Council Direction: Not applicable.

Information:

Background

This report provides an update on the implementation of the Full Day Learning Program with particular focus on the service delivery and budget implications for the City of Hamilton.

The Full Day Learning Program is now commonly described in two components: the Full Day Junior and Senior Kindergarten (FDK) Program (operating from 9:00 a.m. to 3:30 p.m., Monday to Friday); and, the Extended Day Program (operating from 6:00 a.m. to 9:00 a.m. and 3:30 p.m. to 6:00 p.m., Monday to Friday).

Regulations and Guidelines for Full Day Junior and Senior Kindergarten and Extended Day Program

On June 7, 2010 the Province filed O. Regulation 224/10 and O. Reg.225/10 to support the implementation of the Full Day Early Learning Statute Law Amendment Act. The following regulations and guidelines are of particular relevance to the City of Hamilton:

- The Extended Day Program will be operated directly by school boards beginning in September 2010. If Boards of Education determine that it is not immediately
viable for them to do so, the Ministry of Education (EDU) has agreed to a transition period when the programming can be provided by existing child care programs located in or near schools.

- Municipalities will administer fee subsidies for the Extended Day Program. The Province will provide 100% funding for the fee subsidies and eligible administrative costs. A portion of the funding will be a new investment and the remainder will result from re-allocated funding within existing child care budgets.

- Municipalities will develop funding agreements with local Boards of Education to flow fee subsidies, as required.

- Existing child care fee subsidy policies and guidelines will be used by municipalities to determine eligibility for Extended Day Program subsidies.

- Municipalities will apply existing child care waitlist management policies to the Extended Day Program where demand for subsidies exceeds available funding.

- If Boards of Education decide not to offer the Extended Day Program immediately, municipalities can use the new fee subsidies intended to support that program, for their child care fee subsidy programs instead.

Implementation of Full Day Learning for Four and Five Year Olds in Hamilton – Year One

The list of the school sites selected for year one implementation beginning September 2010 is attached as Appendix A to Report CS10042(b)).

School Boards in Hamilton have determined that it is not viable for them to offer the Extended Day Program in the first year of the initiative, and will instead refer parents to existing child care programs located in or near schools for before and after school care.

What are the Implications of Regulation Changes and Year One Implementation for the City Of Hamilton?

The City of Hamilton has received $62,000 (annualized) new provincial funding for Extended Day Program fee subsidies. The Province has advised City staff that up to $388,000 will also be reallocated within the City’s existing Child Care budget as children move out of child care and into the Extended Day Programs. This portion of the City’s child care budget is funded 100% by the Province.
Since the Boards of Education in Hamilton have decided not to offer the Extended Day Program in Year One, the City of Hamilton will utilize the $62,000 new fee subsidy funding intended to support that program, in the Child Care System in 2010/11 instead. As of July 30, 2010 there was a child care fee subsidy waitlist of 676 children.

The City of Hamilton is not required to develop funding agreements with the boards of education at this time.

**Confirmation of Year Two (2011-12) School Sites**

The Ministry of Education has confirmed site selections for year two implementation of the Full Day Junior and Senior Kindergarten Program, and the Extended Day Program to begin in September 2011. The list of the confirmed school sites is attached as Appendix A to Report CS10042 (b)).

**Stabilization of the Child Care System**

This spring, the Province announced funds to help stabilize the child care system as four and five year olds move into the Full Day Junior and Senior Kindergarten Program. The removal of this age group of children, from the child care system, could have a significant negative impact on the system as a whole, and on individual child care operators. Daily operating costs will increase, child care facilities may require renovations in order to provide care to a younger age group of children, and the child care system will experience a shortage of trained early childhood educators, due to Boards of Education hiring early childhood educators for the Full Day Junior and Senior Kindergarten Program.

The stabilization funding will be phased in gradually over the implementation period, growing to $51 million annually province wide by the end of five years. Additionally, the Province has committed $12 million in capital funding over the same period to assist non-profit child care programs to make the renovations necessary to serve younger children. In 2010/11, a total of $5.6 million in stabilization and capital funding will be distributed to municipalities across the province for this purpose. All municipalities were required to submit a Child Care Stabilization Plan to the Ministry of Children and Youth Services (MCYS) this summer. MCYS and EDU will review and approve the plans prior to release of the provincial funds.

The City of Hamilton has been advised by the MCYS that the City will receive $224,400 Child Care Stabilization funding for 2010/11 ($186,200 for operating expenditures, and $38,200 for capital costs) pending approval of the City’s Plan (attached as Appendix B to Report CS10042(b)). The Plan was developed according to provincial guidelines and...
in consultation with child care operators, and other key stakeholders including the Best Start Network.

The Plan identifies:

- Existing pressures on Hamilton’s current child care system;
- Implications and impacts of the full day kindergarten program on the child care system;
- Community strategies identified during the consultation process; and,
- A specific proposal to utilize Hamilton’s $224,400 stabilization funding including actions targeted to individual child care programs as well as system wide tactics.

Further Integration of Supports for Young Families

MCYS continues its work to create an integrated network of Best Start Child and Family Centres, which will result in a co-ordinated children’s services system. This work will build on evidence and best practice including the work of Hamilton’s Best Start Demonstration Site.

A province wide advisory committee has been formed to assist the Ministry with this task. Paul Johnson, Chair of Hamilton’s Best Start Network, has been appointed as a member of this committee.
### Full Day Junior and Senior Kindergarten Program

**In Hamilton**

#### Year One (2010-11) School Sites

<table>
<thead>
<tr>
<th>Hamilton-Wentworth Catholic District School Board</th>
<th>Hamilton-Wentworth District School Board</th>
<th>Francophone Boards of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Patrick CES</td>
<td>Roxborough Park</td>
<td>CSD catholique</td>
</tr>
<tr>
<td>Holy Name CES</td>
<td>Dr. J. Edgar Davey</td>
<td>Centre-Sud • ÉÉC</td>
</tr>
<tr>
<td>St. Brigid CES</td>
<td>Cathy Wever Elementary School</td>
<td>Notre-Dame</td>
</tr>
<tr>
<td>St. Lawrence CES</td>
<td>Prince of Wales</td>
<td></td>
</tr>
<tr>
<td>Blessed Kateri Tekakwitha</td>
<td>Bennetto (formerly Centennial)</td>
<td>CSD du Centre Sud-Ouest</td>
</tr>
<tr>
<td>NEW-St. Mathew</td>
<td>King George</td>
<td>ÉÉ Pavillon de la jeunesse</td>
</tr>
<tr>
<td>Our Lady of the Assumption CES</td>
<td>Parkdale</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Queen Mary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Richard Beasley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sir Isaac Brock</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pauline Johnson</td>
<td></td>
</tr>
</tbody>
</table>

#### Year Two (2011-12) School Sites

<table>
<thead>
<tr>
<th>Hamilton-Wentworth Catholic District School Board</th>
<th>Hamilton-Wentworth District School Board</th>
<th>Francophone Boards of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annunciation of Our Lord Catholic Elementary School</td>
<td>Guy B. Brown Public School</td>
<td>None</td>
</tr>
<tr>
<td>Immaculate Conception Catholic Elementary School</td>
<td>Lisgar Public School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mount Hope Public School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Westwood Public School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yorkview Public School</td>
<td></td>
</tr>
</tbody>
</table>
ENVIRONMENTAL SCAN

Overview

In June 2010, there were 215 licensed centre based child care programs in the City of Hamilton providing child care for children 0 to 12 years of age. In addition to licensed centre based child care, there are also 3 licensed home child care agencies which provide approximately 725 regulated child care spaces.

The breakdown of licensed, centre-based child care is as follows:

<table>
<thead>
<tr>
<th>Centre Based Care</th>
<th>Infant</th>
<th>Toddler</th>
<th>Preschool*</th>
<th>Junior Kindergarten</th>
<th>Senior Kindergarten</th>
<th>School Age</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2010**</td>
<td>179</td>
<td>839</td>
<td>3,736</td>
<td>1,347</td>
<td>80</td>
<td>3,677</td>
<td>9,858</td>
</tr>
<tr>
<td>Vacancy Rate ***</td>
<td>5%</td>
<td>8%</td>
<td>3%</td>
<td>27%</td>
<td>17%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

* Licensing allows 4 and 5 year olds to be in the preschool group
** Ministry Licensed capacity report – revised Aug 2010
*** As reported to the City of Hamilton May 2010

Approximately, 29% of Hamilton’s regulated child care spaces are subsidized. This equates to 4,591 families (6,116 children) served per year with an average of 3,500 children receiving child care fee subsidy per month.

Implications and Impacts of Full Day Kindergarten

With some key planning decisions regarding Full Day Kindergarten (FDK) yet to be finalized, and the full implications of the transfer of child care from the Ministry of Children and Youth Services to the Ministry of Education not known to child care providers, parents or children, or other stakeholders within the child care system, there are assumptions that are being made in terms of what the ultimate impact in the community will be with regards to FDK.

The following highlights impacts on some of the key partners within the child care system.

Centre-based Providers
In December 2009 the CMSM worked with the MCYS Regional Office to determine those child care centres that may be impacted by phase one FDK. A second stage impact survey was completed by the CMSM in February 2010. Many providers indicated a need for more
information and detail in order to develop a clear and true picture of the impact of FDK on their centres, and the families and children that they serve. However, when asked to complete the survey for the CMSM regarding anticipated impacts and potential solutions, providers were very forthcoming with their opinions – based on the best information they had at the time.

Fifty-seven respondents competed the survey and the range of what they feel the impact of FDK will be on their programs and their families is expansive. Some programs opined that they will close or are in the process of closing; others that there will be very little impact on the way they currently operate. But the majority of programs fell somewhere in the middle, suggesting that the details of exactly how and where FDK is to be offered, and in particular what supports might be available to help programs transition into infant and toddler care and / or before and after school care (should the school boards not take on this role) would be the true determination of the impact of FDK and a centre’s ability to remain viable.

What is clear from the survey is that those programs that have a significant number of children who attend, or are in close vicinity to FDK Year-One schools, do feel that they are extremely vulnerable to this new initiative. Several (seven) of the ‘most impacted’ programs suggested that over 40% of revenue will be lost. Many ‘lesser’ impacted programs (13) still indicate that between 10% – 40% of their revenue will be lost. However, as noted by many of these providers themselves, the degree to which actual centre enrolment will be impacted by FDK cannot be definitively known until September 2010 when parents have made their decisions around what program their children will be attending.

Home Child Care Providers
Similar to the centre based providers, licensed home child care faces a series of challenges in terms of how the implementation of FDK might impact organizations and the families and children they serve. Some of the impacts include:

- The uncertainty generated by transfer of the child care sector from Ministry of Children and Youth Services to Ministry of Education and the potential for an uneven level of awareness within Education relating to the Licensed Home child care component of child care
- Four and five year olds will only be part of the licensed system during evenings, weekends, very early mornings, summer, winter, and spring school breaks
- Should subsidization follow these children to the Ministry of Education, the result will be a destabilization of the system; if school boards opt to provide care for children over six years, the subsidy will follow those children as well. Caregivers will be unable to maintain a viable business and provide quality care
- Licensed Home Child Care will serve more infant and toddler children; and therefore The funding model or supports to child care must change to ensure that Ontario child care is strengthened and remains an option for families
Extended Day Programs
The HWDSB has confirmed that it will not operate extended day programs in their eleven (11) Year One FDK schools. Rather the HWDSB will maintain its existing third party agreements through which licensed child care will be offered in three FDK schools.

The HWCDSB has confirmed that it will not operate extended day programs in their seven (7) Year One FDK schools. Rather the HWCDSB will maintain its existing third party agreement through which licensed child care will be offered in four FDK schools.

Programs who exclusively provide before and after school licensed child care reported that they would close in their second stage impact survey. These closures will be delayed until the board’s begin to offer extended day programs.

While the staged implementation of Full Day Kindergarten (FDK) throughout the province is a significant change to the licensed child care sector - as delivered by licensed providers in both private homes and child care centres - this is not the only area of the child care system to be impacted. The following impacts have been identified in some of the other areas within the system which are also critical to the success of the child care system in Hamilton:

Early Childhood Educators
At present, there is a shortage of qualified Early Childhood Educators (ECEs). Boards of Education employing ECEs in the FDK model are able to offer a more lucrative compensation package than most licensed child care centres. In phase one, the English speaking Boards in Hamilton anticipate hiring approximately 70 ECEs. To date those that have been hired from local child care centres have been the most experienced and developed staff.

Staff employed in licensed centre based child care, licensed home child care, Integration Resources Hub, and professional resource centres are eligible for wage subsidies. Wage subsidies are funding through a service contract with the Ministry of Children and Youth. Historically, funding levels for wage subsidy do not meet the demands for wage subsidy.

Special Needs Resourcing (SNR)
In Hamilton two significant providers of services to children with unique and special needs and their families are Integration Resources Hub and Early Words / 1ers mot. Integration Resources Hub is the single point of access for Resource Teacher and Support Facilitator staffing supports within child care settings and receives direct funding from the CMSM. Early Words / 1ers mots (EW) provides Preschool Speech and Language Services in Hamilton and though not directly funded by the CMSM, is a key partner in the child care system. As such, both organizations were surveyed by the CMSM in the development of this plan and their comments, concerns and observations are noted throughout the document.

Similar to what will be experienced in the broader licensed child care sector, the most significant impact to Integration Resources Hub will be the loss of 4 and 5 yr olds who, in the past, have remained in child care with SNR support on a full or part time basis. Once Full Day Kindergarten is fully implemented and adequately resourced to support children with special needs, we
anticipate these children will transfer to the Boards of Education. At present, this represents the majority of children involved with Hub.

Hub is, however, concerned that this transfer will unfortunately play out differently for children with special needs. Families will be reluctant to have their children move unless they are assured that all the necessary supports are available, including those that will be required to ensure access to extended care for those families who need it. Unless Hub’s children can make the move at the same time as their peers, there is concern some children and families will be “left in limbo” as child care programs convert to spaces for younger children possibly eliminating the option for the child to remain in their centre. It is critical that such “conversion planning” take into consideration the potential impact on any children with special needs temporarily unable to access FDK.

Additionally, there is concern that SNR may lose staff to the ECE positions within FDK. The reported hourly rate of pay is significantly higher than that of some SNR staff. Combined with more attractive benefit packages and pension plans, it is anticipated an increasing challenge in recruiting and retaining qualified staff.

Hub also has concern for the future of its partner, Co-op Council. This system, which offers a unique opportunity for parents to be highly engaged in all aspects of their child’s program, may be at risk with the advent of the FDK. As current Cooperative preschool teachers retire it may be difficult to find replacements willing to work in these part-time positions when opportunities exist in the school system where the rate of pay is higher and benefits available. The impact that the introduction of JK programs had on cooperative preschools has already been witnessed when a number of programs were forced to close or change how they delivered programs. Hub is concerned that this valued option may become a thing of the past in the Hamilton community.

If the current mandate and policies remain unchanged in the coming school year, Early Words will have difficulty reaching those children that are enrolled in FDK.

*Pressures on the Current System to be Considered when Planning*

Hub and Early Words

The following summarizes some of the current challenges facing Integration Resources Hub in this community:

- **Waiting List for Service:** Hub has an ongoing waiting list for service, primarily for children identified as requiring additional in-class support in order to be able to participate effectively within a child care program. Currently there are close to 30 children waiting for Support Facilitator (S.F.) support. Another 12 children soon to be reviewed who will likely meet SF criteria and additional referrals come in weekly. The wait time can easily be 6 to 9 months or more.
- **Delayed School Entry:** Many children with special needs do not transfer to Board of Education programs when eligible to do so. This is typically due to a perceived difference between the level, and nature, of supports available for children and their families within the preschool/child care system compared to the Educational System. As well, few families...
can access before and after school programs due to the lack of additional support required for their children.

- Staff Compensation: Hub faces a challenge of not only dealing with variability in levels of pay of staff compared with staff in similar roles in the broader child care community but also among members of Integration Resources Hub with the same or similar roles.

Early Words supports children in child care in three main ways: 1) a team called the Communication Support Team (CST) is made up of an SLP, ECRSs and a Communication Disorders Assistants (CDAs) and the whole EW system of SLPs can refer children to CST and they provide centre and home-based speech and language services to those children in collaboration with the childcare staff, RT and SF; 2) some children with complex needs have an SLP who will provide centre based consultations (e.g. ASD, physical, cognitive challenges); and 3) with the Best Start child care centre project at Red Hill, First Class and St Matt's these venues are served by SLPs, ECRSs and CDAs who, in partnerships with RTs, supervisors and staff, identify, assess and provide a broad range of interventions to some of our most vulnerable children.

Some of the issues and challenges facing Early Words in the delivery of its services and programming include:

- Increased complexity of child and family needs
- Increased waiting lists and times
- Earlier age of identification results in children staying longer in EW services
- No funding increases since EW inception 12 years ago (except for specified expansions of mandate and projects like the Best Start demo)
- Hospital cuts to EW FTEs
- More challenges operating as an integrated system with shifts in EW partner hospital mandates and funding

Fee Subsidy Wait List
Families accessing licensed child care may apply for fee subsidy to offset the cost of care. A wait list for child care fee subsidy was implemented in June 2008 because the demand exceeded the available funding. As of June 30, 2010 there were 737 children waiting for fee subsidy in the City of Hamilton.

Cost of Administration
Although recent funding announcements have provided CMSMs the ability to allocate up to 10% of funding to cover the municipal cost of administration, there remains historical administration funding pressures. The current pressure in the City of Hamilton is $325,957. Municipalities require adequate administration funding in order to effectively manage and plan a high quality child care system.

Community Solutions

The CMSM has undertaken discussion, consultation and planning in its efforts to mitigate the impacts of FDK. These efforts include having regular, on-going, meetings with both Boards of
Education in Hamilton to address challenges and concerns as they arise in a manner that is proactive and cooperative. Through their participation in the Hamilton Best Start Network, the CMSM Child Care Working Group, and The Child Care Supervisor’s Network, the CMSM continues to share and receive information, discuss and debate implications and consequences in order to develop local, integrated planning responses to the challenges that have been identified. This work has directly or indirectly helped the CMSM in the development of some of the more general, community wide solutions that have been proposed, including:

- Funding 100% wage subsidy to support and stabilize the salaries of Early Childhood Educators working in the licensed child care system
- Completing a wage subsidy survey and work with the community to develop salary benchmarks for ECEs to support retention in the child care system
- Supporting community activities that recognize the importance of the Early Childhood professions
- Implementing the recommendations from the Raising the Bar on Quality evaluation focusing on mentoring activities as outlined in the Quality Human Services Expert Panel Report
- Enhancing current activities for the implementation of the Ontario Early Learning for Every Child Today curriculum
- Developing the framework for a review of existing criteria for accessing Special Needs resourcing supports

Specifically, in regards to special needs resourcing, Integration Resources Hub and Early Words have identified their own strategies / responses to help with transition to FDK.

Integration Resources Hub views FDK as an opportunity to re-examine its role, expand its range of service and redirect resources particularly to the area of early identification and intervention. To achieve this Hub proposes the following:

- Hub will request a review by the City and our community partners of the current criteria to access SNR supports. Hub believes that such a review would support the need for a more flexible criteria which it strongly feels would be welcomed by our community
- Based upon this review, Hub anticipates being able to engage with younger children and their families thereby shifting resources to better support critical early identification and intervention activities
- Hub is in the process of quantifying the "consultations" done by Resource Teachers to confirm the need to expand the role of SNR staff to support children with a range of personalized support needs beyond what the current criteria allows
- Hub will seek approval to extend the role of its staff beyond primarily licensed child care programs to include more support within OEYC, Home Child Care as well as future Child & Family Centres
- Hub proposes to increase the level of SNR support provided to areas of higher vulnerability (i.e. providing full-time RT support to centres in "high risk" areas of the city). Hub envisions continuing to work with partners such as Early Words and the Best Start OT / PT Service to provide enhanced, integrated services to these centres
- Hub believes SNR staff would be an invaluable support to the FDK and will advocate that a collaborative consultation model be considered
• Hub will continue to support and enhance the transition to school process for all children with personalized support needs
• Hub will continue to advocate with the respective Ministries for the funding required to stabilize the child care sector
• Hub will continue to be active members at all of the planning tables where the well being of special needs children and their early learning opportunities are being considered

With regards to Early Words, a strategy was developed by the leads for communication services for the two English boards, the EW Coordinator, along with SLP representatives from EW 3 partnering services. The proposed strategy is meant for the coming school year in FDK phase one schools under the assumption that current mandates and policies are meant to continue. As proposed, it seeks to address concerns at 3 Levels:

• Level One – if families can get their JK students (and SK children who stutter) to EW clinic locations, an attempt will be made to provide needed therapy early and later in the school day so as to try to decrease disruption in the child’s day
• Level Two – if families are unable to manage the above they will have the option of being served in an ELCC location close by the school (OEYC, PFLC, child care with possible space). How children could get to those nearby locations will be further examines, with parents / families as the first choice. It is presently unknown as to whether in-school child care and / or PFLC are possible locations for EW services
• Level Three – if families cannot receive services in either of the above ways, the school board SLP will attempt to serve them in school as they can, primarily through classroom consultation. It is unknown at this point as to whether they will be able to provide services to the extended day portions of the child’s day. Each of these children’s speech and language services will be problem-solved on a case by case basis

At present, Early Words’ strategy is being taken to the Special Education Superintendents within the two English Boards of Education for comment and feedback.

Private Home Day Care providers have also presented their approach to mitigating the impact of FDK on the children and families they serve. This includes working with other stakeholder to ensure that all of the issues are evident; participation at community planning tables; continuing to be engaged locally, provincially and nationally; investing in the Canadian Child Care Federation Social Campaign to increase public awareness and by continuing to ensure visibility in the neighbourhoods and communities throughout Hamilton.

CHILD CARE STABILIZATION:
COMMUNITY PLAN FOR FUNDING

In addition to the second stage impact analysis information the CMSM assessed other appropriate influencing factors in order to determine its plan for the distribution of both capital and operational funding. These factors include:

City of Hamilton
Child Care Stabilization Funding Plan
Full Day Kindergarten Phase One 2010-2011
July 2010
1. Previous funding investments, including Best Start
2. Participation in the Raising the Bar Quality Initiative
3. MCYS Program Advisor input regarding licensing concerns
4. Participation in community planning activities, committees, etc
5. Identified Best Start demonstration operator including the provision of the free universal half day program for children aged 3 years
6. Financial history and reporting compliance to the CMSM
7. High rate of subsidized children

All the information collected enabled the CMSM to identify the programs that were further engaged in additional consultation. The table below describes the impact anticipated by the Operator at that Centre, and plan which the CMSM will undertake in the coming months to support program viability and sustainability as Year-One FDK begins.

<table>
<thead>
<tr>
<th>Operator / Centro location (relation to FDK)</th>
<th>Current Service Levels</th>
<th>Impact</th>
<th>Mitigation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umbrella Family Cathy Wever (in FDK school)</td>
<td>15 School Age 20 JK 16 Preschool * 8 spaces for PSU</td>
<td>FDK will lower their enrollment levels resulting in lost revenue and potential destabilization of the program</td>
<td>Provide services to younger preschool, require operating funding</td>
</tr>
<tr>
<td>Kiwanis – Ellis location (near FDK school)</td>
<td>20 JK 16 Preschool * 8 spaces for PSU</td>
<td>FDK will lower enrollment levels resulting in lost revenue</td>
<td>Create toddler program, transfer PSU to Queen Mary, requiring operating and capital funding</td>
</tr>
<tr>
<td>Kiwanis – Queen Mary (in FDK school)</td>
<td>15 School Age 10 JK 16 Preschool * 16 spaces for PSU</td>
<td>FDK will lower enrollment resulting in lost revenue</td>
<td>Transfer PSU from Ellis to this location, may require operating funding</td>
</tr>
<tr>
<td>HWCCC Inc – St. Brigid (in FDK school)</td>
<td>15 School Age 32 Preschool * 8 spaces for PSU</td>
<td>FDK will lower enrollment resulting in lost revenue</td>
<td>Create toddler program, require operating and capital funding</td>
</tr>
<tr>
<td>Jamesville (escorts to 2 FDK schools)</td>
<td>30 School Age 46 Preschool 15 Toddler</td>
<td>FDK will lower enrollment resulting in lost revenue</td>
<td>Expand toddler program, may require capital and operating</td>
</tr>
</tbody>
</table>
In addition to supporting individual centres, the CMSM will implement the following strategies to address system wide pressures.

<table>
<thead>
<tr>
<th>Current Service Issue</th>
<th>Impact</th>
<th>Mitigation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortage of qualified ECEs, at all levels</td>
<td>ECEs with the most experience and qualifications are leaving the child care sector for employment in FDK</td>
<td>Support professional development initiatives, including funding 100% wage subsidy</td>
</tr>
<tr>
<td>Maintaining quality within the Child Care System</td>
<td>ECE with less experience will be entering the Child Care System when the most experienced leave for employment in FDK, eliminating the opportunity for knowledge transfer</td>
<td>Support mentoring and program curriculum activities.</td>
</tr>
<tr>
<td>CMSM administration funding shortfall</td>
<td>Administrative resources are required to support implementation of the Child Care Stabilization Plan.</td>
<td>Apply 10% of eligible funding towards administrative costs</td>
</tr>
</tbody>
</table>

Next Steps

As indicated above, over the next few months, CMSM will solicit proposals from the identified programs which will detail the revised service levels and the funding required in supporting the proposed changes. In addition to supporting individual programs, the CMSM will also work with community partners to develop strategies and activities that promote the recruitment and retention of Early Childhood Educators.

Once all of the proposals have been received, these funding priorities will be re-assessed, a budget will be determined and funding will be allocated in compliance with the CMSM purchasing policies and through the continued negotiations with the Hamilton/Niagara MCYS regional office.
Update on Full Day Learning
September 2010
Our Journey

With Our Best Future in Mind
Implementing Early Learning in Ontario
Key Sign Posts Along the Way……

• Full Day Learning
• Child Care Stabilization
• Co-ordinated Children’s Services System
Legislative & Regulatory Changes

- Full Day JK/SK Program
- Extended Day Program
- Fee Subsidies for Extended Day
- Ministry of Education Assumes Responsibility for Child Care
Of Significance to the City of Hamilton

- New responsibilities
- Policy implications
- Agreements with Boards of Education
- Reporting obligations
- New Fee Subsidy funding $62,000
Full Day Learning Implementation – Year 1

- 20 Schools providing Full Day JK/SK Program
- No Schools providing Extended Day Program
- Fee Subsides being re-directed to Child Care System
Stabilization of the Child Care System

- Impact of Full Day Learning on Child Care System
- 5 Year Process
- Provincial funding
- Municipalities responsible for plan & implementation
Hamilton’s Year 1 Stabilization Plan

- Process to create the plan
- Capital & operating funds for impacted programs
- System-wide strategies
- Year 1 funding $224,400
Co-ordinated Children’s Service System

- Integrated Network of Best Start Child & Family Centres
- Lessons learned from Hamilton’s Best Start Demo Site
- Provincial Advisory Group
- Work under-way Fall 2010
Our Journey Continues …