



2024 – 2028 Child Care and Early Years Service Plan

A FRAMEWORK FOR
HIGH QUALITY
PROGRAMS AND SERVICES

Contents

INTRODUCTION	3
Message from the Manager of Children’s Services	4
Executive Summary	5
Terms and Definitions	6
Service System Analysis.....	7
BACKGROUND	8
Community and Social Services Division.....	9
Children’s Services Department.....	10
Roles and Responsibilities	10
Our Community – Leeds and Grenville Population Data	11
The Child Care and Early Years System In Leeds and Grenville	12
Licensed Child Care Programs	12
Licensed Child Care Programs Locations.....	13
EarlyON Child and Family Centres	14
EarlyON Child and Family Centre Program Locations.....	16
VISION	17
The Vision For A Quality Child Care and Early Years System.....	18
Quality Child Care and Early Years System Foundations and Principles.....	19
SERVICE SYSTEM PLANNING FOCUS AREAS	25
Improving Outcomes for Children and Families - A System for All Families	25
Strengthening the Workforce - Creating Dynamic Professional Teams	25
Planning for System Growth and Accessibility - Looking Forward.....	26
Supporting Economic Growth - Responding to Community Needs Together	26
Strategic Priorities and Goals	27
Implementation	31
Ongoing Assessment and Evaluation.....	31
SOURCES	32

INTRODUCTION

Message from the Manager of Children’s Services

On behalf of the United Counties of Leeds and Grenville, Children’s Services Department, I am pleased to share the [Child Care and Early Years’ Service Plan, 2024-2028](#).

This is an exciting time to be working in the child care and early years (CCEY) system. While the COVID-19 pandemic brought challenges to the system, it also highlighted the critical role that CCEY systems play in supporting children, parents and the community as a whole. As we move forward with lessons learned from the pandemic, we are in a time of monumental change. The introduction of the Canada Wide Early Learning and Child Care (CWELCC) system has introduced broad changes to licensed child care service delivery, and a considerable movement towards affordable child care within the province of Ontario.

The Children’s Services Department has chosen the image of a Forget-Me-Not as a symbol of the CCEY system in Leeds and Grenville to ensure that children and families are at the forefront of service system planning policy as well as program and service delivery.

Our focus over the next five (5) years will be on the implementation of this Service Plan with ongoing initiatives to support licensed child care growth, the delivery of responsive and accessible EarlyON Child and Family Centres, and ongoing efforts to attract and retain a high-quality professional CCEY Workforce.

This Service Plan represents a community vision for the CCEY system in Leeds and Grenville and the strategic priorities of the Counties for the CCEY system over the next five (5) years. Following approval by County Council, the CCEY Service Plan will be actioned with an annual implementation plan rooted in Provincial priorities and informed by ongoing engagement with key stakeholders.

Shannon Brown

Manager, Children’s Services Department





EXECUTIVE SUMMARY

Designated as the Consolidated Municipal Service Manager (CMSM) for Leeds and Grenville by the Government of Ontario, the United Counties of Leeds and Grenville (the Counties) is responsible for the planning, funding and management and accountability of the licensed child care and early years system. The Counties' Children's Services Department, a department within the Community and Social Service Division, is not only responsible for this system planning, but also provides direct service and program delivery of EarlyON Child and Family Centre (CFC) within Leeds and Grenville. This dual role is reflected throughout this Service Plan.

Through the Children's Services Department, the Counties is responsible for identifying community needs for licensed child care and EarlyON CFC programming, allocating funding to address child care and early years requirements, and for developing a Service Plan to identify local child care and early years system priorities.

This Service Plan outlines the Counties' vision for licensed child care and early years programs and services for children 0-12 years, and their families, in Leeds and Grenville for 2024-2028. The plan is reflective of needs identified by families, children, child care operators and various community stakeholders.

While the vision of this Service Plan is system-wide, the outcomes are focused on the well-being of children and families across Leeds and Grenville.

TERMS AND DEFINITIONS

Accessible means easily used, acquired, secured or obtained by all people, including individuals with disabilities.

Affordable means having a cost that is not too high or too expensive as compared to regional/local costs and/or the means of the family.

CMSM means a Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB) designated as a Service System Manager as defined in the Child Care and Early Years Act (CCEYA), 2014.

CCEY means Child Care and Early Years. The CCEY system falls under the Service Manager responsibilities of the United Counties of Leeds and Grenville and is comprised of licensed centre-based child care, licensed child care operating in schools, licensed home child care and EarlyON Child and Family Centres.

Equitable means treating everyone in the same manner and providing what is needed.

Governance means the act of creating, governing, controlling and directing policy and of decision making.

Inclusive means welcoming, respecting, engaging, involving and supporting everyone, including individuals with disabilities, of individuals of different races, genders, and abilities.

Leadership means the act of leading and/or the capacity to lead. Different than Management, leadership is a behaviour of an individual or entity and is not necessarily tied to a position or title.

Operations means the act, process and methods of operating. This includes but is not exclusive to program management, business operations, program operations, HR responsibilities, financial practices, legal requirements, etc.

Pedagogy means the method and practice of teaching/educating.

Sustainable means the ability to be maintained at a certain rate or level.

The Counties means the Corporation of the United Counties of Leeds and Grenville.

Workforce means workers employed as part of the CCEY sector.

SERVICE SYSTEM ANALYSIS

The development of this Service Plan has been informed through ongoing engagement with a range of community partners and shaped by provincial priorities. Community and sector-specific consultations have guided our understanding of community demographics, evaluations of current services, identification of system needs and have supported innovative thinking to explore new ways to respond to the changing requirements of children and families in our community. Service-system analysis was also undertaken through Counties-led surveys and focus groups, alongside committee-based feedback.

The 2024-2028 Service Plan was developed and supported through consultations with, and feedback from, the following sector partners:

- Child Care Supervisors Network
- CCEY Workforce Committee
- Community and Social Services staff (Integrated Program Delivery, Housing and Children’s Services)
- EarlyON CFC Participants
- Early Years Providers Network
- Families of diverse backgrounds
- Leeds, Grenville and Lanark District Health Unit
- Licensed Child Care Providers
- Licensed Child Care Staff (RECE and non-RECE)
- Local School Boards (English and French language)
- Preschool Speech and Language Advisory Committee
- Special Needs Steering/Advisory Committee
- Triple P Working Group



BACKGROUND

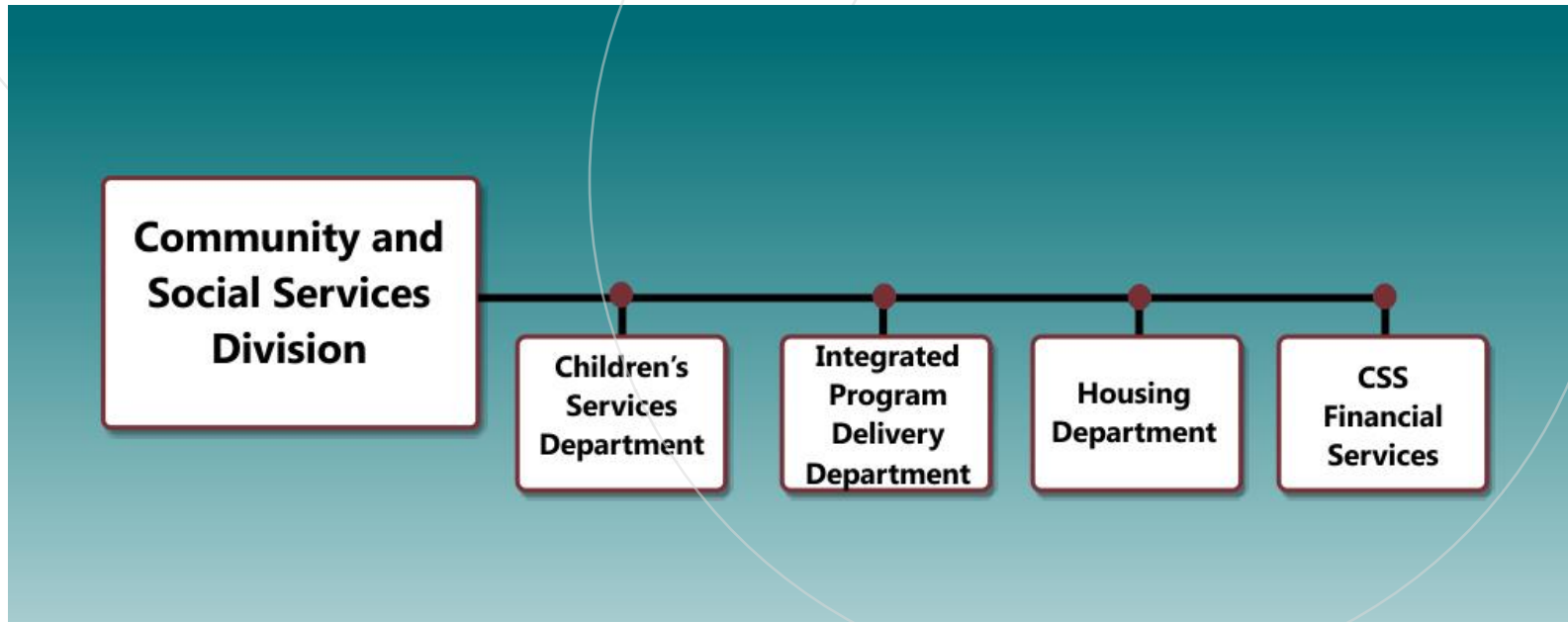
UNITED COUNTIES OF LEEDS AND GRENVILLE COMMUNITY AND SOCIAL SERVICES DIVISION

The Children’s Services Department is one (1) of three (3) service delivery departments in the Community and Social Services (CSS) Division:

- Children’s Services Department
- Integrated Program Delivery (OW and Homelessness)
- Housing Department.

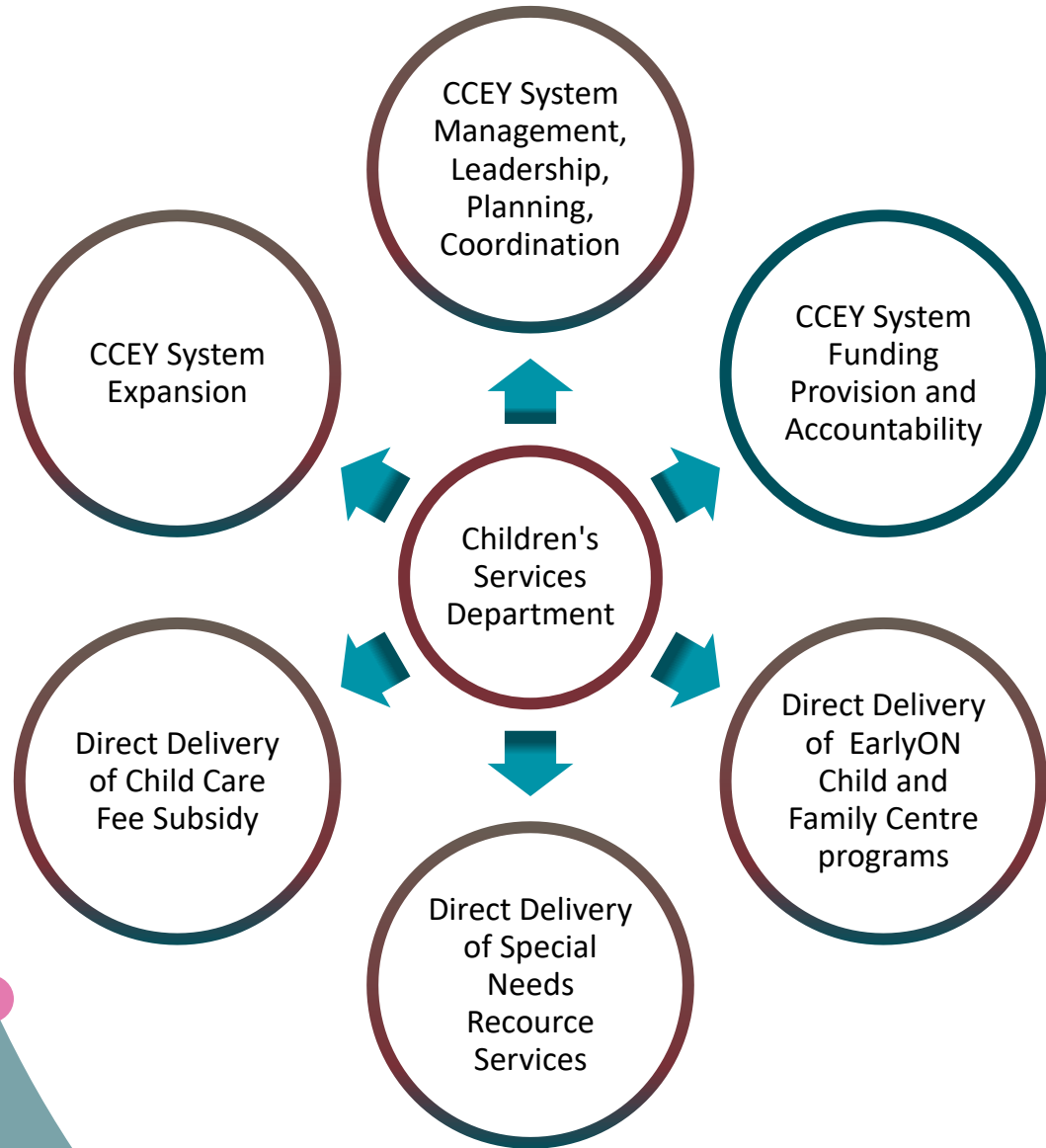
Together, these CSS Departments collectively deliver a menu of municipally, provincially and/or federally mandated programs and services, including:

Child Care Fee Subsidy, Ontario Early Years CFC, Special Needs Resource Service, Affordable Housing, Homelessness Prevention, Ontario Works, Social Housing, and other contingency funding, alongside oversight to licensed child care programs and, Non-Profit and Affordable housing providers within Leeds and Grenville.



CHILDREN'S SERVICES DEPARTMENT

ROLES AND RESPONSIBILITIES



OUR COMMUNITY – LEEDS AND GRENVILLE POPULATION DATAⁱ

Located in Eastern Ontario, Leeds and Grenville is comprised of ten (10) member municipalities, and three (3) partner municipalities. With a population of 104,070, a land area of 3,355.61 square kilometers, and a population density of 31.0 per square kilometer, Leeds and Grenville lies south of Ottawa, and is located approximately halfway between Toronto and Montreal. Leeds and Grenville is bordered by the shores of the St. Lawrence River, the 1,000 Islands, and the banks of the Rideau Canal, and is home to several important economic corridors, including two International bridges, which provide easy access for travelers to and from the United States.

Population of Leeds and Grenville in 2021	104,070
Number of Children Aged 0-14 Years	14,170
Number of children Aged 0-4 Years	4,200
Languages Spoken in Home	
English Only	97,360
French Only	650
Non-Official Language	560
Children in Two-Parent Family	19,375
Children in One-Parent Family	6,720
Indigenous Identity	3,540
Immigration Status	
Non-Immigrant families	94,690
Immigrant Families 2016 – 2021	470
Income of Economic Families 2020	
Median Total Income Couple-with-Children Economic Families	\$134,000
Median Total Income of One-Parent Economic Families	\$67,500

Source: Data derived from Stats Canada Census Profile, 2021.

THE CHILD CARE AND EARLY YEARS SYSTEM IN LEEDS AND GRENVILLE

Licensed Child Care Programs

There are 17 unique licensed **centre-based** agencies within Leeds and Grenville and 43 centre-based sites. Of the total number of agencies that exist, 16 hold a Service Agreement with the Counties. In total, Leeds and Grenville has 2,994 licensed centre-based child care spaces operating in either community or school locations.

There is one (1) **licensed home child care (LHCC)** agency in a Service Agreement with the Counties with a total of 12 LHCC providers operating in our community. Additional licensed home child care providers exist in the community that are contracted through a child care Operator whose head office is not located in Leeds and Grenville; therefore, the total number of current home providers/spaces identified is an estimate.



Licensed Child Care
Centre Based Spaces



Licensed Home
Child Care Spaces

965 Licensed Spaces*
(Infant, Toddler, Preschool
and Family Grouping)

881 Operating Spaces*
(Infant, Toddler, Preschool
and Family Grouping)

2,029 Licensed Spaces
(Kindergarten and School-Age)

1,271 Operating Spaces
(Kindergarten and School-Age)

68 Licensed Spaces*
(Infant, Toddler, or Preschool)

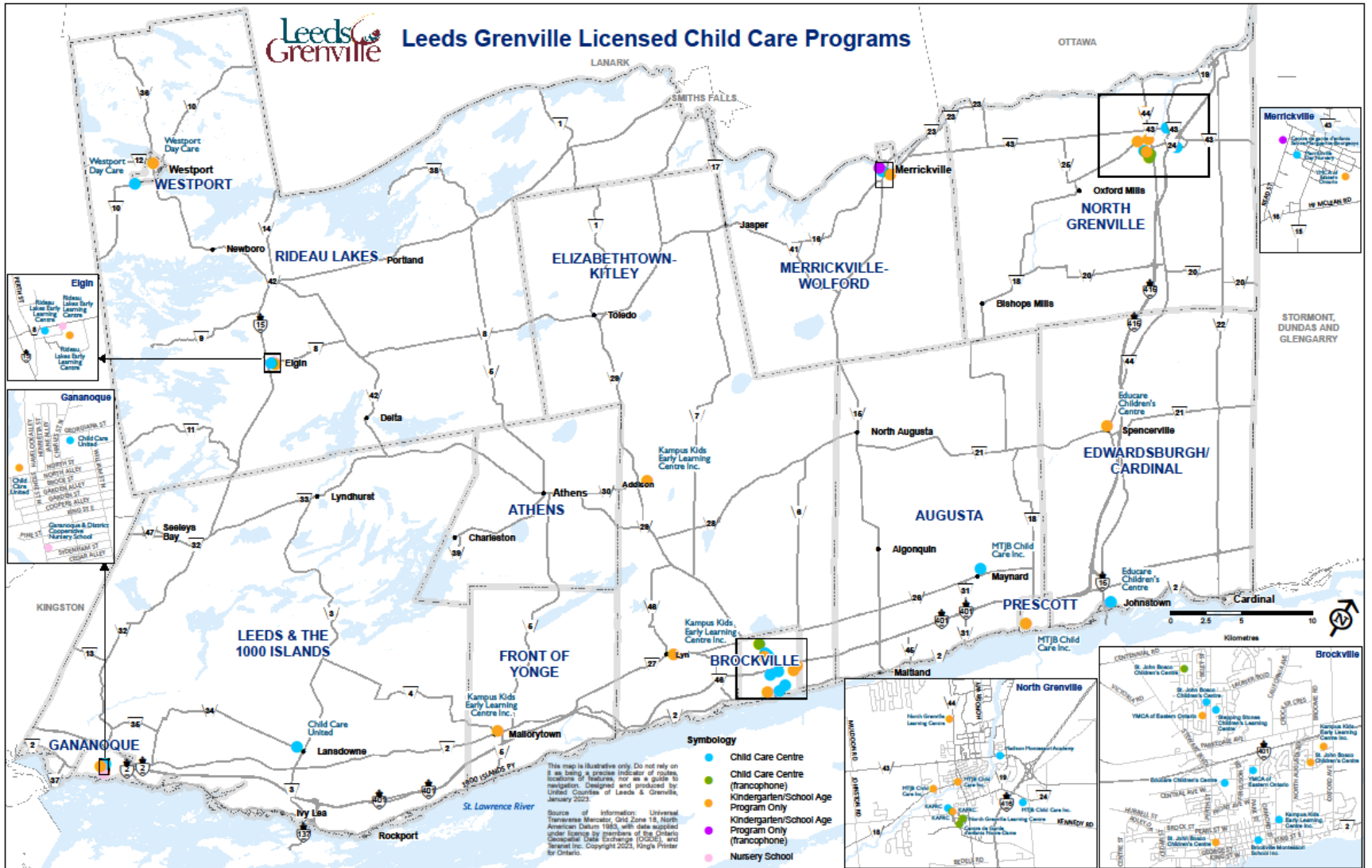
62 Operating Spaces*
(Infant, Toddler, or Preschool)

4 Licensed Spaces
(Kindergarten and School-Age)

4 Operating Spaces
(Kindergarten and School-Age)

*Note: **Licensed Spaces** refers to the number of licensed child care spaces approved by the Ministry of Education based on size of building, room, etc. as directed by the Child Care and Early Years Act, 2014. **Operating Spaces** refers to the number of licensed child care spaces that are being operated and staffed.

Licensed Child Care Programs Locations



EarlyON Child and Family Centres

EarlyON Child and Family Centres (EarlyON CFC) are a provincially mandated program/service which offers high-quality, free drop-in and virtual programs for children 0-6 and their families, where they can learn, grow and connect, together. Through EarlyON CFC:

- 1 Children have access to play and inquiry-based learning opportunities alongside their parents and caregivers and experience positive developmental health and well-being.
- 2 Parents and caregivers have access to high quality services that support them in their role as their children’s first educators, enhance their well-being, and enrich their knowledge about early learning and development.
- 3 Parents and caregivers have opportunities to strengthen their relationships with their children through play.
- 4 Francophone children and families have access to French language programs and gain enhanced knowledge about language and identity acquisition.
- 5 Indigenous children and families have access to culturally responsive programs and services.
- 6 Parents and caregivers are provided with relevant and up-to-date information about community services.



EarlyON Child and Family Centres *continued*

EarlyON CFC programs operate out of the following communities across Leeds and Grenville: Athens, Brockville, Cardinal, Elgin, Gananoque, Kemptville, Limerick Forest and Prescott.

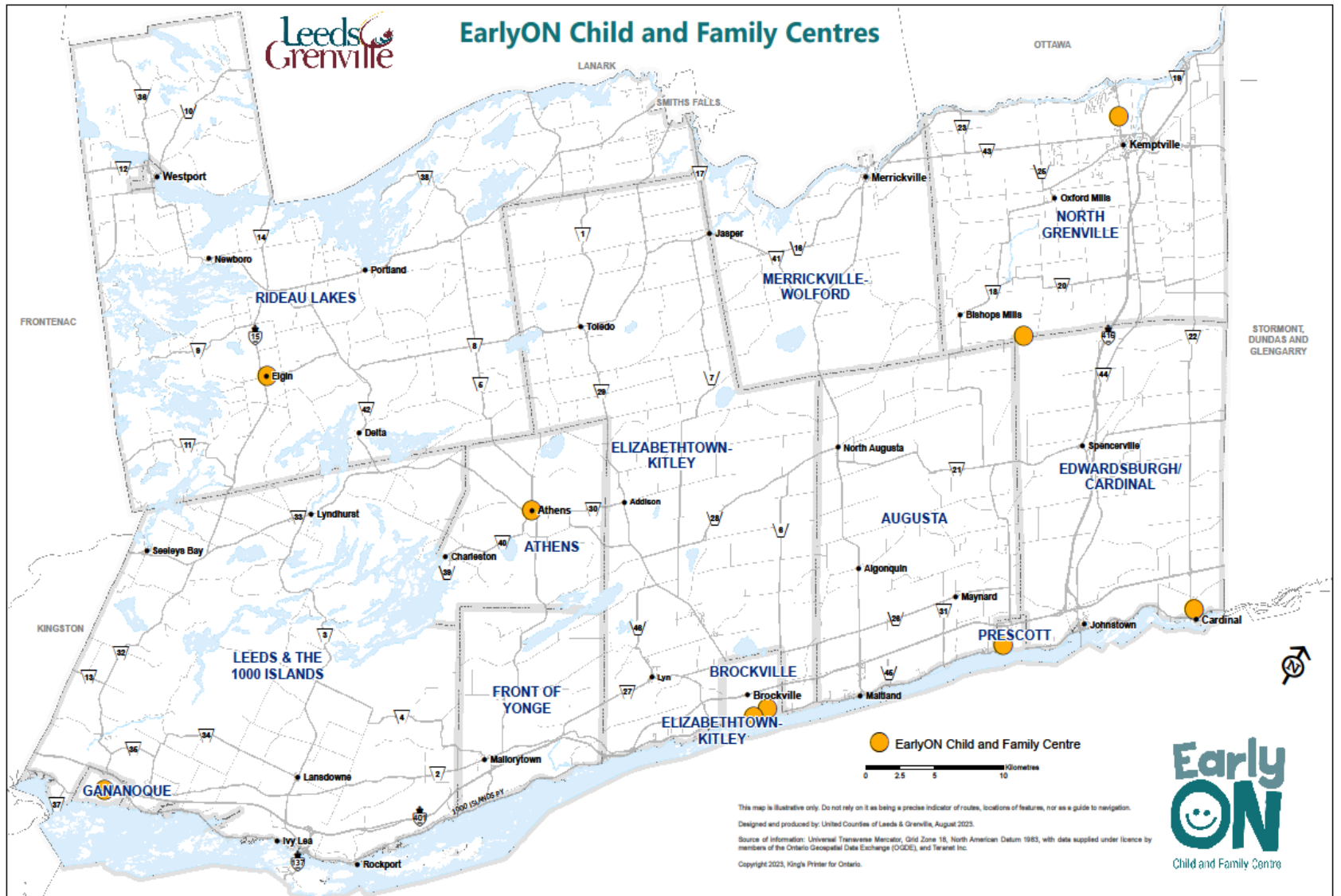
EarlyON Child and Family Centre Program Visits

Year	Visits by Children	Visits by Parents/Guardians
2018	13,892	10,574
2019	16,921	12,058
2020*	3,320	2,510
2021*	1,804	1,581
2022*	6,076	4,967

*Note: 2020,2021, and 2022 numbers reflect programming closures and restrictions due to the COVID-19 Pandemic.



EarlyON Child and Family Centre Program Locations





VISION

THE VISION FOR A QUALITY CHILD CARE AND EARLY YEARS SYSTEM

The Counties envisions the highest quality CCEY system that provides inclusive, equitable and responsive child care and early years programs; a system that views all children and families as competent and capable.

Cultivating a high-quality CCEY system within Leeds and Grenville is the central priority of the Children’s Services Department, and the well-being of children and families is at the core of our work.

Working within the Community and Social Services Division, our work supports the United Counties of Leeds and Grenville’s Official Plan to “foster the creation of complete, healthy, and sustainable communities to maximize quality of life for all residents” (page 4)ⁱⁱ.

Our goal for a strong, responsive and relevant CCEY system recognizes that service system planning and delivery is built on five (5) key **Foundations**.

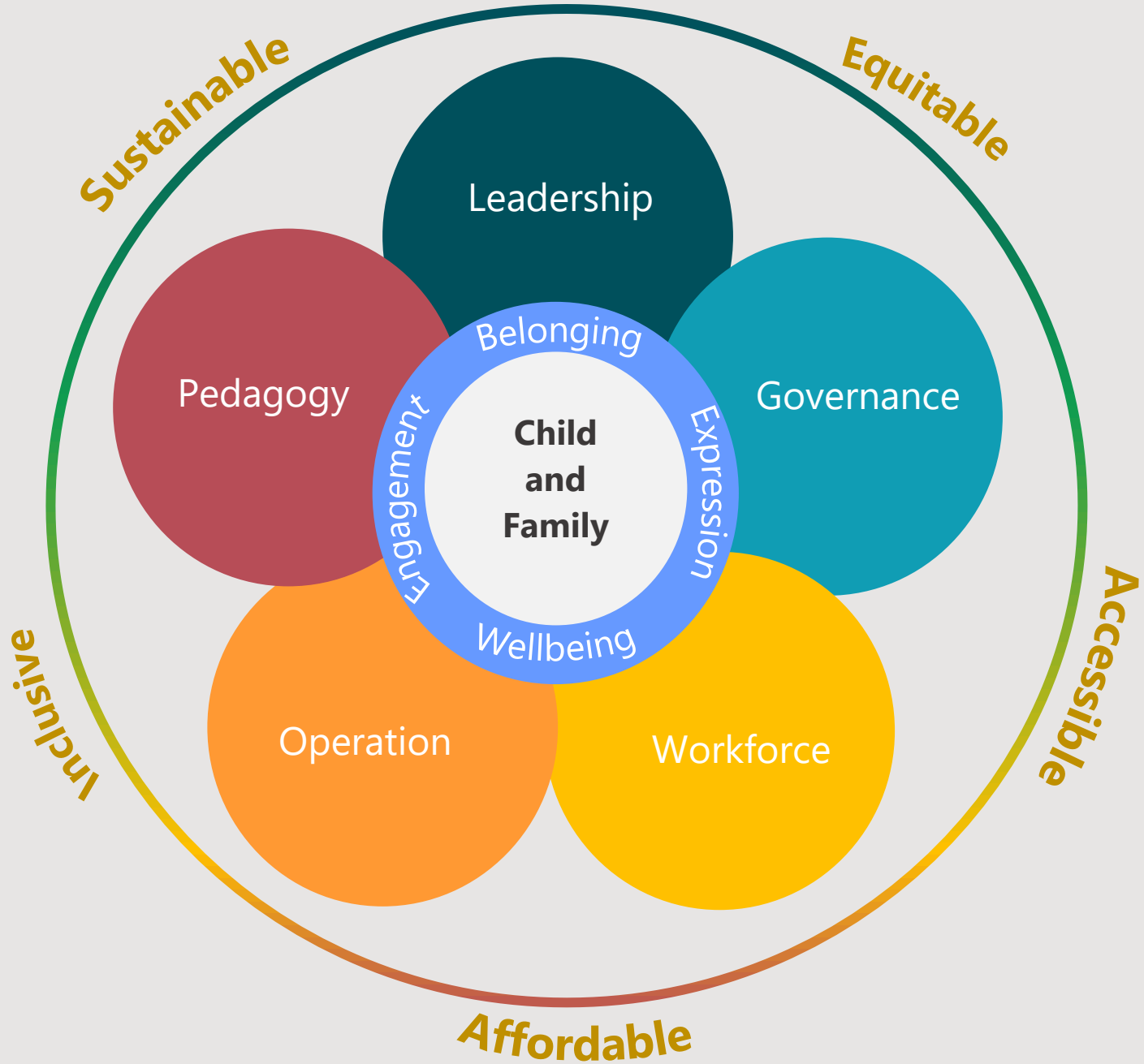


When policy, planning and decision making are informed by the **Principles** of equity, accessibility, affordability, inclusiveness and sustainability, we build systems, programs and services that support the well-being of children, families and communities as a whole.

The adoption of these key **Foundations** and **Principles** form our vision for CCEY Service System planning and delivery, inform service delivery for the EarlyON Child and Family Centres in Leeds and Grenville, and build quality standards for the Children’s Services Department.

The strategic priorities outlined in this plan are informed by this framework.

Quality Child Care and Early Years System Foundations and Principles



Quality Child Care and Early Years System Foundations and Principles *continued*



Leadership on the part of the Children’s Services Department, requires a multi-faceted approach to create engagement throughout the CCEY system. Strategic leadership requires a responsive approach; one that can quickly and efficiently respond to changes in provincial direction or emerging community needs. Responsible leadership requires a focus on building capacity within the CCEY system.

Building leadership skills within the CCEY sector is a key Service Manager responsibility; building capacity for those with leadership roles and titles, as well as those who exemplify leadership within the system through their daily actions. The success and quality of the CCEY system is dependent on partnerships with all leaders. Ongoing engagement through consultations, communications, professional learning opportunities and pedagogical leadership initiatives, are vital components of service system management and delivery.

KEY PRINCIPLES	
EQUITABLE	Leadership that embraces and strives to meet the unique and diverse needs and of all children and families in our community.
ACCESSIBLE	Leadership that is open to feedback and is readily available to support the needs of the staff, families and children of the child care and early years system.
AFFORDABLE	Leadership that ensures that funding and spending decisions are fiscally responsible and accountable to staff, families, children and community.
INCLUSIVE	Leadership that incorporates and supports the diverse needs of children, families, staff and partners into decision making, policy development as well as program and service delivery.
SUSTAINABLE	Leadership that transcends titles, roles and responsibilities through the creation of policies, procedures and directives. Leadership that has a clear direction and works collectively to achieve clearly articulated outcomes.

Quality Child Care and Early Years System Foundations and Principles *continued*



Strong governance is fundamental to our work as CMSM; to our role within Leeds and Grenville’s CCEY System, and to the responsibility of CCEY Service Providers. Service system governance is rooted in legislation, regulations, policies, procedures and practices. Planning for, and management of, licensed child care services and the EarlyON CFCs in Leeds and Grenville requires transparent, responsive, relevant and coherent policies and processes.

Governance through transparent decision making and responsible management builds community and stakeholder trust within an increasingly complex system. Accountability for the use of public funds is cornerstone to responsible governance.

Sound governance extends beyond decision making and management and requires ongoing and continuous engagement with systems and partners to ensure the inclusion of all voices within a governing system that remains responsive, adaptable and accountable to all stakeholders.

KEY PRINCIPLES	
EQUITABLE	Governance that operates based on fairness and the needs of children, families and staff.
ACCESSIBLE	Governance models and systems that are easily understood, easy to navigate and easy to access.
AFFORDABLE	Governance that builds affordable systems through the use, and responsible management of, public funds.
INCLUSIVE	Governance that is inclusive of a diversity of voices and priorities.
SUSTAINABLE	Governance that sets accountability and best practices for use of public funds.

Quality Child Care and Early Years System Foundations and Principles *continued*



Quality CCEY Systems are only possible when a skilled, knowledgeable and professional workforce is present. Skilled professional workers engage children and families, invite learning and can improve a child’s and/or family’s outcomes in critical areas such as lifelong learning and wellbeingⁱⁱⁱ. As CMSM, it is essential to work with child care operators, child care and early years staff, Municipal partners and community stakeholders to develop solutions and strategies to build and strengthen the local child care and early years workforce. Workforce shortages within the CCEY sector across Canada^{iv}, and increased demands on the current workforce, underscore the importance of having key supports in place to strengthen workforce recruitment and retention strategies. Staffing shortages impact early years operations, opportunities for system growth, and children, families and communities as a whole.

The knowledge, training and expertise of staff, and in particular Registered Early Childhood Educators (RECE) and other professionally designated staff such as Child and Youth Workers (CYW), is integral to the delivery of a high-quality CCEY System. A focus on the recruitment and retention of qualified professional child care and early years staff must be supported through fair wages, favorable working conditions, professional recognition and ongoing professional development opportunities. Working to elevate the early years profession is essential, as staff development and workforce retention stem from feeling valued and respected.

KEY PRINCIPLES	
EQUITABLE	Workforce initiatives and professional learning opportunities that address the needs of a diverse, skilled, knowledgeable and professional child care and early years staff.
ACCESSIBLE	Workforce initiatives and professional learning opportunities that are readily available to child care and early years staff; and at varying stages of career development.
AFFORDABLE	Workforce initiatives and professional learning opportunities that are offered at no cost to staff working in the system.
INCLUSIVE	Workforce initiatives and professional learning opportunities that recognize diverse skills and abilities of staff.
USTAINABLE	Workforce initiatives that strengthen the overall CCEY workforce while building individual capacity.

Quality Child Care and Early Years System Foundations and Principles *continued*



Building transparent systems that allow for predictability of funding is essential to support a stable and predictable CCEY System. Operational reviews, financial reporting and auditing measures establish standards of practice and accountability, both within the Children’s Services Department and the local CCEY sector. Ongoing operational reviews with an eye to efficiency and accountability are crucial to ensuring a viable system.

Supporting leaders within the CCEY system to acquire the skills and knowledge necessary to establish transparent, predictable, accountable and responsible child care operations strengthens business practices and ensures accountability for public funds while building trust with CCEY partners, families and the community.

Optimizing operations creates efficiencies and supports good governance. Balancing the diverse needs of the CCEY system requires knowledge, experience and an ability to remain flexible to changing priorities.

KEY PRINCIPLES	
EQUITABLE	Operational processes that ensure opportunity to resources for the diverse variety of CCEY programs.
ACCESSIBLE	Operations that are transparent and easily understood.
AFFORDABLE	Operations that are accountable and responsible to the use of public funds.
INCLUSIVE	Operations that consider and integrate varied ideas, priorities and the needs of children, families, staff and community stakeholders.
SUSTAINABLE	Operational processes that are fiscally responsible and sustainable.

Quality Child Care and Early Years System Foundations and Principles *continued*



Pedagogy is at the core of all quality child care and early years programming and services. [How Does Learning Happen?](#) Ontario’s Pedagogy for the Early Years informs professional practices and is the regulated provincial framework that guides child care and early years programming in Ontario.

As CMSM, working with program operators and early years staff to build capacity around [How Does Learning Happen?](#) and supporting programming activities aligned with this framework is necessary to building high quality systems rooted in a common pedagogical vision^v.

Supporting the Pedagogical Leadership initiative, continuing professional learning opportunities, and funding supports for programming activities that align with [How Does Learning Happen?](#) positions child care and early years staff to better understand and support the needs of children and their families.

KEY PRINCIPLES	
EQUITABLE	Pedagogy that applies principles of equity and that intentionally engages all children, families, staff and the community as a whole.
ACCESSIBLE	Pedagogy that is easily accessible, understandable, relatable and easily applicable for all staff.
AFFORDABLE	Pedagogy that ensures all children and families have access to high quality programs and services at no, or minimal, cost.
INCLUSIVE	Pedagogy that fosters a sense of well-being and belonging for all children, families and staff within our community.
SUSTAINABLE	Pedagogy that is rooted in shared thinking of staff and in the practices of the organization.

SERVICE SYSTEM PLANNING FOCUS AREAS

Improving Outcomes for Children and Families - A System for All Families

Work within the Children’s Services Department supports, and is in turn supported by, the Counties’ Community and Social Services Division.

Child care is an essential service for working families, and quality child care pays itself forward. Investment in early childhood education provides a multitude of benefits, including increased participation of women in the workforce, increased educational outcomes for children and reducing income inequality^{vi}. Alternately, EarlyON CFC programs support the whole family through high quality programming, access to services and resources, and supporting the development of positive relationships which contribute to healthy child development^{vii}.

The vision for a quality CCEY system that provides accessible, inclusive and responsive programs must be inclusive and responsive to all children and families in our community. Systems and processes that are developed through a lens of equity and inclusion work towards supporting this vision. Through a commitment to working closely with Integrated Program Delivery and the Housing Department we aim to build robust strategies to best address the needs of all families, and improve client experiences, while remaining aware of, and responsive to, changing community needs.

Strengthening the Workforce - Creating Dynamic Professional Teams

A strong professional workforce is essential to building quality CCEY systems and programs. Workforce shortages are one of the key issues facing the sector, impacting the daily operations of child care agencies, the ability of families to secure child care spaces, and the ability to expand child care services to meet community need. Advancements toward affordable child care and broader access to high quality CCEY programs that includes both licensed child care and EarlyON CFCs, need to be done alongside the recruitment and retainment of educators^{viii}.

Analyzing and developing a better understanding of CCEY workforce trends is essential to supporting a professional workforce. By gaining a better understanding of local workforce needs we can better identify core initiatives to build stronger support systems for the CCEY workforce and for local Operators.

Planning for System Growth and Accessibility - Looking Forward

Increased demands for child care services and early years programming, paired with workforce shortages has created service system pressures. Responding to these pressures requires strategic planning, management of funding dollars, supports to child care and early years operators, and continued engagement with families and community stakeholders.

Planning for growth within the licensed CCEY system in Leeds and Grenville is informed by our vision for a quality CCEY system, and alignment with provincial priorities and guidance. Engagement with stakeholders including municipal partners, families and community agencies, alongside representatives from Economic Development, Planning, and Community and Social Services, will allow the Children’s Services Department to be prepared for new opportunities for space expansion, and to be responsive to growing needs within the community.

Recognizing the evolving needs of our community, we are committed to seeking every opportunity to maximize funding to improve the accessibility of the CCEY System within Leeds and Grenville.

Supporting Economic Growth - Responding to Community Needs Together

High quality, affordable, accessible and inclusive CCEY systems support workforce and economic development initiatives including supporting opportunities for business growth and expansion, and for the development of strategies for the attraction and retention of workers. Cost-benefit analysis of early childhood education programs show positive returns in investment with wide-reaching economic benefits^x. The Children’s Services Department is committed to exploring opportunities whereby child care and early years programs and services can best support economic development within Leeds and Grenville.



STRATEGIC PRIORITIES AND GOALS

Through ongoing consultations with CCEY sector partners and stakeholders, the following strategic priorities and goals have been developed to address identified needs within the Leeds and Grenville Child Care and Early Years system and will inform policy, funding, initiatives, projects, program and service decisions within the Children’s Services Department over the next five (5) years.

CHANGE THE NARRATIVE	
PRIORITY	Elevating the value of the CCEY System in Leeds and Grenville.
GOALS	1. Promote the CCEY workforce as a professional body, and fundamental to building a high-quality CCEY System.
	2. Continue to build the capacity, confidence and knowledge of CCEY staff at all levels, to support a high-quality CCEY System.
	3. Increase the number of RECE staff and other professionally designated staff working in the CCEY System.



STRATEGIC PRIORITIES AND GOALS *continued*



INCREASE ACCESS

PRIORITY

Ensuring accessible and inclusive CCEY programs and services for families in Leeds and Grenville.

GOALS

1. Ensure that licensed child care spaces and EarlyON CFC programs/services are equitably available across Leeds and Grenville for all families, including those in underserved communities and populations.
2. Identify and work to remove the barriers to accessing child care and EarlyON CFC programs/services, that exist for lower income families, families requiring flexible services and families with children special needs.
3. Achieve a zero-service refusal and/or enrollment termination rate of families with children with special needs.



STRATEGIC PRIORITIES AND GOALS *continued*



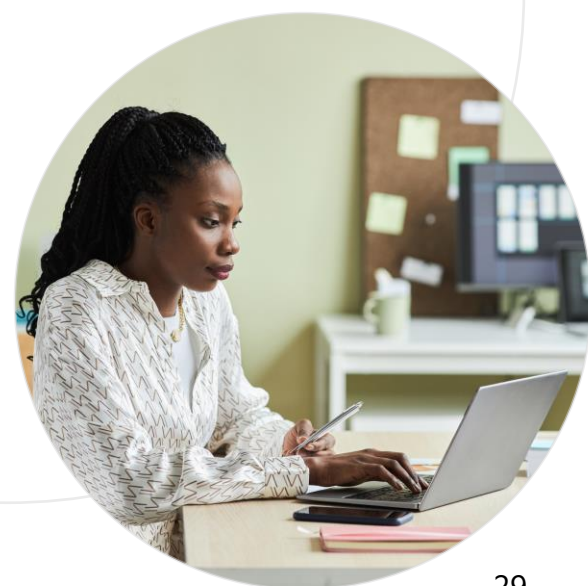
MAXIMIZE OPPORTUNITIES AND EFFICIENCIES

PRIORITY

Identifying and maximizing opportunities for operational efficiencies, streamlining of processes and group purchasing for CCEY Operators in Leeds and Grenville.

GOALS

1. Explore opportunities for centralized CCEY System support services (i.e. Centralized Waitlist, HR, Financial, etc.).
2. Identify opportunities to maximize the collective purchasing power of Operators in the CCEY System (i.e. group benefits, bulk purchasing, etc.).



STRATEGIC PRIORITIES AND GOALS *continued*

 BUILD AND NURTURE PARTNERSHIPS	
PRIORITY	Building partnerships with community stakeholders to find innovative solutions to support the delivery of CCEY programs and services.
GOALS	<ol style="list-style-type: none">1. Create opportunities for regular engagement between CCEY System leaders and community stakeholders, to discuss the economic and social benefits of the CCEY System, to identify common priorities and find opportunities for partnership and collaboration.2. Regularly engage with CCEY Operators and community stakeholders to identify current challenges and future community needs for CCEY services/programs.3. Ensure that all partnerships are rooted in client-centred service.



IMPLEMENTATION

Over the next five (5) years the Children’s Services Department will oversee the application of the Service Plan and its priorities through the development of an annual Implementation Plan. The Implementation Plan will be developed through consultations with key stakeholders, and will identify the steps the Children’s Services Department will take to support the achievement of the identified priorities and goals.

ONGOING ASSESSMENT AND EVALUATION

Once developed, the Implementation Plan will be reviewed annually to review departmental priorities and goals, analyze progress and set next steps for the forthcoming year.

Ongoing engagement with families, the CCEY sector, key stakeholders, members of the public and Counties’ staff will continue as an important part of service system planning, review and assessment. Ongoing analysis to identify and strategically respond to changing needs of the CCEY sector, as well as the needs of families within our community, is a vital component of service system planning and to the success of the 2024 - 2028 Service Plan.



SOURCES

- ⁱ Statistics Canada. (2021). Census profile, 2021 census of population. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/details/page.cfm?Lang=E&SearchText=Leeds%20and%20Grenville&DGUIDlist=2021A00033507&GENDERlist=1,2,3&STATISTIClist=1&HEADERlist=0>
- ⁱⁱ United Counties of Leeds and Grenville (2015). Official plan for the United Counties of Leeds and Grenville. Retrieved from <https://www.leedsgrenville.com/en/government/official-plan.aspx>
- ⁱⁱⁱ Alexander, Craig, Kip Beckman, Alicia Macdonald, Cory Renner, and Matthew Stewart. Ready for Life: A Socio-Economic Analysis of Early Childhood Education and Care. Ottawa: The Conference Board of Canada, 2017. Retrieved from www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/9231_Ready-for-Life_RPT.pdf
- ^{iv} McCuaig, K., Akbari, E., Correia, A. (April 2022). Canada's children need a professional early childhood education workforce. Atkinson Centre for Society and Child Development, Ontario Institute for Studies in Education, University of Toronto.
- ^v Ontario Ministry of Education. (2014c). How does learning happen? Ontario's pedagogy for the early years: A resource about learning through relationships for those who work with young children and their families. Toronto: Author.
- ^{vi} Alexander, Craig, Kip Beckman, Alicia Macdonald, Cory Renner, and Matthew Stewart. Ready for Life: A Socio-Economic Analysis of Early Childhood Education and Care. Ottawa: The Conference Board of Canada, 2017. www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/9231_Ready-for-Life_RPT.pdf
- ^{vii} College of Early Childhood Educators. Standard 1: Caring and Responsive Relationships. Retrieved from www.college-ecce.ca/members/standard-i-caring-and-responsive-relationships/
- ^{viii} Cleveland, Gordon. 2022. Early Learning and Child Care in Canada: Where have we come from, where are we going? IRPP Insight No. 44. Montreal: Institute for Research on Public Policy.
- ^{ix} Alexander, Craig, Kip Beckman, Alicia Macdonald, Cory Renner, and Matthew Stewart. Ready for Life: A Socio-Economic Analysis of Early Childhood Education and Care. Ottawa: The Conference Board of Canada, 2017. Retrieved from www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/9231_Ready-for-Life_RPT.pdf