



District of Nipissing Ontario Early Years Child and Family Centre Service Plan



Learn, Grow and
Connect - Together

District Of Nipissing Social
Services Administration Board



EXECUTIVE SUMMARY

On January 1, 2018 the District of Nipissing Social Services Administration Board as designated service system manager, is responsible for planning, implementing and managing the delivery of a quality early years system at a local level. This early years system is the Ontario Early Years Child and Family Centres (OEYCFCs).

The Ministry of Education has identified mandatory core service related to:

- 1) engaging parents and caregivers (e.g. child development, parenting, nutrition, play and inquiry-based learning, pre-and-postnatal support programs, outreach activities);
- 2) supporting early learning and development (e.g. drop-in programs, building responsive adult-child relationships, encourage exploration, play and inquiry); and
- 3) making connections to other family services (e.g. responding to parent and caregiver concerns about child development, supporting parents and caregivers to seek additional supports, connections with specialized community services, etc.).

This report is the result of a mandated needs assessment to ensure the District's early years centres will meet the needs of children, parents and caregivers.

OEYCFCs have existed (in some capacity), since the early 2000s and have evolved into 20 coordinated centres operated by five not-for-profit agencies. Children and families across the District can access early years programs and services in these centres. These programs and services engage parents, caregivers and children, in early learning opportunity based on the province's pedagogical approach to early learning – *How Does Learning Happen?*, which include the four key foundations of Well Being, Engagement, Expression and Belonging. In 2016 over 1,800 unique adults and more than 2,000 unique children visited an OYCFC at least once. The centres provide services in urban communities such as North Bay and West Nipissing and rural and remote communities such as Temagami, Redbridge and South Algonquin.

Nipissing District is over 17,000 square kilometers. Like many Northern Ontario communities the population of children is decreasing. In 2016 there were 16,000 children and youth under the age of 18, however the proportion of children under the age of 13 is increasing. Fifteen percent of children reported a French mother tongue, compared to approximately 2% provincially and one in seven children and youth self-identified as Indigenous (3% for the province). On average incomes are lower than the provincial median and in 2014 approximately one in five children lived in low income households.

The OEYCFCs support all children and families in the District with free quality programming that is effective, responsive and accessible. These programs and services support early learning opportunities

for parents and caregivers giving them the supports and tools they need to ensure their children succeed.

In order to understand the needs of parents and caregivers, consultations and surveys were held across the District. More than 450 parents, caregivers, children and service providers provided feedback on the early years system.

Parents and caregivers described how important the programs, services and early years practitioners were to them. The OEYCFCs are communities of support for families and assist families in early childhood to ensure their children have access to quality early learning opportunities in their community. Parents, caregiver and children are co-learners and accessible, free programs are important for all families, regardless of socio-economic status. When families access early learning opportunities, many want “ABCs and 123’s” to prepare their child for school, however the current pedagogical approach is play and enquiry based. Parents and caregivers need support in understanding this way of learning. It was felt there could be increased communications about the centres and the programs and services they offer and improve the sense of belonging for all families by increasing things such as transportation, hours of operation and ensuring coffee, tea and healthy snacks are available to anyone who needs it.

Service providers described the great partnerships that exist across the District. These partnerships ensure that programs, services and resources are available to families across the District. There is an understanding of the importance of early learning and early identification of children to ensure success in school and beyond. Many felt that there needed better promotion of the programs and services available and ensure that all families are reached and see themselves reflected in the centres.

The programs and services are meeting many of the needs of parents and caregivers with minimal duplication of programs and services. As the DNSSAB prepares to manage the system, it is envisioned that there will be minimal disruption for families. Programs and services may be relocated or increased to better serve families. In some locations, operating hours will increase to allow families to participate in evenings and weekends. Early Years Practitioners, who are Registered Early Childhood Educators, will have access to professional development and capacity building opportunities. Children and families will have the supports of the Inclusion Support Program, currently only available in licensed child cares. There will be a coordinated communication strategy across the District. It is recognized that each community throughout the District has unique needs and the system will respond to the needs of each community – whether it be language, culture, transportation etc.

It is expected that families and children will be engaged, feel a sense of belonging, and express their needs. Programs and services will be accessible, responsive, inclusive, ensure the well-being of families and align with the province’s pedagogical approach of How Does Learning Happen? Children will be

developmentally ready for grade one. In collaboration with key stakeholders, programs and services will be evaluated on an ongoing basis to ensure they are meeting the needs of parents, caregivers and children.

Every family and every child will be able to access quality programs and services and learn, grow and connect together.

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INTRODUCTION

As of January 31, 2018, the District of Nipissing Social Services Administration Board (DNSSAB), as designated service system manager, is responsible for planning, implementing and managing the delivery of a quality early years system at a local level. As part of the transition, the Ministry of Education (the ministry responsible for child care and early learning), tasked service managers with the development of local needs assessments to assess the needs, opportunities, barriers and duplications in the early years system and to create a plan that meets the needs of the community.

This service plan was developed through broad engagement methods with many key stakeholders including parents, caregivers, children, services providers, school boards and community partners. Over 450 individuals were able to contribute over the course of this planning process. Engagement methods included: focus groups and consultations, online surveys, art-based activities, interviews and others. We've heard feedback about what's working well in the system; we've learned about opportunities that that could be explored as well as the barriers and challenges that our stakeholders face.

Through this feedback a service plan has been created to meet the needs of children, and parents and caregivers and respond to the needs as they evolve.

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Pictures and photographs in this report are of and by children who use Nipissing district OEYCFCs programs and services.

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 - Madison Thompson, Quality Assurance Program Specialist
 - Cassandra White, Children's Services Representative

CURRENT ASSESSMENT

SETTING THE LANDSCAPE

HISTORY OF EARLY YEARS PROGRAMS IN NIPISSING DISTRICT

PRE-OEYC EARLY YEARS PROGRAMS AND SERVICES

In the early 1980s the Ministry of Community and Social Services established Child Care Resource Centres to provide a range of support services to caregivers of young children. In 2001 there were six child care resource centres delivering programs and services across Nipissing riding.

ONTARIO EARLY YEARS CENTRE (2001)



In 2001, community partners as part of the Nipissing Early Years Planning Committee, met and began what we know today as the Ontario Early Years Centre (OEYC) and Child and Family Centres (CFC). Their vision was set out in *Nipissing Early Years Centre Plan*, published in November 2001.

The OEYC was envisioned as an accessible resource for parents with young children that provided resources and linked parents and children with other organizations

that provided early years services in the community.

The four key functions of the OEYC were as follows:

- “Provide services and programming that are parent/caregiver and child oriented
- Provide education and training for parents/caregivers
- Provide information on community programs and services for children 0-6 years, and help families connect with those services

- Monitor the effectiveness of the community's early years services, and track the community's progress in achieving local and provincial goals for child developmental outcomes" (Stewart, 2001)

The OEYC was to ensure developmental programming for the advancement of eight dimensions of human development (physical health and well-being, social competence, emotional maturity, language and cognitive development, communication and general knowledge, culture, spirituality, and aesthetics). It is interesting to note that the first five dimensions listed (physical health and well-being, social competence, emotional maturity, language and cognitive development, communication and general knowledge) closely align with the dimensions of the Early Development Instrument, discussed later in this report.

The boundaries of the OEYC aligned with the boundaries of the Nipissing constituency. At the time it consisted of eastern Nipissing District (Papineau-Cameron, Mattawan, Mattawa, Calvin, Bonfield, Chisholm, East Ferris), North Bay, Nipissing 10 FN, Nipissing South and the Northern tip of Parry Sound District (North Himsworth, South Himsworth, Powassan, Trout Creek, Nipissing Township). It was also expanded to include West Nipissing as core services for families in West Nipissing were provided by services from North Bay¹.

There were seven core services; early learning activities, parent training and resources, pre-and post-natal resources and information, speakers bureau, information about and links to other early years services, outreach and volunteer coordination.

The planning committee established to create the OEYC for Nipissing decided Community Living North Bay (then known as the Association for Community Living and a child care resource centre) was to be the lead agency for the implementation and on-going operation of the OEYC on Chippewa Street. In addition, a Nipissing Early Years Network was proposed as a way to manage core services and build community assets. The five remaining resource centres continued to operate, and other agencies that provided early years services were invited to be part of the network.

BEST START (2005)

In 2005 the early years system expanded with the provincial introduction of Best Start. The creation of child care and early years hubs led to the expansion into the system that is used today.

¹ Today OEYC Nipissing consists of the *legal* boundaries of Nipissing District. Therefore, it excludes Parry Sound District, but includes South Algonquin, Nipissing North, Bear Island FN, and Temagami in addition to the aforementioned municipalities.

DEMOGRAPHIC AND SOCIOECONOMIC

DATA INFORMATION AND NOTES

The demographic and socioeconomic section describes key indicators related to children and youth in Nipissing District.

The data presented comes from a variety of sources including the Statistics Canada Census (2001, 2006, 2011 and 2016), National Household Survey 2011², and Taxfiler 2014.

Notes: caution should be taken with smaller geographies as a small numerical change could correspond to a large percentage change. Statistics Canada randomly rounds up or down (to fives or tens) to ensure confidentiality. Some percentages may not equal 100 due to rounding. Depending on the data used, children's age will vary.

Some data sets (particularly those that include census families); include adult children living in the household. Definitions of census terms are available in the glossary at the end of this document.



This report will discuss key indicators at the District level and for each of Nipissing's 10 municipalities and two unorganized municipalities. It also includes data from Nipissing 10 First Nation and for Temagami First Nation (Bear Island)³ when available. The indicators include:

- Population
- Children's population
- Children's ages
- Language (mother tongue and language spoken and understood)
- Indigenous identity

² In 2011 the long-form census was replaced with a National Household Survey. This survey employed a different methodology than previous long-form census years and should not be compared to previous or subsequent census years.

³ Previous to the 2016 census, Bear Island was not enumerated.

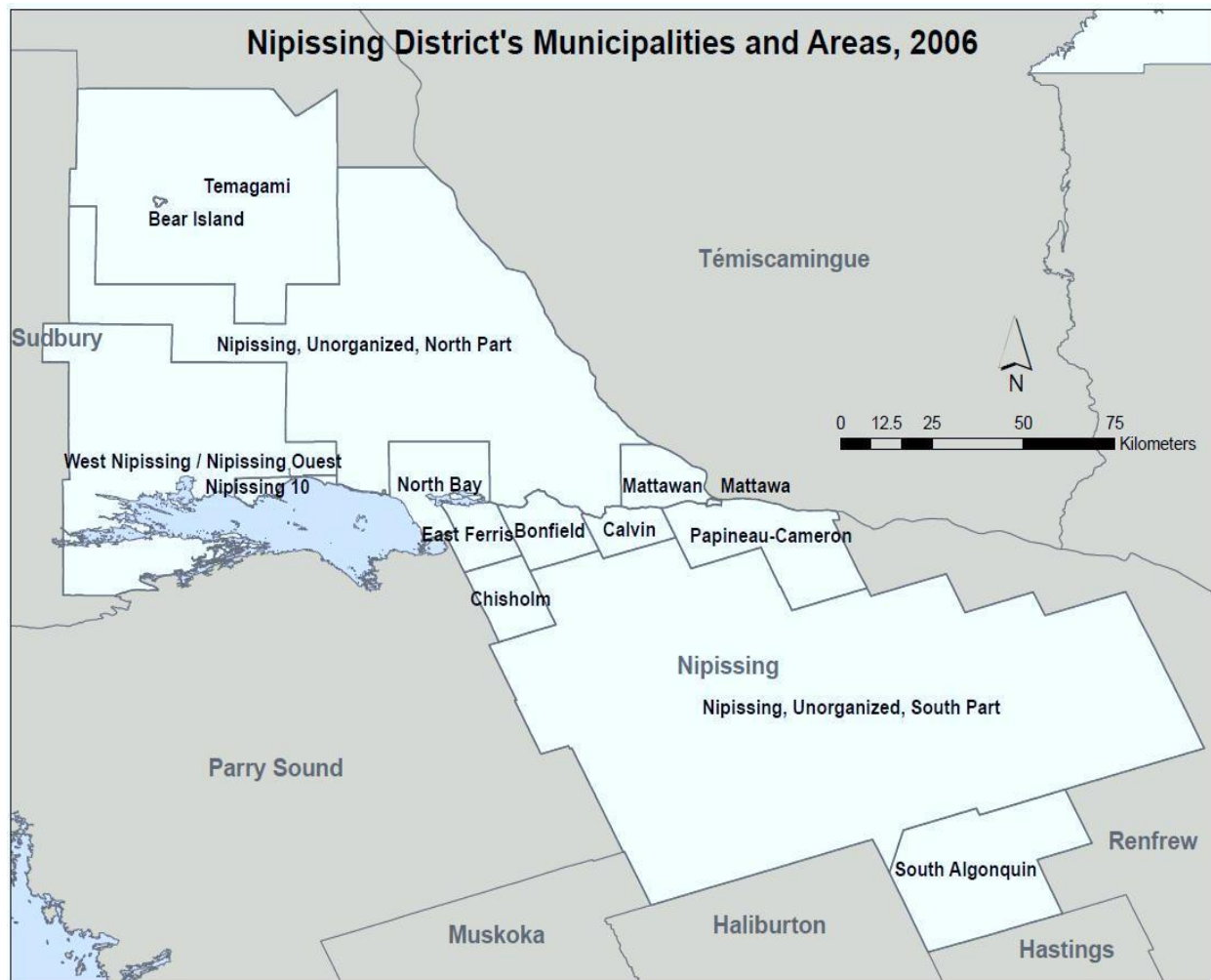
- Marital status of census families
- Lone parents
- Census family income

Note: After the release of Mother Tongue 2016 Census information in August 2017, Statistics Canada were notified of an error, resulting in a decrease in English mother tongue in Quebec. The data tables as it relates to mother tongue were removed from the census release for further analysis by Statistics Canada. This occurred after the analysis presented in the section below and updated data sets were not available at the time of publication. Any significant changes to the data presented will be updated after the data is released.

GEOGRAPHIES

Nipissing District is comprised of eleven municipalities, two unorganized territories and two First Nations. A map of the District is seen in Figure 1, below. The district is 17,103 square kilometers.

Figure 1 Nipissing District Municipalities



POPULATION

Table 1, shows the population of Nipissing District, the eleven municipalities, two unorganized territories and Nipissing First Nation. Note: population data for Nipissing South was unavailable in 2006 and is only available for Bear Island in 2016.

In 2016, the population in Nipissing District was 83, 150. This represents a slight -1.9% decrease from 2011. In comparison, the population of Ontario grew by 4.6%, for a population of 13,488,495.

As the table shows, most communities saw a population decrease between 2011 and 2016. Chisholm, Nipissing 10 First Nation and West Nipissing saw population increases ranging from 1.5% to 10%. The unorganized territory of Nipissing South saw a population increase of 25%, but this represented an actual increase of 20 people.

Table 1 Population of Nipissing District and Municipalities 2001-2016

	2001	2006	2011	2016	Change since 2011	Percent change
Ontario	11,410,045	12,160,280	12,851,820	13,488,495	636,675	4.6%
Nipissing District	82,910	84,690	84,735	83,150	-1,585	-1.9%
Bear Island	NA	NA	NA	150	NA	NA
Bonfield	2,060	2,010	2,015	1,975	-40	-2.0%
Calvin	600	605	570	515	-55	-9.6%
Chisholm	1,230	1,320	1,260	1,290	30	2.4%
East Ferris	4,295	4,200	4,765	4,750	-15	-0.3%
Mattawa	2,270	2,000	2,025	1,995	-30	-1.5%
Mattawan	115	150	165	165	0	0%
Nipissing 10 FN	1,380	1,415	1,450	1,595	145	10%
Nipissing North	1,855	1,795	1,855	1,785	-70	-3.7%
Nipissing South	50	*	80	100	20	25%
North Bay	52,770	53,965	53,650	51,550	-2,010	-3.8%
Papineau-Cameron	1,000	1,060	980	1,015	35	-3.6%
South Algonquin	1,280	1,255	1,210	1,095	-115	-9.5%
Temagami	895	935	840	800	-40	-4.8%
West Nipissing	13,115	13,410	14,150	14,365	215	1.5%

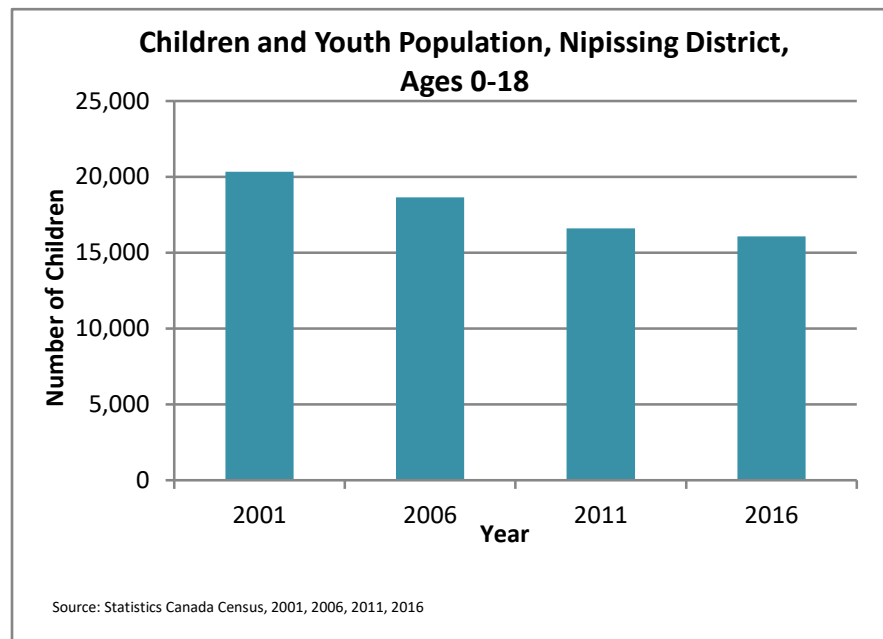
Source: Statistics Canada Census 2001, 2006, 2011, 2016

*Data for Nipissing South is unavailable for 2006.

CHILDREN AND YOUTH AGES

In 2016, there were approximately 16,070 children and youth under the age of 19 as seen in Figure 2. This represents a decrease of about 895 children and youth compared to 2006. In 2016, children and youth represented approximately 20% (19.3%), of Nipissing's total population

Figure 2 Children and Youth Population, Nipissing District, Ages 0-18



The total population of children and youth (ages 0-18) in 2001, 2006, 2011, and 2016 is shown in the table below. As table 2 shows, children and youth in the District have decreased by almost 5% since 2011.

Table 2 Children and Youth Population (0-18) Nipissing District and Municipalities

	2001	2006	2011	2016	Change since 2011	Percent change
Ontario	2,853,605	2,880,905	2,867,765	2,847,865	-19,900	-0.7%
Nipissing District	20,330	18,635	16,965	16,070	-895	-5%
Bear Island	NA	NA	NA	45	NA	NA
Bonfield	545	495	410	350	-60	-15%
Calvin	185	160	120	150	30	25%
Chisholm	355	295	280	295	15	5%
East Ferris	1,095	975	900	950	50	6%
Mattawa	550	445	415	350	-65	-16%
Mattawan	15	15	30	45	15	50%
Nipissing 10 FN	395	365	325	355	30	8%
Nipissing North	495	395	360	300	-60	-17%
Nipissing South	5	*	15	30	15	100%
North Bay	12,900	11,950	10,745	10,000	-745	-7%

	2001	2006	2011	2016	Change since 2011	Percent change
Papineau-Cameron	245	235	200	175	-25	-13%
South Algonquin	245	205	170	125	-45	-26%
Temagami	185	190	115	85	-30	-26%
West Nipissing	3,115	2,880	2,885	2,800	-85	-3%

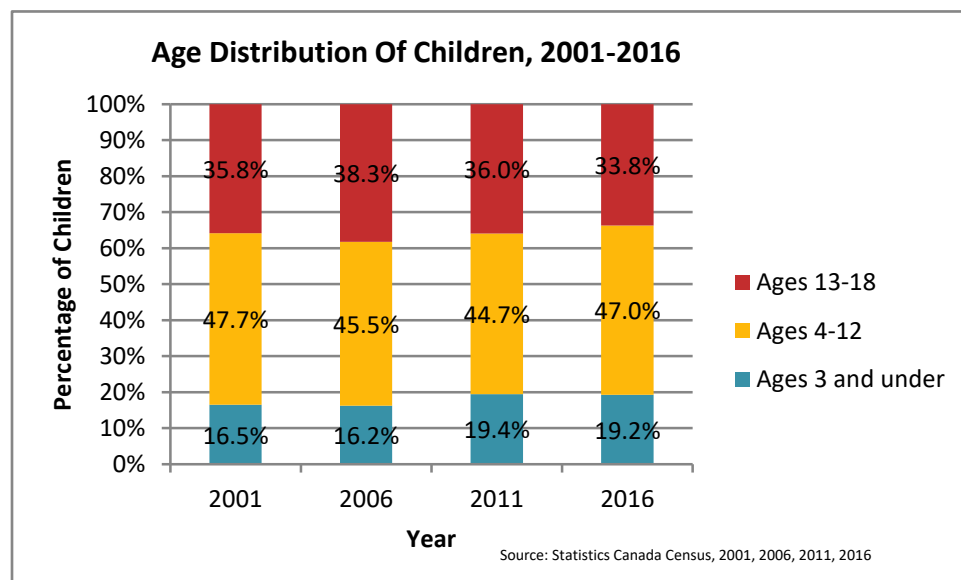
Source: Statistics Canada Census 2001, 2006, 2011, 2016

Calvin, Chisholm, East Ferris, and Nipissing 10 First Nation, were the only municipalities to see a child and youth population increase from, from 2011 to 2016. These population increases ranged from 5% to 25%. (Mattawan and Nipissing South also saw population increases of 50% and 100% respectively, but in absolute terms the increases equalled 15 children and youth for each area).

The province also saw a slight decrease in child and youth population. Population decreases ranged from -3% in West Nipissing to -26% in South Algonquin and Temagami.

Figure 3, below, shows the age distribution of children and youth in the District between 2001 to 2011. Children and youth are broken down into three categories: ages three and under (pre-school, toddlers and infants), ages 4-12 (school age – generally elementary school), and ages 13-18 (teenagers, generally intermediate/high school).

Figure 3 Age Distribution of children and Youth Ages 0-18 in Nipissing District, 2001-2016



As can be seen in the figure 3, the population distribution of children between 2001 and 2006 was similar for children four and under, saw a proportional decrease in children ages 5-11 and proportional increase in children 12-18.

There was a higher proportion of children ages four and under in 2011 and 2016 compared to 2006. This most likely is the “echo boom” (children of baby boomers) having children. The proportion of

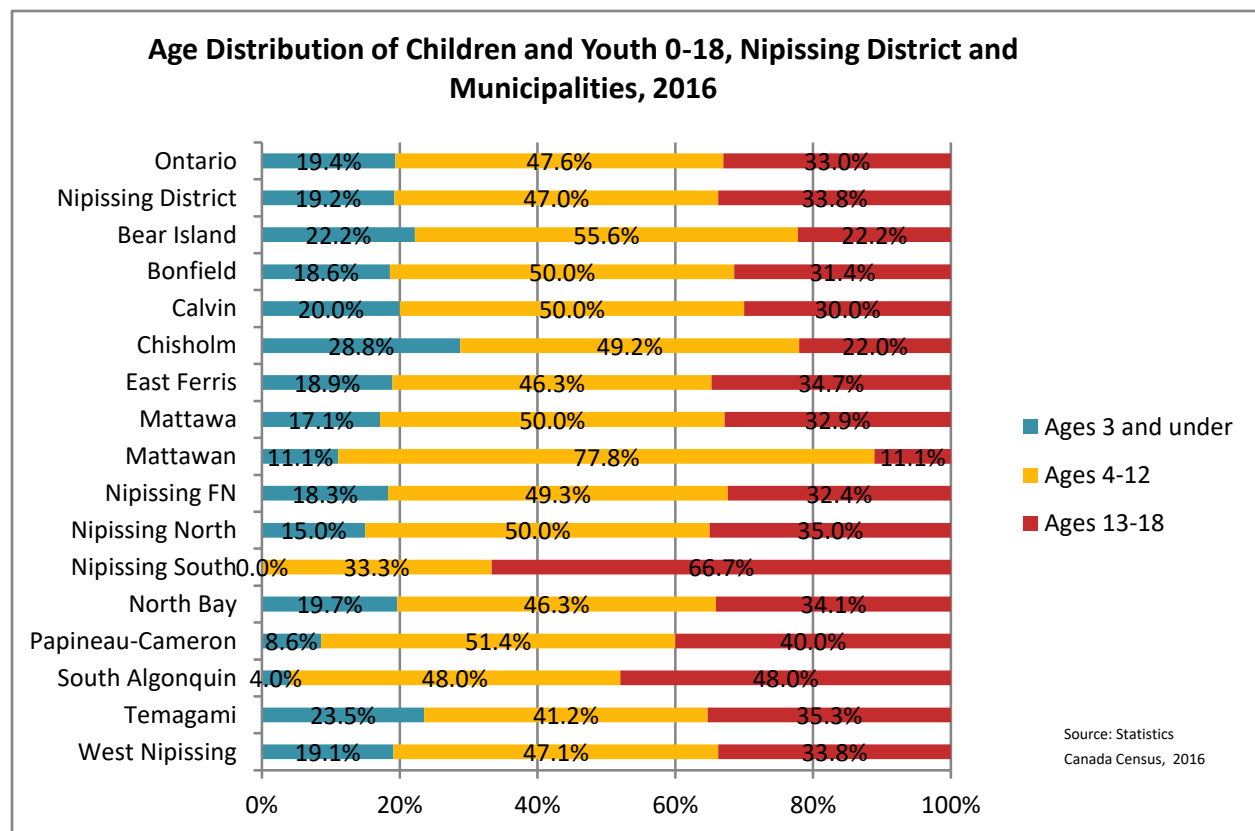
children ages 4-12 increased in 2016 compared to 2011, while the proportion of children 13-18 decreased.

Figure 4, shows the proportion of children and youth in each age group by municipality in 2016.

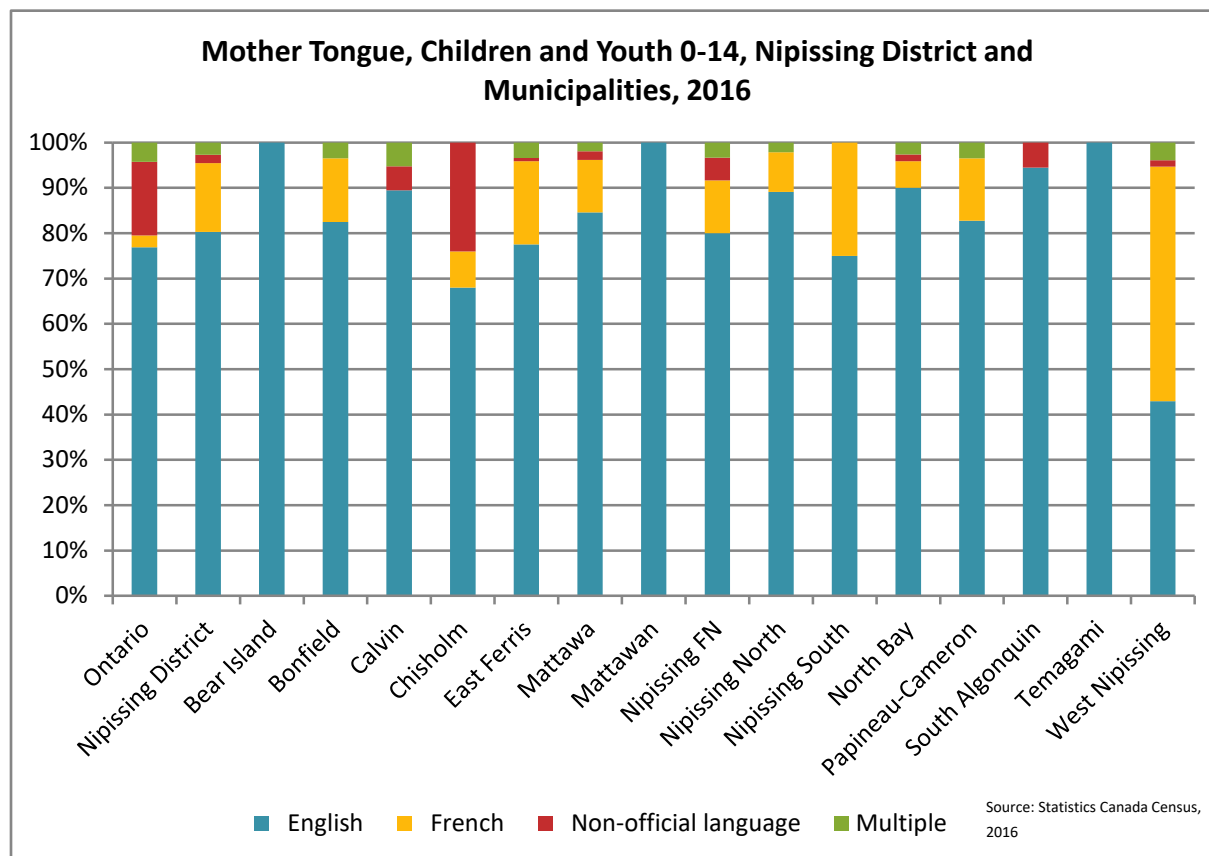
In Ontario, 19% of all children and youth were ages three and under. In the District, that percentage was also 19%. In Chisholm, 29% of all children and youth were ages three and under, while only 4% of children and youth were ages three and under in South Algonquin. In general, children in this age category comprised between 9% to 22% in the remaining municipalities. (Nipissing South had no children ages three and under).

Children, ages 4-12, were approximately 48% of Ontario's children and youth population, which was a similar percentage for Nipissing District. As the chart shows, across the District's municipalities, there was not much variance in this percentage, ranging from 41% in Temagami to approximately 56% in Bear Island. (Mattawan's population of children ages 4-12 was 78% and Nipissing South's was 33%).

Figure 4 Age Distribution of Children and Youth Ages 0-18, Nipissing District and Municipalities 2016



LANGUAGE

Figure 5 Mother Tongue of Children and Youth 0-14, Nipissing District Municipalities, 2016

Mother tongue is the language first learned at home and still understood by the individual.

Figure 5 shows mother tongue (English, French, Non-Official only or multiple), by municipalities across the District, for children and youth ages 0-14.

In Ontario, 77% of children and youth have only English as their mother tongue. In Nipissing District, 80% of children and youth reported English as their mother tongue. In West Nipissing, 43% of children and youth had English as their mother tongue, while 90% or more children and youth in Temagami, South Algonquin, Bear Island, (Mattawan and Nipissing South) had English as their mother tongue. .

Provincially, just under 3% of children and youth have only French as their mother tongue. In Nipissing District, 15% of children and youth have French as their mother tongue, approximately five times than the province. Bear Island, Calvin, South Algonquin, Temagami (Mattawan and Nipissing South) had no children or youth with French as their mother tongue. In West Nipissing, 52% of children and youth had only French as their mother tongue.

Sixteen percent of children and youth across Ontario have a non-official language as their mother tongue, while across Nipissing District less than 2% have a non-official language as their mother tongue. Non-official mother tongues were reported in nine municipalities. In Chisholm, 24% of children and youth spoke a non-official language as a mother tongue (in absolute terms 60 children or youth). In other municipalities that reported non-official mother tongues in children and youth, the percentage ranged from 0.7% in East Ferris to 5% in Calvin, Nipissing North and South Algonquin.

At the time of writing, the data set for mother tongue by age was not available. However, for the District's entire population whose mother tongue⁴ was a non-official language, approximately 9% spoke an Aboriginal language- either Cree (not otherwise specified) or Ojibway. The six most popular non-Aboriginal languages were German, Italian, Polish, Dutch, Spanish and Mandarin.

Figure 6 Knowledge of Official Languages, Children and Youth 0-17, 2011

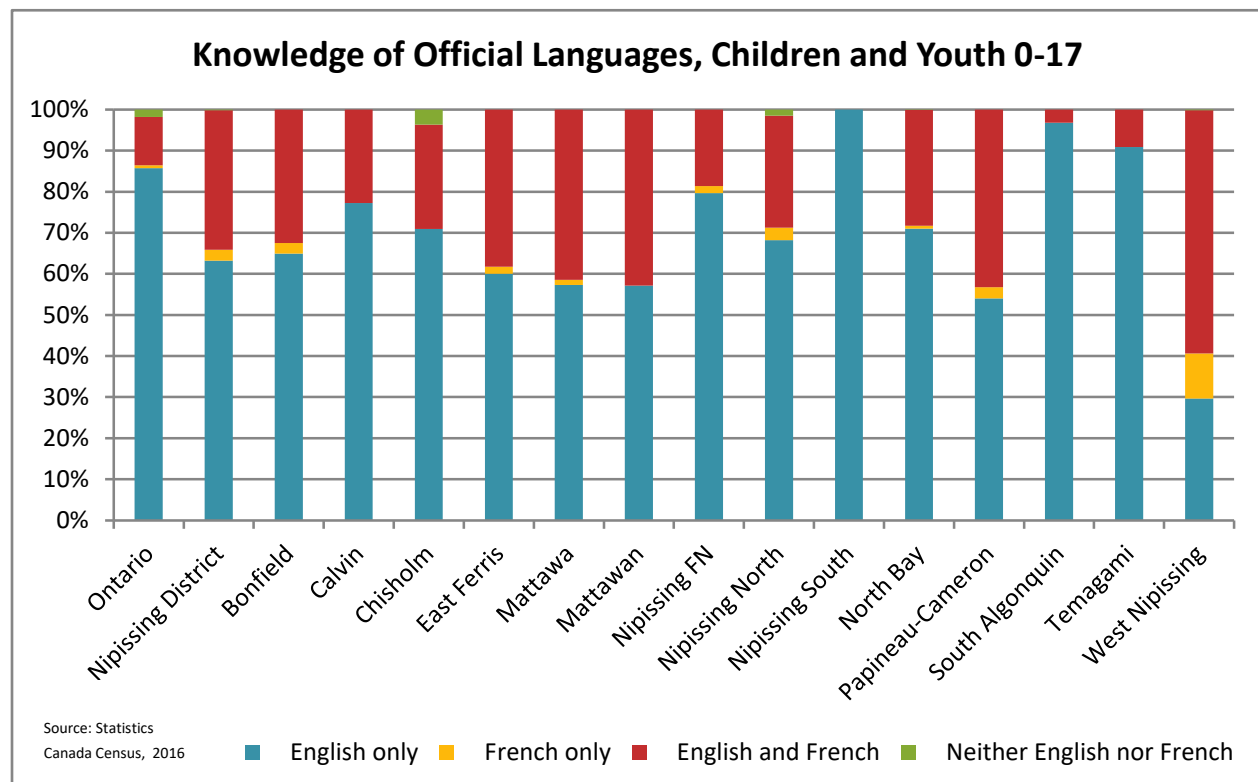


Figure 6 shows the knowledge of official languages by children and youth ages 0-17.

⁴ In 2016, 3005 individuals in Nipissing District had a non-official language as their mother tongue. This represented 3% of the District's population.

In Ontario, 86% of children and youth only know English as an official language while in Nipissing District it is 63%. In West Nipissing, 30% of the child and youth population 17 and under had knowledge of only English as an official language. More than 90% of children and youth in Temagami and South Algonquin (and Nipissing South), had knowledge of only English as an official language. Across the rest of the municipalities, knowledge of only English ranged from 52%-80%.

Knowledge of only French as an official language was 0.7% in Ontario and just under 3% across Nipissing District. In six municipalities, there were no children or youth who only had knowledge of French as an official language. In West Nipissing, 11% of children and youth only had knowledge of French. Across the rest of the District, knowledge of only French as an official language ranged from 0.7% to almost 3%.

Knowledge of both English and French as an official language in Ontario was about 12% and in Nipissing District was 34% (more than two and a half times higher than the provincial total). Across the District, knowledge of both English and French ranged from 3% in South Algonquin (0% in Nipissing South), to 50% in Mattawa and 59% in West Nipissing.

In Ontario, knowledge on neither official language was less than 2%, across Nipissing District it was 0.2%. Chisholm, Nipissing North, North Bay and West Nipissing all recorded children and youth without any knowledge of English or French. However, District wide, this only was 30 children. Chisholm had the highest percentage (almost 4%) of no knowledge of English or French.

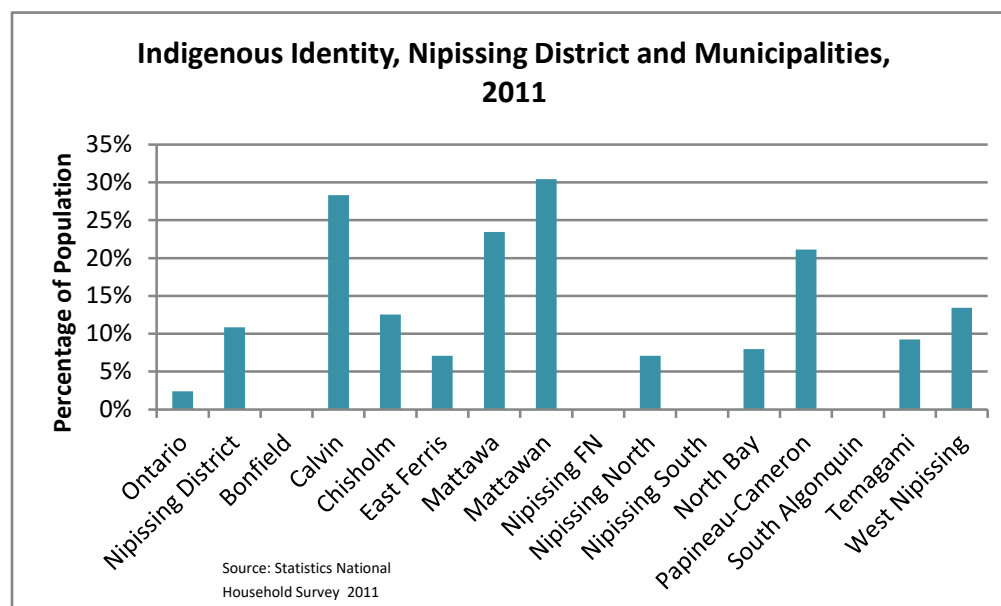
INDIGENOUS IDENTITY

For the purposes of the 2006 National Household Survey 'Aboriginal identity' is defined as

"... whether the person reported being an Aboriginal person, that is, First Nations (North American Indian), Métis or Inuk (Inuit) and/or being a Registered or Treaty Indian (that is, registered under the Indian Act of Canada) and/or being a member of a First Nation or Indian band. Aboriginal peoples of Canada are defined in the Constitution Act, 1982, section 35 (2) as including the Indian, Inuit and Métis peoples of Canada"

In addition, Indigenous will be used in place of Aboriginal where applicable⁵. As well, questions about Aboriginal (Indigenous) identity were asked on the National Household Survey. As such, the population of Indigenous people is not available for all municipalities as it was suppressed due to low response rates. In general, caution should be used with this data, especially when comparing it to the long-form census in previous years.

Figure 7 Indigenous (Aboriginal) Identity, Nipissing District and Municipalities, 2011



As Figure 7 shows, data from the National Household Survey for Bonfield, Nipissing First Nation, Nipissing South and South Algonquin was suppressed due to low response rates.

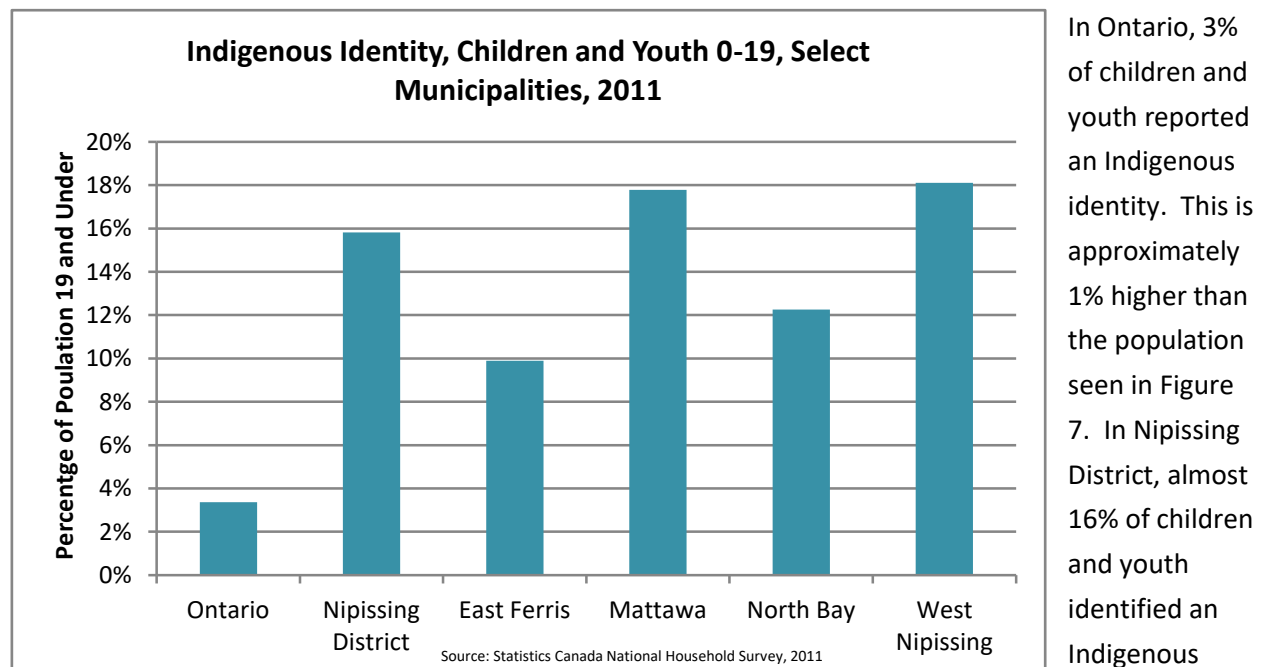
In Ontario, approximately 2% of the population identified as either First Nations, Metis, Inuk, multiple-Aboriginal identities or an another Aboriginal identity. For the District, almost 11% of the population identified as part of the Indigenous population (more than five times higher than the province).

⁵ When the information is relating /quoting directly from the survey question or answers Aboriginal will be used.

For every municipality where data is available, the percentage of individuals who reported an Indigenous identity was higher than the province. In Calvin, 28% of the population stated they were Indigenous (Mattawan was 30%). Across other municipalities Indigenous identity was as follows: Mattawa 30%, Papineau-Cameron 21%, West Nipissing and Chisholm both 13%, North Bay 8% and East Ferris and Nipissing North were 7%.

Figure 8, illustrates the percentage of children and youth, ages 19 and under, that identified as Indigenous. Note, municipalities in which data was suppressed have been excluded and well as municipalities where no children or youth identified as Indigenous. The municipalities reported on (East Ferris, Mattawa, North Bay and West Nipissing) are the four largest municipalities in the District.

Figure 8 Indigenous Identity, Children and Youth 0-19, Select Municipalities, 2011



identity. This is approximately one in seven children and youth, identifying as First Nations, Metis, Inuk, multiple Aboriginal identities, or other Aboriginal identities⁶.

In West Nipissing, 18% of children and youth identified as Indigenous, almost 18% in Mattawa, 12% in North Bay and almost 10% in East Ferris.

⁶ It is recognized that the children and youth who identify as Indigenous will most likely be concentrated in the municipalities listed.

FAMILIES

Figure 9 Marital Status, Nipissing District and Municipalities, 2016

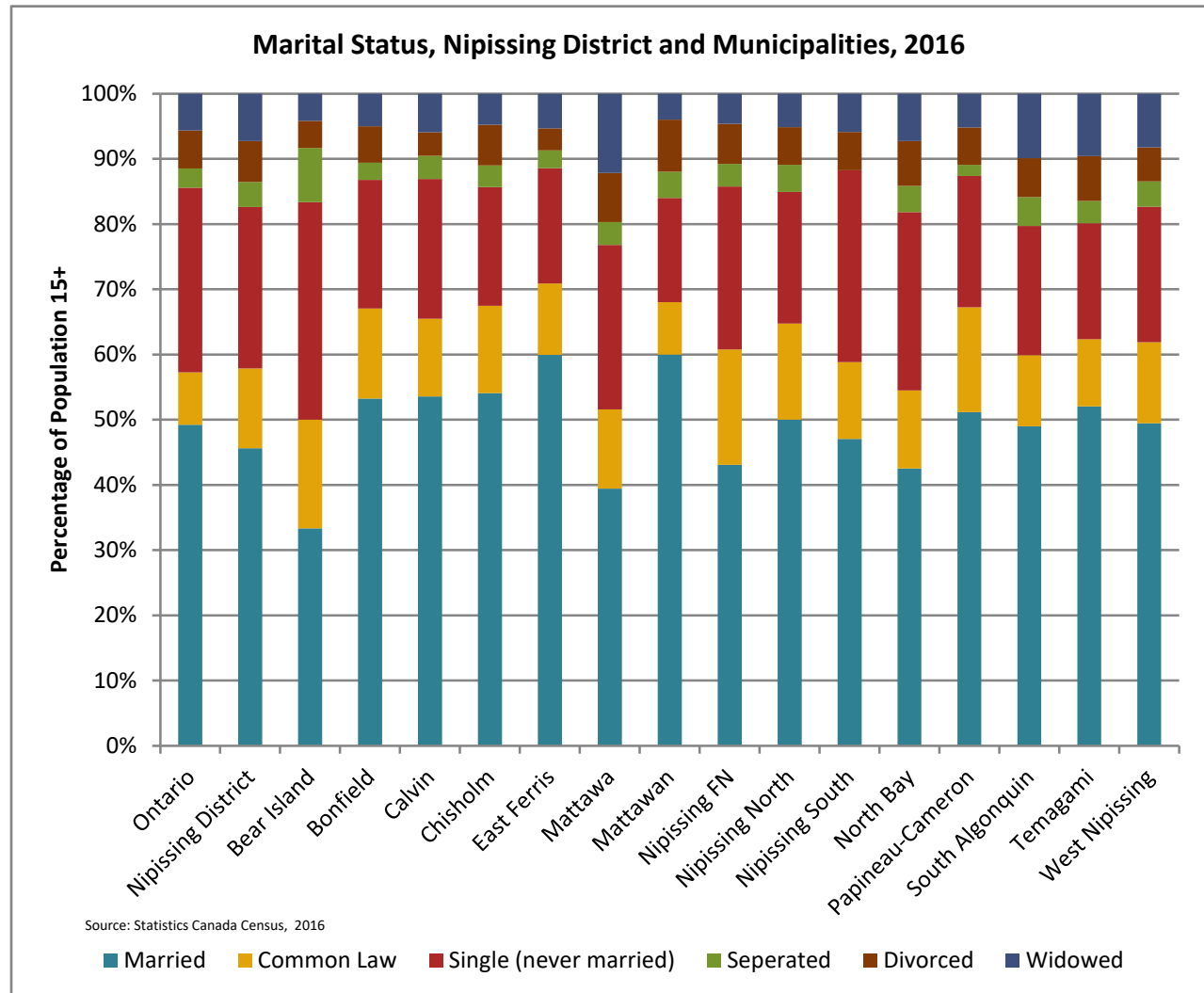


Figure 9, above, shows the marital status of individuals ages 15 and over. Marital status includes married, common-law, single (never married), separated, divorced or widowed. Married and common-law includes same-sex and opposite-sex couples.

In Ontario 49% of individuals were married, 8% were in common-law relationships. For Nipissing District, 46% of individuals were married and 12% were in a common-law relationship. Across the District, married individuals ranged from 39% in Mattawa (32% on Bear Island) to 60% in East Ferris. Individuals in common-law relationships ranged from 10% in Temagami (7% in Mattawan) to 18% in Nipissing First Nation.

Individuals who were single (never married), comprised 28% of the provincial population and 25% of the District's population over the age of 15. Single individuals ranged from 18% in Chisholm, East Ferris and Temagami (15% in Mattawan) to 27% in North Bay (27% in Nipissing South and 32% in Bear Island).

Three percent of individuals were separated in Ontario, and almost 6% were divorced. For Nipissing District, the percentages were similar (4% separated and 6% divorced). Individuals who were separated ranged from just under 2% in Papineau-Cameron (0% in Nipissing South) to almost 4% in North Bay, Nipissing North and South Algonquin (8% on Bear Island). Individuals who were divorced ranged from approximately 3% in East Ferris to 8% in Mattawa.

In Ontario, almost 6% of individuals were widowed and about 7% of individuals were widowed across the District. Widowed individuals ranged from about 4% in Chisholm and Nipissing First Nation (3% in Mattawan) to 12% in Mattawa.

The Statistics Canada definition of a census family as:

“... a married couple and the children, if any, of either or both spouses; a couple living common law and the children, if any, of either or both partners; or, a lone parent of any marital status with at least one child living in the same dwelling and that child or those children. All members of a particular census family live in the same dwelling. A couple may be of opposite or same sex. Children may be children by birth, marriage or adoption regardless of their age or marital status as long as they live in the dwelling and do not have their own spouse or child living in the dwelling. Grandchildren living with their grandparent(s) but with no parents present also constitute a census family.”

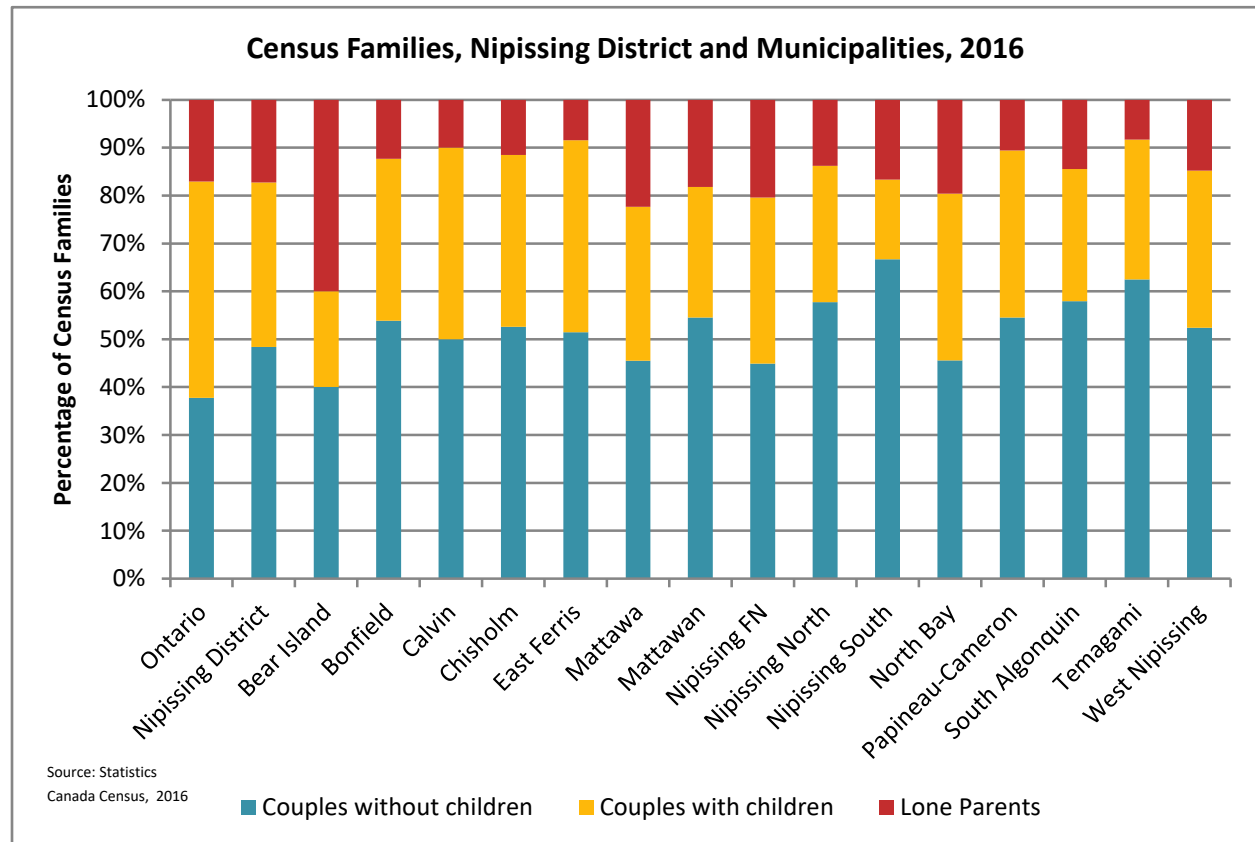
Note: there is no age limit on children in census families. Any child, regardless of age, living in their parent's home would be part of a census family.

Figure 10, on the following page, shows the type of census family – couples without children, couples with children and lone parents. Across Nipissing District, 52% census families included children. In Ontario, 62% of census families included children. In Ontario and Nipissing District, 17% of census families were lone parent families.

In Nipissing 10 First Nation 55% census families included children (in Bear Island it was 67%). In Temagami 36% of census families included children (Nipissing South was 33%) Census families with children ranged between 42%-55% for the other municipalities and areas in the District.

Lone parents constituted 23% of census families in Mattawa (44% on Bear Island) to approximately 8% in Temagami and East Ferris.

Figure 10 Census Families, Nipissing District and Municipalities, 2016



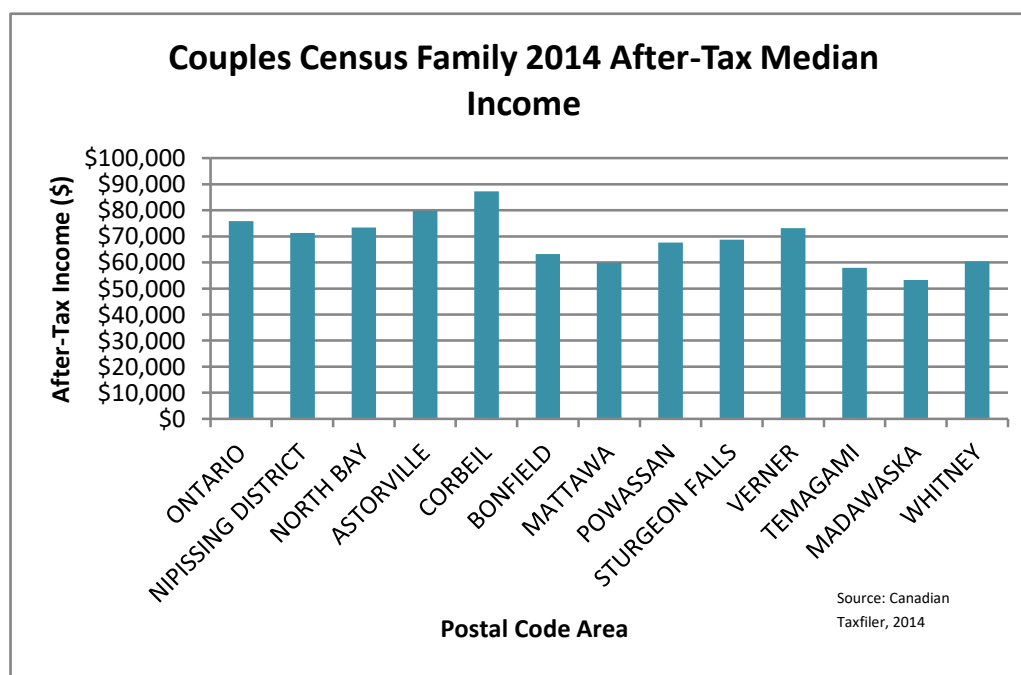
CENSUS FAMILY INCOME

After-tax median income is obtained from 2014 Tax-Filer data (the latest data available). Regional tax-filer data is based on postal code geography (rather than municipality). Data for the District aligns to the District's boundaries. In general, the municipalities align to the following postal code areas:

Postal Code Area	Municipality(ies) included:
North Bay	North Bay
Astorville	East Ferris
Corbeil	East Ferris
Bonfield	Bonfield
Mattawa	Mattawa, Mattawan, Calvin, Papineau-Cameron
Powassan	Chisholm (note, Powassan is Parry Sound District)
Sturgeon Falls	West Nipissing
Verner	West Nipissing
Temagami	Temagami
Madawaska	South Algonquin
Whitney	South Algonquin

Figure 11, below, shows the median after-tax (net) income of couple census families. Note, this includes couples who do not have children.

Figure 11 Couple Census Family 2014 After-Tax Median Income



In Ontario, the median after-tax income was \$75,880. For Nipissing District it was \$71,270 (approximately \$4600 less).

There were two areas that had after-tax median incomes higher than the province. In

Astorville the median after-tax income was \$79,730 and in Corbeil it was \$87,230. North Bay's (\$73,410) and Verner's (\$73,100), median after-tax incomes were higher than the District's but lower than the province.

The remaining postal code areas all had after-tax median incomes lower than the province and District. Incomes ranged from \$53,100 in Madawaska (\$22,780 lower than the provincial median) to \$68,710 in Sturgeon Falls (\$7,710 lower than the provincial median).

Figure 12 Lone Parent CENSUS FAMILY 2014 AFTER-TAX MEDIAN INCOME

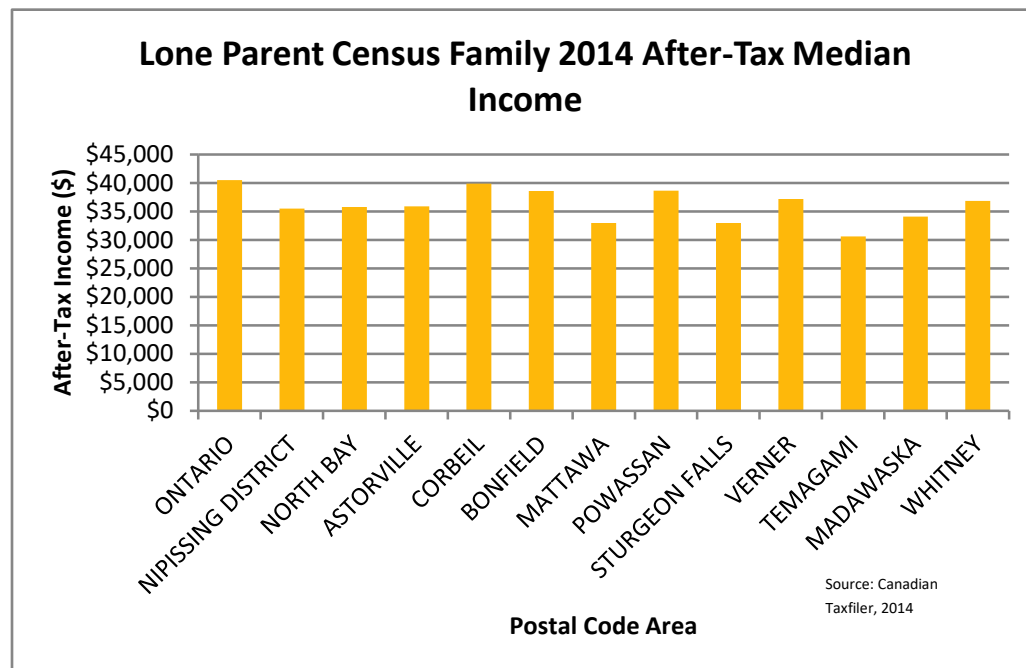


Figure 12 shows the after-tax median income of lone parent families.

In Ontario, the median income was \$40,510. There were no postal code areas that had median incomes higher than the province,

although the median income in Corbeil was \$39,900, \$610 below the provincial median.

The after-tax median income for lone parent census families for the District was \$35,520, \$4,990 less than the provincial median. North Bay, Astorville, Bonfield, Powassan, Verner and Whitney all had median incomes for lone parents higher than the District's median. These incomes ranged from \$36,850 in Whitney to \$38,670 in Powassan.

Median incomes in Mattawa, Sturgeon Falls, Temagami and Madawaska were below the District's median. They ranged from \$30,660 in Temagami (\$4,860 below the District's median and \$9,850 below the provincial median) to \$34,100 in Madawaska (\$1,420 below the District's median and \$6,410 below the provincial median.)

The Taxfiler data also includes information about the type of income received categorizing it as: employment income, investment income, government transfers, private pensions, RRSP and other

income. Employment income includes: wages, salaries, commissions, and self-employment income from farm and fish self-employment income and other self-employment income. Government transfer includes: employment insurance (EI), Old Age Security (OAS), Canada Pension Plan (CPP), Canada Child Tax Benefit (CCTB), harmonized sales tax (HST) credit, Workers' Compensation, social assistance, provincial refundable tax credits/family benefits⁷ and other government transfers.

Families may receive more than one type of income, for example employment income (self-employment income) and government transfer (CCTB). The following charts describe how each income category contributes to the total income of the group. Note: the charts are only available for Ontario and Nipissing District (not postal code area due to the amount of data that is suppressed). In addition it includes census families without children.

Figure 13 Sources of Income for Census Families, 2014

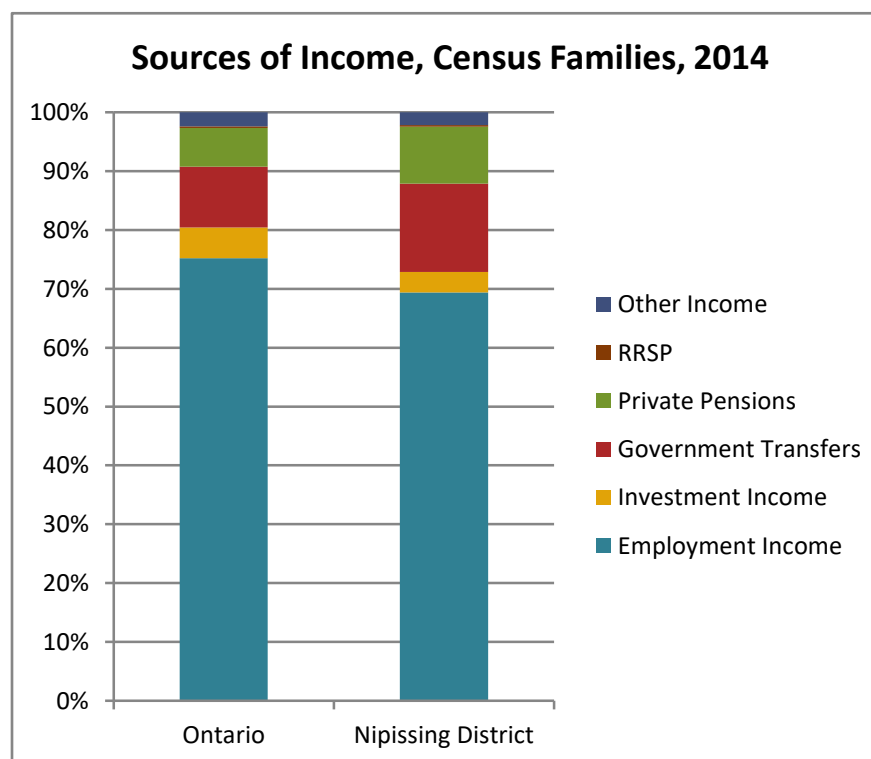


Figure 13 shows the sources of income for all census families – couple families (with or without children) and lone parents, in Ontario and Nipissing District in 2014.

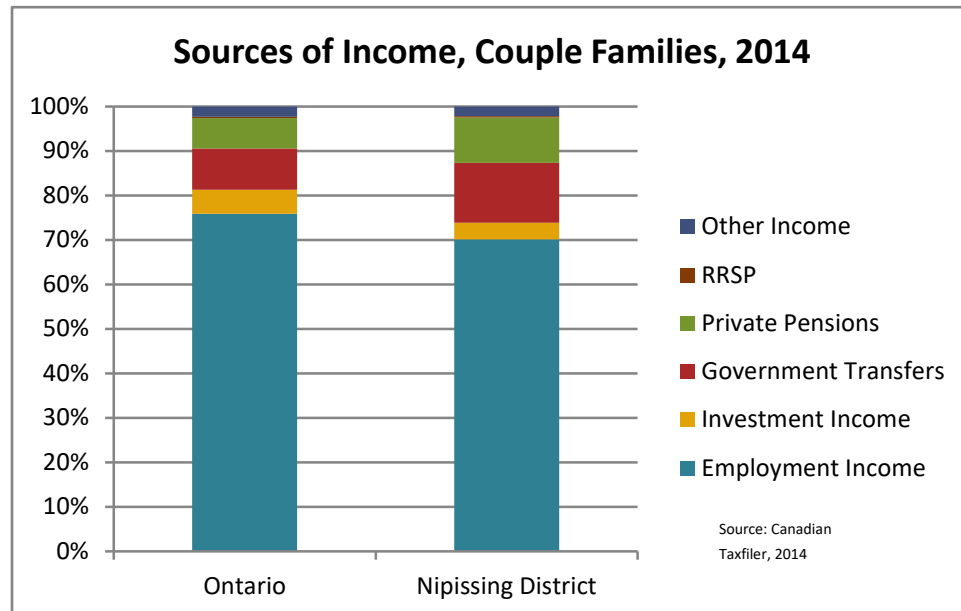
In Ontario, 75% of all income in all census families was from employment income. In Nipissing District, 69% of all income was from employment income. Investment income was 5% of all income in Ontario and 3% of income in Nipissing District.

Government transfers constituted 10% of census family income in Ontario and 15% in Nipissing District.

⁷ Includes (amongst others) Trillium Benefit, Ontario Child care Supplement for Working Families, Ontario Child Benefit and Ontario Child Activity Tax Credit.

Private pensions were 7% of income in Ontario and 10% in Nipissing District, RRSPs were less than 1% in Ontario and Nipissing District and other income was 2% of total sources of income in both Ontario and Nipissing District.

Figure 14 Sources of Income for Couple Families, 2014



For all couple families (with or without children), employment income was 76% of all income sources in Ontario and 70% in Nipissing District, as seen in Figure 14. Investment income was 5% in Ontario and 4% across the District.

Income from government transfers was 9% in Ontario and 13% across the District. Private pension income was higher in Nipissing District compared to Ontario (10% versus 7%). RRSP income was less than 1% in Ontario and in the District and other income was 2% for Ontario and Nipissing District.

Figure 15 Sources of Income, Lone Parent Families, 2014

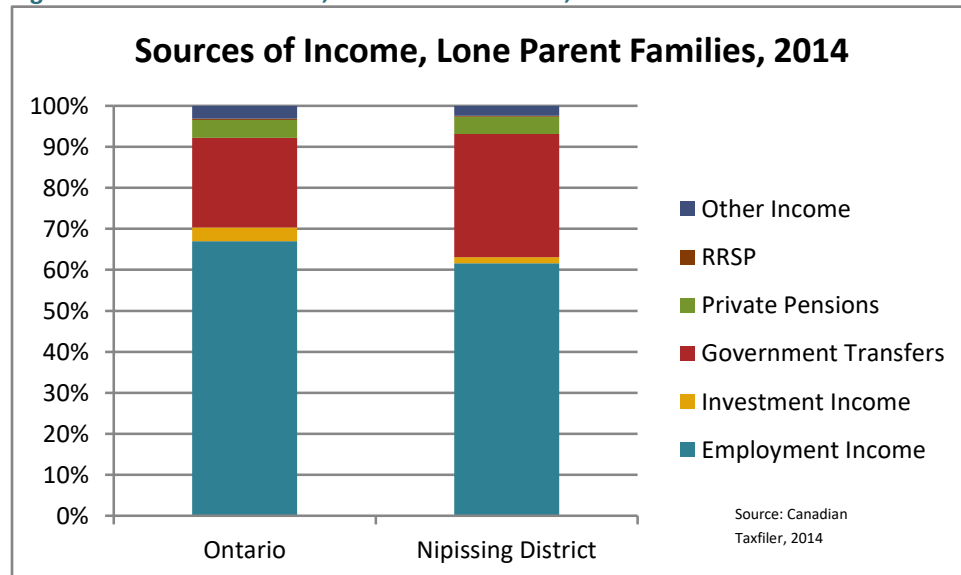


Figure 15 shows all sources of income for all lone parent families. In Ontario, 67% of all income was employment income and in Nipissing District 62% of all income was employment income. Investments were 3% in Ontario and 2% in

the District.

Government transfers were 22% of all income for lone parent families in Ontario and 30% for Nipissing District. RRSP income was less than 1% for both Ontario and the District and other income was 3% of all income sources in Ontario and 2% in the District.

Government Transfer Payments, 2014 Table 3, below, describes the type of income received by different family types from government transfer payments. These values are based on the total government transfer payments for all families within that category. Families may receive multiple types of payments; some payments are for time-limited (such as EI⁸), some payments means tested and others are available to families regardless of income, although there may be a cap on the amount received.

Table 3 Government Transfer Payments, 2014

Source: Canadian Taxfiler, 2014	Ontario			Nipissing District		
	Couple Families	Lone Parents	Census Families	Couple Families	Lone Parents	Census Families
Employment Insurance (EI)	12%	7%	11%	13%	9%	12%
Old Age Security (OAS)	27%	10%	24%	26%	8%	23%
Canada Pension Plan (CPP)	34%	14%	30%	35%	12%	31%
Canada Child Tax Benefits (CCTB)	10%	25%	13%	7%	23%	10%
HST Credit	2%	5%	2%	1%	4%	2%
Workers Compensation	4%	2%	3%	6%	2%	5%
Social Assistance	5%	19%	8%	7%	24%	10%
Provincial refundable tax credits/ family benefits	5%	16%	7%	4%	17%	6%
Other government transfers	1%	2%	1%	0.4%	1%	1%
Total	100%	100%	100%	100%	100%	100%

As the table shows, when comparing the percentage of income from government transfer, for all families, Ontario and Nipissing District are fairly similar. However, all family types in the District receive a higher percentage of social assistance government transfer payments compared to families in Ontario. This is especially true for lone parent families. In Ontario, 19% of all income from government transfers received by all lone parents was from social assistance. In the District, it was 24%. It is worth noting

⁸ EI includes all benefits paid to individuals, regardless of the reason including regular benefit for unemployment, fishing, job creation, maternity, parental/adoption, retirement, self-employment, sickness, training and work sharing

that when looking at all sources of income, social assistance comprised 7% of all income from all lone parents in Nipissing District (4% in Ontario).

Low income can best be measured by the low income measure (LIM) after-tax using Taxfiler data, which provides very good coverage of the population (approximately 95% of Canadians). The LIM is a fixed percentage (50%) of median adjusted household income, where “adjusted” reflects the fact that a household’s needs increase as the number of household members increases. A family is considered to be low income where their income is below the LIM for their family type and size. Appendix A, Adjusted Income Low Income Measure, shows the adjusted income for 2014.

Table 4, on the following page, shows the percentage of couple and lone parents families that are considered low income, for Ontario and Nipissing District. Six percent of couple families are low income, or about 9% of all children in couple families. (In Ontario 9% of couple families are considered low income or 12% of children in couple families).

For lone parents, approximately 35% are low income (compared to 30% of lone parent families in Ontario) and 48% of children in lone parent families are low income (44% in Ontario).

About 15% of all families (lone parent and couple families) are low income in the District, (in Ontario it is 14%). ***For all children ages 17 and under, 20% are in low income families in Nipissing District (in Ontario it is about 16%).***

Data is also presented for the available postal code areas in Table 5. Note data from Temagami, Bonfield, Whitney and Madawsaka is suppressed. The totals for couple families include couples without children due to suppression (except for North Bay and Sturgeon Falls). In addition, postal areas are unable to be broken down by family type/size due to suppression, thus total children are presented.

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Table 4 Low Income Measure, Census Families Ontario and Nipissing District, 2014

Source: Canadian Taxfiler, 2014	Type of family	Number of families			Number of children in families 0- 17			Median after-tax Income ⁹	% of families low income	% of children in low income families
		1child	2 children	3+ children	1child	2 children	3+ children			
Ontario	Couple Families	695,760	716,370	307,330	375,510	1,010,660	783,240	\$75,880		
	Low income couple families	63,350	53,940	40,190	47,290	90,450	125,800	\$35,370	9%	12%
	Lone parent	339,340	153,450	63,240	178,240	217,540	175,220	\$40,510		
	Low income lone parent	93,760	47,370	27,950	75,940	84,780	89,590	\$18,870	30%	44%
Nipissing District	Couple families	3,810	3,600	1,420	2,020	5,350	3,850	\$71,270		
	Low income couple families	220	190	150	170	350	490	\$22,650	6%	9%
	Lone parent	2,520	1,130	400	1,430	1,800	1,210	\$35,520		
	Low income lone parent	780	440	200	660	800	660	\$19,170	35%	48%

⁹ Note: Median income for couple families includes couples without children

Table 5 Low Income Measure, Census Families Postal Areas, 2014

Postal Area <small>Source: Canadian Taxfiler, 2014</small>	Type of family	Number of families¹⁰	Number of children in families 0- 17	Median after-tax Income¹¹	% of families low income	% of children in low income families
Astorville	Couple families	430	280	\$79,730		
	Low income couple families	20	20	\$23,760	5%	7%
	Lone parent	50	50	\$35,910		
	Low income lone parent	20	20	\$14,190	40%	40%
Corbeil	Couple families	980	570	\$87,230		
	Low income couple families	20	20	\$18,560	2%	4%
	Lone parent	80	70	\$39,900		
	Low income lone parent	20	30	\$18,130	25%	43%
North Bay	Couple families	5,480	6,930	\$73,410		
	Low income couple families	350	650	\$22,360	6%	9%
	Lone parent	2,780	3,310	\$35,800		
	Low income lone parent	950	1,430	\$18,900	34%	43%
Mattawa	Couple families	890	540	\$59,890		
	Low income couple families	70	70	\$24,220	8%	13%
	Lone parent	220	220	\$32,980		
	Low income lone parent	90	130	\$19,700	41%	59%

¹⁰ Note: Includes couple families without children, except for North Bay and Sturgeon Falls

¹¹ Note: Median income for couple families includes couples without children

Postal Area <small>Source: Canadian Taxfiler, 2014</small>	Type of family	Number of families¹⁰	Number of children in families 0- 17	Median after-tax Income¹¹	% of families low income	% of children in low income families
Powassan	Couple families	1,060	620	\$67,650		
	Low income couple families	60	80	\$22,490	6%	13%
	Lone parent	160	180	\$38,670		
	Low income lone parent	50	70	\$18,750	31%	39%
Sturgeon Falls	Couple families	980	1,270	\$68,710		
	Low income couple families	140	130	\$22,990	14%	10%
	Lone parent	470	600	\$32,980		
	Low income lone parent	180	270	\$19,650	38%	45%
Verner	Couple families	500	290	\$73,100		
	Low income couple families	20	20	\$20,040	4%	7%
	Lone parent	70	80	\$37,190		
	Low income lone parent	20	50	\$23,080	29%	63%

EARLY DEVELOPMENT INSTRUMENT (EDI)

The following sections are adapted from the following reports:

“Summary Report Senior Kindergarten Students in the province of Ontario. Nipissing. School Year 2014-2015”

For more information on the EDI www.edi.offordcentre.com

BACKGROUND

The Early Development Instrument, or EDI, measures a child’s ability to meet age-appropriate developmental milestones for school entry. It is a short questionnaire completed by teachers for children in senior kindergarten for five domains: Physical Health and Well Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communications Skills and General Knowledge. It was completed by kindergarten teachers for children in senior kindergarten in the 2014-2015 school year at publically funded elementary schools.

The EDI was developed by the Offord Centre for Child Studies at McMaster University. Children are vulnerable in their development if they score low (below the 10th percentile cut off for Ontario that is the lowest 10% of Ontario’s total sample) in any one of the five domains. The 10th percentile is used as it captures all the children who are struggling, even if the struggle is not apparent. A higher vulnerability indicates that a greater percentage of children are struggling. Further research has linked kindergarten vulnerability to on-going vulnerability in the school system.

The EDI is **NOT** used to evaluate individual children. Rather, it is a population-based research tool and can measure developmental changes or trends for children in various geographies (neighbourhood, District or provincially). Data derived from the EDI can facilitate community monitoring of children’s developmental health and as a community ensure there are resources and capacity to address areas of concern.

EDI DOMAINS

- **Physical Health and Well-Being** – 13 questions. Questions include physical readiness for the school day, physical independence and fine and gross motor skills.
 - A child doing well is physically ready for the school day, generally independent and has excellent motor skills
 - A child doing poorly has inadequate fine and gross motor skills, sometimes tired and hungry, usually clumsy and may have fading energy levels

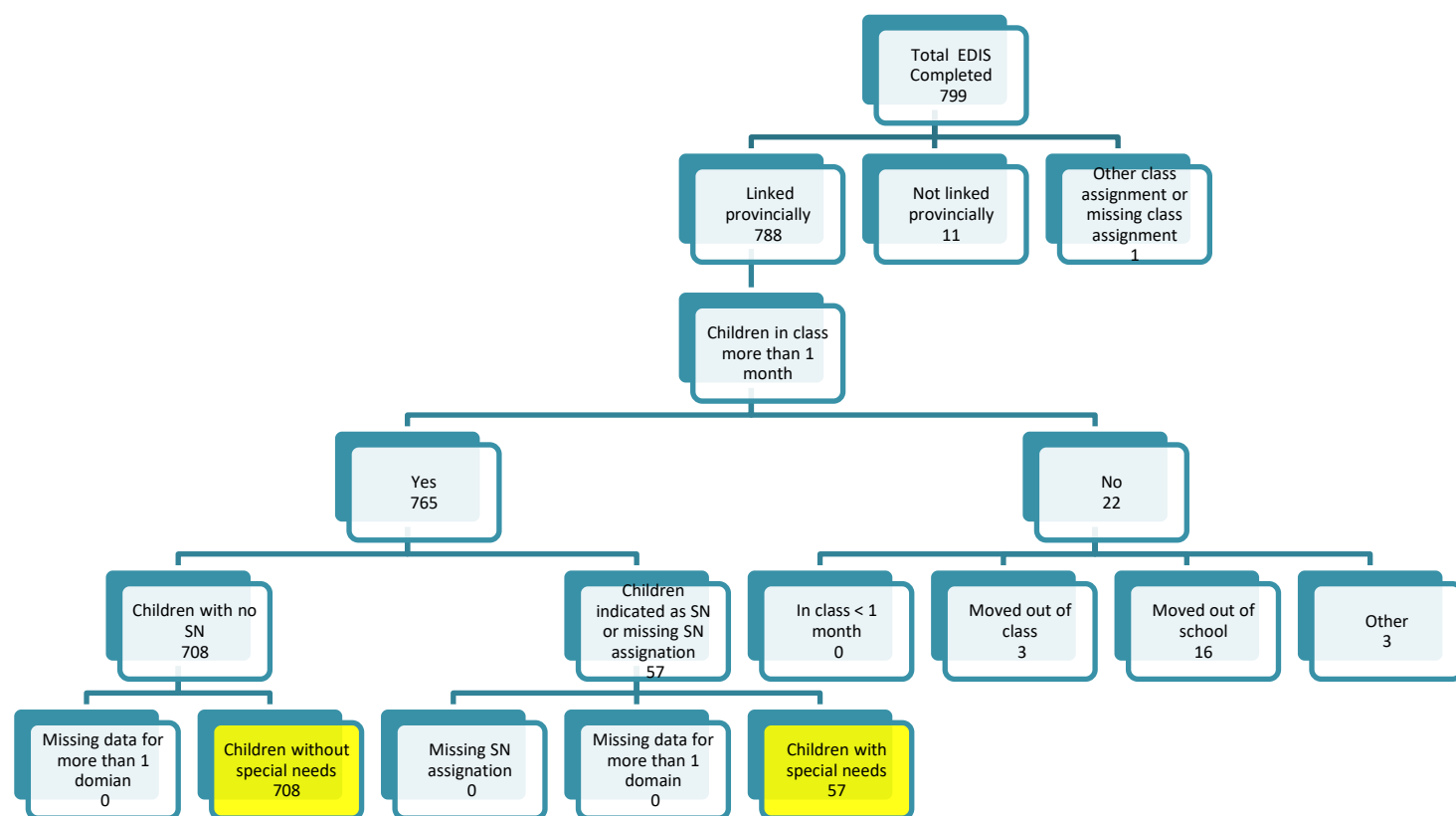
- **Social Competence**- 26 questions. Questions include eagerness to try new things, curiosity about the world, knowledge of acceptable standards of behaviour in public places, cooperation with other and the ability to play with other children.
 - A child doing well never or very rarely has a problem getting along, working, or playing with other children; is respectful to adults, is self-confident, and is able to follow class routines; and is capable of helping others.
 - A child doing poorly has poor overall social skills; does not get along with other children on a regular basis, does not accept responsibility for his or her own actions, has difficulties following rules and class routines, being respectful of adults, children, and others' property; has low self-confidence and self-control, does not adjust well to change; and is usually unable to work independently.
- **Emotional Maturity**- 30 questions. Questions include the ability to reflect before acting, a balance between too fearful and impulsive, the ability to deal with feelings at an age appropriate level and an empathetic response to other people's feelings.
 - A child doing well almost never shows aggressive, anxious, or impulsive behavior; has good concentration; and often helps other children.
 - A child doing poorly has regular problems managing aggressive behavior; is prone to disobedience and/or is easily distracted, inattentive, and impulsive; usually does not help other children; and is sometimes upset when left by their caregiver.
- **Language and Cognitive Development** – 26 questions. Includes reading awareness, age appropriate reading, writing and numeracy skills, and the ability to understand similarities and differences.
 - A child doing well is interested in books, reading and writing, and basic math; is capable of reading and writing simple sentences and complex words; and is able to count and recognize numbers and shapes.
 - A child doing poorly has problems in reading/writing and with numbers; is unable to read and write simple words, is uninterested in trying, and is often unable to attach sounds to letters; has difficulty remembering things, counting to 20, and recognizing and comparing numbers; and is usually not interested in numbers.
- **Communication Skills and General Knowledge** – 8 questions. Questions include skills to communicate needs and wants in socially appropriate ways, symbolic use of language, storytelling and age-appropriate knowledge about life and the world around.
 - A child doing well has excellent communication skills, can tell a story and communicate with both children and adults, and has no problems with articulation.

- A child doing poorly has poor communication skills and articulation; has a limited command of English (or the language of instruction), has difficulties talking to others, understanding, and being understood; and has poor general knowledge.

EDI RESULTS (DISTRICT) 2014-2015

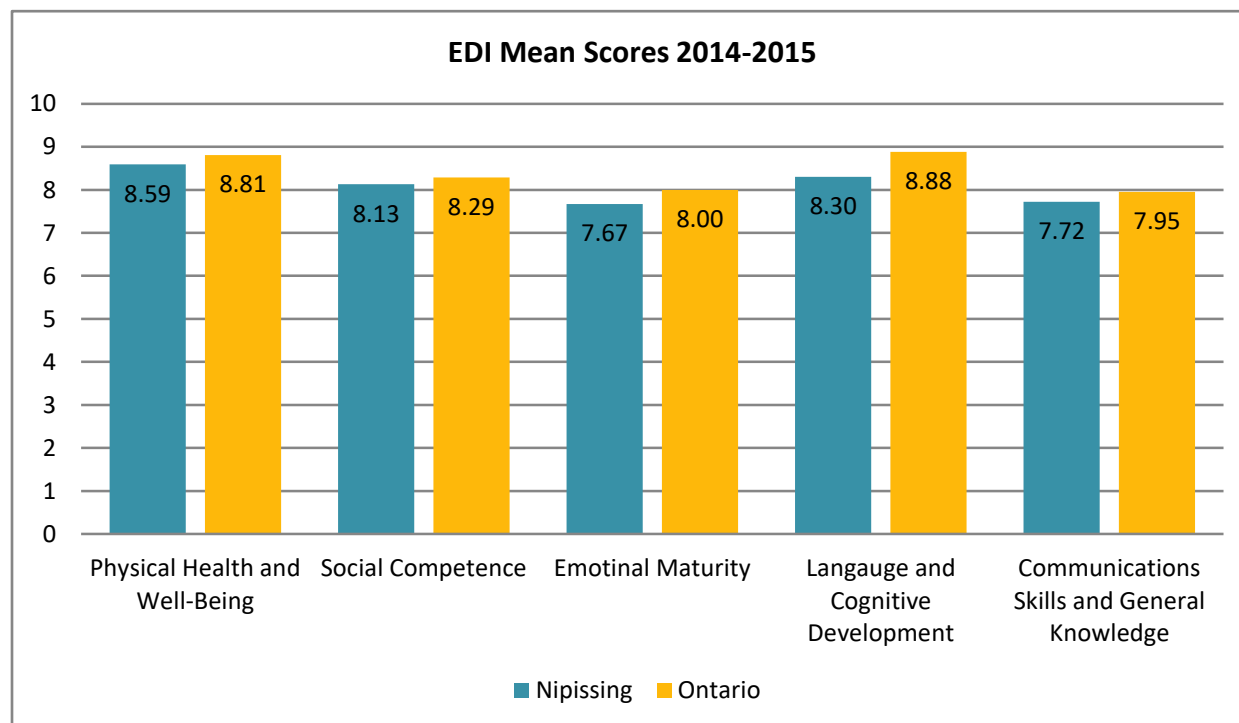
The most recent results available for the EDI are from the 2014-2015 school year. This was the fourth cycle of EDI in Ontario. The next cycle for the EDI will be in the 2017-2018 school year. Figure 16 breaks down the number of valid surveys. There were 799 EDIs were completed, of which 765 were valid. Of this number, 708 children had no special need (SN) and are included in this analysis

Figure 16 Number of Children in the EDI Analysis



The chart below illustrates the mean score of children in Nipissing District, compared to the mean score of children in Ontario. In all five domains, the mean scores in Nipissing District were below the provincial mean.

Figure 17 EDI Mean Scores 2014-2015



“Vulnerable” describes the population of children who score below the 10th percentile on any of the five domains. A higher vulnerability indicates a higher percentage of children are struggling. Figure 18 illustrates the percentage of children in Nipissing District and Ontario who are vulnerable by domain.

The domains with the highest percentage of vulnerable children in the District are the domains of Physical Health and Well-Being (21.6%) and Emotional Maturity (19.2%). These two domains also correspond to the two domains with the highest percentage of children vulnerable provincially, although a smaller percentage of children provincially are vulnerable. In all five domains, there is a higher percentage of children in Nipissing District who are vulnerable compared to the province.

Figure 19 indicates the percentage of children who are vulnerable on at least one EDI domain and who are vulnerable on at least two EDI domains. Throughout the District, 36.7% of children are vulnerable on at least one EDI domain and 20.6% of children are vulnerable on two or more domains. Provincially, 29.4% of children are vulnerable on at least one EDI domains and 14.4% of children are vulnerable on two or more EDI domains.

Figure 18 Percentage of Children Vulnerable by Domain, 2014-2015

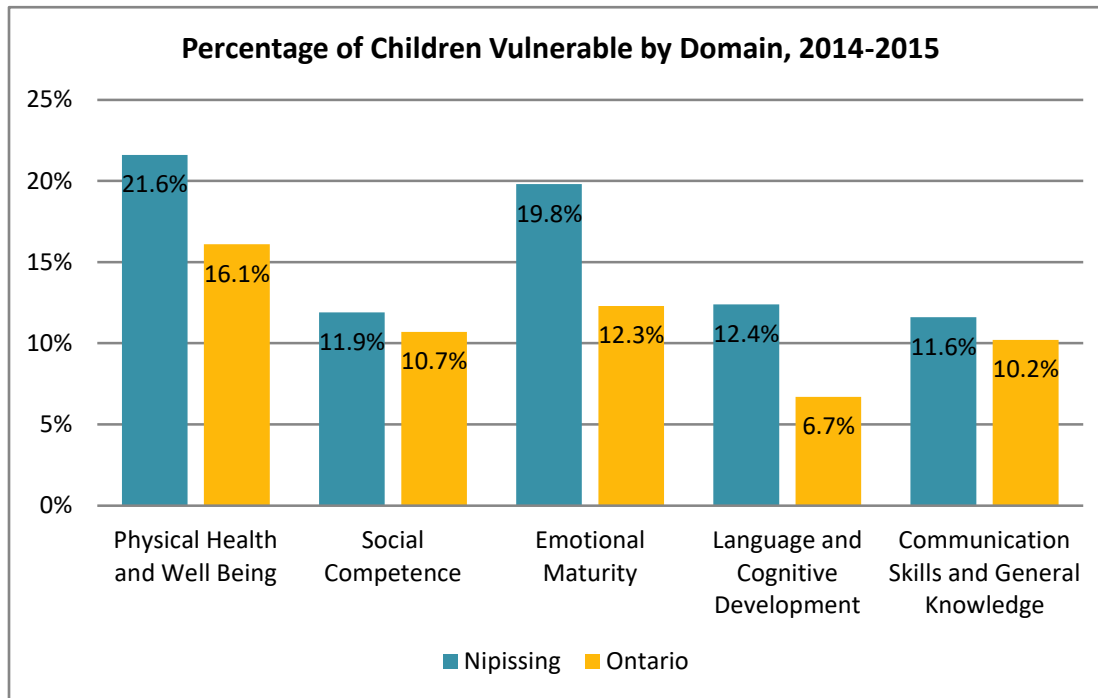


Figure 19 Percentage of Children Vulnerable, 2014-2015

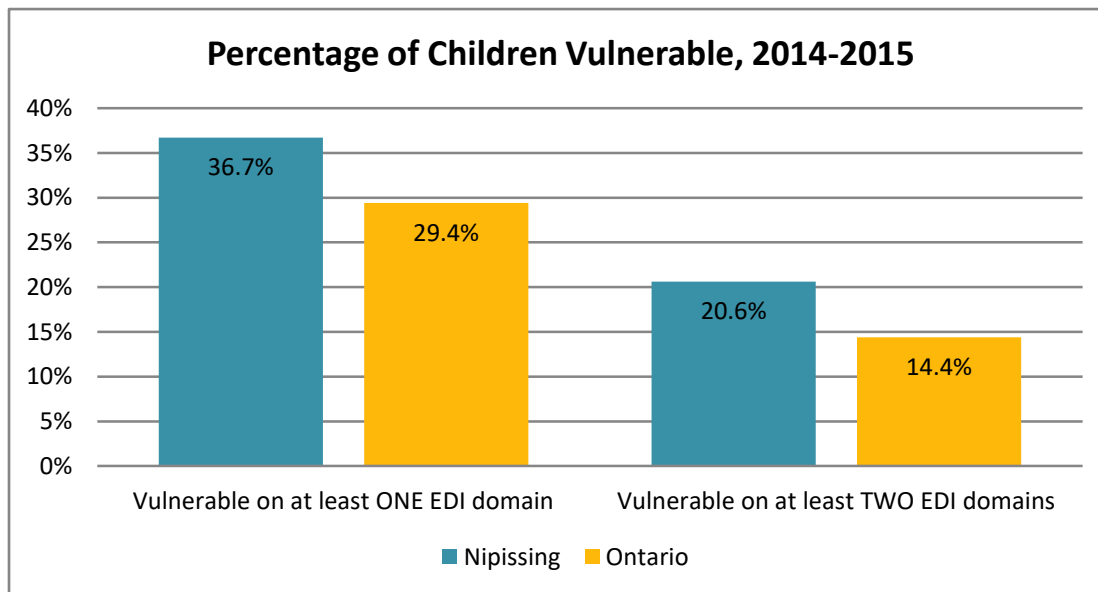
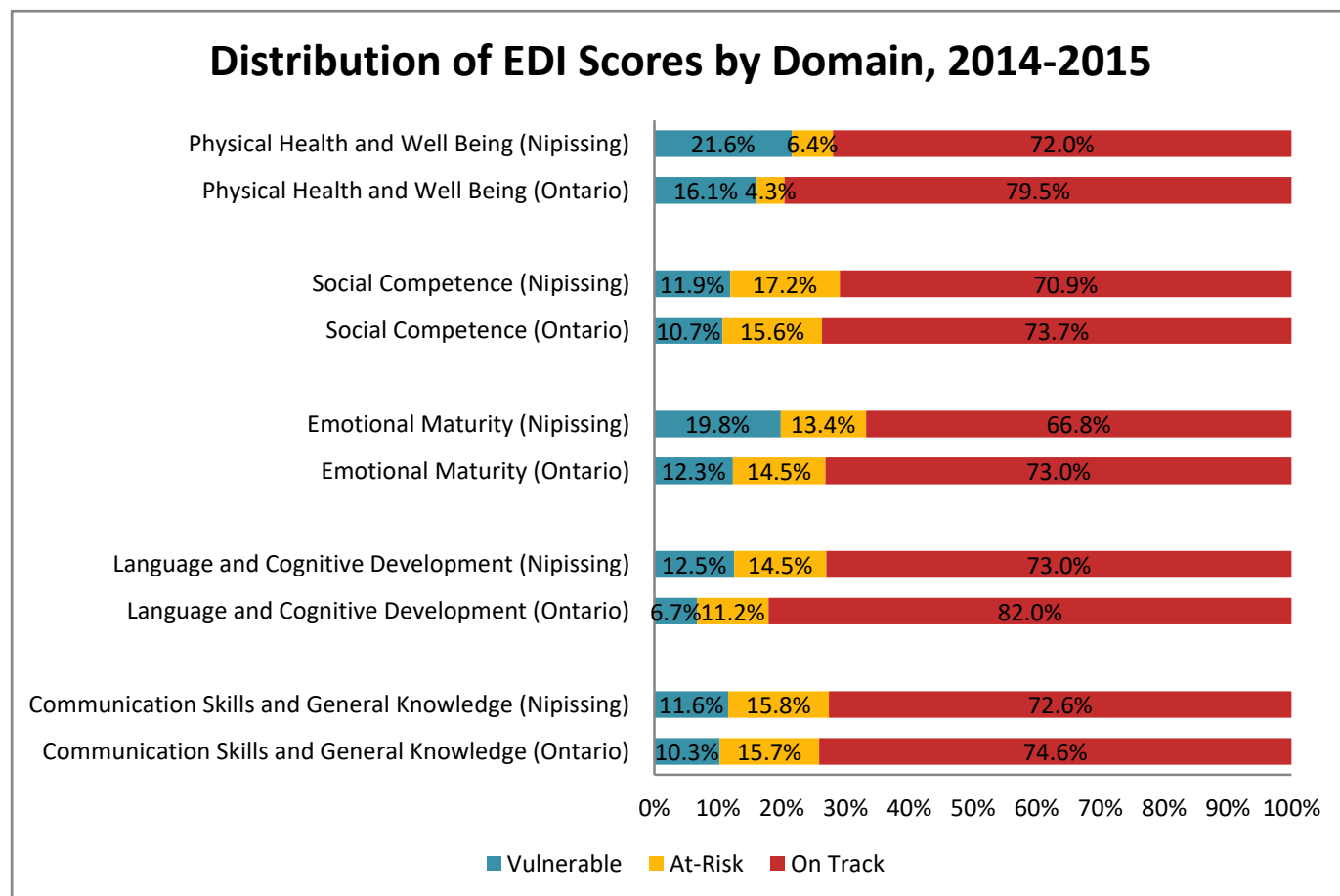


Figure 20 illustrates the percentage children who are on track (scored above the 25th percentile), at-risk (scored between the 10th to 25th percentiles) and vulnerable (scored below the 10th percentile) by domain for Nipissing District and the province.

Figure 20 Distribution of EDI Scores by Domain



ONTARIO EARLY YEARS CHILD AND FAMILY CENTRES

BACKGROUND



The Ontario Early Years Child and Family Centres (in the present form) were created in 2008 under the provincial Best Start program. Some locations have changed, but the recommendations for locations from the 2008 report “Children’s Early Learning and Care Hubs in North Bay’s Central Area” have generally stayed the same. The purpose of the OEYCFCs “is an interactive program for children and their families, from birth to six years of age. Early Years programs play an important role in supporting children’s learning, development, health and well-being. Children succeed in programs that focus on active learning through exploration, play and inquiry. Children thrive in programs where they and their families are valued as active participants and contributors”¹².

CURRENT LOCATIONS

As of September 2017, there were 20 OEYCFC locations in Nipissing District. These locations are operated by five agencies; Centre pour enfants Timiskaming Child Care (operating one location), Community Living North Bay (operating nine locations), Community Resource Centre Killaloe (operating two locations), Family Enrichment (operating two locations), and West Nipissing Child Care Corporation (operating six locations).

Seven OEYCFC locations are in North Bay, six are in West Nipissing, three are in Mattawa, and there is one location in East Ferris, Nipissing North (Redbridge), Temagami and South Algonquin.

¹² “Ontario Early Years Centre- Nipissing” *Community Living North Bay* Community Living North Bay, 2017 <https://www.communitylivingnorthbay.org/services/ontario-early-years-centre-nipissing/> Accessed August 10, 2017

Location hours average between 1.5 hours each week to 29 hours weekly. Three locations offer programs Monday to Friday and one location offers programs on Saturday mornings. Most other locations offer programs two to three days per week (mornings only) and five locations offer programs once per week. Most programming takes place in the morning¹³, with a few locations offering afternoon or early evening programs. Some locations operate with the school calendar – they close during March Break and summer holidays.

There are two locations that offer programs only in French, seven locations that offer bilingual programs (French and English) and 10 locations that offer programs only in English.

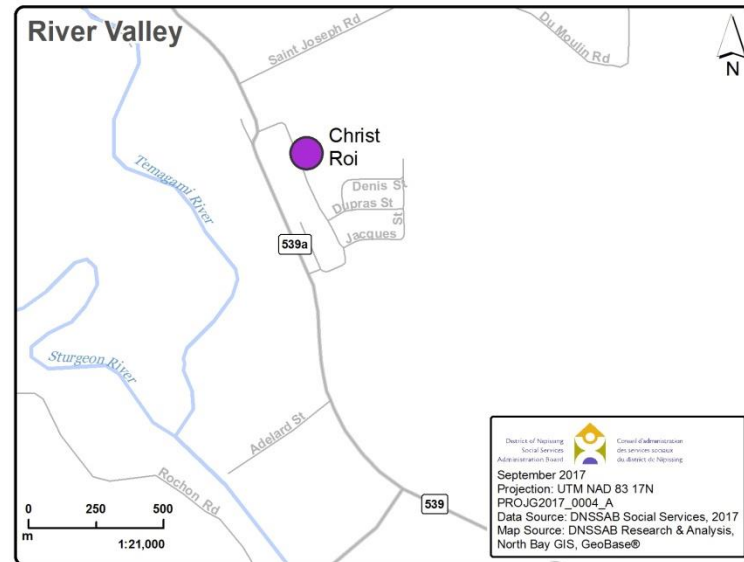
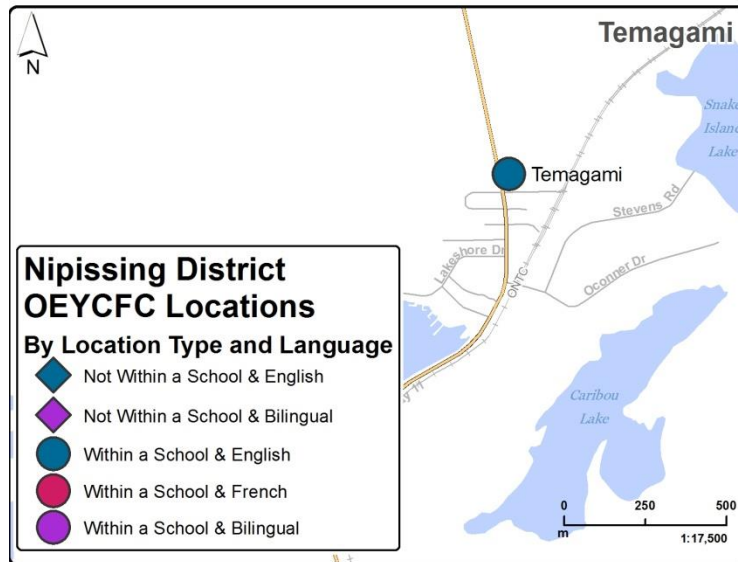
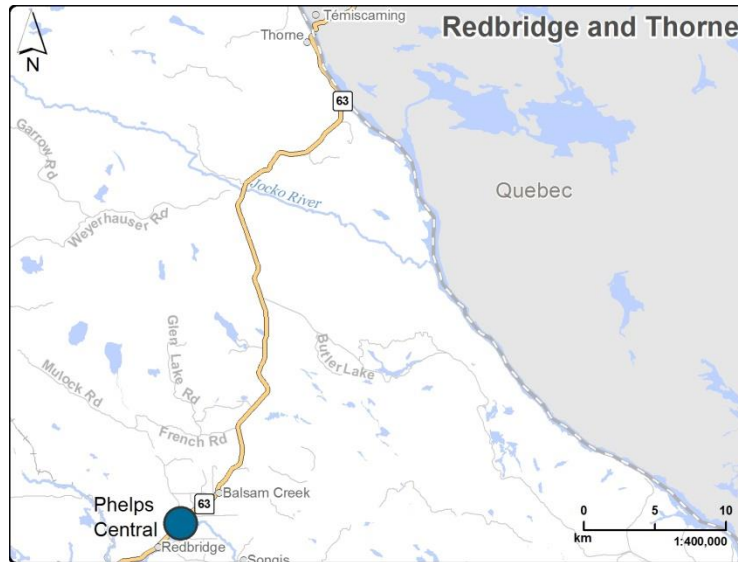
The majority of the OEYCFCs are located in schools, with other programs offered in child cares, libraries, community centres, a children's treatment centre, an adult school, a location on Canadian Forces Base North Bay and a purpose built OEYCFC location. One agency also operates a toy-lending library.

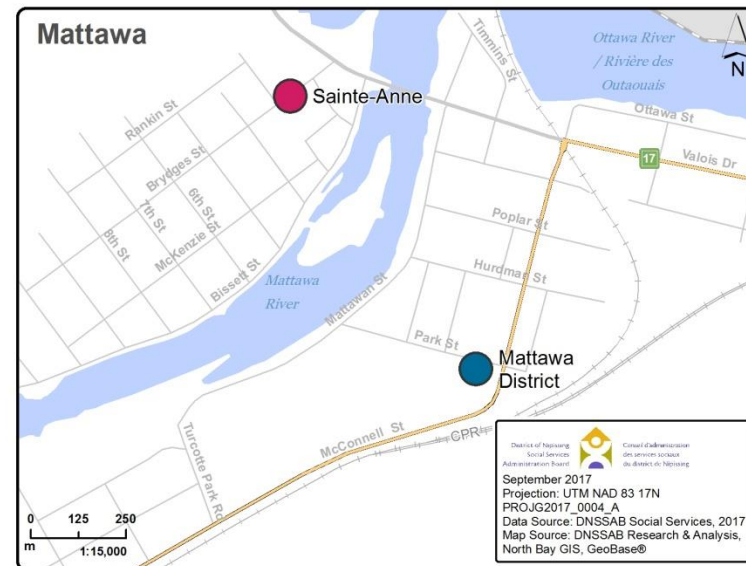
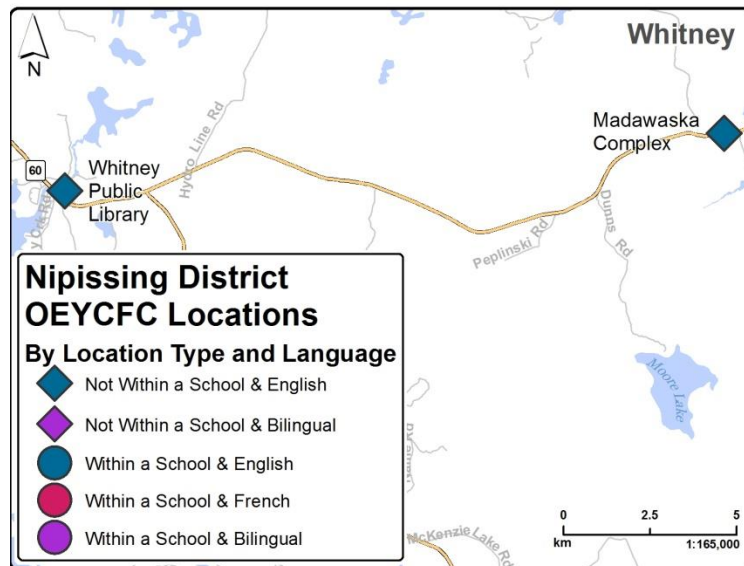
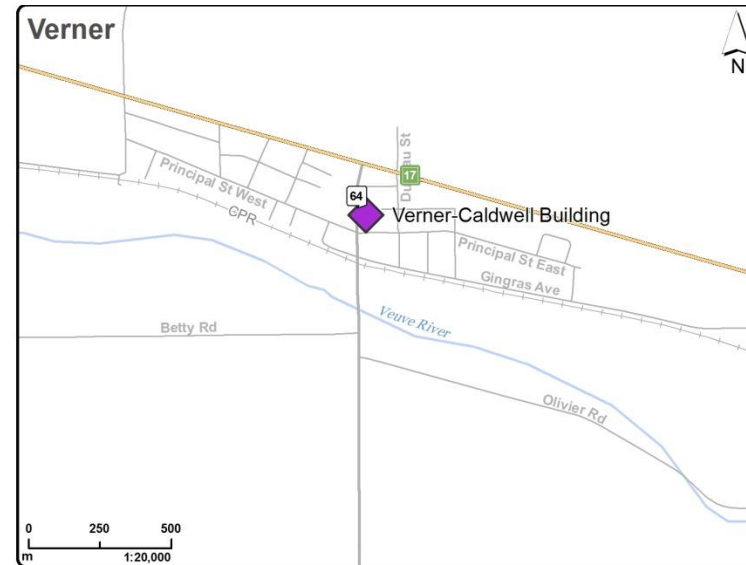
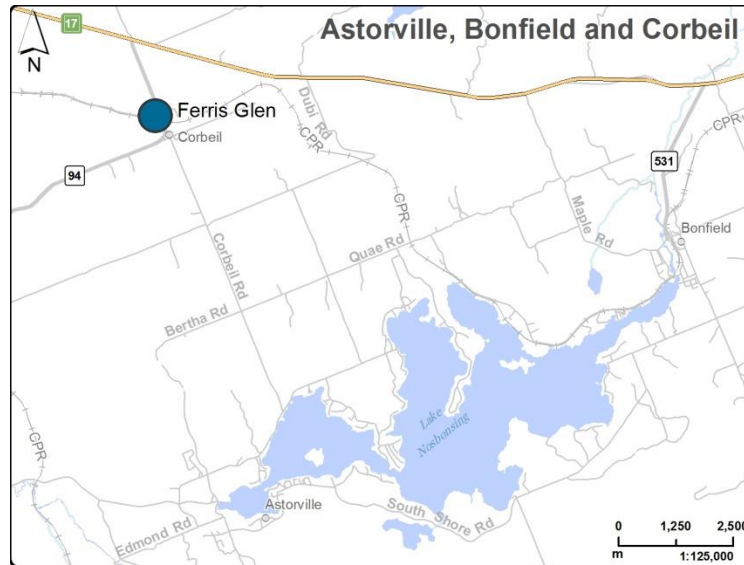
Figure 21 shows the locations of Child and Family Centres as of September 2017.

¹³ Some workshops and special activities takes place in the afternoons when the locations are closed to 'drop-ins' and only open for workshop participants.

Figure 21 Nipissing District OEYCFC Locations Sep 2017







For a complete summary of locations, language and average operating hours please see Appendix B.

DATA AND INFORMATION

The Ministry of Education tracks the following key indicators for OEYCFC programming: .

- parents/caregivers served
- children served
- parents/caregiver visits
- children visits
- parent/caregivers in workshops/seminars
- and professionals in workshops/seminars.

All of the indicators are collected using CIMS (Client Information System). CIMS is a data and information management system that collects information and data on parents/caregivers and children using the OEYCFC. It has been used in the District's OEYCFCs since 2012. When a parent/caregiver or child first visits an OEYCFC the parent/caregiver completes a registration form which collects basic demographic information (gender, date of birth) for the parent/caregiver and child, contact information, a child's allergies and/or special needs and optional demographic information for the parent/caregiver (for example income, Indigenous [Aboriginal] status, language etc.) Parents/caregivers do not have to answer any of the optional demographic questions. (See Appendix C for the registration form).

This information is then entered into the CIMS database by an OEYCFC staff member or facilitator and the parent/caregiver is given a card with a QR code. The QR code is unique to the parent/caregiver and the child(ren) associated with them. Each visit to any OEYCFC in Nipissing District, the parent/caregiver scans the card onto a computer that is running the CIMS parent/caregiver interface, (or signs into the interface) and verifies the family members who are visiting the centre. CIMS then tracks the visits, activities and centres the parent/caregiver and child use. As the system is used by all agencies



that have OEYCFC programming, a parent/caregiver only need to complete one registration form and has the same registration (attendance) experience for every OEYCFC they visit.

All information is confidential and each agency is responsible for maintaining the security and privacy of registration forms. The demographic information is a valuable indicator of who is using (and not using) the OEYCFCs, especially respecting families who may be more vulnerable (for example, families with low incomes, lone parents, Indigenous families).

Although information collected in CIMS represents all parents/caregivers (and children) who completed registration forms, the following should be noted:

- The registration forms may only be updated if/when a parent/caregiver attends with a new child. Therefore, a parent who completed the form while on maternity leave and returns to work, but still attends with the child, will still be counted as being on maternity leave.
- Parents/caregivers may leave answers blank. In the analysis, it is unknown if these were missed or intentionally left blank.
- As with any user-input system there is room for error, by both the individual completing the registration form and the individual inputting the registration form.
- If a parent/caregiver does not sign into the system, the parent/caregiver and the child(ren) attending visits will not be recorded.
- Children who attend with a child care and/or Children's Aid Society (CAS) staff may not have full demographic information (for example last names and dates of birth). There is also the potential for these children to be counted twice if they attend with a parent/caregiver.
- Adults who attend with children as part of a child care or CAS should have their demographic information recorded as 'child care' or it may be missing.
- The registration form may only contain the demographic information for the parent/caregiver who initially attended (registered). Therefore, demographic information for a spouse may be recorded as 'spouse' or may be missing.
- Information is not available for the Military Family Resource Centre as it was collected as an OEYC site in 2016.

An annual report of parents/caregivers who use the OEYCFCs has been produced since 2012 by the DAC at Community Living North Bay. The most recent report was produced in August 2015. These reports covered the fiscal (April-March) year.


The demographic data and information covers the 2016 calendar year. The data and information for visits is for 2014 to 2016 calendar years. Any information or data that represents less than 10 will be suppressed and indicated by an asterisk (*). Where possible, the counts of missing (i.e. represented by blanks in CIMS) will be included, however the percentages are based on valid data. Percentages may not add to 100% due to rounding.

All data and information was drawn from the reports available in the CIMS interface, or through Business Objects, which allows for custom reports based on the data and information collected and recorded in CIMS. The data and information was then imported into Excel for further manipulation and analysis.

OEYCFC VISITS AND SERVED

The OEYCFCs track 'served' and visits for adults and children. A 'served' adult or child is counted on the first visit (to the centre) during the time period in question. This indicator gives a count of unique adults and children utilising the OEYCFCs. A 'visit' is counted every time a child or adult visits a centre. This indicator establishes how often a child or parent/caregiver uses the OEYCFCs. (See Glossary for complete definition of served and visits.

What do you like to do? Tell us in words or pictures



I like to paint at Toy Bus!

First Name: Nick Age: 4 Child and Family Centre: _____

There are times when visits and served can be entered manually (i.e. a numerical count without connecting it to a profile). This can happen when a program occurs off site, if the name of the person attending is not known, or for privacy/confidentiality concerns.

It should be noted that hours vary widely. Some programs operate once a week during the school year for less than two hours each time, while other programs operate up to six times a week for close to 30 hours of regular programming each week. Some programs are located in rural locations (low population density) and others are in urban locations (high population density). **Therefore caution**

should be taken when interpreting ‘popular’ versus ‘less popular’ programs.

Over the past three years some locations have changed in response to need, space or school closures. If a location changed or closed it is noted.

The ‘unique served’ is not calculated as a simple sum of locations/ agencies. For example, if a parent visited three locations (such as OEYC, OKP, and EW Norman) they would be served once for each location, once for each agency that runs the locations (Community Living North Bay and Family Enrichment) and once for all OEYCFCs.

PARENT/CAREGIVERS AND CHILDREN SERVED

Table 6 shows the number of unique parent and caregivers served 1) Across all Nipissing OEYCFCs, 2) By agency operating an OEYCFC, and by 3) OEYCFC location. Between 2014 and 2016, there were 108 (5%) fewer parent and caregivers served across Nipissing District.

Table 6 Unique Adults Served OEYCFCs 2012-2016

Location	2014	2015	2016
All Nipissing OEYCFCs	1,967	1,950	1,859
<i>Community Living North Bay</i>	<i>1,482</i>	<i>1,497</i>	<i>1,376</i>
Ferris Glen PS	41	65	68 ¹⁴
Garderie Soleil	68	76	80
EP. Heritage	25		
Mattawa PS	28	19	30
Marshall Park PS¹⁵ / Silver Birches PS	125	106	62
OEYC	1,216	1,242 ¹⁶	1,131
OKP	271	299	290
Phelps PS	20	7	15
EEC Saint-Anne	37	35	38
EEC St-Thomas D’Aquin	26	36	41 ¹⁷
<i>Family Enrichment</i>	<i>217</i>	<i>193</i>	<i>171</i>
E.W. Norman	48	41	29
Family Enrichment¹⁸	169	152	142

¹⁴ The program from St-Thomas D’Aquin transferred to Ferris Glenn in September 2016

¹⁵ Marshall Park Public School closed in June 2014. The program transferred to Silver Birches PS.

¹⁶ OEYC includes programs that take place at the Military Family Resource Centre as of 2015.

¹⁷ The programs at St-Thomas D’Aquin transferred to Ferris Glen in September 2016.

<i>South Algonquin</i>	13	12	18
Madawaska	4		2
St. Martin of Tours	13	12	17
<i>Temagami</i>	10	10	26
Temagami PS	10	10	26
<i>West Nipissing Child Care Corporation</i>	328	314	336
Christ-Roi	39	32	42
Jeunesse Active	50	37	53
La Resurrection	50	46	21
St-Joseph	83	76	67
Ste-Marguerite d'Youville	6	7	9
Main Site (Site principal)	138	171	193
Verner	142	110	98

Table 7 shows the number of unique children served 1) Across all Nipissing OEYCFCs, 2) By agency operating an OEYCFC, and by 3) OEYCFC location. Between 2014 and 2016, there were 79 (4%) fewer children served across the District.

Table 7 Unique Children Served 2012-2016

Location	2014	2015	2016
All Nipissing OEYCFCs	2,113	2,074	2,034
<i>Community Living North Bay</i>	<i>1,645</i>	<i>1,684</i>	<i>1,580</i>
Ferris Glen PS	52	77	84 ¹⁹
Garderie Soleil	100	104	109
EP Heritage	38		
Mattawa PS	40	25	42
Marshall Park PS²⁰ / Silver Birches PS	125	106	88
OEYC	1,315	1,373 ²¹	1,300
OKP	357	396	381
Phelps PS	20	9	15
EEC Saint-Anne	56	51	49

¹⁸ John XXIII amalgamated with another school in June 2015. The program was transferred to St. Joseph (adult school)

¹⁹ The program from St-Thomas D'Aquin transferred to Ferris Glenn in September 2016

²⁰ Marshall Park Public School closed in June 2014. The program transferred to Silver Birches PS.

²¹ OEYC includes programs that take place at the Military Family Resource Centre as of 2015.

EEC St-Thomas D'Aquin	31	53	53 ²²
<i>Family Enrichment</i>	202	193	162
E.W. Norman	81	69	56
Family Enrichment²³	121	112	106
<i>South Algonquin</i>	42	12	19
Madawaska	6		4
St. Martin of Tours	42	12	17
<i>Temagami</i>	15	10	34
Temagami PS	15	10	34
<i>West Nipissing Child Care Corporation</i>	309	273	305
Christ-Roi	39	33	40
Jeunesse Active	46	30	52
La Resurrection	42	43	14
St-Joseph	74	84	87
Ste-Marguerite d'Youville	0	0	0
Main Site (Site principal)	136	159	193
Verner	163	122	110

PARENT/CAREGIVER AND CHILDREN VISITS

Table 8 shows the number of parent and caregiver visits 1) Across all Nipissing OEYCFCs, 2) By agency operating an OEYCFC, and by 3) OEYCFC location. In contrast to the unique parent and caregivers table shown above, the number of visits across the District increased between 2014 and 2016 by 1,577 visits or 8%.

Table 8 OEYCFC Parent/Caregiver Visits

Location	2014	2015	2016
All Nipissing OEYCFCs	20,006	21,696	21,583
<i>Community Living North Bay</i>	13,866	15,642	15,404
Ferris Glen PS	310	308	503
Garderie Soleil	381	468	549
EP. Heritage	91		
Mattawa PS	369	309	215

²² The programs at St-Thomas D'Aquin transferred to Ferris Glen in September 2016.

²³ John XXIII amalgamated with another school in 2014. The program was transferred to St. Joseph

Marshall Park PS²⁴ / Silver Birches PS	1,046	858	726
OEYC	9,175	11,033	10,437
OKP	1,870	1,964	2,240
Phelps PS	93	13	117
EEC Saint-Anne	332	291	276
EEC St-Thomas D'Aquin	199	398	341
<i>Family Enrichment</i>	2,668	2,462	2,355
E.W. Norman	546	532	506
Family Enrichment²⁵	2,122	1,930	1,849
<i>South Algonquin</i>	95	86	68
Madawaska	7		3
St. Martin of Tours	88	86	65
<i>Temagami</i>	165	95	164
Temagami PS	165	95	164
<i>West Nipissing Child Care Corporation</i>	3,212	3,411	3,591
Christ-Roi	389	245	262
Jeunesse Active	218	233	347
La Resurrection	363	206	80
St-Joseph	513	634	602
Ste-Marguerite d'Youville	22	18	27
Main Site (Site principal)	565	914	1,104
Verner	1,142	1,161	1,170

Table 9 shows the number of children's visits 1) Across all Nipissing OEYCFCs, 2) By agency operating an OEYCFC, and by 3) OEYCFC location. In contrast to the unique children's table shown above, the number of visits across the Nipissing District increased between 2014 and 2016 by 2,226 visits or 9%.

Table 9 OEYCFC Children Visits

Location	2014	2015	2016
All Nipissing OEYCFCs	25,453	27,702	27,679
<i>Community Living North Bay</i>	17,410	19,521	18,892
Ferris Glen PS	433	411	730
Garderie Soleil	592	765	798

²⁴ Marshall Park Public School closed in June 2014. The program transferred to Silver Birches PS.

²⁵ John XXIII amalgamated with another school in June 2015. The program was transferred to St. Joseph (adult school)

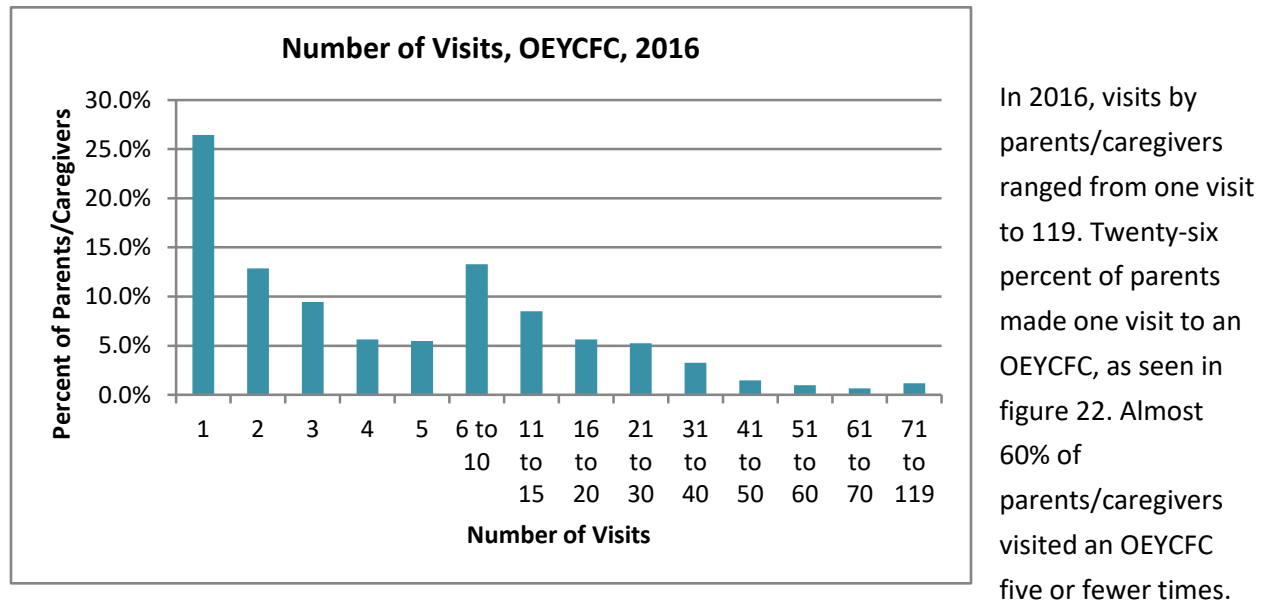
EP. Heritage	147		
Mattawa PS	487	443	266
Marshall Park PS²⁶ / Silver Birches PS	1,460	1,106	891
OEYC	10,747	12,973	12,376
OKP	2,524	2,842	2,979
Phelps PS	115	15	129
EEC Saint-Anne	635	644	362
EEC St-Thomas D'Aquin	270	411	341
<i>Family Enrichment</i>	2,775	2,445	2,562
E.W. Norman	1,169	994	926
Family Enrichment²⁷	1,606	1,451	1,636
<i>South Algonquin</i>	157	94	82
Madawaska	13		5
St. Martin of Tours	144	94	77
<i>Temagami</i>	148	115	242
Temagami PS	148	115	242
<i>West Nipissing Child Care Corporation</i>	4,963	5,032	5,901
Christ-Roi	510	319	295
Jeunesse Active	231	260	397
La Resurrection	462	223	54
St-Joseph	649	881	953
Ste-Marguerite d'Youville	83	0	1
Main Site (Site principal)	1,614	1,592	2,126
Verner	1,414	1,757	2,075

²⁶ Marshall Park Public School closed in June 2014. The program transferred to Silver Birches PS.

²⁷ John XXIII amalgamated with another school in June 2015. The program was transferred to St. Joseph (adult school)

VISITS PER ATTENDEE

Figure 22 Number of Visits by Parents/Caregivers

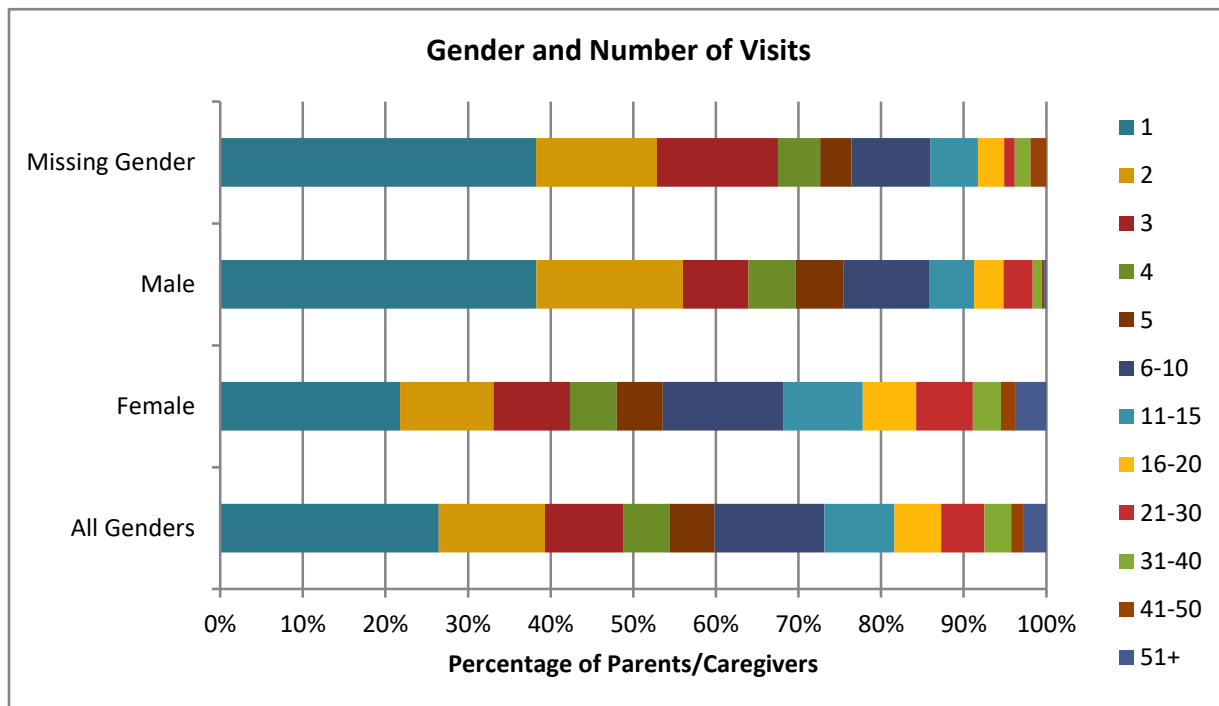


Approximately 28% of parents/caregivers visited between six and 20 times and just over 8% of parents/caregivers visited between 20 and 50 times. About 3% of parents/caregivers visited more than 50 times. Overall, parents/caregivers averaged nine visits in 2016. However, when the outliers are removed, the average visits per parent/caregiver drops to almost six and the median number of visits was four.

Figure 23, on the following page, illustrates the total number of visits by gender. Approximately 22% of females visited an OEYCFC once, compared to 38% of males and 38% of parents/caregivers whose gender was not recorded.

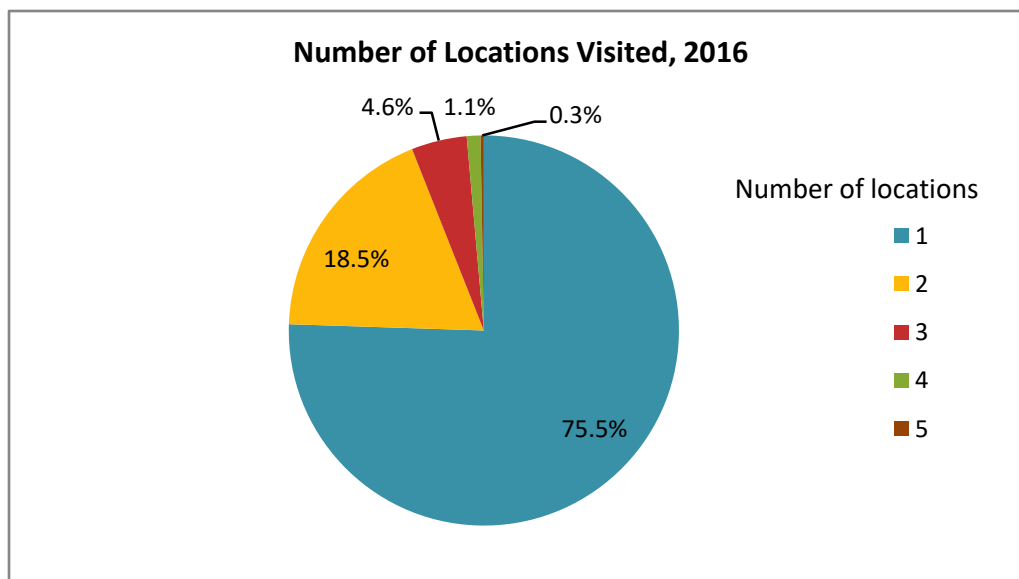
Fifty-four percent of females visited five or fewer times, compared to 75% of males visited five or fewer times. Approximately 16% of females visited more than 20 times, compared to 5% of males who visited more than 20 times.

Figure 23 Gender and Number of Visits



Parents and caregivers visited between one and five OEYCFC locations, as seen in figure 24. The majority of parents/caregivers (almost 76%) visited one location, almost 19% visited two sites and 1% visited four or five locations.

Figure 24 Number of Locations Visited, Parent/Caregiver 2016



DEMOGRAPHICS

Demographic data and information will be presented for the all of the OEYCFCs. Analysis and discussion about individual OEYCFCs will occur in the future.

It should be noted that in 2016 there were 1,859 parents/caregivers served across all OEYCFCs (see Table 6); however, there are 1,850 parent/caregivers who have information entered into CIMS. As explained earlier, served and visits counts can be entered manually without a connection to a profile.

Each chart and table will have a “n” value (or the total number of valid data) and indicate the number of missing (or invalid data). Missing data primarily consists of fields that were blank (i.e. no information was entered). It is not possible to determine if the data is missing because the parent/caregiver chose to not complete the information (either intentionally or unintentionally), the information was not required (i.e. child care provider), or the staff member responsible for inputting the information made an error. All percentages are calculated based on valid data.

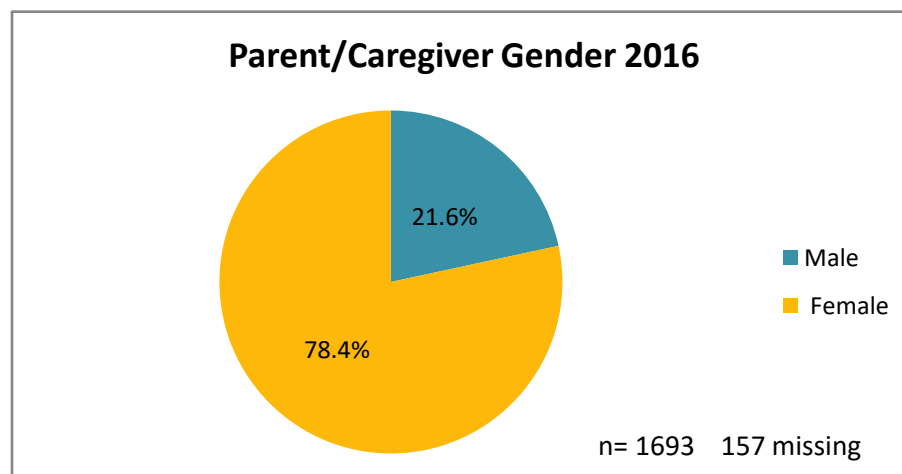
Data may be suppressed when there are values less than 10, for reasons of confidentiality and privacy. Suppressed data will be indicated by an asterisk (*).

The data analysis was conducted using reports from within CIMS, Business Objects/Web Intelligence, and Excel. Numbers may not add to 100 due to rounding error and/or data suppression.

PARENT/CAREGIVER GENDER

The CIMS registration form collects two genders for adults, male and female. In 2016, 78% of parents/caregivers were female and 22% were male as seen in figure 25.

Figure 25 Parent/Caregiver Gender All OEYCFC Sites



PARENT/CAREGIVER AGE

Figure 26 Parent/Caregiver Age

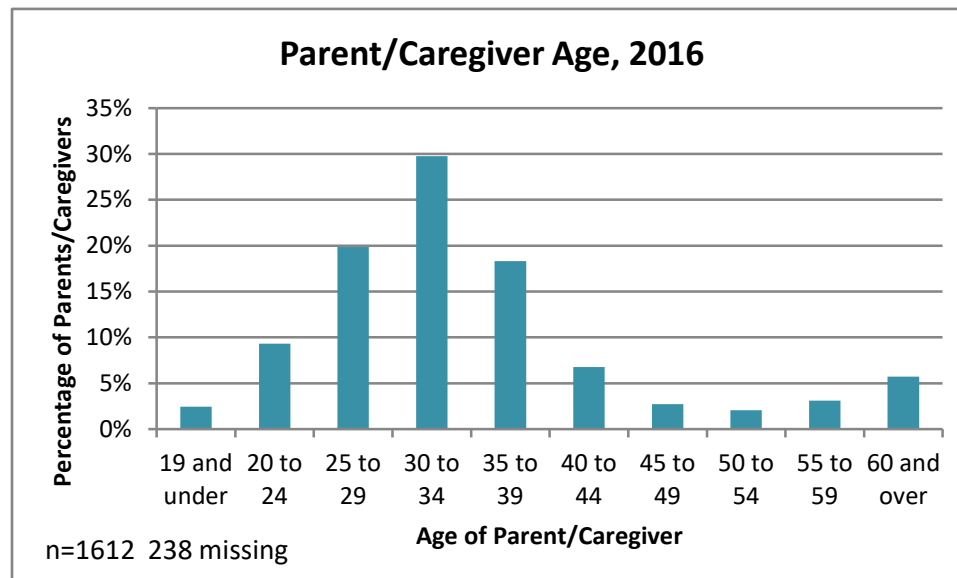


Figure 26 depicts parents/caregivers age as of December 31, 2016. Thirty percent of parents/caregivers were between the ages of 30 to 34 years, a further 20% were between the ages of 25 to 29 years and 18% were

between the ages of 35 to 39 years. This 15 year age cohort (25 to 39 years old) comprised 68% of all parents/caregivers that attended an OEYCFC. A further 11% were under the age of 25 and 15% were over the age of 39.

The average age of a parent/caregiver was 34 years old. Ages ranged from 16 to 74 years old.

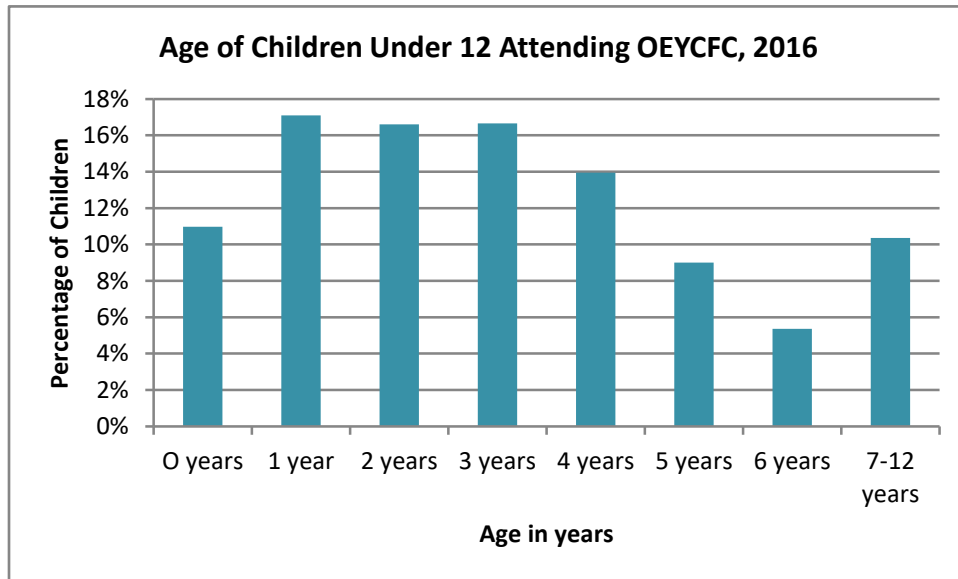
CHILDREN'S AGES

There were approximately 1450 children ages six and under that visited an OEYCFC in 2016. A further approximately 170 children were between the ages of seven to 12. According to the data extracted, there were 11 individuals over the age of 12 that attended an OEYCFC, however this includes ages that were presumed to be recorded incorrectly and/or the parent/caregivers date of birth. There were 378 children without an age or with an age that was in the future.

Figure 27 depicts the age of children 12 and under attending an OEYCFC. Ten percent of children attending were under the age of one. Almost identical percentages of children ages one, two and three attended an OEYCFC (17%). Children three and under constituted 61% of the children who attended in 2016. There is a decrease in percentage of children attending the centres after the age of three: 13% of children were four years old, 9% were five years old and 5% were six years old. Children between the ages of four and six have the opportunity to attend full day kindergarten programs at school. About 10%

of children were between the ages of 7 and 12, with a large portion of this age group attending with a younger sibling.

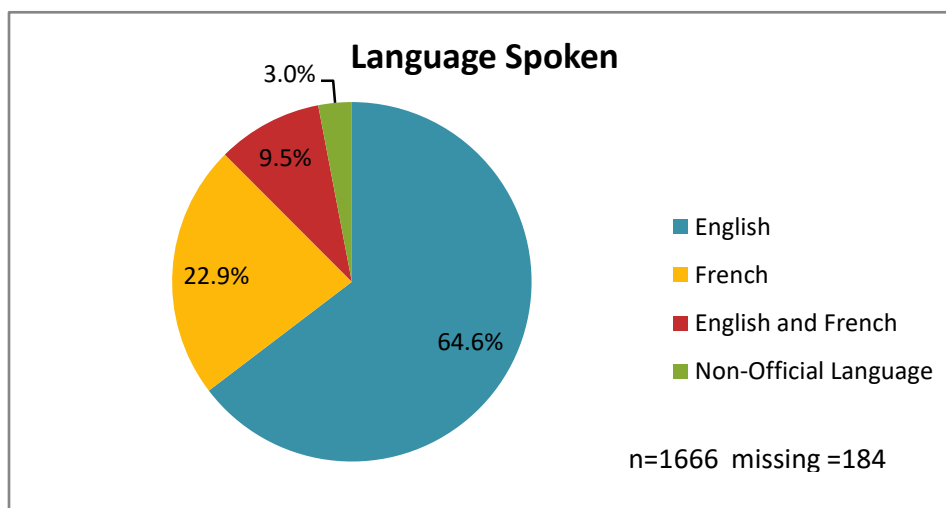
Figure 27 Ages of Children Attending OEYCFCs, 2016



PARENT/CAREGIVER LANGUAGES SPOKEN

Figure 28 illustrates the languages spoken by parents and caregivers in their home. Almost two-thirds of parents/caregivers spoke English in their home and about 23% spoke French. Just under 10% of parents/caregivers spoke English and French and 3% spoke a language other than English and French.

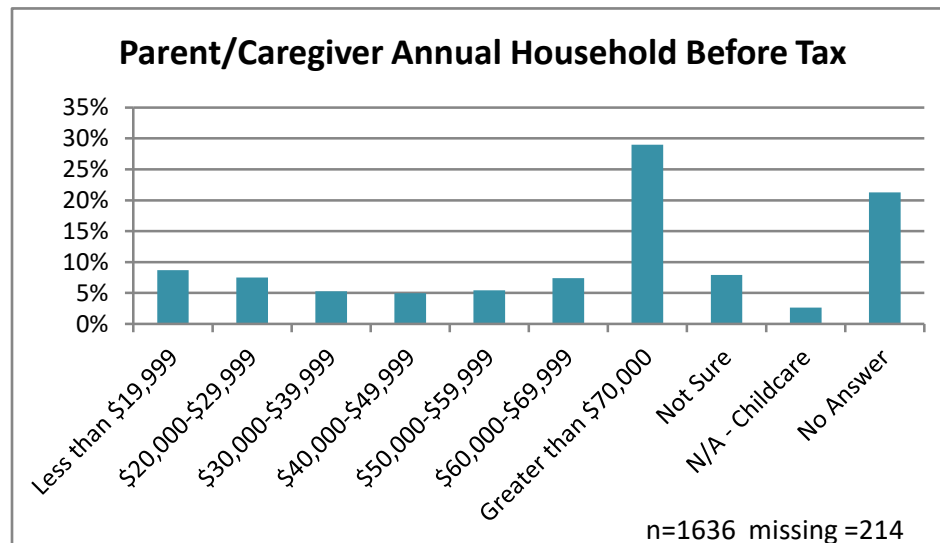
Figure 28 Parent/Caregiver Language Spoken



ANNUAL HOUSEHOLD INCOME

Figure 29 illustrates total annual household income before tax. Twenty-one percent of parents/caregiver declined to answer the question and 8% were unsure. Twenty-nine percent of households had incomes greater than \$70,000. Families with incomes in the remaining income categories ranged from 5% to 9% of households. *Note: If two parents in the same family answered this question, the information may be duplicated.*

Figure 29 Parent/Caregiver Annual Household Income Before Tax



INDIGENOUS IDENTITY – PARENTS AND CAREGIVERS

Figure 30 Parent/Caregiver Indigenous Identity

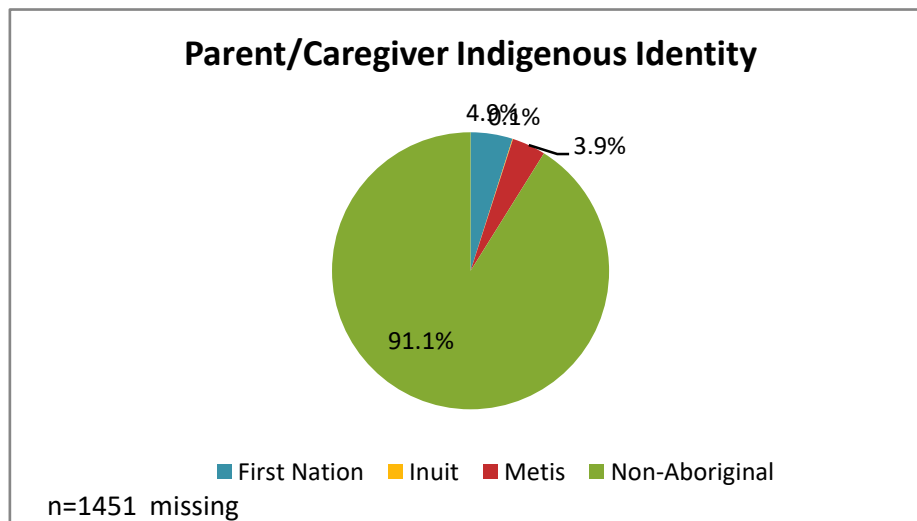


Figure 30 shows that almost 9% of parents/caregivers self-identified as Indigenous. There was approximately 22% of missing information, therefore this information should be used with caution.. Almost 5% of

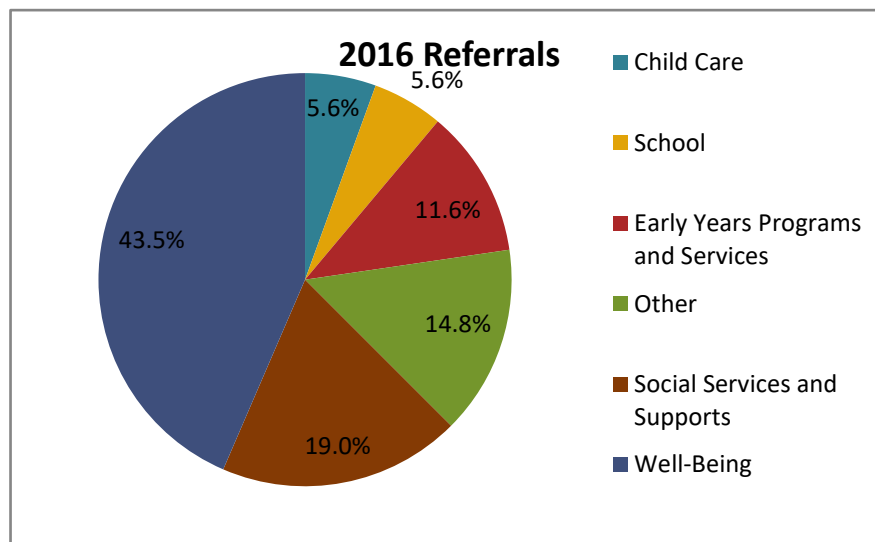
parents/caregivers self-identified as First Nations, 3.9% self-identified as Metis and 0.1% self-identified as Inuit.

REFERRALS

Referrals are made by educators to community programs and services. The referrals assist parents in questions or concerns they may have. In 2016, there were 216 referrals made by educators across the District. For the purpose of this analysis, the referrals are grouped in to one of the following six categories:

- Child care
- Early years programs and services
- School
- Social services and supports
- Well-being
- Other

Figure 31 2016 OEYCFC Referrals



referrals were for 'other' programs and services.

Figure 31 illustrates the category of referrals made by educators. Almost 44% of referrals were to programs and services that supported well-being and a further 19% were for social service supports. Eleven percent of the referrals were for early years programs and services and approximately 5% of referrals were for child care or school. Finally, 15% of

REFERRAL PROGRAMS AND SERVICES

This section will discuss the details for each referral category.

CHILD CARE

The referrals in the child care category included referrals to specific child care providers, information on child care and referrals to DNSSAB for child care subsidy information.

EARLY YEARS PROGRAMS AND SERVICES

The referrals for early years programs and services included connected parents with other OEYCFCs including Family Enrichment, neighbourhood OEYCFCs and specific programs and services that occur in the OEYCFC. Referrals also included school readiness programs that are organized by OEYCFCs.



SCHOOL

The referrals to schools centred around general information and registration for elementary schools, however, referrals also included adult upgraded and special needs programs and supports.

SOCIAL SERVICES AND SUPPORTS

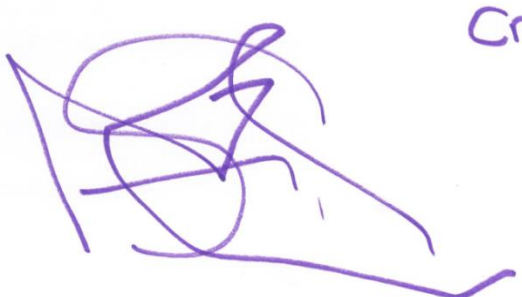
Social services and support referrals included: parenting classes, OW, housing services, programs from organizations such as LIPI, CAS programs such as Mothercare, counselling services, infant food cupboard, food banks, and supports for LGBTQ2 families.

WELL-BEING

Well-being referrals included referrals to seek a medical practitioner's advice, breastfeeding supports and programs, programs and services offered by the Health Unit, HANDS and OKP, developmental screens, dietary /nutrition questions, mental health programs and services (for parents and children) and support groups for specialized services like autism and diabetes.

OTHER

What do you like to do? Tell us in words or pictures



Craft

eat
glue

First Name: Jackson Age: 2½ Child and Family Centre: FEP

“Other” referrals include referrals to programs, services and organizations that do not fit into the above categories. If an agency offers multiple types of supports and services, but there was no explanation on what the referral was for, the referral was considered other. Referrals included where to access car seat safety information, Indigenous organizations, recreational organizations, and libraries.

CONSULTING WITH THE COMMUNITY

WHAT WE HEARD

The purpose of community engagement is to understand the needs of families and service providers with respect to the Ontario Early Years Child and Family Centre. The community consultations were completed in person and through an online survey. Programs and services accessed for early years and child care are interrelated and through this process needs were identified outside the focus of the needs assessment. The needs are noted for the community and for future planning reference.

PRIVACY AND CONFIDENTIALITY

In order to protect the confidentiality of participants, no identifying information will be used. There are no records connecting the parents and caregivers who participated in a consultation at an OEYCFC (i.e. there was no consultation attendance sheet).

PARENTS, CAREGIVERS AND FAMILIES

FAMILY FOCUS GROUPS

The purpose of focus groups is to meet with families, services providers and others and have a discussion on their needs as it relates to early learning programs and services with a focus on the OEYCFCs.



Family focus groups were held at each OEYCFC across the District, during regularly scheduled program time. The purpose of these focus groups was to engage families (parents and caregivers) to learn their needs as it relates to early years programs and services.

The focus groups were informal and held while families engaged in the program. Focus groups were held during program time to ensure

families could attend and not need to make child care arrangements. At the start of each focus group, the purpose was explained to families who were present including an explanation of the services offered by DNSSAB. Families were asked up to five questions and their responses were recorded by a Children's Services team member and focus groups were facilitated by the CS-DAC.

Focus groups were advertised up to a month in advance, however, some focus groups were rescheduled due to programs not operating during a snow day/ school closure. Each poster advertised the time and had a QR code linked to the survey. Posters were created in English or French, as appropriate. (See Appendix D for examples of the poster). Francophone OEYCFCs were supported by French speaking Children's Services staff. Focus groups lasted, on average, 30 minutes to an hour. Depending on the agency or site, the focus group was advertised on the program calendar. Each focus group was conducted in a corner of the OEYCFC room, or in another designated place.

At times, due to the nature of drop-in early years programming, the noise level made it difficult to conduct conversations. Some families joined, or left, the conversation during the session. Families did not have to participate in the conversation. Participants were thanked for their participation but did not receive honorariums.

It is recognized that the feedback received is only reflective of the families who participated and/or attended the OEYCFC on the day.

The needs of families as it relates specifically to rural and remote needs are highlighted as well.

QUESTIONS

The following is a list of the questions used to facilitate the discussion.

1. What do you and your family look for, or need, in an early years centres/program?
2. What are the strengths of the early years centres?
3. What improvements would you suggest for the early years centres?
4. How can the early learning and child care system improve the way it integrates, or brings together, community programs and services?
5. Do you attend other Child and Family Centres? What programs do you access? Why not?

DATES AND ATTENDANCE

Table 10, lists the locations, dates, times, and the number of participants for the family focuses groups. There were 19 focus groups that occurred between March 3, 2017 and May 1, 2017. No focus groups took place during March Break, PD Days, and statutory holidays. If a snow day occurred on the same day of a scheduled focus group, the focus group was rescheduled. Family Enrichment and OEYC were

scheduled for two focus groups each. One focus group occurred on a Saturday. The remaining focus groups were Monday to Friday in the morning (times varied due to travel).

Parent/caregiver attendance at the focus group varied between 0 and 13. Note: this number is derived from the total number of parents/caregivers observed during the scheduled time. Not all parents/caregivers participated and some parents/caregivers may not have been included. CIMS does not 'time-stamp' the arrival or departure of families; therefore it could not be used for attendance purposes. In addition, to ensure privacy and confidentiality, the CS-DAC did not associate or confirm CIMS attendance with the focus groups. In total, approximately 130 parents and caregivers attended a consultation at an OEYCFC site.

Table 10 Dates, location and attendance - Family Focus Groups

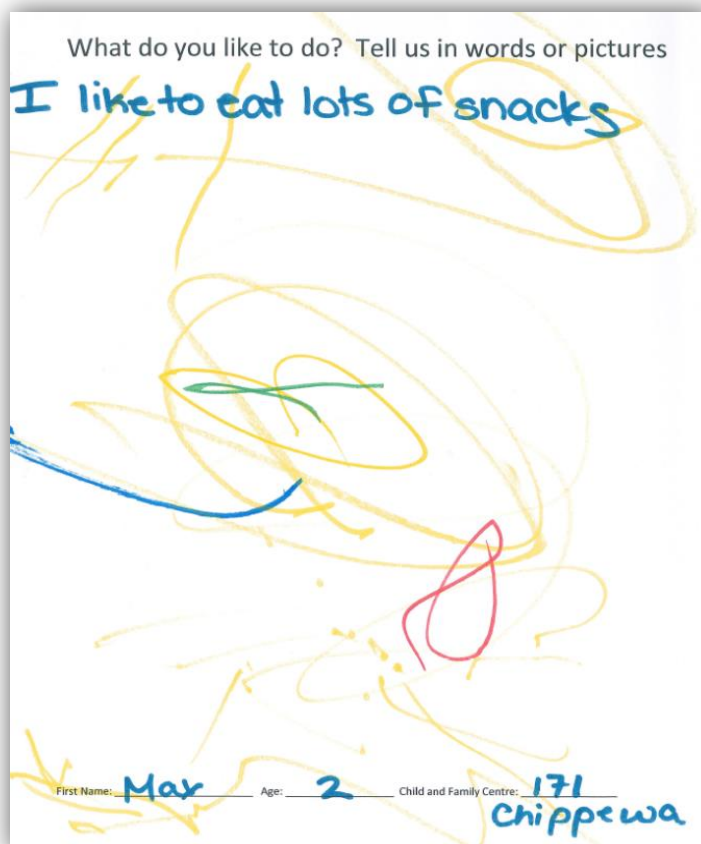
#	Date	Place	Time	Attendance
1	Friday, March 3	Family Enrichment	9:30-10:30	6
2	Saturday, March 4	OEYC	10:30-11:30	6
3	Wednesday, March 8	Family Enrichment	9:30-10:30	13
4	Thursday, March 9	Silver Birches	9:30-10:30	7
5	Friday, March 10	OKP	9:30-10:30	9
6	Monday, March 20	OEYC	9:30-10:30	0
7	Tuesday, March 21	MFRC	9:30-10:30	4
8	Thursday, March 23	Ferris Glen	9:30-10:30	13
9	Friday, March 24	Garderie Soleil	9:30-10:30	9
10	Tuesday, March 28	La Resurrection	10:00-11:00	9
11	Wednesday, March 29	St-Joseph	10:00-11:00	13
12	Thursday, March 30	Verner	10:00-11:00	6
13	Friday, March 31	Jeunesse Active	10:00-11:00	9
14	Thursday, April 6	Mattawa (St. Victor)	10:00-11:00	3
15	Friday, April 7	EW Norman	9:30-10:30	7
16	Monday, April 10	St. Martin of Tours	10:30-11:30	6
17	Wednesday, April 12	Ste-Anne	10:00-11:00	2
18	Monday, April 24	Temagami	10:00-11:00	6
19	Monday, May 1	Phelps	9:30-10:30	4

CONSULTATIONS

Note: The needs of rural and remote families, Francophone families (as it relates to Francophone programs and services) and Indigenous families will also be discussed in the section “Groups of Particular Interest”.

WELL BEING

Families look for quality programs and services that are affordable and convenient to get to. Parents and caregivers stated that one of the most important benefits of the OEYCFCs was socialization, not only for the children but also themselves. Children and their parents make friends, with regular attendance it “becomes like a family” and families continue the relationships even when the centre is not open. Parents and caregivers can interact with other adults and have ‘adult conversations’. For many families, this support is especially important in the post-partum period.



Parents can talk to each other about concerns and have support in raising their children. Parents and caregivers can learn from their peers and share advice and support on parenting, including what to expect in the future as their children grow. Parents can work with educators to complete developmental screens for children (such as the NDDS and ASQ) and then receive advice and referrals as necessary.

For some parents, access to clothing, formula, diapers, vouchers and assistance for transportation was extremely important. These services are provided in such a way that families accessing the service do not feel shamed or judged.

Through the consultations it was recognized that each OEYCFC is unique and brings different opportunities to meet the diverse needs of parents, caregivers and children. As one parent stated, “I

come here for my son, I am not really a social person. It gets me out of the house. It allows me and my son to interact.” When parents and caregivers receive the supports they need, including emotional supports, they can better support their children.

BELONGING

Families want to feel like they belong (are welcomed) in the centres. This is achieved through educators who greet families, provide a welcoming environment and sites that are accessible to families. For some families providing a healthy snack for children or tea and coffee for the parents/caregivers can enhance the sense of belonging. Some parents/caregivers indicated that male parents/caregivers do not feel as if they belong. There is a perception that some sites have a “regular group” and new parents/caregivers do not feel welcomed or accepted by the “regular” parents and caregivers.

Parents described how anxiety kept them from available programs and the perception that their parenting will be judged. Many parents and caregivers feel most comfortable when the staff is consistent and consistent educators encourage them to return to the programs. Parents and caregivers look for a ‘safe space’ for themselves and their children.



Children are exposed to different cultures, languages and families at the OYCFCs. Children are excited to attend the programs, excited to see friends and educators. Families who have children with special needs appreciate the support, knowledge, advice and resources they receive for the children.

EARLY YEARS PRACTITIONERS

Families praised the early years practitioners. The children and parents and caregivers develop positive relationships with the early years practitioners which enhances the sense of well-being and engagement in the programs.

Practitioners were described as supportive and caring.

Throughout the consultations across the District, when asked what the ‘best part’ of the program was, parents, caregivers (and children) stated the practitioner/practitioners

who led the program. The early years practitioners understand the needs of children and families. They share suggestions on parenting, but trust parents in their ability to make decisions for their family.

However, early years practitioners need to welcome and interact with all families to the centre (new or “old”) and ensure they are having their needs met.

Parents appreciate when community partners come to the centres to discuss parenting and child development. New parents, and parents and caregivers who are new to the area appreciate the information provided and shared on other community programs and services. This is shared formally by practitioners or informally by talking with other families. However, early years practitioner’s knowledgeable of programs and services varied across the District.

ACCESSIBILITY

Program hours are significant for parents and caregivers to participate in programs. Programs that operate in the morning are preferable for young children who nap in the afternoon; however parents and caregivers also want to access programs on weekends and/or evenings. This would make programs more accessible for parents/caregivers who are in school and/or work. Some parents, particular stay-at-home parents, feel evening and weekend hours would allow their partner to participate in programs. There is one program that operates in evenings/weekends and parents and caregivers suggested that other sites could operate in evenings or weekends, even if it was on a monthly basis, including areas outside of North Bay. Many parents want the opportunity to attend programs year-round (some sites are closed during school holidays and on snow days)

Accessible locations are important. For some parents, the only location that is accessible is the OEYCFC in their neighbourhood school. Parents and caregivers identified that the program room needs to accommodate early learning needs, including bathrooms, change tables, water, places to put personal belongings such as coats, places to keep strollers secure and program rooms that are easy to find in the school. Parents and caregivers also look for locations that have access to a gym for their children, in particular in winter months when playgrounds are closed. The variety of sites is important;

“I highly recommend the Early Years Centre to everyone I know that could benefit from this place”

Parent

some families prefer busier sites while other families prefer quieter sites. Sites based in one room allow parents and caregivers with multiple children to supervise all their children while they participate in the program; however there remains a need for sites with multiple program rooms as it allows a diversity of program activities to take place. Locations with natural light were favoured. There are times that sites that are based in one room can feel crowded, especially as the programs become more popular. OEYCFCs located in schools introduce children to the school environment.

Parents reported that policies and procedures between schools were often different and sometimes changed during the school year. Some schools were welcoming and at other schools parents did not feel welcome. Allergy policies were not always communicated. There is not always a safe place to keep a stroller, while some schools permitted strollers to be inside. Families were uncomfortable if they used the “wrong” bathroom, but the designated bathroom was too far for their child to make it on time. Gym time, which is important for many families, is not consistently available and little notice is given to changes. At some schools families are allowed to use playgrounds, while other schools they are not permitted to.

PROGRAMS AND SERVICES

Many sites have a diverse range of children in ages and developmental ability. This leads to a variety of toys and activities for children. It was recognized this can make programming difficult and there is a desire for age appropriate learning opportunities occurring at the same time. Often, circle time can become repetitive with the same songs etc. Children are learning to share and interact with other (and learn boundaries).

COMMUNICATION

It was felt that there was a lack of knowledge in the community about the services, programs and sites. Parents and caregivers asked for better communication about programs and services offered at different sites and to “get the word out”. Families often do not know the program exists, especially in school based sites if there are no older children. Parents and caregiver usually hear about programs through word-of-mouth. There is one agency that uses Facebook to promote activities, but it is not

“The best part is feeling like you’re not alone in your struggles of parenting. The staff always have good answers to any challenges we may be facing at the time”

Parent

consistent across the District. Some agencies have websites and use social media to update program calendars, however this is not available for all sites. Sites outside North Bay (in particular Mattawa and Sturgeon Falls) felt they needed better communication, including the use of social media, and promotion of programs in their respective communities. Other suggestions to improve awareness included having information available at the hospital or at family doctors/clinics.

SUGGESTIONS

Suggestion for new programs/services included (in no particular order):

- More outdoor based learning activities (forest programs)
- Outings (funding for outings)
- Activities in the summer include children up to the age of 12
- Programs that are age/developmental specific
- Increased French programming
- Increased sensory activities
- More craft activities
- Increased literacy activities
- Increased programs that assist with healthy eating/living
- Programs/services to support parenting
- Programs/services to support grandparents raising their grandchildren
- Emotional regulation for children
- Increased registered programs (e.g. infant massage, baby sign)
- Programs in outlying areas (such as Bonfield and Rutherglen)
- Learn about quality child care programs: licensed and private
- Encourage more families to attend/ attend more than one.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> • Affordable (free) • Many locations • Rich learning environment • Socialization for children and adults • Educators building relationships with families • Creating friendships • Community partners providing information about parenting and child development • School sites introduce children to a school environment • Learn about programs and services that are available in the community • Children can play freely and do things on their own time • Children are exposed to different cultures, languages and families. • Children are excited to attend 	<ul style="list-style-type: none"> • Routines for programs • Healthy snacks • More accessible for fathers/ male caregivers • Evening/weekend programs offered at different locations • Programs operate year round • Increased communication about programs, sites etc. 	<ul style="list-style-type: none"> • Location of rooms/sites • Lack of gym (gross motor) space • Size of space • Hours of programs • Lack of understanding and promotion of How Does Learning Happen • Male caregivers feel unwelcomed • It is difficult to feel welcome at some sites • Programs can become repetitive

SURVEY

Close to 250 responses were received from parents and caregivers. The survey asked questions on early years and child care experiences in the District. Examples of posters advertising the survey are in Appendix C. The posters were shared with OEYCFC and licensed child care locations. Parents and caregivers who were on email mailing lists received a link to the survey. The survey was available for six weeks in English and French.

The questions the parents and caregivers answered were dependant on their experiences within the early years and child care system. For the purposes of this report, there will be no analysis bi-variate analysis or comparison of the results between different users. It was noted, however, that in many instances, parents and caregivers did not understand the difference between child care and early years. For example, when asked to state the OEYCFCs visited, parents and caregivers included licensed child care locations in the “option” box. The following discussion is based on the responses for early years.

WELL-BEING

Parents and caregivers use the supports of the public health nurses to support child development, nutrition and establish health feeding including breastfeeding supports. However, parents also described information should be available prenatally as well, to help prepare for the child’s birth and learn what supports are available in the community before the child is born.

The supports and programs are available for all stages of development in a young child. Parents and

“The staff at the EYC is what makes it! [early learning practitioner name] is amazing! She is thoughtful, understanding and an all-around great person. My children love and trust her. She has gone above and beyond her call of duty in my opinion. Plus she makes a great pot of coffee. [Second practitioner name] has done an amazing job teaching my daughter French and making her excited about it (French is Fun)! [Third practitioner name] for teaching balloon breathing (Tucker Turtle). [fourth practitioner name] for adoring my son and great conversation. My daughter has to wear her “fast” shoes to race with [multiple practitioner names], and I am sorry if I missed anyone. Everyone there is great and has helped me out in some way! I am not from the area, I did not have any family or friends here when we moved here. Thanks to the EYC my whole family has been able to make friends and connect with my community. This is a GREAT program.”

Parent

caregivers felt that the programs and services they accessed helped their child successful transition into school. This was particularly important for families who do not use child care.

Being with parents and caregivers who have young children creates a community of support for the family. Families do not have to feel they are 'alone' – they have the supports of not only the practitioners and staff at the centres but also other parents and families. The early years practitioners have actively sought out families with children who were have a difficult day to encourage them not to be defeated and to invite them back again on another day.

BELONGING

Parents and caregivers will attend the OEYCFCs if they feel comfortable and welcomed and see themselves in the program. However, some families described how some centres felt cliquey and unwelcoming, so they did not continue attending the centre. Centres that have smaller classrooms, or large number of families attending, can be overwhelming.

PROGRAMS AND SERVICES

The programs and services attended by parents and caregivers were primarily early years programs and services (such as drop in or play group programs). Parents and caregivers also attended for breastfeeding supports, child development and supports, school readiness programs and to obtain general information of children and parenting. Parents and caregivers also appreciated access to bilingual (early literacy) libraries.

As was heard in the consultations, parents and caregivers attend OEYCFCs for socialization – for children and for adults. For many, this is the 'best part' of attending the OEYCFCs. Some of the more 'specialized' programs such as infant massage and baby food making act as an icebreaker for parents and caregivers

to meet other parents and caregivers and attend the centres regularly.



ACCESSIBILITY

Parents and caregivers want programs and services available throughout the year (some programs close during PD days, March Break and summer holidays). Families also described the desire for programs and services

available on the weekend and/or evenings during the week (in addition to the location that is currently open on evening and Saturdays).

Many parents and caregivers attend the school OEYCFC sites in their neighbourhood. These are a large classroom and for families with more than one child, it allows all children in the family to explore and interact on their own terms. It would be beneficial if workshops (such as infant massage) were held in some of the school OEYCFC locations.

Parents and caregivers appreciate that all programs and services are free. This enables all families to attend the centres. This was particularly important for families in the first year after their child was born during maternity or parental leave when income was reduced and they look for supports and services during the baby's first year.

COMMUNICATION

Families use the calendars (available online), to plan outings and schedules with their young children. They felt that the calendars and information about programs and services could be more readily available, and consistently available before the start of the month.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none">• Wide range of programs and services are attended by parents and caregivers• Public health supports• Excellent staff• Socialization for parents and children• Literacy programs• Free programs and services	<ul style="list-style-type: none">• Programs open throughout the year• Variety of speakers on different parenting topics• Increase weekend hours• Prenatal programs and services	<ul style="list-style-type: none">• Hours of operation, particularly for working families• Cliquey (unwelcoming for some families)• Lack of knowledge of the difference between early years and child care programs• Large groups of families can be overwhelming.

GROUPS OF PARTICULAR INTEREST

RURAL & REMOTE COMMUNITIES

Consultations were conducted in our rural and remote communities in order to gain a better understanding of the unique needs of families and challenges faced by parents and caregivers.

EARLY YEARS PRACTITIONERS

In our rural and remote areas, parents and caregivers expressed their appreciation for the programs and services. They especially appreciated the relationship that has been cultivated with the early years practitioner. Families and caregivers have developed positive relationships with the early years practitioners which in turn has created an environment that promotes a sense of belonging, well-being and engagement in the programs. Practitioners were described as friendly, supportive, knowledgeable and caring.

WELL-BEING

For many of the families attending the program, the OEYCFC is the only opportunity for their children to socialize with other children. Parents and caregivers also expressed this for themselves as they indicated that they did not have opportunities to socialize with other parents in their community. In many instances, parents and caregivers expressed a need for additional days of service as the current number of days did not meet the current need and wanted the service provider to consider offering services every week.

PROGRAMS AND SERVICES

It was felt that there was a lack of knowledge in the rural communities about supporting and specialized programs and services available to families and caregivers. Service providers are often located between two Districts which has caused much concern and

confusion for families. Parents and caregivers have expressed that they often feel isolated and unsure where to turn to when required in accessing specialized services for their children and families (e.g. children's mental health, speech and language, health nurse). In some of our communities, parents and caregivers have also expressed their concerns in regards to the lack of visits made by community

"Kudos to the amazing staff!! Every single member of their team is so warm and welcoming! They make every parent feel good about themselves and listen to their needs as well as the child's. They take the time to talk to every child and parent and are always on hand for questions. They are always so helpful with their answers!"

Parent

partners “because they are so far out” and feel that their families and children would benefit from their expertise and advice. Due to the inconsistencies in support services, early identification was also brought forward as a concern for many families.

Parents and caregivers expressed that they appreciate structured or routine based programs. They felt that the planned routine was very close to a kindergarten program and that it helped their children with school readiness skills. Families expressed a need for more school readiness activities which lead to discussion of the play based learning approach. Many parents and caregivers did not appear to understand the pedagogical of How Does Learning Happen? and the linkages to school readiness.

In some of our communities, families identified the need to have more parenting programs to increase their knowledge and skills - many are offered in the more urban areas but parents and caregiver have expressed that they can't attend evening programs as they have to travel so far. In many instances families would need to travel up to one hour in order to access the programs. Parents and caregivers felt that their families would benefit from programs such as nutrition/cooking programs, food cupboards, clothing cupboards, literacy programs, etc.

Parents and caregivers also expressed concerns in regards to the transportation barriers that many faced. Unless families have access to a vehicle, they are required to carpool (if they can find a ride) if they wish to attend the program. Walking is often not an option, as many families live in the more rural areas of the community or have too long of a distance to walk or the route that must be taken is not safe or convenient for families with young children. There is also no access to public transportation or taxi services in these areas.



COMMUNICATION

Parents and caregivers have mentioned that communication about programs and services offered are done by word-of-mouth. It was also said that if new families were to move to the community, in most instances they would not know that the program existed, especially if they do not have any previous or established connections in the community. In one community, families expressed appreciation as the service provider contacts individual parents and caregivers to remind them that the program is being offered.

SUGGESTIONS

Suggestion for new programs/services included (in no particular order):

- Recreation activities in the summer include children up to the age of 12
- Increased programs that assist with healthy eating and healthy living choices
- Program such as baby food cupboards, clothing cupboard/exchange
- Support with early identification and special needs resourcing services
- Programs/services to support positive parenting
- Increased literacy and school readiness programs
- Investigate potential transportation solutions
- Increased programs in outlying areas (such as Bonfield, Thorne and Rutherglen)
- Increased communication

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> • Great relationships with the current OEYCFC service provider. • Ability to build relationships with other families in the community • Great learning opportunities for children • Welcoming environment for children, families and newcomers. • Family focused programs 	<ul style="list-style-type: none"> • Additional special guests and professionals (e.g. health nurse, speech and language, children's mental health). • Offering program once a week - as opposed to every second week. • Creating the necessary connections for families • Further implementations of HDLH? in order to promote school readiness 	<ul style="list-style-type: none"> • Transportation is a barrier no public transportation or taxis. • Location of provided services Services provided from different Districts - families feel that they are often given the run around when trying to access services for children (i.e. speech and language, children's mental health services). • Local services providers often feel at a loss when trying to connect families to the appropriate services. • Program hours - biweekly hours • In some instances, community partners do not realize that these communities are part of the Nipissing District because of their geographic location.

INDIGENOUS COMMUNITY

The Indigenous consultations were conducted during *The Journey Together What we Learned About Early Years & Child Care Programs for Indigenous Families* completed by a third-party consultant. Below is a summary of the needs of Indigenous families and children as it relates to early years programs and services.

WELL-BEING

Culturally appropriate programs and services were important for many Indigenous families. Elders, ceremonies and access to traditional medicines encourage and promote well-being amongst Indigenous families and children.

BELONGING

Indigenous families want to see themselves reflected in the programs and services they access. However, many families felt there was a lack of cultural awareness and understanding. There was an awareness of racism present in the community.

PROGRAMS AND SERVICES

Families identified the need for cultural programming including elders, knowledge keepers and knowledgeable Indigenous staff to interpret and share knowledge and language. The programs and services offered at Family Enrichment were highlighted as strength in the community.

The importance of additional supports was also noted. Examples included mental health supports, connecting to other programs and services and ensuring programs and services include elements from the outside. It was recommended that an Indigenous resource specialist could help promote cultural programs and understanding for families and service providers, and look towards an opportunity to create an Indigenous early years and child care hub.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none">•Family Enrichment	<ul style="list-style-type: none">•Cultural awareness•Indigenous programs and services•Culturally appropriate programs and services•Indigenous resource specialist•Indigenous hub	<ul style="list-style-type: none">•Transportation to centre•Communication•Racism

FRANCOPHONE COMMUNITY



Francophone consultations occurred in Francophone OEYCFCs and with community partners who deliver early years programs and services in French. The comments below, from parents and caregivers at the OEYCFC, are reflective of Francophone programs and services. The service providers who participated in Francophone consultations included representatives from a French school board, Francophone child care operators and educators who work in Francophone OEYCFCs.

BELONGING

For many families, the Francophone OEYCFC is one of the only early learning opportunities available in French. As one parent stated “My child’s swim lessons are in English, they play soccer in English and do gymnastics in English. This is one of the few opportunities for them to speak French and learn about Francophone culture.” Families want French language services first and see bilingual services as an alternative (but not the preferred) way to deliver program and services.

The Francophone OEYCFC located at St-Thomas D’Aquin school in Astorville had to close due to lack of space for the OEYCFC in the school. Many parents and caregivers felt that this was a loss in the community. The program became bilingual and moved to Ferris Glen in Corbeil. Parents and caregivers described how they have less choice for programs and often have to travel to access Francophone programs in North Bay. They also felt that Francophone culture and French should be the focus of the Francophone OEYCFCs rather than accommodating the needs of parents who want to expose their children to a second language (for example, by speaking English during the program).

Often times, when families attend Francophone programs and services, the children will end up speaking English rather than all children participating in a French learning environment. The service providers recognize that it is a difficult balance as non-Francophone parents and children participate in the programs and services, including families who have a Francophone and non-Francophone parent.

PROGRAMS AND SERVICES

There are often programs (such as Play Your Part Parenting), where there is no French equivalent and/or materials available. Families who want to participate in these services must participate in English.

There was also a desire to have special guests/presenters who are able to speak in French (for example entertainers). French language resources (for example posters illustrating the alphabet) are difficult to find and more expensive compared to comparable English language resources.

EARLY YEARS PRACTITIONERS

There is a difficulty in finding and retaining French speaking RECEs as many leave the profession or leave for positions with school boards as the compensation is better.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none">• Early years services available in French	<ul style="list-style-type: none">• Rural Francophone programs and services• Promote Francophone culture• Promote more French only programs• Special guests for children who speak French	<ul style="list-style-type: none">• French parenting programs• French speaking RECEs• Cost of French language resources

CHILDREN'S VOICE

Throughout our district, early years' service providers have been providing early years programs and services that are intended to meet the numerous needs of the parents, caregivers and children in their communities.

Throughout this process, it was for us to provide all children with the opportunity to provide their own personal feedback in regards to the programs and services they receive. To understand what children were enjoying while visiting the OEYCFC's programs, we asked them, with support of their families, to answer the question "What do you like to do?" Their voices spoke loud and clear and in the end, this is what they enjoyed the most (but not in any particular order):

- Playing freely with materials and toys (e.g. colouring, painting, puzzles, building blocks, crafts, playdough, sand box, reading, water play, drawing);
- Outside play (e.g. sliding, sand box, running);
- Special events (e.g. safety day, field trips, cooking);
- Sports (e.g. swimming, dancing, skating, gymnastics);
- Circle time (e.g. singing, stories) ;
- Writing (e.g. name);
- Snacks;
- Being with friends.



In keeping with the philosophy of "How Does Learning Happen?" it appears that the activities which are enjoyed the most by children are those that support the key foundations of expression, belonging, engagement and well-being. Illustrations by the children appear throughout this report.

SCHOOL BOARDS

SCHOOL BOARD LEADS

The purpose of the consultation was to engage the School Board's Early Years Leads to learn about their experiences as they relate to the early years programs and services and to receive feedback in regards to the programs and services within their schools. Reviewing these partnerships will strengthen services within each school and create a more unified system of supports for families and children.



COMMUNICATION

School Leads have mentioned that communication between the service provider and the school team is either excellent or limited. Although regular meetings did occur in some locations, the need for consistent communication and meetings between services providers and school teams was identified. In some instances, it appears that service providers do not always share information about the programs and services available in the schools. Having regular team meetings will ensure

every partner is aware of what is happening in their programs.

PROGRAMS AND SERVICES

As public transportation is not available across the district, parents, caregivers and children do not always have access to programs and services outside of walking distance – this is especially the reality of our rural and remote areas. As programs and services are often delivered during the week, it was felt that families would not be able to fully participate – especially if they were working or attending school. Some felt that different family compositions also posed as a barrier as they felt non-traditional families may not feel as welcomed or maybe even judged.

WELL-BEING

It was mentioned that an inclusive centre will reflect the diversity of the population so that children and families see themselves in the physical and culture character of the program. Providing opportunities for

children to play with other children and parents or caregivers to interact without someone hovering, makes for a comfortable setting. But some adults become so comfortable with each other that sometimes a new person may have difficulty entering the group.

Programs that encourage anyone to ask questions and where practitioners engage families, promotes the nurturing of a warm environment. This way parents and caregivers do not feel shamed if they are unsure of something. Learning about developmental milestones and how they relate to their child can be overwhelming for someone when hearing information for the first time.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> •Developmental screening (NDDS/OnTrack) •Children more prepared for school (emotionally and physically) •Flexibility for all children •Breastfeeding program •Literacy and numeracy support •Clear connection •Parents see the place as providing valuable information •Communication-well informed 	<ul style="list-style-type: none"> •Parents do not know about all of the services that are available to them •Educators/Practitioners knowledge about services that are available to families •Integration of services •Developmental screening - more unified using different services needs to be consistent •District wide parenting support strategy (evidenced based) •Helping children with self-regulation; toilet training •Books that they read-link with Indigenous families, cultural, link with different types of families 	<ul style="list-style-type: none"> •Transportation •Hours of operation •Different family compositions may not feel welcomed •Service providers not knowing/sharing not information •Cliques may be formed and some parents/caregivers may not feel like they belong •Culture and physical acceptance •Consultation with parents (sometimes feels like trying to teach me to be a parent)

SCHOOL TEAMS

"I believe that having children attend early year sets them up for a more successful entry to the Early Learning Kindergarten Program"

ELK - RECE

The purpose of the School Teams survey was to engage professionals working in local elementary school to learn about their knowledge as it relates to early years programs and services and to receive feedback in regards to the program and services delivered within their schools.

We heard from several School Team members which represented approximately 86 respondents in various roles (e.g. Principals, Vice-Principals, ELK Teachers, ELK RECEs, EAs, and Grade 1&2 Teachers) representing 26 elementary schools and 4 local School Boards. It's important to note that several

surveys were incomplete which in turn may have increased the number of individuals that actually participated in the survey.

UNDERSTANDING OF THE EARLY YEARS SYSTEM

Many survey respondents appeared to have a good understanding of what programs and services were delivered within the early years system. Expressions used to describe the programs and services included:

- coordinated service system;
- various agencies working together;
- pre-natal and post-natal care;
- support services to support healthy child development;
- a system that promotes early years screening and supports so that children to arrive ready for JK;
- holistic approach to promote healthy development;
- programs that support children and families;
- services that meet the individual needs of children;
- services that support the development of speech and language, social skills, gross motor and fine motor skills;
- allows children to meet friends and prepare for school;
- services for families with children from 0 to 6 years of age;
- community support to families in need;
- parent engagement in their child's learning and being comfortable in a school setting;
- support's the child's whole development growth and well-being;
- opportunity to play and learn alongside their children;
- safe and welcoming environment with skilled community professionals and educators;
- offer guidance and advice to parents, caregivers and families;
- assist with a smooth transition into school;



- enables children to experience play-based learning and socialization in larger groups;
- the child is respected and seen as competent, capable and curious;
- safe place to learn and become confident learners;
- sets children up with rich and valuable learning experiences;
- support family relationships;
- help ready children for integration into social settings;
- help facilitate parent child interactions;
- encourage families to access community supports;
- parents can learn from one another ;
- a place where children can make friends and learn from one another;
- provide learning opportunities according to children's interest and needs;
- environment where children can build social skills;
- essential service for families that support the enhancement of parenting skills.

COMMUNICATION

"The early years system provide opportunities for child growth and development in stimulating environment by qualified individuals"

Principal

School Teams have mentioned that communication about programs and services in the school are either excellent or very limited. For the most part, respondents were able to identify the programs and services available and recognized the early years efforts in trying to build strong relationships with school teams. With that said, some respondents could not

identify if an early years program was available in the school while other identified that they are not always privy to information pertaining to the services available to families and children.

Several suggestions were made in order to enhance information sharing in regards to programs and services available to children and families (e.g. regular meetings, newsletters, medial releases, posters and advertising the programs through schools and having various agencies promote the programs).

PROGRAM SUCCESSES

The respondents recognized many of the successes of the early years system. Some include:

- parental involvement;
- quality programs for children in appropriate learning environments;
- seeing the engagement between parents, children and educators;
- information shared with parents;

- children are ready for school;
- parents are prepared and ready for their child to start school;
- families better able to support their children;
- linking families up with community resources;
- helping children learn and grow;
- helping families learn how to have fun with and help their children learn;
- social networking for families;
- provide resources to families;
- making families feel welcome;
- supporting children and families with all different needs;
- providing resources, learning materials/opportunities and expertise regarding child development;
- providing a welcoming and supportive environment for families;
- building partnerships with school and child care centres;
- providing programs allow for early intervention and offers every child the best start;
- ensuring that children are more comfortable when starting school – less anxious;
- promoting a variety of learning opportunities;

SUGGESTIONS

Suggestion for new programs/services and program enhancements were brought forward and included (in no particular order):

- creating more outdoor/natural world learning opportunities;
- provide more mathematics opportunities;
- more connections with the real world can make mathematics and literacy more meaningful;
- provide caregivers ideas to help prepare children for school;
- enhance school readiness activities (e.g. taking turns, tucking in chairs, scissor skills, proper pencil/crayon grip);
- provide ideas for healthy snacks and lunches;
- enhance communication with school teams through regular visits;
- providing more information to parents via medial releases, posters and advertising the programs through schools and having various agencies promote the programs for children;
- programs for second language learners;
- enhance literacy programs for children and families;
- provide additional parenting courses and supports to families;

- more activities that encourage the participation of fathers;
- enhanced pre-natal and post-natal services.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> •promotes holistic approach to child development •programs promote well-being and healthy child development (social, emotional and cognitive) •resources for families •variety of coordinated services that support families •early years screening and intervention so that children arrive in school ready for JK •supports to families in need •parent engagement •school's first approach •social networking for families •providing referrals to other community partners and specialized services •child and family well-being •provide learning opportunities according to children's interest and needs •families feel welcomed in the programs •warm and friendly environment •provide a variety of learning opportunities •building partnerships with schools and child care centres 	<ul style="list-style-type: none"> •enhanced communication through regular meetings with School Teams •better understand the role of community partners •continue to build on the pedagogical approach of HDLH? by educating parents about the benefits of play-based learning •continue to network with and be aware of community supports •creating more outdoor/natural work learning opportunities •more supports for single parent or lower income families •provide services in more elementary schools •enhance communication with families - getting the message out about programs and services •offer a variety of programs at different times and locations, including weekends •increase the number of days that the program is delivered •improved links to mental health services and family supports in the community •join the school when there are activities related to or appropriate for early years •programs for second language learners •support and services for special needs resourcing •provide additional francophone services for children and families 	<ul style="list-style-type: none"> •transportation •space availability •location of the program •not enough information shared with the school regarding programs and services •parents and community are not aware of programs and services delivered in the school •school closure

SERVICE PROVIDERS

CONSULTATIONS

Note: Rural, Indigenous and Francophone consultations with service providers and families are described above in the “Groups of Special Interest” section.

The service providers that participated in the service provider discussions are listed in Appendix F *Service Provider Discussions*. The questions used to facilitate the discussion included:

1. What do you know about child and family centres?
2. What does child and family well-being mean to you?
3. What do “inclusive services” mean to you?
4. What does quality program and services mean to you?
5. Does the early learning and child care system need to improve the way it integrates, or brings together, community programs and services?
6. What programs and/or services do you feel should be offered in the Child and Family Centres?

OEYCFC SERVICE PROVIDERS

The five agencies that currently deliver OEYCFC services across the District participated in a consultation. Four agencies and one agency participated via teleconference.



WELL-BEING

Parents and caregivers want to feel valued and accepted. The service providers purpose is for all families to feel welcomed, valued, engaged and that they belong in the early years programs. Parents and caregivers want to feel competent in their parenting abilities.

BELONGING

Agencies felt that their strengths include the universality of programs and services are available across the District. OEYCFCs are inclusive, welcoming and available to children and families. The families are the community, they build relationship with other families, trust the early years practitioners and make friends.

ACCESSIBILITY

The service providers expressed concerns about the impact of potential school closures of programs and services. Space in schools is often at a premium and some programs have made compromises and changed locations within the school (sometimes to a space that is not as conducive to early learning programs) or changed schools. This is especially difficult if there is a change in the school administrative team. However, the school teams are generally welcoming to the OEYCFC programs within their schools and believe the programs are important in welcoming young children into the school community and aid in the transition to school.



In settings where there is a shared space – either with the school or a child care, it can be difficult to maintain materials and equipment that are appropriate for early learners. Providers that deliver early years programs and services want spaces that are 'child (and family) friendly'. This includes things such as running water, storage space, locker space for coats and boots, access to a gymnasium and appropriate learning materials.

PROGRAMS AND SERVICES

One of the strengths in the programs and services offered in OEYCFCs is that many are parent-led and parent involvement is crucial. If a parent or caregiver approaches a provider with a gap in programs, the providers will try and fill the gap. The

providers also monitor program and service visits, if parents or caregivers are not participating in a

program the provider will change or offer a different program to increase participation. The focus for programs and services should be “what do parents and caregivers need” instead of “what do we think parents and caregivers need”.

The relationships that develop in OEYCFCs allow for early identification of children who may be at risk. There were suggestion that a program similar to the inclusion support program in licensed child care could assist children and families who use the early years programs and services.

Parents and caregivers actively participate in the programs and services with their children. Many parents and caregivers want to improve and learn more about parenting. Parenting programs, such as Play your Part Parenting are successful and there is a need for more programs and parenting programs that are available in French.

It was noted that it can be difficult to engage parents and caregivers in programs and services when they are focused on their cell phones/digital devices rather than the program and their children. The programs and services engage not only children in playing and learning but also their parents and caregivers.

Programs and services offered have to meet the needs of families across the District. For example, the needs of families living in urban communities are different than the needs of families in rural communities. The early years system needs to reflect this and programs cannot be ‘cookie cutter’. One way in which to achieve this is by engaging in feedback and communication with parents, caregivers and children. There is an increased need for services such as an infant food cupboard.

The service providers have delivered early years programs and services for many years in the community. They know the community and the families who participate in the programs. They felt they were creative and are excited to embrace the changes to the early years system as they are very creative and forward thinking.

EARLY YEARS PRACTITIONERS

“I am so grateful for these programs and the people that make the centres what they are for so many families”

Parent

There is a high staff turnover of qualified early years practitioners, particularly for bilingual staff. Many early years practitioners end up leaving and working for agencies such as school boards that can offer competitive compensation.

The new strategy for early years, including the change to the Ministry of Education, has made early years practitioners feel validated in their work with children and families. The staff have

strong relationships with their families and children (even after the children have outgrown the services provided at the OEYCFCs) and are knowledgeable in early years programs and services across the District. Service providers stated that early years facilitators want to build on their knowledge and participate in professional development.

COMMUNICATION

Service providers across the District reiterated the benefits of working closely together to meet the needs of children and families. Programs and services need to be seamless to meet the needs of families; families should feel welcomed across all OEYCFCs.

The service providers indicated the need for the Ministry of Education to have a public awareness campaign highlighting early years programs and services. There was a realization that not all families are aware of the programs and services that are offered (for free) at the OEYCFCs. Service providers want to reach out and engage all families across the District, in particular the families that are hard to reach.

MEASURING PROGRAM OUTCOMES

There is an opportunity to measure outcomes based on local needs. It is recognized in rural communities that it is not plausible to increase the children and parents and caregivers served. There needs to be consistency in measuring program outcomes and indicators across the District.

Service providers stated how outcome measures should measure how engaged families are or if they feel like they belong. Suggestions for outcomes included:

- Measuring joy
- Parents/caregivers feel better/ more knowledgeable than when they came into the program
- Parents, caregivers and children are engaged in early learning opportunities
- School readiness
- Well-being of families and children
- Referrals

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> • Universal • Inclusive services • Parent led • Flexible programs • Strong partnerships with schools/ school boards • Transition to school • Community partners are at the table 	<ul style="list-style-type: none"> • RC to help with identification and working with children • Increase in parenting programs • French language parenting programs • Professional development • Locally developed performance indicators • Programs and services meet the needs of families across the District • Infant food cupboard 	<ul style="list-style-type: none"> • School closures • Qualified (bilingual) staff • High staff turn over • Engaging parents and caregivers without cell phones/ digital devices • Knowledge of programs and services in the community

OEYCFC EARLY YEARS PRACTITIONER CONSULTATIONS

WELL-BEING

Parents and caregivers want the “best” for their children, but they often do not know what the “best” is or how to achieve it. Well-being for children and families is integral in the OEYCFCs. This is achieved through meeting their needs through support, creating a sense of belonging and active listening. Educators build relationships with the children and families who use the OEYCFCs and work to ensure parents and caregivers are not judged for their parenting choices or if they come forward with a concern. Parents and caregivers often need reassurance that they are valued and that they can make good decisions. The early years practitioners may not have all the answers and become co-learners with parents and caregivers.

ACCESSIBILITY

OEYCFCs offer inclusive services – the programs and services offered are available to every child and family in the District. However, programs and services need to be consistent, responsive and, accessible for all families including location, accessible program areas, furniture right-size for children, and flexible hours and frequency of programs for families. Location can sometimes be a barrier. Sometimes sharing or finding learning space in a school is difficult or the space given to a program is not conducive to an early learning environment (for example no running water, strollers are not allowed or difficult to

access/find in the school). Some programs are closed during school breaks (summer holidays and March Break), but there is a need for programs to operate all year. The early years practitioners consistently work at the same sites which helps build relationships and trust with children, parents and caregivers.

BELONGING

Sometimes parents or caregivers do not feel comfortable [that they belong] attending OEYCFCs. This feeling usually stems from other parents and caregivers that attend the centres rather than the staff that work in the centres. There was recognition of 'cliques' in certain programs and/or sites. This can be difficult for early years practitioners to address. Parents and caregivers are competent and capable and can choose who they associate (or not associate with). The early years practitioners attempt to build trust, find commonalities, and bring families together.

PROGRAMS AND SERVICES

How Does Learning Happen? is not understood by many parents and caregivers. The early years practitioners are advocates for How Does Learning Happen?, but many parents and caregivers expect programming that is focused explicitly on literacy and numeracy, such as worksheets to practice writing names and numbers. Pedagogical language, such as How Does Learning Happen?, was described as "scary" for some parents and early years practitioners. The educators often educate on two levels: children and their parents/caregivers.

As stated above, parents and caregivers use the OEYCFCs for socialization; not only for their children but also for themselves. When parents and caregivers are not actively participating in the program with their children, the early years practitioners feel like babysitters.

COMMUNICATION

Early years practitioners felt the current early learning system can be fragmented and service providers sometimes compete against each other for opportunities. Parents and caregivers often have to be a detective to find programs and services to support their child while others do not have the confidence to advocate for their children or family. Early years practitioners have an important role in helping parents and caregivers advocate for themselves, and connect them to programs and services they need. As the system can be somewhat fragmented, there can be gaps and no flow between services for families. Service providers need to work together to avoid duplicating services and ensure programs and services meet the needs of families. Early years practitioners felt that there was a lack of awareness by some professionals about the programs and services offered at the OEYCFCs until these individuals accessed the services with their own families.

As front-line professionals in the OEYCFCs the early years practitioners have a unique perspective on the needs of parents and caregivers.

- Financial needs (some needs can be met through services but others cannot)
- Child care fee subsidy
- Some parents need a friend or someone to talk to about successes and struggles
- Infant programs are in high demand
- Behaviour/ self-regulation programs
- School readiness programs
- Adjusting to life with a new baby/ baby and toddler
- Parenting programs
- Mental health support for parents/caregivers



Early years practitioners were given the opportunity to provide a 'wish list' of programs and services they want to see enhanced or made available in the OEYCFCs. The list included (in no particular order):

- | | |
|---|---|
| <ul style="list-style-type: none">• Specific programs (dance, zumba, active programs);• Special guests (magicians for example) – more variety or more often than what is offered currently;• Transportation services; | <ul style="list-style-type: none">• Parent workshops/programs;• Guest speakers;• Professional development;• Parent/child programs to promote more engagement Programs in every school in the district. |
|---|---|

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> • Build relationships with families • EY Practitioners are knowledgeable and approachable • Inclusive services • Advocates for How Does Learning Happen? • Advocates for parents, caregivers and children 	<ul style="list-style-type: none"> • Co-learners with families • Accessible programs and services • Agencies work in partnership together • Awareness of programs and services in the community • More sites open during school breaks • Infant programs are in high demand • Programs to help with behaviour/ self-regulation • Parenting programs 	<ul style="list-style-type: none"> • Fragmented system • Parents not aware/understand How Does Learning Happen • Professionals do not realize what OEYCFCs do • Difficult in sharing space in some schools • Some parents/caregivers feel they do not belong/not welcome

COMMUNITY SERVICE PROVIDERS

Community service providers who work with families and children in recreation, health and wellness and supports and services were invited to consultations.

WELL-BEING

They OEYCFCs are ideal for a holistic approach to programs and services for children and families. Families need to be served as a whole as every member may have needs to be addressed. For some family's well-being, it may be putting groceries on the table, for other families it may be ensuring the mental wellness of a parent or caregiver or ensuring their children have the supports they need to thrive. For some families this may be parenting classes, access to nutritious food or respite. For other families it may be a place to connect and feel safe. Children can be connected to programs and services before school if there is a suspected developmental concern.

Community service providers felt that it was important to have standards for all OEYCFCs across the District, parents and caregivers could then expect a certain quality of programs and services and outcomes would be measurable and comparable. However, the most important outcomes is that parents, caregivers and children have the programs, services and tools they need to succeed. And while there will be similarities for all families, each family has their own unique needs.

"The programs and services provided are effective and appropriate for the given age group and provide a safe, creative and pleasant learning experience"

Service Provider

BELONGING

Service providers discussed the need to not only know who is going to the OEYCFCs, but who is *not* going to the OEYCFCs. Not all families will use the centres, however, it was felt that these families should be reached out to attend an OEYCFC and see if the model meets their needs. The difficulty is connecting with families who are not using the centres. Some service providers described how some families do not feel welcomed at the OEYCFCs because of the perception of parent and caregiver cliques. Parents and caregivers want to 'fit in' and belong. In the end, families want to feel safe and welcomed.



Many of the providers have witnessed the system changing over the past years. They described how the new system needs flexibility to address and meet the needs of families and to ensure that there are measurable outcomes to ensure the programs and services meet the needs of families.

For families who are newcomers to Canada, the OEYCFCs are a place for

children to connect and play, parents and caregivers to learn about the community and services available and to practice English. However, these families need extra assistance in feeling comfortable at the centres. For military families, the OEYCFCs are a place to connect with other military families and learn about the programs and services in the community. There could be the opportunity to pair new families with established families ('buddies') to increase the community and supports available.

ACCESSIBILITY

Families often travel to one specific location to access programs and services, even if there is a location closer to the family's home. Transportation can be a problem for families to access programs and services, especially in communities that do not have public transit. Service providers felt that quality programs and cost efficiency are important for accessible programs. Programs where providers travel for long distances may be enhanced with transportation for families (for example buses, or taxis and car seats).

OEYCFCs should be welcoming for children and their parents and caregivers. This includes not only the classroom/ centre space but also ensuring families are welcomed to the centre, coffee or tea is available and there is an opportunity for parents and caregivers to socialize and children to interact.

PROGRAMS AND SERVICES

Programs and services offered need to recognize the different needs between urban and rural



communities. Families often travel into North Bay to access programs and services – even if there are comparable programs and services in their community – because there is a perception that the services are ‘better’ in North Bay. It was suggested that while there needs to be consistency across all OEYCFCs (look and feel), each OEYCFC should address the needs of the families and community it serves.

Referrals are an important outcome of OEYCFCs – families are referred to programs and services that can support their child or family. In the recent past, there was an attempt to coordinate referrals from different agencies, from programs such as the OEYCFCs, using one referral system. Many of the providers stressed the importance of the collaboration and expressed disappointment that the referral process did not progress. Other providers indicated that they did not believe they had received a referral from an

OEYCFC and felt many of the referrals were ‘cold’ rather than ‘warm’ referrals.

Programs and services offered at the OEYCFCs have strong and deep partnerships across the District and the OEYCFCs are integrated into schools.

Programs in the OEYCFCs should be evidence based and prepare children for school, especially for ‘soft skills’ such as self-regulation, taking turns and sharing. The programs and services offered are publically

funded, therefore accountability is important, and programs and services (particularly if new ones are offered) should be evaluated.

COMMUNICATION

Community service providers described how the OEYCFCs have undergone various name changes over the last few years, however, the purpose of the OEYCFCs have always remained the same – to support parents, caregivers and children in the early years. There was a consensus that some families are not aware of the smaller ‘hubs’ within schools. Some teachers are not aware of the sites within their schools.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> • Partnerships • Centres are available across the District • Staff • Places for newcomers to Canada to learn about the community and learn English • Military families connect with other military families and learn about the community • Screen for developmental concerns 	<ul style="list-style-type: none"> • Reach out to hard to serve families • Flexible system to meet the needs of families • Different needs for urban and rural communities • transportation solutions • Better coordination/ 'warm' referrals • Evaluation of programs and services • "Buddy" system for new families that may need extra supports 	<ul style="list-style-type: none"> • Transportation • Parents/caregivers not as aware of smaller OEYCFC sites • Preception that services are 'better' in North Bay • Non-English [and French] speakers need extra supports (such as translation)

CHILD CARE CONSULTATIONS

The child care consultations were held in conjunction with the bi-monthly child care service providers meeting. Representatives (director and/or supervisor or designate) from licensed child care programs attended the meeting.

BELONGING

Parents play an important role in early years and child care programs. Parents are the child’s first and most important educator/teacher. Providers of early years programs and services must continue to work with parents to create programs and services that focus on engaging programs where children can express themselves and feel a sense of belonging.

OEYCFCs are a place for child and family well-being, a place of safety and a place of connection – to other children, families, caregivers and early years practitioners. They are a place to provide knowledge and awareness of services and programs for children and families. The Francophone sites can immerse families in Francophone culture.

EARLY YEARS PRACTITIONERS

Children who use OEYCFCs should have similar supports available as children in child cares through the Inclusion Support program. Resource Consultants can ensure there are supports to help every child succeed, connect families with community services, and could aid in supporting the child with school transitions. Similar to child cares, retaining qualified staff can be difficult. There was a suggestion that wage enhancement should include early years practitioners who work in OEYCFCs.

PROGRAMS AND SERVICES

OEYCFCs present an opportunity to incorporate physical fitness programs for children, as many of them are located in school locations and have access to a gymnasium. Child cares and OEYCFCs can also constructively share space, particularly in smaller communities.

COMMUNICATION

There is also a feeling of lack of awareness of programs and services as there have been changes in the community and some services and programs may no longer be offered (including those that were run by agencies that used OEYCFC locations). In addition, it is challenging to create viable programs in smaller communities. It was also acknowledged that impending school closures could have an impact of services available to families.

Strengths	Opportunities	Barriers
<ul style="list-style-type: none"> • Provide knowledge of programs and services to families • Francophone sites immerse families in Francophone culture 	<ul style="list-style-type: none"> • Shared capacity building/ professional learning • RCs for OEYCFCs • School transition • Physical fitness programs • Shared space with OEYCFC programs 	<ul style="list-style-type: none"> • High staff turnover • Viable program in smaller communities • School closures

SERVICE DELIVERY

INTRODUCTION

Throughout this journey, it has been evident that accessible, sustainable, quality and responsive early years system is of upmost importance for families, caregivers, service providers and partners in our District. Families, caregivers, services providers and partners have demonstrated a true appreciation of the current early years system.

Our goal is to move forward with the delivery of OEYCFC programs and services with as little disruption as possible. Of course, as expected some adjustments and enhancements in programs and services will be necessary in order to better meet the needs of children and families throughout the District and fully align with Ministry Guidelines. In collaboration with key stakeholders, program enhancements and adjustment will occur throughout 2018 in order to maintain a quality service delivery model.

CORE AND CUSTOMISED SERVICES

To achieve the intended goals and outcomes, the Ministry has identified mandatory core service related to:

- 1) engaging parents and caregivers (e.g. child development, parenting, nutrition, play and inquiry-based learning, pre-and-postnatal support programs, outreach activities);
- 2) supporting early learning and development (e.g. drop-in programs, building responsive adult-child relationships, encourage exploration, play and inquiry); and
- 3) making connections to other family services (e.g. responding to parent and caregiver concerns about child development, supporting parents and caregivers to seek additional supports, connections with specialized community services, etc.).

These core services were selected as they have demonstrated positive impact on the developmental health and well-being of parents, caregivers and young children. Core Services are intended to be designed and delivered in ways that implement the principles and foundations of How Does Learning Happen? and will ensure linguistic and cultural needs of all participants are met.

Customized services are intended to offer additional programs and service at the OEYCFC that aligns with community needs and priorities (e.g. clothing exchange, food cupboards, infant massage sessions, baby sign language, literacy programs etc.).

Through the review of our current system, it was noted that many service providers already provide many of the core services as described above and that in some instances, core service enhancements would be required in order to meet the Ministry's standards. It was also noted that some sites provided several customized services and that balance would need to be found in order to ensure that the core services were met accordingly. In collaboration with service providers and community partners, a holistic approach to the delivery of programs and services will be a priority while ensuring that these embrace the four foundations of belonging, well-being, engagement and expression. Once it has been determined that the OEYCFC's core services expectations are being met, customized community connections will be added to the list of programs and services available throughout the District. Further conversations will take place in order to establish the proper balance of programs and services in each community across the district.

SCHOOL AND COMMUNITY SPACE INVENTORY

Our District has embraced a school's first approach whenever possible. As part of this journey many discussions were had in regards to the best approach in selecting and determining the early year's locations – especially in neighbourhoods where numerous options were available.

In order to approach this process in an impartial, equitable and transparent way, a matrix to assess the quality of the space was created in collaboration with the District of Parry Sound Social Services Administration Board and local School Boards Leads. Once the draft document was completed, it was also shared with current services providers for review and feedback. This quality assurance tool has supported our District in assessing the school and community space to ensure the best possible environment for children, parent and caregivers.



The tool has set out the minimum quality requirements in assessing space for early years programs. These quality measurements include an assessment of the physical learning space (e.g. square footage, natural light, washrooms, cubbies, etc.), partnership roles (e.g. custodial services, rent, etc.), space accessibility (e.g. hours/days/months available, parking, public transportation, stroller space), program environment (e.g. storage, kitchen, outdoor space, etc.).

OEYCFC - LOCATIONS

Generally parents, caregivers, children, service providers and community partners appeared to be happy with the physical locations of the OEYCFC programs. As of September 2017, there are twenty OEYCFC locations in Nipissing District. Seven OEYCFC locations are in North Bay, six are in West Nipissing, two are in Mattawa, and there is one location in East Ferris, Nipissing North (Redbridge), Temagami and two locations in South Algonquin (Madawaska and Whitney).

Through this process it was noted that in two of our communities (North Bay and West Nipissing), the OEYCFC programs operate in physically small spaces that do not really accommodate the number of parents, caregivers and children that attend regularly. Relocation of these programs will need to be considered in order to better meet the needs of families. It was also noted that one program operates from a community building when space is available in the local school located down the street (West Nipissing). Recognizing that there are many things to consider (e.g. lease agreements and service continuity), DNSSAB will continue to work in collaboration with our stakeholders, community partners and school boards in order to find an appropriate space to deliver quality programs that are accessible to all families.

Through the feedback received and a review of the available data three new communities were identified as requiring early years programs and services. In collaboration with services providers, community partners and school boards, DNSSAB will continue to work at establishing OEYCFC services in the communities of Thorne, Astorville and Bonfield.

In most instances, the current service providers' ability to collaborate and integrate services with community partners has been quite evident. The current OEYCFC service providers collaborate with other community partners to ensure that there is minimal duplication of service with existing community programs delivered by other agencies.

OEYCFC – HOURS/DAYS OF OPERATION

At this time, location hours average between 1.5 hours each week to 29 hours weekly. Three locations offer programs Monday to Friday and one location offers programs on Saturday mornings. Most other locations offer programs two to three days per week (mornings only) and five locations offer programs once per week. Most programming takes place in the morning, with a few locations offering afternoon or early evening programs. Some locations operate with the school calendar – they close during March Break and summer holidays.

In most instances, parents and caregivers were happy with the hours and days of operations. Some felt that more services could be available during the evening and on weekends to allow working spouses to

attend programs and services. With this in mind moving forward, it is our District's goal to enhance hours/days of operation in the OEYCFCs. Operating hours at each location will be offered at a minimum of 2 hours each week. Further to parent feedback, some locations will receive increased days of programs and services (e.g. moving from bi-weekly services to weekly, evening and weekend programs, additional programs available during the summer months).

INCLUSIVE SERVICES

All OEYCFC programs and services will ensure to provide inclusive services that meet the diverse needs of children and families.

Francophone families will continue to have access to programs and services that are linguistically and culturally appropriate. There are currently two locations that offer programs only in French, seven locations that offer bilingual programs (French and English). Feedback received indicated that bilingual programs did not necessarily meet the needs of Francophone families and additional Francophone programs and services were needed. Through the consultation process and review of data, three additional communities were identified as possible locations for additional Francophone services. In collaboration with service providers, community partners and school boards, DNSSAB will continue to work at establishing OEYCFC services in the communities of Thorne, Astorville and Bonfield.

Culturally appropriate OEYCFC programs and services were important for many Indigenous families. It was noted that Elders, ceremonies and access to traditional medicines encourage and promote well-being amongst Indigenous families and children. With the guidance received from our Indigenous partners, service providers and community partners our goal is to provide appropriate programs and services that demonstrate appreciation and respect of our Indigenous families. Cultural awareness and understanding continues to be a key priority in meeting the needs of Indigenous families.

Recommendations brought forward in the report *The Journey Together: What We Learned about Early Years and Child Care Programs for Indigenous Families* will also support our District in meeting the needs of our Indigenous parents, caregivers and children. We want Indigenous families to see and feel an appreciation for the Indigenous culture reflected in all the programs and services they access – ultimately feel like they truly belong.

TRANSPORTATION STRATEGY

Transportation has been identified as a barrier in accessing OEYCFC programs and services, especially for many families living in our rural and remote communities. In these communities transportation options are very limited as there is limited or no public transportation available and in many instances no taxi services. Walking to and from programs with small children is simply not an option. In order to reduce

and preferably remove access barriers for families, a transportation strategy will be developed in collaboration with parents, caregivers, service providers and community partners. This investment is of upmost importance in order to achieve accessible and responsive services for all families across the District.

EARLY YEARS SERVICE PROVIDERS

In order to support the continued provision of programs and services for parents, caregivers and children, DNSSAB has opted to offer the OEYCFC programs and services through purchase of service agreements with not-for-profit service providers who have the capacity, knowledge and expertise to:

- deliver high quality early years programs and services;
- ensure that programs and services are accessible on various days at various times (e.g. weekdays, weekends, evenings);
- build supportive relationships with parents, caregivers, children;
- strengthen connections with community partners;
- integrate the pedagogical approach, principles and foundations as described in *How Does Learning Happen?* in the programs and services;
- create partnerships, collaborate and support an integrated service delivery model;
- provide inclusive services that are linguistically and culturally appropriate;
- support and advise on service system planning;
- ensure data gathering and reporting as well as overall data integrity;
- provide ongoing feedback for the purpose of continuous improvement.



Service agreements will clearly outline program and services delivery expectations to ensure the provision of high quality services that meet Ministry

requirement and established outcomes. DNSSAB will also ensure that all OEYCFC programs and services delivered will be provided at no cost to program participants.

As of September 2017, there are currently five agencies providing early years services throughout the District: Centre pour enfants Timiskaming Child Care (operating one location in Temagami), Community Living North Bay (operating nine locations in North Bay, Mattawa, East Ferris and Nipissing North), Community Resource Centre Killaloe (operating two locations in South Algonquin), Family Enrichment (operating two locations in North Bay), and West Nipissing Child Care Corporation (operating six locations in West Nipissing).

Several parents, caregivers and community partners have expressed their appreciation for the service providers currently delivering the early years child and family programs and services and it is evident that strong, sustainable, supportive and well established relationships have been built throughout the District. Recognizing the expertise that already exists – in many instances over 15 years of experience in the delivery of early years services- it is recommended that DNSSAB enter into service agreements with the current providers. This will permit DNSSAB to continue its journey in building an accessible, responsive, quality and effective early years system in collaboration with service providers, community partners, school boards and stakeholders.

EARLY YEARS PRACTITIONERS

Early years practitioners play a vital role in building supportive and long lasting relationships with parents, caregivers and children. They also ensure the delivery of high quality programs and services through the implementation of the pedagogical approach of How Does Learning Happen? in their daily practice. By focusing on these principles and foundations throughout all aspects of the early years programs and services, these practitioners ensure to promote optimal learning experiences, healthy development and an inclusive environment for all children. Early years practitioners foster communication and expression in all forms, enhance partnerships with families and value children, parents and caregivers as competent and capable individuals. They are also the source of knowledge and expertise for parents and caregivers providing them with current information about community programs and specialized services that may be required to ensure all needs are supported.

In order to further ensure quality programs and services and align with Ministry guidelines, the OEYCFC Service Providers must ensure that all existing and newly hired Early Years Practitioners will have the following qualifications:

- hold a diploma in Early Childhood Education (ECE) from an Ontario College of Applied Arts and Technology;
- registered with the College of Early Childhood Education (RECE);

- obtain a criminal and vulnerable sector check;
- hold a current standard certificate in first-aid.

We recognize that not all existing early years practitioners currently employed by the Early Years' Service Provider have the qualifications detailed above. Early Years' Service Providers will be encouraged to work with these professionals to obtain the said qualifications.

Early Years' Service Providers will be asked to ensure that there is always one qualified Registered Early Childhood Educator on site as part of the staff teams responsible for the delivering early years programs and services.

SPECIAL NEEDS RESOURCING, EARLY IDENTIFICATION & REFERRALS

Helping all children achieve their full potential is a purpose that all Nipissing early years and child care professionals share. Nipissing's early years and child care professionals and partners remain committed to creating inclusive environments and services where all children can grow, learn and thrive together. These environments and services ensure that all children and their families have access to the supports and resources that they require.

Inclusive opportunities benefit all children and it is through this lense that the Nipissing Inclusion Support Program (NISP) was developed. The Nipissing Inclusion Support Program (NISP) embraces the pedagogical approach of How Does Learning Happen? and the four foundations of Belonging, Well-Being, Engagement and Expression as vital to promoting quality inclusive environments and services.

Early Years programs are inclusive environments which welcome all children as full participants. Every early years program in the District of Nipissing will receive enhanced support services from a Special Needs Resource Consultant through the Nipissing Inclusion Support Program. These qualified professionals provide additional support needed so that every child can take part in the early years program. Some of the support services provided include, but are not limited to:

- Regular visits to programs;
- Screening, early identification and intervention activities;
- Referrals to community programs and specialized services;
- Individual & program consultations;
- Support with service coordination;
- Professional learning opportunities.

Special needs resourcing services, available through the Nipissing Inclusion Support Program (NISP), will be accessible to all families allowing them to receive the necessary supports and resources in meeting the individual needs of their child and family.

In order to support the provision of special needs resourcing services for parents, caregivers and children, DNSSAB has opted to purchase services from a not-for-profit special needs resourcing service providers who has demonstrated the capacity, knowledge and expertise in this field. This service will support the system and will ensure that programs are inclusive, welcoming and accessible to all children and families. A request for proposal will be advertised Fall 2017 in order to ensure that services are available to all families and children beginning January 2018.

QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT

The Nipissing Quality Assurance Achievement Program has been modernized to reflect a more trusting, supportive and collaborative approach that encompasses the full implementation and moving forward with the pedagogical approach of How Does Learning Happen?. The Quality Assurance Achievement Program embraces the four foundations of Belonging, Well-Being, Engagement and Expression as vital to the work that we want to achieve because they have provided a valuable base in considering the quality of early years and child care programs and services provided to children and families across the District. Focus on these foundations throughout all aspects of early years and child care programs will ensure optimal learning opportunities and healthy development for all.

The Quality Assurance Achievement Program is intended to build relationships and to engage early years and child care professionals. It is also intended to maximize quality through reflective thinking and goal setting. In collaboration with early years and child care professionals, observations are made, open and honest discussion and interactions are had and priorities are determined. Our Quality Assurance team will be supporting all early years and child care teams in achieving set goals, objectives and outcomes.

Through ongoing surveys and consultations, parents and caregivers will also be provided with the opportunity to offer ongoing feedback in order to ensure continuous program and service improvement. The ongoing feedback will be shared with our Early Years' Service Providers in order to support goal setting and program enhancements that meet the individual needs of families and their children.

PROFESSIONAL LEARNING & CAPACITY BUILDING

Professional learning opportunities are essential to gaining the skills needed to be effective in the delivery of quality programs and services. It is vital for all early learning and child care professionals to have ongoing and regular opportunities to learn from each other, to be up-to-date on new research on

how children learn, how to encourage supportive parenting and caregiver relationships, new pedagogical approaches and ideas, and more. Professional learning opportunities will align in ways that best help early years and child care professionals prepare for what families and children need most. It is believed that the best professional learning opportunities are ongoing, collaborative, interactive, accessible and understanding of everyone's needs.

As part of professional learning, our District provides various on-going learning opportunities which include, but not limited to:

- Applied Behavioural Analysis training
- Handle with Care Training Blocks
 - Develop trust between educator and child;
 - Building and ensuring positive self esteem;
 - Expressing emotions;
 - Relationships with other children;
 - Respecting diversity;
 - Change and transition;
 - Relationships with parents;
 - Well-being of educators;
- Behaviour Management System Training
- How Does Learning Happen? Principles
 - Responsive Relationships;
 - Learning through exploration, play and inquiry;
 - Educators as co-learners;
 - Environment as a 3rd teacher;
 - Pedagogical documentation;
 - Reflective practice/collaborative inquiry.



These professional learning opportunities and more have been provided to child care professionals at various levels as well as Special Needs Resource Consultants so that the training can be shared with teams and across early years and child care agencies.

In collaboration with early years, child care and special needs professionals, DNSSAB is in the process of establishing a mechanism to promote ongoing learning opportunities that will ensure that all professionals have equal opportunities to participate. Part of this process has included exploring a simplified registration mechanism and various training options (e.g. webinars, recordings, in person,

etc.), keeping in mind our professionals working in rural and remote areas. Ongoing surveys to determine professional learning needs are also being developed to ensure targeted, valuable, appropriate and ongoing opportunities for all professionals.

VIRTUAL RESOURCES AND SERVICES

In order to further enhance our OEYCFC service delivery model, the provision of online resources, information and other services for parents and caregivers is being further explored. We want to ensure that all parents and caregivers have equal opportunities to receive services – no matter where they reside. Part of this will include various workshops, resource and consultation options (e.g. webinars, recordings, Skype, telephone and more). In collaboration with services providers and community partners, ongoing surveys and consultations will be had to determine family needs are met and to ensure targeted, valuable and appropriate information and resources are available.

COMMUNICATION STRATEGY & ONGOING ENGAGEMENT

Increase opportunities for communication, information sharing and ongoing engagement were identified through consultations and surveys as a key priority for an effective and responsive early years system. In collaboration with service providers, community partners and school board leads, a communication strategy will be developed with the intent on achieving professional communication that will reach target audiences using a variety of mechanisms and tools (e.g. website, social media tools, brochures, newsletters, calendars of events, advertising, reports and other materials). We recognize that open, transparent and client-focused communication is essential to achieving the best possible outcomes.

In order to achieve this, research concerning parent, caregiver, community partner and service providers will need to be done to ensure that we are providing the right information in a proactive, timely, responsive and accessible way that meets the various needs of our stakeholders. We want parents, caregivers, community partners and services providers to feel supported, well informed and engaged. Ultimately, we want everyone to be satisfied with the information they receive and to also have adequate opportunities to provide input and regular feedback (e.g. ongoing consultations, surveys and more).

A communication strategy will also ensure that messaging, branding and protocols are applied consistently across the system and align with Ministry guidelines.

It is recognized that the achievement of desired outcomes will take time as communication is an evolving process that requires ongoing attention and engagement.

OUTCOMES

KEY PERFORMANCE INDICATORS AND ASSESSMENT

CIMS

In order to facilitate attendance and registration the current CIMS system will continue to be used in all OEYCFCs. CIMS will be used to:

- Record parent/caregiver and children's registration information;
- Record attendance;
- Record referrals.

CIMS will record information of all parents/caregivers and children who attend an OEYCFC in Nipissing District. A parent/caregiver and child will be able to attend programs and services delivered across all OEYCFC sites with the need to register only once. In addition, on an annual basis, parents and caregivers will be asked to update their registration information.

A parent/caregiver's and child's attendance at a program/service or referral is only visible to the provider providing the program or service or that made the referral. However, all providers are able to view the registration information of all parents/caregivers and children.

CIMS is developed by RBB/ OneHSN

ANTICIPATED OUTCOMES

Parents, caregivers and children will be **ENGAGED** with early learning opportunities

Parents, caregivers and children will feel like they **BELONG**

Parents, caregivers and children can **EXPRESS** their concerns, needs, desires and wishes

Programs will ensure **WELL-BEING** of families through a holistic service approach

QUALITY programs align with the pedagogical approach of **HOW DOES LEARNING HAPPEN?**

Children will be developmentally **READY** for grade one

Programs and services are **ACCESSIBLE** to all

Programs and services are **RESPONSIVE** to parent, caregiver and children's needs

Programs and services are **INCLUSIVE** and meet linguistic and cultural needs of all participants

KEY PERFORMANCE INDICATORS & MEASUREMENTS

Quality, accessible, effective and responsive programs are of most importance. In order to measure how effective the early years system is achieving these key objectives and others, anticipated outcomes along with key performance indicators and measurements have been identified through local planning as well as Ministry guidelines.

These key performance indicators will be measured through ongoing surveys and consultations. They will also be captured through an established data tracking system and various mechanisms (e.g. data management programs, consultations, surveys, program and service evaluation, parent committees, etc.) It is important to note that the benchmarks will continue to be developed over the coming months and that some may be amended, deleted or added as we continue to develop a better understanding of the early years system and have the ability to gather more data.

Parents, caregivers and children will be ENGAGED with early learning opportunities	<ul style="list-style-type: none"> • % of children who demonstrated improved engagement in the program and learning opportunities • % of parents and caregivers who have experienced increased engagement in their child's learning • % of parents or caregivers who have reported feeling more comfortable with way of supporting their child's development
Parents, caregivers and children will feel like they BELONG	<ul style="list-style-type: none"> • % of parents attending programs on a regular basis • % of fathers attending programs on a regular basis • % of parents attending programs more than 1x • % of expecting mothers attending programs • % of low income families or families at risk attending programs
Parents, caregivers and children can EXPRESS their concerns, needs, desires and wishes	<ul style="list-style-type: none"> • % of parents and caregivers who participate in surveys • % of parents and caregivers who participate in consultations • % of parents and caregivers who feel that they can express their concerns, needs, desires and wishes
Programs will ensure WELL-BEING of families through a holistic service approach	<ul style="list-style-type: none"> • % of parents and caregivers that attend workshops • % of parents and caregivers that are able to access information about community supports • % of parents and caregivers referred to specialized services • % of families that leave a program feeling satisfied or very satisfied
QUALITY programs align with the pedagogical approach of HOW DOES LEARNING HAPPEN?	<ul style="list-style-type: none"> • % of early years practitioners who promote the implementation of the pedagogical approach • % of parents and caregivers who have an understanding of the benefits of play-based learning • % of children who demonstrate an increased active engagement in play and learning opportunities (e.g. explore, test theories, solve problems, etc.)
Children will be developmentally READY for grade one	<ul style="list-style-type: none"> • % of children who are at risk or vulnerable (EDI)

Programs and services are ACCESSIBLE to all	<ul style="list-style-type: none">• % of programs and services delivered evenings and weekends
Programs and services are RESPONSIVE to parent, caregiver and children's needs	<ul style="list-style-type: none">• % of children who have participated in a developmental screening• % of parents, caregivers and children who have received special needs resourcing supports when developmental concerns have been raised
Programs and services are INCLUSIVE and meet linguistic and cultural needs of all participants	<ul style="list-style-type: none">• % of families who feel that the program was welcoming and inclusive; regardless the family structure, culture, language, religious belief, etc.

APPENDIX A

ADJUSTED INCOME LOW INCOME MEASURE

Table 11 Adjusted Income, Low Income Measure, 2014

Number of Adults	Number of Children										
	0	1	2	3	4	5	6	7	8	9	10
1	17824	24954	30301	35648	40995	46342	51690	57037	62384	67731	73078
2	24954	30301	35648	40995	46342	51690	57037	62384	67731	73078	78426
3	32083	37430	42778	48125	53472	58819	64166	69514	74861	80208	85555
4	39213	44560	49907	55254	60602	65949	71296	76643	81990	87338	92685

This table represents the adjusted income for the low income measure. For example a lone-parent with two children would be considered low income if their annual income was below \$30,301. A two parent family with one child would be considered low income if their annual income was below \$30,301.

APPENDIX B

OEYCFC LOCATION SUMMARY

Note: WNCCC- West Nipissing Child Care Corporation, FE- Family Enrichment, CLNB- Community Living North Bay, MFRC- Military Family Resource Centre, CRC- Community Resource Centre Killaloe , CETCC- Centre pour enfants Timiskaming Child Care

Table 12 OEYCFC Location Summary September 2017

Location	Agency	Municipality	Location Type	Child Care on Site	Language	Operating Days	Average Hours	Afternoons	Evenings	Saturday	Months/ year	Toy Library
EEC Christ Roi	WNCCC	West Nipissing	School	Yes	Bilingual	1 day (Wed)	1.5 hours	No	No	No	10	No
EW Norman PS	FE	North Bay	School	Yes	English	2 days (Tues, Fri)	4 hours/ week	No	No	No	10	No
Family Enrichment	FE	North Bay	Adult school	No	English	5 days (Mon-Fri)	12.5 hours/ week	No	No	No	10	No
Ferris Glen PS	CLNB	East Ferris	School	Yes	English	2 days (Tues, Thurs)	5 hours/ week	No	Occasional special events	No	10	No
EP Jeunesse Active	WNCCC	West Nipissing	School	Yes	Bilingual	1 day (Fri)	1.5 hours/ week	No	No	No	10	No
Madawaska Community Centre	CRC	South Algonquin	Community Centre	No	English	1 day (Mon) every other week	2 hours/ week	No	No	No	10	No
Mattawa District PS	CLNB	Mattawa	School	No	English	1 day (Fri)	2 hours/ week	Yes	Occasional special	No	12	No

Location	Agency	Municipality	Location Type	Child Care on Site	Language	Operating Days	Average Hours	Afternoons	Evenings	Saturday	Months/ year	Toy Library
MFRC	CLNB	North Bay	CFB North Bay	No	English	1 day (Tues)	2.5 hours/ week	No	events Occasional special events	No	12	No
One Kids Place	CLNB	North Bay	Children's treatment centre	No	English	3 days (Mon, Wed, Fri)	7.5 hours/ week	No	Occasional special events	No	12	No
OEYC	CLNB	North Bay	Purpose Built	No	Bilingual	6 days (Mon-Sat)	29 hours/ week	Yes (Mon, Tues, Thurs)	Yes (Tues)	Yes	12	No
Phelps Central PS	CLNB	Nipissing North (Redbridge)	School	No	English	1 day (Thurs)	2.5 hours/ week	No	Occasional special events	No	10	No
EEC La Resurrection	WNCC	West Nipissing	School	Yes	Bilingual	1 day (Tues)	1.5 hours/week	No	No	No	10	No
EEC Saint-Joseph	WNCCC	West Nipissing	School	Yes	Bilingual	1 day (Wed)	1.5 hours/ week	No	No	No	10	No
EEC Sainte-Anne	CLNB	Mattawa	School	Yes	French	1 day (Wed)	1.5 hours/ week	No	Occasional special events	No	12	No
EEC Sts-Anges (Garderie Soleil)	CLNB	North Bay	School	Yes	French	2 days (Wed, Fri)	5 hours/ week	No	Occasional special events	No	12	No
Silver Birches PS	CLNB	North Bay	School	Yes	English	2 days (Tues, Thurs)	5 hours/ week	No	Occasional special events	No	12	No
Site Principal (Main Site)	WNCCC	West Nipissing	Child Care	Yes	Bilingual	5 days (Tues-Fri)	24 hours/week	Yes	Toy Library	No	12	Yes

Location	Agency	Municipality	Location Type	Child Care on Site	Language	Operating Days	Average Hours	Afternoons	Evenings	Saturday	Months/ year	Toy Library
Temagami PS	CETCC	Temagami	School	No	English	1 day (Mon)	1.5 hours/ week	No	No	No	10	No
Verner-Caldwell Centre	WNCCC	West Nipissing	Comm. Centre	No	Bilingual	2 days (Tues, Thurs)	6 hours/ week	Yes	Toy Library	No	12	Yes
Whitney Public Library	CRC	South Algonquin	Public library	No	English	1 day (Mon) every other week	2 hours/ week	No	No	No	10	No

APPENDIX C

OEYCFC REGISTRATION FORM (2016)

NIPissing CHILD AND FAMILY CENTRE REGISTRATION FORM

ADULT INFORMATION												
Parent/Caregiver												
First Name:						Last Name:						
Date of birth:						Sex:		Your aboriginal status:				
M	M	D	D	Y	Y	Y	Y	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Non Aboriginal <input type="checkbox"/> Other : _____	<input type="checkbox"/> First Nations	<input type="checkbox"/> Inuit	<input type="checkbox"/> Métis

Spouse/Partner												
First Name:						Last Name:						
Date of birth:						Sex:		Your spouse's aboriginal status:				
M	M	D	D	Y	Y	Y	Y	<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Non Aboriginal <input type="checkbox"/> Other : _____	<input type="checkbox"/> First Nations	<input type="checkbox"/> Inuit	<input type="checkbox"/> Métis

CONTACT INFORMATION											
Your street address (including apartment number):						City/Town:			Province:		Postal code:
Home telephone number: ()				Cell phone number: ()				If you would like to receive information via e-mail, please provide your e-mail address(es) here:			

CHILD INFORMATION																
1	First Name:			Last Name:			Sex:		Date of birth:							
							<input type="checkbox"/> Male <input type="checkbox"/> Female		M	M	D	D	Y	Y	Y	Y
Your relationship to child: <input type="checkbox"/> Parent <input type="checkbox"/> Aunt/Uncle <input type="checkbox"/> Child care provider <input type="checkbox"/> Grandparent <input type="checkbox"/> Other: _____						Child's aboriginal status: <input type="checkbox"/> Non Aboriginal <input type="checkbox"/> Inuit <input type="checkbox"/> First Nations <input type="checkbox"/> Métis <input type="checkbox"/> Other :				Allergies and/or special needs:						

2	First Name:			Last Name:			Sex:		Date of birth:							
							<input type="checkbox"/> Male <input type="checkbox"/> Female		M	M	D	D	Y	Y	Y	Y
Your relationship to child: <input type="checkbox"/> Parent <input type="checkbox"/> Aunt/Uncle <input type="checkbox"/> Child care provider <input type="checkbox"/> Grandparent <input type="checkbox"/> Other: _____						Child's aboriginal status: <input type="checkbox"/> Non Aboriginal <input type="checkbox"/> Inuit <input type="checkbox"/> First Nations <input type="checkbox"/> Métis <input type="checkbox"/> Other :				Allergies and/or special needs:						

	First Name:			Last Name:			Sex:		Date of birth:							
							<input type="checkbox"/> Male <input type="checkbox"/> Female		M	M	D	D	Y	Y	Y	Y

3	Your relationship to child:	Child's aboriginal status:	Allergies and/or special needs:
	<input type="checkbox"/> Parent <input type="checkbox"/> Aunt/Uncle <input type="checkbox"/> Child care provider <input type="checkbox"/> Grandparent <input type="checkbox"/> Other: _____	<input type="checkbox"/> Non Aboriginal <input type="checkbox"/> Inuit <input type="checkbox"/> First Nations <input type="checkbox"/> Métis <input type="checkbox"/> Other :	

4	First Name:	Last Name:	Sex:	Date of birth:							
			<input type="checkbox"/> Male	M	M	D	D	Y	Y	Y	Y
			<input type="checkbox"/> Female								
	Your relationship to child:	Child's aboriginal status:	Allergies and/or special needs:								
	<input type="checkbox"/> Parent <input type="checkbox"/> Aunt/Uncle <input type="checkbox"/> Child care provider <input type="checkbox"/> Grandparent <input type="checkbox"/> Other: _____	<input type="checkbox"/> Non Aboriginal <input type="checkbox"/> Inuit <input type="checkbox"/> First Nations <input type="checkbox"/> Métis <input type="checkbox"/> Other :									

04/01/2016

IN CASE OF EMERGENCY

First Name:	Last Name:	Relationship to child(ren):	Telephone number: ()
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GENERAL INFORMATION

What languages are spoken in your home? (please check all that apply)

☐ English
 ☐ French
 ☐ Aboriginal language: _____
 ☐ Other: _____

How did you hear about us? (please check all that apply)

☐ Family physician/Pediatrician/Medical professional
 ☐ Newspaper
 ☐ Television/Radio
 ☐ Family/Friend
 ☐ Internet
 ☐ Facebook
☐ Community agency (e.g. HANDS, CAS, etc.)
 ☐ School/Child care
 ☐ Other: _____

DEMOGRAPHIC INFORMATION

Are you a paid child care provider?

☐ Yes
 ☐ No

Please indicate if you are:

☐ Canadian citizen born in Canada
 ☐ Canadian citizen born outside of Canada
 ☐ Landed immigrant/permanent resident
☐ Refugee
 ☐ Visitor visa, work permit, or study permit

What is your employment status?

☐ Working full-time
 ☐ Working part-time
 ☐ Parental leave
 ☐ At-home parent
 ☐ Student
☐ Retired
 ☐ Unemployed
 ☐ Unemployed – unable to work (disability/illness)

What level of education have you completed?

☐ No certificate, diploma or degree
 ☐ High school certificate or equivalent
 ☐ College, CEGEP or other certificate diploma
☐ University certificate, diploma or degree
 ☐ Apprenticeship, trade certificate or diploma

What is your marital status?

☐ Married
 ☐ Common law
 ☐ Lone parent/single
 ☐ Widow/Widower
 ☐ Separated
 ☐ Divorced

What is your total annual household income before taxes? (Includes you and your spouse, if applicable)

☐ Less than \$19,999
 ☐ \$20,000-\$29,999
 ☐ \$30,000-\$39,999
 ☐ \$40,000-\$49,999
 ☐ \$50,000-\$59,999
☐ \$60,000-\$69,999
 ☐ Greater than \$70,000
 ☐ Not sure
 ☐ No answer

CONSENT AND AGREEMENT

The information you provide will be stored in a secure web based information system (Client Information Management System – CIMS). CIMS links together all Child and Family Centres in the District of Nipissing, to assist in administering programs and services. Your information can only be accessed by authorized individuals including authorized individuals at the Child and Family Centre(s) you choose to attend. Non-identifying information (combined totals) will be used to enhance programs and services, for statistical reporting requirements for the Ministry of Education, and community planning purposes. All information is being collected and is protected in accordance with all applicable laws and regulations in the province of Ontario. It is also understood that in borrowing books or resources, you agree to pay for the repair or replacement of lost or damaged materials.

By signing below, I hereby certify that I have read and agree to the above terms and conditions.

_____ Parent/caregiver signature	_____ Staff signature	_____ Date
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APPENDIX D

EXAMPLES OF POSTERS

How can we meet your needs?



Ontario Early Years and Child and Family Centres are places where children grow, learn, thrive and discover.

Help us to better meet your early years and child care needs by participating in a survey or attending a focus group.

Focus Group

Monday, April 24,
Temagami Public School
Child and Family Centre
10:00-11:00 am
Everyone Welcome!

Survey

To participate, please visit



<https://www.surveymonkey.com/r/earlyyears2017>

Questions? Please contact

Emma at 1-877-829-5121 ext.3128 or
at emma.langdon@dnssab.on.ca

District of Nipissing
Social Services
Administration Board



Conseil d'administration
des services sociaux
du district de Nipissing

Comment pouvons-nous répondre à vos besoins?



Les Centres de la petite enfance de l'Ontario et les Centres pour l'enfance et la famille sont des endroits où les enfants grandissent, apprennent, s'épanouissent et découvrent.

Aidez-nous à mieux répondre à vos besoins de services à la petite enfance et de services de garde d'enfants. Répondez à notre questionnaire ou participez à une rencontre de discussion.

Rencontre de discussion

Le vendredi 31 mars
Centre pour l'enfance
et la famille
Jeunesse Active
De 10 h 00 à 11 h 00
Ouverte à tous!

Questionnaire

Pour répondre au questionnaire, visitez :



<https://fr.www.surveymonkey.com/r/petiteenfance2017>

Questions? Communiquez avec

Emma au 705-474-2151, poste 3128,
ou emma.langdon@dnssab.on.ca

District of Nipissing
Social Services
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APPENDIX E

PARTICIPANTS IN SERVICE PROVIDER CONSULTATIONS

- City of North Bay
- Community Living North Bay
- Conseil scolaire catholique Franco Nord
- Conseil scolaire public du Nord-Est de l'Ontario
- Family Enrichment
- HANDS
- Killaloe Resource Centre
- Military Family Resource Centre
- Near North District School Board
- Nipissing Parry Sound Catholic District School Board
- Nipissing Parry Sound Children's Aid Society
- North Bay Multicultural Centre
- North Bay Parry Sound District Health Unit
- One Kids Place
- Phoenix Centre
- Renfrew District Health Unit
- St. Martin of Tours Catholic School
- Temiskaming Child Care
- West Nipissing Child Care Corporation
- YMCA