

# Early Years Division Ministry of Education

**NOSDA  
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# **Phase 2 Regulatory Amendments under the *Child Care and Early Years Act, 2014* and the *Education Act***

# Purpose

- To provide an:
  - Overview of the phase 2 regulatory engagement and feedback;
  - Overview of the phase 2 regulations under the *Child Care and Early Years Act, 2014*; and *Education Act*, and
  - Update regarding next steps.



# Background

- Phase 2 regulations are part of the ministry's **child care modernization strategy** and build on the ***Ontario Early Years Policy Framework*** and EDU's strategic framework: ***Achieving Excellence***.
- The ***Child Care and Early Years Act, 2014*** and first set of regulations came into effect August 31<sup>st</sup>, 2015.
- The CCEYA's first phase of regulations helped to transition from the old legislative framework to the new one. It focused on strengthening compliance and health and safety in child care settings, as well as helping parents make informed choices about their child care options.

# Background

- Phase 2 will continue to strengthen the regulatory framework to further support the health, safety, and well-being of children while fostering high-quality, viable child-care programs.
- The phase 2 regulations were informed by:
  - Advice from the public and sector partners;
  - Contemporary research and inter-jurisdictional scans; and
  - Recommendations from the province's Auditor General and Ombudsman.

# Phase 2 Regulatory Consultations

- From February 1 to April 1, 2016, a consultation document was posted on the Ontario Regulatory Registry website to seek input on proposed regulatory changes under the ***Child Care and Early Years Act, 2014 (CCEYA)*** and the ***Education Act***.
- The ministry also met with a number of stakeholders to get feedback on phase 2 regulatory proposals.

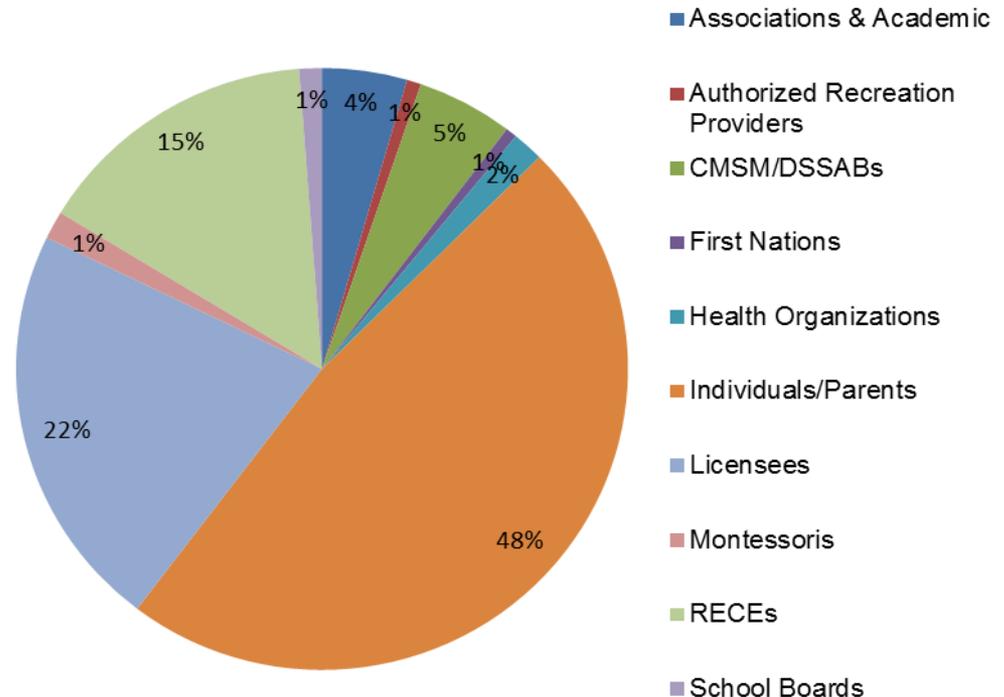
# Phase 2 Regulatory Consultations

- Phase 2 regulatory proposals under the *CCEYA* and the *Education Act* related to:
  - **Service system management and funding;**
  - **Licensing clarity** (authorized recreation, exemptions);
  - **Enforcement** (administrative penalties, offences);
  - **Tiered licensing** (term of a licence);
  - **Licensing standards** (home child care, health and safety, serious occurrences, playground, age groupings & ratios);
  - **Licensing fees;**
  - **Before- and after-school programs:** extended day and third party programs for children age 6-12 years of age (BASP 6-12; changes under the *Education Act*); and
  - **Miscellaneous regulations.**

# Profile of Respondents

The ministry received over **1,300 submissions** through the Ontario Regulatory Registry website.

- Respondents included: CMSMs/DSSABs; licensed child care providers; researchers and academic institutions; advocacy groups and professional associations; school boards; RECEs and licensed child care staff; and parents and individuals.
- Respondents represented communities across the province including rural, urban, and northern parts of Ontario.



# What We Heard

## Key Areas of Support

- Family grouping and mixed age grouping would increase flexibility. A higher proportion of qualified staff would support quality interactions.
- Enhanced health and safety requirements such as first aid, posting of allergies, children with medical conditions, and emergency management plans would support quality care.
- Support for expansion of service system management role and access to additional information on service system plan requirements.
- Support for increased access to authorized recreation and before and after school programs with a recommendation that program requirements and oversight be consistent with child care.

# What We Heard

## Key Issues Raised

- Concern that the age groupings and ratios proposals would compromise quality and safety, increase parent fees and decrease access to infants spaces.
- Increased number of qualified staff, elimination of reduced ratios for toddlers, and proposed sleep supervision requirements would result in financial implications for licensees.
- Further clarification was sought on administrative penalties, tiered licensing, serious occurrence definitions, authorized recreation program requirements and monitoring.

# How We Responded

The ministry listened to concerns raised through the regulatory posting and developed regulations that are reflective of the sector's and public's feedback.

Some of the **key changes** include:

- A new **optional** approach to **ratios and age groupings**;
- **Removing the proposed sleep supervision requirement** to have a staff person present where there are three or more babies under 18 months in a separate sleep/area room;
- Increasing time periods originally proposed for reduced ratios at arrival and departure times; and
- Including **longer transition times** for:
  - Service system managers to develop service plans, and;
  - The introduction of authorized recreational and skill building programs.

# CCEYA Key Resources

- **Child Care and Early Years Act Fact Sheets:**
  - Age Groupings, Ratios, Group size and Staff Qualifications
  - Family Age Groupings
  - Recreation programs
  - Day Camps
  - Serious Occurrences
  - Enforcement

# CCEYA Key Resources

- **Tiered Licensing Policy Memo & Child Care Centre Licensing Manual**
- **Child Care and Early Years Act Webcast (June 30,2016) and FAQs**
- **Putting How Does Learning Happen into Practice: Program Expectations for Licensed Child Care E-Module**
- **“A Parent’ s Guide to Child Care in Ontario” brochure**
- **Home Child Care and Unlicensed Child Care: How Many Children are Allowed? Web-based infographic**



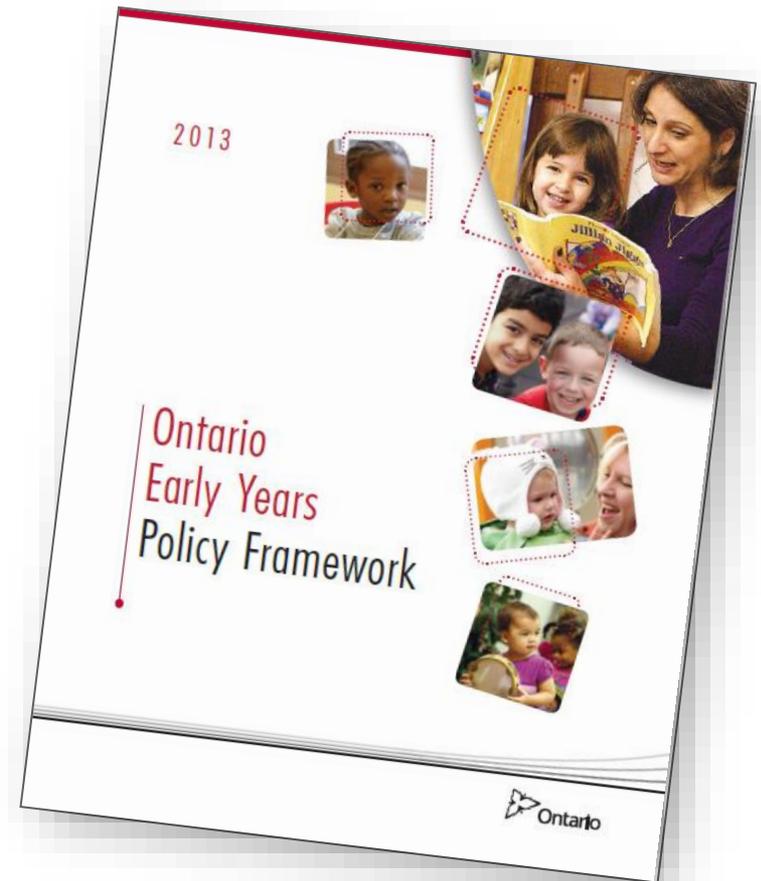
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# Ontario Early Years Child and Family Centres

## Moving Forward with Service Integration

# Our Vision for the Early Years

Ontario's children and families are well supported by a system of **responsive, high-quality, accessible, and increasingly integrated** early years programs and services that contribute to healthy child development today and a stronger future tomorrow.



# Moving towards greater integration

- Currently there are **four EDU-funded child and family programs**:
  - Ontario Early Years Centres (OEYCs)
  - Parenting and Family Literacy Centres (PFLCs)
  - Child Care Resource Centres (CCRCs)
  - Better Beginnings, Better Futures (BBBFs)
- By 2018, these programs will be integrated into a single, cohesive system of **Ontario Early Years Child and Family Centres** guided by a provincial framework, common identity, and a new funding approach
- **CMSMs/DSSABs will be responsible** for the implementation and management of OEYCFs as part of local integrated service planning
- Services will be **better coordinated, easier to navigate** and **more convenient** for children and families

# Role of CMsMs/DSSABs

- Conducting **local needs assessments**;
- **Engaging parents/caregivers** to inform planning and delivery;
- Facilitating **engagement with early years partners** to inform planning;
- Integrating OEYCFCs into **local service plans**;
- **Managing provincial funds and any third party contracts** associated with OEYCFCs and early years community planning groups; and
- **Measuring/reporting** on the impact of OEYCFCs.

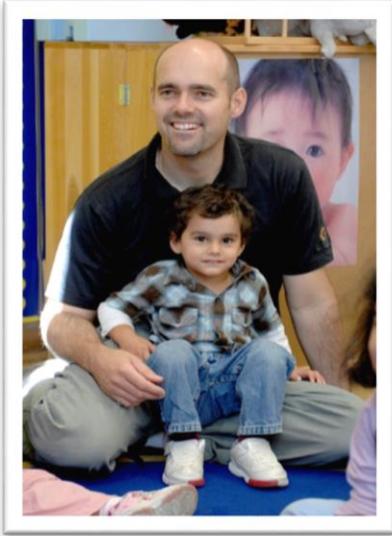


# Transitional Service Planning Guidelines

- To be released in **Summer 2016** and will include details related to:
  1. OEYCFC Service Description
  2. Service System Planning



# Vision and Guiding Principles



- Support all children, parents and caregivers in **learning, growing and connecting – together**
- Reflect the view of children, parents, caregivers and educators as **competent, capable, curious and rich in potential and experience**

## Guiding Principles for OEYCFCs

Child and Family-Centred	Welcoming	High Quality	Inclusive	Integrated	Community Led
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# OEYCFC Outcome Framework

*Ontario's children and families are supported by a system of responsive, high-quality, accessible, integrated early years programs and services that contribute to healthy child development.*



# Core OEYCFC Services



- **A suite of core services** required at every site
- Should be designed and delivered to be **responsive to diverse populations**
- To be provided at **no fee to program participants**
- ***How Does Learning Happen? Ontario's Pedagogy for the Early Years*** will guide programs

## Core Services

### Engaging Parents and Caregivers

- **Discussions and information sharing** about child development, parenting, nutrition, play and inquiry-based learning, etc.
- **Pre- and post-natal support** programs
- **Targeted outreach activities** directed at parents/caregivers not accessing services

### Supporting Early Learning and Development

- **Drop-in programs** that build responsive adult-child relationships and encourage children's exploration, play and inquiry, supported by *How Does Learning Happen?*

### Making Connections for Families

- **Information sharing about relevant community services**, specialized services, coordinated service planning agencies, public health, education, child care, etc.
- **Early identification and screening**
- Information sharing about **programs and services for the whole family**

# Customized Services

- **Flexibility to offer additional programs and services** that align with the needs and priorities of individual communities
- Ability to **integrate OEYCFCS with local community services** to provide multiple services through fewer service delivery mechanisms
- **Examples include:**
  - Sessions hosted in coordination with community service providers (e.g., settlement services, income tax clinics, etc.)
  - Resource libraries for families in need (e.g., clothing, food, toys)



# Service Delivery Methods

## Centres (mandatory)

- May be located within schools, community buildings, or stand alone
- Core services must be available at least six days per week (*may be spread among multiple centres within a CMSM/DSSAB's territory*)
- Schools-first approach is encouraged whenever possible

## Mobile Sites (optional)

## Virtual Resources (optional)

## Phone Lines (optional)



# Service Providers and Staffing

- **Directly deliver or agreements** with school boards or local service providers
- Encouraged to **select organizations with:**
  - A successful track record in delivering high quality early years programs
  - The ability to collaborate and integrate services
  - The existing capacity, knowledge and expertise to address diverse needs
- Support **service continuity** wherever possible
- **Qualified staff teams** may include Registered Early Childhood Educators and staff with expertise in adult education and family support



# French Language Services (FLS)



- Requirement to provide FLS:
  - **Where there is an identified need** as determined through local service planning and engagement; and
  - **In areas designated** under the *French Language Services Act*
- Option to partner with **French language school boards** or **Francophone service providers** with existing capacity
- May consider **partnering with neighbouring CMSMs/DSSABs** to enter into shared purchase of service agreements as appropriate

# Early Years Community Planning Processes

- **Refreshed expectations** for early years community planning processes, which have been provincially funded since 2005 (e.g., Best Start Networks)
- **Focus on:**
  - Identifying community needs, service gaps and/or duplication
  - Enhancing service integration and accessibility
  - Engaging parents and caregivers
- **These processes must:**
  - Involve all relevant community partners
  - Inform local service system decision-making
  - Be transparent to the community
  - Result in publicly available and regularly monitored action plans



# Local Needs Assessments



- **To inform local planning decisions** and identify any existing service gaps/duplication
- Encouraged to **build on existing processes**
- **EDU will provide** community profiles, a web-based mapping tool for early years data and Early Development Instrument (EDI) scores
- Requirement to submit a **summary of completed needs assessment** by Spring 2017

# Immediate Next Steps

- **Consultation on OEYCFC Provincial Framework** (*Spring 2016*)
- **Transitional Service Guidelines** (*Summer 2016*)
- **Local Needs Assessments** (*Summer 2016 – Spring 2017*)
- **Service System Planning for OEYCFCs** (*Fall 2016 – Fall 2017*)
- **Release of CMSM/DSSAB Funding Allocations** (*2017*)
- **OEYCFC Implementation** (*January 2018*)

