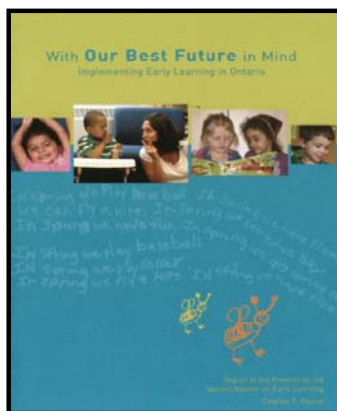




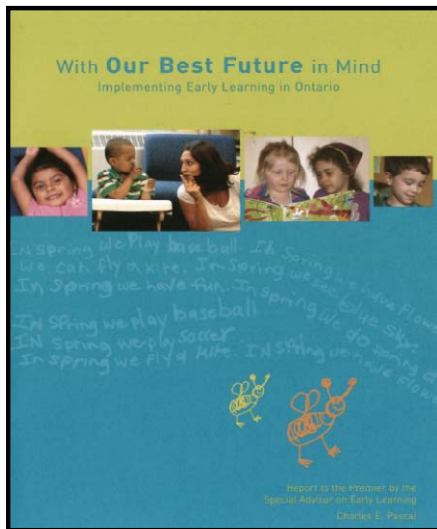
**Implementing Pascal's Vision:  
Moving From Policy to Practice in  
The Waterloo Region District School  
Board/Region of Waterloo Children's  
Services**



## Background:

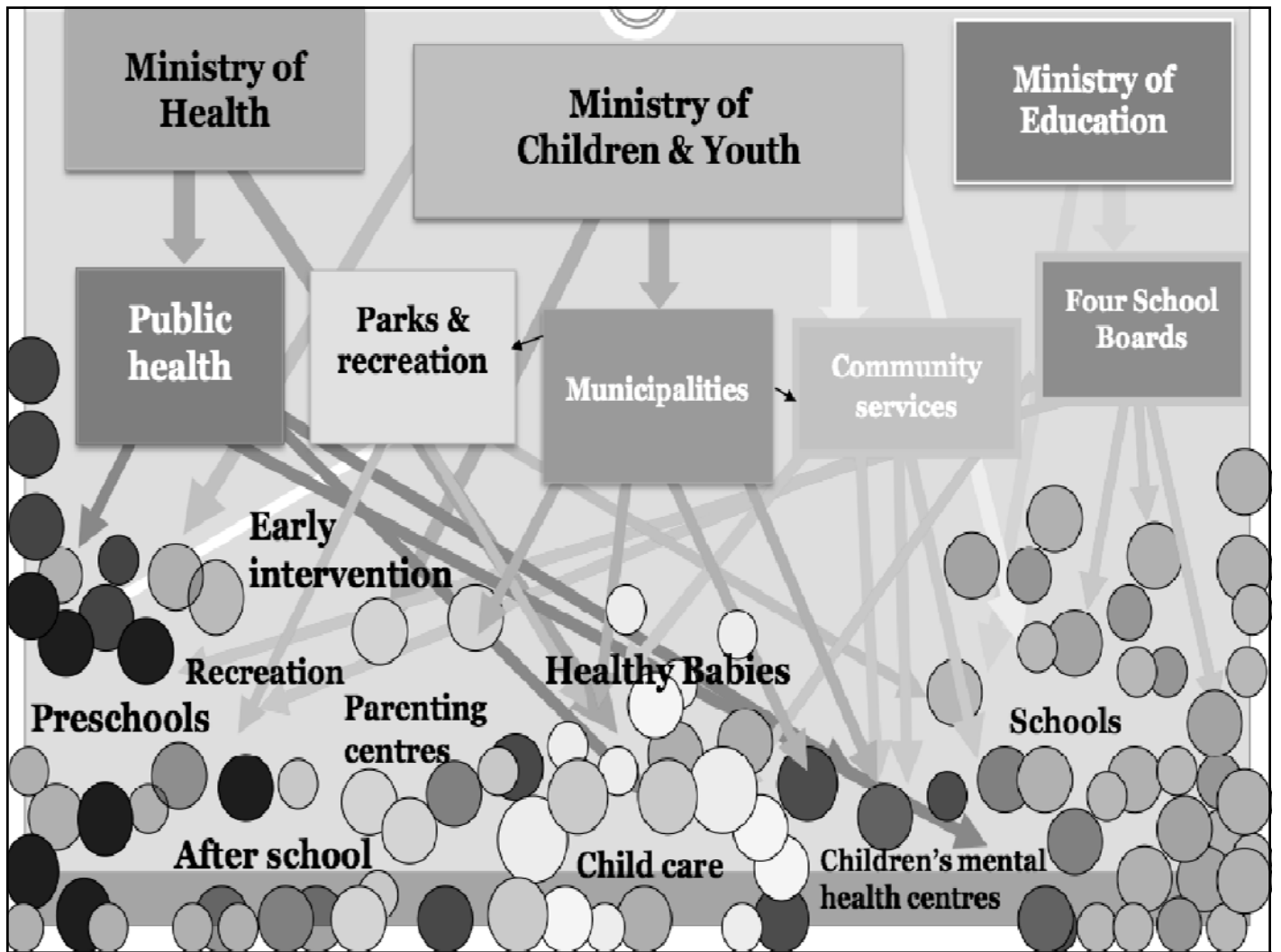


With Our Best Future in Mind, Pascal (2009)  
**set the early learning vision for Ontario that aligns with the 3 Goals of the Ministry of Education.**



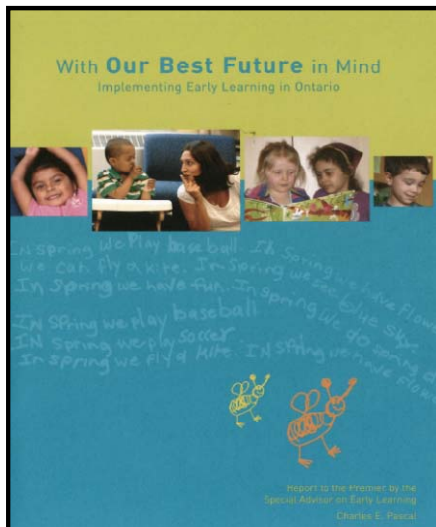
## With Our Best Future in Mind Pascal (2009)

**“It would be ineffective to layer a new program on top of a web of unsolved problems. We must turn a jumble of children’s programs into a child and family service system that closes the gaps and offers a continuum of services for children from birth to age 12” (p.5)**



## With Our Best Future in Mind

Pascal (2009)



One of the major barriers to building an integrated early years system in Ontario is the historic divide between education and child care. Separated by legislation, funding and delivery structures, Kindergarten with its education roots is viewed as contributing to the public good whereas child care is mired in its social welfare status. Advocates have long recognized that “good child care educates” and “good education cares”. It is time to erase the divide. (p. 16)



PLEASE DO NOT  
ENTER THE  
SCHOOL

IF ACCESS IS  
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ENTER SCHOOL  
THROUGH  
KENWOOD AVE.  
ENTRANCE

Thank you!

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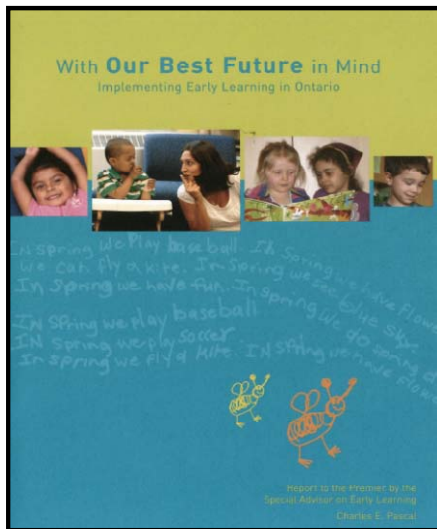
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## With Our Best Future in Mind Pascal (2009)

**“Parents would have the option of Extended programming before and after the traditional school day and year, not as an add-on, but as part of the Early Learning Program.” (p.5)**



**Government Tabled Initial Legislation:  
Fall 2009**

**Full-Day Early Learning Statute Law  
Amendment Act: April 2010**



**As a result of these legislative changes:**

**Ministry of Education has taken on responsibility for child care...meaning school boards have enhanced and direct responsibilities for before and after school programs.**





# Early Learning Program



2010-11

## The Full-Day Early Learning – Kindergarten Program

*Draft Version*



 reach every student

2010-11

Full-Day Early Learning–Kindergarten Program

## The Extended-Day Program

*Draft Version*



 reach every student

 Ontario

## The Waterloo Region Context Child Care Before Full Day Kindergarten: Our Call to Action

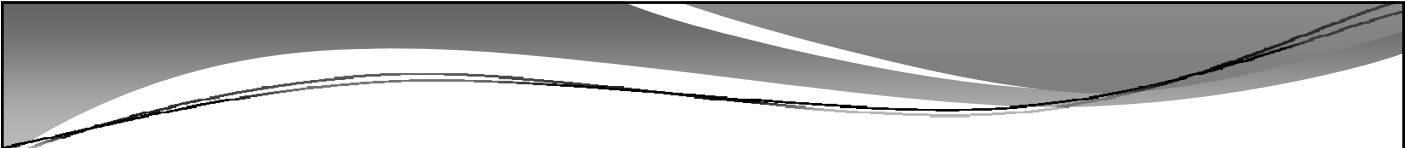
- 82% in Waterloo Region parents require childcare
- 34% of parents with students age 3-5 have access to licensed care
- 8% of parents with students age 6-12 have access to licensed care
- 28 of 103 elementary schools have licensed childcare





Where are the rest of the Children???

- **Unlicensed Child Care (80% in Ontario)**
- **Parent/Extended Family**
- **Sibling**
- **Alone**



**Children left in the care of siblings  
have the highest rate  
of behavioural problems at school  
as well as the highest  
rate of trouble with authorities**

Pascal, 2010

## Expanding Access to High Quality Childcare

**Children who have access to high quality licensed early learning and child care have...**

- Higher achievement and language scores
- Demonstrate better social skills
- Exhibit fewer behaviour problems

Source: Region of Waterloo, Early Learning and Child Care Profile 2011



**Priority Goals/Objectives/Guiding Principles of**  
**WRDSB/ROW:**

Raise the Bar - Enhanced student achievement  
Close the Gap - Reduce gaps in student achievement  
Public Confidence – Earlier Parental connection to school

**High Quality Care**  
**Accessibility**  
**Availability**  
**Affordability**

“Good child care educates, and good education cares.”

(Pascal, 2009)

## Laying The Foundation...

- **Internal task force to do foundational work that included the 3 departments (HR, Business, Learning) – Body of work re: hiring, facilities/planning, funding**
- **Strong Partnerships with Region of Waterloo**
  - Fee for Service Agreement to handle all money
  - Constant advice provided through Early Learning Joint Task Force
- **Establishment of System Administrator position**
- **Establishment of “Guiding Principles” re: Extended Day**





## **The Journey Begins:**

**Year 1(2010/11) : 12 FDK Schools  
4 Extended Day Programs**

**Year 2(2011/12): 17 FDK Schools  
8 Extended Day Programs**

- Enrolment quadrupled in first two years
- Positive feedback from families, schools, policy experts

Waterloo has show what can be done. Other boards should follow.

**Atkinson Centre**  
for Society and Child Development

**Waterloo's Story: Implementing a Comprehensive Vision  
for Seamless Care**

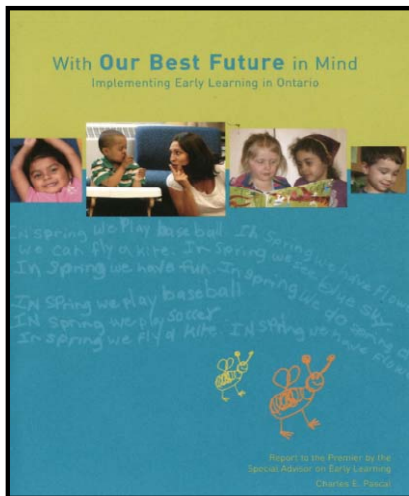
## **Kids thrive in 'seamless day of learning'**

Waterloo pioneers school-run before- and after-school program as part of Ontario's full-day kindergarten initiative.

## **Waterloo shows the way**

Waterloo has shown that the original plan for full-day kindergarten in Ontario can be carried out at the school board level.

# Great! “But what about my older child?”



•**Extended Programming for primary school children aged 6-8 and after-school programming (eg., sports, arts, communications) for children 9 to 12 would be offered by school boards at the request of 15 or more families in a school**  
(p.5)

# Youth Development Program Document for 8-12 year olds



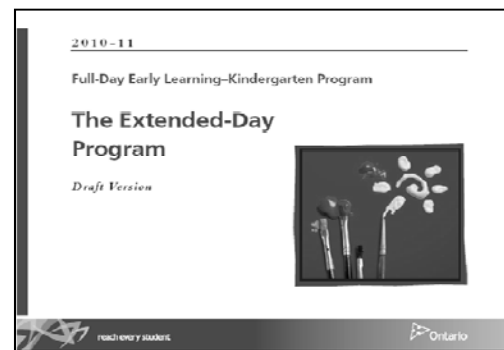
Waterloo Region  
District School Board

## **Before and After School Programs**

- **Operate Before and/or After School**
  - 7:00 am – 6:00 pm
- **No Waiting Lists...flexible PT/ enrollment**
- **Maximize Schools Resources**
- **Better Access to Better Spaces** (Gym, Library, Classroom, Computer Lab)
- **All Subsidy Eligible (no wait lists)**
- **Cost Recovery**
  - 2010 \$29/day
  - 2011 \$26/day
  - 2012 \$25/day
  - 2013 \$24.50/day

## ...Politics and Legislation: Impact of Advocacy

- Ontario School Boards must offer extended day programs for 4 and 5 year olds and include 6 and 7 year olds for viability; allows for programs for 8-12
- Can 'contract' with third party providers to deliver service, but the provider must be not-for-profit
- Providers must comply with Education legislation (Safe Schools)
- Extended Day program content must be delivered regardless of whether Board-operated or Third Party Provider operated



Parents Take Concern to Board

Tory MPPs Challenge Public School Board Over Child Care

Progressive Plan, Cowardly Message

Extended Day Programs ill-conceived Listen To Parents on Child Care

School's Extended Care Battle Heats Up

School Boards Shouldn't Run Daycare

Parents Hold Daycare Protest

School Board Daycare will Effect Everyone

Forget Big Brother, School Boards Want To Be Big Mother

Daycares Form Coalition: Agencies Aim To Inform Parents About Impact of Board-Run Daycare

Ambitious School Boards Raise Big Questions





# **Trustees Get Nervous, Local Lobbying Occurs**





## **Neighbourhood Information Sessions**

### **Emerging Themes:**

- **Family Contexts**
- **Reliability and Sustainability of Programs**
- **Program Provision**
- **Program Quality:**
  - **Inclusion**
  - **Health and Safety**
  - **Program Design**
  - **Program Staff**
  - **Program Cost**
- **Communication, Consultation and Decision Making**



## **Facilitated Meetings with Third Party Providers**

- 2 Facilitated Meetings with all Third Party Providers currently operating in WRDSB schools
- 4 Key Principles established to frame discussions
- Individual meetings with each provider
- Region of Waterloo staff participated in all meetings

### **Key Learnings from Neighbourhood/Third Party Meetings:**

- High quality, affordable care, including for children with special needs, is valued by parents
- Parents highly respect and value relationships with existing providers
- Parents value accessibility to before and after school programs in schools
- Gaps in service should not result due to expanded Board-operated programs
- Summer programs and programs for other ages beyond 4 to 7 are necessary for families but viability can be difficult
- Providers believe that amendments are needed to the Day Nurseries Act
- Modernization of Child Care funding is needed to support infant, toddler and pre-school programs



**Priority Goals/Objectives/Guiding Principles of WRDSB:**

Raise the Bar - Enhanced student achievement

Close the Gap - Reduce gaps in student achievement

Public Confidence – Earlier Parental connection to school

**High Quality Care**

**Accessibility**

**Availability**

**Affordability**

**“Good child care educates, and good education cares.”**

(Pascal, 2009)



## Status:

### Implementation Strategy Review – Delivery Models:

- Model 1: Blended Model
- Model 2: Hybrid Model
- Model 3: Co-operative Model
- Model 4: Customized Community Model

## **The Journey Continues:**

**Year 1** (2010/11) : **12 FDK Schools**

**4 Extended Day Programs**

**Year 2** (2011/12): **17 FDK Schools**

**8 Extended Day Programs**

**Year 3** (2012/13) **43 FDK Schools**

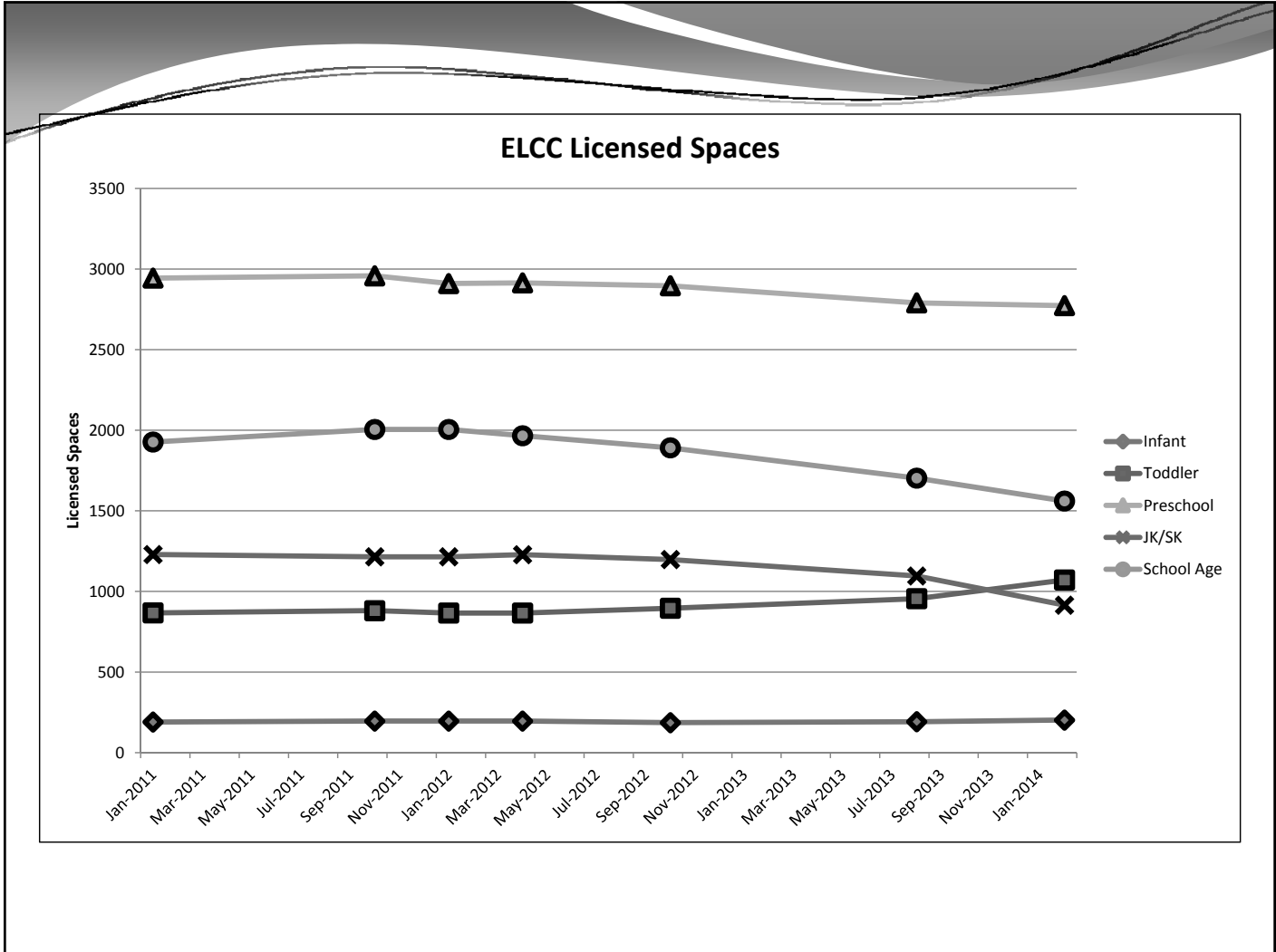
**32 Extended Day Programs**

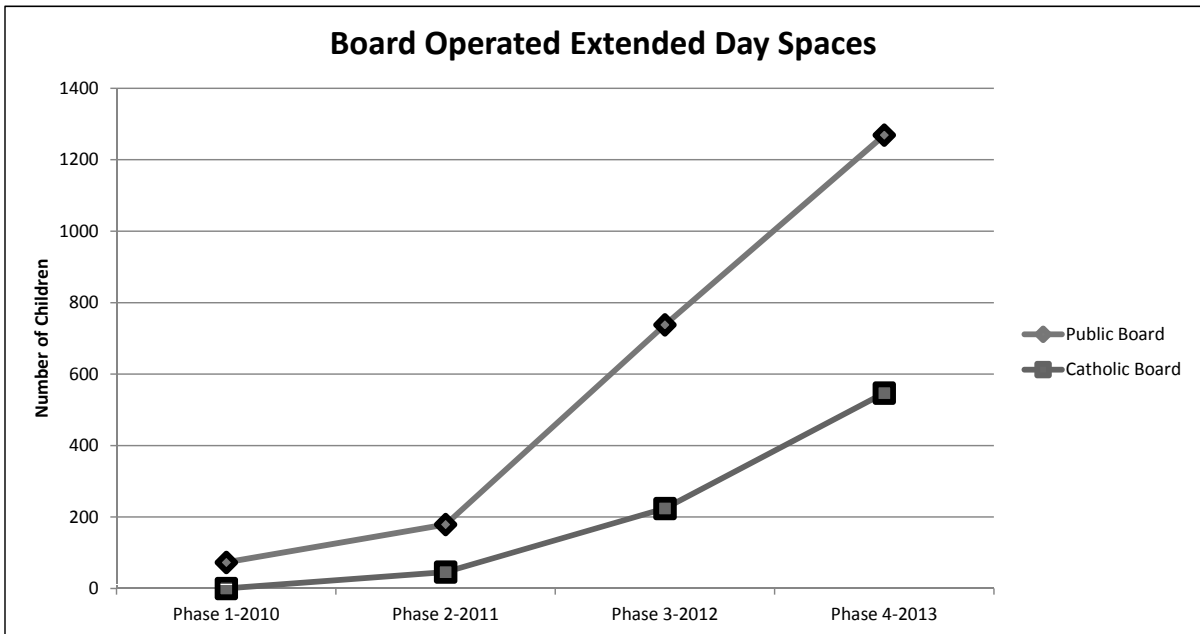
**25 Youth Development  
Programs**

**Year 4** (2013/14) **65 FDK Schools**

**52 Extended Day Programs (10)**

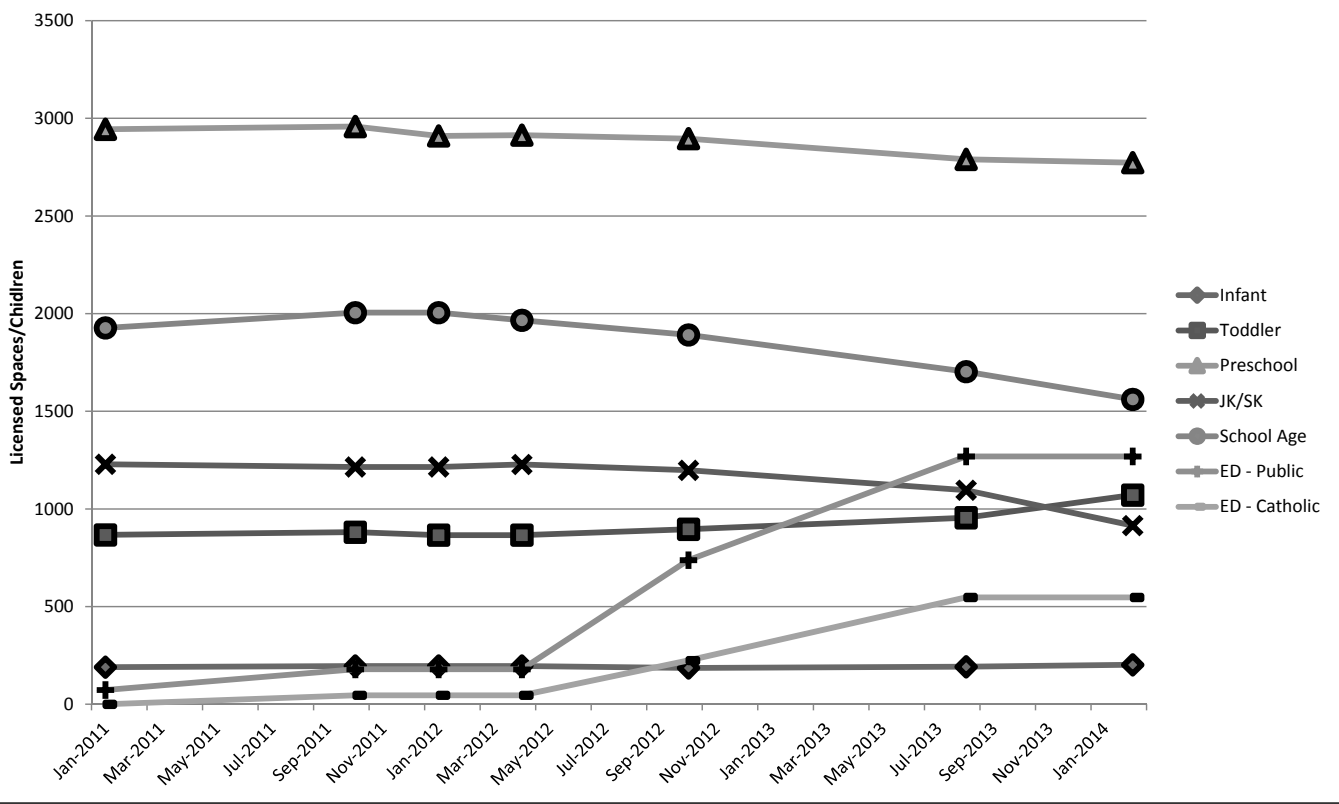
**35 Youth Development  
Programs**



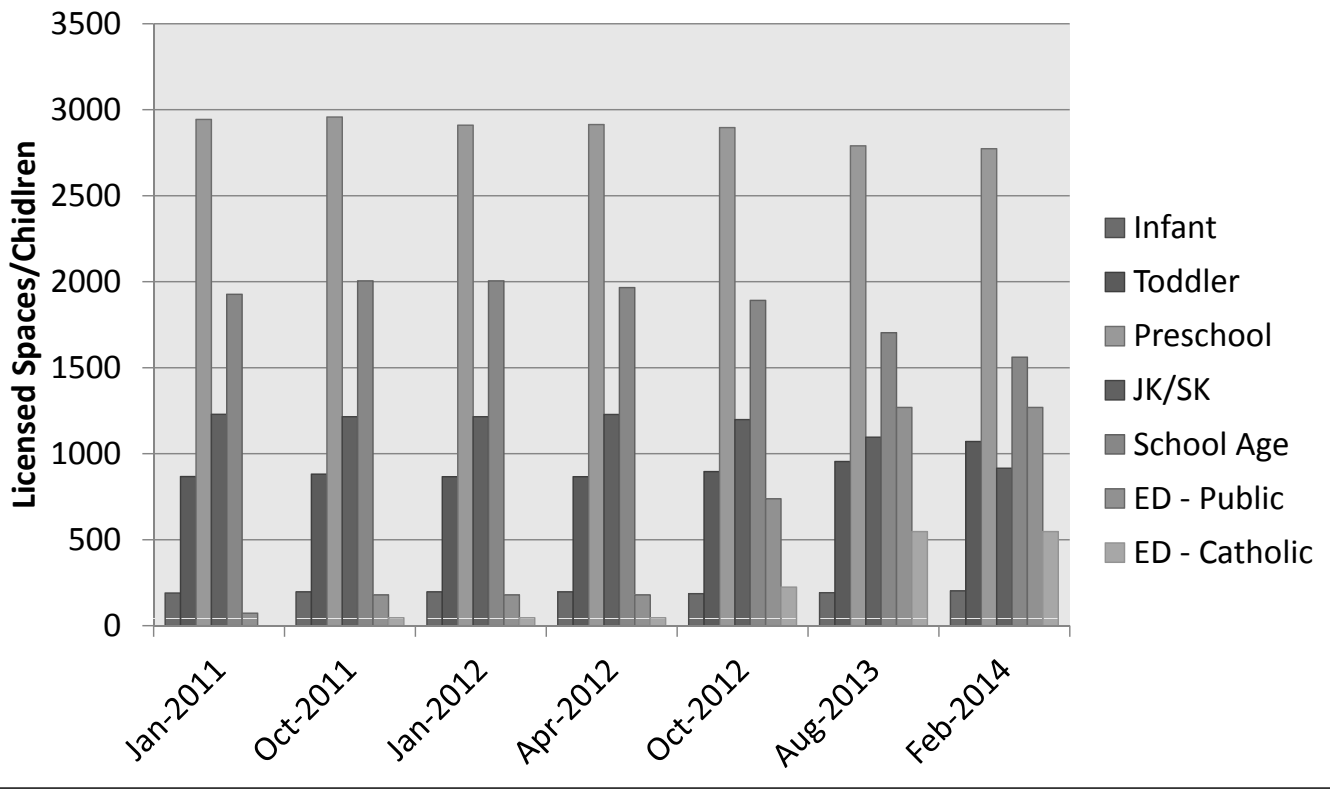




### ELCC Licensed Spaces



### ELCC Licensed Spaces



# Vision To Impact

**2009:** 28 schools offer care  
1019 total spaces  
School represented highest  
income/newest school communities  
Many waiting lists

**2013:** 65 Schools will run FDK programs –  
52 Extended Day programs  
2500+ enrollments, in diverse school  
communities  
No waiting lists; offered in all schools

## **Next Steps?!?**

- **Expand co-located spaces for infants and toddlers and pre-school children**
- **Parenting centers in our schools**
- **Move from Creating Infrastructure to a Focus on “High Quality” program**
  - **FDK PLCs, Resource Development (Video), Collaborative Inquiry**
  - **Before and After School Programs**
  - **Service to diverse communities (Aboriginal, Special Education)**
- **Research and Assess Board Operated Extended Day**
- **Increase Parental awareness regionally around Early Learning Imperative**
  - **Calling All Three Year Old nights**
  - **Library Access for Pre-registered 3 and 4 yr. olds**
  - **“Welcome To Kindergarten” nights**

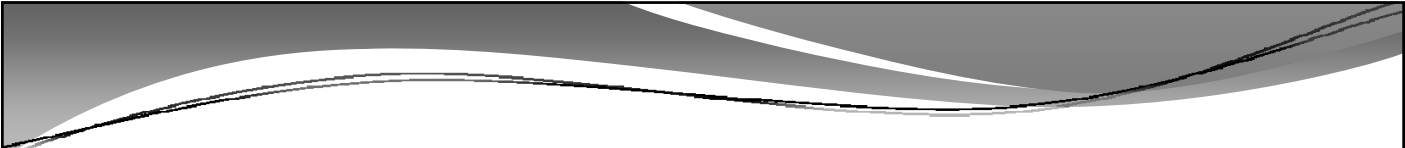


## Reflect on Your Learning:

**A. Datnow (2005) describes 5 key factors that support Comprehensive School Reform:**

- 1. The reform selection process**
- 2. Leadership at site and district levels**
- 3. Design team support and Professional Development**
- 4. Fiscal Resources to Support Reform**
- 5. Reform's Ability to help Schools meet State/Provincial Accountability Mandates**

**Consider these factors. How are they evident in the WRDSB narrative?**



Questions/Comments?



Thank You!

