

**W.E. (WINDSOR-ESSEX)
CHILD CARE AND EARLY YEARS
SERVICE SYSTEM PLAN
2020-2025**



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WE BUILD

EXPERIENCES

"Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry."

- How Does Learning Happen

INTRODUCTION

The City of Windsor is the Consolidated Municipal Service Manager (CMSM) for Children’s Services in Windsor and Essex County. As the CMSM, the City of Windsor, Children’s Services is responsible for planning and managing licensed child care services in the region, ensuring an increasingly integrated, high-quality child care and early years system that is governed and funded by the Ministry of Education.

Section 56 of the Child Care and Early Years Act (CCEYA) 2014 states that:

“...a service system manager shall,

(a) develop and administer local policies respecting the operation of child care and early years programs and services;

(b) administer the delivery of financial assistance provided by the Minister under clause 54 (1) (b), in accordance with the regulations;

(c) coordinate the planning and operation of child care and early years programs and services with the planning and provision of other human services delivered by the service system manager;

(d) assess the economic viability of the child care and early years programs and services in the service area and, if necessary, make or facilitate changes to help make such programs and services economically viable;

(e) perform such other duties as may be prescribed by the regulations.

The City of Windsor, Children’s Services coordinates and manages child care and early years programs and services guided by a Child Care and Early Years Service System Plan. The Windsor-Essex Child Care and Early Years Service System Plan 2020-2025 highlights the progress made to date related to the priorities set out in the previous community plan for the child care and early years system, and provides a blueprint for the strategic focus and direction of Children’s Services in Windsor-Essex County.

The Children’s Services sector has a strong focus on moving toward an increasingly integrated system of services for families and children. The Windsor-Essex Child Care and Early Years Service System Plan 2020-2025 was developed based on community need that was determined through extensive consultations with more than 4,000 individuals including:

- ✓ Children
- ✓ Parents
- ✓ Caregivers
- ✓ Representatives from community agencies
- ✓ Representatives from school boards
- ✓ Representatives from child care agencies
- ✓ Representatives from early years programs
- ✓ Representatives from the Indigenous Community
- ✓ Representatives from the Francophone Community
- ✓ Recent Immigrants

INTRODUCTION

The Windsor-Essex Child Care and Early Years Service System Plan 2020-2025 has constructed the community priorities around the four components of Ontario’s Vision:

Four Components of Ontario's Vision for Child Care and Early Years			
Accessibility	Responsiveness	Affordability	High-Quality

The Windsor-Essex Child Care and Early Years Service System Plan 2020-2025 is designed to support high-quality child care and early learning experiences that are accessible for all children and families in a system that is coordinated to assist children and families. This will result in a community where all children, youth and families are healthy and valued.



BACKGROUND

The child care and early years system in Ontario has experienced significant changes over the past 10 years.

In 2009, Dr. Charles Pascal was commissioned by the Province as a Special Advisor on Early Learning. He authored the report **With Our Best Future in Mind: Implementing Early Learning in Ontario**. Based on the recommendations in the report, the child care and early years system began experiencing some of the biggest changes in a generation.

As a result of Dr. Pascal’s report, in 2010, Ontario saw the **introduction of full-day kindergarten** with an emphasis on **play-based learning and integrated before and after school programs**.



In 2014, **How Does Learning Happen? Ontario’s Pedagogy for the Early Years** was introduced. *How Does Learning Happen?* was “designed to provoke deeper thinking about the delivery of high-quality programs and services for children and families in early years settings across Ontario.”

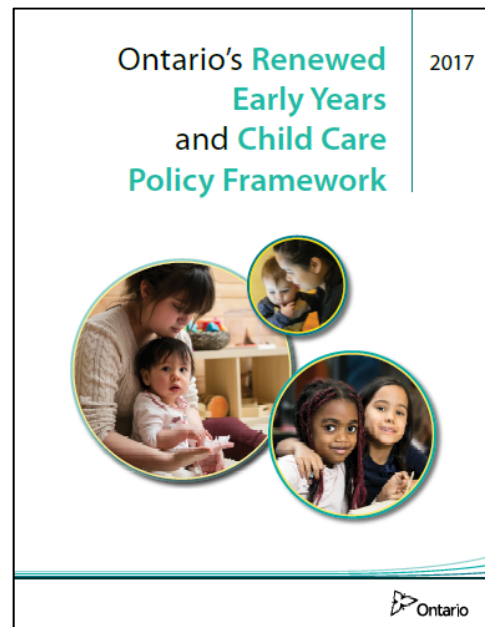
In April of 2014, the Provincial government also announced a new strategy for special needs services, **“Putting it All Together: A Strategy for Special Needs Services that Make Sense for Families.”** This is a four Ministry strategy (Ministries of Children and Youth Services, Community and Social Services, Education, and Health and Long-Term Care) designed to improve services for children and youth with special needs and their families. This strategy identified three key areas where improvements will be made. These include:

- Putting in place a new, voluntary standard developmental screen
- Establishing coordinated service planning processes for children with multiple and/or complex special needs in communities
- Implementing integrated delivery of children’s rehabilitation services

In August of 2015, the **Child Care and Early Years Act 2014** replaced the Day Nurseries Act.

In 2017, the Provincial government released the **Ontario Renewed Early Years and Child Care Policy Framework**. This policy document outlines the provincial government’s strategic direction for the early years and child care system with a focus on seven areas:

- Increasing access to early years and child care programs and services
- Ensuring a more affordable early years and child care system
- Establishing an early years workforce strategy
- Determining a provincial definition of quality in the early years
- Developing an approach to promoting inclusion in early years and child care settings
- Creating an outcomes and measurement strategy
- Increasing public awareness of Ontario’s early years and child care system



Ontario’s vision for children and families as stated in Ontario’s Renewed Early Years and Child Care Policy Framework:

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

COUNTY CHILDREN AND YOUTH PLANNING COMMITTEE (CYPC)

The Windsor-Essex County Children and Youth Planning Committee (CYPC) is comprised of representatives from a range of agencies and sectors that reflect the unique composition of our communities. This committee is chaired by the City of Windsor, Manager of Children’s Services.

The CYPC has five networks or sub-committees. Each network works to support the intent of the committee with open communication and information brought forward and shared so all are aware of the work in progress. Each network has its own Terms of Reference. The chair of each network is a member of the CYPC. The network chairs provide updates to the CYPC on the work of the networks. In some cases, the chair of the network brings a recommendation for approval and/or a document for review and input.

The Windsor-Essex County Children and Youth Planning Committee (CYPC) is working to build an effective integrated system of services that supports children, youth and their families (see Appendix for Membership & Terms of Reference). The committee provides leadership for this process in the form of input, advice and recommendations. This serves to inform broader system planning in an effort to integrate services into a system of seamless service experiences for children 0-12. One approach in moving towards achieving an integrated system of services in Windsor-Essex County is collaborating on the development of the Child Care and Early Years Service System Plan.



VISION & MISSION

In 2019, the CYPC, as a collective reaffirmed the vision and mission statement as follows:

Vision: All children, youth and families are healthy and valued.

Mission Statement: Through a collaborative, integrated approach, we plan, lead and implement strategies to achieve the best outcomes for children, youth and families in Windsor-Essex County.



This image is comprised of key words from the vision and mission statement of the CYPC. It was created as a reminder that this is what is important for building a foundation for children and their families in Windsor-Essex County.

The Windsor-Essex County Children and Youth Planning Committee (CYPC) concur that the vision and mission statement will be revisited as we continue to revisit and update the Child Care and Early Years Service System Plan.

HIGHLIGHTS OF ONGOING PLANNING & PRIORITIES IN CHILD CARE & EARLY YEARS

Previous Community Plan: Priorities	
Access	System Hubs

Highlights of progress on previous community plan priorities for child care and early years as identified by the CYPC.

Access to Services

- The EarlyON Child and Family Centre (EarlyON CFC) Network works collaboratively to coordinate programs and services across Best Start Neighbourhoods to ensure increased access for children and families in Windsor-Essex. This includes:
 - evening and weekend programming
 - pop-up and mobile EarlyON CFC opportunities
 - community outreach
- As the Special Needs Resourcing stakeholder in Windsor-Essex, Children First Resource Consultants, regularly visit all licensed child care centres in Windsor-Essex to provide consultation, support and training for child care staff working with children who have special needs.
- Program Support funding has increased child care options for parents and has allowed more children to attend programs throughout Windsor-Essex. Options have expanded from licensed child care to also include Recreation and Skills Building Programs. (Program Support funding is used to reduce child:teacher ratios in age groupings that have a demonstrated need for additional support.)
- As the Indigenous Stakeholder, Ska:Na Family Learning Centre has hired a Cultural Language Specialist to provide consultation for the child care and early years community in Windsor-Essex to increase awareness of Indigenous cultures and practices.
- As a designated French Language community, a bilingual Early Literacy Specialist has been hired to ensure that French programming is available across all EarlyON CFCs in Windsor-Essex.
- OneHSN - Child Care Registry system is a one-stop shop for families wanting to access child care and apply for licensed child care/recreation programs from the comfort of their home, allowing families to view a map of all licensed child care/recreation program options in Windsor-Essex.
- Child Care – since 2014, the number of elementary schools with before and after school programs has increased allowing more school-age children to access licensed child care.
- Child Care – Capital Initiatives have increased licensed child care spaces for infant, toddler, preschool and school-age children.
- Child Care – An Affordability Project was introduced because of the Child Care Environmental Scan in order to respond to the needs of the community. The Affordability Project reduces daily child care rates for families in Windsor-Essex accessing licensed child care for infants, toddlers and preschoolers.

HIGHLIGHTS OF

ONGOING PLANNING & PRIORITIES IN CHILD CARE & EARLY YEARS

Hubs/System Coordination

- The EarlyON Child and Family Centre Network coordinates system wide initiatives such as:
 - professional development for the EarlyON CFC Facilitators
 - program promotion and advertising for all EarlyON CFCs in Windsor-Essex
 - consistent programs, services and materials at all EarlyON CFCs
 - common visual identity for all EarlyON CFC Facilitators through branded shirts and jackets
 - use of EarlyON CFC flags to signal that centres are open
 - Children First Resource Consultants are meeting families at all EarlyON CFCs for further evaluations and connections to child care
- OneHSN - Child Care Registry System provides increased access for families and reduces the wait times from initial application for child care and/or child care subsidy through a coordinated system
- OneHSN - Child Care Registry System provides advertising for the licensed child care centres
- Virtual Hub – To avoid creating a separate website that could cause possible confusion for families, the City of Windsor - Children’s Services website underwent changes to become more reflective of a virtual hub. The Children’s Services website provides information for parents/caregivers, child care providers, early learning professionals or any other person seeking information regarding child care and early years programs and services in Windsor-Essex. The two domain names are:
 - www.childrenserviceswindsor.essex.ca
 - www.earlyonwindsor.essex.ca
- Commercials were created and advertising was developed to promote licensed child care and child care subsidy in Windsor-Essex increasing visibility of the child care system
- WEE Start Committee is a team of community partners collaborating to increase early identification of children with special needs in order to foster early intervention
- Ontario Infant Hearing Program is promoting EarlyON CFCs to all families in the program
- Partnership with the Welcome Centre Shelter for Women & Families, Hotel Dieu Grace - Regional Children Centre (Triple P) and City of Windsor directly operated EarlyON CFC to provide parenting support programs and community connections for families experiencing homelessness



FAMILIES LIVING IN WINDSOR-ESSEX

PROMOTE SENSE

OF BELONGING

"Every child has a sense of belonging when he or she is connected to others and contributes to his or her world"

- How Does Learning Happen

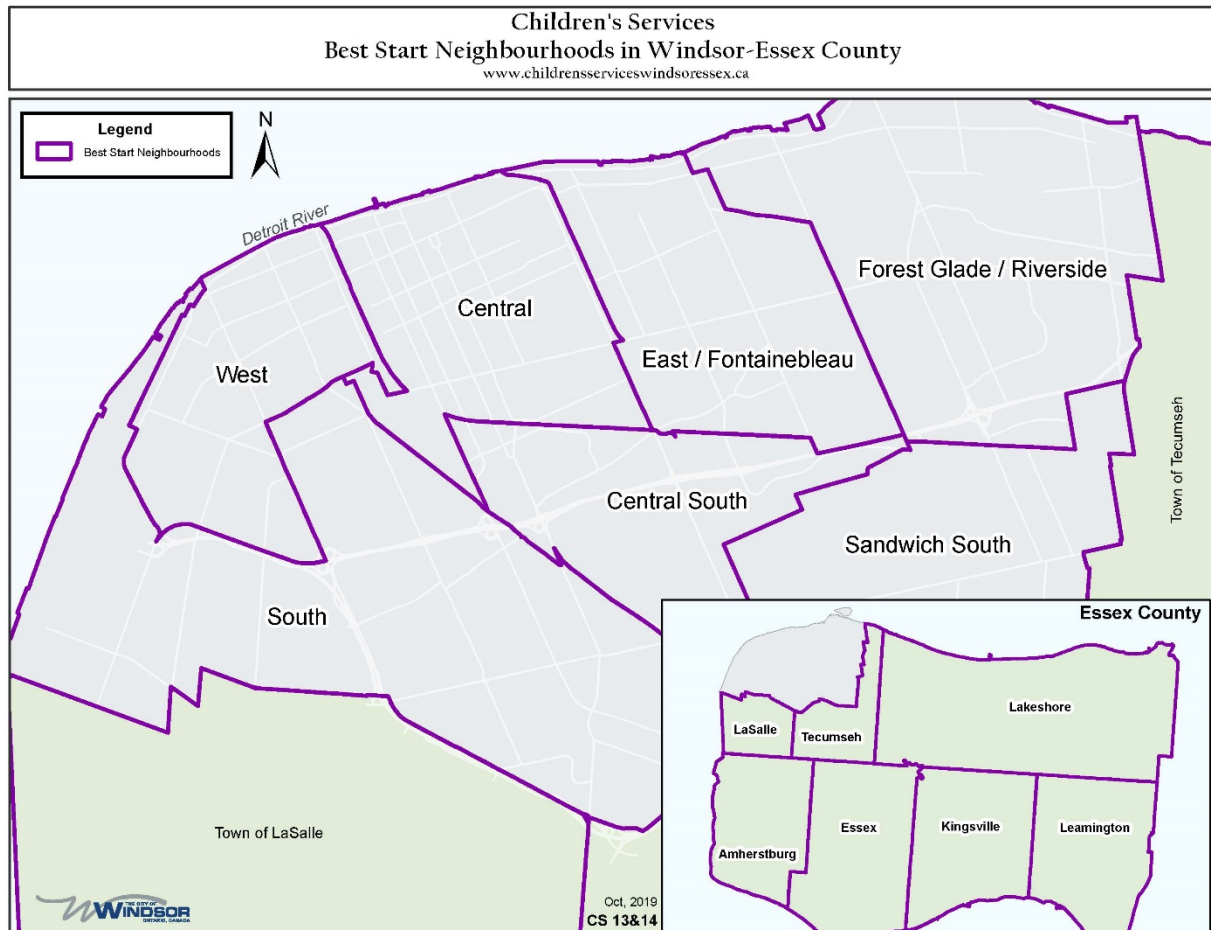
BEST START

NEIGHBOURHOODS (BSN)

Consistent usage of boundaries is critical in making comparisons of data over periods of time and in making comparisons between neighbourhoods or other geographies. Best Start Neighbourhoods were established in partnership with the former Best Start Network (now CYPC) in 2006. Best Start Neighbourhoods are geographical areas in Windsor-Essex used by the City of Windsor, Children’s Services for planning purposes. The BSNs were established in line with the concept of schools first and with the notion of a hub of child care and early years services that was accessible to children and families living in Windsor-Essex. Child care and early years Community Partners are encouraged to adopt the same boundaries to facilitate planning, information sharing and collaboration.

A total of seven (7) BSNs have been established for the City of Windsor and seven (7) BSNs have been established for Essex County.

Best Start Neighbourhoods	
City of Windsor	Essex County
• Forest Glade/Riverside	• Amherstburg
• East Windsor/Fontainebleau	• LaSalle
• West	• Lakeshore
• Central	• Essex
• Central – South	• Leamington
• Sandwich South & Industrial Area	• Kingsville
• South	• Tecumseh



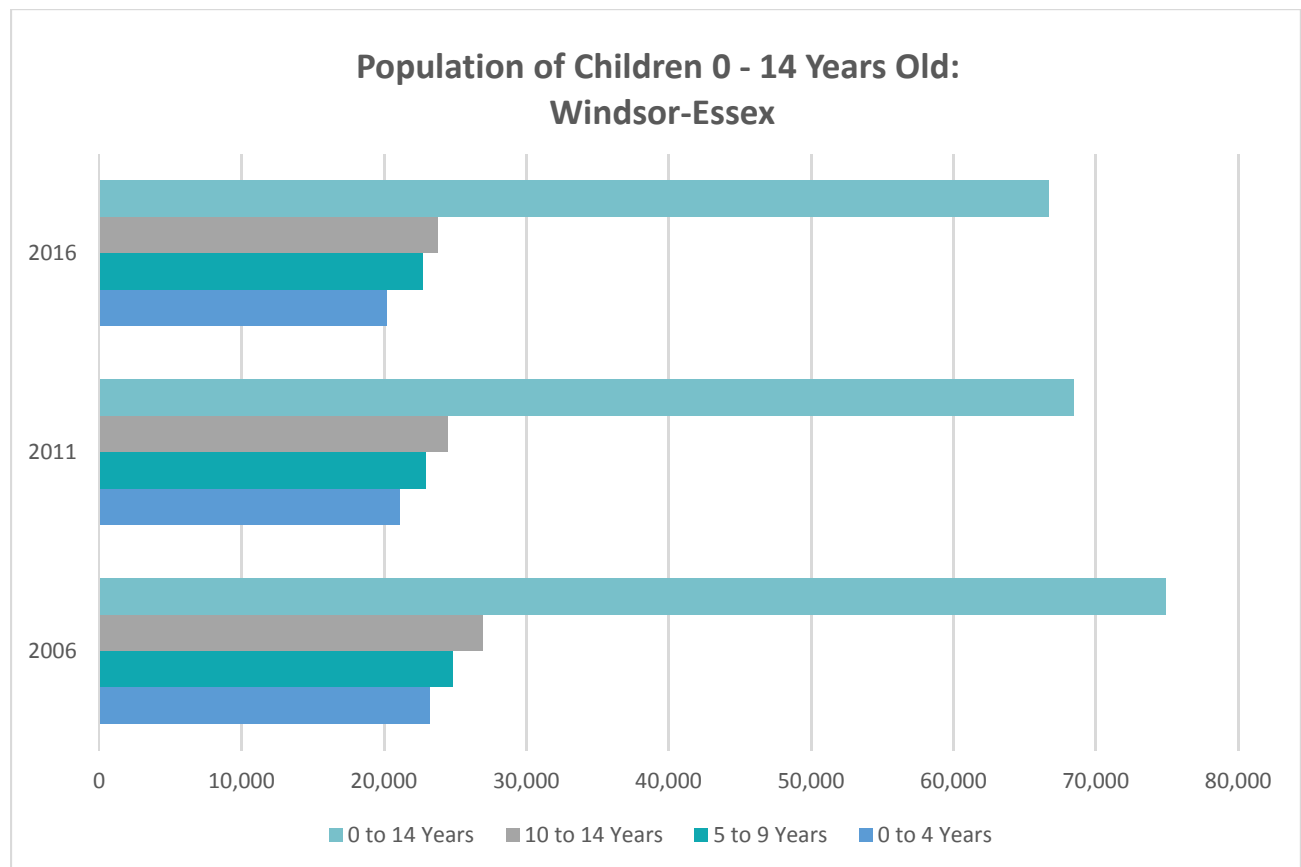
POPULATION

WINDSOR-ESSEX

The overall population in Windsor-Essex has grown since 2001. The population of children 0 to 14 years of age in contrast to the overall population has declined slightly in Windsor-Essex County since 2001. The overall decrease for 0 to 14 year olds has been approximately 11.7% during this time period. The largest decrease was experienced between 2006 and 2011 and only a small decrease was seen between 2011 and 2016. Data for this section on population has been sourced from Statistics Canada.

Total Population: Windsor-Essex				
	2001	2006	2011	2016
0 to 4 Years	23,660	23,205	21,100	20,210
5 to 9 Years	51,925	24,810	22,930	22,710
10 to 14 Years	75,585	26,935	24,460	23,765
0 to 14 Years	75,585	74,950	68,490	66,685
Overall Population	374,975	393,405	388,785	398,730

Source: Statistics Canada, 2016



POPULATION

WINDSOR-ESSEX

The population of 0 to 14 year olds in Windsor decrease by 10.9% from 2001 to 2016; again, with the largest decrease occurring between 2006 and 2011. This is in contrast to the overall population in the City, which experienced an increase in population by 4.2% during the same time period.

Population: Windsor-Essex, City				
	2001	2006	2011	2016
0 to 4 Years	13,155	12,795	11,855	11,170
5 to 9 Years	26,495	12,985	11,975	11,990
10 to 14 Years	39,650	13,700	12,455	12,165
0 to 14 Years	39,650	39,480	36,285	35,325
Overall Population	208,402	216,476	210,890	217,195

Source: Statistics Canada, 2016

Essex County Population Analysis for 0 to 14 Year Olds

The population of 0 to 14 year old in Essex County decreased by 12.7% from 2001 to 2016; again, with the largest decrease occurring between 2006 and 2011. This is in contrast to the overall population in the County, which increased 8.9% during the same time period.

Population: Windsor-Essex, County				
Age	2001	2006	2011	2016
0 to 4 Years	10,505	10,410	9,245	9,040
5 to 9 Years	25,430	11,825	10,955	10,720
10 to 14 Years	35,935	13,235	12,005	11,600
0 to 14 Years	35,935	35,470	32,205	31,360
Overall Population	166,573	176,929	177,895	181,535

Source: Statistics Canada, 2016

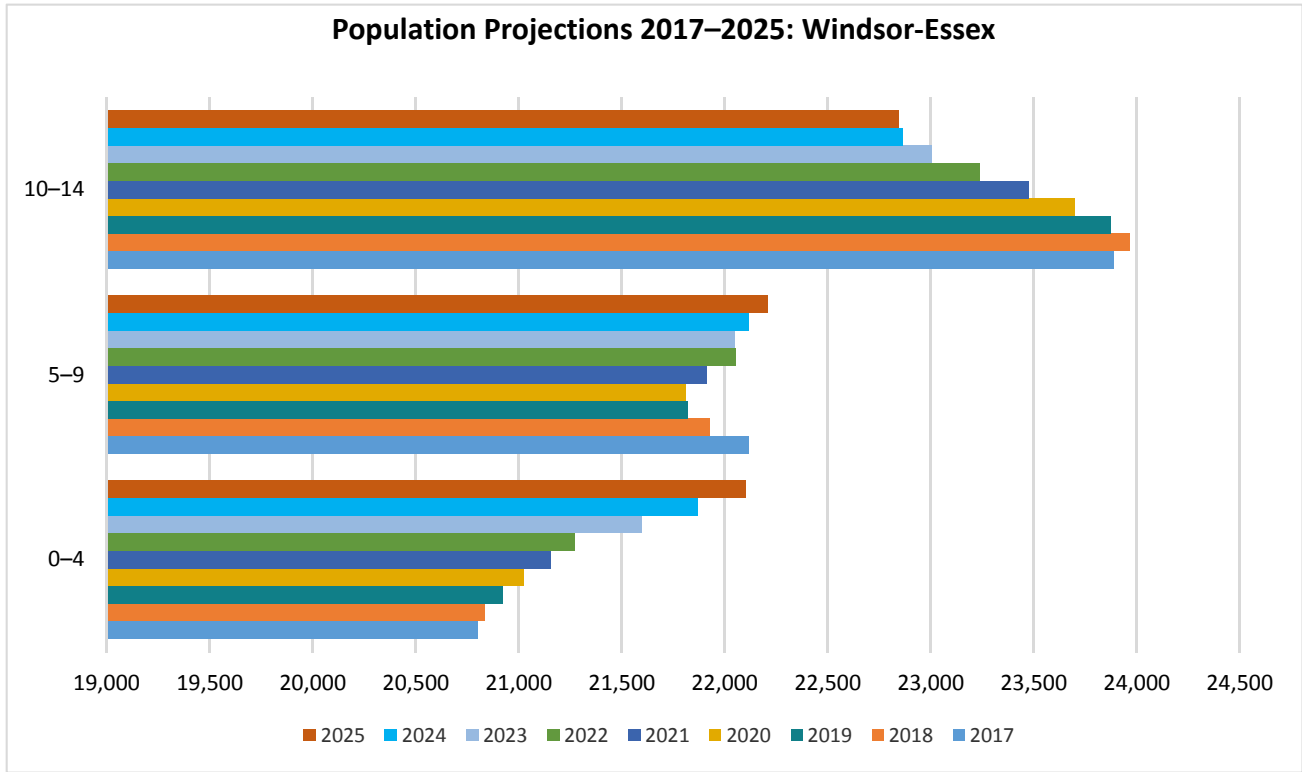
POPULATION PROJECTIONS WINDSOR-ESSEX

The overall population of 0 to 14 year olds in Windsor-Essex is expected to grow over the years of 2017 to 2025. It is expected that the 0 to 4 year population will experience the greatest amount of growth, followed by the 5 to 9 year olds. The 10 to 14 year olds will experience a slight decrease in population over this time period. Overall, the population of 0 to 14 year olds is expected to be stable with no spikes or decreases from 2017 to 2025.

The following table outlines the population projection for 0 to 14 year olds in Windsor- Essex for each year from 2017 to 2025.

Population Projections 0-14 Year Olds, 2017–2025			
Year	0–4	5–9	10–14
2017	20,800	22,115	23,888
2018	20,832	21,927	23,964
2019	20,920	21,817	23,873
2020	21,025	21,812	23,696
2021	21,152	21,911	23,474
2022	21,270	22,054	23,237
2023	21,598	22,047	23,003
2024	21,870	22,114	22,865
2025	22,103	22,209	22,845

Source: Statistics Canada 2016



POPULATION

BEST START NEIGHBOURHOODS

The following table below outlines where children 0 to 14 years old live, by Best Start Neighbourhood, in Windsor and Essex County. Note that data is only available for all age groups in 2011 and 2016. 2001, 2006 and 2011 data are available for the 0 to 4 age group.

Population Based on Best Start Neighbourhood: City					
BSN	Age Group	2001	2006	2011	2016
Central	0 to 4	2,945	2,473	2,343	2,295
	5 to 9			2,069	2,085
	10 to 14			2,193	1,915
Central South	0 to 4	960	991	837	825
	5 to 9			942	930
	10 to 14			1,045	1,045
South	0 to 4	2,510	2,950	2,691	2,375
	5 to 9			3,219	3,190
	10 to 14			3,414	3,520
West	0 to 4	1,710	1,372	1,304	1,225
	5 to 9			1,101	1,215
	10 to 14			1,139	980
East/ Fontainebleau	0 to 4	2,355	2,006	1,799	1,710
	5 to 9			1,729	1,730
	10 to 14			1,801	1,740
Sandwich South & Industrial Zone	0 to 4	90	30	20	20
	5 to 9			20	20
	10 to 14			40	30
Forest Glade/ Riverside	0 to 4	2,680	3,054	2,851	2,720
	5 to 9			2,901	2,820
	10 to 14			2,794	2,935

POPULATION

BEST START NEIGHBOURHOODS



Population Based on Best Start Neighbourhood: County

BSN	Age Group	2001	2006	2011	2016
Lasalle	0 to 4	1,765	1,770	1,500	1,495
	5 to 9			1,890	1,900
	10 to 14			2,085	2,140
Tecumseh	0 to 4	1,030	1,190	775	805
	5 to 9			1,115	985
	10 to 14			1,305	1,240
Lakeshore	0 to 4	2,377	2,170	2,240	2,020
	5 to 9			2,753	2,625
	10 to 14			2,906	2,810
Amherstburg	0 to 4	1,220	1,315	1,075	1,060
	5 to 9			1,235	1,230
	10 to 14			1,480	1,310
Essex	0 to 4	1,030	1,180	890	895
	5 to 9			1,105	1,045
	10 to 14			1,215	1,150
Kingsville	0 to 4	1,095	1,075	1,135	1,135
	5 to 9			1,210	1,250
	10 to 14			1,270	1,270
Leamington	0 to 4	1,934	1,880	1,764	1,630
	5 to 9			1,804	1,685
	10 to 14			1,814	1,680

Source: Statistics Canada, 2016

POPULATION ANALYSIS: BEST START NEIGHBOURHOODS (BSN)

OVERALL POPULATION

- Overall, the most highly populated BSN:
- Central (2016 total 0-14 year olds- 6,295)
 - South (2016 total 0-14 year olds- 9,085)
 - Forest Glade/Riverside (2016 total 0-14 year olds- 8,475)
 - Lakeshore (2016 total 0-14 year olds- 7,455)

AGE GROUP 0-4

The BSN with over 2,000 children ages 0-4 are:

- Central, South
- Forest Glade/Riverside
- Lakeshore

The BSN with less than 1,000 children ages 0-4 are:

- Central South
- Sandwich South and Industrial Zone
- Tecumseh
- Essex

AGE GROUP 5-9

The BSN with over 2,000 children ages 5-9 are:

- Central
- South
- Forest Glade/Riverside
- Lakeshore

• South has the largest number of children (3,190)

The BSN with less than 1,000 children ages 5 to 9 are:

- Central South
- Sandwich South and Industrial Zone
- Tecumseh

AGE GROUP 10-14

The BSN with over 2,000 children ages 10 to 14 are:

- South
 - Forest Glade/Riverside
 - LaSalle
 - Lakeshore
- South has the largest number of children in this age group (3,520)

The least populated BSN with less than 100 children are:

- Sandwich South
- Industrial Zone

POPULATION GROWTH

When looking specifically at the 0 to 4 age group and changes in this population over time (from 2001 to 2016), the only neighbourhood which has seen a growth is:

- Forest Glade/Riverside (1.5% increase in 0 to 4 population)

POPULATION DECREASE

Those neighbourhoods experiencing the highest decrease in the 0 to 4 population from 2001 to 2016 are:

- Central (22% decrease in 0 to 4 population)
- East/Fountainbleu (27.4% decrease in 0 to 4 population).

SCHOOL AND COMMUNITY MEASUREMENTS

ENHANCING

ENGAGEMENT

"Children are competent, capable of complex thinking, curious, and rich in potential."

- How Does Learning Happen

BACKGROUND

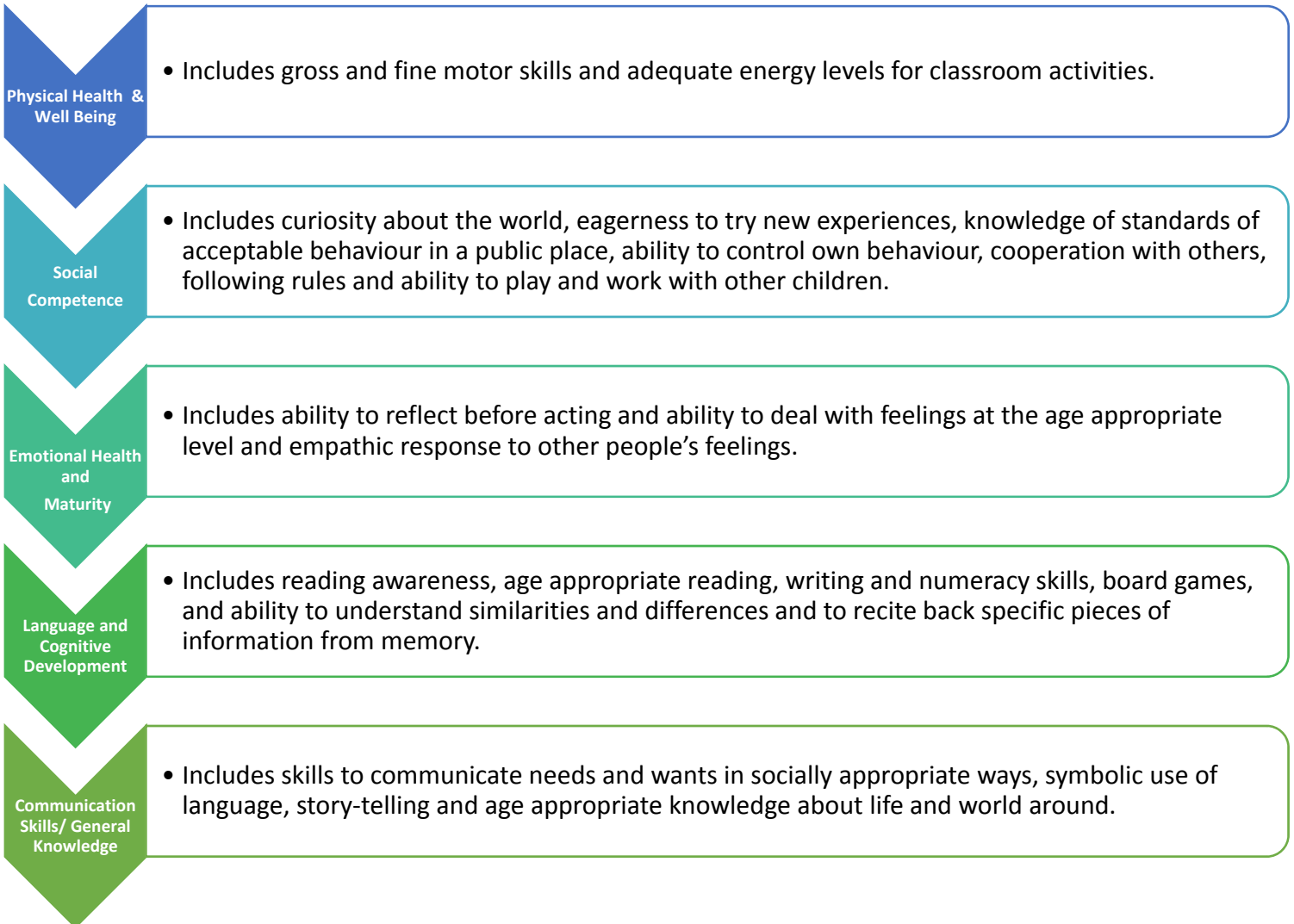
EARLY DEVELOPMENT INSTRUMENT (EDI)



EARLY DEVELOPMENT INSTRUMENT

The Early Development Instrument (EDI) is a checklist completed by Senior Kindergarten teachers that measures a child's developmental health as they enter Grade 1. The EDI tool is not used as a diagnostic tool for individual children, nor does it measure a school's performance. Rather, the data is mapped by postal codes to provide information about groups of children within neighbourhoods and communities.

The Offord Centre for Child Studies (McMaster University, Hamilton, Ontario) designed the EDI so that teachers could observe and "rate" competencies and behaviours of children within 5 domains of child development:



BACKGROUND

EARLY DEVELOPMENT INSTRUMENT (EDI)

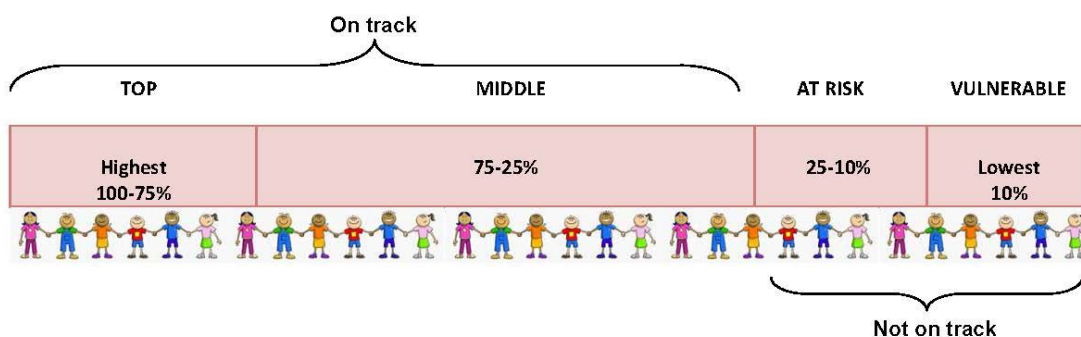
These domains are further classified into sub-domains (16 total).

Information is then reported at the macro-level (national, provincial, or county level), or at the micro-level by community or neighbourhood. Neighbourhood analysis and mapping shows the differences in vulnerability in populations of children and helps communities determine what kinds of supports or programs should be offered to improve developmental health.

There is a strong relationship between poverty and literacy, and the EDI had been identified by the Ontario Government as an important tool to monitor early years. Therefore, the EDI is being implemented provincially every 3 years with 2004/2005 results providing the baseline for ongoing comparisons. As results improve compared to the baseline, the expectation is that children will be more successful in school and more successful later in life.

Since its launch in 2000, EDI has become recognized as a valuable and credible tool nationally and internationally. It has been implemented in every province in Canada but not yet in every community in some provinces.

EDI Scores and Vulnerability



The EDI outcomes for each of the 5 developmental areas or "domains" are divided into categories representing the highest scores to the lowest scores in the community (distribution of scores). The range of scores is then divided into four groups, each consisting of scores of a quarter or one fourth or 25 percent of the children in the site. These groups are called percentiles:

On track (Top)

- The total group of children who score in the best 25th percentile of the site's distribution.

On track (Middle)

- The total group of children who score between the 25th and 75th percentiles of the site's distribution.

Not on track (At risk)

- The total group of children who score between the lowest 10th and 25th percentile of the site's distribution.

Not on track (Vulnerable)

- The total group of children who score below the lowest 10th percentile of the site's distribution.

Multiple Challenge Index: A child with scores below expectations on nine or more of the 16 subdomains is considered to have multiple challenges.

ANALYSIS

EARLY DEVELOPMENT INSTRUMENT (EDI)

EDI results allow communities to:

- ✓ Identify neighbourhoods where there are strengths and vulnerabilities
- ✓ Monitor populations over time
- ✓ Predict how children will do in elementary school

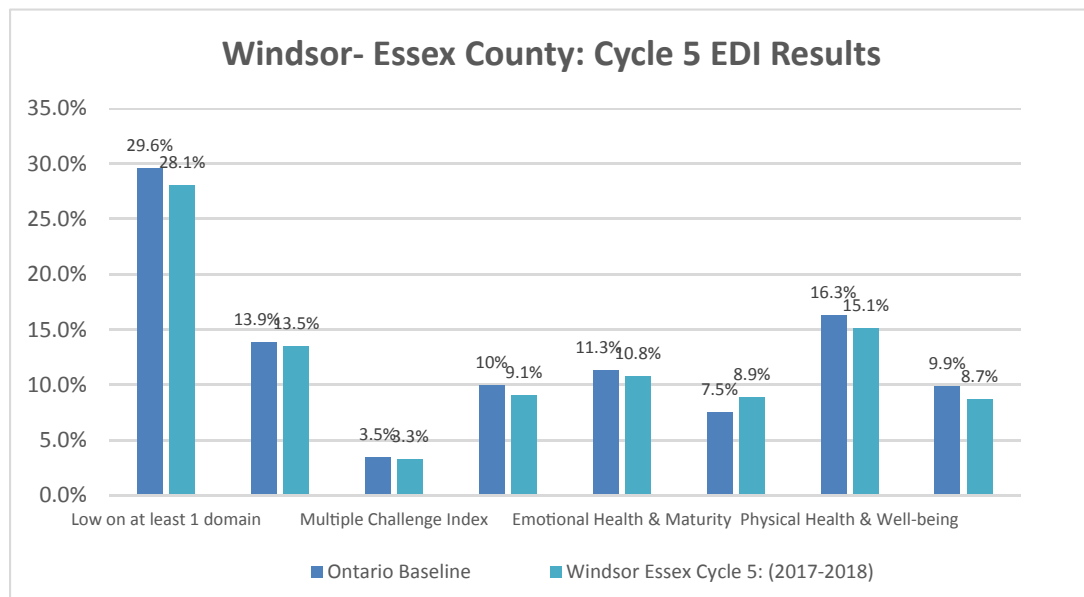
The results obtained from the EDI can help local community planning groups and service providers make evidence-based decisions on programming for the early years.

Five cycles of EDI implementation have now been completed across Ontario. In Windsor and Essex County Cycle 1 was completed between 2004-2006, Cycle 2 in the 2007-2008 school year and Cycle 3 in 2011-2012, Cycle 4 in 2014-2015, and Cycle 5 in 2017-2018.

In all five cycles, the data provided a positive report for Windsor-Essex; the percentage of children at risk or vulnerable was lower than the Province with the exception of the Language & Cognitive Development domain (Source: EDI Summary Report, Offord Centre)

Windsor- Essex County: Five Cycle EDI Results

Vulnerability Summary	Ontario Baseline	Windsor Essex Cycle 1: (2005 2006)	Windsor Essex Cycle 2: (2007 2008)	Windsor Essex Cycle 3: (2011 2012)	Windsor Essex Cycle 4: (2014 2015)	Windsor Essex Cycle 5: (2017 2018)
Low on at least 1 domain	29.6%	23.9%	23.2%	21.1%	24.9%	28.1%
Low on 2 or more domains	13.9%	11.6%	11.5%	9.9%	11.8%	13.5%
Multiple Challenge Index	3.5%	2.9%	2.4%	2.0%	2.8%	3.3%
Communication Skills & General Knowledge	10%	9.1%	9.2%	7.5%	7.4%	9.1%
Emotional Health & Maturity	11.3%	8.6%	8.4%	8.6%	10.7%	10.8%
Language & Cognitive Development	7.5%	9.4%	7.6%	6.2%	7.0%	8.9%
Physical Health & Well-being	16.3%	10.9%	11.6%	9.7%	12.6%	15.1%
Social Knowledge & Competence	9.9%	7.1%	6.7%	6.4%	8.3%	8.7%



EARLY DEVELOPMENT INSTRUMENT (EDI)

Although as a whole Windsor-Essex has scored better than the provincial average for the percentage of children considered “at risk” or vulnerable, a look across the Best Start Neighbourhoods indicate that there were increases in the percentage of children considered “at risk” or vulnerable.

Based on the 2014-2015 EDI results, the Best Start Neighbourhood of East/Fontainebleau presents with the most vulnerability (see table above for further details).

Windsor-Essex County: Five Cycle Comparison EDI Results

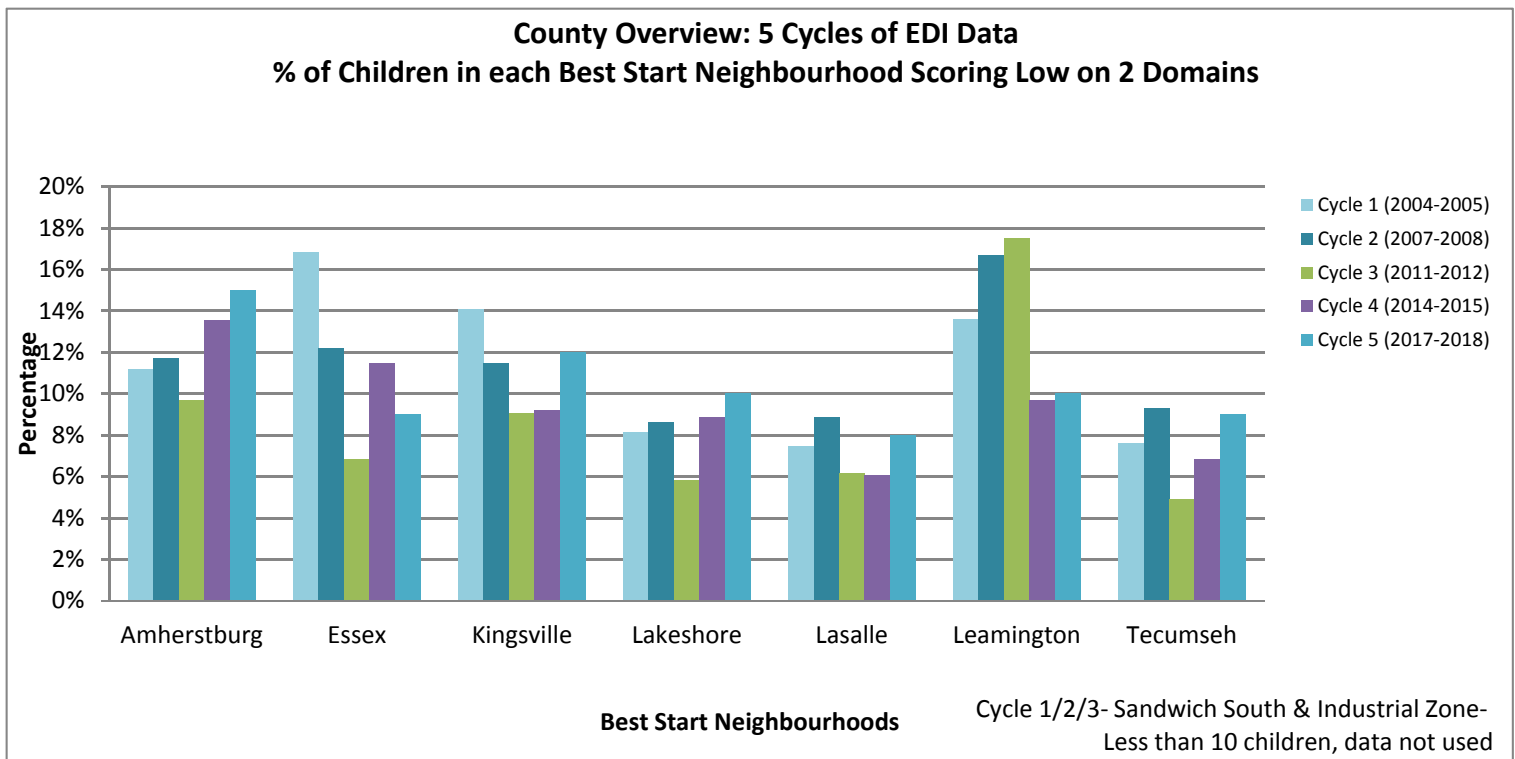
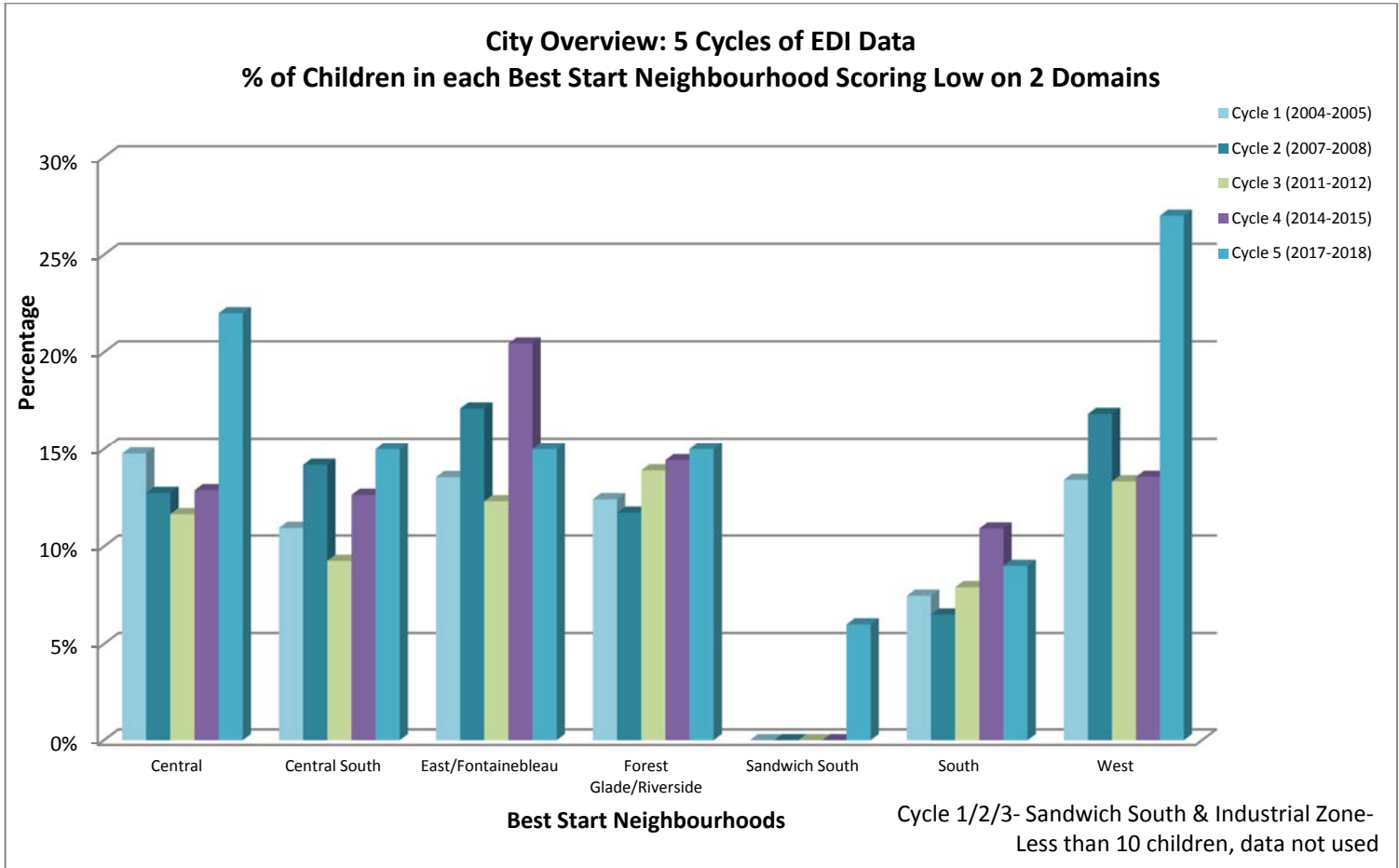
Best Start Neighbourhoods with the highest count of children scoring low in each domain.

Domain	2004/05	2007/08	2011/12	2014/2015	2017/2018
Low on 1 or more domains	Central	Forest Glade/Riverside	Forest Glade/Riverside	East/ Fontainebleau	West
Low on 2 or more domains	Central	Forest Glade/Riverside	Forest Glade/Riverside	East/ Fontainebleau	West
Multiple Challenge Index	Central	East/ Fontainebleau	Forest Glade/Riverside	East/ Fontainebleau	Central
Communication Skills & General Knowledge	Central	East/ Fontainebleau	Forest Glade/Riverside	East/ Fontainebleau	West
Emotional Health & Maturity	East/ Fontainebleau	Forest Glade/Riverside	Forest Glade/Riverside	East/Fontainebleau	Central
Language & Cognitive Development	Central	Forest Glade/Riverside	Forest Glade/Riverside	West	West
Physical Health & Well Being	Central	Forest Glade/Riverside	Forest Glade/Riverside	East/ Fontainebleau	Central
Social Knowledge & Competence	Forest Glade/Riverside	East/ Fontainebleau	Forest Glade/Fontainebleau	East/ Fontainebleau	Central
Highest in most areas/domains	Central (6/8)	Forest Glade/Riverside (5/8)	Forest Glade/Riverside (8/8)	East/Fontainebleau (7/8)	Central (4/8), West (4/8)

Low on at least 2 domains based on Best Start Neighbourhood Population

Best Start Neighbourhoods	Cycle 1 (2004-2005)	Cycle 2 (2007-2008)	Cycle 3 (2011-2012)	Cycle 4 (2014-2015)	Cycle 5 (2017-2018)
Central	15%	13%	12%	13%	22%
Central South	11%	14%	9%	13%	15%
East/ Fontainebleau	14%	17%	12%	20%	15%
Forest Glade/Riverside	12%	12%	14%	14%	15%
Sandwich South & Industrial Zone	0%	0%	0%	0%	6%
South	7%	7%	8%	11%	9%
West	13%	17%	13%	14%	27%
Amherstburg	11%	12%	10%	14%	15%
Essex	17%	12%	7%	11%	9%
Kingsville	14%	11%	9%	9%	12%
Lakeshore	8%	9%	6%	9%	10%
Lasalle	7%	9%	6%	6%	8%
Leamington	14%	17%	17%	10%	10%
Tecumseh	8%	9%	5%	7%	9%

EARLY DEVELOPMENT INSTRUMENT (EDI)



ANALYSIS

EARLY DEVELOPMENT INSTRUMENT (EDI)

Domains	Total Windsor: Vulnerability									
	Cycle 1		Cycle 2		Cycle 3		Cycle 4		Cycle 5	
	# of Children	% Vulnerable	# of Children	% Vulnerable	# of Children	% Vulnerable	# of Children	% Vulnerable	# of Children	% Vulnerable
Physical Health & Well-being	4299	10.9%	4049	11.6%	3929	9.7%	3748	12.6%	3902	15.1%
Social Knowledge & Competence	4320	7.1%	4050	6.7%	3934	6.4%	3749	8.3%	3903	8.7%
Emotional Health & Maturity	4267	8.6%	4039	8.4%	3917	8.6%	3748	10.7%	3890	10.8%
Language & Cognitive Development	4295	9.4%	4044	7.6%	3932	6.2%	3747	7.0%	3903	8.90%
Communication Skills & General Knowledge	4319	9.1%	4050	9.2%	3932	7.5%	3749	7.4%	3902	9.10%
Vulnerable on at least one EDI domain	4321	23.9%	4051	23.2%	3934	21.0%	3749	24.9%	3903	28.10%

Source: EDI Summary Report, Offord Centre





"Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences."

- How Does Learning Happen

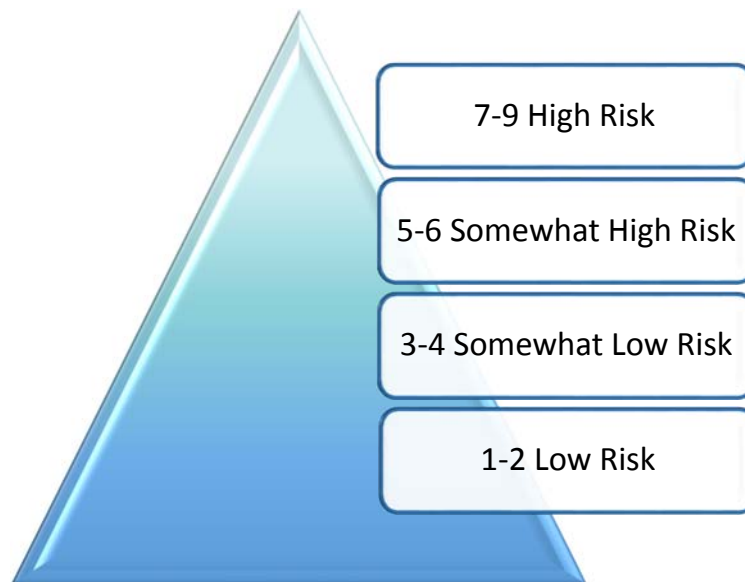
SOCIAL RISK INDEX

The conceptual model for the Social Risk Index (SRI) was developed by Human Resources Development Canada (HRDC, 2003) as a tool for providing a general picture of potential community vulnerability and has since been used extensively for community planning across multiple regions. Examples of SRI use for planning can be seen for school boards¹ and municipalities², and specifically for early years planning³.



The SRI uses variables that profile the socio-economic context of communities. It provides a simple, comprehensive picture of socio-economic challenges as a single measure of community risk. It should be noted that data for the variable ‘percentage of government transfers’ was not available at the time of this report.

The SRI scoring key is shown in the graphic below. The SRI is derived by comparing social risk index variable values for a smaller geographical unit with those for a larger geographical unit. A point is added for all instances in which index variable values for the smaller geographic area exceed those of the larger area for a maximum of 9 points. A score of 1-2 is deemed low risk, 3-4 somewhat low risk, 5-6 somewhat high risk, and 7 or more high risk.



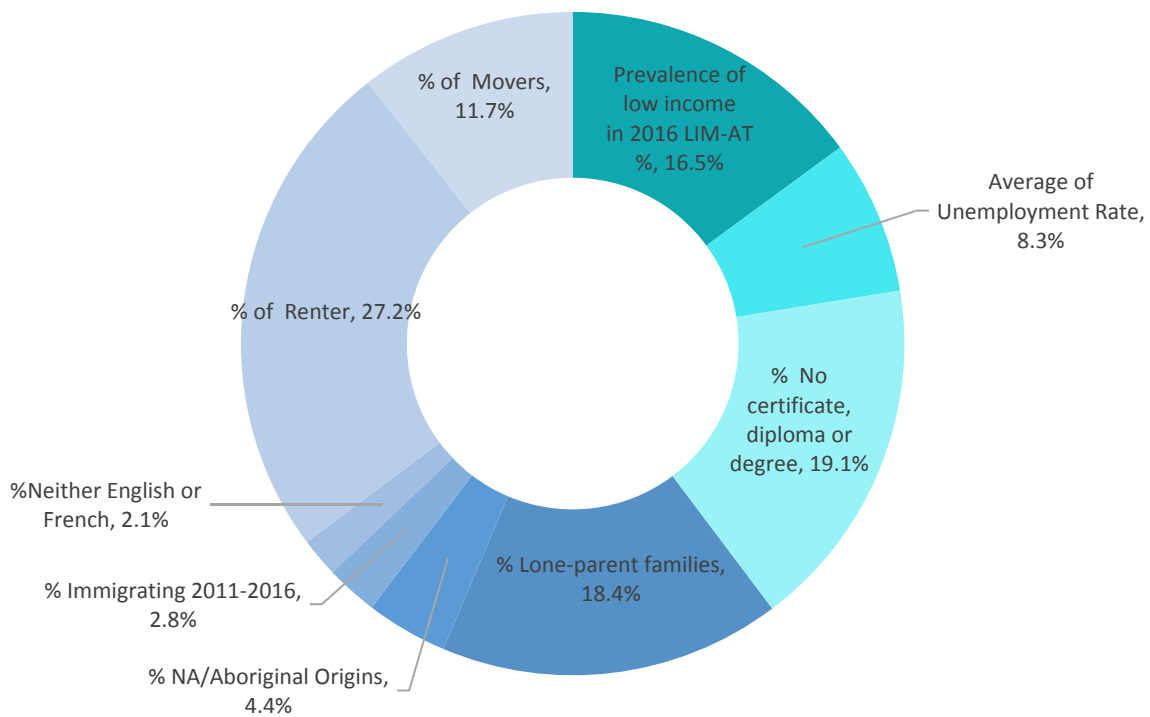
¹ 'A Blueprint for Addressing Poverty in Ontario School Boards'; 'Social Risk Index: Elementary and Secondary Schools'.
² 'Greater Sudbury 2013 EDI Neighbourhood Reports'.
³ 'Understanding the Early Years: Regina Community Mapping Report'.

SOCIAL RISK INDEX

In comparing Windsor-Essex County to Ontario as a whole, Windsor-Essex shows higher rates of low income, unemployment, lower education, lone-parent families and NA/Aboriginal origins.

Social Risk Index Values	Windsor-Essex County	Ontario
Prevalence of low income in 2016 LIM-AT %	16.5%	14.4%
Average of Unemployment Rate	8.3%	7.4%
% No certificate, diploma or degree	19.1%	17.5%
% Lone-parent families	18.4%	17.1%
% NA/Aboriginal Origins	4.4%	2.8%
% Immigrating 2011-2016	2.8%	3.6%
%Neither English or French	2.1%	2.5%
% of Renter	27.2%	30.2%
% of Movers	11.7%	12.4%

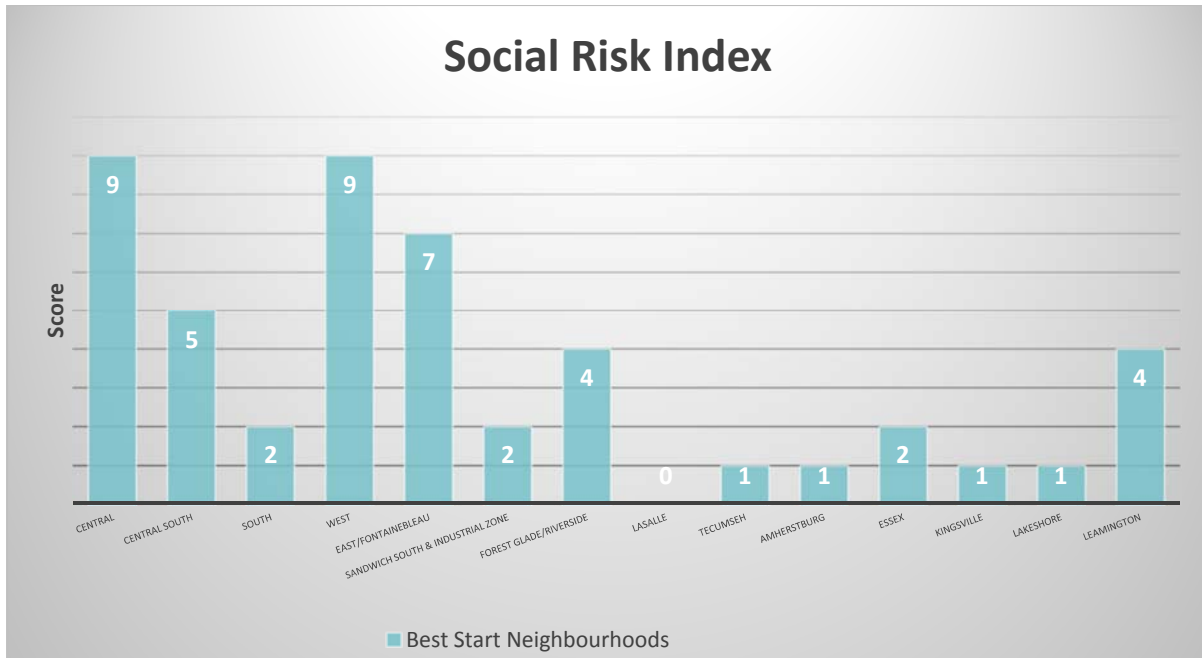
Social Risk Index: Windsor-Essex



SOCIAL RISK INDEX

The SRI, is a useful tool for understanding risk associated with smaller geographical units as well. In this case, values for Best Start Neighbourhoods were compared to a number of larger geographical comparators, specifically Ontario, and Windsor-Essex County. The table below shows the resulting SRI scores for each Best Start Neighbourhood across the three comparators. While some variability appears based on the comparator chosen, areas of high risk are Central, West and East/Fontainebleau.

It should be noted that many social and economic changes have happened in recent years within specific neighbourhoods.



SOCIAL RISK INDEX

Social Risk Index Values by Best Start Neighbourhood									
	Central	Central South	South	West	East/ Fontainebleau	Sandwich South & Industrial Zone	Forest Glade/ Riverside		
Prevalence of low income in 2016 LIM-AT %	35.8%	18.2%	13.7%	43.9%	22.0%	7.8%	15.5%		
Average of Unemployment Rate	11.5%	6.2%	7.7%	15.8%	9.5%	0.0%	7.3%		
% No certificate, diploma or degree	21.7%	20.4%	15.5%	20.8%	22.2%	22.4%	16.4%		
% Lone-parent families	28.9%	22.4%	14.4%	32.4%	28.5%	12.2%	20.6%		
% NA/Aboriginal Origins	5.8%	4.0%	2.0%	5.5%	6.4%	9.1%	4.0%		
% Immigrating 2011-2016	7.0%	3.6%	3.9%	6.6%	2.1%	0.0%	3.2%		
%Neither English or French	5.2%	2.2%	2.6%	2.3%	1.3%	0.8%	1.5%		
% of Renter	55.7%	18.9%	11.4%	60.3%	36.2%	23.5%	29.8%		
% of Movers	18.4%	9.2%	9.4%	22.9%	12.6%	6.7%	12.1%		
	LaSalle	Tecumseh	Amherstburg	Essex	Kingsville	Lakeshore	Leamington		
Prevalence of low income in 2016 LIM-AT %	5.6%	6.1%	8.1%	9.5%	9.2%	5.8%	16.0%		
Average of Unemployment Rate	5.7%	5.2%	6.8%	6.4%	4.3%	5.1%	8.0%		
% No certificate, diploma or degree	13.8%	13.6%	16.6%	19.2%	22.5%	15.4%	36.3%		
% Lone-parent families	13.0%	15.2%	13.9%	14.8%	10.4%	10.8%	16.1%		
% NA/Aboriginal Origins	3.4%	4.5%	6.2%	5.8%	3.2%	4.6%	2.8%		
% Immigrating 2011-2016	1.2%	0.7%	0.4%	0.3%	0.6%	0.6%	2.0%		
%Neither English or French	0.7%	0.8%	0.3%	0.3%	2.7%	0.4%	4.9%		
% of Renter	6.5%	12.6%	14.5%	15.6%	15.5%	9.2%	31.0%		
% of Movers	7.7%	7.7%	9.1%	8.8%	9.5%	8.6%	12.8%		

Source: Census, 2016

EDUCATION QUALITY AND ACCOUNTABILITY (EQAO)



SUPPORT THE **WELL-BEING**

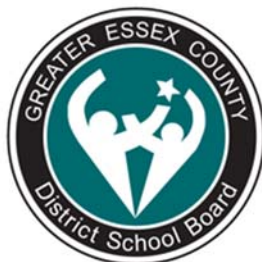
"Early childhood programs nurture children's healthy development and support their growing sense of self."

- How Does Learning Happen

EQAO RESULTS

Four publicly funded school boards operate in Windsor-Essex County: Greater Essex County District School Board, Windsor-Essex Catholic District School Board, Conseil Scolaire Viamonde, and Conseil Scolaire Catholique Providence. Together these boards serve children and families in a total of 108 elementary schools located in Windsor-Essex County.

The EQAO reports on assessments of reading, writing and mathematics for the primary division (Grades 1 to 3) and junior division (Grades 4 to 6). All school boards in Windsor-Essex County measure this and participate in the EQAO assessments.



Greater Essex County District School Board (GECDSB)			
Area	2011-2012	2013-2014	2017-2018
Grade 3 Reading	62% of students at or above the provincial standard (66% in the province)	65% of students at or above the provincial standard (70% in the province)	72% of students at or above the provincial standard (75% in the province)
Grade 3 Writing	70% of students at or above the provincial standard (76% in the province)	73% of students at or above the provincial standard (78% in the province)	70% of students at or above the provincial standard (72% in the province)
Grade 3 Mathematics	64% of students at or above the provincial standard (68% in the province)	64% of students at or above the provincial standard (67% in the province)	57% of students at or above the provincial standard (61% in the province)
Grade 6 Reading	73% of students at or above the provincial standard (75% in the province)	76% of students at or above the provincial standard (79% in the province)	80% of students at or above the provincial standard (82% in the province)
Grade 6 Writing	70% of students at or above the provincial standard (74% in the province)	74% of students at or above the provincial standard (78% in the province)	77% of students at or above the provincial standard (80% in the province)
Grade 6 Mathematics	56% of students at or above the provincial standard (58% in the province)	52% of students at or above the provincial standard (54% in the province)	47% of students at or above the provincial standard (49% in the province)

The EQAO assessment results comparison from 2011-2012 to 2017-2018 for the GECDSB indicate an increase in the number of children performing at or above the provincial standard across all areas with the exception of mathematics at both the grade 3 and grade 6 level. The province as a whole also experienced a decline in the number of children performing at or above the provincial standard in mathematics. Although there have been gains with the percentage of children performing at or above the provincial standard, it is still lower than the provincial percentage of children performing at or above the provincial standard in all areas.

EQAO RESULTS



Windsor-Essex Catholic District School Board (WECDSB)			
Area	2011-2012	2013-2014	2017-2018
Grade 3 Reading	65% of students at or above the provincial standard (66% in the province)	69% of students at or above the provincial standard (70% in the province)	76% of students at or above the provincial standard (75% in the province)
Grade 3 Writing	77% of students at or above the provincial standard (76% in the province)	81% of students at or above the provincial standard (78% in the province)	77% of students at or above the provincial standard (72% in the province)
Grade 3 Mathematics	68% of students at or above the provincial standard (68% in the province)	68% of students at or above the provincial standard (67% in the province)	63% of students at or above the provincial standard (61% in the province)
Grade 6 Reading	73% of students at or above the provincial standard (75% in the province)	79% of students at or above the provincial standard (79% in the province)	80% of students at or above the provincial standard (82% in the province)
Grade 6 Writing	74% of students at or above the provincial standard (74% in the province)	81% of students at or above the provincial standard (78% in the province)	83% of students at or above the provincial standard (80% in the province)
Grade 6 Mathematics	59% of students at or above the provincial standard (58% in the province)	60% of students at or above the provincial standard (54% in the province)	54% of students at or above the provincial standard (49% in the province)

The EQAO assessment results comparison from 2011-2012 to 2017-2018 for the WECDSB indicate an increase in the number of children performing at or above the provincial standard across all areas with the exception of mathematics at both the grade 3 and grade 6 level. The province as a whole also experienced a decline in the number of children performing at or above the provincial standard in mathematics. The EQAO comparison for the WECDSB indicates that in Grade 3 reading, writing and mathematics the percentage of children performing at or above the provincial standard, is greater than the provincial percentage of children performing at or above the provincial standard. In Grade 6 writing and mathematics the percentage of children performing at or above the provincial standard, is greater than the provincial percentage of children performing at or above the provincial standard.



Conseil scolaire catholique Providence (Csc Providence)			
Area	2011-2012	2013-2014	2017-2018
Grade 3 Reading	74% of students at or above the provincial standard (75% in the province)	77% of students at or above the provincial standard (80% in the province)	83% of students at or above the provincial standard (84% in the province)
Grade 3 Writing	83% of students at or above the provincial standard (83% in the province)	81% of students at or above the provincial standard (81% in the province)	77% of students at or above the provincial standard (76% in the province)
Grade 3 Mathematics	77% of students at or above the provincial standard (75% in the province)	76% of students at or above the provincial standard (79% in the province)	74% of students at or above the provincial standard (75% in the province)
Grade 6 Reading	82% of students at or above the provincial standard (86% in the province)	90% of students at or above the provincial standard (91% in the province)	90% of students at or above the provincial standard (92% in the province)
Grade 6 Writing	81% of students at or above the provincial standard (85% in the province)	86% of students at or above the provincial standard (89% in the province)	76% of students at or above the provincial standard (78% in the province)
Grade 6 Mathematics	76% of students at or above the provincial standard (82% in the province)	82% of students at or above the provincial standard (83% in the province)	81% of students at or above the provincial standard (83% in the province)

The EQAO assessment results comparison from 2011-2012 to 2017-2018 for Csc Providence indicate an increase in the number of children performing at or above the provincial standard in reading at the grade 3 level. Csc Providence experienced a decline in the percentage of children performing at or above the provincial standard in the areas of writing and mathematics at the grade 3 level and the grade 6 level. As a whole, the province also experienced a decline in the percentage of children performing at or above the provincial standard in writing and mathematics at the grade 3 level and math at the grade 6 level.



Conseil scolaire Viamonde			
Area	2011-2012	2013-2014	2017-2018
Grade 3 Reading	68% of students at or above the provincial standard (75% in the province)	73% of students at or above the provincial standard (80% in the province)	83% of students at or above the provincial standard (84% in the province)
Grade 3 Writing	74% of students at or above the provincial standard (83% in the province)	74% of students at or above the provincial standard (81% in the province)	73% of students at or above the provincial standard (76% in the province)
Grade 3 Mathematics	66% of students at or above the provincial standard (75% in the province)	76% of students at or above the provincial standard (79% in the province)	73% of students at or above the provincial standard (75% in the province)
Grade 6 Reading	87% of students at or above the provincial standard (86% in the province)	91% of students at or above the provincial standard (91% in the province)	92% of students at or above the provincial standard (92% in the province)
Grade 6 Writing	85% of students at or above the provincial standard (85% in the province)	90% of students at or above the provincial standard (89% in the province)	77% of students at or above the provincial standard (78% in the province)
Grade 6 Mathematics	82% of students at or above the provincial standard (82% in the province)	81% of students at or above the provincial standard (83% in the province)	81% of students at or above the provincial standard (83% in the province)

The EQAO assessment results comparison from 2011-2012 to 2017-2018 for CS Viamonde indicate an increase in the percentage of children performing at or above the provincial standard in reading at the grade 3 and grade 6 level. CSC Providence experienced a decline in the percentage of children performing at or above the provincial standard in the areas of writing and mathematics at the grade 3 level and writing at the grade 6 level. As a whole the province also experienced a decline in the percentage of children performing at or above the provincial standard in writing and mathematics at the grade 3 level and math at the grade 6 level.



CHILD CARE AND EARLY
YEARS SUPPORT FOR
FAMILIES IN WINDSOR ESSEX

ENCOURAGING

EXPRESSION

*"Early childhood programs foster communication and expression
in all forms."*

- How Does Learning Happen

30 EarlyON Child and Family Centres located throughout the **14** best start neighbourhoods in Windsor-Essex

“Increasing access to early year’s programs to give families more opportunity to benefit from high-quality early childhood programs and services.”

Ontario’s Renewed Early Years and Child Care Policy Framework, 2017

KEY FINDINGS from the OEYCFC Initial Plan:

- ✓ Building **awareness**
- ✓ Increasing system **access**
- ✓ System **integration**
- ✓ Enhanced referral practices
- ✓ Increase **diversity** and **inclusivity**



“*This program offers my children and myself an opportunity to make connections, as well as the ability to participate in enriching, educational activities, and programs.*”

EarlyON Parent e-Valuation Survey 2018

Included in the 30 EarlyON CFC across Windsor-Essex are:

2 Indigenous-Led EarlyON Child and Family Centres

&

3 Francophone EarlyON Child and Family Centres throughout Windsor-Essex

10,258 UNIQUE children served in **2018** with

a total of **88,177** total number of visits.

10,216 unique **parents/caregivers** served,

with a total of **74,043** visits.

*Unique refers to each child/parent/caregiver only being counted once during the reporting period

EARLY YEARS PROGRAMS



On February 19, 2016, the Minister of Education announced the Ministry of Education’s provincial plan for moving forward with the integration and transformation of child and family programs to establish Ontario Early Years Child and Family Centres (OEYCFCs) by 2018. During the planning and transition period it was determined that the Ontario Early Years Child and Family Centres (OEYCFCs) would change to EarlyON Child and Family Centres (EarlyON CFCs)

This transformation resulted in Ministry-funded child and family programs in Windsor-Essex (Ontario Early Years Centres and Parenting and Family Literacy Centres) becoming part of a cohesive system of services and supports guided by a provincial framework, a common identity and a new funding approach. EarlyON CFCs are overseen by the City of Windsor’s Children’s Services Department.

Making the transition to a coordinated system that aligned with the broader early years sector required a carefully planned transition process that engaged all local partners and minimized service disruptions for children and families.

The intent of this integration process was for the City of Windsor’s, Children’s Services Department to make thoughtful and informed decisions about program and service delivery with the support of local early years partners. The City of Windsor, Children’s Services wanted to build on the successful practices that were already in place, and ensure that adjustments were made where required to be responsive to the strengths and needs of children and families.

Meaningful engagement and joint planning and coordination between the City of Windsor’s, Children’s Services Department and school boards, community planning tables, local public health, First Nations, urban Indigenous, Métis and Inuit organizations, Francophone organizations, parents and caregivers was essential to the planning of EarlyON CFCs services and sites. This collaborative approach was essential to achieving early years system integration and supported the development and delivery of programs that are responsive to the needs of the community.

In 2018 Windsor-Essex began the transition to EarlyON CFCs. There are total of 30 EarlyON CFCs located across Windsor-Essex; ten located in Essex County and twenty in Windsor. The EarlyON Child and Family Centres are operated by:

- Access County Community Support Services
- City of Windsor, Children’s Services
- Connections Early Years Family Centre
- Drouillard Place
- Franco-Sol Garderie et Centre de Ressources
- Great Beginnings Child Centred Co-operative Inc
- Greater Essex County District School Board
- Ska:Na Family Learning Centre

EARLY YEARS PROGRAMS

In Windsor-Essex the EarlyON Child and Family Centres have continued to build on the momentum and vision. The City of Windsor, Children’s Services continues to engage with the EarlyON Child and Family Network for feedback that assists in local decision making to enrich programs, facilitate smooth transitions and enhance integration between early years services, schools and specialized communities.

EarlyON Child and Family Centres offer **free** programs for families with children birth to 6 years of age. They provide high-quality, inclusive services that support early learning and development. They are warm and welcoming. Children are able to learn, play, and engage in positive interactions with other children and adults. Parents and caregivers are able to enjoy their children, play alongside them, meet other parents, talk with professionals, learn about child development and make connections to other services in the community.

EarlyON Child and Family Centre Usage in 2018

2018 EarlyON CFC System Attendance Report

Total number of unique (unduplicated) children served	10258
Total number of unique (unduplicated) parent/caregivers served	10216
Total number of referrals	2498

Note: 2018 was the first year that EarlyON CFCs were established so there is no prior data to compare

EarlyON Child and Family Centre Usage in 2019 (January to September 30, 2019)

2019 (Jan-Sept 30): EarlyON CFC System Attendance Report

Total number of unique (unduplicated) children served	9777
Total number of visits made by children	71625
Total number of unique (unduplicated) parent/caregivers served	9387
Total number of visits made by parents/caregivers	59032
Total number of referrals	2483

Mandatory Core Services

All EarlyON Child and Family Centres provide mandatory core services to children and families. These mandatory core services are:

- Engaging parents and caregivers,
- Supporting early learning and development, and
- Making connections for families.

In the planning stages for the transition to EarlyON Child and Family Centres it was determined by stakeholders, community partners and parents that it was important to provide programming at a variety of times in order to reach as many children and families as possible. The attached charts with programming hours show the wide range of times that services are offered including evenings and weekends.

*Unique refers to each child/parent/caregiver only being counted once during the reporting period

CHILD CARE

CHILDREN'S SERVICES

Supporting Learning in the Early Years

73 New **Indigenous-led** child care spaces in West Windsor to be opened in 2020.

144 Licensed child care sites located throughout the **14** best start neighbourhoods in Windsor-Essex. **3** Licensed home child care agencies, supporting **37** licensed home child care providers.

“Today’s early years and child care system provides a range of programs and services to meet the diverse needs of families”

Ontario’s Renewed Early Years and Child Care Policy Framework, 2017

KEY FINDINGS from the Child Care Environmental Scan:

- ✓ Building **awareness**
- ✓ Increase infant spaces
- ✓ Extending of hours
- ✓ Improve quality
- ✓ **Affordability**

“*Early **childhood** programs cultivate authentic, caring relationships and connections to create a sense of **belonging** among children, adults, and the world around them.*”

How Does Learning Happen?



6,512 **UNIQUE** children benefitted from child care subsidy in **2018**.

273 new licensed child care spaces now operational for children 0-4 years.

186 new licensed child care spaces to be built in 2020.

LICENSED CHILD CARE PROGRAMS

High-quality child care plays a key role in promoting healthy child development. In Windsor-Essex parents and caregivers are encouraged to access information regarding quality child care and to utilize the type of child care that will best suit their needs.

Licensed Child Care programs are licensed by the Ministry of Education under the Child Care and Early Years Act to ensure the programs meet specific provincial standards for the health, safety and developmental needs of children. These centres may provide care for infant, toddler, preschool and school-aged children. These programs may be located in elementary schools or in standalone centres.

As of September 2019, there are 144 licensed child care programs in Windsor and Essex County. These programs are spread across the best start neighbourhoods in Windsor-Essex (see the maps below for further details).

Licensed Child Care Capacity in Windsor-Essex as of September 30, 2019						
Total Licensed Capacity	Infant	Toddler	Preschool	Kindergarten	Primary/Junior	Junior School Age
12,034	495	1,283	2,834	2,900	4,482	40

Source: Ontario Child Care Management System

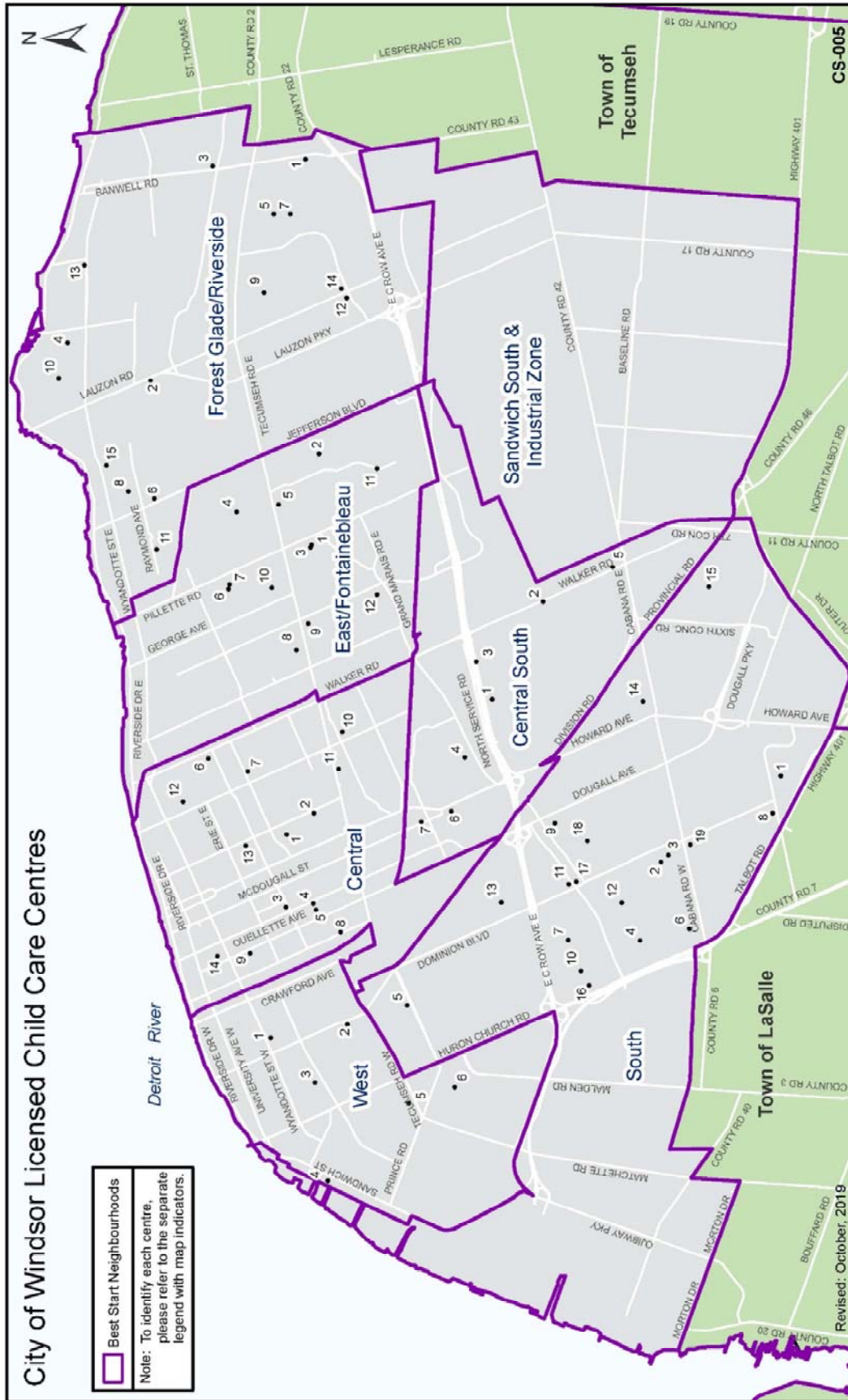


Licensed Home Child Care Agencies are licensed by the Ministry of Education. The Licensed Home Child Care Agency contracts individual caregivers who offer child care out of their own homes. Caregivers are screened, approved and monitored by the Home Child Care Agency to ensure compliance with provincial requirements as well

as the policies and procedures of the agency. These homes provide care for infant, toddler, preschool and school-age children.

As of May 2019 there are 3 licensed home child care agencies in Windsor-Essex and an additional agency with an application in process. Supporting 37 licensed home child care providers that offer child care in their homes across Windsor-Essex under these agencies. The concentration of the licensed home child care providers is located in the City of Windsor.

LICENSED CHILD CARE PROGRAMS, CITY



LICENSED CHILD CARE PROGRAMS, CITY

Best Start Neighbourhood: Central

Map No.	Centre	Address	School	French
1	A Place to Grow - Ellis	816 Ellis Street East	N8X 2H7	1
2	ABC Day Nursery of Windsor - Hanna	888 Hanna Street East	N9V1P8	0
3	Cosmopolitan Kids Inc.	42 Giles Boulevard East	N9A 4B4	0
4	Delta Chi Early Childhood Centre - Ouellette	1385 Ouellette Avenue	N8X 1J6	0
5	Delta Chi Early Childhood Centre - Queen Victoria School	1376 Victoria Ave.	N8X 1P1	1
6	Delta Chi Early Education Centre - St. Anne School	1140 Monmouth Rd.	N8Y 3L8	1
7	La Garderie Les Petites Mains (Windsor) Inc. - L'Envolee School	1799 Ottawa Street	N8Y 1R4	1
8	Sakeena Child Care Centre	1480 Janette Avenue	N8X 1Z4	0
9	Sundowners Day Care & Resource Centre - Dougall School	811 Dougall Avenue	N9A 4R2	1
10	Sundowners Day Care & Resource Centre - Hugh Beaton School	2229 Chilver Road	N8W 2V4	1
11	Sundowners Day Care & Resource Centre - John Campbell School	1255 Tecumseh Rd. E.	N8W 1B7	1
12	Sundowners Day Care & Resource Centre - King Edward School	853 Chilver Road	N8Y2K5	1
13	The Toy Box Early Education Centre - Giles Blvd. E. Site	874 Giles Blvd. E.	N9A4E8	0
14	YMCA of Windsor and Essex County - Victoria Site	500 Victoria Ave.	N9A4M8	0

Best Start Neighbourhood: Central South

Map No.	Centre	Address	School	French
1	A Place to Grow - St. Christopher School	1213 EC Row Ave E	N8W1Y6	1
2	Kinder Academy	3511 Walker Rd.	N8W3S6	0
3	Latch Key Day Care & Learning Centre - John McWilliam School	1901 E.C. Row Ave. E.	N8W1Y6	1
4	Sundowners Day Care & Resource Centre - Our Lady of Perpetual Help School	775 Capitol Street	N8X5E3	1
5	The Toy Box Early Childhood Education Centre - Walker	3966 Walker Rd	N8W3T3	0
6	The Toy Box Early Childhood Education Centre Inc. - Howard Site	2665 Howard Avenue - Unit 3	N8X4Z3	0
7	The Toy Box Early Education Centre - McDougall Site	2550 McDougall Avenue	N8X3P1	0

Best Start Neighbourhood: East/ Fontainebleau

Map No.	Centre	Address	School	French
1	ABC Day Nursery of Windsor - Arthur	2495 Arthur Road	N8W4V8	0
2	ABC Day Nursery of Windsor - Jefferson	2605 Jefferson Blvd	N8T3E7	0
3	ABC Day Nursery of Windsor - Somme	4540 Somme Avenue	N8W1V5	0
4	Delta Chi Early Childhood Centre - Coronation School	5400 Coronation	N8T1B1	1
5	Franco-Sol - Ste. Therese School	5305 Tecumseh Road East	N8T1C5	1
6	Ska:Na Family Learning Centre - David Maxwell School	1648 Francois	N8Y4L9	1
7	Ska:Na Family Learning Centre - Elrose	1684 Elrose Avenue	N8Y3X7	0
8	Ska:Na - St. Teresa of Calcutta	1860 Chandler Rd	N8W4E1	0
9	The School House Academy Inc.	3450 Ypres Ave	N8W5K9	0
10	The Toy Box Early Education Centre - Herman	1930 Rossini Blvd	N8Y 0A8	1
11	The Toy Box Early Education Centre - W. J. Langlois	3110 Rivard	N8T2J2	1
12	YMCA of Western Ontario - Central Park	3400 Grand Marais Rd E	N8W1W7	0

Best Start Neighbourhood: Forest Glade/Riverside

Map No.	Centre	Address	School	French
1	ABC Day Nursery of Windsor - Banwell	3335 Banwell Rd E., Unit 500	N8N 0B4	0
2	ABC Day Nursery of Windsor - Lauzon	1225 Lauzon Road	N8S3M9	0
3	Alexander's Day Care Centre Limited	3335 Banwell	N8N0B4	0
4	Delta Chi Early Childhood Centre - Hetherington School	8800 Menard St.	N8S1W4	1
5	Delta Chi Early Childhood Centre - L.A. Demarais School	10715 Eastcourt Dr.	N8R1E5	1
6	Franco-Sol - George P Vanier School	6200 Edgar Street	N8S2A6	1
7	Latch Key Day Care & Learning Centre - Parkview School	3070 Stillmeadow Rd.	N8R1N3	1
8	Sundowners Day Care & Resource Centre - Dr. David Suzuki School	6320 Raymond	N8S1Z5	1
9	Sundowners Day Care & Resource Centre - Forest Glade Public School	9367 Esplanade	N8R1J3	1
10	Sundowners Day Care & Resource Centre - St. John Vianney School	8405 Cedarview Street	N8S1K9	1
11	Sundowners Day Care & Resource Centre Princess Elizabeth	5399 Raymond Ave	N8S1Z6	1
12	The Learning Corner	3199 Lauzon Road	N8T2Z7	0
13	Windsor East Day Care Services Inc. - Home Care	10273 Paulina Court	N8P1H6	0
14	YMCA of Windsor and Essex County - Eastwood School	3555 Forest Glade Dr.	N8R1X8	1
15	YMCA of Windsor and Essex County - St. Rose School	871 St. Rose Street	N8S1X4	1

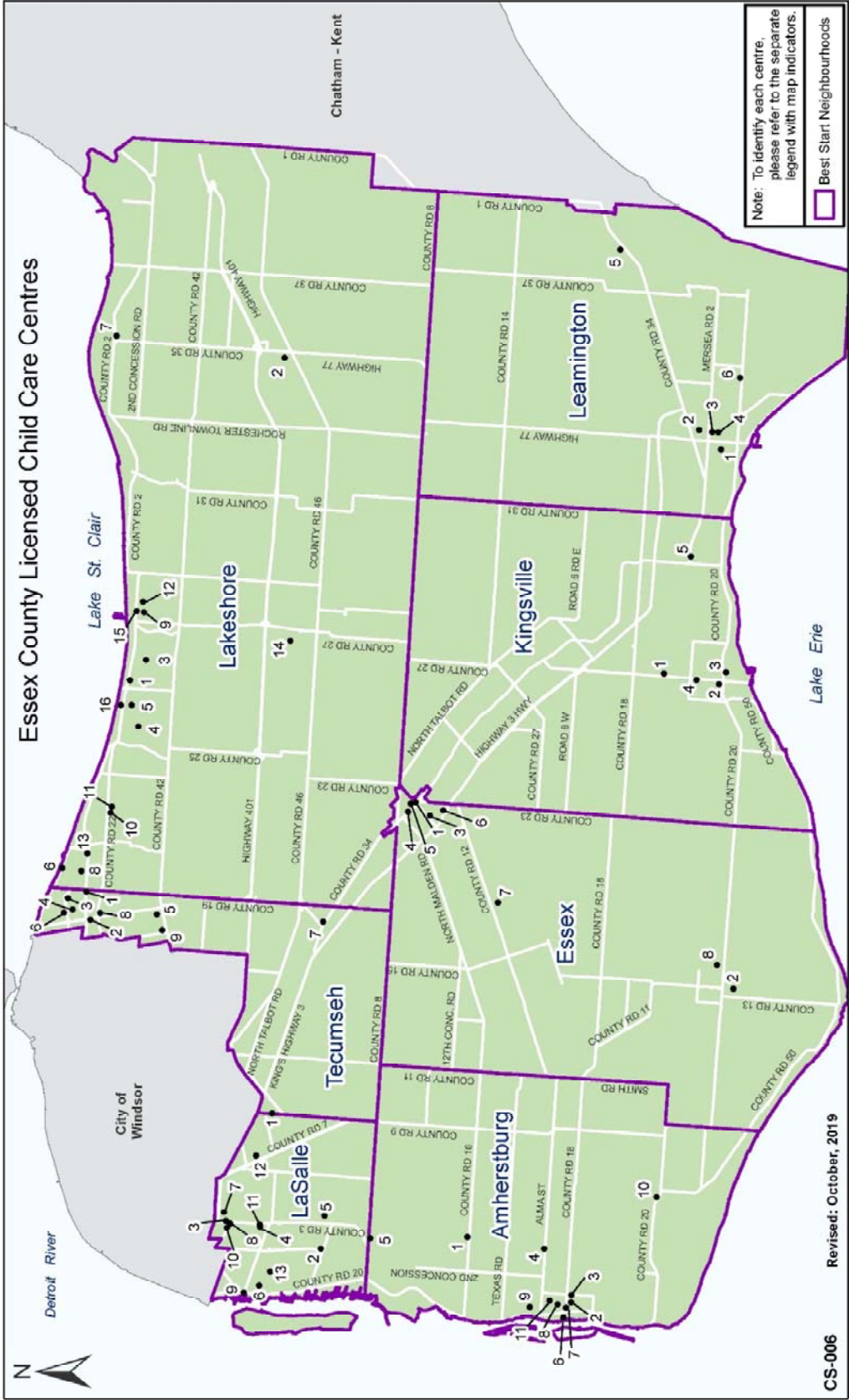
Best Start Neighbourhood: South

Map No.	Centre	Address	School	French
1	Academie Ste. Cecile Academy of Music	926 Cousineau Rd	N9G1V8	0
2	Best Friends Learning Centre of Windsor - St. Gabriel School	1400 Roselawn Drive	N9E1L8	0
3	Delta Chi Early Childhood Centre - Curry	3600 Curry Street	N9E2T6	0
4	Franco-Sol - Monseigneur Jean Noel School	3225 California Ave.	N9E3K5	1
5	Franco-Sol - St. Edmond School	1880 Totten Street	N9B1X3	1
6	Franco-Sol Garderie et Centre de Ressources - Louise-Charron	2520 Cabana Rd W	N9G1E5	1
7	Latch Key Day Care & Learning Centre - Notre Dame School	2751 Partington Avenue	N9E3A9	1
8	Latch Key Day Care & Learning Centre - Our Lady of Mount Carmel School	1400 Cousineau Road	N9G1V9	1
9	Little Stars	3139 Dougall	N9E1S5	0
10	Montessori School of Windsor - Bellewood	2500 Labelle Street	N9E1B6	1
11	Sundowners Day Care & Resource Centre - Christ The King School	1200 Grand Marais Road West	N9E1C9	1
12	Sundowners Day Care & Resource Centre - Glenwood School	1601 Norfolk Street	N9E1H6	1
13	Sundowners Day Care & Resource Centre - Northwood School	1100 Northwood Street	N9E1A3	1
14	Sundowners Day Care & Resource Centre - Roseland School	620 Cabana Road East	N9G1A4	1
15	Sundowners Day Care & Resource Centre - Talbot Trail School	4000 Ducharme Street	N9G0A1	1
16	Bright Path Kids-The Children's House Montessori - Windsor	2611 Labelle Street	N9E4G4	0
17	The School House Early Learning Centre	1235 Grand Marais West	N9E1E1	0
18	YMCA of Windsor and Essex County - Central School	700 Norfolk St	N9E1H4	1
19	YMCA of Windsor and Essex County - Southwood School	1355 Cabana Road West	N9G1C3	1

Best Start Neighbourhood: West

Map No.	Centre	Address	School	French
1	Delta Chi Beta - West Campus	1585 Wyandotte Street	N9B 1H6	0
2	Delta Chi Early Childhood Centre - Westgate School	1275 Campbell Ave.	N9B 2J6	1
3	Great Beginnings Child Centred Co-operative Inc. - University & Home Care	820 California Avenue	N9B3T3	0
4	Sundowners Day Care & Resource Centre - General Brock School	3312 Sandwich Street	N9C1B1	1
5	YMCA Child Care Centre - Marlborough	3557 Melbourne Rd	N9C1Y6	0
6	YMCA Child Care Centre - St James	1601 St. James Street	N9C3P6	0

LICENSED CHILD CARE PROGRAMS, COUNTY



LICENSED CHILD CARE PROGRAMS, COUNTY

Best Start Neighbourhood: Amherstburg

Map No.	Centre	Address	School	French	
1	Anderdon Child Care Inc	3170 Middleside Road	N9V2Y9	0	
2	Bright Child Montessori Inc.	236 Cherrylawn Cres.	N9V1P8	0	
3	Franco-Sol - St. Jean Baptiste School	365 Fryer Street	N9V0C3	1	Yes
4	Good Shepherd Lutheran Christian Day Care	11 Concession 3 North	N9V2Y9	0	
5	Latch Key Day Care & Learning Centre - St. Joseph School	9381 Townline Road	N9J2W6	1	
6	Little Buddies Preschool Inc (Schoolage)	287 Dalhousie St	N9V2H4	0	
7	Little Buddies Preschool Inc.	193 Simcoe St.	N9V1M3	0	
8	The Creative Child- Murray Street	260 Murray Street	N9V3R1	0	
9	The Creative Child Learning Centre Inc. - Stella Marais School	140 Girard St.	N9V2X3	1	
10	The Toy Box Early Childhood Education Centre Inc. - Malden Central School	5620 County Rd. 20	N9V2Y8	1	
11	YMCA of Windsor and Essex County - Amherstburg Public School	252 Hamilton Dr.	N9V1E1	1	

Best Start Neighbourhood: Essex

Map No.	Centre	Address	School	French
1	First Steps Child Care Centre - Essex	169 Irwin Avenue	N8M2T4	0
2	Harrow Day Care	243 McAfee Street - Unit 12	N0R1G0	0
3	Once Upon A Time - Holy Name Separate School	200 Fairview Avenue West	N8M1Y1	1
4	Story Book Early Learning Centre - Arthur Rd. Site	26 Arthur Street	N8M2M8	0
5	Story Book Early Learning Centre - Essex	72 Brien Avenue East	N8M2N8	0
6	Wee Watch Enriched Home Child Care (Lasalle Day Care Services)	185 Oak Dr.	N8M3C6	0
7	YMCA Child Care - Colchester North Site	2651 County Rd. 12	N8M2X6	1
8	YMCA of Windsor and Essex County - Harrow Sr. Elementary School	400 Centre St. E.	N0R1G0	1

Best Start Neighbourhood: Kingsville

Map No.	Centre	Address	School	French
1	Discovery School-Based Child Care Program - Jack Miner School	79 Road #3 East, R.R.#2	N9Y2E5	1
2	Discovery School-Based Child Care Program - Kingsville Public School	36 Water Street	N9Y1J3	1
3	Discovery School-Based Child Care Program - St. John de Brebeuf School	43 Spruce Street South	N9Y1T8	1
4	Division Road Preschool (Kingsville) Inc.	1723 Division Road North	N9Y2H1	0
6	Ruthven Montessori Academy	1695 Elgin Street	N0P2G0	0

Best Start Neighbourhood: Lakeshore

Map No.	Centre	Address	School	French	
1	Alexander's Daycare Centre	197 Auburn Ave.	N0R1A0	0	
2	Audrey's Clubhouse - Centennial Central Public School	6420 Taylor Street	N0P1J0	1	
3	Franco-Sol - Pavillon des Jeunes School	RR #3 Rourke Line Road	N0R1A0	1	Yes
4	Lakeshore Township Community Day Care - Discovery School	376 I.C. Roy Drive	N0R1A0	1	
5	Lakeshore Township Community Day Care - St. Williams School	1201 Church Street	N0R1C0	1	
6	Lakeview Montessori	13797 Riverside Drive East	N8N1B5	0	
7	Latch Key Day Care & Learning Centre - Our Lady of Annunciation School	7343 Tecumseh Road East	N0R1N0	1	
8	Latch Key Day Care & Learning Centre - St. Andre School	13765 St. Gregory Rd.	N8N 3T4	1	
9	Latch Key Day Care & Learning Centre - St. John the Baptist School	494 St. Peter Street	N0R1A0	1	
10	Olivia DiMaio Inc. - Lakeshore	430 Advance Blvd	N8N5G8	0	
11	Bright Path Kids-The Children's House Montessori - Lakeshore	444 Advance Boulevard	N8N5G8	0	
12	YMCA of Western Ontario - Belle River Public School	370 St. Peter Street	N0R1A0	1	
13	YMCA of Windsor and Essex County - D.M. Eagle School	14194 Tecumseh Road East	N8N1M7	1	
14	YMCA of Windsor and Essex County - St. John the Evangelist School	1757 Oriole Park Dr.	N0R1V0	1	
15	Your Wooden Treehouse - Belle River Site	220 Dupuis St.	N0R1A0	0	
16	Your Wooden Treehouse - Emeryville Site	1204 County Road #22	N0R1C0	0	

LICENSED CHILD CARE PROGRAMS, COUNTY

Best Start Neighbourhood: LaSalle

Map No.	Centre	Address	School	French	
1	Al Hijra Mosque School	5100 Howard Ave	N9A 6Z6	0	
2	Franco-Sol - Monseigneur Caron School	8200 Matchette Road	N9J3P1	1	Yes
3	LaSalle Child Care Centre Inc. O/A Serendipity Childcare Centre	5844 Malden Road - Unit 24B	N9H1S4	0	
4	Bright Path Kids- LaSalle Montessori	6555 Malden Road - Units 2 & 3	N9H1T5	0	
5	Latch Key Day Care & Learning Centre - Prince Andrew School	1950 Kelly Road	N9A6Z6	1	
6	Latch Key Day Care & Learning Centre - Sacred Heart School	200 Kenwood Boulevard	N9J2Z9	1	
7	Latch Key Day Care & Learning Centre - Sandwich West School	2055 Wyoming Avenue	N9H1P6	1	
8	Montessori Academy of Windsor	1775 Sprucewood Avenue - Unit B10	N9J1X7	0	
9	Montessori Early Years	805 Front Road	N9J2A4	0	
10	Olivia DiMaio Early Childhood Education Centre	1700 Sprucewood	N9J1X6	0	
11	Olivia DiMaio Inc. - Malden	6535 Malden Road - Unit 3	N9H1T5	0	
12	Sundowners Day Care & Resource Centre - Holy Cross School	2555 Sandwich West Parkway	N9H2P7	1	
13	Sundowners Day Care & Resource Centre - LaSalle Public School	1600 Mayfair Avenue	N9J3K6	1	

Best Start Neighbourhood: Leamington

Map No.	Centre	Address	School	French	
1	Audrey's Clubhouse - Margaret D. Bennie Public School	259 Sherk Street	N8H3K8	1	
2	Audrey's Clubhouse - St. Louis School	176 Talbot St. E.	N8H1M2	1	
3	Discovery School-Based Child Care Program - Queen Elizabeth School	4 Maxon Drive	N8H2E2	1	
4	Franco-Sol - St. Michel School	33 Sherman Street	N8H5H6	1	Yes
5	Latch Key Day Care & Learning Centre - East Mersea School	547 County Rd. 21	N0P2P0	1	
6	YMCA of Western Ontario-Gore Hill	RR#4 Mersea Rd 1	N8H 3V7	1	

Best Start Neighbourhood: Tecumseh

Map No.	Centre	Address	School	French	
1	First Steps Child Care Centre - Tecumseh	13291 Tecumseh Road East	N8N3T4	0	
2	Franco-Sol - St. Antoine School	1317 Lesperance Road	N8N1X6	1	Yes
3	Franco-Sol - Ste. Marguerite d'Youville School	13025 St. Thomas Road	N8N3P3	1	Yes
4	Latch Key Day Care & Learning Centre - A.V. Graham School	815 Brenda Cres.	N8N 1J5	1	
5	Latch Key Day Care & Learning Centre - St. Peter School	2451 St. Alphonse Street	N8N2X2	1	
6	Latch Key Day Care & Learning Centre - St. Pius School	644 Lacasse Avenue	N8N2C1	1	
7	Once Upon A Time - St. Mary's Separate School	12096 County Road #34	N0R1K0	1	
8	Playful Steps Daycare Centre Inc.	12315 Westlake Road	N8N4W3	0	
9	Sundowners Day Care & Resource Centre - Tecumseh Vista Academy School	11665 Shields St.	N8N0C1	1	



Child care subsidies are provided to help families with their child care costs. For families with children up to and including 12 years of age in licensed child care programs. Subsidized care is available for families accessing Licensed Child Care, Licensed Home Child Care or Authorized Recreation and Skill Building Programs (which serve children 4-12 years only).

In order to qualify for Child Care Subsidy you need to meet the following:

- Be a resident of Windsor-Essex or live in Windsor-Essex on a student/work visa and be in receipt of the CCB (Canada Child Benefit)
- Be the child's parent/legal guardian/temporary or kinship parent, and the child must live with you
- File a Federal Tax Return (in accordance with Revenue Canada Guidelines) for the most recent tax year
- Have a demonstrated need for child care by either attending school, working, or having a referral in writing by an agency, doctor, or other professional who is currently working with you or your child

CHILD CARE SUBSIDY

The following chart is reflective of the number of unique (unduplicated) children that accessed licensed child care and/or authorized recreation and skill building programs and received child care subsidy.

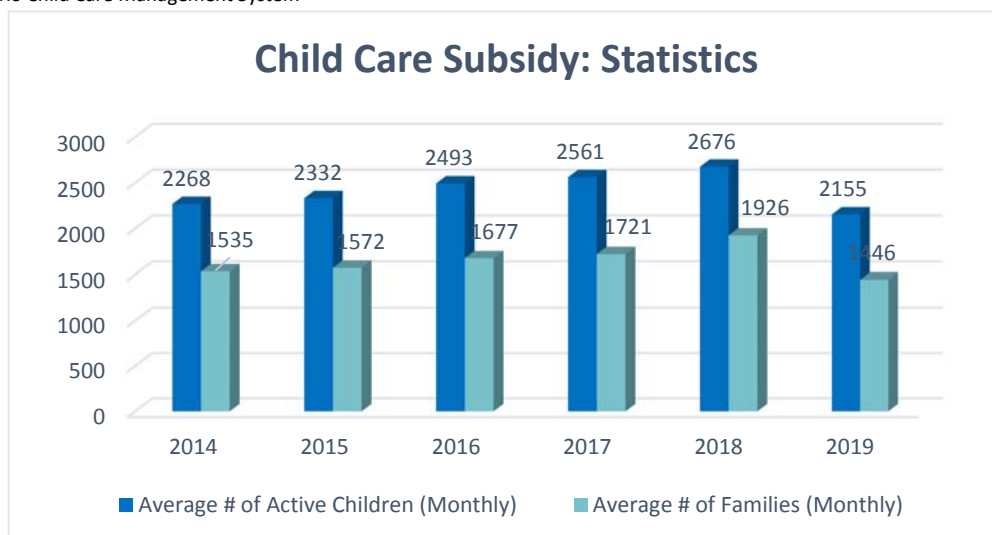
Number of Unique Children Receiving Child Care Subsidy						
Year	Infants	Toddlers	Preschoolers	JK/SK	School-age	Total
2014	545	843	1,203	1,281	1,415	5,287
2015	543	832	1,233	1,248	1,470	5,326
2016	583	844	1,306	1,414	1,579	5,726
2017	538	874	1,326	1,526	1,626	5,890
2018	635	944	1,567	1,586	1,780	6,512
Jan- Aug 31 2019	454	751	1,213	795	1,343	4,556

Source: Ontario Child Care Management System

As indicated in the chart above, for the period of 2014 to 2019 there has been an increase in the number of children accessing licensed child care and receiving child care subsidy across all age groupings.

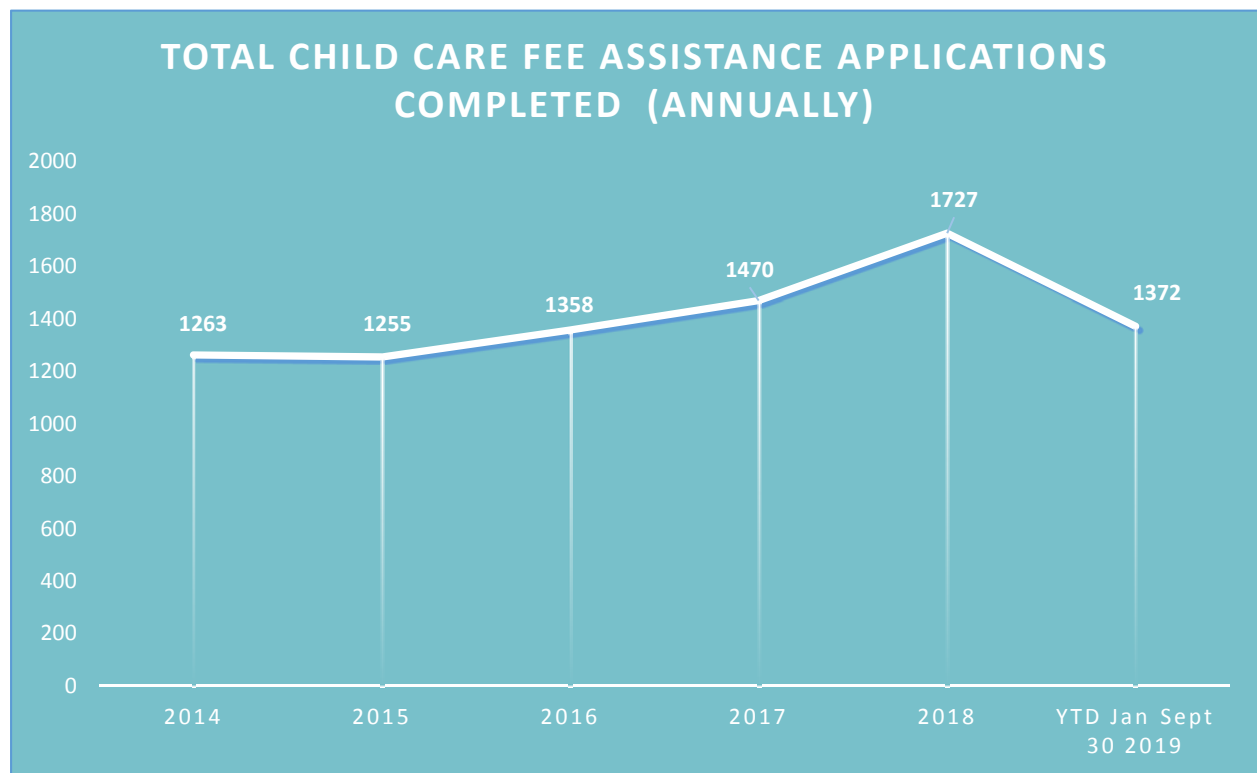
Monthly Average Number of Children and Families Receiving Child Care Subsidy		
Year	Average Number of Active Children	Average Number of Active Families
2014	2,268	1,535
2015	2,332	1,572
2016	2,493	1,677
2017	2,561	1,721
2018	2,676	1,926
Jan-Sept 30 2019	2,155	1,446

Source: Ontario Child Care Management System



Source: OCCMS

*Unique refers to each child/parent/caregiver only being counted once during the reporting period



Source: OCCMS

How Much Will Families Pay?

The amount is calculated based on line 236 of the current year’s Notice of Assessment (NOA) or the family net income stated on the current year’s Canadian Child Benefit Notice (CCB) for one or two parent families as applicable. Individuals that have not lived in Canada for more than one year and have not filed a tax return may still qualify for Child Care Subsidy.

One-step application for child care and subsidy online at: WindsorEssexOneHSN.ca

Net Family Income	Approximate Monthly Cost per Family
\$20,000	\$0
\$30,000	\$83
\$40,000	\$167
\$50,000	\$417
\$60,000	\$667
\$70,000	\$917
\$100,000	\$1,667





"Every child is an active and engaged learner who explores the world with body, mind, and senses."

- How Does Learning Happen

AUTHORIZED

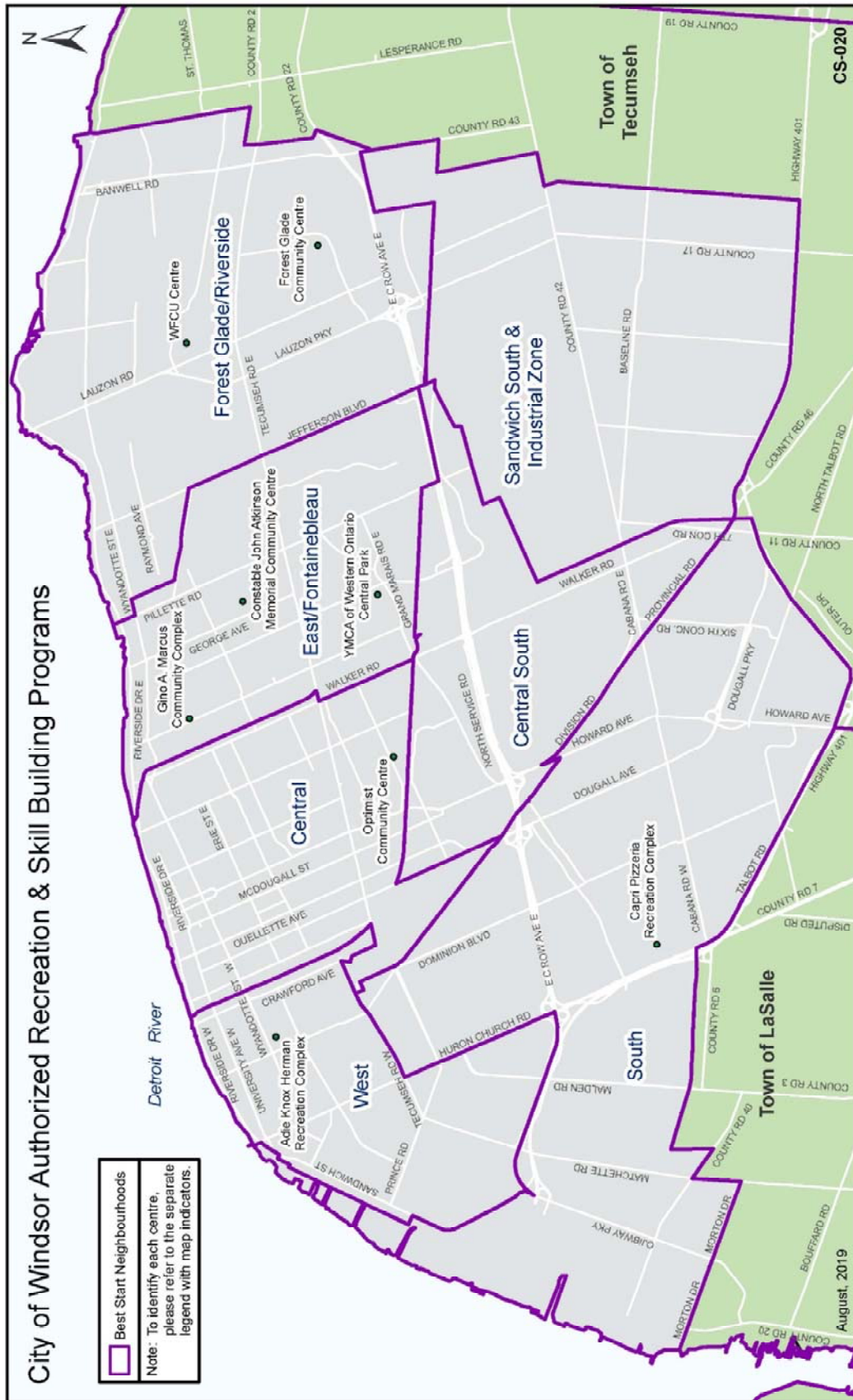
RECREATION AND SKILL BUILDING PROGRAMS

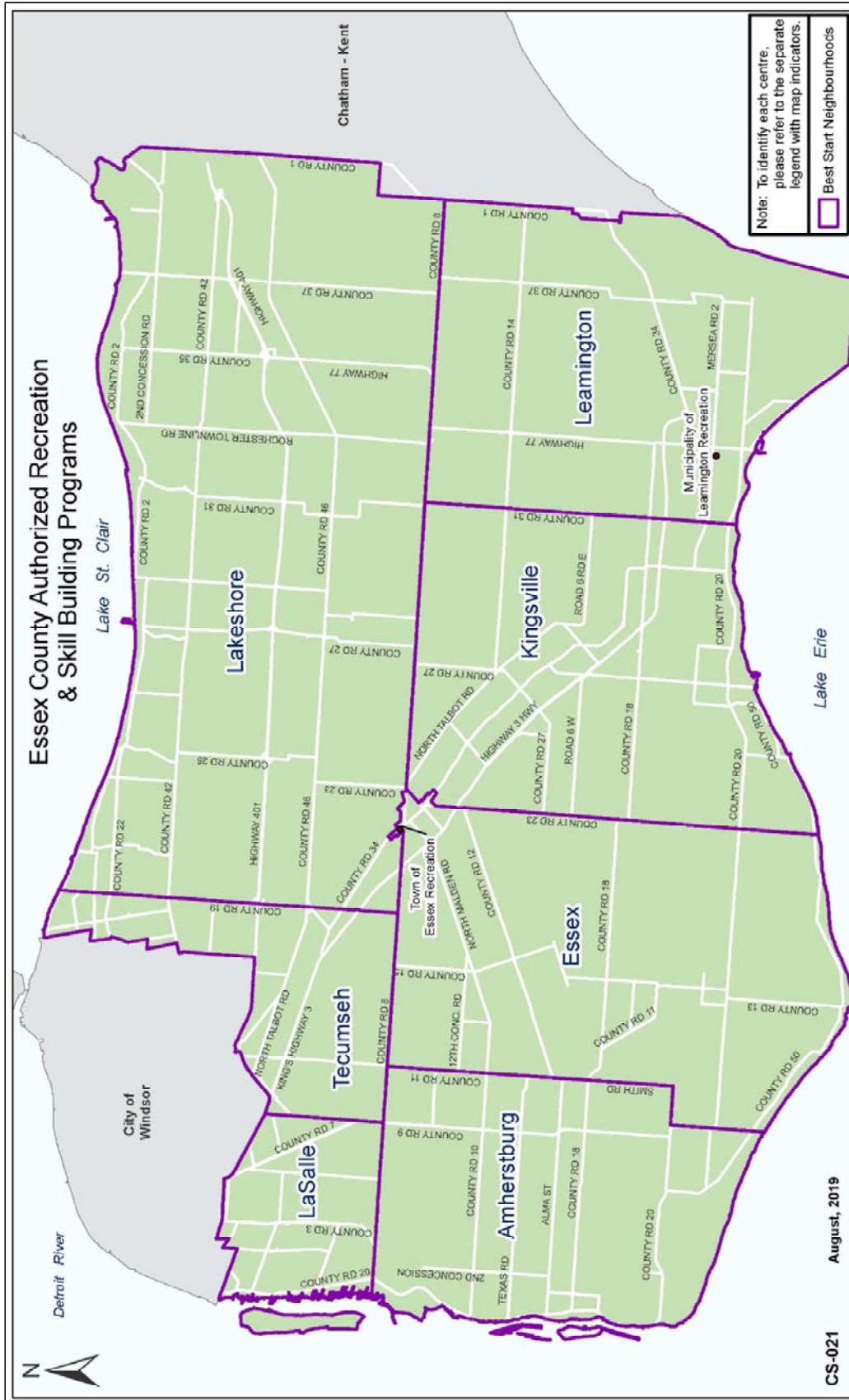
Under the *Child Care and Early Years Act 2014 (CCEYA 2014)*, Authorized Recreation and Skill Building Programs are programs that:

- Operate once a day for no more than 3 hours (e.g. after school) on weekdays
- Are complementary to providing care, the program promotes recreational, artistic, musical or athletic skills or provides religious, cultural or linguistic instruction
- Are not operated in a person's home

These programs are considered child care under the *CCEYA 2014*; however, if they meet certain criteria, they may operate without a licence in accordance with the *CCEYA 2014* and its regulations. In Windsor-Essex, all Recreation Programs that have a contract with the City of Windsor, Children's Services are operated by a municipality.









City Of Windsor Libraries

Libraries	Location	Phone
Central Library	787 Ouellette Avenue	519-255-6770
Bridgview Library	1295 Campbell Avenue	519-255-6635 Ext 2200
Budimir Library	1310 Grand Marais Road West	519-255-6635 Ext 3300
Fontainebleau Library	3030 Rivard Avenue	519-255-6635 Ext 5000
Forest Glade-Optimist Library	3211 Forest Glade Drive	519-255-6635 Ext5400
Riverside Library	6305 Wyandotte Street East	519-255-6635 Ext 6600
Sandwich Library	284 Cameron Avenue	519-255-6635 Ext 7700
Seminole Library	4285 Seminole Road	519-255-6635 Ext 8800
W.F. Chilsholm	1075 Ypres Avebye	519-255-6635 Ext 5500

Essex County Libraries

Libraries	Location	Phone
Essex County Library -Lasalle	5950 Malden Rd, Lasalle	226-946-1529 Ext 210
Essex County Library -Amherstburg	271 Sandwich St. Amherstburg	519-736-0012
Town Of Lakeshore Library-Comber	6400 Main Street Comber	226-946-1529 Ext 222
Stoney Point Branch	6690 Tecumseh Road, Stoney Point	226-946-1529 Ext 232
Toldo Branch	447 Renaud Line Rd, Atlas Tube Cnt	226-946-1529 Ext 280
Libra Centre Branch	1925 South Middle Road, Woodslee	226-946-1529- Ext 231
Town Of Essex	35 Gosfield Town Line, Essex	226-946-1529 Ext 250
Town Of Harrow	140 King Street , Harrow	226-946-1529 Ext 260
Town Of Mcgregor	9571 Walker Road, Mcgregor	226-946-1529 Ext 211
Town Of Tecumseh	13675 St Gregory Road, Tecumseh	226-946-1529 Ext 230
Town Of Kingsville	40 Main St W. Kingsville	519-733-5620
Town Of Leamington	1 John Street, Leamington	519-326-3441



PROMOTING

INCLUSION

"Providing inclusive learning environments and experiences that encourage exploration, play, and inquiry."

- How Does Learning Happen

SPECIAL NEEDS RESOURCING

CHILDREN'S SERVICES

Supporting Learning in the Early Years



807 UNIQUE children between the ages of 0-6 received support in licensed child care from a resource consultant in **2018**.

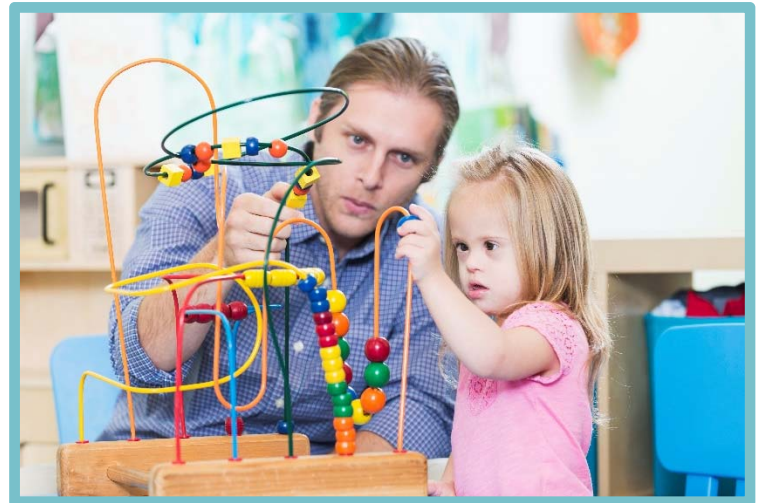
775 UNIQUE children between the ages of 0-6 received support in licensed child care from a resource consultant, Jan-Sept 30 2019

KEY FINDINGS from the Special Needs Funding Review:

- ✓ Increased need for funding
- ✓ Increase need for specialized training for child care and early years staff
- ✓ Program Support is essential for Integration and Quality Programs

“
All children benefit from being in inclusive environments where they are able to participate and collaborate in meaningful ways and form authentic, caring relationships.
”

How Does Learning Happen?



In 2018, **198** UNIQUE children ages of 0-6 benefitted from program support funding.

194 UNIQUE children ages of 6-12 benefitted from program support funding.

In 2018, **480** UNIQUE children were supported through program support funding to attend Authorized Recreation and Skill Building Programs.

*Unique refers to each child/parent/caregiver only being counted once during the reporting period

SPECIAL NEEDS RESOURCING

Special Needs Resourcing supports the inclusion of children with special needs ages 0 to 12 years in licensed child care settings, including home child care, camps and “children’s recreation programs”, at no additional cost to families.

In Windsor-Essex, Children First is the stakeholder that provides Resource Consultants to licensed child care centre to provide support to children with special needs accessing care. Services and supports for children with special needs continue to evolve over time. In order to meet the diverse and changing needs of children, their families, and the child care and early years community, Children First Resource Consultants work in all licensed child care centres in Windsor-Essex and meet with children and families at EarlyON Child and Family Centres for initial appointments and referrals.

Children First also provides professional development opportunities to support staff in licensed child care settings working with children with special needs and their parents/families.

All licensed child care centres serving children with special needs that require specialized/adaptive equipment and supplies to support the children receive funding to cover the cost of the equipment. The specialized/adaptive equipment follows the child through their time in child care as it is needed.



Program Support

As the Consolidated Municipal Service Manager, the City of Windsor Children’s Services is committed to the inclusion of all children in early learning and child care programs regardless of their diverse strengths and needs. The Inclusion, Access, and Equity Policies created by Child Care Operators ensure access to early learning and child care for all children in their communities. All children learn together in environments that provide inclusive services and supports.

Program support helps create an inclusive environment by reducing the child: teacher ratio in order to:

- ✓ Create a system that is inclusive of all children, as all children are competent, capable, curious and rich in potential
- ✓ Ensures programs can move through daily routines
- ✓ Ensure high-quality programs
- ✓ Assist programs in aligning with “How Does Learning Happen?” as the framework for guiding programming and pedagogy
- ✓ Ensure educators in an age grouping (classroom) to work together to support the age grouping (classroom)



# of Unique Children who benefitted from the Special Need Resourcing Funding Jan-Sept 30 2019	
775 children ages 0-6 years	729 children ages 6-12 years



CHILDREN'S SERVICES
Supporting Learning in the Early Years

*Unique refers to each child/parent/caregiver only being counted once during the reporting period

Inclusion Network



CHILDREN'S SERVICES
Supporting Learning in the Early Years



HÔTEL-DIEU GRACE HEALTHCARE
ESTD 1888



BACKGROUND FOR
THE PLAN DEVELOPMENT

EARLY YEARS INDIGENOUS-LED INITIATIVE

Supported the creation of an Indigenous-led EarlyON CFC and licensed home child care office in West Windsor



KEY FINDINGS from The Journey Together:

- ✓ Building cultural **awareness**
- ✓ Increase **Indigenous-led** program availability
- ✓ Creating an **inclusive** system of programs and services

“
... help children foster a sense of belonging and to facilitate the development of their cultural identity.”

The Journey Together



EarlyON CFC, child care and before/after school care services as offered in East Windsor.

As a result of The Journey Together funding, there has been creation of a Cultural Language Specialist to act as a resource to the child care and early years system.



To support the community vision of an Indigenous-led hub of service as identified in The Journey Together,

73 New **Indigenous-led** child care spaces in West Windsor to be opened in 2020.

APPROACH TO DEVELOPING THE SERVICE SYSTEM PLAN

Windsor-Essex, the City of Windsor, Children's Services in partnership with the CYPC developed the Child Care and Early Years System Service Plan. This plan was developed through ongoing collaboration with the CYPC.

The data used to inform the plan was based on the current demographics of Windsor-Essex and the findings presented in the following plans:

- The Journey Together, 2017
- The OEYCFC Initial Plan (Ontario Early Years Child and Family Centres), 2017
- Child Care Environmental Scan, 2017
- Special Needs Resourcing Funding Review, 2019

The CYPC met on a regular basis in 2018 and 2019. As a group, the CYPC reviewed the key findings in the plans listed above in order to determine the priorities for Windsor-Essex's 2020-2025 Child Care and Early Years Service System Plan. The CYPC concurred that there should be ongoing monitoring and assessment of the plan with the primary focus being on children's learning, development and well-being.

For more information on key findings, please see the summary of community plans in Appendix A.

APPROACH TO DEVELOPING THE SERVICE SYSTEM PLAN

The graphic below illustrates the consultations that occurred in Windsor-Essex during the development of the following plans. These plans were developed in Windsor-Essex between 2017-2019 and were based on extensive community consultation.

- The Journey Together, 2017
- The OEYCFC Initial Plan (Ontario Early Years Child and Family Centres), 2017
- Child Care Environmental Scan, 2017
- Special Needs Resourcing Funding Review, 2019

Child Care and Early Years Service System Plan 2020-2025

The Journey Together Plan	The Ontario Early Years Child and Family Centres Initial Plan	Child Care Environmental Scan	Special Needs Resourcing Funding Review
<ul style="list-style-type: none"> - Surveys- Leader and Workshop Participants - Parent/Caregiver Gathering - Leadership Gathering - Leadership Survey 	<ul style="list-style-type: none"> - Photo Voice- Children - Parents/Caregiver Focus Groups & Surveys - Community Partner Focus Groups & Surveys -OEYC & PFLC Focus Groups, Surveys, Interviews, Site Visits 	<ul style="list-style-type: none"> - Stakeholders Surveys -Focus Groups/ Interviews with Community Partners -Focus Groups with Child Care Operators -Town Hall Open to General Public 	<ul style="list-style-type: none"> -Parent Surveys - Focus Group with SNR- Admin & Front Line Staff - Focus Group with Child Care Opertors - Focus Group with Recreational Providers
<ul style="list-style-type: none"> 1 Gathering for Parents/Caregivers 2 Gatherings for Community Leaders 1 Early Learning Leadership Gathering 	<ul style="list-style-type: none"> 1600 Parents/Caregivers and Children Consulted 50 Staff/Administrators from Ontario Early Years Centres and Parent & Family Literacy Centres Consulted 130 Community Partners Consulted 	<ul style="list-style-type: none"> 1300 individuals consulted including Parents/Caregivers, Fee Subsidy Clients, Licensed and Unlicensed Child Care Providers, Recreation Providers, Community Partners School Boards and St. Clair College 	<ul style="list-style-type: none"> 950 Parents/Caregivers Consulted 4 Focus Groups with representatives from Children First, Child Care Operators, Agencies offering Authorized Recreation and Skill Building Programs

Please see the summary of community plans in Appendix A for more information.

PRIORITIES

SERVICE SYSTEM PLAN

Ontario’s Vision for the early years is that children and families have access to high-quality, inclusive and affordable early years and child care programs and services that are child and family centred and contribute to children’s learning, development and well-being.

Four Components of Ontario's Vision for Child Care and Early Years			
Accessibility	Responsiveness	Affordability	High-Quality

In line with Ontario’s vision for child care and the early years, the CYPC identified that in Windsor-Essex there are three priorities for child care and early years programs. The priorities were 1) Access to services, 2) System coordination and 3) Focus on services for children with special needs.

2020-2025 Child Care and Early Years Service System Plan Priorities		
Access to Services	System Coordination	Services for Children with Special Needs



PRIORITIES

SERVICE SYSTEM PLAN: ACCESS TO SERVICES

Child Care and Early Years Service System Plan Priorities		Components of Ontario's Vision				Actions	Timeline					
		Accessibility	Responsiveness	Affordability	High Quality		2020	2021	2022	2023	2024	2025
Access to Services	Assess the ongoing needs of children and families	X				Plan regularly scheduled network meetings to allow for ongoing feedback and collaboration with stakeholders and community partners	X	X	X	X	X	X
		x	x			Child Care Operators and EarlyON Child and Family Centres create opportunities for children and families to provide feedback regarding programs and services	X	X	X	X	X	X
				x		Collaborate with child care providers to look for creative ways to use provincial funding to make daily rates affordable for families	X	X	X	X	X	X
		x	x			Conduct annual surveys (Parent surveys: e-Valuations) to monitor the ongoing needs of children and families eligible for child care and early years programs and services	X	X	X	X	X	X
	Enhance, promote and ensure expansion of cultural awareness	x				Increase community awareness of Indigenous-led early years and child care services through promotion and mobile/pop-up events	X	X	X	X	X	X
		x				Plan regularly scheduled meetings with Urban Indigenous Early Child Development Planning Network (UIECDPN) for ongoing feedback and collaboration	X	X	X	X	X	X
		x				Increase community awareness of Francophone early years and child care services through promotion initiatives	X	X	X	X	X	X
	Ensure child care and early years programs are available in all best start neighbourhoods	x			x	Continuing to coordinate programs and services amongst all Operators of the EarlyON CFCs throughout the best start neighbourhoods to ensure that there are opportunities for all families to participate	X	X	X	X	X	X
		x			x	Continue to plan and collaborate with all school boards to ensure that child care and early years services are available in schools as needed by the children and families	X	X	X	X	X	X
		x			x	Continuing to collaborate with child care operators to ensure there are licensed child care services available for day/evening/weekend, to meet the needs the needs of the community	X	X	X	X	X	X
	Ensure programs are reflective of the diverse needs of children and their families	x	x			Plan programs and services that can be offered on days, evenings and weekends in EarlyON Child and Family Centres through out all best start neighbourhoods to allow children and families to have choice and flexibility	X	X	X	X	X	X
		x				Increase opportunities for mobile or pop-up EarlyON CFCs to meet the needs of the community	X	X	X	X	X	X
		x	x		x	Provide programming in child care and early years that is reflective of the unique needs and cultures of children and families so that programs and services are inclusive and welcoming to all	X	X	X	X	X	X
		x	x		x	Encourage child care operators to consider offering services on days, evening and weekends to meet the needs of parents/caregivers with varied work schedules	X	X	X	X	X	X
						Collaborate with community partners in order to provide supportive early years programs and services for newcomer families	X	X	X	X	X	X

PRIORITIES

SERVICE SYSTEM PLAN: SYSTEM COORDINATION

Child Care and Early Years Service System Plan Priorities		Components of Ontario's Vision				Actions	Timeline					
		Accessibility	Responsiveness	Affordability	High-Quality		2020	2021	2022	2023	2024	2025
System Coordination	Ensure the ongoing implementation of How Does Learning Happen? (HDLH) in Child Care and Early Years Programs				x	Provide ongoing opportunities for capacity building in line with How Does Learning Happen?	x	x	x	x	x	x
					x	Provide opportunities for child care operators and early years programs to connect with the Child Care and Early Years Program Development Officer to engage in reflective practice within their centres	x	x	x	x	x	x
	Attract more registered early childhood educators (RECE) to the workforce in Windsor- Essex and encourage ECEs to return to the field of child care and early years				x	Develop a working group with local colleges, the university, school boards, child care operators and community partners to attract and retain RECEs in Windsor-Essex	x	x	x	x	x	x
	Support and increase the skills of professionals working in child care and early years programs				x	Review the current approach to system wide capacity building and deliver training in a variety of formats	x	x	x	x	x	x
					x	Survey the child care and early years professionals regarding their ongoing training interests/needs	x	x	x	x	x	x
	Enhance online access to various community resources	x				Continue to promote the use of OneHSN as tool for families to use when looking and applying for licensed child care and/or for child care subsidy	x	x	x	x	x	x
		x				Continue to build upon and promote the Children's Services website to serve as a hub of information for families and early years professionals as well as to link families to child care and early years programs and services in Windsor-Essex	x	x	x	x	x	x
	Enhance engagement and collaboration opportunities with broader community service providers		x		x	Continue to collaborate and share ideas with the EarlyON Network and Child Care Network to plan and implement system wide initiatives	x	x	x	x	x	x
			x			Encourage ongoing collaboration and partnerships between service providers for pop-up and mobile service opportunities	x	x	x	x	x	x
		x	x	x		When possible, ensure programs and services are located on or near transportation services to increase access amongst all families	x	x	x	x	x	x
		x	x		x	Explore opportunities for agencies to share space to better coordinate services being provided to children and families in child care and early years programs	x	x	x	x	x	x
		x			Promote program awareness and enhance services by reaching out to new community partners that service children and families in Windsor-Essex	x	x	x	x	x	x	

PRIORITIES

SERVICE SYSTEM PLAN: SERVICES FOR CHILDREN WITH SPECIAL NEEDS



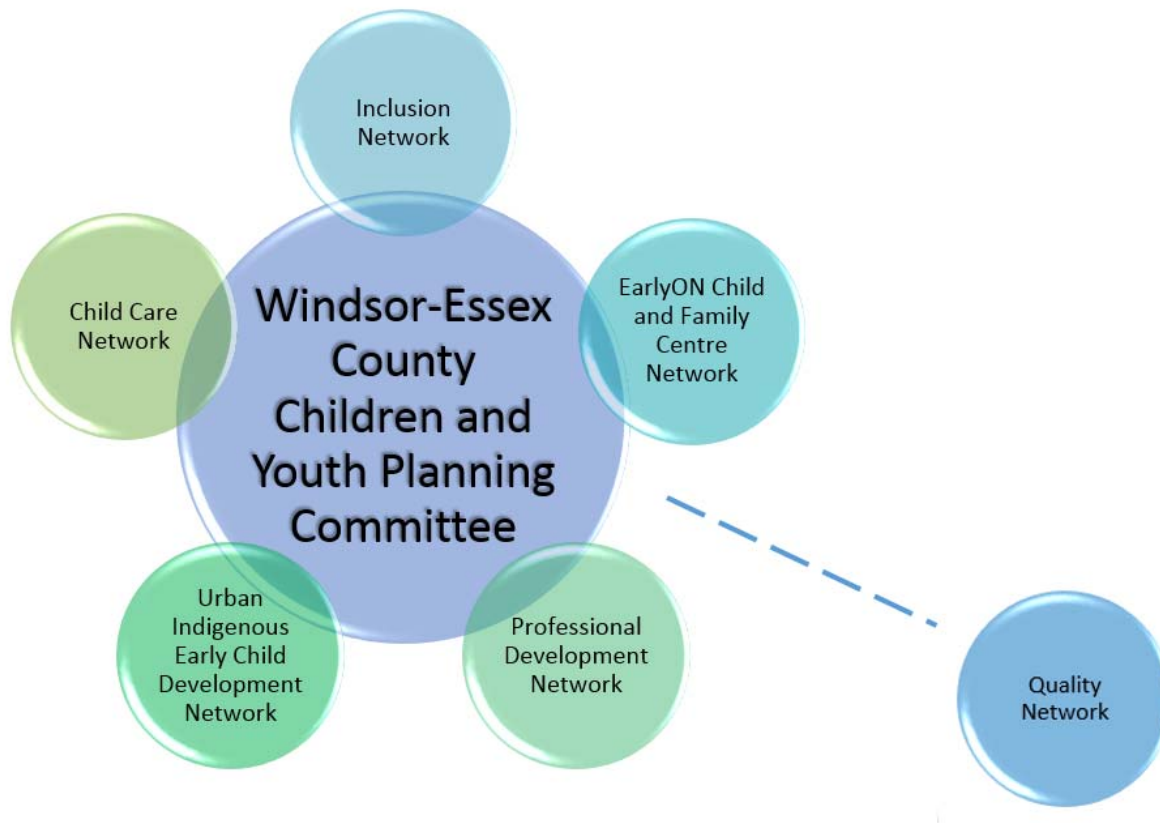
Child Care and Early Years Service System Plan Priorities		Components of Ontario's Vision				Actions	Timeline					
		Accessibility	Responsiveness	Affordability	High-Quality		2020	2021	2022	2023	2024	2025
Services for Children with Special Needs	Ensure Special Needs Resourcing is available to support children in all licensed child care centres				x	Implement an awareness campaign to ensure and promote inclusion in child care and early years	x	x	x	x	x	x
			x			Plan regularly scheduled meetings with the Inclusion Network to review, revise and update the Transition to School Protocol and work on system wide initiatives to promote inclusion in the early years	x	x	x	x	x	x
					x	Review, revise and update the Inclusion policy for Child Care and Early Years Programs	x	x	x	x	x	x
		x	x	x		Continue to ensure that Resource Consultants are available to all licensed child care programs in order to support the inclusion of children with special needs and parental choice in child care	x	x	x	x	x	x
	Ensure program support is available for Licensed child care and Authorized Recreation and Skill Building Programs	x		x		Ensure ongoing review of the parameters for program support to ensure licensed child care centres and recreation programs have ongoing access to program support funding in order support inclusion of children with special needs and parental choice in child care	x	x	x	x	x	x
			x		x	Provide opportunities for child care providers to consult with City of Windsor Program Analysts and Children First Program staff on a variety of strategies, materials and equipment to support children in the classroom	x	x	x	x	x	x
	Support and increase the skills of professionals working in child care and early years programs to foster inclusive environments		x		x	Provide system wide training opportunities with a focus on autism, self-regulation and trauma informed practice	x	x	x	x	x	x
			x		x	Provide opportunities for child care providers and early years programs to consult with the Child Care and Early Years Program Development Officer on a variety of materials and equipment that create a more inclusive environment	x	x	x	x	x	x

PRIORITIES

SERVICE SYSTEM PLAN

Children and Youth Planning Committee Expansion

A Quality Network will be added as a working Network of the CYPC. This membership and terms of reference for this network will be created in 2020.



Conclusion

W.E. (Windsor-Essex) Child Care and Early Years Service System Plan is the blueprint for the strategic focus and direction of child care and early years services in the community. Through extensive consultation and collaboration with children, families, stakeholders, service providers and community partners, the Plan focuses on the priorities and actions that will enhance the experiences for child care and early years for those living in Windsor-Essex. The Plan is reflective of community collaboration and our commitment to ensuring progress in meeting the changing needs of children and families in Windsor-Essex.



APPENDIX: A

SUMMARY OF COMMUNITY PLANS

OEYCFC (Ontario Early Years Child and Family Centre) Initial Plan		
Who was Consulted?		
Children/Families	Providers	Partners
<ul style="list-style-type: none"> • Photo Voice Project • Surveys • Interviews • 1600 parents/caregivers/ children 	<ul style="list-style-type: none"> • OEYC/ PFLC/ Staff/ Administrators • Site visits, interviews, focus groups, surveys • 50 staff/Administrators 	<ul style="list-style-type: none"> • Interviews, Focus Groups with 130 community partners
Consultation Formats		
Survey	In-Person/Focus Groups	
<ul style="list-style-type: none"> • 1349 parents/ caregivers 	<ul style="list-style-type: none"> • Specialized Community Partner Engagement- Children First, JMCC, Talk 2 Me, School Boards, St. Clair College ECE Program, Healthy Babies Healthy Children, Oral Health 	
Reoccurring Feedback		
Objectives	Outcomes	
<ul style="list-style-type: none"> • To provide an initial plan for the transition from four programs (OEYC, PFLC, Resource Centres, Better Beginnings Better Futures) into one larger system of OEYCFC. Now called EarlyON CFC 	<ul style="list-style-type: none"> • Project engaged almost 2000 people including parents, caregivers, professional service providers, Early Childhood Educators, and community leaders. 	
Key Messages/Needs for Improvement		
<ul style="list-style-type: none"> • Based on the data collected, no immediate changes are recommended in terms of locations or number of centres, and it is anticipated that operations will remain status quo for 2018. • Increasing access to the system. Easy to travel to, accessible parking, convenient hours, alternative service delivery (pop up) • Building awareness- targeted advertising • Increase diversity and inclusivity • Programming: more work needed to implement HDLH, offer responsive parenting classes. • Staff: Additional early years specific training • Capacity, parking, space for providers, recreational space • Enhanced referral practices for frontline staff, enhanced collaboration for on-site services to support school readiness and early identification of needs • System integration- system planning across 30 centres: Centre resources, materials, funding equity, policies and practices for service provisions 		

APPENDIX: A

SUMMARY OF COMMUNITY PLANS

The Journey Together		
Who was Consulted?		
Children/Families	Providers	Partners
<ul style="list-style-type: none"> Parent/Caregiver Gathering - April 18, 2017 	<ul style="list-style-type: none"> Leadership Gathering - March 29, 2017; Urban Indigenous Leadership Table - June 7, 2017 	<ul style="list-style-type: none"> Early Learning Leadership Gathering May 9, 2017 Meeting with ARC and Munro Consulting Meetings with CAS, City of Windsor
Consultation Formats		
Survey	In-Person/Focus Groups	
Leaders, Participants at Gatherings		
Reoccurring Feedback		
Objectives		
<ul style="list-style-type: none"> Increase access to culturally relevant early years programs and services and licensed child care spaces for Indigenous children and families off reserve Enhance Indigenous control of service design and delivery Foster greater opportunities for Indigenous children to learn about their culture and language from an early age Support improved outcomes for Indigenous children, including health child development, parent and family supports and greater participation in employment and training parents 		
The Journey Together Objectives: Windsor Objectives		
<ul style="list-style-type: none"> See table on page 61 		

APPENDIX: A

SUMMARY OF COMMUNITY PLANS

The Journey Together: Windsor Objectives	The Journey Together: Windsor Objectives
Hire Indigenous people to lead and implement the service design and delivery	<ul style="list-style-type: none"> • Building Indigenous leadership • Building Indigenous workforce capacity • All programming, infrastructure, services and supports anchored in Indigenous knowledge, beliefs and values
Enhancing community capacity by creating two additional Indigenous-led community hubs, preferably west and east location; these hubs will house OEYCFC's and child care	<ul style="list-style-type: none"> • Increasing engagement of mainstream early years and licensed child care spaces agencies • Building Indigenous organization capacity • Improving service coordination and integration • Improving health, economic and social outcomes for Indigenous children and families • Holistic, universal, accessible and comprehensive programs and services accessible to all children off reserve • Seamless connection to other services-education, social services and health • Access to culturally relevant early years programs and services and licensed child care spaces for Indigenous children and families off-reserve • Comprehensive approach that incorporates families, prenatal and parenting programs, education, health, and social services
Continue to monitor and review the need for services in the County	<ul style="list-style-type: none"> • Increasing availability, accessibility and participation in early years and licensed child care spaces programs, services and supports for urban Indigenous children and families • Increasing access to culturally relevant early years programs and services and licensed child care spaces for Indigenous children and families off-reserve
Transforming early learning curriculum/pedagogy toward Indigenous ways of knowing and How Does Learning Happen?	<ul style="list-style-type: none"> • All programming, infrastructure, services and supports anchored in Indigenous knowledge, beliefs and values • Increasing access to culturally relevant early years programs and services and licensed child care spaces for Indigenous children and families off-reserve • Holistic, universal, accessible and comprehensive programs and services accessible to all children off reserve
Working toward policy changes, especially eligibility to accessing subsidies and increasing the number of Indigenous licensed child care spaces	<ul style="list-style-type: none"> • Increasing availability, accessibility and participation in early years and licensed child care spaces programs, services and supports for urban Indigenous children and families
Creating a mobile early years care team to support Indigenous children and families in home or in agency, and reach out to urban Indigenous families	<ul style="list-style-type: none"> • Increasing availability, accessibility and participation in early years and licensed child care spaces programs, services and supports for urban Indigenous children and families
Building deliberate relationships with community partners within the context of the Indigenous treaties (Two Row Wampum) and Indigenous Ways of Knowing	<ul style="list-style-type: none"> • Seamless connection to other services-education, social services and health • Increased engagement of mainstream early years and licensed child care spaces agencies • Improving service coordination and integration
Observing, reflecting and evaluating for long-term outcomes for children	<ul style="list-style-type: none"> • Improving service coordination and integration • Improving health, economic and social outcomes for Indigenous children and families

APPENDIX: A

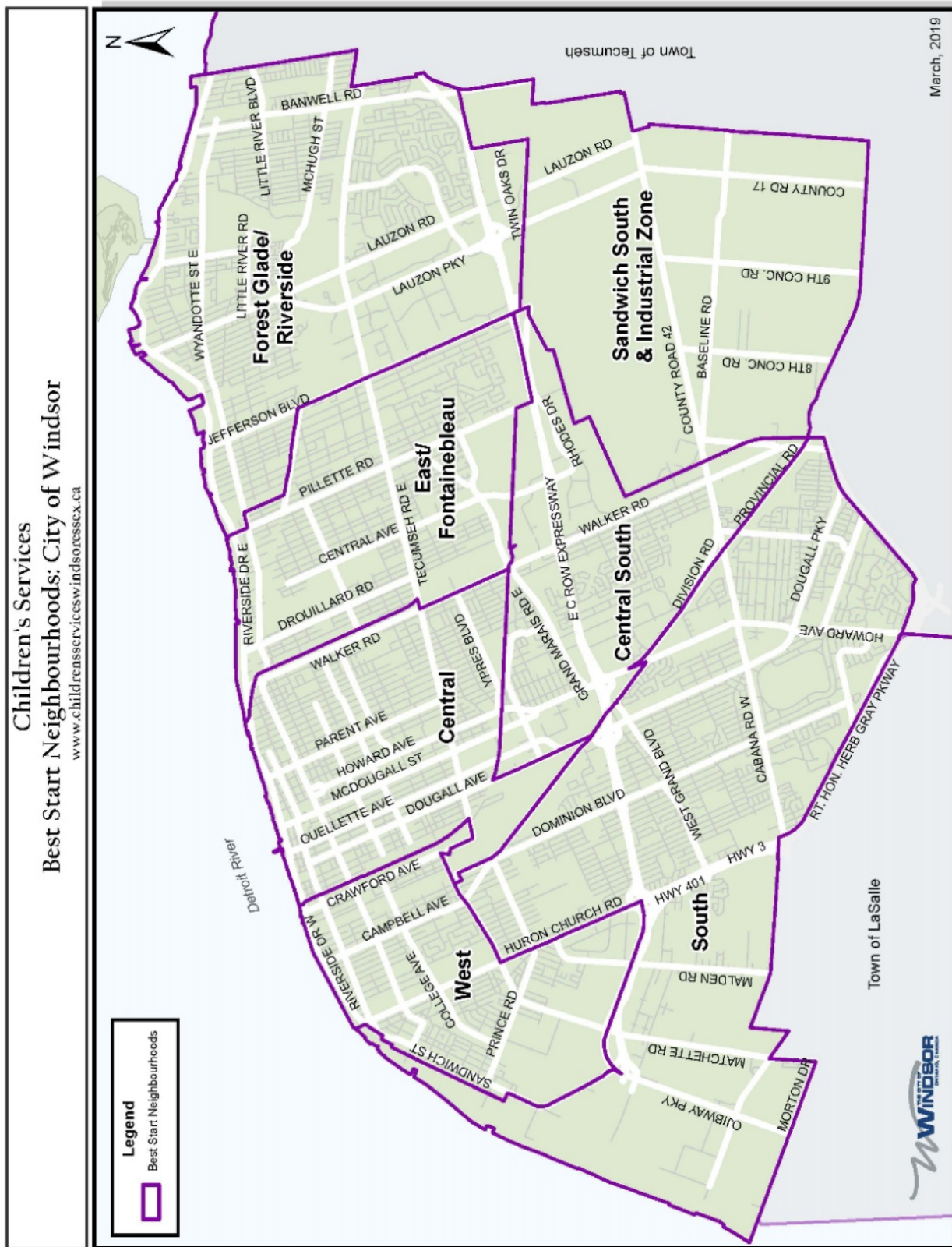
SUMMARY OF COMMUNITY PLANS

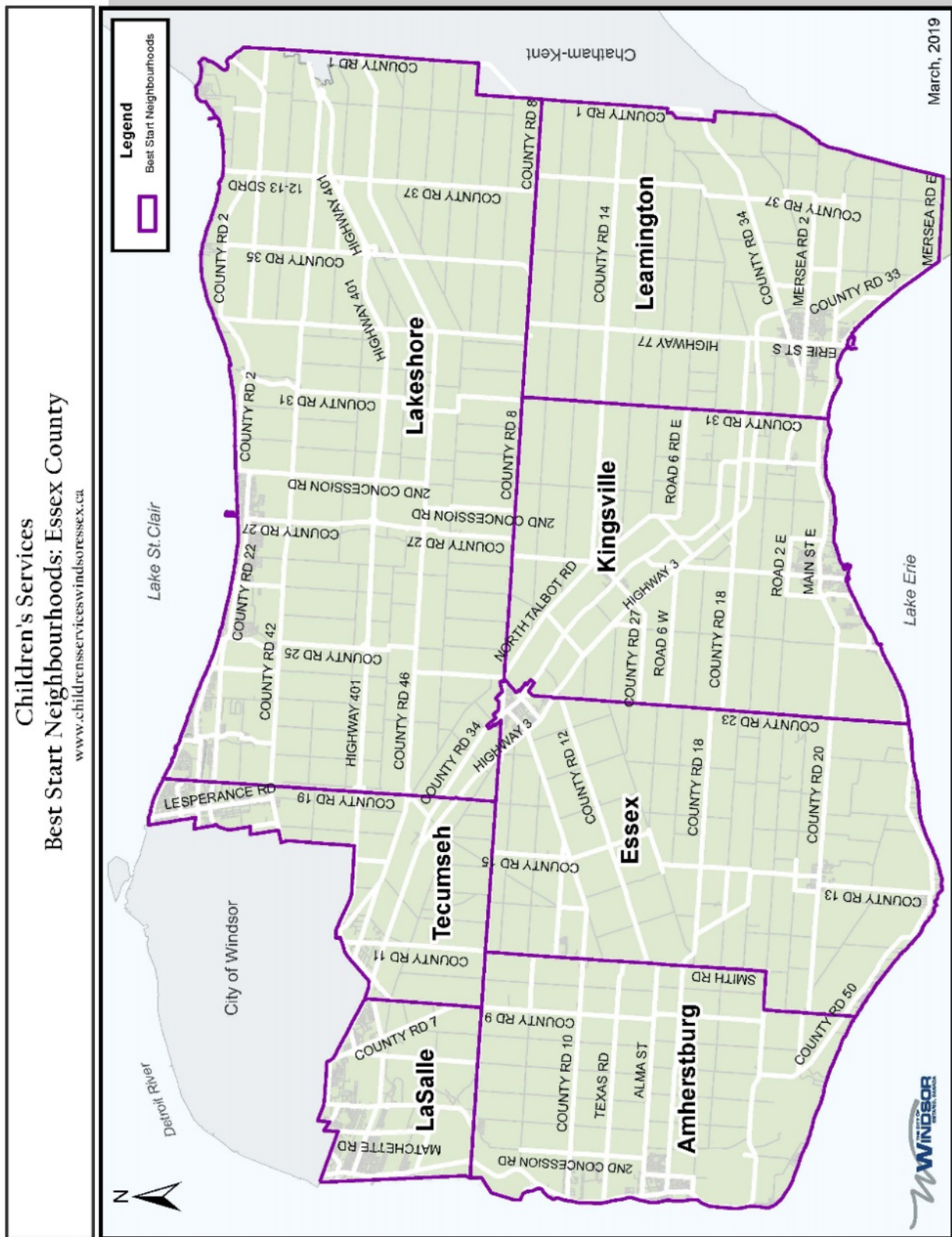
Child Care Environmental Scan		
Who was Consulted?		
Children/Families	Providers	Partners
<ul style="list-style-type: none"> Families with Children having Special Needs Newcomer Families Francophone Families 	<ul style="list-style-type: none"> Child Care Network Recreation/Skill Building Providers Home Child Care Network 	<ul style="list-style-type: none"> School Board St. Clair College
Consultation Formats		
Survey	In-Person/Focus Groups	
<ul style="list-style-type: none"> 1300 Stakeholders: Parents/Guardians Fee Subsidy Clients Licensed Childcare Unlicensed Childcare Licensed Home Child Care 	<ul style="list-style-type: none"> 8 Consultations 2 Town Halls opened to General Public 	
Reoccurring Feedback		
Objectives	Outcomes	
<ul style="list-style-type: none"> Affordability Accessibility Responsiveness Quality 	<p>Quality- 540 responses</p>	
Key Messages/Needs for Improvement		
<ul style="list-style-type: none"> Affordability: Consider how to influence availability of spaces, access to transportation and women’s employment in BSN (Below average uptake) 91.8% of all families who received a child care fee subsidy earned less than \$50,000. No wait list in Windsor-Essex for fee subsidy for child care Build public awareness Child Care Subsidy Campaign Accessibility: Availability of child care is consistent across Windsor and County (Tecumseh and Lasalle which border the city, county averages are 14.2% availability and Windsor 14.9%) Lack of infant spaces in Essex. In the County, Child care are spread further apart, while supply is similar, access is less convenient Responsiveness: 40% of families (almost half) in Amherstburg and Essex had to use more than one location to meet their child care needs Families with children who have special needs, also had double the rate of having to use more than one provider. However, parent satisfaction was high overall, even for those parents who did not have their first choice of care Lack of extended hours is an issue. Many parents reported having made employment decisions as a result of child care difficulties. Particularly for parents in Forest Glade/Riverside, Amherstburg and Leamington. Infant care in particular appears to be lacking in some areas Quality: While waiting for provincial definition of Quality, Parent responses show Quality care as synonymous with children being happy, surrounded by loving, nurturing, engaged staff in a comfortable, stimulating environment that is safe, clean and serves high-quality food Local challenges include lack of high-quality staff and associated staff turnover 		

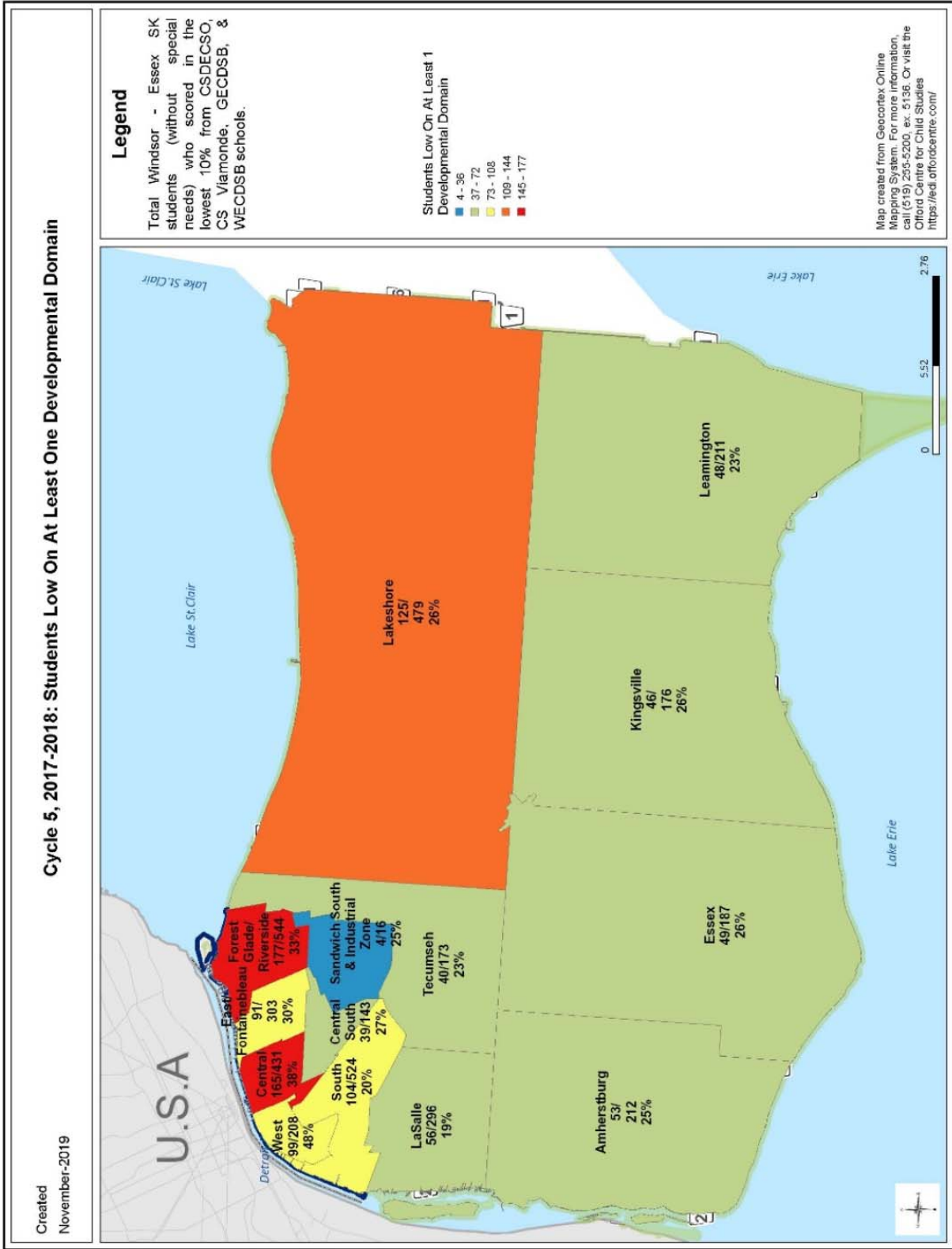
APPENDIX: A

SUMMARY OF COMMUNITY PLANS

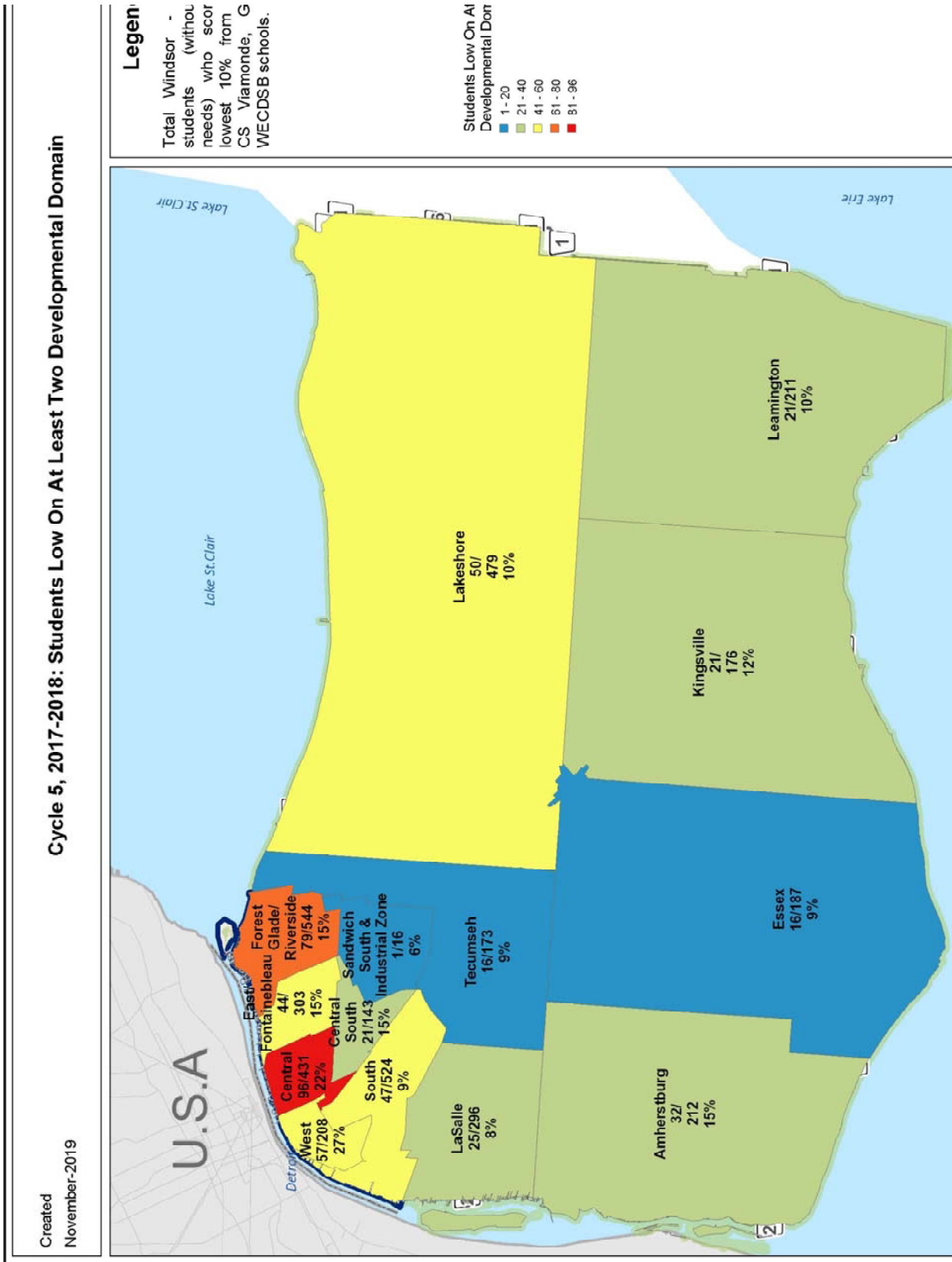
Special Needs Funding Review		
Who was Consulted?		
Children/Families	Providers	Partners
<ul style="list-style-type: none"> 950 Parents/Caregivers in Windsor-Essex 	<ul style="list-style-type: none"> Children First 	<ul style="list-style-type: none"> Childcare Operators, Agencies offering Authorized Recreation and Skill Building Programs
Consultation Formats		
Survey	In-Person/Focus Groups	
<ul style="list-style-type: none"> 950 Parent/Caregiver Surveys completed 	<ul style="list-style-type: none"> Total of 4 focus groups - Authorized Recreation and Skill Building Program Providers; Child Care Network; Children First Administrative Staff, Children First Resource Consultants 	
Reoccurring Feedback		
Objectives	Outcomes	
<ul style="list-style-type: none"> To determine if the current level of funding for Special Needs Resourcing is sufficient in order to meet ongoing demands 	<ul style="list-style-type: none"> Over 1,000 participants provided feedback through surveys and focus groups 	
Key Messages/Needs for Improvement		
<ul style="list-style-type: none"> The population of 0 to 14 year olds has declined from 2001 to 2016 in Windsor-Essex The number of children 0 to 12 years of age accessing licensed childcare and receiving childcare subsidy has increased The number of children supported through program support has increased during this same time period causing the amount of funding used for program support to also increase. Based on the focus groups the common message was that children are presenting with more complex needs that require more support and require staff to have more training needs to support the children This message was true for the resource consultants as well as the staff providing program support The childcare operators and recreation providers indicated program support was essential for integration and quality programs Necessary for resource consultants to support childcare The focus groups all indicated that there are increasing needs for ongoing funding All groups indicate that most children are able to attend due to resource and program support funding but some needs are so complex that not all children have been able to be supported. 		







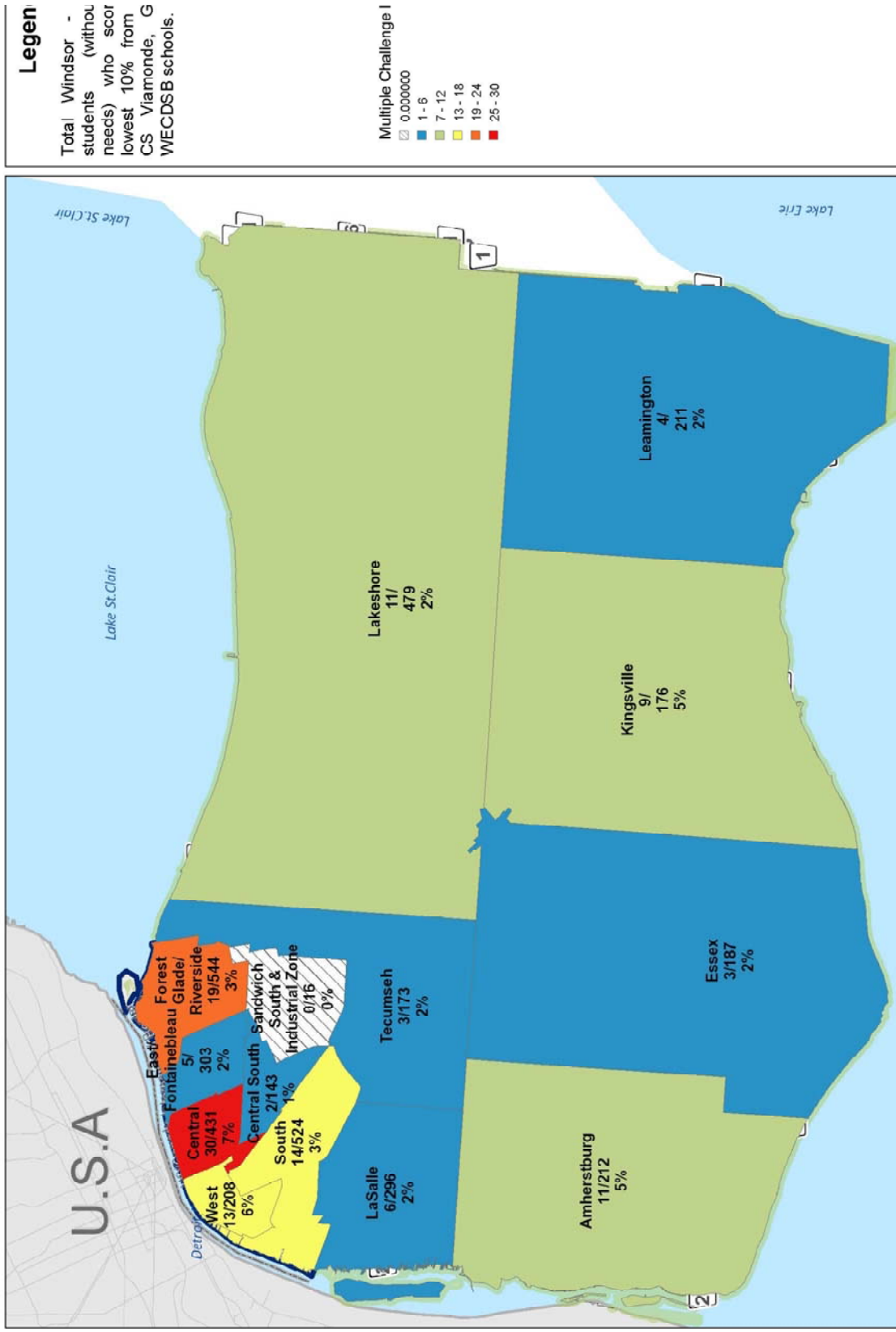
APPENDIX C: MAPS, EDI



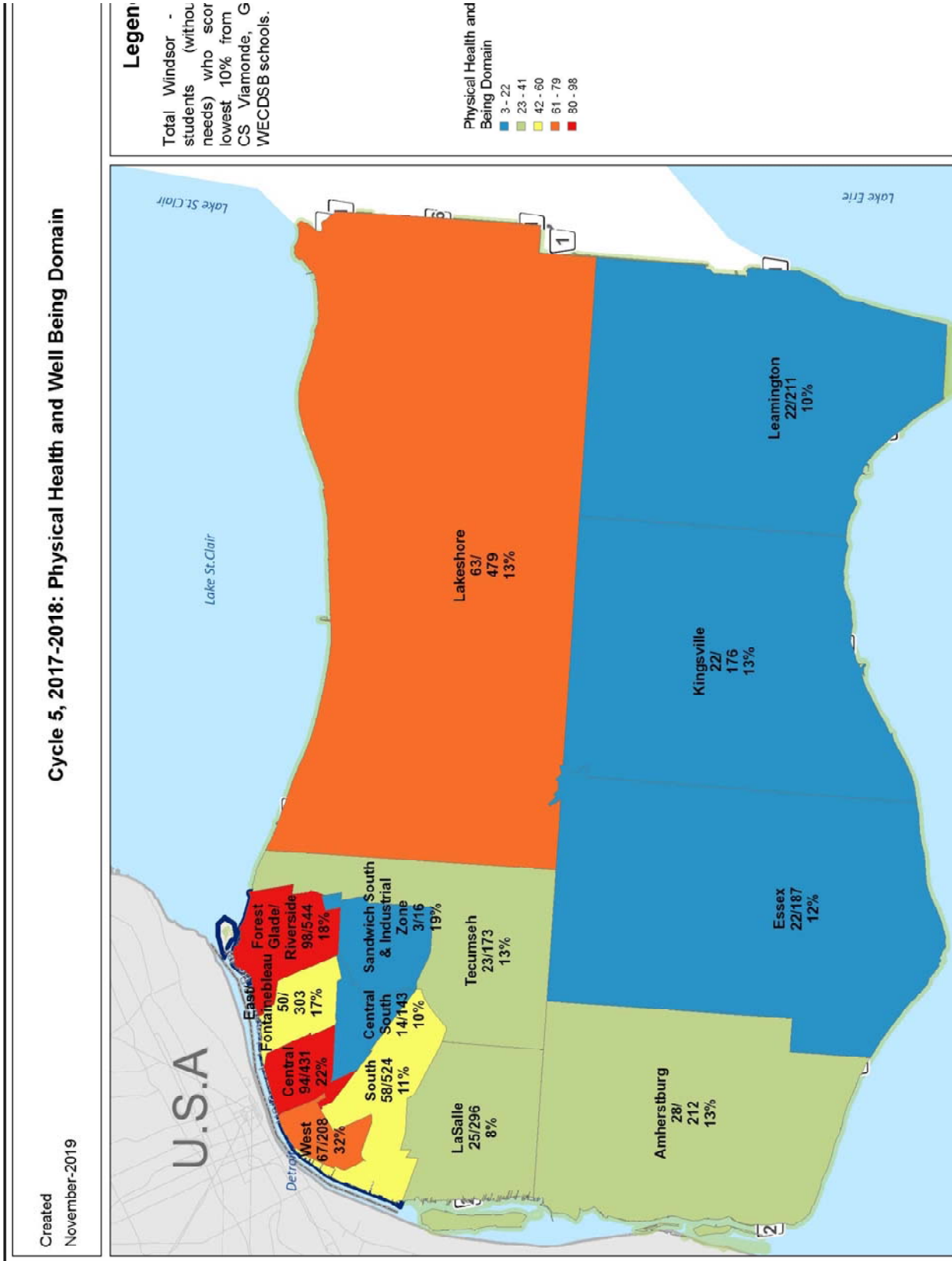
APPENDIX C: MAPS, EDI

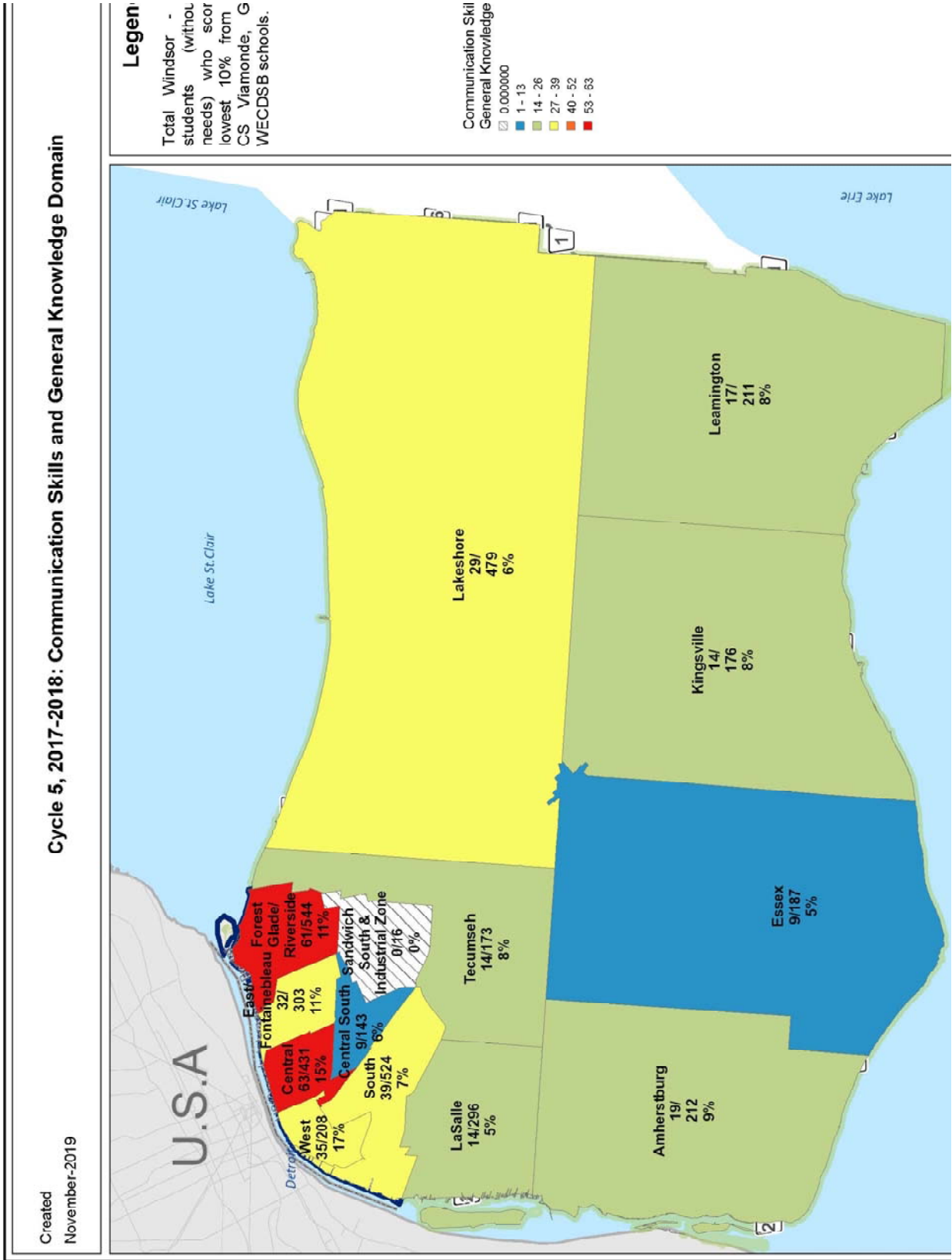
Cycle 5, 2017-2018: Multiple Challenge Index

Created
November-2019

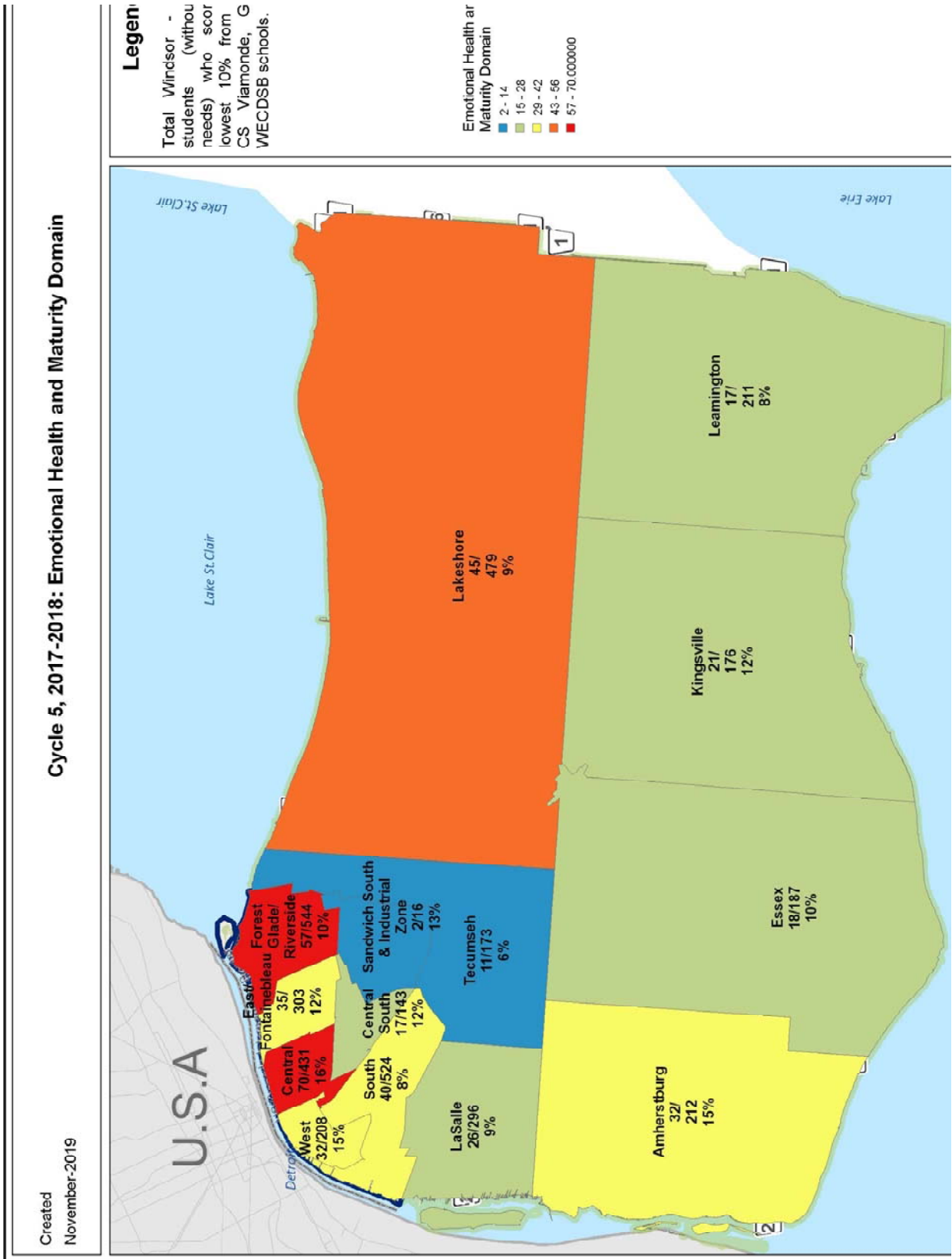


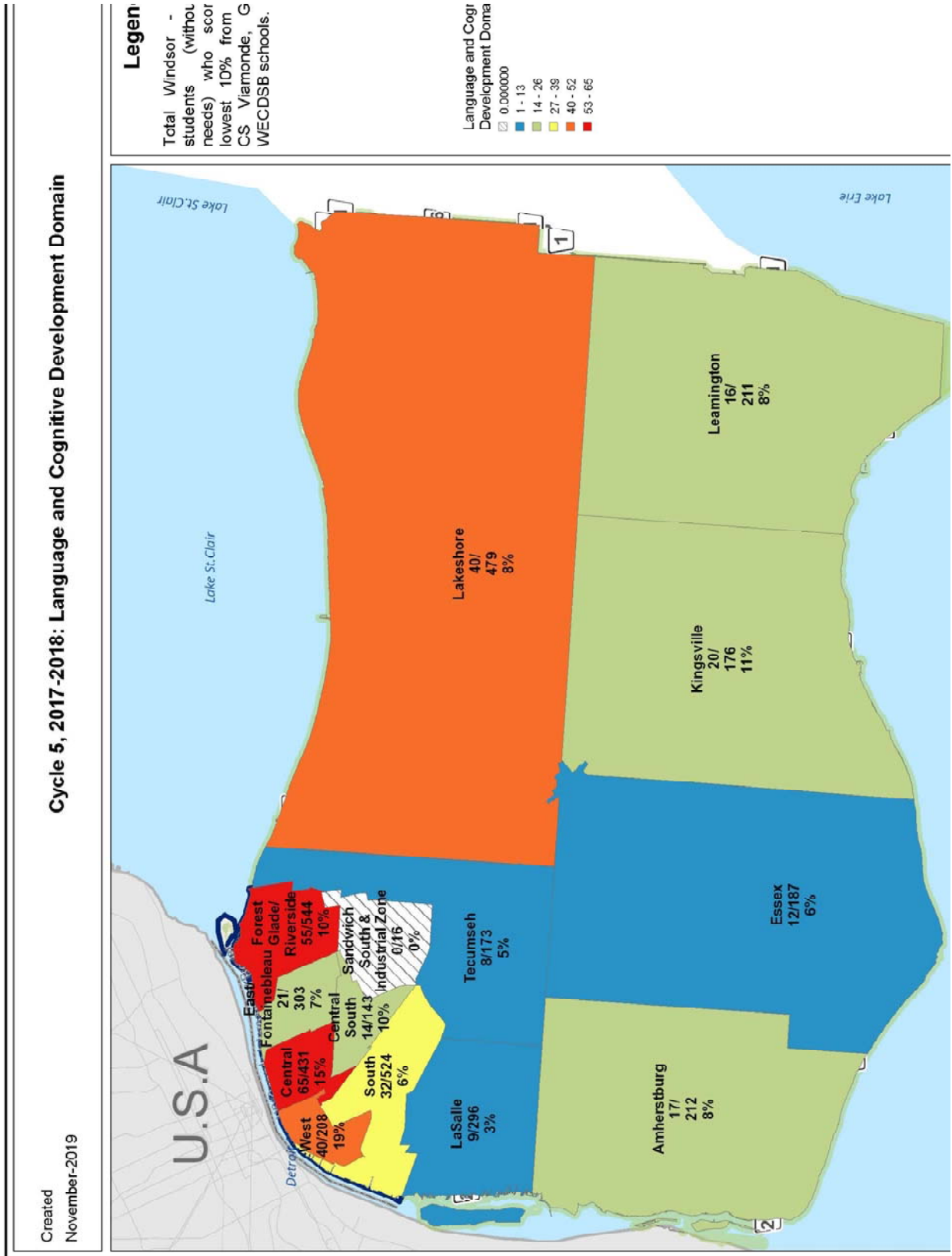
APPENDIX C: MAPS, EDI



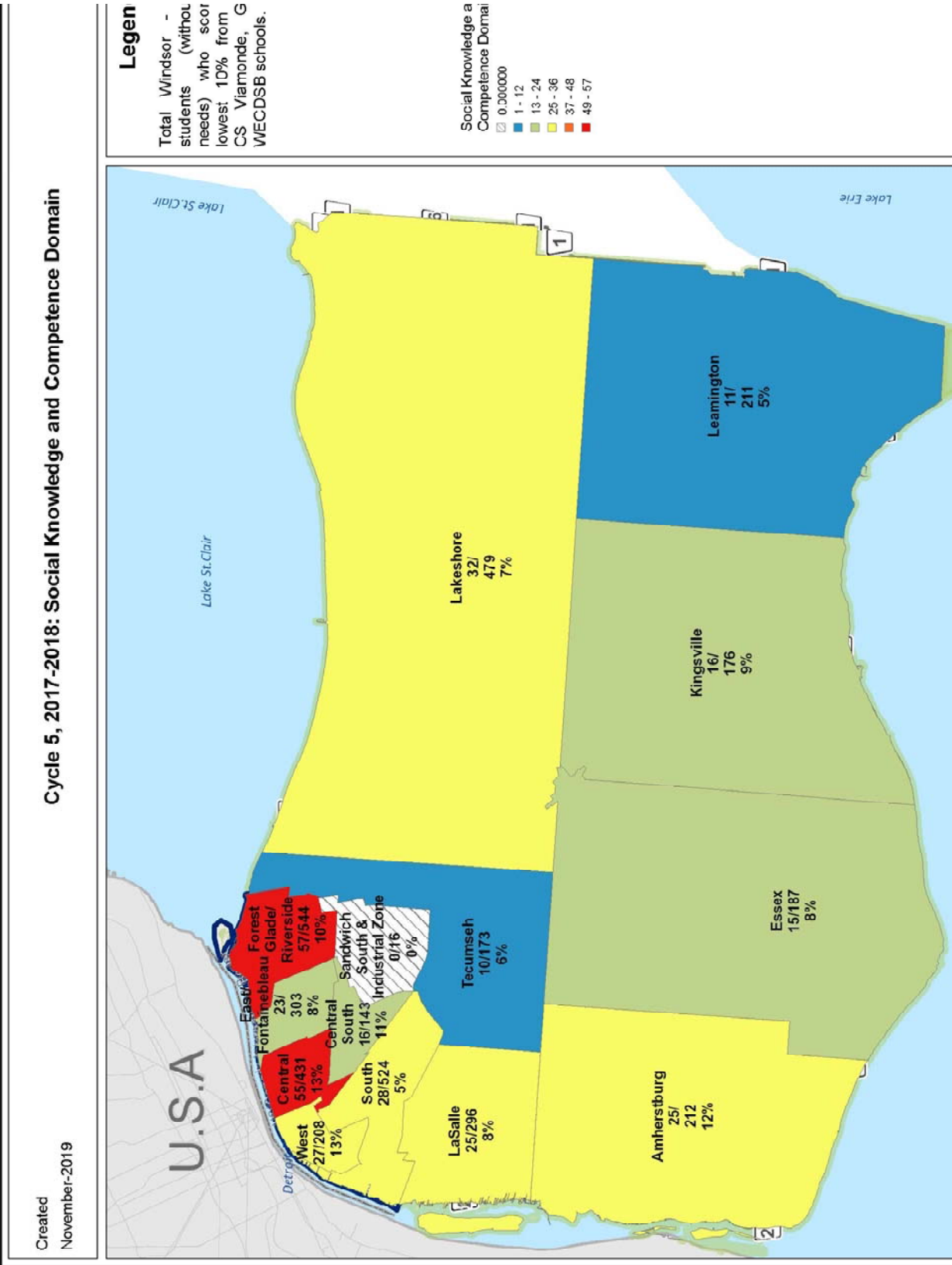


APPENDIX C: MAPS, EDI





APPENDIX C: MAPS, EDI



Windsor-Essex County Children and Youth Planning Committee Terms of Reference

The Windsor-Essex County Children and Youth Planning Committee is working to build an effective integrated system of services that supports children and youth, ages birth to 12 years and their families. The committee provides leadership for this process in the form of input, advice and recommendations. This serves to inform the broader system planning as well as planning done by individual agencies/sectors in an effort to integrate services into a system and create a seamless service experience for children, youth and their families.

Vision:

All children, youth and families are healthy and valued.

Mission Statement:

Through a collaborative, integrated approach, we plan, lead and implement strategies to achieve the best outcomes for children, youth and families in Windsor-Essex County.

GUIDING PRINCIPLES

The following principles guide the work of the Children and Youth Planning Committee:

Family Centred	Children, youth and families are our priority. They are engaged in decisions made and plans developed.
Respect	We value each other's knowledge and input and commit to treating each other with integrity and respect.
Accountable	We accomplish our work in a professional and transparent manner and are accountable to families, communities and other planning groups.
Strength Based	We plan together for an integrated service system that builds on strengths of children, youth, families and our community.
Responsive	We aspire to create an integrated service system that is responsive to the changing needs of children, youth and families.
Inclusive	We plan for an integrated service system that is uniquely designed to meet the needs of all children, youth and families and celebrates differences to foster a sense of belonging.
Evidence Based	We plan together for an integrated service system that is evidence based and outcome focused.

OUTCOMES

We will achieve the following outcomes for all children, youth and their families:

- Improved quality of life
- Increased integration of services
- Improved access to services and supports
- Increased quality of services and supports
- Increased engagement of stakeholders in service planning

STRUCTURE AND MEMBERSHIP

The Windsor-Essex County Children and Youth Planning Committee is comprised of representatives from a diverse cross sector of agencies that reflect the unique composition of our community. Individuals representing agencies at the planning table reflect the mandate of their organization and those individuals representing sectors reflect the views of the sector. It is the expectation that additional members will join the table as gaps in representation of services for children and youth are identified. The planning table is comprised of (but not limited to) representatives from the following organizations/sectors:

- The City of Windsor, Manager of Children's Services (Chair)
- Parent Representatives
- Data Analysis Coordinator
- EarlyON Child and Family Centres (City of Windsor and Agency Led)
- Local School Boards (Greater Essex County District School Board, Windsor-Essex Catholic District School Board, Conseil Scolaire de District du Centre-Sud-Ouest, Conseil Scolaire de District des Ecoles Catholiques du Sud-Ouest, John McGivney Children's Centre School Authority)
- Windsor-Essex County Health Unit
- Children First
- John McGivney Children's Centre
- Preschool Speech and Language/Infant Hearing Program (Talk 2 Me)
- Blind Low Vision Program (CNIB)
- Building Blocks for Better Babies
- Ready Set Go
- St. Clair College Early Childhood Education Program Faculty
- United Way Centraide/Windsor-Essex County
- Windsor Public Library
- Essex County Public Library
- City of Windsor Recreation
- Ska:na Family Learning Centre (Indigenous-led Child Care and EarlyON CFC)
- Caldwell First Nation
- Franco-sol (Francophone Child care and EarlyON CFC)
- CAN AM Indian Friendship Centre of Windsor
- Windsor-Essex Children's Aid Society
- City School-Based Child Care Operators
- City Non-School Based Child Care Operator
- County School-Based Child Care Operators
- County Centre-Based Child Care Operator
- Licensed Home Child Care
- Pathway to Potential
- Family Respite Services
- Building Blocks for Better Babies
- Windsor Regional Children's Centre
- The Summit Centre
- Erie St. Clair LHIN
- Multicultural Council of Windsor and Essex County
- Essex Community Care Access Centre
- Workforce Windsor Essex
- Windsor Essex Local Immigration Partnership
- Ministry of Education

In order to maintain equity in representation, one representative will be identified for each agency/sector, except in cases where an agency has multi-program delivery which requires program specific representation. When unable to attend meetings, the member may name a replacement representative. Sector representation such as child care and EarlyON Child and Family Centre satellites have a two year term and the call for membership goes out to the sector on a bi-annual basis to ensure an inclusive approach.

This committee is chaired by the City of Windsor, Manager of Children’s Services.

The Children and Youth Planning Committee has five Networks which report to the main committee. The five Networks include (see organizational chart below):

Network	Purpose
Inclusion Network	The purpose of the Inclusion Network is to give input/advice to the City of Windsor as Consolidated Municipal Service Manager (CMSM) for child care in Windsor/Essex County. This advice will serve to assist in service system management responsibilities for the planning and implementation of services for children with special needs ages 0 – 12 years with a focus on children ages 0 to 5 years, including the transition to services with the Boards of Education.
EarlyON Child and Family Centre Network	The purpose of the EarlyON Child & Family Centre Network is to give input/advice to the City of Windsor as the Consolidated Municipal Service Manager (CMSM) with respect to identifying gaps and overlaps of early years services for families with children 0 – 6 years and to integrate parenting programs into the early learning and care hubs.
Professional Development Network	The purpose of the Professional Development Network is to give input/advice to the City of Windsor as Consolidated Municipal Service Manager (CMSM) for training opportunities to early childhood educators/caregivers working with children ages 0 to 12 years of age in early learning programs in Windsor/Essex County. Through the CMSM, this committee will also provide advice to the Ministry of Education (MEDU) on issues relative to the needs of early childhood educators/ caregivers providing services to children and their families in our community.
Urban Indigenous Early Child Development Network	The purpose of the Urban Indigenous Early Child Development Network will be to give input/advice to the City of Windsor as Consolidated Municipal Service Manager (CMSM) for planning purposes as it relates to child care, EarlyON Child and Family Centres and system integration for children and youth in Windsor/Essex County. Through the CMSM, this network will also provide advice to the Ministry of Education (MEDU) on issues relative to the needs of children and their families in our community.
Child Care Network	The purpose of the Child Care Network is to provide input/advice to the City of Windsor as Consolidated Municipal Service Manager (CMSM) for child care and as applicable to the Windsor-Essex County Children and Youth Planning Committee. This advice will

Network	Purpose
	serve to assist in service system management responsibilities for the planning and delivery child care funding and child care services. Through the CMSM, this committee will also provide input/advice to the Ministry of Education (MEDU) as applicable.

Each Network has its own Terms of Reference.

The chair/those with responsibility for the program area of each of the Networks sits on the Children and Youth Planning Committee. The agenda of the Children and Youth Planning Committee has a standing agenda item for Network reporting. Each of the chairs reports back on the work of the Networks. These updates are usually verbal in nature and they then appear in the minutes of the meeting for others to review. In some cases, the chair of the Network brings a recommendation for approval and/or a document for review and input.

On occasion, a working group or task group is established to work on a specific, time limited task.



DECISION MAKING

It is a clear expectation that all committee members will work cooperatively and collaboratively in decision-making and implementation activities, with a primary focus on broad community needs and the needs of all children and families rather than individual agency interests. Due to this, a consensus decision making model is employed by the planning committee and its networks. If consensus can't be reached, the majority will rule.