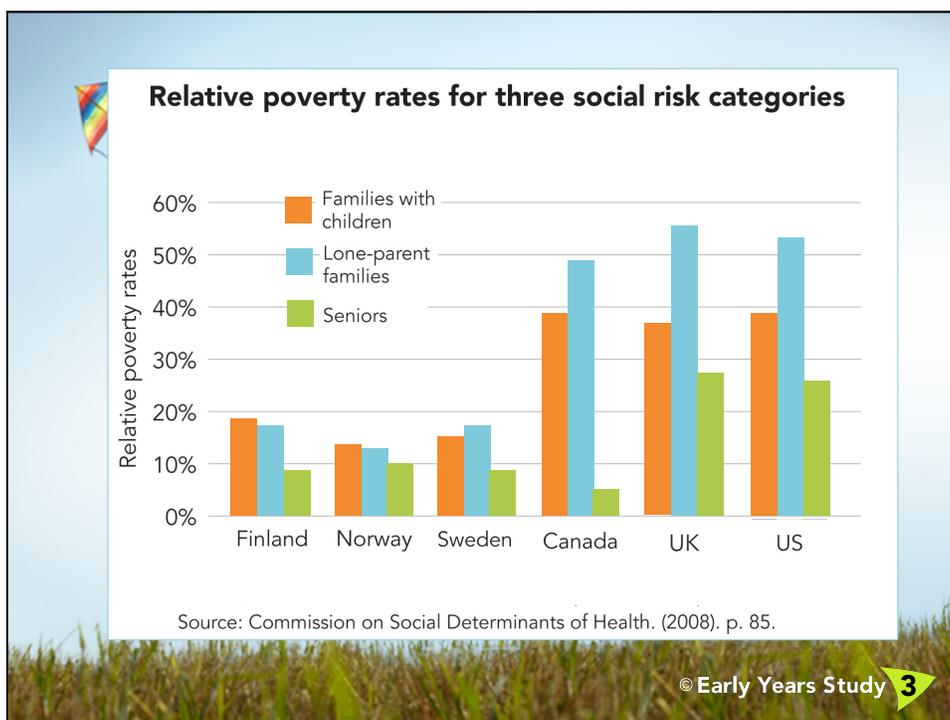




## Early Years Study 3 & Modernizing Ontario's Early Years Services

Kerry McCuaig  
Waterloo Region  
Children's Planning Table  
, November 26, 2012

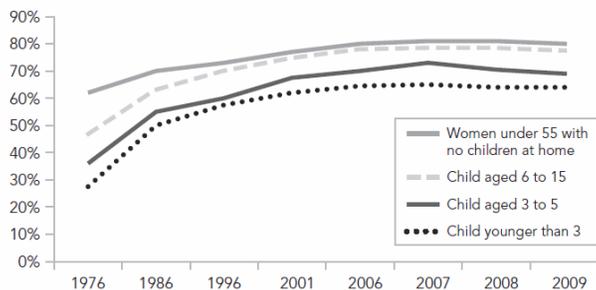
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## Mothers' labour is essential

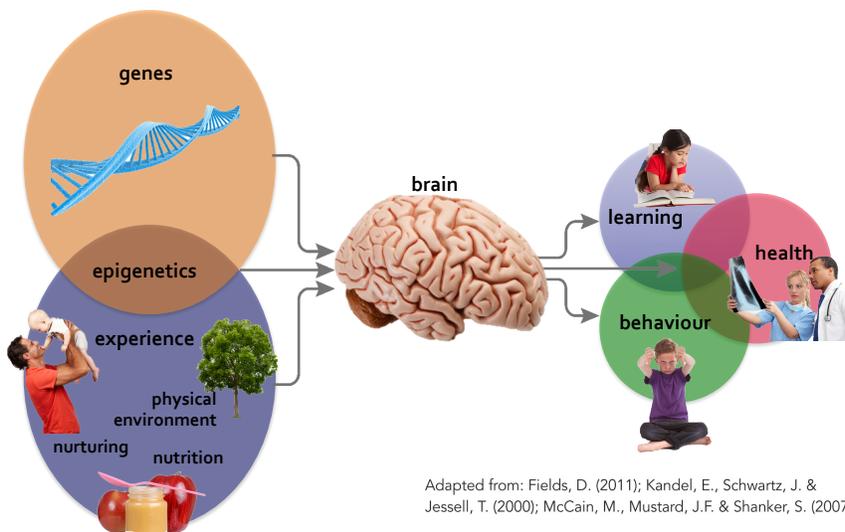
Employment rate of women with children by age of youngest child, 1976 to 2009



Source: Statistics Canada. (2011).

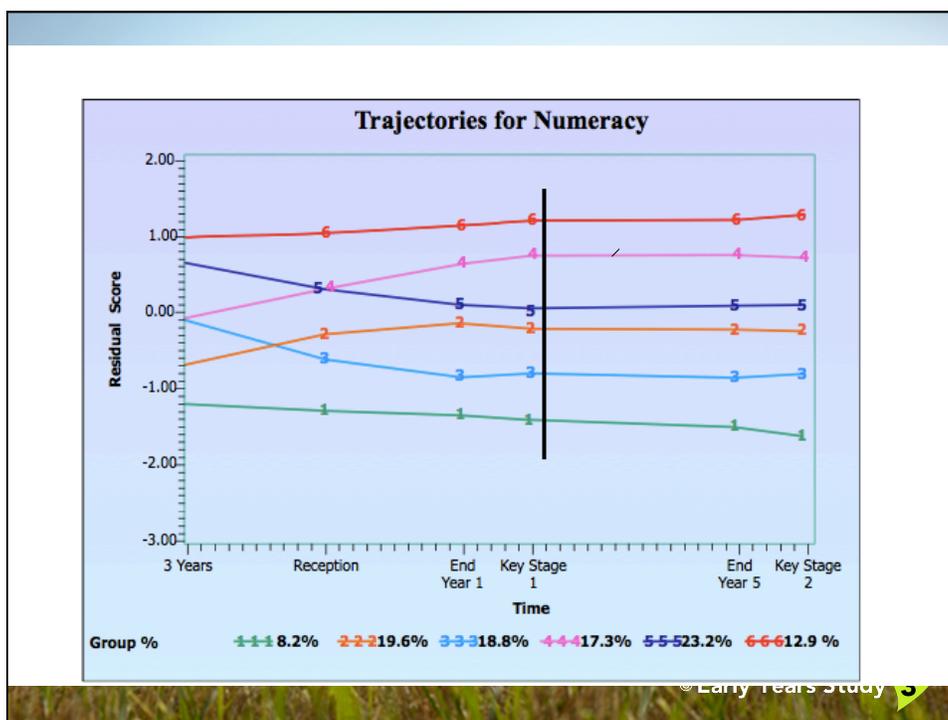
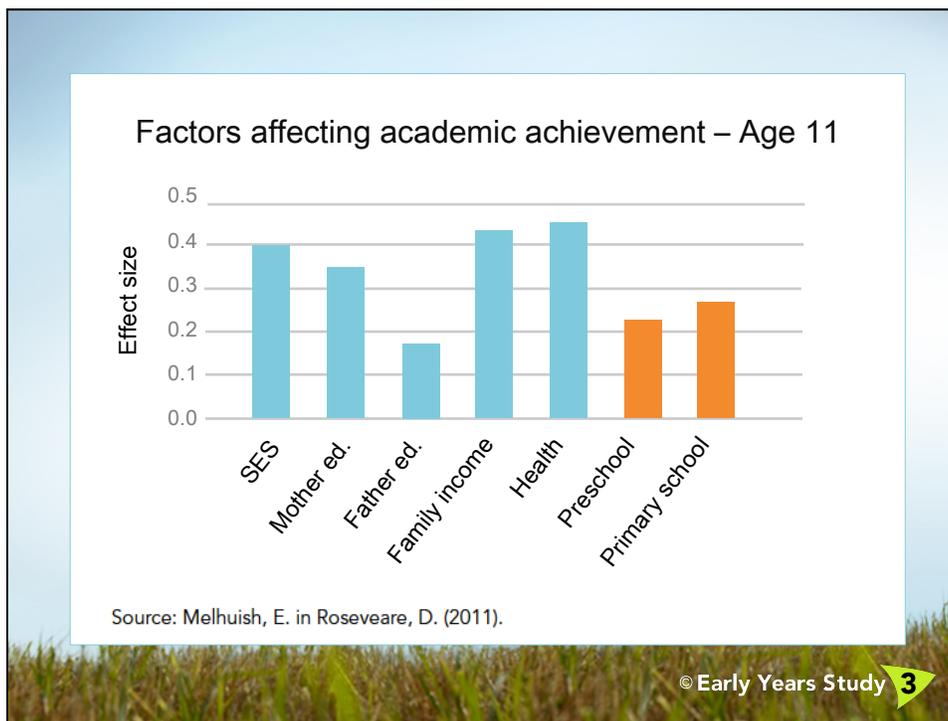
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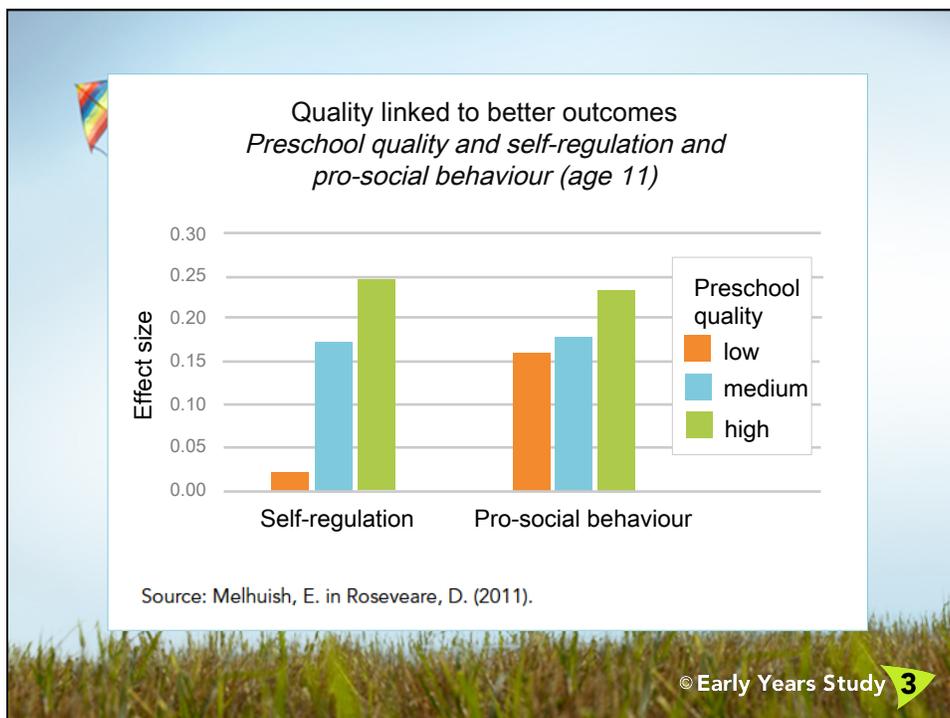
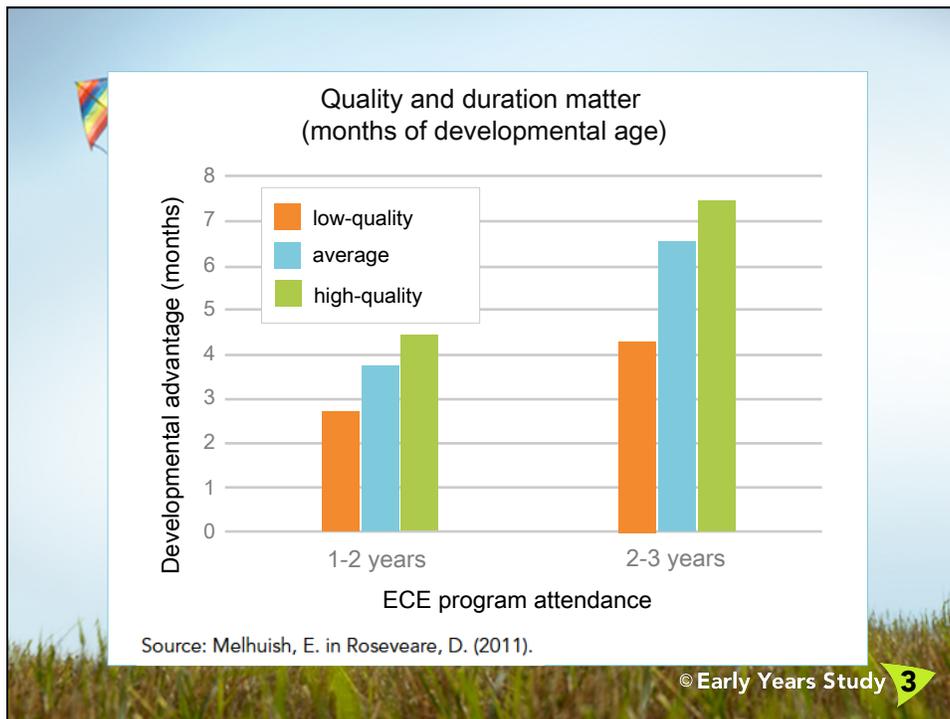
## Experienced-based brain development

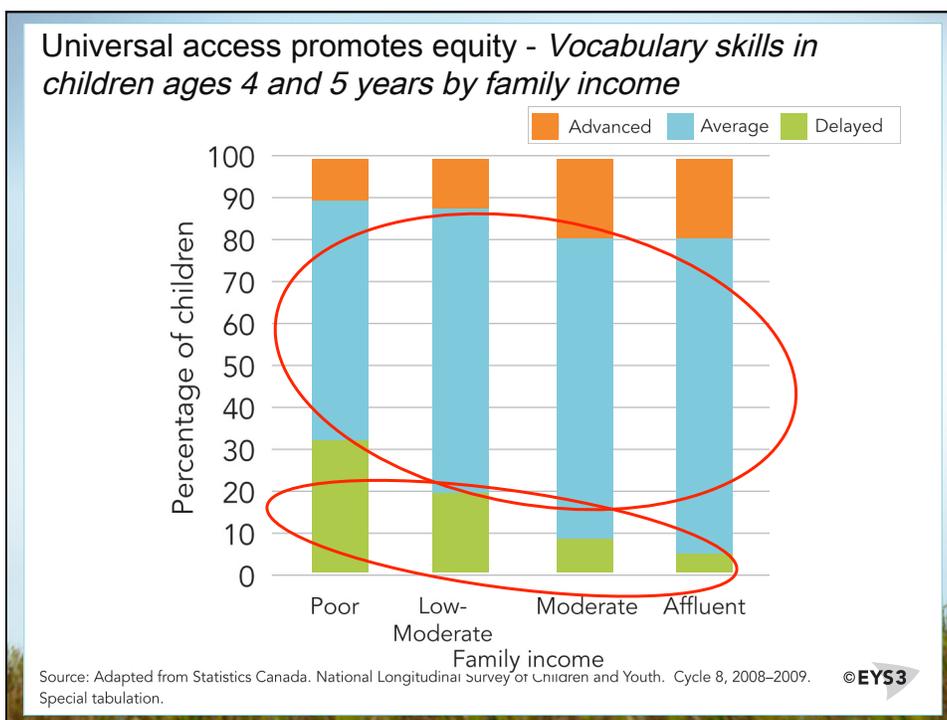
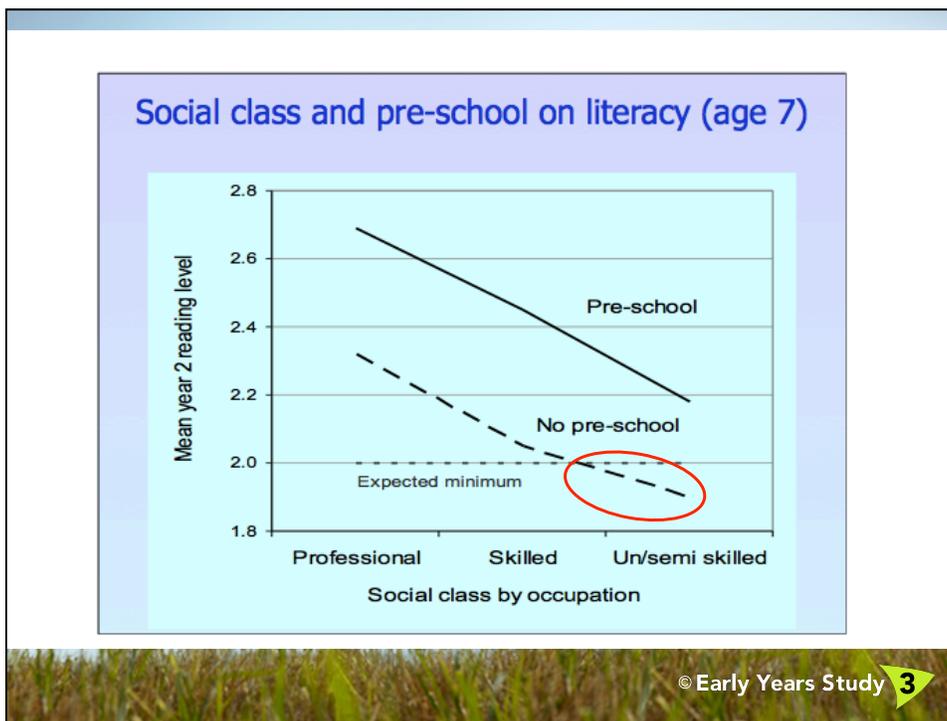


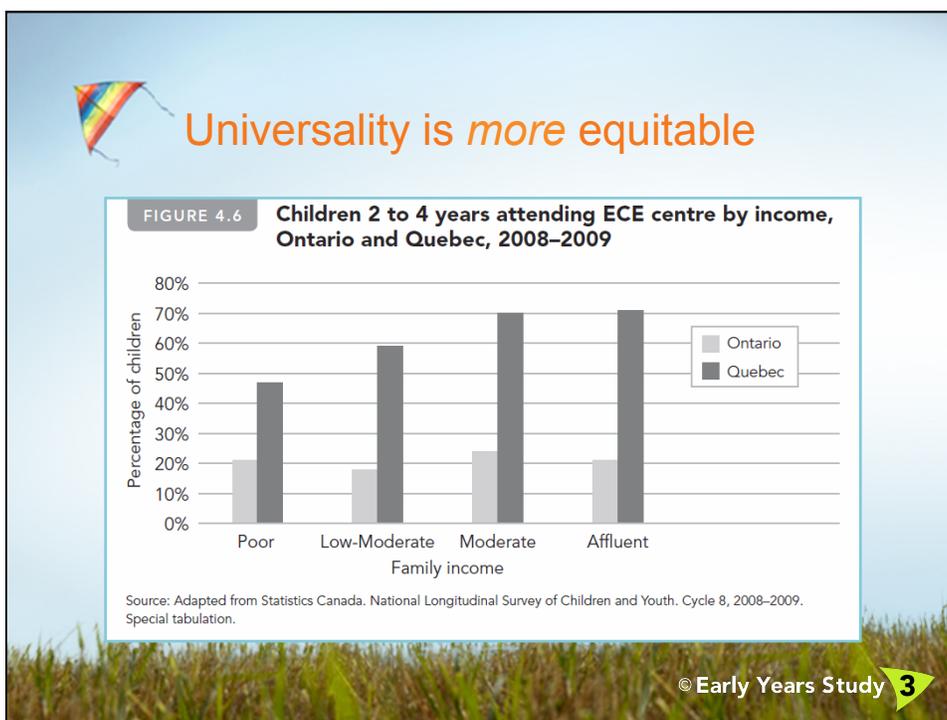
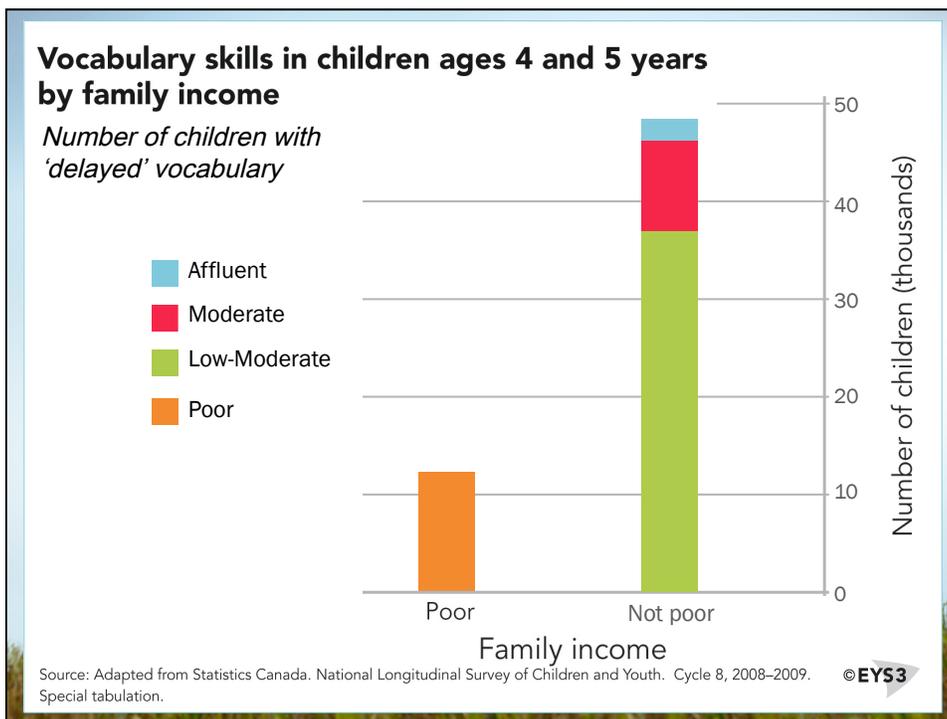
Adapted from: Fields, D. (2011); Kandel, E., Schwartz, J. & Jessell, T. (2000); McCain, M., Mustard, J.F. & Shanker, S. (2007).

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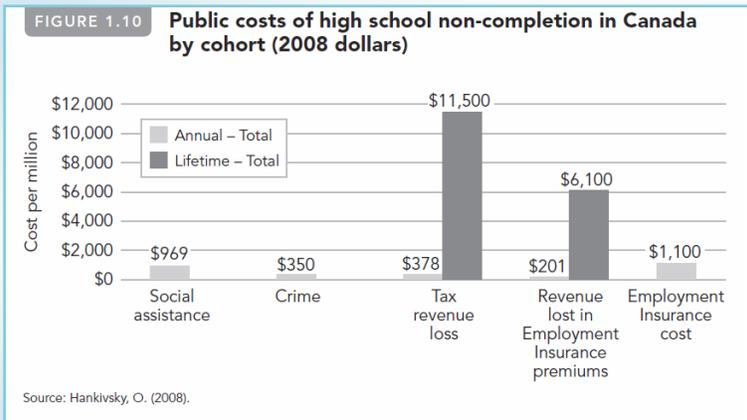








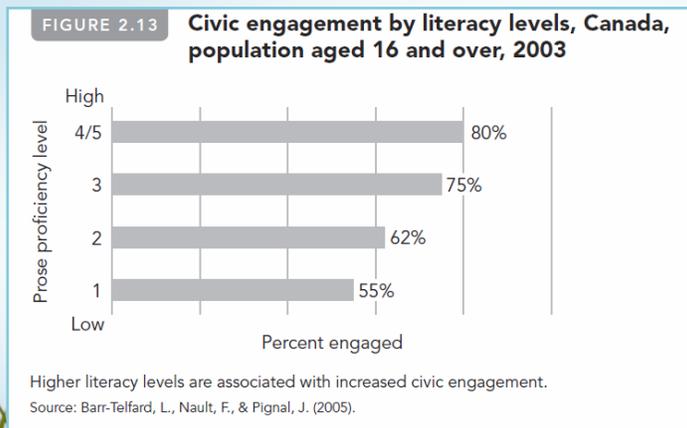
## Cost of early school leavers



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## Literacy and civic engagement

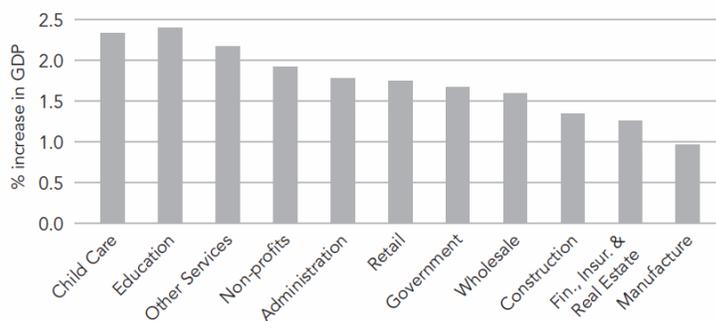


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## ECE is economic development

FIGURE 4.4 Effect on GDP of public investment by sector



Source: Fairholm, R. & Davis, J. (2010).

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## What has low cost early education and care done for Quebec?

- 70,000 more mothers are working
- They pay \$1.5-billion annually in taxes
- And draw \$340-million less in social transfers
- Boosting the GDP by \$5-billion

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

## Quebec mothers have:

- Moved Quebec from the bottom to the top in female labour force participation in Canada
- Halved child poverty rates
- Halved social assistance rates for lone parents
- Boosted fertility
- Meanwhile, Quebec student test scores have moved from below to above the national average

Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

## Done right early education and care pays for itself

*For every dollar Quebec spends on ECE, it collects \$1.05 in increased taxes and reduced family payments, while the federal government gets \$0.44*

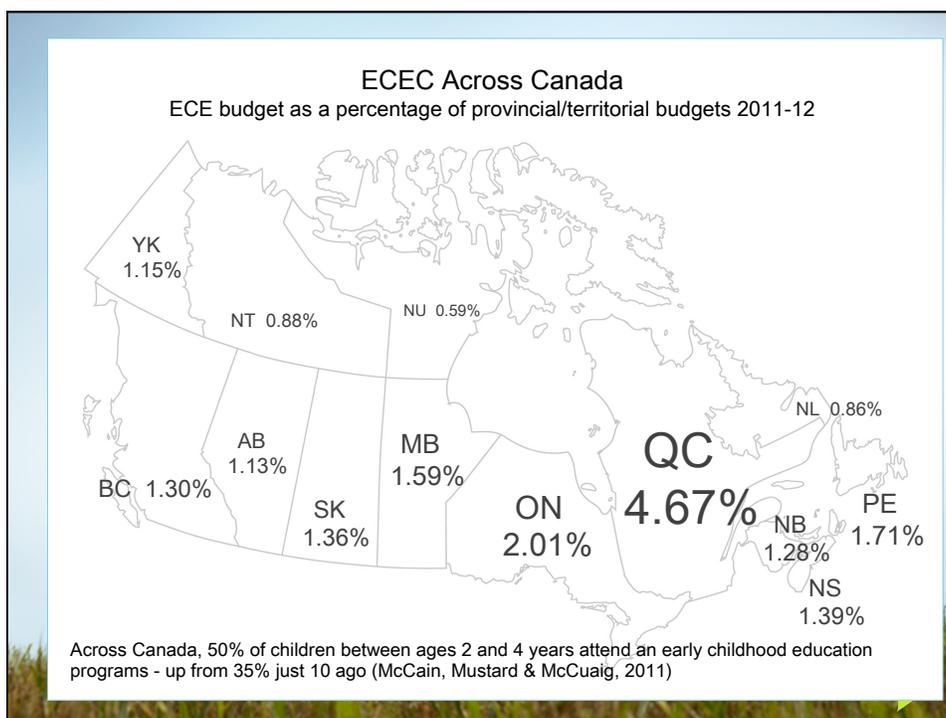
Source: Fortin, P., Godbout, L., & St-Cerny. (2012).

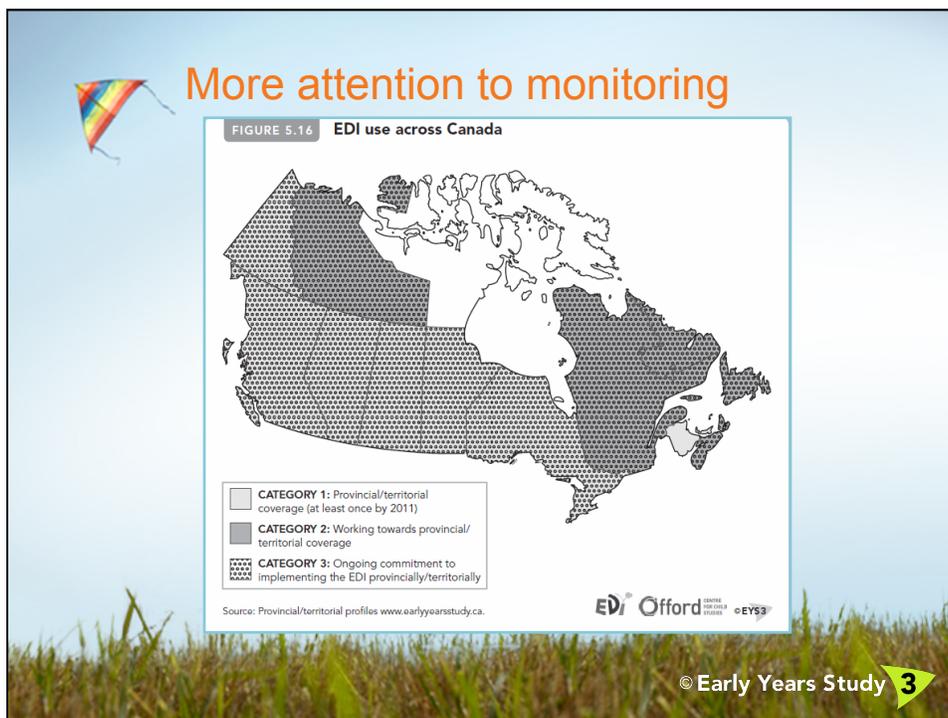
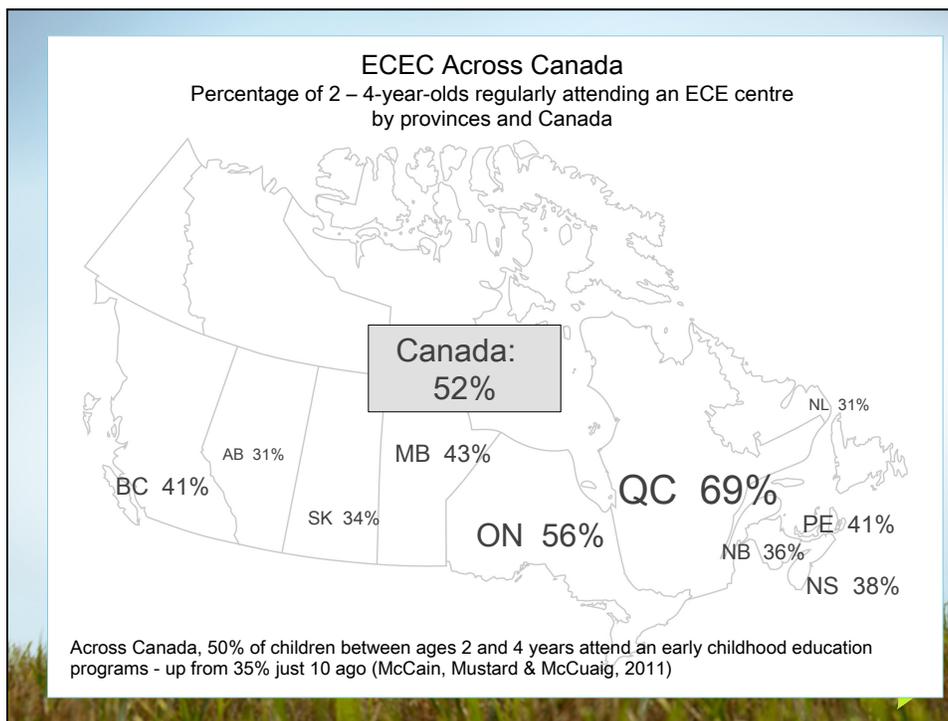


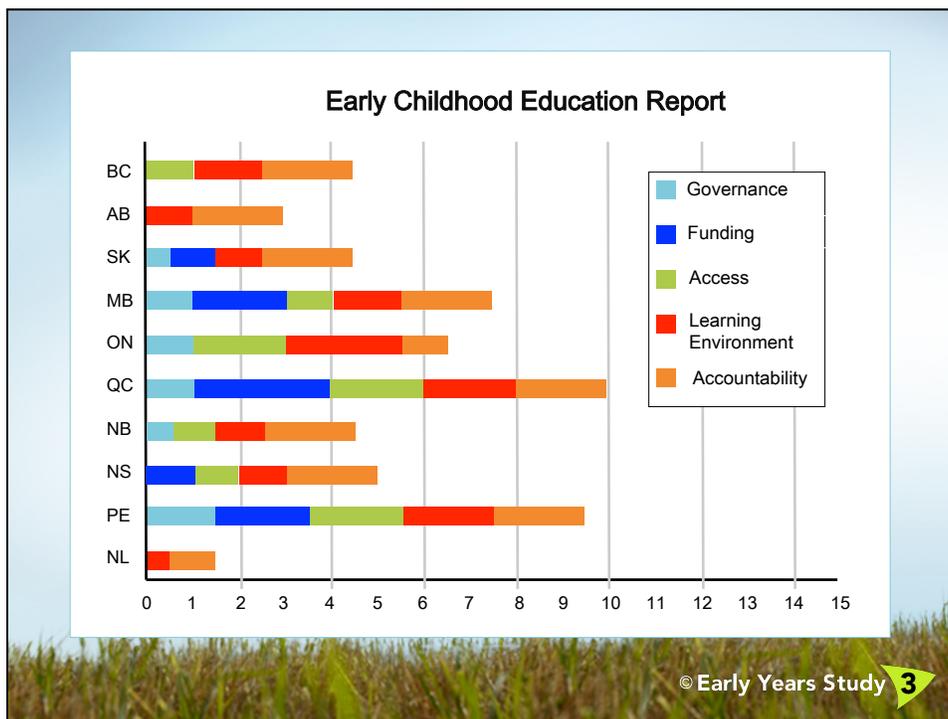
## More money isn't the only answer

- Better Beginnings; Better Futures – began in 1991; 25-year longitudinal demonstration project to provide information on the effectiveness of prevention
- 5,000 children – eight sites – 4–8 yrs (3); 0–4 (5)
- By Grade 12, \$5,000 per child savings in special education alone 4–8 yr sites, less use of health, social & justice services
- No long term savings in the under 4s
- Why? Too few resources, too broad mandate, no universal platform to operate from

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## Modernizing Ontario's Early Years

Develop a comprehensive prenatal – age 12 policy framework which includes goal:

- 75% of preschool aged children regularly attend an ECE program

Accomplished by repurposing and building on existing services

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## Where are the kids 0-4 years

### 731,000 children 0-4 years

- 30% have a parent full-time in the home
- 23% parents off-shift to provide care
- 13% receive regular care from relatives
- 22% are in licensed child care
- 12% are with unlicensed child minders

Regardless of their care arrangement, children 0-4 years regularly attend an ECE program

- 95% 4 year olds
- 35% 2 & 3 year olds
- 20% of 0-2 year olds

Sources: ON Ministry of Finance; Lero, Cleveland, NLSCY (2011); Survey of Young Canadians (2012) custom runs.

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## What parents - at home and in the workforce - want for young children

- Opportunities for their children to play with other children
- Acquire skills and motivation for learning that will help them in school
- Child care – permanent and occasional
- Places to meet other parents and caregivers
- Parenting advice

All children benefit from regularly attending a high quality early education program

Source: Toronto First Duty, Phase 3 Report; Invest in Kids, 2010; Alberta MOH, 2011; EPPE, 2010; 2011 & 2012

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### The service starting point

Licensed child care/group and home	Early Learning Division, Edu
Parenting and Family Literacy Centres	Learning Environment Branch, Edu
Ontario Early Years Centres	Regional offices, MCYS
Family Resource Centres	MCYS, CMSMs/DSSABs
Preschool speech and language	MCYS, Various
Data analysis coordinators	MCYS, Various
HBHC and other child and maternal health programs	MCYS, MHLC

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### Re-engineering to meet goal

- Mandate every service to provide a regular ECE program – guided by the ELECT curriculum and delivered by RECEs.
- Families register with their neighbourhood ECE program; opens potential to assign every child with an Ontario School Number from birth to facilitate program evaluation.
- Public Health and regional service managers collaborate to provide outreach.
- In addition to ECE programming, families receive regular email information on child development and programs in their community.
- Central website and information generation.

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## Enhancing ECE quality

### Improve qualifications

- Group licensed child care, 2/3 of all educators are RECEs
- Home child care agencies, all consultants are RECEs
- OEYCs, FRCs and PFLCs, the core staff are RECEs
- ECE-related degree required for early childhood advisors, program directors and consultants working in home child agencies
- Consult with College of ECEs to develop minimal professional development requirements
- Mandate training for home child care providers leading to credential

### Monitoring

- Adopt a province-wide monitoring tool for all licensed ECE programs (Toronto Operating Criteria) and adapt as necessary for other ECE programs

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## Expand licensed ECE options

In response to other public policy initiatives including full year parental leave and full day kindergarten reorganize licensed ECE as follows:

- Children up to 24 months, a ratio of 1:4 with flexibility as in the existing DNA for under age children. Maximum group size of 12.
- Children 25 to 48 months, a ratio of 1:7 with similar flexibility as the existing DNA for under age children. Maximum group size of 21.
- Encourage part-day programs with flexible attendance options to open up licensed ECE as an alternative for more families.

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## Infrastructure changes

### Management

- Single ECE policy framework managed by ELD
- Single service plan managed by CMSMs/DSSABs
- Licensing critical to service stability – new programs or expansions require CMSM/DSSAB to sign off

### Funding

- Expand school GSN funding to include 0–4 early years programming space
- Include funded child care spaces under the same funding formula as kindergarten and elementary space

A funded space is included in regional children's services plan; is open to families receiving subsidies and children with special needs

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