



City of Greater Sudbury  
**Child Care and Early Years  
Service System Plan 2024-2025**





## Land Acknowledgement

The City of Greater Sudbury is located on the lands of the Robinson-Huron Treaty territory, the traditional territory of the Atikameksheng Anishinabek, which includes two First Nations communities and several urban Indigenous organizations. We acknowledge the commitments from our Indigenous partners to collaborate with the City of Greater Sudbury to deliver high-quality, early learning and child care services to contribute to the healthy development of children in our community.

The City of Greater Sudbury is committed to achieving recommendations outlined in the Truth and Reconciliation Commission's Calls to Action, including offering professional learning opportunities for the early learning and child care sector on Indigenous teachings and practices and increasing the provision of culturally safe child care and early learning spaces<sup>1</sup>.

# Table of Contents

Letter from the Director and Manager of Children Services .....2

Section 1: Service System Planning ..... 4

Planning for Children and Families .....4

Children Services Section Mandate .....5

Children Services Funding and Expenditures .....6

System Plan Development and Engagement .....7

Section 2: Child Care and Early Years in Greater Sudbury ..... 9

Priority 1: Access .....9

Priority 2: Equity and Responsiveness .....16

Priority 4: Quality and Inclusion.....21

Section 3: Community Consultation.....27

Stakeholder Engagement – Community Partners ..... 27

EarlyON Focus Groups..... 29

Knowing Our Numbers ..... 29

Stakeholder Engagement – Parents/Families ..... 30

Section 4: Outcomes ..... 31

1.0 Accessibility .....31

2.0 Equity and Responsiveness ..... 33

3.0 Affordability ..... 34

4.0 Quality and Inclusion ..... 35

Conclusion .....37

Appendix .....38

Accessibility ..... 38

Equity And Responsiveness .....41

Affordability ..... 45

References .....48

City of Greater Sudbury Child Care and Early Years Service System Plan 2024-2025 | 1

## Letter from the Director and Manager of Children Services

On behalf of the Children Services team, we are pleased to share our Child Care and Early Years Service System Plan for 2024-2025. As the System Manager for the City of Greater Sudbury, this plan will serve as our community road map in supporting a high quality, fair and responsive Child Care and Early Years system that is accessible and affordable to all families.

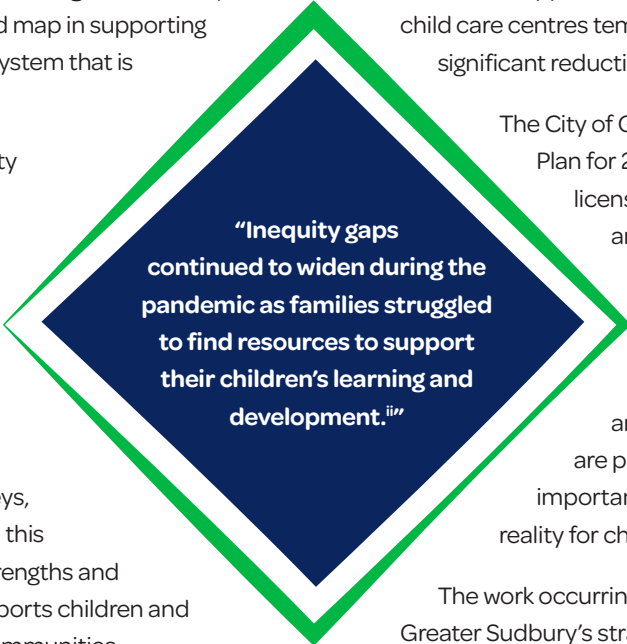
This service plan was developed through extensive community and partner engagement. All four strategic planning sessions have included contributions from families, service providers, Boards of Directors, community partners and School Board partners and have been premised on guiding documents from the Ministry of Education on early years, child care, child and family programs and Journey Together-Ontario's Commitment to Reconciliation with Indigenous Peoples. In addition, an extensive analysis of local service system data from community focus groups and surveys, as well as data from earlier plans has been included. Together, this information provides a good understanding of community strengths and opportunities as we advance our system of services that supports children and families through child care and early years programs in our communities.

Since our last published System Plan, there have been significant developments in the social, political, economic and cultural context in our sector. In March 2020, COVID-19 resulted in widespread closures of workplaces and services across the country and left governments formulating responses in real time. Among the first services to close were schools and child care, creating a lack of care for parents. Public health measures

that were implemented significantly affected family income and the social networks that aimed to support the well-being of children and families in our community. Many child care centres temporarily closed or ran with decreased group sizes, resulting in significant reductions in revenue – it has taken several years to recover.

The City of Greater Sudbury Child Care and Early Years Service System Plan for 2024-2025 is being shared during a pivotal moment for licensed child care in Ontario with the Canada-wide Early Learning and Child Care (CWELCC) system providing families access to more affordable and high-quality licensed child care options, reducing fees for licensed child care to an average of \$10 per day by 2025-2026, increasing child care spaces, supporting the child care workforce and supporting inclusive child care. These announcements are positive developments, and this Service Plan will guide the important work of the Children Services Section to make these goals a reality for children and families who live in our community.

The work occurring across our sector in the Early Years aligns with the City of Greater Sudbury's strategic vision to be a centre of excellence and opportunity – a vibrant community of communities living together. This plan will build upon the successes of our early learning and child care system and reflect the gaps that have been identified and the support needed to benefit children, families and our community now and into the future.



**"Inequity gaps continued to widen during the pandemic as families struggled to find resources to support their children's learning and development."<sup>iii</sup>**

## System accomplishments from 2019 until 2023



Investment in early education and child care by the province rose by **over \$3 billion** between 2017 and 2020, more than twice the amount of new federal transfers through the bilateral agreements. This brings the total spending across Canada to **\$14.6 billion**.



In 2021, the federal government announced the creation of the Canada-Wide Early Learning and Child Care (CWELCC) system with the investment of **\$30 billion** to expand and provide an average of **\$10 per day** child care over the next five years for all children and families 0 to 5 years of age.



Total centre-based child care spaces grew over **267 spaces** since 2018



Licensed home child care expanded by **14 homes** since 2018



In partnership with child care operators, the Children Services section delivered emergency child care during COVID-19 closures to **957 children** of essential workers



The average daily fee for an infant program in 2023 was **\$26.98 a day**, a decrease from \$57.11 per day in 2021, saving families over **\$7,500 per year**.



The percentage of full-time staff who are a Registered Early Childhood Educator (RECE) in Licensed Child Care is **54 per cent** (up from 49 percent in 2018)



The median hourly wage for RECEs working as educators in 2023 was **\$26.14/hour** (up 30.7 per cent from 2018)



# Section 1: Service System Planning

## Planning for Children and Families

Across Ontario, Service System Managers (SSMs) are assigned to regional municipalities/districts through the Ministry of Education to provide early learning and child care services within their communities. As set out in the Childcare and Early Years Act, 2014 (CCEYA), municipal governments are mandated by law to serve as Service System Managers with the province maintaining the authority to prescribe overall standards related to licensing, health and safety inspections, maximum class sizes, staffing levels and qualifications, wages and training requirements<sup>iii</sup>.

At the provincial level, the Ministry of Education provides oversight to the child care and early years system in Ontario through the provision of overarching funding and policy direction. The provincial government has recognized that local communities have varying needs, challenges, strengths and priorities for children and families. To provide a responsive system that identifies and responds to local needs, planning for the child care and early years system occurs at the municipal level by the City of Greater Sudbury Children Services section.

Service System Managers are solely responsible for drafting service plans and setting local operational policies, as well as administering financial subsidies to service providers on behalf of the province. In partnership with sector early learning and child care providers, SSMs are also responsible for collecting data on services provided and reporting back to funders on program outcomes and funding allocation.

Funding for child care in Ontario is shared between the province and municipalities, distributed through a formula last revised in 2019–20 that considers demographic figures, cost-of-living indicators, existing service levels and expansion plans<sup>iv</sup>.



## Children Services Section Mandate

Within the City of Greater Sudbury, the Children Services Section leads the provision of child care and early learning services as the SSM. Under the leadership of the Children Services section, there are 16 non-profit organizations who receive provincial funding through the Ministry of Education to deliver child care and early learning programs. The role of the Children Services section includes:

- **Funding and Resource Allocation** – Manage the local funding and resource allocation that aligns with the system priorities and ensure accountability for public funds.
- **Community Professional Learning** – Provide capacity building opportunities and support to early learning and child care service providers through professional learning activities in key areas, such as leadership, quality, pedagogical approaches, Board governance, policy development, financial and business practices.
- **Direct Service Delivery** – Directly operate the child care fee subsidy program.
- **Quality Improvement** – Directly deliver quality improvement supports for the early learning and child care system and monitor quality approaches to support continuous quality improvement across the system.
- **Oversight and Accountability** – Provide oversight of the early learning and child care providers by monitoring and adherence to the funding agreement with each provider in meeting their obligations for service delivery.
- **System Planning** – Develop a service plan to address provincial priorities and community needs with local early learning and licensed child care providers<sup>9</sup>.







## Children Services Funding and Expenditures

### Children Services Section 2024 Budget

Child Care Operating (Ministry of Education)	\$ 21,082,595
Early Learning and Child Care Agreement (ELCC) (Provincial/Federal)	\$ 1,852,751
CWELCC	\$ 21,361,386
EarlyON Child and Family Centres	\$ 3,799,053
Cultural Outreach Program	\$ 117,260
Municipal contribution	\$ 2,047,989
<b>TOTAL 2024 BUDGET</b>	<b>\$ 50,261,034</b>

The Children Services section's operating budget is provided from two main sources: the Ministry of Education and the City of Greater Sudbury.

In 2024, 96 per cent of the Children Services' budget came from the Ministry of Education in the amount of \$48.2 million, to fund and deliver services for children and families in Greater Sudbury.

Over half of the provincial funding, 56 per cent, was earmarked to specific programs or special purposes, including the Canada-Wide Early Learning and Child Care (CWELCC) system, early learning and child care programs (ELCC), EarlyON child and family centres, cultural outreach and wage enhancement. The remaining 43 per cent was provided as Child Care operating funding, which the municipality has the discretion and financial flexibility to distribute to address local needs.

In 2024, the City of Greater Sudbury will contribute \$2.05 million dollars towards the total budget of Children Services. This amount is the required cost share set out in the Ministry of Education guidelines. Funding was provided through annual levy revenues and interest income.



## Children Services Budget Section - Expenditures

Flexible allocations based on community need:	
Fee Subsidy	(\$3.8 million)
Child Care Base Funding- General Operating Grant (GOG)	(\$10 million)
Special Needs Inclusion	(\$2.7 million)
Administration	(\$1.9 million)
Program Development and Support	(\$2.4 million)
Capacity Building/Professional Development	(\$100 thousand)
Health and Safety	(\$1 million)

Fixed allocations prescribed by the Ministry of Education:	
Provincial Wage Enhancements	(\$2.7 million)
EarlyON Child and Family Centres	(\$3.8 million)
Cultural Outreach	(\$117 thousand)
CWELCC	(\$21.4 million)
Pay Equity	(\$337 thousand)

The municipality has requested added funding surrounding emerging issues covered under the CWELCC program. The amount listed above could change if the application is approved for 2024. The expenditures listed above represent mid-year forecasts based on actual and historical trends. The Ministry of Education is targeting a new funding formula for January 1, 2025.



## System Plan Development and Engagement

The early years system in Greater Sudbury delivers programs and support services to children and families that work collaboratively to achieve strategic priorities determined each year by the Children Services section.

In Greater Sudbury, the early years system includes a range of services offered by our partners:

- 19 Early Learning agencies operating 73 child care centres, 30 licensed family homes and 18 EarlyON Child and Family Centres and outreach sites.
- Four school boards offering more than 50 full-day kindergarten programs.
- Two community colleges delivering Early Childhood Education (ECE) post-secondary programs, who along with the City and other agencies, provide professional learning opportunities to early years professionals.
- Supports, such as the Child Care Subsidy Program, Healthy Babies Healthy Children, parenting programs and food and security programs.
- Specialized services for children with special needs, including the Child Care Inclusion Support Program, Pre-school Speech and Language, Infant and Child Development and Children's Mental Health programs.
- Indigenous and francophone-focused agencies.

Children and families in Greater Sudbury access a combination of programs and services, delivered by many organizations. An effective early year's system is more than individual programs and services found within the city boundaries—it is a coordinated and comprehensive network of high-quality services and supports that meet the overall health and developmental needs of children and their families. Developing this system requires effort in bringing together key partners from governments, school boards and community organizations.

Role of Community Planning Tables

Since 1999, the City of Greater Sudbury’s Children Services section has been working with partners, through the [Early Years Planning Network](#) (EYPN) (formerly the Planning Network for Sudbury Families [PNSF]), the Early Years Executive Leadership Team (formerly the Community Early Learning Leadership Committee [CELL]) and other groups, to build a system that will most effectively serve Greater Sudbury’s children and families.

While the Children Services Section is ultimately responsible for the delivery of a high-quality early year’s system, this can only happen in partnership with the EYPN and ELT, which represent over 30 organizations serving children and families.

The Early Years Planning Network (EYPN) is mandated by the Ministry of Education to serve as the early years community planning table to foster collaborative program planning, strengthen partnerships and enhance public awareness of early years programs and initiatives. The scope of planning for this network includes a full continuum of services and supports for children aged 0 to 12 years and their families. The Network includes representation from child care, EarlyON Child and Family Centres, special needs resourcing supports, full-day kindergarten, Public Health, children’s mental health, child protection, preschool speech and language, autism services and Indigenous and francophone services.

In 2023, the EYPN conducted strategic planning to inform the plan for 2024 to 2029. Guiding principles of the EYPN strategic planning process have been incorporated into the Service Plan as appropriate.

Early Years Planning Network (0 to 12 years): Network Structure

City of Greater Sudbury – Children Services

Community working groups

- Community Drug Strategy for Greater Sudbury: Health Promotion and Wrap Around Services Advisories
- Parenting Program Advisory
- Child and Youth Community Mental Health Planning (in one box on the left)

Provincial/advocacy groups

- Ontario Coalition for Better Childcare
- College of Early Childhood Educators
- Early Years Planning Network Association of Early
- Childhood Educators Ontario
- Association francophone a l’education des services a l’enfance de l’Ontario
- Early Childhood Resource Teacher Network of Ontario (in one box on the right)



## Section 2: Child Care and Early Years in Greater Sudbury

This section includes an overview of the current trends and gaps impacting the early years sector and a summary of programs delivered through, or in partnership with, the Children Services section. Elements are aligned within the four key components of a strong early year's system – accessibility, equity and responsiveness, affordability and quality and inclusion.

Census and neighbourhood level data can be found in the Appendix.

### Priority 1: Access

The first years of life lay the foundation for a child's future development and learning<sup>vi</sup>. As research shows, investments in high-quality early childhood education and care pay dividends in terms of children's short- and long-term learning and development<sup>vi</sup>. As such, a strong and accessible child care and early years system is a critical support to children and families in our community.

### Ministry System Priorities

#### Directed Growth and Expansion – Child Care

As part of the implementation of the CWELCC system, 53,000 licensed child care spaces will be added in Ontario between late 2022 and 2026. The addition of these spaces will help each community progress toward the provincial target of 37 per cent access to licensed child care spaces for children aged 0 to 5 by 2026. Achieving this target means there will be an equivalent of one affordable child care space available for every 2.7 children aged 0 to 5 years.



In Greater Sudbury, the expansion target is 257 spaces for children aged 0 to 5 years from 2023 to 2026, with spaces appointed for community-based and school-based locations. In alignment with the [Ministry's Access and Inclusion Framework](#), priority neighbourhood areas within Greater Sudbury have been identified to increase access for families who need affordable child care the most. The Ministry identifies criteria for priority neighbourhoods as follows:

- Low-income families
- Children with disabilities and children needing enhanced or individualized support
- Francophone children
- Indigenous children
- Black and other racialized children
- New immigrant families

Greater Sudbury's children and families are diverse; therefore, services planned and delivered to them must capture their different experiences and needs.

#### a) Priority Areas

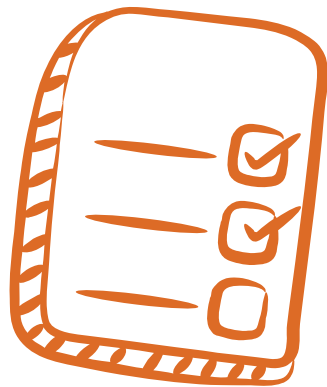
As outlined in the Ministry's Access and Inclusion Framework, new CWELCC community-based spaces must be in areas that support families who need affordable child care the most, including low-income families, children with disabilities, Indigenous children, Black and other racialized children and new immigrant children. Increasing flexible child care options for those who work non-traditional hours is also a priority. Licensed home child care is a critical part of the local child care system, offering parents flexible models of care and often serving the most vulnerable families.

To ensure that vulnerable and diverse families access new and existing spaces and to increase inclusion within the early years and child care system, the Children Services section aims to develop an Equity and Inclusion Plan for Greater Sudbury by the end of 2024. This plan will build on the Service System Plan and will be based on engagement with families and other key stakeholders. The plan will include concrete actions that address current system barriers and inequities across our Early Learning and Child Care system.



Children Services has identified priority areas across Greater Sudbury for new CWELCC community-based spaces. As low-income families face significant barriers to accessing affordable child care outside of their neighborhood, it is vitally important to ensure new CWELCC spaces are implemented in areas where they are accessible to children and families with low income. These areas were identified reviewing the following data:

- Early Development Instrument (EDI), Cycle 5 2017-2018/Cycle 6 2022-2023 (future data)
- Statistics Canada, Census 2016 and Census 2021
- Special Needs Resourcing (SNR) Referrals
- City of Greater Sudbury Child Care Mapping (Child Care, Schools, EarlyON Child and Family Centres)
- City of Greater Sudbury Child Care Waitlist, Placement and Subsidy and EarlyON Report



The identification of priority areas was also guided by the data reviewed in Table 2 below, which includes descriptive statistics used in the review:

**Table 2: Priority Areas**

Neighbourhood	Children Aged 0-5 (2021)	Operating Spaces as a % of Child Population	Children on Waiting Lists 0-5 (2024)	Children Living in Low Income 0-5 (2024)	Operating Spaces as a % of Children Waiting
Downtown, West End, Flour Mill, Donovan	1,755	41%	1,549	460	47%
South End	1,220	40%	1,306	115	37%
Valley, Capreol	1,565	37%	748	90	78%
Azilda, Chelmsford, Onaping	1,300	29%	559	110	68%
New Sudbury	1,205	49%	541	180	109%
Garson, Coniston	740	40%	687	55	43%
Minnow Lake	700	20%	702	120	20%
Lively, Copper Cliff, Whitefish	780	34%	412	20	65%

Note: Many families from other neighbourhoods use care in the Downtown, New Sudbury and South End due to work travel patterns, therefore a higher level of care is needed in these areas.

**b) School-based Growth**

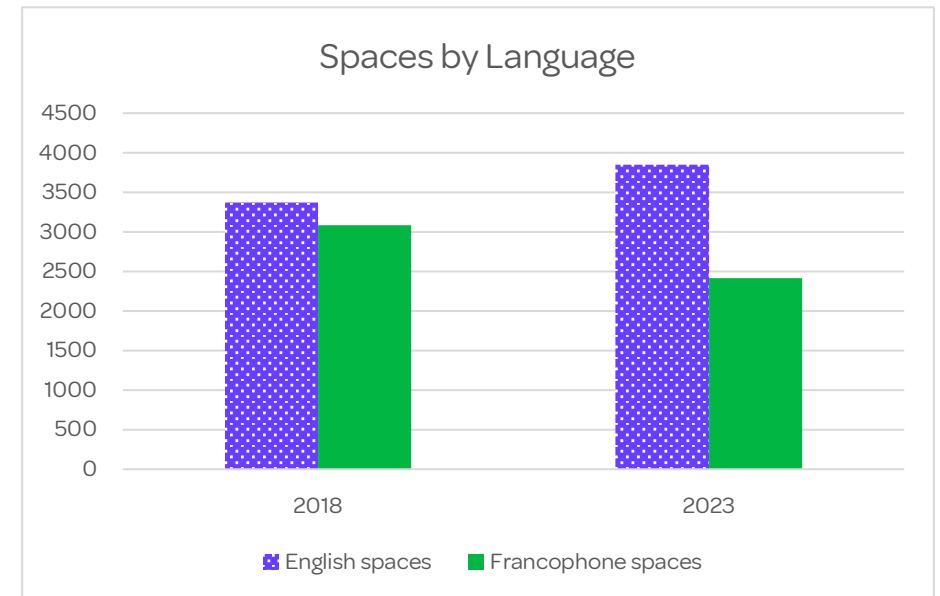
School-based spaces distributed for Greater Sudbury will be managed through a separate planning process known as the Schools First Capital program. Children Services will work with school boards to provide child care spaces in schools found within pre-identified priority areas.



## Programs and Services

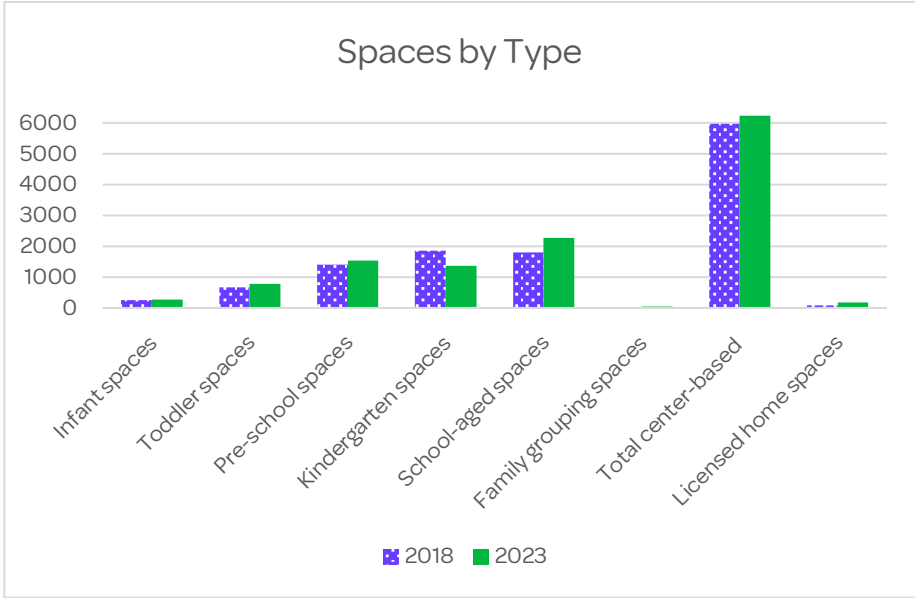
### *Licensed Child Care*

In 2023, an average of 4,233 children took part in licensed child care programs each month. In 2023, 98 per cent of licensed centres were operated by non-profit organizations, with only one child care centre operated by a private organization<sup>vii</sup>.

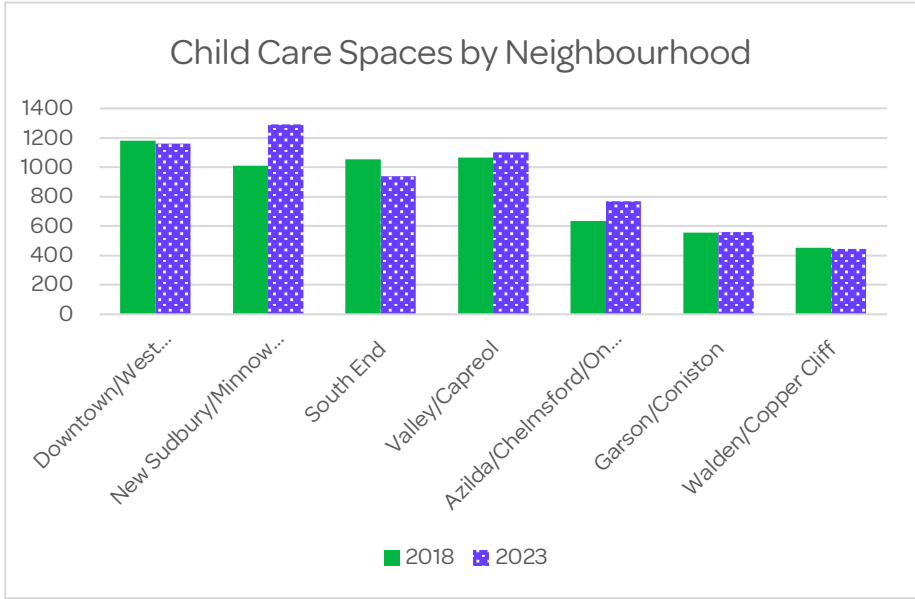


Note: The number of francophone spaces does not include school-aged children served by Conseil scolaire du Grand Nord (CSGN) in their before- and after-school programs.

In 2023, the age group with the most child care spaces was school-aged.



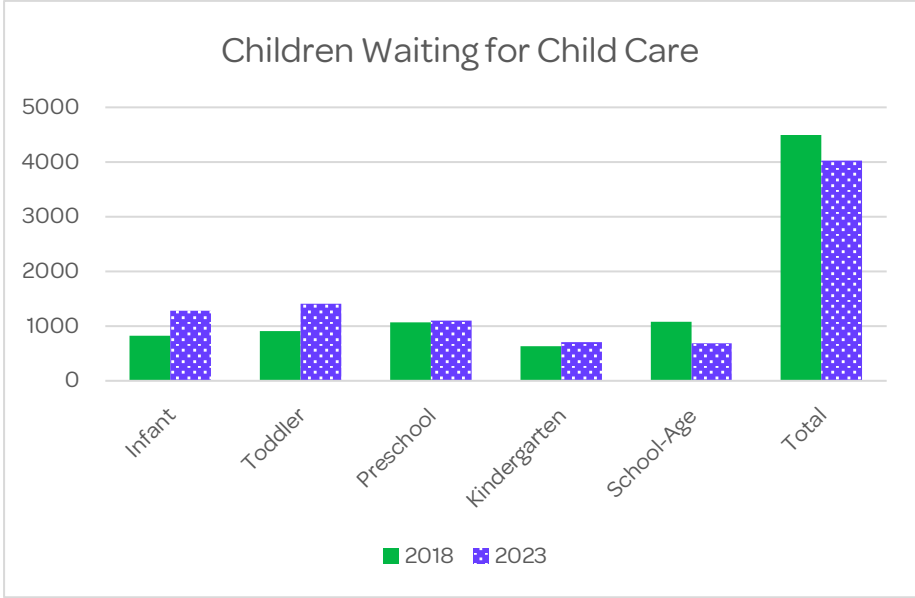
In 2023, the New Sudbury/Minnow Lake area had the most child care spaces.



### Child Care Registry

The Children Services section's child care registry provides real-time information about community need and preferences for child care, as families across the community use this system to request child care in their preferred neighbourhoods, language and setting. The child care registry database is used for monitoring present and future demand for child care in Greater Sudbury, by neighbourhood.

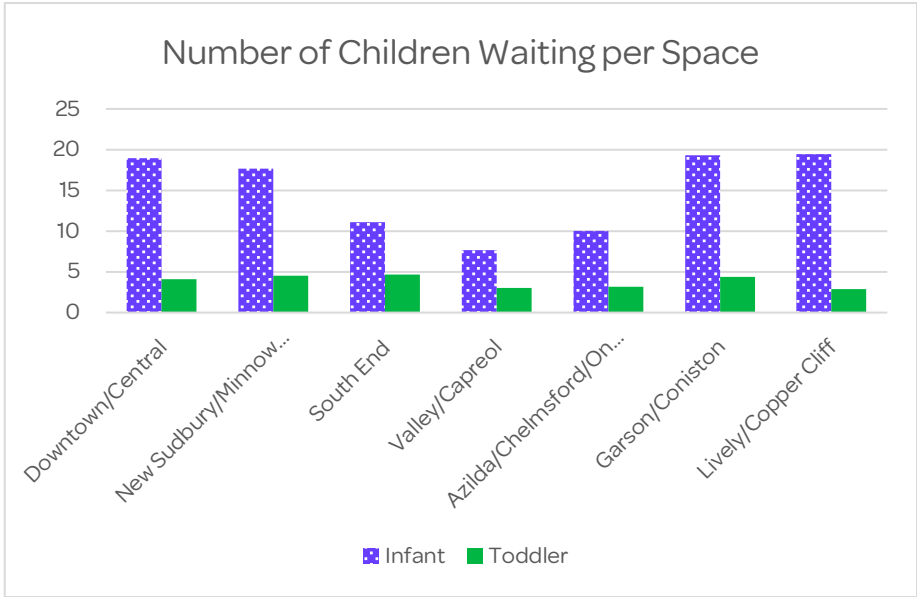
In December 2023, 4,029 children were on active waitlists for child care.



Note: In 2023, more children were waiting on lists in more than one age group. Some children are on lists for more than one age group and/or on lists both for care now, and in the future<sup>viii</sup>.

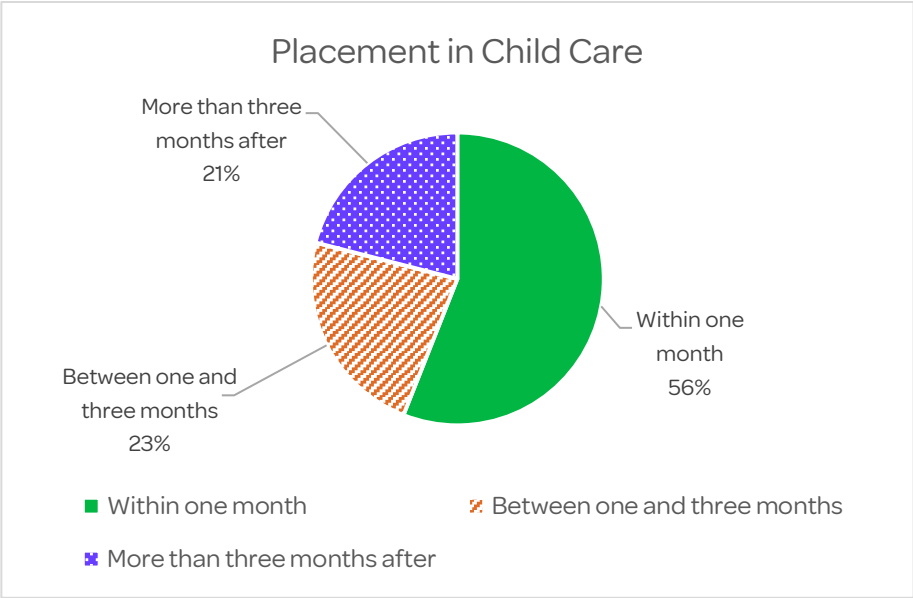


In 2023, demand is highest in the infant age group.



Note: The number of children waiting per space indicates which neighbourhoods have the highest demand for child care.

In 2023, the most children in the infant and toddler age groups were waiting for child care in the Downtown/Central, Garson/Coniston, and Lively/Copper Cliff areas<sup>viii</sup>.



In 2023, the majority of children were placed in child care within one month of their preferred start date (56 per cent), however there are a number of families who wait a significant period of time to be placed, with 23 per cent waiting one to three months, and 21 per cent waiting more than three months<sup>viii</sup>.

### ***Child Care (Ages 0-5)***

Child care centres that serve the early years have had to adapt to many changes since 2018, due to the COVID-19 pandemic, workforce recruitment challenges and the introduction of CWELCC funding and fee reductions for families. Pandemic closures and service interruptions caused a significant reduction in the number of child care spaces, which operators have been working to reverse since 2021.

In 2023, many of the spaces which had closed during the pandemic have re-opened, however, challenges remain to open all spaces due to workforce recruitment and retention challenges.

As of December 2023, the licensed child care system included:



**26 centres operating**  
**200 infant spaces**

(of 260 licensed infant spaces)



**52 centres operating**  
**630 toddler spaces**

(of 775 licensed toddler spaces)



**58 centres providing**  
**1,309 preschool spaces**

(of 1,533 licensed preschool spaces)



**43 centres providing**  
**775 kindergarten spaces**

(of 1,356 licensed kindergarten spaces)

To support expansion of licensed child care, the Children Services section actively pursues partnerships with other City divisions and partners who are planning expansions or capital developments. For example, Children Services continues to explore opportunities for expansion in schools, public housing and municipal buildings, including recreation centres, long-term care and potential future community hubs. These partnerships provide an opportunity to optimize under-utilized community and municipal space and provide enhanced programming (for example, intergenerational programming at Pioneer Manor).

### ***School Age Child Care and Authorized Recreation Programs (Ages 6-12)***

School-aged children require high-quality, inclusive programs outside of school hours, including during professional development days and school holidays. Integrated before-and-after-school programs based in schools provide children with a seamless day with shared learning (i.e., pedagogy) and fewer transitions. Programs administered by qualified staff who provide planned and purposeful activities support children's physical, social, emotional and academic development<sup>x</sup>.

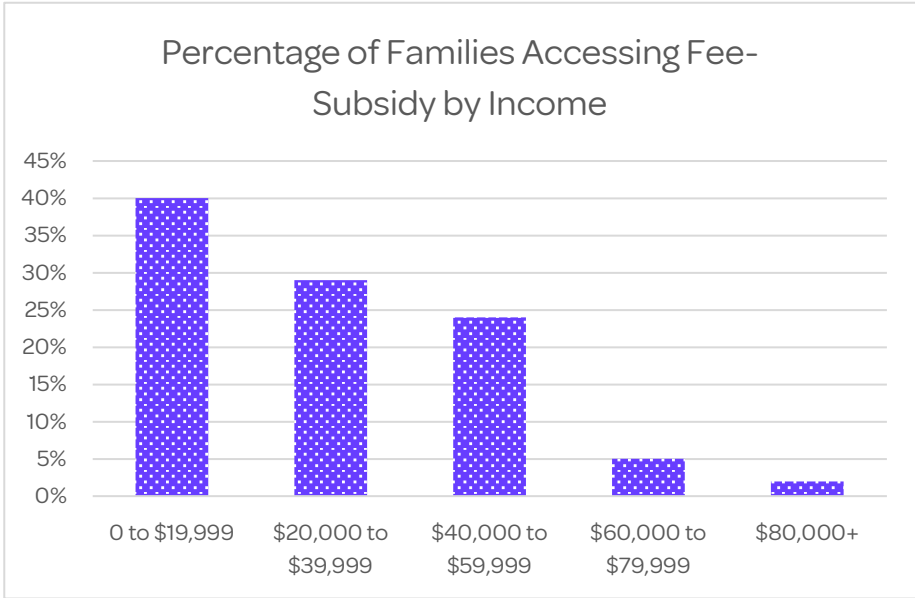
In Greater Sudbury, all schools have a before-and-after-school program for kindergarten and school-age children. Programs are delivered by the school board in all seven Conseil scolaire du Grand Nord (CSGN) schools and by not-for-profit child care or authorized recreation providers in all other school boards. Some community-based child care centres also provide care for school-age children.

As of December 2023, the licensed child care system included:

- 46 licensed programs providing 1,286 before-and-after-school and summer and holiday spaces for school-age children (of 2,267 licensed school-age spaces)
- Three licensed programs providing summer programs at Carrefour francophone licensed summer camps
- Seven before-and-after-school programs delivered by CSGN (based on demand).

There are also several authorized recreation programs that provide summer camp programming. In 2023, this type of care was offered by:

- YMCA Northeastern Ontario - community sites for children age 6 to 12
- City of Greater Sudbury Leisure Services - playground and day camp programs for children age 5 to 12
- Better Beginnings Better Futures - O'Connor Park Playground program for school-age children



In 2023, 104 children received support through Children Services' Fee Subsidy program to attend recreational summer programming.

### Licensed Home Child Care

Licensed home child care is an important part of the child care and early learning system and provides quality services that meet families' needs. Families may choose home-based care for several reasons, but it is particularly vital for families who work shifts, part-time or irregular hours, as home providers may have more flexibility to adapt to families' schedules. Licensed home child care also has a significant role in small communities that don't have enough demand for a full child care centre.

Licensed home child care is a small but growing part of the child care system. In 2023, Greater Sudbury had one licensed home child care agency, Jubilee Heritage Family Resources, which is licensed for 30 homes. In December 2023, there were 21 homes serving 110 children through Jubilee Heritage.

### EarlyON Child and Family Centres

EarlyON Child and Family Centres (EarlyON Centres) provide free drop-in and registered programs for young children and their families and can be found in schools and community agencies throughout Greater Sudbury. EarlyON sites provide a safe, fun and interactive environment and are ideal for expectant parents as well as caregivers and parents of children up to six years of age.

Staff teams comprised of Registered Early Childhood Educators (RECEs) and other professionals, support parents and caregivers to learn more about their child's development, share information about community services and resources and support parents to prepare for school.

Key Highlights for 2023:	
Number of EarlyON locations	19
Number of agencies delivering EarlyON programs	5
Number of EarlyON sites providing English programming	14
Number of EarlyON sites providing French programming	5
Number of Indigenous-focused EarlyON sites	1
Total number of visits	10, 816
Number of referrals to other programs	478



## Priority 2: Equity and Responsiveness

EarlyON and child care programs play a pivotal role in supporting equity, inclusion and diversity in the early years and in the broader community. However, existing policies, programs and structures in our system may unintentionally disadvantage certain children and families including Indigenous, Black and racialized families, newcomers, LGBTQ2+, families living in lower income, families with children with special needs and French language minorities. It is critical to our system that all programs and services are provided and work towards removing systemic barriers and obstacles that may affect a child or family’s ability to fully take part in and benefit from high quality early learning and child care programs and services.

### Ministry System Priorities

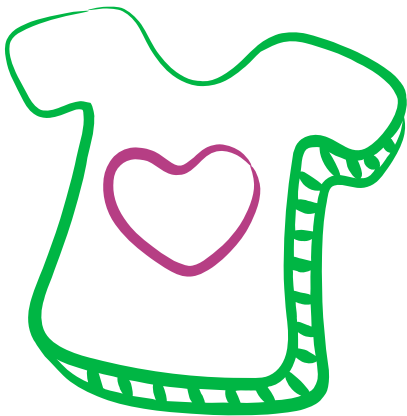
#### Access and Inclusion Framework

Through the Ministry of Education’s [Access and Inclusion Framework](#) under the CWELCC system, the Children Services section will work to enhance the supports to more families in accessing high-quality, affordable, flexible and inclusive early learning and child care<sup>ix</sup>. To achieve this vision, the Ministry has identified five key pillars within the Action Plan:

Quality	Inclusion	Affordability	Access	Data and Reporting
increase the number of Registered Early Childhood Educators (RECE’s) to 60 per cent of workforce and implement wage minimums	ensure affordable spaces and access to childcare for priority populations, including low income, vulnerable children, francophone, Indigenous and other diverse communities	reduce parent fees for children ages 0 to 5 to achieve \$10/day average fees	86,000 new childcare spaces created in high need areas by December 2026	support successful implementation through data and reporting

In addition, programs and supports must support the vision of a fair early learning and child care system ensuring that:

- Systemic barriers are identified and removed
- All children and families can fully take part in high quality, affordable childcare in their preferred location
- All children and families are viewed as capable, competent, curious and rich in potential
- Families’ diverse social, cultural and linguistic perspectives are valued and reflected in programming
- Supports are provided to families who face barriers in accessing care and supports in our system



## ***Calls to Action - Truth and Reconciliation***

The Children Services section is committed to the development of a high-quality early learning and child care system, however, this work cannot be done without Indigenous voices defining what this means for Indigenous children, families and our community. The Call to Action #12, one of the 94 Calls to Action created by the [Truth and Reconciliation Commission of Canada](#), states that “we call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.”

The Children Services section recognizes our position as SSM comes with responsibility to recognize the legacy of residential schools and ongoing colonial practices that continue to negatively affect Indigenous children, families and communities today. Policies and programs in early childhood education and care must recognize the right of Indigenous communities, regardless of their location, to access publicly-funded early childhood programs that are spiritually enriched, culturally appropriated and developed through active consultation with Indigenous communities and partners. It is our shared responsibility to continuously reflect in our work the critical role of early childhood education and care to ensure the well-being of Indigenous communities, to protect and promote Indigenous traditional languages and ways of life and to honour the history of Indigenous peoples in Canada.

## **Programs and Services**

### ***French-language Child Care***

French-language families can access licensed child care in exclusively French-speaking environments in locations throughout the City. There are 25 licensed French-language child care sites across Greater Sudbury with a total of 2,417 spaces, comprising 35 per cent of available centre-based licensed child care. In addition, CSGN offers French before-and-after-school programming for kindergarten and school-age children in all its seven schools in Greater Sudbury.

Francophone agencies and French-language programs are fully integrated into the early years system. All services, including special needs inclusion, the Consultative Quality Improvement (CQI) program and capacity building and professional learning, are available in French to francophone agencies, professionals and families.





A substantial proportion of the expansion in child care since 2005 has happened in the French sector, due in part to the dedicated support of the two French-language school boards.

### ***Culturally based EarlyON Child and Family Centres***

In Greater Sudbury, culturally based EarlyON Child and Family Centres are offered through Better Beginnings, Better Futures (BBBF) locations - Wingaash Gamig Indigenous EarlyON and EarlyON Multicultural Centre.

In partnership with each EarlyON provider, Better Beginnings, Better Futures also delivers Indigenous-led programming within all EarlyON Child and Family Centre locations across the community to address the gaps and barriers in existing services and to increase the delivery of culturally relevant early years programs that align with the Truth and Reconciliation Calls to Action.

### **Priority 3: Affordability**

The Children Services section supports increased affordability of child care through the reduction of fees through the CWELCC system for children under six and the Fee Subsidy program for low- and moderate-income families. The Children Services section also provides operating grants directly to child care providers which helps offset the cost of child care to families.

### **Ministry System Priorities**

#### **Canada-Wide Early Learning and Child Care (CWELCC) System**

The Canada-wide Early Learning and Childcare (CWELCC) system is a five-year plan that is implemented in stages to make child care more accessible and affordable for all families. Through CWELCC, child care fees will be reduced each year, reaching an average of \$10 per day by 2025-2026 for children under the age of six. The CWELCC system aims to:

- Give families access to more affordable and high-quality child care options
- Help lower child care fees for parents of children under the age of six
- Increase child care spaces
- Support the child care workforce
- Support inclusive child care



As the SSM, the role of the City of Greater Sudbury within the CWELCC system is to:

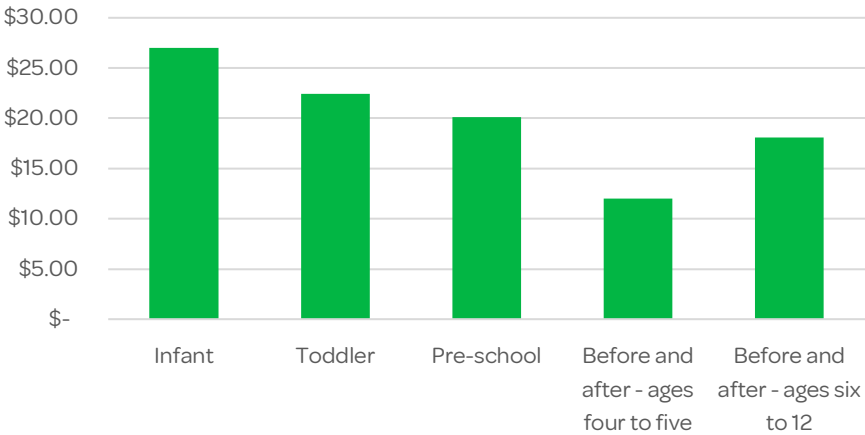
- Implement provincial guidelines
- Establish local policies, procedures and funding approaches for child care operators
- Develop and implement an application and approval process for the CWELCC system
- Contract for CWELCC funding through service agreements
- Provide fiscal oversight and funding
- Expand child care spaces based on targets provided by the Ministry, guided by Directed Growth and Expansion Plan developed for Greater Sudbury
- Report to the Ministry on the local implementation of CWELCC

As of 2024, programs taking part in CWELCC reduced their fees for child care by approximately 53 per cent.

Approximate monthly CWELCC fee reductions for families with a family contribution	
No fee reduction	32%
up to \$49.99	21%
\$50.00- \$99.99	15%
\$100.00-\$199.99	15%
\$200.00- \$499.99	13%
\$500.00+	4%

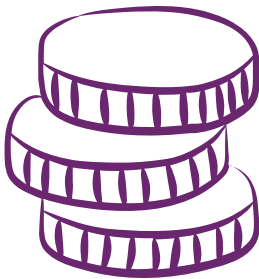
As in the rest of Ontario, licensed child care in Greater Sudbury is expensive. However, with the introduction of CWELCC, fees for child care for children under six have seen significant reductions. On average, the fees for a full day child care space for a full year range from about \$5,000 for a pre-school aged child to over \$7,000 for an infant\*.

Average Child Care Fee per Day per Age Group

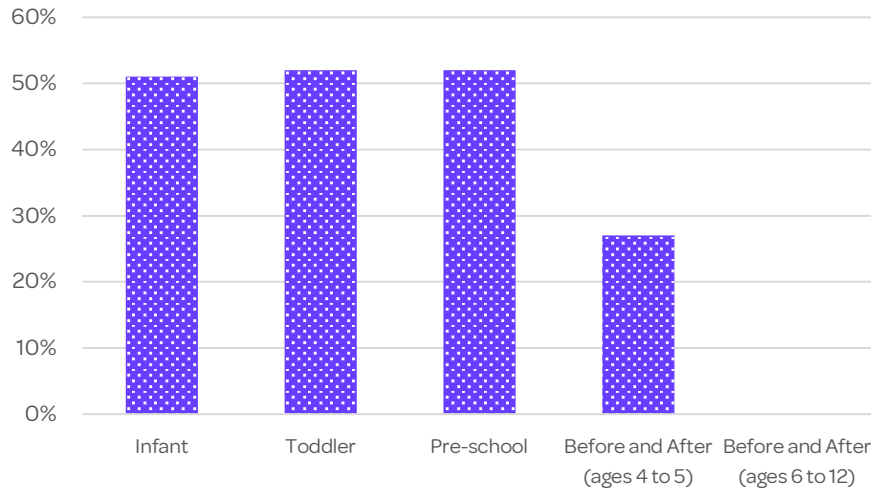


Child care costs are most expensive for the infant age group, at \$26.98 per day\*.

Cost for child care has seen a significant decrease since 2018. The following graph provides an overview of cost reductions for child care since 2018.



## Child Care Cost Reductions



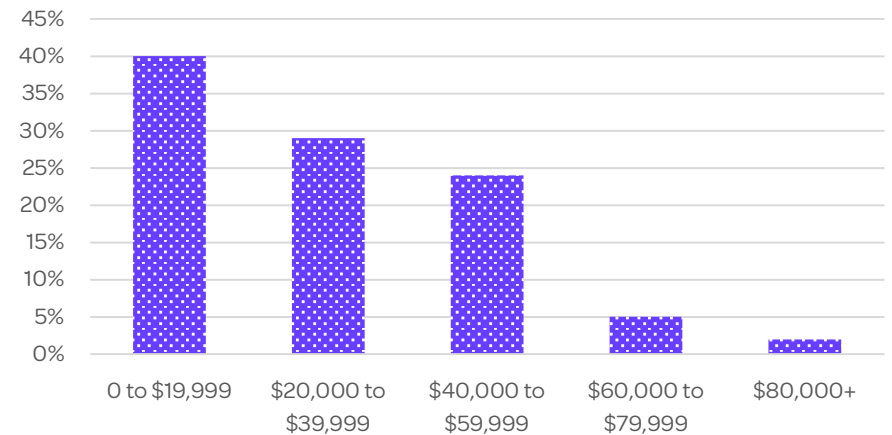
The infant, toddler and pre-school age groups have observed an approximately 50 per cent reduction in child care costs since 2018<sup>x</sup>.

## Programs and Services

### Child Care Fee Subsidy

The Children Services section administers the fee subsidy program to support eligible families with low and moderate incomes to pay for licensed child care. In 2023, despite reductions in child care fees with the implementation of CWELCC, 1,418 children were supported by the Fee Subsidy program (19 per cent of children in licensed child care<sup>x</sup>. For many families, licensed child care continues to be too expensive in relation to the increasing cost of living. From 2018 to 2023, there was a 40 per cent reduction in families receiving support from the fee subsidy program<sup>x</sup>.

### Percentage of Families Accessing Fee-Subsidy by Income



Of the families accessing the fee subsidy program, 40 per cent had annual income levels of between \$0 and \$19,999<sup>x</sup>.

Greater Sudbury is fortunate to currently have sufficient funding to provide subsidies to all families who qualify. There is no wait list to access subsidies; any family who qualifies can receive support. Once approved for child care fee subsidy, a family can use the subsidy at any program that has an Early Learning funding agreement with the City of Greater Sudbury. Most child care agencies in Greater Sudbury currently have an agreement in place, as do some authorized recreation providers.

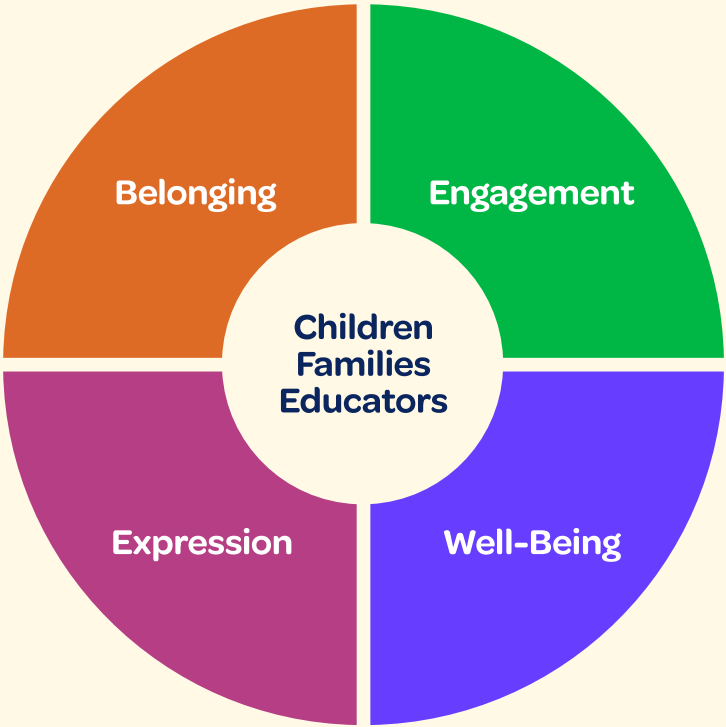
## Priority 4: Quality and Inclusion

Research shows that the first few years of a child’s life lay the foundations for a successful, healthy path into adulthood. A child’s early years also have meaningful implications for parents, local communities, the economy and society. In later years, participation in high-quality learning environments helps to support children and their communities and improve social, health, and academic outcomes.

### Ministry System Priorities

#### How Does Learning Happen? Ontario’s Pedagogy for the Early Years

In Ontario, the way in which children learn (i.e., pedagogy), is guided by the framework [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#) (HDLH). HDLH was released in 2014 by the Ministry of Education to set the vision for early years in the province and the commitment to strengthen the quality of early years programs. A key part of HDLH is the four foundational conditions for child development: Belonging, Well-being, Engagement and Expression.



**These four foundations are critical to system planning when considering factors for positive child development.**

**Belonging:** connectedness to others, feeling valued, forming relationships with others and contributing to a group, community and natural world.

**Well-being:** the importance of physical and mental health and wellness, incorporating self-care, sense of self and self-regulation.

**Engagement:** being involved and focused, exploring the world around them with curiosity and exuberance.

**Expression (or communication):** to be heard and to listen, communication through their bodies, words and use of materials.

Access and Inclusion Framework

CWELCC has resulted in a historic investment in the child care sector. In June 2023, the Ministry of Education released the Ontario's [Access and Inclusion Framework](#) to guide communities in the development and implementation of inclusive service plans. The framework articulates the prioritization of access to quality early years and child care experiences for all children, including the key targets:

Quality

Increasing Registered Early Childhood Educator (RECE) compensation and creating a RECE workforce recruitment and retention strategy to promote quality child care

Inclusion

Ensuring child care expansion plans and early years programs meet the needs of vulnerable and diverse populations, including children with special needs.

At the core of achieving these key values as a Service System Manager is the provision of Special Needs Resourcing (SNR), an early years and child care service that supports the inclusion of children with special needs in licensed child care settings. SNR is a public service provided at no cost to families.

In a survey completed by Ontario's Service System Managers on the delivery of SNR services, 70 per cent of Northern Ontario communities deliver SNR services through third-party contracts and 30 per cent are directly delivered by the SSM.

10.5%

The average funding allocation dedicated to the delivery of special needs resourcing services in 2023 across Northern Ontario communities.

19.5%

Northern Ontario communities experienced an increase in the usage of special needs resourcing services by an average of 19.5 per cent from 2018 to 2023.

The key factors cited for an increase in the usage of special needs resourcing services included:



an increase in children with special needs accessing child care

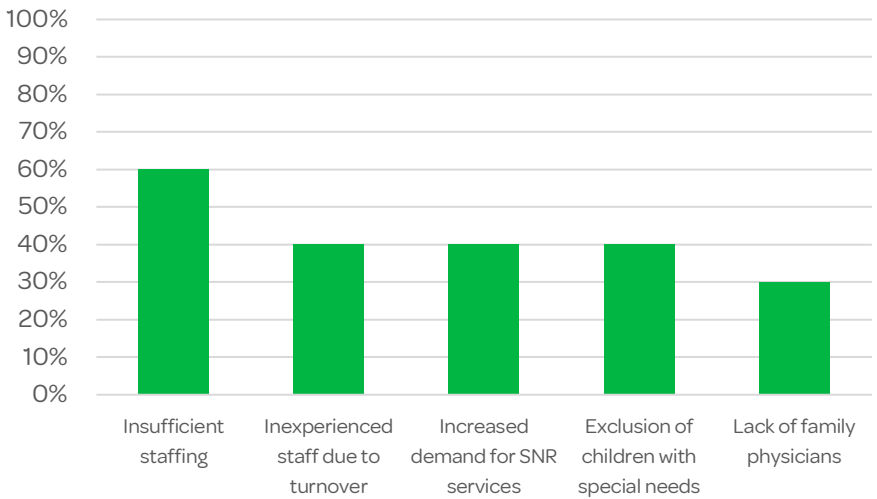


an increase in children with developmental delays, emotional and behavioural challenges requiring support following the pandemic



of communities currently maintain, or are planning to maintain, a waitlist for SNR services

Challenges in SNR Service Delivery



The most frequent challenge cited in the delivery of SNR services was workforce shortages.



Programs and Services

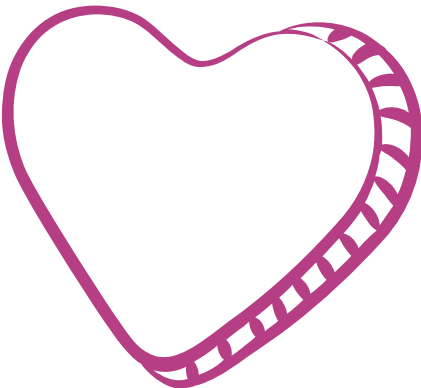
Special Needs Inclusion Support

In Greater Sudbury, policies and programs related to SNR for the early years system is supported by Child and Community Resources (CCR), the designated lead organization.

Inclusion Support, a bilingual service, is provided for children with special needs, ages 0 to 12 years, attending licensed early learning and child care programs. Support is delivered to educators and members of early learning and child care teams to promote inclusive practices, provide tools and resources for capacity and skill development and assist with developing resources and strategies to allow every child to fully participate in programs.

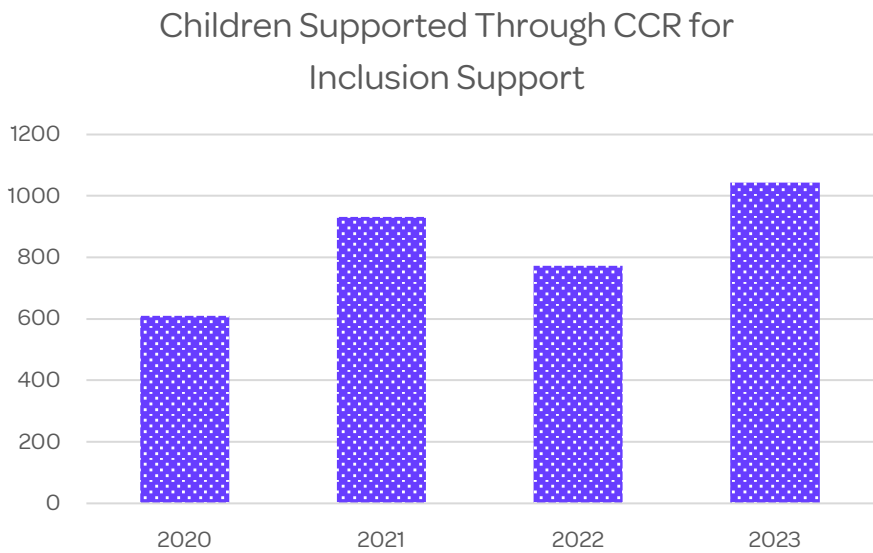
Resource Consultants (RCs) provide on-site consultation and use a tiered service delivery model to collaborate with educators to identify the needs of children or groups. Modelling and transfer to practice strategies enhance instructional methods and the environment which benefits all children in their natural context of participation.

If a child requires more direct support services, a referral is made to the Inclusion Support program consultant by the child care program with parental consent. Consultants also work collaboratively with other children’s service providers to ensure continuity of care with specific skill building goals.



To support pre-school aged children attending licensed early learning and child care programs, Health Sciences North’s NEO Kids Children’s Treatment Centre offers consultation support to children with motor and communication impairments. Therapists, referred to as the SPOT (Speech, Physio, Occupational Therapy) team, support through on-site visits in their child care program to provide assessment, consultation and programming to identified children. These consultations may also include addressing equipment needs required within the child care setting.

In 2023, 123 children were supported by the Children’s Treatment Centre SPOT team for inclusion support.





### ***Early Years Workforce***

A skilled, knowledgeable and stable workforce is critical to the quality of the early years system and to how children and families experience and benefit from early learning programs. The workforce includes Registered Early Childhood Educators (RECEs) and support staff in licensed child care, home visitors working for a licensed agency and staff at EarlyON Centres, as well as the program supervisors and directors in each setting.

The Children Services section has consistently heard from service providers that job satisfaction in early learning and child care is linked to positive impacts on children and families. The system can help to provide better conditions for staff to focus on impactful programming by supporting fair compensation, good working conditions and professional learning opportunities.

#### **Workforce Data for 2023**

FTEs working in Licensed Childcare ..... 576  
**(down 15.2 per cent from 2018)**

FTE RECEs in Licensed Childcare ..... 310  
**(down 5.2 per cent from 2018)**

Per cent of full-time staff who are an RECE in Licensed Childcare ..... 54 per cent  
**(up from 49 per cent in 2018)**

Educator/ECE - median hourly wage ..... \$26.14/hr  
**(up 30.7 per cent from 2018)**

Total number of employees in licensed child care ..... 1,316  
**(includes all staff positions)**

**Additional ECEs required to meet demand ..... 267**

**The wages of Registered Early Childhood Educators working in program range considerably, from \$20.63 to \$33.70 per hour, with an average of \$26.83 per hour.**

## Workforce Strategy

In 2023, the Children Services section took part in the following projects and initiatives to address workforce challenges:

- **Knowing Our Numbers** – a province-wide study led by the [Atkinson Centre for Society and Child Development](#) to evaluate early learning and child care working conditions to inform workforce strategies and policy developments across the province.
- **Better Together 2023 (BT2023)** – a partnership between six Service System Managers across Ontario to address system-level workforce challenges from a collaborative approach across three pillars:
  - New Allies** – strengthen partnerships with new community partners to grow the early childhood education workforce.
  - New Models** – explore new models to improve employment conditions (e.g., benefits, wage grids, etc.)
  - New Narratives** – promote benefits of a careers as an early childhood educator to community and other groups (e.g., high school students)
- **Design Lab** – hosted by [Workforce Collective](#) in June 2023, an interactive, workshop-style session that brought together multiple stakeholders from various sectors to develop innovative strategies to address workforce challenges.

## Consultative Quality Improvement (CQI)

Over the last 10 years, the model for quality improvement in the child care sector has shifted from the Program Quality Indicators (PQI) model, involving the measurement of quality through a checklist of indicators, to Consultative Quality Improvement (CQI), a strengths-based model which includes goal setting, mentorship by Children Services Program Quality Coordinators and ongoing professional learning through consultations, workshops and opportunities for reflection.

### CQI Highlights from 2023:

Total hours of consultations provided	342
Total number of consultations provided	148

## Pedagogical Leadership Program

In 2022, funding was received from the Ministry of Education to develop a strategy to strengthen retention of staff in the early years and child care sector. The Pedagogical Leadership pilot project was launched which provided funding for a pedagogical leader staff at each participating child care agency. The project was supported by Children Services program quality coordinators who provided opportunities for monthly community of practice meetings, consultations, resources and professional learning opportunities.

### Highlights from 2023:

Number of pedagogical leaders mentored	29
Child care agencies taking part in the Pedagogical Leadership program	13

The following is a summary of survey results with educators taking part in the Pedagogical Leadership program:

## Team Member Survey Results (Weighted Average out of 5)

Rate your agreement with each statement	May 2022 Survey 300 resp	Oct 2022 Survey 262 resp	April 2023 Survey 272 resp
I feel well supported in my role	3.94	4.23	4.21
I feel my work is meaningful	4.33	4.47	4.47
I feel my work is valued	3.91	4.07	4.18
My organization supports my well-being	3.95	4.03	4.24
My strengths are well-utilized	4.08	4.19	4.25
I have a sense of belonging and connection	4.08	4.20	4.30
My work contributes to the mission, vision and values of my organization	4.30	4.31	4.37
I feel positive about the future of my work in Early Learning	4.05	4.13	4.24

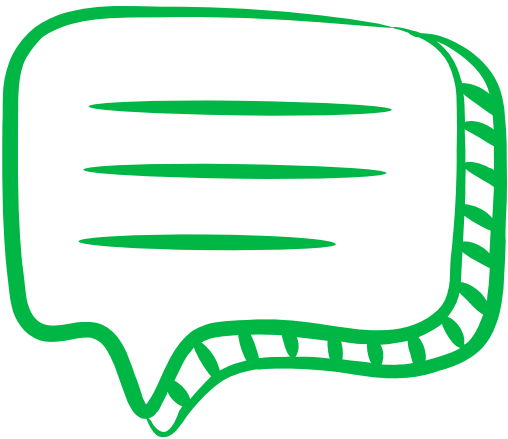
### Capacity Building and Professional Learning

The Children Services section manages a budget for capacity building and works with all partners to provide a comprehensive and responsive schedule of professional learning, workshops, mentoring and leadership programs for all early year’s professionals.

In 2023, the City of Greater Sudbury provided over 240 hours of training and professional development, through 23 different Capacity Building and Professional Learning programs, over 44 sessions. 626 registrants attended these sessions representing early years professionals from child care, recreation, EarlyON, school board and other partner agencies.

In 2023, professional learning opportunities were provided on the following topics:

- Financial literacy
- Leadership development
- Pedagogical leadership
- Diversity, equity and inclusion
- Self-regulation
- Creating a culture of reflective practice
- Active play





# Section 3: Community Consultation

Since the 2019-2023 Service System Plan, the City of Greater Sudbury Children Services section has gathered feedback from stakeholders to inform system planning.

## Stakeholder Engagement – Community Partners:

### Early Years Planning Network Strategic Planning

In 2023, strategic planning for the Early Years Planning Network began as the strategic plan for 2019-2023 came to a close. An external consultant conducted two community planning sessions with EYPN, a session with executive directors of child care sites, and a session with EarlyON service providers.

During these sessions, participants reviewed the current state of the early learning and child care system and created a vision for the future that included the identification of priorities and strategic goals for the next five years.

The strategic goals identified were:



**Response**  
families and  
children first



**Access**  
child care  
place for  
everyone



**Quality**  
professionalism  
and refined  
standards



**Inclusion**  
welcome and  
belonging



**Collaboration**  
system  
improvement  
mindset

### Workforce Survey

The Early Years workforce research survey was administered in 2021. All staff who were currently working or had worked in the early years and in the child care sector in the last 10 years were invited to complete the online survey. The survey included questions about individuals’ backgrounds, qualifications, salaries, benefits, experiences, satisfaction and opinions about their employment in the sector.

The survey was designed to provide information about why individuals began working in the sector, what is important to them, what benefits are common, why they continue to work in the sector, their level of satisfaction or dissatisfaction and when and why they plan to leave, or have left the sector. The information collected through this survey supports the development of recruitment and retention efforts for the sector.

### The survey received 450 responses. Key highlights:

- The main reasons respondents began working in the field included their love of working with children and their value of the importance of early childhood education.
- The factors considered the most important to encourage staff to stay in the sector included supportive management, positive workplace culture and healthy workplace environment.
- Factors respondents were most satisfied with related to their job included location of work, hours of work and job responsibilities related to direct care for children.



## Middle Childhood Partnership Project

The Children Services section received funding in early 2023, to complete a project to increase collaboration and support the coordination of resources for children in middle childhood (6 to 12 years of age) and their families. The goal of the project was to:

- Provide targeted support and resources to identify and engage partners.
- Create a networking/planning infrastructure that is sustainable.
- Develop shared goals and strategies and build communication tools to keep partners connected.
- Develop strategies to coordinate and promote community programming, resources and information for families, to support the social, physical and mental health of children ages 6 to 12 and their families.

Project activities included:

**Phase 1:** Literature review and stakeholder engagement – one-on-one interviews with community partners who provide services to families and children ages 6 to 12 (April to August 2023)

**Phase 2:** Public engagement – engagement with families of children ages 6 to 12 (September to December 2023)

**Phase 3:** Develop resources and tools to support stakeholders, children and families (November to December 2023)

**Phase 4:** Develop strategies for long-term maintenance of partnerships and resources and evaluation of strategies (December to February 2024)

Results from the project included shared objectives to address through the formation of a sub-committee specific to middle childhood under the updated EYPN structure for 2024-2029. Full results from the project can be found at [Middle Childhood Partnership Project](#).

## EarlyON Focus Groups

In March 2023, a number of focus groups were completed with EarlyON participants to determine opportunities to increase engagement with families across the community and to determine whether programming was meeting the needs of community members. Focus groups and associated marketing and promotional materials were completed by an external consultant.

Key highlights from the focus groups:



participants learned about EarlyONs through other community members



availability of transportation creates barriers to access EarlyON programs



registration website was difficult to use



participants attended to socialize, obtain peer support, and opportunity for their children to play with others



participants continued to attend programs because of the level and quality of the support given by staff and other parents



improved signage, access, website functionality and printed materials are needed.

## Knowing Our Numbers

In 2023, the Children Services section partnered with 42 other SSMs in Ontario and the [College of Early Childhood Educators](#) to better understand the challenges of the current early years workforce through a province-wide study led by the [Atkinson Centre for Society and Child Development](#), known as [Knowing Our Numbers](#).

The purpose of Knowing Our Numbers was to evaluate the current early learning and child care working conditions through collection and analysis of local data, including workforce demographics, compensation, job satisfaction, opportunities for career advancement and professional learning, and experiences of workplace racism and discrimination.

The findings from Knowing Our Numbers will be used to inform workforce strategies and policy developments across the province.

Through Knowing Our Numbers, a provincial survey was conducted in 2024, and was open to all early learning professionals across Ontario. In Greater Sudbury, the survey received 49 responses from those working in the early learning and child care sector.

Highlights from survey responses for Greater Sudbury included:

93%

**felt the most rewarding aspect of working in the early years was “feeling I make a difference to children, families, and my community”**

82%

**felt the most challenging aspect of working in the early years was the pay received.**

61%

**would recommend a career in the early years sector.**

50%

**were not sure if they will continue working in the early years sector.**

The provincial report can be found at [Knowing Our Numbers](#).



## Stakeholder Engagement – Parents/Families:

### Childcare Registry Survey

In 2023, the Children Services section delivered a survey to approximately 4,500 families who had applications on the child care registry or who were placed in child care in the last several years. The survey's purpose was to collect feedback related to the child care registry user experience.

The survey received approximately 750 responses. The results of the survey supported the prioritization of improvements to the registry related to processes and workflow.

Key highlights from survey responses included:

- Lack of communication from the Child Care Registry and Child Care centres
- Approximately 40 per cent of people who did not receive a spot in child care had to stop working (20 per cent) or had to change their work schedule (19 per cent) because they did not receive child care when they needed it.
- Over 50 per cent of respondents were satisfied with the registry process overall.





## Section 4: Outcomes

The previous Service System Plan for 2019–2023 outlined several outcomes that continue to be a priority within the current plan. Outcomes within this plan are aligned with the four key components of a strong early years system – accessibility, equity and responsiveness, affordability and quality and inclusion.

### 1.0 Accessibility

Outcome	Strategy	Activities for 2024/25	Performance Measures
<b>1.1</b> Community programs and service providers are increasingly aware of families' needs for child care and early years services within the community.	<b>a.</b> Develop and implement a multi-faceted marketing and education campaign about quality, licensed child care and early learning programs directed to families, partners and to the public, within existing funding.	<ul style="list-style-type: none"> <li>• Develop branding content in partnership with external marketing provider.</li> <li>• Implement marketing strategy and track results.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of people accessing web-based content.</li> <li>• Number of promotional materials developed and circulated.</li> </ul>
<b>1.2</b> Programs address service gaps throughout the community to provide high impact child care and early years services that can be easily accessed by children and families.	<b>a.</b> Support expansion of licensed child care in the highest demand locations and age groups within CWELCC guidelines.	<ul style="list-style-type: none"> <li>• Continue to work with community partners to identify opportunities for child care expansion.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of new child care spaces added.</li> <li>• Per cent growth of child care spaces.</li> </ul>
<b>1.3</b> Children with special needs and their families have the support they need to fully take part in early learning and child care programs and services.	<b>a.</b> Develop a responsive funding and service delivery model for inclusion support in early learning and child care which includes innovative approaches to enhance inclusion programming for children with additional needs, based on age group, neighbourhood or diagnostic criteria.	<ul style="list-style-type: none"> <li>• Partner with an external consultant to complete a review of quality and inclusion services.</li> <li>• Develop a working group to implement recommendations received through the system review.</li> <li>• Implement the Specialized Services sub-committee of the EYPN to support system planning related to special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of children with special needs supported by quality and inclusion services.</li> <li>• Number of community partners participating in the Specialized Services sub-committee of EYPN.</li> </ul>

Outcome	Strategy	Activities for 2024/25	Performance Measures
<b>1.4</b> Programs and services are culturally inclusive and responsive to the needs of diverse families.	<b>a.</b> Support diverse families in accessing and taking part in early years programs by developing and implementing the training and support for early years professionals, and developing and/or finding tools, resources and processes for such families, including Indigenous, francophone and newcomers.	<ul style="list-style-type: none"> <li>• Partner with an external consultant to complete a review of the current early learning and child care system with respect to diversity, equity and inclusion.</li> <li>• Implement the DEI (Diversity, Equity &amp; Inclusion) Advisory of the EYPN to support implementation of recommendations received through the system review.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of professional learning opportunities offered related to DEI.</li> <li>• Number of early years professionals attending DEI professional learning opportunities.</li> <li>• Number of tools, resources and processes developed to support diverse families.</li> </ul>

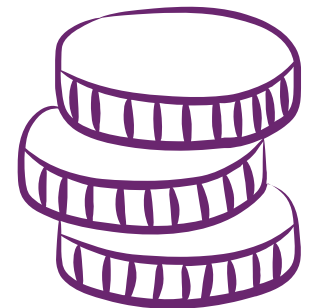


## 2.0 Equity and Responsiveness

Outcome	Strategy	Activities for 2024/25	Performance Measures
<b>2.1</b> Programs and services reflect the diversity of families and respond to the identified needs of child and families in each neighbourhood.	<b>a.</b> Support early years providers to plan and implement intentional programming related to EDI vulnerabilities in their neighbourhood.  <b>b.</b> Continue to make funding decisions and service delivery in consideration of cultural and/or linguistic diversity, geographical spread and gaps in programs and services.	<ul style="list-style-type: none"> <li>• Provide education to the early learning and child care system on EDI vulnerabilities.</li> <li>• Provide professional learning opportunities in relation to EDI vulnerabilities (e.g., mental health).</li> <li>• Review EDI vulnerabilities and population demographics for each neighbourhood to ensure services are in the right neighbourhoods.</li> <li>• Work with child care agencies to ensure 30 per cent of spaces, at minimum, have been distributed to subsidized families.</li> <li>• Implement a Diversity, Equity and Inclusion sub-committee of the Early Years Planning Network to support system planning related to diversity, equity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of professional learning opportunities offered to staff tailored to EDI vulnerabilities.</li> <li>• Number of EarlyON and child care programs delivered in proportion to population by neighbourhood, and of francophone, Indigenous, and low-income populations.</li> <li>• Percentage of subsidized families attending each child care site.</li> <li>• Number of meetings of the Diversity, Equity and Inclusion sub-committee.</li> </ul>
<b>2.2</b> Examine policies and practices within the sector that may create barriers in achieving, participating in and supporting the processes of reconciliation with Indigenous peoples in Ontario as part of the TRC.	<b>a.</b> Establish evaluation measures that ensure all funded programs provide culturally inclusive and equitable opportunities for Indigenous educators and families.	<ul style="list-style-type: none"> <li>• Partner with an external consultant to complete a review of the current ELCC system in relation to diversity, equity and inclusion.</li> <li>• Implement recommendations following the system review.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of initiatives implemented related to diversity, equity, and inclusion in alignment with system review recommendations.</li> </ul>

### 3.0 Affordability

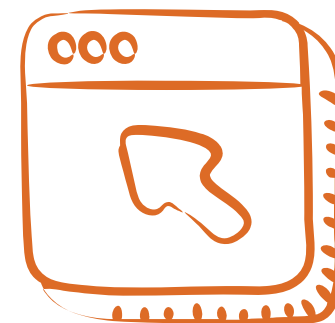
Outcome	Strategy	Activities for 2024/25	Performance Measures
<b>3.1</b> More families in need will have access to high-quality and affordable summer, and off-school-hour programming for their school-aged children.	<b>a.</b> Expand subsidy opportunities for summer programming for more kindergarten/school age children in need, to support school attachment and healthy development.	<ul style="list-style-type: none"> <li>• Development of a working group with community partners to develop subsidized recreational programming enhancements by introducing new partners (increasing community capacity and distributed subsidized spaces).</li> <li>• Streamlining administrative processes using lean methods to implement an efficient system that supports, and is inclusive of, more vulnerable and at-risk families within our community.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of school-aged children accessing subsidized care.</li> <li>• Number of subsidized children attending camp and other recreational programming.</li> <li>• Percentage of subsidized funding dollars being used for recreational programming.</li> <li>• Number of OW/ODSP families receiving subsidized care for school-aged children in recreational programming.</li> </ul>
<b>3.2</b> Increase access to affordable child care through policies and provincial guidelines.	<p><b>a.</b> Continue to increase affordability through the provision of CWELCC.</p> <p><b>b.</b> Review processes and practices in the delivery of the Child care Subsidy program and make improvements to reach more families, reduce overpayments, improve clients' experiences and improve program delivery.</p>	<ul style="list-style-type: none"> <li>• Continue to deliver CWELCC in alignment with provincial guidelines.</li> <li>• Lean process review of the internal policy and process for families to access the Child care Subsidy program.</li> </ul>	<ul style="list-style-type: none"> <li>• Percent reduction of child care fees.</li> <li>• Number of process improvements implemented within the application process.</li> </ul>





## 4.0 Quality and Inclusion

Outcome	Strategy	Activities for 2024/25	Performance Measures
<b>4.1</b> Programs and services are staffed by a highly skilled workforce, including Registered Early Childhood Educators (RECEs) and other certified professionals.	<p><b>a.</b> Improve placement experiences and the transition into the profession for Early Childhood Educator (ECE) students and graduates.</p> <p><b>b.</b> Coordinate the funding, development, implementation and promotion of activities to increase the recruitment and retention of RECEs.</p>	<ul style="list-style-type: none"> <li>• Collaborate with the EYPN to develop and implement a student mentorship pilot project.</li> <li>• Collect information about factors that affect recruitment and retention.</li> <li>• Implement strategies to increase recruitment and retention in the sector (e.g., paid professional development).</li> <li>• Implement a Workforce Strategy sub-committee of the Early Years Planning Network to develop workforce strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of professional learning opportunities to support student mentorship.</li> <li>• Number of materials developed to support the transition of new graduates entering the profession.</li> <li>• Number of promotional events attended to recruit ECEs.</li> <li>• Number of strategies implemented to increase recruitment and retention.</li> <li>• Number of community partners participating in the Workforce Strategy sub-committee.</li> </ul>
<b>4.2</b> Programming and pedagogy are consistent with pedagogical documentation (How Does Learning Happen? (HDLH)): Ontario's Pedagogy for the Early Years).	<b>a.</b> Improve knowledge and competencies of staff within the ELCC sector related to the HDLH pedagogy.	<ul style="list-style-type: none"> <li>• Provide professional learning opportunities within the sector to increase alignment with HDLH pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of professional learning opportunities offered to staff within the sector on HDLH.</li> <li>• Number of staff attending professional learning opportunities.</li> </ul>

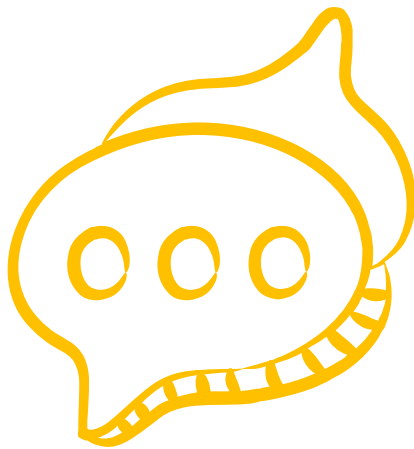


Outcome	Strategy	Activities for 2024/25	Performance Measures
<b>4.3</b> The early years system offers capacity building opportunities to engage childcare and early years staff in ongoing professional learning and development needs.	<p><b>a.</b> Support an external evaluation of the capacity building and professional learning system and implement recommendations for improvement.</p> <p><b>b.</b> Develop an annual funding allocation with a corresponding professional learning framework, to ensure that capacity building opportunities are responsive to community needs.</p>	<ul style="list-style-type: none"> <li>• Partner with an external consultant to complete a review of the current ELCC system in relation to quality.</li> <li>• Implement recommendations following the review.</li> <li>• Develop and implement the professional learning framework.</li> <li>• Implement a Regional Planning and Professional Learning sub-committee of the Early Years Planning Network.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of stakeholders consulted through system review.</li> <li>• Number of recommendations received through system review.</li> <li>• Number of professional learning opportunities delivered.</li> <li>• Number of community partners participating in the Regional Planning and Professional Learning sub-committee.</li> </ul>
<b>4.4</b> Governance models are well documented and supported to ensure roles and responsibilities are clear within the system.	<b>a.</b> Revise and update current Early Years funding agreements with child care and EarlyON providers to better define roles, responsibilities and City expectations of Boards of Directors under a governance model.	<ul style="list-style-type: none"> <li>• Partner with an external consultant to complete a review of the current ELCC system in relation to quality.</li> <li>• Implement recommendations following the system review related to governance models.</li> <li>• Update funding agreements as needed.</li> <li>• Provide professional learning opportunities to leadership staff to align with system review recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of recommendations received related to governance models through system review.</li> <li>• Number of amendments to funding agreements related to system review recommendations.</li> </ul>
<b>4.5</b> Programs are continuously evaluated to ensure programs meet the needs of the community	<b>a.</b> Improve the quality of programs through evaluation and continuous quality improvement	<ul style="list-style-type: none"> <li>• Develop a program evaluation and continuous quality improvement framework for the early years sector.</li> <li>• Develop an evaluation plan for all early year's programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of programs with an evaluation completed.</li> <li>• Number and percentage of staff who receive professional learning related to program evaluation.</li> </ul>

## Conclusion

The Child Care and Early Years Service System Plan sets the path forward for 2024-2025 that reflects the needs of the community and prioritizes the pillars of a strong early years system. Objectives outlined in this plan will include ongoing engagement with stakeholders and families to ensure continued representation, as the early years landscape in Greater Sudbury continues to evolve.

The Children Services section will continue to evaluate progress under each outcome and monitor performance measures over the Service System Plan period, in alignment with the Early Years Program Evaluation Framework (outcome #4.5). A review of activities and progress each year will be shared with community partners and posted on the [City's website](#).



# Appendix

## Accessibility:

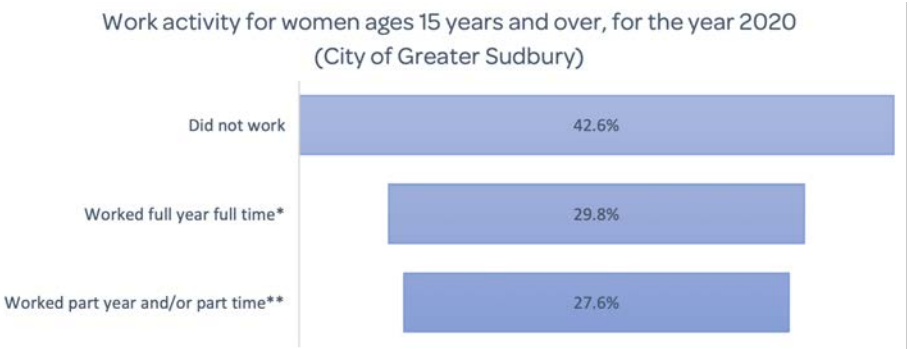
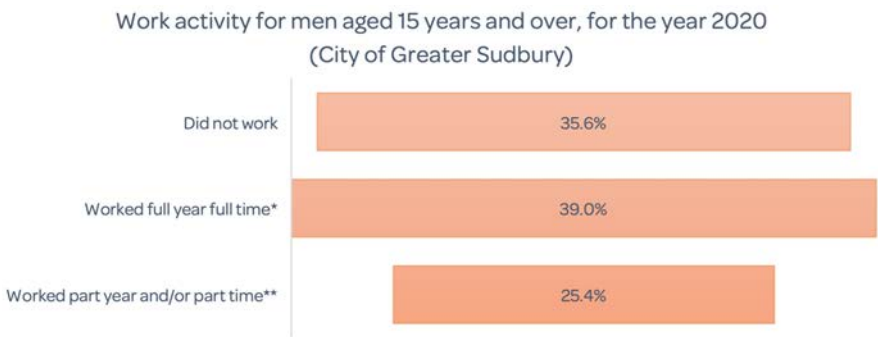
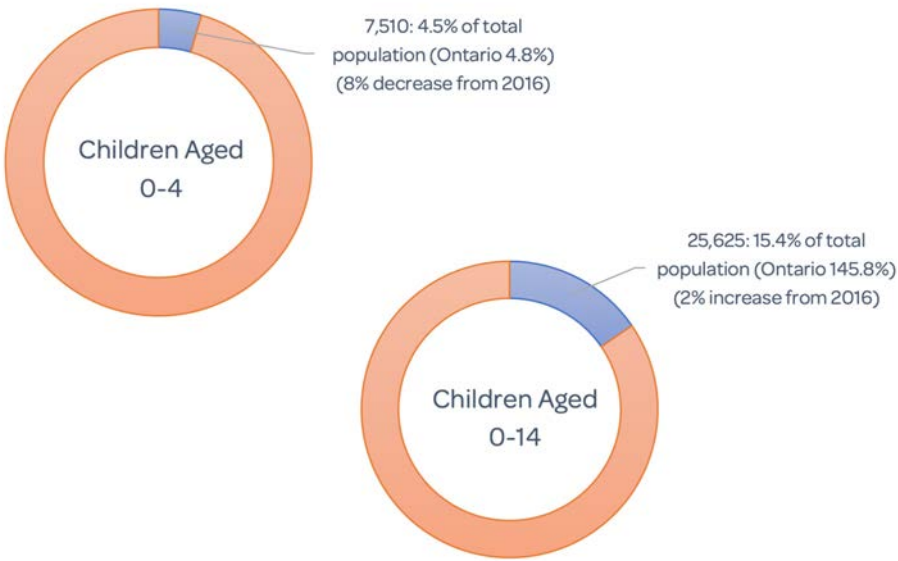
### Children in Greater Sudbury (2021)

The number and distribution of children affects both the funding received from the province and the service levels needed in Greater Sudbury. The number of children ages 0 to 4 decreased, while those ages 0 to 14 increased slightly in Greater Sudbury from 2016 to 2021. However, the proportion of the population that is aged 14 and under in Sudbury is on par with the province<sup>xii</sup>.

### Population Characteristics: Employment

Most women and men in Greater Sudbury in the typical years of raising children are in the workforce. This means that for most families, non-parental child care will be needed during the children’s early and school years, and EarlyON programs need to offer family services at a range of times, outside of the regular workday hours.

Women in Greater Sudbury are more likely to not work or work part-time, compared to men. Compared to the rest of the province, both women and men in Greater Sudbury are more likely to work full-time, and less likely to work part-time<sup>xi</sup>.



\*Full year (49 weeks and over) and mostly full time (30 hours or more per week).  
\*\*Part year is less than 49 weeks (about 11 and a half months), and part time is less than 30 hours per week



## Neighbourhood Profiles:

Each area of the city has a different demographic profile related to the number and age of children, francophone and Indigenous populations, parents' work schedules and income levels. These factors have impacts on the demand for services and the needs of the families who use them.

The following are selected demographic factors by area in Greater Sudbury<sup>xii</sup>:

	1	2	3	4	5	6	7	8	9
<b>POPULATION</b>									
2021 Population aged 0-3	810	470	580	490	960	450	715	755	515
2021 Population aged 0-5	1,320	780	940	750	1,565	675	1,165	1,165	775
2021 Population aged 6-12	1,370	940	990	905	2,035	810	1,425	1,500	790
Child Population aged 0-12 as a % of Total Pop	13.1%	12.8%	12.4%	12.7%	13.0%	13.3%	10.8%	11.0%	9.6%
<b>FAMILY STRUCTURE</b>									
% of one-parent families	15.5%	12.9%	31.6%	16.5%	14.5%	22.6%	20.8%	13.8%	22.7%
<b>LANGUAGE AND CULTURE</b>									
% French Mother Tongue	39.5%	8.1%	20.0%	20.4%	35.0%	20.1%	22.0%	13.0%	13.0%
% Recent Immigrants (2016 to 2021)	0.0%	0.5%	2.3%	0.3%	0.0%	0.6%	0.9%	1.8%	0.4%
% visible minority population	1.0%	1.9%	16.0%	1.7%	1.4%	8.3%	9.7%	10.1%	8.8%
% Indigenous identity	13.7%	7.8%	13.6%	12.3%	11.9%	12.1%	11.7%	6.2%	10.1%
<b>INCOME, EMPLOYMENT AND HOUSING</b>									
Unemployment rate (%)	7.5%	8.2%	16.2%	10.3%	10.0%	11.6%	11.8%	9.1%	12.8%
% Aged 0 to 5 years in low income based on LIM-AT	8.3%	2.6%	36.7%	7.3%	5.8%	17.8%	15.5%	9.9%	14.8%
% Aged 0 to 17 years in low income based on LIM-AT	8.8%	4.8%	29.8%	6.0%	6.4%	15.9%	15.9%	7.2%	12.9%
% Renters	25.3%	15.8%	69.1%	18.4%	15.9%	38.8%	36.4%	38.5%	56.8%

1. Azilda, Chelmsford, Dowling, Levack and Areas

2. Lively, Copper Cliff, Naughton, Whitefish and Areas

3. Donovan, Flour Mill and Areas

4. Garson, Coniston, Wanapitei, Falconbridge

5. Hanmer, Valley, Capreol and Areas

6. Minnow Lake and Areas

7. New Sudbury and Areas

8. South End and Areas

9. Downtown, West End, Kingsmount, Bell Park and Areas

## Early Development Instrument:

In Ontario, children are assessed by their teacher at the end of kindergarten in five different domains using a standardized assessment called the Early Development Instrument (EDI). This table shows domains where children measured low in any domain, and differences between areas in the city.

EARLY DEVELOPMENT INSTRUMENT 2023										
	CGS Total	1	2	3	4	5	6	7	8	9
% Low in One Domain or More	30.9	31.7	24.5	30.4	27.8	34.2	37.8	34.4	25.1	34.7
% Low in Two Domains or More	14.4	14.0	11.8	12.0	9.3	16.0	17.1	16.9	11.6	18.9
% Low in Physical Health and Well-being	14.8	18.9	12.7	15.2	10.2	16.9	9.8	14.8	11.6	18.9
% Low in Social Competence	9.3	11.6	9.1	4.8	3.7	12.0	12.2	12.7	6.0	9.5
% Low in Emotional Maturity	16.8	19.5	10.9	14.4	12.0	16.4	24.4	22.2	12.6	17.9
% Low in Language and Cognitive Development	8.1	5.5	5.5	7.2	5.6	13.3	12.2	7.4	5.0	11.6
% Low in Communication Skills and General Knowledge	8.7	8.5	7.3	10.4	5.6	7.1	8.5	9.5	11.6	9.5

1. Azilda, Chelmsford, Dowling, Levack and Areas

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Equity And Responsiveness:

Within the child population, specific groups are much more likely to live in poverty, including Indigenous children, new immigrants and children who belong to visible minority groups<sup>xi</sup>.

Children with Indigenous identity aged 0-5 in low income .....	18.0 per cent
Children with Indigenous identity aged 0-17 in low income.....	16.1 per cent
Children in visible minority groups aged 0-14 in low income .....	22.2 per cent
Recent immigrants (2016-2019) aged 0-17 in low income.....	11.3 per cent

Population Characteristics: Immigration

Understanding the number and distribution of newcomer families in Greater Sudbury helps the Children Services section better meet the needs of these families and children and ensure that supportive childcare and EarlyON programming is available for them.

Greater Sudbury has a small but growing recent immigrant population. International students with children and refugee claimant families may not be included in census data but also will benefit from support services<sup>xi</sup>.

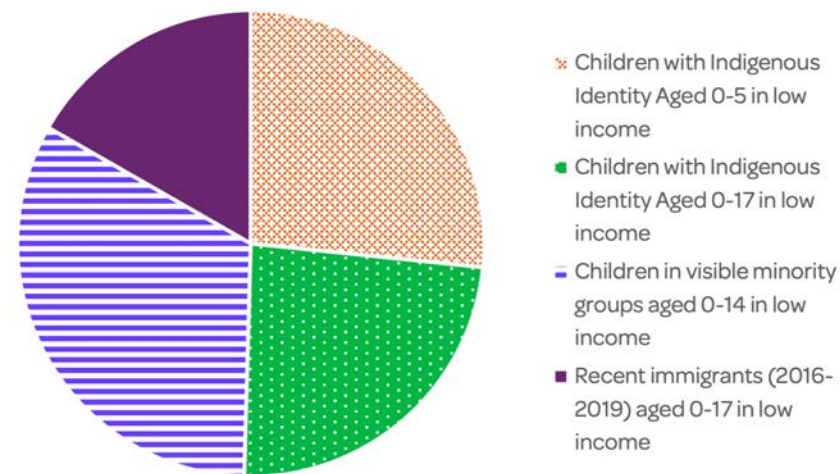
The recent immigrant population is young: 23 per cent are children aged 14 and under.

Recent immigrants (arrived 2016-21) .....	1,635
1.0 per cent of the population (up 63 per cent from 2016)	

Children aged 0-14 recent immigrants (arrived 2016-21) *	375
--	-----

\*Breakdown for children aged 0-4 is not available.

Equity and Responsiveness



Population Characteristics: Visible Minorities

Families from visible minority groups may have barriers to accessing services and may experience discrimination in community settings. All families benefit from inclusive and supportive services that welcome all people.

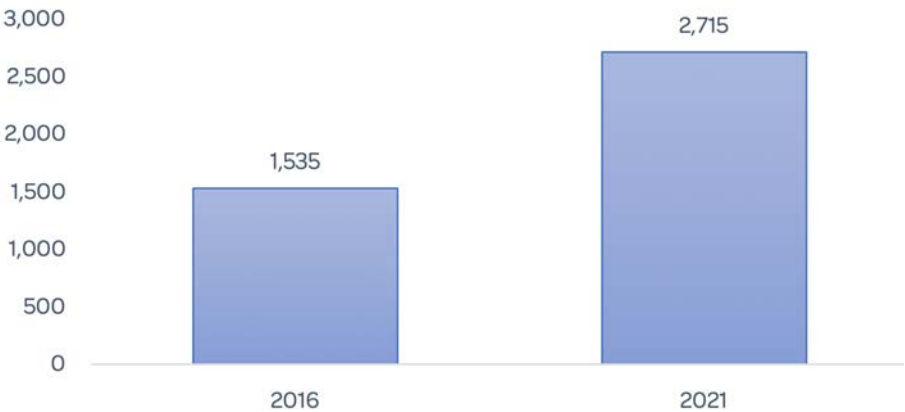
Greater Sudbury has a small but growing visible minority population. The visible minority population is young: 25.4 per cent are children aged 14 and under<sup>xi</sup>.

Total visible minority population ..... 6,045  
(11.0 per cent of population)

Children aged 0-14-visible minority\* ..... 1,535  
(25.4 per cent of visible minority population)

<sup>\*</sup>Breakdown for children aged 0-4 is not available.

Visible Minority Population Age 0-14  
(City of Greater Sudbury)





Population Characteristics: Indigenous Identity Population

The Indigenous population in Greater Sudbury is significantly higher than the provincial average, representing 11 per cent of the total population, compared to 2.9 per cent in Ontario. The early years sector in Greater Sudbury strives to ensure that Indigenous families have timely access to culturally relevant programs and services.

The Indigenous population is young – children make up a higher proportion of the population compared to the general population. It is important to note that Indigenous populations are traditionally underreported in census data, and therefore these numbers do not fully reflect the Indigenous population in Greater Sudbury<sup>xi</sup>.

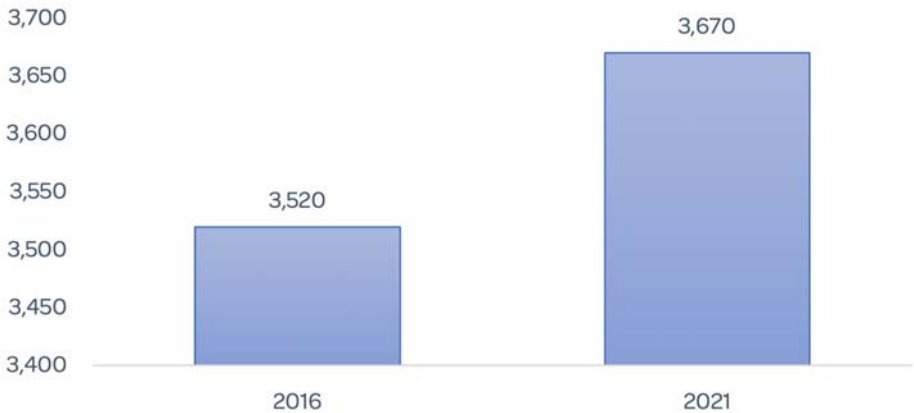
Indigenous identity population .....17,935  
(11.0 per cent of population - up from 9.7 per cent in 2016)

Children aged 0-14 ndigenous identity\* ..... 3,670  
(20.4 per cent of Indigenous identity population)

\*Breakdown for children aged 0-4 is not available.

NOTE: Users of this data should be aware that the estimates associated with Indigenous population are more affected than most by the incomplete enumeration of certain reserves and settlements in the Census of Population. For more information on Indigenous variables, including information on their classifications, the questions from which they are derived, data quality and their comparability with other sources of data, please refer to the Indigenous Peoples Reference Guide, Census of Population, 2021 and the Indigenous Peoples Technical Report, Census of Population, 2021.

Indigenous Identity Population Age 0-14  
(City of Greater Sudbury)





## Population Characteristics: French Language

The number and distribution of French speaking children have changed on the number and locations of early years services provided in French in Greater Sudbury. Greater Sudbury has a significant population of French speakers—22.6 per cent of the population lists French as a mother tongue and 37.5 per cent speak French. These rates are slightly lower in young children<sup>xi</sup>.

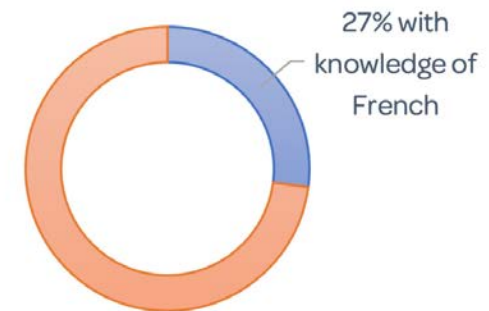
41.1%

of children ages 0 to 4 list French as their mother tongue  
(this includes those who speak French only and both French and English)

53%

of children ages 0 to 4 list French as the language spoken most  
often at home  
(this includes those who speak French only and both French and English)

## Children Age 0-4 Years with knowledge of French



Affordability:

Understanding changes and trends in family incomes helps Children Services address affordability issues around child care fees and predict demand for child care subsidy.

Family Income

Incomes of families with children in Greater Sudbury have seen significant growth since 2016.

The median incomes of couples with children are considerably higher than the median in the province. This does not hold true for one-parent families who have lower median incomes than two-parent families, and their incomes are slightly lower than the median in the province<sup>xi</sup>.

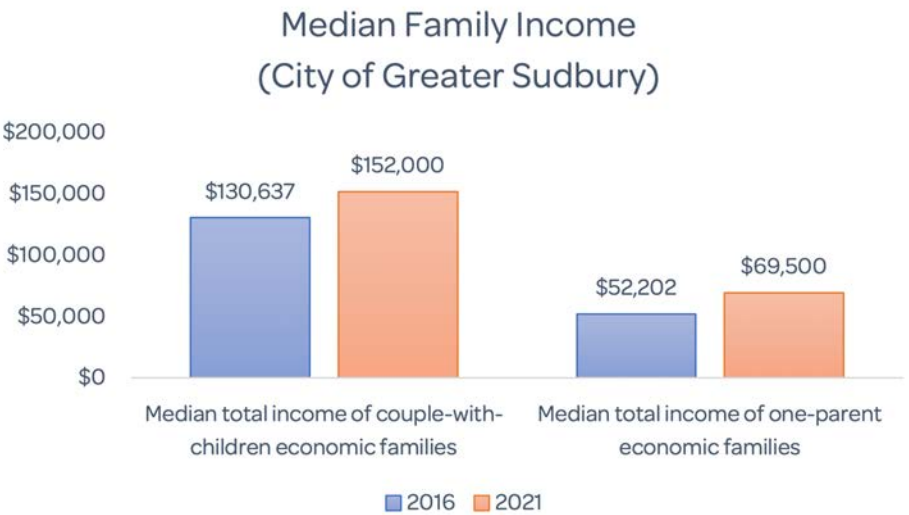
Income of households for a couple with children, 2021

Median family income – Greater Sudbury .....	\$152,000
(\$130,637 in 2016) 16 per cent increase	
Median family income – Ontario .....	\$141,000
(\$115,381 in 2016) 22 per cent increase	

Income of households with one parent and children, 2021

Median family income – Greater Sudbury .....	\$69,500
(\$52,202 in 2016) 33 per cent increase	
Median family income – Ontario .....	\$73,000
(\$54,363 in 2016), 34 per cent increase	

NOTE: When analyzing income data from the 2021 Census: Data collected from the 2021 Census includes the lost employment income experienced by millions of Canadians during the first year of the pandemic. For more information, visit <https://www12.statcan.gc.ca/census-recensement/2021/as-sa/98-200-X/2021005/98-200-X2021005-eng.cfm>









Poverty and Low Income

Understanding the scope and characteristics of poverty in young children in Greater Sudbury helps the Children Services section better meet the needs of these families and children through child care subsidy and supportive child care and EarlyON programming.

Greater Sudbury has an overall rate of poverty (measured by Low Income Measure-After Tax [LIM-AT]) of 9.5 per cent, which is lower than Ontario’s rate of 10.1 per cent. However, children are much more likely to live in poverty than the general population<sup>xi</sup>.

Prevalence of low income in 2020 based on LIM-AT

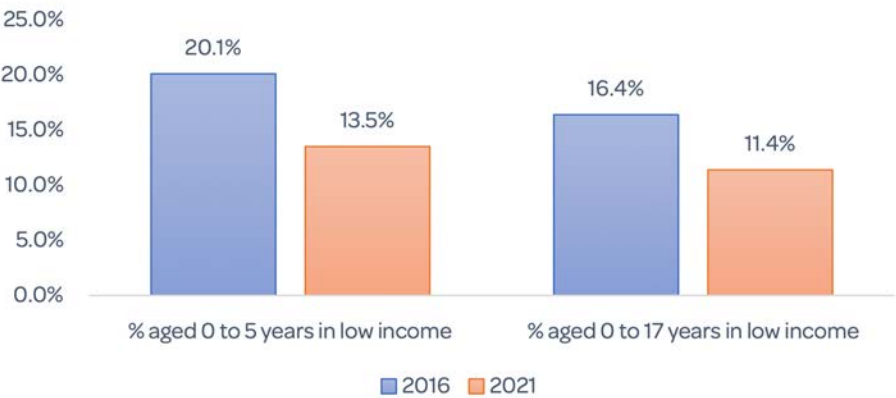
Children aged 0 to 5 living in low income. .... 1,265

Prevalence of children aged 0 to 5 living in low income. ....13.5 per cent  
(12.4 per cent in Ontario)

Children aged 0 to 17 living in Low Income ..... 3,505

Prevalence of children aged 0 to 17 living in low income. .... 11.4 per cent  
(11.5 per cent in Ontario)

Prevalence of low income based on the LIM-AT  
(City of Greater Sudbury)



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- x. Greater Sudbury – Ontario Child Care Management System (OCCMS). Accessed July 2024.
- xi. Harvard University, Center on the Developing Child. The Science of Early Childhood Development. Available here: <https://harvardcenter.wpenginpowered.com/wp-content/uploads/2007/03/InBrief-The-Science-of-Early-Childhood-Development2.pdf>
- xii. 2016 and 2021 Census Profiles (City of Greater Sudbury [Census Subdivision], Ontario [Province]), Statistics Canada Available here: 2016) <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3553005&Geo2=PR&Code2=35&-Data=Count&SearchText=Greater%20Sudbury&SearchType=Begins&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=3553005&TABID=1> 2021) <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/details/page.cfm?Lang=E&SearchText=sudbury&DGUIDlist=2021A00053553005&-GENDERlist=1&STATISTIClist=1&HEADERlist=0>



