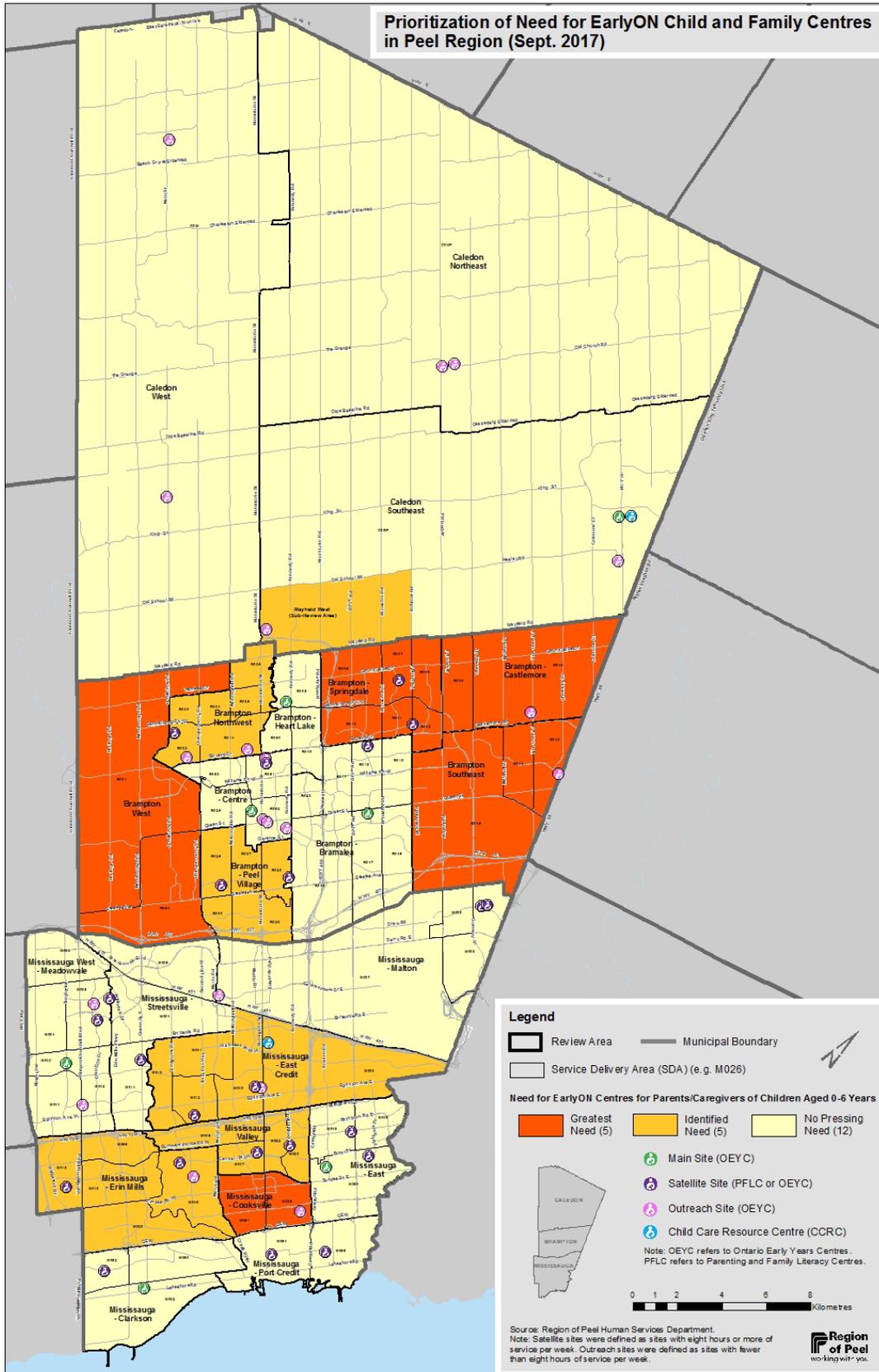
<p>Description: How many hours of summer operation are offered per week in each review area?</p>	<p>Rationale: MEDU Guideline requirement that CMSMs must offer centre-based core services year-round (p. 14) Families within a review area should be able to access services during the summer across sites within a review area and not necessarily at every site. This criterion was assigned a lower weight as it is a sub-set of day gap but also a Ministry requirement. It complements the high weight assigned to day gap.</p>	<p>Methodology: 1. Calculate number of summer hours per week per review area of this variable. The result for Caledon was assigned to each of its three review areas.</p>
<p>Points (100): 5</p>	<p>Points Assignment Scale: 0 to 2 hrs = 5 3 to 9 hrs = 3 10 or more hrs = 0</p>	<p>Type of Variable: Combination of Supply and Demand</p>

Minutes of Free Non-EarlyON Centre Operation per Child		
<p>Description:</p> <p>How does the total minutes of free non-EarlyON centre operation per child in each review area compare to the average?</p>	<p>Rationale:</p> <p>Helps to distinguish areas that do not have EarlyON centre operation but do have free non-EarlyON centre child and family operation from review areas with no EarlyON centre or non-EarlyON centre operation at all.</p> <p>Assessed against 2021 population to account for future population growth.</p> <p>This criterion was assigned a low weight to complement the weight assigned to minutes per week of EarlyON centre operation per child. Together, the two criterions have a total of weight of 25% (which is the highest weight).</p>	<p>Methodology:</p> <ol style="list-style-type: none"> 1. Calculate total number of minutes per week of non-EarlyON centre child and family operation in each review area 2. Divide total number of minutes per week of non-EarlyON centre child and family operation by 2021 0-6 child population 3. Calculate average review area number of minutes per week of non-EarlyON centre child and family operation per child 4. Divide number of minutes per week of non-EarlyON centre child and family operation per child by the average
<p>Points (100):</p> <p>5</p>	<p>Points Assignment Scale:</p> <p>0 to 0.4 (below average) = 5 0.5 to 0.9 (below average) = 3 1 or above (at or above average) = 0</p>	<p>Type of Variable:</p> <p>Combination of Supply and Demand</p>

Notes: Points were assigned to ensure that demand-influenced variables outweighed supply-based variables to reflect the universal nature of s EarlyON centres. Median was the average used for analysis.

This prioritization methodology will adhere to three principles: Evidence-based (use census and system data to determine demand and supply); Responsive (adapt to changes in demand for and supply for EarlyON centres by reflecting updated census and system data as well as other indicators that address vulnerable populations); and, Transparent (is validated by and incorporates feedback of community partners).

Appendix D: EarlyON Child and Family Centre Needs Prioritization Map



Appendix E:

DPRA Canada Community Consultations – Recommendations and Considerations



Recommendations and Considerations

The Ministry of Education has identified that EarlyON centres should be child and family centred, welcoming, high quality, inclusive, integrated, and community-led. In addition to this, ROP and Sb6 have described that EarlyON centres should build on existing strengths, be data driven, minimize service disruption, align with Peel's Children's Charter of Rights and be responsive.

To meet the requirements set out by the Ministry of Education and to meet the local needs of Peel's population, the following recommendations and considerations are put forward. Recommendations were made where there was ample evidence supporting by multiple stakeholders, while considerations were based on input provided by only a small number of participants, in order to ensure that the voices of minority populations were included in a meaningful way. It is important to note that the recommendations and considerations presented below are based solely on the community consultation findings, and not on external research on the feasibility or impact. Accordingly, all of the recommendations and considerations require further analysis and discussion by ROP to understand the feasibility of implementing the recommendations and considerations, given the broader landscape of programs and services.

Recommendations

Program Design

1. It is recommended that EarlyON centres prioritize weekday (Monday to Friday) and Saturday programming at a variety of times inclusive of mornings, afternoons, and evenings to accommodate the preferences of different population groups.
 - a. To ensure programs are inclusive to grandparents, programs should be offered weekday mornings (8-11 AM).
 - b. To ensure programs are inclusive of fathers, programs should be offered weekday evenings (5-8pm) and/or Saturdays.
 - c. To ensure programs are inclusive of service non-users and low-income families, programs should be offered during the lunch hour (11am-2pm).
 - d. If there is a local demand for community programming on Sundays, this should be accommodated.
2. It is recommended that EarlyON centres prioritize drop-in programs and all-ages programming.
 - a. Registered programs should be offered in a limited capacity to meet the needs of the minority of families who prefer this type of program.
 - b. Age-specific programs should be offered when there is a demonstrated need, such as infant-based programming or school readiness programs.
3. It is recommended that the ROP prioritize EarlyON centre locations that allow for permanent program set up.

Outreach and Communications

4. It is recommended that ROP develop an outreach and communications strategy to raise awareness about EarlyON centres in Peel.
 - a. Communication materials targeted to the public should include that the programs are free, fun, and a good way for children to socialize with other children.
 - b. Communication materials should be shared in multiple languages.
 - c. To accommodate families with limited access to internet, hard copy communication materials should be distributed through child and family programs and partner services (e.g. public health, libraries, CAS).
 - d. ROP should develop branding protocols for EarlyON centres, consistent with MEDU requirements, to ensure consistent branding is applied across EarlyON centres in Peel.
 - e. All program descriptions, times and locations should be posted in one location online.
 - f. Gender neutral language should be used to promote inclusion of families where possible in communication materials.
5. It is recommended that the ROP explore the feasibility of creating a mobile app to inform parents and caregivers of EarlyON centre times and locations.

Ongoing Engagement

6. When engaging with parents/caregivers, it is recommended that ROP use a standardized mobile-enabled online survey to ensure that EarlyON centres are meeting the needs of the community.
 - a. The survey should consult parents/caregivers on their programming preferences.
 - b. ROP should support program sites in acquiring computers or iPads to support the participation of families who lack computer or internet access at home.
 - c. ROP should consider qualitative measures and methodology (e.g. photovoice, focus groups, etc.) to capture successes and the unique program stories of families in Peel.

Additional Considerations

Enhancing Access and Participation

7. To enhance participation by Indigenous families, ROP should consider:
 - a. Providing Indigenous cultural sensitivity training to all child and family program staff.
 - b. Supporting the recruitment of Indigenous child and family program staff. Although Indigenous RECEs should be prioritized, Indigenous individuals without their RECE can and should be hired to deliver child and family programs while pursuing their RECE designation or in a specialist role.
 - c. Collaborating with Elders/ Knowledge Keepers and/or Indigenous organizations to assist with the development and selection of culturally appropriate and historically accurate toys, books and other resources.
 - d. Inviting an Elder/Knowledge Keeper to provide Indigenous-focused programming.
 - e. Ensuring that two types of programs exist; one that is specific to Indigenous families and one that is open to all families but focuses on Indigenous content.
 - f. Exploring the feasibility of providing Indigenous programs that are mobile and/or are located outdoors.
8. To enhance participation by Francophone families, French-language programming should be made available where there is local demand.
9. To enhance participation by parents/caregivers of children with special needs, ROP should consider:
 - a. Offering targeted supports for children with special needs and their parents/caregivers at EarlyON centre locations.
 - b. Providing professional development training opportunities to staff on how to create a successful learning environment for children with special needs.
 - c. Exploring ways to enhance access to specialist consultations and referrals.
 - d. Offering an introduction session to families about EarlyON centres and what to expect at programs.
10. To enhance participation by recent immigrants, the ROP should consider:
 - a. Partnering with settlement agencies to promote EarlyON centre services.
 - b. Offering written materials in multiple languages at programs.
 - c. Providing cultural sensitivity training for child and family program staff on working with newcomer and refugee families.
11. To enhance participation by all families, the ROP should consider innovative solutions to reduce known barriers for these families including:
 - a. Transportation Support (e.g. gas cards, carpooling lists, shuttle services, mobile programs).
 - b. Meal Support (e.g. healthy snacks at all programs, culturally appropriate meals, healthy cooking lessons for parents/caregivers, shared cook book).
 - c. Greater access and integration between community services partnerships (e.g. promotion and integration of programs with supportive housing sites, bringing in specialized service guest speakers and resources).

System Integration

12. To enhance system integration and service coordination, the ROP should consider:
 - a. Providing coordination support to EarlyON centres to create linkages with other programs and services across Peel region.
 - b. Developing an up-to-date program and service inventory and streamlined process for the public to access information on programs and services and sharing the inventory with appropriate community partners.
 - c. Hosting regular meetings with EarlyON centre managers to enhance knowledge and awareness about programs and services offered at other EarlyON centre sites.
 - d. Offering joint professional development opportunities for EarlyON centre staff and staff from related programs and services in Peel region (e.g. public health, speech and language, libraries, dental programs, etc.) to enhance awareness about different agencies and their services.
13. To reduce existing system gaps, the ROP should consider:
 - a. Partnering with other agencies to expand access to mental health programs and services.
 - b. Partnering with other agencies to expand access to supports for children with special needs.

Change Management

14. To support front-line child and family program workers through the transition to EarlyON centres, the ROP should consider:
 - a. Providing regular email updates about the steps being undertaken by ROP and the timeline for the transition.
 - b. Developing an FAQ document to address the concerns of front-line staff grounded in feedback and questions from the community consultations.
 - c. Providing ongoing opportunities for front-line staff to contribute feedback throughout the transition.
 - d. Offering an in-person information session for front-line staff where they can receive information and ask questions.
 - e. Communications materials should describe the process and rationale for decision-making, describe how decisions will positively impact families, and provide information on steps taken to minimize service disruption.
 - f. Providing notice before any significant changes that could impact staffing are implemented, if possible.
15. To support parents/caregivers who currently access existing programs through the transition to EarlyON centres, the ROP should consider:
 - a. Creating an FAQ document, strategic messaging via social media, and a pamphlet in multiple languages about the new EarlyON centres and distributing them to existing program sites.
 - b. Key messages targeted at parents/caregivers should be shared with front-line staff on an ongoing basis, and in advance of being made public, to ensure consistency of messaging across program sites.
 - c. Communications should emphasize that service disruption for families will be minimized and programs will continue to respond to the local context and needs expressed by parents/caregivers.
16. To support child and family program managers through the transition to EarlyON centres, the ROP should consider:
 - a. Providing regular email updates about the steps being undertaken by ROP and the timeline for the transition.
 - b. Offering an in-person or teleconference information session for managers to receive information from ROP and ask questions.
 - c. Offering change leadership training to managers on how to support staff through transitions.
 - d. Providing ongoing opportunities for managers to contribute feedback and input throughout the transition.
17. To meet the top professional development needs as expressed by front-line child and family program staff, the ROP should consider offering:
 - a. Early identification and intervention training.
 - b. Training for supporting parents/caregivers and/or children with mental health challenges.
 - c. Training for working with children with special needs.
 - d. Cultural sensitivity training for working with Indigenous, refugee and/or recent immigrant families.

Appendix F:

Summary of Available School-Based and Community-Based Space in Peel

Type of Space	Number of Locations
School-Based	88
Community-Based	39

Note: Data is as of August 2017. School-based sites are for all four school boards (Peel District School Board, Dufferin-Peel Catholic District School Board, Conseil scolaire Viamonde and Conseil scolaire MonAvenir) in Peel Region. Community-based sites are for all facilities owned by local area municipalities (Town of Caledon, City of Brampton, Brampton Public Library, and City of Mississauga) in Peel Region.

