Agenda Including Addeds
Community and Protective Services Committee

6th Meeting of the Community and Protective Services
May 28, 2019, 4:00 PM
Council Chambers
Members

Councillors M. Cassidy (Chair), S. Lewis, M. Salih, E. Peloza, S. Hillier, Mayor E. Holder

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The Committee will recess at approximately 6:30 PM for dinner, as required.

Pages

1. **Disclosures of Pecuniary Interest**

2. **Consent**

2.1 4th and 5th Reports of the Animal Welfare Advisory Committee 3

2.2 4th and 5th Reports of the London Housing Advisory Committee 8

2.3 London-Middlesex Child Care and Early Years Service System Plan: 2019-2023 27

2.4 London Strengthening Neighbourhoods Strategy: Neighbourhood Decision Making Program 418

a. (ADDED) REVISED APPENDIX A *426*

2.5 2018-2019 Multi-Service Accountability Agreement - Dearness Home Adult Day Program and the South West Local Health Integration Network Declaration of Compliance - April 1, 2018 – March 31, 2019 428

2.6 2018 Ontario Works Participant and Service Delivery Profile 478

2.7 Portable Radios for Fire Prevention Inspectors Working Alone 486

2.8 Single Source 19-13 - Single Source Procurement of Dispatch Consoles for One Voice Emergency Communication System 490

3. **Scheduled Items**

4. **Items for Direction**

4.1 3rd and 4th Reports of the Accessibility Advisory Committee 492

a. (ADDED) 5th Report of the Accessibility Advisory Committee *523*

4.2 2nd Report of the Childcare Advisory Committee 524

4.3 3rd and 4th Reports of the Community Safety and Crime Prevention Advisory Committee 534

a. (ADDED) Not to be heard before 4:00 PM – Delegation – L. Steel, M. Sherritt and B. Rankin, Members, Community Safety and Crime Prevention Advisory Committee

4.4 Councillor E. Peloza - Garbage Collection in City of London Parks 549

4.5 Unsanctioned and Unsafe Street Parties Policy Amendments - Public Nuisance By-law: Cost Recovery 550

4.6 Homelessness Crisis - M. Wills - REQUEST FOR DELEGATION STATUS 558

5. Deferred Matters/Additional Business

5.1 (ADDED) Deferred Matters List *559*

5.2 (ADDED) Councillor S. Lewis – Neighbourhood Event Equipment Lending Policy *563*

6. Confidential

6.1 Solicitor-Client Privileged Advice

A matter pertaining to advice that is subject to solicitor-client privilege, including communications necessary for that purpose, and giving directions or instructions to the solicitors, officers or employees of the municipality in connection with such advice relating to proposed amendments to the Public Nuisance By-law.

7. Adjournment

Animal Welfare Advisory Committee

Report

4th Meeting of the Animal Welfare Advisory Committee
April 4, 2019
Committee Room #3

Attendance

PRESENT: W. Brown (Chair), H. de Hoog, A. Hayes, P. Lystar, D. Simpson, M. Toplak; and P. Shack (Secretary)

ABSENT: K. Ashe, A. Evans and M. Morris

ALSO PRESENT: R. Oke

The meeting was called to order at 5:06 PM.

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 ReThink Zoning Draft Terms of Reference

That it BE NOTED that the attached presentation, from J. Adema, Planner II, with respect to the ReThink Zoning Draft Terms of Reference, was received.

3. Consent

3.1 3rd Report of the Animal Welfare Advisory Committee

That it BE NOTED that the 3rd Report of the Animal Welfare Advisory Committee, from its meeting held on March 7, 2019, was received.

4. Sub-Committees and Working Groups

That it BE NOTED that the Animal Welfare Advisory Committee, heard a verbal update from P. Lystar, with respect to the Sub-Committee meeting.

5. Items for Discussion

5.1 Notice of Proposed Changes to the Site Plan Control By-law - Bird Friendly Development - Site Plan Control By-law Proposed Changes - Amendments to the Site Plan Control By-law

That it BE NOTED that the Bird Friendly Development-Site Plan Control By-law Proposed Changes, were received; it being noted that the Animal Welfare Advisory Committee provided the following comments with respect to the above matter:

-is there a procedure with respect to reflective glass on new high rise buildings to reduce bird strikes?

-are there reduction strategies for light pollution?

-any initiatives considered for light pollution on private property?

-are grates on sidewalks being considered to prevent birds from falling through?

-is there a curfew on flood lighting when an event is hosted?

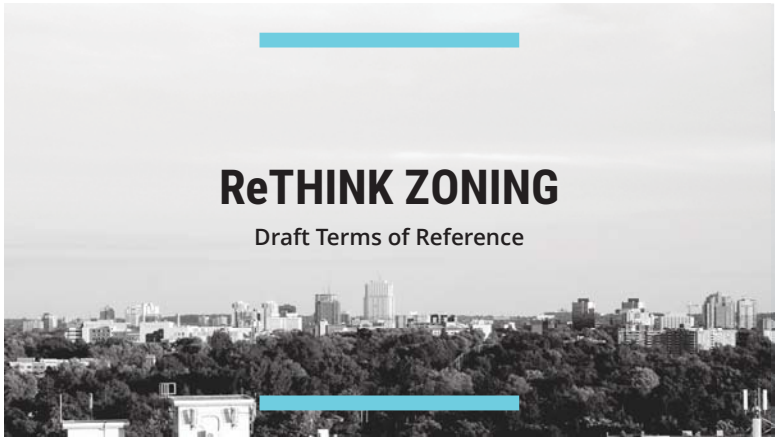
6. Deferred Matters/Additional Business

6.1 (ADDED) Municipal Council resolution adopted at its meeting held on March 26, 2019 with respect to the 2019 appointments to the City of London Advisory Committees (ACs)

That it BE NOTED the Municipal Council resolution adopted at its meeting held on March 26, 2019 with respect to the 2019 appointments to the City of London Advisory Committees, was received; it being noted that the Animal Welfare Advisory Committee held a general discussion, with respect to the above matter.

7. Adjournment

The meeting adjourned at 7:01 PM.



WHAT IS ZONING?

- Zoning is a tool in the Planning Act that allows municipalities to regulate growth and development
- A Zoning By-law
  - implements the objectives and policies of a municipality's official plan
  - provides a legal way of managing land use and future development
  - Provides regulations with regards to the use, location, intensity of development
- One of a suite of tools we use to ensure development achieve the objectives stated in the Official Plan

DOES LONDON NEED A NEW ZONING BY-LAW?

Yes – To Implement the London Plan

- Zoning By-law Z.-1 is linked to and was written to implement the land use designations of the 1989 Official Plan
- The London Plan provides a new policy direction with new place types and city building policies

Yes – To comply with the Planning Act

- All by-laws shall conform with the Official Plan (s. 24(1))
- Zoning shall be updated to comply with the official plan within 3 years (s. 26(9))

WHAT'S IN THE NAME?

ReThink Zoning chosen as a brand for this process for two reasons:

1. To link this project to ReThink London and the London Plan
2. To encourage creativity & innovation

DRAFT TERMS OF REFERENCE

- Presented to PEC August 13, 2018
- Overviews the goals, objectives, desired outcomes, and process to prepare the new by-law
- Council resolution:
  - That, on the recommendation of the Managing Director, Planning and City Planner, the staff report dated August 13, 2018 entitled "ReThink Zoning Terms of Reference" and the draft Terms of Reference BE RECEIVED for information and BE CIRCULATED to stakeholders, agencies and the public for the purposes of receiving comments; it being noted that the final Terms of Reference will be brought before a future meeting of the Planning and Environment Committee for approval following the consultations with stakeholders, agencies and the public.
- Next step – terms of reference to PEC May 13, 2019

DRAFT TERMS OF REFERENCE

- Overarching Goal, Objectives, Desired Outcomes
  - Focus on finding the right tool and approach to achieve the vision of the London Plan
  - Details are not determined at this point and will be explored through the project work plan
- Project Approach
  - Phase One –Background research and options analysis.
  - Phase Two – Prepare new by-law

DRAFT TERMS OF REFERENCE

- Schedule
  - Final Terms of Reference and RFP for Consultant(s) – Q2, 2019
  - Retain consultants – Q3, 2019
  - Background Paper – Q1, 2020
  - Public Engagement – Q1-Q3, 2020
  - Recommendation Report – Q4, 2020
  - Terms of Reference, Phase 2 – Q4, 2020
  - Phase 2 – TBD

ReTHINK ZONING

- Terms of Reference overview the project approach
- Emphasis will be placed on stakeholder engagement throughout process
- Anticipate next update to follow the background report in 2020
- All stakeholders are invited to stay involved in this process.

Animal Welfare Advisory Committee

Report

5th Meeting of the Animal Welfare Advisory Committee
May 2, 2019
Committee Room #4

Attendance	PRESENT: W. Brown (Chair), K. Ashe, H. de Hoog, P. Lystar; and P. Shack (Secretary)
	REGRETS: A. Evans, A. Hayes, M. Morris, D. Simpson and M. Toplack
	ALSO PRESENT: R. Oke

The meeting stood adjourned at 5:30 PM, due to lack of quorum.

London Housing Advisory Committee

Report

4th Meeting of the London Housing Advisory Committee
April 10, 2019
Committee Room #4

Attendance

PRESENT: B. Odegaard (Chair), J. Coley Phillips, D. Nemeth, J. Peaire, D. Peckham, N. Reeves, K. Kaill; and P. Shack (Secretary)

ALSO PRESENT: J. Browne, G. Matthews and D. Purdy

REGRETS: A. Galloway, M. Inthavong, J. Malkin and J. Stickling

The meeting was called to order at 12:20 PM

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 People's Forum on Housing

That the following action be taken with respect to the People's Forum on Housing:

that J. Browne, Chief Executive Officer, London and Middlesex Community Housing, S. Giustizia, Chief Executive Officer, Housing Development Corporation, D. Purdy, Manager, Housing Services and O. Katolyk, Chief Municipal Law Enforcement Officer BE REQUESTED to attend a future meeting of the London Housing Advisory Committee (LHAC) to address the concerns raised by J. Thompson, Life Spin, with respect to the lack of affordable housing and property standard by-law enforcement;

it being noted that the attached presentation and handouts from J. Thompson, Life Spin, with respect to the People's Forum on Housing, were received.

2.2 Age Friendly London Housing Initiatives Update

That it BE NOTED the attached presentation from M. Dellamora, Specialist II Muncipal Policy(Age Friendly London), was received.

3. Consent

3.1 3rd Report of the London Housing Advisory Committee

That it BE NOTED that the 3rd Report of the London Housing Advisory Committee, from its meeting held on March 13, 2019, was received.

3.2 Municipal Council resolution adopted at its meeting held on March 26, 2019 with respect to the 2019 appointments to the City of London Advisory Committees (ACs)

That it BE NOTED the Municipal Council resolution adopted at its meeting held on March 26, 2019 with respect to the 2019 appointments to the City of London Advisory Committees, was received.

3.3 Notice of Planning Application - Official Plan and Zoning By-law Amendments - 146 Exeter Road

That it BE NOTED that the Notice of Planning Application Official Plan and Zoning By-law Amendments-146 Exeter Road, from N. Pasato, Senior Planner,were received.

3.4 Public Meeting Notice - Zoning By-law Amendment - 536 and 542 Windermere Road

That it BE NOTED that the Public Meeting Notice- Zoning By-Law Amendment- 536 and 542 Windermere Road, from M. Campbell, Planner II, was received.

4. Sub-Committees and Working Groups

None.

5. Items for Discussion

5.1 (ADDED) Housing Mediation Report - G. Matthews

That it BE NOTED that the London Housing Advisory Committee heard a verbal update from G. Matthews, Housing Mediation Officer, with respect to the Housing Mediation Annual Report.

6. Deferred Matters/Additional Business

None.

7. Adjournment

The meeting adjourned at 1:30 PM.

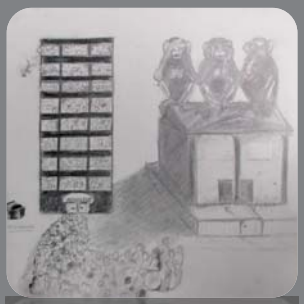
LIFE SPIN

AFFORDABLE HOUSING

A COMMUNITY PERSPECTIVE

LEGISLATIVE TOOLS

Housing Policy for Affordable Housing



LIFE SPIN

2

DEFINITION OF AFFORDABLE HOUSING

- "For **affordable rental housing projects**, the maximum rent levels for affordable rental units will be set annually at **70% or below** of the CMHC average market rent for rental housing within the City of London. The CMHC core need income thresholds are adjusted to include utilities."

(By-law No. CPOL.-75-307);

Amended June 26, 2018 (By-law No. CPOL.-356-347)

LIFE SPIN

3

HOW MUCH SHOULD WE BE BUILDING?

Affordable New Residential Development

- London has a target of 25% of housing to be **affordable to Low- and Moderate-income households** as defined in this Plan and the Provincial Policy Statement may be met through **new residential development and residential intensification through the conversion of non-residential structures, infill and redevelopment**.

25%

(Clause iv) deleted and replaced by OPA 438 Dec. 17/09

LIFE SPIN

4

WHAT SHOULD WE SEE?

BONUSING

Provide density bonuses, where suitable, to proposals which have an affordable housing component **above** the 30% minimum in larger residential developments (generally greater than 5 hectares)

INCLUSIONARY ZONING

25% minimum of all additional units added when developers request additional units per hectare

To be counted as affordable, they must be 70% of market rents or lower.

LIFE SPIN

5

INNOVATIVE DESIGN AND SERVICING STANDARDS

APPROVAL PROCESS

STAFF ASSISTANCE

LIFE SPIN

6

NEW AFFORDABLE HOUSING

SURPLUS MUNICIPAL LANDS

SURPLUS PROVINCIAL AND FEDERAL LANDS

LIFE SPIN

AFFORDABLE HOUSING RESERVE FUND

50% FOR TRANSITIONAL HOUSING WITH SUPPORTS

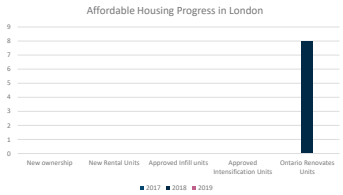
Must be a not-for-profit that can demonstrate the housing and the **support services** are sustainable

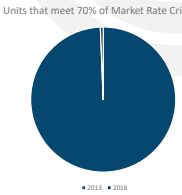
50% of the Affordable Housing Reserve funds to build affordable permanent housing targeted to low income individuals or families

50% FOR NEW AFFORDABLE HOUSING

LIFE SPIN

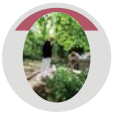
ANNUAL HOUSING MONITORING REPORT





LIFE SPIN

WHAT ELSE CAN LONDON DO?



COMMUNITY LAND TRUSTS

A land trust works by buying property and removing it from the speculative market, then building or rehabilitating and maintaining the building as affordable housing.

HOME OWNERSHIP

Between 2008 and 2013,

254 low-income households received down-payment assistance to purchase a home.

The Affordable Homeownership Reserve Fund already exists

ONTARIO RENOVATES

In 2013, 36 households received grants for accessibility repairs. The funding for these grants was not used again until 2018. It was depleted in two weeks and may have only helped 8 families.

REPAIR VACANT SOCIAL HOUSING

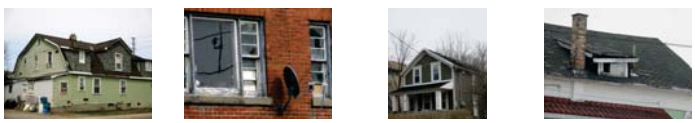
There are many vacant units of social housing, with a wait list of more than 4,400 families in desperate need.

LIFE SPIN

PROPERTY STANDARDS BYLAW ENFORCEMENT

YES, PEOPLE LIVE HERE

WITHOUT NEW AFFORDABLE HOUSING, POOR FAMILIES ARE DISPLACED



LIFE SPIN

Absentee Landlord - Speculators

Leaking roof causes mould

Rain shingles on to Neighbouring properties

Vent for gas stove sealed

Sewer pipe burst & was not repaired

Only one tenant remains, living in unsafe conditions. The CMHC-supported tenant was also relocated. Property Standards By-law not enforced.

LIFE SPIN

PROPERTY STANDARDS BYLAW ENFORCEMENT FOR LAND SPECULATORS IS NEEDED TOO.

BUSINESSES, LAND AND HOMES

LIFE SPIN

LONDON NEEDS RIGHT'S- BASED AFFORDABLE HOUSING ACTION

LIFE SPIN

LIFE SPIN

THANK YOU

LIFE@EXECULINK.COM

HTTP://WWW.LIFESPIN.ORG

ORIGINAL ART BY: MYRNA PRONCHUK

LIFE*SPIN Submission
to the London Housing Advisory Committee
April 10, 2019

LIFE*SPIN welcomes the opportunity to place its concerns about affordable housing before the London Housing Advisory Committee.

INTRODUCING LIFE*SPIN

LIFE*SPIN is an independent agency with a wide range of programs for low-income individuals and families. These include advocacy, income-tax help, a free summer day camp, a free store, the organization of Christmas sponsorships that match donors with families in need, a free recreational program for girls, and more.

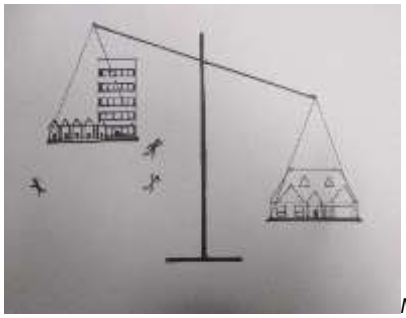
Most significantly in this context, we have 10 affordable apartments for long-term tenants in our well-maintained and lovingly restored heritage building in the Old East Village.

Working with more that 5,000 low-income families every year, including both tenants and home-owners, we witness too many low- and moderate-income Londoners forced to live in substandard housing, often having to choose between feeding their families and paying rent. Results of a survey of more than 200 LIFE*SPIN clients on housing issues will be found later in this submission.

Change is needed, and it is disheartening that despite clear visions, plans, objectives, and monitoring criteria, London is losing ground.

Low Income Family Empowerment * Sole-support Parents Information Network

"Building Community Foundations for Self-Reliance"



Myrna Pronchuk

"Housing rights are human rights and everyone deserves a safe and affordable place to call home" –
Prime Minister Justin Trudeau, November 2017.

By introducing a National Housing Strategy (NHS) and making a commitment to a rights-based approach to housing, the federal government is taking a significant step towards tackling Canada's housing crisis. LIFE*SPIN is one of the many organizations, citizen groups, and concerned Londoners who welcome a national plan. Yet, we recognize that there is a long way to go to overcome the systemic issues that have led to so many homeless and under-housed Canadians. In our own community, we have not seen a substantial report on affordable housing since 2013. A staggering 1.7 million Canadian families are without housing that meets their basic needs. Over 24 percent of Canadian households spend more than a third of their income on shelter costs.

In London, the waiting list for subsidized housing is over 4,400. London's plan for affordable housing development should be producing 25% of new developments as affordable, yet no department is seeing this through. The result is that nearly all the new housing being developed is for upper income earners. Those with moderate incomes have had to buy the less costly housing available in the east end, displacing low-income families there. The Old East is already far along the road to complete gentrification and SoHo is next in line. Meanwhile, social housing locations increasingly target those who need high levels of clinical and social supports, which are not suitable for vulnerable seniors, families, or those with disabilities. Diverse neighbourhoods are disappearing and low-income families are forgotten by this City.

We are pleased that the federal government is taking leadership to address the critical issue of housing. We are looking at ways our community can find opportunities to provide feedback that will inform the federal strategy and its implementation though our municipality. In this submission, LIFE*SPIN will present key suggestions for a rights-based approach, from the perspective of our low and moderate-income families.

RIGHT-BASED APPROACH

A rights-based approach to housing must include the following key elements.

1. Legislation

We support London's commitment to embedding the creation of new affordable housing in our bylaws to ensure that it is an ongoing priority. This an important step, but more is needed to protect the right to housing by ensuring the monitoring is enforced or find an accountable mechanism to deliver action.

Definition of Affordable Housing

a) London City Council's policies underwent a complete review in 2018[1]

The Affordable Housing Reserve Fund has very specific criteria for it to be used, including this ~~a~~ clear definition of affordable housing: “For affordable rental housing projects, the maximum rent levels for affordable rental units will be set annually at 70% or below of the CMHC average market rent for rental housing within the City of London. The CMHC core need income thresholds are adjusted to include utilities.”[2]

- Policy Name: Affordable Housing Reserve Fund Implementation
- There are currently no reports since 2013 available whether any projects have met these criteria. It may be that some churches and/or community groups have met this criteria, but no reports are available of actual built/occupied projects.

b) “The City will, within its legislative powers and policies, pursue opportunities for no less than half of the affordable housing units created through new residential development, as required in policy 12.2.1. (iv), to be affordable to the lowest 30th percentile of household incomes in the City of London”.[3]

- Policy Name: Housing Policies
- This requires 50% of affordable housing projects to be available to residents in receipt of social assistance. Currently, they are being told they do not qualify for any housing that is not designated as ~~a~~ social housing, with a waiting list greater than 4,400.

Measures to Increase the Supply of Affordable Housing

- 25% of new residential developments is supposed to be affordable.
- “A target of 25% of housing to be affordable to Low- and Moderate-income households as defined in this Plan and the Provincial Policy Statement may be met through new residential development and residential intensification through the conversion of non-residential structures, infill and redevelopment.”
- Policy Name: 25% Requirement[4]

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[1] https://www.london.ca/city-hall/city-council/AZ%20Documents/Affordable%20Housing%20Reserve%20Fund%20Implementation%20Policy.pdf

[2] Policy Legislative History: Enacted August 22, 2017 (By-law No. CPOL.-75-307); Amended June 26, 2018 (By-law No. CPOL.-356-347)

[3] www.london.ca/city-hall/by-laws/Documents/Chapter-12.pdf
Clause xi added by Ministry Mod #26 Dec. 17/09

[4] www.london.ca/city-hall/by-laws/Documents/Chapter-12.pdf
Clause iv deleted and replaced by OPA 438 Dec. 17/09

The tools to achieve these targets are also clearly defined and achievable. [5]

The problem, again, is no monitoring, reporting, and accountability. Does the Housing Advisory Committee have to make a submission on every zoning request, or is staff required to report the tools used to meet the targets on each zoning amendment and development application? London is not meeting its obligations, so we ask that the City enforce its clear obligations in the area of affordable housing, and delineate who is responsible to report our implementation successes or failures.

a) Existing tools available to the City to increase the supply of affordable housing
    1. New Areas for Intensification (Clause ii) amended by OPA 438 Dec. 17/09)
    2. Bonusing (Clause iii) amended by OPA No. 88 - OMB Order No. 2314 - approved 99/12/23)
    3. Approval Processes
    4. Assistance
    5. Innovative Design and Servicing Standards (Clause vi) added by OPA No. 88 - OMB Order No. 2314 - approved 99/12/23
    6. Surplus Municipal Lands (Clause vii) added by OPA 438 Dec. 17/09)
    7. Surplus Provincial and Federal (Clause viii) added by OPA 438 Dec. 17/09

This toolbox is not being utilized and we are, therefore, losing ground and the resources to meet the housing needs in our community are being depleted without consideration of the actual plans in place to ensure we can meet changing housing needs. The external forces of outside investors buying property for speculation, rising property costs, and the growth needs for housing are getting the upper hand because the official plan is being picked apart, piecemeal, without consideration for the long-term impacts on our community.

2. Monitoring

Enough visions and plans! For years we have gathered, spent hours and lots of money on deep engagement with staff to identify systemic barriers, make formal recommendations for remediation, and devise plans and legislative tools to implement the various plans, including the *Affordable Housing Task Force Report, Exploring Sustainable Housing Development, the Strategic Plan for the City of London 2015-2019, Homeless Prevention and Housing Plan, Rethink London, The London Plan,* and the *Official Plan* (1989).

It is not fair or reasonable to ask London to do another round of consultations that suggest staff will come up with another revised and improved plan; not until we receive

[5] (Subsection 12.2.2 amended by OPA No. 88 - OMB Order No. 2314 - approved 99/12/23) (Section 12.2.2. amended by OPA 438 Dec. 17/09).

the required progress and monitoring reports. There is no updated or relevant information in any written reports.

The **Community Engagement Policy**, amended on June 26, 2018 (By-law no. CPOL-279-270) states:

- 4.3 “Information and communications are easy to find, access and understand.”
- 4.5 “All processes will be open, understandable, transparent and inclusive.”
- 4.9 The City’s responsibility is to “keep the public informed by providing timely, accurate and accessible information”

Housing Monitoring Report

The City is not meeting the requirements of monitoring and reporting to the community. Every two years, “the City, though a biennial Housing Monitoring Report, shall update and assess its residential land supply; evaluate housing conditions, the supply of affordable housing, development trends and densities; analyze other housing supply and demand factors; review the recommendations of the Affordable Housing Strategy (2005); and assess the demand for Affordable Housing.” [6]

Affordable Housing Monitoring

The City will undertake **annually**, an assessment of the following:

a) Proportion of new ownership and rental houses, by housing form, which satisfies the definition of Affordable Ownership Housing and Affordable Rental Housing of this Plan. (Clause (a) amended by OPA 438 Dec. 17/09)
b) Proportion of resale housing forms which satisfies the definition of Affordable Ownership Housing of this Plan. (Clause (b) amended by OPA 438 Dec. 17/09)
c) Rental vacancy rates, and the anticipated trend in vacancy rates.
d) Vacant lands capable of providing affordable housing by housing form.
e) Infill and Intensification projects approved and refused by Council.
f) A review of neighbourhoods and current zoning to identify potential areas which can be pre-zoned to allow increased intensification.
g) Supply of available rooming and boarding units.
h) An analysis of land and building costs for new residential construction.
i) Potential surplus municipal lands to be evaluated for the suitability for the development of affordable housing as per the requirements of policy 12.2.2. vii) of this Plan.
j) Potential surplus Provincial and Federal government lands to be evaluated for the suitability for the development of affordable housing as per the requirements of policy 12.2.2. vii) of this Plan.

[6] (Subsection 12.2.4 amended by OPA No. 88 -OMB Order No. 2314 -approved 99/12/23) (Section 12.2.4. amended by OPA 438 Dec. 17/09).

k) Wait list for subsidized housing.
l) Homelessness data.
m) Demolition and conversion statistics. (Clauses (i) to (m) added by OPA 438 Dec. 17/09)

While law should not be seen as the only way to ensure housing rights, it is unique in its ability to both establish and define clear municipal obligations in the area of affordable housing. Moreover, it offers advocates at all levels an important tool that can be used as part of a larger movement aimed at positive and progressive change. This will also better enable our municipality to carry out the programs and directives of the National Housing Strategy. Without these details, there will simply be more wealth accumulation by dispossession of land, resources, and neighbourhoods.

POLICY FAILURES

With no clear delineation of responsibility, mistakes are being made.

1. Secondary Suites

A single detached dwelling, semi-detached dwelling or a street townhouse dwelling may be permitted to contain a secondary dwelling unit as an ancillary and subordinate use in accordance with policy 3.2.3.9 Secondary Dwelling Units of this Plan.[7]

However, The Official Plan Amendment and Zoning By-law Amendment of July 25, 2017 permits secondary dwelling units, but “affordability” of these units were not stipulated. How did this happen? How can we rectify this omission?

2. Inclusionary Zoning

We know how this mistake is being made. Council directed staff in July 2018 to implement affordable housing in an Inclusionary zoning agreement. Staff and Council deferred to a recommendation from the Housing Development Council that met none of the criteria of affordable housing. Council was given the report late at night and not one member referred to the council manual before accepting a watered down concession that provides no units of affordable housing. This makes all reports from the Housing Development Corporation suspect, except there are no actual reports.

3. ACTION

Action requires leadership. Without a dedicated Housing Leadership Team on City Council, London has made little progress on developing affordable housing.

[7] (Section 12.2.2.1. added by OPA 438 Dec. 17/09) (section amended by OPA 645).

Housing Advisory Committee

The London Housing Advisory Committee must be equipped with the necessary tools to conduct deep interaction with the community, identify systemic barriers which are thwarting the progress promised in our bylaws. Council once had a Council Housing Leadership Committee, made up of City Council members, that stayed informed about residential development, affordable housing targets and the implementation of affordable housing. The last significant report on accomplishments in this regard was in 2013, six years ago, when there were fewer staff implementing the programs, but with outcomes we have not seen since.

The London Housing Advisory Committee has an opportunity to ensure the right to housing is again truly participatory and that concerns are responded to by City staff/corporations/Council promptly and with transparency. We believe that the community needs to be kept informed in order for the Committee to have real power to hold Council to account and make recommendations that address the systemic barriers to creating new affordable housing in our community. We hope to begin a process to identify community members who are well-resourced with understanding of social justice, to provide research and support the Committee, to ensure that you can use our experiences as a powerful tool to inform Council on the delivery and monitoring of progress to ensure accountability.

People's Forum on Housing

Community members have begun to assemble and research the policies and progress concerning affordable housing action in our community. We are setting a vision and goals to gather our resources and voices in a coalition for neighbourhood sustainability that maintains and builds affordable housing and diversity. Transparent and effective mechanisms of accountability are needed now.

Through the National Housing Strategy, the federal government is promising billions of dollars for affordable housing and social housing repairs. We welcome this much-needed investment, but we want more than simply maintaining the status quo. We want to see local decisions that benefit our local neighbourhoods. We want to see the toolbox being used and more tools added.

What is getting lost in the staff-directed "visioning" is action to deal with the fact that affordable housing already in place is being lost at a very fast rate. We see social housing being utilized for transitional housing without replacement of the affordable units being taken. We see our neighbourhoods being gentrified as rental properties are purchased by families that cannot find new-built housing within their budgets. We see intensification with no affordable housing. We see infill, sometimes even on protected areas, for single-detached housing. We see farmlands being replaced with single

detached homes; 3-car-garages with living quarters attached. We see entire communities being constructed with no diversity or affordable housing.

We are tired of consultation with no action and no accountability.

WHAT CAN LONDON DO NOW?

1. Build Supportive Housing Units

- Housing 1st has three cornerstones. The Affordable Housing Reserve Fund can help meet one, but the other two must be in place and be sustainable.
- 50% of the Affordable Housing Reserve funds to build transitional housing that will facilitate the movement of individuals and families from homelessness or the risk of homelessness to longer-term, independent housing.
- Must be a not-for-profit that can demonstrate that the housing and the support services are sustainable.

2. Home Ownership Program

- Between 2008 and 2013, 254 low-income households received down-payment assistance to purchase a home.
- The Affordable Homeownership Reserve Fund already exists.
- We can find no reports of the delivery of this program from 2014 to 2019, nor evidence of Council's decision to dismantle this affordable housing mechanism.

3. Ontario Renovates

In 2013, 36 London households received grants for accessibility repairs. The funding for these grants was not used again until 2018. There is no report on how many people applied for the grants, whether they were for seniors or disabled, and how many were granted. The program was not advertised, but the money was gone in two weeks. Clearly we are not meeting the need.

4. Community Land Trusts

A land trust works by buying property and removing it from the speculative market, then building or rehabilitating and maintaining the building as affordable housing. The largest land trust project is in Vermont (see https://www.youtube.com/watch?v=KFZFCxdry9g). This is not a new concept and we have "visioned" this in London before. Some Canadian cities are doing this in a big way, Vancouver, for example, (see https://www.theglobeandmail.com/real-estate/vancouver/how-community-land-trusts-could-help-build-affordable-vancouverhousing/article34026679/).

5. Limited Equity Co-operatives

Co-op members first obtain a "blanket" or collective mortgage. Each household purchases a share by paying a relatively small up-front fee, similar to (but much lower

than) a down payment on a conventional mortgage. They then make modest monthly payments toward the building's maintenance, mortgage, and taxes. (Research shows these payments average roughly half of market-rate rents.) When a member moves, a new member purchases their share, and the original member receives their initial down payment plus a modest appreciation. The City could utilize the Affordable Housing Reserve Fund to help build new Co-op Housing.

6. Property Standards Bylaw Enforcement

Because 25% of residential development has not provided new affordable homes for families with moderate incomes, they have moved into the housing market by purchasing homes that once provided reasonable rents for low-income families. Low-income families have no access to social housing unless they can enter the "Urgent Need" category by going into a shelter.

A survey of 205 families conducted by LIFE*SPIN in November 2018 found that:
33% live with a disability
100% have at least one child living with them
9% also have a senior dependent
37% live in subsidized housing
15% are on the waiting list for subsidized housing
5% are home-owners
95% pay their own water/hydro costs
50% pay for gas

As to property standards:
21% have issues with their electrical service
47% have issues with their plumbing services/fixtures
53% need flooring or walls repaired
56% need windows or doors replaced or repaired
20% live in a house that needs a new roof
30% share their home with bugs, pests or rodents
11% have missing or broken fire/carbon-monoxide detectors
90% notified their landlord about the repair needs

Low-income families are the hidden poor. They do not want officials to see them living in unsafe dwellings or in over-crowded conditions, because they fear having their children taken away. They are thus systemically silenced and have no voice to demand change. It is easy to spot some of the property standard violations with a quick drive around our city.

The City recently approved a $1.25 million bylaw enforcement project to move those "living-rough" off the streets and out of parks. These people are not being moved anywhere specific (except on the Juno weekend), but chances are the safety of isolation in units available to them is less than the safety of being visible on the street. Without supportive housing options, there is no safety or security for people who make up the

high-risk population. We have seen no evidence that 50% of the affordable housing reserve fund has been utilized to build them new affordable housing with supports.

Regardless of who has to accept derelict housing, simply because it is all they can afford, these conditions should not be acceptable by our community standards. Indeed, just as the policies and bylaws for affordable housing exist, so do the property standards bylaws. Again, who is charged with the responsibility for implementing, enforcing and monitoring these in our neighbourhoods.

There is great power within our municipal government to make housing decisions that benefit our local communities. How do we get action instead of anther consultation?

CONCLUSION

We urge the London Housing Advisory Committee to take an active role in holding government officials accountable for implementation of the official plan and bylaws, which include affordable housing development. We are seeking accountability to the community for the investment of our housing dollars, into building affordable housing.

In particular, we urge that the Committee and Council:

- review planning/zoning requests to ensure they meet the 25% affordability criterion, or request that Council direct planning staff to make this part of every planning application report;
- Limit development on “environmental easements” to multi-residential affordable housing or community farming initiatives (fee-simple land trusts).;
- review the structure, budgets, responsibilities, monitoring and accountability for housing in London, including, but not limited to: Housing, Social Services and Dearness Home (Social and Family Services), City of London Housing Division (Social Housing), Housing Development Corporation & London Middlesex Housing Corporation
- bearing in mind the definition of an “affordable rental housing project”, request a report from the City of London regarding the actual number of units built that fit the definition, from September 2014 to March 2019, also setting out the actual number of units in planning and under construction, with the estimated occupancy date. This report should also clearly delineate the units that apply to London and those which apply to Middlesex County.
- review the bylaws to ensure that mechanisms are in place to implement those that relate to affordable housing construction and maintenance.

Submitted by Jacqueline Thompson
Executive Director

April 10, 2019

Exercise in Accountability

(draw a line connecting the program to the management level responsible for the program)

City of London Housing Division

Middlesex London Housing Corporation

Housing Development Corporation

Housing, Social Services & Dearness Home

New Build Affordable Housing

Ontario Renovates

Housing Services

Housing Administration & Support

New Build Transitional Housing

Capital for Social Housing Maintenance

Rent Supplement & Tenant Selection

Emergency Shelter Funding

Social Housing Operations

Development & Sustainability of Social Housing

Strategic Programs & Partnerships

Home Ownership Program

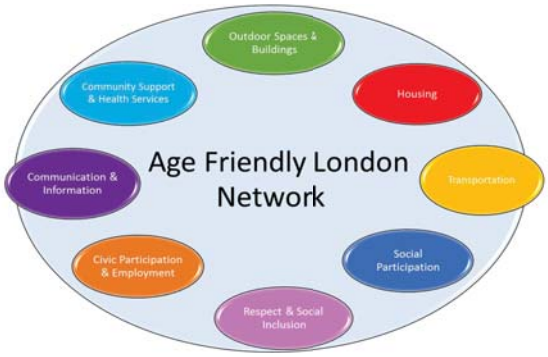
The Age Friendly London Update

April 2019

Our Action Plan

Available at: www.London.ca/agefriendly

Age Friendly London Network



Housing

Strategy 1: Raise awareness of housing options available for older adults.

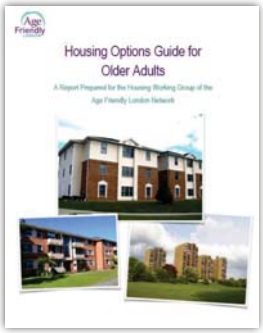
Strategy 2: Support and empower older adults to age in place with dignity.

Strategy 3: Educate housing providers about the need for increased appropriate housing stock for older adults.

Housing Strategies

Strategy 1: Raise awareness of housing options available for older adults.

- Housing Options for Seniors Guide
  - Now available in English and Spanish
  - Can find all our resources on http://Seniors.InformationLondon.ca



Housing Strategies

Strategy 2: Support and empower older adults to age in place with dignity.

- *Neighbourhoods of Care* Project Idea
  - A Neighbourhood of Care would provide wrap around community supports in a naturally occurring retirement community (NORC).
  - Applied for Community Vitality Grant in partnership with Cheshire London (community support services)
  - Grant application was not successful, however we are still exploring options.

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Housing Strategies

Neighbourhoods of Care

1. Work with the seniors in a naturally occurring retirement community to identify gaps, needs and interests.

2. Collaborate with community service providers, churches, volunteer organizations and other neighbourhood resources to develop and implement programming which responds to the identified needs to be offered directly within the NORC.

3. Using an Asset-Based Community Development Approach, explore alternative and innovative programs to respond to needs which cannot be addressed through traditional services and programs.

4. Implement a community connector program, where coordinators provide advocacy, one on one support, system navigation and connection to community support services and navigation of local housing options.

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Housing Strategies

Strategy 2: Support and empower older adults to age in place with dignity.

- Home Adaptation Workshop
  - Considering how our housing needs change as we age, different housing options/models, low cost/no cost home adaptations, financial assistance
  - Offered in November 2018
  - Planning more workshops for 2019

8

Housing Strategies

Strategy 2: Support and empower older adults to age in place with dignity.

- Home Sharing
  - New grassroots homesharing groups/networks
  - HomeShare Canada: https://www.homesharecanada.org/ON
  - Over55 London received grant to explore homesharing options in London
  - Shared Living Resource Guide (Community Living BC)

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Housing Strategies

Strategy 3: Educate housing providers about the need for increased appropriate housing stock for older adults.

- Working with City of London Housing to improve understanding of older adults on housing waitlist and needs.
- Once we have a better picture of local needs, will proceed with advocacy efforts.

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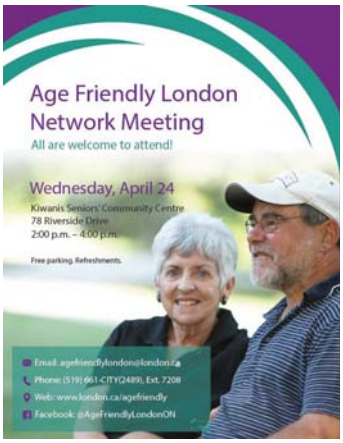

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Contact Us

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519-661- CITY (2489) x 7208

12

London Housing Advisory Committee

Report

The 5th Report of the London Housing Advisory Committeee
May 8, 2019
Committee Room #4

Attendance

PRESENT: B. Odegaard (Chair), A. Galloway, K. Kaill, J. Malkin, J. Peaire, D. Peckham, N. Reeves; and P. Shack (Secretary)

ALSO PRESENT: J. Binder, D. Calderwood-Smith,S. Giustizia, C. Lovell and G. Matthews

REGRETS: J. Coley Phillips, M. Inthavong, D. Nemeth and J. Stickling

The meeting was called to order at 12:16 PM

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 London Development Institute

That it BE NOTED that the London Housing Advisory Committee heard a verbal presentation from M. Wallace, Executive Director, London Development Institute(LDI), with respect to the role of LDI in the community.

3. Consent

3.1 4th Report of the London Housing Advisory Committee

That it BE NOTED that the 4th Report of the London Housing Advisory Committee, from its meeting held on April 10, 2019, was received.

3.2 Draft Lambeth Area Community Improvement Plan

That it BE NOTED that the staff report dated March 18, 2019 with respect to the Draft Lambeth Area Community Improvement Plan, provided by L. Davies Snyder, Planer II, Urban Regeneration, was received.

4. Sub-Committees and Working Groups

None.

5. Items for Discussion

None.

6. Deferred Matters/Additional Business

None.

7. Adjournment

The meeting adjourned at 1:49 PM.

TO:	**CHAIR AND MEMBERS COMMUNITY AND PROTECTIVE SERVICES COMMITTEE MEETING ON MAY 28, 2019**
FROM:	**LYNNE LIVINGSTONE MANAGING DIRECTOR NEIGHBOURHOOD, CHILDREN AND FIRE SERVICES**
SUBJECT:	**LONDON-MIDDLESEX CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN: 2019-2023**

RECOMMENDATION

That, on the recommendation of the Managing Director of Neighbourhood, Children and Fire Services, the following actions **BE TAKEN**:

a) The attached proposed London-Middlesex Child Care and Early Years Service System Plan 2019 - 2023 (Appendix A) **BE APPROVED**; and,

b) Civic Administration **BE DIRECTED** to implement the proposed London-Middlesex Child Care and Early Years Service System Plan.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- Licensed Child Care Affordability Pilot (November 13, 2018);
- Amendment to By-Law No. A.-7100-150: *Day Nurseries Act* To *Child Care And Early Years Act, 2014* (May 29, 2018);
- Request For Proposal 18-22 – Design, Construction And Operation of an Indigenous-Led Licensed Child Care And Family Centre (May 29, 2018);
- Ontario Early Years Child And Family Centres Ontario Transfer Payment Agreement and City Ontario Early Years Child And Family Centres Funding Agreement Template (November 7, 2017);
- Child Care Information Update and London-Middlesex Child Care and Early Years Service Plan (July 18, 2017);
- London's Child and Youth Agenda: 2017-2021 (May 24, 2017);
- Journey Together Early Years Transfer Payment Agreement (February 22, 2017); and,
- Ontario Early Years Child and Family Centres Planning and Transfer Payment Agreement (January 24, 2017).

BACKGROUND

The *Child Care and Early Years Act, 2014* (CCEYA) requires the City of London, as the Service System Manager (SSM) of London and Middlesex County, to establish a child care and early years programs and services plan (service system plan) that addresses matters of Provincial interest under the Act, as well as local priorities. Service system plans allow for a province-wide opportunity to analyze the impacts of programs and services, identify progress and service gaps, and foster evidence-based decision making to continue to support SSMs and the child care and early years sector.

In August 2017, it was announced that Service System Managers (SSMs) are required to submit a Council-approved service system plan to the Ministry of Education by June 30, 2019.

Planning for the child care and early years system is aligned to the Strategic Plan for the City of London 2019 – 2023 under the Strategic Area of Focus - *Strengthening our Community*; Outcome – *Londoners have access to the supports they need to be successful;* Expected Result – *Increase opportunities for individuals and families;* and Strategy – *Improve access to licensed child care and early years opportunities.*

The purpose of this report is to:

1) provide an overview of:
    a. the service system plan and the London-Middlesex child care and early years service system;
    b. the service system plan requirements as well as provincial interests, frameworks, and

pedagogy (a method or way of teaching);
c. the community planning process;
d. the service system plan outcomes, goals and strategic priorities; and,

2) present for consideration and approval the London-Middlesex Child Care and Early Years Service System Plan: 2019-2023.

London-Middlesex Child Care and Early Years Service System Plan: 2019-2023

The London-Middlesex service system plan provides a roadmap and local work plan to strengthen child care and early years programs and services in London-Middlesex over the next four years. The service system plan provides an introduction and overview of the current child care and early years sector in London-Middlesex. It builds on the work that has already been achieved in London-Middlesex since 2007.

A family-centred approach is a fundamental component of the service system plan. In alignment with London's Child & Youth Network and Middlesex Children's Service Network, the objective of the service system plan is to improve outcomes for families by creating change through a culture shift using a "collective impact" approach. This approach emphasizes collaboration between community partners and residents, interprofessional practice among service providers, and the integration of services for families as a mechanism to improve access to services and supports.

London and Middlesex County are represented within individual sections of the service system plan. This was done to preserve and respect the unique needs and opportunities of urban and rural environments across the region. This report includes highlights from the service system plan. To review the full plan please see Appendix A.

London-Middlesex Child Care and Early Years Service System

The following are a number of key system statistics that reflect the state of the child care and early years service system in 2018. These statistics provide a point-in-time overview of the child care and early years service system in London-Middlesex, as well as context for the scope and scale of the system planning presented in this report.

Measure	London	Middlesex	Combined
Demographic Information (2018)			
Number of Children 0-4 Years	21,025	4,003	24,293
Number of Children 5-9 Years	20,875	4,262	25,577
Number of Children 10-14 Years	20,589	4,494	24,614
Child Care Statistics			
Number of Licensed Child Care Agencies	44	15	55*
Number of Licensed Child Care Sites (0-4 years and School Aged)	166	32	198
Centre-Based Licensed Child Care Spaces (0-4 years and School Aged)	12,153	1,536	13,689
Average Centre-Based Licensed Child Care Daily Rate for Infant Care	-	-	$57.36
Average Centre-Based Licensed Child Care Daily Rate for Toddler Care	-	-	$52.73
Average Centre-Based Licensed Child Care Daily Rate for Preschool Care	-	-	$47.48
Total Unique Number of Children Benefitting from Child Care Fee Subsidy	4,981	277	5,258
EarlyON Child and Family Centre Statistics			
Number of EarlyON Service Providers	6	2	8
Number of Visits Made by Parents/Caregivers to EarlyON Child and Family Centres	42,259	7,394	49,653
Number of Visits Made by Children to EarlyON Child and Family Centres (0 to 6)	61,572	9,590	71,162
***The total number of agencies is not the sum of London and Middlesex because are agencies that provide services in both London and Middlesex*			

Information is summarized in this report; see section 1.4.2 in the service system plan (Appendix A) for additional statistics and detail.

Service System Plan Requirements

The City of London has a mandate and directive from the Province of Ontario to engage in system-wide planning for licensed child care and early years. As part the service system plan, the City of London is required to include a number of key elements outlined in Provincial guidelines including:

1. An environmental scan that assesses current and future child care and early years service gaps and opportunities;
2. A description of the community planning process used to inform the development of the plan, and a commitment to consult through the life of the plan;
3. Strategic priorities and intended outcomes that are responsive to community need and align with Ontario's vision for child care and early years and provincial interests;
4. A measureable and action-oriented implementation plan that describes how strategic priorities and outcomes will be met; and,
5. Accountability methods including the public posting of plans and reporting in accordance with the *Child Care and Early Years Act, 2014.*

Provincial Interests, Frameworks, and Pedagogy

In 2017, the Province released the *Renewed Early Years and Child Care Policy Framework.* The framework outlined the strategic direction the Ministry of Education was taking to continue the transformation of the child care and early years system, and is divided into seven key directions:

1. Increasing access to early years and child care programs and services;
2. Ensuring a more affordable child care system and early years system;
3. Establishing an early years workforce strategy;
4. Determining a provincial definition of quality in the early years;
5. Developing an approach to promoting inclusion in early years and child care settings;
6. Creating an outcomes and measurement strategy; and,
7. Increasing public awareness of Ontario's early years and child care system.

The framework identified four important pillars which were chosen based on feedback from system partners, and reinforced through the findings of their engagement processes including:

1. Affordability;
2. Access;
3. Quality; and,
4. Responsiveness.

In May 2019, the Province released four new priorities to consider when developing a plan for child care; these priorities include:

1. Making child care more affordable;
2. Increasing choice and availability for families;
3. Reducing red tape and administrative burden; and,
4. Improving quality and delivering high standards of care.

Service system plans must also consider *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (HDLH). HDLH was released by the Province in 2014, as a resource to guide pedagogy for early years programs. HDLH focuses on how children, families, and educators interact and learn from each other, citing research that demonstrates that children in high quality programs with supportive relationships are happier and more motivated to learn.

Community Planning Process

Throughout 2018 and early 2019 children, families, and service providers were invited to provide feedback on their experiences with the child care and early years system in London-Middlesex. Opportunities to provide feedback included:

- focus groups with children;
- child's voice documentation;
- parent/caregiver surveys;
- parent/caregiver postcards;
- parent/caregiver focus groups;
- licensed service provider surveys;
- unlicensed home child care provider surveys;
- service provider focus groups;
- child care and early years community meetings; and,
- targeted engagement (Francophone and Indigenous service providers and families).

Over 1,730 parents and caregivers in addition to numerous service providers provided input and feedback in the proposed service system plan presented in Appendix A. To review the community engagement results in detail, see Appendices 2 to 6 (Appendix A).

London's Outcomes, Goals, and Strategic Priorities

London's service system is driven to achieve five outcomes that were identified over 12 years ago with families and are still relevant today:

1. Families are connected and engaged in their neighbourhoods;
2. Families experience reduced storytelling;
3. Families have a better and more consistent experience when accessing services;
4. Families can easily access a full range of services; and,
5. Families experience shorter wait times.

London's service system plan is designed to achieve three goals:

1. Moving beyond collaboration, coordination, and co-location to an integrated, family-centred model of service delivery across the entire service system;
2. Enhancing early years programs and services through the development of a network of Family Centres to provide identifiable, accessible, family-friendly access points to the service system; and,
3. Strengthening the licensed child care sector to enhance the accessibility, responsiveness, affordability, and quality of the system.

To achieve these three goals, six strategic priorities and forty-five local actions have been identified to complete over the next four years. Strategic priorities and actions were identified following extensive engagement and collective planning with families and service providers in London. The six strategic priorities for London's service system plan include:

1. Create a common experience for families accessing the service system;
2. Increase awareness of the service system;
3. Support professional learning and capacity building for educators and administrators to elevate the quality of the service system;
4. Champion community priorities to improve the service system;
5. Use evidence-informed decision-making to respond to community needs; and,
6. Strengthen financial, governance, and accountability structures and mechanisms to move the service system to high-performance.

To review the City of London and Middlesex County's outcomes strategic priorities and actions in detail, see section 2.3.1 in Appendix A.

Council's Approval of the Service System Plan

The proposed London-Middlesex service system plan aligns to the *Renewed Early Years and Child Care Policy Framework,* the four Provincial priorities, and will reinforce and integrate the practices and goals of *How Does Learning Happen?* into London-Middlesex. As a result, the service system plan has been developed to display the connection between local engagement results, strategic priorities, and actions to Provincial interests, Frameworks, and pedagogy.

The *Child Care and Early Years Act, 2014* (CCEYA) requires that service system plans be approved by Municipal Councils. This report presents for consideration and approval the London-Middlesex Child Care and Early Years Service System Plan: 2019-2023. Please see Appendix A for the full service system plan.

FINANCIAL IMPACT

A minimum municipal contribution is required annually by the Province to access funding. The municipal funding contribution from the City of London to support the service system plan is included in the Neighbourhood, Children & Fire Services budget and will be confirmed annually through the multi-year budget and the budget update process. Since 2016, this minimum contribution has totalled $5.8M annually. In 2018, the child care and early year's budget for the London-Middlesex region totalled $65.4M. Of that total, approximately 89.5% was provided by the Province of Ontario, 10.1% was provided by the City of London, and 0.4% was provided by Middlesex County.

NEXT STEPS

Pending Council approval Civic Administration will undertake the following key actions:

- submit the *London-Middlesex Child Care and Early Years Service System Plan: 2019-2023* to the Ministry of Education by June 30, 2019;
- post the service system plan to https://www.london.ca/residents/children-youth/child-care/Pages/plans-policies-issues.aspx; and,
- annually share progress towards local actions with Londoners.

CONCLUSION

Civic Administration is excited to continue to grow and expand the child care and early years service system over the next 4 years by strengthening local strategic approaches in collaboration with service system partners. London aims to create "*happy, healthy children and youth today; caring, creative, responsible adults tomorrow*."

PREPARED BY:	**PREPARED AND REVIEWED BY:**
JOSH ARCHER, **MANAGER, POLICY & STRATEGIC ISSUES,**	**KRISTEN PAWELEC,** **MANAGER, NEIGHBOURHOOD AND COMMUNITY INITIATIVES,**
SUBMITTED BY:	**SUBMITTED BY:**
CHERYL SMITH, **MANAGER, NEIGHBOURHOOD STRATEGIC INITIATIVES & FUNDING,**	**PAUL D'HOLLANDER** **MANAGER, NEIGHBOURHOOD OPERATIONS**

RECOMMENDED BY:
LYNNE LIVINGSTONE **MANAGING DIRECTOR, NEIGHBOURHOOD, CHILDREN & FIRE SERVICES**

C. Douglas Drummond, Financial Business Administrator
Cindy Howard, Middlesex County

APPENDIX A

LONDON-MIDDLESEX CHILD CARE & EARLY YEARS SERVICE SYSTEM PLAN 2019-2023

Corporation of the City of London
as the Service System Manager for
London & Middlesex County

June 2019

Acknowledgement

The City of London would like to acknowledge the children, youth, families, and service providers that support the City of London and Middlesex County to foster and grow a strategic, responsive family-centred child care and early years system.

Executive Summary

The Child Care and Early Years Service System Plan (service system plan) will serve as the roadmap for the next four years. As the Service System Manager (SSM) for London-Middlesex, the City of London has a mandate and directive from the Province of Ontario to engage in system-wide planning for licensed child care and early years.

The service system plan provides a picture of the current services and opportunities for growth and development in London-Middlesex, based on the input and feedback from over 1,730 parents/ caregivers, as well as multiple service providers. It builds on the Family-Centred Service System work that has been underway in the community since 2007. Licensed child care and early years services have undergone transformative change in the last few years.

A family-centred approach is at the core of this service system plan. In alignment with the work of London's Child & Youth Network (CYN) and the Middlesex Children's Service Network, the objective is to improve outcomes for families by creating change through a culture shift using a "collective impact" approach. This approach emphasizes collaboration between community partners and families, interprofessional practice among service providers, and the continued integration of services for families as a mechanism to improve access to supports and services.

The City of London and Middlesex County are excited to continue to grow and expand this work over the next 4 years by strengthening the planned, strategic approach to collaboration with service system partners in the community.

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Appendix 1 | London Environmental Scan and Neighbourhood Profiles (attached)
Appendix 2 | Engagement Report: Family (attached)
Appendix 3 | Engagement Report: Service Providers (attached)
Appendix 4 | Engagement Report: Francophone (attached)
Appendix 5 | Engagement Report: Indigenous (attached)
Appendix 6 | Engagement Report: Child Voice (attached)

1.0 Introduction

1.1 Preface

The *Child Care and Early Years Act, 2014* (CCEYA) requires Service System Managers (SSMs) to establish a child care and early years programs and services plan (service system plan) that addresses matters of Provincial interest under the Act. Service system plans allow for a province-wide opportunity to analyze the impacts of programs and services, identify progress and service gaps, and foster evidence-based decision making to continue to support SSMs and the early years and child care sector.

Regulations under the CCEYA provide information on procedures and content related to service system plans and duties of SSMs. These regulations require SSMs to update their plans at a minimum every five years and consult with service providers and families in the development and implementation of plans.

In August 2017, it was announced that SSMs would be required to submit a Council-approved service system plan to the Ministry of Education by June 30, 2019.

This document presents a single service system plan for the City of London and Middlesex County. This plan recognizes the differences between London and Middlesex County, but also recognizes the importance of a coordinated, integrated approach to service system planning across the SSM geographic area.

The City of London, as the SSM for London and Middlesex County, has a long history of working collaboratively with children, families, and community partners to plan for an increasingly integrated system of services for children and families. The Child & Youth Network (CYN) and the Middlesex Children's Services Network (MCSN) have been instrumental in this process.

1.2 How to read this document

This document profiles the findings from engagement processes and environmental scans. These findings have guided the development of this plan.

The City of London and Middlesex County are represented within individual sections of this document. This was intentionally done to preserve and respect the unique needs and opportunities of urban and rural environments.

Attached to this document are numerous appendices. The majority of the discrete data that have informed this service system plan can be found there.

1.3 Provincial Approach

In 2017, the Province released the *Renewed Early Years and Child Care Policy Framework* (renewed framework) that set a system vision where ***"all children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child- and family-centred and contribute to children's learning, development and well-being.***"

The renewed framework, developed following extensive engagement that included over 6,000 online responses from over 20 communities, identified seven key Provincial priorities for action, including:

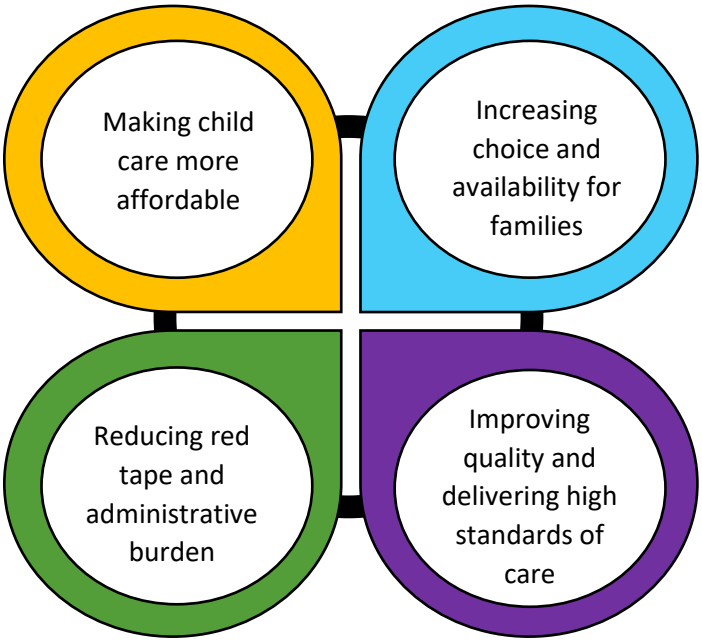
1. Increasing access to early years and child care programs and services;
2. Ensuring a more affordable child care and early years system;

3. Establishing an early years workforce strategy;
4. Determining a provincial definition of quality in the early years;
5. Developing an approach to promoting inclusion in child care and early years settings;
6. Creating an outcomes and measurement strategy; and,
7. Increasing public awareness of Ontario's child care and early years system.

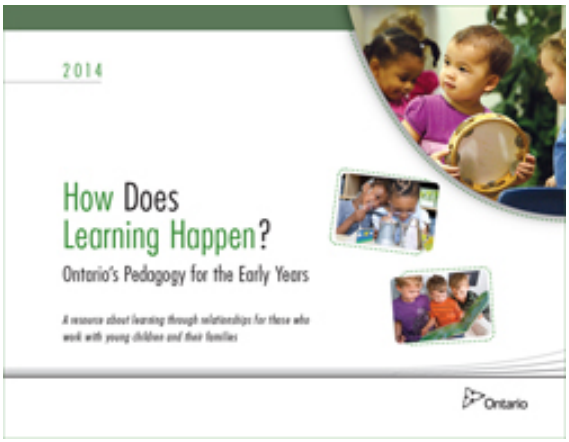
The renewed framework also identified four important pillars which were chosen based on feedback from system partners, and reinforced through the findings of their engagement processes. The four pillars include:

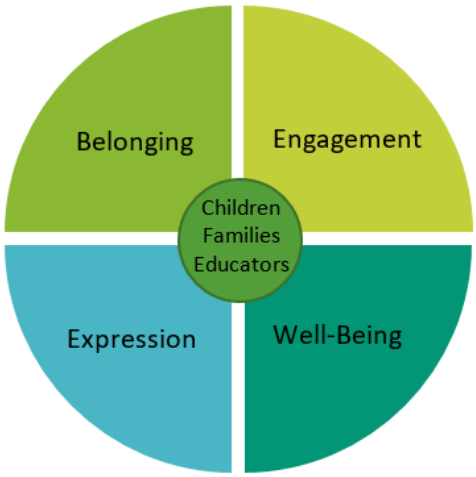
Affordability	Ensuring that early years programs and services, including licensed child care, are within affordable reach for families.
Access	Increasing access to early years programs to give families more opportunity to benefit from high-quality early childhood programs and services.
Quality	Enabling safe and reliable programs built on positive, responsive relationships, engaging environments, and meaningful experiences for children and families, delivered by educated and well-supported staff.
Responsiveness	Providing a range of early years and child care programs that are inclusive and culturally appropriate, located in schools, communities, workplaces and home settings so that parents – including parents who work irregular hours – can choose the options that work best for their family.

The Province announced four priorities to consider while developing a new plan for child care in 2019; these four priorities subsequently include:



In addition, in April 2014 the Province released a resource to guide the pedagogy for early years programs across Ontario called, *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (HDLH).[1] HDLH focuses on how children, families, and educators interact and learn from each other, citing research that demonstrates that children in high quality programs with supportive relationships are happier and more motivated to learn. The service system plan is expected to reinforce the practices and goals of HDLH in the local community.





1.4 The Local Child Care and Early Years Service System

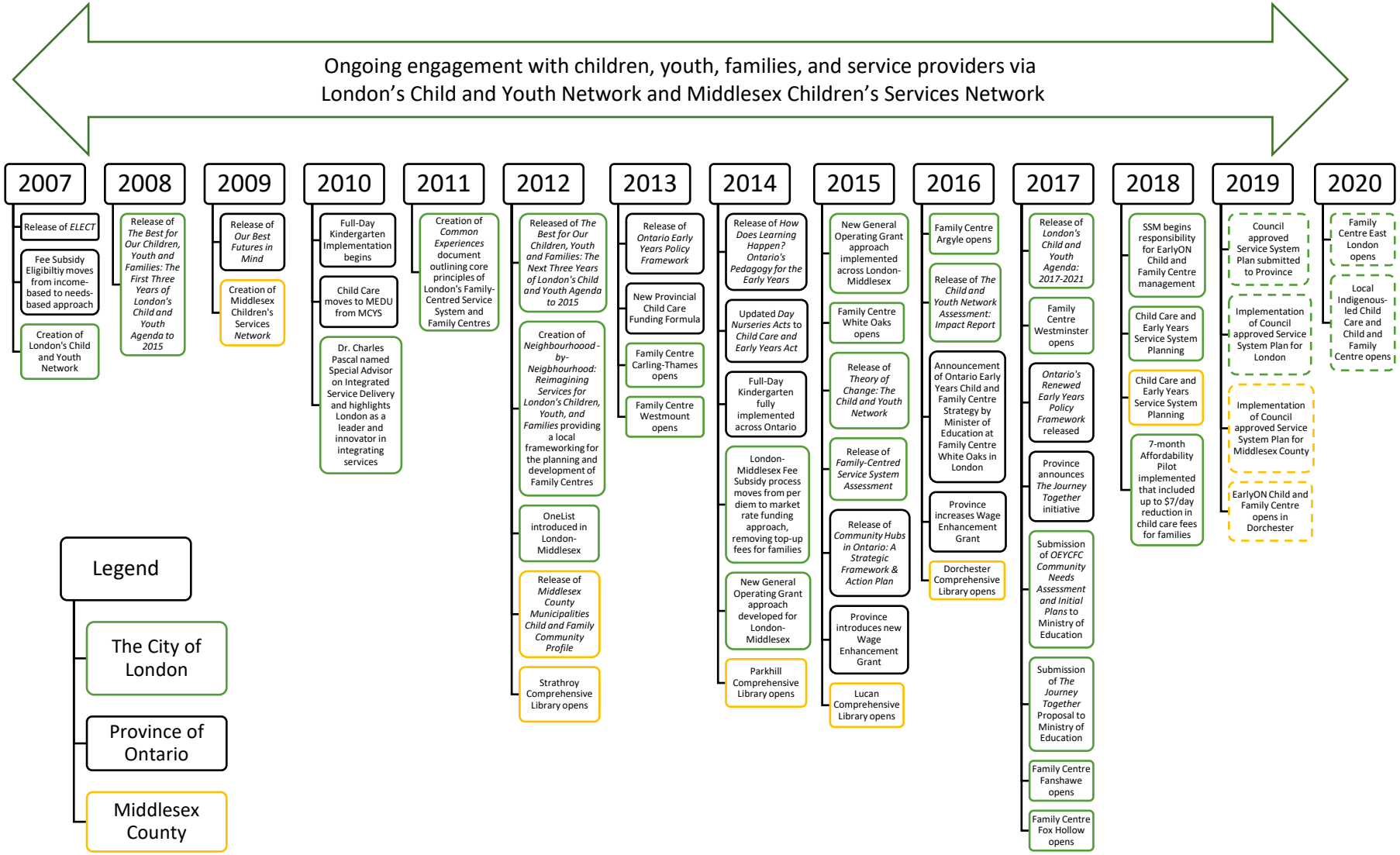
1.4.1 Roles

As SSM for child care and early years programs and services in London-Middlesex under the CCEYA, the City of London is responsible for:

1. Planning, administering and operating licensed child care and early years programs (directly or indirectly through third party contracts);
2. Coordinating and administering the delivery of Ontario's Child Care Fee Subsidy program to local families;
3. Administering Special Needs Resourcing (SNR) to allow children with special needs to participate in early years and child care programs at no additional cost to parents;
4. Administering provincially-provided funding to support the delivery of local early years and child care programs, including planning, negotiating and maintaining service contracts with local child care service providers;
5. Planning, managing, and funding local EarlyON Child and Family Centres;
6. Developing local child care and early years service system plans to meet local needs, in coordination with school boards, local service providers, and families;
7. Providing capacity building support to local child care and early years service providers; and,
8. Playing a key role in service system oversight by ensuring that local child care and early years services and service providers meet a high standard of quality and safety

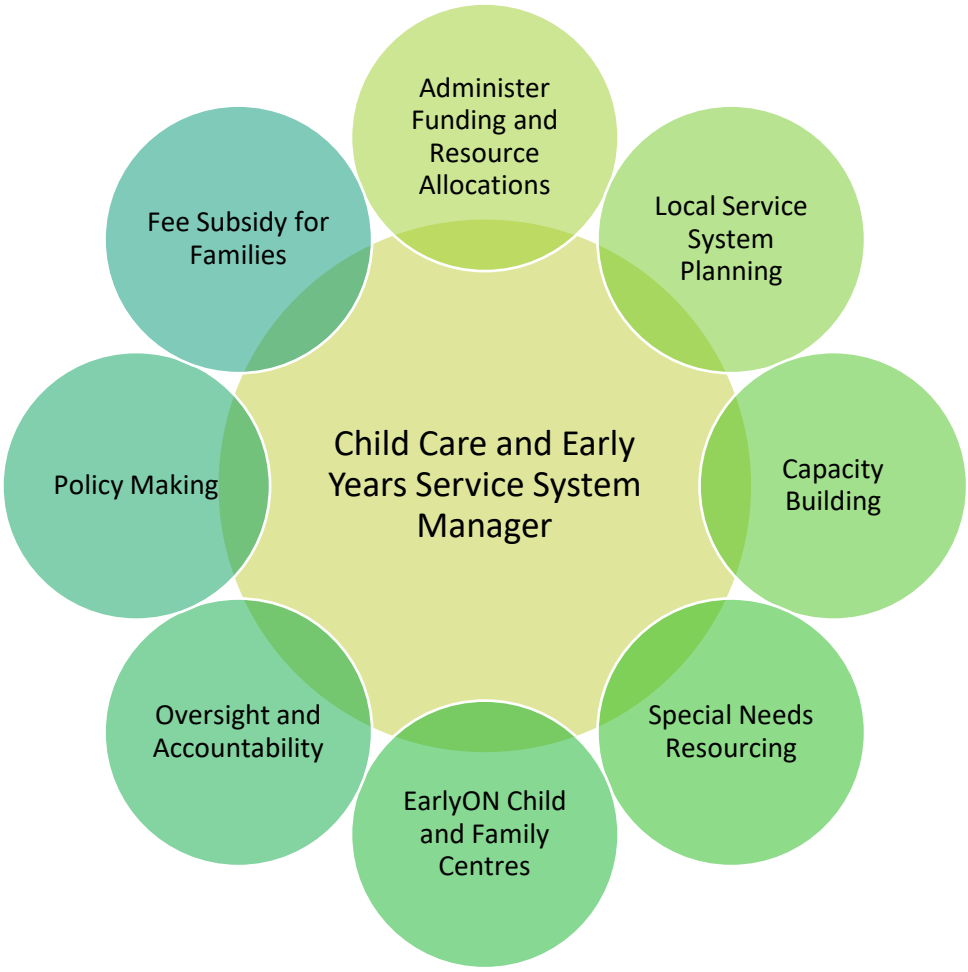
The following diagram displays the key events and timelines associated with the progression of the London-Middlesex child care and early years system.

[1]Ontario Ministry of Education. (2014). *How Does Learning Happen Ontario's Pedagogy for the Early Years* http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf


Ongoing engagement with children, youth, families, and service providers via London's Child and Youth Network and Middlesex Children's Services Network
2007
Release of ELECT
Fee Subsidy Eligibiltiy moves from income-based to needs-based approach
Creation of London's Child and Youth Network
2008
Release of The Best for Our Children, Youth and Families: The First Three Years of London's Child and Youth Agenda to 2015
2009
Release of Our Best Futures in Mind
Creation of Middlesex Children's Services Network
2010
Full-Day Kindergarten Implementation begins
Child Care moves to MEDU from MCYS
Dr. Charles Pascal named Special Advisor on Integrated Service Delivery and highlights London as a leader and innovator in integrating services
2011
Creation of Common Experiences document outlining core principles of London's Family-Centred Service System and Family Centres
2012
Released of The Best for Our Children, Youth and Families: The Next Three Years of London's Child and Youth Agenda to 2015
Creation of Neighbourhoood-by-Neigbhourhood: Reimagining Services for London's Children, Youth, and Families providing a local frameworking for the planning and development of Family Centres
OneList introduced in London-Middlesex
Release of Middlesex County Municipalities Child and Family Community Profile
Strathroy Comprehensive Library opens
2013
Release of Ontario Early Years Policy Framework
New Provincial Child Care Funding Formula
Family Centre Carling-Thames opens
Family Centre Westmount opens
2014
Release of How Does Learning Happen? Ontario's Pedagogy for the Early Years
Updated Day Nurseries Acts to Child Care and Early Years Act
Full-Day Kindergarten fully implemented across Ontario
London-Middlesex Fee Subsidy process moves from per diem to market rate funding approach, removing top-up fees for families
New General Operating Grant approach developed for London-Middlesex
Parkhill Comprehensive Library opens
2015
New General Operating Grant approach implemented across London-Middlesex
Family Centre White Oaks opens
Release of Theory of Change: The Child and Youth Network
Release of Family-Centred Service System Assessment
Release of Community Hubs in Ontario: A Strategic Framework & Action Plan
Province introduces new Wage Enhancement Grant
Lucan Comprehensive Library opens
2016
Family Centre Argyle opens
Release of The Child and Youth Network Assessment: Impact Report
Announcement of Ontario Early Years Child and Family Centre Strategy by Minister of Education at Family Centre White Oaks in London
Province increases Wage Enhancement Grant
Dorchester Comprehensive Library opens
2017
Release of London's Child and Youth Agenda: 2017-2021
Family Centre Westminster opens
Ontario's Renewed Early Years Policy Framework released
Province announces The Journey Together initiative
Submission of OEYCFC Community Needs Assessment and Initial Plans to Ministry of Education
Submission of The Journey Together Proposal to Ministry of Education
Family Centre Fanshawe opens
Family Centre Fox Hollow opens
2018
SSM begins responsibility for EarlyON Child and Family Centre management
Child Care and Early Years Service System Planning
Child Care and Early Years Service System Planning
7-month Affordability Pilot implemented that included up to $7/day reduction in child care fees for families
2019
Council approved Service System Plan submitted to Province
Implementation of Council approved Service System Plan for London
Implementation of Council approved Service System Plan for Middlesex County
EarlyON Child and Family Centre opens in Dorchester
2020
Family Centre East London opens
Local Indigenous-led Child Care and Child and Family Centre opens
Legend
The City of London
Province of Ontario
Middlesex County

The City of London has an agreement with Middlesex County; under which, Middlesex County is an agent for the City of London to provide and manage service delivery of all child care services in the county. Operationally, the City of London and Middlesex County collaborate closely on the core service delivery components of the child care and early years system (i.e. general operating grants, capacity building, capital allocations, repairs and maintenance allocations, and special needs resources). Middlesex County directly manages the Child Care Fee Subsidy program for families in the county.

It is important to note that the City of London and Middlesex County are just two partners in the local service system that also includes families, the Province, child care and early years service providers, school boards, community networks, and local stakeholders to name a few. Feedback is continuously gathered from community partners to inform service system planning.



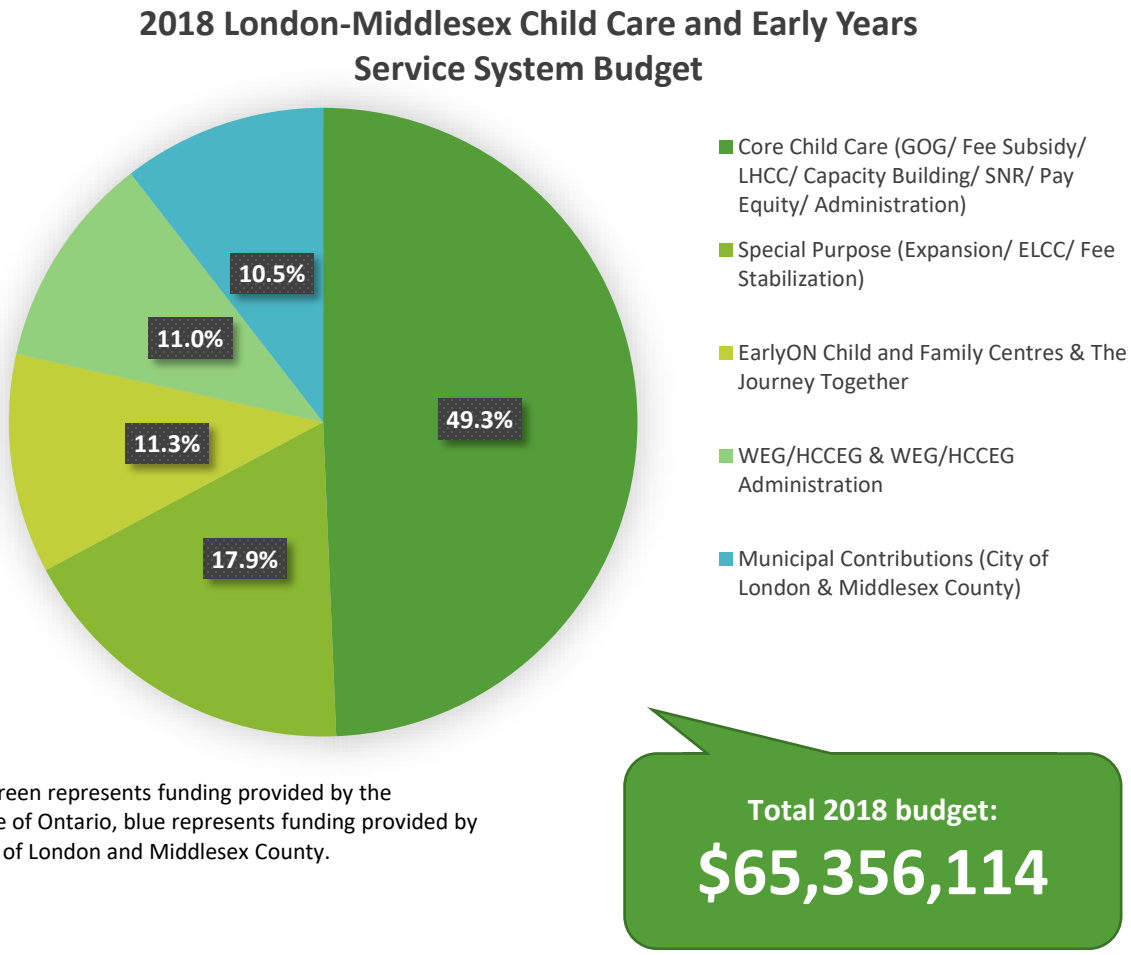
The key planning groups, working groups, and contracted third-party providers that act as the main sources of regular child care and early years planning input are as follows:

All Kids Belong	All Kids Belong is a community program that promotes the inclusion of all children with special needs into licensed child care settings, and provides support to community child care programs and Before/After School Programs by enhancing their knowledge and skills in working with families and children with special needs.
Child Care and Early Years Service Providers	Child care and early years service providers from London and Middlesex County meet twice per year to share updates, network, and to collectively plan together.
Family Centre Leads Table	The Family Centre Leads Table, composed of lead agencies that operate London's Family Centres and EarlyON programs, is the planning group that supports Family Centre implementation and EarlyON service delivery across London.
Family-Centred Service System (FCSS) Governance Committee	The FCSS Governance Committee is an integrated, cross-sector planning table for family-centred services across the live span in London. The Governance Committee meets bi-monthly, and working groups meet regularly.
Licenced Child Care Network (LCCN)	LCCN promotes and advocates for licensed child care and the recruitment and retention of Registered Early Childhood Educators in London and Middlesex.
London Child Care Advisory Committee (CCAC)	CCAC provides information, advice, and recommendations to City of London Council through the Community and Protective Service Committee.
Middlesex Children's Services Network (MCSN)	MCSN is the children's services planning table in Middlesex County. MCSN is an interprofessional community of practice that meets bi-monthly.
Réseau Regional de Langue Français	Réseau Regional de Langue Français is a regional early years planning table for Southwestern Ontario comprised of Francophone school boards, early years and child care providers, and SSMs.
Strive	Strive is a community initiative that provides capacity building and supports resource development to enhance service quality across the region.
The Indigenous Planning Committee	The Indigenous Planning Committee is a local collaborative of individuals who represent families, Indigenous-led organizations, and allies that are planning for early years programs and services and licensed child care in London and Middlesex.

1.4.2 Local System Statistics

1.4.2.1 Funding and Budget

The 2018 London-Middlesex Child Care and Early Years budget totaled $65,356,114. Of that, $58,503,801 was provided by the Province, $6,628,282 was provided by the City of London, and $224,031 was provided by Middlesex County. The City of London annually contributes $1,076,034 above what is required by the Province, showing a strong commitment to enhancing supports for children and families across the community.



Note: Green represents funding provided by the Province of Ontario, blue represents funding provided by the City of London and Middlesex County.

1.4.2.2 Child Care and Early Years System Statistics

The following are a number of key system statistics that reflect the current state of the child care and early years service system in London and Middlesex County. Please note, unless otherwise stated, that all data in this section is *as of December 31, 2018*.

Children

Child Population (2016)	London	Middlesex
Total Population	378,040	71,551
Number of children 0-4 Years	20,290	3,880
Number of children 0-6 Years	28,515	5,684
Number of children 0-9 Years	41,605	-
Number of children 0-14 Years	61,725	-
Number of children 5-9 Years	21,315	-
Number of children 5-12 Years	-	7,246
Number of children 10-14 Years	20,120	-
Number of youth 15-19 Years	22,465	-
Number of children 7-14 Years	33,210	-

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Growth Rates Location	Child Population	2018	2028	% Change
City of London	Number of children 0-4 Years	21,025	22,581	7.4%
	Number of children 5-9 Years	20,875	22,570	8.1%
	Number of children 10-14 Years	20,589	22,286	8.2%
Middlesex	Number of children 0-4 Years	4,003	4181	4.5%
	Number of children 5-9 Years	4,262	4251	-0.25%
	Number of children 10-14 Years	4,494	4358	-3.0%

Source: Environics. Custom Population Projections. February 2019

Developmental Health at School Entry Indictors	London (2015)	Middlesex (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains*	34.6%	24.0%	29.4%
% of children vulnerable in physical health and well-being domain	25.1%	15.9%	16.1%
% of children vulnerable in social competence domain	11.3%	7.3%	10.7%
% of children vulnerable in emotional maturity domain	13.1%	10.5%	12.3%
% of children vulnerable in language and cognitive development domain	9.5%	4.1%	6.7%
% of children vulnerable in communication skills and general knowledge domain	8.5%	7.2%	10.2%
**Not meeting developmental expectations at school entry*			

Source: Offord Centre for Child Studies, McMaster University. 2015 Early Development Instrument (EDI) data file provided by the Ontario Ministry of Education

Service Providers

Measure	London	Middlesex	Total
1.0 Centre-Based Licensed Child Care Sites (0-4 years and School Aged)			
Number of Licensed Centre-Based Sites located within schools	102	19	121
Number of Licensed Centre-Based Sites located within the community	64	13	77
TOTAL	**166**	**32**	**198***
**Some sites provide care for children in both 0-4 years and School Aged, and therefore the total number of sites (198) reflected in section 1.0 will be less than the sum of the total of 102 and 128 found in section 1.1 and 1.2 (i.e. there is overlap between the sites)*			
1.1 Centre-Based Licensed Child Care Sites (0-4 years)			
Number of Licensed Centre-Based Sites located within schools	24	2	26
Number of Licensed Centre-Based Sites located within the community	64	12	76
TOTAL	**88**	**14**	**102***
**Some sites provide care for children in both 0-4 years and School Aged, and therefore the total number of sites (198) reflected in section 1.0 will be less than the sum of the total of 102 and 128 found in section 1.1 and 1.2 (i.e. there is overlap between the sites)*			
1.2 Centre-Based Licensed Child Care Sites (School Aged)			
Number of Licensed Centre-Based Sites located within schools	95	19	114

Measure	London	Middlesex	Total
Number of Licensed Centre-Based Sites located within the community	12	2	14
TOTAL	**107**	**21**	**128***
**Some sites provide care for children in both 0-4 years and School Aged, and therefore the total number of sites (198) reflected in section 1.0 will be less than the sum of the total of 102 and 128 found in section 1.1 and 1.2 (i.e. there is overlap between the sites)*			
1.3 Centre-Based Licensed Child Care Spaces (0-4 years and School Aged)			
Number of Infant Spaces	530	36	566
Number of Toddler Spaces	1,332	110	1,442
Number of Preschool Spaces	2,987	265	3,252
Number of Kindergarten (Before and After School Care) Spaces	3,000	418	3,418
Number of Primary/Junior (Before and After School Care) Spaces	4,304	707	5,011
TOTAL	**12,153**	**1,536**	**13,689**
1.4 Centre-Based Licensed Child Care Agencies			
Number of For Profit Licensed Child Care Agencies	13	3	15*
Number of Not-for-Profit Licensed Child Care Agencies	31	12	40*
Number of French Language Child Licensed Child Care Agencies	3	0	3
**The total number of agencies is not the sum of London and Middlesex because there are agencies that provide services in both London and Middlesex*			
1.5 Home-Based Licensed Child Care (Agencies, Active Homes)			
Number of Licensed Home Child Care Agencies	2	1	2*
Number of Active/Operating Home Child Care Providers	-	-	72
**The total number of agencies is not the sum of London and Middlesex because there are agencies that provide services in both London and Middlesex*			
1.6 EarlyON Child and Family Centres			
Number of EarlyON Providers	6	2	8
Number of EarlyON program sites	39	9	48

Source: Data used for analysis in section 1.0-1.5 were retrieved from the Child Care Licencing System; data in section 1.6 were provided EarlyON providers contracted with the City of London and County of Middlesex in 2018

Child Care Daily Rates for London-Middlesex

Measure	Range*	Average*,**
Centre-Based Licensed Child Care Daily Rate (0-4 years and School Aged)		
Daily Cost per Infant Spot	$48.00 - $70.74	$57.36
Daily Cost per Toddler Spot	$36.00 - $61.20	$52.73
Daily Cost per Preschool Spot	$35.00 - $57.89	$47.48
Daily Cost per Kindergarten (Before and After School Care) Spot	$19.40 - $41.26	$24.58
Daily Cost per Primary/Junior (Before and After School Care) Spot	$19.40 - $38.71	$20.93
Home-Based Licensed Child Care Daily Rate (0-4 years and School Aged)		
Daily Cost per Infant Spot	$44.00 - $46.00	$45.33
Daily Cost per Toddler Spot	$44.00 - $46.00	$45.33
Daily Cost per Preschool Spot	$43.00 - $44.00	$43.33
Daily Cost per Kindergarten (Before and After School Care) Spot	$21.00 - $21.00	$21.00
Daily Cost per Primary/Junior (Before and After School Care) Spot	$21.00 - $21.00	$21.00
**Reflects full-day, full-week rates of sites with a City of London/Middlesex County Children's Services Funding Agreement* ***Average is calculated based on child care rates weighted against number of child care sites (not child care spaces)*		

EarlyON Child and Family Centre Usage Rates

Measure	London	Middlesex
Total # of Visits Made by Children (0 to 6) in 2018	61,572	9,590
Total # of Visits Made by Parents/Caregivers in 2018	42,259	7,394

Source: As reported by EarlyON providers contracted with the City of London and County of Middlesex in 2018

Child Care Fee Subsidy for Families

Measure	London	Middlesex	Total Unique
Total Number of Unique Children Accessing Child Care Fee Subsidy			
2016	4,620	271	4,891
2017	5,027	280	5,307
2018	4,981	277	5,258
Average Monthly Number of Children Accessing Child Care Fee Subsidy			
2018		3581*	-

**Includes Fee Subsidy, Extended Day Subsidy, Recreation, Ontario Works*

Special Needs Resourcing

Measure	2016	2017	2018
Average Monthly Number of Children Served in London and Middlesex for ages 0-5.8 years	261	283	273
Average Monthly Number of Children Served in London and Middlesex for ages 5.8-18 years	107	103	120
Average Monthly Number of Program Assistant Hours into London and Middlesex System	3,813.25	3,981	4,476
Average Monthly Number of Child Care Centres who Receive Program Assistant Hours	91	86	97

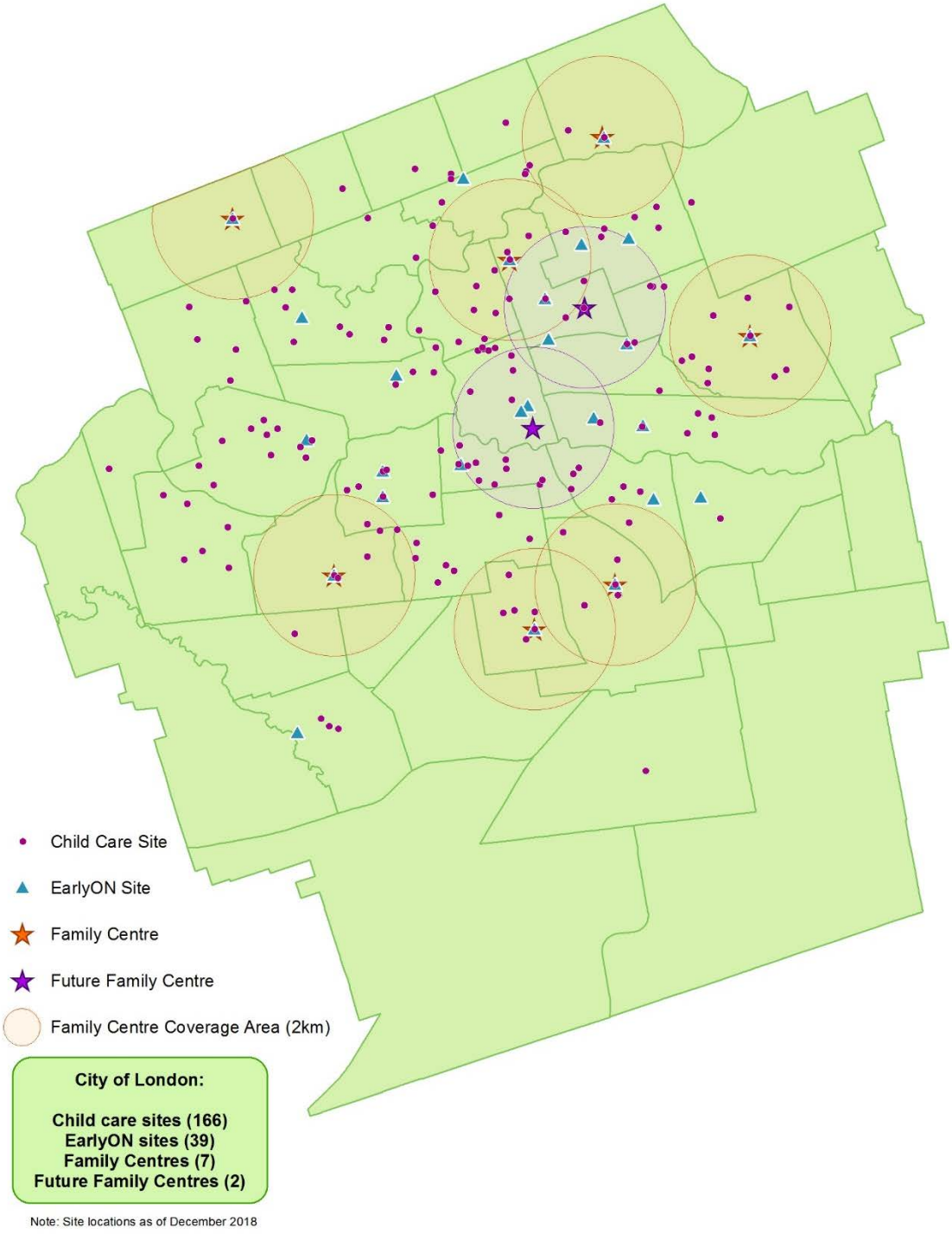
Source: As reported in the 2016, 2017, and 2018 All Kids Belong Annual Service Plan Report

Capacity Building

Measure	2018
Total Number of Events offered through the Community of Professional Learning Calendar	61
Total Capacity of Events offered through the Community of Professional Learning Calendar	3,572
Total Number of Registrants of Events offered through the Community of Professional Learning Calendar	2,593
Total Number of Attendees of Events offered through the Community of Professional Learning Calendar	2,096
Total Number of Community Meetings attended by Capacity Building Service Provider	109

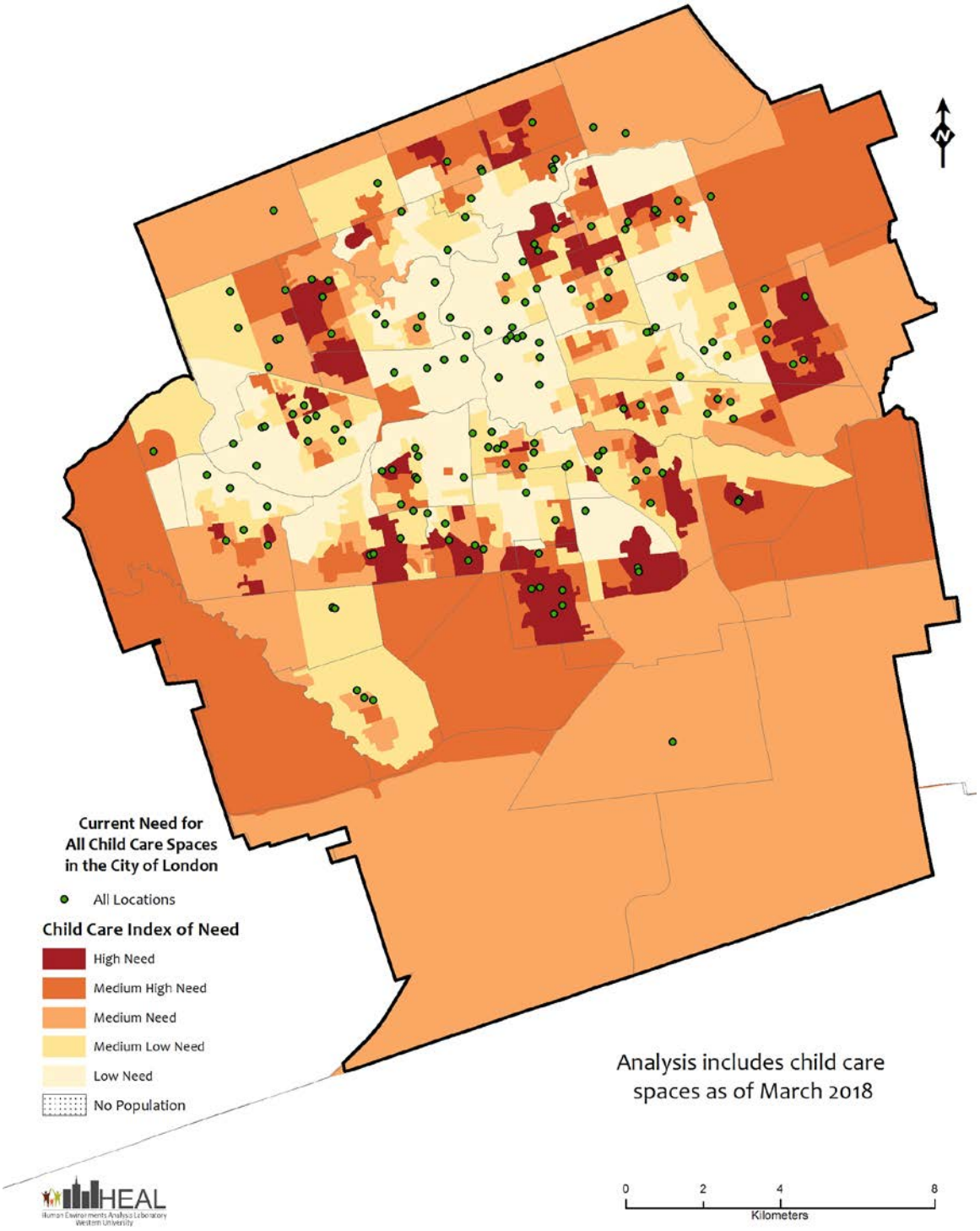
Source: As reported in the 2018 Strive Year-End Report

Licensed Child Care and EarlyON Child and Family Centre Sites in London



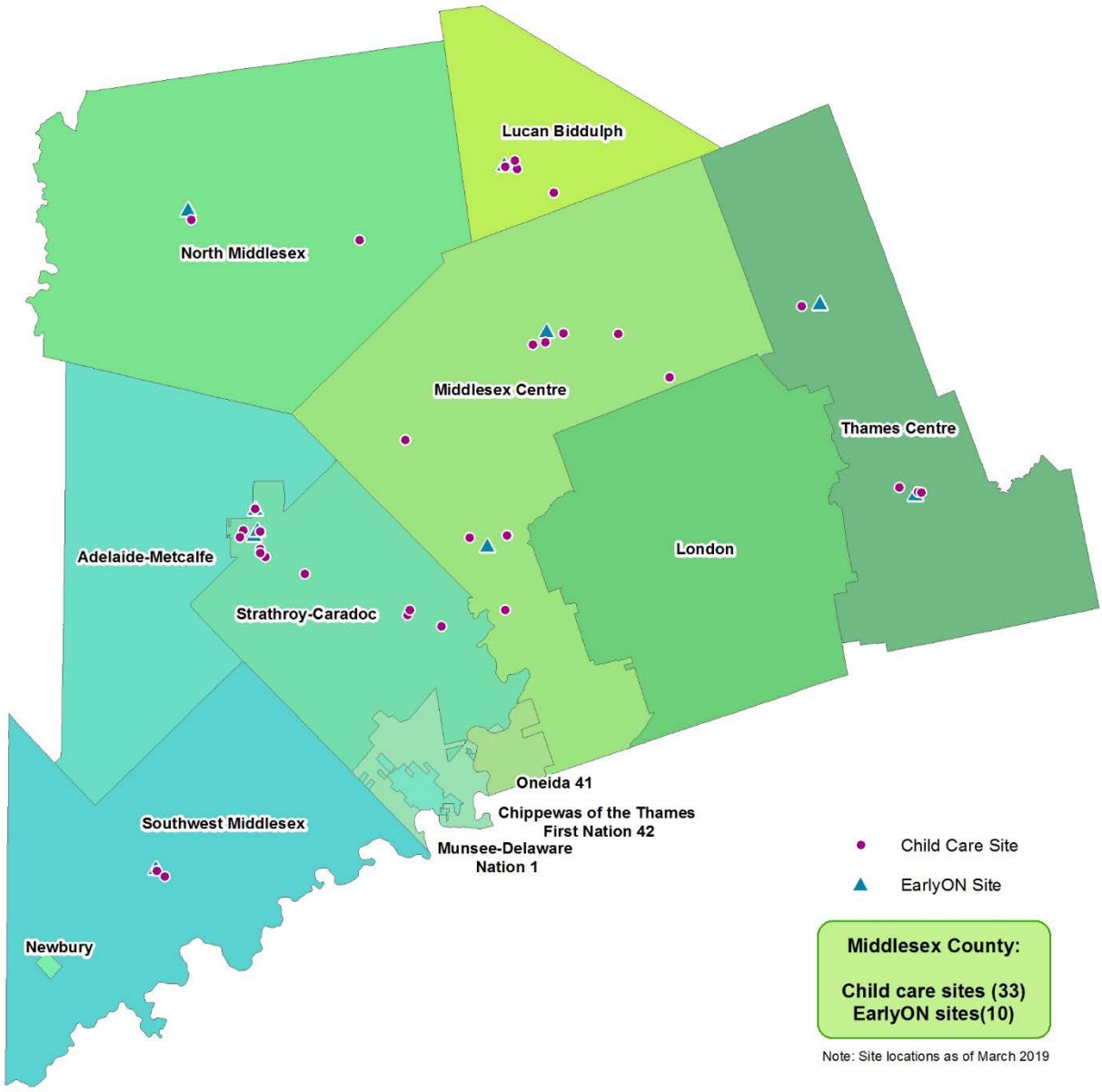
Note: Child care includes licensed centre-based child care (0-4 years), licensed centre-based before/after school programs (Kindergarten and Primary/Junior), licensed nursery school programs, and licensed co-operative programs. Licensed home child care agencies and licensed home child care providers are not included in this list.

Licensed Child Care Index of Need for Ages 0-14 in London



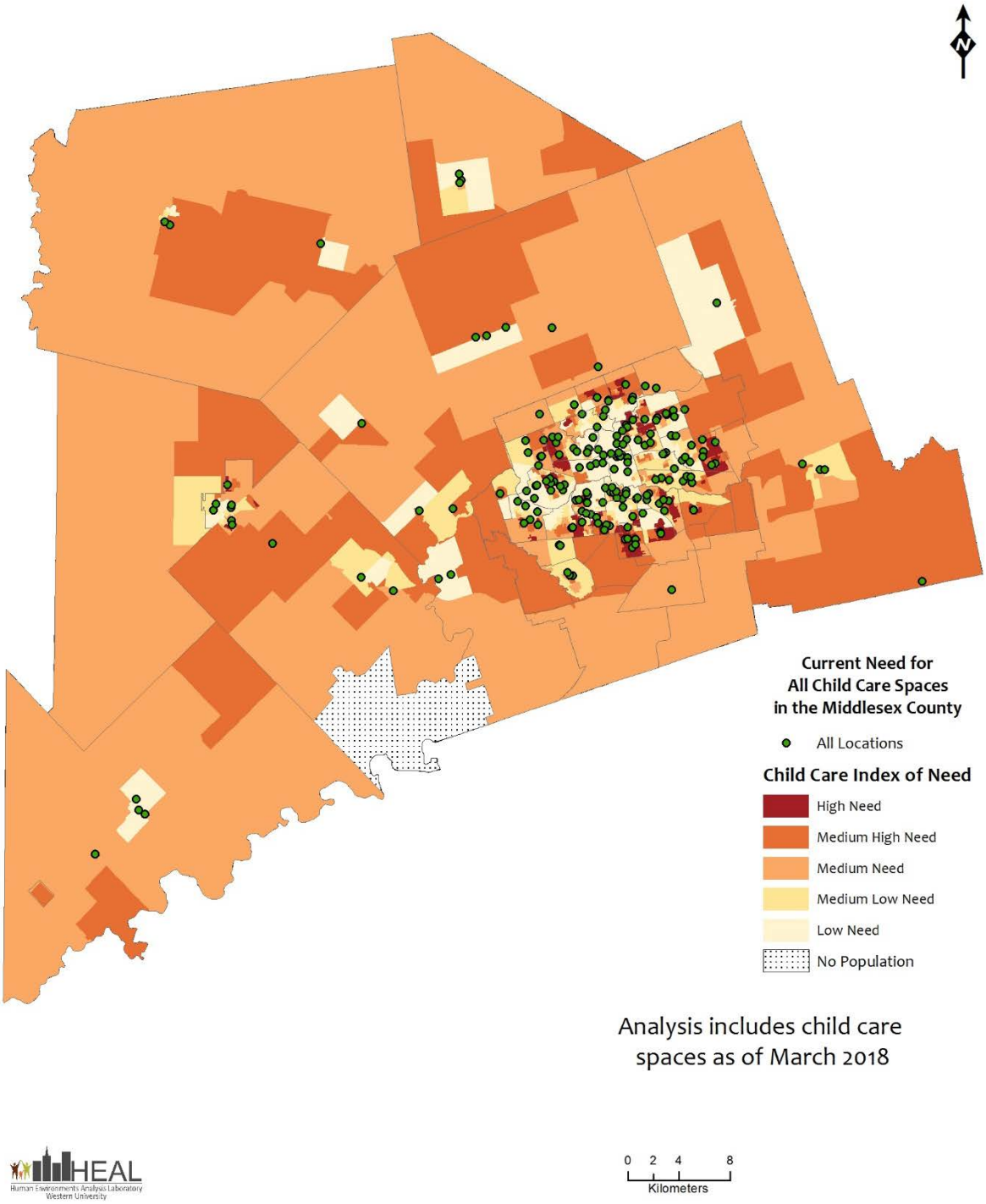
Note: The map uses three sets of data: (1) locations of licenced child care centres; (2) population count data; and, (3) population projections. The purpose of the model is to calculate the Child Care Index of Need, which identifies where new child care centres are needed within each age group. The level of need is based on geographic accessibility to child care centres and population density in the City of London and Middlesex County.

Licensed Child Care and EarlyON Child and Family Centre Sites in Middlesex County



Note: Child care includes licensed centre-based child care (0-4 years), licensed centre-based before/after school programs (Kindergarten and Primary/Junior), licensed nursery school programs, and licensed co-operative programs. Licensed home child care agencies and licensed home child care providers are not included in this list.

Licensed Child Care Index of Need for Ages 0-14 in Middlesex County



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2.0 The City of London

2.1 Context

The City of London's mandated responsibility (as SSM) for the delivery of child care and early years services are managed by the Neighbourhood, Children, and Fire Services (NCFS) service area of the City of London. The City of London's mission is be "***a responsive and modern public service partner that fosters change to build a better London for all***." The mandate of NCFS is "***working together to strengthen Londoners quality of life… Community wide… Neighbourhood by Neighbourhood***." This mandate is aligned with a community vision that is guided by London's Child and Youth Network (CYN) and the Family-Centred Service System (FCSS) Priority.

2.1.1 History

In 2007, more than 60 local service providers met to discuss how to improve outcomes for children, youth, and families in London around three priority areas: childhood obesity, literacy, and poverty. The case for collective action was compelling:

- 1 in 5 children born in London were living in poverty;
- More than 1 in 4 children in London were not ready to be successful in grade 1;
- More than 1 in 5 children in London did not graduate from high school; and,
- 1 in 4 children in London were overweight or obese.

To move the yardstick on these large-scale and complex challenges, organizations recognized the need to work collectively and came together to form the CYN. CYN partners developed a collective vision to guide the work of the network: "***happy, healthy children and youth today; caring, creative, responsible adults tomorrow***."

When partners began to engage with families to make sure the three priorities represented families' needs, they made another important finding: London's service delivery system was not seamless or easy to access. In fact, when asked about the service system, London families shared:

- The system was difficult to navigate;
- Services were fragmented;
- They didn't know where to start;
- They were telling their story too many times;
- They had to travel all over the city for service; and,
- They had to wait too long to access the services they needed.

Supported by a collective desire to improve outcomes for children, youth, and families, organizations in London came together as part of the CYN to create a fourth priority area: Creating a Family-Centred Service System (FCSS). At that time, a community plan was created to re-engineer the system in order to address the challenges that were heard from families; this included the creation of a system vision, outcomes, goals, and approach. ***The Child Care and Early Years Service System is a fundamental part of the community's larger Family-Centred Service System. As a result, this document is grounded in and builds on the past 12 years of work that has happened in the community.***

2.1.2 London's Family-Centred Service System Vision

In every London neighbourhood residents will open a single door to multiple opportunities that support children and families in achieving their full potential. These opportunities will be identified by the neighbourhood and implemented according to evidence-informed best practices using an integrative, inclusive and holistic approach.

2.1.3 London's Family-Centred Service System Outcomes

The service system is driven to achieve five outcomes that were identified over 12 years ago with families and are still relevant today:

1. Families are connected and engaged in their neighbourhood;
2. Families experience reduced storytelling;
3. Families have a better and more consistent experience when accessing services;
4. Families can easily access a full range of services; and,
5. Families experience shorter wait times.

2.1.4 London's Approach

The approach is grounded in shared system-wide strategies, which include:

1. Collaborative planning
    - Shared planning generates shared commitment—service providers work together to develop common community plans of actions
2. Collective Impact
    - A framework to understand and refine how to approach collective work
3. Targeted universalism
    - Use targeted strategies and interventions with specific population groups to reach universal goals and outcomes for everyone
4. Consensus decision-making
    - All partners agree to community plans and strategies through endorsement processes
5. Equity between organizations
    - Regardless of size, all service providers have an equal stake in collaborative planning, implementation, and reaching outcomes
6. Community development
    - ***All the work that is done, is done with families***—children and families are engaged, as experts in their own lives, in the decision making processes that affect them

2.1.5 London's Child Care and Early Years Service System Plan Goals

The community's goal is to make it easier for London's children, youth, and families to participate fully in their neighbourhoods and receive the services they need. To achieve this goal, the City of London is working with multiple partners to help make the child care and early years service system more responsive and seamless for families in three ways:

1. ***Moving beyond collaboration, coordination, and co-location to an integrated, family-centred model of service delivery across the entire service system;***
2. ***Enhancing the early years programs and services through the development of a network of Family Centres to provide identifiable, accessible, family-friendly access points to the service system; and,***

3. ***Strengthening the licensed child care sector to enhance the accessibility, responsiveness, affordability, and quality of the system.***

2.2 The Community

2.2.1 Community Profile

London is a large urban community located in Southwestern Ontario. The city is comprised of 42 planning districts, each with distinct characteristics. London has a growing population, experiencing a 4.8% increase in its overall population from 2011 to 2016, according to Statistics Canada.[2] All population statistics described below are sourced from the 2016 Census, except where otherwise explicitly stated.

As of 2016, 383,822 individuals live in London. The child population in London is growing at a similar rate to the overall population. In 2016, 28,515 children aged 0 to 6 years lived in London, an increase of 4.3% from 2011. London is a multi-cultural community, with Londoners reporting speaking almost 100 languages. London is home to 83,770 immigrants (22% of the population), with 3% of London's total population being recent immigrants (2011-2016). The top places of birth of recent immigrants are Syria, India, and China.

Over 10% of the population (38,205) speak a non-official language as their language spoken most often at home. The top non-official languages spoken in London include:

1. Arabic*
2. Spanish*
3. Chinese*
4. Polish*
5. Portuguese

*More than 5,000 Londoners speak each of these languages.

London is home to many Indigenous persons, and is in close proximity to three First Nations (Chippewas of the Thames, Munsee-Delaware Nation, and Oneida Nation of the Thames). 2016 Statistics Canada census reports that 3,660 Indigenous children (1-17 years) and 9720 persons of Indigenous identity reside in London, making up 2.5% of the total population. This is an increase of 42% from 6,845 persons in 2011. According to *Our Health Counts Londo*n*,* the first inclusive, community-driven health survey for Indigenous people in London, there are 3 to 4 times more Indigenous children (1-17 years) living in London than estimated by Statistics Canada.[3]

London is also home to many Francophones, and is designated by the Province as a French language service area. French is the mother tongue for 1.3% of London's population. Just over 7% of the population have knowledge of French either alone or in combination with English. Less than 1% of the population speak French most often at home either alone or in combination with another language. London is also home to Francophiles, with French immersion and French schools being the school of choice for more than 8,500 children (13.6% of London's school-aged population).

[2] Statistics Canada. 2018. Semi-custom tabulation from the 2016 Census Profile, prepared by Statistics Canada for the City of London.

[3] Southwest Ontario Aboriginal Health Access Centre in partnership with Well Living House at St. Michael's Hospital (Toronto). 2018. *Our Health Counts London.* https://soahac.on.ca/wp-content/uploads/2018/09/OHC-02B-Child-Demographics-1.pdf

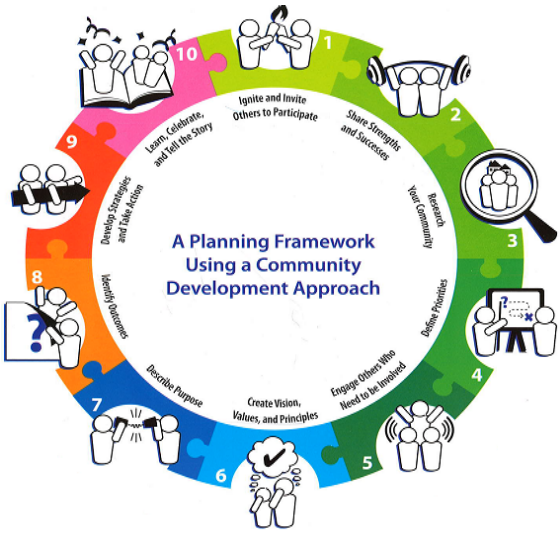
Families and individuals living in low income households are also a reality in London. In London, the prevalence of low income families in 2015 based on the Low Income Measure- After Tax (LIM-AT) was 18.8%, representing 71,030 individuals. This was higher than Ontario (14.4%) and Canada (14.2%). Slightly higher than one in four (26.8%) children under the age of 6 live in low-income families, with some neighbourhoods nearing 50%. The median family income in London was $82,231 in 2015, while the median family income in London for lone-parent families was $47,461. According to the 2016 Census, lone-parent families represent 19.1% of all census families in the City of London.

London's overall scores on the Early Development Instrument (EDI) are comparable to provincial averages. Domains that are slightly higher include physical health and well-being, and emotional maturity. Although London, as a whole, is comparable to Ontario, there are some neighbourhoods in London with higher levels of vulnerability in developmental health at school entry (see Appendix 1 for more information).

2.2.2 Community Planning Approach and Process

London uses the ACE community development approach as a framework for the planning of programs and services for children and families, both at the system level and the neighbourhood level. The core beliefs of this approach are the underpinnings of how the City of London engages families, children, and community partners in the planning process.

Over the past 12 years, over 7,000 residents have been engaged in the development of London's Family-Centred Service System. Where possible, existing data sources and research (provincial and locally collected data) were used to understand neighbourhoods and communities. The planning approach encompasses the whole family, and as a result, the demographic profiles used for planning extend beyond children aged 0-12.



In addition to previous engagement, the City of London actively engaged children, families, and caregivers, as well as a wide range of local community partners, to support the development of this plan. This list includes, but is not limited to:

- Family Centre and EarlyON Service Providers
- English and French district school boards
- Francophone organizations and networks
- Indigenous partners including local First Nations
- Licensed home child care agencies and centre-based providers
- Authorized recreation providers
- Middlesex-London Health Unit
- Employer organizations
- Specialized community service agencies
- Other relevant community, post-secondary and training, or government organizations, ministries and departments

This engagement was done in a variety of ways, such as:

Parent/Caregiver Survey	• Available online (getinvolved.london.ca) and on paper, in English/French/Spanish/Arabic, from August 2018 through October, 2018 • A total of 1,467 surveys were completed; of those, 1,252 were deemed valid for use in analysis • Surveys were collected from 35 of the 42 planning districts in London • Families with children across all age categories completed the survey • There were over 550 open-ended comments provided by families in response to their experience with child care and early years programs and services
Parent/Caregiver Postcard Survey	• Over 70,000 postcards were distributed through the English school boards, licensed child care agencies, and through multiple community events • Postcards asked families to complete the online Parent/Caregiver Survey, and provided a chance for those on the run to complete 3 questions in the moment • 413 postcards were completed, returned, and included in analysis
Parent/Family/Caregiver Focus Groups	• Ten focus groups were held to gather further information from targeted groups that may have been less likely to complete the survey • 126 respondents were engaged through these focus groups
Licensed Service Provider Survey	• Providers were asked to share their knowledge and expertise about the needs, strengths, priorities, and desired outcomes for the child care and early years service system in London • 73 respondents completed an online survey throughout October 2018 • Directors, Managers, and Site Supervisors at Licensed Child Care agencies, Licensed Home Child Care agencies, EarlyON agencies, Family Centre lead agencies, Accredited Recreation agencies, and other early years providers in the City of London were engaged
Unlicensed Home Child Care Providers Survey	• 92 respondents completed an online survey throughout October 2018 to share their motivations, knowledge, and challenges working in the unlicensed home child care sector
Service Provider Focus Groups	• Six focus groups were held during April and May 2018 with non-profit and for-profit child care agencies, home child care agencies, single-site and multi-site agencies, nursery schools, and Special Needs Resource support staff to understand their needs, desires, and goals for the next five years
Child Care and Early Years Community Meetings	• Two engagement and planning sessions were held with over 65 attendees representing over 35 child care and early years organizations in November 2018 and January 2019, respectively • Further engagement and planning feedback was provided by FCSS partners at two FCSS Governance meetings in September 2018 and January 2019, respectively • A full-day Family-Centred Service System meeting was held in November 2018 with over 96 individuals from 42 organizations to discuss how to move the entire service system to high-performance
Francophone Family Engagement	• Three family focus groups were held in collaboration with school boards and Francophone child care providers

	• The Parent/Caregiver Survey (referenced above) was completed in French by nine respondents, and 40 respondents identified as Francophone when completing the English survey • Collaboration with Francophone *Ma Vie en Français* community planning process resulted in additional survey data and focus group results; 210 respondents lived in London and 74% of all respondents had children under the age of 18
Indigenous Family Engagement	• Over 40 individuals were engaged through focus groups, one-to-one conversations, and through large community events to share experiences with child care and early years services • Ongoing monthly local Indigenous Planning Committee meetings have been held since September 2017, comprised of Indigenous organizations, parents and grandparents, and allies • A two day planning retreat for the creation of a new Indigenous-led Child Care and Child and Family Centre was held • Monthly collaborative planning meetings for the creation of culturally safe spaces in child care and early years are held through the Indigenous Planning Committee
Child Voice	• Artifact analysis was used as the mechanism to include and honour the voices of children in the service system plan • Family Centre, EarlyON, and child care providers collected and shared over 50 artifacts of children as engaged decision makers in their programs • Held a two hour facilitated session in February 2019 with a pedagogical expert to reflect on what is important to children, to reflect on various approaches already in practice across the London service system, and to explore how programs, practitioners and the system plan can further support children as engaged decision makers

2.2.3 What was heard

2.2.3.1 Children

Recurring themes from research, theory, and practice suggests that high quality early childhood settings "value children as individuals and as active and competent contributors with their own interests and points of view" (HDLH, 2014).

London's approach for including the voices of children in system planning built upon a strength identified by the community; child voice is deeply embedded within practice across the local early years and child care system. As experts in the field of early child development, early childhood educators already demonstrate a commitment to child voice in their approach to early learning; creating a culture of listening to and working collaboratively with children. The information they receive from their observations and interactions with children is integral to the development of meaningful early learning experiences that meet each child's needs and interests.

To listen to children, educators document living moments or "learning stories" with images, videos, artifacts, and written or audio recordings of what children have shared. Pedagogical documentation offers a process for finding meaning in what children do and what they experience.

As discussed in HDLH, pedagogical documentation is:

- a way to value children's experiences and include their perspectives;
- a way to make children's learning and understanding of the world around them visible to the children themselves;
- a process for educators to co-plan with children and with families; and,
- a means for sharing perspectives with parents and colleagues.

When children's thoughts, feelings, and values are visible, service providers can study the meaning of experiences to children. This provides an opportunity for service providers to offer their thoughts collaboratively so that their own understanding widens, deepens, and takes in multiple perspectives.[4]

Through reflective practice and a collaborative inquiry approach with a pedagogical expert, service providers reflected on children's experiences shared through artifacts to gain insight into what is important to children participating in early learning programs across London. This process revealed that children view the following as important:

1. Choices and decisions in their play

- Children value efficacy or influence over their play while in program (i.e. loose parts play, provocations in the environment, no schedules, freedom to control their environments, and type of play, etc.)
- Children value opportunities to make choices in circumstances where their decisions will be respected
- Children demonstrate that the Family Centre is a comfortable place where they can move around easily - both physically (through the environment) and relationally (with staff and other children and their parents)

2. Seeing themselves at play and in the environment

- Children enjoy seeing themselves at play while in the space (i.e. pedagogical documentation posted, their pictures used as signage in provocations in the environment, slide show of child play images in welcome area, etc.)
- Children desire to be active participants and contributors of their environments (i.e. contributors to community projects, design of space for future play opportunities, etc.)
- It is meaningful for children to see their contributions acknowledged when their ideas and interests are reflected in the program
- Children often choose to take home pedagogical documentation, photos or artifacts created at program

3. Joy through exploration, creativity, and expression

- Play is experienced through joy and wonder
- Children enjoy exploring and leading their own learning through provocations in the environment
- It is important for children to have the opportunity to express themselves in many different ways
- Children enjoy using their senses to explore and manipulate items in the open creation/maker spaces in program environments

[4] Ontario Ministry of Education. 2013. *Think, Feel, Act: Lessons from Research about Young Children.*

2.2.3.2 Parents & Caregivers

Parents and caregivers had a lot to say about the child care and early years services offered in London. The top five themes that were most often shared by parents and caregivers were:

1. High cost of care

- Due to the high cost of care, parents/caregivers are reconsidering whether or not to have [more] children, to work or stay home, and their willingness to accrue debt to participate in the workforce
- Affording child care is especially difficult for families with multiple children, families with children who have special needs, and for middle income earners
- The child care fee subsidy process is not well understood by parents/caregivers and is often a frustrating experience

2. Availability of space

- Finding a child care space is difficult for families, and is more pronounced when looking for infant and toddler spaces, before and after school spaces, subsidized care, and options for special needs children
- Although the journey to find child care is seen as difficult, parents/caregivers report high levels of satisfaction with the quality of care of their current provider
- Long service provider waitlists are one of the top challenges identified by parents
- Many parents/caregivers are settling for whatever care is available, and often feel these arrangements are not ideal; having multiple children makes it more difficult
- The centralized waitlist process in London is frustrating families

3. Type of care & hours of operation

- Overall, parents/caregivers are satisfied or very satisfied with the core features of their current child care arrangement
- Some parents/caregivers report challenges finding care options that work best for their family
- Types of care options families identified they need include: extended care/shift work hours; emergency care; and, more flexible hours
- Across all child care types and across all age groups, more than half of parents/caregivers using a particular care type would prefer to use another type of care

4. Access to information

- Overall, over half of parents/caregivers seek information through word of mouth, internet search, and/or referral from other families
- Parents/caregivers are not always aware of early years and child care supports/services
- Parents/caregivers have a hard time navigating online information and report that access to more information about programs and services would increase their participation

5. Success of family support programs

- A large proportion of families value programs and supports that are no cost/low cost
- Many parents/caregivers report having knowledge of and/or having visited a Family Centre or EarlyON program in London. Parents/caregivers continue to stress the importance these supports have had in their role and the opportunities provided for learning and connecting with other families
- Families desire more locations and hours available for EarlyON and Family Centre programs and supports across the city of London
- Families report that participating in Early Years programs has helped to connect them to more supports and services in London

2.2.3.3 Service Providers

Service providers were asked to describe the ideal child care and early years system experience for families in London. The top words they used to reflect this ideal state included:

- Affordable, quality, and choice
- Accessible, available, and convenient
- Inclusive and welcoming
- Supportive, friendly, caring, and helpful
- Flexible and responsive
- Safe and professional
- Happy, fun, engaging, and positive

Service providers were also asked about what is working well in London, and the top challenges they are currently experiencing. Here is what they had to say:

What's working well in London:

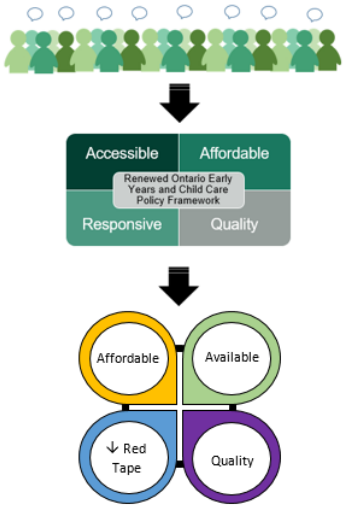
- Services that directly support families
- The culture of our system that is connected and collaborative
- Funding and general support provided by the City of London

What are the top challenges for service providers:

- Recruitment and hiring of appropriately qualified staff
- Licensing and regulations
- Cost of expansion and/or renovations

2.2.3.4 The Four Pillars

Outlined in the next four sections are the common themes that emerged over the course of the engagement process and through prior engagement strategies with families and service providers. These themes are presented according to each of the four pillars of the *Renewed Early Years and Child Care Policy Framework (2017)*. These themes are also strongly connected to the Provincial priorities released in 2019.



2.2.3.4.1 Access

Definition: Child Care and Early Years support and services are available for families who need or want them. Access is opportunity to benefit from high-quality early childhood programs and services.

Parents/Caregivers	• Parents/caregivers shared that due to the complexity of the child care system, the journey to find care is often difficult; however, once care is found, they are generally satisfied with their service • Parents/caregivers get their information from a variety of sources, with informal sources like word of mouth, internet searches, and social media used most frequently

	• Parents/caregivers identified barriers to using the centralized child care wait list and reported significant concerns with process and length of time they must wait for a child care space • Parents/caregivers are not always aware of the programs and services available to them and their children, and don't know where to look to find this information • 33% of parents with children who have special needs do not know about supports and services available to them in licensed child care • Multiple programs/services across the lifespan and for the whole family should be offered at one location • Transportation is a challenge for some families, therefore services need be in close proximity to families and/or they must have the ability to get to the site
Service Providers	• Service providers identified inconsistencies and challenges with the centralized child care wait list system and process • The top issue cited by providers was using the centralized waitlist registry to manage child care spaces • Early engagement with parents is essential in educating them about the local child care sector (especially newcomer families) and options available to them • Expansion and broadening London's Community Connector training beyond Family Centres into the larger child care and early years system is extremely valuable • Strengthening the connection of child care providers to Family Centres should be explored

2.2.3.4.2 Affordability

Definition: Ensuring that early years programs and services, including licensed child care, are within affordable reach for families. Parents have access without having to sacrifice other basic needs and where they are empowered to enter the workforce if they so choose.

Parents/Caregivers	• Many parents/caregivers identified cost as the top challenge they are facing during their child care experience • Many parents/caregivers would like improved transparency and education around the child care fee subsidy process • For some parents/caregivers, programs, and services must be free or low cost for them to be accessible • Sports, other physical/recreation activities, and educational activities are some of the higher cost programs that parents/caregivers would like to see be more affordable • Not all parents/caregivers are aware of the financial assistance opportunities available to help them with the cost of recreation activities for their children (i.e. City of London financial assistance, JumpStart)
Service Providers	• Service providers identified wages, operating costs, and insufficient public funding as the main barriers to reducing parent fees

	• Providing appropriate wages and benefits to staff is a significant challenge to providers • Service providers report uncertainty of funding and increases to operating costs as top challenges • Service providers are willing but risk adverse when it comes to piloting new care options for extended day and flex care options due to the financial risks involved • Service providers want to increase advocacy for a stable funding model with strategies for long-term outcomes • Service providers want greater assistance with the child care fee subsidy process • Unlicensed home child care providers cite financial disincentives as the number one reason for not considering being contracted by a licenced home child care agency • Many unlicensed home providers identified having poor or fair knowledge around the process, requirements, and supports/resources provided through a licensed agency when asked about their knowledge of becoming or being a licenced home provider

2.2.3.4.3 Responsiveness

Definition: Providing a range of early years and child care programs that are inclusive and culturally appropriate, located in schools, communities, workplaces, and home settings so that parents – including parents who work irregular hours – can choose the options that work best for their family.

Parents/Caregivers	• Child care in a licensed centre attached to a school or provided by parent/guardian are the top preferences for care, regardless of child age • Child care provided by parent/caregivers and care provided by a family member are the top types of care currently used across all age groups • 60% or more of parents/caregivers are using a particular child care type but would prefer to use another • Many parent/caregivers identified a need for more licensed child care spaces available in their community • Parent/caregivers identified a lack of infant and school-age spaces as a major challenge • Parents/caregivers want programs and services to be located in their community, and provided during the day, on weekday evenings, weekends, holidays, and PA Days to better support their schedules and their children's schedules • Parents/caregivers want hours of operation to be aligned with children's routines, parents' working hours, and seasonal weather • Parents/caregivers identified a need for more Francophone/ Francophile programs and services in the community • Culturally responsive, multi-lingual services/ programs /information and/or translation services need to be available in neighbourhoods with higher numbers of newcomers

	• Spaces need to be safe and welcoming for all • Programs need to be accessible by people of various abilities • Families would like to be able to provide input into programming on a regular basis
Service Providers	• Service providers and operators identified a need for more licensed spaces overall • Service providers identified a need for more Francophone/ Francophile programs and services in the community • Service providers identified a need for more accessible Indigenous programs and services based in Spirit and language in the community • Ongoing special needs/inclusivity training is a high priority for staff and partners in child care and Family Centres/EarlyON programs • Service providers want to use a data-driven, evidence-informed approach to making service delivery decisions • Licensed home child care agencies report difficulty in recruiting quality home providers, especially ones who can offer more extended or flexible care options to families

2.2.3.4.4 *Quality*

Definition: Enabling safe and reliable programs built on positive, responsive relationships, engaging environments, and meaningful experiences for children and families, delivered by educated and well-supported staff.

Parents/Caregivers	• Parents/caregivers want a quality program experience for themselves and their children, including a variety of programs, toys, and activities, alongside a friendly, welcoming, and comfortable atmosphere • Parents/caregivers value the Registered Early Years Childhood Educators (RECEs) profession, and recognise the profession is not highly compensated • Staff must be respectful of the expertise of parents and caregivers • The main quality concern noted by parents/caregivers is high staff turnover • Parents/caregivers want staff to be up to date on related services and supports available • People feel welcome when they are engaged and greeted by knowledgeable and friendly staff members. The calibre and passion of the staff is the most important factor in making visitors feel welcome. Staff must be recognizable, consistent, patient, friendly, welcoming, and non-judgemental
Service Providers	• Service providers want to address barriers for unlicensed and licenced home-based child care providers to achieve higher quality through professional learning, including the expansion of online and on-demand learning options • Service providers would like greater collaboration with school boards to facilitate consistent messaging to families

	• Service providers would like to see the RECE profession elevated in London-Middlesex and to promote awareness of the RECE profession in local high schools and post-secondary institutions • Service providers want to investigate how other communities assess and support the quality of their service system • Service providers would like a central digital space for resources to be shared and to build capacity for providers • Service providers would like training that would strengthen business administration for providers: policy development, human resources and employment standards legislation, Ministry of Education/Child Care and Early Years Act legislation and requirements, succession planning, and leadership development • Service providers highly value the opportunity to network and participate in a community of practice

2.3 Action Plan

In London, the community understands the collective approach through a theory of change based in the belief that in order to achieve the outcomes that families want and need, change must be made at both the system and the neighbourhood level. In order to achieve the three goals that have been committed to (see section 2.1.5), multiple levers that service providers have direct influence over need to be pushed at the same time, including:

1. Governance and Accountability;
2. Funding and Sustainability;
3. Policies and Procedures;
4. Common Experiences;
5. Professional Learning and Capacity Building;
6. Neighbourhood Engagement/Development;
7. Measurement and Evaluation;
8. Interprofessional Community of Practice;
9. Marketing and Communications; and,
10. Community Integration Support Team.

"The Child Care and Early Years Service System is a fundamental part of the community's larger Family-Centred Service System. As a result, this plan is grounded in and builds on the past 12 years of work that has happened in the community."

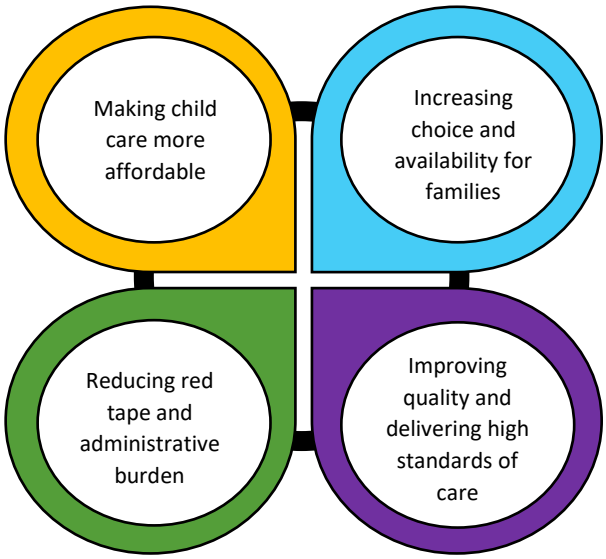
In addition to the provincial pillars (affordability, quality, accessibility, and responsiveness) and provincial priorities (affordability, choice/availability, reducing red tape/administrative burden, and improving quality/standards of care), these levers have acted as a framework for the community as the service system strategic priorities and local actions were developed.

Below is the list of strategic priorities and local actions the City of London, as SSM for child care and early years, in collaboration with community stakeholders will implement over the course of the next 4 years to support the community in reaching collective goals. These strategic priorities and local actions were identified and drafted based on the approach listed above, and after an extensive engagement and collective planning process with families and service providers (as outlined in sections 2.2.2 and 2.2.3).

The six strategic priorities for the service system plan are:

1. **Create a common experience for families accessing the service system;**
2. **Increase awareness of the service system;**
3. **Support professional learning and capacity building for educators and administrators to elevate the quality of the service system;**
4. **Champion community priorities to improve the service system;**
5. **Use evidence-informed decision-making to respond to the community needs; and,**
6. **Strengthen financial, governance, and accountability structures and mechanisms to move the service system to high-performance.**

Please note that the City of London's role in managing the child care and early years service system is clearly defined under the CCEYA (as outlined in section 1.4.1). As a result, local actions (as outlined in section 2.3.1) are the strategic actions that the City of London can perform over the next 4 years, in addition to the day-to-day functions that are already being done, in an effort to move the service system into a state of high-performance.



Provincial Priorities (2019)

2.3.1 Strategic Priorities and Actions

Below is the detailed action plan the City of London and community stakeholders will take over the next four years. The first column in the chart below lists the local actions that will be implemented to achieve each strategic priority. Alignment of each local action with the 2019 Provincial Priorities is outlined in the second column. Many local actions are aligned to more than one priority. The third column outlines timelines associated with each local action. Please note that many local actions will be implemented over a number of years or will be ongoing throughout the life of the Plan. Please use the legend below when reviewing the timelines. It provides an indication of the level of activity that will be taken each year for each local action.

	No Activity	This action has not started or is anticipated to be complete.
	Low Activity	This action is occurring or is anticipated to occur with low involvement/action by the City of London.
	Medium Activity	This action is occurring or is anticipated to occur with medium involvement/action by the City of London.
	High Activity	This action is occurring or is anticipated to occur with high involvement/action by the City of London.

Strategic Priority #1: Create a common experience for families accessing the service system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Review and revise Fee Subsidy policies and procedures to streamline the process for families	✓		✓	✓					
2. Support community partners to improve Familyinfo.ca to enhance its function to act as a one-stop portal for families to access the service system	✓	✓	✓	✓					
3. Work with community partners to improve system-wide child care wait list mechanisms and processes to make it seamless and efficient for families and service providers			✓	✓					
4. Work with community partners to increase families' access to information about the child care and early years sector through the development of tools and resources (i.e. information guides, resource maps, etc.)			✓	✓					
5. Implement recommendations identified by Indigenous families and service providers to increase the profile of Indigenous cultures and services across the child care and early years system		✓	✓	✓					
6. Implement recommendations from Francophone families and service providers to increase the profile of Francophone culture and services across the child care and early years system		✓	✓	✓					
7. Support the development and implementation of culturally relevant, inclusive, and responsive programs and services across the system (i.e. Francophone, Indigenous, LGBT+, newcomers, etc.)		✓	✓						
8. Build a local Indigenous-led Child and Family Centre and Child Care centre		✓	✓						
9. Work with service providers to develop and implement an EarlyON Child and Family Centre model that is integrated into London's network of Family Centres	✓	✓	✓	✓					
10. Support service providers to investigate, implement, and scale up innovative service models to meet the needs of families (i.e. low cost/no cost programs, flexible hours, extended care, inclusion support, transportation, child care fees, etc.)	✓	✓	✓						
11. Review and revise London's *Common Experience* document to reflect system changes in collaboration with Family-Centred Service System partners		✓	✓						

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
12. Investigate the creation and implementation of a local system-wide quality definition and framework for child care and early years programs and services that aligns with Ontario's pedagogy for the early years		✓							
13. Continue to work with other City divisions to integrate and improve delivery of City-administered services for children and families			✓	✓					

Strategic Priority #2: Increase awareness of the service system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Develop tools and resources to support families as they navigate City of London processes to access Fee Subsidy	✓		✓	✓					
2. Work with community partners to develop tools and resources to support families as they navigate the child care and early years system			✓	✓					
3. Develop and implement a marketing and communications campaign to promote licensed child care (i.e. types of care, fee subsidy, etc.)	✓		✓						
4. Develop and implement a marketing and communication campaign to promote Family Centre-EarlyON Child and Family Centres (i.e. locations, hours, services provided, etc.)			✓	✓					
5. Work with service providers to develop marketing and communication campaigns that address community priorities (i.e. RECE Recruitment and Retention)			✓	✓					

Strategic Priority #3: Support professional learning and capacity building for educators and administrators to elevate the quality of the service system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Work with community networks to provide professional learning opportunities that increase the quality of the service system (i.e. *How does learning happen?,* community development, etc.)		✓	✓						
2. Support professional learning opportunities to enhance cultural awareness, sensitivity, and diversity across the child care and early years system to strengthen the sense of belonging in the community		✓	✓						
3. Enhance service provider engagement strategies to strengthen relationships and ensure professional learning and capacity building opportunities offered are accessible and relevant		✓	✓						
4. In collaboration with service providers, support the development and enhancement of special needs resourcing and inclusion training and supports for service providers	✓	✓	✓						
5. Connect service providers to supports that strengthen and enhance their internal business practices to build system stability and growth (i.e. succession planning, leadership development, expansion modelling, etc.)	✓	✓	✓	✓					
6. Strengthen Interprofessional Communities of Practice that facilitate peer-to-peer learning, cross-collaboration, resource sharing, and relationship development		✓	✓						
7. Strengthen training for service providers on London's Community Connector curriculum, which is designed to connect families to the services they need in a warm and supportive way		✓	✓	✓					
8. Enhance service provider knowledge on how the child care and early years system operates in the community, and across the province				✓					

Strategic Priority #4: Champion community priorities to improve the service system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Support community partners to champion priorities for the child care and early years sector (i.e. recruitment and retention of RECE, funding, etc.)	✓	✓	✓	✓					
2. Work with Ontario Municipal Social Services Association (OMSSA) and other Service System Managers to champion system and community priorities for the child care and early years sector	✓	✓	✓	✓					

Strategic Priority #5: Use evidence-informed decision-making to respond to the community needs

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Streamline City of London registration and data collection processes for families				✓					
2. Enhance community development practices as a mechanism to gather evidence to continually inform local planning and decision making		✓		✓					
3. Work with community partners to strengthen the child's voice in planning and decision-making processes across the child care and early years sector		✓							
4. Work with service providers to identify and share relevant data that will help them be responsive to community needs	✓	✓	✓	✓					
5. Improve the use of local system data in annual planning processes and system modelling (i.e. developing a shared measurement platform, creating standardized system surveys, expanding the number of child care spaces, etc.)				✓					
6. Improve City of London funding and reporting mechanisms to allow for more efficient collection and use of data, and to reduce administrative burden for service providers and families				✓					

Strategic Priority #6: Strengthen financial, governance, and accountability structures and mechanisms to move the service system to high –performance

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Complete a journey mapping exercise to understand the experience families are facing as they interact with the current system, and City of London policies and procedures, in their search for child care and early years services			✓	✓					
2. Complete a journey mapping exercise to identify opportunities to streamline and revise the administrative requirements placed on service providers as they interact with City of London policies and procedures			✓	✓					
3. Review and revise funding models, contracts, and programs as needed to include new legislation, community priorities, and the results of journey mapping exercises (e.g. general operating, special purpose, etc.)	✓	✓	✓	✓					
4. Support the development of London's Child and Youth Network's next agenda to reflect community priorities	✓	✓	✓						
5. Support the development of an updated community-based licensed child care promotion and advocacy plan to reflect community priorities	✓	✓	✓						
6. Support the development of an updated community-based professional learning and capacity building plan to reflect community priorities		✓	✓						
7. Support the development of an updated community-based special needs resourcing and inclusion plan to reflect community priorities	✓	✓	✓						
8. [Re]define community-facing structures and roles with service providers and partners to ensure continuous communication, streamlined processes, and increased transparency across the system (i.e. organize bi-annual Child Care and Early Years meetings, formalize community accountability structures, etc.)		✓	✓	✓					
9. In collaboration with community partners, review and update the Family-Centred Service System Memorandum of Understanding		✓	✓	✓					
10. Continue to work with all four local school boards to identify areas of opportunity to advance a high-quality, seamless service system (i.e. joint service planning and capital planning, seamless transitions for children, etc.)	✓	✓	✓	✓					

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
11. Coordinate system planning of child care and early years programs and services to ensure families have options that meet their needs	✓		✓	✓					

2.3.2 Measurement

This plan is designed to support the community to reach three goals, which support the larger FCSS vision in London. With this in mind, this plan will measure the progress towards these goals, knowing that if the goals are reached, positive impact on system outcomes will have happened.

System Outcomes				
Families are connected and engaged in their neighbourhood	Families experience reduced storytelling	Families have a better and more consistent experience when accessing services	Families can easily access a full range of services	Families experience shorter wait times
Service System Plan Goals				
Moving beyond collaboration, coordination, and co-location to an integrated, family-centred model of service delivery across the entire service system		Enhancing early years programs and services through the development of a network of Family Centres to provide identifiable, accessible, family-friendly access points to the service system		Strengthening the licensed child care sector to enhance the accessibility, responsiveness, affordability, and quality of the system
Performance Measures				
1. Number of community planning meetings 2. Number of local action steps *completed* or *on target for completion* annually 3. Number of unique partnerships formed in Family Centres* 4. Percent of Family Centre staff and volunteers that "agree/somewhat agree" that "all staff and volunteers at the Centre practice a common set of Family Centre values"* 5. Percent of Family Centre staff and volunteers that "agree/somewhat agree" that "I understand the roles of the various professionals/ service providers working at the Centre and the supports they offer families"*		1. Number of EarlyON visits made by families annually 2. Number of EarlyON program hours offered annually 3. Number of EarlyON program sites annually		1. Number of additional licensed child care spaces created annually 2. Number of children in receipt of child care fee subsidy monthly, annually 3. Percent change in average child care rate annually 4. Number of service providers that attended capacity building opportunities annually 5. Number of children that benefit from Special Needs Resourcing annually
**Please note these performance measures are currently under review and subject to change*				

Within ***The City of London's Strategic Plan: 2019-2022,*** the City of London has committed to tracking the following measures and aiming for annual targets as part of a larger corporate measurement strategy.

Strategy	Metric	Targets			
		2019	2020	2021	2022
Improve access to licensed child care and early years opportunities	**176** additional licensed child care spaces created	0	88	88	0
	2,850 children in receipt of child care fee subsidy monthly, each year	2,850	2,850	2,850	2,850
	548,225 EarlyON visits made by families	105,346	107,453	109,602	111,794

2.3.3 Accountability

Annually, a progress report will be publicly shared outlining the movement the City of London has made in each of the system priorities alongside measurement indicators.

3.0 Middlesex County

3.1 Context

3.1.1 The Middlesex Opportunity

A number of key challenges are facing residents in Middlesex County. The sprawling, rural nature of the county along with the decline and retrenchment of a number of key programs and services in its communities, current growth in many communities and budget restrictions on service delivery agents have increased community need and been the catalyst for a number of initiatives designed to improve Middlesex's service delivery model and attract services and programs to the County to address identified gaps.

In 2012, The United Way of London & Middlesex was engaged to review the impact of social and economic changes on human service needs in Middlesex County. The report confirmed that residents found that there was a lack of services, information, and/or access to services. The report identified that the physical and mental health of residents and their need for services was affected by the social determinants of health. "Rurality can negatively affect the recognition, experience and manifestation of numerous social and economic issues and subsequent service provision and access (Middlesex County: Impact of Social & Economic Changes on Human Service Needs, Pg.1). The report also highlighted the fact that access to the internet is positively correlated with income. The report highlighted the following gaps:

- Child care
- Recreation programs
- Children's mental health
- Services for children with disabilities
- Lack of post-secondary education
- Adult education and training
- Mental health and addiction services

- Housing pressures, especially affordable housing
- Transportation

In order to address these challenges, the County of Middlesex and community partners are currently involved in a number of initiatives. The following are examples:

- Middlesex County - Transforming the Delivery of Services to Our Residents
- Middlesex County Library - Comprehensive Library Strategy and Strategic Plan
- Middlesex County - Economic Development Strategic Plan
- Middlesex County - Keeping Kids Healthy through Collective Impact Project
- Community Transportation Grant Program

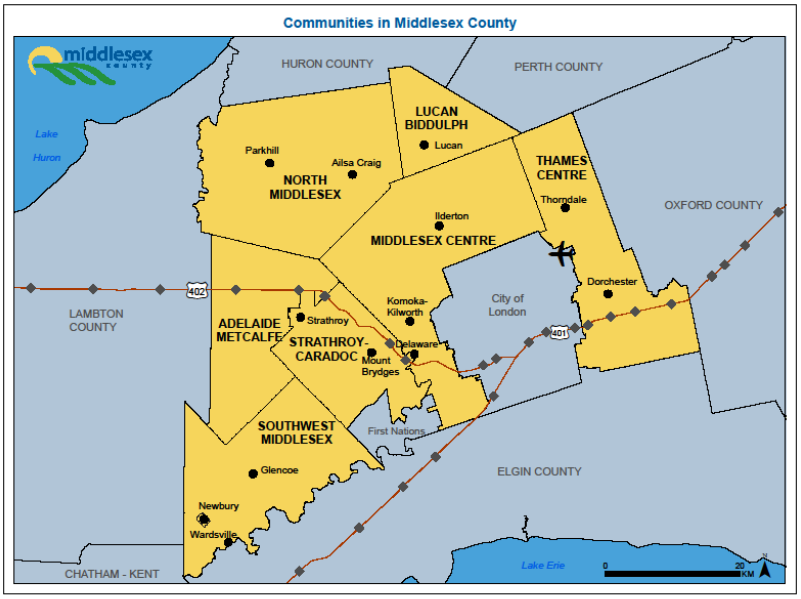
There is a natural connection between the work occurring in Middlesex County and the service system plan. The development of the service system plan provides an opportunity to leverage and build on these initiatives.

3.2 The Community

3.2.1 Community Profile

Middlesex County is a predominantly rural and small urban community in Southwestern Ontario. The County has a land area of 2,824.09 square kilometers, and geographically represents an almost semi-circle configuration. Middlesex County is made up of eight lower-tier municipalities.

1. Adelaide Metcalfe
2. North Middlesex
3. Lucan Biddulph
4. Strathroy-Caradoc
5. Middlesex Centre
6. Thames Centre
7. Southwest Middlesex
8. Village of Newbury



Middlesex County is comprised of a mix of rural and smaller urban areas and towns. The unique geography and large physical size of Middlesex County can create challenges for program and service delivery, transportation, information sharing, and community connectedness. The large concentration of

people in Strathroy has centralized many of the services that are offered across the county in this location. Also to note, a number of agencies that provide services and programs in Middlesex County are located in the city of London.

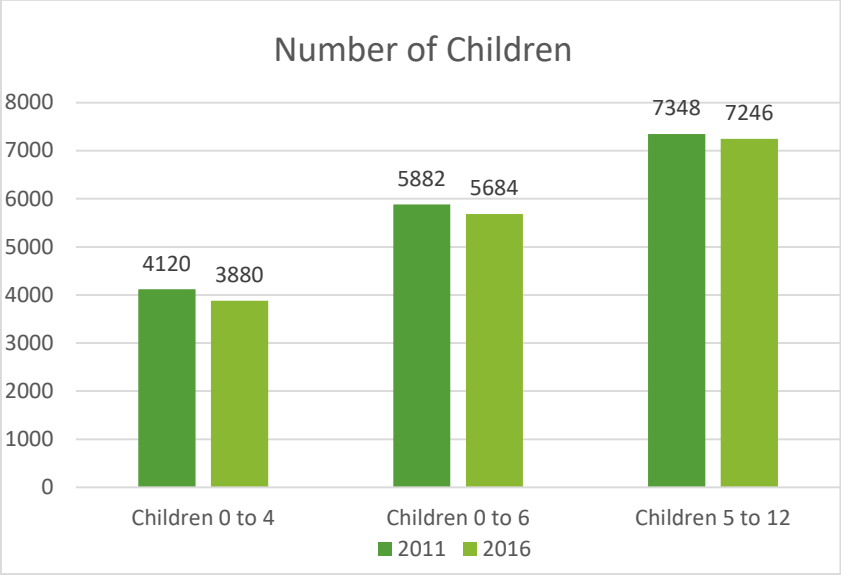
According to published data, it appears that Middlesex County is growing at a slow pace. It experienced a 1.1% increase in its overall population from 2011 to 2016. As of 2016, 71,551 individuals live in Middlesex County. Strathroy-Caradoc is the most populated lower-tier municipality in the county with 20,867 individuals (29.2% of the total population). Middlesex Centre is the second most populated lower-tier municipality with 17,262 individuals (24.1% of the total population).

In terms of growth, Lucan Biddulph, Middlesex Centre, and Newbury are growing at the fastest rates. From 2011 to 2016, Lucan Biddulph saw an 8.3% increase in its overall population, Middlesex Centre saw a 4.7% increase, and Newbury a 4.3% increase.

Adelaide Metcalfe, North Middlesex, Southwest Middlesex, and Strathroy-Caradoc all experienced a decline in overall population from 2011 to 2016.

Over the same time period, the child population in Middlesex County decreased (see the graph below).

- In 2016, 3,880 children aged 0 to 4 years lived in Middlesex County. This is a decrease of 5.8% from 2011. The 0 to 4 population comprises 5.4% of the overall population
- In 2016, 5,684 children aged 0 to 6 years lived in Middlesex County. This is a decrease of 3.4% from 2011. The 0 to 6 population comprises 7.9% of the overall population
- In 2016, 7,246 children aged 5 to 12 years lived in Middlesex County. This is a decrease of 1.4% from 2011. The 5 to 12 population comprises 10.1% of the overall population



3.2.1.1 Development Data

More current data retrieved from the County of Middlesex Planning Department reflects growth. Demand for housing has increased in the County and includes individuals coming from outside of the County.

The following table provides information on the number of units/lots created over the past five years and the number of units/lots anticipated to be created over the next five years:

Municipality	Last 5 Years	Next 5 Years
Dorchester (Thames Centre)	85	405
Ilderton (Middlesex Centre)	290	220
Komoka/Kilworth (Middlesex Centre)	510	600
Lucan	275	205
Mount Brydges (Strathroy-Caradoc)	470	295

As with any data there are some assumptions and notes that are important concerning the data:

- It was taken from plans of subdivision/condominium that the County approves and therefore does not include individual units/lots that may be created locally so the actual number would be higher
- It relates to the unit/lot creation and not necessarily that a building permit has also been issued however this usually occurs within a year
- The Next 5 Years data is from 'Draft Plan Approved' developments which we anticipate occurring within the next five years but the market naturally dictates the speed of development
- The numbers are rounded and approximate

In terms of its cultural-linguistic context, Middlesex County has very few Francophone individuals residing in its communities, and a very small number of people who do not speak English at home.

With its proximity to three First Nations (Oneida Nation of the Thames, Chippewas of the Thames, Munsee-Delaware Nation), Middlesex County is home to a number of Indigenous persons. The 2016 Statistics Canada census reports that 1,225 persons of Indigenous identity reside in Middlesex County (1.7% of the total population).

Further and more detailed information about Middlesex County is presented in section 3.2.1.2.

A number of indicators were looked at to develop a profile of children and families in Middlesex County, and to assist with the assessment of community need.

3.2.1.2 Family Demographics

Number and Location of Children Aged 0 to 4 Years

- In 2011, there were 4,120 children aged 0 to 4 years in Middlesex County, comprising 5.8% of the total population
- In 2016, there were 3,880 children aged 0 to 4 years in Middlesex County, comprising 5.4% of the total population

- There was a slight decrease (240 or 5.8%) in the number of 0 to 4 year olds from 2011 to 2016, although there was a slight increase (1.1%) in the overall population
- Municipalities which experienced a growth in the number of children aged 0 to 4 years from 2011 to 2016 include: Lucan Biddulph, and Southwest Middlesex

See the table below for further details.

Municipality	Number of Children 0 to 4 (2011)	Number of Children 0 to 4 (2016)	% Change (2011 to 2016)
Adelaide Metcalfe	185	185	0.0%
Lucan Biddulph	305	310	**1.6%**
Middlesex Centre	945	900	-4.8%
Southwest Middlesex	300	320	**6.7%**
North Middlesex	390	345	-11.5%
Strathroy-Caradoc	1,140	1,110	-2.6%
Thames Centre	665	660	-0.8%

Number and Location of Children Aged 0 to 6 Years

- In 2011, there were 5,882 children aged 0 to 6 years in Middlesex County, comprising 8.3% of the total population
- In 2016, there were 5,684 children aged 0 to 6 years in Middlesex County, comprising 7.9% of the total population
- There was a slight decrease (198 or 3.4%) in the number of 0 to 6 year olds from 2011 to 2016, although there was a slight increase (1.1%) in the overall population
- Municipalities which experienced a growth in the number of children aged 0 to 6 years from 2011 to 2016 include: Adelaide Metcalfe, Middlesex Centre, Southwest Middlesex, and Thames Centre

See the table below for further details.

Municipality	Number of Children 0 to 6 (2011)	Number of Children 0 to 6 (2016)	% Change (2011 to 2016)
Adelaide Metcalfe	260	271	**4.2%**
Lucan Biddulph	445	442	-0.7%
Middlesex Centre	1,375	1,382	**0.5%**
Southwest Middlesex	405	458	**13.1%**
North Middlesex	560	503	-10.2%
Strathroy-Caradoc	1,600	1,582	-1.1%
Thames Centre	945	982	**3.9%**

Number and Location of Children Aged 5 to 12 Years

- In 2011, there were 7,348 children aged 5 to 12 years in Middlesex County, comprising 10.4% of the total population
- In 2016, there were 7,246 children aged 5 to 12 years in Middlesex County, comprising 10.1% of the total population

- There was a slight decrease (102 or 1.4%) in the number of 5 to 12 year olds from 2011 to 2016, although there was a slight increase (1.1%) in the overall population
- Municipalities which experienced a growth in the number of children aged 5 to 12 years from 2011 to 2016 include: Lucan Biddulph, Middlesex Centre, and Southwest Middlesex

See the table below for further details.

Municipality	Number of Children 5 to 12 (2011)	Number of Children 5 to 12 (2016)	% Change (2011 to 2016)
Adelaide Metcalfe	342	332	-2.9%
Lucan Biddulph	442	489	**10.6%**
Middlesex Centre	1,792	1,952	**8.9%**
Southwest Middlesex	503	534	**6.2%**
North Middlesex	652	641	-1.7%
Strathroy-Caradoc	2,029	1,930	-4.9%
Thames Centre	1,256	1,306	-4.0%

Language

According to 2016 Statistics Canada data, Adelaide Metcalfe, Strathroy-Caradoc, and Thames Centre have a higher percentage of residents speaking a non-official language most often at home, with 2.0% or higher of the population speaking a non-official language most often at home (see the table below for further details).

Municipality	Total Population (2016)	Number Speaking Non-Official Language Most Often at Home	% of Population Speaking Non-Official Language Most Often at Home
Adelaide Metcalfe	2,990	65	**2.2%**
Lucan Biddulph	4,700	30	0.6%
Middlesex Centre	17,262	295	1.7%
Southwest Middlesex	5,723	45	0.8%
North Middlesex	6,352	55	0.9%
Strathroy-Caradoc	20,867	600	**2.9%**
Thames Centre	13,191	405	**3.1%**
TOTAL	**71,551**	**1,495**	**2.1%**

Indigenous Families

- In 2016, 1,225 Indigenous persons lived in Middlesex County, up from 790 in 2011
- Indigenous persons comprise 1.7% of the total population
- The majority of Indigenous persons live in Strathroy-Caradoc (520)

Other municipalities with a higher number of Indigenous persons include: Middlesex Centre, Southwest Middlesex, and Thames Centre (see the table below)

Municipality	Number of Indigenous Persons (2016)	% of Total Indigenous Population
Adelaide Metcalfe	50	4.1%
Lucan Biddulph	70	5.7%
Middlesex Centre	195	15.9%
Southwest Middlesex	160	13.1%
North Middlesex	95	7.8%
Strathroy-Caradoc	520	**42.4%**
Thames Centre	135	11.0%

Francophone Families

- In 2016, 80 individuals in Middlesex County identified French as the language spoken most often at home. This number has decreased from 2011 (120) and represents 0.1% of the total population
- Three municipalities have individuals living there who identified French as the language spoken most often at home (see the table below for further details)

Municipality	Total Population (2016)	Number Speaking French Most Often at Home	% of Population Speaking French Most Often at Home
Adelaide Metcalfe	2,990	0	0.0%
Lucan Biddulph	4,700	0	0.0%
Middlesex Centre	17,262	25	0.1%
Southwest Middlesex	5,723	0	0.0%
North Middlesex	6,352	0	0.0%
Strathroy-Caradoc	20,867	35	0.2%
Thames Centre	13,191	20	0.2%
TOTAL	**71,551**	**80**	**0.1%**

Percentage of Children Living in Low Income

Communities with higher rates of children living in low income (LIM - after tax) include: Southwest Middlesex, Adelaide Metcalfe, Strathroy-Caradoc, and Thames Centre (see the table below).

Municipality	% of Children <6 Living in Low Income (LIM)	% of Children <18 Living in Low Income (LIM)
Adelaide Metcalfe	15.2%	14.5%
Lucan Biddulph	6.6%	6.8%
Middlesex Centre	5.7%	5.6%
Southwest Middlesex	19.2%	17.1%
North Middlesex	10.8%	10.5%
Strathroy-Caradoc	12.9%	12.8%
Thames Centre	14.7%	11.2%

Early Development Instrument (EDI) Vulnerability

The Early Development Instrument is a population measure of children's ability to meet age appropriate developmental expectations in five general domains: Physical Health and Well- Being, Social Competence, Emotional Maturity, Language and Cognitive, and Communication Skills and General Knowledge.

- 24.0% of children in Middlesex County are vulnerable on one or more domain (EDI, 2015). This is lower than the provincial average of 29.4%
- Municipalities with a higher than average percentage of children vulnerable on one or more domain include: North Middlesex (40.3%) and Southwest Middlesex (33.0%)

3.2.1.3 Child Care and Early Years System Capacity

Current Licensed Child Care Programs

As of January 2019, there are the following spaces in the licensed, centre-based child care programs:

Infant, Toddler, Preschool Spaces	School Age Spaces
565 licensed spaces	1,125 licensed spaces
486 operating (86.0%) • 46 infant spaces • 150 toddler spaces • 369 preschool spaces	700 operating (62.2%)

In addition to the centre-based programs, there are approximately 30 spaces in licensed, home-based programs.

Based on the current licensed capacity in the centre-based child care system:

- **14.3%** of children aged 0 to 4 have access to a licensed child care space
- **16.5%** of children aged 5 to 12 have access to a licensed child care space
- This level of access to a licensed child care space is well under the current Provincial average of 20%

In 2019/2020, one new licensed child care centre will be added to the suite of services in Middlesex County at River Heights Public School in Dorchester. This centre will be licensed for 88 spaces.

There is also a challenge with equitable access to licensed child care across Middlesex. The current locations of licensed child care centres, licensed home programs, and the number of operating spaces are outlined in the table below.

Municipality	Number of Licensed Sites			Operating Capacity			Number of Licensed Homes
	Centres	Nursery Schools	School Age Sites	Inf, Tod, PS Spaces	Nursery School Space	SA Spaces	
Adelaide Metcalfe	0	0	0	0	0	0	0
Lucan Biddulph	1	1	2	88	16	69	0
Middlesex Centre	3	1	6	106	16	260	0
North Middlesex	0	2	0	0	32	0	1

Municipality	Number of Licensed Sites			Operating Capacity			Number of Licensed Homes
	Centres	Nursery Schools	School Age Sites	Inf, Tod, PS Spaces	Nursery School Space	SA Spaces	
Southwest Middlesex	1	0	1	39	0	14	0
Strathroy- Caradoc	4	1	9	216	24	212	6
Thames Centre	0	1	3	0	16	161	1

The range of available licensed child care centres and licensed home providers across Middlesex translates into inequitable access for parents/caregivers in some communities. Lower levels of access to licensed child care is being experienced in:

- Adelaide Metcalfe
- North Middlesex
- Thames Centre
- Southwest Middlesex (see the table below for further details)

Municipality	Children 0-4			Children 5-12		
	Children	Spaces	% Access	Children	Spaces	% Access
Adelaide Metcalfe	185	0	0.0%	332	0	0.0%
Lucan Biddulph	310	104	33.5%	489	149	30%
Middlesex Centre	900	139	15.4%	1,952	437	22.3%
North Middlesex	345	32	9.3%	641	0	0.0%
Southwest Middlesex	320	39	12.2%	534	49	9.2%
Strathroy-Caradoc	1,110	235	21.1%	1,930	333	17.2%
Thames Centre	660	16	2.4%	1,306	157	12.0%

Based on a more granular look at communities in Middlesex, the following have additional licensed child care needs:

- Thorndale (no licensed child care centre)
- Komoka-Kilworth
- Mount Brydges
- Strathroy
- Ilderton
- Glencoe (no licensed infant spaces)
- Ailsa Craig (no licensed full day child care centre)
- Parkhill (no licensed full day child care centre)
- Delaware (no licensed full day child care centre)

Current EarlyON Child and Family Centre Locations

As per the EarlyON Child and Family Centre Community Needs Assessment and Initial Plan provided to the Province in 2017, 2018 was a transition year for EarlyON Child and Family Centres in Middlesex. Over the course of 2018:

- Current service delivery sites and service levels were maintained
- Service was provided by two of the existing service providers (Perth Care for Kids and North Lambton Child Care Centre)
- The County of Middlesex managed the service contracts with the two service providers

- The County of Middlesex explored a potential role in EarlyON Child and Family Centres with the County Library Board
- A Program Manager was hired to manage the EarlyON Child and Family Centre system in Middlesex

The current EarlyON Child and Family Centre model in Middlesex County is primarily a satellite based model due to the rural nature of the communities served. At present in Middlesex County, there are:

- Two main EarlyON sites in Strathroy and Ilderton
- Eight EarlyON satellite sites (Glencoe, Parkhill, Strathroy (2), Lucan, Komoka, Thorndale, and Dorchester)

The locations of these current program sites are noted in the table below.

Current Program Sites	Town (Municipality)
Strathroy Main Site (80 Frank Street)	Strathroy (Strathroy-Caradoc)
Ilderton Main (Ilderton Library)	Ilderton (Middlesex Centre)
Glencoe Satellite (Glencoe Library)	Glencoe (Southwest Middlesex)
Parkhill Satellite (Parkhill Library)	*Parkhill (North Middlesex)*
Strathroy Satellite - Baby Time (MLHU-Kenwick Mall)	Strathroy (Strathroy-Caradoc)
Strathroy Satellite (North Meadows Public School)	Strathroy (Strathroy-Caradoc)
Lucan Satellite (Lucan Library)	Lucan (Lucan Biddulph)
Komoka Satellite (Komoka Library)	Komoka (Middlesex Centre)
Thorndale Satellite (Thorndale Library)	Thorndale (Thames Centre)
Dorchester Satellite (Dorchester Library)	Dorchester (Thames Centre

*EarlyON satellite sites do not have dedicated physical space

A total of 40.5 hours of direct service are being provided to children and families through the current EarlyON Child and Family Centre program sites.

Moving forward, the Middlesex EarlyON Child and Family Centre service delivery model will be primarily a library-based model. This supports the feedback gathered from parents/caregivers as part of the Community Needs Assessment. Due to this, starting October 1, 2019, EarlyON Child and Family Centres will be managed by the Middlesex County Library Board. This aligns with the Library Strategic Plan and allows EarlyON Child and Family Centres to leverage the five comprehensive libraries in Middlesex.

As of 2020, there will be three main EarlyON Child and Family Centre sites in Middlesex: Dorchester, Ilderton, and Strathroy. Dedicated space for EarlyON Child and Family Centres is possible due to capital funding from the Province ($525,000 for Strathroy, $530,000 for Ilderton), and the new EarlyON Centre being built at River Heights P.S. in Dorchester.

As identified in section 3.2.2, service providers have identified the need for additional EarlyON Child and Family Centre programs and services across the entire County. These programs are directly impacted by the level of funding that Middlesex currently receives which is not equitable in comparison to other, similar communities in the province. The growth that the county is experiencing will further impact and put pressure on the existing programming and services.

Main Sites	Other Sites
1. Dorchester 2. Ilderton 3. Strathroy	1. Thorndale 2. Lucan 3. Komoka 4. Parkhill 5. Glencoe 6. Mount Brydges + targeted outreach strategies + pop-up locations

3.2.2 Community Planning

The County of Middlesex actively engaged with a range of local community partners to ensure the service system plan was responsive to community needs, existing service capacity, and community goals and priorities. The groups that participated in this planning process are:

- Parents/caregivers
- Children
- Service providers, including the Middlesex Children's Services Network (MCSN) and the Child Care Operators Network
- School boards

The engagement strategy employed with each of these groups is outlined below.

3.2.2.1 Parent & Caregiver Engagement

Information was collected from parents/caregivers through a survey that was distributed in the fall of 2018. This survey was available online and in hard copy. A total of 489 parent/caregiver surveys were completed. Based on the total population with children at home, the confidence interval of the sample is 4.34 at a 95% confidence level.

The validity of the parent/caregiver responses was further confirmed by the profile of people who responded to the survey. Of note:

- Parent responses were received from every community across thecount
- The communities with the highest percentage of responses include: Ilderton, Komoka-Kilworth, and Strathroy (all above 10.0%)
- A cross section of parents with children of differentages responded to the survey

3.2.2.2 Engagement of Children

The voice of children is integral to the design and implementation of child care and early years programs and services. Through the development of the EarlyON Child and Family Centre Initial Plan, Middlesex County focused on collecting information from children aged 0 to 6 years. Due to this, this planning process focused on collecting information from school age children.

To do this, focus groups were held at eight schools across Middlesex County. 106 school age children participated in these focus groups. Children were asked what they like to do after school and on weekends, and what they would like in a community space.

3.2.2.3 Engagement of Service Providers

An online survey was utilized to collect information from service providers. A total of 66 service providers responded to the survey. See the table below for the types of service providers who responded to the survey.

Type of Service Provider	# of Response	% of Responses
Licensed, non-profit child care, centre-based program	23	34.8%
Licensed, for profit child care, centre-based program	12	18.2%
Licensed, private home day care program	3	4.5%
Licensed, non-profit school age program (before/after school care)	3	4.5%
Licensed, for profit school age program (before/after school care)	0	0.0%
Summer camp	0	0.0%
EarlyON Child and Family Centre	4	6.1%
Special Needs Resourcing program (funded by the CMSM)	1	1.5%
School	19	28.8%
Other early years program	1	1.5%

In addition to the online survey, engagement sessions were held to inform the development of the service system plan. These included:

Name of Group	Date of Engagement Session	Purpose of Engagement Session
Middlesex Children's Services Network	January 16, 2019	• 24 participants • Identification of outcomes for the child care and early years system • Review of survey responses and data related to EarlyON Child and Family Centres • Identification of potential strategic priorities for the plan
Child Care Operators	November 10, 2018	• 80 attendees • Ideas wall at Child Care conference • Asked to generate solutions and ideas in four areas: o Recruiting and retaining RECEs o High cost of child care for parents o Lack of licensed child care spaces for infants o Need for more support for children with special needs

Service Providers	January 23, 2019	• 29 participants • Feedback about the approach to developing the plan • Identification of current pressure points and challenges in the system

The Early Years Leads from the two school boards participated in the planning discussions and engagement sessions held with the Middlesex Children's Services Network.

3.2.3 What was heard

3.2.3.1 Parents & Caregivers

Some of the common themes which emerged over the course of the engagement with parents/ caregivers are presented in each of the four pillars below.

Affordability

Ensuring that early years programs and services, including licensed child care, are within affordable reach for families.

- The cost of child care is a challenge for many families in Middlesex County
- Of those parents/caregivers not using their first choice of care for their child(ren), many report that the cost of care is a barrier to this
- 47.9% of parents/caregivers report that the high cost of care was an issue for them in the past year

In their own words…

"Wish the prices would go down. My husband and I work full time and we are just making ends meet. We don't qualify for subsidy :)"

"Wish they could attend [before and after school care] but cost is a barrier…Cost is a huge barrier. I can't afford $100 more per week."

"It is our choice to have a parent stay home to care for our children, however the high cost of child care and low wage the parent would earn reinforces this choice. This is a huge financial sacrifice to only have a single income."

Access

Increasing access to early years programs to give families more opportunity to benefit from high-quality early childhood programs and services.

- Many parents/caregivers main type of care for their child(ren) is their first choice
- For some, the lack of availability of licensed child care centres/homes in their community or the lack of spaces in existing centres/homes is a challenge
- Of those parents/caregivers not using their first choice of care for their child(ren), many report that there is no care/limited options in their area or there are no spaces available at the licensed centre/home in their area
- Some parents/caregivers are not always aware of the child care and early years programs and

services available to them and their children
- 47.1% of parents/caregivers have not seen the EarlyON Child and Family Centre logo in their community
- 38.2% of parents/caregivers have not heard of EarlyON Child and Family Centres
- Parents/caregivers would like to access EarlyON Child and Family Centres in their community

In their own words…

"When we moved to Thorndale 1 year ago we couldn't find child care for our 1.5 year old."

"We have to go to two different places as neither had full time spaces available."

"Very difficult to find licensed day cares in my township or close by."

"I am currently having to use vacation time for after care because I'm new in the area and not aware of what the options might be when program before/after is not available."

"I have not heard of EarlyON Child and Family Centres…unless it's affiliated with my day care centre but I'm not sure it is. I've never seen the logo at the day care."

"More promotion should be sent to new parents to inform them about these services."

"Thorndale is underserviced. We are forced to drive into London, Ingersoll, Ilderton, etc. to attend programs. There are so many great programs offered in other communities that we don't have an opportunity to participate in. I have attended infant massage classes, toddler programs, parenting workshops but I have to drive up to 30 minutes or more to access these."

"Wish they had a centre in town for us to visit, we would probably use it more."

Quality

Enabling safe and reliable programs built on positive, responsive relationships, engaging environments, and meaningful experiences for children and families, delivered by educated and well-supported staff.

- The top reason parents/caregivers choose their current type of care for their child(ren) is quality of care/staff
- Parents/caregivers like the socialization opportunities (for their children and themselves), the programs and activities offered, and the toys and equipment at EarlyON Child and Family Centres

In their own words…

"Place to go for my daughter to play with new toys and other children. Lots of activities and toys. The lady who runs it that I have seen in Strathroy is very knowledgeable about child development."

"I like the interaction my daughter has with other kids in an active, educational environment."

"The staff at my current day care are awesome! They work so hard and take great care of all the children. I'm really happy with the quality of care they provide."

Responsiveness

Providing a range of early years and child care programs that are inclusive and culturally appropriate, located in schools, communities, workplaces and home settings so that parents – including parents who work irregular hours – can choose the options that work best for their family.

- Parents/caregivers need licensed child care that matches their working hours and other needs
- Of those parents/caregivers not using their first choice of care for their child(ren), many report that the hours of care they need are not available
- Parents/caregivers report that the following were issues for them in the past year:
    - Emergency care (28.5%)
    - Part-time care (20.7%)
    - Care for PA days/summer (16.5%)
    - Temporary/short-term care (14.1%)
    - Non-traditional work hours (13.9%)
- Parents/caregivers want EarlyON Child and Family Centre programs and services to be provided during the day, on weekday evenings, weekends, holidays, and PA Days to better support their schedules and their children's schedules. The hours of operation need to be aligned with children's routines, parents' working hours, and seasonal weather
- Of those parents/caregivers who don't use or have stopped using an EarlyON Child and Family Centre 48.2% report that the times and days don't work for them

In their own words…

"Finding care that opens early enough as I need to be at work by 8 am the latest."

"We have not come across another local child care provider who is willing to take children at 6 am."

"It would be nice if day cares could do half days."

"Both my husband and I work shift work and are often struggling to find care early mornings, late nights and weekend care."

"The only option in Thorndale is Friday mornings at 10 which is too late for child by the time we drive home and feed him lunch. It makes him late for his nap which causes big problems for us. Little ones are up at 6 so could be ready for a program to start by 8:30/9."

"My wife and I both have professional careers based on London. We are unable to participate in most of the activities offered by the local centre. I wish there was more weekend and after workday programming."

"Wish the drop in times were longer as I can't always get to them due to nap time/eats my schedule etc..."

3.2.3.2 Children

Many school age children are interested in participating in physical activities, such as soccer, dance, gymnastics, baseball, hockey, swimming, and skating. Other things that this age group likes to do include:

- Play with/be with friends
- Cook or bake
- Play laser tag
- Play video games
- Go to a trampoline park

Younger children (0 to 6 years) like to play games/play with toys and equipment. They mentioned playing with balls, trains, cars, blocks, and magnets. The equipment played with included swings, climbers, kitchen, pool, and three mentions of playing and watching things on computers or phones.

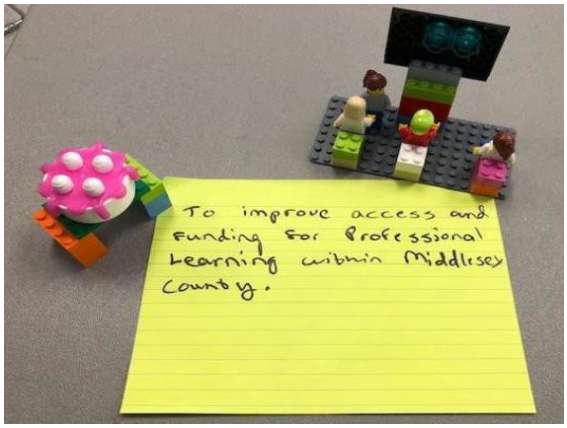
This younger age group also likes to be active. Favourite indoor activities varied widely, but favourite outdoor activities were most commonly soccer, hockey, biking, and swimming.

3.2.3.3 Service Providers

Licensed Child Care

In the online survey, service providers identified the following as the top issues facing licensed child care in Middlesex:

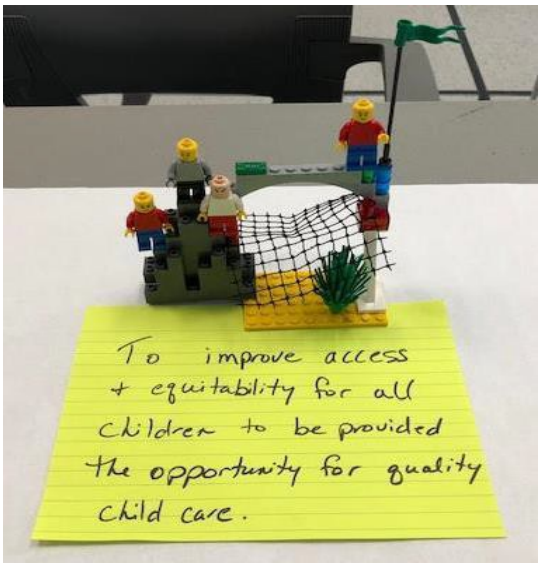
- Recruiting and retaining RECEs
- High cost of child care for parents
- Lack of licensed child care spaces for infants
- Need for more support for children with special needs
- Staff workload
- Lack of licensed child care spaces for toddlers
- Parents' lack of knowledge about the value of licensed child care
- Lack of licensed child care spaces for preschoolers
- Lack of licensed child care spaces for school age children
- Lack of emergency care



Most licensed child care providers (86.7%) report being able to provide inclusive services for children with special needs in their centre, home, or program. Some providers feel that they need additional tools/resources to support children with special needs, including more Resource Consultant hours.

The majority of licensed child care providers, Special Needs Resourcing staff, and EarlyON Centre staff (89.2%) feel supported in their professional development learning opportunities. Most frequently mentioned topics/subjects that would help licensed child care providers create a more inclusive environment in their classroom/centre/home include:

1. General – special needs
2. Challenging behaviours
3. Outdoor play/natural environment
4. Loose parts
5. How to talk to parents about concerns



Middlesex County educators also noted that they would like professional learning opportunities to be provided in the county and during the evening to ensure easier participation.

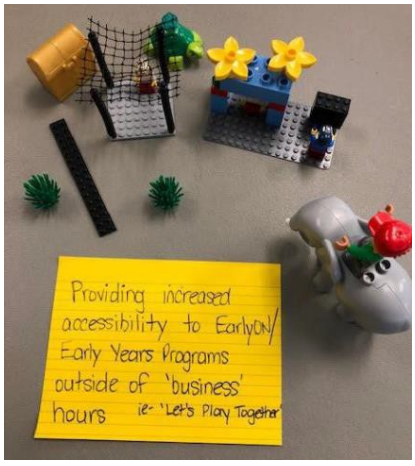
Overall, service providers identified the following potential areas of focus for the licensed child care sector:

- Affordability of licensed child care
- Availability of licensed child care spaces
- Recruitment and retention of educators
- Professional learning opportunities for educators
- Support for children with special needs

EarlyON Child and Family Centres

In the online survey service providers identified a number of potential service enhancements for EarlyON Child and Family Centres in Middlesex. These include:

- Providing access to EarlyON Child and Family Centre programs and services in more communities (i.e. Ailsa Craig, rural communities, all parts of the county, etc.)
- Focusing on certain groups as part of a targeted outreach strategy (i.e. new/young parents, rural/at risk families, etc.)
- Raising awareness of the programs and services offered at the EarlyON Child and Family Centres



Although many (55.9%) of the service providers rate their level of awareness of the programs and services offered at the EarlyON Child and Family Centres as excellent or good, some providers in Middlesex haven't heard of the centres.

Overall, service providers identified the following potential areas of focus for the EarlyON Child and Family Centres:

- Marketing and awareness
- Locations of programs and services to ensure equitable access across the county

- Parent/caregiver education
- Responsive programming (i.e. hours and days that work for families)

3.3 Action Plan

3.3.1 Child Care and Early Years System Outcomes

The outcomes identified for the child care and early years system in Middlesex include:

1. Increased access to early years and child care programs and services
2. Families have easily accessible information about the full range of early years and child care programs and services that are available to them
3. High quality child care and early years programming delivered by engaged and knowledgeable educators
4. A consistent approach to quality across early years settings that supports a continuum of learning
5. Parents can choose the early years and child care programs that work best for their family
6. A more affordable early years and child care system

3.3.2 Strategic Priorities and Actions

The following tables highlight the strategic priorities, actions and timelines that the County of Middlesex will take over the next 4 years to help achieve the above noted outcomes for Middlesex's child care and early years service system. These strategic priorities and actions were identified through the comprehensive community planning process that was undertaken in the county.

The five strategic priorities for Middlesex County include:

1. Increase connections in the child care and early years system
2. Increase awareness of the child care and early years service system
3. Support professional learning and capacity building for educators and administrators to elevate the quality of the child care and early years system
4. Champion community priorities to improve the child care and early years service system
5. Respond to evidence-informed community needs in an innovative way

Actions that will be taken in Middlesex to implement these strategic priorities are outlined below. This action plan will be reviewed on an annual basis with the MCSN and Child Care Operators Network to ensure its ongoing relevance to the communities in Middlesex County.

Strategic Priority #1: Increase connections in the child care and early years system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Increase awareness of community connectors		✓							
2. Enhance the capacity of community connectors		✓		✓					
3. Support the creation of a community-wide approach to connecting children and families to services			✓	✓					

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
4. Utilize libraries as the primary location for community hubs	✓		✓						

Strategic Priority #2: Increase awareness of the child care and early years service system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Develop and promote a marketing and communication campaign to promote child care to parents and caregivers (i.e. value of licensed child care, income threshold for child care fee subsidy, etc.)	✓		✓						
2. Develop and promote a marketing and communication campaign to increase awareness of EarlyON Child and Family Centre programs and services			✓						

Strategic Priority #3: Support professional learning and capacity building for educators and administrators to elevate the quality of the child care and early years system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Promote and provide professional learning opportunities that build the capacity of educators and administrators in Middlesex County and increase the quality of the child care and early years service system		✓	✓	✓					
2. Support the development and enhancement of special needs resourcing and inclusion training and supports across the child care and early years service system		✓							
3. Explore enhancing the networking opportunities for educators and administrators in the child care sector		✓							
4. Work with service providers to explore ways to recruit and retain Registered Early Years Childhood Educators (RECEs)		✓	✓						

Strategic Priority #4: Champion community priorities to improve the child care and early years service system

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. With available resources, work to ensure equitable access to licensed child care across Middlesex County, with a focus on: a) Increasing the number of licensed child care spaces b) Increasing access to licensed infant care c) Increasing access to PA Day, March Break, Christmas, and summer care d) Increasing access to before and after school programs e) Increasing the number of licensed home childcare providers			✓	✓					
2. Explore the creation of evening and weekend access to licensed child care			✓						
3. Explore earlier opening hours of before school programs			✓						
4. Fully implement the new EarlyON Child and Family Centre service delivery model, utilizing a library-based approach	✓	✓	✓	✓					

Strategic Priority #5: Respond to evidence-informed community needs in an innovative way

Local Actions	Provincial Priorities				Timeline				
	Affordability	Quality	Availability	↓ Red Tape	2019	2020	2021	2022	2023
1. Explore a system approach to capacity building and collective impact		✓	✓						
2. Review and revise overall access to EarlyON Child and Family Centres			✓						
3. Explore a "youth development program" for older school age children, i.e. 8-12 years			✓						
4. Support the development and implementation of culturally-relevant and inclusive programs and services		✓	✓						
5. Explore improvements to Special Needs Resourcing service delivery		✓	✓	✓					
6. Develop and implement a targeted outreach strategy for EarlyON Child and Family Centres			✓						

3.3.3 Measurement

The table below outlines the performance measures that will be used to ensure the child care and early years system outcomes are being achieved. Baseline data have been collected, and surveys will be conducted as part of the process for the next service system plan to measure change over the course of the plan.

Strategic Priorities					
Increase connections in the child care and early years system	Increase connections in the child care and early years system	Support professional learning and capacity building for educators and administrators to elevate the quality of the child care and early years system	Champion community priorities to improve the child care and early years service system	Respond to evidence-informed community needs in an innovative way	
Outcomes					
Increased access to early years and child care programs and services	Families have easily accessible information about the full range of early years and child care programs and services that are available to them	High quality child care and early years programming delivered by engaged and knowledgeable educators	A consistent approach to quality across early years settings that supports a continuum of learning	Parents can choose the early years and child care programs that work best for their family	A more affordable early years and child care system
Performance Measures					
1. # of children and adults accessing EarlyON Centres 2. # of direct service hours 3. % of children 0 to 3.8 with access to a licensed child care space 4. % of children 4 to 12 with access to a licensed child care space	1. % of parents/ caregivers reporting having seen the EarlyON logo in their community 2. % of parents/ caregivers aware of EarlyON Centres 3. % of parents aware of the child care fee subsidy program and its income threshold	1. # of professional learning opportunities provided 2. # of educators participating in professional learning 3. % of educators reporting they feel supported in their professional development learning opportunities		1. % of parents/ caregivers reporting that their main type of care for their child is their first choice	1. % of parents/ caregivers reporting that high cost of care was less of a challenge for them during the past year

4.0 Moving Forward

The child care and early years system is a fundamental part of the community's larger family-centred service system. As a result, this plan is grounded in and builds on the past 12 years of important and relevant work that has been accomplished in London and Middlesex County.

For many years, the child care and early years system has been growing and transitioning to make sure the needs of children and families are met. During this time, service providers have put children and families are at the centre of this work, because, ultimately, this work is done with families and for families.

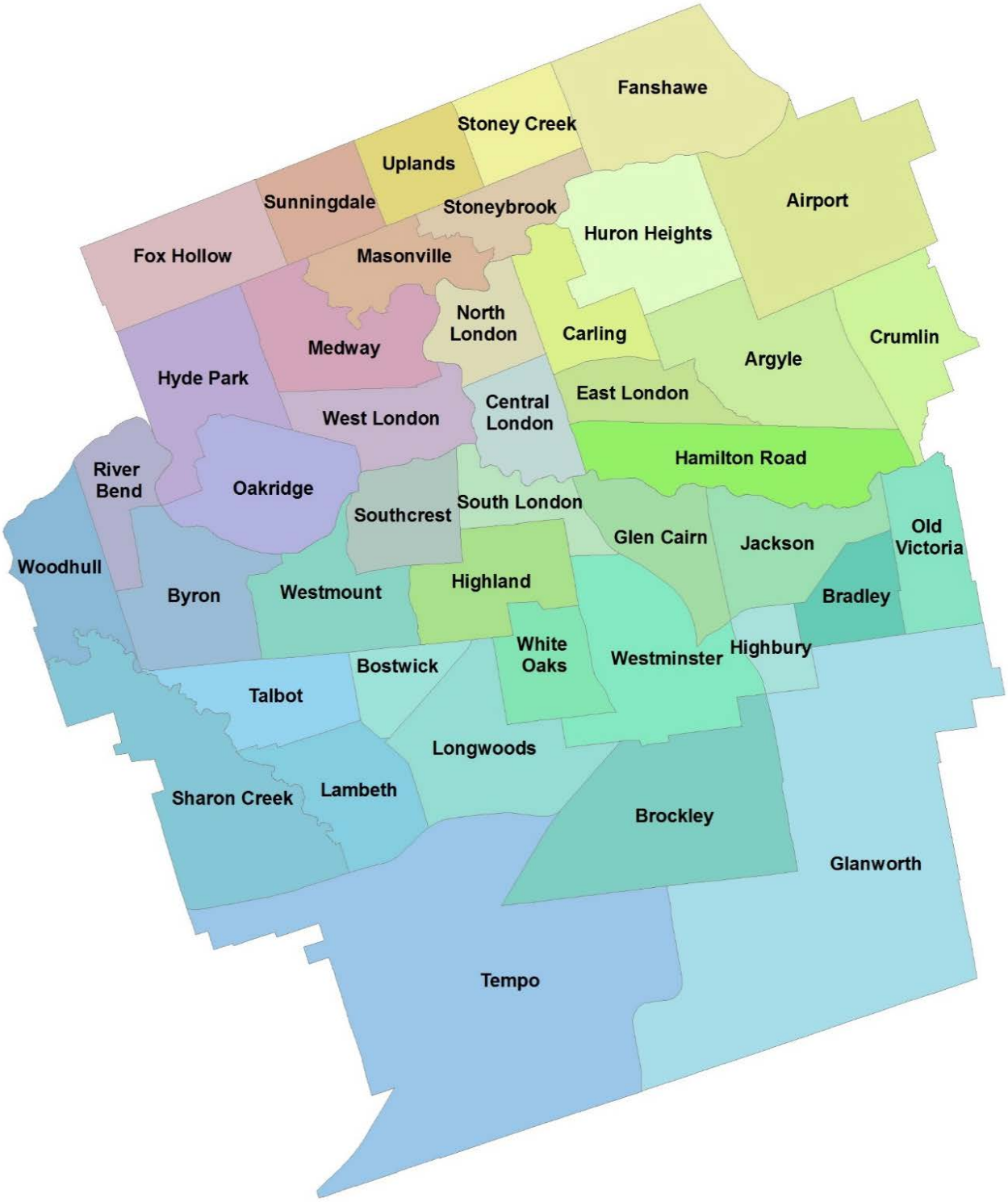
The City of London believes that navigating change requires service providers from all sectors and geographies to come together for candid, productive conversation to generate actionable, impactful plans that will make life better for families. These conversations come easily to service providers in London and Middlesex County because of the time that has been invested in getting to know and trust each other, united by a common goal. Because of this, children and families in London and Middlesex County have been served well by Provincial child care and family support programs for many years.

London and Middlesex County have been on the path toward service integration for some time. This plan, however, is an opportunity to accelerate the community's family-centred service system vision in a more robust and strategic way. As London and Middlesex County continues to move towards developing a high-performing system, this plan will support collective work helping families access the services and supports they need to reach their full potential.

APPENDIX 1
LONDON ENVIRONMENTAL SCAN & NEIGHBOURHOOD PROFILES

CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN

Prepared by Gerda Zonruiter
RESEARCH AND EVALUATION


Fanshawe
Stoney Creek
Uplands
Sunningdale
Stoneybrook
Airport
Huron Heights
Fox Hollow
Masonville
North London
Carling
Crumlin
Argyle
Medway
Hyde Park
East London
Central London
West London
Hamilton Road
River Bend
Oakridge
South London
Southcrest
Glen Cairn
Jackson
Old Victoria
Woodhull
Byron
Westmount
Highland
Bradley
White Oaks
Westminster
Highbury
Bostwick
Talbot
Longwoods
Sharon Creek
Lambeth
Brockley
Glanworth
Tempo

1

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Appendix A: Feeder Schools for TVDSB Secondary Schools 1

ABOUT THIS REPORT

The London Community Profile contains all of the data sources used to inform the planning for the Child Care and Early Years Service System. This document is divided into 38 sections according to neighbourhood profiles (planning districts) for which data is available. The neighbourhood profiles are organized in alphabetical order and include the full range of information that was used in this assessment. Due to limited data, there are no profiles for Airport, Bradley, Highbury, and Old Victoria.

To ensure the planning approach encompassed aspects related to the whole family, the following sources of data were included in the community needs assessment for all applicable neighbourhood profiles:

- Population/Number of Children
- Population Projections
- Elementary School Enrolment Projections
- Language Spoken Most Often at Home
- Indigenous Identity
- Other Child/Family Risk Factors
- Early Development Indicator (EDI) Results
- Education Quality and Accountability Office (EQAO) Results for Grades 3 and 6, Grade 9 (Math) Achievement Results, and Grade 10 Ontario Secondary School Literacy Test (OSSLT) Achievement Results
- Neighbourhood Infrastructure
- EarlyON Program Visits

If data is unavailable, it is indicated in the cell as “N/A”.

DATA SOURCES

Data Element	Source
Population	Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.
Population Projections	City of London Population, Housing, and Employment Growth Forecast, 2016 to 2044. Final Report. Feb. 1, 2018. Watson and Associates Economists. 2016 figures are from Statistics Canada, 2016 Census. 2019 to 2034 figures are unadjusted projected figures from the Forecast report.
Child Population Projections 2018, 2028	Environics. Custom Population Projections. February 2019.
Language Spoken Most Often at Home	Statistics Canada. Semi-Custom Tabulation. Census Profile 2016. Technical note: top two non-official languages are listed in hierarchical order based on reported frequencies within that particular neighbourhood.
Indigenous Identity	Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.
Other Child/Family Risk Factors	Statistics Canada. Semi-Custom Tabulation. Census Profile 2016
Elementary School Enrolment Projections	School Enrolment Projections for 2018 to 2028 provided to the City of London by the Thames Valley District School Board (TVDSB) and the London District Catholic School Board (LDCSB) for planning purposes. Enrolment projections for the French First Language Schools (Conseil scolaire Viamonde and Conseil scolaire catholique Providence), were not available at the time of this report.
Early Development Instrument	Offord Centre for Child Studies, McMaster University. 2015 Early Development Instrument (EDI) data file provided by the Ontario Ministry of Education. Figures as reported in the London OEYCFC Needs Assessment 2016, Neighbourhood Profiles.
EQAO Indicators	Thames Valley District School Board and London District Catholic School Board files provided to the City of London by TVDSB and LDCSB for planning purposes. Data for French First Language schools (Conseil scolaire Viamonde and Conseil scolaire catholique Providence), sourced from EQAO website, Provincial Assessment Results: http://www.eqao.com/en/assessments/results
Neighbourhoood Infrastructure	City of London administrative files. Sites listed were present as of December 31, 2018.
EarlyON Program Visits	Data for January 1, 2018 to December 31, 2018 reported to the City of London by EarlyON providers contracted with the City of London.

London, CY

Population/Number of Children

Indicators (2016)	Planning District: London		London
	#	% of London	
Population	378,040	100	378,040
Number of children 0-4 Years	20,290	100	20,290
Number of children 5-9 Years	21,315	100	21,315
Number of children 10-14 Years	20,120	100	20,120
Number of youth 15-19 Years	22,465	100	22,465
Number of children 0-9 Years	41,605	100	41,605
Number of children 0-14 Years	61,725	100	61,725
Number of children 0-6 Years	28,515	100	28,515
Number of children 7-14 Years	33,210	100	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: London, CY

	2016	2019	2024	2029	2034	% Change
London, CY	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: London, CY

Indicators	2018	2028	% change
Number of children 0-4 Years	21,025	22,581	7.4%
Number of children 5-9 Years	20,875	22,570	8.1%
Number of children 10-14 Years	20,589	22,286	8.2%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

Board	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Thames Valley District School Board	25,180	26,181	4.0%	6,425	6,856	6.7%
London District Catholic School Board*	7,358	7,942	7.9%	1,757	2,353	33.9%
Conseil scolaire de district des écoles catholique	N/A	N/A	N/A	N/A	N/A	N/A
Conseil scolaire Viamonde	N/A	N/A	N/A	N/A	N/A	N/A

Source: Provided by Thames Valley District School Board and London District Catholic School Board for Planning Purposes
**excludes St. Mary's Choir School (grades 5 to 8) as data is not available at the time of this report.*

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	London, CY	
	#	As a % of Neighbourhood
English	321,705	85.1%
French	1,660	0.4%
Non-Official Language (all)	38,205	10.1%
1. Arabic	5,750	1.5%
2. Spanish	5,225	1.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: London, CY		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	9,720	2.6%	100%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	London, CY	Ontario
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	26.5	19.8
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	25.3	18.4
% of households spending more than 30% of their total household income on shelter costs	27.4	27.7
Median Household Income, after tax	$ 55,267	$ 65,285
Social Risk Indicators (2016)	**London, CY**	**Ontario**
% of population that moved in the past year	16	12.4
% of income from government transfer payments	12.9	11.1
% of population living with low-income based on low-income measure, after tax (LIM-AT)	18.8	14.4
% of population with no knowledge of either official language (English or French)	1.6	2.5
% of population that immigrated between 2006 and 2016	5.8	7.1
% of population age 15+ with no certificate, diploma or degree (high school not completed)	16	17.5
% of private occupied dwellings that are owned	60	69.7
Unemployment rate	7.9	7.4
% of census families that are lone parent families	19.1	17.1

Source: London Data: Statistics Canada. Semi-Custom Tabulation. Census Profile 2016; Ontario Data: Statistics Canada, 2016 Census of Population.

Early Development Instrument (EDI)

Measurement	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	34.6%	29.4%
% of children vulnerable in two or more EDI domains	17.0%	14.4%
% of children vulnerable in physical health and well-being domain	25.1%	16.1%
% of children vulnerable in social competence domain	11.3%	10.7%
% of children vulnerable in emotional maturity domain	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	9.5%	6.7%
% of children vulnerable in communication skills and general knowledge domain	8.5%	10.2%

Source: As reported in Neighbourhood Profiles created for the 2016 OEYCFC Needs Assessment Report

Education Quality and Accountability Office (EQAO)

School context and achievement results for London overall are not included in this Profile report.

Neighbourhood Infrastructure

Type of Infrastructure	Number
Elementary and Secondary Schools	119
Before and After School Program in a School	95
Licensed Child Care in a School	26
Licensed Child Care Centres	64
Library Branches	16
Neighbourhood Resource Centres	4
Recreation/Community Centres	27
Family Centre in a School	7
EarlyON Programs	39
EarlyON Program Sites	26

Source: City of London administrative files

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers
61,572	42,259

Source: As reported by EarlyON providers contracted with the City of London

ARGYLE

Population/Number of Children

Indicators (2016)	Planning District:		London
	#	% of London	
Population	26,510	7.0%	378,040
Number of children 0-4 Years	1,450	7.1%	20,290
Number of children 5-9 Years	1,735	8.1%	21,315
Number of children 10-14 Years	1,415	7.0%	20,120
Number of youth 15-19 Years	1,840	8.2%	22,465
Number of children 0-9 Years	3,185	7.7%	41,605
Number of children 0-14 Years	4,600	7.5%	61,725
Number of children 0-6 Years	2,105	7.4%	28,515
Number of children 7-14 Years	2,495	7.5%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: ARGYLE

	2016	2019	2024	2029	2034	% Change
ARGYLE	27,319	28,022	28,791	29,302	30,102	10.5%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: ARGYLE

Indicators	2018	2028	% change
Number of children 0-4 Years	1,513	1,635	8.1%
Number of children 5-9 Years	1,615	1,677	3.8%
Number of children 10-14 Years	1,458	1,612	10.6%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Bonaventure Meadows Public School	317	299	-5.6%	92	68	-26.2%
F.D. Roosevelt Public School	290	235	-18.9%	92	66	-28.4%
Holy Family Catholic School	169	131	-22.5%	47	33	-29.8%
John P. Robarts Public School	425	398	-6.4%	117	97	-17.3%
Lord Nelson Public School	403	344	-14.6%	109	86	-21.6%

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Prince Charles Public School	376	359	-4.6%	93	84	-9.8%
Princess Anne - French - Immersion - Public School	436	386	-11.5%	89	92	3.7%
St. Pius X Catholic School	281	282	0.4%	83	70	-15.7%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	ARGYLE	
	#	As a % of Neighbourhood
English	23,975	90.4%
French	140	0.5%
Non-Official Language (all)	1,530	5.8%
1. Portuguese	360	1.4%
2. Polish	215	0.8%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: ARGYLE		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	1,090	4.1%	11.2

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	ARGYLE	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	40	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	29.2	25.3
% of households spending more than 30% of their total household income on shelter costs	23.6	27.4
Median Household Income, after tax	$53,523	$55,267
Social Risk Indicators (2016)	**ARGYLE**	**London**
% of population that moved in the past year	12.9	16
% of income from government transfer payments	17.3	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	18.7	18.8
% of population with no knowledge of either official language (English or French)	1.0	1.6
% of population that immigrated between 2006 and 2016	1.8	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	25	16

Indicator (2016)	ARGYLE	London
% of private occupied dwellings that are owned	65	60
Unemployment rate	8.8	7.9
% of census families that are lone parent families	26.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Argyle (2012)	Argyle (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	34.6%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	17.0%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	25.1%	25.1%	17.2%	16.1%
% of children vulnerable in social competence domain	16.3%	11.3%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	16.3%	13.1%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	13.9%	9.5%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	16.9%	8.5%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-18)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Bonaventure Meadows Public School	12%	12%	18%	10%	12%	22%	0%	<1%	1%
F.D. Roosevelt Public School	24%	12%	18%	8%	12%	22%	0%	<1%	1%
John P. Robarts Public School	9%	12%	18%	13%	12%	22%	2%	<1%	1%
Lord Nelson Public School	9%	12%	18%	4%	12%	22%	0%	<1%	1%
Prince Charles Public School	31%	12%	18%	2%	12%	22%	0%	<1%	1%
Princess Anne - French - Immersion - Public School	4%	12%	18%	8%	12%	22%	0%	<1%	1%
Holy Family Catholic School	6%	15%	18%	6%	8%	22%	0%	1%	1%
St. Pius X Catholic School	20%	15%	18%	4%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-18)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Bonaventure Meadows Public School	48%	64%	75%	40%	59%	72%	40%	54%	61%
F.D. Roosevelt Public School	68%	64%	75%	57%	59%	72%	43%	54%	61%
John P. Robarts Public School	42%	64%	75%	47%	59%	72%	31%	54%	61%
Lord Nelson Public School	65%	64%	75%	68%	59%	72%	58%	54%	61%
Prince Charles Public School	31%	64%	75%	11%	59%	72%	24%	54%	61%
Princess Anne - French - Immersion - Public School	N/A	64%	75%	N/A	59%	72%	51%	54%	61%
Holy Family Catholic School	89%	69%	75%	89%	67%	72%	72%	55%	61%
St. Pius X Catholic School	76%	69%	75%	76%	67%	72%	48%	55%	61%

Grade Six Contextual Information (2017-18)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Bonaventure Meadows PS	17%	18%	22%	4%	12%	23%	0%	<1%	1%
F.D. Roosevelt PS	33%	18%	22%	0%	12%	23%	0%	<1%	1%
John P. Robarts PS	12%	18%	22%	10%	12%	23%	0%	<1%	1%
Lord Nelson PS	18%	18%	22%	29%	12%	23%	0%	<1%	1%
Prince Charles PS	8%	18%	22%	3%	12%	23%	0%	<1%	1%
Princess Anne FI PS	29%	18%	22%	2%	12%	23%	0%	<1%	1%
Holy Family Separate School	25%	17%	22%	5%	8%	23%	0%	1%	1%
St. Pius X Separate School	34%	17%	22%	10%	8%	23%	3%	1%	1%

Grade Six Achievement Results (2017-18)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Bonaventure Meadows PS	66%	74%	82%	57%	70%	80%	25%	44%	49%
F.D. Roosevelt PS	51%	74%	82%	31%	70%	80%	15%	44%	49%
John P. Robarts PS	58%	74%	82%	50%	70%	80%	23%	44%	49%
Lord Nelson PS	56%	74%	82%	64%	70%	80%	42%	44%	49%
Prince Charles PS	88%	74%	82%	89%	70%	80%	58%	44%	49%
Princess Anne FI PS	60%	74%	82%	54%	70%	80%	29%	44%	49%
Holy Family Separate School	55%	79%	82%	60%	77%	80%	10%	41%	49%
St. Pius X Separate School	69%	79%	82%	69%	77%	80%	24%	41%	49%

Grade Nine Achievement Results (2017)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Clarke Road Secondary School	80%	83%	84%	33%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Clarke Road Secondary School	56%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	9	• Clarke Road Secondary School • Bonaventure Meadows Public School • F.D. Roosevelt Public School • John P. Robarts Public School • Lord Nelson Public School • Prince Charles Public School • Princess Anne French Immersion Public School • Holy Family Separate School • St. Pius X Separate School
Before and After School Program in a School	8	• Bonaventure Meadows Public School • F.D. Roosevelt Public School • John P. Robarts Public School • Lord Nelson Public School • Prince Charles Public School • Princess Anne French Immersion Public School • Holy Family Separate School • St. Pius X Separate School
Licensed Child Care in a School	1	• Bonaventure Meadows
Licensed Child Care Centres	5	• Children's Place • Simply Kids • The Salvation Army Village Day Nursery • World Class Kids • YMCA - East London
Library Branches	1	• East London
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	• East Community Centre (Fall 2019) • Argyle Arena
Family Centre in a School	1	• Family Centre Argyle at Lord Nelson
EarlyON Program Sites	1	• Family Centre Argyle

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
7,855	4,820	12.76%	11.41%

Source: As reported by EarlyON providers contracted with the City of London

BOSTWICK

Population/Number of Children

Indicators (2016)	Planning District: BOSTWICK		London
	#	% of London	
Population	1,660	0.4%	378,040
Number of children 0-4 Years	115	0.6%	20,290
Number of children 5-9 Years	110	0.5%	21,315
Number of children 10-14 Years	85	0.4%	20,120
Number of youth 15-19 Years	45	0.2%	22,465
Number of children 0-9 Years	225	0.5%	41,605
Number of children 0-14 Years	315	0.5%	61,725
Number of children 0-6 Years	125	0.4%	28,515
Number of children 7-14 Years	190	0.6%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: BOSTWICK

	2016	2019	2024	2029	2034	% Change
BOSTWICK	1,660	2,158	2,273	2,351	2,377	43.2%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: BOSTWICK

Indicators	2018	2028	% change
Number of children 0-4 Years	148	155	4.7%
Number of children 5-9 Years	124	153	23.4%
Number of children 10-14 Years	111	147	32.4%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no schools in the Bostwick neighbourhood.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	BOSTWICK	
	#	As a % of Neighbourhood
English	1,320	79.5%
French	25	1.5%
Non-Official Language (all)	200	12.0%
1. Russian	50	3.0%
2. Cantonese	25	1.5%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: BOSTWICK		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	30	1.8%	0.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	BOSTWICK	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	15.4	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	9.4	25.3
% of households spending more than 30% of their total household income on shelter costs	31.9	27.4
Median Household Income, after tax	$67,641	$55,267
Social Risk Indicators (2016)	**BOSTWICK**	**London**
% of population that moved in the past year	22.9	16
% of income from government transfer payments	15.5	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	5.7	18.8
% of population with no knowledge of either official language (English or French)	1.5	1.6
% of population that immigrated between 2006 and 2016	5.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	13	16
% of private occupied dwellings that are owned	47	60
Unemployment rate	7.1	7.9
% of census families that are lone parent families	9.6	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Bostwick (2012)	Bostwick (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	18.8%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	18.8%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	12.5%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	18.8%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	18.8%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	6.3%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	6.3%	9.9%	10.2%

Note: EDI figures are for Bostwick/Longwoods

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care Centre in a School	0	
Licensed Child Care Centres	0	
Library Branches	1	• Bostwick Library
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Bostwick Community Centre, YMCA and Library
Family Centres in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Bostwick.

BROCKLEY

Population/Number of Children

Indicators (2016)	Planning District: BROCKLEY		London
	#	% of London	
Population	350	0.1%	378,040
Number of children 0-4 Years	20	0.1%	20,290
Number of children 5-9 Years	0	0.0%	21,315
Number of children 10-14 Years	15	0.1%	20,120
Number of youth 15-19 Years	20	0.1%	22,465
Number of children 0-9 Years	20	0.0%	41,605
Number of children 0-14 Years	35	0.1%	61,725
Number of children 0-6 Years	10	0.0%	28,515
Number of children 7-14 Years	25	0.1%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: BROCKLEY

	2016	2019	2024	2029	2034	% Change
BROCKLEY	350	382	381	378	372	6.3%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: BROCKLEY

Indicators	2018	2028	% change
Number of children 0-4 Years	11	12	9.1%
Number of children 5-9 Years	11	12	9.1%
Number of children 10-14 Years	14	13	-7.1%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Westminster Central	122	297	143.5%	31	71	128.4%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	BROCKLEY	
	#	As a % of Neighbourhood
English	300	85.7%
French	0	0.0%
Non-Official Language (all)	30	8.6%
1. Ukrainian	20	5.7%
2. Portuguese	10	2.9%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: BROCKLEY		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	10	2.9%	0.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	BROCKLEY	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	0	25.3
% of households spending more than 30% of their total household income on shelter costs	8.3	27.4
Median Household Income, after tax	$82,919	$55,267
Social Risk Indicators (2016)	**BROCKLEY**	**London**
% of population that moved in the past year	10.1	16
% of income from government transfer payments	13.2	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	9.9	18.8
% of population with no knowledge of either official language (English or French)	0	1.6
% of population that immigrated between 2006 and 2016	4.2	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	27	16
% of private occupied dwellings that are owned	88	60
Unemployment rate	8.9	7.9
% of census families that are lone parent families	13.0	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Brockley (2012)	Brockley (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	9.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	9.1%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	9.1%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	9.1%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	9.1%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	0.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	9.1%	9.9%	10.2%

Note: EDI figures are for Brockley/Glanworth/Tempo

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2016)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Westminster Central PS	25%	12%	18%	8%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2016)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Westminster Central PS	83%	64%	75%	92%	59%	72%	50%	54%	61%

Grade Six Contextual Information (2016)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Westminster Central PS	14%	18%	22%	7%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2016)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Westminster Central PS	93%	74%	82%	93%	70%	80%	79%	44%	49%

Grade Nine Achievement Results (2016)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Regina Mundi College	51%	80%	84%	32%	47%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2016)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Regina Mundi College	63%	75%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• Regina Mundi Secondary School • Westminster Central Public School
Before and After School Program in a School	1	• Westminster Central Public School
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Brockley.

BYRON

Population/Number of Children

Indicators (2016)	Planning District: BYRON		London
	#	% of London	
Population	15,360	4.1%	378,040
Number of children 0-4 Years	855	4.2%	20,290
Number of children 5-9 Years	985	4.6%	21,315
Number of children 10-14 Years	960	4.8%	20,120
Number of youth 15-19 Years	845	3.8%	22,465
Number of children 0-9 Years	1,840	4.4%	41,605
Number of children 0-14 Years	2,805	4.5%	61,725
Number of children 0-6 Years	1,220	4.3%	28,515
Number of children 7-14 Years	1,585	4.8%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: BYRON

	2016	2019	2024	2029	2034	% Change
BYRON	1,5360	16,301	16,940	17,410	17,628	14.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: BYRON

Indicators	2018	2028	% change
Number of children 0-4 Years	837	891	6.5%
Number of children 5-9 Years	1,005	997	-0.8%
Number of children 10-14 Years	1,019	1,089	6.9%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Byron Northview PS	457	400	-12.5%	121	109	-10.2%
Byron Somerset PS	280	589	110.3%	59	141	138.6%
Byron Southwood PS	453	370	-18.4%	112	86	-23.5%
St. George Separate School	199	198	-0.5%	52	54	3.8%
St. Theresa Separate School	268	317	18.2%	54	77	42.6%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	BYRON	
	#	As a % of Neighbourhood
English	14,575	94.9%
French	35	0.2%
Non-Official Language (all)	365	2.4%
1. Slavic languages	95	0.6%
2. Polish	45	0.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: BYRON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	265	1.7%	2.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	BYRON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	4.1	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	9.56	25.3
% of households spending more than 30% of their total household income on shelter costs	15.8	27.4
Median Household Income, after tax	$81,046	$55,267
Social Risk Indicators (2016)	**BYRON**	**London**
% of population that moved in the past year	7.6	16
% of income from government transfer payments	9.7	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	7.5	18.8
% of population with no knowledge of either official language (English or French)	0.4	1.6
% of population that immigrated between 2006 and 2016	1.6	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	9	16
% of private occupied dwellings that are owned	87	60
Unemployment rate	6.2	7.9
% of census families that are lone parent families	11.7	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Byron (2012)	Byron (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	23.2%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	11.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	3.8%	10.8%	17.2%	16.1%
% of children vulnerable in social competence domain	3.8%	6.5%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	8.3%	14.1%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	1.6%	2.7%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	4.3%	5.4%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Byron Northview PS	12%	12%	18%	7%	12%	22%	0%	<1%	1%
Byron Somerset PS	14%	12%	18%	0%	12%	22%	0%	<1%	1%
Byron Southwood PS	18%	12%	18%	2%	12%	22%	0%	<1%	1%
St. George Separate School	20%	15%	18%	10%	8%	22%	0%	1%	1%
St. Theresa Separate School	3%	15%	18%	3%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Byron Northview PS	82%	64%	75%	87%	59%	72%	78%	54%	61%
Byron Somerset PS	97%	64%	75%	93%	59%	72%	79%	54%	61%
Byron Southwood PS	86%	64%	75%	75%	59%	72%	86%	54%	61%
St. George Separate School	90%	69%	75%	95%	67%	72%	90%	55%	61%
St. Theresa Separate School	90%	69%	75%	83%	67%	72%	83%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Byron Northview PS	6%	18%	22%	10%	12%	23%	0%	<1%	1%
Byron Somerset PS	3%	18%	22%	0%	12%	23%	0%	<1%	1%
Byron Southwood PS	10%	18%	22%	2%	12%	23%	0%	<1%	1%
St. George Separate School	7%	17%	22%	4%	8%	23%	0%	1%	1%
St. Theresa Separate School	12%	17%	22%	0%	8%	23%	0%	1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Byron Northview PS	86%	74%	82%	84%	70%	80%	57%	44%	49%
Byron Somerset PS	87%	74%	82%	90%	70%	80%	53%	44%	49%
Byron Southwood PS	94%	74%	82%	92%	70%	80%	80%	44%	49%
St. George Separate School	89%	79%	82%	89%	77%	80%	41%	41%	49%
St. Theresa Separate School	83%	79%	82%	83%	77%	80%	33%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	5	• Byron Northview Public School • Byron Somerset Public School • Byron Southwood Public School • St. George Separate School • St. Theresa Separate School
Before and After School Program in a School	5	• Byron Northview Public School • Byron Somerset Public School • Byron Southwood Public School • St. George Separate School • St. Theresa Separate School
Licensed Child Care in a School	2	• Byron Somerset Public School • St. Theresa Separate School
Licensed Child Care Centres	1	• Byron Woods Montessori School
Library Branches	1	• Byron
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Byron Optimist Community Centre
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Byron.

CARLING

Population/Number of Children

Indicators (2016)	Planning District: CARLING		London
	#	% of London	
Population	20,045	5.3%	378,040
Number of children 0-4 Years	1,210	6.0%	20,290
Number of children 5-9 Years	990	4.6%	21,315
Number of children 10-14 Years	955	4.7%	20,120
Number of youth 15-19 Years	1,060	4.7%	22,465
Number of children 0-9 Years	2,200	5.3%	41,605
Number of children 0-14 Years	3,155	5.1%	61,725
Number of children 0-6 Years	1,650	5.8%	28,515
Number of children 7-14 Years	1,505	4.5%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: CARLING

	2016	2019	2024	2029	2034	% Change
CARLING	20,201	20,184	20,548	20,368	20,201	1.6%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: CARLING

Indicators	2018	2028	% change
Number of children 0-4 Years	1,278	1,340	4.9%
Number of children 5-9 Years	1,037	1,226	18.2%
Number of children 10-14 Years	987	1,104	11.9%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Blessed Sacrament Catholic School	222	243	9.5%	51	69	35.3%
East Carling PS	375	349	-6.9%	82	74	-9.5%
Knollwood Park PS	196	227	16.0%	48	63	31.9%
Louise Arbour PS - French Immersion	457	445	-2.6%	150	160	6.7%
Northbrae PS	349	408	17.0%	89	98	9.9%
Sir John A. MacDonald PS	319	316	-1.0%	74	83	12.7%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	CARLING	
	#	As a % of Neighbourhood
English	16,340	81.5%
French	110	0.5%
Non-Official Language (all)	2,595	12.9%
1. Nepali	635	3.2%
2. Spanish	270	1.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: CARLING		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	715	3.6%	7.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	CARLING	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	47.3	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	43.1	25.3
% of households spending more than 30% of their total household income on shelter costs	37.9	27.4
Median Household Income, after tax	$40,747	$55,267
Social Risk Indicators (2016)	**CARLING**	**London**
% of population that moved in the past year	23.4	16
% of income from government transfer payments	19.9	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	33.2	18.8
% of population with no knowledge of either official language (English or French)	2.9	1.6
% of population that immigrated between 2006 and 2016	9.5	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	23	16
% of private occupied dwellings that are owned	39.9	60
Unemployment rate	10.8	7.9
% of census families that are lone parent families	27.4	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Carling (2012)	Carling (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	41.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	22.2%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	11.8%	24.4%	17.2%	16.1%
% of children vulnerable in social competence domain	11.1%	17.2%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	7.9%	15.6%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	4.6%	10.6%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	11.1%	18.3%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Blessed Sacrament Catholic School	33%	15%	18%	6%	8%	22%	6%	1%	1%
East Carling PS	42%	12%	18%	5%	12%	22%	0%	<1%	1%
Knollwood Park PS	33%	12%	18%	11%	12%	22%	0%	<1%	1%
Louise Arbour PS - French Immersion	3%	12%	18%	19%	12%	22%	0%	<1%	1%
Northbrae PS	4%	12%	18%	74%	12%	22%	6%	<1%	1%
Sir John A. MacDonald PS	18%	12%	18%	3%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Blessed Sacrament Catholic School	56%	69%	75%	67%	67%	72%	50%	55%	61%
East Carling PS	40%	64%	75%	40%	59%	72%	28%	54%	61%
Knollwood Park PS	72%	64%	75%	50%	59%	72%	44%	54%	61%
Louise Arbour PS - French Immersion	N/A	64%	75%	N/A	59%	72%	46%	54%	61%
Northbrae PS	28%	64%	75%	38%	59%	72%	24%	54%	61%
Sir John A. MacDonald PS	24%	64%	75%	24%	59%	72%	15%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Blessed Sacrament Catholic School	21%	17%	22%	25%	8%	23%	4%	1%	1%
East Carling PS	35%	18%	22%	2%	12%	23%	0%	<1%	1%
Knollwood Park PS	11%	18%	22%	13%	12%	23%	0%	<1%	1%
Louise Arbour PS - French Immersion	22%	18%	22%	4%	12%	23%	0%	<1%	1%
Northbrae PS	15%	18%	22%	0%	12%	23%	0%	<1%	1%
Sir John A. MacDonald PS	21%	18%	22%	5%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Blessed Sacrament Catholic School	61%	79%	82%	61%	77%	80%	14%	41%	49%
East Carling PS	76%	74%	82%	72%	70%	80%	37%	44%	49%
Knollwood Park PS	93%	74%	82%	87%	70%	80%	51%	44%	49%
Louise Arbour PS - French Immersion	61%	74%	82%	35%	70%	80%	26%	44%	49%
Northbrae PS	87%	74%	82%	80%	70%	80%	57%	44%	49%
Sir John A. MacDonald PS	71%	74%	82%	71%	70%	80%	45%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
ÉS Monseigneur Bruyère Catholic French Secondary School	89%	83%	84%	N/A	34%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
ÉS Monseigneur Bruyère Catholic French Secondary School	95%	89%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	7	• ÉS Monseigneur Bruyère Catholic French Secondary School East • Blessed Sacrament Separate School • East Carling Public School • Knollwood Public School • Louise Arbour French Immersion Public School • Northbrae Public School • Sir John A. MacDonald Public School
Before and After School Program in a School	6	• Blessed Sacrament Separate School • East Carling Public School • Knollwood Public School • Louise Arbour French Immersion Public School • Northbrae Public School • Sir John A. MacDonald Public School
Licensed Child Care in a School	4	• Blessed Sacrament Separate School • East Carling Public School • Northbrae Public School • Sir John A. MacDonald Public School
Licensed Child Care Centres	1	• London French Day Care Centre
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	• Carling Heights Optimist Community Centre • Carling Recreation Centre (Arena)
Family Centre in a School	2	• Family Centre Carling-Thames at Northbrae Public School • Family Centre East London at Blessed Sacrament Separate School *(Future)*
EarlyON Program Sites	3	• Carling Heights Optimist Community Centre • Family Centre Carling-Thames • Knollwood Public School

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
3,701	1,963	6.0%	4.6%

Source: As reported by EarlyON providers contracted with the City of London

CENTRAL LONDON

Population/Number of Children

Indicators (2016)	Planning District: CENTRAL LONDON		London
	#	% of London	
Population	11,345	3.0%	378,040
Number of children 0-4 Years	240	1.2%	20,290
Number of children 5-9 Years	220	1.0%	21,315
Number of children 10-14 Years	215	1.1%	20,120
Number of youth 15-19 Years	395	1.8%	22,465
Number of children 0-9 Years	460	1.1%	41,605
Number of children 0-14 Years	680	1.1%	61,725
Number of children 0-6 Years	405	1.4%	28,515
Number of children 7-14 Years	275	0.8%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: CENTRAL LONDON

	2016	2019	2024	2029	2034	% Change
CENTRAL LONDON	11,345	17,940	20,075	22,166	24,501	116.0%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: CENTRAL LONDON

Indicators	2018	2028	% change
Number of children 0-4 Years	417	454	8.9%
Number of children 5-9 Years	285	392	37.5%
Number of children 10-14 Years	236	304	28.8%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Aberdeen Public School	173	156	-9.8%	41	38	-8.3%
Lord Roberts - French Immersion - Public School	260	217	-16.5%	85	43	-49.3%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	CENTRAL LONDON	
	#	As a % of Neighbourhood
English	10,675	94.1%
French	15	0.1%
Non-Official Language (all)	515	4.5%
1. Slavic	85	0.7%
2. Spanish	80	0.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: CENTRAL LONDON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	370	3.3%	3.8%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	CENTRAL LONDON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	33.3	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	30.4	25.3
% of households spending more than 30% of their total household income on shelter costs	39.6	27.4
Median Household Income, after tax	$34,072	$55,267
Social Risk Indicators (2016)	**CENTRAL LONDON**	**London**
% of population that moved in the past year	27.8	16
% of income from government transfer payments	14.0	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	32.4	18.8
% of population with no knowledge of either official language (English or French)	0.8	1.6
% of population that immigrated between 2006 and 2016	3.3	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	15	16
% of private occupied dwellings that are owned	22	60
Unemployment rate	9.4	7.9
% of census families that are lone parent families	22.7	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Central London (2012)	Central London (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	45.7%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	26.1%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	23.4%	28.3%	17.2%	16.1%
% of children vulnerable in social competence domain	16.7%	21.7%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	18.8%	28.3%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	10.4%	15.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	18.8%	17.4%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Aberdeen PS	32%	12%	18%	0%	12%	22%	0%	<1%	1%
Lord Roberts FI PS	4%	12%	18%	6%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Aberdeen PS	68%	64%	75%	56%	59%	72%	28%	54%	61%
Lord Roberts FI PS	N/A	64%	75%	N/A	59%	72%	54%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Aberdeen PS	40%	18%	22%	4%	12%	23%	0%	<1%	1%
Lord Roberts FI PS	21%	18%	22%	2%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Aberdeen PS	64%	74%	82%	52%	70%	80%	44%	44%	49%
Lord Roberts FI PS	79%	74%	82%	75%	70%	80%	28%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Catholic Central High School	78%	80%	84%	46%	47%	45%
Central Secondary School	92%	83%	84%	33%	40%	45%
H. B. Beal Secondary School	78%	83%	84%	40%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Catholic Central High School	80%	75%	79%
Central Secondary School	97%	71%	79%
H. B. Beal Secondary School	65%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	5	• H.B. Beal Secondary School • Central Secondary School • Catholic Central Secondary School • Aberdeen Public School • Lord Roberts Public School
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	10	• Grosvenor Nursery School • London Bridge - Little Acorns Child Care Centre • London Bridge - London Day Nursery • London Bridge - Maitland Child Care Centre • London Bridge - Piccadilly Place Child Care Centres – 3 locations • Oxford Montessori Academy of London • Waterloo Montessori Academy of London • Indigenous-led Child Care Centre *(Future)*
Library Branches	1	• Central
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	• YMCA Centre Branch • Boys' and Girls' Club
Family Centre in a School	0	
EarlyON Program Sites	3	• N'Amerind Friendship Centre • Childreach • Indigenous-led Child and Family Centre *(Future)*
Indigenous-led Child and Family Centre	1	• Indigenous-led Child and Family Centre *(Future)*

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
15,870	12,812	25.8%	30.3%

Source: As reported by EarlyON providers contracted with the City of London

CRUMLIN

Population/Number of Children

Indicators (2016)	Planning District: CRUMLIN		London
	#	% of London	
Population	535	0.1%	378,040
Number of children 0-4 Years	25	0.1%	20,290
Number of children 5-9 Years	20	0.1%	21,315
Number of children 10-14 Years	25	0.1%	20,120
Number of youth 15-19 Years	20	0.1%	22,465
Number of children 0-9 Years	45	0.1%	41,605
Number of children 0-14 Years	70	0.1%	61,725
Number of children 0-6 Years	15	0.1%	28,515
Number of children 7-14 Years	55	0.2%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: CRUMLIN

	2016	2019	2024	2029	2034	% Change
CRUMLIN	535	613	611	607	597	11.6%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: CRUMLIN

Indicators	2018	2028	% change
Number of children 0-4 Years	25	24	-4.0%
Number of children 5-9 Years	27	26	-3.7%
Number of children 10-14 Years	29	27	-6.9%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no schools in the Crumlin neighbourhood.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	CRUMLIN	
	#	As a % of Neighbourhood
English	515	96.3%
French	0	0.0%
Non-Official Language (all)	25	4.7%
1. Polish	10	1.9%
2. N/A	0	0.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: CRUMLIN		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	20	3.7%	0.2%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	CRUMLIN	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	0	25.3
% of households spending more than 30% of their total household income on shelter costs	26.8	27.4
Median Household Income, after tax	$73,484	$55,267
Social Risk Indicators (2016)	**CRUMLIN**	**London**
% of population that moved in the past year	4.7	16
% of income from government transfer payments	11.3	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	5.6	18.8
% of population with no knowledge of either official language (English or French)	0	1.6
% of population that immigrated between 2006 and 2016	0	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	20	16
% of private occupied dwellings that are owned	88	60
Unemployment rate	4.4	7.9
% of census families that are lone parent families	13.3	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Crumlin (2012)	Crumlin (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	N/A	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	N/A	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	N/A	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	N/A	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	N/A	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	N/A	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	N/A	9.9%	10.2%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Crumlin.

EAST LONDON

Population/Number of Children

Indicators (2016)	Planning District: EAST LONDON		London
	#	% of London	
Population	10,355	2.7%	378,040
Number of children 0-4 Years	500	2.5%	20,290
Number of children 5-9 Years	360	1.7%	21,315
Number of children 10-14 Years	330	1.6%	20,120
Number of youth 15-19 Years	450	2.0%	22,465
Number of children 0-9 Years	860	2.1%	41,605
Number of children 0-14 Years	1,185	1.9%	61,725
Number of children 0-6 Years	650	2.3%	28,515
Number of children 7-14 Years	535	1.6%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: EAST LONDON

	2016	2019	2024	2029	2034	% Change
EAST LONDON	10,355	11,038	11,394	11,762	11,946	15.4%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: EAST LONDON

Indicators	2018	2028	% change
Number of children 0-4 Years	506	544	7.5%
Number of children 5-9 Years	450	524	16.4%
Number of children 10-14 Years	329	434	31.9%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Acadamie de la Tamise (FFL) Separate School	N/A	N/A	N/A	N/A	N/A	N/A
St. Mary Choir Separate School	Not applicable (Grade 5 to 8 school)			N/A	N/A	N/A

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	EAST LONDON	
	#	As a % of Neighbourhood
English	9,750	94.2%
French	20	0.2%
Non-Official Language (all)	405	3.9%
1. Spanish	85	0.8%
2. Polish	50	0.5%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: EAST LONDON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	490	4.7%	5.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	EAST LONDON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	42.9	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	34.5	25.3
% of households spending more than 30% of their total household income on shelter costs	36.2	27.4
Median Household Income, after tax	$39,657	$55,267
Social Risk Indicators (2016)	**EAST LONDON**	**London**
% of population that moved in the past year	19.9	16
% of income from government transfer payments	18.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	28	18.8
% of population with no knowledge of either official language (English or French)	0.8	1.6
% of population that immigrated between 2006 and 2016	1.6	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	21	16
% of private occupied dwellings that are owned	49	60
Unemployment rate	9.5	7.9
% of census families that are lone parent families	24.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	East London (2012)	East London (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	34.2%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	16.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	16.9%	22.8%	17.2%	16.1%
% of children vulnerable in social competence domain	9.1%	15.2%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	20.8%	8.9%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	9.1%	10.1%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	11.7%	10.1%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Acadamie de la Tamise (FFL) Separate School	15%	11%	18%	80%	61%	22%	0%	1%	1%
St. Mary Choir Separate School	N/A	15%	18%	N/A	8%	22%	N/A	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Acadamie de la Tamise (FFL) Separate School	90%	83%	75%	80%	73%	72%	80%	73%	61%
St. Mary Choir Separate School	N/A	69%	75%	N/A	67%	72%	N/A	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Acadamie de la Tamise (FFL) Separate School	22%	15%	22%	78%	63%	23%	0%	<1%	1%
St. Mary Choir Separate School	2%	17%	22%	2%	8%	23%	0%	1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Acadamie de la Tamise (FFL) Separate School	89%	92%	82%	78%	77%	80%	83%	81%	49%
St. Mary Choir Separate School	98%	79%	82%	97%	77%	80%	85%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• Acadamie de la Tamise (FFL) Separate School • St. Mary Choir Separate School
Before and After School Program in a School	1	• Acadamie de la Tamise (FFL) Separate School
Licensed Child Care in a School	1	• Acadamie de la Tamise (FFL) Separate School
Licensed Child Care Centres	1	• Blossoms Early Childhood Education Centre
Library Branches	1	• Carson
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Boyle Memorial Community Centre
Family Centre in a School	0	
EarlyON Program Sites	1	• La Tamise - Centre ON y va

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
668	306	1.1%	0.7%

Source: As reported by EarlyON providers contracted with the City of London

FANSHAWE

Population/Number of Children

Indicators (2016)	Planning District: FANSHAWE		London
	#	% of London	
Population	2,025	0.5%	378,040
Number of children 0-4 Years	195	1.0%	20,290
Number of children 5-9 Years	150	0.7%	21,315
Number of children 10-14 Years	145	0.7%	20,120
Number of youth 15-19 Years	140	0.6%	22,465
Number of children 0-9 Years	345	0.8%	41,605
Number of children 0-14 Years	485	0.8%	61,725
Number of children 0-6 Years	265	0.9%	28,515
Number of children 7-14 Years	220	0.7%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: FANSHAWE

	2016	2019	2024	2029	2034	% Change
FANSHAWE	2,025	2,766	3,086	3,109	3,081	52.1%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: FANSHAWE

Indicators	2018	2028	% change
Number of children 0-4 Years	164	154	-6.1%
Number of children 5-9 Years	146	153	4.8%
Number of children 10-14 Years	118	142	20.3%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Cedar Hollow PS	472	567	20.2%	80	132	64.9%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	FANSHAWE	
	#	As a % of Neighbourhood
English	1,650	81.5%
French	0	0.0%
Non-Official Language (all)	215	10.6%
1. Vietnamese	70	3.5%
2. Khmer (Cambodian)	30	1.5%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: FANSHAWE		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	35	1.7%	0.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	FANSHAWE	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	0	25.3
% of households spending more than 30% of their total household income on shelter costs	14.5	27.4
Median Household Income, after tax	$90,973	$55,267
Social Risk Indicators (2016)	**FANSHAWE**	**London**
% of population that moved in the past year	15.3	16
% of income from government transfer payments	8.0	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	2.2	18.8
% of population with no knowledge of either official language (English or French)	1.7	1.6
% of population that immigrated between 2006 and 2016	3.2	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	17	16
% of private occupied dwellings that are owned	97	60
Unemployment rate	8.4	7.9
% of census families that are lone parent families	6.7	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Fanshawe (2012)	Fanshawe (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	13.8%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	0.0%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	3.4%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	3.4%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	0.0%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	0.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	6.9%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Cedar Hollow PS	2%	12%	18%	30%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Cedar Hollow PS	75%	64%	75%	68%	59%	72%	59%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Cedar Hollow PS	19%	18%	22%	37%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Cedar Hollow PS	89%	74%	82%	93%	70%	80%	41%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	• Cedar Hollow Public School
Before and After School Program in a School	1	• Cedar Hollow Public School
Licensed Child Care in a School	1	• Cedar Hollow Public School
Licensed Child Care Centres	1	• Humble Beginnings Nursery School
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	1	• Family Centre Fanshawe at Cedar Hollow Public School
EarlyON Program Sites	1	• Family Centre Fanshawe

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
2,512	1,813	4.1%	4.3%

Source: As reported by EarlyON providers contracted with the City of London

FOX HOLLOW

Population/Number of Children

Indicators (2016)	Planning District: FOX HOLLOW		London
	#	% of London	
Population	2,820	0.7%	378,040
Number of children 0-4 Years	335	1.7%	20,290
Number of children 5-9 Years	230	1.1%	21,315
Number of children 10-14 Years	185	0.9%	20,120
Number of youth 15-19 Years	145	0.6%	22,465
Number of children 0-9 Years	565	1.4%	41,605
Number of children 0-14 Years	760	1.2%	61,725
Number of children 0-6 Years	415	1.5%	28,515
Number of children 7-14 Years	345	1.0%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: FOX HOLLOW

	2016	2019	2024	2029	2034	% Change
FOX HOLLOW	2,820	4,691	7,897	9,556	9,953	252.9%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: FOX HOLLOW

Indicators	2018	2028	% change
Number of children 0-4 Years	319	300	-6.0%
Number of children 5-9 Years	284	297	4.6%
Number of children 10-14 Years	229	276	20.5%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Sir Arthur Currie PS	506	708	39.8%	86	170	97.8%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	FOX HOLLOW	
	#	As a % of Neighbourhood
English	2,080	73.8%
French	30	1.1%
Non-Official Language (all)	460	16.3%
1. Spanish	155	5.5%
2. Iranian languages	65	2.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: FOX HOLLOW		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	25	0.9%	0.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	FOX HOLLOW	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	5.5	25.3
% of households spending more than 30% of their total household income on shelter costs	20.4	27.4
Median Household Income, after tax	$81,982	$55,267
Social Risk Indicators (2016)	**FOX HOLLOW**	**London**
% of population that moved in the past year	27	16
% of income from government transfer payments	8.0	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	6.7	18.8
% of population with no knowledge of either official language (English or French)	1.4	1.6
% of population that immigrated between 2006 and 2016	16	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	8	16
% of private occupied dwellings that are owned	92	60
Unemployment rate	5.5	7.9
% of census families that are lone parent families	11.4	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Fox Hollow (2012)	Fox Hollow (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	17.6%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	11.8%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	2.9%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	5.9%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	11.8%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	5.9%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	11.8%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Sir Arthur Currie PS	7%	12%	18%	33%	12%	22%	2%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Sir Arthur Currie PS	84%	64%	75%	79%	59%	72%	72%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Sir Arthur Currie PS	8%	18%	22%	43%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

Sir Arthur Currie PS	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Sir Arthur Currie PS	89%	74%	82%	86%	70%	80%	59%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
St. André Bessette Catholic Secondary School	86%	80%	84%	44%	47%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
St. André Bessette Catholic Secondary School	77%	75%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• Sir Arthur Currie PS • St. André Bessette Catholic Secondary School
Before and After School Program in a School	1	• Sir Arthur Currie PS
Licensed Child Care in a School	1	• Sir Arthur Currie PS
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	1	• Family Centre Fox Hollow at Sir Arthur Currie PS
EarlyON Program Sites	1	• Family Centre Fox Hollow

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
1,207	1,011	2.0%	2.4%

Source: As reported by EarlyON providers contracted with the City of London

GLANWORTH

Population/Number of Children

Indicators (2016)	Planning District:		London
	#	% of London	
Population	390	0.1%	378,040
Number of children 0-4 Years	20	0.1%	20,290
Number of children 5-9 Years	15	0.1%	21,315
Number of children 10-14 Years	0	0.0%	20,120
Number of youth 15-19 Years	10	0.0%	22,465
Number of children 0-9 Years	35	0.1%	41,605
Number of children 0-14 Years	35	0.1%	61,725
Number of children 0-6 Years	30	0.1%	28,515
Number of children 7-14 Years	5	0.0%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: GLANWORTH

	2016	2019	2024	2029	2034	% Change
GLANWORTH	390	438	436	433	426	9.2%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: GLANWORTH

Indicators	2018	2028	% change
Number of children 0-4 Years	20	20	0
Number of children 5-9 Years	17	19	11.8%
Number of children 10-14 Years	18	19	5.6%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no elementary schools in Glanworth.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	GLANWORTH	
	#	As a % of Neighbourhood
English	360	92.3%
French	0	0.0%
Non-Official Language (all)	25	6.4%
1. Punjabi	15	3.8%
2. Spanish	10	2.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: GLANWORTH		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	0	0	0

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	GLANWORTH	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	0	25.3
% of households spending more than 30% of their total household income on shelter costs	33.3	27.4
Median Household Income, after tax	$59,993	$55,267
Social Risk Indicators (2016)	**GLANWORTH**	**London**
% of population that moved in the past year	13.3	16
% of income from government transfer payments	11.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	17.9	18.8
% of population with no knowledge of either official language (English or French)	0	1.6
% of population that immigrated between 2006 and 2016	2.6	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	16	16
% of private occupied dwellings that are owned	70	60
Unemployment rate	4.3	7.9
% of census families that are lone parent families	0	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Brockley (2012)	Brockley (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	9.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	9.1%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	9.1%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	9.1%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	9.1%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	0.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	9.1%	9.9%	10.2%

Note: EDI figures are for Brockley/Glanworth/Tempo

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	1	Glanworth library
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Glanworth.

GLEN CAIRN

Population/Number of Children

Indicators (2016)	Planning District: GLEN CAIRN		London
	#	% of London	
Population	15,690	4.2%	378,040
Number of children 0-4 Years	935	4.6%	20,290
Number of children 5-9 Years	1,045	4.9%	21,315
Number of children 10-14 Years	915	4.5%	20,120
Number of youth 15-19 Years	1,005	4.5%	22,465
Number of children 0-9 Years	1,980	4.8%	41,605
Number of children 0-14 Years	2,895	4.7%	61,725
Number of children 0-6 Years	1,370	4.8%	28,515
Number of children 7-14 Years	1,525	4.6%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: GLEN CAIRN

	2016	2019	2024	2029	2034	% Change
GLEN CAIRN	15,690	16,026	16,394	16,847	16,638	6.0%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: GLEN CAIRN

Indicators	2018	2028	% change
Number of children 0-4 Years	1,017	1,102	8.4%
Number of children 5-9 Years	952	1,058	11.1%
Number of children 10-14 Years	962	1,025	6.5%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
C.C. Carrothers Public School	341	369	8.2%	76	91	20.1%
Glen Cairn Public School	490	513	4.8%	117	131	11.9%
Princess Elizabeth - French Immersion - Public School	693	581	-16.1%	163	184	12.9%
St. Sebastian Catholic School	181	183	1.1%	59	53	-10.2%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	GLEN CAIRN	
	#	As a % of Neighbourhood
English	13,245	84.4%
French	55	0.4%
Non-Official Language (all)	1,695	10.8%
1. Slavic languages	385	2.5%
2. Arabic	350	2.2%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: GLEN CAIRN		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	750	4.8%	7.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	GLEN CAIRN	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	45.9	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	44.4	25.3
% of households spending more than 30% of their total household income on shelter costs	25.9	27.4
Median Household Income, after tax	$48,063	$55,267
Social Risk Indicators (2016)	**GLEN CAIRN**	**London**
% of population that moved in the past year	14.6	16
% of income from government transfer payments	19	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	25.9	18.8
% of population with no knowledge of either official language (English or French)	2.1	1.6
% of population that immigrated between 2006 and 2016	4.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	23	16
% of private occupied dwellings that are owned	60	60
Unemployment rate	7.9	7.9
% of census families that are lone parent families	28.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Glen Cairn (2012)	Glen Cairn (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	37.8%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	20.0%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	23.1%	23.2%	17.2%	16.1%
% of children vulnerable in social competence domain	14.3%	15.0%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	14.3%	15.6%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	7.1%	5.6%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	14.3%	15.0%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
C.C. Carrothers Public School	22%	12%	18%	18%	12%	22%	2%	<1%	1%
Glen Cairn Public School	10%	12%	18%	21%	12%	22%	0%	<1%	1%
Princess Elizabeth - French Immersion - Public School	6%	12%	18%	9%	12%	22%	0%	<1%	1%
St. Sebastian Catholic School	22%	15%	18%	17%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
C.C. Carrothers Public School	33%	64%	75%	33%	59%	72%	29%	54%	61%
Glen Cairn Public School	52%	64%	75%	46%	59%	72%	42%	54%	61%
Princess Elizabeth - French Immersion - Public School	54%	64%	75%	54%	59%	72%	40%	54%	61%
St. Sebastian Catholic School	72%	69%	75%	33%	67%	72%	28%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
C.C. Carrothers Public School	9%	18%	22%	16%	12%	23%	0%	<1%	1%
Glen Cairn Public School	33%	18%	22%	8%	12%	23%	2%	<1%	1%
Princess Elizabeth - French Immersion - Public School	2%	18%	22%	9%	12%	23%	0%	<1%	1%
St. Sebastian Catholic School	29%	17%	22%	4%	8%	23%	0%	1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
C.C. Carrothers Public School	67%	74%	82%	72%	70%	80%	56%	44%	49%
Glen Cairn Public School	51%	74%	82%	55%	70%	80%	24%	44%	49%
Princess Elizabeth - French Immersion - Public School	83%	74%	82%	85%	70%	80%	36%	44%	49%
St. Sebastian Catholic School	75%	79%	82%	64%	77%	80%	36%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	4	• C.C. Carrothers Public School • Glen Cairn Public School • Princess Elizabeth Public School • St. Sebastian Separate School
Before and After School Program in a School	4	• C.C. Carrothers Public School • Glen Cairn Public School • Princess Elizabeth Public School • St. Sebastian Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	3	• Chelsea Green Children's Centre - Main Site • London Bridge - Adelaide Child Care Centre • London Children Connection - Pond Mills Children's Centre
Library Branches	1	• Pond Mills
Neighbourhood Resource Centres	1	• Glen Cairn Community Resource Centre
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	1	• Pond Mills Library

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
103	66	0.2%	0.2%

Source: As reported by EarlyON providers contracted with the City of London

HAMILTON ROAD

Population/Number of Children

Indicators (2016)	Planning District: HAMILTON ROAD		London
	#	% of London	
Population	14,690	3.9%	378,040
Number of children 0-4 Years	730	3.6%	20,290
Number of children 5-9 Years	680	3.2%	21,315
Number of children 10-14 Years	680	3.4%	20,120
Number of youth 15-19 Years	760	3.4%	22,465
Number of children 0-9 Years	1,410	3.4%	41,605
Number of children 0-14 Years	2,090	3.4%	61,725
Number of children 0-6 Years	980	3.4%	28,515
Number of children 7-14 Years	1,110	3.3%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: HAMILTON ROAD

	2016	2019	2024	2029	2034	% Change
HAMILTON ROAD	14,690	15,406	15,403	15,380	15,293	4.1%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: HAMILTON ROAD

Indicators	2018	2028	% change
Number of children 0-4 Years	718	766	6.7%
Number of children 5-9 Years	700	762	8.9%
Number of children 10-14 Years	701	750	7.0%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Ealing Public School	152	130	-14.3%	44	38	-14.3%
Fairmont Public School	210	0	-100.0%	55	0	-100.0%
Lester B. Pearson School For The Arts	168	161	-4.3%	112	106	-5.3%
St. Bernadette Catholic School	220	199	-9.5%	59	46	-22.0%
Trafalgar Public School	118	111	-6.1%	30	28	-6.0%
Tweedsmuir Public School	300	378	26.0%	81	90	10.9%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	HAMILTON ROAD	
	#	As a % of Neighbourhood
English	13,390	91.2%
French	40	0.3%
Non-Official Language (all)	875	6.0%
1. Portuguese	280	1.9%
2. Spanish	165	1.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: HAMILTON ROAD		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	620	4.2%	6.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	HAMILTON ROAD	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	24.1	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	25.5	25.3
% of households spending more than 30% of their total household income on shelter costs	23.8	27.4
Median Household Income, after tax	$49,873	$55,267
Social Risk Indicators (2016)	**HAMILTON ROAD**	**London**
% of population that moved in the past year	11.4	16
% of income from government transfer payments	19.2	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	17.8	18.8
% of population with no knowledge of either official language (English or French)	1.3	1.6
% of population that immigrated between 2006 and 2016	1.1	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	27	16
% of private occupied dwellings that are owned	72	60
Unemployment rate	7.7	7.9
% of census families that are lone parent families	23.2	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Hamilton Road (2012)	Hamilton Road (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	31.7%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	16.2%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	13.8%	19.7%	17.2%	16.1%
% of children vulnerable in social competence domain	8.9%	12.7%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	12.2%	4.9%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	3.3%	4.9%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	12.2%	9.2%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Ealing Public School	16%	12%	18%	0%	12%	22%	0%	<1%	1%
Fairmont Public School	23%	12%	18%	13%	12%	22%	0%	<1%	1%
Lester B. Pearson School For The Arts	N/A	12%	18%	N/A	12%	22%	N/A	<1%	1%
St. Bernadette Catholic School	12%	15%	18%	0%	8%	22%	0%	1%	1%
Trafalgar Public School	40%	12%	18%	0%	12%	22%	0%	<1%	1%
Tweedsmuir Public School	7%	12%	18%	0%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Ealing Public School	95%	64%	75%	89%	59%	72%	95%	54%	61%
Fairmont Public School	45%	64%	75%	26%	59%	72%	45%	54%	61%
Lester B. Pearson School For The Arts	N/A	64%	75%	N/A	59%	72%	N/A	54%	61%
St. Bernadette Catholic School	44%	69%	75%	44%	67%	72%	44%	55%	61%
Trafalgar Public School	60%	64%	75%	40%	59%	72%	47%	54%	61%

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Tweedsmuir Public School	51%	64%	75%	39%	59%	72%	41%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Ealing Public School	45%	18%	22%	5%	12%	23%	0%	<1%	1%
Fairmont Public School	31%	18%	22%	12%	12%	23%	0%	<1%	1%
Lester B. Pearson School For The Arts	32%	18%	22%	12%	12%	23%	0%	<1%	1%
St. Bernadette Catholic School	27%	17%	22%	9%	8%	23%	0%	1%	1%
Trafalgar Public School	22%	18%	22%	0%	12%	23%	0%	<1%	1%
Tweedsmuir Public School	23%	18%	22%	15%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Ealing Public School	95%	74%	82%	86%	70%	80%	45%	44%	49%
Fairmont Public School	58%	74%	82%	58%	70%	80%	65%	44%	49%
Lester B. Pearson School For The Arts	60%	74%	82%	48%	70%	80%	28%	44%	49%
St. Bernadette Catholic School	N/A	79%	82%	N/A	77%	80%	N/A	41%	49%
Trafalgar Public School	N/A	74%	82%	N/A	70%	80%	N/A	44%	49%
Tweedsmuir Public School	64%	74%	82%	72%	70%	80%	51%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
B. Davison Secondary School	78%	83%	84%	40%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
B. Davidson Secondary School	0%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	7	• Ealing Public School • Fairmont Public School • Trafalgar Public School • Tweedsmuir Public School • Lester B. Pearson School for The Arts • St. Bernadette Separate School • B. Davidson Secondary School
Before and After School Program in a School	5	• Ealing Public School • Fairmont Public School • Trafalgar Public School • Tweedsmuir Public School • St. Bernadette Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	1	• Bright Beginnings Early Childhood Centre
Library Branches	1	• Crouch
Neighbourhood Resource Centres	1	• Crouch Neighbourhood Resource Centre
Recreation/Community Centres	3	• Hamilton Road Seniors' Centre and Community Centre • Bob Hayward YMCA • Silverwood (dry pad arena in 2019)
Family Centre in a School	0	
EarlyON Program Sites	2	• Crouch Neighbourhood Resource Centre • Ealing Public School

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
3,059	1,867	5.0%	4.4%

Source: As reported by EarlyON providers contracted with the City of London

HIGHLAND

Population/Number of Children

Indicators (2016)	Planning District: HIGHLAND		London
	#	% of London	
Population	21,030	5.6%	378,040
Number of children 0-4 Years	1,140	5.6%	20,290
Number of children 5-9 Years	1,235	5.8%	21,315
Number of children 10-14 Years	1,240	6.2%	20,120
Number of youth 15-19 Years	1,240	5.5%	22,465
Number of children 0-9 Years	2,375	5.7%	41,605
Number of children 0-14 Years	3,620	5.9%	61,725
Number of children 0-6 Years	1,645	5.8%	28,515
Number of children 7-14 Years	1,975	5.9%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: HIGHLAND

	2016	2019	2024	2029	2034	% Change
HIGHLAND	21,030	20,802	20,994	21,175	20,857	-0.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: HIGHLAND

Indicators	2018	2028	% change
Number of children 0-4 Years	1,168	1,246	6.7%
Number of children 5-9 Years	1,198	1,269	5.9%
Number of children 10-14 Years	1,184	1,260	6.4%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Arthur Ford Public School	312	300	-3.8%	73	63	-13.4%
Mountsfield Public School	362	332	-8.4%	103	89	-14.0%
Sir Georges-Étienne Cartier Public School	284	289	1.9%	71	76	7.6%
Sir Isaac Brock Public School	430	328	-23.7%	94	85	-9.5%
St. Jude Catholic School	210	252	20.0%	44	74	68.2%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	HIGHLAND	
	#	As a % of Neighbourhood
English	18,525	88.1%
French	55	0.3%
Non-Official Language (all)	1,775	8.4%
1. Spanish	465	2.2%
2. Arabic	435	2.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: HIGHLAND		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	515	2.4%	5.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	HIGHLAND	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	32.8	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	26.4	25.3
% of households spending more than 30% of their total household income on shelter costs	24.9	27.4
Median Household Income, after tax	$56,000	$55,267
Social Risk Indicators (2016)	**HIGHLAND**	**London**
% of population that moved in the past year	14.5	16
% of income from government transfer payments	13.5	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	17.3	18.8
% of population with no knowledge of either official language (English or French)	1.8	1.6
% of population that immigrated between 2006 and 2016	14.8	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	15	16
% of private occupied dwellings that are owned	60	60
Unemployment rate	6.9	7.9
% of census families that are lone parent families	21.4	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Highland (2012)	Highland (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	24.5%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	10.8%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	9.8%	14.6%	17.2%	16.1%
% of children vulnerable in social competence domain	9.8%	8.5%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	12.2%	12.7%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	5.9%	4.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	14.6%	4.2%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Ford Public School	5%	12%	18%	29%	12%	22%	0%	<1%	1%
Mountsfield Public School	0%	12%	18%	5%	12%	22%	0%	<1%	1%
Sir Georges-Étienne Cartier Public School	0%	12%	18%	23%	12%	22%	0%	<1%	1%
Sir Isaac Brock Public School	18%	12%	18%	18%	12%	22%	0%	<1%	1%
St. Jude Catholic School	9%	15%	18%	17%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Ford Public School	50%	64%	75%	43%	59%	72%	50%	54%	61%
Mountsfield Public School	80%	64%	75%	68%	59%	72%	83%	54%	61%
Sir Georges-Étienne Cartier Public School	38%	64%	75%	23%	59%	72%	35%	54%	61%
Sir Isaac Brock Public School	75%	64%	75%	63%	59%	72%	67%	54%	61%
St. Jude Catholic School	57%	69%	75%	74%	67%	72%	48%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Ford Public School	14%	18%	22%	11%	12%	23%	0%	<1%	1%
Mountsfield Public School	28%	18%	22%	6%	12%	23%	0%	<1%	1%
Sir Georges-Étienne Cartier Public School	20%	18%	22%	23%	12%	23%	0%	<1%	1%
Sir Isaac Brock Public School	15%	18%	22%	20%	12%	23%	0%	<1%	1%
St. Jude Catholic School	17%	17%	22%	17%	8%	23%	0%	1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Ford Public School	75%	74%	82%	68%	70%	80%	39%	44%	49%
Mountsfield Public School	67%	74%	82%	50%	70%	80%	17%	44%	49%
Sir Georges-Étienne Cartier Public School	40%	74%	82%	40%	70%	80%	17%	44%	49%
Sir Isaac Brock Public School	58%	74%	82%	65%	70%	80%	40%	44%	49%
St. Jude Catholic School	83%	79%	82%	88%	77%	80%	62%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	5	• Arthur Ford Public School • Mountsfield Public School • Sir Georges Etienne Cartier Public School • Sir Isaac Brock Public School • St. Jude Separate School
Before and After School Program in a School	5	• Arthur Ford Public School • Mountsfield Public School • Sir Georges Etienne Cartier Public School • Sir Isaac Brock Public School • St. Jude Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	3	• Kidlogic London Inc. • Temple Tots Day Care • YMCA - Windy Woods
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Earl Nichols Recreation Centre
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Highland.

HURON HEIGHTS

Population/Number of Children

Indicators (2016)	Planning District: HURON HEIGHTS		London
	#	% of London	
Population	19,750	5.2%	378,040
Number of children 0-4 Years	1,175	5.8%	20,290
Number of children 5-9 Years	1,165	5.5%	21,315
Number of children 10-14 Years	1,050	5.2%	20,120
Number of youth 15-19 Years	1,250	5.6%	22,465
Number of children 0-9 Years	2,340	5.6%	41,605
Number of children 0-14 Years	3,395	5.5%	61,725
Number of children 0-6 Years	1,500	5.3%	28,515
Number of children 7-14 Years	1,895	5.7%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: HURON HEIGHTS

	2016	2019	2024	2029	2034	% Change
HURON HEIGHTS	21,084	22,429	23,994	25,609	21,084	29.7%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: HURON HEIGHTS

Indicators	2018	2028	% change
Number of children 0-4 Years	1,127	1,260	11.8%
Number of children 5-9 Years	1,090	1,226	12.5%
Number of children 10-14 Years	1,019	1,156	13.4%

Source Environics. Custom Population Projections. February 2019

School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Chippewa Public School	363	381	5.1%	89	113	26.9%
École élémentaire catholique Sainte-Jeanne-d'Arc - French First Language Catholic Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
Evelyn Harrison Public School	266	289	8.6%	53	78	47.0%
Hillcrest Public School	245	250	1.9%	57	73	28.1%
Lord Elgin Public School	261	288	10.5%	67	70	5.1%

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
St. Anne Catholic School	198	240	21.2%	44	72	63.6%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	HURON HEIGHTS	
	#	As a % of Neighbourhood
English	15,915	80.6%
French	120	0.6%
Non-Official Language (all)	2,650	13.4%
1. Vietnamese	385	1.9%
2. Khmer (Cambodian)	345	1.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: HURON HEIGHTS		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	690	3.5%	7.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	HURON HEIGHTS	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	30.7	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	33.2	25.3
% of households spending more than 30% of their total household income on shelter costs	27.3	27.4
Median Household Income, after tax	$48,714	$55,267
Social Risk Indicators (2016)	**HURON HEIGHTS**	**London**
% of population that moved in the past year	14.3	16
% of income from government transfer payments	17.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	24.4	18.8
% of population with no knowledge of either official language (English or French)	3	1.6
% of population that immigrated between 2006 and 2016	6.6	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	23	16
% of private occupied dwellings that are owned	56	60
Unemployment rate	9.6	7.9
% of census families that are lone parent families	22.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Huron Heights (2012)	Huron Heights (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	30.6%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	18.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	13.8%	21.4%	17.2%	16.1%
% of children vulnerable in social competence domain	9.2%	11.7%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	9.9%	13.3%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	3.4%	6.6%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	9.8%	8.7%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Chippewa Public School	13%	12%	18%	29%	12%	22%	0%	<1%	1%
École élémentaire catholique Sainte-Jeanne-d'Arc - French First Language Catholic Elementary School	12%	22%	18%	76%	83%	22%	0%	0%	<1%
Evelyn Harrison Public School	24%	12%	18%	12%	12%	22%	0%	<1%	1%
Hillcrest Public School	8%	12%	18%	8%	12%	22%	0%	<1%	1%
Lord Elgin Public School	6%	12%	18%	35%	12%	22%	0%	<1%	1%
St. Anne Catholic School	17%	15%	18%	13%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Chippewa Public School	94%	83%	75%	74%	77%	72%	82%	74%	61%
École élémentaire catholique Sainte-Jeanne-d'Arc - French First Language Catholic Elementary School	36%	83%	75%	42%	77%	72%	55%	74%	61%
Evelyn Harrison Public School	51%	64%	75%	32%	59%	72%	43%	54%	61%
Hillcrest Public School	32%	64%	75%	35%	59%	72%	35%	54%	61%
Lord Elgin Public School	70%	69%	75%	61%	67%	72%	52%	55%	61%
St. Anne Catholic School	94%	83%	75%	74%	77%	72%	82%	74%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Chippewa Public School	18%	18%	22%	18%	12%	23%	0%	<1%	1%
École élémentaire catholique Sainte-Jeanne-d'Arc - French First Language Catholic Elementary School	23%	21%	22%	71%	83%	23%	6%	<1%	1%
Evelyn Harrison Public School	42%	18%	22%	6%	12%	23%	0%	<1%	1%
Hillcrest Public School	15%	18%	22%	24%	12%	23%	0%	<1%	1%
Lord Elgin Public School	23%	18%	22%	16%	12%	23%	0%	<1%	1%
St. Anne Catholic School	26%	17%	22%	35%	8%	23%	4%	1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Chippewa Public School	97%	90%	82%	61%	76%	80%	75%	81%	49%
École élémentaire catholique Sainte-Jeanne-d'Arc - French First Language Catholic Elementary School	55%	90%	82%	52%	76%	80%	35%	81%	49%
Evelyn Harrison Public School	63%	74%	82%	72%	70%	80%	35%	44%	49%
Hillcrest Public School	90%	74%	82%	84%	70%	80%	45%	44%	49%
Lord Elgin Public School	78%	79%	82%	87%	77%	80%	22%	41%	49%
St. Anne Catholic School	97%	90%	82%	61%	76%	80%	75%	81%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
John Paul II Catholic Secondary School	83%	80%	84%	39%	47%	45%
Montcalm Secondary School	79%	83%	84%	38%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
John Paul II Catholic Secondary School	54%	75%	79%
Montcalm Secondary School	49%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	8	• Montcalm Secondary School • John Paul II Secondary School • Chippewa Public School • Evelyn Harrison Public School • Hillcrest Public School • Lord Elgin Public School • Ecole Ste. Jeanne d Arc (FFL) Separate School • St. Anne Separate School
Before and After School Program in a School	4	• Evelyn Harrison Public School • Hillcrest Public School • St. Anne Separate School • Ecole Ste. Jeanne d Arc (FFL) Separate School
Licensed Child Care in a School	1	• Ecole Ste. Jeanne d Arc (FFL) Separate School
Licensed Child Care Centres	1	• London Bridge - Huron Heights Early Childhood Learning Centre
Library Branches	1	• Beacock
Neighbourhood Resource Centres	1	• LUSO (London Urban Services Organization)
Recreation/Community Centres	2	• Stronach Community Recreation Centre • North London Optimist Community Centre
Family Centres in a School	0	
EarlyON Program Sites	2	• Beacock Public Library • Stronach Community Recreation Centre

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
3,269	2,072	5.3%	4.9%

Source: As reported by EarlyON providers contracted with the City of London

HYDE PARK

Population/Number of Children

Indicators (2016)	Planning District: HYDE PARK		London
	#	% of London	
Population	8,170	2.2%	378,040
Number of children 0-4 Years	760	3.7%	20,290
Number of children 5-9 Years	735	3.4%	21,315
Number of children 10-14 Years	515	2.6%	20,120
Number of youth 15-19 Years	490	2.2%	22,465
Number of children 0-9 Years	1,495	3.6%	41,605
Number of children 0-14 Years	2,010	3.3%	61,725
Number of children 0-6 Years	1,060	3.7%	28,515
Number of children 7-14 Years	950	2.9%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: HYDE PARK

	2016	2019	2024	2029	2034	% Change
HYDE PARK	8,170	12,632	13,729	14,084	14,152	73.2%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: HYDE PARK

Indicators	2018	2028	% change
Number of children 0-4 Years	731	777	6.3%
Number of children 5-9 Years	671	763	13.7%
Number of children 10-14 Years	584	712	21.9%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
St. John Catholic - French Immersion - Catholic School	422	569	34.8%	75	186	148.0%
St. Marguerite d'Youville Catholic School	423	454	7.3%	85	132	55.3%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	HYDE PARK	
	#	As a % of Neighbourhood
English	6,005	73.5%
French	95	1.2%
Non-Official Language (all)	1,365	16.7%
1. Spanish	245	3.0%
2. Mandarin	210	2.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: HYDE PARK		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	60	0.7%	0.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	HYDE PARK	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	6.4	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	12.4	25.3
% of households spending more than 30% of their total household income on shelter costs	22.6	27.4
Median Household Income, after tax	$79,821	$55,267
Social Risk Indicators (2016)	**HYDE PARK**	**London**
% of population that moved in the past year	15.6	16
% of income from government transfer payments	7.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	10.8	18.8
% of population with no knowledge of either official language (English or French)	2	1.6
% of population that immigrated between 2006 and 2016	9.1	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	10	16
% of private occupied dwellings that are owned	90	60
Unemployment rate	6.2	7.9
% of census families that are lone parent families	12.8	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Hyde Park (2012)	Hyde Park (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	24.6%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	11.9%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	4.5%	13.6%	17.2%	16.1%
% of children vulnerable in social competence domain	3.0%	9.3%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	7.5%	9.3%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	4.5%	3.4%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	4.5%	9.3%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
St. John Catholic - French Immersion - Catholic School	7%	15%	18%	7%	8%	22%	0%	1%	1%
St. Marguerite d'Youville Catholic School	16%	15%	18%	5%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
St. John Catholic - French Immersion - Catholic School	83%	69%	75%	81%	67%	72%	79%	55%	61%
St. Marguerite d'Youville Catholic School	65%	69%	75%	62%	67%	72%	58%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
St. John Catholic - French Immersion - Catholic School	17%	17%	22%	9%	8%	23%	0%	1%	1%
St. Marguerite d'Youville Catholic School	7%	17%	22%	16%	8%	23%	0%	1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
St. John Catholic - French Immersion - Catholic School	91%	79%	82%	83%	77%	80%	49%	41%	49%
St. Marguerite d'Youville Catholic School	79%	79%	82%	74%	77%	80%	51%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• St. John Catholic - French Immersion - Catholic School • St. Marguerite d'Youville Catholic School
Before and After School Program in a School	2	• St. John Catholic - French Immersion - Catholic School • St. Marguerite d'Youville Catholic School
Licensed Child Care in a School	2	• St. Marguerite d'Youville Catholic School • St. John Catholic – French Immersion – Catholic School
Licensed Child Care Centres	3	• KidZone Day Care • Kinderville London Daycare • Western Day Care Centre (Blue Heron Drive)
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Hyde Park.

JACKSON

Population/Number of Children

Indicators (2016)	Planning District: JACKSON		London
	#	% of London	
Population	4935	1.3%	378,040
Number of children 0-4 Years	375	1.8%	20,290
Number of children 5-9 Years	430	2.0%	21,315
Number of children 10-14 Years	375	1.9%	20,120
Number of youth 15-19 Years	315	1.4%	22,465
Number of children 0-9 Years	805	1.9%	41,605
Number of children 0-14 Years	1,180	1.9%	61,725
Number of children 0-6 Years	545	1.9%	28,515
Number of children 7-14 Years	635	1.9%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: JACKSON

	2016	2019	2024	2029	2034	% Change
JACKSON	4,935	6,615	9,640	12,259	14,104	185.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: JACKSON

Indicators	2018	2028	% change
Number of children 0-4 Years	388	418	7.7%
Number of children 5-9 Years	378	402	6.3%
Number of children 10-14 Years	394	396	0.5%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
École élémentaire catholique Saint-Jean-de-Brébeuf-French First Language Catholic Elementary School	N/A	N/A	N/A	N/A	N/A	N/A

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	JACKSON	
	#	As a % of Neighbourhood
English	3,990	80.9%
French	45	0.9%
Non-Official Language (all)	565	11.4%
1. Spanish	90	1.8%
2. Punjabi	80	1.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: JACKSON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	55	1.1%	0.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	JACKSON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	4	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	4.6	25.3
% of households spending more than 30% of their total household income on shelter costs	14.5	27.4
Median Household Income, after tax	$82,230	$55,267
Social Risk Indicators (2016)	**JACKSON**	**London**
% of population that moved in the past year	10.4	16
% of income from government transfer payments	9.7	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	4.4	18.8
% of population with no knowledge of either official language (English or French)	1.6	1.6
% of population that immigrated between 2006 and 2016	4.8	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	14	16
% of private occupied dwellings that are owned	95	60
Unemployment rate	4.2	7.9
% of census families that are lone parent families	11.7	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Jackson (2012)	Jackson (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	18.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	9.7%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	5.6%	9.7%	17.2%	16.1%
% of children vulnerable in social competence domain	2.8%	4.2%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	5.6%	4.2%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	0.0%	4.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	5.6%	11.1%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Saint-Jean-de-Brébeuf-French First Language Catholic Elementary School	21%	22%	18%	65%	83%	22%	0%	0%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Saint-Jean-de-Brébeuf-French First Language Catholic Elementary School	77%	83%	75%	61%	77%	72%	69%	74%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Saint-Jean-de-Brébeuf-French First Language Catholic Elementary School	20%	21%	22%	71%	83%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Saint-Jean-de-Brébeuf-French First Language Catholic Elementary School	100%	90%	82%	89%	76%	80%	86%	81%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
École secondaire Gabriel-Dumont - French First Language Secondary School	88%	87%	84%	67%	50%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
École secondaire Gabriel-Dumont - French First Language Secondary School	98%	91%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	3	• École élémentaire catholique Saint-Jean-de-Brébeuf- French First Language Catholic Elementary School • École secondaire Gabriel-Dumont - French First Language Secondary School • Southeast Elementary School *(Future)*
Before and After School Program in a School	1	• École élémentaire catholique Saint-Jean-de-Brébeuf- French First Language Catholic Elementary School
Licensed Child Care in a School	2	• École élémentaire catholique Saint-Jean-de-Brébeuf- French First Language Catholic Elementary School • Southeast Licensed Child Care Centre *(Future)*
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	1	• Summerside Community Church

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
1,583	1,123	2.6%	2.7%

Source: As reported by EarlyON providers contracted with the City of London

LAMBETH

Population/Number of Children

Indicators (2016)	Planning District: LAMBETH		London
	#	% of London	
Population	4,170	1.1%	378,040
Number of children 0-4 Years	200	1.0%	20,290
Number of children 5-9 Years	235	1.1%	21,315
Number of children 10-14 Years	300	1.5%	20,120
Number of youth 15-19 Years	310	1.4%	22,465
Number of children 0-9 Years	435	1.0%	41,605
Number of children 0-14 Years	730	1.2%	61,725
Number of children 0-6 Years	315	1.1%	28,515
Number of children 7-14 Years	415	1.2%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: LAMBETH

	2016	2019	2024	2029	2034	% Change
LAMBETH	4,170	4,777	5,973	7,406	8,833	111.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: LAMBETH

Indicators	2018	2028	% change
Number of children 0-4 Years	289	330	14.2%
Number of children 5-9 Years	287	323	12.5%
Number of children 10-14 Years	316	342	8.2%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Lambeth PS	578	828	43.2%	164	189	15.1%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	LAMBETH	
	#	As a % of Neighbourhood
English	3,980	95.4%
French	0	0.0%
Non-Official Language (all)	100	2.4%
1. Spanish	25	0.6%
2. Punjabi	15	0.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: LAMBETH		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	25	0.6%	0.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	LAMBETH	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	3.4	25.3
% of households spending more than 30% of their total household income on shelter costs	12.3	27.4
Median Household Income, after tax	$93,321	$55,267
Social Risk Indicators (2016)	**LAMBETH**	**London**
% of population that moved in the past year	5.3	16
% of income from government transfer payments	7.2	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	3.6	18.8
% of population with no knowledge of either official language (English or French)	0.2	1.6
% of population that immigrated between 2006 and 2016	0.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	13	16
% of private occupied dwellings that are owned	94	60
Unemployment rate	3	7.9
% of census families that are lone parent families	10.3	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Lambeth (2012)	Lambeth (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	11.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	4.8%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	5.2%	3.2%	17.2%	16.1%
% of children vulnerable in social competence domain	3.4%	3.2%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	8.6%	6.3%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	1.8%	3.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	1.7%	3.2%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Lambeth PS	0%	12%	18%	9%	12%	22%	1%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Lambeth PS	87%	64%	75%	87%	59%	72%	72%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Lambeth PS	7%	18%	22%	12%	12%	23%	2%	<1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Lambeth PS	90%	74%	82%	83%	70%	80%	57%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	• Lambeth PS
Before and After School Program in a School	1	• Lambeth PS
Licensed Child Care in a School	0	
Licensed Child Care Centres	2	• Blossoms ECE Centre Inc. • Village Co-operative Preschool
Library Branches	1	• Lambeth
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Lambeth Community Centre
Family Centre in a School	0	
EarlyON Program Sites	1	• Lambeth Community Centre

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
1,875	636	3.0%	1.5%

Source: As reported by EarlyON providers contracted with the City of London

LONGWOODS

Population/Number of Children

Indicators (2016)	Planning District: LONGWOODS		London
	#	% of London	
Population	1,740	0.5%	378,040
Number of children 0-4 Years	135	0.7%	20,290
Number of children 5-9 Years	100	0.5%	21,315
Number of children 10-14 Years	135	0.7%	20,120
Number of youth 15-19 Years	185	0.8%	22,465
Number of children 0-9 Years	235	0.6%	41,605
Number of children 0-14 Years	365	0.6%	61,725
Number of children 0-6 Years	210	0.7%	28,515
Number of children 7-14 Years	155	0.5%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: LONGWOODS

	2016	2019	2024	2029	2034	% Change
LONGWOODS	1,740	1,946	3,412	5,648	9,341	436.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: LONGWOODS

Indicators	2018	2028	% change
Number of children 0-4 Years	104	109	4.8%
Number of children 5-9 Years	87	107	23.0%
Number of children 10-14 Years	78	103	32.1%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no elementary schools in Longwoods.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	LONGWOODS	
	#	As a % of Neighbourhood
English	1,210	69.5%
French	0	0.0%
Non-Official Language (all)	325	18.7%
1. Arabic	85	4.9%
2. Assyrian Neo-Aramaic	50	2.9%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: LONGWOODS		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	10	0.6%	0.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	LONGWOODS	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	16.7	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	26.9	25.3
% of households spending more than 30% of their total household income on shelter costs	22.9	27.4
Median Household Income, after tax	$79,498	$55,267
Social Risk Indicators (2016)	**LONGWOODS**	**London**
% of population that moved in the past year	10.3	16
% of income from government transfer payments	9.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	18.9	18.8
% of population with no knowledge of either official language (English or French)	4	1.6
% of population that immigrated between 2006 and 2016	10.3	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	18	16
% of private occupied dwellings that are owned	88	60
Unemployment rate	8.2	7.9
% of census families that are lone parent families	11.1	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Longwoods.

MASONVILLE

Population/Number of Children

Indicators (2016)	Planning District: MASONVILLE		London
	#	% of London	
Population	9,625	2.5%	378,040
Number of children 0-4 Years	260	1.3%	20,290
Number of children 5-9 Years	395	1.9%	21,315
Number of children 10-14 Years	490	2.4%	20,120
Number of youth 15-19 Years	770	3.4%	22,465
Number of children 0-9 Years	655	1.6%	41,605
Number of children 0-14 Years	1,150	1.9%	61,725
Number of children 0-6 Years	480	1.7%	28,515
Number of children 7-14 Years	670	2.0%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: MASONVILLE

	2016	2019	2024	2029	2034	% Change
MASONVILLE	9,625	10,094	10,047	10,190	10,372	7.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: MASONVILLE

Indicators	2018	2028	% change
Number of children 0-4 Years	335	397	18.5%
Number of children 5-9 Years	369	400	8.4%
Number of children 10-14 Years	476	471	-1.1%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Masonville Public School	463	430	-7.2%	133	101	-24.1%
St. Kateri Catholic School	313	306	-2.2%	76	97	27.6%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	MASONVILLE	
	#	As a % of Neighbourhood
English	7,840	81.5%
French	35	0.4%
Non-Official Language (all)	1,350	14.0%
1. Mandarin	290	3.0%
2. Indo Aryan	215	2.2%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: MASONVILLE		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	65	0.7%	0.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	MASONVILLE	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	12.5	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	16.6	25.3
% of households spending more than 30% of their total household income on shelter costs	22.4	27.4
Median Household Income, after tax	$85,363	$55,267
Social Risk Indicators (2016)	**MASONVILLE**	**London**
% of population that moved in the past year	14.1	16
% of income from government transfer payments	16.7	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	13.2	18.8
% of population with no knowledge of either official language (English or French)	1.5	1.6
% of population that immigrated between 2006 and 2016	7.1	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	9	16
% of private occupied dwellings that are owned	73	60
Unemployment rate	8.7	7.9
% of census families that are lone parent families	10.3	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Masonville (2012)	Masonville (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	22.4%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	12.2%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	7.4%	6.1%	17.2%	16.1%
% of children vulnerable in social competence domain	5.9%	8.2%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	10.3%	12.2%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	0.0%	4.1%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	7.4%	6.1%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Masonville Public School	6%	12%	18%	43%	12%	22%	0%	<1%	1%
St. Kateri Catholic School	9%	15%	18%	7%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Masonville Public School	94%	64%	75%	91%	59%	72%	89%	54%	61%
St. Kateri Catholic School	95%	69%	75%	91%	67%	72%	80%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Masonville Public School	3%	18%	22%	3%	12%	23%	0%	<1%	1%
St. Kateri Catholic School	8%	17%	22%	13%	8%	23%	0%	1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Masonville Public School	89%	74%	82%	86%	70%	80%	54%	44%	49%
St. Kateri Catholic School	100%	79%	82%	97%	77%	80%	50%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• Masonville Public School • St. Kateri Catholic School
Before and After School Program in a School	2	• Masonville Public School • St. Kateri Catholic School
Licensed Child Care in a School	1	• St. Kateri Catholic School
Licensed Child Care Centres	1	• Kids & Company - London
Library Branches	1	• Masonville
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Masonville.

MEDWAY

Population/Number of Children

Indicators (2016)	Planning District: MEDWAY		London
	#	% of London	
Population	19,580	5.2%	378,040
Number of children 0-4 Years	1,195	5.9%	20,290
Number of children 5-9 Years	1,190	5.6%	21,315
Number of children 10-14 Years	1,200	6.0%	20,120
Number of youth 15-19 Years	1,405	6.3%	22,465
Number of children 0-9 Years	2,385	5.7%	41,605
Number of children 0-14 Years	3,585	5.8%	61,725
Number of children 0-6 Years	1,590	5.6%	28,515
Number of children 7-14 Years	1,995	6.0%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: MEDWAY

	2016	2019	2024	2029	2034	% Change
MEDWAY	19,580	16,958	16,934	16,845	16,693	-14.7%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: MEDWAY

Indicators	2018	2028	% change
Number of children 0-4 Years	1,236	1,319	6.7%
Number of children 5-9 Years	1,234	1,302	5.5%
Number of children 10-14 Years	1,231	1,266	2.8%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Emily Carr Public School	602	485	-19.4%	127	118	-7.3%
Orchard Park Public School	210	220	4.6%	76	88	15.1%
St. Thomas More Catholic School	214	239	11.7%	51	80	56.9%
University Heights Public School	297	287	-3.5%	49	69	40.0%
Wilfrid Jury Public School	591	578	-2.3%	142	137	-3.2%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	MEDWAY	
	#	As a % of Neighbourhood
English	16,330	83.4%
French	130	0.7%
Non-Official Language (all)	2,240	11.4%
1. Mandarin	485	2.5%
2. Arabic	285	1.5%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: MEDWAY		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	520	2.7%	5.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	MEDWAY	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	27.6	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	29.3	25.3
% of households spending more than 30% of their total household income on shelter costs	22	27.4
Median Household Income, after tax	$64,591	$55,267
Social Risk Indicators (2016)	**MEDWAY**	**London**
% of population that moved in the past year	15.4	16
% of income from government transfer payments	11.3	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	19	18.8
% of population with no knowledge of either official language (English or French)	1	1.6
% of population that immigrated between 2006 and 2016	8.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	12	16
% of private occupied dwellings that are owned	72	60
Unemployment rate	9.8	7.9
% of census families that are lone parent families	18.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Medway (2012)	Medway (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	27.7%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	15.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	7.3%	20.0%	17.2%	16.1%
% of children vulnerable in social competence domain	9.5%	11.3%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	10.6%	10.8%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	5.0%	6.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	8.9%	8.2%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Emily Carr Public School	24%	12%	18%	22%	12%	22%	0%	<1%	1%
Orchard Park Public School	9%	12%	18%	4%	12%	22%	0%	<1%	1%
St. Thomas More Catholic School	15%	15%	18%	19%	8%	22%	15%	1%	1%
University Heights Public School	10%	12%	18%	43%	12%	22%	0%	<1%	1%
Wilfrid Jury Public School	16%	12%	18%	32%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Emily Carr Public School	69%	64%	75%	70%	59%	72%	69%	54%	61%
Orchard Park Public School	70%	64%	75%	52%	59%	72%	57%	54%	61%
St. Thomas More Catholic School	42%	69%	75%	35%	67%	72%	23%	55%	61%
University Heights Public School	76%	64%	75%	71%	59%	72%	52%	54%	61%
Wilfrid Jury Public School	51%	64%	75%	54%	59%	72%	43%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Emily Carr Public School	18%	18%	22%	28%	12%	23%	0%	<1%	1%
Orchard Park Public School	12%	18%	22%	19%	12%	23%	2%	<1%	1%
St. Thomas More Catholic School	15%	17%	22%	20%	8%	23%	0%	1%	1%
University Heights Public School	21%	18%	22%	41%	12%	23%	3%	<1%	1%
Wilfrid Jury Public School	15%	18%	22%	42%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Emily Carr Public School	77%	74%	82%	75%	70%	80%	49%	44%	49%
Orchard Park Public School	91%	74%	82%	88%	70%	80%	77%	44%	49%
St. Thomas More Catholic School	70%	79%	82%	70%	77%	80%	40%	41%	49%
University Heights Public School	83%	74%	82%	79%	70%	80%	72%	44%	49%
Wilfrid Jury Public School	73%	74%	82%	69%	70%	80%	45%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Sir Frederick Banting - French Immersion - Secondary School	86%	83%	84%	47%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Sir Frederick Banting - French Immersion - Secondary School	86%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	6	• Sir Frederick Banting Secondary School • Emily Carr Public School • Orchard Park Public School • University Heights Public School • Wilfrid Jury Public School • St. Thomas More Separate School
Before and After School Program in a School	5	• Emily Carr Public School • Orchard Park Public School • University Heights Public School • Wilfrid Jury Public School • St. Thomas More Separate School
Licensed Child Care in a School	1	• Wilfrid Jury Public School
Licensed Child Care Centres	4	• Northwoods Montessori School • Orchard Park Nursery School • UCC Flexible YMCA Child Care • University YMCA Child Care
Library Branches	1	• Sherwood
Neighbourhood Resource Centres	1	• Northwest London Resource Centre
Recreation/Community Centres	2	• Medway Community Centre • Canada Games Aquatic Centre
Family Centre in a School	0	
EarlyON Program Sites	1	• Medway Community Centre

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
737	314	1.2%	0.7%

Source: As reported by EarlyON providers contracted with the City of London

NORTH LONDON

Population/Number of Children

Indicators (2016)	Planning District: NORTH LONDON		London
	#	% of London	
Population	7,920	2.1%	378,040
Number of children 0-4 Years	305	1.5%	20,290
Number of children 5-9 Years	380	1.8%	21,315
Number of children 10-14 Years	410	2.0%	20,120
Number of youth 15-19 Years	490	2.2%	22,465
Number of children 0-9 Years	685	1.6%	41,605
Number of children 0-14 Years	1,095	1.8%	61,725
Number of children 0-6 Years	445	1.6%	28,515
Number of children 7-14 Years	650	2.0%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: NORTH LONDON

	2016	2019	2024	2029	2034	% Change
NORTH LONDON	7,920	8,868	8,968	8,953	9,063	14.4%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: NORTH LONDON

Indicators	2018	2028	% change
Number of children 0-4 Years	323	350	8.4%
Number of children 5-9 Years	328	353	7.6%
Number of children 10-14 Years	441	431	-2.3%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Ryerson Public School	324	511	57.8%	89	126	41.5%
St. George's Public School	275	349	27.0%	43	86	100.5%
St. Michael Catholic School	260	300	15.4%	43	96	123.3%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	NORTH LONDON	
	#	As a % of Neighbourhood
English	7,340	92.7%
French	45	0.6%
Non-Official Language (all)	405	5.1%
1. Arabic	95	1.2%
2. Vietnamese	55	0.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: NORTH LONDON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	195	2.5%	2.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	NORTH LONDON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	12.1	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	17.5	25.3
% of households spending more than 30% of their total household income on shelter costs	29.5	27.4
Median Household Income, after tax	$62,204	$55,267
Social Risk Indicators (2016)	**NORTH LONDON**	**London**
% of population that moved in the past year	21.6	16
% of income from government transfer payments	6.5	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	18	18.8
% of population with no knowledge of either official language (English or French)	1.1	1.6
% of population that immigrated between 2006 and 2016	2.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	9	16
% of private occupied dwellings that are owned	55	60
Unemployment rate	8.8	7.9
% of census families that are lone parent families	14.1	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	North London (2012)	North London (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	19.2%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	5.8%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	4.3%	7.7%	17.2%	16.1%
% of children vulnerable in social competence domain	2.0%	5.8%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	2.0%	9.6%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	0.0%	1.9%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	2.0%	7.7%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Ryerson Public School	7%	12%	18%	28%	12%	22%	0%	<1%	1%
St. George's Public School	17%	12%	18%	10%	12%	22%	0%	<1%	1%
St. Michael Catholic School	32%	15%	18%	40%	8%	22%	16%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Ryerson Public School	83%	64%	75%	83%	59%	72%	72%	54%	61%
St. George's Public School	66%	64%	75%	76%	59%	72%	66%	54%	61%
St. Michael Catholic School	40%	69%	75%	44%	67%	72%	32%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Ryerson Public School	12%	18%	22%	26%	12%	23%	7%	<1%	1%
St. George's Public School	15%	18%	22%	27%	12%	23%	0%	<1%	1%
St. Michael Catholic School	20%	17%	22%	20%	8%	23%	5%	1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Ryerson Public School	70%	74%	82%	65%	70%	80%	58%	44%	49%
St. George's Public School	62%	74%	82%	50%	70%	80%	35%	44%	49%
St. Michael Catholic School	55%	79%	82%	60%	77%	80%	50%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	3	• Ryerson Public School • St. George's Public School • St. Michael Separate School
Before and After School Program in a School	3	• Ryerson Public School • St. George's Public School • St. Michael Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	6	• Arbour Glen Day Nursery • Gan-Gani Nursery School of London • Gibbons Park Montessori School • London Montessori School • Merrymount Children's Centre • Noah's Ark Preschool
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in North London.

OAKRIDGE

Population/Number of Children

Indicators (2016)	Planning District: OAKRIDGE		London
	#	% of London	
Population	16,670	4.4%	378,040
Number of children 0-4 Years	685	3.4%	20,290
Number of children 5-9 Years	965	4.5%	21,315
Number of children 10-14 Years	1,175	5.8%	20,120
Number of youth 15-19 Years	1,275	5.7%	22,465
Number of children 0-9 Years	1,650	4.0%	41,605
Number of children 0-14 Years	2,830	4.6%	61,725
Number of children 0-6 Years	1,060	3.7%	28,515
Number of children 7-14 Years	1,770	5.3%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: OAKRIDGE

	2016	2019	2024	2029	2034	% Change
OAKRIDGE	16,670	17,165	17,229	17,331	17,059	2.3%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: OAKRIDGE

Indicators	2018	2028	% change
Number of children 0-4 Years	745	830	11.4%
Number of children 5-9 Years	868	871	0.3%
Number of children 10-14 Years	1,130	1059	-6.3%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Clara Brenton Public School	613	577	-5.8%	148	163	10.1%
École élémentaire Marie-Curie - French First Language Public Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
John Dearness Public School	195	220	12.8%	61	60	-2.0%
Notre Dame Catholic School	234	270	15.4%	58	98	69.0%
Riverside Public School	366	291	-20.6%	111	79	-28.7%
St. Paul Catholic School	199	154	-22.6%	50	51	2.0%

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
West Oaks- French Immersion- Public School	334	396	18.5%	82	104	26.3%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	OAKRIDGE	
	#	As a % of Neighbourhood
English	14,795	88.8%
French	105	0.6%
Non-Official Language (all)	1,240	7.4%
1. Arabic	185	1.1%
2. Mandarin	170	1.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: OAKRIDGE		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	165	1.0%	1.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	OAKRIDGE	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	12.5	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	13.6	25.3
% of households spending more than 30% of their total household income on shelter costs	15	27.4
Median Household Income, after tax	$85,381	$55,267
Social Risk Indicators (2016)	**OAKRIDGE**	**London**
% of population that moved in the past year	10.3	16
% of income from government transfer payments	8.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	9.2	18.8
% of population with no knowledge of either official language (English or French)	1.3	1.6
% of population that immigrated between 2006 and 2016	5.4	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	12	16
% of private occupied dwellings that are owned	87	60
Unemployment rate	6	7.9
% of census families that are lone parent families	13.2	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Oakridge (2012)	Oakridge (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	15.7%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	9.7%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	7.1%	6.7%	17.2%	16.1%
% of children vulnerable in social competence domain	7.1%	6.0%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	5.1%	10.4%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	3.8%	2.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	10.3%	6.7%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Clara Brenton Public School	2%	12%	18%	26%	12%	22%	3%	<1%	1%
École élémentaire Marie-Curie - French First Language Public Elementary School	N/A	11%	18%	N/A	61%	22%	N/A	1%	1%
John Dearness Public School	9%	12%	18%	5%	12%	22%	0%	<1%	1%
Notre Dame Catholic School	14%	15%	18%	10%	8%	22%	3%	1%	1%
Riverside Public School	2%	12%	18%	24%	12%	22%	2%	<1%	1%
St. Paul Catholic School	5%	15%	18%	5%	8%	22%	0%	1%	1%
West Oaks- French Immersion- Public School	2%	12%	18%	20%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Clara Brenton Public School	86%	64%	75%	76%	59%	72%	74%	54%	61%
École élémentaire Marie-Curie - French First Language Public Elementary School	76%	83%	75%	82%	73%	72%	76%	73%	61%
John Dearness Public School	82%	64%	75%	68%	59%	72%	73%	54%	61%
Notre Dame Catholic School	76%	69%	75%	79%	67%	72%	72%	55%	61%
Riverside Public School	67%	64%	75%	71%	59%	72%	73%	54%	61%
St. Paul Catholic School	90%	69%	75%	86%	67%	72%	62%	55%	61%
West Oaks- French Immersion- Public School	N/A	64%	75%	N/A	59%	72%	76%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Clara Brenton Public School	6%	18%	22%	23%	12%	23%	0%	<1%	1%
École élémentaire Marie-Curie - French First Language Public Elementary School	N/A	15%	22%	N/A	63%	23%	N/A	<1%	1%
John Dearness Public School	8%	18%	22%	29%	12%	23%	5%	<1%	1%
Notre Dame Catholic School	17%	17%	22%	13%	8%	23%	7%	1%	1%
Riverside Public School	N/A	18%	22%	N/A	12%	23%	N/A	<1%	1%
St. Paul Catholic School	17%	17%	22%	3%	8%	23%	0%	1%	1%
West Oaks- French Immersion- Public School	12%	18%	22%	15%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Clara Brenton Public School	91%	74%	82%	88%	70%	80%	77%	44%	49%
École élémentaire Marie-Curie - French First Language Public Elementary School	96%	92%	82%	93%	77%	80%	85%	81%	49%
John Dearness Public School	89%	74%	82%	92%	70%	80%	82%	44%	49%
Notre Dame Catholic School	83%	79%	82%	83%	77%	80%	40%	41%	49%
Riverside Public School	N/A	74%	82%	N/A	70%	80%	N/A	44%	49%
St. Paul Catholic School	83%	79%	82%	83%	77%	80%	41%	41%	49%
West Oaks- French Immersion- Public School	94%	74%	82%	91%	70%	80%	76%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Oakridge Secondary School	82%	83%	84%	58%	40%	45%
St. Thomas Aquinas Catholic Secondary School	91%	80%	84%	67%	47%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Oakridge Secondary School	85%	71%	79%
St. Thomas Aquinas Catholic Secondary School	82%	75%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	9	• Oakridge Secondary School • St. Thomas Aquinas Secondary School • Clara Brenton Public School • John Dearness Public School • Riverside Public School • West Oaks French Immersion Public School • Ecole Marie-Curie (FFL) Separate School • Notre Dame Separate School • St. Paul Separate School
Before and After School Program in a School	7	• Clara Brenton Public School • John Dearness Public School • Riverside Public School • West Oaks French Immersion Public School • Notre Dame Separate School • St. Paul Separate School • Ecole Marie-Curie (FFL) Separate School
Licensed Child Care in a School	2	• St. Thomas Aquinas Secondary School • Ecole Marie-Curie (FFL) Separate School
Licensed Child Care Centres	4	• Acorn Christian Day Care Incorporated • Oak Park Co-operative Children's Centre Inc. • Pinetree Montessori School • Whitehills - St. Thomas Aquinas Childcare Centre
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Oakridge Arena
Family Centre in a School	0	
EarlyON Program Sites	1	• Holy Family Church

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
1,916	737	3.1%	1.7%

Source: As reported by EarlyON providers contracted with the City of London

RIVER BEND

Population/Number of Children

Indicators (2016)	Planning District: RIVER BEND		London
	#	% of London	
Population	3,325	0.9%	378,040
Number of children 0-4 Years	210	1.0%	20,290
Number of children 5-9 Years	210	1.0%	21,315
Number of children 10-14 Years	255	1.3%	20,120
Number of youth 15-19 Years	150	0.7%	22,465
Number of children 0-9 Years	420	1.0%	41,605
Number of children 0-14 Years	670	1.1%	61,725
Number of children 0-6 Years	295	1.0%	28,515
Number of children 7-14 Years	375	1.1%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: RIVER BEND

	2016	2019	2024	2029	2034	% Change
RIVER BEND	3,325	4,353	5,378	5,867	6,106	83.6%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: RIVER BEND

Indicators	2018	2028	% change
Number of children 0-4 Years	218	250	14.7%
Number of children 5-9 Years	237	257	8.4%
Number of children 10-14 Years	264	279	5.7%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
St. Nicholas Catholic School	293	412	40.6%	66	126	90.9%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	RIVER BEND	
	#	As a % of Neighbourhood
English	3,100	93.2%
French	25	0.8%
Non-Official Language (all)	95	2.9%
1. Arabic	30	0.9%
2. Polish	30	0.9%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: RIVER BEND		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	10	0.3%	0.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	RIVER BEND	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	5.5	25.3
% of households spending more than 30% of their total household income on shelter costs	10.2	27.4
Median Household Income, after tax	$107,315	$55,267
Social Risk Indicators (2016)	**RIVER BEND**	**London**
% of population that moved in the past year	16.6	16
% of income from government transfer payments	7.5	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	3	18.8
% of population with no knowledge of either official language (English or French)	0.3	1.6
% of population that immigrated between 2006 and 2016	1.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	7	16
% of private occupied dwellings that are owned	88	60
Unemployment rate	5.8	7.9
% of census families that are lone parent families	6.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	River Bend (2012)	River Bend (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	19.0%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	2.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	0.0%	9.5%	17.2%	16.1%
% of children vulnerable in social competence domain	5.9%	2.4%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	8.8%	11.9%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	0.0%	0.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	9.1%	0.0%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Nicholas Catholic School	6%	15%	18%	9%	8%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Nicholas Catholic School	82%	69%	75%	79%	67%	72%	76%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Nicholas Catholic School	17%	17%	22%	8%	8%	23%	8%	1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Nicholas Catholic School	89%	79%	82%	81%	77%	80%	53%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	• St. Nicholas Catholic School
Before and After School Program in a School	1	• St. Nicholas Catholic School
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in River Bend.

SHARON CREEK

Population/Number of Children

Indicators (2016)	Planning District:		London
	#	% of London	
Population	450	0.1%	378,040
Number of children 0-4 Years	35	0.2%	20,290
Number of children 5-9 Years	15	0.1%	21,315
Number of children 10-14 Years	20	0.1%	20,120
Number of youth 15-19 Years	35	0.2%	22,465
Number of children 0-9 Years	50	0.1%	41,605
Number of children 0-14 Years	75	0.1%	61,725
Number of children 0-6 Years	30	0.1%	28,515
Number of children 7-14 Years	45	0.1%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: SHARON CREEK

	2016	2019	2024	2029	2034	% Change
SHARON CREEK	450	451	449	446	439	-2.4%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: SHARON CREEK

Indicators	2018	2028	% change
Number of children 0-4 Years	44	49	11.4%
Number of children 5-9 Years	39	47	20.5%
Number of children 10-14 Years	34	45	32.4%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no elementary schools in Sharon Creek.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	SHARON CREEK	
	#	As a % of Neighbourhood
English	435	96.7%
French	0	0.0%
Non-Official Language (all)	15	3.3%
1. Arabic	10	2.2%
2. Portuguese	10	2.2%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: SHARON CREEK		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	0	0	0

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	SHARON CREEK	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	0	25.3
% of households spending more than 30% of their total household income on shelter costs	18.8	27.4
Median Household Income, after tax	$69,087	$55,267
Social Risk Indicators (2016)	**SHARON CREEK**	**London**
% of population that moved in the past year	10.3	16
% of income from government transfer payments	11.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	7.8	18.8
% of population with no knowledge of either official language (English or French)	0	1.6
% of population that immigrated between 2006 and 2016	0	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	19	16
% of private occupied dwellings that are owned	85	60
Unemployment rate	0	7.9
% of census families that are lone parent families	14.3	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Sharon Creek (2012)	Sharon Creek (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	N/A	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	N/A	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	N/A	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	N/A	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	N/A	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	N/A	6.2%	6.7%

Measurement	Sharon Creek (2012)	Sharon Creek (2015)	London (2015)	Ontario (2015)
% of children vulnerable in communication skills and general knowledge domain	N/A	N/A	9.9%	10.2%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON programs in Sharon Creek.

SOUTH LONDON

Population/Number of Children

Indicators (2016)	Planning District: SOUTH LONDON		London
	#	% of London	
Population	13,160	3.5%	378,040
Number of children 0-4 Years	610	3.0%	20,290
Number of children 5-9 Years	595	2.8%	21,315
Number of children 10-14 Years	480	2.4%	20,120
Number of youth 15-19 Years	485	2.2%	22,465
Number of children 0-9 Years	1,205	2.9%	41,605
Number of children 0-14 Years	1,685	2.7%	61,725
Number of children 0-6 Years	810	2.8%	28,515
Number of children 7-14 Years	875	2.6%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: SOUTH LONDON

	2016	2019	2024	2029	2034	% Change
SOUTH LONDON	13,160	13,873	14,139	14,097	14,020	6.5%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: SOUTH LONDON

Indicators	2018	2028	% change
Number of children 0-4 Years	598	594	-0.7%
Number of children 5-9 Years	559	591	5.7%
Number of children 10-14 Years	494	554	12.1%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Holy Rosary Catholic School	138	139	0.7%	31	43	38.7%
St. Martin Catholic School	241	256	6.2%	60	65	8.3%
Tecumseh Public School	233	244	4.8%	44	53	19.5%
Victoria Public School	196	192	-2.2%	46	36	-22.4%
Wortley Road Public School	193	173	-10.4%	51	43	-16.3%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	SOUTH LONDON	
	#	As a % of Neighbourhood
English	12,740	96.8%
French	50	0.4%
Non-Official Language (all)	265	2.0%
1. Arabic	35	0.3%
2. Spanish	25	0.2%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: SOUTH LONDON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	415	3.2%	4.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	SOUTH LONDON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	15.5	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	20.2	25.3
% of households spending more than 30% of their total household income on shelter costs	29.5	27.4
Median Household Income, after tax	$48,667	$55,267
Social Risk Indicators (2016)	**SOUTH LONDON**	**London**
% of population that moved in the past year	18.7	16
% of income from government transfer payments	11.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	17.3	18.8
% of population with no knowledge of either official language (English or French)	0.4	1.6
% of population that immigrated between 2006 and 2016	1.2	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	12	16
% of private occupied dwellings that are owned	46	60
Unemployment rate	7	7.9
% of census families that are lone parent families	20.9	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	South London (2012)	South London (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	17.0%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	6.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	3.4%	8.5%	17.2%	16.1%
% of children vulnerable in social competence domain	9.2%	4.3%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	13.8%	4.3%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	6.9%	5.3%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	12.6%	4.3%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Holy Rosary Catholic School	13%	15%	18%	13%	8%	22%	0%	1%	1%
St. Martin Catholic School	21%	15%	18%	11%	8%	22%	5%	1%	1%
Tecumseh Public School	7%	12%	18%	0%	12%	22%	0%	<1%	1%
Victoria Public School	15%	12%	18%	4%	12%	22%	4%	<1%	1%
Wortley Road Public School	11%	12%	18%	0%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Holy Rosary Catholic School	87%	69%	75%	67%	67%	72%	60%	55%	61%
St. Martin Catholic School	71%	69%	75%	84%	67%	72%	50%	55%	61%
Tecumseh Public School	79%	64%	75%	76%	59%	72%	76%	54%	61%
Victoria Public School	41%	64%	75%	30%	59%	72%	26%	54%	61%
Wortley Road Public School	79%	64%	75%	63%	59%	72%	68%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Holy Rosary Catholic School	20%	17%	22%	0%	8%	23%	0%	1%	1%
St. Martin Catholic School	25%	17%	22%	11%	8%	23%	7%	1%	1%
Tecumseh Public School	28%	18%	22%	4%	12%	23%	0%	<1%	1%
Victoria Public School	27%	18%	22%	10%	12%	23%	7%	<1%	1%
Wortley Road Public School	31%	18%	22%	0%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Holy Rosary Catholic School	N/A	79%	82%	N/A	77%	80%	N/A	41%	49%
St. Martin Catholic School	86%	79%	82%	82%	77%	80%	50%	41%	49%
Tecumseh Public School	76%	74%	82%	80%	70%	80%	52%	44%	49%
Victoria Public School	63%	74%	82%	57%	70%	80%	10%	44%	49%
Wortley Road Public School	76%	74%	82%	69%	70%	80%	28%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
London South Collegiate	89%	83%	84%	21%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
London South Collegiate	71%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	6	• South Collegiate Institute • Tecumseh Public School • Victoria Public School • Wortley Road Public School • Holy Rosary Separate School • St. Martin Separate School
Before and After School Program in a School	5	• Tecumseh Public School • Victoria Public School • Wortley Road Public School • Holy Rosary Separate School • St. Martin Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	6	• Calvary Nursery School • Grand Avenue Children's Centre • London Bridge - Elmwood Avenue Child Care Centre • London Bridge - Rowntree Park Early Childhood Learning Centre • Preschool of the Arts Forest City Limited • YMCA - Wortley
Library Branches	1	• Landon
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Farquharson Arena
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in South London.

SOUTHCREST

Population/Number of Children

Indicators (2016)	Planning District: SOUTHCREST		London
	#	% of London	
Population	14,235	3.8%	378,040
Number of children 0-4 Years	660	3.3%	20,290
Number of children 5-9 Years	645	3.0%	21,315
Number of children 10-14 Years	495	2.5%	20,120
Number of youth 15-19 Years	580	2.6%	22,465
Number of children 0-9 Years	1,305	3.1%	41,605
Number of children 0-14 Years	1,805	2.9%	61,725
Number of children 0-6 Years	925	3.2%	28,515
Number of children 7-14 Years	880	2.6%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: SOUTHCREST

	2016	2019	2024	2029	2034	% Change
SOUTHCREST	14,235	14,944	15,282	15,251	15,118	6.2%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: SOUTHCREST

Indicators	2018	2028	% change
Number of children 0-4 Years	661	680	2.9%
Number of children 5-9 Years	641	695	8.4%
Number of children 10-14 Years	548	633	15.5%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
École élémentaire catholique Frère-André - French First Language Catholic Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
Kensal Park - French Immersion - Public School	645	543	-15.8%	208	177	-14.9%
Woodland Heights Public School	481	499	3.8%	102	124	22.0%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	SOUTHCREST	
	#	As a % of Neighbourhood
English	12,815	90.0%
French	50	0.4%
Non-Official Language (all)	965	6.8%
1. Spanish	370	2.6%
2. Arabic	140	1.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: SOUTHCREST		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	655	4.6%	6.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	SOUTHCREST	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	31.6	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	33.2	25.3
% of households spending more than 30% of their total household income on shelter costs	34.9	27.4
Median Household Income, after tax	$41,233	$55,267
Social Risk Indicators (2016)	**SOUTHCREST**	**London**
% of population that moved in the past year	17	16
% of income from government transfer payments	20.9	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	25.1	18.8
% of population with no knowledge of either official language (English or French)	1.1	1.6
% of population that immigrated between 2006 and 2016	4.4	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	20	16
% of private occupied dwellings that are owned	39	60
Unemployment rate	7.4	7.9
% of census families that are lone parent families	25.6	9.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Southcrest (2012)	Southcrest (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	37.5%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	26.7%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	20.2%	27.5%	17.2%	16.1%
% of children vulnerable in social competence domain	12.8%	20.0%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	13.8%	20.8%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	4.3%	8.3%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	11.7%	15.0%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Frère-André - French First Language Catholic Elementary School	17%	22%	18%	75%	83%	22%	0%	0%	1%
Kensal Park - French Immersion - Public School	6%	12%	18%	7%	12%	22%	0%	<1%	1%
Woodland Heights Public School	21%	12%	18%	17%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Frère-André - French First Language Catholic Elementary School	88%	83%	75%	63%	77%	72%	64%	74%	61%
Kensal Park - French Immersion - Public School	N/A	64%	75%	N/A	59%	72%	57%	54%	61%
Woodland Heights Public School	46%	64%	75%	40%	59%	72%	35%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Frère-André - French First Language Catholic Elementary School	18%	21%	22%	86%	83%	23%	0%	<1%	1%
Kensal Park - French Immersion - Public School	3%	18%	22%	10%	12%	23%	0%	<1%	1%
Woodland Heights Public School	24%	18%	22%	24%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire catholique Frère-André - French First Language Catholic Elementary School	93%	90%	82%	93%	76%	80%	89%	81%	49%
Kensal Park - French Immersion - Public School	93%	74%	82%	90%	70%	80%	70%	44%	49%
Woodland Heights Public School	57%	74%	82%	55%	70%	80%	25%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Westminster Secondary School	100%	83%	84%	48%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Westminster Secondary School	67%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	4	• Westminster Secondary School • Kensal Park French Immersion Public School • Woodland Heights Public School • Ecole Frere Andre (FFL) Separate School
Before and After School Program in a School	3	• Kensal Park French Immersion Public School • Woodland Heights Public School • Ecole Frere Andre (FFL) Separate School
Licensed Child Care in a School	1	• Ecole Frere Andre (FFL) Separate School
Licensed Child Care Centres	4	• La Ribambelle Centre Prescolaire Francophone de London – Ridgewood • London Bridge - Springbank Early Childhood Learning Centre • Mulberry Bush Child Centre • Western Day Care Centre (Emery Street)
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	3	• Ecole Frere Andre (FFL) Separate School • Elmwood Ave Presbyterian Church • La Ribambelle Ridgewood

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
683	370	1.1%	0.9%

Source: As reported by EarlyON providers contracted with the City of London

STONEY CREEK

Population/Number of Children

Indicators (2016)	Planning District: STONEY CREEK		London
	#	% of London	
Population	11,135	2.9%	378,040
Number of children 0-4 Years	760	3.7%	20,290
Number of children 5-9 Years	880	4.1%	21,315
Number of children 10-14 Years	765	3.8%	20,120
Number of youth 15-19 Years	705	3.1%	22,465
Number of children 0-9 Years	1,640	3.9%	41,605
Number of children 0-14 Years	2,400	3.9%	61,725
Number of children 0-6 Years	1,135	4.0%	28,515
Number of children 7-14 Years	1,265	3.8%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: STONEY CREEK

	2016	2019	2024	2029	2034	% Change
STONEY CREEK	11,135	12,000	13,225	14,696	16,293	46.3%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: STONEY CREEK

Indicators	2018	2028	% change
Number of children 0-4 Years	810	824	1.7%
Number of children 5-9 Years	838	876	4.5%
Number of children 10-14 Years	724	839	15.9%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Stoney Creek Public School	787	667	-15.3%	215	169	-21.2%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	STONEY CREEK	
	#	As a % of Neighbourhood
English	8,645	77.6%
French	35	0.3%
Non-Official Language (all)	1,800	16.2%
1. Mandarin	285	2.6%
2. Arabic	205	1.8%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: STONEY CREEK		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	200	1.8%	2.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	STONEY CREEK	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	21	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	17.3	25.3
% of households spending more than 30% of their total household income on shelter costs	24.3	27.4
Median Household Income, after tax	$67,206	$55,267
Social Risk Indicators (2016)	**STONEY CREEK**	**London**
% of population that moved in the past year	16.4	16
% of income from government transfer payments	10.3	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	15.9	18.8
% of population with no knowledge of either official language (English or French)	2.1	1.6
% of population that immigrated between 2006 and 2016	10.5	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	12	16
% of private occupied dwellings that are owned	71	60
Unemployment rate	8.1	7.9
% of census families that are lone parent families	16.1	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Stoney Creek (2012)	Stoney Creek (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	22.8%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	7.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	10.1%	9.4%	17.2%	16.1%
% of children vulnerable in social competence domain	8.7%	2.0%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	8.8%	10.7%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	4.3%	4.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	7.2%	9.4%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Stoney Creek Public School	9%	12%	18%	19%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Stoney Creek Public School	84%	64%	75%	80%	59%	72%	73%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Stoney Creek Public School	20%	18%	22%	33%	12%	23%	1%	<1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Stoney Creek Public School	83%	74%	82%	86%	70%	80%	63%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Mother Teresa Catholic - With French Immersion - Secondary School	80%	80%	84%	42%	47%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Mother Teresa Catholic - With French Immersion - Secondary School	91%	75%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• Stoney Creek Public School • Mother Teresa Secondary School
Before and After School Program in a School	1	• Stoney Creek Public School
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	1	• Stoney Creek
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	• Stoney Creek Community Centre, YMCA & Library
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Stoney Creek.

STONEYBROOK

Population/Number of Children

Indicators (2016)	Planning District: STONEYBROOK		London
	#	% of London	
Population	6,660	1.8%	378,040
Number of children 0-4 Years	275	1.4%	20,290
Number of children 5-9 Years	440	2.1%	21,315
Number of children 10-14 Years	330	1.6%	20,120
Number of youth 15-19 Years	450	2.0%	22,465
Number of children 0-9 Years	715	1.7%	41,605
Number of children 0-14 Years	1,035	1.7%	61,725
Number of children 0-6 Years	400	1.4%	28,515
Number of children 7-14 Years	635	1.9%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: STONEYBROOK

	2016	2019	2024	2029	2034	% Change
STONEYBROOK	6,660	6,916	6,888	6,890	6,821	2.4%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: STONEYBROOK

Indicators	2018	2028	% change
Number of children 0-4 Years	269	299	11.2%
Number of children 5-9 Years	339	331	-2.4%
Number of children 10-14 Years	403	384	-4.7%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Northridge Public School	423	401	-5.1%	139	100	-27.8%
St. Mark Catholic School	330	368	11.5%	81	113	39.5%
Stoneybrook Public School	404	344	-14.8%	79	89	12.9%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	STONEYBROOK	
	#	As a % of Neighbourhood
English	6,195	93.0%
French	15	0.2%
Non-Official Language (all)	285	4.3%
1. Mandarin	75	1.1%
2. Slavic languages	45	0.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: STONEYBROOK		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	75	1.1%	0.8%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	STONEYBROOK	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	7.4	25.3
% of households spending more than 30% of their total household income on shelter costs	10.3	27.4
Median Household Income, after tax	$82,059	$55,267
Social Risk Indicators (2016)	**STONEYBROOK**	**London**
% of population that moved in the past year	8.2	16
% of income from government transfer payments	10.5	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	5.4	18.8
% of population with no knowledge of either official language (English or French)	0.8	1.6
% of population that immigrated between 2006 and 2016	2.6	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	10	16
% of private occupied dwellings that are owned	97	60
Unemployment rate	6.1	7.9
% of census families that are lone parent families	12.1	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Stoneybrook (2012)	Stoneybrook (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	21.7%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	8.3%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	6.8%	10.0%	17.2%	16.1%
% of children vulnerable in social competence domain	6.8%	10.0%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	8.5%	6.7%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	3.4%	1.7%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	6.8%	8.3%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Northridge Public School	9%	12%	18%	16%	12%	22%	0%	<1%	1%
St. Mark Catholic School	9%	15%	18%	22%	8%	22%	3%	1%	1%
Stoneybrook Public School	5%	12%	18%	29%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Northridge Public School	85%	64%	75%	76%	59%	72%	73%	54%	61%
St. Mark Catholic School	97%	69%	75%	97%	67%	72%	75%	55%	61%
Stoneybrook Public School	85%	64%	75%	85%	59%	72%	76%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Northridge Public School	22%	18%	22%	0%	12%	23%	0%	<1%	1%
St. Mark Catholic School	11%	17%	22%	14%	8%	23%	6%	1%	1%
Stoneybrook Public School	29%	18%	22%	0%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Northridge Public School	72%	74%	82%	56%	70%	80%	38%	44%	49%
St. Mark Catholic School	86%	79%	82%	80%	77%	80%	71%	41%	49%
Stoneybrook Public School	76%	74%	82%	76%	70%	80%	29%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
A. B. Lucas Secondary School	88%	83%	84%	47%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
A. B. Lucas Secondary School	86%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	4	• A.B. Lucas Secondary School • Northridge Public School • Stoneybrook Public School • St. Mark Separate School
Before and After School Program in a School	3	• Northridge Public School • Stoneybrook Public School • St. Mark Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	1	• London Children Connection - North London Children's Centre
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	1	• Church of St. Jude's

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
921	437	1.5%	1.0%

Source: As reported by EarlyON providers contracted with the City of London

SUNNINGDALE

Population/Number of Children

Indicators (2016)	Planning District: SUNNINGDALE		London
	#	% of London	
Population	5,385	1.4%	378,040
Number of children 0-4 Years	245	1.2%	20,290
Number of children 5-9 Years	390	1.8%	21,315
Number of children 10-14 Years	330	1.6%	20,120
Number of youth 15-19 Years	400	1.8%	22,465
Number of children 0-9 Years	635	1.5%	41,605
Number of children 0-14 Years	970	1.6%	61,725
Number of children 0-6 Years	360	1.3%	28,515
Number of children 7-14 Years	610	1.8%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: SUNNINGDALE

	2016	2019	2024	2029	2034	% Change
SUNNINGDALE	5,385	7,136	8,460	8,977	9,165	70.2%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: SUNNINGDALE

Indicators	2018	2028	% change
Number of children 0-4 Years	332	428	28.9%
Number of children 5-9 Years	356	413	16.0%
Number of children 10-14 Years	388	393	1.3%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
St. Catherine of Siena Catholic School	578	630	9.0%	170	192	12.9%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	SUNNINGDALE	
	#	As a % of Neighbourhood
English	4,415	82.0%
French	35	0.6%
Non-Official Language (all)	725	13.5%
1. Mandarin	205	3.8%
2. Arabic	105	1.9%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: SUNNINGDALE		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	45	0.8%	0.5%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	SUNNINGDALE	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	5.9	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	10	25.3
% of households spending more than 30% of their total household income on shelter costs	25.7	27.4
Median Household Income, after tax	$96,002	$55,267
Social Risk Indicators (2016)	**SUNNINGDALE**	**London**
% of population that moved in the past year	21.5	16
% of income from government transfer payments	6.5	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	9.1	18.8
% of population with no knowledge of either official language (English or French)	1.1	1.6
% of population that immigrated between 2006 and 2016	5.70	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	11	16
% of private occupied dwellings that are owned	80	60
Unemployment rate	4.2	7.9
% of census families that are lone parent families	9.6	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Sunningdale (2012)	Sunningdale (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	20.0%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	12.5%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	0.0%	7.5%	17.2%	16.1%
% of children vulnerable in social competence domain	0.0%	10.0%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	4.4%	15.0%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	2.2%	0.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	0.0%	2.5%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Catherine of Siena Catholic School	8%	15%	18%	14%	8%	22%	2%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Catherine of Siena Catholic School	75%	69%	75%	89%	67%	72%	71%	55%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Catherine of Siena Catholic School	9%	17%	22%	8%	8%	23%	1%	1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
St. Catherine of Siena Catholic School	86%	79%	82%	91%	77%	80%	56%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	• St. Catherine of Siena
Before and After School Program in a School	1	• St. Catherine of Siena
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Sunningdale.

TALBOT

Population/Number of Children

Indicators (2016)	Planning District: TALBOT		London
	#	% of London	
Population	3,470	0.9%	378,040
Number of children 0-4 Years	290	1.4%	20,290
Number of children 5-9 Years	300	1.4%	21,315
Number of children 10-14 Years	250	1.2%	20,120
Number of youth 15-19 Years	130	0.6%	22,465
Number of children 0-9 Years	590	1.4%	41,605
Number of children 0-14 Years	845	1.4%	61,725
Number of children 0-6 Years	415	1.5%	28,515
Number of children 7-14 Years	430	1.3%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: TALBOT

	2016	2019	2024	2029	2034	% Change
TALBOT	3,470	4,524	6,763	8,673	9,801	182.4%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: TALBOT

Indicators	2018	2028	% change
Number of children 0-4 Years	236	249	5.5%
Number of children 5-9 Years	229	249	8.7%
Number of children 10-14 Years	242	262	8.3%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
École élémentaire La Pommeraie - French First Language Public Elementary School	N/A	N/A	N/A	N/A	N/A	N/A

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	TALBOT	
	#	As a % of Neighbourhood
English	3,135	90.3%
French	20	0.6%
Non-Official Language (all)	200	5.8%
1. Slavic languages	55	1.6%
2. Arabic	45	1.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: TALBOT		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	25	0.7%	0.3%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	TALBOT	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	7.7	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	7.8	25.3
% of households spending more than 30% of their total household income on shelter costs	23	27.4
Median Household Income, after tax	$87,052	$55,267
Social Risk Indicators (2016)	**TALBOT**	**London**
% of population that moved in the past year	24	16
% of income from government transfer payments	7.6	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	5.8	18.8
% of population with no knowledge of either official language (English or French)	0.3	1.6
% of population that immigrated between 2006 and 2016	3.3	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	10	16
% of private occupied dwellings that are owned	65	60
Unemployment rate	4.6	7.9
% of census families that are lone parent families	9.5	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Talbot (2012)	Talbot (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	19.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	8.5%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	8.5%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	8.5%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	8.5%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	4.3%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	10.6%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire La Pommeraie - French First Language Public Elementary School	12%	11%	18%	94%	61%	22%	0%	1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire La Pommeraie - French First Language Public Elementary School	76%	83%	75%	73%	73%	72%	64%	73%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire La Pommeraie - French First Language Public Elementary School	28%	15%	22%	76%	63%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
École élémentaire La Pommeraie - French First Language Public Elementary School	100%	92%	82%	66%	77%	80%	79%	81%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	• École élémentaire La Pommeraie - French First Language Public Elementary School
Before and After School Program in a School	1	• École élémentaire La Pommeraie - French First Language Public Elementary School
Licensed Child Care in a School	1	• École élémentaire La Pommeraie - French First Language Public Elementary School
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Talbot.

TEMPO

Population/Number of Children

Indicators (2016)	Planning District:		London
	#	% of London	
Population	395	0.1%	378,040
Number of children 0-4 Years	0	0.0%	20,290
Number of children 5-9 Years	35	0.2%	21,315
Number of children 10-14 Years	25	0.1%	20,120
Number of youth 15-19 Years	45	0.2%	22,465
Number of children 0-9 Years	35	0.1%	41,605
Number of children 0-14 Years	60	0.1%	61,725
Number of children 0-6 Years	5	0.0%	28,515
Number of children 7-14 Years	55	0.2%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: TEMPO

	2016	2019	2024	2029	2034	% Change
TEMPO	395	402	400	398	391	-1.0%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: TEMPO

Indicators	2018	2028	% change
Number of children 0-4 Years	15	17	13.3%
Number of children 5-9 Years	16	16	0.0%
Number of children 10-14 Years	26	18	-30.8%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no elementary schools in Tempo.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	TEMPO	
	#	As a % of Neighbourhood
English	390	98.7%
French	0	0
Non-Official Language (all)	0	0
1. Indo European	10	2.5%
2. N/A	0	0

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: TEMPO		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	0	0	0

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	TEMPO	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	33.3	25.3
% of households spending more than 30% of their total household income on shelter costs	15.4	27.4
Median Household Income, after tax	$62,297	$55,267
Social Risk Indicators (2016)	**TEMPO**	**London**
% of population that moved in the past year	3.8	16
% of income from government transfer payments	9.7	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	13.8	18.8
% of population with no knowledge of either official language (English or French)	0	1.6
% of population that immigrated between 2006 and 2016	0	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	28	16
% of private occupied dwellings that are owned	68	60
Unemployment rate	0	7.9
% of census families that are lone parent families	8.7	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Tempo (2012)	Tempo (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	9.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	9.1%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	9.1%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	9.1%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	9.1%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	0.0%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	9.1%	9.9%	10.2%

Note: EDI figures are for Tempo/Brockley/Glanworth

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON programs in Tempo.

UPLANDS

Population/Number of Children

Indicators (2016)	Planning District: UPLANDS		London
	#	% of London	
Population	8,320	2.2%	378,040
Number of children 0-4 Years	370	1.8%	20,290
Number of children 5-9 Years	640	3.0%	21,315
Number of children 10-14 Years	670	3.3%	20,120
Number of youth 15-19 Years	610	2.7%	22,465
Number of children 0-9 Years	1,010	2.4%	41,605
Number of children 0-14 Years	1,680	2.7%	61,725
Number of children 0-6 Years	630	2.2%	28,515
Number of children 7-14 Years	1,050	3.2%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: UPLANDS

	2016	2019	2024	2029	2034	% Change
UPLANDS	8,320	9,844	11,674	13,284	14,375	72.8%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: UPLANDS

Indicators	2018	2028	% change
Number of children 0-4 Years	391	432	10.5%
Number of children 5-9 Years	594	545	-8.2%
Number of children 10-14 Years	701	704	0.4%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Jack Chambers Public School	618	530	-14.2%	181	138	-23.5%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	UPLANDS	
	#	As a % of Neighbourhood
English	6,270	75.4%
French	10	0.1%
Non-Official Language (all)	1,500	18.0%
1. Mandarin	410	4.9%
2. Korean	220	2.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: UPLANDS		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	40	0.5%	0.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	UPLANDS	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	35.6	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	16.4	25.3
% of households spending more than 30% of their total household income on shelter costs	23.5	27.4
Median Household Income, after tax	$86,984	$55,267
Social Risk Indicators (2016)	**UPLANDS**	**London**
% of population that moved in the past year	12.4	16
% of income from government transfer payments	7.7	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	12.1	18.8
% of population with no knowledge of either official language (English or French)	1.8	1.6
% of population that immigrated between 2006 and 2016	9.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	12	16
% of private occupied dwellings that are owned	82	60
Unemployment rate	6.9	7.9
% of census families that are lone parent families	12.6	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Uplands (2012)	Uplands (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	26.8%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	10.7%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	5.0%	9.8%	17.2%	16.1%
% of children vulnerable in social competence domain	6.9%	11.6%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	6.9%	9.8%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	4.0%	5.4%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	9.9%	6.3%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Jack Chambers Public School	10%	12%	18%	29%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Jack Chambers Public School	84%	64%	75%	84%	59%	72%	80%	54%	61%

Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Jack Chambers Public School	2%	18%	22%	18%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Jack Chambers Public School	92%	74%	82%	92%	70%	80%	63%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	• Jack Chambers Public School
Before and After School Program in a School	1	• Jack Chambers Public School
Licensed Child Care in a School	1	• Jack Chambers Public School
Licensed Child Care Centres	2	• Stoneybrook Early Childhood Learning Centre • Stoneybrook Early Childhood Learning Centre - Kindergarten
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Uplands.

WEST LONDON

Population/Number of Children

Indicators (2016)	Planning District:		London
	#	% of London	
Population	21,455	5.7%	378,040
Number of children 0-4 Years	1,030	5.1%	20,290
Number of children 5-9 Years	755	3.5%	21,315
Number of children 10-14 Years	660	3.3%	20,120
Number of youth 15-19 Years	945	4.2%	22,465
Number of children 0-9 Years	1,785	4.3%	41,605
Number of children 0-14 Years	2,440	4.0%	61,725
Number of children 0-6 Years	1,340	4.7%	28,515
Number of children 7-14 Years	1,100	3.3%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: WEST LONDON

	2016	2019	2024	2029	2034	% Change
WEST LONDON	21,455	23,670	24,446	25,389	26,346	23.0%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: WEST LONDON

Indicators	2018	2028	% change
Number of children 0-4 Years	1,077	1,152	7.0%
Number of children 5-9 Years	868	1,073	23.6%
Number of children 10-14 Years	661	864	30.7%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Eagle Heights Public School	798	842	5.5%	166	231	38.9%
Jeanne Sauve - French Immersion - Public School	305	266	-13.0%	104	111	6.9%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	WEST LONDON	
	#	As a % of Neighbourhood
English	15,195	70.8%
French	65	0.3%
Non-Official Language (all)	4,795	22.3%
1. Mandarin	1,260	5.9%
2. Arabic	860	4.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: WEST LONDON		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	400	1.9%	4.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	WEST LONDON	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	34.8	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	40.6	25.3
% of households spending more than 30% of their total household income on shelter costs	46.2	27.4
Median Household Income, after tax	$36,970	$55,267
Social Risk Indicators (2016)	**WEST LONDON**	**London**
% of population that moved in the past year	29.4	16
% of income from government transfer payments	18.7	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	33.1	18.8
% of population with no knowledge of either official language (English or French)	2.9	1.6
% of population that immigrated between 2006 and 2016	12.7	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	13	16
% of private occupied dwellings that are owned	24	60
Unemployment rate	11.5	7.9
% of census families that are lone parent families	17.6	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	West London (2012)	West London (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	28.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	13.7%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	3.1%	16.6%	17.2%	16.1%
% of children vulnerable in social competence domain	7.9%	13.7%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	7.1%	11.5%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	6.3%	2.9%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	15.0%	8.6%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Eagle Heights Public School	11%	12%	18%	44%	12%	22%	1%	<1%	1%
Jeanne Sauve - French Immersion - Public School	2%	12%	18%	27%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Eagle Heights Public School	59%	64%	75%	60%	59%	72%	44%	54%	61%
Jeanne Sauve - French Immersion - Public School	N/A	64%	75%	N/A	59%	72%	49%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Eagle Heights Public School	10%	18%	22%	0%	12%	23%	0%	<1%	1%
Jeanne Sauve - French Immersion - Public School	34%	18%	22%	23%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Eagle Heights Public School	87%	74%	82%	80%	70%	80%	65%	44%	49%
Jeanne Sauve - French Immersion - Public School	32%	74%	82%	41%	70%	80%	16%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	2	• Jeanne Sauve French Immersion Public School • Eagle Heights Public School
Before and After School Program in a School	2	• Jeanne Sauve French Immersion Public School • Eagle Heights Public School
Licensed Child Care in a School	0	
Licensed Child Care Centres	2	• London Islamic School • London Waldorf School
Library Branches	1	• Cherryhill
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	• Kinsmen Recreation Centre • Kiwanis Seniors' Community Centre
Family Centre in a School	0	
EarlyON Program Sites	1	• Cherryhill Library

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
946	745	1.5%	1.8%

Source: As reported by EarlyON providers contracted with the City of London

WESTMINSTER

Population/Number of Children

Indicators (2016)	Planning District: WESTMINSTER		London
	#	% of London	
Population	10,195	2.7%	378,040
Number of children 0-4 Years	670	3.3%	20,290
Number of children 5-9 Years	600	2.8%	21,315
Number of children 10-14 Years	645	3.2%	20,120
Number of youth 15-19 Years	765	3.4%	22,465
Number of children 0-9 Years	1,270	3.1%	41,605
Number of children 0-14 Years	1,915	3.1%	61,725
Number of children 0-6 Years	875	3.1%	28,515
Number of children 7-14 Years	1,040	3.1%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: WESTMINSTER

	2016	2019	2024	2029	2034	% Change
WESTMINSTER	10,195	11,534	11,481	11,417	11,280	10.6%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: WESTMINSTER

Indicators	2018	2028	% change
Number of children 0-4 Years	653	671	2.8%
Number of children 5-9 Years	645	667	3.4%
Number of children 10-14 Years	634	650	2.5%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Arthur Stringer Public School	204	201	-1.4%	65	56	-14.5%
Nicholas Wilson Public School	186	203	9.1%	48	47	-2.5%
St. Francis Catholic School	361	320	-11.4%	97	107	10.3%
Wilton Grove Public School	349	360	3.2%	76	103	35.1%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	WESTMINSTER	
	#	As a % of Neighbourhood
English	8,875	87.1%
French	55	0.5%
Non-Official Language (all)	750	7.4%
1. Portuguese	135	1.3%
2. Polish	105	1.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: WESTMINSTER		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	330	3.2%	3.4%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	WESTMINSTER	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	20.5	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	27.8	25.3
% of households spending more than 30% of their total household income on shelter costs	15.3	27.4
Median Household Income, after tax	$62,795	$55,267
Social Risk Indicators (2016)	**WESTMINSTER**	**London**
% of population that moved in the past year	8.9	16
% of income from government transfer payments	17.2	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	13.6	18.8
% of population with no knowledge of either official language (English or French)	1.5	1.6
% of population that immigrated between 2006 and 2016	3.5	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	21	16
% of private occupied dwellings that are owned	84	60
Unemployment rate	7.2	7.9
% of census families that are lone parent families	22.1	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Westminster (2012)	Westminster (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	47.6%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	19.4%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	5.6%	27.2%	17.2%	16.1%
% of children vulnerable in social competence domain	4.6%	16.5%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	6.5%	22.3%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	3.7%	9.7%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	9.3%	14.6%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Stringer Public School	10%	12%	18%	19%	12%	22%	0%	<1%	1%
Nicholas Wilson Public School	5%	12%	18%	14%	12%	22%	0%	<1%	1%
St. Francis Catholic School	19%	15%	18%	10%	8%	22%	4%	1%	1%
Wilton Grove Public School	5%	12%	18%	14%	12%	22%	0%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Stringer Public School	33%	64%	75%	43%	59%	72%	24%	54%	61%
Nicholas Wilson Public School	45%	64%	75%	41%	59%	72%	50%	54%	61%
St. Francis Catholic School	54%	69%	75%	56%	67%	72%	29%	55%	61%
Wilton Grove Public School	27%	64%	75%	34%	59%	72%	23%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Stringer Public School	30%	18%	22%	15%	12%	23%	0%	<1%	1%
Nicholas Wilson Public School	15%	18%	22%	11%	12%	23%	0%	<1%	1%
St. Francis Catholic School	30%	17%	22%	8%	8%	23%	0%	1%	1%
Wilton Grove Public School	18%	18%	22%	25%	12%	23%	2%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Arthur Stringer Public School	56%	74%	82%	48%	70%	80%	22%	44%	49%
Nicholas Wilson Public School	94%	74%	82%	92%	70%	80%	58%	44%	49%
St. Francis Catholic School	78%	79%	82%	64%	77%	80%	46%	41%	49%
Wilton Grove Public School	38%	74%	82%	35%	70%	80%	5%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Sir Wilfred Laurier - French - Immersion Secondary School	74%	83%	84%	33%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Sir Wilfred Laurier - French - Immersion Secondary School	74%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	5	• Sir Wilfrid Laurier Secondary School • Arthur Stringer Public School • Nicholas Wilson Public School • Wilton Grove Public School • St. Francis Separate School
Before and After School Program in a School	4	• Arthur Stringer Public School • Nicholas Wilson Public School • Wilton Grove Public School • St. Francis Separate School
Licensed Child Care in a School	1	• Wilton Grove Public School
Licensed Child Care Centres	1	• Parkwood Children's Daycare Centre of London
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	1	• Family Centre Westminster at St. Francis Separate School
EarlyON Program Sites	1	• Family Centre Westminster

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
1,636	1,096	2.7%	2.6%

Source: As reported by EarlyON providers contracted with the City of London

WESTMOUNT

Population/Number of Children

Indicators (2016)	Planning District: WESTMOUNT		London
	#	% of London	
Population	18,985	5.0%	378,040
Number of children 0-4 Years	900	4.4%	20,290
Number of children 5-9 Years	1,085	5.1%	21,315
Number of children 10-14 Years	955	4.7%	20,120
Number of youth 15-19 Years	1,255	5.6%	22,465
Number of children 0-9 Years	1,985	4.8%	41,605
Number of children 0-14 Years	2,940	4.8%	61,725
Number of children 0-6 Years	1,280	4.5%	28,515
Number of children 7-14 Years	1,660	5.0%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: WESTMOUNT

	2016	2019	2024	2029	2034	% Change
WESTMOUNT	18,985	19,913	20,128	20,582	21,213	11.7%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: WESTMOUNT

Indicators	2018	2028	% change
Number of children 0-4 Years	938	1,042	11.1%
Number of children 5-9 Years	1,014	1,072	5.7%
Number of children 10-14 Years	1,052	1,105	5.0%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Jean Vanier Catholic School	420	478	13.8%	95	148	55.8%
W. Sherwood Fox Public School	364	406	11.4%	92	122	32.9%
Westmount Public School	524	467	-10.8%	129	121	-6.3%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	WESTMOUNT	
	#	As a % of Neighbourhood
English	15,690	82.6%
French	75	0.4%
Non-Official Language (all)	2,100	11.1%
1. Arabic	620	3.3%
2. Slavic languages	350	1.8%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: WESTMOUNT		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	255	1.3%	2.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	WESTMOUNT	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	28.7	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	26.6	25.3
% of households spending more than 30% of their total household income on shelter costs	24.3	27.4
Median Household Income, after tax	$66,380	$55,267
Social Risk Indicators (2016)	**WESTMOUNT**	**London**
% of population that moved in the past year	13.1	16
% of income from government transfer payments	12.2	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	14.4	18.8
% of population with no knowledge of either official language (English or French)	1.7	1.6
% of population that immigrated between 2006 and 2016	7.6	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	14	16
% of private occupied dwellings that are owned	63	60
Unemployment rate	6.5	7.9
% of census families that are lone parent families	15.0	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Westmount (2012)	Westmount (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	27.9%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	16.2%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	10.0%	16.2%	17.2%	16.1%
% of children vulnerable in social competence domain	10.0%	7.4%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	10.1%	12.5%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	3.8%	6.6%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	9.4%	14.7%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Jean Vanier Catholic School	11%	15%	18%	13%	8%	22%	2%	1%	1%
W. Sherwood Fox Public School	15%	12%	18%	31%	12%	22%	5%	<1%	1%
Westmount Public School	5%	12%	18%	33%	12%	22%	5%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Jean Vanier Catholic School	72%	69%	75%	72%	67%	72%	59%	55%	61%
W. Sherwood Fox Public School	56%	64%	75%	51%	59%	72%	56%	54%	61%
Westmount Public School	63%	64%	75%	57%	59%	72%	57%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Jean Vanier Catholic School	6%	17%	22%	15%	8%	23%	4%	1%	1%
W. Sherwood Fox Public School	22%	18%	22%	27%	12%	23%	2%	<1%	1%
Westmount Public School	16%	18%	22%	31%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Jean Vanier Catholic School	77%	79%	82%	77%	77%	80%	48%	41%	49%
W. Sherwood Fox Public School	55%	74%	82%	55%	70%	80%	45%	44%	49%
Westmount Public School	76%	74%	82%	78%	70%	80%	51%	44%	49%

Grade Nine Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Academic Mathematics			At or Above the Provincial Standard in Applied Mathematics		
	School	Board	Province	School	Board	Province
Saunders Secondary School	76%	83%	84%	36%	40%	45%

Grade Ten Ontario Secondary School Literacy Test (OSSLT) Achievement Results (2017-2018)

School	Percentage of First Time Eligible Students Who Were Successful		
	School	Board	Province
Saunders Secondary School	67%	71%	79%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	4	• Saunders Secondary School • W. Sherwood Fox Public School • Westmount Public School • Jean Vanier Separate School
Before and After School Program in a School	3	• W. Sherwood Fox Public School • Westmount Public School • Jean Vanier Separate School
Licensed Child Care in a School	1	• Jean Vanier Separate School
Licensed Child Care Centres	1	• Westmount Montessori Academy of London
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	• Civic Gardens Centre Complex • Springbank Gardens Community Centre
Family Centre in a School	1	• Family Centre Westmount at Jean Vanier Separate School
EarlyON Program Sites	1	• Family Centre Westmount

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
7,399	6,084	12.0%	14.4%

Source: As reported by EarlyON providers contracted with the City of London

WHITE OAKS

Population/Number of Children

Indicators (2016)	Planning District: WHITE OAKS		London
	#	% of London	
Population	20,235	5.4%	378,040
Number of children 0-4 Years	1,235	6.1%	20,290
Number of children 5-9 Years	1,255	5.9%	21,315
Number of children 10-14 Years	1,350	6.7%	20,120
Number of youth 15-19 Years	1,290	5.7%	22,465
Number of children 0-9 Years	2,490	6.0%	41,605
Number of children 0-14 Years	3,835	6.2%	61,725
Number of children 0-6 Years	1,725	6.0%	28,515
Number of children 7-14 Years	2,110	6.4%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: WHITE OAKS

	2016	2019	2024	2029	2034	% Change
WHITE OAKS	20,235	22,288	22,354	22,383	22,114	9.3%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: WHITE OAKS

Indicators	2018	2028	% change
Number of children 0-4 Years	1,296	1,376	6.2%
Number of children 5-9 Years	1,268	1,348	6.3%
Number of children 10-14 Years	1,293	1,342	3.8%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

School	JK to Grade 6			Grade 7 and 8		
	2018 Enrolment	2028 Enrolment	% Change	2018 Enrolment	2028 Enrolment	% Change
Ashley Oaks Public School	419	371	-11.5%	126	105	-16.9%
Cleardale Public School	340	284	-16.4%	93	77	-17.3%
Rick Hansen Public School	301	383	27.3%	82	100	22.2%
Sir Arthur Carty Catholic School	372	360	-3.2%	101	113	11.9%
St. Anthony - French - Immersion Catholic School	450	449	-0.2%	96	102	6.3%
White Oaks Public School	692	909	31.4%	156	229	47.0%

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	WHITE OAKS	
	#	As a % of Neighbourhood
English	15,115	74.7%
French	115	0.6%
Non-Official Language (all)	3,370	16.7%
1. Arabic	1,210	6.0%
2. Spanish	540	2.7%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: WHITE OAKS		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	450	2.2%	4.6%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	WHITE OAKS	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	36.4	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	38.1	25.3
% of households spending more than 30% of their total household income on shelter costs	26.5	27.4
Median Household Income, after tax	$54,175	$55,267
Social Risk Indicators (2016)	**WHITE OAKS**	**London**
% of population that moved in the past year	12.9	16
% of income from government transfer payments	18.4	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	22.6	18.8
% of population with no knowledge of either official language (English or French)	3.1	1.6
% of population that immigrated between 2006 and 2016	9.5	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	21	16
% of private occupied dwellings that are owned	70	60
Unemployment rate	7.5	7.9
% of census families that are lone parent families	21.8	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	White Oaks (2012)	White Oaks (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	42.1%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	27.2%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	8.7%	27.2%	17.2%	16.1%
% of children vulnerable in social competence domain	12.1%	18.3%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	15.2%	19.8%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	4.7%	14.4%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	9.9%	18.3%	9.9%	10.2%

Education Quality and Accountability Office (EQAO)

Grade Three Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Ashley Oaks Public School	20%	12%	18%	53%	12%	22%	0%	<1%	1%
Cleardale Public School	21%	12%	18%	21%	12%	22%	0%	<1%	1%
Rick Hansen Public School	19%	12%	18%	39%	12%	22%	3%	<1%	1%
Sir Arthur Carty Catholic School	12%	15%	18%	10%	8%	22%	0%	1%	1%
St. Anthony - French - Immersion Catholic School	16%	15%	18%	10%	8%	22%	0%	1%	1%
White Oaks Public School	15%	12%	18%	41%	12%	22%	1%	<1%	1%

Grade Three Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Ashley Oaks Public School	57%	64%	75%	51%	59%	72%	27%	54%	61%
Cleardale Public School	65%	64%	75%	53%	59%	72%	56%	54%	61%
Rick Hansen Public School	52%	64%	75%	55%	59%	72%	45%	54%	61%
Sir Arthur Carty Catholic School	38%	69%	75%	27%	67%	72%	21%	55%	61%
St. Anthony - French - Immersion Catholic School	72%	69%	75%	60%	67%	72%	50%	55%	61%
White Oaks Public School	35%	64%	75%	28%	59%	72%	29%	54%	61%

Grade Six Contextual Information (2017-2018)

School	Students with Special Education Needs (excluding gifted)			First Language Learned at Home Was Other Than English			In Canada Less Than One Year		
	School	Board	Province	School	Board	Province	School	Board	Province
Ashley Oaks Public School	33%	18%	22%	43%	12%	23%	2%	<1%	1%
Cleardale Public School	17%	18%	22%	27%	12%	23%	0%	<1%	1%
Rick Hansen Public School	21%	18%	22%	18%	12%	23%	0%	<1%	1%
Sir Arthur Carty Catholic School	19%	17%	22%	21%	8%	23%	0%	1%	1%
St. Anthony - French - Immersion Catholic School	10%	17%	22%	6%	8%	23%	0%	1%	1%
White Oaks Public School	15%	18%	22%	32%	12%	23%	0%	<1%	1%

Grade Six Achievement Results (2017-2018)

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Ashley Oaks Public School	70%	74%	82%	59%	70%	80%	43%	44%	49%
Cleardale Public School	62%	74%	82%	69%	70%	80%	31%	44%	49%
Rick Hansen Public School	75%	74%	82%	70%	70%	80%	55%	44%	49%

School	At or Above the Provincial Standard in Reading			At or Above the Provincial Standard in Writing			At or Above the Provincial Standard in Mathematics		
	School	Board	Province	School	Board	Province	School	Board	Province
Sir Arthur Carty Catholic School	54%	79%	82%	50%	77%	80%	19%	41%	49%
St. Anthony - French - Immersion Catholic School	82%	79%	82%	78%	77%	80%	20%	41%	49%
White Oaks Public School	56%	74%	82%	59%	70%	80%	30%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	6	• Ashley Oaks Public School • Cleardale Public School • Rick Hansen Public School • White Oaks Public School • St. Anthony French Immersion Separate School • Sir Arthur Carty Separate School
Before and After School Program in a School	6	• Ashley Oaks Public School • Cleardale Public School • Rick Hansen Public School • White Oaks Public School • St. Anthony French Immersion Separate School • Sir Arthur Carty Separate School
Licensed Child Care in a School	3	• Ashley Oaks Public School • Rick Hansen Public School • White Oaks Public School
Licensed Child Care Centres	0	
Library Branches	1	• Jalna
Neighbourhood Resource Centres	1	• South London Neighbourhood Resource Centre
Recreation/Community Centres	1	• South London Community Centre
Family Centre in a School	1	• Family Centre White Oaks at White Oaks Public School
EarlyON Program Sites	1	• Family Centre White Oaks

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

Total # of Visits Made by Children (0 to 6)	Total # of Visits Made by Parents/Caregivers	% of Child Visits Across the City	% of Parent/Caregiver Visits Across the City
5,632	3,987	9.1%	9.4%

Source: As reported by EarlyON providers contracted with the City of London

WOODHULL

Population/Number of Children

Indicators (2016)	Planning District: WOODHULL		London
	#	% of London	
Population	675	0.2%	378,040
Number of children 0-4 Years	40	0.2%	20,290
Number of children 5-9 Years	60	0.3%	21,315
Number of children 10-14 Years	25	0.1%	20,120
Number of youth 15-19 Years	35	0.2%	22,465
Number of children 0-9 Years	100	0.2%	41,605
Number of children 0-14 Years	130	0.2%	61,725
Number of children 0-6 Years	65	0.2%	28,515
Number of children 7-14 Years	65	0.2%	33,210

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.

Population Projections

Total Population of the Planning District: WOODHULL

	2016	2019	2024	2029	2034	% Change
WOODHULL	675	754	1,402	1,919	2,167	221.0%
London	378,040	409,000	434,880	457,780	474,720	25.6%

Source City of London Population Projections. Received January 2019

Projected 2028 Child Population: WOODHULL

Indicators	2018	2028	% change
Number of children 0-4 Years	47	59	25.5%
Number of children 5-9 Years	45	55	22.2%
Number of children 10-14 Years	38	52	36.8%

Source Environics. Custom Population Projections. February 2019

Elementary School Enrolment Projections

There are no elementary schools in Woodhull.

Language Spoken Most Often at Home

Language Spoken Most Often at Home (2016)	WOODHULL	
	#	As a % of Neighbourhood
English	625	92.6%
French	0	0.0%
Non-Official Language (all)	10	1.5%
1. Polish	10	1.5%
2. N/A	0	0.0%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Indigenous Identity

Indicators (2016)	Planning District: WOODHULL		% of London Total (n= 9,720)
	#	% of Neighbourhood	
Indigenous Population	10	1.5%	0.1%

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Other Child/Family Risk Factors

Indicator (2016)	WOODHULL	London
% of children under the age of 6 living in low income based on the low-income measure, after tax (LIM-AT)	0	26.5
% of children under age 18 living in low income based on the low-income measure, after tax (LIM-AT)	0	25.3
% of households spending more than 30% of their total household income on shelter costs	7	27.4
Median Household Income, after tax	$132,473	$55,267
Social Risk Indicators (2016)	**WOODHULL**	**London**
% of population that moved in the past year	10.4	16
% of income from government transfer payments	3.9	12.9
% of population living with low-income based on low-income measure, after tax (LIM-AT)	4.4	18.8
% of population with no knowledge of either official language (English or French)	0	1.6
% of population that immigrated between 2006 and 2016	0	5.8
% of population age 15+ with no certificate, diploma or degree (high school not completed)	9	16
% of private occupied dwellings that are owned	93	60
Unemployment rate	0	7.9
% of census families that are lone parent families	9.5	19.1

Source Statistics Canada. Semi-Custom Tabulation. Census Profile 2016

Early Development Instrument (EDI)

Measurement	Woodhull (2012)	Woodhull (2015)	London (2015)	Ontario (2015)
% of children vulnerable in one or more EDI domains (vulnerable at school entry)	N/A	36.4%	29.0%	29.4%
% of children vulnerable in two or more EDI domains	N/A	18.2%	15.0%	14.4%
% of children vulnerable in physical health and well-being domain	N/A	27.3%	17.2%	16.1%
% of children vulnerable in social competence domain	N/A	9.1%	10.9%	10.7%
% of children vulnerable in emotional maturity domain	N/A	18.2%	13.1%	12.3%
% of children vulnerable in language and cognitive development domain	N/A	18.2%	6.2%	6.7%
% of children vulnerable in communication skills and general knowledge domain	N/A	18.2%	9.9%	10.2%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	0	
Before and After School Program in a School	0	
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	0	

EarlyON Program Visits (Jan 1 to Dec 31, 2018)

There are no EarlyON program sites in Woodhull.

Appendix A: Feeder Schools for TVDSB Secondary Schools

High School	Feeder Schools (Neighbourhood)
A.B. Lucas Secondary School (5)	• Cedar Hollow (Fanshawe) • Jack Chambers PS (Uplands) • Louise Arbour FI PS (Carling) • Masonville PS (Masonville) • Northridge PS (Stoneybrook) • Stoney Creek PS (Stoney Creek) • Stoneybrook PS (Stoneybrook)
Central Secondary School (4)	• Lord Roberts FI PS (Central London) • Ryerson PS (North London) • St. George's PS (North London)
Clarke Road Secondary School (8)	• Bonaventure Meadows PS (Argyle) • F.D. Roosevelt PS (Argyle) • Fairmont PS (Hamilton Road) • John P. Robarts PS (Argyle) • Lord Nelson PS (Argyle) • Prince Charles PS (Argyle) • Princess Anne FI PS (Argyle) • Tweedsmuir PS (Hamilton Road)
H.B. Beal Secondary School (5)	• Aberdeen PS (Central London) • C.C. Carrothers PS (Glen Cairn) • Ealing PS (Hamilton Road) • Princess Elizabeth PS (Glen Cairn) • Trafalgar PS (Hamilton Road)
South Collegiate Institute (5)	• Mountsfield PS (Highland) • Sir G.E. Cartier (Highland) • Tecumseh PS (South London) • Victoria PS (South London) • Wortley Road PS (South London)
Montcalm Secondary School (9)	• Chippewa PS (Huron Heights) • East Carling PS (Carling) • Evelyn Harrison PS (Huron Heights) • Hillcrest PS (Huron Heights) • Knollwood Park PS (Carling) • Lord Elgin PS (Huron Heights) • Northbrae PS (Carling) • Sir John A. MacDonald PS (Carling)

1

High School	Feeder Schools (Neighbourhood)
Oakridge Secondary School (3)	• Clara Brenton PS (Oakridge) • John Dearness PS (Oakridge) • Lester B. Pearson School for the Arts (Hamilton Road) • Riverside PS (Oakridge) • West Oaks Fl PS (Oakridge)
Saunders Secondary School (8)	• Arthur Ford PS (Highland) • Byron Northview PS (Byron) • Byron Somerset PS (Byron) • Byron Southwood PS (Byron) • Lambeth PS (Lambeth) • Sir Isaac Brock PS (Highland) • W. Sherwood Fox PS (Westmount) • Westmount PS (Westmount)
Sir Frederick Banting Secondary School (7)	• Eagle Heights PS (West London) • Emily Carr PS (Medway) • Jeanne Sauve FI PS (West London) • Orchard Park PS (Medway) • University Heights PS (Medway) • Wilfrid Jury PS (Medway)
Sir Wilfrid Laurier Secondary School (6)	• Arthur Stringer PS (Westminster) • Cleardale PS (White Oaks) • Glen Cairn PS (Glen Cairn) • Kensal Park FI PS (Southcrest) • Nicholas Wilson PS (Westminster) • Wilton Grove PS (Westminster)
Westminster Secondary School (4)	• Ashley Oaks PS (White Oaks) • Rick Hansen PS (White Oaks) • White Oaks PS (White Oaks) • Woodland Heights PS (Southcrest)

APPENDIX 2
ENGAGEMENT REPORT: FAMILY

CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN

Focus Group and Survey Results

Prepared by Gerda Zonruiter
RESEARCH AND EVALUATION

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Introduction

Family Engagement Activities and Results

Parents/caregivers were invited to participate in a survey to share their child care and early learning experiences in London. Questions focussed on what's working well, needs, barriers, preferences, and suggestions. Open-ended questions allowed families to expand on their experience and have provided a very rich data source to plan for the future.

The Parent/Caregiver Survey was available from August through October 15, 2018 online (getinvolved.london.ca) and paper format, in English/French/Spanish/Arabic. The survey was also shared through paid advertisements on social media (Facebook, Instagram) and Post Media, and were further shared through many partner organizations. Local English language school boards distributed postcards to all elementary students in the city of London with an invitation for parents/caregivers/caregivers to access the survey online. A total of 1,467 surveys were completed. Of those 1,252 were deemed valid (completed at least one question). Surveys were collected from 35 of the 42 Planning Districts in London. There were a range in the types of families that completed the survey, and included families with children across all age categories. There was over 550 open-ended comments provided by families in response to their experience with child care and early years programs and services in London.

A shorter Intercept Survey (postcard) was also distributed at various locations and events across the city. Participants were asked about the type of child care they currently use versus preference for care, and were asked for any further comments on the early years and child care system in general. 413 postcards were completed.

Ten (10) Focus Groups were held to gather further information from groups that may have been less likely to complete the survey and to delve deeper into their experience. As well, a key informant interview was conducted with LGBT+ community members.

As there were parallel planning processes already in place for Francophone and Indigenous engagement, separate and targeted focus groups were not completed during this engagement phase. Data gathered from the parallel engagement processes are included in the overall plan but are not referenced within this report.

Data Limitations

- Survey responses may not be generalized to represent the responses of the population of families with children as a whole or for subgroups of interest.
    - In particular, there were fewer than 50 survey respondents that identified as Francophone (n=46), LGBT+ (n=33), Indigenous (n=24), Grandparents/caregivers (n=8) and Young Parents/caregivers (under age 20) (n=7)
    - There were fewer than 100 respondents that identified as Newcomers (n=77)
    - The range in the number of respondents must be taken into consideration when drawing conclusions from data presented on the graphs
- It is not possible to identify respondents who completed both the Parent Post Cards and the longer form survey; for this reason, it is not appropriate to combine the parent post card responses with the family survey responses on similar questions

- Due to technical issues, data comparing current child care options used with child care options preferred are not available for parents/caregivers of children:
    - Age 4 to <9
    - Age 9 to <13

Organization of Report

- This survey report is divided into the following sections:
    1. Who We Heard From
    2. Access to Information
    3. Child Care Arrangements
        - Current and Preferred
        - Feedback on Arrangements and Experience
        - Future Care Needs
    4. Early Years Programs and Services
        - Awareness of Early Years Programs and Services
        - Experience with Early Years Programs and Services
        - Opportunities for Enhancement
- Information from the surveys form the basis of the report, supplemented with information gathered through Focus Groups and Parent Postcards
- Graphs showing results for all survey participants are included for each question; all percent figures shown in the graphs are calculated as a percent of 1,252 survey participants unless otherwise indicated
- Highlights of data identifying variation and/or similarity across groups are included in the narrative
- Data tables for all survey participants and by group are included in the Appendix

Detailed Results

Respondents:

Survey

A total of 1,252 individuals identified themselves as parents/caregivers or guardians of children less than 13 years of age and/or as currently expecting a child, planning on having a child, or planning to adopt in the near future.

Focus Groups

Ten (10) focus groups were held in various locations and with various target populations in the City to supplement the survey data:

1. Family Centre White Oaks
2. Family Centre Fox Hollow
3. Mom Café
4. Dad's Group WFC
5. Families First group (young moms)
6. Alternative Education at Merrymount (young parents/caregivers)
7. LINC Newcomer groups at the YMCA
8. Thames Valley Children's Centre Parent Advisory group

9. Circles groups (2 sessions)

A total of 126 respondents were engaged through focus groups.

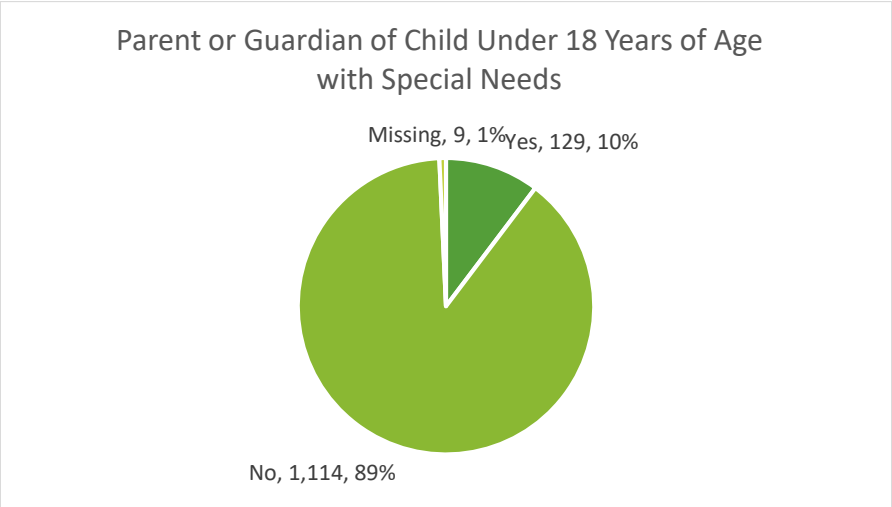
Intercept Survey (Postcards)

City of London summer staff visited locations across the city to engage directly with parents/caregivers or guardians using the intercept survey/postcard. Postcards were a conversation starter in most cases; parents/caregivers could take it with them and later fill out the survey online with the provided link or the option was presented to fill out a few questions on the back of the postcard to leave with the staff member. Over 2,100 interactions with parents/caregivers about the Child Care and Early Years survey were recorded by summer staff at the various locations and events they attended. A total of 413 postcard surveys were submitted for analysis.

Q2. Parent or Guardian of Child Less than 18 Years of Age with Special Needs

10% of survey participants (129, n=1,244) identified themselves as being a parent or guardian of a child less than 18 years of age with special needs.

Figure 1: Children with Special Needs



A disproportionately higher number of survey participants identifying with the Francophone, Indigenous, LGBT+, Newcomer, Single Parent, and Young Parent groups *are also* parents/caregivers or guardians of children with special needs.

Q3. What is your home postal code?

Responses were received from 1,234 respondents; 1,146 responses could be geocoded to one of London's 42 Planning Districts:

- Almost 40% of respondents live in the northwest areas of the city, including the N6G, N6K, N5X, and N6H postal code areas
- 35 of 42 Planning Districts (including all the urban areas within the city boundaries) are represented with half of geocoded respondents living in one of 11 Planning Districts: Medway, Argyle, Westmount, Highland, Byron, South London, White Oaks, Oakridge, West London, Glen Cairn, or Hamilton Road

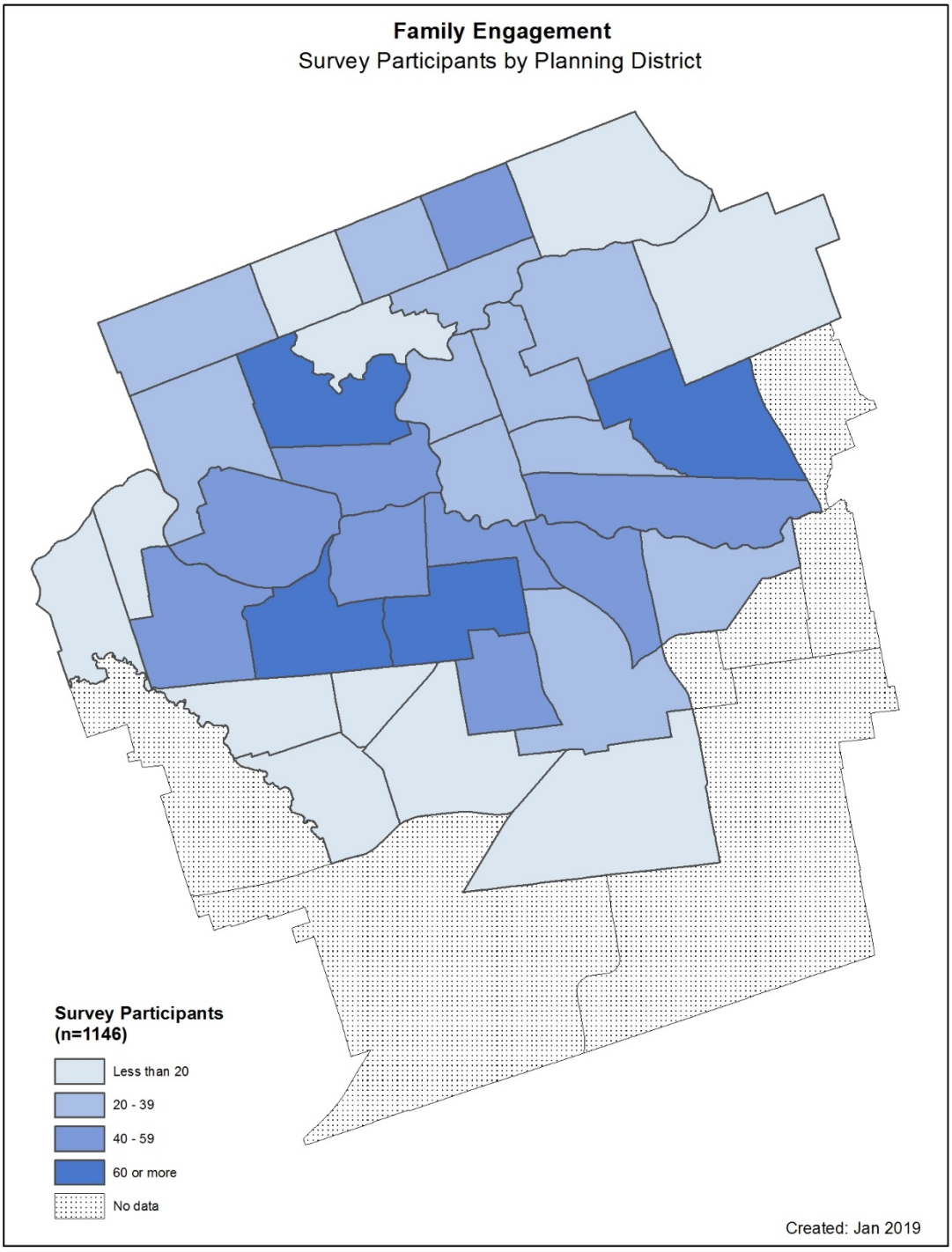

Family Engagement
Survey Participants by Planning District
Survey Participants
(n=1146)
Less than 20
20 - 39
40 - 59
60 or more
No data
Created: Jan 2019

Table 1: Survey Respondents by Postal Area and Planning District

Location	Count	Percent	Location	Count	Percent	Location	Count	Percent
N6G	**183**	**14.62%**	**N6C**	**98**	**7.83%**	**N5V**	**69**	**5.51%**
<Null>*	6	0.48%	<Null>*	3	0.24%	Airport	1	0.08%
Fox Hollow	29	2.32%	Highland	33	2.64%	Argyle	50	3.99%
Hyde Park	31	2.48%	South London	50	3.99%	Huron Heights	18	1.44%
Masonville	9	0.72%	Westminster	3	0.24%	**N6E**	**68**	**5.43%**
Medway	89	7.11%	White Oaks	9	0.72%	Brockley	1	0.08%
Sunningdale	13	1.04%	**N6J**	**86**	**6.87%**	Highland	4	0.32%
Uplands	6	0.48%	Highland	26	2.08%	Westminster	19	1.52%
N6K	**115**	**9.19%**	Southcrest	42	3.35%	White Oaks	44	3.51%
Byron	53	4.23%	Westmount	18	1.44%	**N6P**	**30**	**2.40%**
River Bend	13	1.04%	**N5Z**	**75**	**5.99%**	<Null>*	1	0.08%
Westmount	48	3.83%	<Null>*	3	0.24%	Lambeth	15	1.20%
Woodhull	1	0.08%	Glen Cairn	46	3.67%	Talbot	14	1.12%
N5X	**114**	**9.11%**	Hamilton Road	26	2.08%	**N6M**	**27**	**2.16%**
<Null>*	1	0.08%	**N5Y**	**72**	**5.75%**	Jackson	27	2.16%
Fanshawe	5	0.40%	Carling	36	2.88%	**N6A**	**27**	**2.16%**
Masonville	6	0.48%	Central London	3	0.24%	<Null>*	1	0.08%
Stoney Creek	41	3.27%	Huron Heights	17	1.36%	Central London	8	0.64%
Stoneybrook	39	3.12%	Lambeth	1	0.08%	North London	15	1.20%
Uplands	22	1.76%	North London	15	1.20%	South London	3	0.24%
N6H	**99**	**7.91%**	**N5W**	**72**	**5.75%**	**N6B**	**19**	**1.52%**
<Null>*	1	0.08%	<Null>*	1	0.08%	Central London	19	1.52%
Hyde Park	5	0.40%	Argyle	19	1.52%	**N6L**	**9**	**0.72%**
Oakridge	47	3.75%	East London	33	2.64%	Bostwick	5	0.40%
West London	46	3.67%	Hamilton Road	19	1.52%	Longwoods	4	0.32%

**<Null> refers to instances where the respondent provided the first 3 digits of their postal code but not the last 3 or the last 3 digits provided were not an actual postal walk.*

89 respondents live outside of the City of London boundaries. The data from these respondents is included in the survey report. Other postal codes represented include:

Table 2: Respondents Living Outside of London

Postal Area	Number	Percent	Postal Area	Number	Percent	Postal Area	Number	Percent
N0M	24	1.92%	N9A	1	0.08%	N9G	1	0.08%
N0L	22	1.76%	N4T	1	0.08%	N2A	1	0.08%
<Null>*	19	1.52%	N6	1	0.08%	B5Z	1	0.08%
N7G	7	0.56%	N2P	1	0.08%	N63	1	0.08%
N5C	2	0.16%	N7S	1	0.08%	N5P	1	0.08%
N0R	2	0.16%	N5H	1	0.08%	N5R	1	0.08%

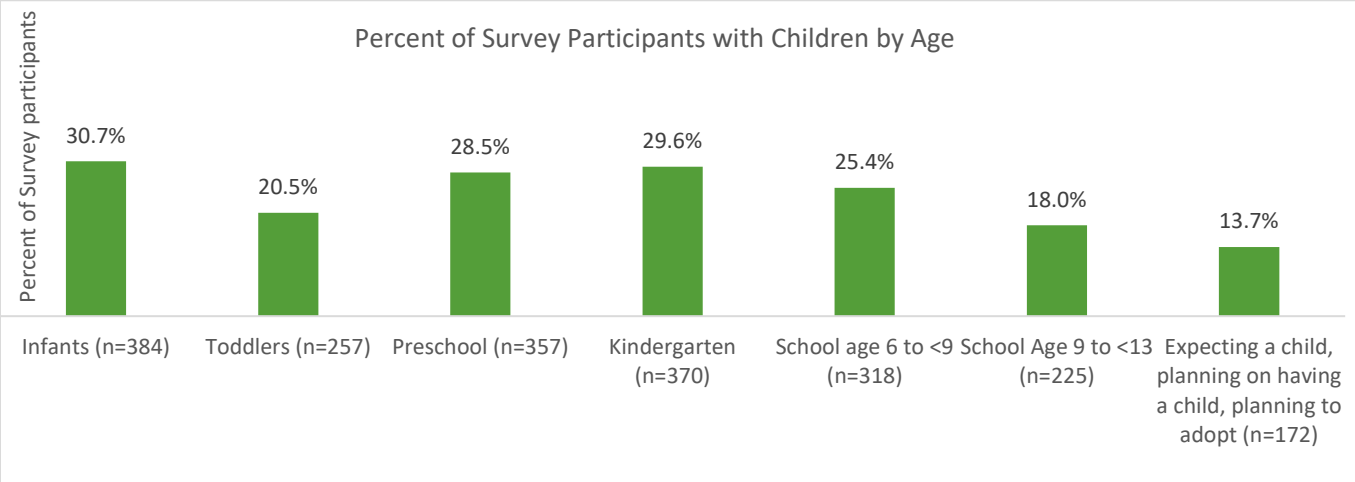
L6X	1	0.08%		TOTAL	89	7.1%

**<Null> refers to instances where the respondent provided the first 3 digits of their postal code but not the last 3 or the last 3 digits provided were not an actual postal walk*

Q4. How many children by age currently live with you?

Survey participants (n=1,233) most frequently report having infants, kindergarteners and preschoolers currently living with them.

Figure 2: Survey Respondents by Ages of Children Living with Them

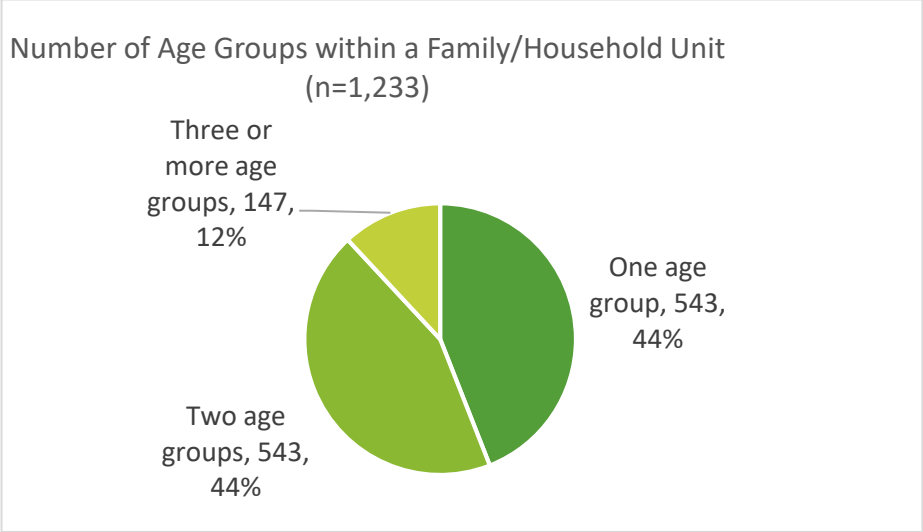


The age profile varies by group that survey participants identify with. The most frequent age category for each group is listed below:

Age Category	Most Frequently Reported by:
Infant	• First time parents/caregivers
Toddler	• None
Preschool	• Grandparent • Young parent
Kindergarten	• Newcomer • Parent/guardian with child with special needs
School age 6 to <9	• Do not identify • Indigenous • Newcomer • Single Parent
School age 9 to <13	• Francophone • Indigenous • LGBT+ • Single Parent
Expecting/planning	• None

Most parents/caregivers/guardians have children in one or two different age groups.

Figure 3: Number of Age Groups within a Respondent Household

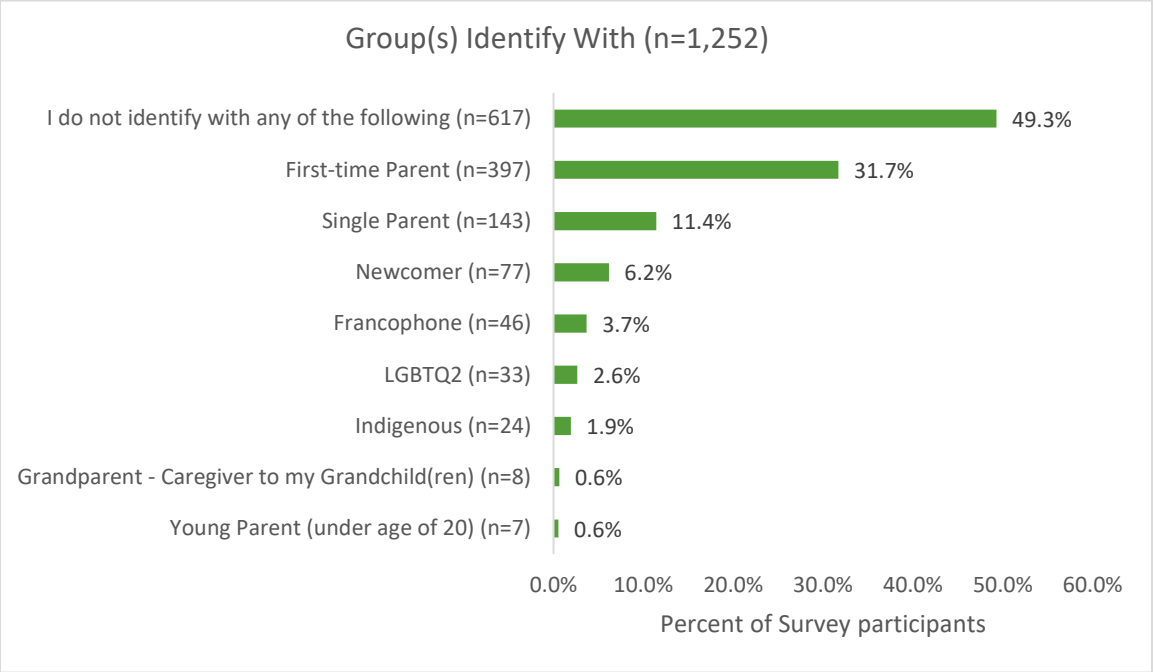


Q5. Do you identify as any of the following?

"I do not identify with any of the following" was the most frequent response. A small proportion identified with more than one group. Other groups listed by more than one respondent include:

- Older parent (5)
- Ethnicity-related (8) including specific cultural group – Arabic, Latino, Latin American, Canadian (4), Immigrant (2) and Visible minority (2)
- Expecting/planning/future parent (4)
- Guardian/kin care (2)
- Divorced (2)

Figure 4: Respondents by Group They Identify With

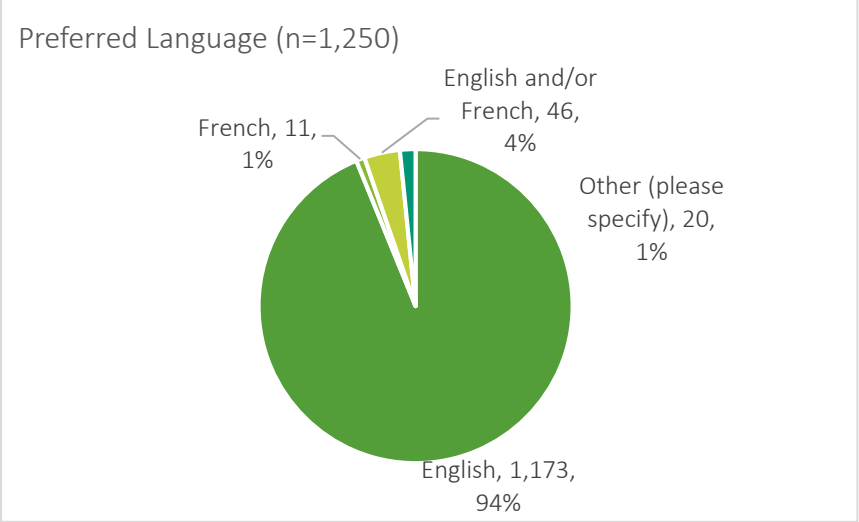


Q6. In what language(s) would you prefer to receive services?

Over 90% of survey participants preferred to receive services in English. Other languages that survey participants preferred include:

- Arabic (12)
- Spanish (5)
- Urdu, Albanian or Chinese (1 response each)

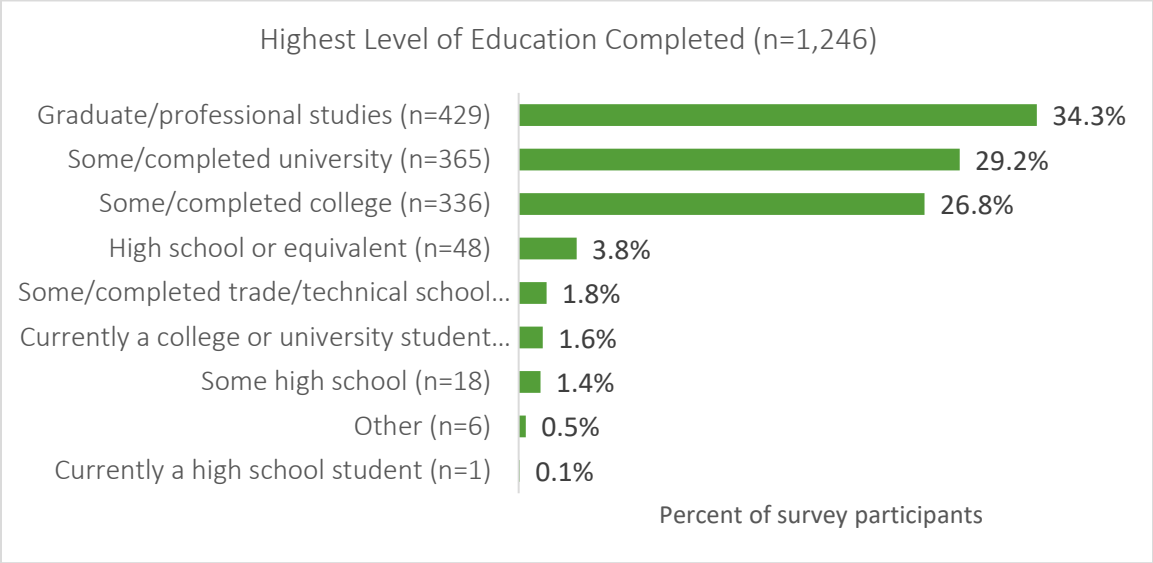
Figure 5: Language Prefer to Receive Services



Q7. What is the highest level of education you have completed?

Just over 90% of 1,252 survey participants have some, or have completed, post-secondary education at the college, university, graduate or professional studies levels. The most frequently reported highest level of education varies by the group participants identified.

Figure 6: Highest Level of Education Completed



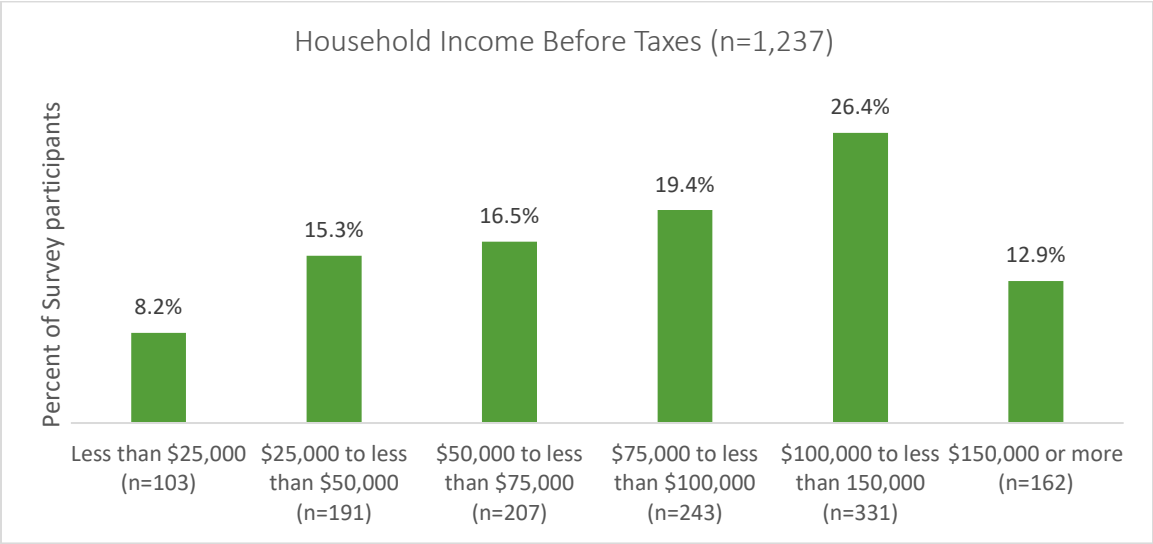
Education Level	Most Frequently Reported by:
High school or equivalent	• Young parent
Some/Completed college	• Grandparent • Indigenous • Single parent • Young parent

Some/Completed university	• Indigenous • LGBT+ • Parents/caregivers of child with special needs
Graduate/professional studies	• Do not identify • First time parent • Francophone • Newcomer

Q8. Household income before taxes

The most frequent response selected was $100,000 to less than $150,000; just over 26% of 1,252 survey participants selecting this option.

Figure 7: Household Income



Summary: Respondent Profile

The parent/caregiver and guardian engagement strategy reached an estimated 1,800 people. It is possible that some parents/caregivers/guardians provided input in more than one way. Most respondents participated through the online survey.

Engagement Strategy	Summary Profile

Parent/Guardian Survey (n=1,252)	• 10% parent/guardians of children with special needs
	• 50% do not identify with any of the populations of special interest
	  o 6.2% (77) identify as a newcomer
	  o 3.7% (46) identify as Francophone
	  o 1.9% (24) identify as Indigenous
	• 94% prefer to receive services in English
	• 91% have some level of post-secondary education
	• 59% have annual before tax household income of $75,000 or more

Engagement Strategy	Summary Profile
	• 35 out of 42 Planning Districts are represented, with almost 40% of respondents living in the north and west areas of London including N6G, N6K, N5X and N6H • 56% have children in more than one age group • 77% (968) have children between the ages of 0 and 6 years
Focus Groups (11 groups, n=126)	• White Oaks Family Centre (1 participant) • Fox Hollow Family Centre (1 participant) • Mom Café (6 participants) • Dad's Group (7 participants) • Families First group (8 participants) • Alternative Education at Merrymount (8 participants) • LINC Newcomer groups at the YMCA (3 groups with total of 37 participants) • Thames Valley Children's Centre Parent Advisory group (8 participants) • Circles groups (2 sessions, 50 participants)
Parent Postcards (n=412)	These conversation starters were held at the following venues/events across London: • Beginning with Baby program • Movie Nights in the Park-several locations • Korean Day Festival • Play- Learn-Act program • Summer camp pickup • Backpack pickup • Unicorn celebration • Open House • Early years Playgroups • Swimming pools • Meeting with SWIS workers • Early Movers group • Teddy Bear Clinic • Mom Café • Touch-a-Truck • London Bug Day • Flying Squirrel Trampoline Park • English Conversation Circle • Masonville Farmers Market • Community Home Child Care party • Skyzone Trampoline Park • Doors Open event • Pow Wow and Harvest Festival • Mutual Aid Parenting Program • London Multiple Birth Association Sale • Lobby of recreation centre(s) • Hockey tournament

Implications for Planning

While the profile of survey respondents is heterogeneous with regards to the range of groups represented in the responses, most respondents did not identify as a member of a specific target population.

Further, survey respondents include relatively high representation of responses from individuals with higher education and higher income. More than half of survey respondents have a before tax household income that is approaching or above the subsidy threshold of $80,000. More than half have some undergraduate or graduate level university education. As such, the survey results alone may not adequately reflect the early learning and child care needs, preferences, barriers, and suggestions of parents/caregivers and guardians. Focus group discussion provides very important supplemental information.

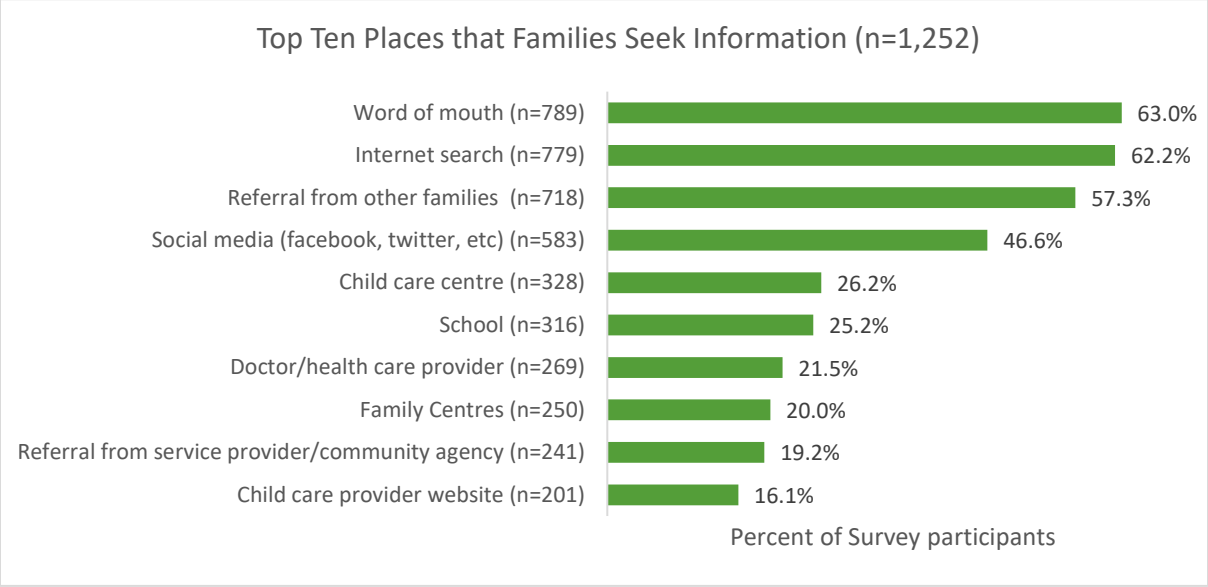
Francophone and Indigenous populations are not well represented among parent/guardian respondents in this survey report; parallel engagement/planning processes were in place at the time of this engagement (see Appendix 4 and 5). As such, the survey data included in this report from Francophone and Indigenous respondents should be supplemented with the results from the parallel engagement processes.

Access to Information

Q9. Where do you usually seek information about local early years and child care services?

Overall, over half of survey participants seek information through word of mouth, internet search, and referral from other families.

Figure 8: Top 10 Places Families Seek Information



Sources of information less frequently selected by respondents include:

- Information websites like the Ontario government website (11.5%, 144), Familyinfo.ca (8.8%, 110), and OneHSN (4.3%, 54)

- Social networks like EarlyON program sites (14.9%, 187) and Faith-based organizations (4.5%, 56) are a source of information
- Fewer than 1% identified accessing 211 (0.1%, 1) or the phone book (0.6%, 8) for information
- 3.2% (40) of respondents identified additional specific sources including: Eventbrite, Google search, Spectrum catalogue, library, Well Baby Clinics/Health Unit programs, YMCA, CPRI, and Childreach

For the most part, there is consistency across groups with a few exceptions. The following table summarizes the top 3 places respondents seek information by group:

Where Seek Information	In the Top Three for:
Word of mouth	All groups except Newcomers
Referral from other families	All groups except LGBT+, Single parents, parents of children with special needs
Internet search	All groups except Indigenous, and young parent
Social media	LGBT+, Newcomer, single parent, parents/caregivers of children with special needs, and young parent
Child care centre	Indigenous
Referral from service provider/community agency	Indigenous

Focus Groups

Focus group participants talked about getting information from similar places, including:

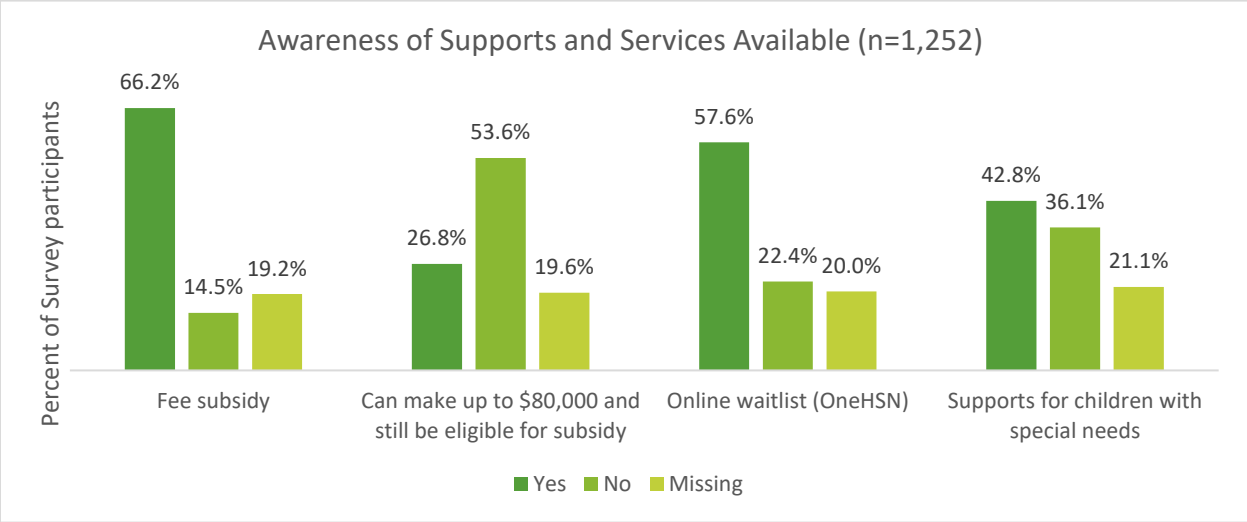
- Community-based resources included Family Centres, the Health Unit, child care providers, specialized service providers, and health professionals
- Online searches, primarily Google
- Social media sources including groups on Facebook, Instagram, and WhatsApp
- Informal networks and sources including a mom's group on Facebook, friends, play group, and family members
- City-produced resources accessed included the City of London website, and the Recreation Program Guide (Spectrum)
- Among newcomers, social media such as WhatsApp, informal networks, settlement workers and faith organizations (including the Islamic Centre and Muslim Mosque), were identified as important sources of information
- Among parents/caregivers of children with special needs sources, included other parents/caregivers, Thames Valley Children's Centre, and the City of London Recreation Program Guide (Spectrum)

Q.19. Are you aware of the following supports and services available in licensed child care programs?

Overall, survey participants identified being aware of the child care fee subsidy program, though more than half were not aware of the maximum income threshold of $80,000 for fee subsidy. Just over half of

respondents identified being aware of the online ONEHSN waitlist. Less than half were aware of supports for children with special needs.

Figure 9: Awareness of Supports and Services Available in Licensed Child Care Programs



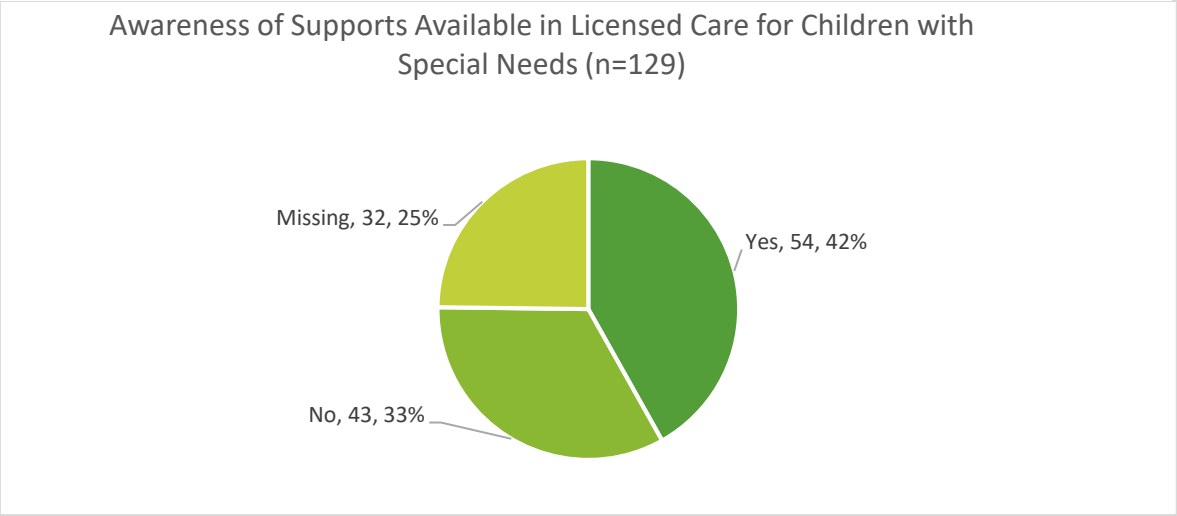
There is variation in the overall level of awareness between groups:

- Groups that identified being aware most often overall included: LGBT+, and single parents/caregivers
- Groups that identified being aware least often overall included: grandparent, newcomers, young parents/caregivers.

There appears to be a broad level of awareness with regards to the level of awareness of the availability of supports in licensed care for children with special needs:

- The number of survey participants who are aware of these supports (536) is higher than the number of parents/caregivers/guardians with children with special needs (129)
- A sizable proportion of parents/caregivers of children with special needs identified not being aware of these supports (33%)

Figure 10: Awareness of Supports Available for Children with Special Needs, Parents/caregivers/Guardians of Children with Special Needs



Summary Findings: Access to Information

Parents/caregivers and guardians get their information from a variety of sources, with informal sources like word of mouth, internet searches, and social media identified most often by survey respondents and by focus groups participants.

Community service providers including Middlesex-London Health Unit programs, specialized service providers, and early years programs services are also sources of information.

Social media, settlement services, and local Mosques were sources of information for newcomers. Formal sources, like child care centres and referrals from service providers, were key sources for Indigenous parents/caregivers. Referrals from specialized service providers and social media were key sources for parents/caregivers of children with special needs.

Formal tools created to function as central information sources such as OneHSN, Familyinfo.ca, and 211 are not identified as places that parents/caregivers and guardians tend to get their information. Less than 10% of survey respondents identify accessing any of these information sources and these were not mentioned in many of the focus groups.

Overall, families have awareness of supports and services available; however, there is evidence that awareness building activities may be an area for improvement:

- 66% of all survey respondents were aware of the fee subsidy program; however, 54% were not aware that household's with income up to $80,000 may still be eligible for subsidy
- 58% of all survey respondents were aware of the online OneHSN waitlist for child care
- 42% of parents/caregivers and guardians of children with special needs were aware of the availability of supports in licensed care
- Focus groups with newcomers identified a general lack of awareness of the child care system and child care options

Implications for Planning

Consider reviewing the current approach to providing information about programs and services, in particular, the roles of OneHSN and Familyinfo.ca.

Consider awareness building in the areas of:

- Awareness building of the child care system and child care options among newcomers
- Services and supports available for children with special needs
- Eligibility criteria for the fee subsidy program

Continue to use a multi-pronged approach to:

- Provide information in a variety of forms
- Build on the existing formal networks of service providers in the health, social service and settlement services sectors to share information
- Utilize opportunities to provide information broadly in the community to reach the general population

Access to Care

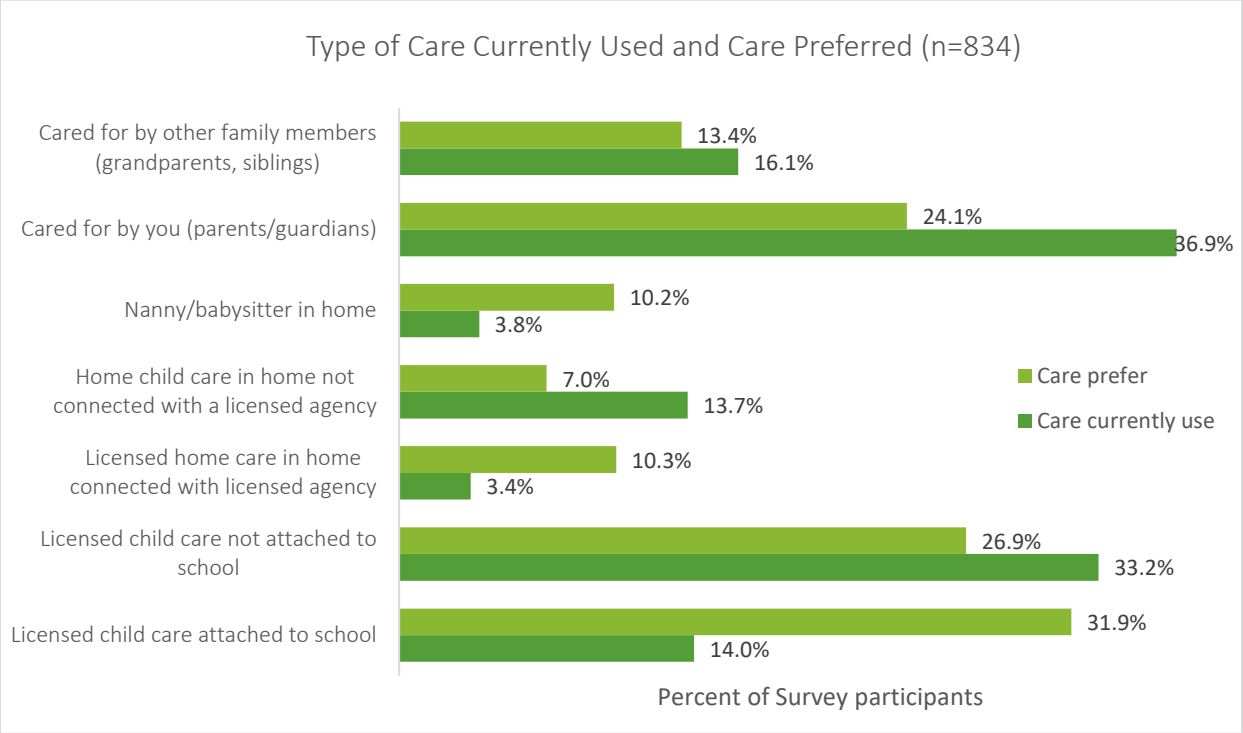
Current and Preferred Care – Survey Responses

Q10. Who currently provides most of the care for your child(ren) that are between 0 and less than 4 years of age? And if you had a choice, what type of care would you prefer to use?

A total of 834 survey participants identified having children between 0 and less than 4 years of age. All percentage calculations are based on a denominator of 834. Survey participants could select all answers that applied.

- "Cared for by you" and "licensed child care not attached to a school" were identified most frequently as the type of care currently used; this is consistent across groups with the exception of Francophone, Indigenous, Grandparents, and Young parents
- "Licensed child care attached to school" was identified most often as the preferred type of care, followed by "licensed child care not attached to a school" and "cared for by you"

Figure 11: Type of Care Currently Used and Type of Care Preferred, Children Age 0 to <4



The top types of care currently used and preferred are consistent across groups with some exceptions:

Group	Top two types of care used	Preferred Care
First time parent	• N/A	• Licensed care attached to a school • Cared for by parent/guardian
Francophone	• Licensed care not attached to a school • Licensed care attached to a school	• Licensed care attached to a school • Cared for by parent/guardian
Indigenous	• Cared for by parent/guardian • Cared for by other family members	• N/A

Group	Top two types of care used	Preferred Care
Grandparent	• Cared for by other family members • Licensed care not attached to a school	• Licensed care attached to a school • Cared for by parent/guardian • Cared for by other family members • Nanny/babysitter
Young parent	• Cared for by other family members • Cared for by parent/guardian	• N/A

Other types of care:

Currently used	Preferred
• Family friend • School • Non-licensed care center that is not in a home	• Nursery school • A mix of licensed child care centre, family, and parents/caregivers • Special needs child care • Fathers • Ability to work part-time and have part-time care • At work child care

"I would prefer to have more flexibility in work schedule to care part-time for my child at home"

Gap Analysis: Extent to Which Child Care Needs Are Met/Not Met

Analysis at the individual level, comparing how many times parent/guardians indicated that they were using the type of care preferred, shows that overall, 48% of parents/caregivers/guardians are using at least one care type that they prefer and 52% are not.

Analyzing the data at the individual level shows that the types of care with the biggest gaps, as measured by the proportion of parents/caregivers/guardians not accessing their preferred type of care are, include:

- Licensed child care centre attached to a school – 27% of respondents who would prefer this type of care are not currently using it
- Licensed child care centre not attached to a school – 17% of respondents who would prefer this type of care are not currently using it
- Cared for by parents/caregivers/guardians – 13% of respondents who would prefer this type of care are not currently using it

This is consistent for infants, toddlers, and preschoolers. After comparing these three age groups, the largest gaps in care for all care types appears to be among respondents with infants.

Figure 12: Percent of Respondents Not Currently Accessing Preferred Type of Care, Children Age 0 to <4

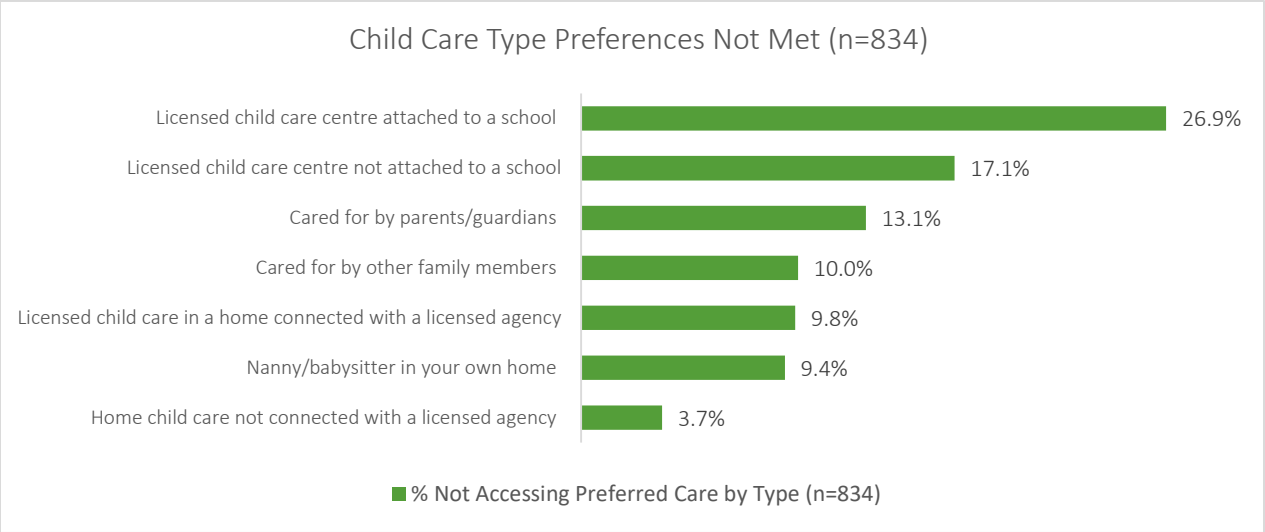


Table 3: Percent of Respondents Not Currently Using Their Preferred Care by Type, Infant, Toddler, Preschool

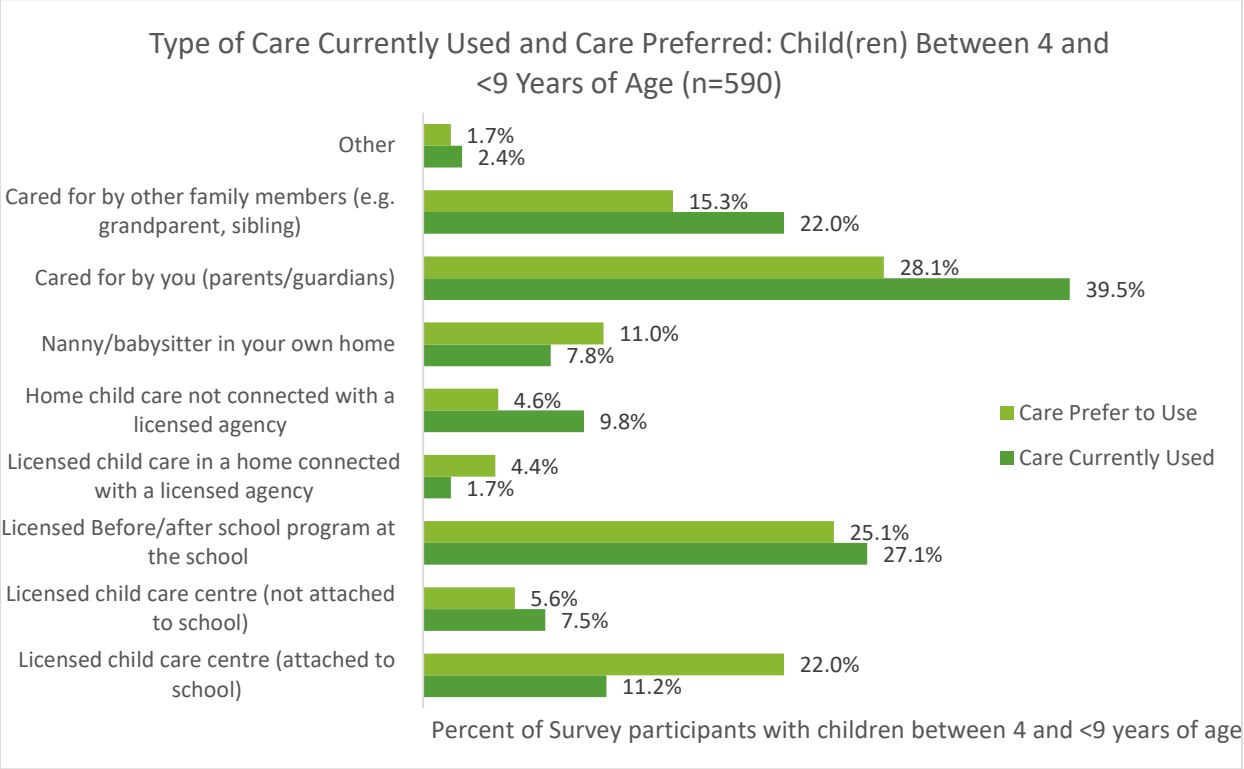
Preferred Care Type	Infant (n=384)	Toddler (n=257)	Preschool (n=358)
Licensed child care centre attached to a school	30.7%	18.7%	26.3%
Licensed child care centre not attached to a school	24.0%	13.2%	10.9%
Licensed child care in a home connected with a licensed agency	12.5%	6.2%	8.7%
Home child care not connected with a licensed agency	5.2%	2.7%	3.4%
Nanny/babysitter in your own home	11.7%	7.8%	7.8%
Cared for by parents/caregivers/guardians	13.8%	12.5%	11.2%
Cared for by other family members	13.0%	8.2%	7.3%

Q11. Who currently provides most of the care for your child(ren) who are between 4 years and less than 9 years of age? And if you had a choice, what type of care would you prefer to use?

A total of 590 survey participants identified having children between 4 and less than 9 years of age. All percentage calculations are based on a denominator of 590. Participants could select all that apply.

- "Cared for by you" and "licensed before and after school program at the school" were identified most frequently as the type of care currently used
- These are also the preferred types of care identified most often

Figure 13: Type of Care Used and Preferred, Children Age 4 to <9



The top two types of care currently used is consistent across groups with some exceptions:

- "Cared for by other family members" was one of the top two most frequently identified types of care among Grandparents/caregivers, single parents/caregivers, parents/caregivers of children with special needs, and Indigenous parents/caregivers
- "Licensed before and after school program" at the school was one of the top two most frequently identified types of care used by Francophone parents/caregivers, single parents/caregivers, LGBT+, Newcomer parents/caregivers most often
- "Licensed child care centre attached to school" was the top choice of care across all groups

"Cared for by you" was identified most often as the type of care preferred overall, followed by "licensed before/after school program at the school" with the following exceptions:

- Licensed before/after school programs at school and licensed child care attached to school were identified most often by Indigenous parents/caregivers, single parents/caregivers, and parents/caregivers of children with special needs
- Newcomer parents/caregivers identified licensed child care attached to school most frequently followed by caring for the child themselves

Other types of care:

Use Most of the Time	Preferred
Camps In school all day	• To not have to use vacation time when need to stay home with sick child • Licensed nanny • Extracurricular activities at the school (music/sports)

Gap Analysis: Extent to Which Care Needs Met/Not Met

Analysis at the individual level, comparing how many times parent/guardians indicated that they were using the type of care preferred, shows that overall, 74.9% of parents/caregivers/guardians are using at least one care type that they prefer.

Analyzing the data at the individual level shows that the types of care with the biggest gaps, as measured by the proportion of parents/caregivers/guardians not accessing their preferred type of care, include:

- Licensed child care centre attached to a school – 18% of respondents who would prefer this type of care are not currently using it
- Licensed before/after school program at school – 15% of respondents who would prefer this type of care are not currently using it
- Cared for by parents/caregivers/guardians – 14% of respondents who would prefer this type of care are not currently using it

These gaps are true for kindergarten age children and for children between the ages of 6 and <9. Comparing these two age groups, the largest gaps in care for all care types appear to be among respondents with kindergartners.

Figure 14: Respondents Not Accessing Preferred Type of Care, Children Age 4 to <9

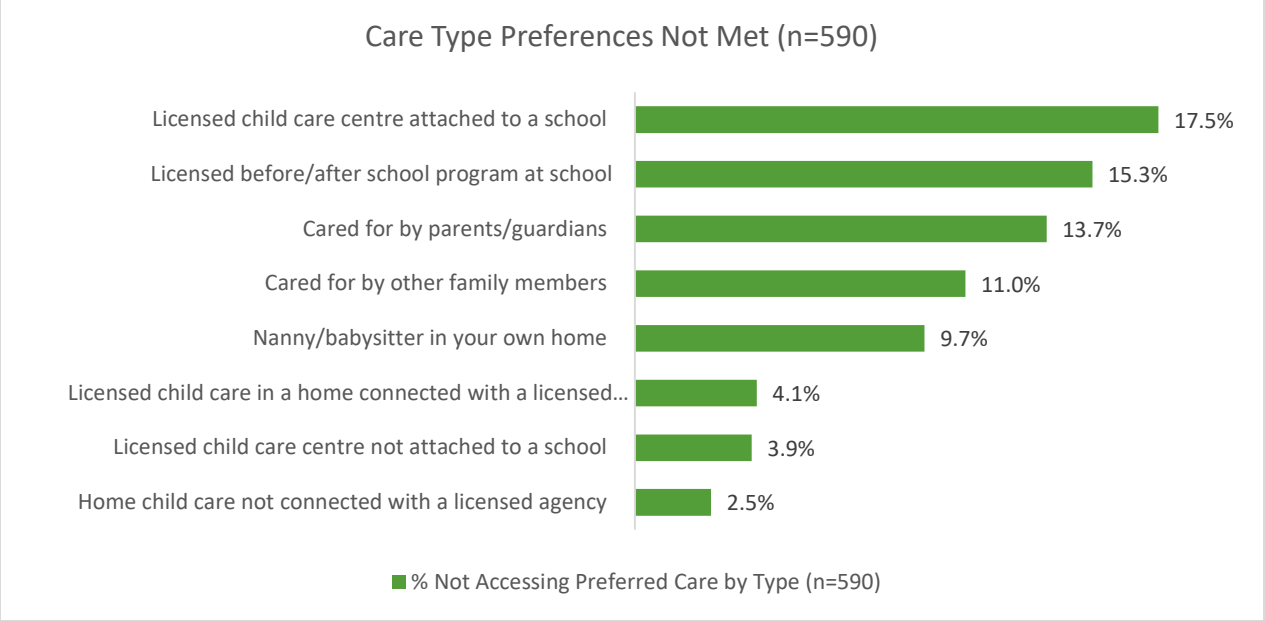


Table 4: Percent of Respondents Not Currently Using Their Preferred Care, Kindergarten and Children Age 6 to <9

% Not Accessing Preferred Care	Kindergarten (n=370)	Between Age 6 and <9 (n=318)
Licensed child care centre attached to a school	20.0%	15.4%
Licensed child care centre not attached to a school	4.9%	2.8%
Licensed before/after school program at school	15.1%	16.4%
Licensed child care in a home connected with a licensed agency	5.4%	2.8%
Home child care not connected with a licensed agency	2.4%	2.8%
Nanny/babysitter in your own home	11.4%	9.1%
Cared for by parents/caregivers/guardians	15.4%	12.9%
Cared for by other family members	12.2%	11.6%

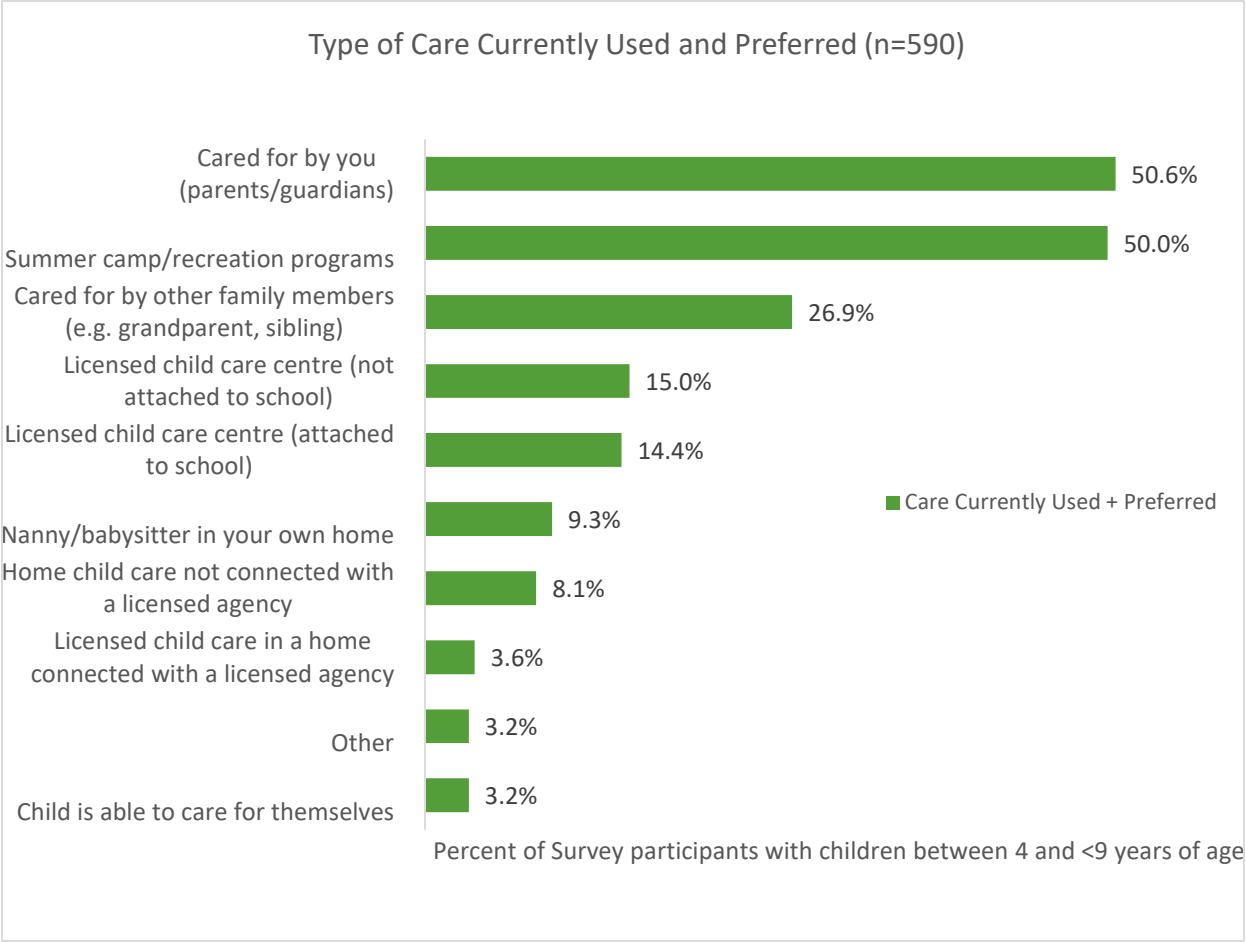
Q12. Who currently provides most of the care for your child(ren) during the summer months? And if you had a choice, what type of care would you prefer to use?

A total of 688 survey participants identified having children between 4 and less than 9 years of age. All percentage calculations are based on a denominator of 688. Survey participants could select all answers that applied.

Due to a technical error, parents/caregivers could only select either cared for currently or care prefer for each care type. To get a sense of relative importance of each care type, responses to currently used care and preferred are added.

- "Cared for by you" and "summer camp/recreation programs" were identified most frequently; this is consistent across all groups

Figure 15: Care Used or Preferred During the Summer Months, Children Age 4 to <9



Other types of care:

Use Most of the Time	Preferred
Free half day camps	Christian-based

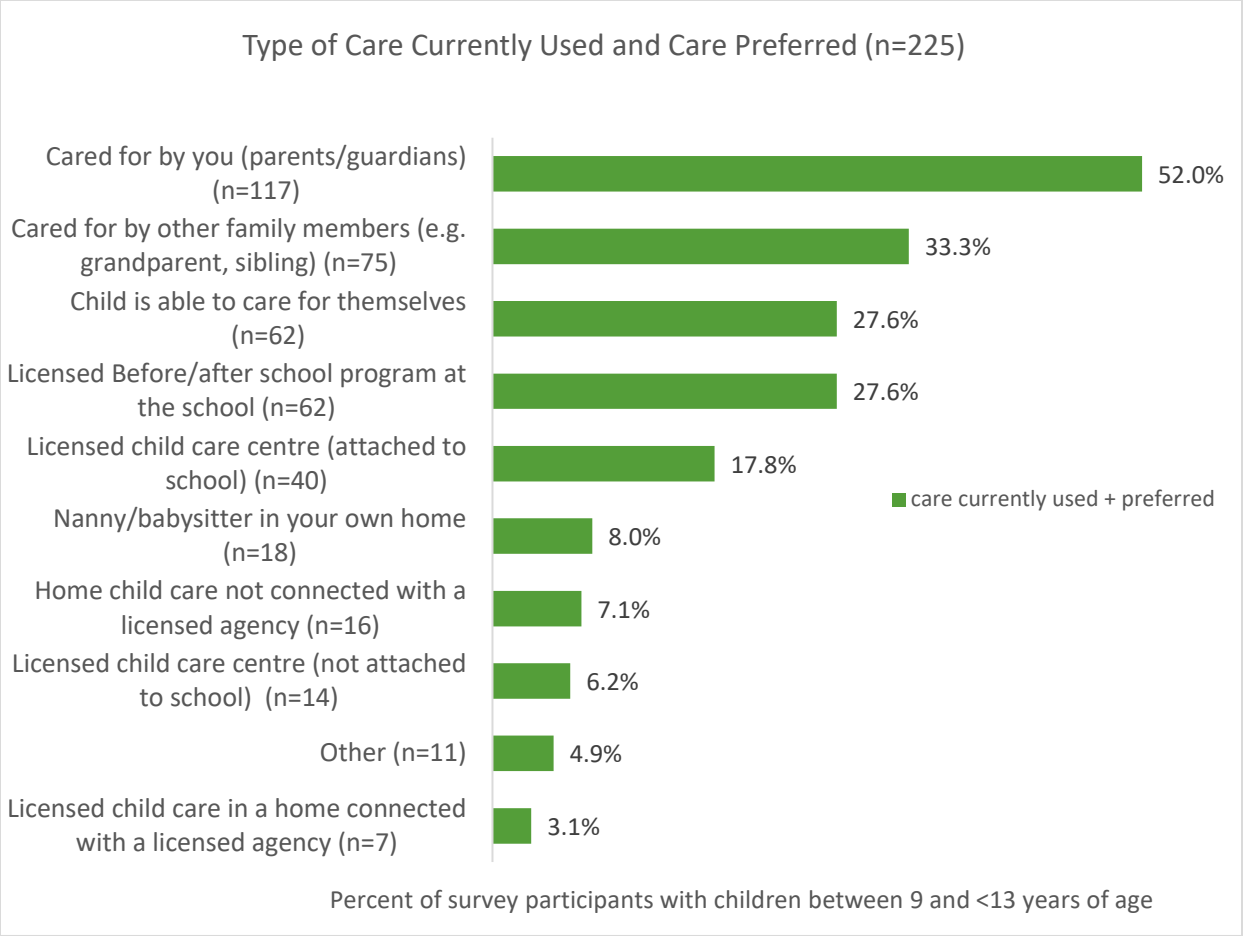
Q13. Who currently provides most of the care for your child(ren) who are between 9 years and less than 13 years of age? And if you had a choice, what type of care would you prefer to use?

A total of 225 survey participants identified having children between 9 and less than 13 years of age. All percentage calculations are based on a denominator of 225. Survey participants could select all answers that applied.

Due to a technical error, parents/caregivers could only select either cared for currently or care prefer for each care type. To get a sense of relative importance of each care type, responses to currently used care and preferred care are added.

- "Cared for by you" and "cared for by other family members" were identified most frequently overall and by almost all groups

Figure 16: Care Types Used or Preferred, Children Age 9 to <13



The top two types of care identified varied for Francophone, grandparent, Indigenous, newcomer and single parent survey participants:

- Licensed before/after school program at the school was the most frequent or second most frequent response from Francophone, Indigenous and single parent participants
- Licensed child care centre attached to the school was the most frequent response for Francophone and grandparent respondents

	Licensed child care centre (attached to school)	Licensed Before/after school program at the school	Cared for by parent/guardian	Cared for by other family members	Child is able to care for themselves
Francophone (n=8)	Most frequent response	Second most frequent response			
Grandparent (n=2)	Most frequent response			Second most frequent response	
Indigenous (n=9)		Most frequent response (tied)	Most frequent response (tied)		
Newcomer (n=17)			Most frequent response		Second most frequent response
Single Parent (n=41)		Second most frequent response	Most frequent response		

Other types of care:

Use Most of the Time	Preferred
Support worker for respite as child has special needs	• Flexible • Licensed drop-in • Older siblings

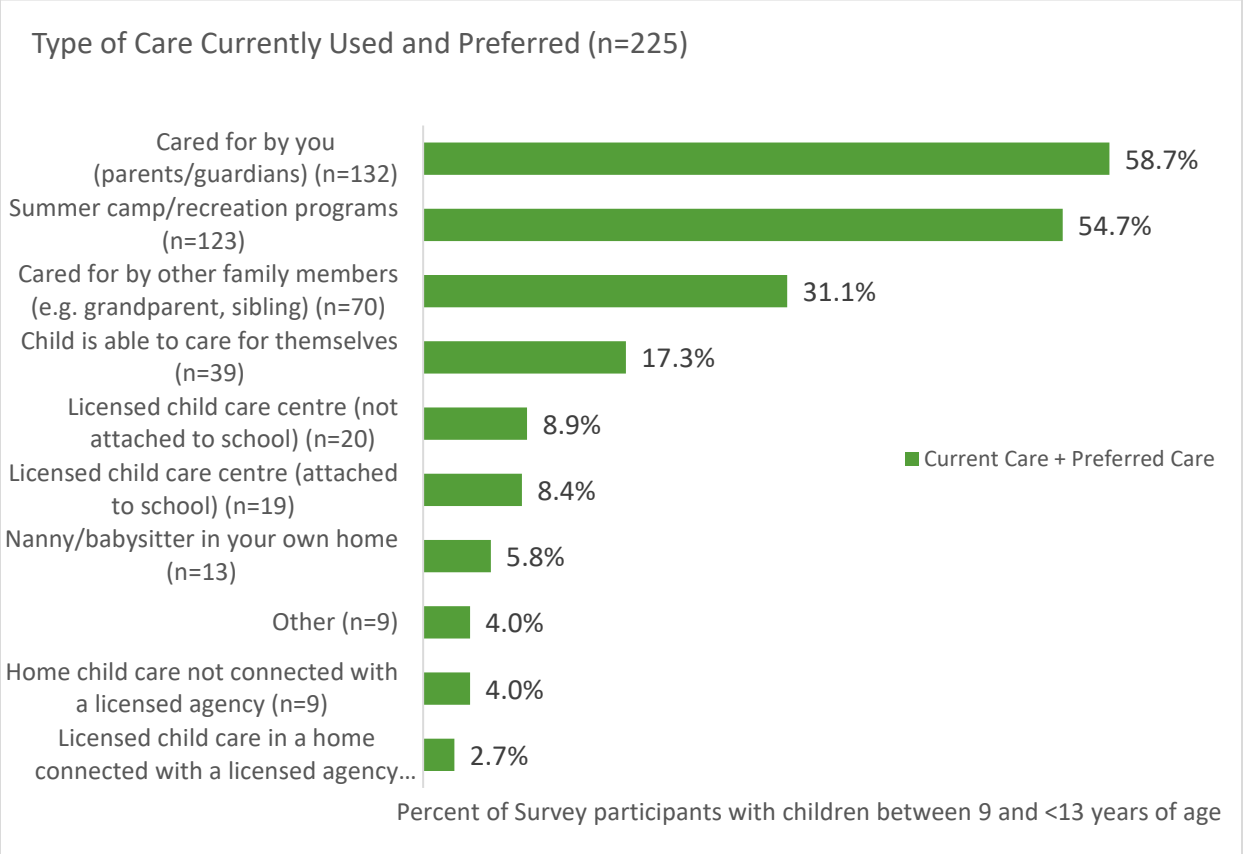
Q14. Who currently provides most of the care for your child(ren) during the summer months? And if you had a choice, what type of care would you prefer to use?

A total of 225 survey participants identified having children between 9 and less than 13 years of age. All percentage calculations are based on a denominator of 225. Survey participants could select all answers that applied.

Due to a technical error, parents/caregivers could only select either cared for currently or care prefer for each care type. To get a sense of relative importance of each care type, responses to currently used care and preferred are added.

- "Cared for by you" and "summer camp/recreation programs" were identified most frequently
- This is consistent across all groups

Figure 17: Care Used or Preferred During the Summer Months, Children Age 9 to <13



Other types of care:

Use Most of the Time	Preferred
Support worker for respite as child has special needs	Camp hours that better reflect working hours No late pick up fees

Current and Preferred Care – Parent/Caregiver and Guardian Post Cards

Top types of care used most of the time include:

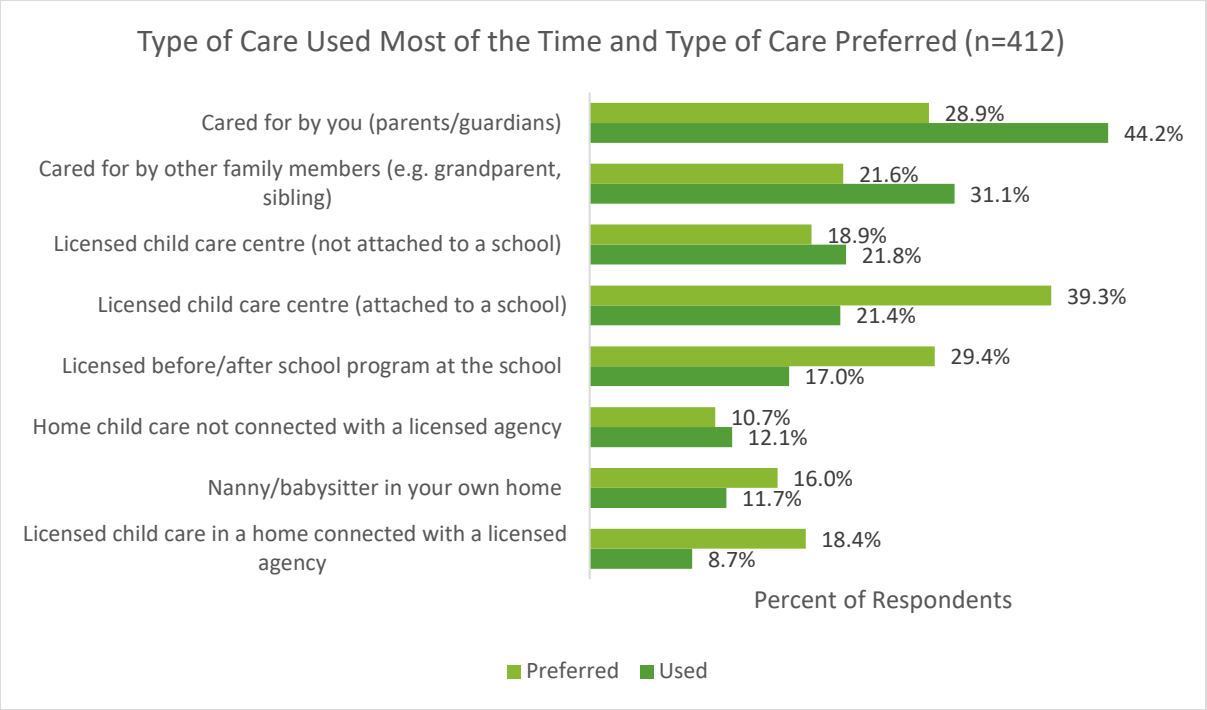
- Cared for by parents/caregivers/guardians (44.2%)
- Cared for by other family members (31.1%)
- Licensed child care centre not attached to a school (21.8%)

The top type of care preferred include:

- Licensed child care centre attached to a school (39.3%)
- Licensed before/after school program at the school (29.4%)
- Cared for by parents/caregivers/guardians (28.9%)

More parents/caregivers/guardians rely on themselves or their family to provide care than they would prefer.

Figure 18: Care Currently Used and Care Preferred, Postcard Results



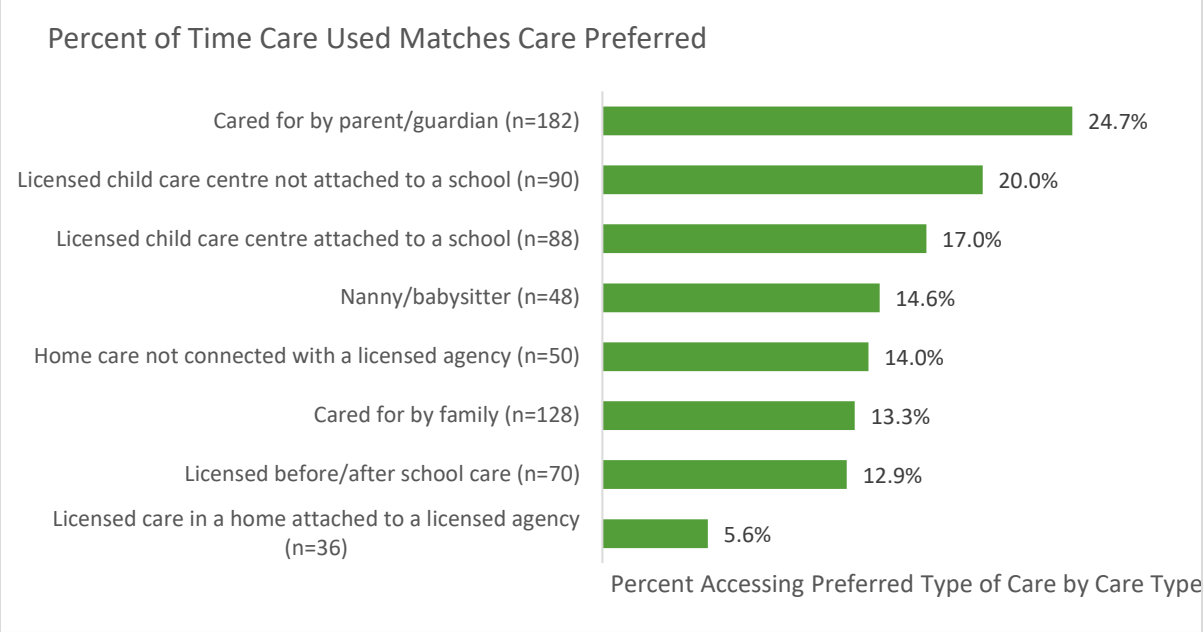
Gap Analysis

Extent to Which Care Needs Met: Parents/caregivers/Guardians Using the Type of Care Preferred

Analysis at the individual level, comparing how many times parent/guardians indicated that they were using the type of care preferred shows that, overall, 22% of parents/caregivers/guardians are using at least one care type that they prefer.

Further, the majority of parents/caregivers who are using a particular care type would prefer to use another care type. The chart illustrates the proportion of parents/caregivers/guardians who prefer the type of care they are currently using. For example, 25% of the 182 parents/caregivers/guardians who are providing care themselves prefer this type of care; 75% would rather use another type of care.

Figure 19: Percent of Respondents Currently Using Preferred Care by Type, Postcard Results

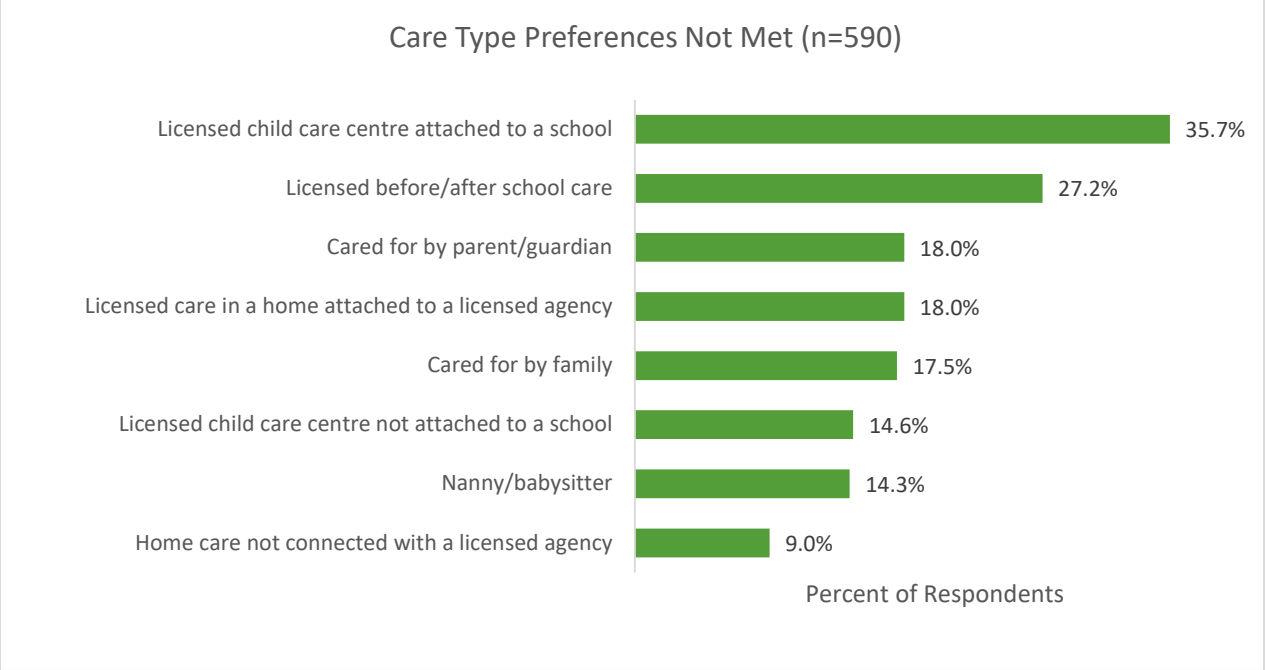


Percent of Parents/caregivers/Guardians Not Accessing Preferred Type of Care

Analyzing the data at the individual level shows that the types of care with the biggest gaps, as measured by the proportion of parents/caregivers/guardians not currently accessing their preferred type of care, are:

- Licensed child care centre attached to a school – 36% of all respondents prefer this type of care and are not currently accessing it
- Licensed before/after school program at school – 27% of all respondents prefer this type of care and are not currently accessing it
- Licensed care in a home attached to a licensed agency - 18% of all respondents prefer this type of care and are not currently accessing it
- Care provided by parent/guardian agency - 18% of all respondents prefer this type of care and are not currently accessing it

Figure 20: Unmet Preference by Care Type, Postcard Results



Current and Preferred Care – Focus Groups

Focus group data provided evidence that various types of care are used, with parents/caregivers/guardians using what they are able to access and not necessarily what is preferred or ideal.

Table 5: Summary of Care Used and Care Preferred/Ideal Arrangement, Focus Group Input

	Care Used	Care Preferred/Ideal Arrangement
General	• Full-time, centre based • Recreation based - Y Care • Merrymount • Stay at home • Extended family, friends • Part time licensed care • Licensed and unlicensed home care • Friends	• Choices around centre based care • Stay at home • Home care provider • Extended family • Part-time care
Newcomer	• Self • Extended family • Limited use of licensed care	• Care by self • Extended family • Before and after school care at the school location
Circles	• Licensed centre-based care • Licensed and unlicensed home care • Neighbour	• Before and after school care attached to a school

	• Daycamps and babysitters in the summer • Extended family • Multiple locations	
Parents/caregivers of Children with Special Needs	• Mix of care used to meet needs • Flex work hours to accommodate child's school day • Nanny • Nurse	• No information

Summary: Care Preferences and Gaps

Care preferences are available from the parent/guardian postcards and from the parent/guardian survey for children up to age 9.

Top types of care identified were:

- Care provided by parent/guardian and care provided by a family member are top types of care currently used across age groups
- Licensed care attached to a school was a top type of care used for parents/caregivers with children between the ages of 0 and <4
- Licensed before/after care at the school for parents/caregivers/guardians with children between the ages of 6 and <9

Top types of preferred care identified were:

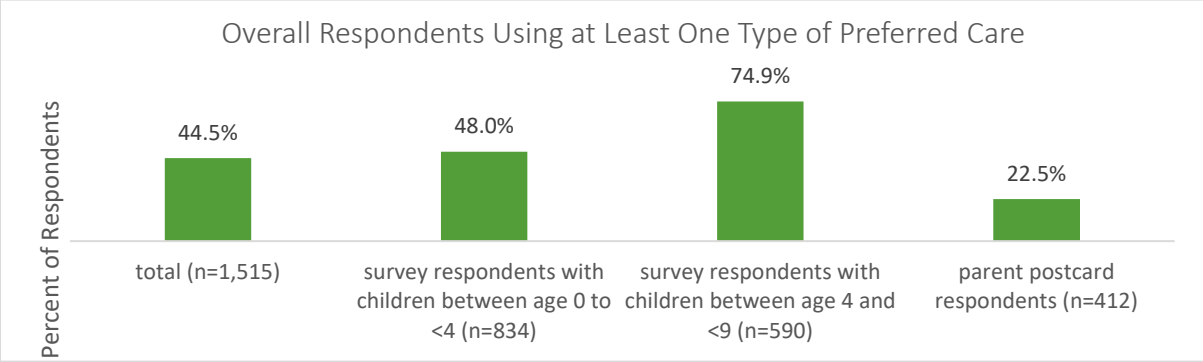
- Care in a licensed centre attached to a school, regardless of child age
- Care provided by parent/guardian, regardless of age
- Licensed care not attached to a school for parents/caregivers/guardians with children between the ages of 0 and <4
- Licensed before/after school care at the school for parents/caregivers/guardians with children between the ages of 4 and <9

In terms of unmet need, there are indications that, currently, parents/caregivers/guardians generally are not accessing the type of care they prefer, with evidence of variation across age groups:

- The data shows a mismatch in the type of care used. For all care types, and across age groups, 60% or more of respondents using a particular care type would prefer to use another care type
- Overall, 44.5% of respondents are using at least one of their preferred types of care[1]; however, this finding varies by age and data source with survey respondents with children between 4 and <9 most often identifying using at least one type of care they prefer
- 48% of survey respondents with children between 0 and <4 years of age are using at least one type of care that they prefer; 74.9% of survey respondents with children between 4 and <9 years of age are using at least one type of care they prefer; 22.5% of postcard respondents are using at least one type of care they prefer

[1] This data combines figures from the parent postcards and survey respondents for which there is data.

Figure 21: Extent to Which Respondents are Currently Using Preferred Care, Children Ages 0 and <9 plus Postcard Respondents



Based on the percent of respondents not currently using their preferred type of care, top gaps in care included:

- Licensed child care centre attached to a school for children of all ages; this type of care has the largest gap with 23% of parents/guardians with children between the ages of 0 and <9 preferring this type of care and not currently using it
- Just over 13% of parents/guardians would prefer to be the ones providing care for their children and are not doing so now
- 17% of parents/guardians with children between the ages of 0 and <4 would prefer to use a licensed child care centre not attached to a school and are not accessing it now
- 15% of parents/guardians with children between the ages of 4 and <9 would prefer to use licensed before/after school care at the school and are not accessing it now
- Overall, the largest gaps are reported by parents/guardians of infants for all care types

Overall, unmet need is similar for home care in a home attached to a licensed agency and licensed care in a centre not attached to a school; however, the data are not consistent across data sources or age groups. Between 4% - 18% of respondents prefer these types of care and are not currently using it.

For summer month care or for children ages of 9 and <13, types of care that present as most important for these categories are as follows:

- During the summer months, parents/caregivers/guardians and summer camp/recreation programs were most often identified as either the type of care currently used or preferred
- For children between the ages of 9 and <13, parent/guardian care was identified most often as either the type of care currently used or preferred, followed by care provided by other family members

Implications for Planning

- Increasing access to licensed child care attached to a school and licensed before/after school programs at a school will have the biggest impact on reducing the current gap in access to preferred care
- Licensed home child care and licensed care provided in a centre not attached to a school are also important care types in the system

- While further exploration is warranted, the data suggests that care for children between the ages of 0 and <4 is a priority area with regards to efforts to provide parents/caregivers/guardians with access to the type of care they prefer
- Opportunities for supporting parents/caregivers/guardians and family members to care for their children will need to be an important part of the child care system
- Access to summer recreation programs and camps appears to be an important component of the system for children between the ages of 4 and <13
- Further exploration is needed to determine care preferences and gaps for children between the ages of 9 and <13, before and after school programs, and after school recreation programs

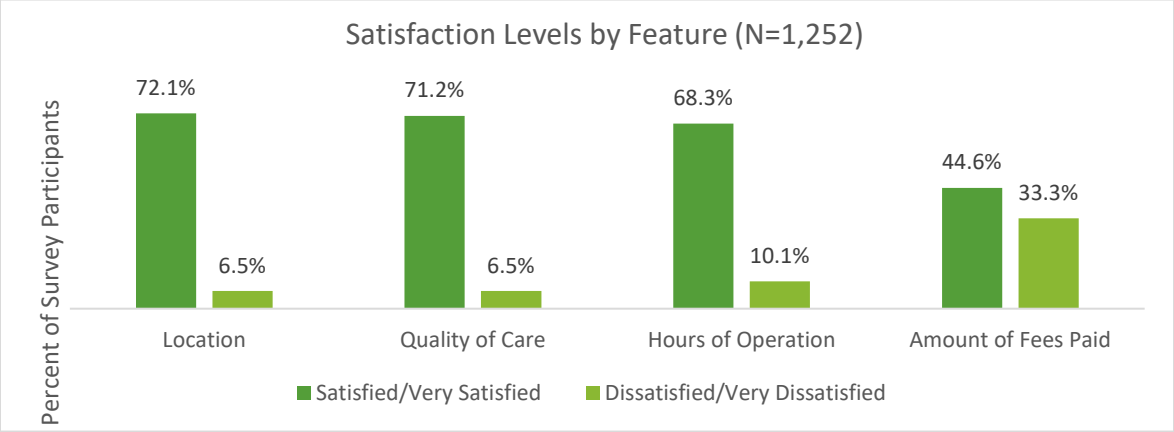
Care Experience

Q15. How satisfied are you with the following features of your main child care arrangement?

Survey Respondents

Overall, survey respondents are satisfied or very satisfied with the features of their main child care arrangement. Satisfaction levels with the amount of fees paid are lowest. This is consistent across all groups.

Figure 22: Level of Satisfaction with Features of Main Type of Child Care Used



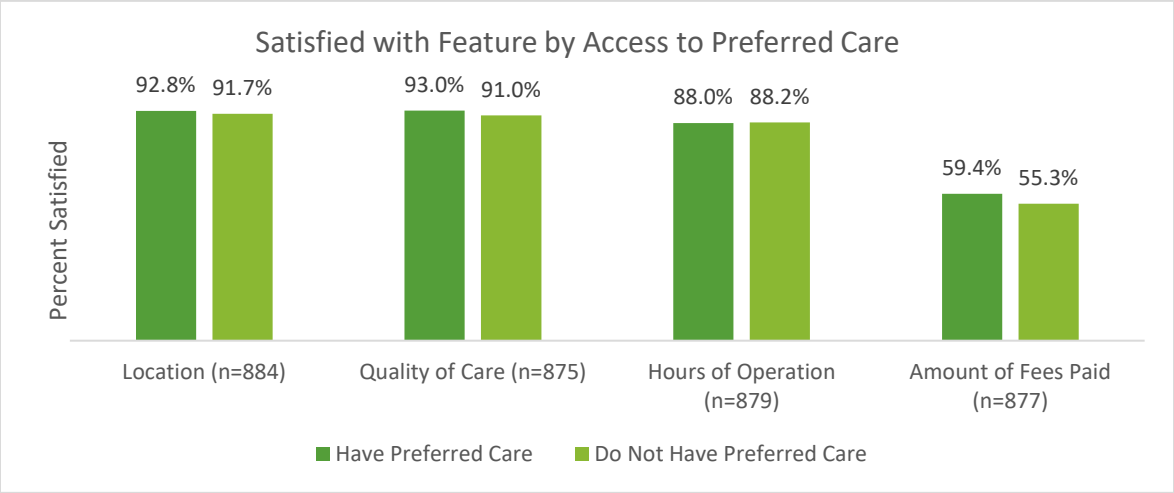
Statistical analysis was done to compare levels of satisfaction for respondents using the type of care they prefer with respondents not using the type of care they prefer[2]. The results indicate that satisfaction with amount of fees paid and quality of care may be higher among parents/caregivers/guardians using

[2] N-1 Chi-Square test comparing totals for two groups with different conducted using online statistics calculator. https://measuringu.com/ab-cal/
Results: Location – 45.6% chance the proportions are different and 72.8% chance that more people with preferred care are satisfied compared to people without preferred care.
Hours – 8.6% chance the proportions are different and 54.3% chance that more people not accessing their preferred care are satisfied compared to people who are accessing their preferred care.
Quality - 71% chance the proportions are different and 85.6% chance that more people with preferred care are satisfied compared to people without preferred care.
Cost of care - 75% chance the proportions are different and 88.8% chance that more people with preferred care are satisfied compared to people without preferred care.

their preferred care type compared to parents/caregivers/guardians not accessing their preferred care types.

Note that these differences should be considered cautiously as respondents could identify both accessing preferred care and not accessing preferred care: approximately 33% of respondents identified both accessing the type of care they prefer and not accessing the type of care they prefer[3].

Figure 23: Satisfaction with Features of Child Care Used, Postcard Data



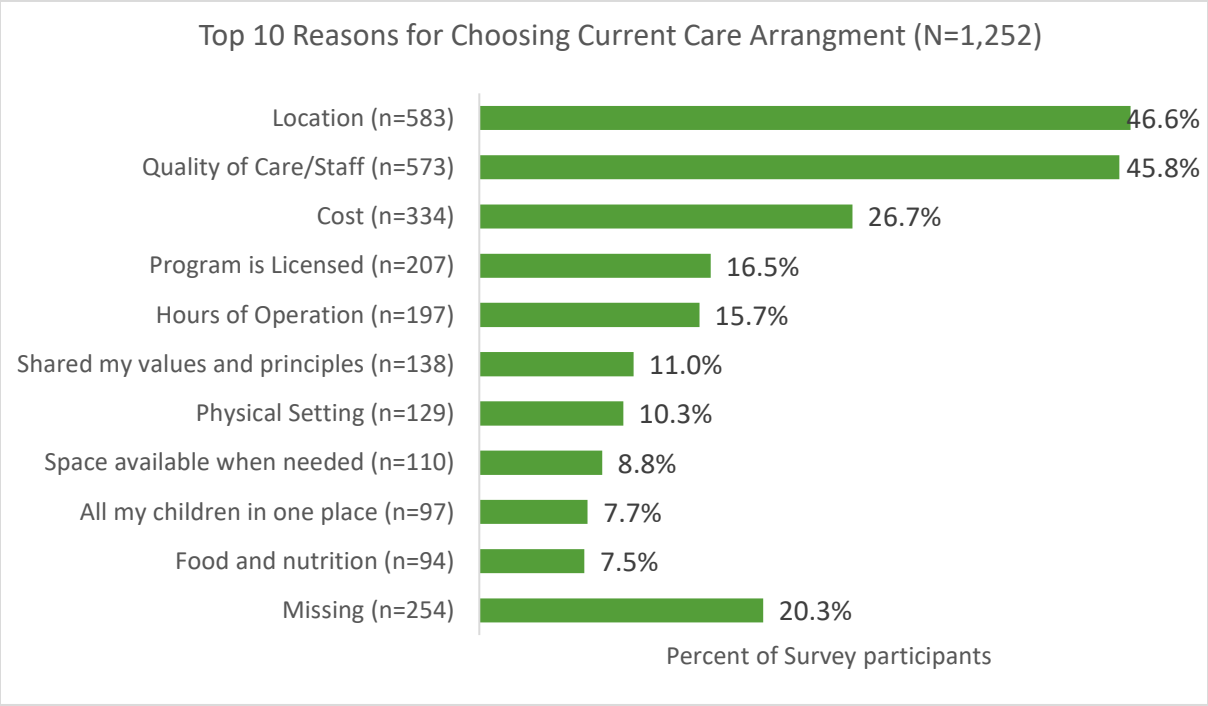
Q16. What are the top three reasons you use your current care arrangement for your child(ren)?

Survey Respondents

Location, quality of care/staff and cost are the top three reasons families (n=998) use their current care arrangement.

[3] Data on using preferred care and not using preferred care was available for 1,103 respondents and showed that there is overlap between the two groups with the combined number of "using preferred care" plus "not using preferred care" totalling 1,462, suggesting that 32.5% of respondents are both using their preferred care and not using their preferred care: 583 respondents access care they prefer + 879 are not accessing care

Figure 24: Top Reasons for Choosing Current Care Arrangement



While quality of care/staff was a top priority reason for all groups, there was some variation between in the other responses:

Feature	Top priority reason for:
Cost	• All groups except single parents/caregivers
Location	• All groups except grandparents/caregivers and young parents/caregivers
Program is licensed	• Francophone parents/caregivers/guardians
Shared my language and culture	• Francophone parents/caregivers/guardians
Food and nutrition	• Grandparents/caregivers, young parents/caregivers
Shared my values and principles	• Grandparents/caregivers
Hours of operation	• Single parents/caregivers
Program is able to accommodate my child's special needs	• Young parents/caregivers

Other priorities for choosing care include:

- Convenience: location, children together, employer-provided
- Necessity: "Only option," "currently use anyone who can help me"
- Choose to stay at home for a variety of reasons, including cost of care, values, and maternity leave
- Safety and security
- Unique features: "attached to programs with elderly residence tenants"
- Fits with our own work schedules

- Offers flexible care option

"Wanted a group setting with larger group of children to socialize my son well"

Barriers to care:

- Lack of space generally, and specifically in after school programs
- Cost
- Not able to find licensed flexible care

Quotes

"I haven't been able to work because there is no childcare available for all of my age ranges and times for my kids. So I struggle to try to do whatever I can to work from home and provide care for other children just to make ends meet. But that still isn't enough money made to even get us a decent place to live."

"I cannot afford childcare for my three children and do not qualify for subsidy so I have to stay home with them in order for it to make any financial sense."

Q17. Have you had any of these child care related problems or challenges in the past year?

Survey Responses (n=990)

Did not have any problems or challenges

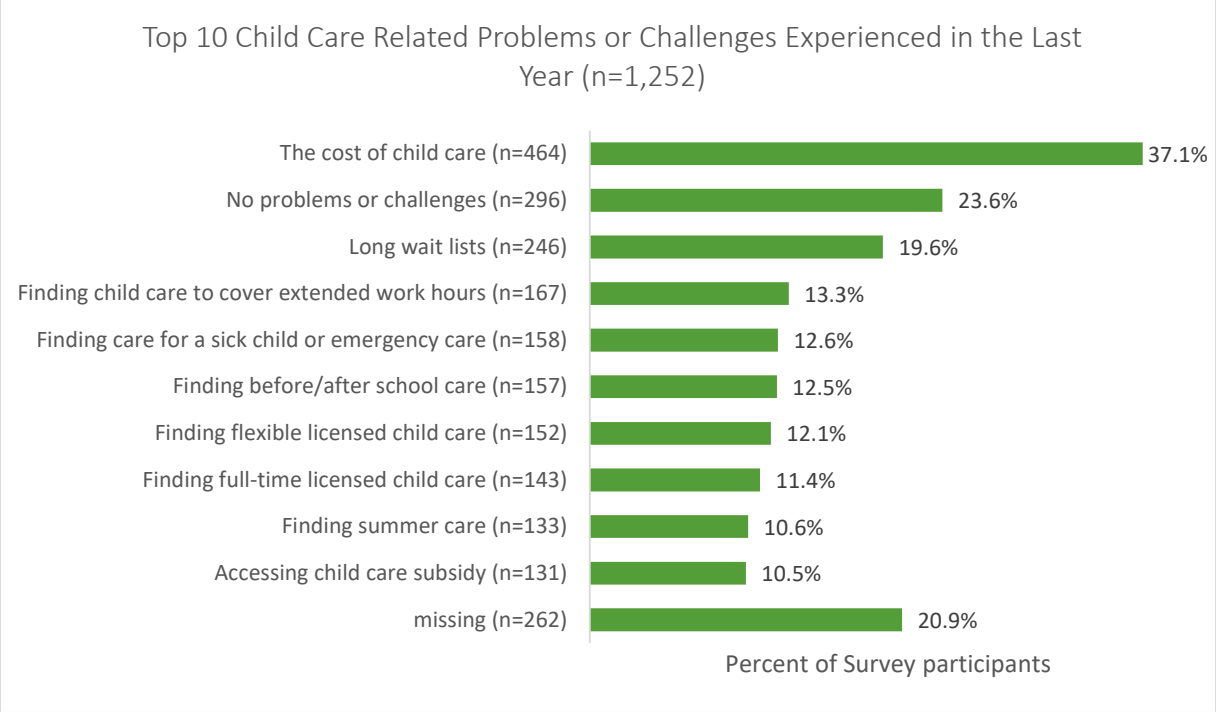
Almost 24% of families identified not having any child care related problems or challenges in the last year. However, there are differences between groups, with Indigenous, parents/caregivers of children with special needs, single parents, and LGBT+ selecting this response least often compared to other responses.

Problems or challenges experienced

Respondents could check as many problems or challenges as applied.

Among those who did identify challenges, cost of care, long wait lists, and finding care to cover extended work hours were the top three child care related problems or challenges experienced.

Figure 25: Top Child Care Related Problems or Challenges Experienced



While the cost of care was a top child care related problem or challenge for all groups, between groups there was variation in the top challenges identified:

Challenge	Top Three Identified Challenge or Problem
Long wait lists	• All except Francophone, grandparents, parents of child with special needs
Finding and/or keeping care for my child with special needs	• Parents of child with special needs
Finding child care to cover extended work hours	• Single parents, LGBT+
Finding child care to cover short-term relief	• Grandparents, young parents
Finding before/after school care	• Grandparents, Indigenous, parents of child with special needs
Finding summer care	• Grandparents
Finding care for a sick child or emergency care	• Francophone, LGBT+

Other problems or challenges mentioned include:

- Language barrier
- Not enough options for children aged 10 and older
- Wanting camera access to see child at child care centre
- Child fed food items that don't meet diet restrictions
- Different registration times and information makes it difficult to coordinate
- Finding safe care
- Concern with quality of licensed home child care
- Not enough centre-specific information to allow for making comparisons when selecting a centre

- Child care centre medical policies that don't align with medical evidence (eg. when someone is contagious or not)
- Work required to retain subsidy for special needs child
- Finding summer care/camp for child(ren) with special needs
- Not being able to access subsidy to look for work
- Subsidy policy that assesses parent contribution based on previous year's income tax
- Waitlists (at child care centre) don't have transparent conditions – does not seem to be "first come, first serve"
- Need more age appropriate and interesting activities offered within a child care setting

Quotes:

"Getting called for jury duty that will possibly go longer than my child care is available"

"I work till 10 and possibly will lose my job because I can't find childcare that extends to 10:30 at night"

"I qualify for subsidized child care but cannot receive it until I am working. I can't actively look for a job until I have some where to send my daughter for child care. So when one space randomly opened up, I couldn't take it because subsidy wouldn't help."

"I just started college full time on OSAP and I still have to pay a good amount of subsidy based on last years income tax."

Parent Postcards: Reasons for Not Using Preferred Type of Care

100 people provided reasons for not using their preferred type of care. The top three reasons given include cost/affordability (36%), lack of availability/access (21%), and hours of care (11%).

Table 6: Reasons for Not Using Preferred Type of Care, Postcard Respondents (n=100)

Theme	Description and Quotes
Cost/affordability (36%)	• "Expensive" • "Out of my budget" • "Can't go back to work" • "should be free" • "Cost is extreme for a family starting out" • "4 kids in care gets expensive in this city" • "licensed care too expensive" • "cost prohibits in-home care" • "waiting list for subsidy"
Not accessible/available (21%)	• "No availability at our school" • "No licensed care at older child's school" • "No infant/toddler care at centre attached to school" • "No childcare facility in our school" • "no vacant care at the daycare near my house/not available in my area" • "Long waiting lists" • "Difficult to navigate

Theme	Description and Quotes
	• "Difficulty finding infant care"
Hours of care (11%)	• Hours not long enough: "Both parents/caregivers employed full time and work hours do not accommodate pick up/drop offs"; "not enough time to drop my kids off"; "need 6:30 am start time" • "Lack of part time options" • Need care that can accommodate irregular hours, shift hours, long hours, flex-care for shift workers

Other reasons include:

- Parents/caregivers would prefer to stay home and care for their child but they need to work (6%)
- Location including transportation difficulties (4%)
- Prefer to have family care for their child but no family is nearby (2%)
- Need for special needs resources (1%)
- Child does not enjoy child care and parent doesn't agree with styles/routines (2%)

Table 7: Issues, Challenges and Suggestions Heard at Focus Groups

	Issues/Challenges	Suggestions
General	<u>Access:</u> 1. Waitlist process/OneHSN does not work well; 2. Lack of spaces, had to send children to different places; 3. Not able to find infant care; before/after school care; 4. Finding part time care; Need extended hours of care; "Have to take what you can get" – no choice. <u>Quality:</u> 1. Negative experience with quality of child care; <u>Affordability:</u> 1. Cost of care; 2. Subsidy process – quick turnaround to find a space after getting subsidy; Middle income - not eligible for subsidy	• More collaboration between centres and OneHSN
Newcomer	<u>Access:</u> 1. OneHSN does not work well; 2. Lack of access to free outdoor play space for families that live in apartments; 3. Lack of awareness of recreation program, cost of recreation programs and lack of awareness of subsidy;	• Provide service providers with tools/resources to educate and connect newcomers • Intentional outreach by Family Centres

	Issues/Challenges	Suggestions
	4. Lack of before/after school care makes it difficult for parents/caregivers to get to their programs; 5. Lack of knowledge of child care and options available <u>Quality:</u> 1. Parents/caregivers with school age children are more concerned about how to support children who are bullied at school	
Circles	<u>Quality:</u> 1. Negative experiences in programs; program quality <u>Affordability:</u> 1. Subsidy process; when transitioning off of OW; 2. "when is the best time to leave OW and just work and apply directly to child care subsidy?"; 3. Summer camps are expensive; Affording informal care while on OW <u>Access:</u> 1. Waitlist process and lack of awareness of OneHSN; 2. "Took the first care could find"; Finding care with extended hours; 3. Lack of extended hours in summer programs	• Resources to help children with behavioural issues/bullying behaviour • Developing staff expertise – hiring and training • Flexibility for before/after school programs • Transportation to programs
Parents/caregivers of Children with Special Needs	<u>Access:</u> 1. Unable to access licensed care with supports in neighbourhood; 2. Transportation barriers; Accessible programs (recreation) fill up too fast; 3. Policies and practices that prevent access to before/after school program at the school; Siblings in different locations <u>Inclusion:</u> 1. Providers not willing/able to take child with special needs – "everyone is sick of them [children with behavioural problems] and won't take them anymore"; 2. Setting not set up/designed for inclusion – not accessible, no seating or devices, snow not removed, parking difficulties; 3. Feeling of being judged;	• Allow support person to accompany at no cost • Carling Heights Optimist Community Centre is a good example of high quality inclusive setting and staff • Developing staff expertise – training, professional, skilled. Help staff understand the reality of what it is to parent a child with special needs

	Issues/Challenges	Suggestions
	4. Not enough support for children with special needs Responsive: 1. Program times not convenient Quality: 1. Negative experiences in program; Staff turnover Affordability: 1. Having to pay for support staff out of pocket for PD day programs	

Summary: Parent/Guardian Experience with Child Care

Access:

Location was the top reason for choosing care given by survey respondents. Over 70% of survey respondents were satisfied with this feature. Satisfaction with location is similar regardless of whether or not survey respondents used the type of care they prefer.

Access-related issues emerged as a top challenge or problem experienced. Specifically, respondents and focus group participants identified long wait lists, the waitlist process, finding licensed care, and lack of available care as challenges or problems experienced in the last year. Among newcomers, lack of information was a challenge or problem.

Quality:

Quality of care/staff was top reason for choosing care given by survey respondents. Over 70% of survey respondents are satisfied with this feature. Satisfaction with location is similar regardless of whether or not survey respondents used the type of care they prefer.

Affordability:

While cost ranked as the third highest reason for choosing the current child care arrangement, less than half (44%) of survey respondents were satisfied with the cost of their care. There was indication that satisfaction may be higher among respondents who are accessing their preferred type of care.

Affordability related problems or challenges experienced include general cost and fee subsidy policies and practices.

Responsiveness:

Almost 70% of survey respondents were satisfied with the hours of operation, a feature that ranked fifth in the list of reasons for choosing their current child care arrangement.

Finding flexible and extended care and inclusion of children with special needs emerged as top child-care related problems or challenges experienced. Focus group participants who were parents/caregivers or guardians of children with special needs identified having negative experiences with programs, being turned away by providers due to special needs, and lack of inclusion in programs.

Table 8: Child Care Related Problems or Challenges Experienced in the Last Year: Themes

Source	Top Themes
Survey	• Cost of care • Long wait lists • Finding care to cover non-traditional hours (extended, sick/emergency care, flexible) • Finding licensed care (before/after, full-time, summer)
Parent postcards	• Cost of care • Not able to access care – not available, long wait lists • Hours of operation – extended hours and flexible hours
Focus groups	• Access to care – waitlist and finding care type needed; newcomers lack information • Affordability – cost of care and fee subsidy policies and practices • Quality of care – negative experiences with program • Parents/caregivers of children with special needs experienced challenges with inclusion ranging from physical setting to attitudes experienced

Implications for Planning

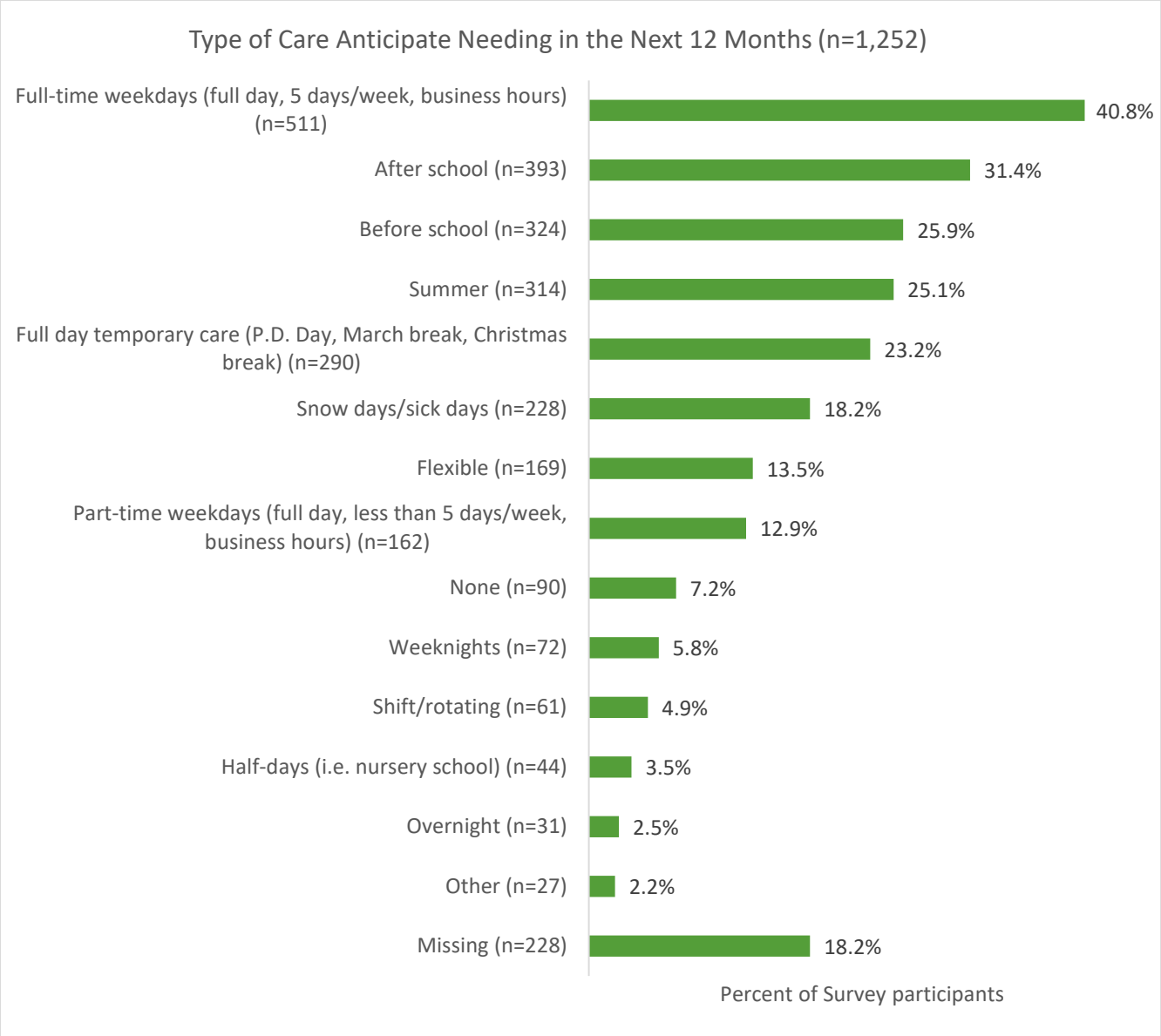
Priority areas for planning include:

- Measures to make child care more affordable
- Reviewing policies and practices of the subsidy process that present problems
- Increasing availability of all types of care including extended hours and flexible hours, taking into consideration the importance of location as a reason for choosing care
- Improving the waitlist process
- Measures to provide information about child care options and subsidy to the community, particularly targeting newcomers, this can involve engaging with settlement workers, cultural and faith based organizations, and providing materials in a variety of languages
- Efforts to understand and address inclusion-related problems and challenges, including physical settings and design, and attitudes towards children with special needs and their families

Future Needs and Additional Comments

Q.18 What type of child care do you anticipate needing in the next 12 months?

Respondents could select all responses that applied. Full-time weekday care, before/after school care, and summer care were the top anticipated types of child care needed overall and by most groups:



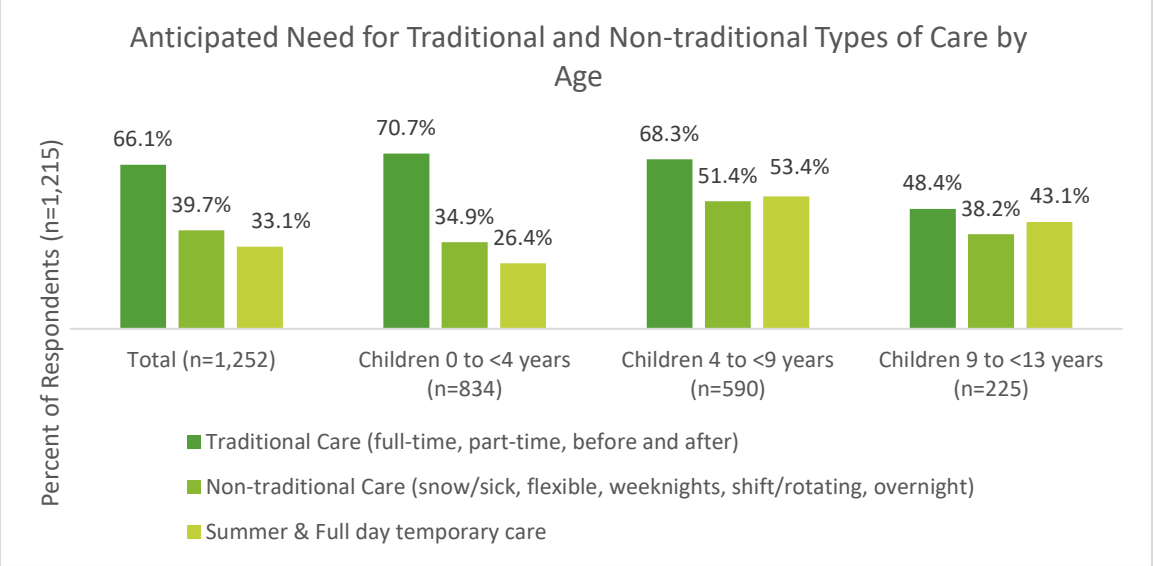
Other types of care anticipated include:

- Hours and days: Evenings and Nights, extended, weekends
- Caregiver for child with special needs (autism)
- Occasional care for appointments, meetings
- Babysitting
- Part-time after school

Future Need for Non-Traditional and Traditional Care by Age Group

The anticipated future need for traditional care, including full-time, part-time, and before and/or after school is greater than the need for non-traditional care and, the need for summer and full day temporary care including PD/PA days and school winter breaks. The relative need for non-traditional care, and summer/full day temporary care for school breaks is highest among respondents with children between the ages of 4 and <9 years.

Figure 26: Anticipated Need for Traditional and Non-Traditional Care



Q 20. Is there anything else you would like us to know about your child care experience in London?

A total of 368 survey participants and 94 postcard participants provided comments to this question. Many provided positive feedback, identifying things that are working well; particularly, with regards to their experience with specific care providers, staff, and services provided. Many of the comments repeated previously identified child care related problems and challenges, with the top themes being:

- Affordability
- Being on a waitlist and difficulties finding care when needed
- Subsidy program
- OneHSN
- Hours of operation, particularly extended hours, temporary care, flexible care, care to meet the needs of shift workers, and care that accommodated special needs programming

Other themes that emerged include:

- Information and communication: Some parents/caregivers wanted to have more communication from their child care provider about their child's activities. Others talked about how frustrating and stressful it is not to hear from the fee subsidy program or to be on the waitlist. Some talked about not having information about how to access care and care options.
- Staff turnover as a concern, as it affects quality of care
- Location: parents/caregivers talked about having to use care at multiple locations and having to travel a distance to access care
- Better compensation for child care staff and more equity across care types, a number identified that registered early childhood educators should be paid more.

Quotes:

"The northwest is a child care desert"

"South East London really needs more options available to them"

"Quality carers deserve better pay, and yet even the current costs are too much for parents/caregivers to pay. The government (federal, provincial, and city) need to subsidize."

"We make less than $80,000 a year and still not approved for fee subsidy. I have applied twice. I no longer work because we cannot afford day care even part time."

"I'm also aware that some subsidized spots are not required to be full time and these parents/caregivers don't really need their child to be in care 5 days a week as they don't work 5 days a week. This is hard as it takes away spaces that other people could use even part time."

"My child is almost 12 with a disability. No one wants to care for him so I do it 24/7/365"

"London needs more affordable accessible licensed child care options for a large part of the community that doesn't work the typical 9-5."

"The One list is really awful. You have no way of knowing where you are on the list and never hear back from most care centers"

Summary: Future Needs and Additional Comments

More respondents anticipate the need for traditional care compared to non-traditional and care during school breaks.

- Respondents with younger age children, between the ages of 0 and <4, most often identified anticipating needing traditional care in the future
- More respondents with children between the ages of 4 and <9 anticipate needing all types of care including traditional, non-traditional, and care during school breaks

Additional themes emerging and not previously covered include respondents wanting to have more communication and information, particularly while on the waitlist for care and/or the subsidy program. Concerns about staffing included staff turnover at centres and the need for registered early childhood educators to be better compensated.

Implications for Planning

- Planning will need to take into consideration how to accommodate the need for non-traditional and school break care, particularly for school age children and for people who need extended and/or flexible hours of care.

Early Years Programs and Services for Children Age 0 to 6

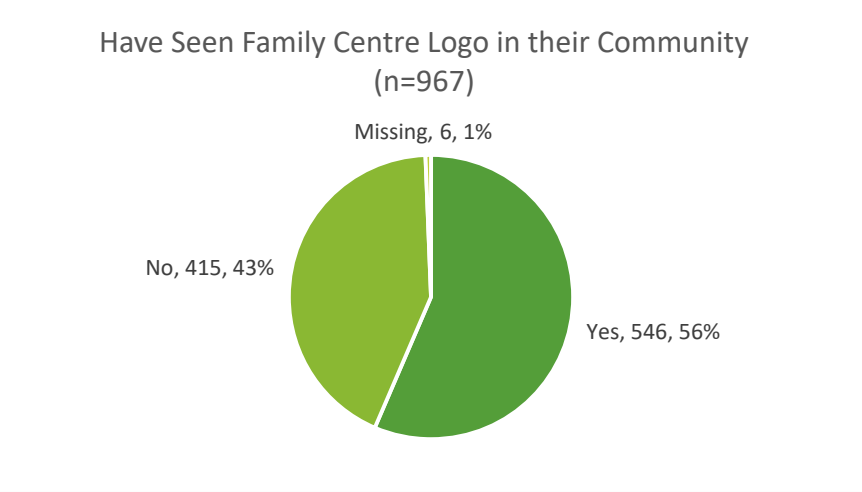
A total of 967 people responded to the questions in this section of the parent survey.

Awareness of Early Years Programs and Services

Q21. Have you seen the Family Centre logo in your community?

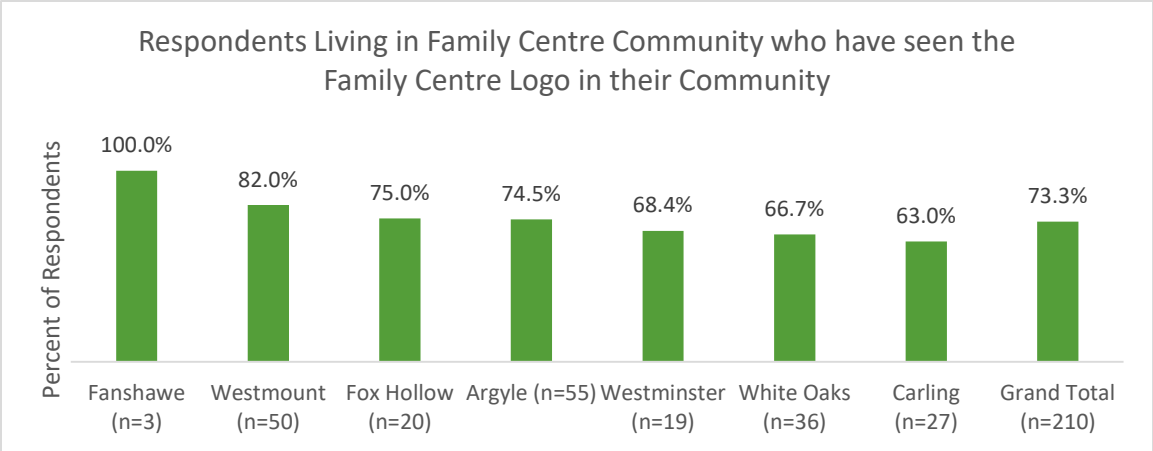
Just over half of survey participants say they have seen the Family Centre logo in their community.

Figure 27: Percent of Respondents Who Have Seen Family Centre Logo in their Community



73.3% of survey participants living in planning districts in which a Family Centre is located, identified having seen the logo in their community.

Figure 28: Respondents Who Have Seen the Family Centre Logo in their Community and Living in a Planning District with a Family Centre



To gain a better picture across London, planning districts with less than 15 respondents were removed in order to more accurately reflect areas with high percentages of logo recognition. Locations of existing or future planned Family Centres are indicated with a marked point in each map. Figure 29 shows the planning districts with the highest percentages of respondents indicating that they have seen the Family Centre logo in their community. Comparatively, Figure 30 illustrates planning districts that had a high percentage of respondents that have not seen the Family Centre logo in their community.

Figure 29: Planning Districts with High Percentage of Respondents Recognizing the Family Centre Logo in their Community

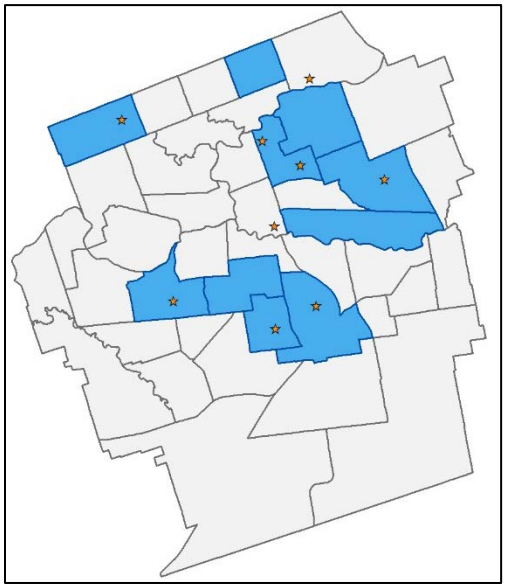
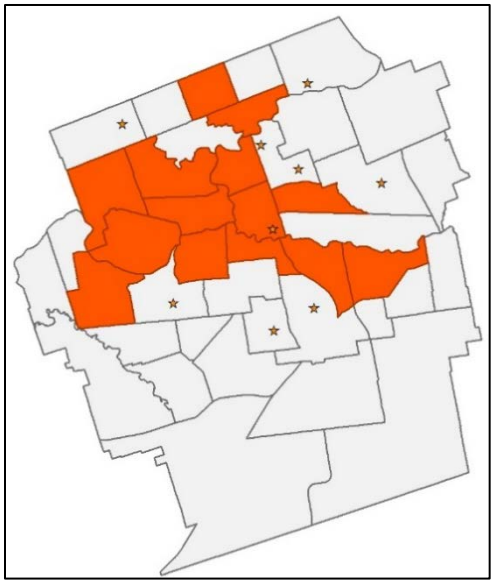


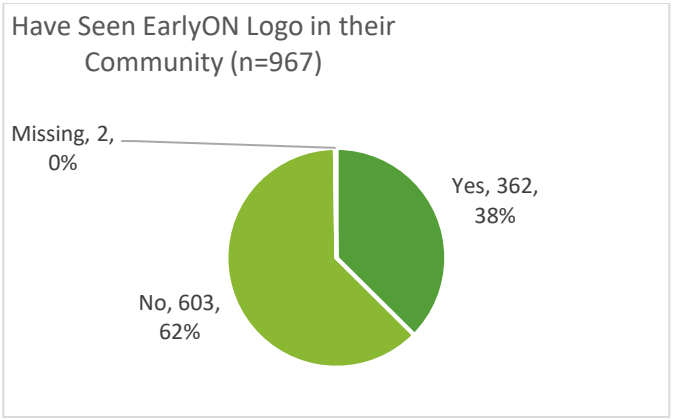
Figure 30: Planning Districts with High Percentage of Respondents Who Do Not Recognize the Family Centre Logo in their Community



Q22. Have you seen the EarlyON logos in your community?

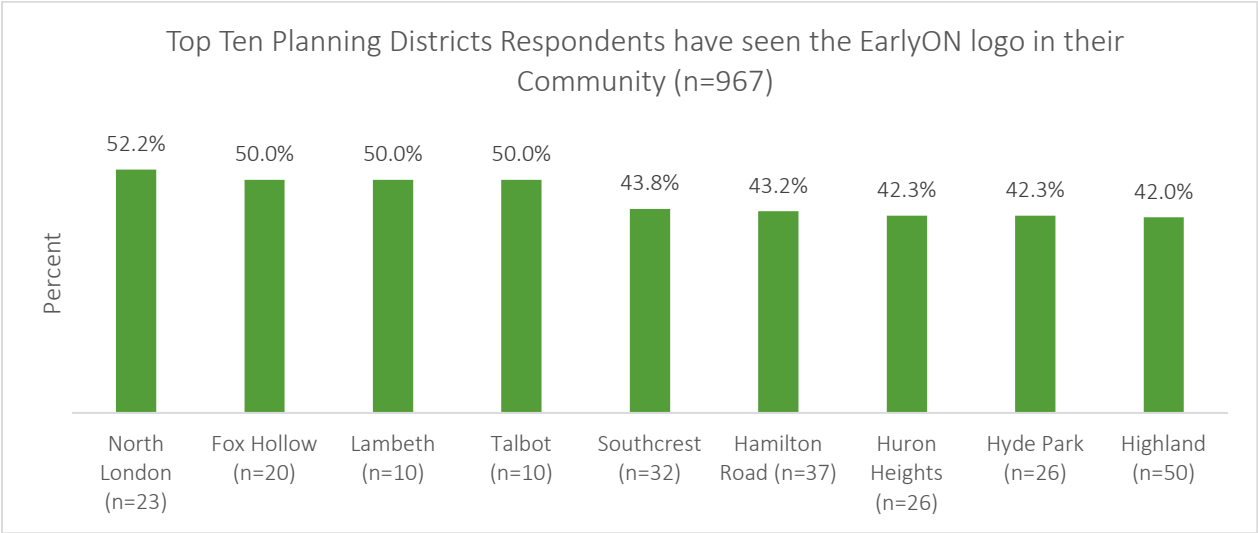
Less than half of survey participants, (38%), have seen the EarlyON logo in their community.

Figure 31: Respondents Who Have Seen the EarlyON Logo in their Community



There is variation across the city with half of respondents living in North London, Fox Hollow, Lambeth, and Talbot reporting having seen the EarlyON logo in their community. Respondents from Masonville, Jackson, Riverbend, Westminster, White Oaks, Uplands, Stoney Creek, Glen Cairn, Medway, and West London were least likely to report having seen the EarlyON logo.

Figure 32: Planning Districts with highest proportion of respondents having seen the EarlyON logo



To further analyze logo recognition across the city, planning districts with less than 15 respondents were removed in order to present a more accurate depiction of areas with the highest levels of recognition. Locations of existing or future planned Family Centres are indicated with a marked point in each map. Figure 33 illustrates the Planning Districts that have a high percentage of respondents indicating that they have seen the EarlyON logo. Similarly, Figure 34 displays the areas with a high percentage of respondents reporting that they had not seen the EarlyON logo.

Figure 33: Planning Districts with High Percentage of Respondents Who Recognize the EarlyON Logo in their Community

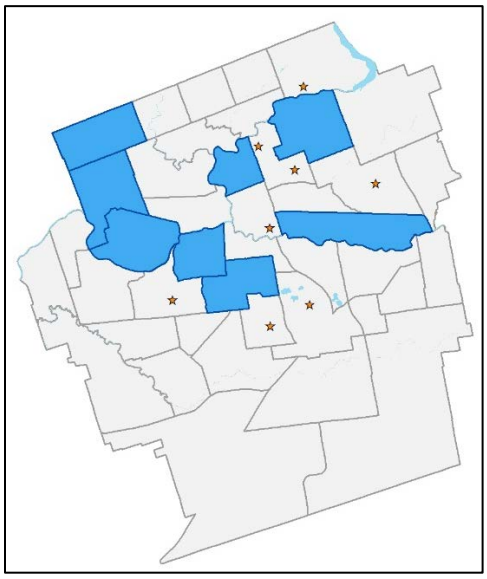
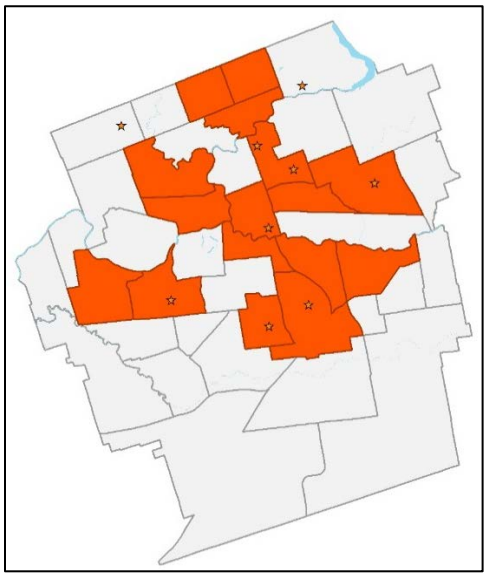


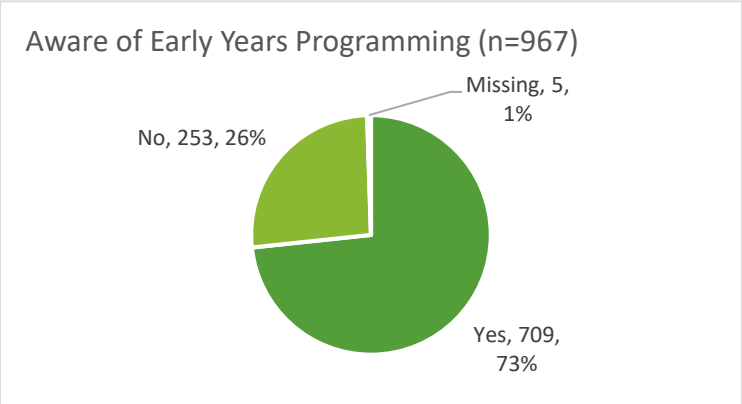
Figure 34: Planning Districts with High Percentage of Respondents Who Do Not Recognize the EarlyON Logo in their Community



Q23. Are you aware of early years programming in London?

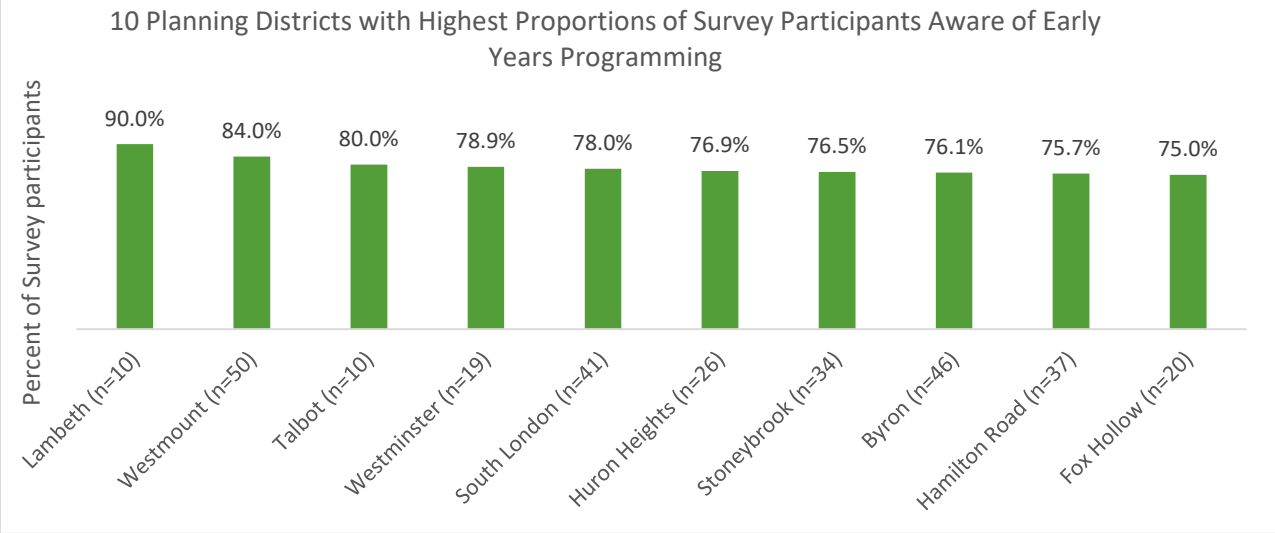
Almost 75% of survey participants are aware of early years programming. There was some variation with awareness across planning districts ranging from 54% to 90% of survey participants being aware.

Figure 35: Awareness of Early Years Programming



The 10 planning districts with the most survey participants aware of early years programming are shown in the figure below. This graph only includes planning districts with 10 or more survey participants.

Figure 36: Awareness of Early Years Programming in London



Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these planning districts had fewer than 10 respondents.

To further analyze awareness across the city, planning districts with less than 15 respondents were removed in order to present a more accurate depiction of areas with high and low levels of awareness. Figure 37 illustrates the planning districts with a high level of awareness of early years programming. Similarly, Figure 38 displays the areas with a low levels of awareness.

Figure 37: Planning Districts with High Level of Awareness of Early Years Programming

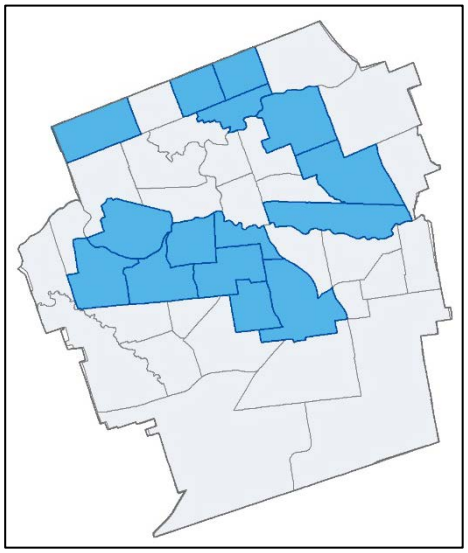
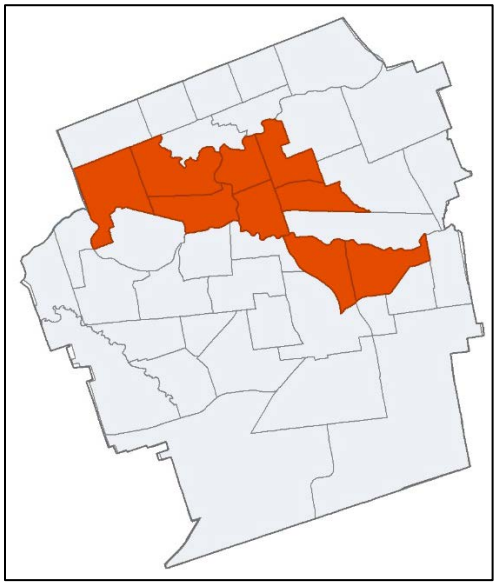


Figure 38: Planning Districts with Low Level of Awareness of Early Years Programming



Experience with Early Years Programs and Services

Q24. Have you or your family participated in early years programming?

Just over half of survey participants have participated in early years programming. There is some variation with awareness across planning districts ranging from 36% to 90% of survey participants having participated in programming.

The 10 planning districts with the most survey participants participating in programming are shown in the figure below. This graph only includes planning districts with 10 or more survey participants.

Figure 39: Participation in Early Years Programming

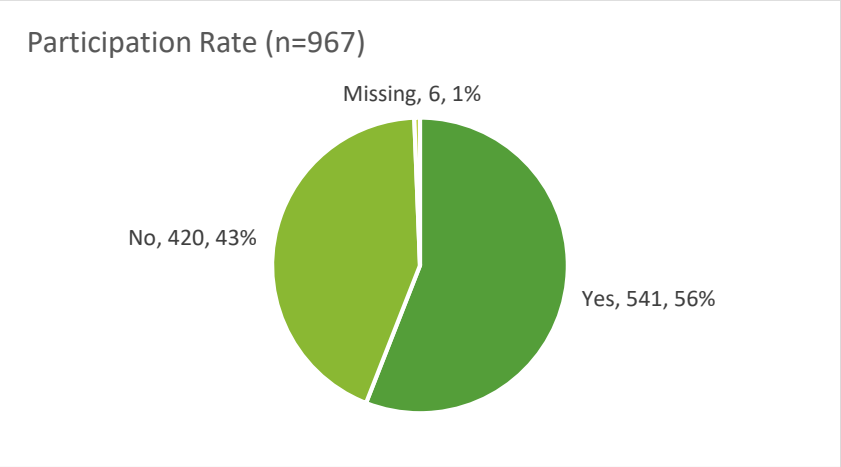
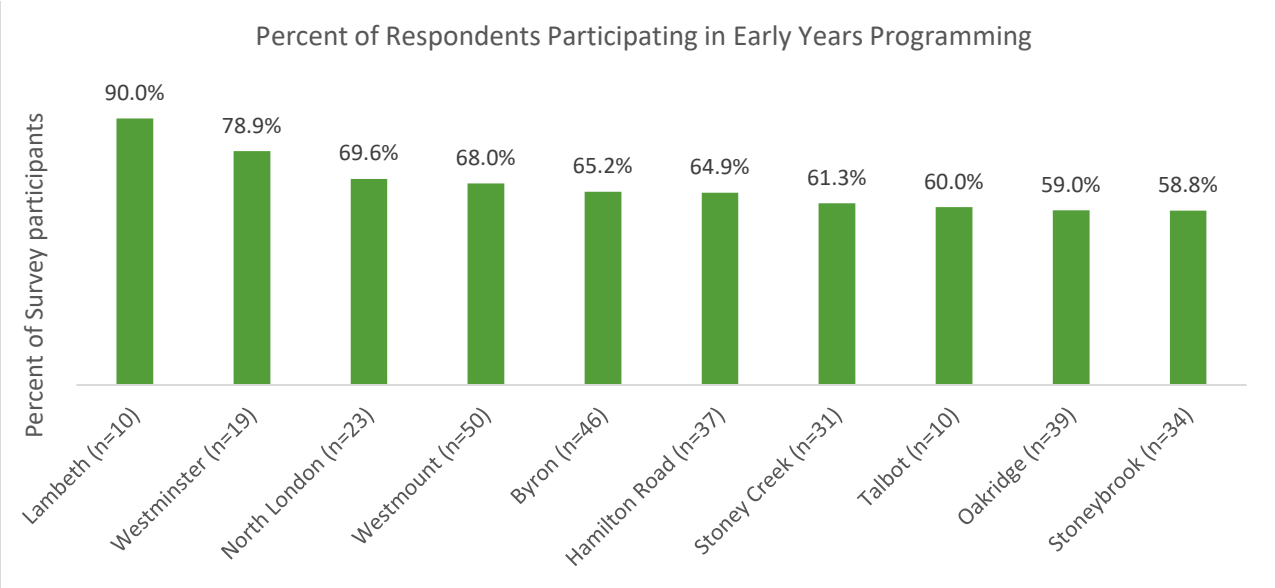


Figure 40: Top Ten Participation Rates by Planning District



Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these Planning Districts had fewer than 10 respondents.

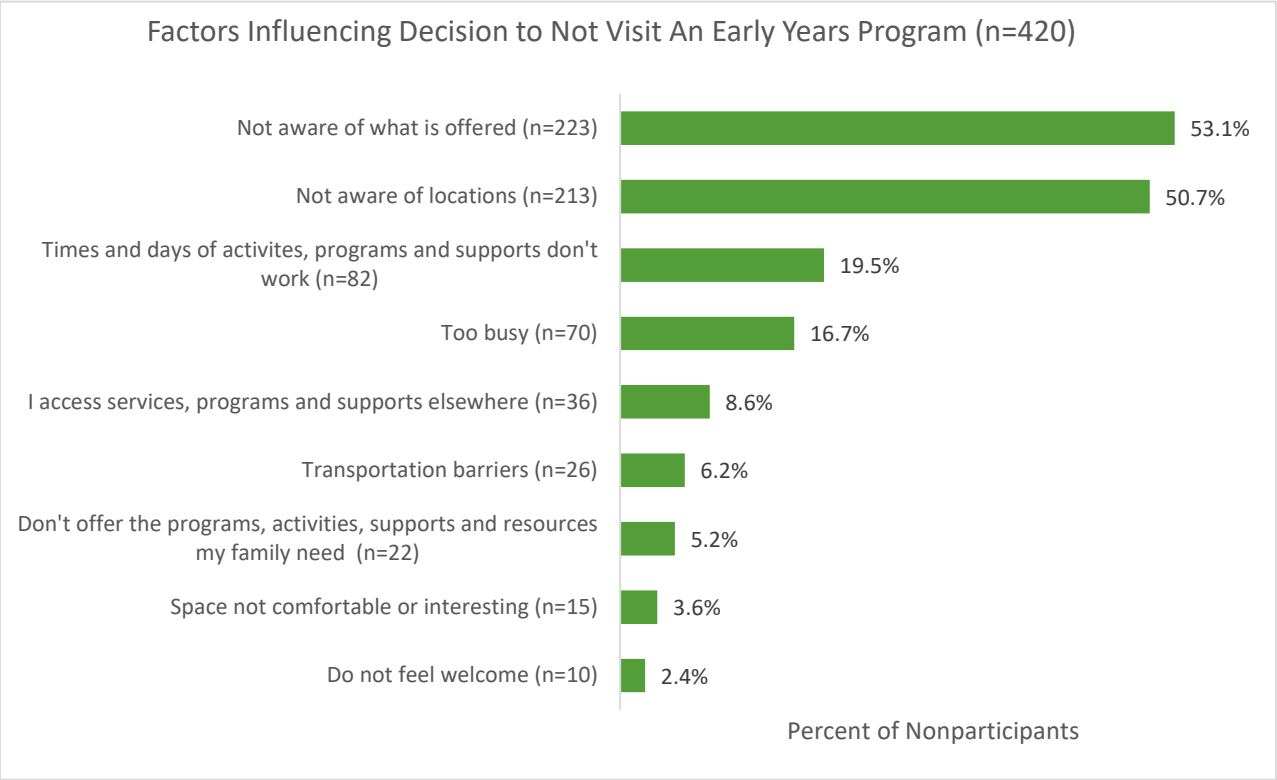
Q25. What has influenced your decision to not visit an early years program?

Almost all of the 420 people who did not participate in an early years program provided an average of 2 different reasons why they did not participate. Respondents could select all responses that applied.

Top reasons for not visiting an early years program were:

- I am not aware of what services, programs, supports and resources they offer
- I am not aware of locations

Figure 41: Factors Influencing Decision Not to Visit Early Years Program



Other reasons that families gave for not visiting an early years program included:

- Child is too young for many of the programs
- Not needed – either no child yet, not interested
- Activities are geared to younger children
- Feel judged by other parents/caregivers
- Programming happened during my child's naps
- Expensive and long wait lists

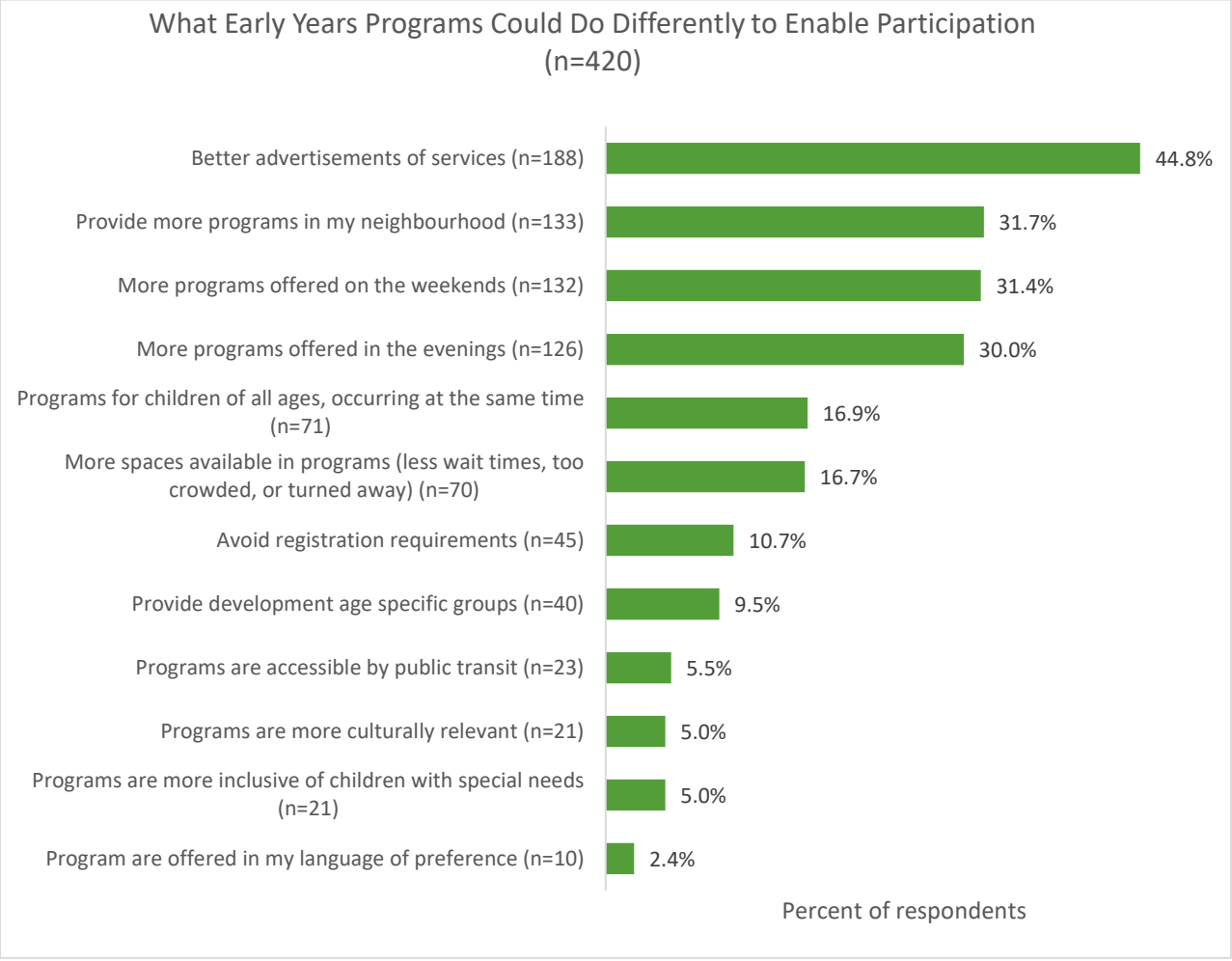
Opportunities for Enhancement

Q26. What could early years programs do differently that would assist you to participate?

According to 349 out of the 420 families that did not participate in an early years program, early years programs could do a few things differently to enable participation. The most frequently identified suggestions included:

- Better advertisement of services
- More programs in my neighbourhood
- More programs on weekends and in the evenings

Figure 42: Enhancements to Early Years Programs to Enable Participation



Other suggestions (10.3% of respondents) included:

- More information – what they offer, information in the library
- More inclusive programs – not just geared to younger parents/caregivers or parents/caregivers with particular needs
- More programs for children with special needs

- Offer education geared to parents/caregivers
- Faith-based programs

The top 2 suggestions from each planning district are provided in the table. Planning districts with fewer than 10 responses overall are excluded from this table. To be identified as a top suggestion for a planning district, more than 1 response was needed.

Table 9: Suggestions to Remove Participation Barriers to Early Years Programs

Suggestion	Most Frequent Responses by Planning District
More spaces available in programs (less wait times, too crowded, or turned away)	• Masonville
More programs offered in the evenings	• Byron, Carling, Glen Cairn, Hamilton Road, Masonville, Medway, Stoney Creek, Stonybrook, Sunningdale, Talbot, and White Oaks
More programs offered on the weekends	• All except Hyde Park, Medway
Provide more programs in my neighbourhood	• All except Bryon, Fox Hollow, Huron Heights, Jackson, Stoney Creek, Stonybrook, Sunningdale, and White Oaks
Better advertisements of services	• All except Oakridge, Sunningdale, Talbot
Programs for children of all ages, occurring at the same time	• Highland, Masonville, Medway, Southcrest, and Sunningdale
Avoid registration requirements	• Westminster

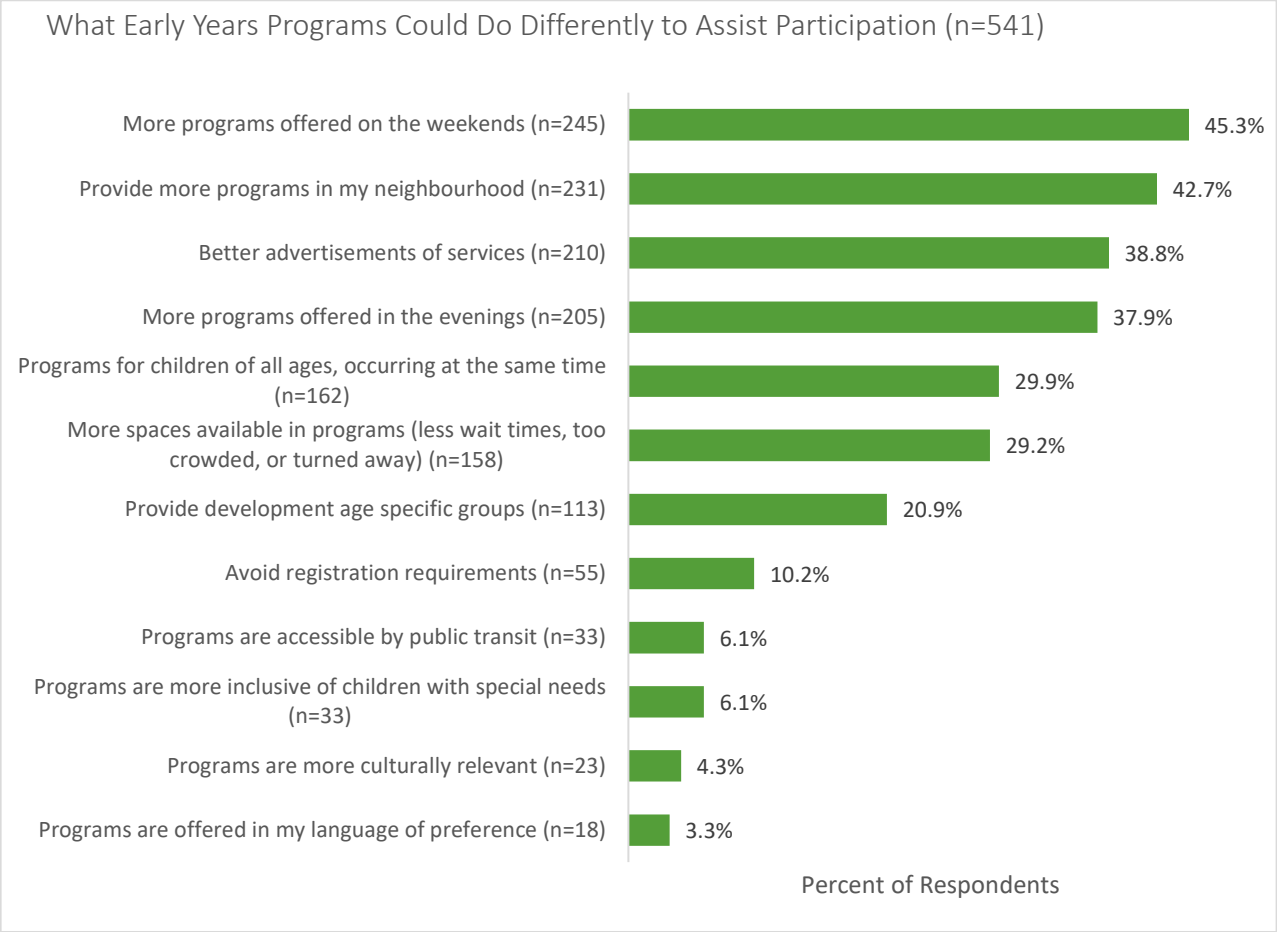
Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these planning districts had fewer than 10 respondents

Q27. What could early years programs do differently that would assist you to participate more often?

According to 496 out of the 541 families that participated in an early years program, early years programs could do a few things differently to assist them to participate more often. The most frequently identified suggestions included:

- More programs in my neighbourhood – a top response for 19 Planning Districts
- More programs on weekends - a top response for 21 Planning Districts
- Better advertisement of services – a top response for 13 planning districts
- More programs offered in the evenings – a top response for 10 planning districts

Figure 43: Suggestions to Assist More Participation



Other suggestions (8.1%) relate to cost, program ideas, expanding hours of drop in programs, quality, and easier access to program information.

- No fee/low cost
- Expand drop in program hours, times, days, and ages
- More nature-based programs
- Sunday gym/active time
- More French
- Make Dads feel welcome
- Groups for families of multiples
- Mom groups
- Programs for parents/caregivers and children at the same time
- Trauma-informed education for educators
- Cleaner toys
- Nutritious food
- Larger spaces needed
- Information about family centre programs, services and hours all on a single website rather than having to go on each agency's website

Expanding hours beyond 2-hour window in morning and afternoon was mentioned as an additional suggestion.

The top 2 suggestions from each planning district are provided in the table. Planning districts with fewer than 10 responses overall are excluded from this table. To be identified as a top suggestion for a planning district, more than 1 response was needed.

Figure 44: Top Suggestions to Assist Participation by Planning District

Suggestion	Most Frequent Responses by Planning District
More spaces available in programs (less wait times, too crowded, or turned away)	• Byron, River Bend, Sunningdale, and Westmount
More programs offered in the evenings	• Argyle, Glen Cairn, Huron Heights, Medway, Oakridge, River Bend, Southcrest, Talbot, Westminster, and White Oaks
More programs offered on the weekends	• Carling, East London, Glen Cairn, Hamilton Road, Highland, Huron Heights, Jackson, Lambeth, Medway, North London, River Bend, Southcrest, Stoney Creek, Stoneybrook, Talbot, Uplands, West London, Westminster, Westmount, and White Oaks
Provide more programs in my neighbourhood	• Argyle, Byron, Carling, Central London, Fox Hollow, Hyde Park, Jackson, Lambeth, Medway, North London, Oakridge, River Bend, South London, Stoney Creek, Talbot, Uplands, and West London
Better advertisements of services	• Central London, East London, Glen Cairn, Hamilton Road, Highland, Hyde Park, Jackson, North London, River Bend, South London, Stoney Creek, and White Oaks
Programs for children of all ages, occurring at the same time	• Argyle, Carling, Fox Hollow, Huron Heights, River Bend, and Westminster
Provide development age specific groups	• Talbot

Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these planning districts had fewer than 10 respondents

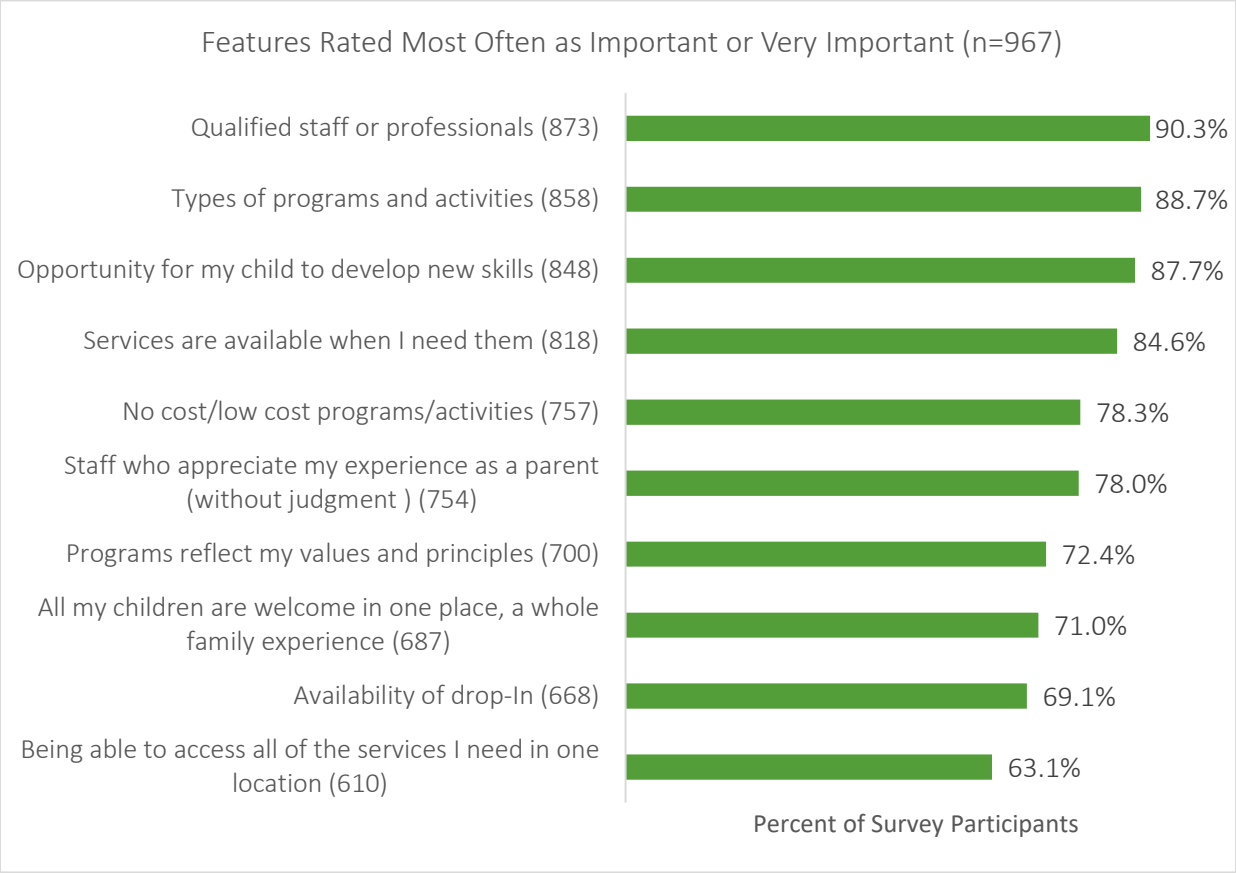
Q28. When thinking about the kinds of experiences you look for, for you and your children, please rank the following on a scale of 1 to 4 (1 being not at all important and 4 being very important)

Survey Responses

The parent/guardian survey asked respondents to rate how important 17 different features or items are to the kind of experience they look for in child care settings. Of these, the following six features were identified most often as important/very important:

- Qualified staff or professionals – of top importance for 28 planning districts with 10 or more respondents
- Types of Program/Activities - of top importance for 28 planning districts with 10 or more respondents
- Opportunity for child to develop new skills - of top importance for 28 planning districts with 10 or more respondents
- Services available when needed - of top importance for 26 planning districts with 10 or more respondents
- No cost/low cost - of top importance for 17 planning districts with 10 or more respondents
- Staff who appreciate my experiences as a parent (without judgement) - of top importance for 17 planning districts with 10 or more respondents

Figure 45: Relative Importance of Features for Program Experience



The following table shows additional features by planning district that rank in the top 6 features identified by respondents in that planning district based on the frequency of responses identifying the feature as important/very important.

Table 10: Important Features Unique to Planning Districts

Planning District	Additional relatively more important features
Byron	• All my children are welcome in one place, a whole family experience
Fox Hollow	• Availability of drop-in
Highland	• Programs reflect my values and principles
Hyde Park	• Programs reflect my values and principles
Lambeth	• All my children are welcome in one place, a whole family experience
Masonville	• Programs are offered in my preferred language
North London	• Programs are offered in my preferred language
Riverbend	• Availability of drop-in
Talbot	• Programs reflect my values and principles
Uplands	• Availability of drop-in • Programs reflect my values and principles
West London	• Support with concerns, staff who can connect me to the services/support I need
Westminster	• Programs reflect my values and principles
Westmount	• All my children are welcome in one place, a whole family experience

Notes: 1: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, and Woodhull as these planning districts had fewer than 10 respondents

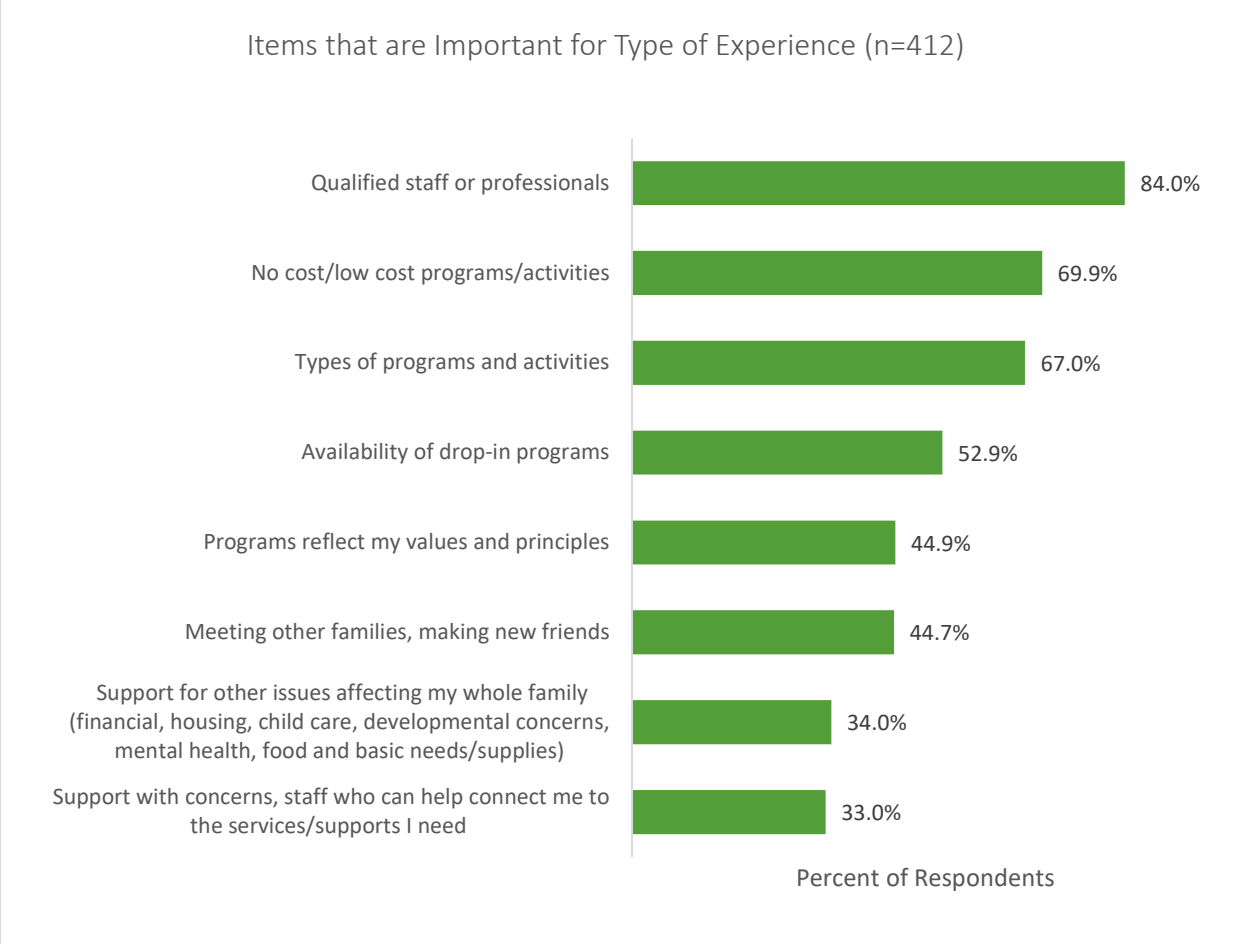
Postcard Responses

The postcard survey asked for the 5 most important program experiences out of 8 potential response options. More than half of respondents said that the following 4 items were important:

1. Qualified staff or professionals
2. No cost/low cost programs and activities
3. The types of programs and activities
4. Availability of drop-in programs

"Programs reflect my values and principles" and "Meeting other families, making new friends" were two items that scored similarly, ranking number 5.

Figure 46: Relative Importance of Items for Experience, Postcard Respondents



Q29. Is there anything else you would like to share about the early years (Family Centres, EarlyON) programs and services in London?

A combined total of 77 respondents, including 67 survey respondents and 10 postcard respondents, provided additional thoughts about early years programs and services in London.

Table 11: Additional Comments about Early Years Programs and Services

	Top themes described
Positive/Working well	<u>Experience with the program:</u> • Fun, engaging • Helpful • Staff are "amazing" • Had good experiences at these centres
Barriers	<u>Experience with the program:</u> • Did not feel welcome, did not fit with other parents/caregivers/guardians • Programs not engaging <u>Lack of awareness, information:</u> • Not sure how to find them

	Top themes described
	• Not aware of what is offered • Finding programs online is difficult • Not sure "who does what program"
Suggestions, Needs, Preferences	Hours: • More availability of weekends, extended morning hours, and afternoon hours Drop Ins: • More availability in general • Would like for children older than age 6 • Would like more recreation opportunities

Quotes:

"I was able to take part in so many programs as a new mom coping with post-partum depression and I felt welcomed and never judged. The story time/play group at Beacock, a new mom get-together program at Childreach, infant massage and drop in play time were key to my son and I bonding and me finding my footing as a new mom. I can't sing their praises enough!!!"

"Concerned about when my 5.5-year-old 'ages' out of drop in playgroups—how can younger siblings partake...?"

"I didn't have a car when my first was born, and while I believe there are centres close to me, I didn't know where they were exactly, when they were open, how to even find their hours, and getting there in the snow even with a good stroller was tough (poor sidewalk conditions, bad snow removal, not obvious if on transit routes?, having to cross train tracks to either location that I think -not sure- are near me). I was frequently told this was a resource but wasn't connected to anyone in the community who was attending and wasn't sure how to find them."

Summary: Early Years Programs and Services for Children Age 0 to 6

Summary

Awareness of, and participation in, early years programs and services varies:

- 56% of respondents have seen the Family Centre logo in their community, 38% have seen the EarlyON logo, and 73% are generally aware of early years programming in the city:
    - Awareness ranges across the city, from just over half of survey respondents from Masonville aware of programs to 90% of Lambeth respondents identifying awareness of programs
- 56% of respondents have participated in early years programming:
    - Participation ranges across the city with 36% of survey respondents in Masonville participating compared to 90% of respondents in Lambeth
    - Lack of awareness of what is offered and lack of awareness of locations were the top reasons parents/caregivers/guardians gave for not participating, with around half identifying these as the factors influencing their decision to not visit an early years

program; this was a top theme that emerged from additional comments provided by survey respondents

The top things that early years programs could do to enable or increase participation include:

- Better advertisement of services
- More programs offered in the neighbourhood
- More programs offered on weekends and in the evenings
- Programs available for all ages, occurring at the same time

The most important program features affecting program experience include:

- Qualified staff or professionals
- The types of programs and activities
- Other important features include:
    - No cost/low cost programs and activities
    - Availability of drop-in programs
    - Opportunities for children to develop new skills
    - Services available when needed

Implications for Planning

- Continued to promote community awareness of programs across the city
- Considered how to increase the availability of programming across neighbourhoods in the city, and how to expand the hours of programming at various sites

APPENDIX 3
ENGAGEMENT REPORT: SERVICE PROVIDERS

CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN

Focus Group, Community Meeting, and Survey Results

Prepared by Gerda Zonruiter
RESEARCH AND EVALUATION

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Introduction

Service Provider Engagement

Child care and early learning service providers were asked to share knowledge and expertise about the current service system in London. A mixed methodology approach was used to engage service system stakeholders.

Online survey of service providers

A Service Provider Survey was shared through direct email link with Directors, Managers and Site Supervisors employed at licensed child care agencies, licensed private home child care providers, EarlyON program lead, Family Centre lead, accredited recreation providers, and other supporting early years providers in the city of London. Service providers were asked to share knowledge and expertise about the needs, strengths, priorities, and desired outcomes for the child care and early years system in London. The online survey was open for 25 days from October 2 through October 26, 2018.

73 respondents shared their thoughts around:

1. The ideal child care and early years system experience for families
2. Child Care issues or challenges (Administration, Infrastructure, Staffing, Service Quality)
3. EarlyON provider pressures or challenges
4. Ability to provide inclusive supports/services for children with special needs
5. Awareness of Family Centres/EarlyON and opportunities for collaboration
6. Professional Learning and Capacity Building opportunities

Online survey of unlicensed home child care providers

An Unlicensed Home Child Care Providers Survey was also distributed primarily through a social media marketing campaign during the month of October 2018.

92 respondents shared their thoughts around:

1. Motivations for being a home child care provider
2. Knowledge of programs and services (Family Centre/EarlyON)
3. Knowledge and consideration of becoming a contracted provider through a licensed home child care agency
4. Connection to other providers/network, resources/training
5. Challenges/issues as an operator

Service Provider Network Meetings

Input was collected at London-Middlesex Child Care Provider meetings May through June 2018 where they were asked:

1. What do you love about your role in the Child Care and Early Years system?
2. What keeps you up at night?
3. Where do you want to be in five years? What is challenging you to reach this goal?

About this Report

This report is organized into sections according to topic. Within each topic, where appropriate, the report presents results for different types of providers including licensed and unlicensed centre-based and home child care, accredited recreation, and early years programs.

Each set of results within each section begins by identifying the provider type and the questions that were asked. For clarity, the charts and calculations in this report exclude missing data, and the actual number of respondents are identified.

Notable differences are highlighted for licensed centre-based and accredited recreation based on organizational structure and status: multi-site for-profit, multi-site non-profit, single-site for-profit, and single-site non-profit.

Information pertinent to early years and child care service planning drawn from service provider network meeting notes has been added to the report as appropriate. Most of the information is included in the *Challenges and Pressures* and the *Inclusion* sections of this report.

Data Limitations

Online service provider survey

- Representation is skewed towards centre-based child care with 73 % of respondents
    - 53% of respondents represent a non-profit, centre-based child care program
    - 20% of respondents represent a for-profit centre-based program
- Service providers could, (and many did) identify as representing more than one type of program
- Small sample sizes:
    - Licensed home child care providers (10 providers, 1 agency representative) (most questions had 5 or 6 respondents)
    - Accredited recreation providers (2 respondents)
    - EarlyON programs providers (3 respondents)
    - Family Centre lead agencies (3 respondents)
    - Both an EarlyON program provider and a Family Centre lead agency (4 respondents)
- Missing data:
    - Throughout the survey, data is missing from about 25% of eligible respondents for a number of questions

Unlicensed home child care providers

- Small sample size and survey drop off rate:
    - 68 unlicensed home child care providers started the survey
    - 12% of home child care providers who started the survey, left the survey after the first question (how long have you been providing care to other people's children in your home?)
    - Another 6% left the survey after the second question (what motivated you to become a home child care provider?)

Detailed Findings

Survey Respondents

Service Provider Survey

Of the 73 service providers responding to the survey:

- Three quarters of respondents work for a non-profit organization
- More than half of respondents work in single-site agencies
- 97% of respondents represent organizations that provide service in English. Other languages included French, Arabic, Hebrew, Persian, Turkish, and Kurdish

Figure 1: Programs Represented by Service Providers

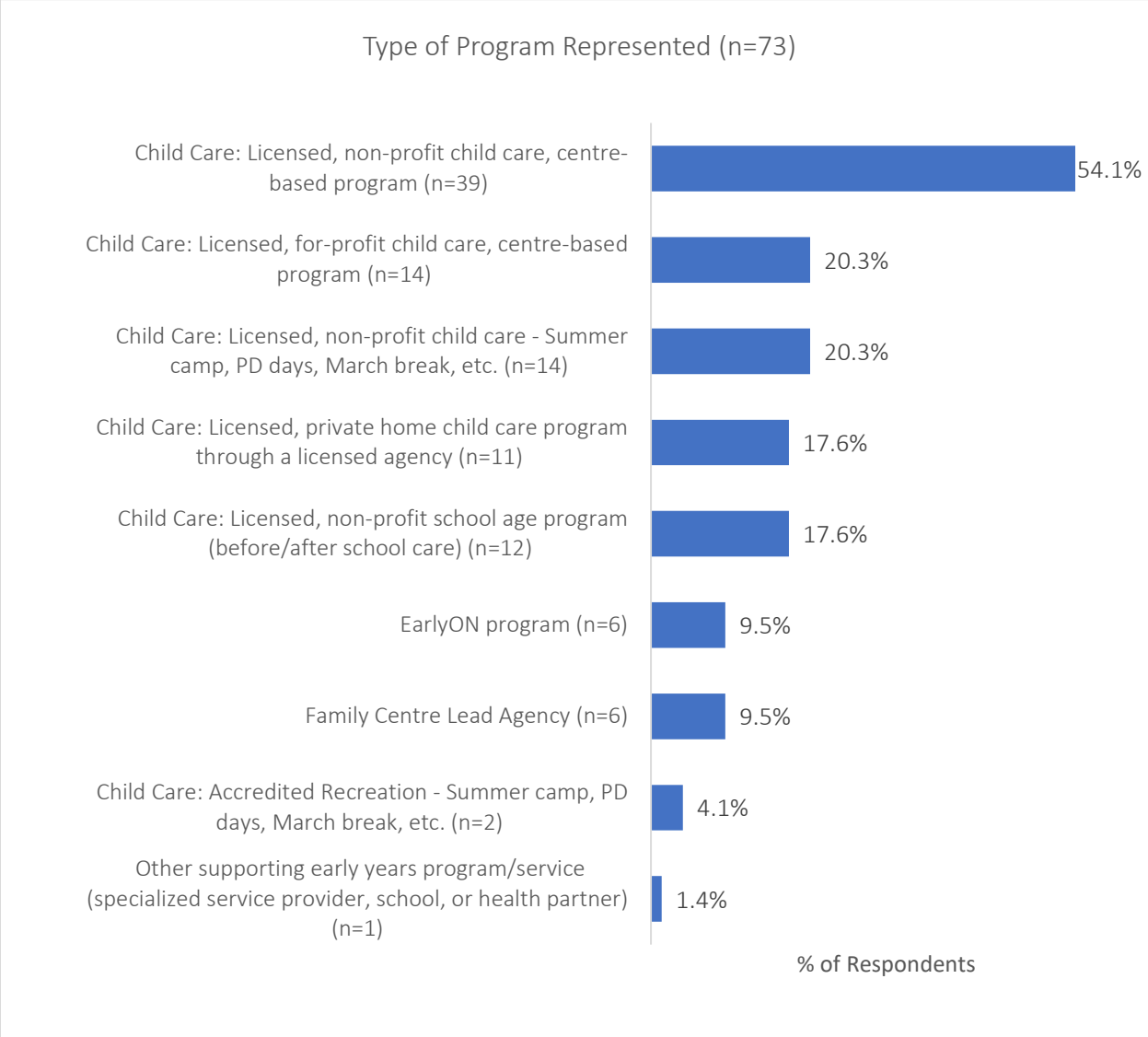
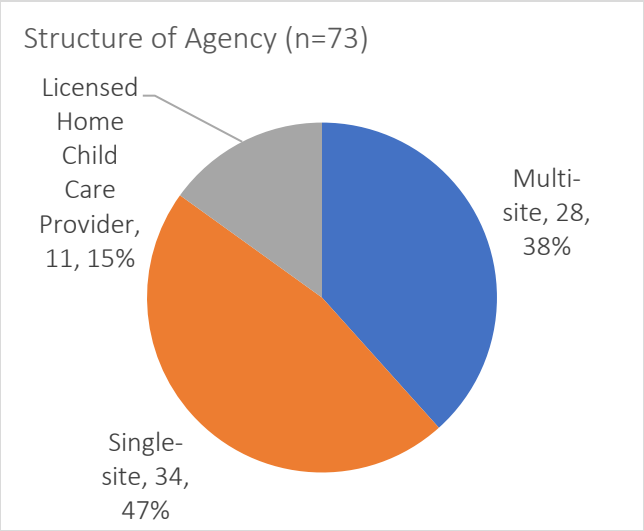


Figure 2: Agency Structure and Languages of Service Provision



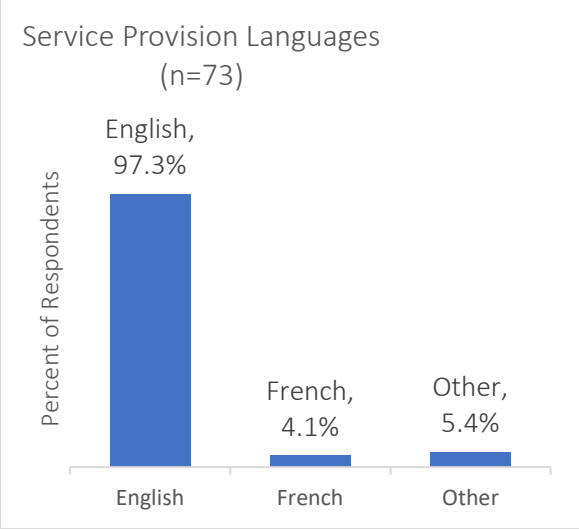


Table 1: Licensed Centre Based and Before/After School Child Care Provider Respondents by Structure and Status

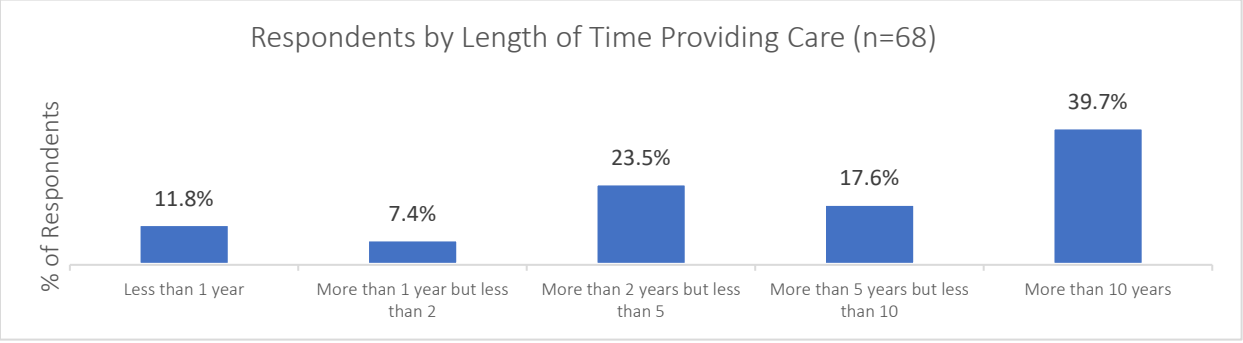
	For-profit	Non-profit	Total
Single-site	9, 16.1%	22, 39.3%	31, 55.4%
Multi-site	5, 8.9%	20, 35.7%	25, 44.6%
Total	14, 25.0%	42, 75.0%	56, 100.0%

Unlicensed Home Child Care Provider Survey

Unlicensed home child care providers are child care providers not contracted with a licensed agency to provide home child care:

- 68 home child care providers provided information about how long they had been caring for other people's children within their home
- Over half (57.4%) of these respondents have been providing care in their homes for more than 5 years

Figure 3: Unlicensed Home Providers: Years of Providing Care



Service Provider Network Meetings

Representation at the London-Middlesex Child Care Provider meetings included the following types of providers:

- For-profit child care service providers
- Home child care agencies including Wee Watch and London Children's Connections
- Multi-site child care service providers
- Nursery school providers
- Single-site non-profit child care service providers
- All Kids Belong, Special Needs Resourcing
- Specialized services

Child Care and Early Years System: Ideal Experience for Families and What is Working Well Now

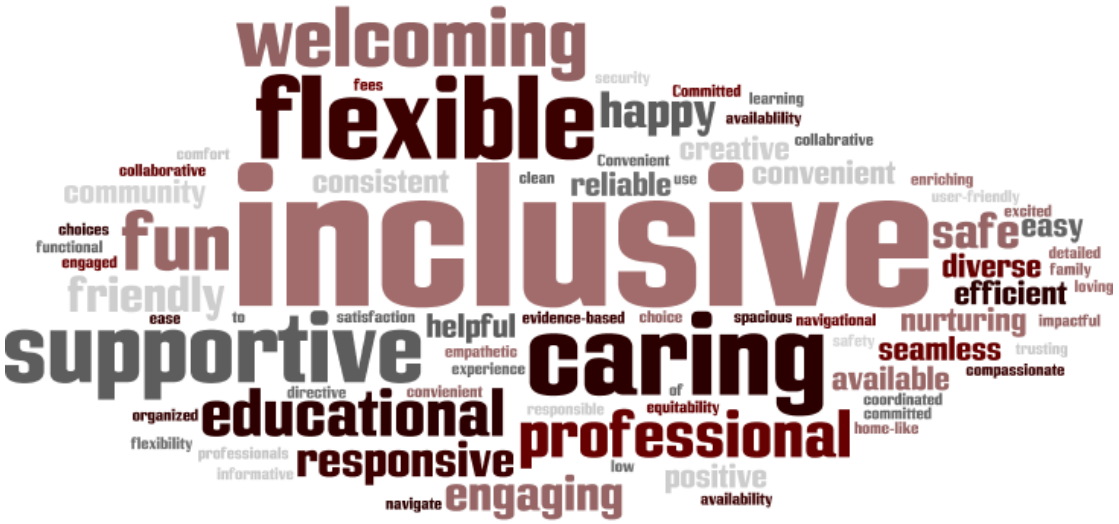
Ideal child care and early years service system experience for families in London:

Service provider survey respondents (73) were asked to describe the ideal child care and early years system experience for families in London. The top words used reflect the following features:

- Affordable
- Quality and having choice
- Accessible, available and convenient
- Inclusive and welcoming
- Supportive, friendly, caring, helpful
- Flexible and responsive
- Safe and professional
- Happy, fun, engaging, positive

Service providers were asked to describe the **ideal** child care and early years system **experience for families** and to identify what was working well.

When the four pillars of access, affordability, responsiveness, and quality (as outlined in the Renewed Child Care and Early Years Policy Framework (2017)) are removed from the collected responses, the following descriptive words are prominent:



Aspects of the current child care and early years system believed to be working well in London

52 service providers identified over 100 aspects of the current child care and early years system that they believe is working well in London. These fall into three main categories:

1. Aspects that directly support families.
2. Service provider context – most importantly, having a system connected through networks and supports like the Child and Youth Network (CYN), Strive, London Child Care Network (LCCN), resource centres, and professional development opportunities.
3. Funding and general support from the City of London – ideas expressed suggest that this is the foundation for a system that works well.

Notable Differences

Non-profit respondents (31) identified City support, quality, and professional development opportunities relatively more frequently than respondents from for-profit organizations (8)

Table 2: What is Working Well with the Child Care and Early Years System in London

Category	Theme	Description
City Support (24 references)	Funding for providers (11 references)	• General Operating Grant (GOG) • Infrastructure • Staffing • Community Networks

Category	Theme	Description
	General support (9 references)	• Knowledge, commitment, support • "Managers and staff … listen to our ideas…they truly value our expertise in the decision-making and direction" • Consultation • Meetings with City
	Advocacy (2 references)	• For licensed care • Staffing
For Families (52 references)	Choice and Access to Care (18 references)	• Variety of models • Lots of choice • Locations across the city • Timely access to licensed spaces • Responsive and flexible to meet parent needs
	Affordability measures (16 references)	• Subsidy program • Affordability Pilot Project
	Quality (11 references)	• New guidelines are enforced • Play-based learning • Dedicated providers
	System information and OneList (7 references)	• OneList/OneHSN – works well • Online information about child care through websites like Strive, LCCN, City of London
Service Providers Context (32 references)	Connected system (16 references)	• Great communication & collaboration • Committees that keep child care centres connected, and educated • Access to community resources/collaborative partnerships through Family Centres • Attached to Family Centres and Schools • Child care meetings • Community of partner organizations
	Networking and professional development (11 references)	• Times for networking • Professional learning • Ongoing education • Programs for teachers • Affordable professional development
	Other (5 references)	• Innovative • Standards and guidelines • Apprenticeship program

Home Child Care – Motivations

Licensed Home Child Care Providers

Licensed **home child care providers** were asked why they choose to be contracted with a licensed agency.

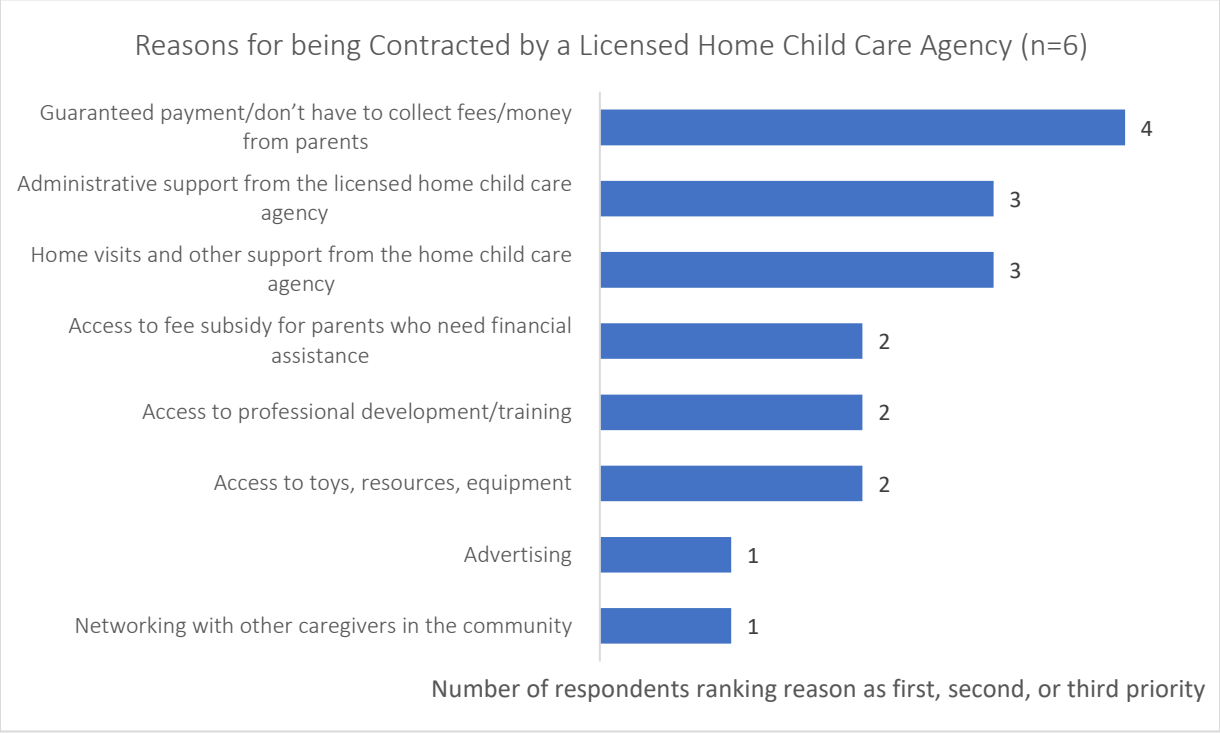
Six licensed home providers and 1 licensed home provider agency representative identified the top three reasons that they choose to be contracted by a licensed home child care agency.

Reasons to Be Contracted by a Licensed Home Child Care Agency

Top three reasons are:

1. Guaranteed payment/not having to collect fees from parents was most frequently identified as a first, second or third priority reason for choosing to be contracted by a licensed home child care agency.
2. Administrative support was the second most frequently identified reason.
3. Access to fee subsidy, home visits, and other support from the home child care agency both ranked as the third reason.

Figure 4: Reasons to Contract with a Licensed Agency: Licensed Home Child Care Providers



One respondent noted other reasons including being able to care for a 6th child and support when setting up a business.

The licensed home child care provider agency representative identified: Guaranteed payment, administrative support, and access to fee subsidy as the top three reasons for home child care providers

to contract with an agency. Additionally, it was noted that wage enhancement is something that providers learn about once they contract with a licensed home child care agency.

Unlicensed Home Child Care Providers

Unlicensed **home child care providers** were asked about their motivations for becoming a private home child care provider, thoughts and knowledge on becoming a contracted provider through a licensed agency, their involvement with a network, and other comments.

Motivations for Becoming an Unlicensed Home Child Care Provider

56 unlicensed private home child care providers shared their motivations for becoming a home child care provider:

- More than half of respondents (30) identified that being an unlicensed home child care provider allowed them to stay at home with their children, while earning income (6), doing something they loved (6), and being independent (2)

Motivations for becoming an unlicensed home child care provider can be grouped into 4 thematic areas:

1. Values and principles (52)
2. Meeting a need, either their own or in the community (24)
3. Working conditions (15)
4. Career choice (9)

Table 3: Motivations for Becoming an Unlicensed Home Child Care Provider: Unlicensed Home Child Care Providers (n=56)

Theme	Description
Values and principles	• Able to stay home with own child (30) • Enjoy taking care of children, love children (13) • Provide the type of care they believe children need (9)
Meeting a need	• Income source (11) • "needed" – either found that no existing care met their expectations or "saw a need" (5) • Cost of care was prohibitive (5) • Helping other families (3)
Working conditions	• Independence (9) – able to select own activities, programming • Hours of work (4) – better for the family as compared to working outside of the home • Being able to work from home (2)
Career choice	• Related education or experience as ECE, RECE, other professional (6) • Business opportunity (3)

Quotes

"It was the perfect blend of staying home with my children when they were young and providing a valuable service for mothers working outside the home."

"I do not drive and this provides an income doing what I enjoy without the need for a drivers licence."

"Experience with children. Identified the need was there. Started casually providing before and after school care then realized I wanted to provide care full time."

"I wanted to be a self-employed business woman working in my home. I heard that home daycares had come a long way from the days when my children went to babysitters in the 80's and with the educational/active program I could create it sounded like an interesting profession."

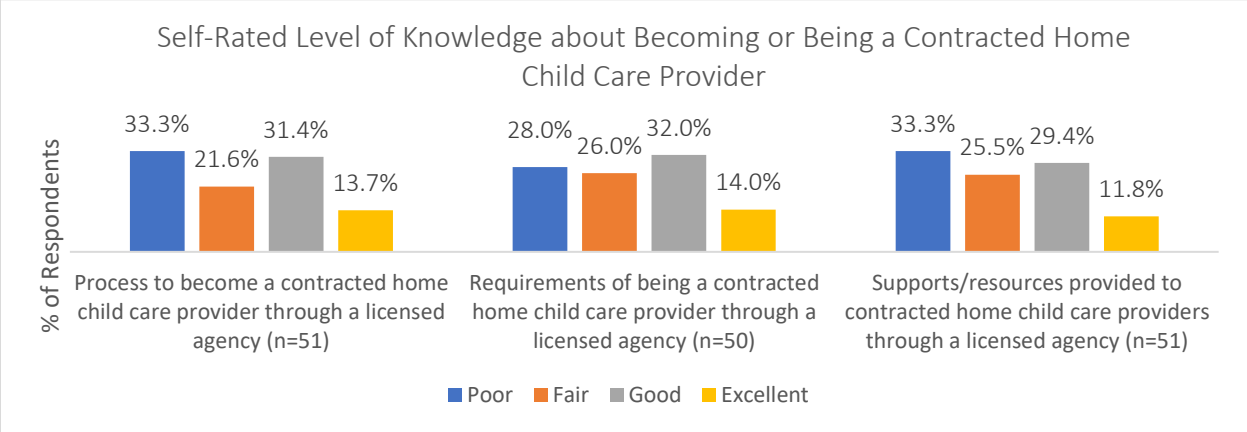
"I wanted to provide an enriching, safe, educational and loving "family" based childcare. I could not find any places that met my expectations for my own children so I opened my own. Loved it so much I'm still doing it."

On Becoming a Contracted Home Child Care Provider Through a Licensed Agency

Knowledge Related to Becoming a Contracted Provider

When asked to rate their knowledge of topics related to becoming/being a contracted home child care provider through a licensed agency, most respondents identified having poor or fair levels of knowledge.

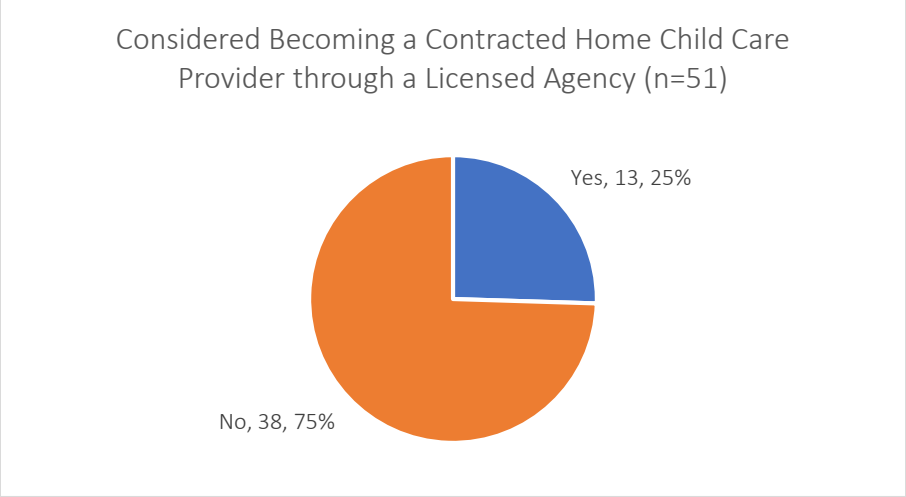
Figure 5: Level of Knowledge About Contracted Home Child Care



Considered Becoming a Contracted Provider

Excluding missing responses, one quarter of unlicensed home child care providers have considered becoming a contracted home child care provider through a licensed agency.

Figure 6: Considered Becoming a Contracted Provider



Reasons for Not Becoming a Contracted Provider (n=19)

13 respondents who said they had considered becoming a contracted home child care provider and 6 who said they have not considered becoming a contracted provider gave reasons for not becoming a contracted provider. Two respondents said they were with a licensed agency previously and left/did not renew their contract for a variety of reasons.

Overall, top reasons for not considering becoming a contracted home child care provider through a licensed agency include:

1. Financial disincentives (47%, 9 respondents)
2. Lack of flexibility/too much oversight (37%, 7 respondents)
3. See no benefit or reason (32%, 6 respondents)

Theme	Description and Quotes
Financial disincentives (9 respondents)	• Costs involved – would become licensed if cost was less • Able to charge families lower rate • "benefits offered to providers are not worth the trade off" • "Money I get from families goes back into my business not an agency's pocket" • "I tried…but because I would make much less licenced through a licensing agency the person I contacted agreed that I was better off on my own" • "Can't pay your bills…because the agency takes their cut" • "Wages not comparable to being an independent care provider" • "Do not want them to take portion of my earnings"
Too much oversight (7 respondents)	• "Wanted to be able to choose families" • "Was licensed but…I didn't have the freedom … to run the activities I wanted …that best suited the children in my care" • "No rules, no drama" • "Barriers and expectations"

Theme	Description and Quotes
	• "Feel I can provide better and more individualized care specific to children's needs, and families requests by remaining an independent" • "Prefer to run my home child care the way I want…and to set my own fees and hours" • "Too many restrictions. I set my hours, my price"
Not seen as necessary – no reason to (6 respondents)	• "I am full through word of mouth"; able to fill spaces without the help of an agency (3) • "after having an interview with them I just decided to do it on my own" • "Like it on my own" • "Have the toys and resources needed" • "Able to access desired professional development on own" • "Have a business background so don't need business support"
Have not heard positive things/heard negative things (2 respondents)	• "I have heard nothing but NIGHTMARE stories from providers who started with an agency and then left them" • "Heard many bad things about [name of agency]"
Other (2 respondents)	• "Tried to contact but have not heard back" • "still have to complete my CYC diploma"

Quotes:

"I wanted to be able to choose the families I wanted to interview. When I initially looked into becoming licensed they said they would send me matches. I worked in corrections for 10 years and didn't want run into families I worked in that capacity with."

"Most of us would prefer a DIRECT licensing option that comes at a FAIR cost to the provider similar to how a centre or agency is licensed. Annual inspection from a Ministry official to ensure that our home meets safety standards, our program and record keeping meet CCEYA standards and so forth and IF there is an issue that cannot be addressed with the program operator then clients would have an avenue of complaint same as a centre and ministry could investigate."

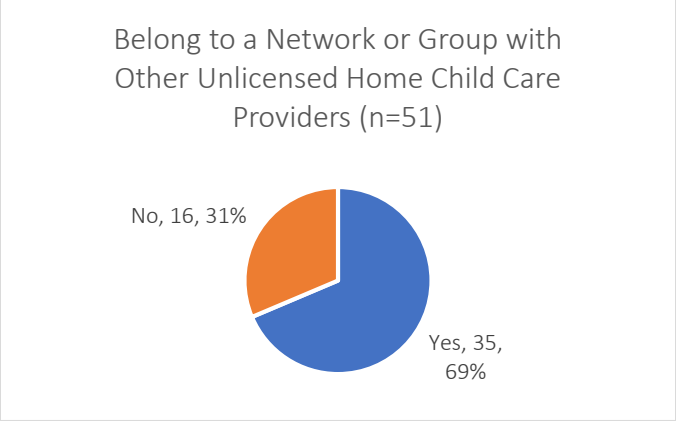
Belonging to a Network (n=51)

Over two thirds, or 69% of 51 respondents, say that they belong to a network or group of other unlicensed home child care providers.

Responses from 31 individuals identify that their network serves to:

- Provide professional development by sharing articles, webinars
- Keep up to date on rules and regulations
- Peer support, provide support/mentoring/coaching, asking questions, discussing issues, and providing advice
- Share referrals and ideas, plan activities, and get together for activities at parks and EarlyON playgroups
- They network and communicate in person and online through Facebook groups, texting, and online private forums

Figure 7: Connection with a Network



Quote:

"There are 24 of us who have all been together for more than 9 years"

Challenges and Pressures

Licensed Home Child Care Providers

Licensed **home child care providers** were asked "what, if any, challenges or pressures do you face as a licensed home child care provider?" Five providers and 1 agency representative responded. For consistency with the challenges and issues topics listed in the Service Provider survey, responses were coded to align with the 4 areas of Administration, Staffing, Infrastructure, and Service/Quality.

Issues or Challenges Experienced

Licensed home child care providers identified challenges or issues that relate to Service/Quality, including:

- Dealing with a range of child behaviours and learning styles
- Juggling professional development with family needs
- Operating below capacity resulting in lower income earned
- Unlicensed private providers

The licensed home child care provider agency representative noted that financial uncertainty resulting from operating under-capacity while waiting for children to be placed is a pressure experienced by home providers. Administration, staffing, and infrastructure issues were not reported by licensed home child care providers.

Unlicensed Home Child Care Providers

Unlicensed home child care providers were asked about their biggest challenges or issues as an unlicensed home child care provider; 36 providers responded. For consistency with the challenges and issues topics listed in the Service Provider survey, responses were coded to align with the 4 areas of Administration, Staffing, Infrastructure, and Service/Quality.

Unlicensed home child care providers were asked for more comments about their role as an unlicensed home child care provider. 24 providers responded.

Issues or Challenges Experienced

Unlicensed home child care providers who responded most often talked about issues or challenges related to service/quality; in particular, filling spaces and finding families. None of the providers identified Infrastructure related issues or challenges. The following table summarizes and organizes the full set of responses. The number of times a reference was made is provided in brackets if referenced more than once.

Table 4: Challenges and Pressures Faced by Unlicensed Home child care Providers (n=36)

Area	Theme	Description
Service/Quality (21)	Filling spaces/finding families (11)	• Filling spaces for children over 2 (5) • In general (4) • Barriers from fee subsidy system • Finding families that "fit" philosophically
	Parent engagement (6)	• Communication with families regarding policies, practices, child related concerns (3) • Satisfying parents • When parents don't follow policies • When parents don't provide proper clothes
	Ability to provide pedagogical resources (2)	• Funding/resources to provide program materials/supplies (2)
	Logistics (2)	• Keeping the house clean • Getting to the bus for drop off/pick up
Staffing (17)	Compensation (9)	• No sick days/time off without loss of income (3) • Lack of resources/support/isolation (2) • Low compensation, time being valued (2) • "Getting parents to pay" • Job security
	Feel undervalued (8)	• Lack of respect, acknowledgement of work they do and quality of care from families, government sector (7) • Push to become licensed
Administration (11)	Provincial regulations related to ratios (6)	• The limit of "2 under 2" (4) – makes it hard to fill spaces and be financially viable • Being required to count children up to age 13 • Age ratios

Area	Theme	Description
	Licensing related (3)	• No direct licensing option (2) • "concern about being in trouble re: licensing issues"
	Small business related (2)	• Small business issues • Finding home insurance to cover day care

Quotes

"Within the City of London, I feel there are excellent resources for providers and young children in our care. If the city offered a regional agency at a fair compensation that would allow many providers to take a 6th child in to care."

"Dispelling the myths related to us. Baby sitter VS childcare"

"walking kids to school parents don't always send them dressed properly always have to have my own extras"

"The law needs to be changed to 3 children under 18 months."

Other Comments About Home Child Care Provider Role

24 providers shared additional comments. Top themes that emerged include: quality of care provided, current licensing and contracting model, and current age ratio legislation.

- Quality care: Many of the comments reflect provider pride in the work that they do and the quality of service they provide
- Current licensing and contracting model: Service providers identified that the current model of becoming licensed and contracting with an agency is not worth it, and that being able to be independently licensed and registered would be preferable. One suggestion was to have a regional agency for home providers
- Age ratio legislation: A few identified that current age ratios present difficulties

Quotes

"The children I care for become an extended part of my family, they become my children. I take the kids to Early Years programs every morning throughout the city. The kids are able to build new friendships, learn valuable lessons and have a fun place to play. The best decision for me was to stay unlicensed so I can have control over my business."

"Since becoming a home child care provider my family has gotten closer to the community, to the schools."

"Wish government would allow us to be independently registered"

"I do think it is undermining the childcare business when licensing and being paid through a licensing agency would decrease a home daycare provider's income by 30%."

Centre-based Licensed Child Care Providers and Accredited Recreation/Summer Camps

Licensed child care providers including child care directors/supervisors/managers (centre-based), licensed agencies with home child care provider contracts, and accredited recreation/summer camps were asked about the **issues or challenges their organization or program is currently experiencing**. In the first set of questions, they were asked to select the top 3 issues or challenges within each of the categories of "Administration", "Staffing", "Infrastructure," and "Service/Quality". The second question was an open-ended question asking about other challenges or pressures. Further analysis was completed comparing single-site and multi-site, and for-profit and non-profit. Notable differences observed are summarized.

Overall Top Issues or Challenges (n=57)

Overall, the top three issues or challenges that licensed child care organizations and accredited recreation/summer camp programs currently experience are:

1. **Recruitment and hiring of appropriately qualified staff** – this challenge appeared frequently in the service provider network meeting notes that were reviewed as part of this report
2. **Licensing and regulations**
3. **Cost of expansion and/or renovation**

Notable Differences

The table below shows the top overall issues or challenges by organizational status and structure, with notable differences highlighted. Overall issues or challenges were identified as a notable difference if they were outside the scope of the top three issues or challenges listed above.

Table 5: Top Overall Issues or Challenges by Organizational Status and Structure

For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
1. Licensing and regulations	1. Lack of internal administrative support	1. Licensing and regulations	1. Licensing and regulations
2. Recruitment and hiring of appropriately qualified staff	2. Providing appropriate wages and benefits for staff	2. Recruitment and hiring of appropriately qualified staff	2. Recruitment and hiring of appropriately qualified staff
3. Providing appropriate wages and benefits for staff	3. Building maintenance costs	3. Lack of space within current site(s) to expand licensed spaces	3. Providing appropriate wages and benefits for staff
4. The cost of expansion and/or renovation	4. Ability to meet programmatic documentation expectations	4. The cost of expansion and/or renovation	4. The cost of expansion and/or renovation

For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
			5. Parent engagement and information sharing

Top Issues or Challenges by Category

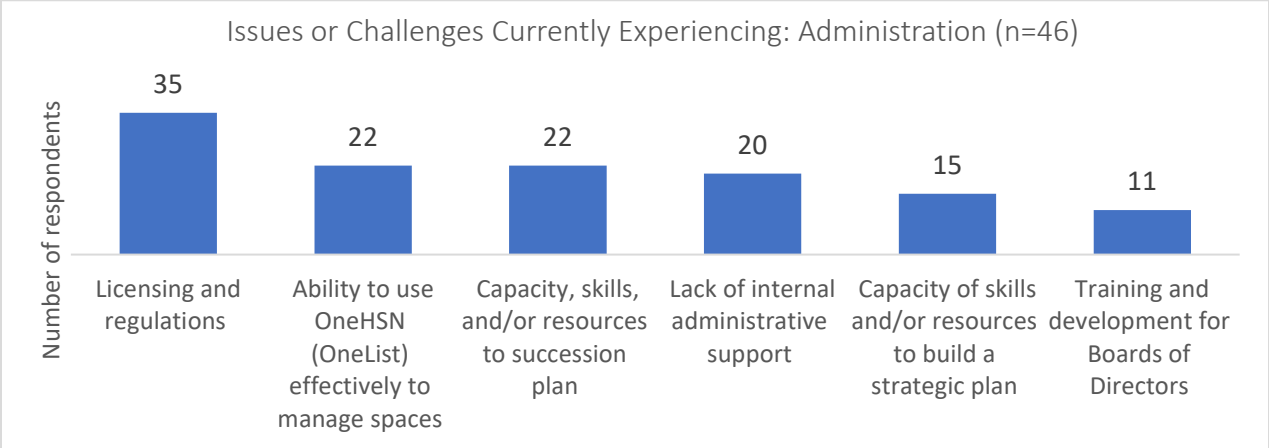
The following table summarizes the top three challenges/issues within each of the four categories related to providing child care.

Table 6: Top Three Challenges Running a Child Care Organization or Program by Category, Licensed Providers

Aspect	Challenge/Issue
Administration	• Licensing and regulations • Ability to use OneHSN effectively • Capacity, skills, and/or resources to succession plan
Infrastructure	• Cost of expansion/renovation • Lack of space within current site to expand • Building maintenance cost
Staffing	• Recruitment and hiring • Providing appropriate wages and benefits • Staff retention
Service/Quality	• Child Care Fee Subsidy process (i.e. administrative requirements) • Unfilled child care spaces (vacancies) • Parent engagement and information sharing

Administration-Related

Figure 8: Administrative Issues or Challenges: Licensed Centre-Based, Accredited Recreation and Home Agencies



Notable differences

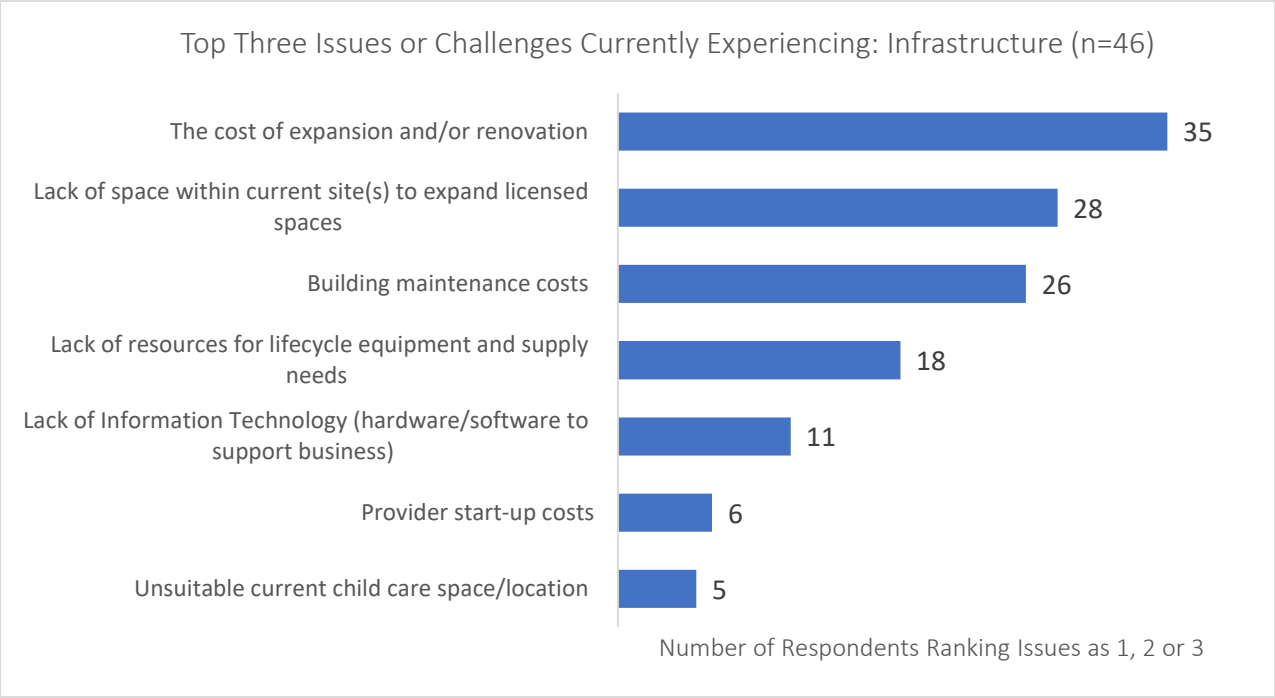
Licensing and regulations is a top issue or challenge across all organizational types. The following table highlights top administration-related issues or challenges by organizational status and structure. Notable differences are highlighted below. Top issues or challenges were identified as a notable difference if they were outside the scope of the top issues or challenges listed above.

Table 7: Top Administration-Related Issues or Challenges by Organizational Status and Structure

For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
1. Licensing and regulations 2. Lack of internal administrative support 3. Capacity, skills, and/or resources to succession plan 4. Capacity of skills and/or resources to build a strategic plan	1. Licensing and regulations 2. Lack of internal administrative support 3. Ability to use OneHSN (OneList) effectively to manage spaces	1. Licensing and regulations 2. Ability to use OneHSN (OneList) effectively to manage spaces 3. Capacity, skills, and/or resources to succession plan	1. Licensing and regulations 2. Capacity, skills, and/or resources to succession plan 3. Capacity of skills and/or resources to build a strategic plan

Infrastructure-Related

Figure 9: Infrastructure Issues or Challenges: Licensed Centre-Based, Accredited Recreation and Home Agencies



Notable Differences

The following table highlights top infrastructure-related issues or challenges by organizational status and structure. Notable differences are highlighted below. Top issues or challenges were identified as a notable difference if they were outside the scope of the top issues or challenges listed above.

Table 8: Top Infrastructure-Related Issues or Challenges by Organizational Status and Structure

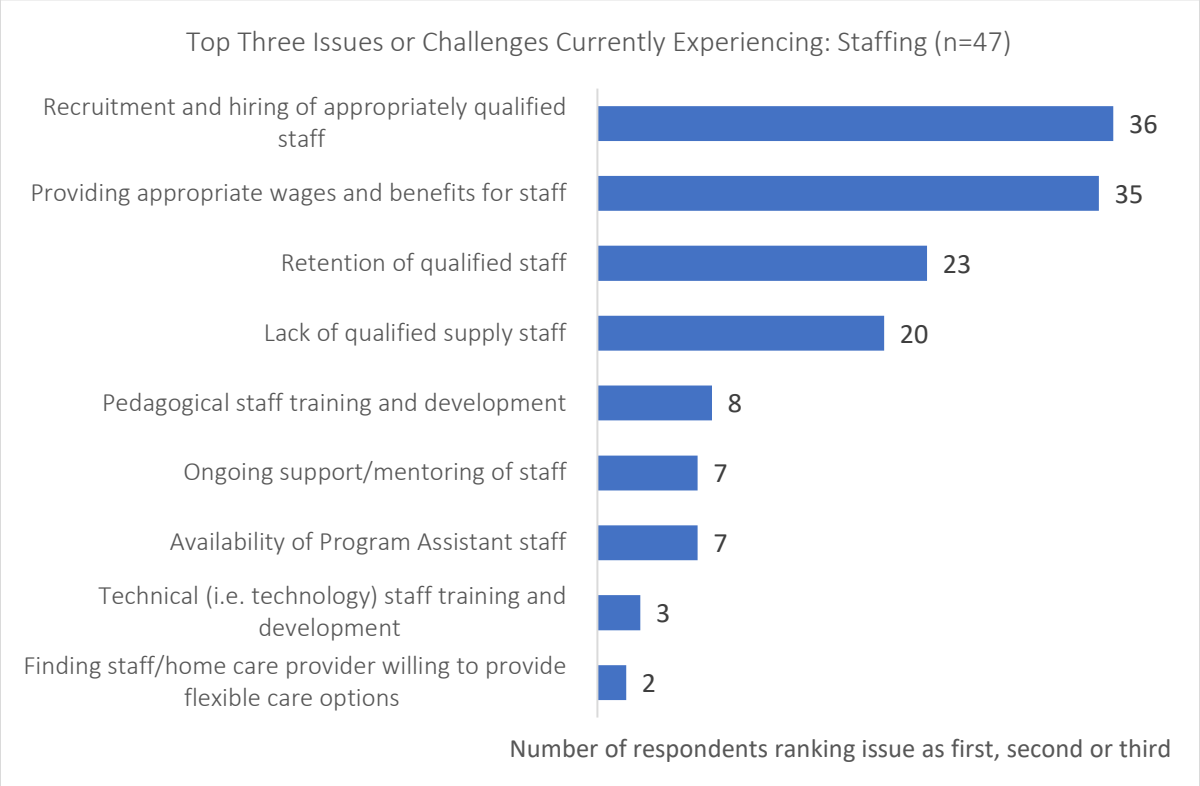
For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
1. The cost of expansion and/or renovation 2. Lack of space within current site(s) to expand 3. Building maintenance costs	1. The cost of expansion and/or renovation 2. Building maintenance costs 3. Lack of resources for lifecycle equipment and supply needs	1. The cost of expansion and/or renovation 2. Lack of space within current site(s) to expand 3. Building maintenance costs	1. The cost of expansion and/or renovation 2. Lack of space within current site(s) to expand 3. Building maintenance costs

Service Provider Meeting Notes

- For-profit service providers note that lack of access to funding similar to non-profits limits their ability to expand

Staffing

Figure 10: Staffing Issues or Challenges: Licensed Centre-Based, Accredited Recreation, and Home Agencies



Notable differences

The following table highlights top staffing-related issues or challenges by organizational status and structure. Notable differences are highlighted below. Top issues or challenges were identified as a notable difference if they were outside the scope of the top issues or challenges listed above.

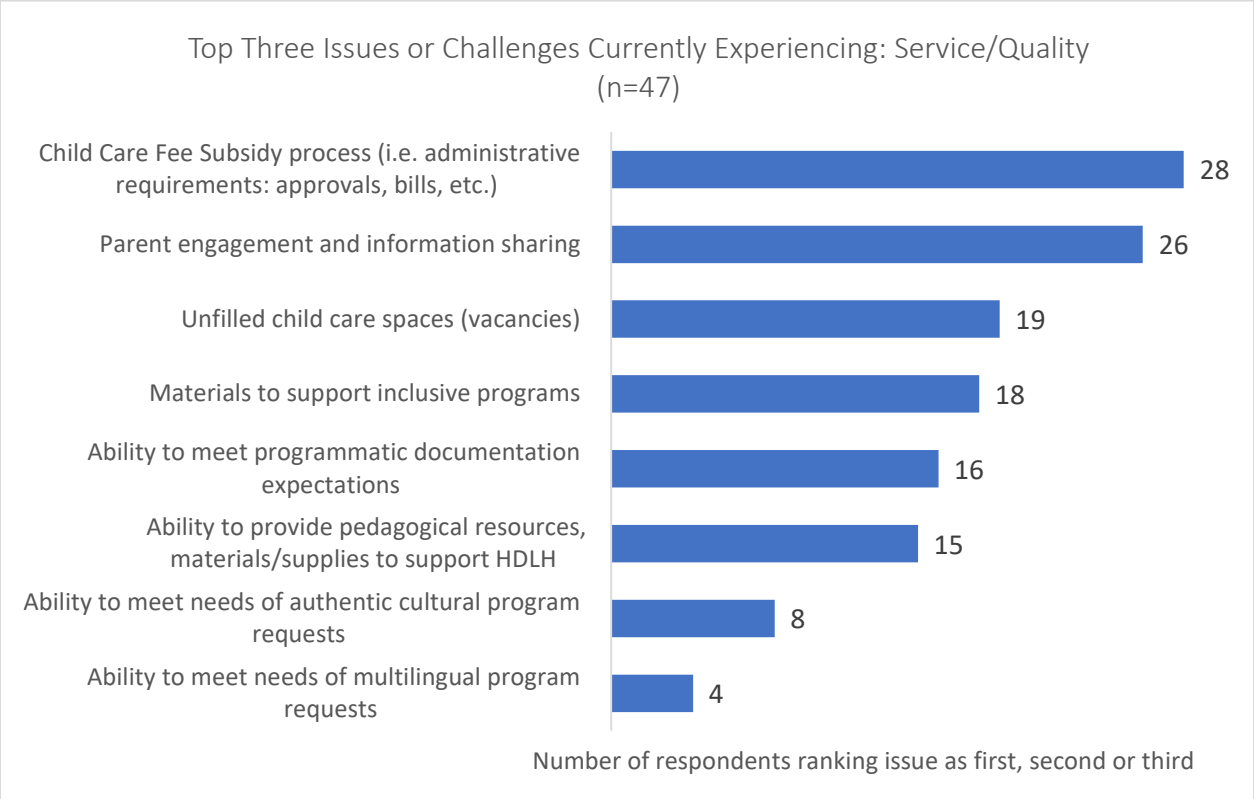
Table 9: Top Staffing-Related Issues or Challenges by Organizational Status and Structure

For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
1. Recruitment and hiring of appropriately qualified staff	1. Recruitment and hiring of appropriately qualified staff	1. Recruitment and hiring of appropriately qualified staff	1. Recruitment and hiring of appropriately qualified staff
2. Providing appropriate wages and benefits for staff	2. Providing appropriate wages and benefits for staff	2. Providing appropriate wages and benefits for staff	2. Lack of qualified supply staff
			3. Providing appropriate wages and benefits for staff

For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
3. Retention of qualified staff	3. Retention of qualified staff		4. Retention of qualified staff

Service/Quality

Figure 11: Service/Quality Issues or Challenges: Licensed Centre-Based, Accredited Recreation and Home Agencies



Other service/quality issues and challenges include:

- Getting staff to take advantage of professional learning when they have to complete it on their own time with no pay (non-profit, single-site)
- Ontario Works billing process (non-profit, single-site)
- Trend towards more part-time care – this creates challenges filling spaces
- Resource or training support for staff for whom English is a second language, particularly in the area of documentation (non-profit, multi-site)
- Supporting children with high behaviour needs (for-profits)

Notable differences

The following table highlights top service/quality-related issues or challenges by organizational status and structure. Notable differences are highlighted below. Top issues or challenges were identified as a notable difference if they were outside the scope of the top issues or challenges listed above.

Table 10: Top Service/Quality-Related Issues or Challenges by Organizational Status and Structure

For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
1. Unfilled child care spaces (vacancies) 2. Ability to meet needs of authentic cultural program requests 3. Parent engagement and information sharing 4. Ability to provide pedagogical resources, materials/supplies to support *How Does Learning Happen?* (i.e. loose parts, etc.) 5. Child Care Fee Subsidy process	1. Parent engagement and information sharing 2. Ability to provide pedagogical resources, materials/supplies to support How Does Learning Happen? (i.e. loose parts, etc.) 3. Ability to meet programmatic documentation expectations 4. Child Care Fee Subsidy process	1. Materials to support inclusive programs 2. Unfilled child care spaces (vacancies) 3. Parent engagement and information sharing 4. Child Care Fee Subsidy process	1. Parent engagement and information sharing 2. Ability to meet programmatic documentation expectations 3. Child Care Fee Subsidy process

Other Challenges and Pressures

The following table details other challenges or pressures not already listed or identified and topics where additional information describing the challenge more fully.

Table 11: Other Challenges or Pressures Currently Experienced by Licensed Providers (n=20)

Area	Description
Subsidy program	• Families losing subsidy and 2 weeks notice given from the City leaving empty spaces • Parent frustrations with OneList (non-profit single-site)
Workforce and Staff	<u>Non-profit multi-site</u> • Keeping graduating RECE's in the community • Difficulty recruiting despite having competitive salaries and benefits • Wages for support staff who do not receive the Wage Enhancement Grant

Area	Description
	• Resource or training support for staff for whom English is a second language, particularly in the area of documentation Non-profit single-site • Ability to provide paid programming/planning time to staff during the day or compensate for additional hours • Getting staff to take advantage of professional learning when they have to complete it on their own time with no pay
Viability (mix of respondents)	• Minimum wage increase (for-profit multi-site) • "All day kindergarten makes it difficult to maintain a 3-month operating reserve" (non-profit single-site)
Policies and Procedures (mix of respondents)	• Lack of knowledge and expertise in writing updated and new HR policies for bill 148 and new cannabis laws (non-profit single-site) • Inconsistency between program advisors in licensing programs (non-profit multi-site and for-profit single-site) • Time required to complete the General Operating Grant (GOG) process (for-profit single-site) • Ontario Works billing process – issuing child care fee payments to parents rather than the centre (for-profit multi-site and non-profit single-site)
Children with special needs (mix of respondents)	• Not able to meet parent need for therapeutic part-time care (non-profit single-site) • Supporting children with high behaviour needs (2 for-profit sites)
Centres/organizations not feeling supported or included (single-sites)	• For-profits not having the same opportunities as non-profit (funding, compensation, information) (for-profit single-site) • Being a stand alone (non-profit single-site)
Infrastructure (non-profits)	• Staffing is the biggest challenge to expansion in existing school age programs (non-profit, multi-site) • Lack of space for before and after school programs as well as administrative office space (non-profit, multi-site) • Renovation and lifecycle costs are an issue because also need to keep parent fees low (non-profit, multi-site) • Cost of playground refurbishment (non-profit, single-site)

Service Provider Network Meeting Notes

Service provider network meeting notes provide additional information and offer some suggestions for addressing challenges:

Table 12: Service Provider Network Meeting: Challenges and Pressures

Service Provider Network	Challenges	Suggestions
For-profit child care (May 17, 2018)	• Cost of expansion is a limiting factor given that for-profits do not have access to funding similar to non-profits • Switching to non-profit status is difficult	• Interest free loans from the CMSM to support expansions

Service Provider Network	Challenges	Suggestions
	• Inability to access wage enhancement funding creates a wage gap between for-profit and non-profit providers	• Information on how to switch to non-profit status
Home child care agencies (May 23, 2018)	• Wage enhancement grant discrepancies between agencies • Families may choose not to go through the agency to access licensed care – this can create problems with finding places for children who go through the agency • With licensing and monthly inspections, agencies feel like they are playing more of an enforcement role • Documentation – challenge for home child care providers • Hard to find providers in general and particularly ones to cover weekends and evenings • General misconceptions about home child care	• More compensation for providers who offer weekend/evening care • More education about licensed home child care • Look for opportunities to engage unlicensed home child care providers to become licensed • Work with insurance companies that only insure for 3, not 6 children
Multi-sites (undated)	• Lack of ECEs limit expansion • Policy changes are time consuming – with increased funding comes additional rules • More employees means more risk/harder to manage Centre-based care is not financially viable for extended hours	• One way to support flexible care is for the CMSM to pay for full-time spaces
Nursery School (April 10, 2018)	• Finding qualified staff willing to work part-time • Finding supply staff • Licensing is stressful • Amount of documentation and paperwork • Parents are unaware of the difference between nursery school and child care • Parent engagement • Nightly cleaning	
Single-site non-profit (April 12, 2018)	• Viability – keeping enrolment up and not able to compete with multi-sites • Infrastructure including IT, and building maintenance • Administration like succession planning, access to funding and paperwork • Staffing including supply staff and compensating staff	• Administrative training to move forward with opportunities that arrive

EarlyON Providers

EarlyON providers were asked to describe the top three pressures or challenges their organization is experiencing as an EarlyON provider and to share suggestions to address the pressures or challenges identified.

Five EarlyON providers responded.

Four out of 5 EarlyON provider respondents identified funding as a pressure or challenge. Recruiting and retaining staff was noted by 2 out of 5 respondents. These respondents offered suggestions for policy and qualification requirement changes, as well as a suggestion to share RECEs across the system.

Table 13: Pressures Experienced by EarlyON Providers

Pressures	Related Suggestions
Funding (4) – ongoing, sufficient, for quality programs, uncertainty, no increases despite inflation-related increases for staffing and program delivery	• Match programming expectations to funding • Multi-year funding agreements with defined inflationary increases
Staffing (2) – requirement to hire RECE at a time of RECE shortage, accessing qualified staff	• Extend RECE exemption to 5 years • Add other eligible qualifications such as: teaching certificate, public health nurse, social service worker diploma • Service provider community collaborate to share RECE's where positions and shifts allow
Francophone - Location of the French ON y va Centre and Promotion	• Move it to a more accessible, visible location • The city should promote more of the French ON y va services
More collaboration – with other EarlyON Centres	• N/A
Supporting staff and participants through system transition/change	• Timely, common messaging of decisions made
Infrastructure – more space in building needed	• N/A
Service/Quality – inability to provide adequate programs to families	• Increase budget and hours of operation for families who work so they can have better access to programs

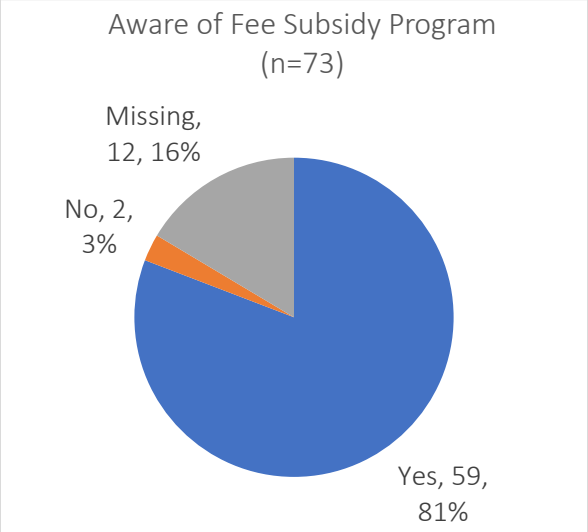
Fee Subsidy Program

All service providers excluding unlicensed home child care providers were asked about their **awareness of the Child Care Fee Subsidy Program,** and were asked how they help connect families to the program.

Awareness of Child Care Fee Subsidy Program

80% of respondents are aware of the Child Care Fee Subsidy program.

Figure 12: Awareness of Fee Subsidy Program, All Service Providers



Connecting Families to the Fee Subsidy Program

Providers generally connect families to the fee subsidy program by providing information, actively encouraging families to apply, and supporting families through the application process.

Table 14: How to Help Connect Families to Child Care Fee Subsidy (n=56)

How Help	Theme	Description
Provide information	When	• In response to people asking • As part of the program tour • At registration • When see a potential need
	How	• Verbally • In print • Link is on the centre's website • Social media
	What	• General information about the program and how to apply • Specific information like the link to fee subsidy program, phone numbers, email addresses • Direct them to City of London website; to OneList
Actively support	How	• Explain the process • Email caseworkers

How Help	Theme	Description
		• Support them through the application process • Act as liaison with workers
	Refer	• To agency • To licensed centre • To subsidy program
Suggestions	Information in printed format	• "Would be nice to have a handout or something for them to look into themselves before they get to the point of not being able to pay." • "Would be nice to have posters"

Issues and Challenges

A review of the service provider network meeting notes identified the following issues and challenges with the Child Care Fee Subsidy program and model:

- The current restriction limiting child care fee subsidy access to children old enough to attend full day kindergarten limits options of care for parents who need subsidy and whose children who may not be ready for school – this makes care that is responsive to the needs of children and families less accessible for those who cannot afford to pay

Staff Capacity to Meet Needs of Children

Licensed Home Child Care Providers

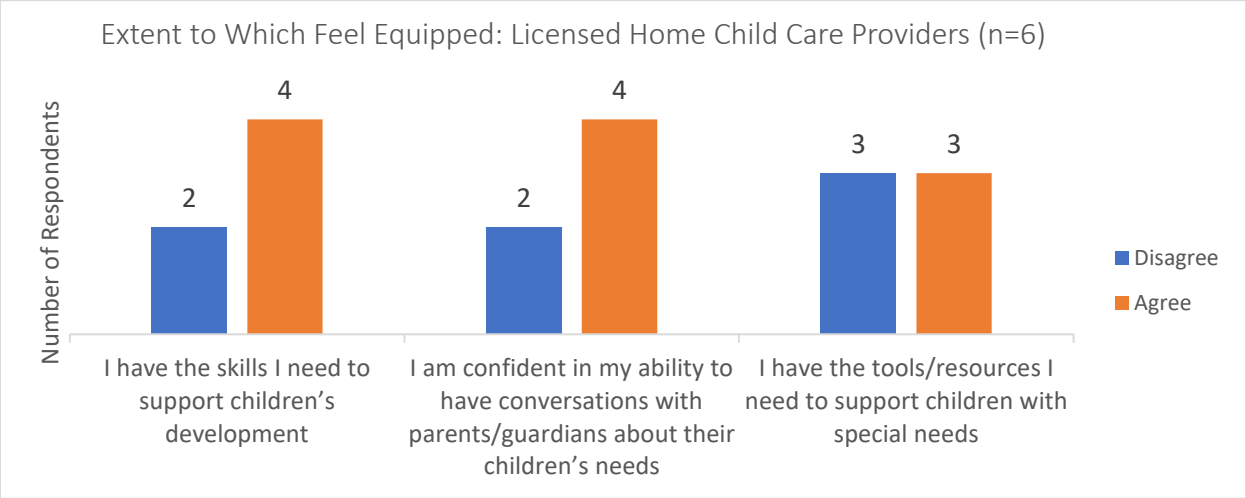
Licensed home child care providers were asked the extent to which they **feel equipped to meet the needs of children** and communicate these needs to parents/guardians.

Six licensed home child care providers provided responses.

- More respondents agreed than disagreed, that they have the skills needed to support children's development
- More respondents agreed than disagreed, that they are confident in their ability to have conversations with parents/guardians about their children's needs

- Half of respondents agreed that they have the tools/resources needed to support children with special needs and half disagree

Figure 13: Extent to Which Providers Feel Equipped: Licensed Home Child Care Providers



Centre-based Licensed Providers and Accredited Recreation/Summer Camps

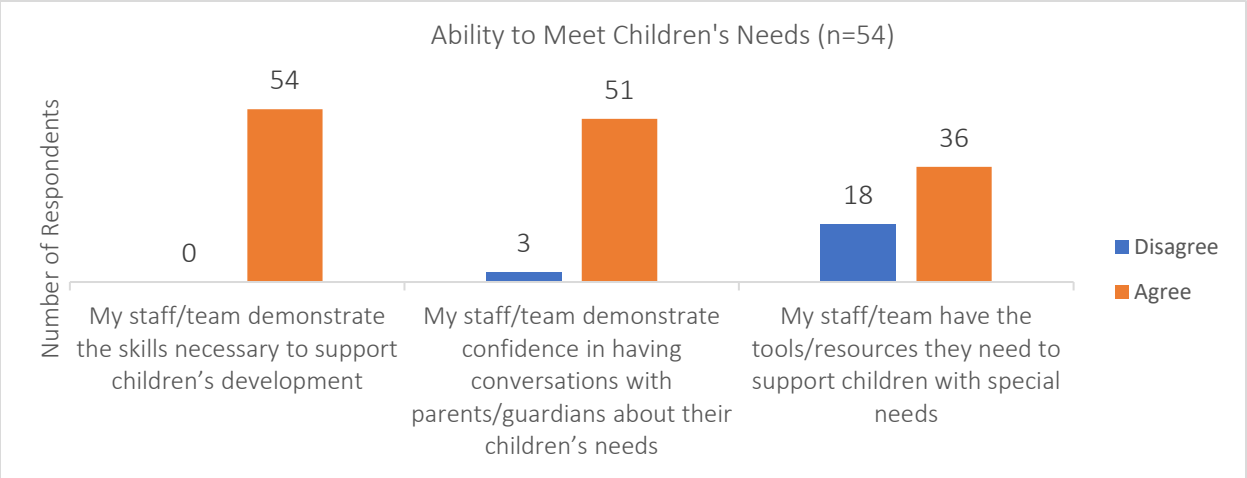
Licensed care providers including child care directors/supervisors/managers (centre-based), licensed agencies with home child care provider contracts, and accredited recreations/summer camps were asked to report on the **extent to which they believe their staff/team have the skills and confidence needed to support children's development and have conversations with parents/guardians about their children's needs**. Further analysis was completed comparing single-site and multi-site, for-profit and non-profit. Notable differences observed are summarized.

54 providers responded.

Overall, licensed child care providers and Early Years providers agreed that their staff/team:

- Demonstrate the skills necessary to support child development
- Demonstrate confidence in having conversations with parents/guardians about their children's needs
- 67% of respondents identified that their staff/team have the tools/resources they need to support children with special needs.

Figure 14: Ability to Meet Children's Needs, Selected Indicators: Licensed Providers and Accredited Recreation/Summer Camps



Notable Difference

Looking more closely at the data, there are differences between multi-site and single-site organizations and programs:

- Relatively fewer for-profit single-sites agreed that their staff demonstrate confidence in having conversations with parents/guardians about their children's needs
- Relatively more single-site organizations and programs agreed that their staff/team have the tools/resources they need to support children with special needs
- Almost all of those who feel their staff do not have the tools/resources needed to support children with special needs represent licensed centre-based care from both the for-profit and non-profit sectors

Inclusion

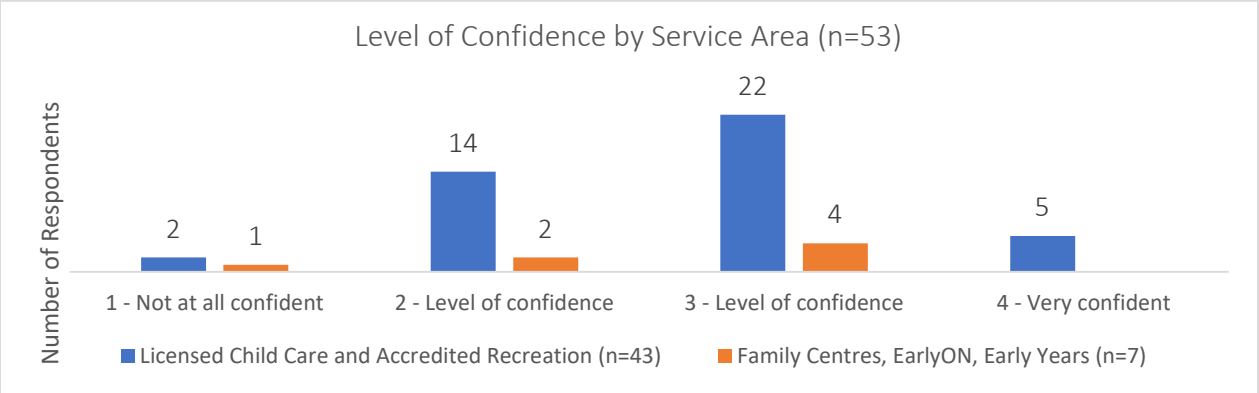
All providers of licensed child care (centre-based and home), accredited recreation and early years programs including Family Centres, EarlyON and other supporting early years providers were asked a series of questions related to children with special needs and the current landscape for inclusivity in their program(s). Questions included:

- Level of confidence in working with children with special needs?
- How they currently support children with special needs in their program?
- Further supports that would allow their organization to be more successful in providing inclusive services?
- Training that would help their organization create a more inclusive environment?

Level of Confidence in Working with Children with Special Needs

Overall, 62% of respondents rated their staff/team as being confident or very confident in working with children with special needs.

Figure 15: Level of Confidence Working with Children with Special Needs: Licensed Providers and Early Years Programs



Notes: 1: Respondents can identify as more than one type of program provider. For this reason, the figures in this chart cannot be added together to arrive at an overall figure.

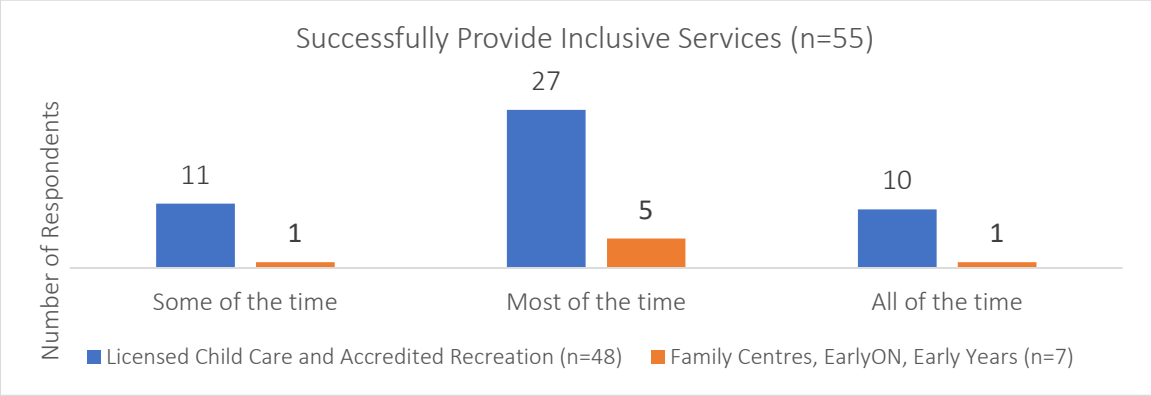
Notable Difference

- For-profit single-site staff/teams had a lower confidence level rating for working with children with special needs compared to other organizational types
- Relatively fewer early years program providers rated their staff/team as confident compared to licensed child care providers
- Relatively more licensed home child care providers rated as very confident compared to overall

Program Ability to Successfully Provide Inclusive services for Children with Special Needs

Over, 78% of respondents identified that their program is able to successfully provide inclusive services for children with special needs.

Figure 16: Ability to Successfully Provide Inclusive Services



Notable Difference

- Relatively fewer single-sites said they were able to provide inclusive service for children with special needs most of the time or all the time

How Children with Special Needs in Child Care Programs are Currently Supported

Themes emerging from responses include:

- Partnering/working with and/or relying on resources provided by All Kids Belong
- Inclusive culture includes building in-house capacity through professional learning, hiring practices and setting up the facility to be inclusive
- Providing additional support in the classroom with or without resources from All Kids Belong
- Working with other specialized services and parents
- Developing an individualized plan and/or adapting the program to meet the child's needs
- Providing resources ranging from information resources to contracted providers

Licensed Child Care and Accredited Recreation (n=50)

Theme	Description
All Kids Belong Resources (23 references)	• Partner with AKB • Access funding • Consult • "We do not have enough hours from AKB for supporting the afternoons of the child"
Building capacity within the organization (19 references)	• Offer professional learning • Hiring practices – hire extra staff, target recruitment to people with experience in this area • Inclusive philosophy – rooms set up, resources available, accessible building
Additional staffing (17 references)	• This may or may not be with funding from AKB • Program assistants and program assistant hours • Extra support in the classroom
Work with others (16 references)	• Includes schools, medical professionals, organizations with a mandate to serve children with special needs • Working with parents
Individualized programming (13 references)	• Develop individualized plan in consultation • Change program to meet needs
Provide resources (6 references)	• Provide resources for parents and staff • Agency supports contracted providers

Notable Difference

- For-profit multi-site: most comments related to All Kids Belong with no mention of providing resources
- For-profit single-site: many mentions of All Kids Belong; no mentions related to building capacity within the organization, individualized programming, or providing resources

Quotes

"We have one special needs child at this time but not enough of a special need to warrant assistance. That is my frustration. We are to take special needs children. We WANT to take special needs children but there is not financial support to hire a program assistant to support a special needs child unless their

special need is high and even then - we have never received the full hours required to support that child. If you want us to take special needs children, we need program assistants whose pay is for the ENTIRE time the child is in program."

"We ask AKB to help us with assessments and with strategies, however, we are often too short on staff to provide the needed 3rd pair of hands. Educators get very stressed and tired."

Family Centres, EarlyON and Early Years (n=6)

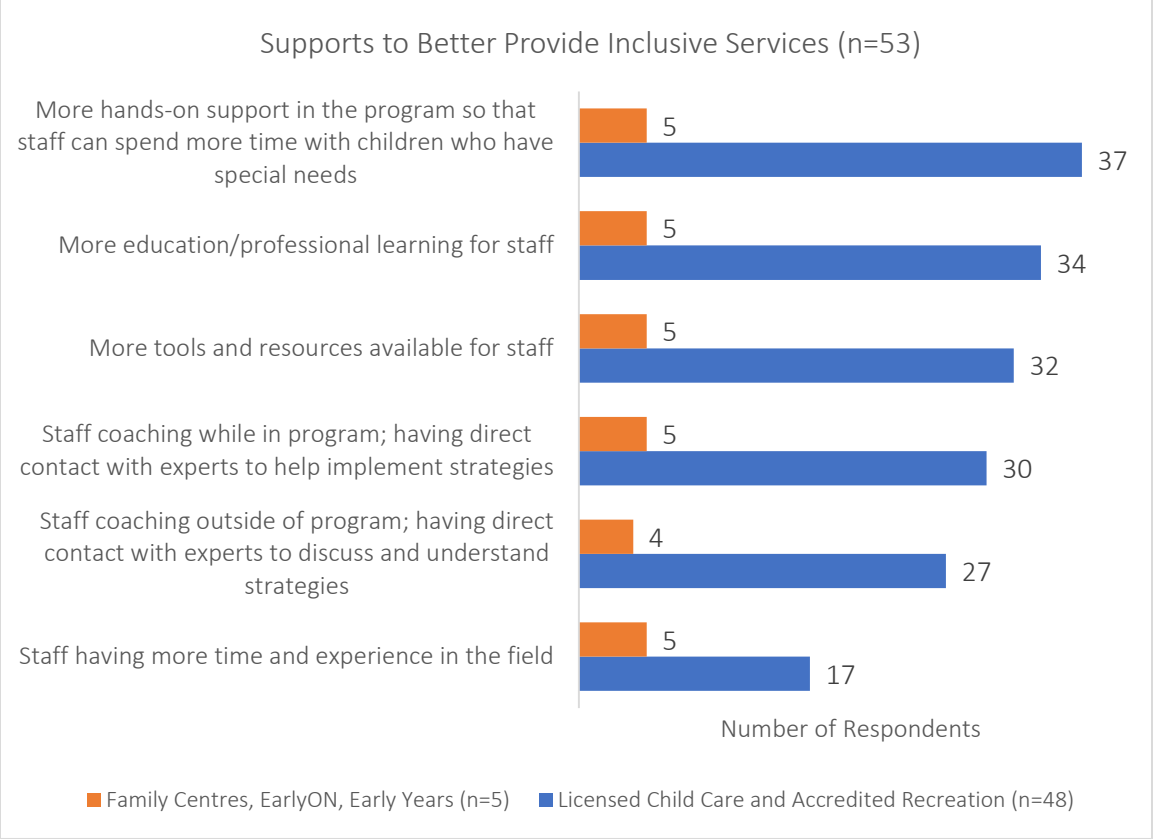
Theme	Description
Inclusive (5 references)	• Inclusion as a principle • Accessible building • Set up of play and program areas • Knowledgeable welcoming staff
Working with partners (4 references)	• Community Living London delivers specialized programming such as Teach & Play with agencies whose programs have expertise and goal for inclusion • Communicate with families
Resourcing (2 references)	• Additional staff • Professional development for staff • Adapt program

Further Supports that Would Allow Your Organization to be More Successful in Providing Inclusive Services for Children with Special Needs? (n=53)

Combined, the supports selected most often that would allow the organization to be more successful in providing inclusive services for special needs were:

- More hands-on support in the program (56.8%)
- More education/professional learning for staff (52.7%)
- More tools and resources available for staff (48.6%)

Figure 17: Support to Better Provide Inclusive Services



Notable Differences

The number one support to better provide inclusive services varied by organizational status and structure:

Table 15: Top Support to Help Organization/Program Better Provide Inclusive Services

Organization/program status/structure	Support Identified Most Often
Licensed home child care providers	• More education/professional learning for staff
Non-profit, multi-site licensed child care	• More tools and resources available for staff
Non-profit, single-site licensed child care	• Staff coaching while in program • More hands on support in the program
For-profit licensed child care, both multi- and single-sites	• More hands on support in the program

Training that would Help Your Organization to Create a More Inclusive Environment

Themes that emerged from responses include:

- Training about specific topics including common conditions, child guidance strategies and approaches, and how to create an inclusive environment
- Options for the method in which training is provided
- Who should/could deliver the training and who should/could participate in training

Table 16: Training to Help Licensed Child Care Including Home child care Providers and Accredited Recreation Create a More Inclusive Environment (n=35)

Thematic Area	Theme	Description
Topics (22 references)	Specific to more common conditions (10 references)	• Autism • Mental health • Down's Syndrome and basic developmental delays • Speech and language • ADHD
	Child guidance (9 references)	• High behaviour, extreme behaviours, aggression (4) • Specific to children age 3 to 13 • Behaviour management • Conflict resolution • Behavioural issues • Around challenging behaviour
	Inclusive environment (4 references)	• Adaptive materials and equipment • Tools/equipment/suggestions on making environment more inclusive • Supporting older children to engage • Supporting newcomers
Strategies (11)	Modality (5)	• Online • Workshops • Mentoring in classroom • One-on-one for each AKB support staff
	Other (6)	• More education in that field • Specific to individual child's needs • Offered at night time, morning
Stakeholders (10)	Delivered by (6)	• Professionals with expertise • With All Kids Belong • From Public Health
	For staff and parents (4)	• Need to engage staff • Can be hard to do – don't want to miss work, supply staff hard to find • Include parents

Notable Difference

- For-profit organizations mostly focused on the type of training (online, mentoring in the classroom, and AKB delivered training) as opposed to commenting on other aspects of training

Quotes

"Clarity on how many children with various special needs can be in a classroom before it becomes "segregated" rather than inclusive."

Table 17: Training to Help Early Years Programs Create a More Inclusive Environment (n=5)

Theme	Description
Strategy (3)	• Professional Development day • Specific to needs of the child • Hands on in the program
Stakeholders (3)	• Training with speakers from the field with "real life" experiences • For ECEs • As recommended by specialized service partners (TVCC, CLL)
Topics (2)	• Learning tools • PAIR program

Service Provider Network Meeting Notes

Service provider network meeting notes add more context to challenges or issues surrounding inclusion in child care and early years programs:

Table 18: Special Needs Resourcing: Network Meeting Highlights

Service Provider Network	Challenges/Issues
All Kids Belong (Sept. 10, 2018)	• No access to subsidy when a child becomes eligible for JK – child may be better off in licensed care • Increasing caseload sizes, demand, and complexity of cases – need for more resource consultants • Centres not taking children unless they get program support • Lack of clarity about role • Growing expectations with regards to documentation, professional learning, committees, portfolios • Staff training – fear of failure on the part of child care providers • Overall lack of staff with growing demands contributes to staff burnout, stress, lack of fun • Infrastructure - Lack of awake rooms
Specialized Services (May 17, 2018)	<u>Suggestions:</u> • System navigation tools for special needs resourcing • Have a specialized services expert at each Family Centre • Family Centres need to include stimulating spaces; quiet, soothing spaces; space for mobility • To help parents in centres, use signage and registration forms • Start a "stay, play, and talk" program • Family Centre interprofessional groups to help build capacity around inclusion

Additional Comments about Child Care in the City of London

All providers of licensed child care including centre-based and home child care, accredited recreation, and early years programs including Family Centres, EarlyON and other supporting early years providers were asked to provide additional comments about child care in the City of London.

Themes emerged from comments provided by 33 respondents including many that focused on system problems, challenges, or needs, had often reiterated previously identified issues or described them more fully. Specifically noted:

- Subsidy program
- Staffing challenges
- Inconsistent quality
- Lack of spaces
- OneHSN not effective and different from opening
- Difficult for parents, particularly newcomers to navigate the system

Positive comments were offered by 8 respondents, identifying program strengths including: cohesive, quality-focused, supportive, collaborative, and supportive municipality.

Table 19: Additional Comments about Child Care in London (n=33)

Theme	Description
Subsidy program (11 references)	• Long wait lists for subsidy, need more subsidized spaces • Subsidy approval process takes long • Problematic for parents to only have 2 weeks to find a space after being approved • Subsidy rates too low for providers • "We find the Fall each year (Sept to Dec) has been hard with how waitlist works for City subsidy. We see parents lose jobs or unable to go to school because of it"
Staffing challenges and needs (6 references)	• Staff retention is a problem • Career recruitment • At provincial level need more, financial support for wages • Shortage of RECEs is biggest challenge • "Hard to retain or find qualified staff at the pay that can be offered"
Quality (4 references)	• Inconsistent between organizations <u>Suggestions:</u> • Mentors to give more intensive support where needed • Requirement for organizations to participate at network tables • Supporting small organizations to grow • "The site tours available are helpful for sharing information and see how others are operating."
Availability (4 references)	• Not enough infant spaces • Not enough spaces in general
OneHSN (3 references)	• Does not work well – frustrating, difficult to navigate • "Onelist process is good but people are on it who actually don't require

Theme	Description
	care or have care already and they do not remove their name."
Parent experience navigating the system (3 references)	• Complex for newcomers Suggestions: • More written information/postcards to hand out to families • Information brochure in Arabic
Other (3 references)	• High cost of care • Continue to simplify administrative processes for centres (re: reporting)

Focus on Family Centres and Early Years Programs

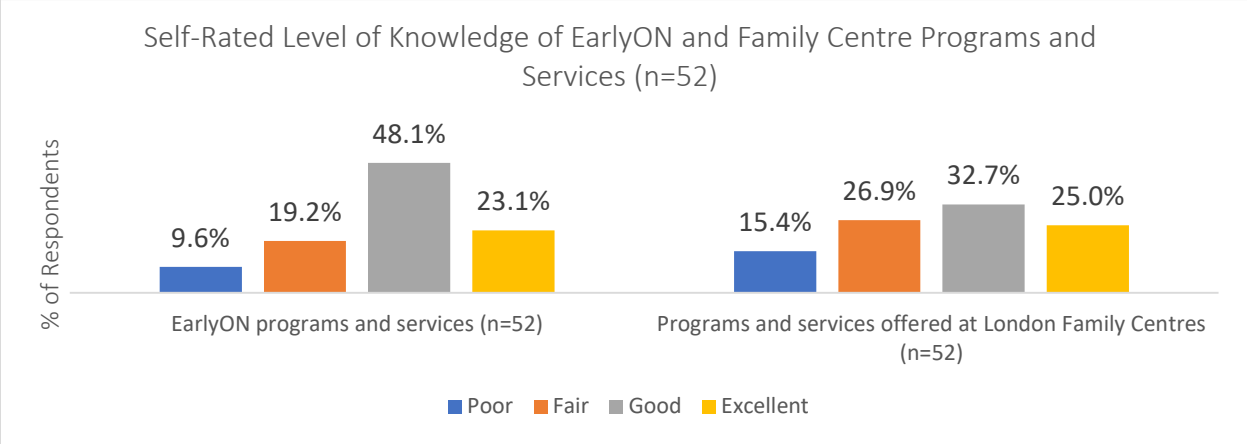
Unlicensed Home Child Care Providers

Unlicensed home child care providers were asked how they would **rate their knowledge of EarlyON programs and services, and of programs and services offered at London Family Centres.**

Just over 75% of unlicensed home child care providers responding to the survey answered these two question items. Overall, more respondents identified having knowledge about EarlyON programs and services compared to having knowledge about programs and services offered at the London Family Centres:

- 71.2% of unlicensed home child care providers report having good or excellent knowledge about EarlyON programs and services
- 57.7% report having good or excellent knowledge about programs and services offered at London Family Centres

Figure 18: Knowledge of EarlyON and Family Centre Programs and Services, Unlicensed Home Child Care Providers



All Service Providers Excluding Family Centre Lead Agencies: London Family Centres

Awareness of Family Centre Programs and Services

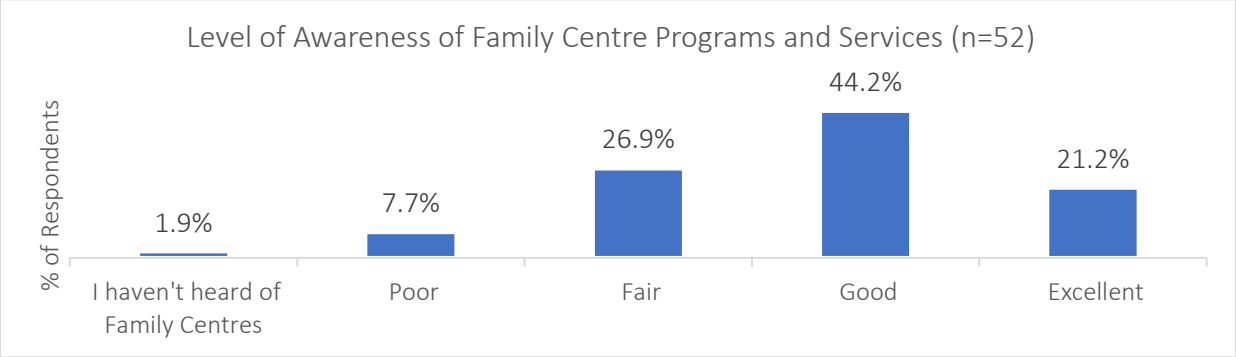
All providers of licensed child care (centre-based and home), accredited recreation, and early years program providers with the *exception of Family Centre lead agencies* were **asked a series of questions about Family Centres,** including:

- **Level of awareness about programs and services**
- **Opportunities for future collaboration**
- **Additional comments**

This section excludes one respondent identifying as a Family Centre lead agency only. All other respondents representing Family Centre lead agencies also represent other programs, so their responses are included.

Overall, 65% of respondents report having a "good" or "excellent" level of awareness of programs and services offered in London Family Centres. This distribution is fairly consistent across program types.

Figure 19: Awareness of Family Centre Programs and Services



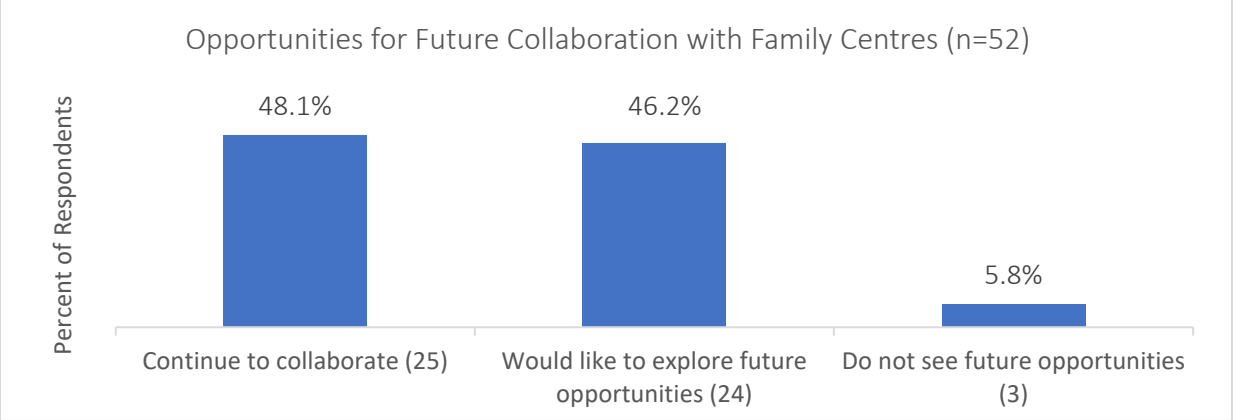
Notable Differences

- Relatively fewer for-profit single-sites rated their level of awareness of programs and services offered in London Family Centres as good or excellent and provided the most suggestions of opportunities to explore
- Relatively more licensed home child care providers and non-profit multi-site providers rated their level of awareness of programs and services offered in London Family Centres as good or excellent

Opportunities for future collaboration between your organization/program and London Family Centres

Excluding missing data, 94% of respondents see opportunities for future collaboration between their organization/program and London Family Centres.

Figure 20: Future Collaboration with Family Centres



Eleven (11) respondents described opportunities for collaboration, with most related to collaboration through information sharing: Family Centres share information so that staff can pass the information on, and Family Centres informing parents about licensed child care and supports available directly. This suggestion was also made at a multi-site service provider network meeting.

One respondent identified that they were willing to collaborate, but are not sure how. Another identified that collaboration stopped with leadership and staffing changes.

One of the responses suggests that it is possible that some respondents may not distinguish between Family Centres specifically, and early years centres more generally.

Table 20: Opportunities for Collaboration with Family Centres Described (n=11)

Themes	Suggestions
Co-location	• "If we had the space it would be nice to be in collaboration with a family centre"
Providing Information to Staff and Families	• Family centre tours offered to childcare staff to be able to pass on the information to families • Hold a drop-in parent information session at close of day • Tours for educators • Workshops • Sharing information to our parents • Continue to provide information (2)
Resource Sharing	• Sharing resources like various learning kits • Providing storage space for supplies, donating supplies
Area of the City	• Collaboration in the Oakridge area
Programming	• Preschool - "Thought about connecting to offer a music program for families who may not be able to afford our regular program"
Participating in Events	• Participating in upcoming events in our area • Sending volunteers to events

"We used to be very involved with the early years centre in the beginning, sending volunteers to events, providing storage space of supplies, donating supplies. As the program leads and staff changes this stopped."

Notable Differences

- A mix of respondents including "other supporting organization", an accredited recreation program and a single-site non-profit organization do not see future opportunities
- For-profit single-sites offered the most suggestions for collaboration opportunities to explore

Suggestions for collaboration mentioned at a multi-site service provider meeting include:

- Community connector training for 1 person in each child care program/site
- Child cares can distribute Family Centre Information packages to families during registration and provide information on Family Centre program offerings
- Family Centres can identify child care centres in area, make initial connection, host networking opportunities

Additional Comments about Family Centres

Respondents shared a number of comments about the value of Family Centres to the community and to families. A theme of sustainability also emerged with a number of comments identifying their partnership with a Family Centre and one respondent wondering about financial sustainability. Suggestions focused on extending the reach of Family Centres with more sites throughout the City and more promotion.

Table 21: Additional Comments about Family Centres (n=14)

Themes	Description
Valuable community resource	• "Great resource" • "wonderful engagement of residents" • "Learning from one another" • "Great place for information" • "Unique to each neighbourhood" • "Provide wonderful services to all surrounding communities" • "Friendly, helpful workers" • "Great tool for families" • "Our families love it" • "wonderful opportunities for families" • "A great investment for families in London"
Sustainability – Financial and Partnerships	• "I'm curious how their viable this model is going forward without more financial support" • "Our centre attends the Family Centre Argyle meetings" • "We are already partnered with a Family Center and it's fantastic" • "Childcare centres work collaboratively with Family Centres" • "We have a great new Family Center in our neighborhood that we partner with… I would say we have a solid working relationship"
Information sharing about programs	• "The Family Center closest to this location shares program information on a regular basis"
Suggestions	• "We wish it were closer to us, or on a direct bus route"

Themes	Description
	• "Would like to see possible more events for child cares to be held in Family Centre" • "Expand to have a Family Centre in all areas of the city" • "They need to be better promoted…"
Barrier	• Did not feel welcomed – "we went and visited but they were not very interested in having us"

All Service Providers Excluding EarlyON Providers: Early Years Programs

All providers of licensed child care (centre-based and home), accredited recreation, and early years program providers with the *exception of EarlyON providers* **were asked a series of questions about EarlyON programs and services in London** including:

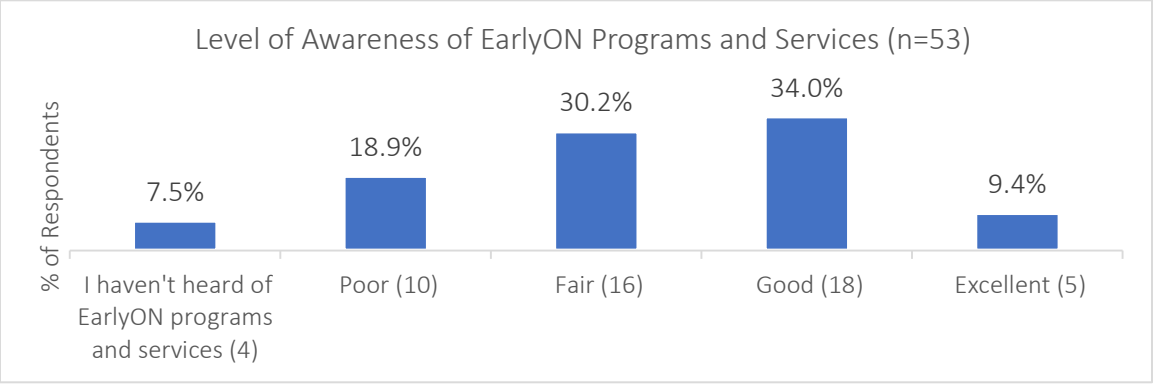
- **Level of awareness about programs and services**
- **Opportunities for future collaboration**
- **Additional comments**

This section excludes two respondents identifying as EarlyON program providers only. All other respondents representing EarlyON providers also represent other programs, so their responses are included.

Awareness of programs and services of the EarlyON programs and services offered in the city of London

Overall, 43.6% of respondents reported having a "good" or "excellent" level of awareness of EarlyON programs and services offered in the city of London. A lack of awareness or poor to fair awareness is reported by all program types with the exception of Family Centre lead agencies.

Figure 21: Awareness of EarlyON Programs and Services



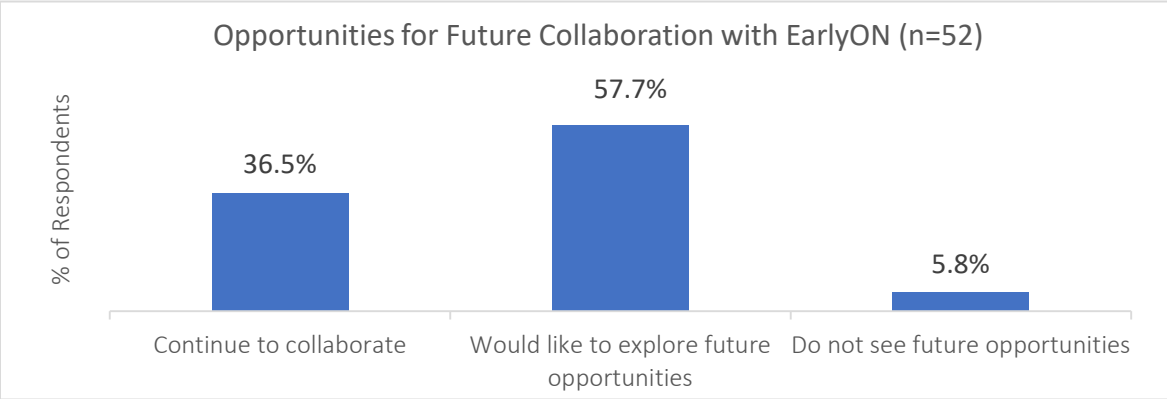
Notable Differences

- Relatively more licensed home child care providers and non-profit organizations identified as "haven't heard of" or "poor" knowledge about EarlyON programs and services

Opportunities for future collaboration between your organization/program and EarlyON programs and services?

96% of respondents see opportunities for future collaboration between their organization/program and EarlyON. The distribution is fairly consistent across organization/program types.

Figure 22: Opportunities for Collaboration with EarlyON Programs



Ten (10) respondents provided suggestions for collaborations, with most related to collaboration through information sharing ranging from continuing to be informed about the programs and services to more active collaboration such as hosting a drop-in information session and connecting families. Four (4) individuals provided additional comments.

Table 22: Opportunities for Collaboration with EarlyON (n=10)

Themes	Suggestions
Information sharing	• Continue to learn more about EarlyON programs and services • Continue to inform ourselves about EarlyON Programs and share this information with staff and families • Site Tours • Organize a workshop at the school • Information sessions • Sharing the programs available to share with staff and families • Potential to offer a drop-in parent information session at close of day
Not sure how	• I would need to have more information • Not sure but we are open to any ideas • Not aware of how we can contribute but would be willing to if the opportunity exists
Professional development	• Training collaboration • Collaborate topics for workshops
Connecting/referring families	• I would see connecting families that could benefit to the program

Table 23: Additional Comments About EarlyON Programs and Services (n=4)

Theme	Description
Awareness	• "I don't recognize the difference in services particularly as Family Centres offer many of the same opportunities"
Training	• "Wish there were more online webinars"
Valuable resource	• "Great initiative that is helping families"
Sustainability and partnership	• "we enjoy working with and collaborating with the EarlyON programs and services we work with in our role as lead of a Family Centre"

Professional Learning and Capacity Building Opportunities: All Respondents

Unlicensed Home Child Care Providers

Unlicensed home child care providers were **asked what supports, information, resources or training would help them in their role** as a home child care provider.

29 respondents responded to the question asking what supports would help them in their role. Seven (7) offered "nothing" or "not sure". Themes that emerged included:

- Access to training
- Program resources ranging from activity ideas, system navigation and supply staff
- Changes to legislation
- Champions and oversight

Table 24: Professional Development and Resources that Would Help Unlicensed Home Child Care Providers (n=22)

Theme	Description
Access to Training (10)	• Financial assistance: Access to low cost or free training or workshops, or access to financial assistance like subsidy; Discounts to paid activities and training events • Delivery: Training available via web; Online workshops; Workshops on weekends • Topics like: How to communicate concerns to parents, child development, CPR, small business course, training on doing taxes
Program resources (3)	• Activity ideas • Help when need to go for doctor's appointment • "Perhaps a resources page on government website. Simple and easy to navigate."
Legislation (6)	• Funding for home child care providers • Direct licensing option • Access to the subsidy program for families – "If I could accept subsidy there are families that I would be able to help"
Champions (3)	• Governments at all levels being more supportive • Workshops that promote, not shame, home child care • "The subsidy offered by the City for licensed daycare only was a message of non-support to home daycares."
Oversight (2)	• More regulation of home child cares not following the law • "Crackdown on people who over fill their daycare"

Licensed Child Care, Accredited Recreation and Early Years Program Providers

All service providers were **asked a series of questions about professional learning and capacity building opportunities,** including:

- **Organization's approach to supporting staff professional learning**
- **Top 3 topic areas that could be strengthened through professional learning opportunities for staff**
- **Organization's approach to supporting capacity building in business administration side of the operation**
- **Top 3 topic areas that could be strengthened in business administration side of operations**

Organizational approach to supporting staff professional learning

45 respondents shared their organization's approach to supporting staff professional learning. A number of organizations reported encouraging and supporting in general, with organizational approaches described reflecting a mix of formal and informal approaches:

- Some respondents identified having specific policies and practices regarding expectations for training participation and/or compensation
- Four identified having an in-house professional learning team. Some centres and providers have a formal training plan that complements ongoing training that happens informally in team meetings
- Many identified providing ongoing training team meetings
- Participation is encouraged in both opportunities offered internally and externally

Table 25: Approaches to Supporting Staff Professional Learning (n=45)

Thematic Area	Theme	Description
Encourage and Inform (38 references)	Encourage participation (26 references)	• Encourage participation in workshops and opportunities, both internal and external
	Inform staff about opportunities (10 references)	• Provide information about what is available • Keep them aware • Post current professional learning opportunities • Provided with opportunities
	Strive membership (2 references)	• Encourage membership with Strive
Policies and practices (35 references)	Financial (15)	• Pay registration fees • Have a fund or budget for professional development • Staff can request financial support • Pay staff to attend • As budget allows • Cover cost of some workshops

Thematic Area	Theme	Description
	Time (8)	• As time allows • Allow time off • Try to let staff attend during working hours • Staff are compensated for time they invest
	Expectation (8)	• Have to have 10 hours of professional development • Want them to have 7 professional development events each year • Require a minimum of 4 hours annually • Expectation to participate in 2 community professional learnings per year on top of internal training • Go twice a year to training • Use their calendars in planning of goals and mentor opportunities
	Criteria (4)	• For RECEs • For all staff • Must be in alignment with *How Does Learning Happen?* • Must be identified by organization/approved
Internal training (31 references)	When	• Staff meetings • Support sessions • Monthly • Regular • "Once a year we close our centers for one day and staff attend professional development events that our organization puts together"
	What	• 4 Core Trainings • Orientation • As identified by staff interest • Range of topics – curriculum, outdoor play, in-house networking, program software
	How	• Through team meetings • Guest speaker • Mentoring • In-house professional learning team • Train-the-trainer

Notable Difference

- Relatively more non-profit multi-site organizations reported having in-house professional learning teams and/or in-house professional development programs compared to other organizational types

Professional Learning Opportunities: Staff

47 respondents described the top three areas/topics that they felt could be strengthened in their programs through professional learning opportunities. Based on the number of references coded, the top three areas/topics are:

- Staff development
- Classroom management strategies and skills
- Foundational including pedagogical approaches and theories

More specifically, top themes include:

- Learning strategies
- Working with families
- Behaviour management

Table 26: Areas that Could be Strengthened through Professional Learning (n=47)

Thematic Area	Theme	Description
Staff development (37)	Working with families (19)	• Communicating with parents • Working with families experiencing challenges • Working with newcomers • Family dynamics • Engaging parents on a deeper level • Tough conversations • Family-centred approach • Referrals to community resources
	Career development (8)	• Professionalism • Community Connector training • Becoming a facilitator • Continuous Professional Learning
	Self-care (5)	• Burn out, mental health, stress management
	Documenting and Documentation (5)	• Documentation skill building • Learning stories and documentation • "Documenting vs. documentation" – workshops on going beyond documenting what is observed
In the classroom (27 references)	Behaviour management (17)	• General • Dealing with issues • Supporting children's self-regulation • Strategies to use for children with strong behaviours • Violence and aggression
	Building understanding (6)	• Child development – new approaches • Behaviours in school age • Reflecting on needs of children • Supporting children's mental wellness
	Classroom atmosphere (4)	• Creating a cooperative atmosphere • Inclusion • Daily classroom organization and time management
Foundational (22)	Pedagogy (14)	• *How Does Learning Happen?* (8) – general, integrating into classroom, what it looks like in practice, documentation • Loose parts (6)
	Approaches (8)	• Strength-based approach • Positive reinforcement

Thematic Area	Theme	Description
		• How can we enhance what we already do • Supporting home providers to implement pedagogy • Pedagogical approaches
Program Development (21 references)	Strategies (21 references)	• Strategies like Invitation to Play, Make and Take, Integrating STEAM, Emergent curriculum, extending and scaffolding learning
	Skill development for children (6)	• Preparing for full day kindergarten • Literacy and numeracy
	Outdoor programming (6)	• Bringing the Inside Outside • Outdoor environments • Outdoor play • Supporting learning in the outdoors
Special needs training (15 references)	General	• Inclusion • Modifications • Supporting children with special needs
	Specific topics	• Around autism, anxiety, speech and language
Other (10 references)	Delivery	• Free workshops • Hands on learning in my home • Evening • Weekend • Facilitators come to the site • Interactive
	Service/quality	• Expectations of quality child care • Centre organization • Health and nutrition, Dietary needs • Specialized services

Suggestions from service provider network meeting notes:

- Workshop for *How Does Learning Happen?* for home child care providers (Home Child Care Agencies meeting)

Organization's approach to supporting capacity building in business administration

- 33 respondents provided information about their organization's approach to supporting capacity building in the business administration side of their operation
- Generally, capacity building is supported through: professional learning, networking, peer support, and supportive infrastructure

Table 27: Approach to Supporting Capacity Building in Business Administration (n=33)

Theme	Description
Infrastructure	• Have separate departments for this • Have business manager in-house • Human resources person, team • Upgrading technology to manage documentation and reporting

Theme	Description
	• Support from Board
Administrative	• Policy and system development • Training when new systems put in place • Create job aids/"how to's"
Leadership development	• Take all free opportunities for professional learning • Business administration staff have professional learning opportunities • Mentoring • Human resources training for supervisors • Connect with network of peers
Small team working together or working on own	• Contract out for business support like payroll • Work together • One person to oversee

Notable Difference

- Two for-profit, single-sites identified having no capacity for this
- One non-profit, single-site identified having "no approach"
- Non-profit multi-sites have the most extensive and comprehensive approach, identifying having infrastructure, administrative support, leadership development/learning and Board support
- To a lesser degree, non-profit single-sites also appear to have a comprehensive approach

Professional Learning Opportunities: Business Administration Side

29 respondents provided suggestions for professional learning to strengthen the business administration side of their operation. The suggestions provided were coded to align with the 4 categories of administration, staffing, service/quality, and infrastructure. Based on the number of references coded, the top three areas/topics are:

- Policy development and writing
- Human resources and employment standards
- Succession planning and leadership development

Table 28: Professional Learning Opportunities to Support Business Administration Capacity Building (n=29)

Thematic area	Description
Administration (32 references)	• Policy writing, policy development (13) • Keeping up to date on legislation and requirements from Ministry of Education and Employment Standards (6) • Budgeting, accounting, taxes (6) • Plan development – strategic, business, service (3) • Partnership development, partnership agreements and relationship between Child Care and Early Years Act and schools • Finding grants • Board of Director training
Staffing (22 references)	• Human Resources (general) (7) • Succession planning, leadership development, supervision training (7) • Staff coaching and onboarding (4) • Recruitment and retention (2)

Thematic area	Description
	• Wellness
Service/Quality (14 references)	• Program management (3) • Accountability (3) • Professionalism, communication, dealing with parent concerns (3) • Implementing a family-centred approach (2) • Training including required training like WHMIS, AODA, Crisis Intervention (2) • Inclusion (1)
Infrastructure (5)	• Information technology including: • Technical support • Streamlining process from paper to computer • Using IT effectively • Software solutions

Notable Difference

- Having site visits was mentioned by a non-profit multi-site
- Relatively more non-profit single-sites identified plan development – strategic, business, organizational and succession – as areas that could be strengthened through professional learning

APPENDIX 4
ENGAGEMENT REPORT: FRANCOPHONE

CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN

Focus Group and Survey Results

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Introduction

In preparation for the development of the Ontario Early Years Child and Family Centre (OEYCFC) Needs Assessment and Initial Plans document (submitted to the Province in September 2017), the City of London worked in partnership with Francophone service providers to directly engage families accessing French language services and attending French language schools to learn about their experiences with early years programs and services in London and Middlesex County. At that time, the City of London also worked with school boards to gather data about the population of students in both full French and French immersion educational programs in London.

Throughout 2018, the City of London continued to actively work in partnership with Francophone service providers to further engage the Francophone/Francophile community to learn about their child care and early years needs and wants, and to develop recommendations for French language early years programs and services. This report provides is a summary of the Francophone engagement processes and results from 2017 and 2018 which supported the development of the service system plan.

Parent and Caregiver Engagement

Multiple engagement strategies were used to gather information from parents/caregivers about their current experiences and needs regarding local child care and early years programs. The two primary strategies used were surveys and focus groups.

Surveys

Child Care and Early Years Engagement Survey

The child care and early years engagement survey was translated into French. In total, 9 respondents completed the survey in French, and 40 respondents completed the survey in English and identified as Francophone. There is no way to know if the respondents who responded in French using the French language version of the survey are unique individuals from the 40 who responded in English and identified as Francophone. There is also no way of knowing if the respondents to the survey are unique to the individuals who responded to the Ma Vie en Français survey (see below).

Survey information revealed that Francophone families who responded were representative of the general survey population in terms of education and income level. Results of the French language survey have been incorporated directly into the data analysis found in Appendix 2. Noticeable differences in responses have been noted in the engagement results.

To review the full results of the child care and early years engagement survey, see Appendix 2.

Ma Vie en Français Survey

In 2018, London's Francophone community engaged in a large regional initiative called "Ma Vie en Français." This engagement initiative sought to understand the priorities and needs of Francophone families in the London region in all aspects of their lives. This engagement strategy was led by Centre Communautaire Régional de London with support from PGF consultants.

Rather than creating a duplicative process, the City of London worked collaboratively with the Francophone-led strategy to ask a large number of parents/caregivers about their child care and early years programming wants and needs. This was done by including specific questions about child care and early years programming to the existing Ma Vie en Français survey.

The Ma Vie en Français survey was included as a direct link on the City of London's child care and early years service system plan engagement website: getinvolved.london.ca/ccey. This website was the landing page for all 2018 child care and early years engagement that occurred in the city of London to support the development of the service system plan. As a result, Francophone/Francophile families had multiple entry points to two surveys that would provide information for the development of the plan.

In total, 226 respondents completed the Ma Vie en Français survey; 93% lived in the City of London, providing a survey sample of 210 respondents from London. 74% of all respondents stated they had children under the age of 18.

Respondents were asked to rank priorities to help define strategic direction for Francophone planning. Programming for early years and child care ranked among the highest of priorities for the Francophone community, just below access to diverse postsecondary and professional opportunities. Early years and child care programming ranked higher than the other five priorities of celebrating Francophone culture, programming for adolescents, diverse cultural offerings, diverse sport and recreation opportunities, and diverse community programming. These results indicate that child care and early years programming is of a high priority for Francophone families. Opening a Francophone Family Centre was ranked as a high priority by 18% of the respondents.

Focus Groups

Early Years Programming Focus Groups

The City of London worked in partnership with conseil scolaire catholique Providence, conseil scolaire Viamonde, and their contracted child care providers to host three focus groups with families in 2017 to support the development of the OEYCFC Needs Assessment and Initial Plans submission. These focus groups had 37 participants. Two of the focus groups were facilitated in English and French, and the third was conducted in French only.

The Reseau Régional de Langue Français encouraged the City of London to conduct the focus groups in both English and French at the schools. This was done because many families that access French language education and early years services may not be able to fully participate in a full French language focus group. Providing an English and French option for participation within the same focus group was appreciated by families, especially for those families where one or both parents were Anglophone. Child-minding and a meal was provided at the focus groups to allow parents and caregivers to actively participate in the session.

Ma Vie en Français Focus Group

The City of London helped promote and co-host a French language focus group together with Centre Communautaire Régional de London as part of the larger Ma Vie en Français engagement strategy. The focus group was hosted at a Family Centre and included a meal and child-minding to support full participation by families. Participants in this focus group spoke about challenges in finding French-only early years programming, and their challenges finding French-language special needs supports for their child(ren). There was a total of three participants for this focus group.

Accessible Engagement Materials

During the City of London's public engagement for the service system plan, messaging and marketing materials were created for a variety of distribution platforms, including: social media key-messaging

resources, posters, and postcards. All marketing assets and messages were translated into French and were distributed via social media feeds from the City of London. French marketing materials and messages were shared with all French language service providers associated with the Reseau Regional de Langue Français to encourage further promotion. Service providers who received assets included: La Ribambelle, Centre Communautaire Regional De London, conseil scolaire catholique Providence, and conseil scolaire Viamonde.

Parent/Caregiver Engagement Results

Early Years Programming

Below is a summary of findings from the 2017 engagement with parents/caregivers regarding early years programming:

Affordability

Definition: Ensuring that early years programs and services, including licensed child care, are within affordable reach for families.

Parent/caregivers shared:

- Programs/services offered in French are often more expensive for participants than English programs and services
- For some parents/caregivers, programs and services must be free or low cost for them to be accessible

In their own words:

- *"Continuer les services gratuits."*

Access

Definition: Increasing access to early years programs to give families more opportunity to benefit from high-quality early childhood programs and services.

Parent/caregivers shared:

- They are not aware of all the activities that are currently offered in French; they would like to have a resource that includes all of the services, programs, and activities that are offered in French in one place (i.e. one website, a booklet, the French newspaper - Le Journal L'Action)
- They would like to have a central location for services and programs in French that is accessible by bus and has free parking
- The location of programs and services needs to be streamlined to eliminate the challenge of multiple drop offs (i.e. school, child care, and programs)

In their own words:

- *"I travel by bus to drop child at school for 9am, then travel by bus to Westmount for French playgroup that is only run one time for 3 hours, arrive late and have to leave to go home for lunch and nap."*
- *"Anglophones have the family centres in their neighbourhoods, but to ensure that the French/francophone community stays strong, we would be willing to travel to one central local*

to ensure the strength of the French culture, instead of having access to services in French throughout the city."

Quality

Definition: Enabling safe and reliable programs built on positive, responsive relationships, engaging environments, and meaningful experiences for children and families, delivered by educated and well-supported staff.

Parent/caregivers shared:

- The initial program experience determines whether or not families will return to the program

In their own words:

- *"I went to a program that was offered in French, packed the kids up, drove a fair distance and the program was cancelled/not running that day – I won't go back because I don't want to risk it being cancelled again. I now go to the English program because it is reliable."*

Responsiveness

Definition: Providing a range of early years and child care programs that are inclusive and culturally appropriate, located in schools, communities, workplaces and home settings so that parents – including parents who work irregular hours – can choose the options that work best for their family.

Parent/caregivers shared:

- There is a desire for more culturally responsive options
- There is a desire to have staff/volunteers at the centre that speak French
- There is a desire to provide services in French for children and youth and/or provide bilingual programs and services
- They would like to have a neutral community centre where all the services, programs, and activities are in French; this should be a central location in London
- They want programs and services to be provided during the day, on weekday evenings, weekends, to better support their work schedules and their children's schedules
- They would like opportunities where their children can interact with other children in French outside of school and child care
- They want to have a sense of community – they would like to ensure that the French culture is showcased throughout the city; they feel that they lose a part of their culture when they have to access the services in English
- There is a high demand for French language education and early years programming from Francophile families

In their own words:

- *"I would like to see services in French, the French population is big in Argyle, so it is very important to not lose the language."*
- *"…would be willing to travel to one central local to ensure the strength of the French culture, instead of having access to services in French throughout the city."*

- *"L'entraide pour nous est importante pour garder notre culture francophone et avoir la chance de parler en français et d'exposer nos enfants à ceci."*
- *"Specialized services was provided only in English to begin and was recommended the child transition later to French. Would have preferred he learn French with speech and language."*

Other considerations

When discussing programming for their children, Francophone and Francophile parents and caregivers stress the importance of having opportunities for their children to interact with other children in French – particularly outside of school and child care. Due to this, after school activities for their children are a high priority. Similar to Anglophone parents and caregivers, they place a high priority on physical activities and sports. For some, it is important that teams have bilingual coaches.

Other programming mentioned by parents and caregivers include:

- Services for children with special needs, including speech and language and other specialized services
- Literacy supports
- French language tutoring
- Support for English speaking parents of children attending French schools
- Mental health
- French library
- French doctors
- Dance, arts, crafts, music
- Baby wellness
- Summer programs/activities

Child care

Factors that influence their choice of child care

When asked what factors parents/caregivers considered in their choice of child care, they shared:

1. A safe and secure environment for their children;
2. Positive relationships between staff and the children and their parents;
3. Qualified staff; and,
4. A pleasant environment that is interesting for them and their children.

Parents/caregivers also indicated the following as important:

- 75% Secure Environment
- 70% The employees have a good relationship with me and my child
- 65% The employees are qualified
- 62% The environment is pleasant and interesting for my child and me
- 57% Reliable program
- 42% I can access the program close to my home
- 38% The child care services fit my budget
- 29% Programming is culturally appropriate
- 26% The program is located in a school

- 23% I have access to the program close to my work
- 23% The program is available outside of traditional hours
- 21% The free programming

Service Provider Engagement

The City of London worked closely with the Reseau Regional de Langue Français to develop plans for early years programming based on the results of the engagement completed in 2017 for the OEYCFC Needs Assessment and Initial Plans submission.

In February 2018, the City of London invited participants from the Table Franco-Info, which is made up of service providers from all sectors, along with the Reseau Regional de Langue Français, to participate in planning sessions for early years programming.

The City of London facilitated 4 sessions (in French and English) to define guiding principles and recommendations for investing in early years supports in London for the Francophone community. These facilitated discussions included the following participant types: early years providers, for-profit and not-for-profit licensed child care providers, mental health providers, parents/caregivers, school boards, and licensed after school providers.

In the next section you will find the guiding principles and recommendations developed by Francophone community members and services providers. These recommendations were endorsed by London's Child and Youth Network's Family Centred Service System (FCSS) Governance Committee in June 2018. These recommendations have directly informed the development of the service system plan. La Ribambelle has been contracted to lead the implementation of these strategies in collaboration with Family Centre lead agencies and Francophone service providers.

Service Provider Engagement Results

Guiding Principles for Planning for Francophone Early Years Services

1. **Visibility**: Francophone culture and language is prevalent in environments where ON y va are provided to be inclusive of Francophone families and encourage language and culture
2. **Equity**: Francophone families deserve the same level of service as any other language in the response to questions about their child's development, or other resources in the community; equitable access for Francophone families leads to trust and facilitates transition to other programs and services and eventually school communities
3. **Access**: Families deserve to be able to access ON y va services close to their homes
4. **Differentiated Responses for Francophone and Francophile**: What is needed by Francophone families is different than Francophile families; both are valued and require a specific approach to serving each
5. **Culture is environmental, personal and diverse**: The Francophone community in London is diverse in it's culture; a shared language brings people together within London; full French environments in which all individuals speak French promotes the culture
6. **Support for Francophone language and culture requires a combined effort of all organizations in London**: French language, services, and opportunities need to be promoted and supported by all in the community
7. **For Francophones, by Francophones**: French programming should be offered by a designated French organization for quality and cultural purposes

Recommendations

Visibility

- Use existing resources to increase promotion of French language opportunities (ex. Family Centre Facebook, Healthline, Familyinfo.ca)
- Provide full French programming in full French environments (i.e. maintain early years programming at La Tamise and identify future opportunities to establish a French-language Family Centre)
- Create a French Language resource list to be available throughout the community. ON y va is the first connection for families to connect to other services in the community offered in French
- Improve signage at existing locations within Family Centres and at La Tamise to identify these locations as a place where French is spoken

Equity

- ON y va programs are high quality
    - Staff training in *How Does Learning Happen?*
    - Staff training in providing support to parents in their role
    - Pre-service ECE training includes specific focus on supporting parents in their roles
- Provide full French programming in full French environments (i.e. maintain early years programming at La Tamise and identify future opportunities to establish a French Language Family Centre)
- In Family Centre locations where a French language staff is not immediately available, place a highly visible sign on the counter that reads: « Demandez à être servi en français. Demandez à propos de nos services en français. Ask to be served in French. Ask about our French Services »; protocols are in place to provide an immediate response to parents in French to address their parenting concerns (i.e. Francophone community connector)

Access

- Families can access ON y va programs across the city in Family Centre locations
- Family Centre locations that offer EarlyON programming provide responses to parent's inquiries in French and offer services in French
- French language community connector is available as a resource to all community connectors across the City through the community of practice; this will build capacity across the system of early years providers to establish seamless referrals to other services offered in French
- French language early years services are available during times when working families are also available (i.e. offered in the evenings and on weekends from time to time)
- A full French-language Family Centre should be centrally located to support families across the city

Differentiated responses for Francophone and Francophile families

- Provide French ON y va programming in all Family Centres across the city
- Support an environment that encourages Francophile parents to learn French alongside their children
- Provide programs that are facilitated with parents in French only for Francophone families

Culture is environmental, personal and diverse

- Enhance existing Family Centre environments with bilingual signage and offer French-language services
- Coordinate opportunities for multiple French-language service providers to provide services within Family Centres at the same time to enhance a French environment
- Provide resources within Family Centre early years environments in French (i.e. books, pedagogical documentation, etc.)

Support for Francophone language and culture requires a combined effort of all organizations in London

- All organizations and school boards actively promote French-language opportunities regardless of where those opportunities are offered through existing communication mechanisms (i.e. school newsletters, FB pages, familyinfo.ca, etc.)

For Francophones, by Francophones

- To ensure that quality early years Francophone programming supports the continued development of a Francophone cultural identity, it is important that On y va programming is provided through a designated Francophone organization

Moving forward

The City of London will continue to engage through partnership and ongoing dialogue with the Francophone community to ensure strategies implemented related to early years and child care are addressing the needs of Francophone/Francophile families across London and Middlesex County.

APPENDIX 5
ENGAGEMENT REPORT: INDIGENOUS

CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN

Results from the local Indigenous Initiative

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Introduction

In preparation for The *Journey Together* submission (September 2017) and the Ontario Early Years Child and Family Centres Needs Assessment and Initial Plan submission (September 2017), the City of London, with the support of a local Indigenous Planning Committee, engaged with Indigenous families to understand their needs, wants and challenges. This engagement was aligned to the Truth and Reconciliation call to action for "federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families."

At that time, Indigenous families and service providers shared that access to quality, Indigenous-led child care and early years programming is critical to move forward the child care and early years system. Through engagement with Indigenous families and Indigenous-led organizations, four major themes emerged, highlighting areas for improvement with respect to early years programming for Indigenous children and their families:

1. Early years programming for Indigenous children and families should be culturally relevant, based in Spirit and language;
2. It is critical to foster culturally safe spaces and a sense of trust across both Indigenous and non-Indigenous organizations;
3. Improvements should be made to make certain that Indigenous early years programming is accessible for families; and,
4. There is a need in our community for Indigenous-led licensed child care, co-located with an Indigenous Child and Family Centre.

In December 2017, the City of London received confirmation from the Province of Ontario that funding would be provided to support the development of an Indigenous-led child and family centre. In March 2018, confirmation of capital funding for a co-located child care centre attached to the child and family centre would be provided by the Province as well.

Since then, the Planning Committee has grown to include parents and grandparents, and engagement to inform planning has continued. Child care and early years planning that supports Indigenous families has been guided by ongoing relationships and engagement with the Planning Committee and their work to build culturally relevant child care and early years programming in London and Middlesex County.

Engagement

Phase One: Engagement with Families and Organizations

March 2017-August 2017

In the first phase of engagement to develop a proposal for The *Journey Together*, the City of London collaborated with N'Amerind Indigenous Friendship Centre, an urban Indigenous organization in London, to connect with Indigenous families and service providers. Together with N'Amerind, the City of London hired an Indigenous Community Animator to lead the engagement process. The Community Animator supported engagement with Indigenous families, Indigenous service providers, as well as other non-Indigenous stakeholders to understand what was important to families for child care and early years. Local Indigenous organizations supported the Community Animator to meaningfully engage with parents through established, trusting relationships held with families that access their organizations.

Feedback from this process informed the development of *The Journey Together* proposal and is the foundation of the strategy laid out in this plan.

To support meaningful engagement with Indigenous parents and families, the Community Animator engaged in a variety of ways, including:

1. Two large community events;
2. Four focus groups with 38 individuals; and,
3. One-on-one conversations with 26 individuals.

Phase Two: Share feedback and confirm findings with the Community

June 2017- September 2017

Follow phase one, it was important to reconnect with community partners to share the findings of the engagement process. To share this information, a meeting was held with representatives from urban Indigenous organizations and other community service organizations to review the findings from the initial engagement phase, highlighting what was most important to families and identifying the challenges Indigenous families face relevant to child care and early years supports and services.

Based on the results of the initial consultations, community partners identified key action areas in response to feedback from Indigenous families and came to a common understanding of what was important for Indigenous families in London and Middlesex County. This group of community partners formed the Indigenous Planning Committee.

The Planning Committee developed a strategy to support the development of early years programming based in Spirit and language for Indigenous children and families in London and Middlesex County. Three main approaches in this strategy included:

1. Establishment of Indigenous-led licensed child care, co-located with;
2. An Indigenous-led child and family centre; and
3. Supporting the formation of culturally safe spaces.

Phase Three: Planning for Child Care and Child and Family Centre based in Spirit and Language

July 2017- September 2017

In July and August 2017, a group of representatives from Indigenous-led organizations and mainstream organizations began work to actualize the strategy by developing an approach to supporting families through child care and early years that was reflective of the needs of the Indigenous people living in London and Middlesex. Part of this exploration involved tours at Ska: Na Family Learning Centre in Windsor, Little Friends in Sarnia, and Niwasa Kendaaswin Teg Headstart program in Hamilton.

By September 2017, the group had developed a proposal for a co-located child and family centre and licensed child care centre.

This proposal outlined the priorities families identified in accessing quality, culturally relevant child care and early years programming in London and Middlesex County. These included:

1. Early years programming for Indigenous children and families should be culturally relevant, based in Spirit and language;
2. It is critical to foster culturally safe spaces and a sense of trust across both Indigenous and non-Indigenous organizations;
3. Improvements should be made to make certain that Indigenous early years programming is accessible for families; and,
4. There is a need in our community for Indigenous-led licensed child care, co-located with an Indigenous child and family centre.

This proposal was submitted by the City of London, on behalf of the Indigenous Planning Committee, to the Province of Ontario on September 29, 2017.

Phase Four: Planning to build a Child Care and Child and Family Centre based in Spirit and Language

December 2017- Current

In December 2017, the City of London received confirmation from the Province of Ontario that funding would be provided to support the development of an Indigenous-led child and family centre. In March 2018, confirmation of capital funding for a co-located child care centre attached the to the child and family centre would be provided by the Province as well.

In March 2018, criteria for an owner, operator, and constructor of the child care and early years program was developed with the committee. The criteria included the following priorities:

1. The organization is an Indigenous-led, not-for-profit organization;
2. Demonstrated success building strong relationships with members of the Indigenous community, as well as other community organizations;
3. Partnerships with diverse stakeholders;
4. Demonstrated success supporting Indigenous families to meet their varied and unique experiences;
5. Knowledge of "*How Does Learning Happen?" Ontario's Pedagogy for the Early Years* and it's "Indigenization;"
6. Knowledge of the local histories, cultures, and languages of the Indigenous populations in London and the surrounding region; and,
7. Experience with construction, design, and facility maintenance.

In the Fall 2018, Southwest Ontario Aboriginal Health Access Centre (SOAHAC) was identified as the lead agency to coordinate the initiative, and to design, construct, and operate the Indigenous-led child care and child and family centre. A formal announcement was made on November 20, 2018.

In November 2018, the Planning Committee worked for two days at a retreat to strengthen relationships and identify next steps. This resulted in the development of a work plan for implementation.

The Planning Committee continues to meet regularly to execute the plan. This plan includes further engagement with families and community members. The Planning Committee has invited elders to their meetings to help ground the ongoing planning and provide guidance to the work they are undertaking.

The Planning Committee has used the information gathered from families to further define what a child care and early years program based in Spirit and Language should look like in London and Middlesex County. This will support the development of a strong sense of identity within the newly constructed centre.

Engagement Results

What was heard

Indigenous families shared that access to quality, Indigenous-led early years programming is critical to move forward the child care and early years system. Indigenous families shared that to facilitate access to early years programming, it is critical that child and youth programming be based in Spirit and Language. Families expressed the importance of culture and language as foundational to children's learning, and providing the opportunity for parents and caregivers to learn together with their children.

Indigenous families and service providers shared the importance of culturally safe spaces to access quality early years programming, and that culturally relevant programming needs to be made available for Indigenous children and their families.

Indigenous service providers also shared that there is inadequate physical space to provide quality early years programming, and both families and service providers identified that the system is currently at capacity.

Desired outcomes were created by the Planning Committee that align with the vision Indigenous families and service providers developed for early years programming that is based in Spirit and language. These outcomes include:

1. The quality of relationships between child care provider staff and families is strengthened;
2. The quality of relationships between families is strengthened;
3. Child care and family support programs are trauma-informed, culturally relevant, and have the ability to provide tailored supports to children and families based on their unique experiences;
4. Through empowerment and a strong sense of identity, parents are able to speak on behalf of themselves and their children;
5. Reduce involvement with the Children's Aid Society for families;
6. Build community and a strong social fabric;
7. Families are prepared for children to access the school system (school readiness);
8. Children are successful as adults; and,
9. Children have aspirations for their future.

Moreover, several program impacts identified as important for Indigenous children and families through engagement were developed by the Planning Committee. These program impacts include:

1. Families can access Indigenous-led child care in the London and Middlesex County community;
2. Programs provide an opportunity for Indigenous children to learn about their language and culture, and enhance the ability for children to feel a sense of connection to their culture;
3. Programs provide the opportunity for parents to learn together with their children;
4. Indigenous families build trusting relationships with the child care system;
5. Non-Indigenous community partners are better educated about Indigenous culture and can amend organizational policies and/or update programs to include Indigenous culture and create the conditions to build culturally safe spaces;

6. There is an opportunity for the early identification of gifts for Indigenous children; and,
7. Encourage more opportunities for both Indigenous and non-Indigenous communities to come together around opportunities for shared learning and to encourage Indigenous and non-Indigenous families to embrace learning together in unity.

Design Criteria for the Child and Family Centre

The Planning Committee created the following suggested design criteria for the child and family centre.

Gathering Space

- Feels welcoming
- Large circular space
- Large common area
- Area for informal conversations
- Feel fire and water within the space

Outside space

- Free and easy access from inside to outside (i.e. doors from Elder's space open directly to outside space)
- Naturalized landscaping with opportunities to grow food (i.e. greenhouse and/or aquaculture for food)
- Consider outdoor water (i.e. hand washing facilities and external water sources)
- Consider maintenance of outdoor spaces (i.e. Snow removal)
- Free and programmed space outside
- Learning and conversations can be taken outside
- A large gathering space for people to come together outside with space for fire

Connection to Natural Environment

- Elements of the outside space brought inside (i.e. lots of wood in design)
- No plastic for furnishings

Sustainable design

- Design with sustainable practices

Flexible Rooms

- Large rooms with moveable walls to be used for different activities
- Can accommodate different ages (i.e. furniture that supports all ages from infant to elder)
- Can accommodate all types of activities (i.e. large group or smaller group programming)
- Food is important and part of ceremony; kitchen facilities should consider this
- Ask elders what they would like for their space

Places for Ceremony

- Ability to have a fire; speak with fire keepers
- Gathering spaces for larger groups
- Include a lodge and a sweat lodge
- Access to fire indoors and outdoors

- Consider ongoing support for fire keepers

Location Criteria

- Close to nature; the river preferably
- Close to transportation
- A location that is unique to Indigenous peoples
- Not directly associated with existing institutions

Approach Criteria for the Child and Family Centre

The Planning Committee created the following proposed approach for the child and family centre.

Ceremonial and spiritual elements for the centre and its establishment

It was noted that it is very important that the ceremonial and spiritual aspects of the centre's development and opening be considered in the planning process. Some of these considerations included:

- Naming ceremony for the centre (family centre and child care component)
- Centre's creation of its own sacred bundle
- Biindigen ceremony for opening the centre in a good way
- Culture to be visible in the décor of the facility (i.e. rugs, furniture, tiles playground, walls, cedar, etc.)
- Visibility and availability of clans, medicines, and tools
- Seek community and family donations of their cultural artifacts, as well as ideas concerning actions, beliefs, similarities in cultural and traditional strengths which need to be incorporated

Inclusion of cultural and traditional strengths in programming and early years education

Participants shared the following suggestions regarding ways that cultural and traditional knowledge and strengths could be infused into programming and the early years approach.

- Include a consistent morning/noon/etc. routine for drum group/drumming (i.e. Waadookidaading morning ritual)
- Provide various teachings concerning being grateful for all Creation (e.g. the thanksgiving address) and ensure the acknowledgement of all stories of Creation
- Storytelling should be embedded in the teaching methods as it is how we develop critical thinking and wisdom
- Early years education approaches should be built around Indigenous cycles and teachings (i.e. Season, weather patterns, plants, stages, moons, clans, etc.)
- Classroom materials should include Indigenous resources, perspectives, and authors
- Classroom play should incorporate traditional games, lacrosse, dancing, drumming, snowshoeing, hunting, snow snake, ice fishing, etc.
- Include and emphasize land based and lived experiences

Other priorities for planning identified by the Planning Committee include:

- Further develop programming and early years approach;
- Policy and process development;
- Communications and engagement strategies for the centre;
- Hiring and workforce development for RECEs and NECEs; and,

- Developing a more refined outcome and evaluation framework.

Conclusion

Ongoing Collaborative Planning and Engagement

The Planning Committee will continue to work together to engage children and families in the development of child care and early years programming. Through a defined work plan and engagement strategy, the voices of Indigenous children and families will be further incorporated into the development of the licensed child care and early years service system.

Strategies to engage Indigenous children and families include:

1. Engaging community members of all ages at community events through play-based and cultural opportunities in the London-Middlesex region;
2. Using social media as a mechanism to communicate and connect with community members;
3. Leverage existing relationships to invite conversation about child care and early years; and,
4. The establishment of a parent advisory committee that includes Elders and service providers to ground programming in spirit and language.

In addition to the ongoing work to engage community members in the creation of the Indigenous-led child care and child and family centre, the Planning Committee is working to identify educator training needs in child care and EarlyON centres across London and Middlesex County to create more culturally safe spaces across the community. This has been a collaborative between Strive (a local professional development initiative) and the Planning Committee. Culturally safe spaces training and resource development aims to create a sense of belonging and develop spaces that are welcoming for all children and families.

Acknowledgement

Current partners on the Planning Committee include Indigenous parents and caregivers, representatives from programs and services supporting families in Chippewa of the Thames First Nation, Oneida Nation of the Thames, and the Munsee Delaware Nation, as well as representatives from the following organizations:

- At^lohsa Native Family and Healing Centre;
- City of London;
- County of Middlesex;
- Fanshawe College;
- First Nations Centre at Fanshawe;
- London Children's Connection;
- London Bridge;
- London Family Court Clinic;
- Métis Nation of Ontario;
- N'Amerind Indigenous Friendship Centre;
- Nokee Kwe;
- Schulich School of Medicine;
- Southwest Ontario Aboriginal Health Access Centre; and,
- Thames Valley District School Board.

APPENDIX 6
ENGAGEMENT REPORT: CHILD VOICE

CHILD CARE AND EARLY YEARS SERVICE SYSTEM PLAN

Service Provider Consultation and Artifact Analysis Results

Prepared with support by Glory Ressler
Canadian Mothercraft Society

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Introduction

The City of London is committed to honouring and acknowledging the voices of children in a manner that values and builds on children's strengths and abilities. As experts in the field of early childhood development, Early Childhood Educators (ECEs) demonstrate a commitment to this in their approach to early learning by creating a culture of listening to and working collaboratively with children.

The information educators receive from their observations and interactions with children is essential to the development of meaningful early learning experiences that meet each child's needs and interests. Educators listen and engage with children by observing how they act in their world and from that, they can interpret what is important to children. To listen to and honour the voices of children, educators document artifacts with images, videos, written or audio recordings of what children have shared. Pedagogical documentation offers a process for finding meaning in what children do and what they experience.

As outlined in *How Does Learning Happen? Ontario's Pedagogy for the Early Years,* pedagogical documentation is:

- a way to value children's experiences and include their perspectives;
- a way to make children's learning and understanding of the world around them visible to the children themselves;
- a process for educators to co-plan with children and with families; and,
- a means for sharing perspectives with parents and colleagues.

When children's thoughts, feelings, and values are visible, educators can study the meaning of children's experiences. This provides an opportunity for educators to offer their thoughts collaboratively so that their own understanding widens, deepens, and takes in multiple perspectives *(Think, Feel, Act: Lessons from Research about Young Children, 2013*).

Approach

Family Centre lead organizations and EarlyON service providers engaged with their staff teams to explore, gather, and/or document examples of meaningful early learning experiences from the view of children. A template was provided to Family Centre lead organizations and EarlyON service providers with an open invitation to share artifacts of any type.

A framework for analyzing the 50 artifacts and exhibits that were provided by service providers was developed collaboratively by the City of London and service providers. A two-hour consultation was held with a pedagogical facilitator to build on the child voice approach already in place in the community; 13 community members attended, along with three City of London staff. The goals of the consultation were to obtain:

1. further insights on what is important to children;
2. reflections on the various approaches already in use; and,
3. information on how programs, practitioners, and the system plan can further support children as engaged decision makers and promote overall service quality.

The summary of notes from a previous consultation held in 2017 were reviewed, and provided context during the design and implementation of the consultation.

During the consultation, the artifacts and exhibits were thematically coded to determine areas of importance to children, identify common practices and/or variations in practice, and coded according to: (1) play/expression themes; (2) EarlyON core service areas, and; (3) *How Does Learning Happen?* foundations. In cases where an artifact or example seemed applicable to more than one area, it was counted in each.

Through collaborative inquiry, Early Childhood Educators collectively confirmed the thematic areas of importance to children, reflected on each other's approaches, and considered how child voice may be strengthened in policy and practice across the local child care and early years system.

Analysis and Results

High-level Results

The analysis indicated that children view the following as important:

- Influence – choices and decisions
- Belonging – seeing themselves in their surroundings
- Exploration and creativity
- Freedom of expression

Additionally, the results from tallying the Play Expression themes among the examples provided are outlined below.

- Tactile (manipulating/constructing) – 42 examples
- Dramatic - 33
- Visual (drawing, painting) - 30
- Vocal (singing/storytelling/speaking) - 30
- Literal (writing) - 29

These results were accepted as a high level overview of the examples received, and without further questions or comments from attendees.

Child Voice

Regarding the topic of child voice, attendees noted the importance of the following elements:

- Environments where children can be free to express themselves
- Truly listening to what children want and following through
- CELEBRATE it (the voice, through photos, etc.)
- Various lenses of other children
- Trusting children and parents –children can be underestimated (competent)
- Engagement of parents is so important, it spreads

Community Strategies

The community strategies comments were that the approach for child voice should be: (1) ongoing; (2) consistent across programs and age groups; and, (3) simple to implement and display (e.g. values, principles and curated pedagogical documentation).

Additionally, building the capacity of the system by working with agencies who are not Ministry of Education funded was noted. The simplicity of the process promotes accessibility (replicable) as it takes hold more easily and then its influence spreads naturally.

Resources available through the Child & Youth Network (CYN) mentioned were the Youth Framework, applying the values and principles of the Family-Centred Service System (FCSS) to children and youth, and maintaining a community development approach which engages diverse community perspectives in decision-making. For example, using intentional effort to engage children in opening new Family Centres.

Exploratory Discussions

Four (4) exploratory discussions were facilitated based on the analysis of results concerning: (1) *How Does Learning Happen?* foundations; (2) mandatory core services; (3) common practices; and, (4) variable practices.

Small group discussions occurred on each topic and participants were provided with examples of artifacts to support the conversations. Feedback sheets were used to capture highlights. The analyzed results, which were shared during the meeting, along with the group notes on each discussion, are outlined below.

Exploratory Discussion #1: *How Does Learning Happen?* Foundations

- Engagement - 47
- Expression - 47
- Belonging - 28
- Well-being - 26

Attendees noted that the variance between the tallied numbers for engagement/expression and belonging/well-being may be the result of the nature of the drop-in programs (e.g. transient programs), as well as the fact that it is much easier to observe and document engagement and expression. They are more action oriented while belonging and well-being are more subjective in nature which may make these foundations more challenging for staff to document. The discussion questions and group responses are outlined below.

1. What could be supported or leveraged in our existing strength areas?
    - Share strengths in engagement and expression with other partners in FCSS and use the expertise and knowledge of the child to facilitate deeper discussion in these and all foundations with both parents/caregivers and community partners
    - Use knowledge and comfort in engagement and expression to more deeply explore belonging and well-being, particularly with children who have difficulty expressing themselves or children at different stages

- Increase documentation for non-verbal children so they see themselves in the environment
- Engage partners to capture child voice in older/school age children (e.g. PD day camps, summer camps would capture belonging and expression more easily)
- Engage parents who are already capturing photos that demonstrate engagement/ expression to extend learning and role modelling more often
- Capture well-being and belonging to build community

2. Where do we see opportunities to strengthen child voice across our system?
    - Consistently capture child voice and respond accordingly (shifts in interests)
    - Build relationships with community partners to better understand the child (e.g. Inter-professional approach with children at the centre to understand Belonging, Engagement, Well-being and Expression)
    - Leverage expertise in understanding child voice with other professionals to help ensure all service partners are aware of the shifts in interest and expression
    - Communicate what has been learned about children with wider audiences
    - Provide opportunities for front-line workers to have conversations and engage in collaborative learning
    - Provide opportunities for other organizations to discuss voice of the child (time to reflect and plan)
    - Review Engagement and Expression documentation for evidence of Belonging and Well-being
    - Provide professional development opportunities for all members of the FCSS on how to be child focused and community based, reflective of each community
    - Provide opportunities for frontline workers to come together to share information and documentation to support each other across the system (e.g. similar to Community Connections system meetings)
    - Strengthen and balance the system through child voice approach in satellite programs and partnerships (e.g. non-EarlyON environments)

3. How do we know whether/when child voice approach makes a difference to Belonging, Engagement, Well-being and Expression (BE WE)?
    - Documentation will show that children are excited, engaged, and want to extend
    - Progression of children within programs
    - The system and partners will see improved outcomes with the children being served
    - Parents/caregivers at programs will show evidence of good relationships with their child (e.g. engaged with child)
    - Belonging: children will continue to demonstrate that Family Centres are a comfortable place and move around easily in it – both physically (through the environment) and relationally (with staff and other children and their parents)
    - Well-being: child/parent will participate in establishing their presence in the beginning of their experience and child/parent are encouraged to continue input on their growth

5

- Parent friendships will be observed (well-being) as well as comfort in environment (belonging) and attendance and contributing to/asking questions about documentation (engagement)

Exploratory Discussion #2: Mandatory Core Services

- Child development - 49
- Parent engagement - 29
- Making connections - 4

Attendees agreed that an important area to focus on is making connections to supports/services for families. The discussion questions and group feedback is provided below.

1. What could be supported or leveraged in existing strength areas?
    - Use infographics as a simple way to share the work being done by partners
    - Document connecting parents to other parents
    - Document children 0-4 to understand their connections
    - Support a better understanding of documentation across the system for the partners
    - Strengthen use of *I Wonder Boards* (which describe children's interests, thinking, and ideas on a visible board) in reception areas, meeting rooms and inter-professional lounges to promote educator reflection and commitment to extending play based on what children value
    - Document referrals and use summarized data in a meaningful way:
        - Improves awareness of child voice (support professional growth)
        - Helps other providers feel sense of belonging in FCSS approach
    - Capture impact stories that spark curiosity and conversations with parents
    - Build on the success of the collaboration teams
    - Make sure front-line workers hear first-hand about the breadth of services and resources available through FCSS and CYN

2. Are there professional practice challenges that should be considered?
    - Understanding the audience to ensure documentation communicates information and meaning
    - Sharing information from all agencies back to FCSS
    - Confidentiality and organizational mandates around information sharing
    - Privacy regulations and taking images may be a challenge across the system
    - Navigating different agency's knowledge and approaches to child interaction (e.g. behaviour guidance)
    - Sharing best practices through what is best for children and families

Exploratory Discussion #3: Common Practices

- Provocations in environment - 35

- See themselves at play - 17
- Responding to child direction - 10

I Wonder Boards were noted by several partners as a practice that is influencing the approach in Full Day Kindergarten classrooms. Participants were asked to consider specific practices. The following are the group discussion questions and comments.

1. Are there professional practice challenges that should be considered?
    - Consistency of best practices across multiple agencies
    - Recruitment and retention of Early Childhood Educators
    - Creating more professional development opportunities for frontline staff with limited time and resources
    - Navigating various environments/satellite programs – not every location has a designated program area that allows for extensive early years options (e.g. toys, boards, display pictures)

2. What about mobile programs and provocations in the environment?
    - The current system does not support leaving messaging in the portable sites, therefore need to transition into social media posting such as Family Centre Facebook pages
    - Documentation and I Wonder Boards are limited in outreach programs currently because focus is on kits/set-up
    - Provocations are manageable given loose parts/literacy
    - Need to find portable ways to record collaborative documentation (e.g. binders, small boards)

Exploratory Discussion #4: Reflecting on Variable Practices

- Structure of program/timeline (transitions) - 1
- Space reflecting family diversity – 2

These examples were outliers in the tallying. The input from participants, and questions, are included below.

1. How/why might these examples differ?
    - Examples may not reflect diversity
    - Seeing less structured programs than in the past
    - Structures of programs could be an issue of not understanding How Does Learning Happen? or not reflective of current/emergent practices

2. Where do we see opportunities to strengthen child voice across our system?
    - Better integration with newcomer services e.g. Immigration portal and system navigators, Settlement workers, Local Immigration Partnership Subgroups
    - I Wonder Boards can help influence all community partners in understanding how children's voices can be heard (e.g. invite non-EarlyON partners to participate)
    - Offer specific cultural/needs-based play groups
    - Allow for more uninterrupted play and exploration for children

Future Visioning

The consultation culminated in a discussion around bringing it all together. Participants were specifically asked, ***what will be different 4 years from now and what they will need to do to get there?*** The attendee responses are provided below.

1. What do we want to be different 4 years from now?
    - Create a common understanding of child voice approach and how children learn through play across different service partners
    - Parents report that children are expressing their voice at home (authentic parent engagement)
    - Celebrate what is going well, not just fall into solving problems
    - Move the system to high performing with a focus on the child
    - The benefit of the child-centred approach is understood wildly
    - Better use of technology to meet the needs of families e.g. familyinfo.ca, fobs to track program usage stats, data collection and management system
    - Demonstrate success with shared outcomes
    - Partners bring resources and services to Family Centres versus Family Centre Leads requesting them

2. What do we need to do to get there?
    - Focus on shared professional learning opportunities across sectors
    - Target populations for marketing/communications (e.g. Dads and Grandparents)
    - Look at approaches that are working well, highlight and share practices
    - Share resources, materials, and key messages (e.g. importance of play)
    - Identify and scale up approaches are working really well (i.e. PAIR, *I Wonder Boards*)
    - Make sure programs successes are communicated to permanently change the way we do business
    - Collaborate with schools and other partners to develop and fund pilot projects

Conclusion

Through reflective practice and a collaborative inquiry approach with a pedagogical expert, service providers reflected on children's experiences shared through artifacts to gain insight into what is important to children participating in early learning programs across London. This process revealed that children who participate in early learning programs in London view the following as important:

1. Choices and decisions in their play

- Children value efficacy or influence over their play while in program (i.e. loose parts play, provocations in the environment, no schedules, freedom to control their environments, and type of play, etc)
- Children value opportunities to make choices in circumstances where their decisions will be respected
- Children demonstrate that the Family Centre is a comfortable place where they can move around easily - both physically (through the environment) and relationally (with staff and other children and their parents)

2. Seeing themselves at play and in the environment

- Children enjoy seeing themselves at play while in the space (i.e. pedagogical documentation posted, their pictures used as signage in provocations in the environment, slide show of child play images in welcome area, etc)
- Children desire to be active participants and contributors of their environments (i.e. contributors to community projects, design of space for future play opportunities, etc)
- It is meaningful for children to see their contributions acknowledged when their ideas and interests are reflected in the program
- Children often choose to take home pedagogical documentation, photos or artifacts created at program

3. Joy through exploration, creativity, and expression

- Play is experienced through joy and wonder
- Children enjoy exploring and leading their own learning through provocations in the environment
- It is important for children to have the opportunity to express themselves in many different ways
- Children enjoy using their senses to explore and manipulate items in the open creation/maker spaces in program environments

TO:	**CHAIR AND MEMBERS COMMUNITY AND PROTECTIVE SERVICES COMMITTEE MEETING ON MAY 28, 2019**
FROM:	**LYNNE LIVINGSTONE MANAGING DIRECTOR NEIGHBOURHOOD, CHILDREN AND FIRE SERVICES**
SUBJECT:	**LONDON STRENGTHENING NEIGHBOURHOODS STRATEGY: NEIGHBOURHOOD DECISION MAKING PROGRAM**

RECOMMENDATION

That, on the recommendation of the Managing Director of Neighbourhood, Children and Fire Services, this report **BE RECEIVED** for information.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- London Strengthening Neighbourhoods Strategy 2017-2020 (April 26, 2016, May 24, 2017, June 20, 2017)

BACKGROUND

The heart and essence of every city and community are its neighbourhoods

On June 26, 2017, Council resolved that, on the recommendation of the Managing Director of Neighbourhood, Children and Fire Services, the London Strengthening Neighbourhoods Strategy (LSNS) Neighbourhood Decision Making Program BE IMPLEMENTED city-wide, based on the model using five geographic areas of the city (Northeast, Northwest, Southeast, Southwest, and Central).

The purpose of this report is to:

- provide a brief overview of the current program;
- highlight results to date;
- provide a summary of the early evaluation results; and,
- outline suggested improvements for the 2019 Neighbourhood Decision Making Program.

The Neighbourhood Decision Making Program

London Strengthening Neighbourhoods Strategy's Neighbourhood Decision Making Program is aligned to the Strategic Plan for the City of London 2019 – 2023 under the Strategic Area of Focus - *Strengthening our Community*; Outcome *Londoners are engaged and have a sense of belonging in their neighbourhoods and communities;* Expected Result – *increase the number of meaningful opportunities for residents to be connected in their neighbourhood and community;* and Strategy - *Strengthen engagement opportunities for all Londoners to participate in their neighbourhoods.*

London Strengthening Neighbourhoods Strategy's focus is to support neighbourhood driven activities and decision making. A priority identified by residents in LSNS was the need for "tools and resources to support neighbourhoods". One of the actions residents identified to accomplish this was to build a program that supports neighbourhood decision making, city-wide.

The purpose of the Neighbourhood Decision Making Program (NDM) is to engage, empower, and connect residents by bringing neighbours together around community-driven projects that enhance and strengthen their neighbourhoods. LSNS and NDM are fundamentally resident-driven strategies that encourage resident participation and engagement to help make all of London's neighbourhoods stronger.

The program supports residents to propose ideas for how to spend a portion of the municipal budget in their neighbourhoods. Upon submission, resident ideas are vetted for feasibility by Civic Administration, and once approved, developed into proposals by the residents to be represented on a ballot. A community vote is then held to determine which proposals will receive funding. After the results are compiled from the community vote, Civic Administration then works with residents to implement the proposals in their neighbourhoods.

Highlight of 2017 and 2018 Results

In 2017, 314 ideas were submitted, 4,900 residents of all ages voted, and 13 projects were successfully implemented with one being combined with a scheduled park improvement that will occur in 2019.

In 2018, 226 ideas were submitted, 7,114 residents of all ages voted and 17 projects will be implemented this year.

A list of the 2017 and 2018 winning projects including an update on the implementation status of each project is attached as Appendix A.

Early Evaluation Results

In order to understand if the Neighbourhood Decision Making Program was accomplishing its purpose, Civic Administration developed an evaluation to examine the extent to which the outcomes have been achieved and whether any program changes were required to support the implementation of the program in future years.

As part of the evaluation, Civic Administration collected data from individuals who participated in NDM in both 2017 and 2018. Surveys were sent to all residents who submitted ideas, residents who participated on the five geographic engagement teams and surveys were available to all residents who voted on Vote Day, both online and at the in-person voting locations.

In total, 3,390 surveys were completed over the last two years. The full survey results can be found in Appendix B. Overall, the results of the evaluation show that respondents were satisfied or very satisfied with the core components of NDM and its city-wide implementation. Of those who were unsatisfied, comments were utilized to inform improvements to program implementation.

Suggested Improvements for NDM 2019 Implementation

Based on the early feedback from the resident surveys, Civic Administration will undertake the following steps to improve the Neighbourhood Decision Making Program for 2019:

- Communication Strategy: Civic Administration will review current avenues of communication and eliminate those that are ineffective and build on the communication methods that residents rated as most effective. In addition, communication assets will be translated and Civic Administration is exploring creative ideas that reach multiple audiences that will explain and promote NDM.

- Outreach Strategy: A concentrated effort will be undertaken in 2019, to engage neighbourhoods that haven't participated or have had minimal participation with the NDM program. City staff will continue to build key networks of resident leaders, neighbourhood associations, community groups and organizations across the city to assist in targeting neighbourhoods who may be less "organized", less involved, or are experiencing barriers to participation. Outreach strategies include:
    - Increase promotion in neighbourhoods with low participation rates in NDM over the past two years (activities may include pop up events, participating in organized neighbourhood events, attending neighbourhood meetings, and targeted social media posts).
    - Engage with community champions and local organizations to increase the reach to newcomers, cultural groups, youth, and isolated residents of London by creating specific short promotional videos describing the Neighbourhood Decision Making Program and offering presentations to a variety of organizations and associations who are interested in reaching out to their communities to promote the NDM Program.

- Improving the "Idea Development" process: Based on suggestions from residents, additional resources will be added online including expanding the current "idea bank", improving cost estimates, and providing simple process flow charts. In addition, Civic Administration will leverage opportunities to explore collaboration when residents in the same neighbourhood submit similar ideas.

Civic Administration will continue to monitor and evaluate the program to make sure NDM meets the purpose it was set out to accomplish: *engage, empower, and connect residents by bringing neighbours together around community-driven projects that enhance and strengthen their neighbourhoods*.

FINANCIAL IMPACT

As part of the 2016-2019 Multi-Year Budget process, Council approved Strategic Investment Business Case #13 – London Strengthening Neighbourhoods Strategy – which provided annual funding of $250,000 starting in 2017 to support the full roll-out of Neighbourhood Decision Making.

NEXT STEPS

Pending Council's endorsement of this report, Civic Administration will be launching NDM 2019 this August with a targeted vote day of November 16, 2019. Staff will begin promoting NDM 2019 at community events and festivals this summer.

CONCLUSION

Initiatives such as Neighbourhood Decision Making bring neighbours together around community-driven projects that enhance and strengthen their neighbourhoods. Funded projects can transform the culture, pulse, and even the physical appearance of neighbourhoods. These projects have the potential to build a stronger sense of community by engaging a diverse range of residents across London's neighbourhoods.

PREPARED BY:	**PREPARED BY:**
KAREN OLDHAM **MANAGER, NEIGHBOURHOOD DEVELOPMENT AND SUPPORT**	**DONNA BAXTER** **MANAGER, POLICY AND PLANNING SUPPORT**
PREPARED AND SUBMITTED BY:	**RECOMMENDED BY:**
CHERYL SMITH **MANAGER, NEIGHBOURHOOD STRATEGIC INITIATIVES & FUNDING**	**LYNNE LIVINGSTONE** **MANAGING DIRECTOR, NEIGHBOURHOOD, CHILDREN & FIRE SERVICES**

APPENDIX A

2017 NDM Winning Ideas

North West London		
Idea	**Amount**	**Status**
Ninja Warrior Course in Medway	$50,000	Complete
North East London		
Outdoor Ice Rink in Forest Hill Park	$2,300	Complete
Cedar Hollow Park Improvements	$30,000	Complete
Stoney Creek Nature Trails	$17,700	Complete
Central London		
Clay Mosaics along Dundas St. in Old East Village	$15,000	Complete
Planting Fruit Trees near Community Gardens	$4,000	Complete
Outdoor Piano in Market Lane	$1,000	Complete
Community Garden and Gathering Space @St. Andrew's United Church	$30,000	Complete
South West London		
Outdoor Education Centre at Byron Northview Public School	$30,000	Complete
Outdoor Ice Pad in Jorgenson Park	$6,000	Complete
Save the Bee Pollinator Garden – Byron	$3,000	Complete
South London Canada Day	$11,000	Complete
South East London		
Natural Landscape Playground – Kiwanis Park	$35,000	Scheduled for 2019 in conjunction with original plan
Community Movie Theatre	$15,000	Complete

2018 NDM Winning Ideas

North West London		
Ideas	**Amount**	**Status**
Ninja Student Drop Zone	$15,000	In Progress
Accessible Toddler Playground in Northwest London	$4,000	In Progress
Nature Sanctuary in Hyde Park	$30,000	In Progress
Bat Boxes in Masonville	$1,000	Complete
North East London		
Cedar Hollow PS Outdoor Classroom and Natural Play Space	$50,000	In Progress
Central London		
Here Before Us: Oxford Park Neighbourhood Cultural Heritage Evaluation Report (CHER)	$14,260	In Progress
London's Free Fruit	$5,000	Complete
Bee Pollinator Garden	$7,000	In Progress
Pollinator Pathways Project	$640	In Progress
Reimagine Waste	$8,000	Complete
Oxford Park 1901: Unique Street Sign Design for the Oxford Park Community	$7,500	In Progress
Christmas Market on the Green	$7,600	Complete
South West London		
Community Beehives	$8,000	In Progress
Add a Swing Set to Grandview Park (in Byron)	$15,000	In Progress
Outdoor Workout Equipment in Springbank Park	$27,000	In Progress
South East London		
F.D. Roosevelt Yard Enhancements	$17,400	In Progress

APPENDIX B

Neighbourhood Decision Making 2017 and 2018 Survey Results

Summary of Respondents
Data were collected from individuals that participated in the submission of ideas, neighbourhood engagement teams, and vote days in 2017 and 2018.

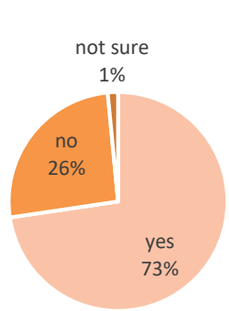
2017
Surveys completed:

- Idea Submitters 77
- Engagement Committee members 16
- Voter exit surveys 2,683

2018:
Surveys completed:

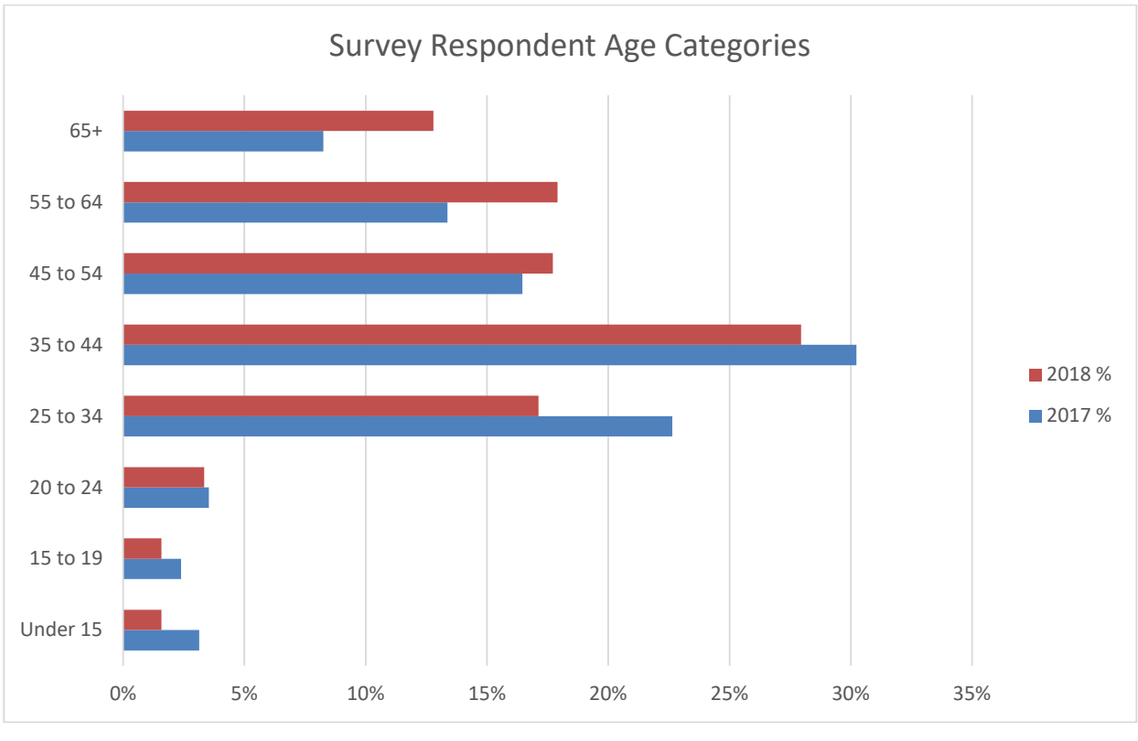
- Idea Submitters 74
- Engagement Committee members 22
- Voter exit surveys 518*****

***** The external vendor supporting the City's engagement platform (getinvolved.london.ca) updated the website in 2018 and removed the "exit survey" function which automatically opened a survey after votes were submitted. This resulted in a drop in voter exit surveys in 2018. Communications is currently exploring other alternatives that will support additional functions including a voter exit survey option.

Question	2017	2018
How did you hear about NDM?	1. Social Media (32%) 2. Word of Mouth 3. Neighbourhood Association 4. School 5. Poster or Postcard	1. Social Media (27%) 2. Word of Mouth 3. Library 4. Neighbourhood Association NeighbourGood Newsletter
Comments	7 comments received suggesting use of radio and social media and more advertising for the idea submission phase	
In addition to voting did you also submit an idea for NDM?	Yes = 6% No = 94%	Yes = 14% No =86%
Is this your first time participating in the NDM program?	N/A	Yes = 73% No = 26% Not sure = 2%
Is this your first time participating in the NDM program?		
Over the past 12 months, have you participated in any of the following activities in your neighbourhood?	N/A	Event = 33% Cleanup = 16% Meeting = 15% Rallied around a common goal/challenge = 12% (80) None of the Above = 22% (148) Other = 1% (5) Not sure = 0
How likely will you be to participate in NDM again?	Likely + Very Likely 88%	Likely +Very Likely 85%

How likely would you be to recommend this program to your family, friends, and neighbours?	Likely + Very Likely 82%	Likely + Very Likely 83%
For the NDM program, the city was divided into 5 geographic areas. Did you feel this approach worked well?	Yes – 64% No – 30% No Opinion – 6%	Yes –71% No – 15% No Opinion – 14%
Comments	- 23 Comments (7% of total comments recorded) like the current 5 area approach with several individuals citing the method as being "*diplomatic and fair*" as each area "*got a fair distribution of the allotted funds*" - 31 comments (15%) relating to increasing the number of areas because of fairness, some of the "*areas were far too large and many neighbourhoods were left with nothing*", some individuals recommended increasing the funding and then "*spread the money to more neighbourhoods*", "*more even distribution across neighbourhoods*". Some mentioned that the current model "*disproportionately benefits people who are good at organizing", "some areas are more in need than others", "pay attention to the lower income areas*" - 2 comments related to the desire for a city-wide approach	
For this program, $50,000 was allocated to each of the five areas in the city; there was no limit on the amount of money that could be spent per idea. In future, do you think there should be a limit?	Yes – 24% No – 62% No Opinion – 14%	Yes – 33% No – 47% No Opinion – 20%
Comments	20 comments (8% of all comments) related to requests for smaller projects: - Ranged from suggestions of a cap of $5,000 to $15,000 per project to allowing funding of one large project only (maximum $35,000) with the remainder of funds going to small projects - "*More smaller projects would benefit many neighbourhoods*"	
Currently London residents may submit an unlimited number of ideas to the program. Do you think there should be a maximum number of ideas an individual can submit to the program?	Yes – 25% No – 60% No Opinion – 15%	Yes – 36% No – 52% No Opinion – 13%
What do you think would be appropriate for the maximum number of ideas an individual can submit to the program?	1 – 40% Up to 3 – 60% Up to 5 – 0 Up to 10 - 0	1 – 57% Up to 3 – 39% Up to 5 – 4% Up to 10 - 0
Comments	3 comments related to the idea of encouraging more commitment to the projects from the idea submitters – proposing a similar process to the former SPARKS! process where volunteer contribution is required or collecting signatures from neighbours to verify that the project is a "*community*" idea	

Only Idea Submitters Responded to the survey questions below		
How easy was it to submit your idea?	Somewhat to Very Easy 81%	Somewhat to Very Easy 98%
Comments		
The Idea Bank was created to help residents develop ideas for their neighbourhoods. The Idea Bank contained a list of potential projects, including estimated costs. Were you aware that this was a tool available to you?	Yes – 56% No – 44%	Yes – 71% No – 29%
How helpful did you find the Idea Bank to support your participation in NDM?	Helpful + Very Helpful 80%	Helpful + Very Helpful 80%
Was your idea on the ballot for the 2018 NDM program?	N/A	Yes – 74% No – 26%
Do you feel like you now have a better understanding about how the city works?	Agree + Strongly Agree 33%	Agree + Strongly Agree 46%
Do you feel more connected to your neighbours?	Agree + Strongly Agree 36%	Agree + Strongly Agree 41%
Do you feel more engaged in your neighbourhood?	Agree + Strongly Agree 50%	Agree + Strongly Agree 48%
Do you feel more empowered to work with the City?	Agree + Strongly Agree 48%	Agree + Strongly Agree 55%
Did your opinion of the City of London improve as a result of your experience?	N/A	Yes – 43% No – 45% Other – 12%



APPENDIX A

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Outdoor Piano in Market Lane	$1,000	Complete
Community Garden and Gathering Space @St. Andrew's United Church	$30,000	Complete
South West London		
Outdoor Education Centre at Byron Northview Public School	$30,000	Complete
Outdoor Ice Pad in Jorgenson Park	$6,000	Complete
Save the Bee Pollinator Garden – Byron	$3,000	Complete
South London Canada Day	$11,000	Complete
South East London		
Natural Landscape Playground – Kiwanis Park	$35,000	Scheduled for 2019 in conjunction with original plan
Community Movie Theatre	$15,000	Complete

2018 NDM Winning Ideas

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North East London		
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Central London		
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Reimagine Waste	$8,000	Complete
Oxford Park 1901: Unique Street Sign Design for the Oxford Park Community	$7,500	In Progress
Christmas Market on the Green	$7,600	Complete
South West London		
Community Beehives	$8,000	In Progress
Add a Swing Set to Grandview Park (in Byron)	$15,000	In Progress
Outdoor Workout Equipment in Springbank Park	$27,000	In Progress
South East London		
F.D. Roosevelt Yard Enhancements	$17,400	In Progress
Outdoor Ice Rink in Summerside	$32,600	In Progress

TO:	**CHAIR AND MEMBERS COMMUNITY AND PROTECTIVE SERVICES COMMITTEE MEETING ON MAY 28, 2019**
FROM:	**SANDRA DATARS BERE MANAGING DIRECTOR, HOUSING, SOCIAL SERVICES AND DEARNESS HOME**
SUBJECT	**2018-2019 MULTI-SECTOR SERVICE ACCOUNTABILITY AGREEMENT DEARNESS HOME ADULT DAY PROGRAM AND THE SOUTH WEST LOCAL HEALTH INTEGRATION NETWORK DECLARATION OF COMPLIANCE – APRIL 1, 2018- MARCH 31, 2019**

RECOMMENDATION

That, on the recommendation of the Managing Director, Housing, Social Services and Dearness Home, regarding compliance with the terms of the 2018-2019 Multi-Sector Service Accountability Agreement for the Dearness Home Adult Day Program, the Managing Director, Housing, Social Services and Dearness Home **BE AUTHORIZED** to execute the Declaration of Compliance (substantially in the form attached as Schedule 1) for the reporting period April 1, 2018 to March 31, 2019.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- 2017-18 Multi-Sector Service Accountability Agreement Dearness Home Adult Day Program and the South West Local Health Integration Network – Declaration of Compliance April 1, 2017 – March 31, 2018. (Community and Protective Services Committee – May 29, 2018)
- 2017-18 Multi-Sector Service Accountability Agreement Dearness Home Adult Day Program and the South West Local Health Integration Network – Declaration of Compliance April 1, 2016 – March 31, 2017. (Community and Protective Services Committee – May 24, 2017)
- 2014-17 Multi-Sector Service Accountability Agreement Dearness Home Adult Day Program and the South West Local Health Integration Network – Declaration of Compliance April 1, 2015 – March 31, 2016. (Community and Protective Services Committee – May 25, 2016)

BACKGROUND

It is a requirement of the *Local Health System Integration Act, 2006* that a Local Health Integration Network (LHIN) have a service accountability agreement (SAA) in place with each Health Service Provider (HSP) that it funds. The SAA for the Dearness Home Adult Day Program is called the Multi-Sector Service Accountability Agreement (M-SAA).

On March 27, 2018 Council approved 2018-2019 Multi-Sector Accountability Agreement (M-SAA) for the period April 1, 2018 to March 31, 2019, to be entered into with the South West Local Health Integration Network (LHIN) for the provision of funding with respect to the Adult Day Program. Mayor and City Clerks executed the document.

Article 8.1 (d) of the Agreement sets out the requirement for the Board of the HSP to issue a declaration that the HSP has complied with the terms of the Agreement. Under Article 1.0 of the Agreement (Definitions and Interpretations) with respect to a municipality, “Board” means the Municipal Council. The reporting timeline set out in the Agreement is “within 90 days of the HSP’s fiscal year-end”.
The fiscal year end of the Dearness Home Adult Day Program is March 31st which requires submission of the Declaration of Compliance by June 30th.

With respect to compliance with the M-SAA agreement, the Administrator of Dearness Home has confirmed that during the reporting period April 1, 2018 to March 31, 2019 the Dearness Home

Adult Day Program has complied with the terms of the M-SAA agreement and specifically any procurement practices set out in Article 4.8 of the Agreement and the *Local Health System Integration Act, 2006*.

As a result, it is recommended that the Managing Director, Housing, Social Services and Dearness Home be authorized by Municipal Council (Board) to execute the Declaration of Compliance for the Dearness Home Adult Day Program for the period April 1, 2018 to March 31, 2019.

PREPARED BY:	**RECOMMENDED BY:**
NORA REXHVELAJ **MANAGER OF ACCOUNTING AND REPORTING FOR THE DEARNESS HOME**	**SANDRA DATARS BERE** **MANAGING DIRECTOR , HOUSING, SOCIAL SERVICES AND DEARNESS HOME**

cc: B,Baar, Senior Financial Business Administrator
L.Hancock, Administrator, Dearness Home
L. Marshall, Solicitor
J. Brown, Financial Business Administrator

Schedule 1

SCHEDULE G – FORM OF COMPLIANCE DECLARATION

DECLARATION OF COMPLIANCE

Issued pursuant to the MSAA effective April 1, 2018

To: **The Board of Directors** of the South West Local Health Integration Network (the "LHIN"). Attn: Board Chair.

From: **The Board of Directors** (the "Board") of the [Corporation of the City of London] (the "HSP")

Date: June 30, 2019

Re: April 1, 2018 – March 31, 2019 (the "Applicable Period")

Unless otherwise defined in this declaration, capitalized terms have the same meaning as set out in the MSAA between the LHIN and the HSP effective April 1, 2018.

The Board has authorized me, by resolution dated June12, 2019 to declare to you as follows:

After making inquiries of the [Leslie Hancock , Administrator of the Dearness Home] and other appropriate officers of the HSP and subject to any exceptions identified on Appendix 1 to this Declaration of Compliance, to the best of the Board's knowledge and belief, the HSP has fulfilled, its obligations under the service accountability agreement (the "MSAA") in effect during the Applicable Period.

Without limiting the generality of the foregoing, the HSP has complied with:

(i) Article 4.8 of the MSAA concerning applicable procurement practices;
(ii) The *Local Health System Integration Act, 2006*; and

_____

[Sandra Datars Bere], Managing Director Housing, Social Services and Dearness Home

Schedule G – Form of Compliance Declaration Cont'd.

Appendix 1 - Exceptions

[Please identify each obligation under the MSAA that the HSP did not meet during the Applicable Period, together with an explanation as to why the obligation was not met and an estimated date by which the HSP expects to be in compliance.]

Schedule 2

MULTI-SECTOR SERVICE ACCOUNTABILITY AGREEMENT
April 1, 2018 to March 31, 2019

SERVICE ACCOUNTABILITY AGREEMENT

with

The Corporation of the City of London

Effective Date: April 1, 2018

Index to Agreement

ARTICLE 1.0 - DEFINITIONS & INTERPRETATION
ARTICLE 2.0 - TERM AND NATURE OF THIS AGREEMENT
ARTICLE 3.0 - PROVISION OF SERVICES
ARTICLE 4.0 - FUNDING
ARTICLE 5.0 - REPAYMENT AND RECOVERY OF FUNDING
ARTICLE 6.0 - PLANNING & INTEGRATION
ARTICLE 7.0 - PERFORMANCE
ARTICLE 8.0 - REPORTING, ACCOUNTING AND REVIEW
ARTICLE 9.0 - ACKNOWLEDGEMENT OF LHIN SUPPORT
ARTICLE 10.0 - REPRESENTATIONS, WARRANTIES AND COVENANTS
ARTICLE 11.0 - LIMITATION OF LIABILITY, INDEMNITY & INSURANCE
ARTICLE 12.0 - TERMINATION OF AGREEMENT
ARTICLE 13.0 - NOTICE
ARTICLE 14.0 - ADDITIONAL PROVISIONS
ARTICLE 15.0 - ENTIRE AGREEMENT

Schedules

A - Detailed Description of Services
B - Service Plan
C - Reports
D - Directives, Guidelines, Policies & Standards
E - Performance
F - Project Funding Agreement Template
G - Declaration of Compliance

THE AGREEMENT effective as of the 1st day of April, 2018

B E T W E E N :

SOUTH WEST LOCAL HEALTH INTEGRATION NETWORK (the "**LHIN**")

- and -

The Corporation of the City of London (the "**HSP**")

Background:

This service accountability agreement, entered into pursuant to the *Local Health System Integration Act, 2006* ("LHSIA"), reflects and supports the commitment of the LHIN and the HSP to, separately, jointly, and in cooperation with other stakeholders, work diligently and collaboratively toward the achievement of the purpose of LHSIA, namely "to provide for an integrated health system to improve the health of Ontarians through better access to high quality health services, co-ordinated health care in local health systems and across the province and effective and efficient management of the health system at the local level by local health integration networks".

The HSP and the LHIN, being committed to a health care system as envisioned by LHSIA and the Patient's First: Action Plan for Health Care ("Patients First"), intend to cooperate to advance the purpose and objects of LHSIA and the further development of a patient-centered, integrated, accountable, transparent, and evidence-based health system contemplated by LHSIA and Patients First. They will do so by such actions as: supporting the development and implementation of sub-regions and Health Links to facilitate regional integrated health care service delivery; breaking down silos that inhibit the seamless transition of patients within the health care system; striving for the highest quality and continuous improvement in the delivery of health services and in all aspects of the health system, including by identifying and addressing the root causes of health inequities, and by improving access to primary care, mental health and addiction services and wait times for specialists; and otherwise striving for the highest quality and continuous improvement in the delivery of health services and in all aspects of the health system.

The HSP and the LHIN are committed to working together, and with others, to achieve evolving provincial priorities described: in mandate letters from the Minister of Health and Long-Term Care to the LHIN, from time to time; in the provincial strategic plan for the health system; and, in the LHIN's Integrated Health Services Plan.

In this context, the HSP and the LHIN agree that the LHIN will provide funding to the HSP on the terms and conditions set out in this Agreement to enable the provision of services to the local health system by the HSP.

In consideration of their respective agreements set out below, the LHIN and the HSP covenant and agree as follows:

ARTICLE 1.0 - DEFINITIONS & INTERPRETATION

1.1 **Definitions.** In this Agreement the following terms will have the following meanings:

"**Accountability Agreement**" means the accountability agreement, as that term is defined in LHSIA, in place between the LHIN and the MOHLTC during a Funding Year, currently referred to as the Ministry-LHIN Accountability Agreement;

"**Active Offer**" means the clear and proactive offer of service in French to individuals, from the first point of contact, without placing the responsibility of requesting services in French on the individual;

"**Agreement**" means this agreement and includes the Schedules, as amended from time to time;

"**Annual Balanced Budget**" means that, in each Funding Year of the term of this Agreement, the total revenues of the HSP are greater than or equal to the total expenses, from all sources, of the HSP;

"**Applicable Law**" means all federal, provincial or municipal laws, regulations, common law, any orders, rules or by-laws that are applicable to the HSP, the Services, this Agreement and the parties' obligations under this Agreement during the term of this Agreement;

"**Applicable Policy**" means any rules, policies, directives, standards of practice or Program Parameters issued or adopted by the LHIN, the MOHLTC or other ministries or agencies of the province of Ontario that are applicable to the HSP, the Services, this Agreement and the parties' obligations under this Agreement during the term of this Agreement. Without limiting the generality of the foregoing, Applicable Policy includes the other documents identified in Schedule D;

"**Board**" means:

(1) in respect of an HSP that does not have a Long-Term Care Home Service Accountability Agreement with the LHIN and is:

(a) a corporation, the board of directors;
(b) a First Nation, the band council; and
(c) a municipality, the municipal council;
and,

(2) in respect of an HSP that has a Long-Term Care Home Service Accountability Agreement with the LHIN and is:

(a) a corporation, the board of directors;
(b) a First Nation, the band council;
(c) a municipality, the committee of management;
(d) a board of management established by one or more municipalities or by one or more First Nations' band councils, the members of the board of management;

"**BPSAA**" means the *Broader Public Sector Accountability Act, 2010* and regulations made under it, as it and they may be amended from time to time;

"Budget" means the budget approved by the LHIN and appended to this Agreement in Schedule B;

"**CEO**" means the individual accountable to the Board for the provision of the Services in accordance with the terms of this Agreement;

"**Chair**" means, if the HSP is:

(a) a corporation, the Chair of the Board;
(b) a First Nation, the Chief; and
(c) a municipality, the Mayor,

or such other person properly authorized by the Board or under Applicable Law;

"Compliance Declaration" means a compliance declaration substantially in the form set out in Schedule G;

"**Confidential Information**" means information that is: (1) marked or otherwise identified as confidential by the disclosing party at the time the information is provided to the receiving party; and (2) eligible for exclusion from disclosure at a public board meeting in accordance with section 9 of LHSIA. Confidential Information does not include information that: (a) was known to the receiving party prior to receiving the information from the disclosing party; (b) has become publicly known through no wrongful act of the receiving party; or (c) is required to be disclosed by law, provided that the receiving party provides Notice in a timely manner of such requirement to the disclosing party, consults with the disclosing party on the proposed form and nature of the disclosure, and ensures that any disclosure is made in strict accordance with Applicable Law;

"Conflict of Interest" in respect of an HSP, includes any situation or circumstance where: in relation to the performance of its obligations under this Agreement:

(a) the HSP;
(b) a member of the HSP's Board; or
(c) any person employed by the HSP who has the capacity to influence the HSP's decision,

has other commitments, relationships or financial interests that:

(a) could or could be seen to interfere with the HSP's objective, unbiased and impartial exercise of its judgement; or
(b) could or could be seen to compromise, impair or be incompatible with the effective performance of its obligations under this Agreement;

"**Controlling Shareholder**" of a corporation means a shareholder who or which holds (or another person who or which holds for the benefit of such shareholder), other than by way of security only, voting securities of such corporation carrying more than 50% of the votes for the election of directors, provided that the votes carried by such securities are sufficient, if exercised, to elect a majority of the board of directors of such corporation;

"**Days**" means calendar days;

"**Digital Health**" has the meaning ascribed to it in the Accountability Agreement and means the coordinated and integrated use of electronic systems, information and communication technologies to facilitate the collection, exchange and management of personal health information in order to improve the quality, access, productivity and sustainability of the healthcare system;

Designated means designated as a public service agency under the FLSA;

"**Effective Date"** means April 1, 2018;

"**Explanatory Indicator**" means a measure of the HSP's performance for which no Performance Target is set. Technical specifications of specific Explanatory Indicators can be found in the "MSAA Indicator Technical Specifications document".

"**FIPPA**" means the *Freedom of Information and Protection of Privacy Act* (Ontario) and the regulations made it as it and they may be amended from time to time;

"**FLSA**" means the *French Language Services Act* and the regulations made under the *French Language Services Act*, as it and they may be amended from time to time;

"**Funding**" means the amounts of money provided by the LHIN to the HSP in each Funding Year of this Agreement;

"Funding Year" means in the case of the first Funding Year, the period commencing on the Effective Date and ending on the following March 31, and in the case of Funding Years subsequent to the first Funding Year, the period commencing on the date that is April 1 following the end of the previous Funding Year and ending on the following March 31;

"**HSP's Personnel and Volunteers**" means the controlling shareholders (if any), directors, officers, employees, agents, volunteers and other representatives of the HSP. In addition to the foregoing, HSP's Personnel and Volunteers shall include the contractors and subcontractors and their respective shareholders, directors, officers, employees, agents, volunteers or other representatives;

"**Identified**" means identified by the LHIN or the Ministry to provide French language services;

"**Indemnified Parties**" means the LHIN and its officers, employees, directors, independent contractors, subcontractors, agents, successors and assigns and her Majesty the Queen in Right of Ontario and her Ministers, appointees and employees, independent contractors, subcontractors, agents and assigns. Indemnified parties also includes any person participating on behalf of the LHIN in a Review;

"**Interest Income**" means interest earned on the Funding;

"**LHIN Cluster**" has the meaning ascribed to it in the Accountability Agreement and is a grouping of LHINs for the purpose of advancing Digital Health initiatives through regional coordination aligned with the MOHLTC's provincial priorities.

"**LHSIA**" means the *Local Health System Integration Act, 2006*, and the regulations made under it, as it and they may be amended from time to time;

"**Mandate Letter**" has the meaning ascribed to it in the Memorandum of Understanding between MOHLTC and the LHIN, and means a letter from the Minister to the LHIN establishing priorities in accordance with the Premier's mandate letter to the Minister.

"**MOHLTC**" means the Minister or the Ministry of Health and Long-Term Care, as the context requires;

"**MSAA Indicator Technical Specifications document**" means, as the context requires, either or both of the document entitled "Multi-Sector Service Accountability Agreement 2014-19: Indicator Technical Specifications October 20, 2017" and the document entitled "2016-17 Multi-Sector Service Accountability Agreements (MSAA) Target and Corridor Setting Guideline" as they may be amended or replaced from time to time;

"**Notice**" means any notice or other communication required to be provided pursuant to this Agreement or LHSIA;

"**Performance Agreement**" means an agreement between an HSP and its CEO that requires the CEO to perform in a manner that enables the HSP to achieve the terms of this Agreement and any additional performance improvement targets set out in the HSP's annual quality improvement plan under the *Excellent Care for All Act, 2010;*

"**Performance Corridor**" means the acceptable range of results around a Performance Target.

"**Performance Factor**" means any matter that could or will significantly affect a party's ability to fulfill its obligations under this Agreement;

"**Performance Indicator**" means a measure of HSP performance for which a Performance Target is set; technical specifications of specific Performance Indicators can be found in the MSAA Indicator Technical Specifications document;

"**Performance Standard**" means the acceptable range of performance for a Performance Indicator or a Service Volume that results when a Performance Corridor is applied to a Performance Target.

"**Performance Target**" means the level of performance expected of the HSP in respect of a Performance Indicator or a Service Volume.

"**person or entity**" includes any individual and any corporation, partnership, firm, joint venture or other single or collective form of organization under which business may be conducted;

"**Planning Submission**" or "**CAPS**" or "**Community Accountability Planning Submission**" means the HSP Board approved planning document submitted by the HSP to the LHIN. The form, content and scheduling of the Planning Submission will be identified by the LHIN;

"**Program Parameter**" means, in respect of a program, the provincial standards (such as operational, financial or service standards and policies, operating manuals and program eligibility), directives, guidelines and expectations and requirements for that program;

"**Project Funding Agreement**" means an agreement in the form of Schedule F that incorporates the terms of this Agreement and enables the LHIN to provide one-time or short term funding for a specific project or service that is not already described in Schedule A;

"**Reports**" means the reports described in Schedule C as well as any other reports or information required to be provided under LHSIA or this Agreement;

"**Review**" means a financial or operational audit, investigation, inspection or other form of review requested or required by the LHIN under the terms of LHSIA or this Agreement, but does not include the annual audit of the HSP's financial statements;

"**Schedule**" means any one of, and "Schedules" mean any two or more, as the context requires, of the schedules appended to this Agreement including the following:

Schedule A: Description of Services

Schedule B: Service Plan

Schedule C: Reports

Schedule D: Directives, Guidelines and Policies

Schedule E: Performance

Schedule F: Project Funding Agreement Template

Schedule G: Declaration of Compliance

"**Service Plan**" means the Operating Plan and Budget appended as Schedule B;

"**Services**" means the care, programs, goods and other services described in Schedule A and in any Project Funding Agreement executed pursuant to this Agreement. "Services" includes the type, volume, frequency and availability of the care, programs, goods and other services;

"**Service Volume**" means a measure of Services for which a Performance Target is set;

"**Transition Plan**" means a transition plan, acceptable to the LHIN that indicates how the needs of the HSP's clients will be met following the termination of this Agreement and how the transition of the clients to new service providers will be effected in a timely manner; and

"**2014-18 MSAA**" means the Multi-Sector Service Accountability Agreement April 1, 2014 to March 31, 2018.

1.2 **Interpretation**. Words in the singular include the plural and vice-versa. Words in one gender include all genders. The words "including" and "includes" are not intended to be limiting and shall mean "including without limitation" or "includes without limitation", as the case may be. The headings do not form part of this Agreement. They are for convenience of reference only and will not affect the interpretation of this Agreement. Terms used in the Schedules shall have the meanings set out in this Agreement unless

separately and specifically defined in a Schedule in which case the definition in the Schedule shall govern for the purposes of that Schedule.

1.3 **MSAA Indicator Technical Specification Document**. This Agreement shall be interpreted with reference to the MSAA Indicator Technical Specifications Document.

ARTICLE 2.0 - TERM AND NATURE OF THIS AGREEMENT

2.1 **Term**. The term of this Agreement will commence on the Effective Date and will expire on March 31, 2019 unless terminated earlier or extended pursuant to its terms.

2.2 **A Service Accountability Agreement.** This Agreement is a service accountability agreement for the purposes of section 20(1) of LHSIA.

ARTICLE 3.0 - PROVISION OF SERVICES

3.1 **Provision of Services**.

(a) The HSP will provide the Services in accordance with, and otherwise comply with:

(1) the terms of this Agreement, including the Service Plan;

(2) Applicable Law; and

(3) Applicable Policy.

(b) When providing the Services, the HSP will meet the Performance Standards and conditions identified in Schedule E.

(c) Unless otherwise provided in this Agreement, the HSP will not reduce, stop, start, expand, cease to provide or transfer the provision of the Services or change its Service Plan except with Notice to the LHIN, and if required by Applicable Law or Applicable Policy, the prior written consent of the LHIN.

(d) The HSP will not restrict or refuse the provision of Services to an individual, directly or indirectly, based on the geographic area in which the person resides in Ontario.

3.2 **Subcontracting for the Provision of Services**.

(a) The parties acknowledge that, subject to the provisions of LHSIA, the HSP may subcontract the provision of some or all of the Services. For the purposes of this Agreement, actions taken or not taken by the subcontractor, and Services provided by the subcontractor, will be deemed actions taken or not taken by the HSP, and Services provided by the HSP.

(b) When entering into a subcontract the HSP agrees that the terms of the subcontract will enable the HSP to meet its obligations under this Agreement. Without limiting the foregoing, the HSP will include a provision that permits the LHIN or its authorized representatives, to audit the subcontractor in respect of the subcontract if the LHIN or its authorized representatives determines that such an audit would be necessary to confirm that the HSP has complied with the terms of this Agreement.

(c) Nothing contained in this Agreement or a subcontract will create a contractual relationship between any subcontractor or its directors, officers, employees, agents, partners, affiliates or volunteers and the LHIN.

3.3 **Conflict of Interest.** The HSP will use the Funding, provide the Services and otherwise fulfil its obligations under this Agreement, without an actual, potential or perceived Conflict of Interest. The HSP will disclose to the LHIN without delay any situation that a reasonable person would interpret as an actual, potential or perceived Conflict of Interest and comply with any requirements prescribed by the LHIN to resolve any Conflict of Interest.

3.4 **Digital Health**. The HSP agrees to:

(a) assist the LHIN to implement provincial e-health priorities for 2017-18 and thereafter in accordance with the Accountability Agreement, as may be amended or replaced from time to time;

(b) comply with any technical and information management standards, including those related to data, architecture, technology, privacy and security set for health service providers by MOHLTCor the LHIN within the timeframes set by MOHLTC or the LHIN as the case may be;

(c) implement and use the approved provincial Digital Health solutions identified in the LHIN Digital Health plan;

(d) implement technology solutions that are compatible or interoperable with the provincial blueprint and with the LHIN Cluster Digital Health plan; and

(e) include in its annual Planning Submissions, plans for achieving Digital Health priority initiatives.

3.5 **French Language Services**.

3.5.1 The LHIN will provide the MOHLTC “Guide to Requirements and Obligations of LHIN French Language Services” to the HSP and the HSP will fulfill its roles, responsibilities and other obligations set out therein.

3.5.2 If Not Identified or Designated. If the HSP has not been Designated or Identified it will:

(a) develop and implement a plan to address the needs of the local Francophone community, including the provision of information on services available in French;
(b) work towards applying the principles of Active Offer in the provision of services;
(c) provide a report to the LHIN that outlines how the HSP addresses the needs of its local Francophone community; and,
(d) collect and submit to the LHIN as requested by the LHIN from time to time, French language service data.

3.5.3 If Identified. If the HSP is Identified it will:

(a) work towards applying the principles of Active Offer in the provision of services;

(b) provide services to the public in French in accordance with its existing French language services capacity;
(c) develop, and provide to the LHIN upon request from time to time, a plan to become Designated by the date agreed to by the HSP and the LHIN;
(d) continuously work towards improving its capacity to provide services in French and toward becoming Designated within the time frame agreed to by the parties;
(e) provide a report to the LHIN that outlines progress in its capacity to provide services in French and toward becoming Designated;
(f) annually, provide a report to the LHIN that outlines how it addresses the needs of its local Francophone community;
(g) collect and submit to the LHIN, as requested by the LHIN from time to time, French language services data.

3.5.4 If Designated. If the HSP is Designated it will:

(a) apply the principles of Active Offer in the provision of services;
(b) continue to provide services to the public in French in accordance with the provisions of the FLSA ;
(c) maintain its French language services capacity;
(d) submit a French language implementation report to the LHIN on the date specified by the LHIN, and thereafter, on each anniversary of that date, or on such other dates as the LHIN may, by notice, require;
(e) collect and submit to the LHIN as requested by the LHIN from time to time, French language services data.

3.6 **Minister's Mandate Letter language**. The LHIN will receive a Mandate Letter from the Minister annually. Each Mandate Letter articulates areas of focus for the LHIN, and the Minister's expectation that the LHIN and health service providers it funds will collaborate to advance these areas of focus. To assist the HSP in its collaborative efforts with the LHIN, the LHIN will share each relevant Mandate Letter with the HSP. The LHIN may also add local obligations to Schedule E as appropriate to further advance any priorities set put in a Mandate Letter.

3.7 **Policies, Guidelines, Directives and Standards**. Either the LHIN or the MOHLTC will give the HSP Notice of any amendments to the manuals, guidelines or policies identified in Schedule D. Amendments will be effective in accordance with the terms of the amendment. By signing a copy of this Agreement the HSP acknowledges that it has a copy of the documents identified in Schedule D.

ARTICLE 4.0 - FUNDING

4.1 **Funding.** Subject to the terms of this Agreement, and in accordance with the applicable provisions of the Accountability Agreement, the LHIN:

(a) will provide the funds identified in Schedule B to the HSP for the purpose of providing or ensuring the provision of the Services;

(b) and

(c) will deposit the funds in regular instalments, once or twice monthly, over the term of this Agreement, into an account designated by the HSP provided that the account resides at a Canadian financial institution and is in the name of the HSP.

4.2 **Limitation on Payment of Funding**. Despite section 4.1, the LHIN:

(a) will not provide any funds to the HSP until this Agreement is fully executed;

(b) may pro-rate the funds identified in Schedule B to the date on which this Agreement is signed, if that date is after April 1;

(c) will not provide any funds to the HSP until the HSP meets the insurance requirements described in section 11.4;

(d) will not be required to continue to provide funds in the event the HSP breaches any of its obligations under this Agreement, until the breach is remedied to the LHIN's satisfaction; and

(e) upon notice to the HSP, may adjust the amount of funds it provides to the HSP in any Funding Year based upon the LHIN's assessment of the information contained in the Reports.

4.3 **Appropriation.** Funding under this Agreement is conditional upon an appropriation of moneys by the Legislature of Ontario to the MOHLTC and funding of the LHIN by the MOHLTC pursuant to LHSIA. If the LHIN does not receive its anticipated funding the LHIN will not be obligated to make the payments required by this Agreement.

4.4 **Additional Funding**.

(a) Unless the LHIN has agreed to do so in writing, the LHIN is not required to provide additional funds to the HSP for providing additional Services or for exceeding the requirements of Schedule E.

(b) The HSP may request additional funding by submitting a proposal to amend its Service Plan. The HSP will abide by all decisions of the LHIN with respect to a proposal to amend the Service Plan and will make whatever changes are requested or approved by the LHIN. The Service Plan will be amended to include any approved additional funding.

(c) **Funding Increases**. Before the LHIN can make an allocation of additional funds to the HSP, the parties will: (1) agree on the amount of the increase; (2) agree on any terms and conditions that will apply to the increase; and (3) execute an amendment to this Agreement that reflects the agreement reached.

4.5 **Conditions of Funding**.

(a) The HSP will:

(1) fulfill all obligations in this Agreement;

(2) use the Funding only for the purpose of providing the Services in accordance with Applicable Law, Applicable Policy and the terms of this Agreement;

(3) spend the Funding only in accordance with the Service Plan; and

(4) plan for and achieve an Annual Balanced Budget.

(b) The LHIN may add such additional terms or conditions on the use of the Funding which it considers appropriate for the proper expenditure and management of the Funding.

(c) All Funding is subject to all Applicable Law and Applicable Policy, including Health System Funding Reform, as it may evolve or be replaced over the term of this Agreement

4.6 **Interest**.

(a) If the LHIN provides the Funding to the HSP prior to the HSP's immediate need for the Funding, the HSP shall place the Funding in an interest bearing account in the name of the HSP at a Canadian financial institution.

(b) Interest Income must be used, within the fiscal year in which it is received, to provide the Services.

(c) Interest Income will be reported to the LHIN and is subject to year-end reconciliation. In the event that some or all of the Interest Income is not used to provide the Services,

(1) the LHIN may deduct the amount equal to the unused Interest Income from any further Funding instalments under this or any other agreement with the HSP; and/or

(2) the LHIN may require the HSP to pay an amount equal to the unused Interest Income to the Ministry of Finance.

4.7 **Rebates, Credits and Refunds**. The HSP:

(a) acknowledges that rebates, credits and refunds it anticipates receiving from the use of the Funding have been incorporated in its Budget;

(b) agrees that it will advise the LHIN if it receives any unanticipated rebates, credits and refunds from the use of the Funding, or from the use of funding received from either the LHIN or the MOHLTC in years prior to this Agreement that was not recorded in the year of the related expenditure;

(c) agrees that all rebates, credits and refunds referred to in (b) will be considered Funding in the year that the rebates are received, regardless of the year to which the rebate relates.

4.8 **Procurement of Goods and Services**.

(a) If the HSP is subject to the procurement provisions of the BPSAA, the HSP will abide by all directives and guidelines issued by the Management Board of Cabinet that are applicable to the HSP pursuant to the BPSAA.

(b) If the HSP is not subject to the procurement provisions of the BPSAA, the HSP will have a procurement policy in place that requires the acquisition of supplies, equipment or services valued at over $25,000 through a competitive process that ensures the best value for funds expended. If the HSP acquires supplies, equipment or services with the Funding it will do so through a process that is consistent with this policy.

4.9 **Disposition**. The HSP will not, without the LHIN's prior written consent, sell, lease or otherwise dispose of any assets purchased with Funding, the cost of which exceeded $25,000 at the time of purchase.

ARTICLE 5.0 - REPAYMENT AND RECOVERY OF FUNDING

5.1 **Repayment and Recovery**.

(a) **At the End of a Funding Year**. If, in any Funding Year, the HSP has not spent all of the Funding the LHIN will require the repayment of the unspent Funding.

(b) **On Termination or Expiration of this Agreement.** Upon termination or expiry of this Agreement, the LHIN will require the repayment of any Funding remaining in the possession or under the control of the HSP and the payment of an amount equal to any Funding the HSP used for purposes not permitted by this Agreement.

(c) **On Reconciliation and Settlement**. If the year-end reconciliation and settlement process demonstrates that the HSP received Funding in excess of its confirmed funds, the LHIN will require the repayment of the excess Funding.

(d) **As a Result of Performance Management or System Planning**. If Services are adjusted, as a result of the performance management or system planning processes, the LHIN may adjust the Funding to be paid under Schedule B, require the repayment of excess Funding and/or adjust the amount of any future funding installments accordingly.

(e) **In the Event of Forecasted Surpluses**. If the HSP is forecasting a surplus, the LHIN may adjust the amount of Funding to be paid under Schedule B, require the repayment of excess Funding and/or adjust the amount of any future funding installments accordingly.

(f) **On the Request of the LHIN**. The HSP will, at the request of the LHIN, repay the whole or any part of the Funding, or an amount equal thereto if the HSP:

(1) has provided false information to the LHIN knowing it to be false;

(2) breaches a term or condition of this Agreement and does not, within 30 Days after receiving Notice from the LHIN take reasonable steps to remedy the breach; or

(3) breaches any Applicable Law that directly relates to the provision of, or ensuring the provision of, the Services.

(g) Subsections 5.1(c) and (d) do not apply to Funding already expended properly in accordance with this Agreement. The LHIN will, at its sole discretion, and without liability or penalty, determine whether the Funding has been expended properly in accordance with this Agreement.

5.2 **Provision for the Recovery of Funding.** The HSP will make reasonable and prudent provision for the recovery by the LHIN of any Funding for which the conditions of Funding set out in section 4.5 are not met and will hold this Funding in accordance with the provisions of section 4.6 until such time as reconciliation and settlement has

occurred with the LHIN. Interest earned on Funding will be reported and recovered in accordance with section 4.6.

5.3 **Settlement and Recovery of Funding for Prior Years.**

(a) The HSP acknowledges that settlement and recovery of Funding can occur up to seven years after the provision of Funding.

(b) Recognizing the transition of responsibilities from the MOHLTC to the LHIN, the HSP agrees that if the parties are directed in writing to do so by the MOHLTC, the LHIN will settle and recover funding provided by the MOHLTC to the HSP prior to the transition of the Funding for the Services to the LHIN, provided that such settlement and recovery occurs within seven years of the provision of the funding by the MOHLTC. All such settlements and recoveries will be subject to the terms applicable to the original provision of funding.

5.4 **Debt Due**.

(a) If the LHIN requires the re-payment by the HSP of any Funding, the amount required will be deemed to be a debt owing to the Crown by the HSP. The LHIN may adjust future funding instalments to recover the amounts owed or may, at its discretion direct the HSP to pay the amount owing to the Crown and the HSP shall comply immediately with any such direction.

(b) All amounts repayable to the Crown will be paid by cheque payable to the "Ontario Minister of Finance" and mailed or delivered to the LHIN at the address provided in section 13.1.

5.5 **Interest Rate.** The LHIN may charge the HSP interest on any amount owing by the HSP at the then current interest rate charged by the Province of Ontario on accounts receivable.

ARTICLE 6.0 - PLANNING & INTEGRATION

6.1 **Planning for Future Years**.

(a) **Advance Notice.** The LHIN will give at least sixty Days' Notice to the HSP of the date by which a CAPS must be submitted to the LHIN.

(b) **Multi-Year Planning.** The CAPS will be in a form acceptable to the LHIN and may be required to incorporate (1) prudent multi-year financial forecasts; (2) plans for the achievement of performance targets; and (3) realistic risk management strategies. It will be aligned with the LHIN's then current Integrated Health Service Plan and will reflect local LHIN priorities and initiatives. If the LHIN has provided multi-year planning targets for the HSP, the CAPS will reflect the planning targets.

(c) **Multi-year Planning Targets**. Schedule B may reflect an allocation for the first Funding Year of this Agreement as well as planning targets for up to two additional years, consistent with the term of this Agreement. In such an event,

(1) the HSP acknowledges that if it is provided with planning targets, these targets are: (A) targets only, (B) provided solely for the purposes of planning, (C) are subject to confirmation, and (D) may be changed at the

discretion of the LHIN in consultation with the HSP. The HSP will proactively manage the risks associated with multi-year planning and the potential changes to the planning targets; and

(2) the LHIN agrees that it will communicate any changes to the planning targets as soon as reasonably possible.

(d) **Service Accountability Agreements**. The HSP acknowledges that if the LHIN and the HSP enter into negotiations for a subsequent service accountability agreement, subsequent funding may be interrupted if the next service accountability agreement is not executed on or before the expiration date of this Agreement.

6.2 **Community Engagement & Integration Activities**.

(a) Community Engagement. The HSP will engage the community of diverse persons and entities in the area where it provides health services when setting priorities for the delivery of health services and when developing plans for submission to the LHIN including but not limited to CAPS and integration proposals. As part of its community engagement activities, the HSPs will have in place and utilize effective mechanisms for engaging families, caregivers, clients, residents, patients and other individuals who use the services of the HSP, to help inform the HSP plans, including the HSP's contribution to the establishment and implementation by the LHIN of geographic sub-regions in its local health system.

(b) Integration. The HSP will, separately and in conjunction with the LHIN and other health service providers, identify opportunities to integrate the services of the local health system to provide appropriate, co-coordinated, effective and efficient services.

(c) Reporting. The HSP will report on its community engagement and integration activities, using any templates provided by the LHIN, as requested by the LHIN and in any event, in its year-end report to the LHIN.

6.3 **Planning and Integration Activity Pre-proposals**

(a) **General**. A pre-proposal process has been developed to: (1) reduce the costs incurred by an HSP when proposing operational or service changes; (2) assist the HSP to carry out its statutory obligations; and (3) enable an effective and efficient response by the LHIN. Subject to specific direction from the LHIN, this pre-proposal process will be used in the following instances:

(1) the HSP is considering an integration or an integration of services, as defined in LHSIA between the HSP and another person or entity;

(2) the HSP is proposing to reduce, stop, start, expand or transfer the location of services, which for certainty includes: the transfer of Services from the HSP to another person or entity whether within or outside of the LHIN; and the relocation or transfer of services from one of the HSP's sites to another of the HSP's sites whether within or outside of the LHIN;

(3) to identify opportunities to integrate the services of the local health system, other than those identified in (1) or (2) above; or

(4) if requested by the LHIN.

(b) **LHIN Evaluation of the Pre-proposal**. Use of the pre-proposal process is not formal Notice of a proposed integration under section 27 of LHSIA. LHIN consent to develop the project concept outlined in a pre-proposal does not constitute approval to proceed with the project. Nor does LHIN consent to develop a project concept presume the issuance of a favourable decision, should such a decision be required by sections 25 or 27 of LHSIA. Following the LHIN's review and evaluation, the HSP may be invited to submit a detailed proposal and a business plan for further analysis. Guidelines for the development of a detailed proposal and business case will be provided by the LHIN.

6.4 **Proposing Integration Activities in the Planning Submission**. No integration activity described in section 6.3 may be proposed in a CAPS unless the LHIN has consented, in writing, to its inclusion pursuant to the process set out in section 6.3(b).

6.5 **Definitions.** In this section 6.0, the terms "integrate", "integration" and "services" have the same meanings attributed to them in section 2(1) and section 23 respectively of LHSIA, as it and they may be amended from time to time.

ARTICLE 7.0 - PERFORMANCE

7.1 **Performance**. The parties will strive to achieve on-going performance improvement. They will address performance improvement in a proactive, collaborative and responsive manner.

7.2 **Performance Factors**.

(a) Each party will notify the other party of the existence of a Performance Factor, as soon as reasonably possible after the party becomes aware of the Performance Factor. The Notice will:

(1) describe the Performance Factor and its actual or anticipated impact;

(2) include a description of any action the party is undertaking, or plans to undertake, to remedy or mitigate the Performance Factor;

(3) indicate whether the party is requesting a meeting to discuss the Performance Factor; and

(4) address any other issue or matter the party wishes to raise with the other party.

(b) The recipient party will provide a written acknowledgment of receipt of the Notice within seven Days of the date on which the Notice was received ("Date of the Notice").

(c) Where a meeting has been requested under paragraph 7.2(a)(3), the parties agree to meet and discuss the Performance Factors within fourteen Days of the Date of the Notice, in accordance with the provisions of section 7.3.

7.3 **Performance Meetings** During a meeting on performance, the parties will:

(a) discuss the causes of a Performance Factor;

(b) discuss the impact of a Performance Factor on the local health system and the risk resulting from non-performance; and

(c) determine the steps to be taken to remedy or mitigate the impact of the Performance Factor (the "Performance Improvement Process").

7.4 **The Performance Improvement Process**.

(a) The Performance Improvement Process will focus on the risks of non-performance and problem-solving. It may include one or more of the following actions:

(1) a requirement that the HSP develop and implement an improvement plan that is acceptable to the LHIN;

(2) the conduct of a Review;

(3) a revision and amendment of the HSP's obligations; and/or

(4) an in-year, or year-end, adjustment to the Funding,

among other possible means of responding to the Performance Factor or improving performance.

(b) Any performance improvement process begun under a prior service accountability agreement that was not completed under the prior agreement will continue under this Agreement. Any performance improvement required by a LHIN under a prior service accountability agreement will be deemed to be a requirement of this Agreement until fulfilled or waived by the LHIN.

ARTICLE 8.0 - REPORTING, ACCOUNTING AND REVIEW

8.1 **Reporting**.

(a) **Generally.** The LHIN's ability to enable its local health system to provide appropriate, co-ordinated, effective and efficient health services, as contemplated by LHSIA, is heavily dependent on the timely collection and analysis of accurate information. The HSP acknowledges that the timely provision of accurate information related to the HSP, and its performance of its obligations under this Agreement, is under the HSP's control.

(b) **Specific Obligations**. The HSP:

(1) will provide to the LHIN, or to such other entity as the LHIN may direct, in the form and within the time specified by the LHIN, the Reports, other than personal health information as defined in LHSIA, that (1) the LHIN requires for the purposes of exercising its powers and duties under this Agreement, the Accountability Agreement, LHSIA or for the purposes that are prescribed under any Applicable Law;

(2) will fulfil the specific reporting requirements set out in Schedule C;

(3) will ensure that every Report is complete, accurate, signed on behalf of the HSP by an authorized signing officer where required and provided in a timely manner and in a form satisfactory to the LHIN; and

(4) agrees that every Report submitted to the LHIN by or on behalf of the HSP, will be deemed to have been authorized by the HSP for submission.

For certainty, nothing in this section 8.1 or in this Agreement restricts or otherwise limits the LHIN's right to access or to require access to personal health information as defined in LHSIA, in accordance with Applicable Law for purposes of carrying out the LHIN's statutory objects to achieve the purposes of LHSIA, including to provide certain services, supplies and equipment in accordance with section 5(m.1) of LHSIA and to manage placement of persons in accordance with section 5(m.2).

(c) **French Language Services.** If the HSP is required to provide services to the public in French under the provisions of the *French Language Services Act*, the HSP will be required to submit a French language services report to the LHIN. If the HSP is not required to provide services to the public in French under the provisions of the *French Language Service Act*, it will be required to provide a report to the LHIN that outlines how the HSP addresses the needs of its local Francophone community.

(d) **Declaration of Compliance.** Within 90 days of the HSP's fiscal year-end, the Board will issue a Compliance Declaration declaring that the HSP has complied with the terms of this Agreement. The form of the declaration is set out in Schedule G and may be amended by the LHIN from time to time through the term of this Agreement.

(e) **Financial Reductions.** Notwithstanding any other provision of this Agreement, and at the discretion of the LHIN, the HSP may be subject to a financial reduction in any of the following circumstances:

(1) its CAPS is received after the due date;

(2) its CAPS is incomplete;

(3) the quarterly performance reports are not provided when due; or

(4) financial or clinical data requirements are late, incomplete or inaccurate,

where the errors or delay were not as a result of LHIN actions or inaction or the actions or inactions of persons acting on behalf of the LHIN. If assessed, the financial reduction will be as follows:

(1) if received within 7 days after the due date, incomplete or inaccurate, the financial penalty will be the greater of (1) a reduction of 0.02 percent (0.02%) of the Funding; or (2) two hundred and fifty dollars ($250.00); and

(2) for every full or partial week of non-compliance thereafter, the rate will be one half of the initial reduction.

8.2 **Reviews**.

(a) During the term of this Agreement and for seven years after the term of this Agreement, the HSP agrees that the LHIN or its authorized representatives may conduct a Review of the HSP to confirm the HSP's fulfillment of its obligations under this Agreement. For these purposes the LHIN or its authorized representatives may, upon twenty-four hours' Notice to the HSP and during normal business hours enter the HSP's premises to:

(1) inspect and copy any financial records, invoices and other finance-related documents, other than personal health information as defined in LHSIA, in the possession or under the control of the HSP which relate to the Funding or otherwise to the Services; and

(2) inspect and copy non-financial records, other than personal health information as defined in LHSIA, in the possession or under the control of the HSP which relate to the Funding, the Services or otherwise to the performance of the HSP under this Agreement.

(b) The cost of any Review will be borne by the HSP if the Review: (1) was made necessary because the HSP did not comply with a requirement under LHSIA or this Agreement; or (2) indicates that the HSP has not fulfilled its obligations under this Agreement, including its obligations under Applicable Law and Applicable Policy.

(c) To assist in respect of the rights set out in (a) above, the HSP shall disclose any information requested by the LHIN or its authorized representatives, and shall do so in a form requested by the LHIN or its authorized representatives.

(d) The HSP may not commence a proceeding for damages or otherwise against any person with respect to any act done or omitted to be done, any conclusion reached or report submitted that is done in good faith in respect of a Review.

(e) HSP's obligations under this section 8.2 will survive any termination or expiration of this Agreement.

8.3 **Document Retention and Record Maintenance**. The HSP will

(a) retain all records (as that term is defined in FIPPA) related to the HSP's performance of its obligations under this Agreement for seven years after the termination or expiration of the term of this Agreement. The HSP's obligations under this section will survive any termination or expiry of this Agreement;

(b) keep all financial records, invoices and other finance-related documents relating to the Funding or otherwise to the Services in a manner consistent with either generally accepted accounting principles or international financial reporting standards as advised by the HSP's auditor; and

(c) keep all non-financial documents and records relating to the Funding or otherwise to the Services in a manner consistent with all Applicable Law.

8.4 **Disclosure of Information**.

(a) **FIPPA**. The HSP acknowledges that the LHIN is bound by FIPPA and that any information provided to the LHIN in connection with this Agreement may be subject to disclosure in accordance with FIPPA.

(b) **Confidential Information**. The parties will treat Confidential Information as confidential and will not disclose Confidential Information except with the consent of the disclosing party or as permitted or required under FIPPA or the *Personal Health Information Protection Act, 2004*, LHSIA, court order, subpoena or other Applicable Law. Notwithstanding the foregoing, the LHIN may disclose information that it collects under this Agreement in accordance with LHSIA.

8.5 **Transparency.** The HSP will post a copy of this Agreement and each Compliance Declaration submitted to the LHIN during the term of this Agreement in a conspicuous and easily accessible public place at its sites of operations to which this Agreement applies and on its public website, if the HSP operates a public website.

8.6 **Auditor General**. For greater certainty the LHIN's rights under this article are in addition to any rights provided to the Auditor General under the *Auditor General Act* (Ontario).

ARTICLE 9.0 - ACKNOWLEDGEMENT OF LHIN SUPPORT

9.1 **Publication.** For the purposes of this Article 9, the term "publication" means any material on or concerning the Services that the HSP makes available to the public, regardless of whether the material is provided electronically or in hard copy. Examples include a web-site, an advertisement, a brochure, promotional documents and a report. Materials that are prepared by the HSP in order to fulfil its reporting obligations under this Agreement are not included in the term "publication".

9.2 **Acknowledgment of Funding Support.**

(a) The HSP agrees all publications will include

(1) an acknowledgment of the Funding provided by the LHIN and the Government of Ontario. Prior to including an acknowledgement in any publication, the HSP will obtain the LHIN's approval of the form of acknowledgement. The LHIN may, at its discretion, decide that an acknowledgement is not necessary; and

(2) a statement indicating that the views expressed in the publication are the views of the HSP and do not necessarily reflect those of the LHIN or the Government of Ontario.

(b) The HSP shall not use any insignia or logo of Her Majesty the Queen in right of Ontario, including those of the LHIN, unless it has received the prior written permission of the LHIN to do so.

ARTICLE 10.0 REPRESENTATIONS, WARRANTIES AND COVENANTS

10.1 **General.** The HSP represents, warrants and covenants that:

(a) it is, and will continue for the term of this Agreement to be, a validly existing legal entity with full power to fulfill its obligations under this Agreement;

(b) it has the experience and expertise necessary to carry out the Services;

(c) it holds all permits, licences, consents, intellectual property rights and authorities necessary to perform its obligations under this Agreement;

(d) all information (including information relating to any eligibility requirements for Funding) that the HSP provided to the LHIN in support of its request for Funding was true and complete at the time the HSP provided it, and will, subject to the provision of Notice otherwise, continue to be true and complete for the term of this Agreement; and

(e) it does, and will continue for the term of this Agreement to, operate in compliance with all Applicable Law and Applicable Policy, including observing where applicable, the requirements of the *Corporations Act* or successor legislation and the HSP's by-laws in respect of, but not limited to, the holding of board meetings, the requirements of quorum for decision-making, the maintenance of minutes for all board and committee meetings and the holding of members meetings.

10.2 **Execution of Agreement.** The HSP represents and warrants that:

(a) it has the full power and authority to enter into this Agreement; and

(b) it has taken all necessary actions to authorize the execution of this Agreement.

10.3 **Governance**.

(a) The HSP represents, warrants and covenants that it has established, and will maintain for the period during which this Agreement is in effect, policies and procedures:

(1) that set out a code of conduct for, and that identify the ethical responsibilities for all persons at all levels of the HSP's organization;

(2) to ensure the ongoing effective functioning of the HSP;

(3) for effective and appropriate decision-making;

(4) for effective and prudent risk-management, including the identification and management of potential, actual and perceived conflicts of interest;

(5) for the prudent and effective management of the Funding;

(6) to monitor and ensure the accurate and timely fulfillment of the HSP's obligations under this Agreement and compliance with LHSIA;

(7) to enable the preparation, approval and delivery of all Reports;

(8) to address complaints about the provision of Services, the management or governance of the HSP; and

(9) to deal with such other matters as the HSP considers necessary to ensure that the HSP carries out its obligations under this Agreement.

(b) The HSP represents and warrants that:

(1) it has, or will have within 60 days of the execution of this Agreement, a Performance Agreement with its CEO that ties the CEO's compensation plan to the CEO's performance;

(2) it will take all reasonable care to ensure that its CEO complies with the Performance Agreement;

(3) it will enforce the HSP's rights under the Performance Agreement; and

(4) any compensation award provided to the CEO during the term of this Agreement will be pursuant to an evaluation of the CEO's performance under the Performance Agreement and the CEO's achievement of performance goals and performance improvement targets and in compliance with Applicable Law.

"compensation award", for the purposes of Section 10.3(b)(4) above, means all forms of payment, benefits and perquisites paid or provided, directly or indirectly, to or for the benefit of a CEO who performs duties and functions that entitle him or her to be paid.

10.4 **Funding, Services and Reporting**. The HSP represents warrants and covenants that

(a) the Funding is, and will continued to be, used only to provide the Services in accordance with the terms of this Agreement;

(b) the Services are and will continue to be provided;

(1) by persons with the expertise, professional qualifications, licensing and skills necessary to complete their respective tasks; and

(2) in compliance with Applicable Law and Applicable Policy;

(c) every Report is accurate and in full compliance with the provisions of this Agreement, including any particular requirements applicable to the Report and any material change to a Report will be communicated to the LHIN immediately.

10.5 **Supporting Documentation.** Upon request, the HSP will provide the LHIN with proof of the matters referred to in this Article.

ARTICLE 11.0 - LIMITATION OF LIABILITY, INDEMNITY & INSURANCE

11.1 **Limitation of Liability**. The Indemnified Parties will not be liable to the HSP or any of the HSP's Personnel and Volunteers for costs, losses, claims, liabilities and damages howsoever caused arising out of or in any way related to the Services or otherwise in connection with this Agreement, unless caused by the negligence or wilful act of any of the Indemnified Parties.

11.2 **Ibid**. For greater certainty and without limiting section 11.1, the LHIN is not liable for how the HSP and the HSP's Personnel and Volunteers carry out the Services and is therefore not responsible to the HSP for such Services. Moreover the LHIN is not contracting with or employing any HSP's Personnel and Volunteers to carry out the

terms of this Agreement. As such, it is not liable for contracting with, employing or terminating a contract with or the employment of any HSP's Personnel and Volunteers required to carry out this Agreement, nor for the withholding, collection or payment of any taxes, premiums, contributions or any other remittances due to government for the HSP's Personnel and Volunteers required by the HSP to carry out this Agreement.

11.3 **Indemnification**. The HSP hereby agrees to indemnify and hold harmless the Indemnified Parties from and against any and all liability, loss, costs, damages and expenses (including legal, expert and consultant costs), causes of action, actions, claims, demands, lawsuits or other proceedings (collectively, the "Claims"), by whomever made, sustained, brought or prosecuted (including for third party bodily injury (including death), personal injury and property damage), in any way based upon, occasioned by or attributable to anything done or omitted to be done by the HSP or the HSP's Personnel and Volunteers, in the course of the performance of the HSP's obligations under, or otherwise in connection with, this Agreement, unless caused by the negligence or wilful misconduct of any Indemnified Parties.

11.4 **Insurance**.

(a) **Generally.** The HSP shall protect itself from and against all claims that might arise from anything done or omitted to be done by the HSP and the HSP's Personnel and Volunteers under this Agreement and more specifically all claims that might arise from anything done or omitted to be done under this Agreement where bodily injury (including personal injury), death or property damage, including loss of use of property is caused.

(b) **Required Insurance.** The HSP will put into effect and maintain, with insurers having a secure A.M. Best rating of B+ or greater, or the equivalent, all necessary and appropriate insurance that a prudent person in the business of the HSP would maintain, including, but not limited to, the following at its own expense:

(1) Commercial General Liability Insurance, for third party bodily injury, personal injury and property damage to an inclusive limit of not less than two million dollars per occurrence and not less than two million dollars products and completed operations aggregate. The policy will include the following clauses:

a. The Indemnified Parties as additional insureds;
b. Contractual Liability;
c. Cross-Liability;
d. Products and Completed Operations Liability;
e. Employers Liability and Voluntary Compensation unless the HSP complies with the Section below entitled "Proof of WSIA Coverage";
f. Tenants Legal Liability; (for premises/building leases only);
g. Non-Owned automobile coverage with blanket contractual coverage for hired automobiles; and,
h. A thirty-Day written notice of cancellation, termination or material change.

(2) Proof of WSIA Coverage. Unless the HSP puts into effect and maintains Employers Liability and Voluntary Compensation as set out above, the

HSP will provide the LHIN with a valid Workplace Safety and Insurance Act, 1997 (WSIA) Clearance Certificate and any renewal replacements, and will pay all amounts required to be paid to maintain a valid WSIA Clearance Certificate throughout the term of this Agreement.

(3) All Risk Property Insurance on property of every description, for the term, providing coverage to a limit of not less than the full replacement cost, including earthquake and flood. All reasonable deductibles and self-insured retentions are the responsibility of the HSP.

(4) Comprehensive Crime insurance, Disappearance, Destruction and Dishonest coverage.

(5) Errors and Omissions Liability Insurance insuring liability for errors and omissions in the provision of any professional services as part of the Services or failure to perform any such professional services, in the amount of not less than two million dollars per claim and in the annual aggregate.

(c) **Certificates of Insurance.** The HSP will provide the LHIN with proof of the insurance required by this Agreement in the form of a valid certificate of insurance that references this Agreement and confirms the required coverage, on or before the commencement of this Agreement, and renewal replacements on or before the expiry of any such insurance. Upon the request of the LHIN, a copy of each insurance policy shall be made available to it. The HSP shall ensure that each of its subcontractors obtains all the necessary and appropriate insurance that a prudent person in the business of the subcontractor would maintain and that the Indemnified Parties are named as additional insureds with respect to any liability arising in the course of performance of the subcontractor's obligations under the subcontract.

ARTICLE 12.0 - TERMINATION OF AGREEMENT

12.1 **Termination by the LHIN**.

(a) **Without Cause.** The LHIN may terminate this Agreement at any time, for any reason, upon giving at least sixty Days' Notice to the HSP.

(b) **Where No Appropriation**. If, as provided for in section 4.3, the LHIN does not receive the necessary funding from the MOHLTC, the LHIN may terminate this Agreement immediately by giving Notice to the HSP.

(c) **For Cause.** The LHIN may terminate this Agreement immediately upon giving Notice to the HSP if:

(1) in the opinion of the LHIN:

a. the HSP has knowingly provided false or misleading information regarding its funding request or in any other communication with the LHIN;
b. the HSP breaches any material provision of this Agreement;
c. the HSP is unable to provide or has discontinued the Services; or
d. it is not reasonable for the HSP to continue to provide the Services;

(2) the nature of the HSP's business, or its corporate status, changes so that it no longer meets the applicable eligibility requirements of the program under which the LHIN provides the Funding;

(3) the HSP makes an assignment, proposal, compromise, or arrangement for the benefit of creditors, or is petitioned into bankruptcy, or files for the appointment of a receiver; or

(4) the HSP ceases to carry on business.

(d) **Material Breach.** A breach of a material provision of this Agreement includes, but is not limited to:

(1) misuse of Funding;

(2) a failure or inability to provide the Services as set out in the Service Plan;

(3) a failure to provide the Compliance Declaration;

(4) a failure to implement, or follow, a Performance Agreement, Performance Improvement Process or a Transition Plan;

(5) a failure to respond to LHIN requests in a timely manner;

(6) a failure to: A) advise the LHIN of actual, potential or perceived Conflict of Interest; or B) comply with any requirements prescribed by the LHIN to resolve a Conflict of Interest; and

(7) a Conflict of Interest that cannot be resolved.

(e) **Transition Plan**. In the event of termination by the LHIN pursuant to this section, the LHIN and the HSP will develop a Transition Plan. The HSP agrees that it will take all actions, and provide all information, required by the LHIN to facilitate the transition of the HSP's clients.

12.2 **Termination by the HSP**.

(a) The HSP may terminate this Agreement at any time, for any reason, upon giving six months' Notice (or such shorter period as may be agreed by the HSP and the LHIN) to the LHIN provided that the Notice is accompanied by:

(1) satisfactory evidence that the HSP has taken all necessary actions to authorize the termination of this Agreement; and

(2) a Transition Plan, acceptable to the LHIN, that indicates how the needs of the HSP's clients will be met following the termination and how the transition of the clients to new service providers will be effected within the six month Notice period.

(b) In the event that the HSP fails to provide an acceptable Transition Plan, the LHIN may reduce Funding payable to the HSP prior to termination of this Agreement to compensate the LHIN for transition costs.

12.3 **Opportunity to Remedy**.

(a) **Opportunity to Remedy.** If the LHIN considers that it is appropriate to allow the HSP an opportunity to remedy a breach of this Agreement, the LHIN may

give the HSP an opportunity to remedy the breach by giving the HSP Notice of the particulars of the breach and of the period of time within which the HSP is required to remedy the breach. The Notice will also advise the HSP that the LHIN will terminate this Agreement:

(1) at the end of the Notice period provided for in the Notice if the HSP fails to remedy the breach within the time specified in the Notice; or

(2) prior to the end of the Notice period provided for in the Notice if it becomes apparent to the LHIN that the HSP cannot completely remedy the breach within that time or such further period of time as the LHIN considers reasonable, or the HSP is not proceeding to remedy the breach in a way that is satisfactory to the LHIN.

(b) **Failure to Remedy.** If the LHIN has provided the HSP with an opportunity to remedy the breach, and:

(1) the HSP does not remedy the breach within the time period specified in the Notice;

(2) it becomes apparent to the LHIN that the HSP cannot completely remedy the breach within the time specified in the Notice or such further period of time as the LHIN considers reasonable; or

(3) the HSP is not proceeding to remedy the breach in a way that is satisfactory to the LHIN,

(c) then the LHIN may immediately terminate this Agreement by giving Notice of termination to the HSP.

12.4 **Consequences of Termination**.

(a) If this Agreement is terminated pursuant to this Article, the LHIN may:

(1) cancel all further Funding instalments;

(2) demand the repayment of any Funding remaining in the possession or under the control of the HSP;

(3) determine the HSP's reasonable costs to wind down the Services; and

(4) permit the HSP to offset the costs determined pursuant to section (3), against the amount owing pursuant to section (2).

12.5 **Effective Date.** Termination under this Article will take effect as set out in the Notice.

12.6 **Corrective Action.** Despite its right to terminate this Agreement pursuant to this Article, the LHIN may choose not to terminate this Agreement and may take whatever corrective action it considers necessary and appropriate, including suspending Funding for such period as the LHIN determines, to ensure the successful completion of the Services in accordance with the terms of this Agreement.

ARTICLE 13.0 - NOTICE

13.1 **Notice.** A Notice will be in writing; delivered personally, by pre-paid courier, by any form of mail where evidence of receipt is provided by the post office, or by facsimile

with confirmation of receipt, or by email where no delivery failure notification has been received. For certainty, delivery failure notification includes an automated 'out of office' notification. A Notice will be addressed to the other party as provided below or as either party will later designate to the other in writing:

To the LHIN:

South West Local Health Integration Network
356 Oxford Street West
London, ON N6H 1T3

Attn: Kelly Gillis, Interim Co-Chief Executive Office

Telephone: (519) 473-2222
Fax: (519) 472-7438
Email: Kelly.gillis@lhins.on.ca

To the HSP:
The Corporation of the City of London
300 Dufferin Avenue
PO Box 5035
London, ON N6A 4L9

Attn: Sandra Datars Bere, Managing Director Housing, Social Services and Dearness Home

Email : sdatarsb@london.ca

13.2 **Notices Effective From.** A Notice will be deemed to have been duly given one business day after delivery if the Notice is delivered personally, by pre-paid courier or by mail. A Notice that is delivered by facsimile with confirmation of receipt or by email where no delivery failure notification has been received will be deemed to have been duly given one business day after the facsimile or email was sent.

ARTICLE 14.0 - ADDITIONAL PROVISIONS

14.1 **Interpretation**. In the event of a conflict or inconsistency in any provision of this Agreement, the main body of this Agreement will prevail over the Schedules.

14.2 **Invalidity or Unenforceability of Any Provision**. The invalidity or unenforceability of any provision of this Agreement will not affect the validity or enforceability of any other provision of this Agreement and any invalid or unenforceable provision will be deemed to be severed.

14.3 **Waiver**. A party may only rely on a waiver of the party's failure to comply with any term of this Agreement if the other party has provided a written and signed Notice of waiver. Any waiver must refer to a specific failure to comply and will not have the effect of waiving any subsequent failures to comply.

14.4 **Parties Independent**. The parties are and will at all times remain independent of each other and are not and will not represent themselves to be the agent, joint venturer,

partner or employee of the other. No representations will be made or acts taken by either party which could establish or imply any apparent relationship of agency, joint venture, partnership or employment and neither party will be bound in any manner whatsoever by any agreements, warranties or representations made by the other party to any other person or entity, nor with respect to any other action of the other party.

14.5 **LHIN is an Agent of the Crown**. The parties acknowledge that the LHIN is an agent of the Crown and may only act as an agent of the Crown in accordance with the provisions of LHSIA. Notwithstanding anything else in this Agreement, any express or implied reference to the LHIN providing an indemnity or any other form of indebtedness or contingent liability that would directly or indirectly increase the indebtedness or contingent liabilities of the LHIN or of Ontario, whether at the time of execution of this Agreement or at any time during the term of this Agreement, will be void and of no legal effect.

14.6 **Express Rights and Remedies Not Limited**. The express rights and remedies of the LHIN are in addition to and will not limit any other rights and remedies available to the LHIN at law or in equity. For further certainty, the LHIN has not waived any provision of any applicable statute, including LHSIA, nor the right to exercise its rights under these statutes at any time.

14.7 **No Assignment**. The HSP will not assign this Agreement or the Funding in whole or in part, directly or indirectly, without the prior written consent of the LHIN. No assignment or subcontract shall relieve the HSP from its obligations under this Agreement or impose any liability upon the LHIN to any assignee or subcontractor. The LHIN may assign this Agreement or any of its rights and obligations under this Agreement to any one or more of the LHINs or to the MOHLTC.

14.8 **Governing Law.** This Agreement and the rights, obligations and relations of the parties hereto will be governed by and construed in accordance with the laws of the Province of Ontario and the federal laws of Canada applicable therein. Any litigation arising in connection with this Agreement will be conducted in Ontario unless the parties agree in writing otherwise.

14.9 **Survival**. The provisions in Articles 1.0, 5.0, 8.0, 10.5, 11.0, 13.0, 14.0 and 15.0 will continue in full force and effect for a period of seven years from the date of expiry or termination of this Agreement. [NTD: may need to be updated]

14.10 **Further Assurances**. The parties agree to do or cause to be done all acts or things necessary to implement and carry into effect this Agreement to its full extent.

14.11 **Amendment of Agreement**. This Agreement may only be amended by a written agreement duly executed by the parties.

14.12 **Counterparts**. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

ARTICLE 15.0 - ENTIRE AGREEMENT

15.1 **Entire Agreement.** This is Agreement forms the entire Agreement between the parties and supersedes all prior oral or written representations and agreements, except that where the LHIN has provided Funding to the HSP pursuant to an amendment to the Multi-Sector Accountability Agreement April 1, 2014 to March 31, 2018 or to this Agreement, whether by Project Funding Agreement or otherwise, and an amount of Funding for the same purpose is set out in the Schedules, that Funding is subject to all of the terms and conditions on which funding for that purpose was initially provided, unless those terms and conditions have been superseded by any terms or conditions of this Agreement or by the MSAA Indicator Technical Specifications document, or unless they conflict with Applicable Law or Applicable Policy.

The parties have executed this Agreement on the dates set out below.

South West Local Health Integration Network

By:

_____ _____
Andrew Chunilall, Interim Board Chair Date

And by:

_____ _____
Kelly Gillis, Interim Co-CEO Date

The Corporation of the City of London
Dearness Home for Senior Citizens

By:

_____ _____
Matt Brown, Mayor Date
I have authority to bind the HSP

And by:

_____ _____
Catharine Saunders, City Clerk Date
I have authority to bind the HSP

Schedule A1: Description of Services
2018-2019

Health Service Provider: CORPORATION OF THE CITY OF LONDON

Services Provided - With LHIN Funding

Service	Catchment Area Served																									
	Within LHIN											Other LHIN Areas														
	London City	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10	ALL	ES	SW	WW	HNHB	CW	MH	TC	CEN	CE	SE	CH	NS	NE	NW
72 5 82 20 CSS IH - Day Services	X																									

Schedule A2: Population and Geography
2018-2019

Health Service Provider: CORPORATION OF THE CITY OF LONDON

Client Population
The Dearness Home Adult Day Program serves 30 clients per day, 5 days per week with approximately 85% of our clients assessing our program 2 or more days per week. Currently approximately 90% of the clients are over the age of 65. We care for clients with multiple diagnoses (i.e. 20% stroke, 15% Dementia, 8% Parkinson) and offer multiple levels of programming to meet individual client needs. Approximately 50% of our clients are male. We average 2 client baths per day.

Geography Served
All clients of the Adult Day Program live within the City of London city limits. In the Adult Day Program all but one client access the transit service provided. All clients access our Adult Day Program through the sole referral source of the Community Care Access Center.

Schedule B1: Total LHIN Funding

2018-2019

Health Service Provider: Corporation of the City of London

LHIN Program Revenue & Expenses	Row #	Account: Financial (F) Reference OHRS VERSION 10.0	2018-2019 Plan Target
REVENUE			
LHIN Global Base Allocation	1	F 11006	$440,941
HBAM Funding (CCAC only)	2	F 11005	$0
Quality-Based Procedures (CCAC only)	3	F 11004	$0
MOHLTC Base Allocation	4	F 11010	$0
MOHLTC Other funding envelopes	5	F 11014	$0
LHIN One Time	6	F 11008	$0
MOHLTC One Time	7	F 11012	$0
Paymaster Flow Through	8	F 11019	$0
Service Recipient Revenue	9	F 11050 to 11090	$88,211
Subtotal Revenue LHIN/MOHLTC	**10**	**Sum of Rows 1 to 9**	**$529,152**
Recoveries from External/Internal Sources	11	F 120*	$0
Donations	12	F 140*	$0
Other Funding Sources & Other Revenue	13	F 130* to 190*, 110*, [excl. F 11006, 11008, 11010, 11012, 11014, 11019, 11050 to 11090, 131*, 140*, 141*, 151*]	$33,996
Subtotal Other Revenues	**14**	**Sum of Rows 11 to 13**	**$33,996**
TOTAL REVENUE FUND TYPE 2	**15**	**Sum of Rows 10 and 14**	**$563,148**
EXPENSES			
Compensation			
Salaries (Worked hours + Benefit hours cost)	17	F 31010, 31030, 31090, 35010, 35030, 35090	$281,850
Benefit Contributions	18	F 31040 to 31085 , 35040 to 35085	$86,583
Employee Future Benefit Compensation	19	F 305*	$0
Physician Compensation	20	F 390*	$0
Physician Assistant Compensation	21	F 390*	$0
Nurse Practitioner Compensation	22	F 380*	$0
Physiotherapist Compensation (Row 128)	23	F 350*	$0
Chiropractor Compensation (Row 129)	24	F 390*	$0
All Other Medical Staff Compensation	25	F 390*, [excl. F 39092]	$0
Sessional Fees	26	F 39092	$0
Service Costs			
Med/Surgical Supplies & Drugs	27	F 460*, 465*, 560*, 565*	$0
Supplies & Sundry Expenses	28	F 4*, 5*, 6*, [excl. F 460*, 465*, 560*, 565*, 69596, 69571, 72000, 62800, 45100, 69700]	$65,427
Community One Time Expense	29	F 69596	$0
Equipment Expenses	30	F 7*, [excl. F 750*, 780*]	$0
Amortization on Major Equip, Software License & Fees	31	F 750* , 780*	$0
Contracted Out Expense	32	F 8*	$54,288
Buildings & Grounds Expenses	33	F 9*, [excl. F 950*]	$75,000
Building Amortization	34	F 9*	$0
TOTAL EXPENSES FUND TYPE 2	**35**	**Sum of Rows 17 to 34**	**$563,148**
NET SURPLUS/(DEFICIT) FROM OPERATIONS	**36**	**Row 15 minus Row 35**	**$0**
Amortization - Grants/Donations Revenue	37	F 131*, 141* & 151*	$0
SURPLUS/DEFICIT Incl. Amortization of Grants/Donations	**38**	**Sum of Rows 36 to 37**	**$0**
FUND TYPE 3 - OTHER			
Total Revenue (Type 3)	39	F 1*	$0
Total Expenses (Type 3)	40	F 3*, F 4*, F 5*, F 6*, F 7*, F 8*, F 9*	$0
NET SURPLUS/(DEFICIT) FUND TYPE 3	**41**	**Row 39 minus Row 40**	**$0**
FUND TYPE 1 - HOSPITAL			
Total Revenue (Type 1)	42	F 1*	$0
Total Expenses (Type 1)	43	F 3*, F 4*, F 5*, F 6*, F 7*, F 8*, F 9*	$0
NET SURPLUS/(DEFICIT) FUND TYPE 1	**44**	**Row 42 minus Row 43**	**$0**
ALL FUND TYPES			
Total Revenue (All Funds)	45	Line 15 + line 39 + line 42	$563,148
Total Expenses (All Funds)	46	Line 16 + line 40 + line 43	$563,148
NET SURPLUS/(DEFICIT) ALL FUND TYPES	**47**	**Row 45 minus Row 46**	**$0**
Total Admin Expenses Allocated to the TPBEs			
Undistributed Accounting Centres	48	82*	$0
Plant Operations	49	72 1*	$0
Volunteer Services	50	72 1*	$0
Information Systems Support	51	72 1*	$0
General Administration	52	72 1*	$96,696
Other Administrative Expenses	53	72 1*	$0
Admin & Support Services	54	72 1*	**$96,696**
Management Clinical Services	55	72 5 05	$0
Medical Resources	56	72 5 07	$0
Total Admin & Undistributed Expenses	**57**	**Sum of Rows 48, 54, 55-56 (included in Fund Type 2 expenses above)**	**$96,696**

Schedule B2: Clinical Activity- Summary
2018-2019

Health Service Provider: Corporation of the City of London

Service Category 2018-2019 Budget	OHRS Framework Level 3	Full-time equivalents (FTE)	Visits F2F, Tel.,In-House, Cont. Out	Not Uniquely Identified Service Recipient Interactions	Hours of Care In-House & Contracted Out	Inpatient/Resident Days	Individuals Served by Functional Centre	Attendance Days Face-to-Face	Group Sessions (# of group sessions-not individuals)	Meal Delivered-Combined	Group Participant Attendances (Reg & Non-Reg)	Service Provider Interactions	Service Provider Group Interactions	Mental Health Sessions
CSS In-Home and Community Services (CSS IH COM)	72 5 82*	3.60	0	0	0	0	90	7,500	0	0	0	0	0	0

Schedule C: Reports
Community Support Services
2018-2019
Health Service Provider: Corporation of the City of London

Only those requirements listed below that relate to the programs and services that are funded by the LHIN will be applicable.

A list of reporting requirements and related submission dates is set out below. Unless otherwise indicated, the HSP is only required to provide information that is related to the funding that is provided under this Agreement. Reports that require full entity reporting are followed by an asterisk "*".

OHRS/MIS Trial Balance Submission (through OHFS)	
2014-15	**Due Dates (Must pass 3c Edits)**
2014-15 Q1	*Not required 2014-15*
2014-15 Q2	October 31, 2014
2014-15 Q3	January 31, 2015
2014-15 Q4	May 30, 2015
2015-16	**Due Dates (Must pass 3c Edits)**
2015-16 Q1	*Not required 2015-16*
2015-16 Q2	October 31, 2015
2015-16 Q3	January 31, 2016
2015-16 Q4	May 31, 2016
2016-17	**Due Dates (Must pass 3c Edits)**
2016-17 Q1	*Not required 2016-17*
2016-17 Q2	October 31, 2016
2016-17 Q3	January 31, 2017
2016-17 Q4	May 31, 2017
2017-18	**Due Dates (Must pass 3c Edits)**
2017-18 Q1	*Not required 2017-18*
2017-18 Q2	October 31, 2017
2017-18 Q3	January 31, 2018
2017-18 Q4	May 31, 2018
2018-19	**Due Dates (Must pass 3c Edits)**
2018-19 Q1	*Not required 2017-18*
2018-19 Q2	October 31, 2018
2018-19 Q3	January 31, 2019
2018-19 Q4	May 31, 2019

Supplementary Reporting - Quarterly Report (through SRI)	
2014-15	**Due five (5) business days following Trial Balance Submission Due Date**
2014-15 Q2	November 7, 2014
2014-15 Q3	February 7, 2015
2014-15 Q4	June 7, 2015 – Supplementary Reporting Due
2015-16	**Due five (5) business days following Trial Balance Submission Due Date**
2015-16 Q2	November 7, 2015
2015-16 Q3	February 7, 2016
2015-16 Q4	June 7, 2016 – Supplementary Reporting Due
2016-17	**Due five (5) business days following Trial Balance Submission Due Date**
2016-17 Q2	November 7, 2016
2016-17 Q3	February 7, 2017
2016-17 Q4	June 7, 2017 – Supplementary Reporting Due

Schedule C: Reports
Community Support Services
2018-2019
Health Service Provider: Corporation of the City of London

2017-18	Due five (5) business days following Trial Balance Submission Due Date
2017-18 Q2	November 7, 2017
2017-18 Q3	February 7, 2018
2017-18 Q4	June 7, 2018 – Supplementary Reporting Due
2018-19	**Due five (5) business days following Trial Balance Submission Due Date**
2018-19 Q2	November 7, 2018
2018-19 Q3	February 7, 2019
2018-19 Q4	June 7, 2019 – Supplementary Reporting Due

Annual Reconciliation Report (ARR) through SRI and paper copy submission* **(All HSPs must submit both paper copy ARR submission, duly signed, to the Ministry and the respective LHIN where funding is provided; soft copy to be provided through SRI)**	
Fiscal Year	**Due Date**
2014-15	June 30, 2015
2015-16	June 30, 2016
2016-17	June 30, 2017
2017-18	June 30, 2018
2018-19	June 30, 2019
Board Approved Audited Financial Statements * **(All HSPs must submit paper copy Board Approved Audited Financial Statements, duly signed, to the Ministry and the respective LHIN where funding is provided.)**	
Fiscal Year	**Due Date**
2014-15	June 30, 2015
2015-16	June 30, 2016
2016-17	June 30, 2017
2017-18	June 30, 2018
2018-19	June 30, 2019

Declaration of Compliance	
Fiscal Year	**Due Date**
2013-14	June 30, 2014
2014-15	June 30, 2015
2015-16	June 30, 2016
2016-17	June 30, 2017
2017-18	June 30, 2018
2018-19	June 30, 2019

Community Support Services – Other Reporting Requirements		
Requirement	**Due Date**	
French Language Service Report	2014-15	April 30, 2015
	2015-16	April 30, 2016
	2016-17	April 30, 2017
	2017-18	April 30, 2018
	2018-19	April 30, 2019

Schedule D: Directives , Guidelines and Policies
Community Support Services
2018-2019
Health Service Provider: Corporation of the City of London

Only those requirements listed below that relate to the programs and services that are funded by the LHIN will be applicable.

▪ Personal Support Services Wage Enhancement Directive, 2014
▪ 2014 Addendum to Directive to LHINs: Personal Support Services Wage Enhancement
▪ 2015 Addendum to Directive to LHINs: Personal Support Services Wage Enhancement
▪ 2016 Addendum to Directive to LHINs: Personal Support Services Wage Enhancement
▪ Community Financial Policy, 2016
▪ Policy Guideline for CCAC and CSS Collaborative Home and Community-Based Care Coordination, 2014
▪ Policy Guideline Relating to the Delivery of Personal Support Services by CCACs and CSS Agencies, 2014
▪ Protocol for the Approval of Agencies under the Home Care and Community Services Act, 2012
▪ Assisted Living Services for High Risk Seniors Policy, 2011 (ALS-HRS)
▪ Community Support Services Complaints Policy (2004)
▪ Assisted Living Services in Supportive Housing Policy and Implementation Guidelines (1994)
▪ Attendant Outreach Service Policy Guidelines and Operational Standards (1996)
▪ Screening of Personal Support Workers (2003)
▪ Ontario Healthcare Reporting Standards – OHRS/MIS – most current version available to applicable year
▪ Guideline for Community Health Service Providers Audits and Reviews, August 2012

Schedule E1: Core Indicators

2018-2019

Health Service Provider: Corporation of the City of London

Performance Indicators	2018-2019 Target	Performance Standard
*Balanced Budget - Fund Type 2	$0	>=0
Proportion of Budget Spent on Administration	17.2%	<=20.6%
**Percentage Total Margin	0.00%	>= 0%
Variance Forecast to Actual Expenditures	0.0%	< 5%
Variance Forecast to Actual Units of Service	0.0%	< 5%
Service Activity by Functional Centre	Refer to Schedule E2a	-
Number of Individuals Served	Refer to Schedule E2a	-
Alternate Level of Care (ALC) Rate	Refer to Schedule E3d	-

Explanatory Indicators
Cost per Unit Service (by Functional Centre)
Cost per Individual Served (by Program/Service/Functional Centre)
Client Experience
Percentage of Alternate Level of Care (ALC) days (closed cases)

* Balanced Budget Fund Type 2: HSP's are required to submit a balanced budget

** No negative variance is accepted for Total Margin

Schedule E2a: Clinical Activity- Detail

2018-2019

Health Service Provider: Corporation of the City of London

OHRS Description & Functional Centre * These values are provided for information purposes only. They are not Accountability Indicators.		2018-2019 Target	2018-2019 Performance Standard
Administration and Support Services 72 1*			
Full-time equivalents (FTE)	72 1*	**1.00**	n/a
Total Cost for Functional Centre	72 1*	**$96,696**	n/a
CSS IH - Day Services 72 5 82 20			
Full-time equivalents (FTE)	72 5 82 20	**3.60**	n/a
Individuals Served by Functional Centre	72 5 82 20	**90**	72 - 108
Attendance Days	72 5 82 20	**7,500**	7125 - 7875
Total Cost for Functional Centre	72 5 82 20	**$466,452**	n/a
ACTIVITY SUMMARY			
Total Full-Time Equivalents for all F/C		**4.60**	n/a
Total Individuals Served by Functional Centre for all F/C		**90**	72 - 108
Total Attendance Days for all F/C		**7,500**	7125 - 7875
Total Cost for All F/C		**$563,148**	n/a

Schedule E2d: CSS Sector Specific Indicators

2018-2019

Health Service Provider: Corporation of the City of London

Performance Indicators	2018-2019 Target	Performance Standard
No Performance Indicators	-	-

Explanatory Indicators
Persons waiting for service (by functional centre)

Schedule E3a Local: All
2018-2019

Health Service Provider: Corporation of the City of London

Thehealthline.ca

South West LHIN Health Service Providers agree to regularly update, and annually review, site-specific programs and services information, as represented within thehealthline.ca website.

Indigenous Cultural Safety Training

The South West LHIN believes that the health system has a collective responsibility to take action to improve the experience of care for Indigenous Peoples through participating in the Indigenous Cultural Safety (ICS) Program. The ICS training program is an important quality initiative designed to support health service providers in understanding their role in reconciliation, leading to improvements in the Indigenous patient experience. This training involves understanding the ongoing impacts of colonialization, resulting health inequalities and can serve as the foundation to developing collaborative relationships with Indigenous Communities to build improvements and reduce disparities.

Therefore, Health Service Providers are to submit an annual ICS training plan to swlhinreporting@lhins.on.ca with "ICS Training Plan" as the subject by May 31, 2018. This plan should reflect the organizations' goals for cultural competency training, which may include but is not restricted to, the online Indigenous Cultural Safety (ICS) training program.

Organizations can register staff in the online ICS program in accordance with their training plan at any time by email to Vanessa.Ambtman@lhins.on.ca.

Additional information on ICS Registration can be found at:
http://www.southwestlhin.on.ca/~/media/sites/sw/PDF/Community%20Engagement/Aboriginal/ICS%20Registration_1819.pdf?la=en

Language Amendment

Despite section 1.1, for purposes of this Agreement, "Board" means the municipal council of the HSP.

Schedule E3b FLS Local: Non-Identified Organizations

2018-2019

Health Service Provider: Corporation of the City of London

French Language Services (FLS) - Non-Identified Health Service Providers (HSP)

The HSP will:

- Identify a lead/team to work with the South West LHIN French Language Services (FLS) Planner by April 30, 2018
- Work towards use of specified linguistic variable from the FLS toolkit
- Ensure compliance with the Guide to Requirements and Obligations Pertaining to French Language Health Services available at:

http://www.health.gov.on.ca/en/public/programs/flhs/docs/Guide_to_FLHS_FINAL.pdf

- Ensure compliance to reporting requirements that demonstrates how the HSP will address the needs of its local Francophone community that includes:
  - o Collecting and reporting of French Language Services data and indicators using the provincial OZi tool*

*a web-based portal to collect quantitative data regarding the offer of French language services

Submission deadlines and supporting resources will be communicated and posted to the South West LHIN website by March 1st, 2018.

Schedule E3d Local: CSS Local Indicators
2018-2019

Health Service Provider: Corporation of the City of London

Performance Indicator	Fiscal 18/19 Target	Fiscal 18/19 Performance Standard
% of Funded Adult Day Program Spaces Filled by Registered Clients	90%	>=85%

Schedule F: Project Funding

2018-2019

Health Service Provider: Corporation of the City of London

Project Funding Agreement Template

Note: This project template is intended to be used to fund one-off projects or for the provision of services not ordinarily provided by the HSP. Whether or not the HSP provides the services directly or subcontracts the provision of the services to another provider, the HSP remains accountable for the funding that is provided by the LHIN.

THIS PROJECT FUNDING AGREEMENT ("PFA") is effective as of [insert date] (the "Effective Date") between:

XXX LOCAL HEALTH INTEGRATION NETWORK (the "**LHIN**")

- and -

[Legal Name of the Health Service Provider] (the "**HSP**")

WHEREAS the LHIN and the HSP entered into a service accountability agreement dated [insert date] (the "SAA") for the provision of Services and now wish to set out the terms of pursuant to which the LHIN will fund the HSP for [insert brief description of project] (the "Project");

NOW THEREFORE in consideration of their respective agreements set out below and subject to the terms of the SAA, the parties covenant and agree as follows:

1.0 **Definitions**. Unless otherwise specified in this PFA, capitalized words and phrases shall have the meaning set out in the SAA. When used in this PFA, the following words and phrases have the following meanings:

"**Project Funding**" means the funding for the Services;

"Services " mean the services described in Appendix A to this PFA; and

"Term" means the period of time from the Effective Date up to and including [insert project end date].

2.0 **Relationship between the SAA and this PFA.** This PFA is made subject to and hereby incorporates the terms of the SAA. On execution this PFA will be appended to the SAA as a Schedule.

3.0 **The Services.** The HSP agrees to provide the Services on the terms and conditions of this PFA including all of its Appendices and schedules.

4.0 **Rates and Payment Process.** Subject to the SAA, the Project Funding for the provision of the Services shall be as specified in Appendix A to this PFA.

Project Funding Agreement Template

5.0 Representatives for PFA.
(a) The HSP's Representative for purposes of this PFA shall be [insert name, telephone number, fax number and e-mail address.] The HSP agrees that the HSP's Representative has authority to legally bind the HSP.
(b) The LHIN's Representative for purposes of this PFA shall be: [insert name, telephone number, fax number and e-mail address.]

6.0 Additional Terms and Conditions. The following additional terms and conditions are applicable to this PFA.

(a) Notwithstanding any other provision in the SAA or this PFA, in the event the SAA is terminated or expires prior to the expiration or termination of this PFA, this PFA shall continue until it expires or is terminated in accordance with its terms.
(b) [insert any additional terms and conditions that are applicable to the Project]

IN WITNESS WHEREOF the parties hereto have executed this PFA as of the date first above written.

[insert name of HSP]

By:

_____
[insert name and title]

[XX] Local Health Integration Network

By:

_____
[insert name and title]

Schedule F: Project Funding

2018-2019

Health Service Provider: Corporation of the City of London

Project Funding Agreement Template

APPENDIX A: SERVICES

1. **DESCRIPTION OF PROJECT**
2. **DESCRIPTION OF SERVICES**
3. **OUT OF SCOPE**
4. **DUE DATES**
5. **PERFORMANCE TARGETS**
6. **REPORTING**
7. **PROJECT ASSUMPTIONS**
8. **PROJECT FUNDING**

8.1The Project Funding for completion of this PFA is as follows:

8.2 Regardless of any other provision of this PFA, the Project Funding payable for the completion of the Services under this PFA is one-time finding and is not to exceed [X].

Schedule G: Declaration of Compliance

2018-2019

Health Service Provider: Corporation of the City of London

DECLARATION OF COMPLIANCE
Issued pursuant to the M-SAA effective April 1, 2014

To: **The Board of Directors** of the [insert name of LHIN] Local Health Integration Network (the "LHIN"). Attn: Board Chair.

From: **The Board of Directors** (the "Board") of the [insert name of HSP] (the "HSP")

Date: [insert date]

Re: April 1, 2017 –March 31, 2018 (the "Applicable Period")

Unless otherwise defined in this declaration, capitalized terms have the same meaning as set out in the M-SAA between the LHIN and the HSP effective April 1, 2014.

The Board has authorized me, by resolution dated [insert date], to declare to you as follows:

After making inquiries of the [insert name and position of person responsible for managing the HSP on a day to day basis, e.g. the Chief Executive Office or the Executive Director] and other appropriate officers of the HSP and subject to any exceptions identified on Appendix 1 to this Declaration of Compliance, to the best of the Board's knowledge and belief, the HSP has fulfilled, its obligations under the service accountability agreement (the "M-SAA") in effect during the Applicable Period.

Without limiting the generality of the foregoing, the HSP has complied with:

(i) Article 4.8 of the M-SAA concerning applicable procurement practices;
(ii) The *Local Health System Integration Act, 2006*; and
(iii) The *Public Sector Compensation Restraint to Protect Public Services Act, 2010*.

_____
[insert name of Chair], [insert title]

TO:	**CHAIR AND MEMBERS COMMUNITY AND PROTECTIVE SERVICES COMMITTEE MEETING ON MAY 28, 2019**
FROM:	**SANDRA DATARS BERE MANAGING DIRECTOR, HOUSING, SOCIAL SERVICES AND DEARNESS HOME**
SUBJECT:	**2018 ONTARIO WORKS PARTICIPANT AND SERVICE DELIVERY PROFILE**

RECOMMENDATION

That, on the recommendation of the Managing Director, Housing, Social Services and Dearness Home, the following report on the 2018 Ontario Works Participant and Service Delivery Profile **BE RECEIVED** for information purposes.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- 2016 Participant Profile Report-City of London Social Services/Ontario Works Program Delivery (CPSC July 18, 2017).
- Purchase of Service Agreements-Ontario Works Employment Assistance Services (CPSC December 10, 2018)
- Ontario Works Employment Innovations Bridges Out of Poverty & Circles Evaluation #2 (CPSC November 13, 2008)

STRATEGIC PLAN LINKAGES 2019-2023

Strengthening Our Community

- Londoners have access to the supports they need to be successful.
- Londoners have access to the services and supports that promote well-being, health, and safety in their neighbourhoods and across the city.

Growing Our Economy

- London creates a supportive environment where entrepreneurs, businesses, and talent can thrive.

Leading in Public Service

- Londoners experience exceptional and valued customer service.
- The City of London is a leader in public service as an employer, a steward of public funds, and an innovator of service.

BACKGROUND

City of London Social Services administers the Ontario Works program on behalf of the Province as a Consolidated Municipal Service Manager (CMSM). Ontario Works is an employment assistance and financial support program focused on helping individuals and families gain and maintain sustainable employment through training, education, developing “hard” and “soft” employment skills, linking participants to opportunities, and providing individualized supports as needed. The City of London has responsibility to effectively deliver service and supports that respond to the needs of Ontario Works Participants residing in the London community. Attached as “Appendix A” City of London Ontario Works Participant & service Delivery Profile.

During 2018 the Ministry of Children, Community, and Social Services (MCCSS) announced a plan for Social Assistance Reform. While much information is still to be learned about the future state of the Ontario Works program, the intent of the attached report is to provide an overview of Ontario Works participants and service delivery information from January –December 2018, highlighting key elements of the local context. There are currently six Social Services offices across the City of London from which, the information contained in this report is drawn from. Data and information provided in the report is extracted from Ministry of Children, Community & Social Assistance (MCCSS) Performance Reports, the Social Assistance Management System (SAMS), Social Services Client Management System (CMS) and City of London Financial Business Supports monitoring reports. Any data referenced from MCCSS or SAMS is reflective of the City of London

CMSM, which includes Middlesex County who held a caseload in 2018 averaging 358 benefit units.

FINANCIAL IMPACT

2018 Caseload and Expenditures				
		2018 Budget	2018 Actual	2018 Surplus/(Deficit)
Average Monthly Caseload		11,900	11,699	201
Total Expenditures	Gross [1]	$112,383,600	$109,538,430	$2,845,170
	Net (0%)	$0	$0	$0
Average Case Cost	Gross [1]	$787	$780	$7
	Net (0%)	$0	$0	$0
Note: Ontario Works program costs are 100% funded by the Province. Expenditures and Average Case cost exclude Discretionary Benefits, Repayments and Reimbursements, and Transition Child Benefit.				

The caseload forecast and budget were set in 2015 as part of a multi-year service plan with the Ministry. The gross surplus is 2.5% of the total budget. Positive reductions in the caseload through increased exits to employment contributed to a smaller than expected caseload size.

CONCLUSION

The ongoing Social Assistance reform efforts of MCCSS will continue to be monitored and client demographic information along with localized data will help inform future service delivery models. The City of London has demonstrated a decrease in client caseload size in 2018 while managing to surpass all Provincial employment service targets set by MCCSS. Throughout 2018, City of London Social Services remained committed to providing localized service in order to work with the broader community to ensure the most vulnerable receive supports required.

PREPARED BY:	PREPARED BY:
JACK SMIT MANAGER, EMPLOYMENT STRATEGIES	AMANDA CIRCELLI MANAGER, EVALUATION AND SYSTEMS PLANNING
SUBMITTED BY:	RECOMMENDED BY:
KEVIN DICKINS MANAGER, EMPLOYMENT AND INCOME SUPPORTS	SANDRA DATARS BERE MANAGING DIRECTOR , HOUSING, SOCIAL SERVICES AND DEARNESS HOME

Cc. Elaine Sauve, Program Supervisor, Ministry of Community and Social Services
Anna Lisa Barbon, Managing Director, Corporate Services and City Treasurer, Chief Financial Officer
Bryan Baar, Senior Financial Business Administrator, City of London

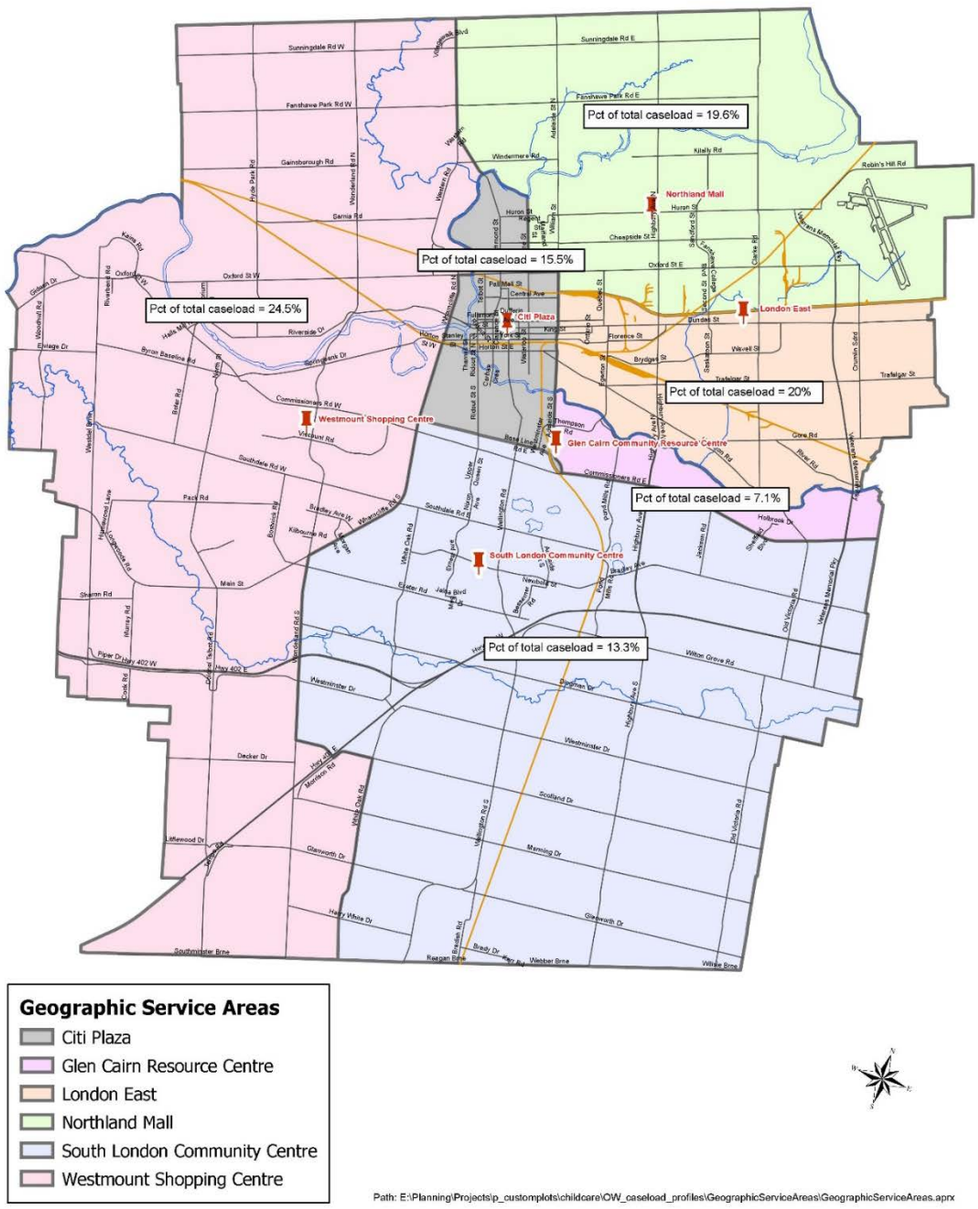
City of London Ontario Works Participant & Service Delivery Profile

City of London Social Services delivers the Ontario Works program through a decentralized service delivery model. Five main offices and one satellite office are situated across the city providing community based access to services and supports. All locations offer desk side service for individuals and families, along with a range of supports in collaboration with external partners depending on location and community specific needs. The map below, illustrates the Geographic Service Areas (GSAs) for each Social Services office, as well as the associated percentage of total caseload. It is evident in Figure 1 below, that Geographic Service Areas vary considerably in size, however percentage of total Ontario Works caseload remains relatively proportional to size of office locations, which determines parameters for staffing allocations and partnership opportunities. The following factors and considerations were part of the site selection process and continue to assist in determining the Geographic Service Areas that are reflected below:

- Population density of catchment area
- Service delivery for rural areas within City of London boundaries
- Access to public transit
- Proximity to where clients live
- Proximity to related and existing community resources and services
- Opportunity to co-locate with other agencies or municipal services

Figure 1

Ontario Works Caseload Distribution by Geographic Service Area [1]



[1] City of London Planning –Smart City Office 2019

Clients are able to access Ontario Works supports through multiple channels at all Social Services locations across the City of London. Intake screening is completed via phone, an online Provincial portal or in person (as required). All main office locations are resourced with Customer Service Representatives who facilitate first point of contact for Ontario Works services. New to 2019 will be the introduction of the My Benefits App, an online application and data sharing case management tool for OW clients.

Over the course of 2018, 7097 intake appointments were conducted in order to complete Ontario Works applications. The intake appointment types vary and are offered across all locations. For any type of appointment, interpreter services may be required to best support clients in completing an application or updating file information. Table 1 below illustrates the top five languages requiring interpreter services from 2014-2018. Additionally in 2018, a bilingual Caseworker position was added in order to offer case management supports in French for clients who require that service.

Table 1
Top Five Languages Requiring Interpreter Services[2]

2014	2015	2016	2017	2018
Arabic	Arabic	Arabic	Arabic	Arabic
Spanish	Spanish	Nepal	Spanish	Spanish
Nepal	Nepal	Spanish	Nepal	Nepal
Vietnamese	Vietnamese	Vietnamese	French	Kurdish
French	Persian	Persian	Assyrian	Assyrian

Caseload

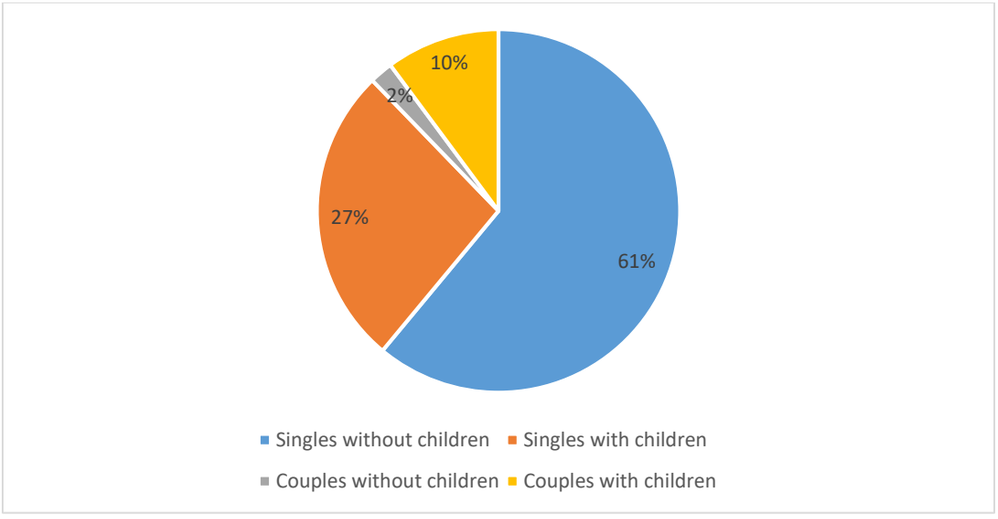
The City of London Ontario Works year over year average caseload size has not changed significantly from 2014 -2018 as seen in Table 2.

Table 2
Caseload Comparison (monthly averages)[3]

2014	2015	2016	2017	2018
11,077	11,528	11,885	11,952	11,699

Looking specifically at the 2018 Caseload for City of London Social Services, Figure 2 below provides an overall summary of benefit unit types when combining all locations. The 2018 caseload composition continues to reflect a greater proportion of singles on the caseload.

Figure 2
Overall Caseload Composition[4]



Looking more specifically at the caseload composition, Table 3 below provides an overview of benefit unit type as percentages by location in order to illustrate case composition within each

[2] City of London Social Services Client Management System 2014-2018
[3] City of London Finance & Business Support 2018
[4] Ministry of Children, Community & Social Services (MCCSS) Performance Report December 2018

GSA. Understanding case composition is an important service delivery consideration as it may impact team structure and areas of focus, resource allocation and what community partnerships are established to best support clients.

Table 3[5]
Caseload Composition Percentages by Location

Core	Office Percentage
Couple	1%
Couple with Dependents	3%
Single	81%
Sole Support	15%
London East *	
Couple	2%
Couple with Dependents	5%
Single	64%
Sole Support	29%
Westmount Shopping Centre	
Couple	3%
Couple with Dependents	18%
Single	56%
Sole Support	23%

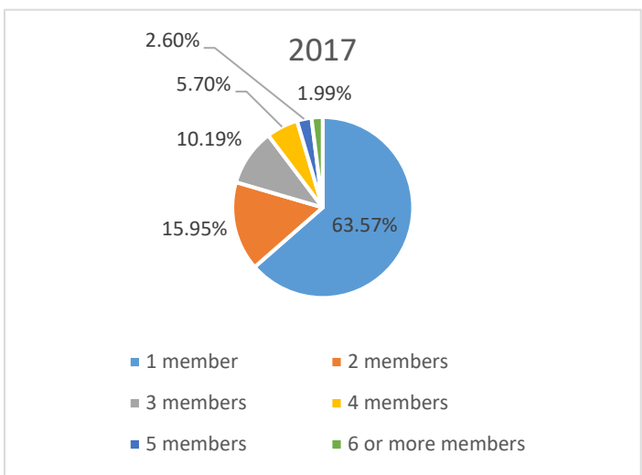
Northland Mall	Office Percentage
Couple	2%
Couple with Dependents	12%
Single	58%
Sole Support	28%
South London Community Centre	
Couple	2%
Couple with Dependents	16%
Single	50%
Sole Support	32%

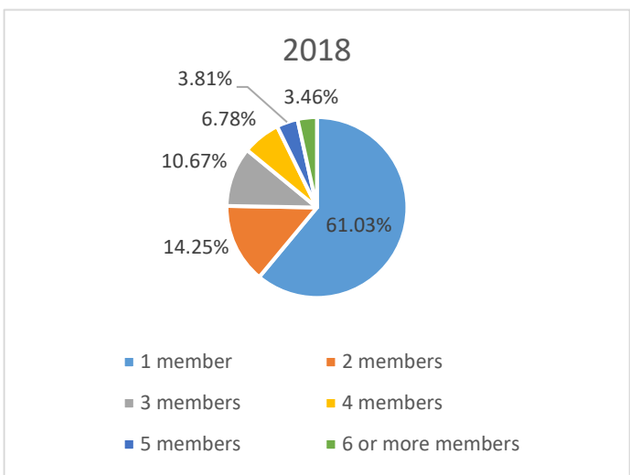
*Glen Cairn Resource Centre location is included in London East benefit unit type data as it is a satellite location for the London East office

Variation in benefit unit composition and size (Figure 3) across all Social Services locations supports the need for a community based service delivery approach in order to tailor supports and services as required at each location. Looking at benefit unit size in particular, the following considerations are important to note:

- The number of benefit units with children of any kind in 2017 represented 34.03% of the OW caseload. This has only slightly increased to 36.9% in 2018.
- Family benefit units of 5 or more people have increased from 4.59% of the caseload in 2017 to 7.27% in 2018.
- The percentage growth of benefit units of 4 or more (3.8%) has outpaced the percentage increase in family cases in general (2.9%), meaning while the London caseload has gained some new families, the family sizes are becoming larger.

Figure 3
Benefit Unit Size by Caseload Percentage Summary[6]





[5] MCCSS CRS 100 Integrated Case Summary Report December 2018
[6] MCCSS Performance Report December 2018 & Caseload at a Glance Report 2017

Time on Assistance

The Provincial vision for the Ontario Works program is "to achieve improved employment outcomes for Ontario Works participants by increasing individual employability with the goal of sustainable employment and increased financial independence[7]." Delivery partners are expected to base programming and supports on Provincial priorities and develop service delivery models that address local need and context. Part of understanding the local context is understanding what barriers to employment exist in order to develop appropriate strategies and approaches that factor in labour market trends as well as the community supports that are available. For many clients, significant barriers exist along the employment continuum and may, impact the ability to acquire skills and training, successfully gain employment or sustain and maintain employment. Length of time on assistance is one of many indicators utilized to determine how best to support clients facing multiple and complex barriers to employment. Figure 4 below provides a summary of time on assistance by percentage of the yearly average caseload from 2014-2018. Also provided in Table 3, is a summary of the average time on assistance by years from 2014-2018, which illustrates the overall impacts of caseload percentage that are on assistance for more than 12 and 24 months.

Figure 4
Time on Assistance by Precentage of Caseload[8]

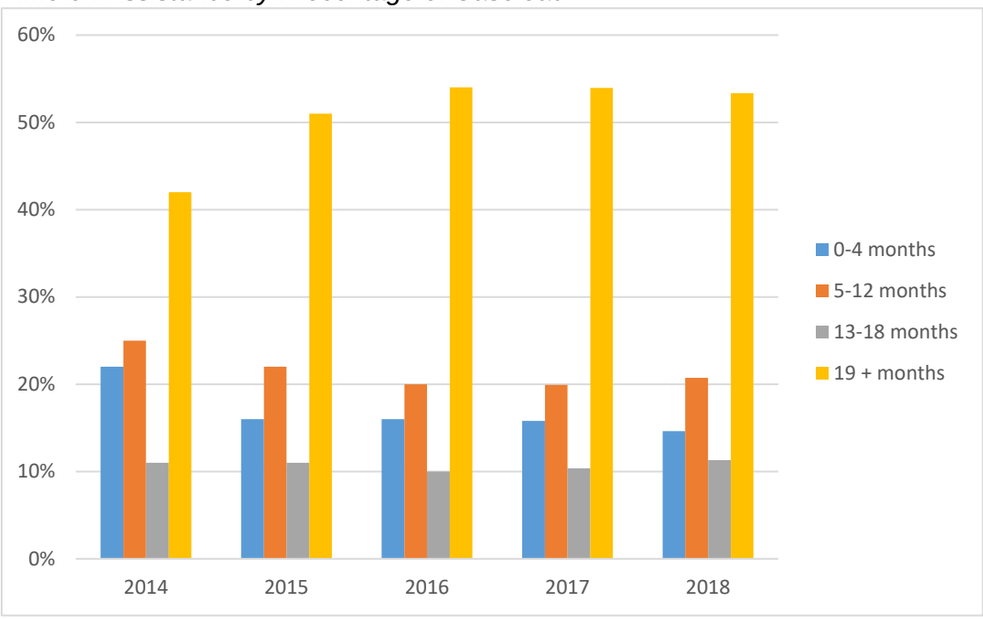


Table 4
Length of Time Assistance[9]

	2014	2015	2016	2017	2018
More than 12 months (% of caseload)	53%	62%	64%	64%	64%
More than 24 months (% of caseload)	34%	43%	45%	45%	45%
Average time on Assistance (years)	2.0 yrs	2.6 yrs	2.88 yrs	2.88 yrs	3.02 yrs

As evident in Figure 4 above, a number of clients have been on assistance for greater than 19 months with little fluctuation since 2015. Notably, between 2014 to 2015, clients on assistance for 19 months and over increased by 9%. Overall between 2014-2018, average time on assistance (Table 4) has increased by 1 full year.

[7] MCCSS 2018 Service Plan
[8] MCCSS Caseload at a Glance Report 2014-2018
[9] MCCSS Caseload at a Glance Report 2014-2018

In 2018, the Intensive Case Management (ICM) Team worked with an average of 425 caseloads to support and assist participants to remove the obstacles effecting life stabilization. The focus of the ICM team in 2018 was to initiate a response to length of time on assistance beginning with clients who have remained on assistance for a significant amount of time (4 continuous years or greater). Much of the support provided by the ICM team worked to address factors contributing to time on assistance utilizing the following strategies:

- Wrap around supports for clients who have been medically deferred including assistance in moving toward ODSP supports.
- Intensive supports for clients who have been on assistance longer than 4 continuous years and struggle with motivation, self-efficacy and personal challenges including mental health and wellness.

Employment Supports & Outcomes

During 2018, City of London Social Services worked in partnership with over 20 community agencies who specifically provide Ontario Works clients with employment and training services. Of the 20 agencies, 12 have contractual agreements with the City of London to provide specific employment and related supports (Purchase of Service-POS) providers. Throughout 2018, 11,174 referrals were made to POS providers, a slight increase of 1.2% over the previous year. The 11,174 referrals that were made, were made to services that include but are not limited to the following:

- Referrals to employment placement supports, including clients who were looking for self-employment supports.
- Referrals to specific skills training and development programs thereby increasing employability through updated skills, abilities and certifications that directly relate to local labour market needs.

Education and literacy are critical elements for gaining entry to the workforce as well as maintaining sustainable employment. Table 5 below, outlines level of education comparisons as a percentage of all adults on the City of London Ontario Works caseload. Although most indicators have stayed consistent since 2014, Grade 12-13 level completion increased by 4%, which accounts for the decrease in grade 9-11 level of education over the same time period.

Table 5
Education Level by Percentage of All Adults on Caseload[10]

Level of Education	2014	2015	2016	2017	2018
Grade 1-8	6 %	6 %	6 %	7 %	7 %
Grade 9-11	39 %	38 %	37 %	35 %	34 %
Grade 12-13	31 %	32 %	34 %	34 %	35 %
Post-Secondary	24 %	24 %	23 %	24 %	24 %

As illustrated in Table 5 above, a large percentage (41%) of Ontario Works participants in the City of London hold less than a Grade 12 education. In an effort to address the gap in grade 12 education percentages, a number of approaches have been taken. Over the course of 2018, 806 referrals were made to education (Literacy, GED and high school credit) programs. Additionally, in order to support young parents (age 18-25) who have not yet completed Grade 12 education, 81 referrals to the Learning, Earning and Parenting (LEAP) program were made. As indicated previously in Figure 2 regarding caseload composition, there are a significant number of families with a single parent household (26.6%). The LEAP program helps clients develop an action plan for success tailored to individual needs and goals with a focus of enhancing parenting, employability and life skills. In 2018, 177 participants were enrolled in the LEAP program and 31 participants graduated with a Grade 12 or equivalency. Finally, as there are many options to complete high school degree or equivalency, 154 Referrals were made to Literacy Link South Central to assist participants in navigating an educational path that aligned with personalized employment and career goals.

[10] MCCSS Caseload at a Glance Report 2014-2018

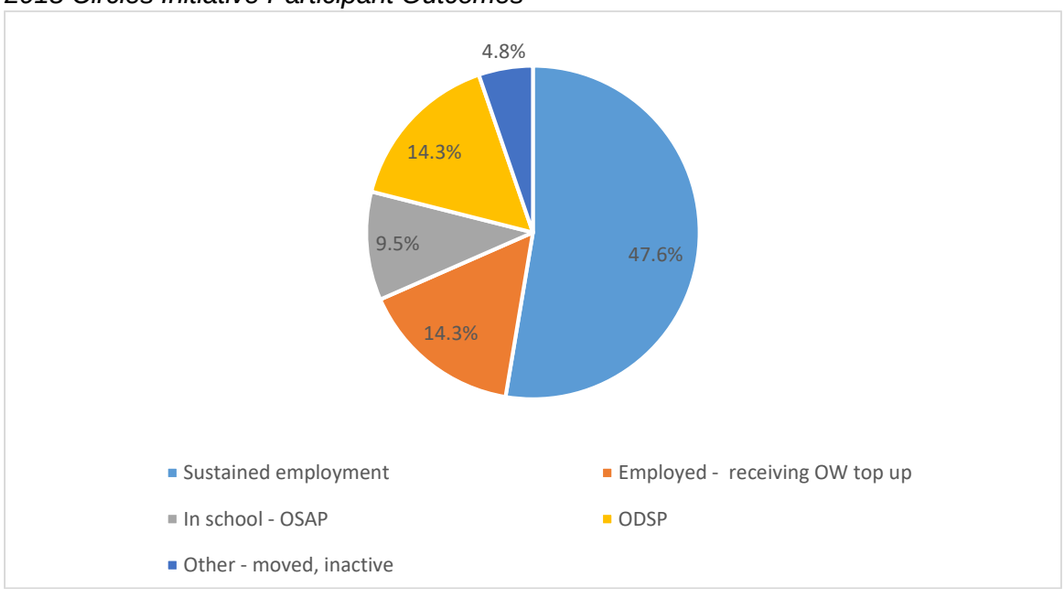
Bridges Out of Poverty / Circles

London's Bridges Out of Poverty/Circles initiative is a key contributor to the City of London's response to poverty. The initiative achieved significant successes in 2018. Foundational to the Circles initiative is the importance of relationships and sense of community accountability. As such, 72 individuals and families living in poverty have formed natural connections with one another and with 81 Allies as well as Coaches who, have provided encouragement, support, and guidance through the program. Participants (Leaders) with support from Allies, have been able to achieve a variety of successes, which include but are not limited to:

- Participants are finding work, and returning to college to pursue careers
- Leaders who are early in their Circles journey are rediscovering that they deserve happiness, getting motivated, and planning the steps needed to accomplish their goals
- Children are enjoying a weekly meal routine with their Circles family
- Young people are celebrating high school graduation

Figure 5 below provides a summary of participant outcomes through the Circles initiative. Most notably, 47.6% of participants have gained sustainable employment as well as 14.3% employed and receiving Ontario Works top up to assist with supporting long term financial stability and the goal of exiting Ontario Works.

Figure 5
2018 Circles Initiative Participant Outcomes[11]



Conclusion

Service delivery design and resourcing decisions are informed in part by the data collected and analyzed through several information sources including reports generated in the Social Assistance Management System (SAMS). Along with data, local context and community needs are continually reviewed to ensure service delivery planning, design and implementation best support the City of London's most vulnerable as well as effectively equip frontline staff delivering the services. Working within a community based service delivery model also affords the opportunity to notice unique trends across the city such as caseload composition and benefit unit size as well as the ability to connect with local community partners and work collaboratively to provide supports and services. Careful planning and strategic partnerships help ensure the City of London Social Services remains responsive to the client demographic trends and local opportunities for success.

[11] City of London Circles Evaluation 2018

TO:	**CHAIR AND MEMBERS COMMUNITY and PROTECTIVE SERVICES COMMITTEE MEETING ON MAY 28, 2019**
FROM:	**LYNNE LIVINGSTONE MANAGING DIRECTOR NEIGHBOURHOOD, CHILDREN AND FIRE SERVICES**
SUBJECT:	**PORTABLE RADIOS FOR FIRE PREVENTION INSPECTORS WORKING ALONE**

RECOMMENDATION

That, on the recommendation of the Fire Chief and with the concurrence of the Managing Director of Neighbourhood, Children and Fire Services the following actions **BE TAKEN**:

(a) The supply and delivery of portable radios and accessories by Spectrum Communications Inc. at their proposed price of $60,036.32 HST extra, **BE ACCEPTED**; as single source contract as per the Procurement of Goods and Services Policy Sections 14.4(d) and 14.4(e);

(b) The funding for this project **BE APPROVED** as set out in the Sources of Financing Report attached hereto as Appendix "A";

(c) Civic Administration **BE AUTHORIZED** to undertake all the administrative acts that are necessary in connection with this contract; and

(d) Approval hereby given **BE CONDITIONAL** upon the Corporation entering into a formal contract or having a purchase order, or contract record relating to the subject matter of this approval.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

None

REASONS FOR THIS MATTER BEING CONSIDERED IN CAMERA

N/A

BACKGROUND

Fire Prevention Inspectors (FPIs) conduct inspections of properties throughout the City of London to ensure compliance with the *Fire Protection and Prevention Act*. Typically, they work alone with little to no contact with other members of the team. Over the last two years, there has been an increasing number of incidents where our FPIs have been in difficult situations, facing significant hostility and physical aggression from property owners or residents, when inspectors have found them in contravention of the Fire Code (grow op, absence of smoke alarms, exposed electrical wiring, etc.).

The *Occupational Health and Safety Act* Section 21 Committee for the Fire Service developed a Guideline in December 2017 (*GN-5-02, Considerations for Working Alone*) that addresses concerns for working alone.

Two considerations from that guidance note are as follows:

> • *a reliable method for knowing the location of their workers at all times, for example, a check-in/check-out procedure for workers, by cell phone or radio, to a supervisor or dispatch centre, and preparing a daily work plan,*
> • *a predetermined response to distress calls from workers.*

In response to this Guidance Note, early in 2018, London Fire Department (LFD) purchased a software product called Nova Talk that was already in use by other city employees. Nova Talk was added as an app to all FPI smartphones because of its *push to talk* feature. Trials showed this product would not be viable due to connectivity issues, with all cell phones dropping the Nova talk signal without warning to the user, particularly when staff were in building basements or old, thick concrete buildings. This required the user to log back into the system to reset the application. As a result it was determined that this was not the best product for use in the field.

LFD therefore proposes to issue portable radios and follow a set-up similar to that of suppression staff. The proposed portable radios do not have connectivity issues and have been in use by suppression firefighters for years in similar settings. The proposed portable radios will provide a direct line of communication to the London Fire Department Communications Centre if a FPI requires immediate assistance. The proposed radios will be equipped with a panic button that will have a direct link to the Communications Centre in the event of a hostile situation in the field.

Firefighters currently use portable radios that are dual band (required for vehicle repeaters on apparatus), with intrinsically safe technology, and immersion rated (required for water and ice rescue). These portable radios are part of our current communication protocols and directly connected with our Communications Centre.

LFD proposes to purchase similar portable radios for the FPIs. These radios will be less expensive than those used by our suppression Firefighters because they are not required to be dual band, they do not require intrinsically safe technology, and they are not immersion rated.

Purchasing from the same source according to Sections 14.4(d) and (e) of the Procurement of Goods and Services Policy will maintain consistency and tie in with the established system of maintaining contact. FPIs will be in direct communication with Communications Dispatchers in the Communications Centre.

LFD recommends purchase of 24 portable radios with necessary accessories for the budgeted complement of 21 FPIs plus 3 spares, at a total cost before tax of $60,036.32 as quoted by Spectrum Communications, with whom we have preferred pricing through a City contract.

These radios have a lifecycle of 10 years, and replacement will be planned in future capital budgets.

Along with these radios, procedures will be developed requiring our FPIs to check in prior to inspections and directly after inspections with Communicators to ensure their safety. Procedures will also be developed to handle circumstances where FPIs require assistance, both immediate and non-immediate to deal with a hostile situation.

FINANCIAL IMPACT

LFD has adequate funding available for the purchase of 24 portable radios at a cost before tax of $60,036.32 in capital project PP112316 Firefighter Equipment – Changing Standards.

SUMMARY

London Fire Department is requesting approval for the purchase of 24 portable radios for Fire Prevention Inspectors (FPIs) as a health and safety measure to compensate for potential unsafe situations when they are working alone, as a single source purchase according to the Procurement of Goods and Services Policy section 14.4 (d) and (e).

PREPARED BY:	**SUBMITTED BY:**
JACK BURT, **ACTING DEPUTY CHIEF,** **FIRE PREVENTION & PUBLIC EDUCATION**	**LORI HAMER,** **FIRE CHIEF,** **LONDON FIRE DEPARTMENT**
CONCURRED BY:	**RECOMMENDED BY:**
JOHN FREEMAN, **MANAGER, PURCHASING AND SUPPLY**	**LYNNE LIVINGSTONE,** **MANAGING DIRECTOR** **NEIGHBOURHOOD, CHILDREN & FIRE SERVICES**

C. Jason Davies, Financial Planning & Policy

APPENDIX 'A'

#19075

Chair and Members
Community and Protective Services Committee

May 28, 2019
(Award Contract)

RE: Portable Radios for Fire Prevention Inspectors Working Alone
(Subledger CP190004)
Capital Project PP112316 - Replace Firefighter Equipment
Spectrum Communications Inc. - $60,036.32 (excluding H.S.T.)

FINANCE & CORPORATE SERVICES REPORT ON THE SOURCES OF FINANCING:

Finance & Corporate Services confirms that the total cost of this project can be accommodated within the financing available for it in the Capital Works Budget and that, subject to the adoption of the recommendations of the Managing Director, Neighbourhood, Children and Fire Services, the detailed source of financing for this project is:

SUMMARY OF ESTIMATED EXPENDITURES	**Approved Budget**	**Committed To Date**	**This Submission**		**Balance for Future Work**
Vehicle & Equipment	$2,220,283	$2,115,459	$61,093		$43,731
NET ESTIMATED EXPENDITURES	**$2,220,283**	**$2,115,459**	**$61,093**	1)	**$43,731**
SUMMARY OF FINANCING:					
Capital Levy	$1,000,000	$1,000,000			$0
Drawdown from Fire Vehicles & Equipment Reserve Fund	1,220,283	1,115,459	61,093		43,731
TOTAL FINANCING	**$2,220,283**	**$2,115,459**	**$61,093**		**$43,731**

1) **Financial Note:**

Contract Price	$60,036
Add: HST @13%	7,805
Total Contract Price Including Taxes	67,841
Less: HST Rebate	6,748
Net Contract Price	$61,093

lp

Jason Davies
Manager of Financial Planning & Policy

TO:	**CHAIR AND MEMBERS COMMUNITY AND PROTECTIVE SERVICES COMMITTEE TUESDAY, MAY 28, 2019**
FROM:	**WILLIAM C. COXHEAD MANAGING DIRECTOR CORPORATE SERVICES AND CHIEF HUMAN RESOURCES OFFICER**
SUBJECT:	**SINGLE SOURCE 19-13 SINGLE SOURCE PROCUREMENT OF DISPATCH CONSOLES FOR ONE VOICE EMERGENCY COMMUNICATION SYSTEM**

RECOMMENDATIONS

That, on the recommendation of the Managing Director, Corporate Services and Chief Human Resources Officer:

a) Harris Canada Systems be established as the only acceptable provider of four additional dispatch consoles for the One Voice Emergency Communicatiion System, and the quoted purchase value of $231,563.99 (HST excluded) **BE ACCEPTED** it being noted that this will be a single source contract as per the Procurement of Goods and Services Policy Sections 14.4 d and 14.4 e.

b) Civic Administration **BE AUTHORIZED** to undertake all the administrative acts that are necessary in connection with this contract; and

c) Approval hereby given **BE CONDITIONAL** upon the Corporation entering into a purchase order, or contract record relating to the subject matter of this approval.

PREVIOUS REPORTS PERTINENT TO THIS MATTER

- Community and Protective Services Committee, November 13, 2018: Emergency Communications Program Update (One Voice)
- Strategic Plans and Policy Committee, March 04, 2019: 2019 Assessment Growth Funding Allocation
- Council, March 05 2019, 2019 Assessment Growth Funding Allocation

BACKGROUND

Purpose
The purpose of this report is to seek Council approval to establish a one-time single source purchase from Harris Canada Systems to provide four dispatch consoles for use within the emergency communications system through the approved 2019 Assessment Growth Funding Allocation.

Discussion
The City of London Emergency Communications Program provides critical communications for our first responders and supporting service areas and agencies. In March 2019, Council approved though an Assessment Growth Business Case the integration of four new dispatch consoles into the current City of London P25

emergency communications system. The 911 Centre has seen a steady increase in call volume year to year. Most recently, the centre has seen an 11% increase in total calls from 2017 (January to November) to the same time period in 2018. This increase in calls can, in part, be attributed to population growth. As the City expands, there is a corresponding increase in emergency calls. The four new consoles to be integrated into this system are interconnected and proprietary to our current Harris P25 Radio system. These consoles are supported at no additional cost under the existing service contract with Harris Canada until 2021.

Given the proprietary and integrated nature of the system, we are requesting single source approval in accordance with the Procurement of Goods and Services Policy Sections 14.4 d and 14.4 e.

FINANCIAL IMPART

The capital cost is $231,563.99 (HST excluded). Sufficient capital has been budgetted within the approved assessment growth business case number 15.

CONCLUSION

Conclusion
Harris Canada is the only qualified provider of dispatch consoles that can be integrated in to our existing proprietary P25 emergency communication system and an existing software contract that will cover all required software.

Acknowledgements
This report was prepared with the assistance of Cori Dooling, Manager, Emergency Communications System, and reviewed by Geoff Smith, Manager, Purchasing and Supply Operations.

PREPARED BY:	
DAVE O'BRIEN **DIVISION MANAGER, CORPORATE SECURITY AND EMERGENCY MANAGEMENT**	
REVIEWED & CONCURRED BY:	**RECOMMENDED BY:**
ANNA LISA BARBON, CPA, CGA **MANAGING DIRECTOR, CORPORATE SERVICES AND CITY TREASURER, CHIEF FINANCIAL OFFICER**	**WILLIAM C. COXHEAD** **MANAGING DIRECTOR, CORPORATE SERVICES AND CHIEF HUMAN RESOURCES OFFICER**

Accessibility Advisory Committee

Report

3rd Meeting of the Accessibility Advisory Committee
March 28, 2019
Committee Room #4

Attendance

PRESENT: J. Madden (Chair), A. Abiola, G. Ashford-Smith, L. Chappell, M. Dawthorne, N. Judges, J. Menard, P. Moore and P. Quesnel and J. Bunn (Secretary)

ABSENT: M. Cairns and J. Wilson

ALSO PRESENT: D. Baxter, K. Broderick, J.P. McGonigle and M. Stone

The meeting was called to order at 3:03 PM.

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 How to Plan Accessible Outdoor Events

That it BE NOTED that the attached presentation from J.P. McGonigle, Division Manager, Culture, Special Events and Sports Services and K. Broderick, Manager, Special Events and Community Rentals, with respect to How to Plan Accessible Outdoor Events, was received.

3. Consent

3.1 2nd Report of the Accessibility Advisory Committee

That it BE NOTED that the 2nd Report of the Accessibility Advisory Committee, from its meeting held on February 28, 2019, was received.

3.2 Town of Aurora – Facility Accessibility Design Standards

That it BE NOTED that the communication dated March 7, 2019, from T. Wellhauser, Division Manager, Facilities, with respect to the use of the City of London's 2007 Facility Accessibility Design Standards (FADS) by the Town of Aurora, was received.

3.3 Collier Project Leaders – Facility Accessibility Design Standards

That it BE NOTED that the communication dated March 7, 2019, from T. Wellhauser, Division Manager, Facilities, with respect to the use of the City of London's 2007 Facility Accessibility Design Standards (FADS) by Collier Project Leaders, was received.

3.4 Letter of Resignation – A. Forrest

That it BE NOTED that the letter of resignation from the Accessibility Advisory Committee from A. Forrest, was received.

3.5 Letter of Resignation – D. Smith

That it BE NOTED that the letter of resignation from the Accessibility Advisory Committee, dated March 11, 2019, from D. Smith, was received.

3.6 2018-2021 City of London Multi-Year Accessibility Plan

That it BE NOTED that the 2018-2021 City of London Multi-Year Accessibility Plan, was received.

4. Sub-Committees and Working Groups

None.

5. Items for Discussion

5.1 Advisory Committee Review – Comments from the Accessibility Advisory Committee

That the revised attached document with respect to suggestions of the Accessibility Advisory Committee related to their Terms of Reference BE FORWARDED to the City Clerk for consideration as part of the Advisory Committee review.

5.2 Accessibility in Employment Update – J. Menard

That it BE NOTED that a verbal update from J. Menard with respect to the Employers Partnership Table affiliated with the Ministry of Seniors and Accessibility, was received.

6. Deferred Matters/Additional Business

None.

7. Adjournment

The meeting adjourned at 4:55 PM.

ACCESSIBILITY ADVISORY COMMITEE

HOW TO PLAN ACCESSIBLE OUTDOOR EVENTS

Jon-Paul McGonigle, Division Manager Culture, Special Events and Sport Services
Krista Broderick, Manager, Special Events and Community Rentals

March 28, 2019

Background

- **May 2017**: ACCAC requested that Civic Administration consider updates to the City of London Guide “How to Plan Accessible Outdoor Events”.
- **September 2017:** Council approved the separation of the former Special Events Policies and Procedures Manual into two documents:
  1. Special Events Council Policies
  2. Special Events Administrative Procedures Manual
     - How to Plan Accessible Outdoor Events

Background

- **April 2018:** Staff reviewed input provided by ACCAC and integrated into the Special Events Administrative Procedures Manual.
- **June 2018**: Presentation to ACCAC on changes made to City of London Guide “How to Plan Accessible Outdoor Events”.
- **July 2018:** ACCAC Advisory Committee Report.

Resolution

- **August 2018**: Municipal Council be requested to fully endorse the Outdoor Event Guide, in its entirety, and require that all events held on city-owned land be required to implement all points BE REFFERRED to the Civic Administration for review and a report back to CPSC in enough time for possible implementation prior to the next event season.

Input incorporated

Parking:

- Parking spaces are wide enough to accommodate accessible vans/buses and people who use mobility aids;
- Parking spaces are as close to the entrance of the event as possible; and
- Event personnel are familiar with the location of these parking spots.

Public Entrance:

- The presence of a level entrance that persons using wheelchairs or mobility aids can pass over;
- An entrance that is wide enough for wheelchairs to pass through (44");
- In the event that the main entrance isn't accessible, there are signs directing people to the accessible entrance; and
- If the main entrance has steps, it also has a railing.

Input incorporated cont'd

Emergencies:

- Your evacuation plan addresses the evacuation of persons with special needs; and
- Event personnel are trained in these evacuation procedures.

Washrooms:

- Accessible outdoor portable washrooms inline with the size/scope of the event;
- Washrooms located in accessible areas;
- Washrooms locations are displayed using large clear letters, and understandable pictures or symbols are used on the signs identifying the accessible washroom(s); and
- Event personnel know where the accessible washrooms are located.

Input incorporated cont'd

Way-Finding Signage:

- Encourage all signage to have large clear letters, use plain language, have good colour contrast, and can be read in all light conditions, in order to direct people to specific areas.

Lighting:

- All areas of travel and the display/booth areas must be adequately lit.

Entertainment Seating:

- The seating ensures an unobstructed view, where possible;
- A support staff/individual can accompany the person with the disability.

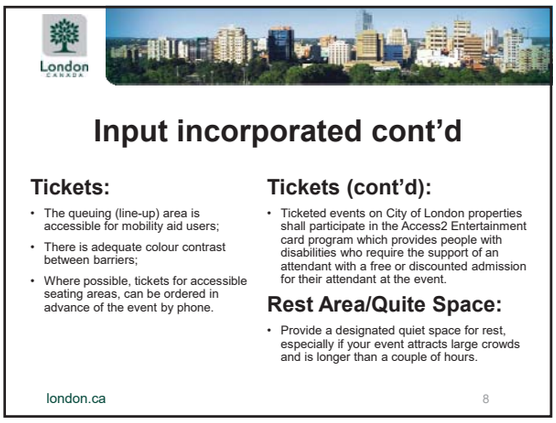
Input incorporated cont'd

Cables & Cords:

- Cover electrical cables and cords that cross aisles or pathways; and
- Where possible cable covers should be no more than a half-inch (1.25 centimeters) thick so that they do not become a tripping hazard and so wheelchairs can traverse across them.

Food:

- Vendor personnel are available to assist participants in obtaining food and beverages;
- Where vendor personnel are not available to assist, part of the food counter is lowered to allow persons with mobility aids to access it easily (34" is recommended); and
- There is a clear path between tables for a mobility aid user to maneuver. (44" is recommended).



Input incorporated cont'd

Tickets:

- The queuing (line-up) area is accessible for mobility aid users;
- There is adequate colour contrast between barriers;
- Where possible, tickets for accessible seating areas, can be ordered in advance of the event by phone.

Tickets (cont'd):

- Ticketed events on City of London properties shall participate in the Access2 Entertainment card program which provides people with disabilities who require the support of an attendant with a free or discounted admission for their attendant at the event.

Rest Area/Quite Space:

- Provide a designated quiet space for rest, especially if your event attracts large crowds and is longer than a couple of hours.

Thank You
Discussion and Questions

Suggestions for ACCAC terms of reference

Under “Composition—Voting Members”
-“The Committee members shall be representative of gender, ethnicity and diverse types of disabilities wherever possible” should be its own separate bullet point as it should apply to all 13 members, not just the 7 with disabilities.
-“one member (parent)” should read “(parent or legal guardian)”

Non-Voting Resource Group
-Would be good to add a resource member from the “Developmental Services Sector” as that population often has some difficulty representing themselves on a committee such as ours.
-Would be good to add a resource member from the Indigenous community

Suggestions for Advisory Committee terms of reference

The Striking committee
-one of the 5 citizens-at-large be a person with a disability

Filling vacancies/resource positions
-there needs to be some language in the policy to ensure that vacancies are filled in a timely manner and that resource positions are filled by individuals who commit to attending committee meetings
-include a statement such as, “committee members shall be representative of London’s diversity with respect to, but not limited to,: gender, ethnicity, ability, sexual orientation, etc. wherever possible
-we request that the Application for Appointment to the City of London Advisory Committees form be adjusted to include a voluntary disclosure of disability to apply to all committee applications, as per the current presentation of disability disclosure under the Accessibility Advisory Committee application. The rationale behind this is to encourage diversity across all facets of the organization's advisory committee structure.

4.8 Orientation Sessions
-should be mandatory AODA training for all new advisory committee members

4.9 Bus Tickets and Parking at City Hall
-due to difficulty booking a Paratransit ride and the unreliability of the service, should a registered Paratransit user not be able to secure a ride, the City will fund an alternate means of transportation to attend committee meetings

4.16 Attendance at Meetings
-strengthen the language concerning attendance to make it easier to remove and replace members who are not meeting the minimum standard

Remote Access
-allow for remote access to committee meetings to allow municipal participation for members who are not able to physically attend meetings due to physical or socio-economic conditions

Accessibility Advisory Committee

Report

4th Meeting of the Accessibility Advisory Committee
April 25, 2019
Committee Room #3

Attendance

PRESENT: J. Madden (Chair), G. Ashford-Smith, M. Cairns, L. Chappell, M. Dawthorne, N. Judges, P. Quesnel and J. Wilson and J. Bunn (Secretary)

ABSENT: A. Abiola, J. Menard and P. Moore

ALSO PRESENT: P. Kavcic, A. Macpherson, M. Stone and P. Yanchuk

The meeting was called to order at 3:04 PM.

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 Accessible Trick or Treating

That it BE NOTED that the attached presentation from M. Stone, Supervisor I, Municipal Policy (AODA), with respect to Accessible Trick or Treating, was received.

2.2 Parks and Recreation Master Plan

That representatives from the current membership of the Accessibility Advisory Committee (ACCAC) BE APPROVED as delegates to present comments of the ACCAC at such time as the final draft of the Parks and Recreation Master Plan is presented to the Community and Protective Services Committee; it being noted that the attached presentation from A. Macpherson, Manager, Parks Planning and Operations, with respect to this matter, was received.

2.3 (ADDED) Municipal Parking Lots Upgrades 2019

That it BE NOTED that the attached presentation from P. Yanchuk, Engineer-in-Training, with respect to Municipal Parking Lots Upgrades in 2019, was received.

3. Consent

3.1 3rd Report of the Accessibility Advisory Committee

That it BE NOTED that the 3rd Report of the Accessibility Advisory Committee, from its meeting held on March 28, 2019, was received.

3.2 Municipal Council Resolution - 2019 appointments to the City of London Advisory Committees

That it BE NOTED that the Municipal Council resolution, from its meeting held on March 26, 2019, with respect to the 2019 appointments to the City of London Advisory Committees, was received.

4. Sub-Committees and Working Groups

4.1 Sub-Committees Report

That it BE NOTED that the revised attached Accessibility Advisory Committee Sub-Committee Report, from its meeting held on April 11, 2019, was received.

5. Items for Discussion

5.1 Draft Lambeth Area Community Improvement Plan (CIP)

That the Civic Administration BE REQUESTED to attend a future meeting of the Accessibility Advisory Committee (ACCAC) in order to highlight the accessibility elements of the Draft Lambeth Area Community Improvement Plan to the committee; it being noted that the ACCAC received a staff report dated March 18, 2019, submitted by L. Davies Snyder, with respect to this matter.

5.2 Accessibility Advisory Committee 2019 Work Plan

That the 2019 Accessibility Advisory Committee (ACCAC) Work Plan BE DEFERRED to the new term of the ACCAC, starting on June 1, 2019.

6. Deferred Matters/Additional Business

None.

7. Adjournment

The meeting adjourned at 4:23 PM.

Accessible Trick or Treating 2019

- The wonderful Ashton Forrest brought this program to our attention last October after it was piloted in Toronto by a graphic design company.
- I got in touch with PADULO X to ensure a clear logo and assess cost.
- I asked for an estimate on 800 signs. They felt this was ambitious.
- Signs are recyclable, reusable and undated so any leftover can be used again next year. Low cost is because of a bulk order with Remax.
- Cost is approximately $1600.00 which I have budgeted for but would love to share this cost if ACCAC wishes to do so. There will be very light costs associated with the printing of the flyers to accompany this sign and possibly a video.

Proposed Roll out

- APRIL - MAY – Decide on and finalize instructions for flyer/web link
- APRIL – JUNE – Connect with community organizations for help with distribution and communication/support
- JUNE - Present final flyer to ACCAC. Follow with presentation to CPSC
- SEPTEMBER - Present to Council (ACCAC) (giving each member a sign) and encourage participation in each community
- SEPTEMBER – OCTOBER – Communications involved strategy for roll out
- OCTOBER 1st - Roll Out (Community Centers, Service London areas must be consulted about the program and how to distribute/where to distribute prior to this) Media and advertising needed here.

Thinking about Communications/Accessibility

- While the flyer we design is important, I think that a sub page set up in the Accessibility part of our website for all the information on this program is important.
- The flyer should be in different formats (braille, large print, electronic)
- We could also create a very short video on how to make your Trick or Treating accessible (ASL and captioned)
- Other ideas?

Delivery/Pick Up Plan

- Potential participants may pick up signs and “how to guide” from our community centers and service London areas (to be negotiated with these City areas) during the month of October
- Potential participants sign up at each counter (so a follow up survey can be delivered via email/mail)
- Potential community partners for this initiative may also work to distribute signage and how to guides if/where possible.

Thoughts/Input?

City of London
Parks and Recreation Master Plan

April 2019

Accessibility Advisory Committee

About the Master Plan

Creating a "Game Plan" for Parks, Recreation Programs, Sport Services, and Facilities

- The Master Plan provides an overall vision and direction for making decisions.
- It is based on public input, participation trends and usage, best practices, demographic changes, and growth forecasts.
- The Plan will be used by the City to guide investment in parks, recreation programs, sport services, and facilities over the next ten years and beyond.

Project Scope

- **Recreation Programming**, such as aquatic, sport, wellness, arts/crafts, dance/music, and general interest programs provided by the City and other sectors
- **Recreation and Sport Facilities**, such as community centres, pools, sports fields, playgrounds and more
- **Parks & Civic Spaces**, such as major parks, neighbourhood parks, gardens, and civic squares
- **Investment in the Community**, such as neighbourhood opportunities, public engagement, sport tourism, and more

Project Overview

Phase One

Research and Consultation

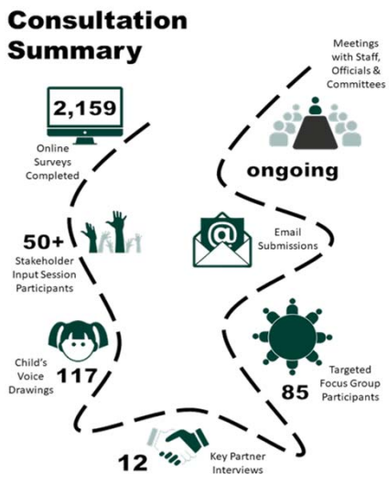
Phase Two

Development of Recommendations and Strategies

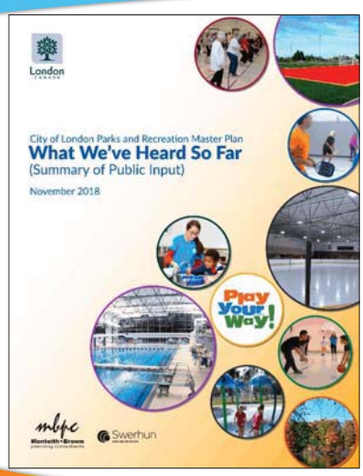
Phase Three

Testing the Master Plan and Project Finalization

What We've Heard So Far (Background report)



What We've Heard So Far (Background report)



PARTICIPATION IN PARKS, RECREATION AND SPORT ACTIVITIES – TOP 3:

1 - Walking for leisure - 72%
2 – Hiking on Nature trails – 54%
3 – Cycling – 50%

Our Discussion May/June 2018

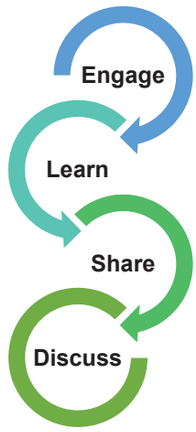
Purpose of That Session

To **learn** about your challenges and priorities.

To **share** your experiences with us.

To **discuss** ideas and opportunities to be considered within the Master Plan.

We shared our notes back with you to ensure we had recorded the information correctly.



What the Accessibility Advisory Cttee said..

- Provide more accessible programming through partnerships with other community agencies.
- Be consistent and persistent when providing programming. It may take time to build the clientele and will require advertising throughout the community.
- Ensure that all parks and recreation facilities are included in Facility Accessibility Design Standards (FADS) document. Include FADS in the list of Council-approved initiatives.
- Make sure that accessibility standards are being met at all parks, recreation facilities and trails. Some additional considerations may include:
- Establishing a guideline requiring a minimum level of accessibility at playgrounds (e.g., at least 30-50% of amenities like swings be accessible).

What the Accessibility Advisory Cttee said..

- Providing electric scooter charging stations and adjustable change tables in all facilities.
- Improving accessibility at dog parks by using easier to open gate latches and providing a paved area just inside the gate with shade. Small dog parks should also be open to service dogs.
- Making community events more accessible. For example, offering closed captioning at Labatt Park ball games.
- Providing sensory rooms for the neurodiverse population and providing training for staff about how to better address the needs of individuals with Autism Spectrum Disorder (ASD), including programing specifically for individuals with ASD. (from a delegation at the June 28, 2018 meeting)

What the Draft Parks and Recreation Master Plan says….

- Did we hear you and respond appropriately?
- Did we miss anything?
- Anything else you would like to add?

VISION

- *In London, all residents – regardless of age, ability, culture, gender, income, or where they live – have opportunity to participate and share in meaningful and accessible parks, recreation and sport experiences.*

	Goal 1: **ACTIVE LIVING**	We will support and promote opportunities for active living. This will be achieved through unstructured and structured experiences that encourage regular physical activity and healthy aging.
	Goal 2: **INCLUSION & ACCESS**	We will remove barriers to participation by adopting a model of "access for all". This will be achieved by welcoming and including all residents.
	Goal 3: **CONNECTING PEOPLE & NATURE**	We will strengthen residents' connections with their neighbourhoods and nature. This will be achieved through public awareness, neighbourhood-driven activities and decision-making, and opportunities to animate and enjoy London's outdoor spaces and places.
	Goal 4: **SUPPORTIVE ENVIRONMENTS**	We will invest strategically in parks, recreation, and sport infrastructure to support the Master Plan goals. This will be achieved by responding to demonstrated community needs through the thoughtful design, provision, and management of parks, facilities, and spaces.
	Goal 5: **RECREATION CAPACITY**	We will deliver exceptional parks, recreation, and sport services. This will be achieved through the use of effective and responsive practices, partnerships, innovation, leadership, and accountability at all levels.

Note: The goals of this Parks and Recreation Master Plan are aligned with the *Framework for Recreation in Canada* (2015).

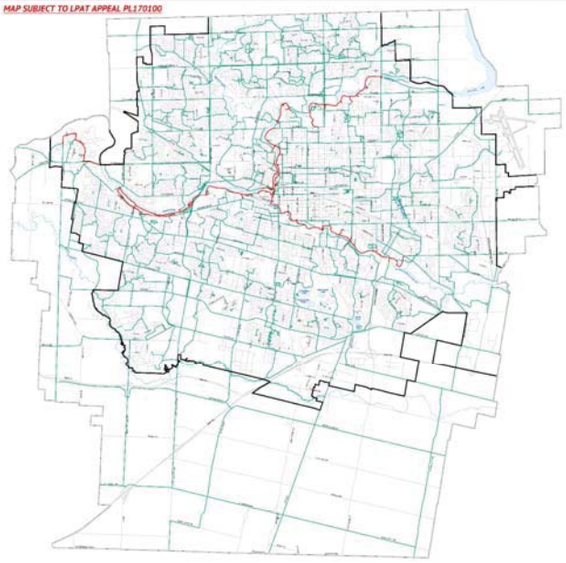
Active Living

Recommendations:

- Emphasis on physical activity and physical literacy for residents of all ages and abilities through registered and drop-in opportunities
- Expansion of drop in programming – respond to changing demographics & diversity, offering at non-traditional sites etc.
- More family recreation opportunities… to foster lifelong participation
- Working together with other service providers and stakeholders to understand participation rates and gaps

MAP 4 - ACTIVE MOBILITY NETWORK

MAP SUBJECT TO LPAT APPEAL PL170100



Inclusion and Access

Goal: We will remove barriers to participation by adopting a model of "access for all". This will be achieved by welcoming and including all residents.

Strategic Directions:

a) Work collaboratively with populations that face constraints to participation – such as (but not limited to) Indigenous peoples, newcomers to Canada, residents with low income backgrounds, LGBT+ community, females, and persons with disabilities – to reduce and remove barriers.

b) Support diversity and inclusion by evaluating proposals, policies, and actions through an equity and gender identity lens.

c) Provide, promote, and enhance subsidy programs that improve affordability for all.

d) Increase the range of low- and no-cost programs within the city.

e) Promote the use of parks, public spaces, trails, and pathways.

f) Implement age-friendly design standards and planning strategies that improve accessibility for all.

Inclusion and Access

- Statement from the Accessibility Plan included in text of section
- Recognition of guidance by the Accessibility Advisory Committee
- Range of services offered to ensure that persons with disabilities can engage in leisure activities
- …matters relating to barrier-free access and AODA built environment requirements are addressed in "Supportive Environments" section

Inclusion and Access

Recommendation:

- Work with under-represented populations to identify participation rates in parks, recreation, and sport; remove barriers to participation and establish appropriate participation targets.
- Expand programs and services for the special needs population, with a focus on increasing physical activity options for school-aged children with special needs.
- Expand staff training around accessibility, including sensitivity training.

Connecting People and Nature

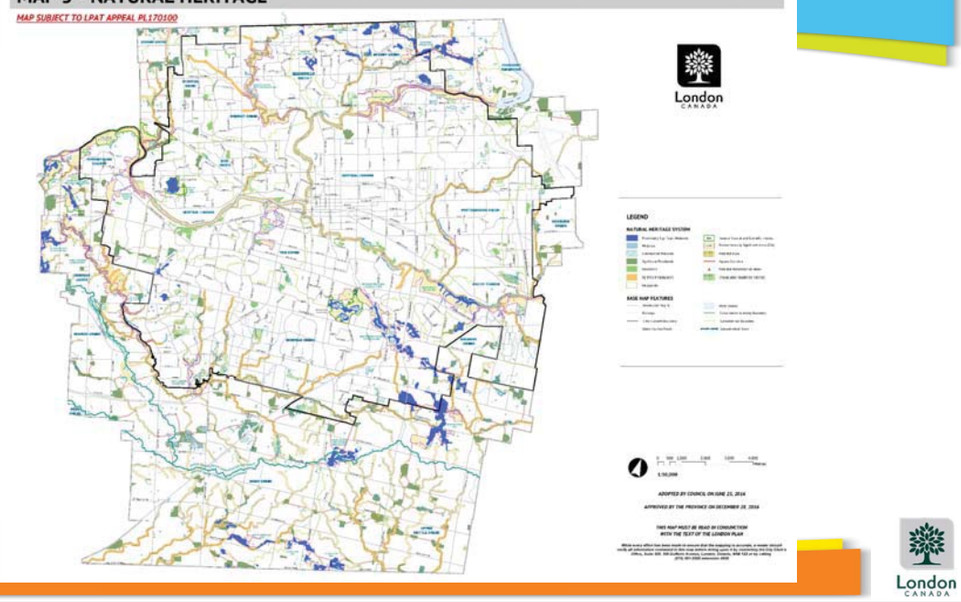
Recommendations

- Enhancing connections with nature – awareness, marketing, education, programs, Thames access, signage, outdoor play
- Support community development – equity in parks, facility, and service delivery
- Public engagement and communication
- Safe and welcoming spaces within neighbourhoods (indoor and out)

Connecting People and Nature

Recommendations

- Awareness and marketing – including more information about features available at each location including those accessible to persons with disabilities
- Where ecologically appropriate, ensure that new trails are AODA compliant, so that all Londoners can experience nature.
- Develop an Outdoor Activity Strategy



Supportive Environments

Strategic Directions:

- Ensure that public spaces are safe, welcoming, accessible, and maintained in a state of good repair through the implementation of contemporary design standards, AODA requirements, and effective asset management.
- Develop spaces, facilities, and amenities that are flexible and service multiple users
- Respond to changing participation patters, demographics, emerging activities by adapting public spaces and programs to fit evolving needs and expectations.

Supportive Environments

Recommendations

- Infrastructure – arenas, community centres, aquatics, pools, sport fields, amenities in parks, acquiring land for parks, parks and public space design
- Continue to make facilities and parks more accessible for persons with disabilities, in keeping with AODA requirements. Review the City's accessibility design standards to ensure that all relevant parks, recreation and sport facilities are included
- Intensification – more multi-functional spaces, expand social and recreational opportunities to serve a diverse population

Supportive Environments

Recommendations

- Conduct accessibility audits on a regular basis. Consideration to assistive technologies and adaptive equipment.
- Design new and redeveloped playgrounds with **accessibility** in mind (including surfacing and components). The standard for City-Wide and District Parks should be fully accessible playgrounds with rubber surfacing. Playgrounds in Neighbourhood Parks should have consideration for partial-accessibility.

Recreation Capacity

Goal: We will deliver exceptional parks, recreation and sport services. This will be achieved through the use of effective and responsive practices, partnerships, innovation, leadership, and accountability at all levels.

Recommendations:

- Collect feedback and act on it
- Evidence informed decision making
- Partnerships
- Collaborations

Stay Involved!

You may still provide input:

1. Any questions or comments to:
   dbaxter@london.ca
2. You are encouraged to read through all of the recommendations online and provide comments online:
   getinvolved.london.ca/playyourway

Municipal Parking Lot Upgrades
2019

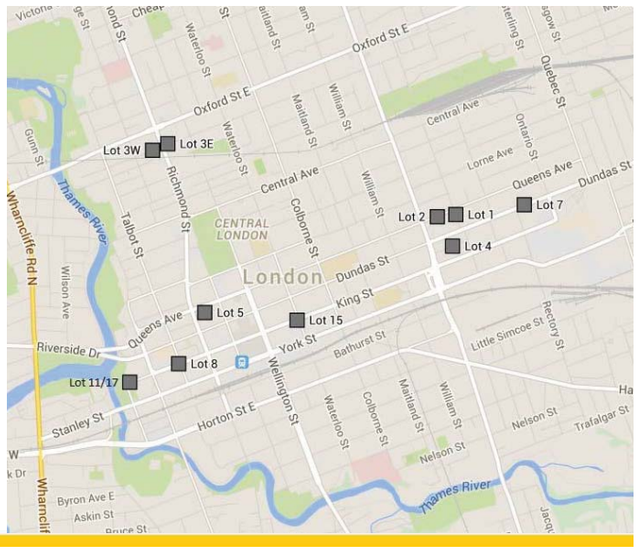
Municipal Parking Lot Upgrades
2019

- Background
- 2019 MPLU Locations
- Existing Conditions
- Proposed Upgrades
- Regulations and By-law
- Examples of completed projects

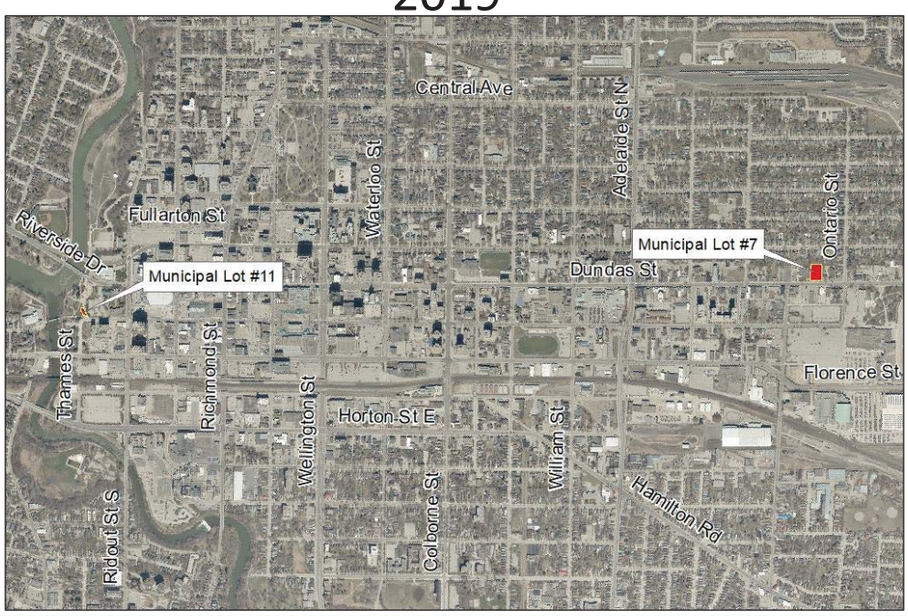
Municipal Parking Lot Upgrades
2019

Background

- City owned public lots
  Condition Assessment
- In 2015 Council approved
  Municipal Parking Lot Upgrades Strategy
  - 2017 – Lots 1, 2 & 17
  - 2018 – Lots 3W, 3E & 4
  - 2019 – Lots 7 & 11
  - Future – Lots 8 & 15



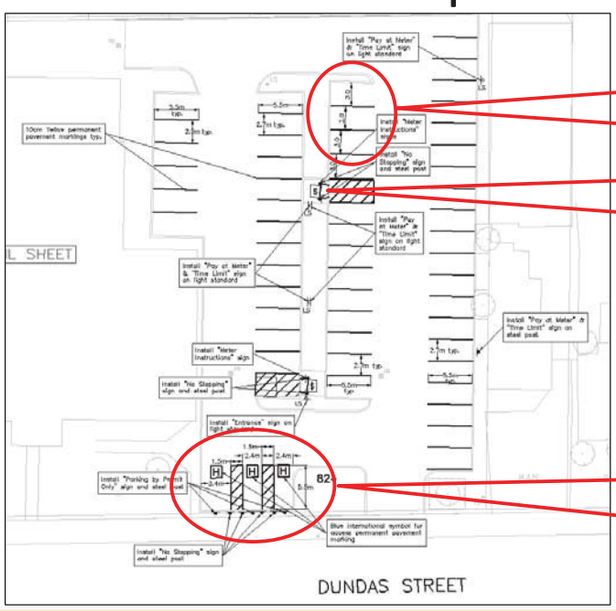
Municipal Parking Lot Upgrades
2019



Parking Lot #7 - 824 Dundas Street
Existing Conditions

Existing accessible parking spaces do not comply with current AODA requirements

Parking Lot #7 - 824 Dundas Street
Proposed Upgrades



Additional 3 parking spots

Barrier-free access to Parking Meter

- Asphalt surface sealing throughout
- New pavement markings and signs

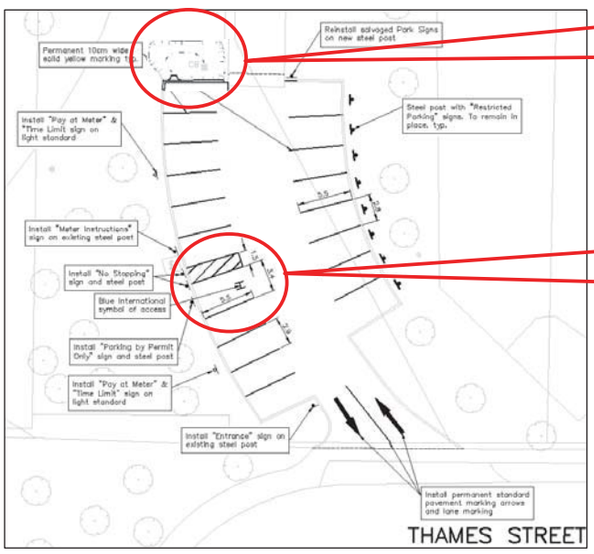
- Pavement Marking Improvements
- Signage Improvements

Parking Lot #11 - 331 Thames Street
Existing Conditions

Existing accessible parking space does not comply with current AODA requirements

7

Parking Lot #11 - 331 Thames Street
Proposed Upgrades



Dry Swale – LID Feature

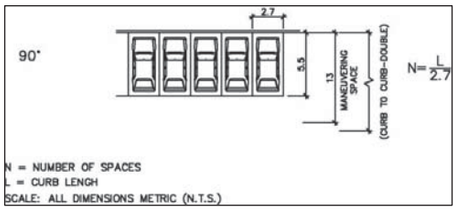
Relocated Accessible Parking with access aisle and required signage

- Asphalt surface sealing throughout
- New pavement markings and signs

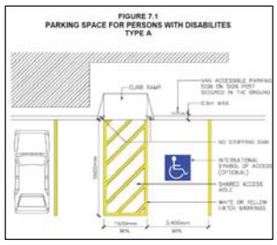
8

Cite Plan Control By-law & AODA Requirements

- Cite Plan Control By-Law:
  - ✓ Section 6 – Parking facilities and internal driveways



  - ✓ Section 7 – Walkways and all other means of pedestrian access:



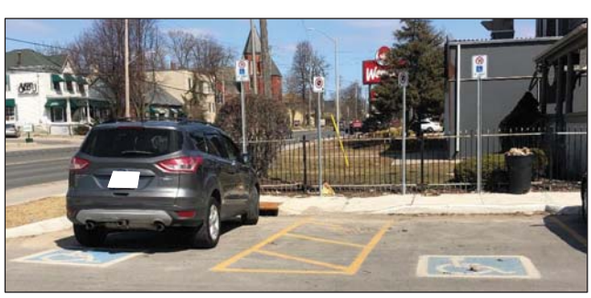
- AODA, 2005 – Design of Public Spaces Standards, Accessible Parking:
  - ✓ Type A – 3.4 m wide
  - ✓ Type B – 2.4 m wide
  - ✓ Access Aisle – 1.5m wide
  - ✓ 4% of total parking spaces

Examples from previous MPLU projects

Parking Lot #3E

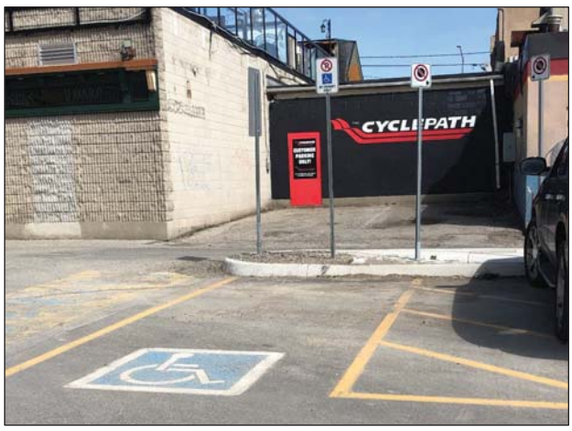
Before

After



Examples from previous MPLU projects

Parking Lot #3W



Examples from previous MPLU projects

Parking Lot #1

Parking Lot #2

ACCAC Sub-Committee Report
Built Environment, Policy and Education and Awareness
Thursday April 11, 2019

Present: J. Madden, M. Dawthorne, M. Cairns, L. Chappell, P. Quesnel, B. Quesnel, P. Moore, G. Ashford-Smith, K. Koltun, J. Michaud, V. Kinsley, M. Stone, G. Bridge

Built Environment
Community Gardens:
-presentation by J. Michaud and V. Kinsley re: proposals for Reservoir, Thames and Waldorf Community Gardens
-Thames work to begin spring of 2019
-Reservoir work to begin at the end of gardening season 2019 with fencing and water work to be done in Spring 2020
-Waldorf is a new proposal
-most accessible plots have been booked for the upcoming season

Policy
Strategic Plan
-G. Bridge presented the metric for strategy LPA-15 "Implement the 2018 to 2021 Multi-Year Accessibility Plan

Changes made with consultation of ACCAC submitted by Gary as follows:

As requested by SPPC, Melanie Stone and I attended the policy subcommittee for the ACCAC last night to discuss the Strategic Plan and metric related to the Strategy – Implement the 2018 to 2021 Multi Year Accessibility Plan.

We had a fulsome discussion with the subcommittee about metrics related to accessibility. We discussed the existing metrics as well as potential future metrics.

For the purposes of the Council's Strategic Plan 2019-2023, the following is suggested

- # of front counters made accessible to Facility Accessibility Design Standards ("updated language')
- # of pedestrian crosswalks updated to AODA Standards ('updated language)
- % of accessibility initiatives implemented ("No changes')
- # of front counter employees trained on accessibility ("New')
- % of front counter that have accessibility toolkits ("New')

Special thanks to Chair, Jacqueline Madden and her subcommittee members of Penny Moore, Michael Dawthorne, Michael Cairns, Kash Hussain, Bonnie Quesnel, Pam Quesnel, and Laurie Chappell

Gary Bridge
Manager, Human Resources & Corporate Services
Human Resources & Corporate Services
City of London

Education and Awareness
Accessible Trick or Treating
-brief discussion with M. Stone re: accessible trick or treating initiative
-planning is well underway and we will discuss further at next sub-committee meeting on May 8th and ask Michelle Allen from TVCC to join us

Accessibility Advisory Committee

Report

5th Meeting of the Accessibility Advisory Committee
May 23, 2019
Committee Room #4

Attendance	PRESENT: M. Dawthorne (Acting Chair), L. Chappell, N. Judges, J. Menard and P. Quesnel and J. Bunn (Secretary) ABSENT: A. Abiola, G. Ashford-Smith, M. Cairns, J. Madden, P. Moore and J. Wilson ALSO PRESENT: D. Calderwood-Smith, L. Davies Snyder and M. Stone The meeting stood adjourned at 3:30 PM, due to lack of quorum.

Childcare Advisory Committee

Report

2nd Meeting of the Childcare Advisory Committee
April 15, 2019
Committee Room #4

Attendance

PRESENT: D. Gordon(Chair), T. Blaney, S. Carter, B. Jackson, J. Keens; and P. Shack(Secretary

ALSO PRESENT: L. Cross, J. Frederick, M.Ludlow, A. Rae and B. Westlake-Power

ABSENT: S. McKee and J. Rinker

The meeting was called to order at 1:33 PM.

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 Advisory Committees

That it BE NOTED that the following Municipal Council resolutions were received:

a) the Municipal Council resolution adopted at its meeting held on November 20, 2018 with respect to the recruitment and appointment of Advisory Committee members for the up coming term; and,

b) the Municipal Council resolution adopted at its meeting held on March 26, 2019 with respect to the 2019 appointments to the City of London Advisory Committees (ACS);

it being further noted the Childcare Advisory Committee heard a verbal update from B. Westlake-Power, Deputy City Clerk, with respect to the Advisory Committees.

3. Consent

3.1 3rd and 1st Reports of the Childcare Advisory Committee

That it BE NOTED that the 3rd and 1st Reports of the Childcare Advisory Committee, from its meetings held on November 6, 2018 and March 19, 2019, respectively, were received.

4. Sub-Committees and Working Groups

4.1 Childcare Advisory Committee Work Plan - 2019

That the attached 2019 Childcare Advisory Committee Work Plan BE FORWARDED to the Municipal Council for consideration.

4.2 Adopt a Councillor 2019

That it BE NOTED that the Childcare Advisory Committee heard a verbal update from J. Frederick with respect to the Adopt a Councillor 2019 program.

5. Items for Discussion

5.1 City of London Update - A. Rae

That it BE NOTED that the attached Child Subsidy Application and Placement Stats and Licensed Spaces and Vacancies at City of London Child Care Subsidy Sites, from A. Rae, Manager, Childrens Services, were received.

5.2 Thames Valley District School Board Update - H. Gerrits

That it BE NOTED that no report was received with respect to an update from the Thames Valley District School Board as the representative was not in attendance.

5.3 London District Catholic School Board Update - A. Benton

That it BE NOTED that the attached report submitted by A. Benton, London District Catholic School Board(LDCS) with respect to the LDCS updates, was received.

5.4 Licensed Child Care Network Update - B. Jackson

That it BE NOTED that the attached report submitted by B. Jackson, Licensed Child Care Network (LCCN), with respect to the LCCN updates, was received.

5.5 Services for Special Need Update - L. Cross

That it BE NOTED that the attached report submitted by L. Cross, with respect to services for children with special needs, was received.

5.6 Indigenous-led Child Care and Family Centres Update - J. Keens

That it BE NOTED that the attached report submitted by J. Keens, with respect to Indigenous-led Child Care and Family Centres, was received.

5.7 Childcare Advisory Committee Work Plan - 2018 Review

That the attached 2018 Childcare Advisory Committee Work Plan BE FORWARDED to the Municipal Council for their information.

6. Deferred Matters/Additional Business

None.

7. Adjournment

The meeting adjourned at 3:10 PM.

Child Care Advisory Committee Work Plan – 2019

Project/Initiative	Background	Lead/Responsible	Proposed Timeline	Proposed Budget
"Adopt a Councillor/ Trustee 2019" preparation	• Adopt a Councillor/ Trustee Sub-Committee to reconvene in 2019 to update the child care information binders ready for "Adopt a Councillor/ Trustee 2019-20" and to recruit child care programs as adopters.	Adopt a Councillor/ Trustee Sub-Committee	2019-20	$200 to cover binders and printing
Invitation to attend CCAC	• Standing invitation for Mayor and Chair of Community and Protective Services	Diane Gordon	Ongoing	$0
Review of the One List	• CCAC to meet with City Managers upon request to review the One List (Centralized Wait List), the statistics collected and their use	CCAC/ CCAC Sub-Committee in conjunction with City Manager	TBD	$0
Evaluation of Child Care Vacancy Data	• Review the process of collection of vacancy data for accuracy of stats collected • Clarification regarding operational versus licensed capacity	CCAC in conjunction with City Manager	Fall 2019	$0
Membership Review within a Terms of Reference Review	• A review of voting/ non-voting members • A review of membership • Recruitment • Review and Feedback to General Terms of Reference	CCAC/CCAC Sub-Committee	Fall 2019	$0

2019 Child Subsidy Application and Placement Stats

LONDON	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Average
# paid child placements	3,017	3,006	3,124										3,049
# of applications	147	115	87										116
# of ineligible applications	11	4	7										7
% ineligible	7.5%	3.5%	8.0%										6.3%
# of children on wait list...beginning of month	795	731	690										739
# of wait list placements	135	31	28										30
OW Placements into DNA due to Earnings or OSAP	10	3	8										7
Emergency Placements due to Professional Referrals for immediate care*	1	0	0										0

2018 Child Subsidy Application and Placement Stats

LONDON	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Average
# paid child placements*	3,135	3,125	3,232	3,228	3,141	3,193	3,137	3,049	3,045	3,032	3,026	2,949	3,108
# of applications*	143	100	112	127	137	120	148	183	237	140	141	101	141
# of ineligible applications	21	22	22	28	33	35	36	41	38	24	12	17	27
% ineligible	14.7%	22.0%	19.6%	22.0%	24.1%	29.2%	24.3%	22.4%	16.0%	17.1%	8.5%	16.8%	19.5%
# of children on wait list...beginning of month	164	189	180	206	226	185	198	205	261	414	543	669	287
# of wait list placements	87	128	93	137	136	126	252	183	0	0	0	0	106
OW Placements into DNA due to Earnings or OSAP	5	1	0	0	4	3	13	3	0	10	3	1	4
Emergency Placements due to Professional Referrals for immediate care*	3	0	1	0	2	0	2	0	10	3	0	3	2

2017 Child Subsidy Application and Placement Stats

LONDON	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Average
# paid child placements	2,891	2,804	2,960	2,926	2,879	2,925	2,980	2,916	3,225	2,962	3,058	3,056	2,965
# of applications	102	139	144	144	146	181	135	200	161	109	112	66	137
# of ineligible applications	19	35	36	27	34	36	39	42	28	16	3	12	27
% ineligible	18.6%	25.2%	25.0%	18.8%	23.3%	19.9%	28.9%	21.0%	17.4%	14.7%	2.7%	18.2%	20.0%
# of children on wait list...beginning of month	167	180	208	205	231	207	206	206	261	218	191	161	203
# of wait list placements	0	79	59	118	84	80	137	101	125	96	157	0	104
OW Placements into DNA due to Earnings or OSAP	4	5	0	1	7	8	4	4	8	5	2	2	4
Emergency Placements due to Professional Referrals for immediate care	5	6	5	5	6	4	1	2	1	1	0	0	3

2016 Child Subsidy Application and Placement Stats

LONDON	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Average
# paid child placements	2,639	2,724	2,841	2,839	2,774	2,817	2,795	2,726	3,058	2,776	2,900	2,833	2,810
# of applications	113	118	153	125	109	121	81	191	181	103	101	123	127
# of ineligible applications	22	24	35	30	22	38	24	45	30	24	10	27	28
% ineligible	19.5%	20.3%	22.9%	24.0%	20.2%	31.4%	29.6%	23.6%	16.6%	23.3%	9.9%	22.0%	21.8%
# of children on wait list...beginning of month	370	292	163	194	164	127	145	139	293	200	178	163	202
# of wait list placements	260	0	148	0	101	0	114	0	168	106	0	91	64
OW Placements into DNA due to Earnings or OSAP	4	4	6	N/A	7	8	4	3	10	1	2	0	4
Emergency Placements due to Professional Referrals for immediate care	3	0	0	1	3	1	1	3	1	0	1	0	1

* Reinstated

Licensed Spaces and Vacancies as Reported - City of London Child Care Subsidy Sites

	Infant					Toddler					Presch					Kindergarten/Primary-Junior/Junior SA					TOTALS					
	L	O	V	% Use L	% Use O	L	O	V	% Use L	% Use O	L	O	V	% Use L	% Use O	L	O	V	% Use L	% Use O	L	O	V	% Use L	% Use O	
Jan 2017	509		15	97.1%		1,190		91	92.4%		2,662		271	89.8%		6,764		959	85.8%		11,125		1,336	88.0%		
Feb 2017	509		18	96.5%		1,190		82	93.1%		2,662		209	92.1%		6,764		1,096	83.8%		11,125		1,405	87.4%		
Mar 2017	515		18	96.5%		1,200		91	92.4%		2,678		152	94.3%		6,764		1,100	83.7%		11,157		1,361	87.8%		
Apr 2017	515		34	93.4%		1,200		103	91.4%		2,694		204	92.4%		6,764		1,084	84.0%		11,173		1,425	87.2%		
May 2017	515		44	91.5%		1,210		98	91.9%		2,694		122	95.5%		6,789		1,099	83.8%		11,208		1,363	87.8%		
Jun 2017	515		40	92.2%		1,210		95	92.1%		2,694		167	93.8%		6,789		1,576	76.8%		11,208		1,878	83.2%		
Jul 2017	515		33	93.6%		1,210		121	90.0%		2,694		121	95.5%		6,789		1,508	77.8%		11,208		1,783	84.1%		
Aug 2017	525		34	93.5%		1,240		136	89.0%		2,750		206	92.5%		6,871		1,314*	80.9%		11,386		1,690*	85.2%		**
Sep 2017	525		38	92.8%		1,240		145	88.3%		2,750		335	87.8%		6,983		1,107*	84.1%		11,498		1,625*	85.9%		**
Oct 2017	525		41	92.2%		1,240		119	90.4%		2,750		238	91.3%		6,893		1,493	78.3%		11,498		1,891	83.6%		
Nov 2017	535		29	94.6%		1,270		118	90.7%		2,798		209	92.5%		7,095		1,540	78.3%		11,698		1,896	83.8%		
Dec 2017	535		32	94.0%		1,270		93	92.7%		2,798		158	94.4%		7,095		1,532	78.4%		11,698		1,815	84.5%		
Jan 2018	535		45	91.6%		1,270		139	89.1%		2,798		196	93.0%		7,095		1,618	77.2%		11,698		1,998	82.9%		
Feb 2018	535		25	95.3%		1,270		100	92.1%		2,750		170	93.8%		7,095		1,625	77.1%		11,650		1,920	83.5%		
Mar 2018	535		29	94.6%		1,270		88	93.1%		2,750		194	92.9%		7,095		1,455	79.5%		11,650		1,766	84.8%		
Apr 2018	535		22	95.9%		1,270		81	93.6%		2,742		98	96.4%		7,108		1,518	78.6%		11,655		1,719	85.3%		
May 2018	535		23	95.7%		1,270		74	94.2%		2,742		70	97.4%		7,108		1,564	78.0%		11,655		1,731	85.1%		
Jun 2018	535		27	95.0%		1,270		90	93.0%		2,742		105	96.2%		7,108		1,567	78.0%		11,655		1,788	84.7%		*
Jul 2018	535	505	30	94.4%	94.1%	1,270	1,127	105	91.7%	90.7%	2,742	2,273	140	94.9%	93.8%	7,108	5,298	1,570	77.9%	70.4%	11,655	9,203	1,845	84.2%	80.0%	
Aug 2018	535	481	31	94.2%	93.6%	1,270	1,123	120	90.6%	89.3%	2,742	2,186	172	93.7%	92.1%	7,108	4,981	942	86.7%	81.1%	11,655	8,711	1,265	89.1%	85.5%	**
Sep 2018	535	501	22	95.9%	95.6%	1,270	1,138	116	90.9%	89.8%	2,742	2,230	248	91.0%	88.9%	7,108	4,409	236	96.7%	94.6%	11,655	8,278	622	94.7%	92.5%	
Oct 2018	535	511	24	95.5%	95.3%	1,270	1,137	129	89.8%	88.7%	2,742	2,167	250	90.9%	88.5%	7,108	5,224	1,451	79.6%	72.2%	11,655	9,039	1,854	84.1%	79.5%	
Nov 2018	535	511	16	97.0%	96.9%	1,270	1,138	109	91.4%	90.4%	2,742	2,285	220	92.0%	90.4%	7,108	5,268	1,636	77.0%	68.9%	11,655	9,202	1,981	83.0%	78.5%	
Dec 2018	535	511	11	97.9%	97.8%	1,270	1,113	109	91.4%	90.2%	2,742	2,254	216	92.1%	90.4%	7,108	5,273	1,589	77.6%	69.9%	11,655	9,151	1,925	83.5%	79.0%	
Jan 2019	535	501	16	97.0%	96.8%	1,270	1,123	127	90.0%	88.7%	2,742	2,254	203	92.6%	91.0%	7,108	5,271	1,608	77.4%	69.5%	11,655	9,149	1,954	83.2%	78.6%	
Feb 2019	535	501	16	97.0%	96.8%	1,270	1,105	116	90.9%	89.5%	2,742	2,239	223	91.9%	90.0%	7,108	5,215	1,654	76.7%	68.3%	11,655	9,060	2,009	82.8%	77.8%	
Mar 2019	535	494	14	97.4%	97.2%	1,270	1,108	64	95.0%	94.2%	2,742	2,236	145	94.7%	93.5%	7,108	5,173	1,670	76.5%	67.7%	11,655	9,011	1,893	83.8%	79.0%	
Last Month's Vacancy Rate					2.8%					5.8%					6.5%					32.3%					21.0%

* Data not available. Used averages.
** The reason found for these outliers is that LSAP for both English and French does not have vacancy data in the report in July & August. Added 700 vacancies to normalize it in both 2017 &2018
*** Data is as reported by providers on monthly billing

London District Catholic School Board Report
London Child Care Advisory Committee

Provided By: Amanda Benton, RECE – Early Year Support Specialist

Projected Enrollment

We are projecting an increase in kindergarten enrollment for the 2019-2020 school year. Specifications regarding new classrooms, etc. will be available by April.

Kindergarten Orientation

We have revised the Kindergarten orientation process by eliminating TVNELP. Schools will be engaged in planning and facilitating their own unique kindergarten orientation event and are encouraged to invite their community partners to attend.

Capital Projects

The addition of the East London Family Centre to Blessed Sacrament Elementary School continues to be on hold as we wait to hear from the Provincial government.

School Board Early Years Leadership Strategy

We are continuing to work alongside the TVDSB and area CMSMs to engage in the strategy and work towards our proposed outcomes.

- Any additional projects or initiatives have been put on hold as we await the Ministry of Education announcement on March 15.

LCCN Report – Child Care Advisory Committee

March 19, 2019

Licensed Child Care Network (LCCN) continues to meet the last Tuesday of each month, excluding July, August and December. Our network continues to grow and has become a place of support for many licensed child care operators, early years' professionals and child care advocates.

LCCN has been working with adHOME to create a marketing campaign to support the attraction and retention of RECEs in London & Middlesex. There is a huge shortage of RECEs in our region as well as provincially. LCCN would like to create an emotional video that speaks to the importance of the profession, in hopes that we can attract students in high school, college, and university or second career professionals into the field of early childhood education. The video will also display the benefits of working as an RECE as a way to retain professionals already working in the field. The video will be located on a website landing page, along with testimonials from early childhood professionals, currently employed in the early years' sector. Posters with the theme "Unsung Heroes" will be used to drive the audience to the landing page for more information. These posters will be displayed throughout our region, including on bus shelters. There is a goal to share the attraction and retention video at Cineplex theatres.

LCCN recently submitted recommendations to the provincial government around the proposed amendments to the Child Care and Early Years Act (CCEYA) under Bill 66, Schedule 3. LCCN collaborated to ensure our full range of expertise was accessed to share an informed response to the proposed amendments. It is our hope that our recommendations will be considered to maintain the current level of exceptional education and care our community is providing for children and families.

Members of the LCCN gathered signatures for a petition presented by the Ontario Coalition for Better Child Care and the Association for Early Childhood Education in Ontario (AECEO), to support the continuation of the Wage Enhancement Grant (WEG) for educators working in licensed child care who are making less than RECEs in the school boards. This petition has been presented to the province. During this process two of our licensed operators had the opportunity to tour local MPPs within their organizations. Peggy Sattler and Terence Kernaghan visited two different centres and spent some time learning about the important work being done in licensed child care facilities.

LCCN will continue to work with adHOME in developing an impactful attraction and retention marketing campaign to address the shortage of qualified educators working in the early years' profession in London & Middlesex. LCCN will continue to share its early learning expertise with all levels of government, in a variety of formats, to promote and advocate for early childhood education.

all kids belong
Inclusion Support Services

All Kids Belong
Updates for Child Care Advisory Committee
March 2019

All Kids Belong (AKB,) with endorsement of its Advisory Committee, has submitted its 2018 Service Plan Report and 2019 Service Plan.

The 2018 report reflects our achievement of service targets, and the progress we made in alignment with our 2016-2020 Strategic Plan. In 2018 AKB provided Resource Consultant support to over 600 children, provided funding for over 70,000 hours of in-classroom support, and offered 52 professional learning opportunities. We made significant improvements to our professional learning materials, and continued to build community partnerships and collaborations.

AKB's 2019 plan includes service targets based on 2018 results, and outlines all of the actions steps that will continue our progress in the key areas outlined in the Strategic Plan. AKB has a strong focus on program evaluation in 2019, which will include outcomes-based surveys for the three main components of the AKB program (resource consultation, in-classroom supports, and knowledge exchange.) The first of these surveys is underway at the time of this report.

Respectfully submitted,

Lee-Anne Cross
Program Manager, All Kids Belong

merrymount
family support and crisis centre

1064 COLBORNE STREET (AT HURON), LONDON, ONTARIO N6A 4B3

TELEPHONE: (519) 434-6848 FAX: (519) 434-6851

London Child Care Advisory Committee

Journey Together Report

March 19, 2019

Southwest Ontario Aboriginal Health Access Centre (SOAHAC) is the lead agency for the Indigenous Child Care and Family Centre.

The centre will be located on Hill St where the former St John Catholic French Immersion Elementary School stood. Demolition of the school will take place later this spring.

The Journey Together group is preparing 150 resource ‘gifts’ to assist the child care community in gaining knowledge and understanding of the history of local Indigenous people. The gifts will include music CD’s and books from local musicians and authors. They will include a dream catcher, maps, and access to free resources to research Indigenous nations across Canada.

Strive will promote a professional learning opportunity later this year and will introduce the resource gifts. Each participant will be given a resource gift to use at their centre.

The floor plan for the propose Indigenous Child Care and Family Centre will be viewed and discussed at the March 18, 2019 Journey Together meeting.

Child Care Advisory Committee Work Plan – 2018 Completion Summary

Project/Initiative	Completion Summary	Lead/Responsible	Completion Date	Budget
Improved Communication to Councillors	• We are now ensuring that all reports and updates from members are submitted in written rather than verbal format and attached to all Reports of the Childcare Advisory Committee	All members providing reports to the secretary	Implemented at November 6, 2018 meeting and ongoing	$0
"Adopt a Councillor/ Trustee 2019" preparation	• Adopt a Councillor/ Trustee Sub-Committee to reconvene in 2019 due to the election held in the fall of 2018.	Adopt a Councillor/ Trustee Sub-Committee	2019-2020	$0
Invitation to CCAC	• Standing invitation for Mayor and Chair of Community and Protective Services	Diane Gordon	Ongoing	$0
Evaluation of available child care spaces	• Diane Gordon, Chair and Julie Keens, Vice-Chair, met with City managers to discuss the One List. Further meetings for the full group to review the One List (Centralized Wait List), the statistics collected and their use are to be determined	CCAC/ CCAC Sub-Committee in conjunction with City Manager	TBD	$0
Be Informed on Community Initiatives and Conversations regarding Special Needs Resourcing	• Lee-Anne Cross continues to update the committee on Services for Special Need, community initiatives and conversations taking place	Lee-Anne Cross	Completed and Ongoing	$0

Community Safety and Crime Prevention Advisory Committee

Report

3rd Report of the Community Safety and Crime Prevention Advisory Committee
March 28, 2019
Committee Room #5

Attendance

PRESENT: L. Norman (Chair), J. Bennett, B. Hall, M. Melling, M. Sherritt, B. Spearman and L. Steel and H. Lysynski (Secretary)

ALSO PRESENT: T. MacDaniel, G. Tucker and B. Westlake-Power

ABSENT: I. Bielaska-Hornblower, S. Davis and B. Rankin

The meeting was called to order at 12:18 PM

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

None.

3. Consent

3.1 2nd Report of the Community Safety and Crime Prevention Advisory Committee

That it BE NOTED that the 2nd Report of the Community Safety and Crime Prevention Advisory Committee, from its meeting held on February 28, 2019, was received.

4. Sub-Committees and Working Groups

4.1 Community Safety Week

That the Civic Administration BE ADVISED that the Community Safety and Crime Prevention Advisory Committee (CSCP) attended the December 10, 2018 Community and Protective Services Committee meeting to advise the Municipal Council that the CSCP was in the process of preparing a 2019 Community Safety Week.

5. Items for Discussion

5.1 Parks and Recreation Master Plan

That a representative from Parks and Recreation BE ASKED to attend the next Community Safety and Crime Prevention Advisory Committee (CSCP) meeting to discuss the Parks and Recreation Master Plan; it being noted that the CSCP reviewed and received a communication from L. Livingstone, Managing Director, Neighbourhood, Children and Fire Services and S. Stafford, Managing Director, Parks and Recreation, with respect to this matter.

6. Deferred Matters/Additional Business

6.1 (ADDED) Children's Safety Village

That it BE NOTED that the Community Safety and Crime Prevention Advisory Committee heard a verbal update from L. Steel regarding attendance at the Children's Safety Village and the new registration deadlines with respect to Fire Departments from the immediate areas surrounding London.

7. Adjournment

The meeting adjourned at 1:50 PM.

Community Safety and Crime Prevention Advisory Committee

Report

4th Meeting of the Community Safety and Crime Prevention Advisory Committee
April 25, 2019
Committee Room #5

Attendance

PRESENT: L. Norman (Chair), J. Bennett, I. Bielaska-Hornblower, M. Melling, L.-A. Pizzolato, B. Rankin, M. Sherritt, B. Spearman and L. Steel and H. Lysynski (Secretary)

ALSO PRESENT: R. Britton, D. Lebold, J-P. McGonigle, G. Tucker and B. Westlake-Power

ABSENT: S. Davis

The meeting was called to order at 12:17 PM

1. Call to Order

1.1 Disclosures of Pecuniary Interest

That it BE NOTED that no pecuniary interests were disclosed.

2. Scheduled Items

2.1 Parks and Recreation Master Plan

That it BE NOTED that the Community Safety and Crime Prevention Advisory Committee heard the attached presentation from J.P. McGonigle, Division Manager, Parks Planning and Operations, with respect to the Parks and Recreation Master Plan.

3. Consent

3.1 3rd Report of the Community Safety and Crime Prevention Advisory Committee

That it BE NOTED that the 3rd Report of the Community Safety and Crime Prevention Advisory Committee, from its meeting held on March 28, 2019, was received.

3.2 Municipal Council Resolution - 2nd Report of the Community Safety and Crime Prevention Advisory Committee

That it BE NOTED that the Municipal Council resolution adopted at its meeting held on March 26, 2019, with respect to the 2nd Report of the Community Safety and Crime Prevention Advisory Committee, was received.

3.3 Letter of Resignation - B. Spearman

That it BE NOTED that the resignation of B. Spearman from the Community Safety and Crime Prevention Advisory Committee effective June 1, 2019, was received with regret.

4. Sub-Committees and Working Groups

4.1 Community Safety Week

That, the following actions be taken with respect to the 2019 Community Safety Week:

a) the Chair BE REQUESTED to write a letter of appreciation to J. Rake, Thames Valley District School Board, for his work on the Community Safety Week poster; and,

b) it BE NOTED that the Community Safety and Crime Prevention Advisory Committee held a general discussion with respect to the 2019 Community Safety Week events.

5. Items for Discussion

5.1 Children's Safety Village – Changes to Program Delivery

That it BE NOTED that the Community Safety and Crime Prevention Advisory Committee heard a verbal update from L. Steel with respect to the London Police Services attendance at the Children's Safety Village.

5.2 Advisory Committee Review

That the following actions be taken with respect to the Advisory Committee Review as it relates to the Community Safety and Crime Prevention Advisory Committee:

a) the Municipal Council BE REQUESTED to reconsider appointing only members-at-large on the Community Safety and Crime Prevention Advisory Committee (CSCP) for the next two years, and allow the CSCP to continue with the representation outlined on the CSCP's Terms of Reference, which are still in place, for the two-year period while the City reviews the role, responsibilities, and Terms of Reference for Advisory Committees; and,

b) the Chair and representatives of the CSCP BE GRANTED delegation status at the May 28, 2019 Community and Protective Services committee to present the motion and explain the rationale supporting the motion; and,

c) the attached rationale BE PROVIDED to the Municipal Council for consideration with respect to this matter.

6. Deferred Matters/Additional Business

6.1 (ADDED) Fire Services Statistics

That it BE NOTED that a verbal presentation and the attached statistics from D. Lebold, London Fire Department, with respect to the London Fire Department update, were received.

7. Adjournment

The meeting adjourned at 2:29 PM.

City of London
Parks and Recreation Master Plan

April 2019

Community Safety & Crime Prevention Advisory Committee

About the Master Plan

Creating a "Game Plan" for Parks, Recreation Programs, Sport Services and Facilities

- The Master Plan provides an overall vision and direction for making decisions.
- It is based on public input, participation trends and usage, best practices, demographic changes and growth forecasts.
- The Plan will be used by the City to guide investment in parks, recreation programs, sport services, and facilities over the next ten years and beyond.

Project Scope

- **Recreation Programming**, such as aquatic, sport, wellness, arts/crafts, dance/music, and general interest programs provided by the City and other sectors
- **Recreation and Sport Facilities**, such as community centres, pools, sports fields, playgrounds and more
- **Parks & Civic Spaces**, such as major parks, neighbourhood parks, gardens and civic squares
- **Investment in the Community**, such as neighbourhood opportunities, public engagement, sport tourism and more

Project Scope

Items out of Scope:

- **Parkland Dedication Policies** (guided by the London Plan and Parkland Conveyance & Levy By-Law)
- **Cycling and Bike Lanes** (addressed in the London Plan and Cycling Master Plan)
- **Environmentally Significant Areas** (guided by the London Plan policies and technical recommendations within individual Conservation Master Plans)
- **Arts, Culture and Heritage** (guided by the Cultural Prosperity Plan and related reports)

Although these items are addressed in other studies, the Master Plan will ensure alignment

Project Overview

Phase One

Research and Consultation

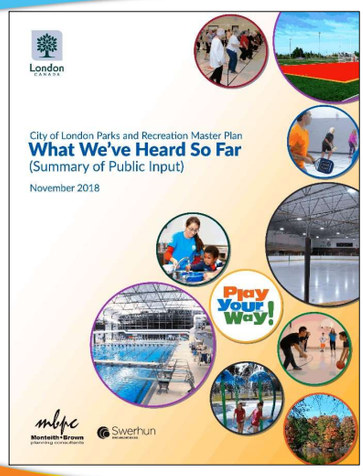
Phase Two

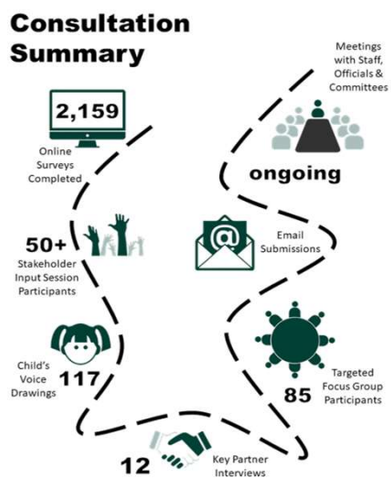
Development of Recommendations and Strategies

Phase Three

Testing the Master Plan and Project Finalization

What We've Heard So Far (Background report)





What the Draft Parks and Recreation Master Plan says….

- Did we miss anything?
- Is there anything else you would like to add?

VISION

- *In London, all residents – regardless of age, ability, culture, gender, income, or where they live – have opportunity to participate and share in meaningful and accessible parks, recreation and sport experiences.*

Goal 1: ACTIVE LIVING	We will support and promote opportunities for active living. This will be achieved through unstructured and structured experiences that encourage regular physical activity and healthy aging.
Goal 2: INCLUSION & ACCESS	We will remove barriers to participation by adopting a model of "access for all". This will be achieved by welcoming and including all residents.
Goal 3: CONNECTING PEOPLE & NATURE	We will strengthen residents' connections with their neighbourhoods and nature. This will be achieved through public awareness, neighbourhood-driven activities and decision-making, and opportunities to animate and enjoy London's outdoor spaces and places.
Goal 4: SUPPORTIVE ENVIRONMENTS	We will invest strategically in parks, recreation, and sport infrastructure to support the Master Plan goals. This will be achieved by responding to demonstrated community needs through the thoughtful design, provision, and management of parks, facilities, and spaces.
Goal 5: RECREATION CAPACITY	We will deliver exceptional parks, recreation, and sport services. This will be achieved through the use of effective and responsive practices, partnerships, innovation, leadership, and accountability at all levels.

Note: The goals of this Parks and Recreation Master Plan are aligned with the *Framework for Recreation in Canada* (2015).

Active Living

Strategic Direction: Make parks and facilities walkable and accessible by residents through active transportation and connections to public transit.

Recommendations:

- Emphasis on physical activity and physical literacy
- Expansion of drop in programming – respond to changing demographics & diversity, offering at non-traditional sites, more accessible locations etc.
- More family recreation opportunities… to foster lifelong participation
- Working together with other service providers and stakeholders to understand participation rates and gaps

Inclusion and Access

Goal: We will remove barriers to participation by adopting a model of "access for all". This will be achieved by welcoming and including all residents.

Recommendations:

- Work with under-represented populations to identify participation rates in parks, recreation, and sport; remove barriers to participation and establish appropriate participation targets.
- Ensure indigenous peoples feel welcomed in programs and community centres
- Expand staff training around accessibility, including sensitivity training.
- Awareness

Connecting People and Nature

Strategic Directions:

- Enhance awareness of community initiatives and promote the personal and community benefits of parks, recreation, and sport.
- Support volunteerism and community engagement.
- Continue to emphasize initiatives focused on strengthening neighbourhoods, animation of public spaces, and unstructured activities.
- Use recreation to help people connect with nature and be stewards of the natural environment.
- Apply effective designs and management strategies that support healthy and sustainable environments
- Support efforts to expand active transportation networks, including trails and pathways within and connecting to parks and open spaces.

Connecting People and Nature

Recommendations

- Education and awareness around naturalization projects, park maintenance, importance of exposure to nature, appreciation of nature (awareness, marketing, signage etc.)
- Enhance Thames shoreline access in keeping with best environmental practices
- Trails & Pathways – support opportunities to be immersed in, experience, respect and value nature, align with Cycling Master Plan and link with Provincial Cycling Routes

Connecting People and Nature

Recommendations

- Enhance management of woodlands and work with stakeholders, encourage stewardship of parks, gardens and other community resources – enhance sustainability
- Promote naturalization
- Management of urban wildlife and invasive species
- Outdoor Play Strategy

Supportive Environments

Recommendations

- Infrastructure – arenas, community centres, aquatics, pools, sport fields, amenities in parks, acquiring land for parks, parks and public space design
- Intensification – more multi-functional spaces, expand social and recreational opportunities to serve a diverse population
- Major retrofits and new construction projects consider climate change, environmental sustainability, and energy conservation
- Consideration of green technologies and low impact development practices by building these items into City budgets.
- Continue to utilize Community Centres as emergency reception centres

Supportive Environments

Recommendations

- Review and revise the City's park design guidelines ….update standards related to on- and off-street parking, general park lighting, washrooms, gateway features…
- Renewal of Neighbourhood Parks – emphasize projects that promote usage by people of all ages, such as the introduction of shade, seating, pathways, unprogrammed space.
- Engage in coordinated informed response and other integrated strategies aimed at improving the use, public safety, activities, and access of parks.

Recreation Capacity

Goal: We will deliver exceptional parks, recreation and sport services. This will be achieved through the use of effective and responsive practices, partnerships, innovation, leadership, and accountability at all levels.

Recommendations:

- Collect feedback and act on it
- Evidence informed decision making
- Partnerships
- Collaborations

Next Steps!

1. Any questions or comments: dbaxter@london.ca
2. Report with Draft Master Plan to Community and Protective Services Committee in May or June 2019

April 25, 2019

Community Safety and Crime Prevention Committee Meeting

Re: Proposed Motion regarding City Council decision to only appoint members-at-large to all City advisory committees for the next two years, starting June 2019.

(Noted that the Community and Protective Services Committee (CAPS) meeting for April 30th has been cancelled. The next CAPS meeting is May 28th. The next Council meeting following is June 11th.)

Motion:

That London City Council be requested to reconsider appointing *only* members-at-large on the Community Safety and Crime Prevention Advisory Committee (CSCP) for the next two years, and allow the CSCP to continue with the representation outlined on the committee's Terms of Reference, which are still in place, for the two-year period while the City reviews the role, responsibilities, and Terms of Reference for advisory committees.

And that a delegation from CSCP make a presentation to Community and Protective Services committee at its next meeting to present the motion and explain the rationale supporting the motion.

Rationale:

The mandate of the CSCP (per Terms of Reference) is:

The Community Safety and Crime Prevention Advisory Committee reports to the Municipal Council through the Community and Protective Services Committee. The Advisory Committee serves as a resource, information gathering and advisory body to the Municipal Council on matters pertaining to safety and crime prevention in the City of London.

The Advisory Committee is specifically responsible for:

- Developing, encouraging, and promoting activities and education programs for Londoners of all ages on safety in the community, such as (but not limited to) injury prevention, pedestrian safety, traffic safety, bicycle safety, water safety, and fire prevention;
- Developing, encouraging and promoting activities and education programs for Londoners of all ages on the prevention of crime in the community;
- Initiating and facilitating such working groups as may be necessary to assist in the development, encouragement, and promotion of safety and crime prevention programs and activities'
- Liaising, facilitating and working in cooperation with Civic Departments, other advisory committees of Council, Boards of Education, local Boards and Commissions, the media and any other organizations interested in the coordination of safety and crime prevention programs and activities;
- Acknowledging the action and activities of individuals and groups who are actively working towards developing community consensus on appropriate strategies for safety and crime prevention issues; and
- Receiving regular reports from the participating organizations for information purposes.

We, all CSCP members, support and value diversity, as is reflected in our proposed revisions to our Terms of Reference submitted on XXXXX (dates we submitted). Current "representative" voting members (appointed by their organizations, subject to approval by City Council) provide invaluable input, support, and continuity to the CSCP.

Fire Department Statistics
January to March 2019

Occupancy Type	Number of Fires	Dollar Loss	Injuries	Fatalities
Assembly	1	$50,000.00	0	0
Care	2	$300.00	0	0
Residential				
Detatched Dwelling	13	$378,001.00	0	0
Attached Dwelling	6	$128,000.00	2	0
Multi-Unit - 2 to 6	1	$500.00	0	0
Multi-Unit - 7 to 12	2	$50,500.00	0	0
Multi-Unit - Over 12	12	$152,707.00	2	2
Business and Personal Service	2	$2,050.00	0	0
Mercantile	1	$1,500.00	0	0
Other	6	$28,200.00	0	0
Vehicles	22	$340,500.00	0	0
Total	**68**	**$1,132,258.00**	**4**	**2**

Cause	Number of Fires	Dollar Loss	Injuries	Fatalities
Cooking	8	$117,070.00	2	0
Electrical	1	$500.00	0	0
Heating Equipment	5	$69,000.00	0	0
Appliances	0	$0.00	0	0
Lighting Equipment	0	$0.00	0	0
Processing Equipment	0	$0.00	0	0
Open Flame/Smoker's Articles	12	$413,635.00	0	2
Other Mechical/Electrical	1	$2,000.00	0	0
Miscellaneous	9	$118,000.00	0	0
Undetermined	32	$412,053.00	2	0
Total	**68**	**$1,132,258.00**	**4**	**2**

Smoke Alarms	
No smoke alarm	7
Smoke alarm present and operated	23
Smoke alarm present, did not operate	4
Smoke alarm present, operation undetermined	2
Smoke alarm presence undetermined	3

April 4, 2019

Chair and Members of the
Community and Protective Services Committee

Re: Garbage Collection – City of London Parks

A number of years ago, the City of London discontinued year round garbage pickup at City of London Parks in order to meet budgetary targets established by the Municipal Council.

The City's Strategic Plan sets out strategies for the City to meet, including the following:

Strengthening our Community

- Promoting wellbeing, health and safety in their neighbourhoods across the City of London
- Increase resident use of community gathering spaces
- Increase neighbourhood safety
- Increase participation in leisure activities

Building a Sustainable City of London

- London has a strong and healthy environment
- Protect and enhance waterways, wetlands and natural areas

With these strategies in mind and in order to increase civic pride, provide a healthy environment and the enjoyment of the City parks, I am seeking support of the following recommendation:

> "That the Civic Administration BE DIRECTED to report back to the August 13, 2019 meeting of the Community and Protective Services Committee with the costing related to resuming year round garbage collection in City Parks."

Respectfully submitted,

Elizabeth Peloza
Councillor, Ward 12

TO:	**CHAIR AND MEMBERS COMMUNITY AND PROTECTIVE SERVICES COMMITTEE MEETING ON MAY 28, 2019**
FROM:	**G. KOTSIFAS, P. ENG. MANAGING DIRECTOR, DEVELOPMENT & COMPLIANCE SERVICES & CHIEF BUILDING OFFICIAL**
SUBJECT:	**UNSANCTIONED AND UNSAFE STREET PARTIES POLICY AMENDMENTS PUBLIC NUISANCE BY-LAW: COST RECOVERY**

RECOMMENDATION

That, on the recommendation of the Managing Director, Development & Compliance Services & Chief Building Official, this report **BE RECEIVED** for information purposes

PREVIOUS REPORTS

Unsanctioned and Unsafe Street Parties – Community and Protective Services Committee – February 20, 2019

Unsanctioned and Unsafe Street Parties – Community and Protective Services Committee – April 1, 2019

BACKGROUND

Municipal Council, at its meeting held on April 9, 2019 resolved:

That the Unsanctioned and Unsafe Street Party Policy Amendments – Public Nuisance By-law and Cost Recovery item BE REFERRED back to the Civic Administration for consultation with stakeholders and a report back to the Community and Protective Services Committee meeting held on May 28, 2019, with an accompanying in camera report to also be provided regarding legal advice.

In response to the above Council resolution, Civic Administration revised the original draft amendment and distributed the revised amendment to all stakeholders and interested members of the public.

The following documents are attached: original draft amendment (Appendix ‘A’); revised draft amendment (Appendix ‘B’) and correspondence from the London Property Managers Association (Appendix ‘C’).

PREPARED BY:	**RECOMMENDED BY:**
O. KATOLYK, MLEO (c) CHIEF MUNICIPAL LAW ENFORCEMENT OFFICER	**GEORGE KOTSIFAS, P. ENG. MANAGING DIRECTOR, DEVELOPMENT & COMPLIANCE SERVICES & CHIEF BUILDING OFFICIAL**

Appendix 'A'

Bill No.
2019

By-law No.

A By-law to amend By-law PH-18 entitled, "A by-law to prohibit and regulate public nuisances within the City of London."

WHEREAS subsection 5(3) of the *Municipal Act, 2001* S.O. 2001, c.25, provides that a municipal power shall be exercised by by-law;

AND WHEREAS subsection 8(1) of the *Municipal Act, 2001* provides that the powers of a municipality under this or any other Act shall be interpreted broadly so as to confer broad authority on the municipality to enable the municipality to govern its affairs as it considers appropriate and to enhance the municipality's ability to respond to municipal issues;

AND WHEREAS subsection 8(3) of the *Municipal Act, 2001* provides that a by-law under section 10 respecting a matter may (b) require persons to do things respecting the matter;

AND WHEREAS subsection 10 of the *Municipal Act, 2001* provides that a municipality may provide any service or thing that the municipality considers necessary or desirable for the public, and may pass by-laws respecting the following matters: 6. Health, safety and well-being of persons; 7. services and things that the municipality is authorized to provide; 8. Protection of persons and property; 10. Structures;

AND WHEREAS section 446 of the *Municipal Act, 2001* provides that, if a municipality has the authority under this or any other Act or under a by-law under this or any other Act to direct or require a person to do a matter or thing, the municipality may also provide that, in default of it being done by the person directed or required to do it, the matter or thing shall be done at the person's expense, and that the municipality may enter upon land at any reasonable time, and that the municipality may recover the costs of doing a matter or thing from the person directed or required to do it by action or by adding the costs to the tax roll and collecting them in the same manner as property taxes;

AND WHEREAS the City's Inspections By-law provides for rights of entry to determine whether the following are being complied with: by-laws passed under the *Municipal Act, 2001;* a direction or order of the City made under the *Municipal Act, 2001;* a condition of a licence issued under a by-law of the City passed under the *Municipal Act, 2001;* and an order made under section 431 of the *Municipal Act, 2001;*

NOW THEREFORE the Municipal Council of The Corporation of the City of London enacts as follows:

1. By-law PH-18 is amended by adding a new definition for "Chief Municipal Law Enforcement Officer" in section 1, as follows:

   "Chief Municipal Law Enforcement Officer" means the City of London's Chief Municipal Law Enforcement Officer, or designate;

2. By-law PH-18 is amended in subsection 5(1) by deleting the phrase "City's Manager of Licensing and Municipal Law Enforcement Services" and replacing it with the phrase "Chief Municipal Law Enforcement Officer".

3. By-law PH-18 is amended by inserting a new section 4A after section 4, as follows:

   "4A. Take Necessary Actions to Prevent, End or Clean Up After Nuisance Party

4A (1) Every owner, occupant or tenant shall take all reasonable actions to prevent a Nuisance Party, end a Nuisance Party, and clean up after a Nuisance Party.

(2) Every owner, occupant or tenant shall take all reasonable actions to prevent a Nuisance Party, end a Nuisance Party, and clean up after a Nuisance Party, as directed by any of the Chief of Police, the Chief Municipal Law Enforcement Officer, or Fire Chief or designate.

(3) For greater certainty only, the actions contemplated in (a) and (b) above include but are not limited to: hiring security personnel to prevent persons who do not live at the Premises from entering the Premises; requiring persons who do not live at the Premises to leave the Premises; preventing or extinguishing fires; preventing or extinguishing firecrackers, fireworks and pyrotechnics; preventing a fire from spreading; requiring people to leave roof and other structures and contracting for any special equipment for same; renting special equipment; preserving property; eliminating or reducing unreasonable sound; providing specialized rescue services; controlling and eliminating an emergency; preventing damage to equipment owned by or contracted to the City; making safe an incident or Premises; reducing crowd size at Premises; removing debris and garbage including plastic cups, cans and bottles.

4. By-law PH-18 is amended by inserting a new subsection 7(3) after subsection 7(2) as follows:

Failure to Comply - done by City - at expense of person required to do it

(3) Where any thing required to be done in accordance with this by-law is not done, the Chief Municipal Law Enforcement Officer may do such thing at the expense of the person required to do it, and such expense may be recovered by action or by adding the costs to the tax roll and collecting them in the same manner as property taxes. For the purposes of this subsection, the municipality may enter upon land at any reasonable time. The City will not seek to recover costs under this subsection where the person demonstrates to the City's satisfaction that the person took all reasonable actions to prevent the Nuisance Party.

5. By-law PH-18 is amended in section 8 by deleting the amount "$10,000" and replacing it with the amount "$25,000".

6. This by-law shall come into force and effect on the day it is passed.

PASSED in Open Council on ,2019.

Ed Holder
Mayor

Catharine Saunders
City Clerk

First Reading -
Second Reading -
Third Reading -

Appendix 'B'

NOTICE: This draft document was prepared by Civic Administration for the City of London and is being provided to you for purposes of consultation with stakeholders pursuant to Municipal Council resolution of April 9, 2019:

> *"That the Unsanctioned and Unsafe Street Parties Policy Amendments – Public Nuisance By-law and Cost Recovery Item BE REFERRED back to the Civic Administration for consultation with stakeholders and a report back to the Community and Protective Services Committee meeting to be held on May 28, 2019…"*

The underline and blackline (~~blackline~~) in the document below indicate Civic Administration's proposed changes to the version of the draft amending by-law that appeared on the April 1 Community and Protective Services Committee agenda. Any revised draft would have to go to Committee and Council for consideration and passage by Council.

We would welcome any comments you may have regarding this document. Please provide your comments to Mr. Orest Katolyk at Okatolyk@london.ca by midnight on Monday April 22, 2019.

DRAFT (April 15, 2019)

Bill No.
2019

By-law No.

A By-law to amend By-law PH-18 entitled, "A by-law to prohibit and regulate public nuisances within the City of London."

WHEREAS subsection 5(3) of the *Municipal Act, 2001* S.O. 2001, c.25, provides that a municipal power shall be exercised by by-law;

AND WHEREAS subsection 8(1) of the *Municipal Act, 2001* provides that the powers of a municipality under this or any other Act shall be intarpreted broadly so as to confer broad authority on the municipality to enable the municipality to govern its affairs as it considers appropriate and to enhance the municipality's ability to respond to municipal issues;

AND WHEREAS subsection 8(3) of the *Municipal Act, 2001* provides that a by-law under section 10 respecting a matter may (b) require persons to do things respecting the matter;

AND WHEREAS subsection 10 of the *Municipal Act, 2001* provides that a municipality may provide any service or thing that the municipality considers necessary or desirable for the public, and may pass by-laws respecting the following matters: 6. Health, safety and well-being of persons; 7. services and things that the municipality is authorized to provide; 8. Protection of persons and property; 10. Structures;

AND WHEREAS section 446 of the *Municipal Act, 2001* provides that, if a municipality has the authority under this or any other Act or under a by-law under this or any other Act to direct or require a person to do a matter or thing, the municipality may also provide that, in default of it being done by the person directed or required to do it, the matter or thing shall be done at the person's expense, and that the municipality may enter upon land at any reasonable time, and that the municipality may recover the costs of doing a matter or thing from the person directed or required to do it by action or by adding the costs to the tax roll and collecting them in the same manner as property taxes;

AND WHEREAS the City's Inspections By-law provides for rights of entry to determine whether the following are being complied with: by-laws passed under the *Municipal Act, 2001*; a direction or order of the City made under the *Municipal Act, 2001*; a condition of a licence issued under a by-law of the City passed under the *Municipal Act, 2001*; and an order made under section 431 of the *Municipal Act, 2001*;

NOW THEREFORE the Municipal Council of The Corporation of the City of London enacts as follows:

1. By-law PH-18 is amended by adding a new definition for "Chief Municipal Law Enforcement Officer" after the definition of Chief of Police in section 1, as follows:

> **"Chief Municipal Law Enforcement Officer"** means the City of London's Chief Municipal Law Enforcement Officer, or designate;

2. By-law PH-18 is amended by inserting a new section 4A after section 4, as follows:

"4A. TAKE NECESSARY ACTIONS TO PREVENT, END OR CLEAN UP AFTER NUISANCE PARTY

4A(1) Every owner, occupant or tenant shall take all reasonable and lawful actions to prevent a Nuisance Party, end a Nuisance Party, and clean up after a Nuisance Party on Premises under their possession or control.

~~4A(2) Every owner, occupant or tenant shall take all reasonable action to prevent a Nuisance Party, end a Nuisance Party, and clean up after a Nuisance Party, as directed by any of the Chief of Police, the Chief Municipal Law Enforcement Officer, or Fire Chief or designate.~~

4A(2)~~(3)~~ For greater certainty only, the actions contemplated in 4A(1) above include but are not limited to: owners informing tenants in near-campus neighbourhoods about the Public Nuisance By-law and other applicable by-laws (e.g. lease and "guarantor" schedule that makes specific reference to the Public Nuisance By-law, to prohibited tenant conduct, and to the fines and remedial costs levied under it); ~~hiring security personnel to prevent persons who do not live at the Premises from entering the Premises; requiring persons who do not live at the Premises to leave the Premises;~~ preventing or extinguishing fires; preventing or extinguishing firecrackers, fireworks and pyrotechnics; preventing a fire from spreading; requiring people to leave roof and other structures and contracting for any special equipment for same; ~~renting special equipment;~~ preserving property; eliminating or reducing unreasonable sound; providing specialized rescue services; controlling and eliminating an emergency; ~~preventing damage to equipment owned by or contracted to the City;~~ making safe an incident or Premises; reducing crowd size at Premises; removing debris and garbage including plastic cups, cans and bottles.

Remedial Costs – Failure to Comply – done by City
4A(3) (a) Where anything required to be done in accordance with ~~this by-law~~ sections 4 and 4A is not done, the Chief Municipal Law Enforcement Officer may do such thing at the expense of the person required to do it, and such expense may be recovered by action or by adding the costs to the tax roll and collecting them in the same manner as property taxes. For the purposes of this subsection, the City may enter upon land at any reasonable time.

(b) The City will not seek to recover costs under this subsection against a person who demonstrates to the City's satisfaction that the person took all reasonable and lawful actions to prevent the Nuisance Party.

No Costs against Owner if No Nuisance Party Within 2 Years
(c) In the event of a Nuisance Party, the City will not seek to recover costs under this subsection against the owner of the Premises (where the owner is not an occupant) if there has not been a Nuisance Party at the Premises in the preceding 2 years.

3. By-law PH-18 is amended in subsection 5(1) by deleting the phrase "City's Manager of Licensing and Municipal Law Enforcement Services" and replacing it with the phrase "Chief Municipal Law Enforcement Officer".

4. By-law PH-18 is amended in section 8(a) by deleting the amount "$10,000" and replacing it with the amount "$25,000".

5. This by-law shall come into force and effect on the day it is passed.

PASSED in Open Council on , 2019.

Ed Holder
Mayor

Catharine Saunders
City Clerk

First Reading -
Second Reading –
Third Reading –

Cohen Highley LAWYERS
www.cohenhighley.com

REPLY TO:

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F 519 672-5960

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T 226 494-1034
F 519 672-5960

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T 519 344-2020
F 519 672-5960

Stratford
100 Erie St
Stratford ON N5A 2M4
T 519 672 9330
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April 17, 2019

VIA EMAIL: ogk@london.ca

Orest Katolyk
Chief Municipal Law Enforcement Officer
Development and Compliance Services
300 Dufferin Avenue
London, Ontario
N6A 4L9

Dear Mr. Katolyk:

Re: Draft Public Nuisance By-Law Amendment; LPMA Stakeholder Input

Thank you for your email of April 15, 2019 and your enclosure of proposed draft amendments to the above-referenced By-law. LPMA appreciates the opportunity for further input into the proposed amendment.

There continues to be fundamental legal and practical barriers to lawful implementation and enforcement of the amendment. Before commenting on those barriers, and particularly the legal issues, we recall that there was an expectation by Members of the Community and Protective Services (CAPS) Committee and those of us in attendance at the public meeting that a review by the City's legal department of legal issues raised in our previous written and oral submissions would occur. The City lawyer present at the public meeting on April 9 made it clear that it was unlikely that a legal review could be completed for several weeks. It appears, from the significant deficiencies in the proposed amendment, that a review by the City legal department has not yet taken place. We respectfully submit it would be more constructive and efficient for everyone if, prior to further stakeholder consultation, proposed amendments would first be vetted by the City legal department as the proposal provided to us is a legal non-starter.

The fundamental legal flaw in the proposed amendment of April 15, 2019 is that it continues to assnme that an "owner" of leased rental residential property has some legal basis to "prevent" tenants and their lawful guests from engaging in illegal or "nuisance" conduct. As we made clear in our previous submission, under the *Residential Tenancies Act* (RTA), residential tenants have "exclusive possession" of rented premises, including the attached yard of a residential dwelling. Residential landlords are prohibited under the RTA from interfering with tenant conduct, other than to seek a remedy at the Landlord and Tenant Board (LTB) after proper Notices have heen issued in strict compliance with the provisions of the RTA. Landlords cannot

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restrict the tenants' rights to exclusive possession of a rental unit through leases because the "RTA applies despite any agreement or any other Act" (s. 3 RTA).

The provisions which require a landlord to "prevent" or "end" a Nuisance Party, as described in section 4A, would compel a landlord to engage in unlawful behaviour. For example, a landlord may not enter on to a tenant's property unannounced for the purpose of "preventing...fireworks and pyrotechnics" from occurring, or for requiring people to leave a roof, or to eliminate or reduce what the landlord deems to be unreasonable sound, etc. Where tenants or their invitees engage in disruptive or damaging behaviour in rented premises, a landlord is restricted to serving a Notice of Termination based on the tenant's "interference with the landlord's legal interests" (which is "voidable"); filing an application to the LTB for an eviction order; and, persuading the LTB Member that the interference is sufficiently serious so as to warrant termination of the tenancy. While s. 4A (1) does require the landlord to take "lawful actions" to prevent a Nuisance Party, the fact is that the examples given in the next proposed subsection would require the landlord to engage in unlawful conduct. The only lawful actions a landlord may take to prevent or end the activity are actions which cannot be deployed until after the activity has occurred.

In summary, to the extent that the By-law requires a landlord to prevent tenants and their invitees from doing anything, and to the extent it purports to impose financial penalties for failing to prevent tenants from engaging in defined conduct, the By-law will undoubtedly be declared legally unenforceable. The provisions of the RTA "trump" the conflicting provisions of a municipal by-law. The activities sought to be prevented are fully within the control of occupants and tenants and therefore the word "owner" in s. 4A (1) should be deleted.

There is a further practical and legal concern with the provisions [4A (2)] which purport to require the landlord to engage in firefighting and law enforcement activities by entering on to the property to require that persons cease disruptive behaviours. The City has expressed concern about the physical safety of its first responders, including Fire, Police, and By-law Officers, when confronted with the aggressive, boorish and confrontational behaviours of attendees at Nuisance Parties. The proposed solution by the City is to force landlords, rather than first responders, to attend at the scene and confront the attendees. As morally satisfying as that may seem for some "anti-rental housing" people, upon legal review by the City it will be apparent that physical injury to landlords is foreseeable and, where injury occurs as a consequence of a landlord attempting to comply with the By-law, the civil liability of the City for personal injury and aggravated damages will be substantial.

Clause 4A (3) (b) is, in our submission, unenforceable on the basis that where the City is the adjudicator of whether the landlord "...took all reasonable and lawful actions to prevent the Nuisance Party", there is an inherent conflict of interest and lack of natural justice in making such findings of fact which would lead to financial recoveries for the City. The City official making such determination will be inclined to reach a conclusion which favours financial recovery regardless of the circumstances. This raises an unqualified "apprehension of bias" which, in turn, creates a fatal jurisdictional legal flaw in the proceeding and the legislation.

The insertion of clause 4A (3) (c) (an immunity clause if a site is "Nuisance Party" free for two years) is entirely new. The section was not in the first By-law draft and appears to be an afterthought; however, it too is seriously flawed. First, where a property changes ownership or

where possession changes with new tenants, the section imposes punitive liability based on conduct engaged in by a former owner or tenant. Secondly, and as averred to above, the landlord would first have to be found liable for conduct which the landlord is lawfully prohibited from engaging in, but would then not face financial cost consequences. The provision makes no legal or practical sense.

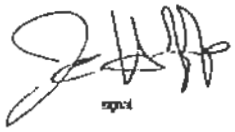
In summary, the same overriding legal deficiency that was present in the first draft of the By-law amendment remains in this current draft. Because of legal restrictions imposed by the RTA, landlords have even less ability than parents, or the relevant post-secondary institution, or the City, in "preventing or ending" Nuisance Parties. The proposed amendment is a legal non-starter and, with the exceptions of increased fines and adding a designation of "Chief" to the title of a City official (which some may rightly find offensive), the balance of the By-law amendment should be scrapped and new approach to addressing the issues should be taken. If stakeholder input continues, it is respectfully submitted that any future draft first be vetted by the City legal department prior to circulation.

For its part LPMA continues to be of the view that it would be an operational "best practice" for its members, whose tenants occupy converted residential structures in near campus neighborhoods, to add a caution and acknowledgment to the leases of tenants and their guarantors relative to the consequences of hosting Nuisance Parties. What its members cannot do, however, is engage in unlawful conduct at the behest of a municipal By-law which would contravene superior legislation such as the RTA.

We trust the foregoing is clear; however, if you have questions we would be pleased to respond.

Yours very truly,

COHEN HIGHLEY LLP



Joseph Hoffer
JJH:rmh
email: hoffer@cohenhighley.com

cc: LPMA
cc: City Legal Department
cc: CPSC Committee Members and Councillor Squire

Hello,

The Hamilton Road Basic Needs committee, working with Crouch Neighbourhood Resource Centre feels strongly that we are presently in crisis regarding homelessness in London. The committee, lead by Crouch Neighbourhood Resource Centre and supported by numerous agencies in the city of London who deal with the most vulnerable people in our community experiencing homelessness would like to meet with the Community & Protective Services Committee in order to move a sense of urgency and determination of crisis forward to council with a request for immediate action even while the present homelessness planning process takes place.

This plan to present to Community & Protective Services Committee has been presented to the Homelessness Coalition. We are working with numerous agencies who work with vulnerable people in our community who are homeless or presently, precariously housed.

With a sense of urgency, we hope to receive support to deal with the homelessness crisis on an immediate basis while the homelessness planning process considers methods to prevent us from being in this emergency situation in future.

We would like to present at your meeting in late June. Please let me know if that is possible and, any further requirements we should fulfil in order to present to your committee.

Thank you.

Margaret Wills

Executive Director

Crouch Neighbourhood Resource Centre

DEFERRED MATTERS

COMMUNITY AND PROTECTIVE SERVICES COMMITTEE

as of May 24, 2019

File No.	Subject	Request Date	Requested/Expected Reply Date	Person Responsible	Status
1.	**Request for Naming of Vimy Ridge Park** That the following actions be taken with respect to the request for naming of Vimy Ridge Park: a) the Civic Administration BE REQUESTED to complete appropriate stakeholder consultation and report back to the Community and Protective Services Committee (CPSC), as soon as possible, with respect to a location that would be adequate and a suitable Vimy Ridge commemorative location, including the necessary budget; b) the request to name a parcel of land located adjacent to the Charlie Fox Overpass at Hale Street and Trafalgar Street, "Vimy Ridge Park" BE REFERRED to a future meeting of the CPSC when the above-noted information is available related to this matter; and, c) the Civic Administration BE DIRECTED to make the necessary arrangements for the land located adjacent to the Charlie Fox Overpass at Hale Street and Trafalgar Street to be designated as the temporary "Vimy Ridge Park" until such time as the actions outlined in a) and b) have been completed and a permanent "Vimy Ridge Park" has been established.	February 22, 2017	TBD	S. Stafford	Community and Stakeholder Engagement in Spring of 2019 Report back in Summer of 2019
2.	**2nd Report of the Diversity, Inclusion and Anti-Oppression Advisory Committee** That the following actions be taken with respect to the 2nd Report of the Diversity, Inclusion and Anti-Oppression Advisory Committee (DIAAC), from its meeting held on January 18, 2018: a) the City Clerk BE REQUESTED to review and consider new, additional resources for the Advisory Committee, Board and Commission membership recruitment in order to augment the diversity of applications for vacant positions, specifically focusing on diverse, young women and report back to the Community and Protective Services Committee with respect to this matter; it being	February 21, 2018	TBD	C. Saunders	

File No.	Subject	Request Date	Requested/Expected Reply Date	Person Responsible	Status
	noted that the DIAAC received the attached presentation from K. Koltun, Government and External Relations Office, with respect to the Diverse Voices for Change Initiative and the related committee census information; and,				
3.	**Salvation Army Commissioning** That the communication dated February 26, 2018, from B. Miller, with respect to a request to install a bronze plaque in Victoria Park to acknowledge and thank the Salvation Army for over 130 years of service in the City of London, BE REFERRED to the Civic Administration for consideration and a report back to the Community and Protective Services Committee as to what options are currently in place to facilitate the recognition or a new type of recognition.	March 20, 2018	TBD	S. Stafford	
4.	**4th Report of the Diversity, Inclusion and Anti-Oppression Advisory Committee** c) the City Clerk BE REQUESTED to undertake a review of the potential provision of child minding for Advisory Committees and to report back to the appropriate standing committee	April 4, 2018	2018	B. Coxhead C. Saunders	
5.	**7th Report of the Accessibility Advisory Committee** That the following actions be taken with respect to the 7th Report of the Accessibility Advisory Committee from its meeting held on July 26, 2018: a) the motion from the Policy Sub-Committee report, from the meeting held on July 10, 2018, with respect to Municipal Council being requested to fully endorse the Outdoor Event Guide, in its entirety, and require that all events held on city-owned land be required to implement all points BE REFERRED to the Civic Administration for review and a report back to the Community and Protective Services Committee in enough time for possible implementation prior to the next events season;	August 14, 2018	TBD	J.P. McGonigle	

File No.	Subject	Request Date	Requested/Expected Reply Date	Person Responsible	Status
6.	**Mayor's Meeting With the Accessibility Advisory Committee – Update** That the following actions be taken with respect to the correspondence from Mayor M. Brown regarding his meeting on June 28, 2018 with members of the Accessibility Advisory Committee: b) the remainder of the above-noted correspondence BE REFERRED to the Civic Administration in order to report back to the Community and Protective Services Committee as soon as possible related to the request(s), including, but not limited to, potential timelines and resource implications.	August 14, 2018	TBD	S. Datars Bere C. Saunders G. Kotsifas J. Fleming S. Stafford M. Hayward B. Card M. Daley K. Scherr B. Coxhead A.L. Barbon	
7.	**Municipal Implementation of Legalized Cannabis - Cannabis Licence Act, 2018** That, on the recommendation of the Director of Community and Economic Innovation, with the concurrence of the City Manager, the following actions be taken with respect to the municipal implementation of legalized cannabis: d) the Civic Administration BE DIRECTED to continue monitor impacts associated with recreational cannabis and report back to the Community and Protective Services Committee no later than April 2020	December 10, 2018	TBD	R. Wilcox M. Hayward	
8.	**Administrative Monetary Penalty By-law** That, on the recommendation of the Managing Director, Development and Compliance Services and Chief Building Official, the following actions be taken with respect to an Administrative Monetary By-law: d) the Civic Administration BE DIRECTED to report back to the Community and Protective Services Committee with information following the initial 12 month implementation period; e) the Civic Administration BE REQUESTED to report back after the 12 month period with respect to proposals for implementing the Administrative Monetary Penalty System for other by-laws and what the financial implications would be; f) the Civic Administration BE REQUESTED to investigate and report back to the Community and	December 10, 2018	TBD	G. Kotsifas A. Drost	

File No.	Subject	Request Date	Requested/Expected Reply Date	Person Responsible	Status
	Protective Services Committee, as soon as possible, with available technology options to limit barriers to people living with disabilities;				
9.	**Towing Services Review** That the communication, as appended to the agenda, from Councillor S. Lewis, with respect to a request for a draft by-law related to the towing industry, BE REFERRED to the Civic Administration for a review and consultation with the industry as well as with law enforcement agencies, including the London Police Service and Ontario Provincial Police, along with a report back to the Community and Protective Services Committee as to whether or not a by-law is required; it being noted that the delegation requests from T. Whitworth and F. Ibrahim, as included on the Added Agenda, will be referred to the above-noted consultation.	January 22, 2019	TBD	G. Kotsifas O. Katolyk	
10.	**3rd Report of the Diversity, Inclusion and Anti-Oppression Advisory Committee** That the following actions be taken with respect to the 3rd Report of the Diversity, Inclusion and Anti-Oppression Advisory Committee, from its meeting held on March 21, 2019: a) the following actions be taken with respect to menstrual products distribution free of charge: i) the Civic Administration BE DIRECTED to provide free menstrual products (pads and tampons) in all public-facing City of London facilities and report back at a future meeting of the Community and Protective Services Committee (CPSC) with respect to the cost associated with this; ii) the Civic Administration BE REQUESTED to explore the option of providing free menstrual products in all remaining City of London facilities, as a pilot project, and report back at a future meeting of the CPSC with respect to the cost associated with this;	April 1, 2019	TBD	L. Livingstone S. Stafford	

Hello Jerri,

Can you please circulate to CPSC members for addition to Tuesday's agenda:

Motion to CPSC re: Neighbour Good Event Equipment Lending Policy

Wheresas Home & School Associations, though affiliated with their home schools are not mandated bodies of the Thames Valley School Board, in much the same way as community associations may be affiliated with the Urban League of London and as these associations organize events during the school year that build a sense of community and neighbourhood that is not limited to the school community itself;

Staff be requested to consider and report back before the beginning of the 2019-2020 school year on the viability of extending the definition of eligible groups in the current equipment lending policy (defined as groups of neighbours working to build community in their neighbourhood. This could be a neighbourhood association or an informal group of neighbours) to include home & school associations, to allow for those bodies to be eligible for equipment lending during the school calendar year.

Shawn Lewis
City Councillor, Ward 2
London ON