

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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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:

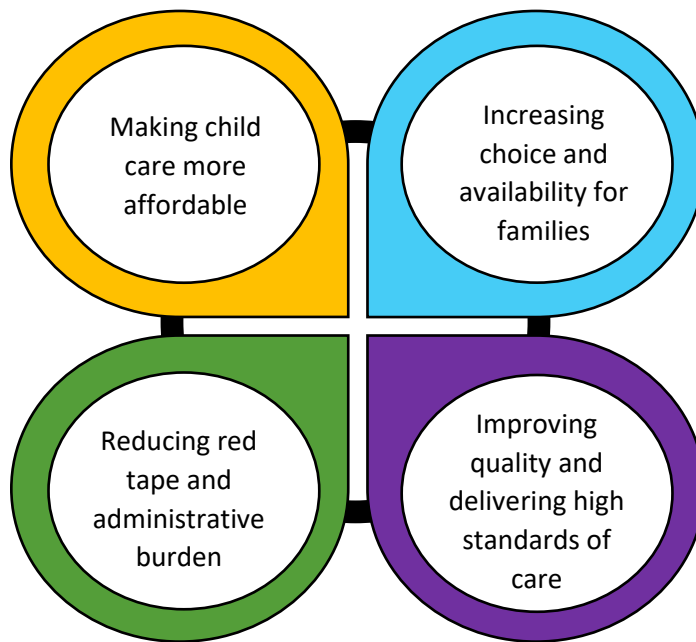
1. Increasing access to early years and child care programs and services;
2. Ensuring a more affordable child care and early years system;

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.

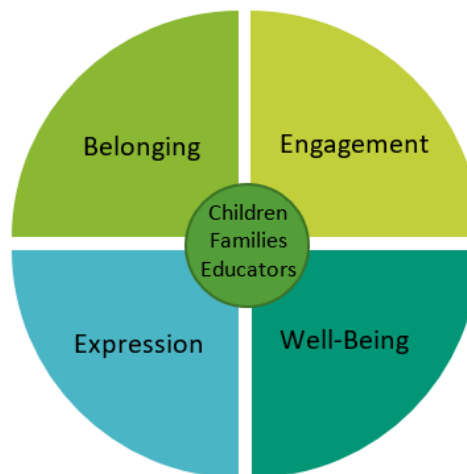
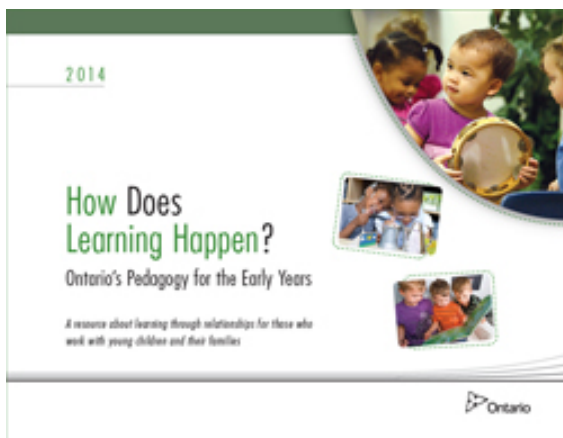
The renewed framework also identified four important pillars which were chosen based on feedback from system partners, and reinforced through the findings of their engagement processes. The four pillars include:

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

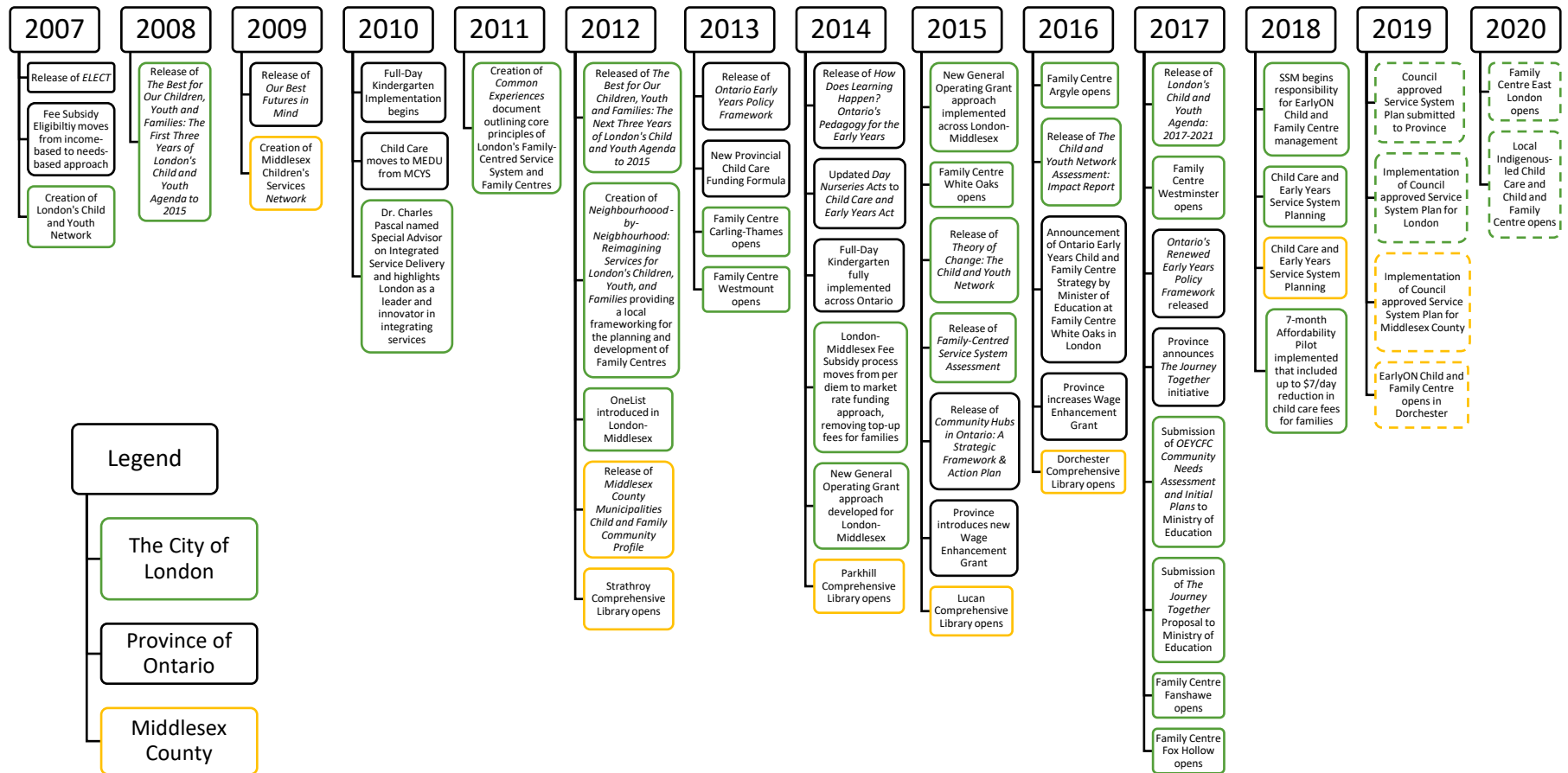
As SSM for child care and early years programs and services in London-Middlesex under the CCEYA, the City of London is responsible for:

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.

¹Ontario 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



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:

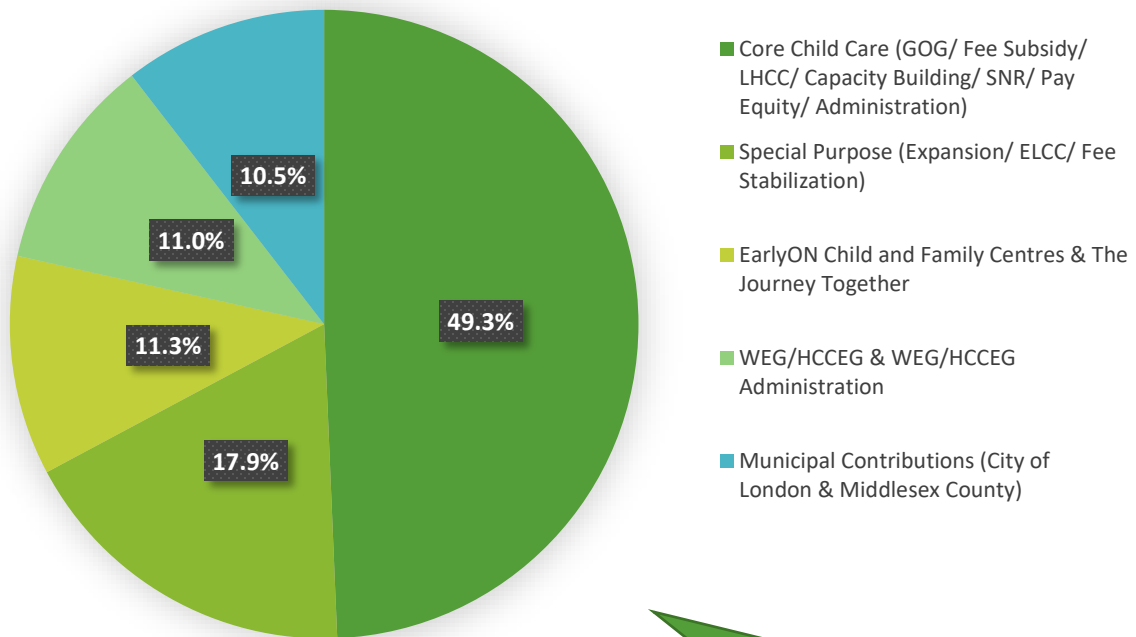
All Kids Belong	All Kids Belong is a community program that promotes the inclusion of all children with special needs into licensed child care settings, and provides support to community child care programs and Before/After School Programs by enhancing their knowledge and skills in working with families 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.
Licensed 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 Française	Réseau Regional de Langue Française 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.

2018 London-Middlesex Child Care and Early Years Service System Budget



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

Total 2018 budget:
\$65,356,114

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 Indicators	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*
<i>*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)</i>			
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*
<i>*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)</i>			
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*
<i>*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)</i>			
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
<i>*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</i>			
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
<i>*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</i>			
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 Licensing 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 <u>and</u> After School Care) Spot	\$19.40 - \$41.26	\$24.58
Daily Cost per Primary/Junior (Before <u>and</u> 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 <u>and</u> After School Care) Spot	\$21.00 - \$21.00	\$21.00
Daily Cost per Primary/Junior (Before <u>and</u> After School Care) Spot	\$21.00 - \$21.00	\$21.00
<i>*Reflects full-day, full-week rates of sites with a City of London/Middlesex County Children's Services Funding Agreement</i>		
<i>**Average is calculated based on child care rates weighted against number of child care sites (not child care spaces)</i>		

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

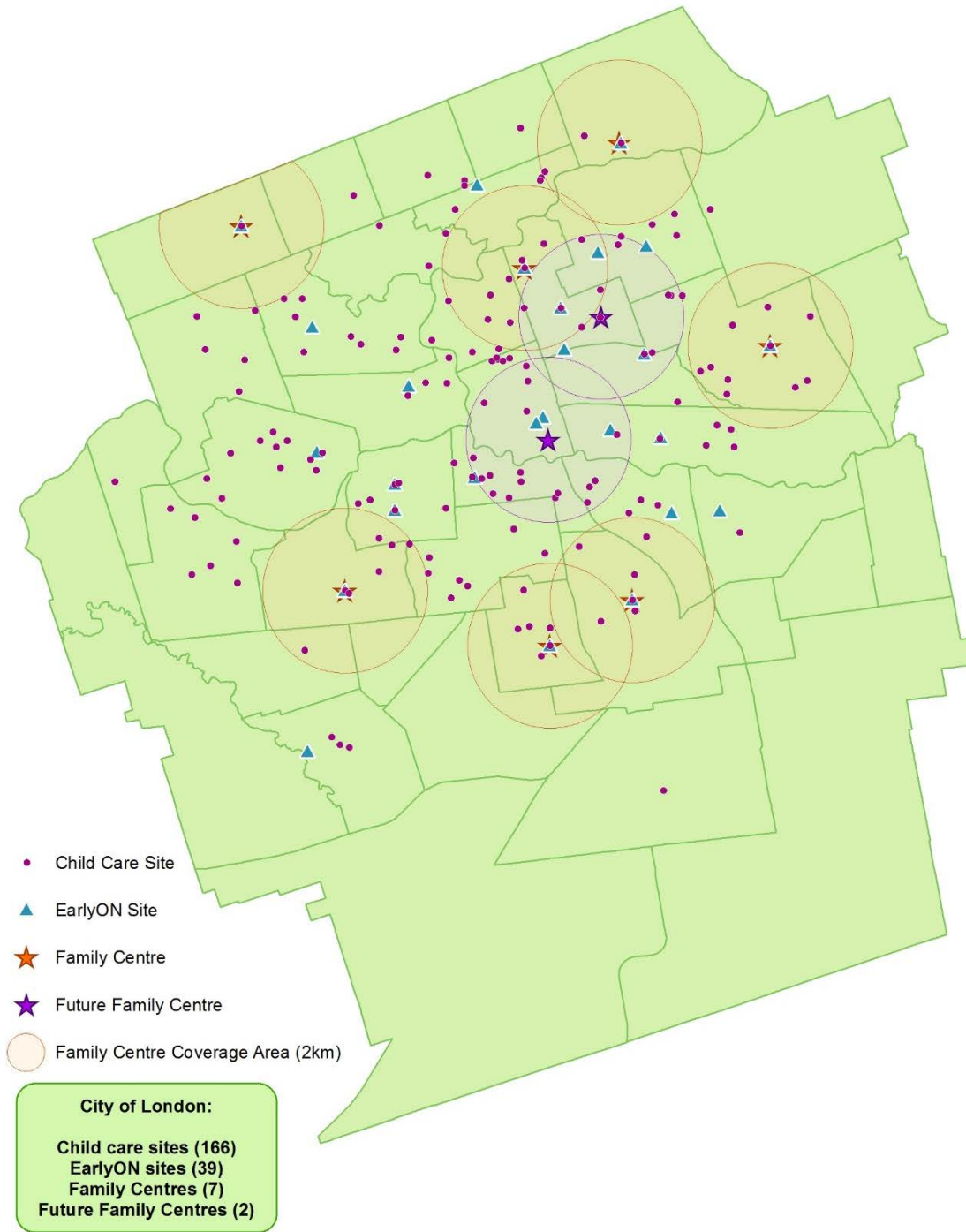
Source: As reported in the 2016, 2017, and 2018 All Kids Belong Annual Service Plan Report

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

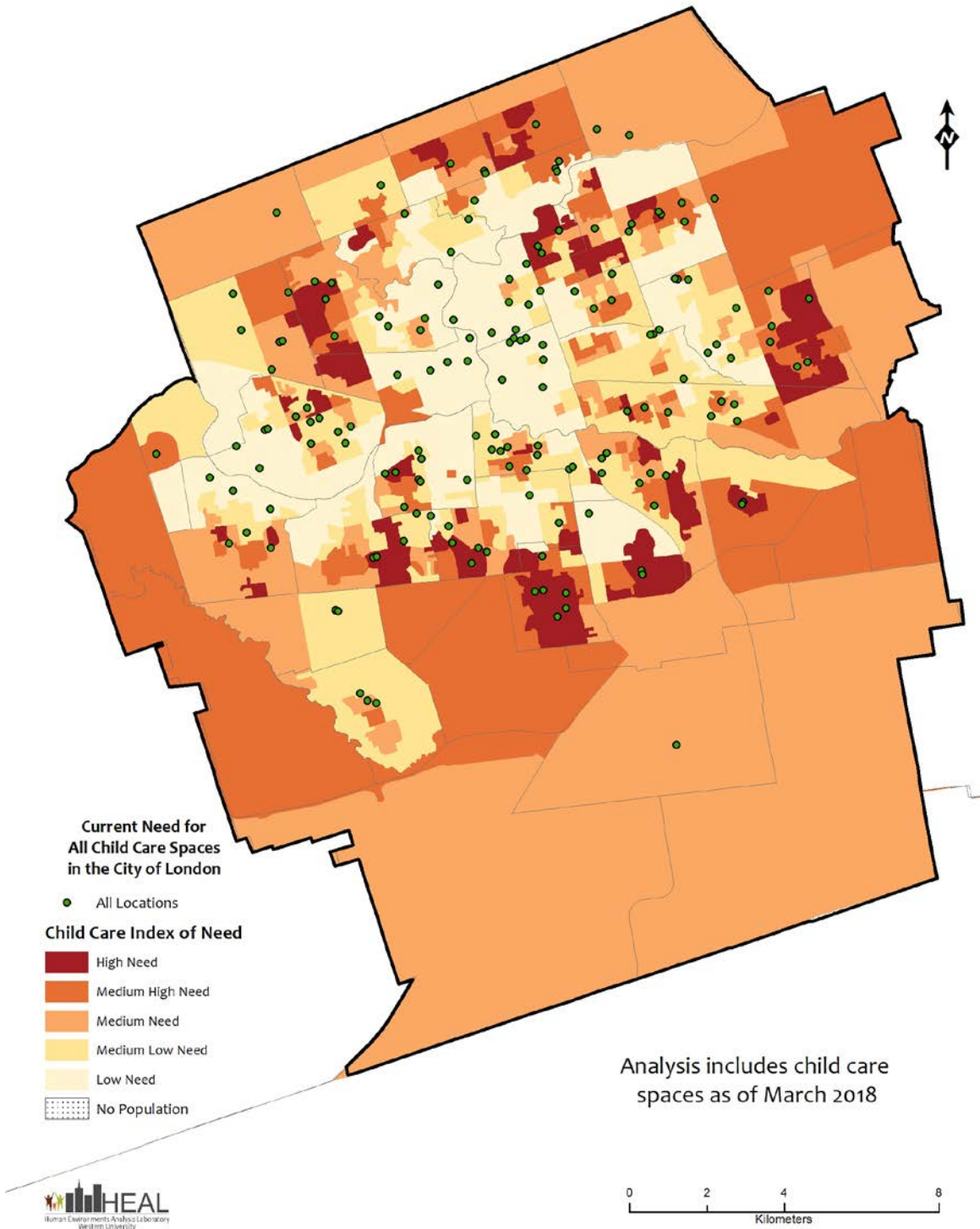
Licensed Child Care and EarlyON Child and Family Centre Sites in London



Note: Site locations as of December 2018

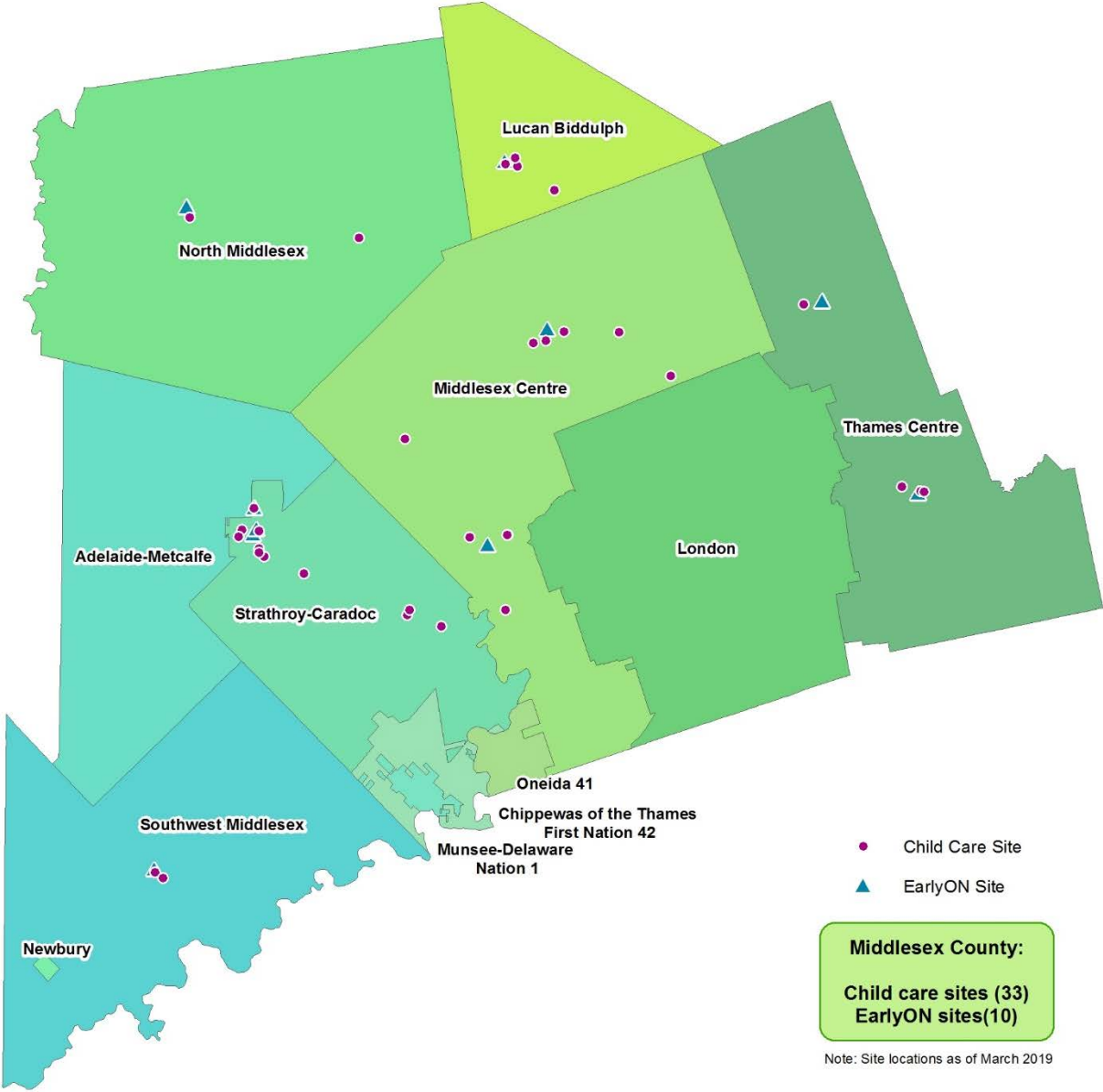
Note: Child care includes licensed centre-based child care (0-4 years), licensed centre-based before/after school programs (Kindergarten and Primary/Junior), licensed nursery school programs, and licensed co-operative programs. Licensed home child care agencies and licensed home child care providers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

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



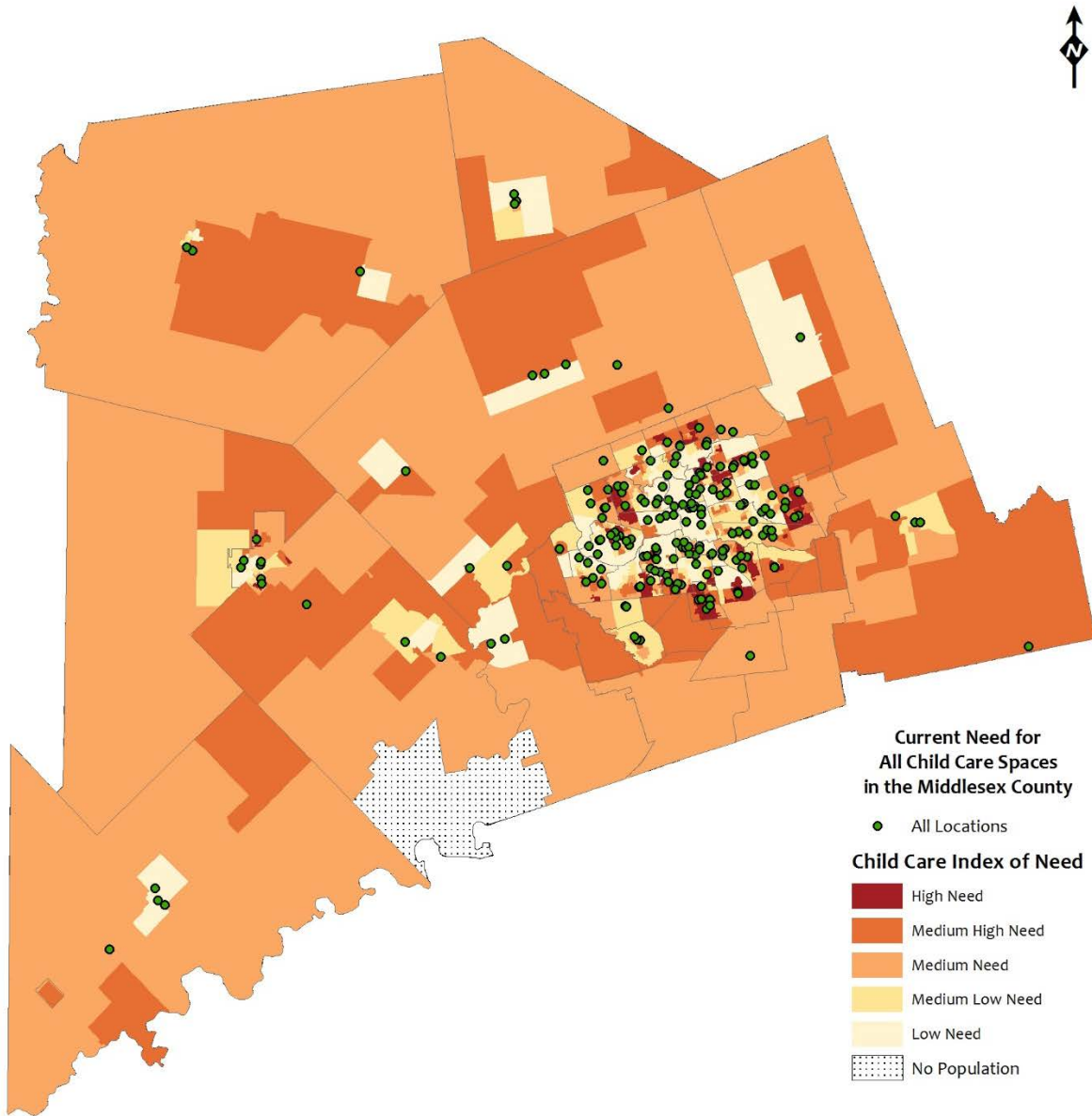
Note: The map uses three sets of data: (1) locations of licenced child care centres; (2) population count data; and, (3) population projections. The purpose of the model is to calculate the Child Care Index of Need, which identifies where new child care centres are needed within each age group. The level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

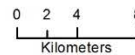


Note: Child care includes licensed centre-based child care (0-4 years), licensed centre-based before/after school programs (Kindergarten and Primary/Junior), licensed nursery school programs, and licensed co-operative programs. Licensed home child care agencies and licensed home child care providers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

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



Analysis includes child care spaces as of March 2018



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.

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 London*, 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.

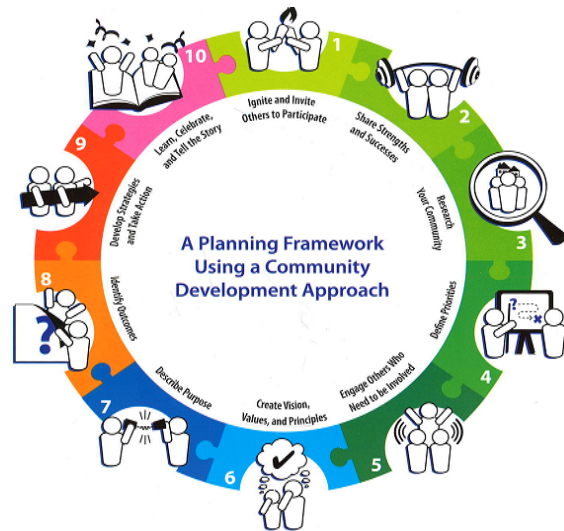
London’s overall scores on the Early Development Instrument (EDI) are comparable to provincial averages. Domains that are slightly higher include physical health and well-being, and emotional maturity. Although London, as a whole, is comparable to Ontario, there are some neighbourhoods in London with 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Three family focus groups were held in collaboration with school boards and Francophone child care providers

	<ul style="list-style-type: none"> • 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 <i>Ma Vie en Français</i> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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:

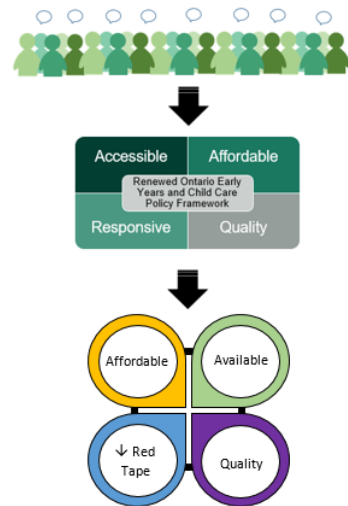
- Services that directly support families
- The culture of our system that is connected and collaborative
- Funding and general support provided by the City of London

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	<ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Service providers identified wages, operating costs, and insufficient public funding as the main barriers to reducing parent fees

	<ul style="list-style-type: none"> • 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
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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	<ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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
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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.”

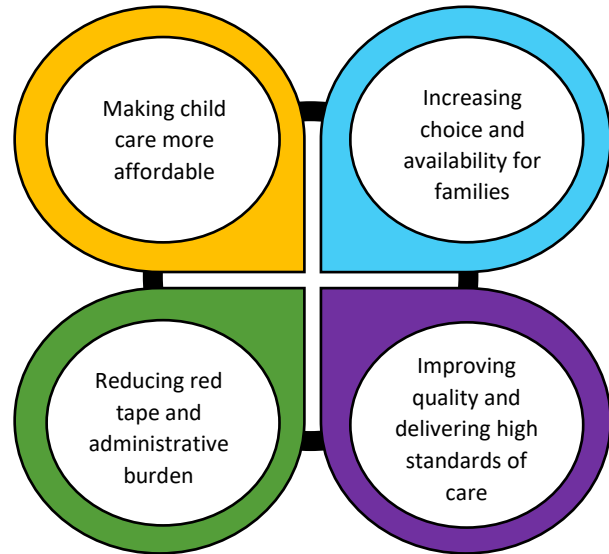
In addition to the provincial pillars (affordability, quality, accessibility, and responsiveness) and provincial priorities (affordability, choice/availability, reducing red tape/administrative burden, and improving quality/standards of care), these levers have acted as a framework for the community 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 <i>Common Experience</i> 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. <i>How does learning happen?</i> , 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				
<ol style="list-style-type: none"> Number of community planning meetings Number of local action steps <i>completed or on target for completion</i> annually Number of unique partnerships formed in Family Centres* 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”* 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”* 	<ol style="list-style-type: none"> Number of EarlyON visits made by families annually Number of EarlyON program hours offered annually Number of EarlyON program sites annually 		<ol style="list-style-type: none"> Number of additional licensed child care spaces created annually Number of children in receipt of child care fee subsidy monthly, annually Percent change in average child care rate annually Number of service providers that attended capacity building opportunities annually 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

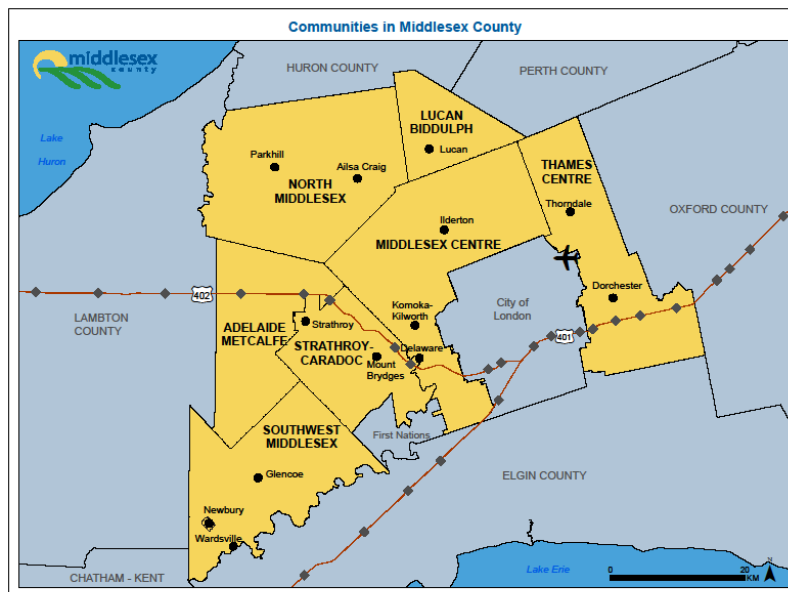
There is a natural connection between the work occurring in Middlesex County and the service system plan. The development of the service system plan provides an opportunity to leverage and build on these initiatives.

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.

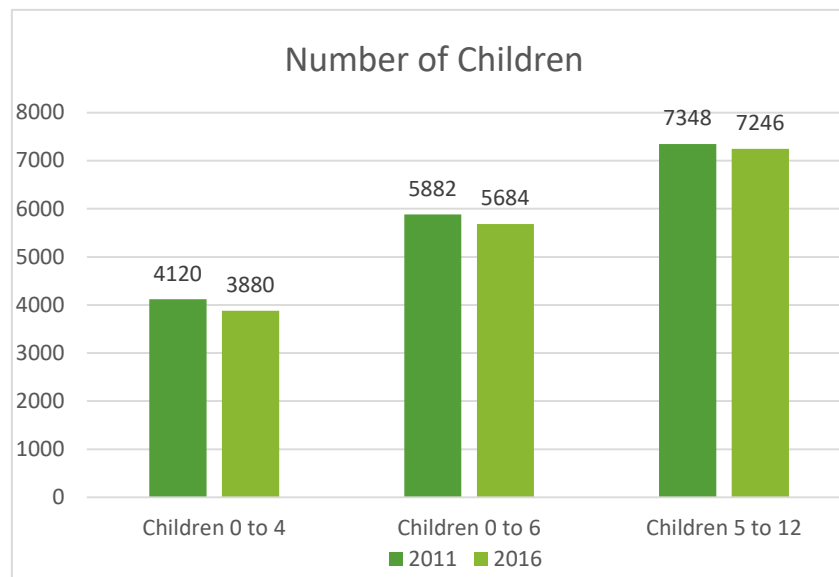
According to published data, it appears that Middlesex County is growing at a slow pace. It experienced a 1.1% increase in its overall population from 2011 to 2016. As of 2016, 71,551 individuals live in Middlesex County. Strathroy-Caradoc is the most populated lower-tier municipality in the county with 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%) <ul style="list-style-type: none"> • 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)
<i>Parkhill Satellite (Parkhill Library)</i>	<i>Parkhill (North Middlesex)</i>
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
<ol style="list-style-type: none"> 1. Dorchester 2. Ilderton 3. Strathroy 	<ol style="list-style-type: none"> 1. Thorndale 2. Lucan 3. Komoka 4. Parkhill 5. Glencoe 6. Mount Brydges <p>+ targeted outreach strategies</p> <p>+ pop-up locations</p>

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 the count
- 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 different ages 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 80 attendees • Ideas wall at Child Care conference • Asked to generate solutions and ideas in four areas: <ul style="list-style-type: none"> ○ 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

Service Providers	January 23, 2019	<ul style="list-style-type: none"> • 29 participants • Feedback about the approach to developing the plan • Identification of current pressure points and challenges in the system
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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 underserved. 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.

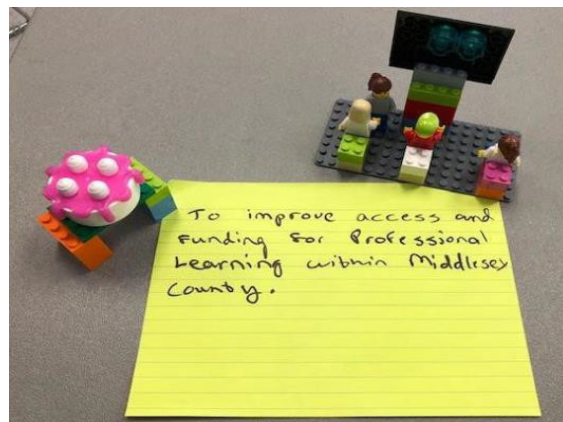
This younger age group also likes to be active. Favourite indoor activities varied widely, but favourite outdoor activities were most commonly soccer, hockey, biking, and swimming.

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

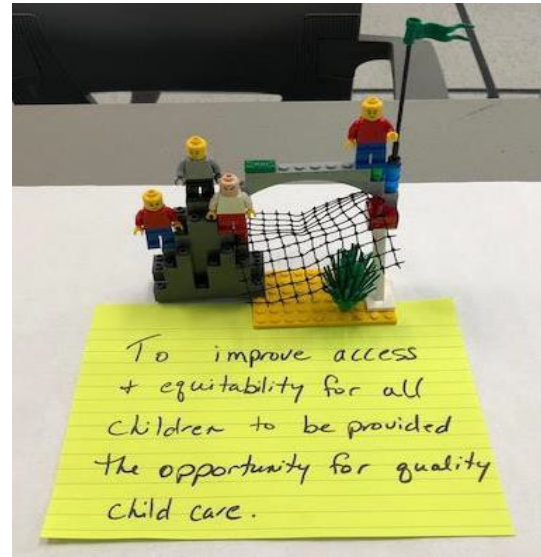


Most licensed child care providers (86.7%) report being able to provide inclusive services for children with special needs in their centre, home, or program. Some providers feel that they need additional tools/resources to support children with special needs, including more Resource Consultant hours.

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

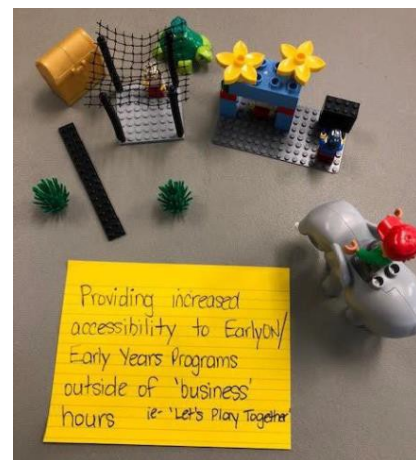
In the online survey service providers identified a number of potential service enhancements for EarlyON Child and Family Centres in Middlesex. These include:

- 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 services 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					
<ol style="list-style-type: none"> # of children and adults accessing EarlyON Centres # of direct service hours % of children 0 to 3.8 with access to a licensed child care space % of children 4 to 12 with access to a licensed child care space 	<ol style="list-style-type: none"> % of parents/ caregivers reporting having seen the EarlyON logo in their community % of parents/ caregivers aware of EarlyON Centres % of parents aware of the child care fee subsidy program and its income threshold 	<ol style="list-style-type: none"> # of professional learning opportunities provided # of educators participating in professional learning % of educators reporting they feel supported in their professional development learning opportunities 	<ol style="list-style-type: none"> % of parents/ caregivers reporting that their main type of care for their child is their first choice 	<ol style="list-style-type: none"> % 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 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.

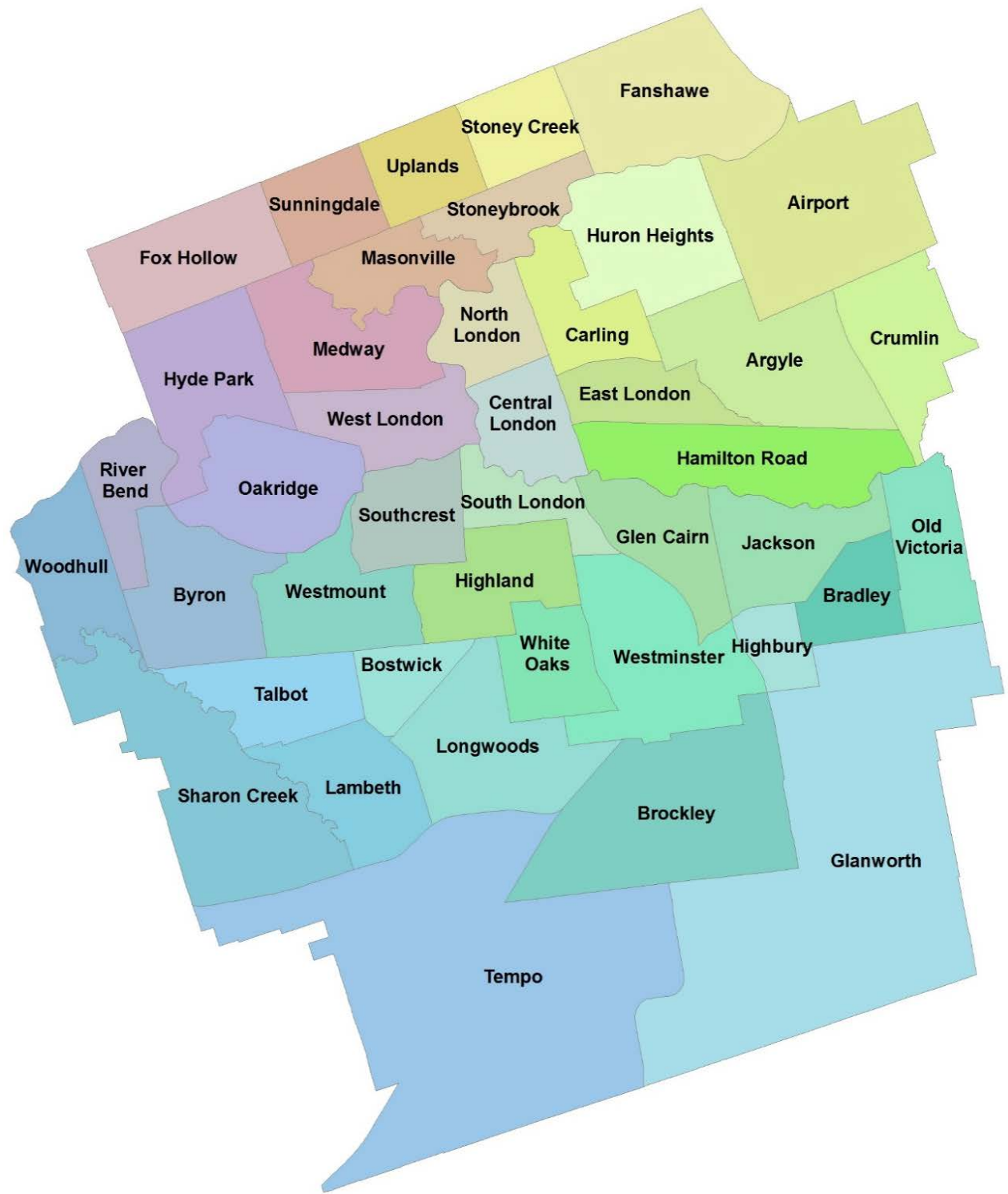
London and Middlesex County have been on the path toward service integration for some time. This plan, however, is an opportunity to accelerate the community's family-centred service system vision in a more robust and strategic way. As London and Middlesex County continues to move towards developing 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



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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	<p>City of London Population, Housing, and Employment Growth Forecast, 2016 to 2044. Final Report. Feb. 1, 2018. Watson and Associates Economists.</p> <p>2016 figures are from Statistics Canada, 2016 Census. 2019 to 2034 figures are unadjusted projected figures from the Forecast report.</p>
Child Population Projections 2018, 2028	Environics. Custom Population Projections. February 2019.
Language Spoken Most Often at Home	<p>Statistics Canada. Semi-Custom Tabulation. Census Profile 2016.</p> <p>Technical note: top two non-official languages are listed in hierarchical order based on reported frequencies within that particular neighbourhood.</p>
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	<p>Offord Centre for Child Studies, McMaster University. 2015 Early Development Instrument (EDI) data file provided by the Ontario Ministry of Education.</p> <p>Figures as reported in the London OEYCFC Needs Assessment 2016, Neighbourhood Profiles.</p>
EQAO Indicators	<p>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.</p> <p>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</p>
Neighbourhood Infrastructure	<p>City of London administrative files.</p> <p>Sites listed were present as of December 31, 2018.</p>
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. Roberts 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. Roberts 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Bonaventure Meadows
Licensed Child Care Centres	5	<ul style="list-style-type: none"> Children's Place Simply Kids The Salvation Army Village Day Nursery World Class Kids YMCA - East London
Library Branches	1	<ul style="list-style-type: none"> East London
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	<ul style="list-style-type: none"> East Community Centre (Fall 2019) Argyle Arena
Family Centre in a School	1	<ul style="list-style-type: none"> Family Centre Argyle at Lord Nelson
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none">• Bostwick Library
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> Regina Mundi Secondary School Westminster Central Public School
Before and After School Program in a School	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Byron Somerset Public School St. Theresa Separate School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> Byron Woods Montessori School
Library Branches	1	<ul style="list-style-type: none"> Byron
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Blessed Sacrament Separate School • East Carling Public School • Northbrae Public School • Sir John A. MacDonald Public School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> • London French Day Care Centre
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	<ul style="list-style-type: none"> • Carling Heights Optimist Community Centre • Carling Recreation Centre (Arena)
Family Centre in a School	2	<ul style="list-style-type: none"> • Family Centre Carling-Thames at Northbrae Public School • Family Centre East London at Blessed Sacrament Separate School (<i>Future</i>)
EarlyON Program Sites	3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (<i>Future</i>)
Library Branches	1	<ul style="list-style-type: none"> • Central
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	<ul style="list-style-type: none"> • YMCA Centre Branch • Boys' and Girls' Club
Family Centre in a School	0	
EarlyON Program Sites	3	<ul style="list-style-type: none"> • N'Amerind Friendship Centre • Childreach • Indigenous-led Child and Family Centre (<i>Future</i>)
Indigenous-led Child and Family Centre	1	<ul style="list-style-type: none"> • Indigenous-led Child and Family Centre (<i>Future</i>)

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
Academie 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
Academie 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
Academie 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
Academie 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
Academie 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	<ul style="list-style-type: none"> Academie de la Tamise (FFL) Separate School St. Mary Choir Separate School
Before and After School Program in a School	1	<ul style="list-style-type: none"> Academie de la Tamise (FFL) Separate School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> Academie de la Tamise (FFL) Separate School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> Blossoms Early Childhood Education Centre
Library Branches	1	<ul style="list-style-type: none"> Carson
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none"> Boyle Memorial Community Centre
Family Centre in a School	0	
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Cedar Hollow Public School
Before and After School Program in a School	1	<ul style="list-style-type: none"> Cedar Hollow Public School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> Cedar Hollow Public School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> Humble Beginnings Nursery School
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	1	<ul style="list-style-type: none"> Family Centre Fanshawe at Cedar Hollow Public School
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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)

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	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	<ul style="list-style-type: none"> Sir Arthur Currie PS St. André Bessette Catholic Secondary School
Before and After School Program in a School	1	<ul style="list-style-type: none"> Sir Arthur Currie PS
Licensed Child Care in a School	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Family Centre Fox Hollow at Sir Arthur Currie PS
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Chelsea Green Children's Centre - Main Site • London Bridge - Adelaide Child Care Centre • London Children Connection - Pond Mills Children's Centre
Library Branches	1	<ul style="list-style-type: none"> • Pond Mills
Neighbourhood Resource Centres	1	<ul style="list-style-type: none"> • Glen Cairn Community Resource Centre
Recreation/Community Centres	0	
Family Centre in a School	0	
EarlyON Program Sites	1	<ul style="list-style-type: none"> • 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)

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%	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Bright Beginnings Early Childhood Centre
Library Branches	1	<ul style="list-style-type: none"> Crouch
Neighbourhood Resource Centres	1	<ul style="list-style-type: none"> Crouch Neighbourhood Resource Centre
Recreation/Community Centres	3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)

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	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Kidlogic London Inc. • Temple Tots Day Care • YMCA - Windy Woods
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Ecole Ste. Jeanne d Arc (FFL) Separate School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> • London Bridge - Huron Heights Early Childhood Learning Centre
Library Branches	1	<ul style="list-style-type: none"> • Beacock
Neighbourhood Resource Centres	1	<ul style="list-style-type: none"> • LUSO (London Urban Services Organization)
Recreation/Community Centres	2	<ul style="list-style-type: none"> • Stronach Community Recreation Centre • North London Optimist Community Centre
Family Centres in a School	0	
EarlyON Program Sites	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> St. John Catholic - French Immersion - Catholic School St. Marguerite d'Youville Catholic School
Before and After School Program in a School	2	<ul style="list-style-type: none"> St. John Catholic - French Immersion - Catholic School St. Marguerite d'Youville Catholic School
Licensed Child Care in a School	2	<ul style="list-style-type: none"> St. Marguerite d'Youville Catholic School St. John Catholic – French Immersion – Catholic School
Licensed Child Care Centres	3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 (<i>Future</i>)
Before and After School Program in a School	1	<ul style="list-style-type: none"> École élémentaire catholique Saint-Jean-de-Brébeuf- French First Language Catholic Elementary School
Licensed Child Care in a School	2	<ul style="list-style-type: none"> École élémentaire catholique Saint-Jean-de-Brébeuf- French First Language Catholic Elementary School Southeast Licensed Child Care Centre (<i>Future</i>)
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	<ul style="list-style-type: none"> 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)

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	90%	74%	82%	83%	70%	80%	57%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	<ul style="list-style-type: none"> Lambeth PS
Before and After School Program in a School	1	<ul style="list-style-type: none"> Lambeth PS
Licensed Child Care in a School	0	
Licensed Child Care Centres	2	<ul style="list-style-type: none"> Blossoms ECE Centre Inc. Village Co-operative Preschool
Library Branches	1	<ul style="list-style-type: none"> Lambeth
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none"> Lambeth Community Centre
Family Centre in a School	0	
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Masonville Public School St. Kateri Catholic School
Before and After School Program in a School	2	<ul style="list-style-type: none"> Masonville Public School St. Kateri Catholic School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> St. Kateri Catholic School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> Kids & Company - London
Library Branches	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Wilfrid Jury Public School
Licensed Child Care Centres	4	<ul style="list-style-type: none"> • Northwoods Montessori School • Orchard Park Nursery School • UCC Flexible YMCA Child Care • University YMCA Child Care
Library Branches	1	<ul style="list-style-type: none"> • Sherwood
Neighbourhood Resource Centres	1	<ul style="list-style-type: none"> • Northwest London Resource Centre
Recreation/Community Centres	2	<ul style="list-style-type: none"> • Medway Community Centre • Canada Games Aquatic Centre
Family Centre in a School	0	
EarlyON Program Sites	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Ryerson Public School • St. George's Public School • St. Michael Separate School
Before and After School Program in a School	3	<ul style="list-style-type: none"> • Ryerson Public School • St. George's Public School • St. Michael Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	6	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • St. Thomas Aquinas Secondary School • Ecole Marie-Curie (FFL) Separate School
Licensed Child Care Centres	4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Oakridge Arena
Family Centre in a School	0	
EarlyON Program Sites	1	<ul style="list-style-type: none"> • 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)

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	89%	79%	82%	81%	77%	80%	53%	41%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	<ul style="list-style-type: none">St. Nicholas Catholic School
Before and After School Program in a School	1	<ul style="list-style-type: none">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)

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	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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Landon
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none"> • 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)

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	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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Kensal Park French Immersion Public School Woodland Heights Public School Ecole Frere Andre (FFL) Separate School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> Ecole Frere Andre (FFL) Separate School
Licensed Child Care Centres	4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Stoney Creek Public School Mother Teresa Secondary School
Before and After School Program in a School	1	<ul style="list-style-type: none"> Stoney Creek Public School
Licensed Child Care in a School	0	
Licensed Child Care Centres	0	
Library Branches	1	<ul style="list-style-type: none"> Stoney Creek
Neighbourhood Resource Centres	0	
Recreation/Community Centres	1	<ul style="list-style-type: none"> 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.

STONEBROOK

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
STONEBROOK	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	<ul style="list-style-type: none"> • A.B. Lucas Secondary School • Northridge Public School • Stoneybrook Public School • St. Mark Separate School
Before and After School Program in a School	3	<ul style="list-style-type: none"> • Northridge Public School • Stoneybrook Public School • St. Mark Separate School
Licensed Child Care in a School	0	
Licensed Child Care Centres	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> St. Catherine of Siena
Before and After School Program in a School	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> École élémentaire La Pommeraie - French First Language Public Elementary School
Before and After School Program in a School	1	<ul style="list-style-type: none"> École élémentaire La Pommeraie - French First Language Public Elementary School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> 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)

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	92%	74%	82%	92%	70%	80%	63%	44%	49%

Neighbourhood Infrastructure

Type of Infrastructure	Number	Description
Elementary and Secondary Schools	1	<ul style="list-style-type: none"> Jack Chambers Public School
Before and After School Program in a School	1	<ul style="list-style-type: none"> Jack Chambers Public School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> Jack Chambers Public School
Licensed Child Care Centres	2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Jeanne Sauve French Immersion Public School Eagle Heights Public School
Before and After School Program in a School	2	<ul style="list-style-type: none"> Jeanne Sauve French Immersion Public School Eagle Heights Public School
Licensed Child Care in a School	0	
Licensed Child Care Centres	2	<ul style="list-style-type: none"> London Islamic School London Waldorf School
Library Branches	1	<ul style="list-style-type: none"> Cherryhill
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	<ul style="list-style-type: none"> Kinsmen Recreation Centre Kiwanis Seniors' Community Centre
Family Centre in a School	0	
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Arthur Stringer Public School • Nicholas Wilson Public School • Wilton Grove Public School • St. Francis Separate School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> • Wilton Grove Public School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> • Parkwood Children's Daycare Centre of London
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	0	
Family Centre in a School	1	<ul style="list-style-type: none"> • Family Centre Westminster at St. Francis Separate School
EarlyON Program Sites	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Saunders Secondary School • W. Sherwood Fox Public School • Westmount Public School • Jean Vanier Separate School
Before and After School Program in a School	3	<ul style="list-style-type: none"> • W. Sherwood Fox Public School • Westmount Public School • Jean Vanier Separate School
Licensed Child Care in a School	1	<ul style="list-style-type: none"> • Jean Vanier Separate School
Licensed Child Care Centres	1	<ul style="list-style-type: none"> • Westmount Montessori Academy of London
Library Branches	0	
Neighbourhood Resource Centres	0	
Recreation/Community Centres	2	<ul style="list-style-type: none"> • Civic Gardens Centre Complex • Springbank Gardens Community Centre
Family Centre in a School	1	<ul style="list-style-type: none"> • Family Centre Westmount at Jean Vanier Separate School
EarlyON Program Sites	1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Ashley Oaks Public School Rick Hansen Public School White Oaks Public School
Licensed Child Care Centres	0	
Library Branches	1	<ul style="list-style-type: none"> Jalna
Neighbourhood Resource Centres	1	<ul style="list-style-type: none"> South London Neighbourhood Resource Centre
Recreation/Community Centres	1	<ul style="list-style-type: none"> South London Community Centre
Family Centre in a School	1	<ul style="list-style-type: none"> Family Centre White Oaks at White Oaks Public School
EarlyON Program Sites	1	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Lord Roberts FI PS (Central London) • Ryerson PS (North London) • St. George's PS (North London)
Clarke Road Secondary School (8)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)

High School	Feeder Schools (Neighbourhood)
Oakridge Secondary School (3)	<ul style="list-style-type: none"> • Clara Brenton PS (Oakridge) • John Dearness PS (Oakridge) • Lester B. Pearson School for the Arts (Hamilton Road) • Riverside PS (Oakridge) • West Oaks FI PS (Oakridge)
Saunders Secondary School (8)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

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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.

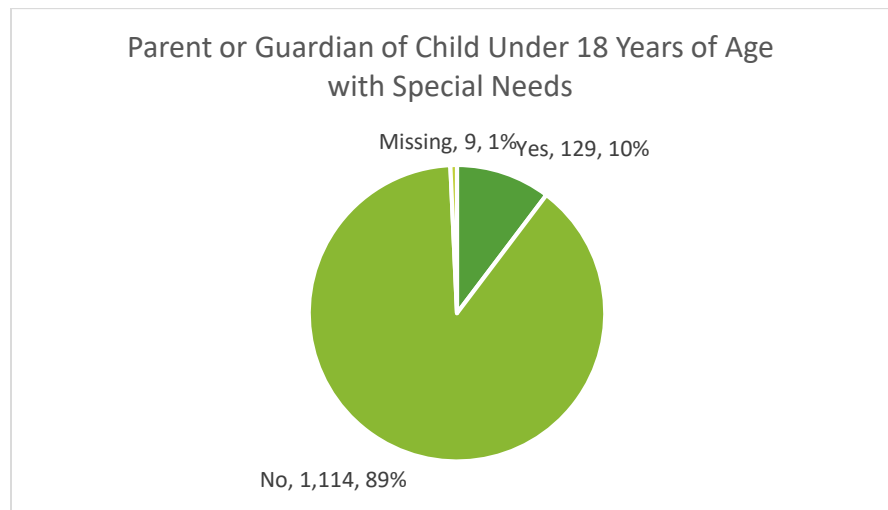
Intercept Survey (Postcards)

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



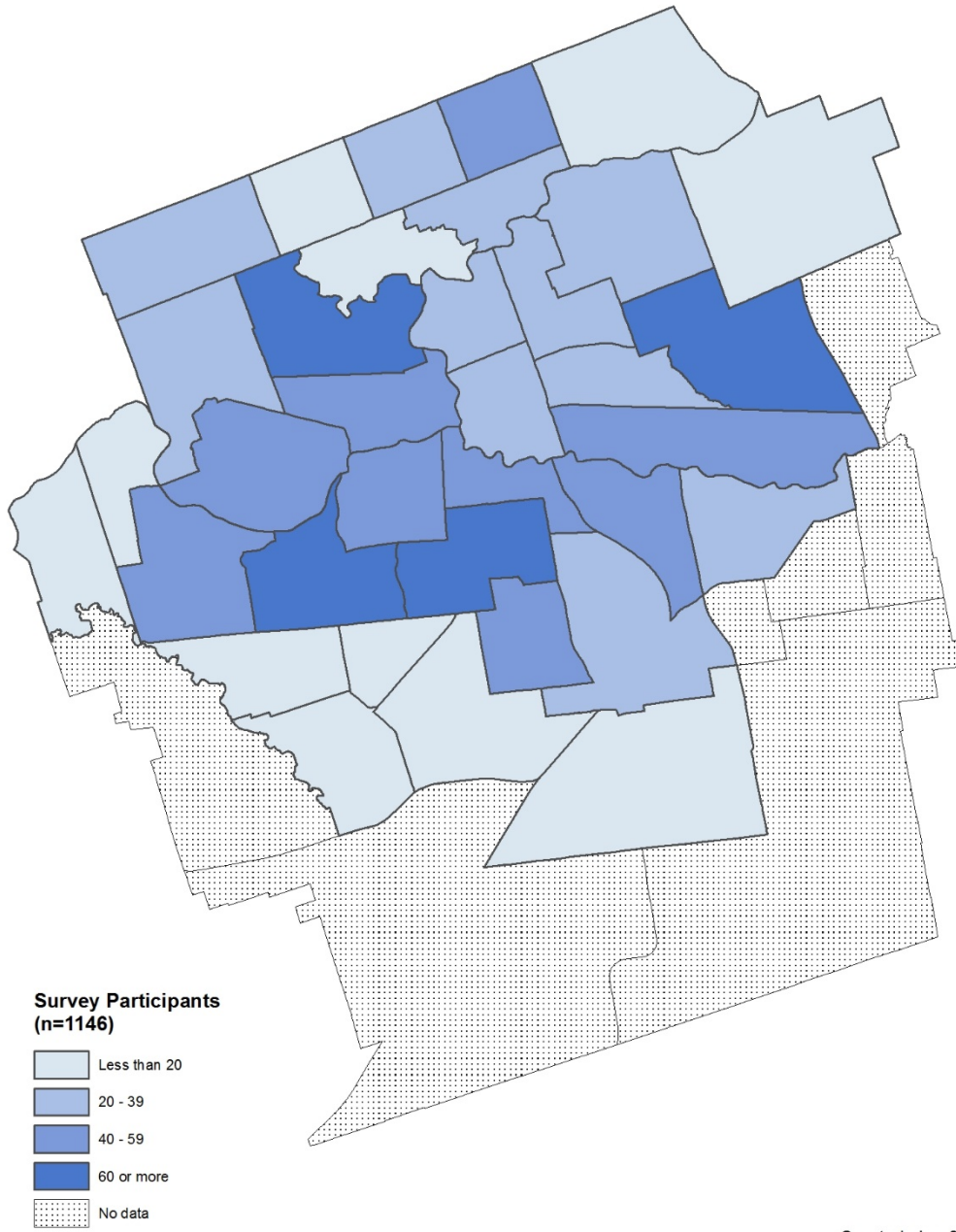
A disproportionately higher number of survey participants identifying with the Francophone, Indigenous, LGBT+, Newcomer, Single Parent, and Young Parent groups *are also* parents/caregivers or guardians of children with special needs.

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



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%

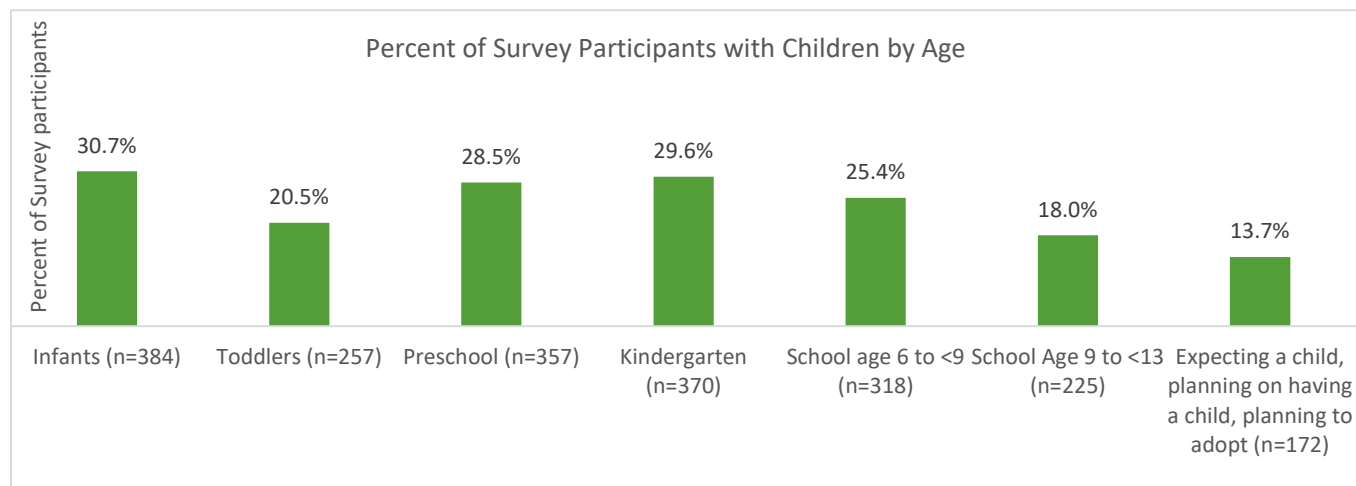
L6X	1	0.08%		TOTAL	89	7.1%
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*<Null> refers to instances where the respondent provided the first 3 digits of their postal code but not the last 3 or the last 3 digits provided were not an actual postal walk

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

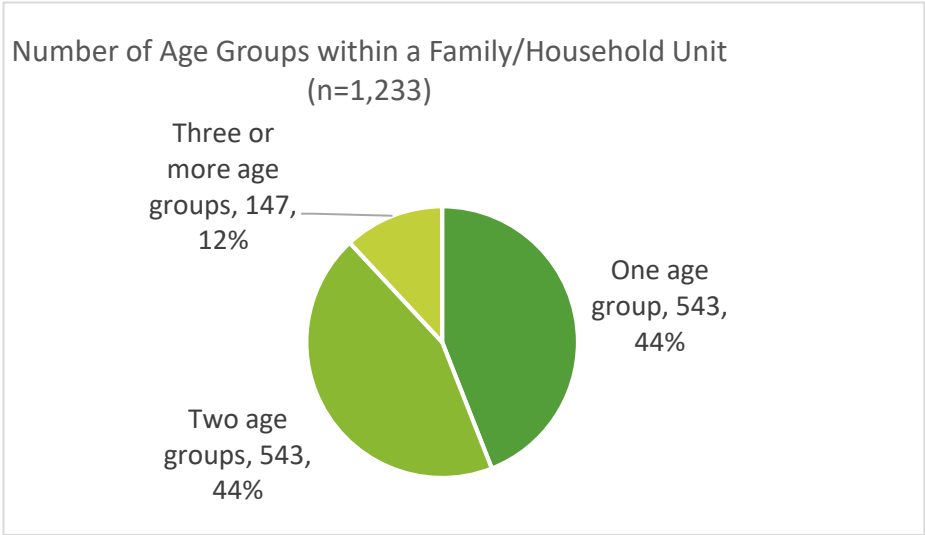


The age profile varies by group that survey participants identify with. The most frequent age category for each group is listed below:

Age Category	Most Frequently Reported by:
Infant	<ul style="list-style-type: none"> • First time parents/caregivers
Toddler	<ul style="list-style-type: none"> • None
Preschool	<ul style="list-style-type: none"> • Grandparent • Young parent
Kindergarten	<ul style="list-style-type: none"> • Newcomer • Parent/guardian with child with special needs
School age 6 to <9	<ul style="list-style-type: none"> • Do not identify • Indigenous • Newcomer • Single Parent
School age 9 to <13	<ul style="list-style-type: none"> • Francophone • Indigenous • LGBT+ • Single Parent
Expecting/planning	<ul style="list-style-type: none"> • None

Most parents/caregivers/guardians have children in one or two different age groups.

Figure 3: Number of Age Groups within a Respondent Household

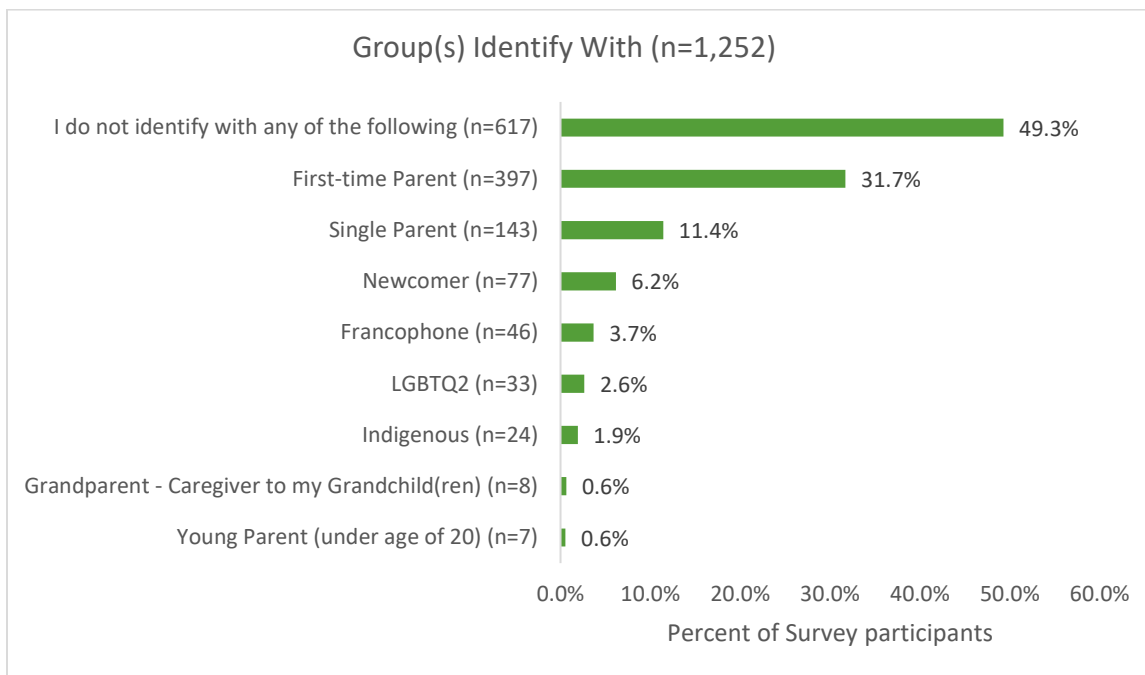


Q5. Do you identify as any of the following?

“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

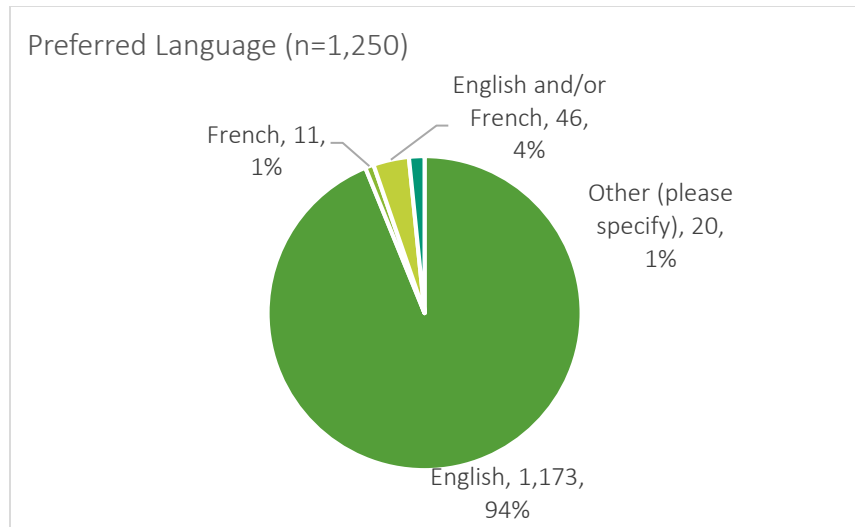


Q6. In what language(s) would you prefer to receive services?

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)

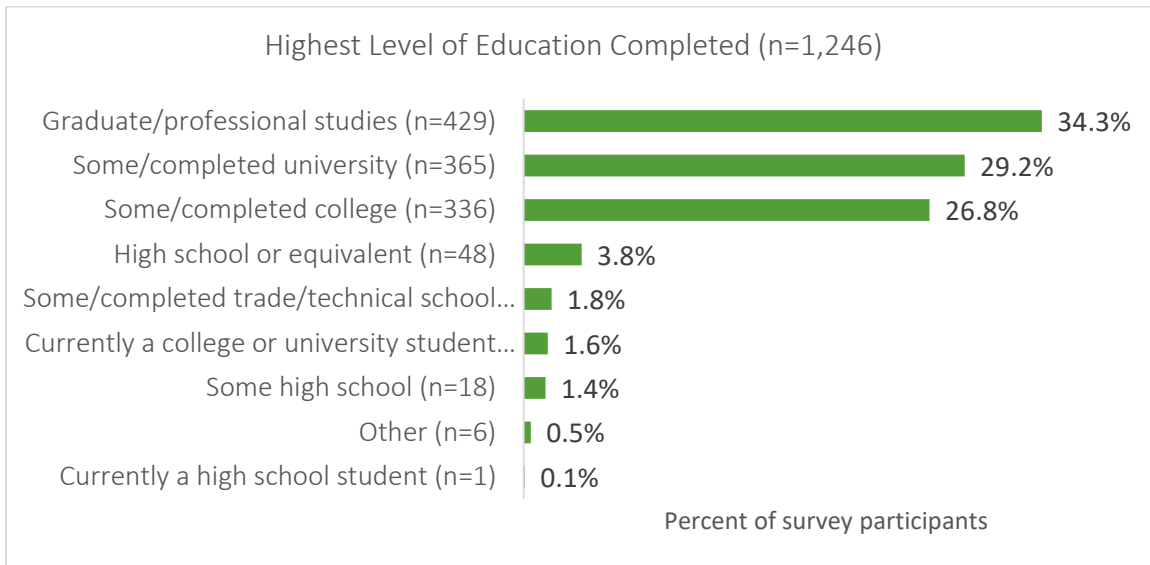
Figure 5: Language Prefer to Receive Services



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



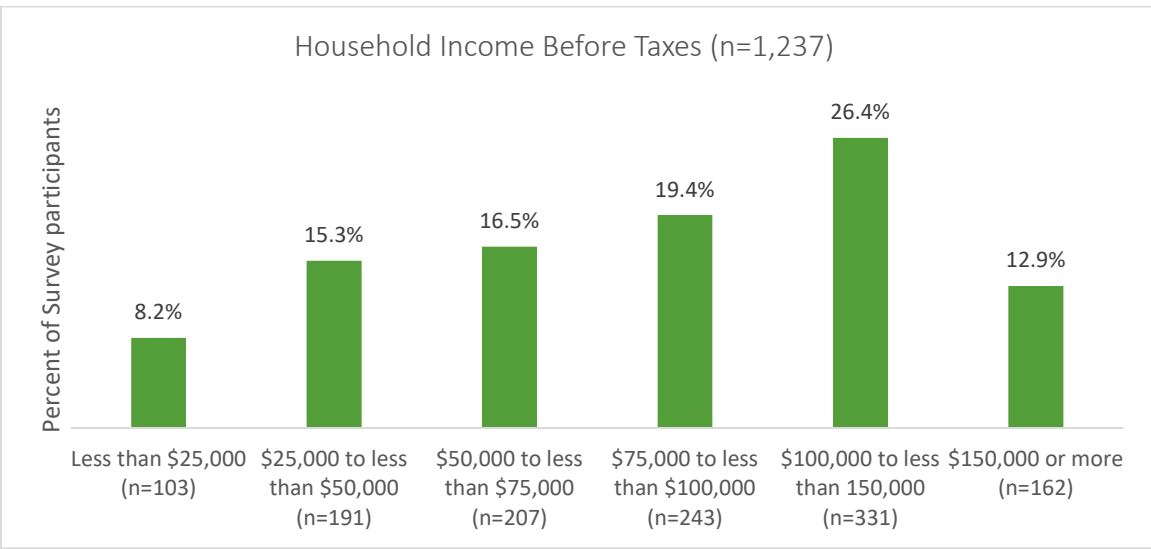
Education Level	Most Frequently Reported by:
High school or equivalent	<ul style="list-style-type: none"> • Young parent
Some/Completed college	<ul style="list-style-type: none"> • Grandparent • Indigenous • Single parent • Young parent

Some/Completed university	<ul style="list-style-type: none"> • Indigenous • LGBT+ • Parents/caregivers of child with special needs
Graduate/professional studies	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 10% parent/guardians of children with special needs • 50% do not identify with any of the populations of special interest <ul style="list-style-type: none"> ○ 6.2% (77) identify as a newcomer ○ 3.7% (46) identify as Francophone ○ 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
	<ul style="list-style-type: none"> ● 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)	<ul style="list-style-type: none"> ● 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)	<p>These conversation starters were held at the following venues/events across London:</p> <ul style="list-style-type: none"> ● 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.

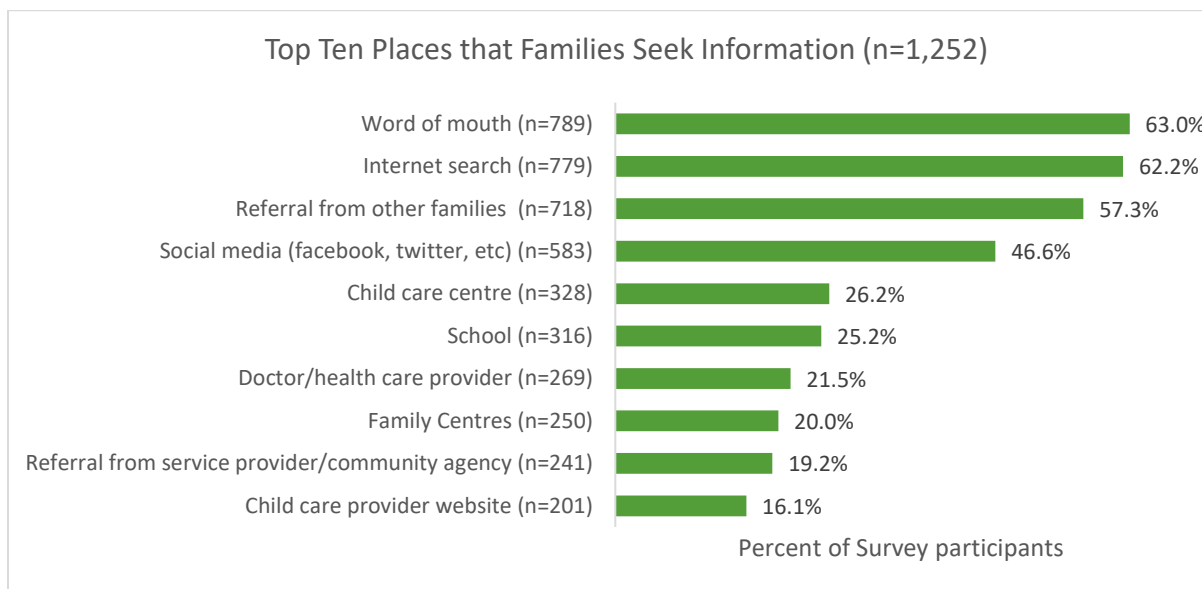
Francophone and Indigenous populations are not well represented among parent/guardian respondents in this survey report; parallel engagement/planning processes were in place at the time of this engagement (see Appendix 4 and 5). As such, the survey data included in this report from Francophone and Indigenous 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:

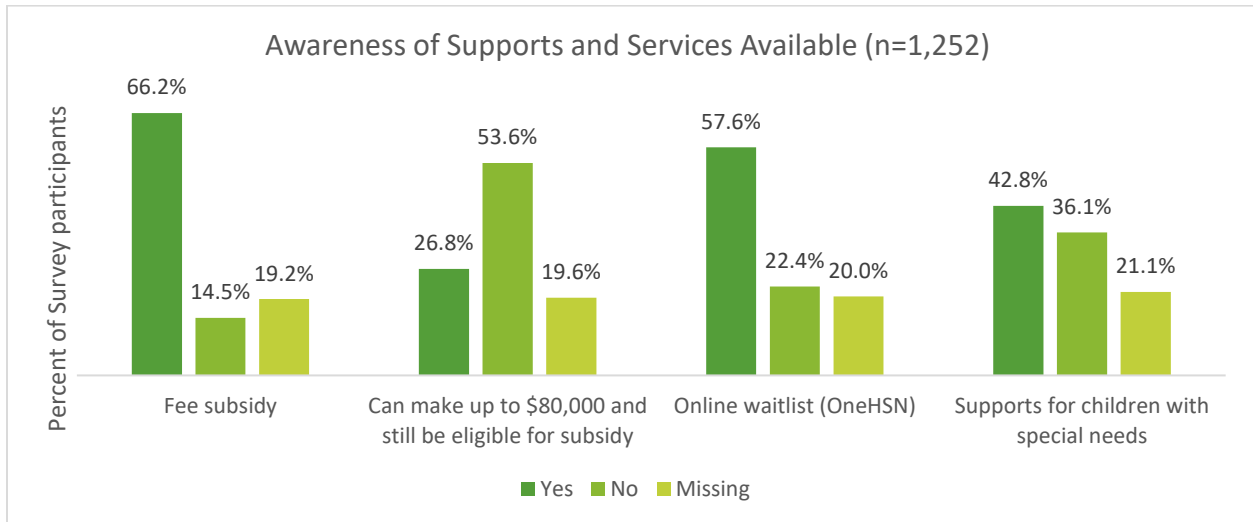
- Community-based resources included Family Centres, the Health Unit, child care providers, specialized service providers, and health professionals
- Online searches, primarily Google
- Social media sources including groups on Facebook, Instagram, and WhatsApp
- Informal networks and sources including 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



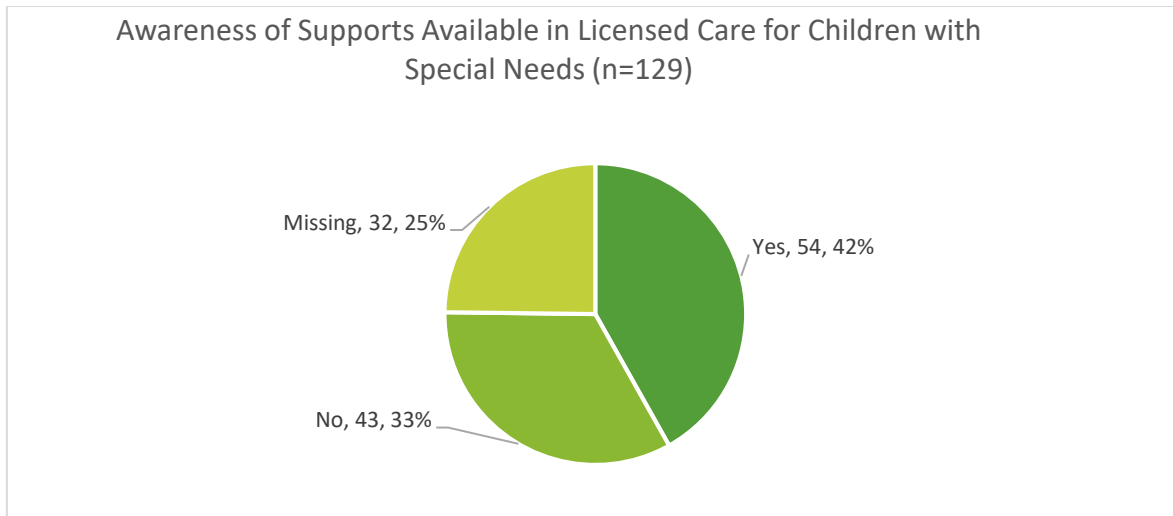
There is variation in the overall level of awareness between groups:

- 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

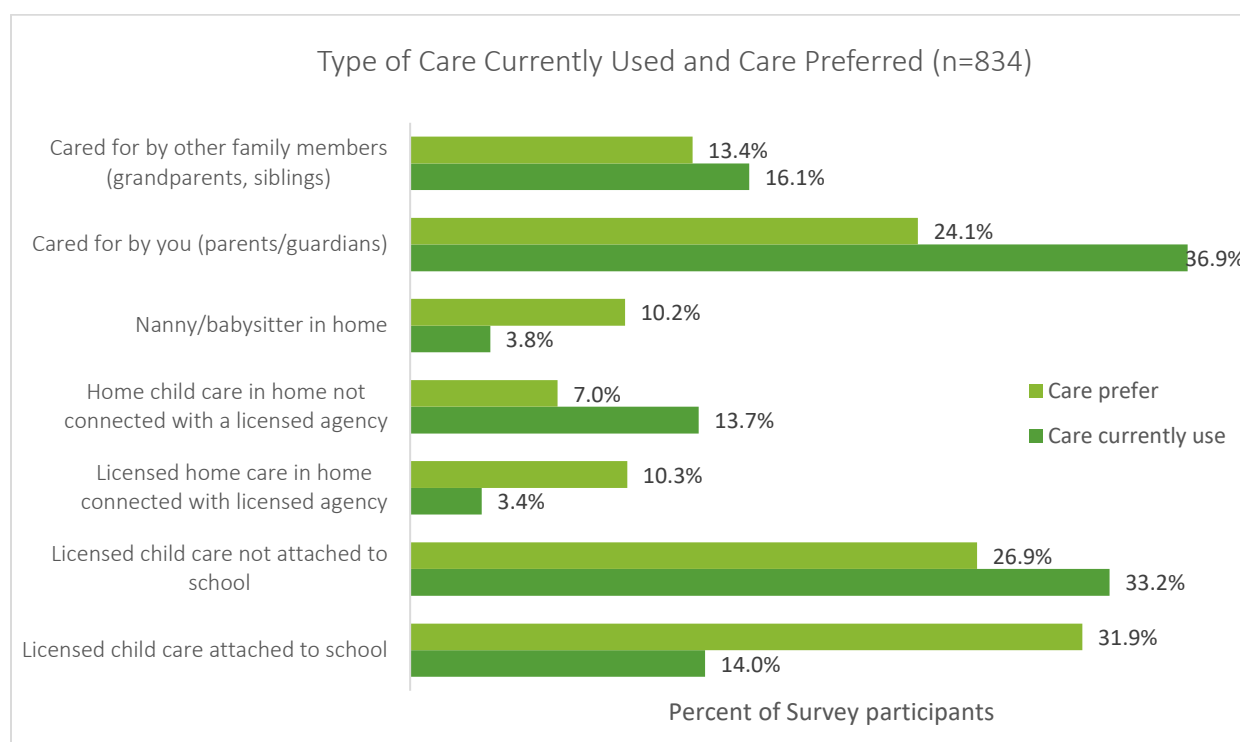
Current and Preferred Care – Survey Responses

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	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Licensed care attached to a school • Cared for by parent/guardian
Francophone	<ul style="list-style-type: none"> • Licensed care not attached to a school • Licensed care attached to a school 	<ul style="list-style-type: none"> • Licensed care attached to a school • Cared for by parent/guardian
Indigenous	<ul style="list-style-type: none"> • Cared for by parent/guardian • Cared for by other family members 	<ul style="list-style-type: none"> • N/A

Group	Top two types of care used	Preferred Care
Grandparent	<ul style="list-style-type: none"> • Cared for by other family members • Licensed care not attached to a school 	<ul style="list-style-type: none"> • Licensed care attached to a school • Cared for by parent/guardian • Cared for by other family members • Nanny/babysitter
Young parent	<ul style="list-style-type: none"> • Cared for by other family members • Cared for by parent/guardian 	<ul style="list-style-type: none"> • N/A

Other types of care:

Currently used	Preferred
<ul style="list-style-type: none"> • Family friend • School • Non-licensed care center that is not in a home 	<ul style="list-style-type: none"> • 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

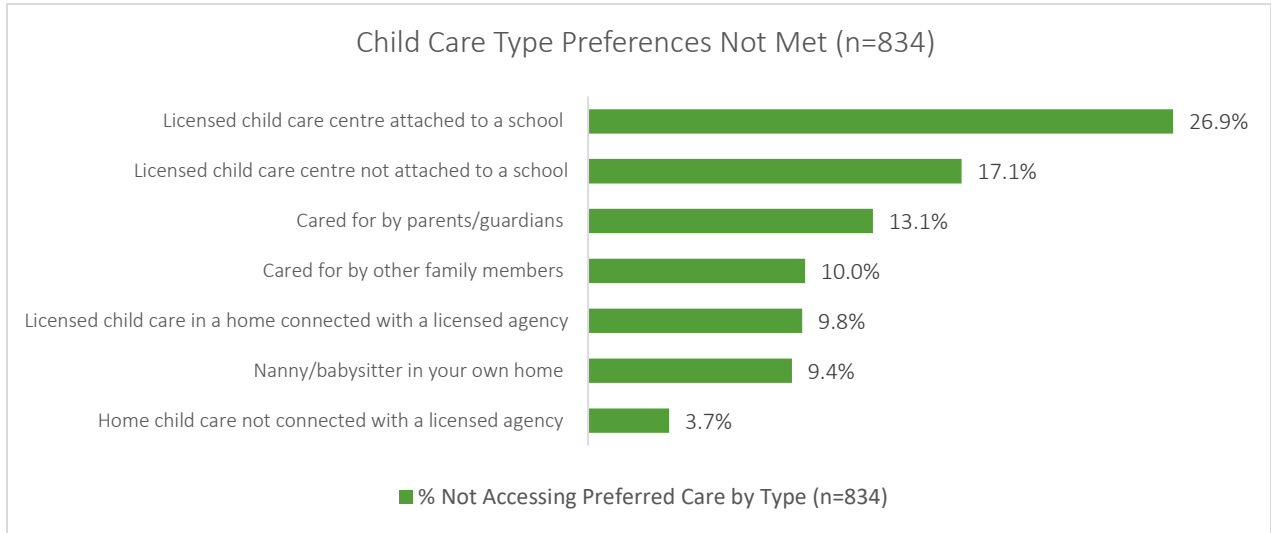


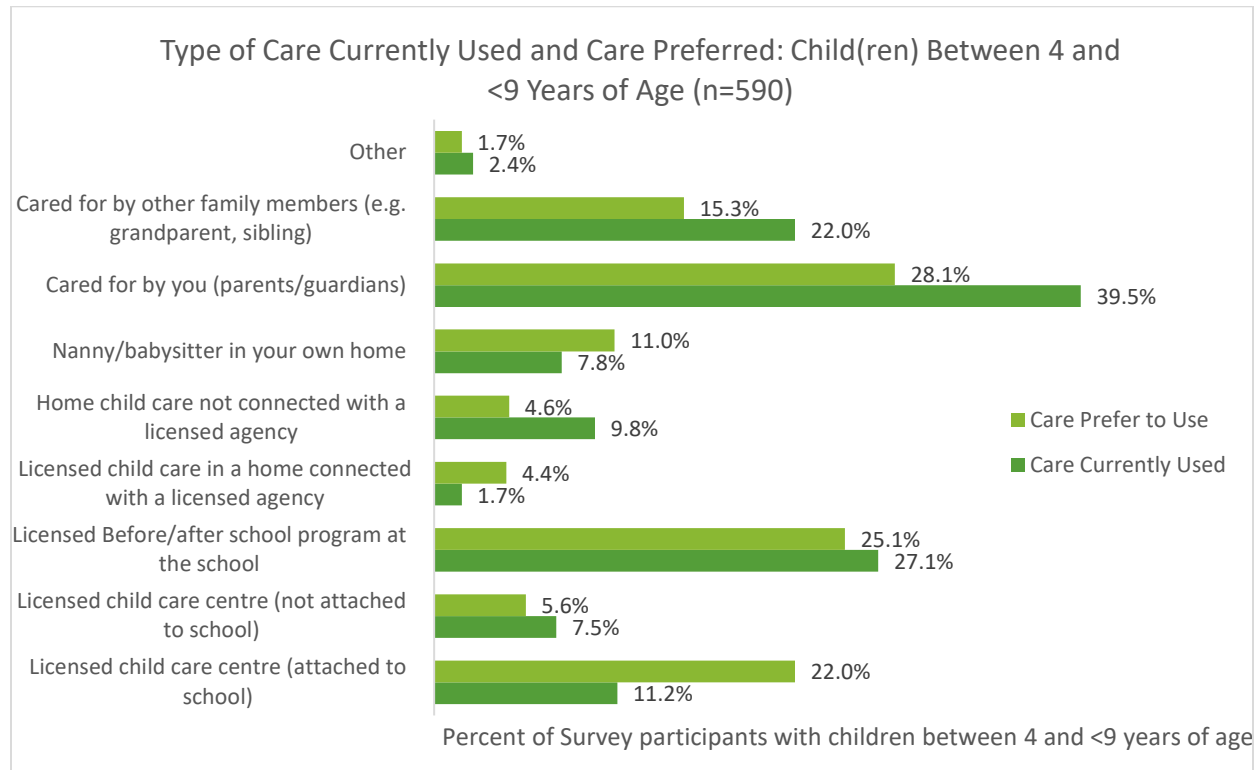
Table 3: Percent of Respondents Not Currently Using Their Preferred Care by Type, Infant, Toddler, Preschool

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	<ul style="list-style-type: none"> • 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

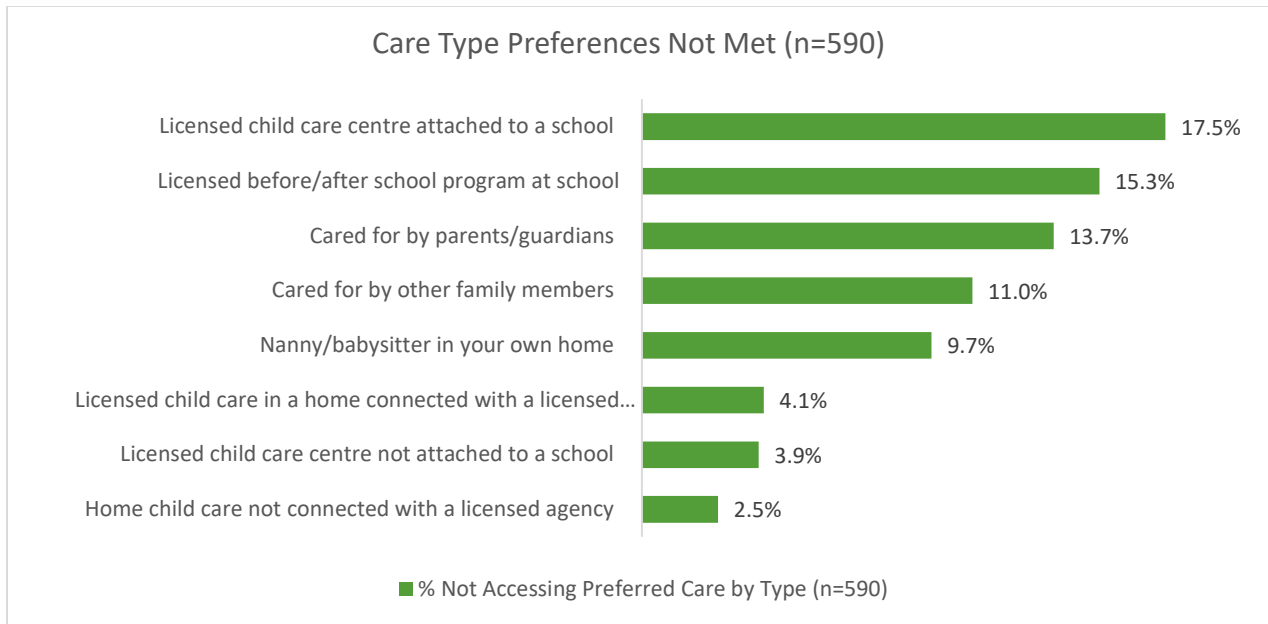


Table 4: Percent of Respondents Not Currently Using Their Preferred Care, Kindergarten and Children Age 6 to <9

% 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%

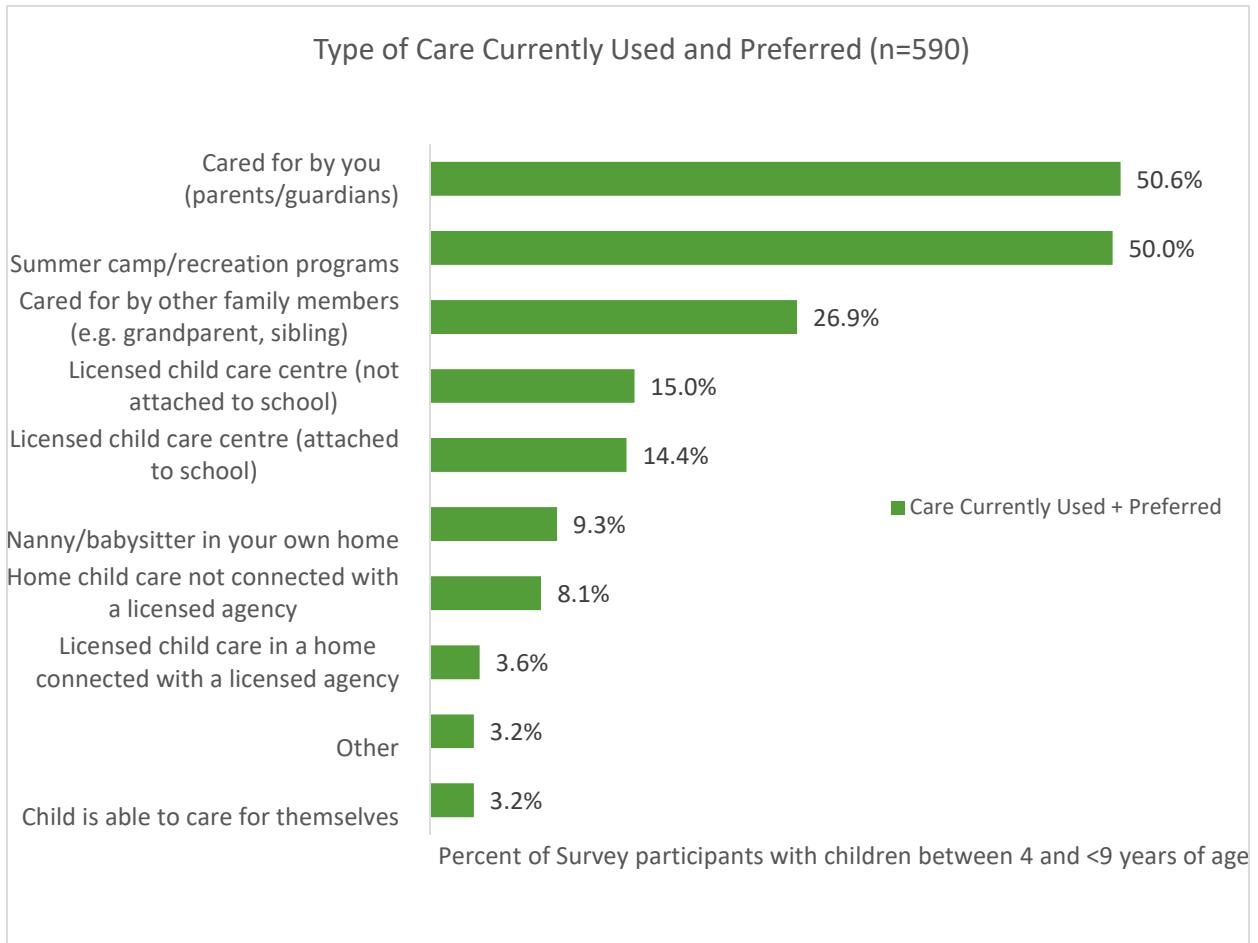
Q12. Who currently provides most of the care for your child(ren) during the summer months? And if you had a choice, what type of care would you prefer to use?

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:

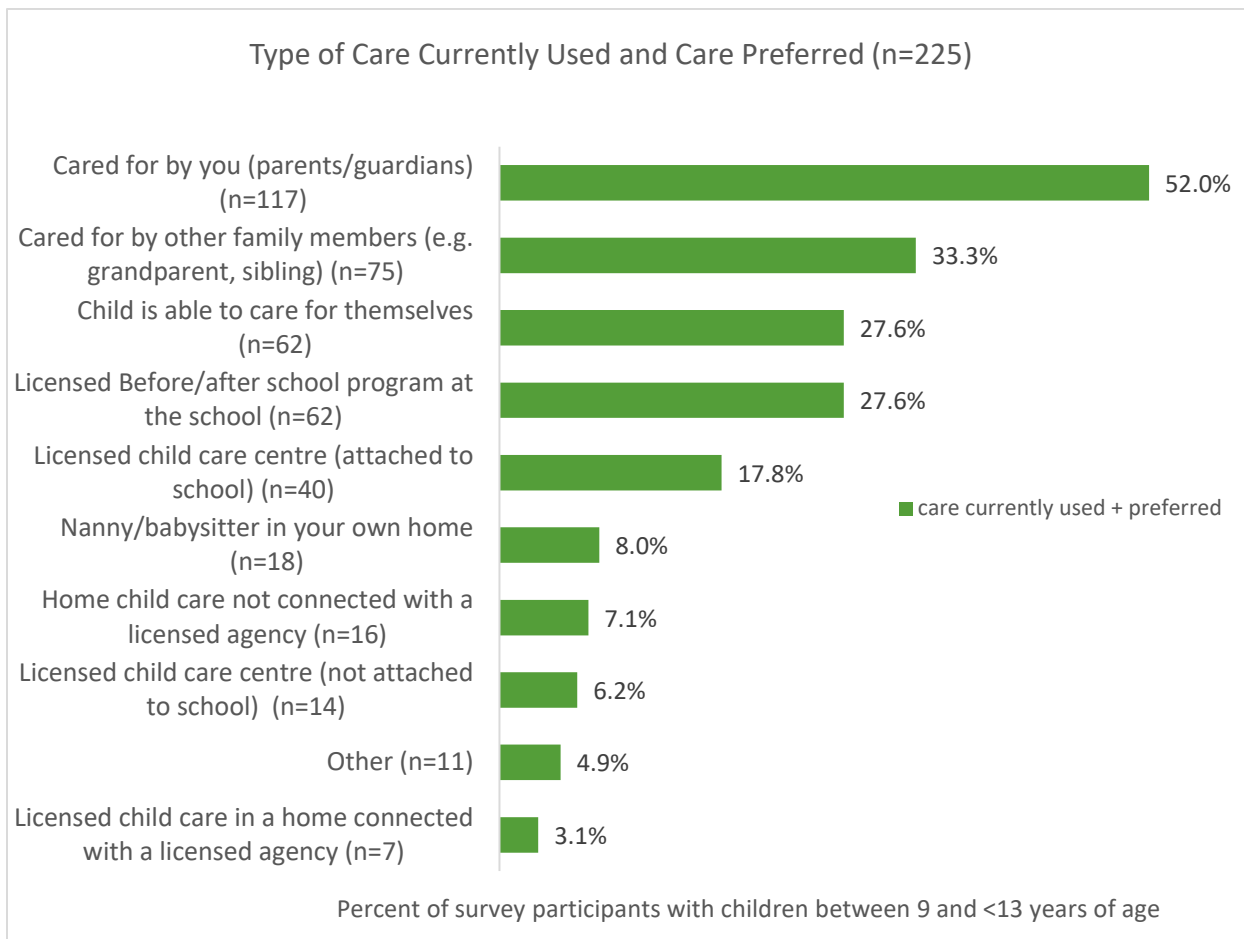
Use Most of the Time	Preferred
Free half day camps	Christian-based

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	<ul style="list-style-type: none"> • Flexible • Licensed drop-in • Older siblings

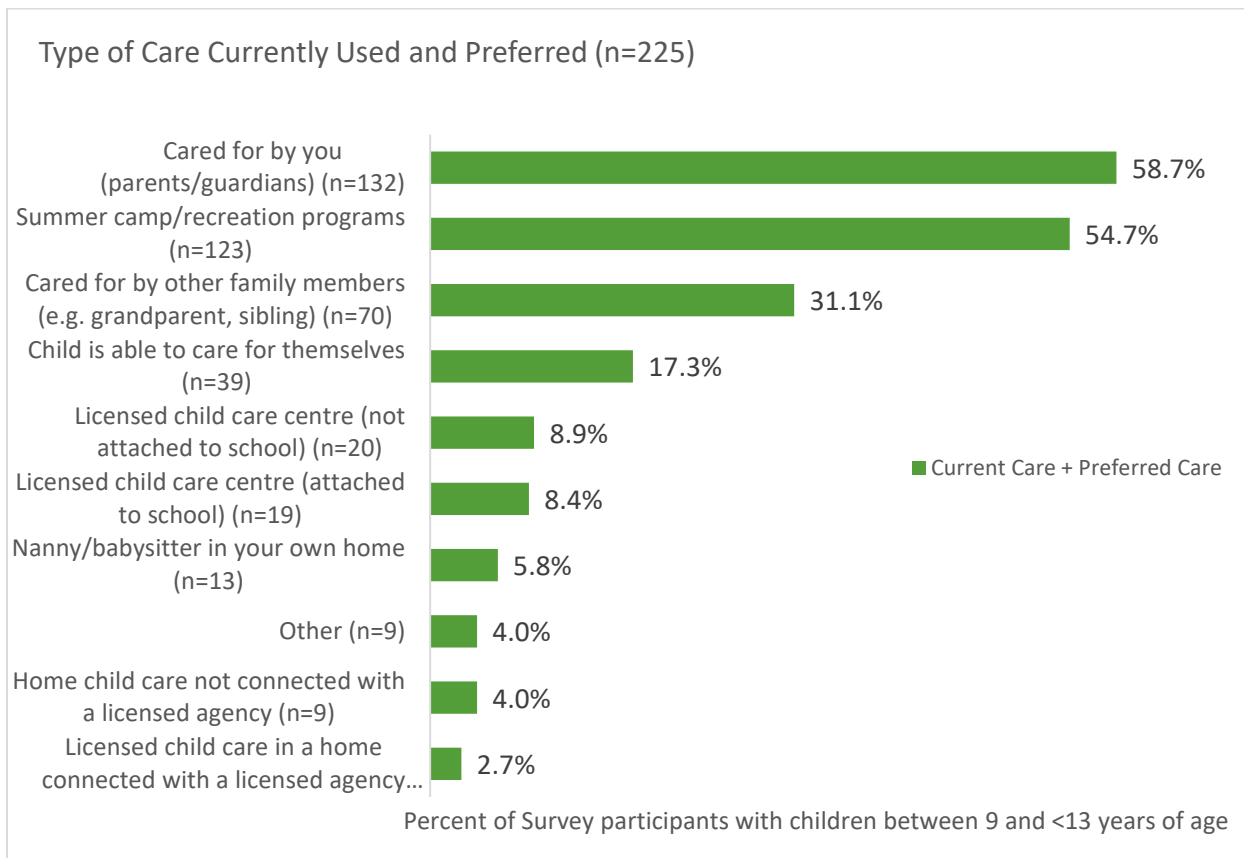
Q14. Who currently provides most of the care for your child(ren) during the summer months? And if you had a choice, what type of care would you prefer to use?

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:

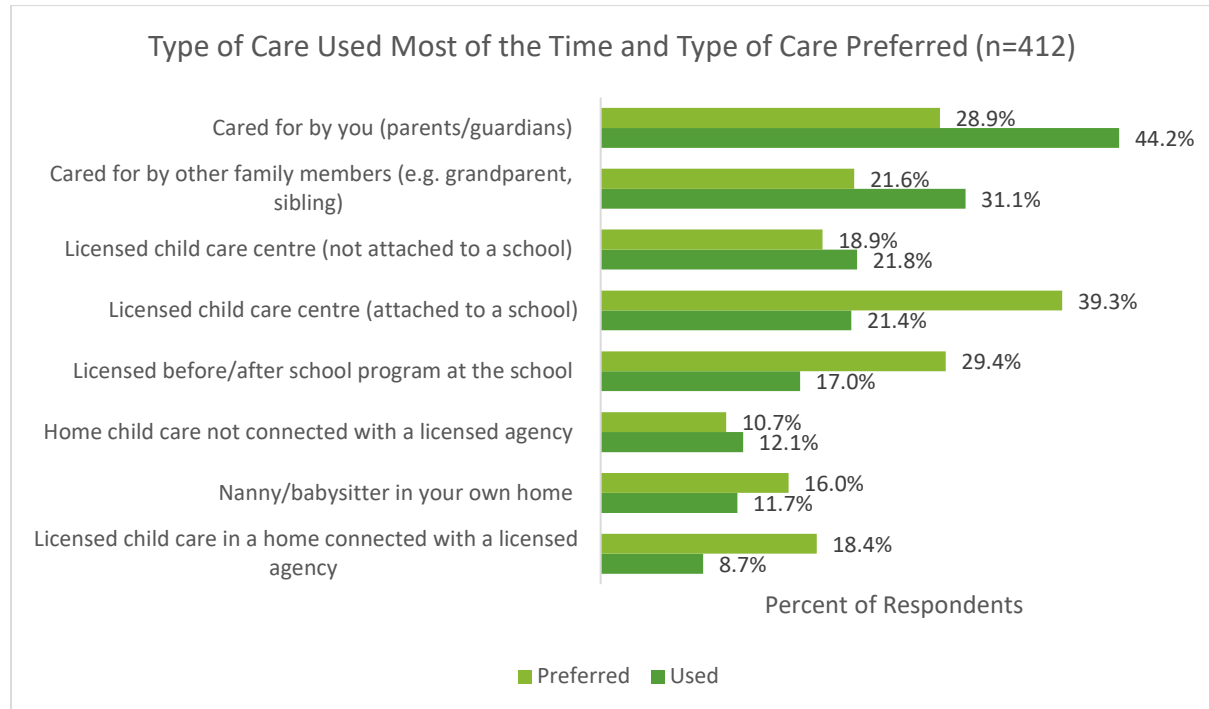
- Cared for by parents/caregivers/guardians (44.2%)
- Cared for by other family members (31.1%)
- Licensed child care centre not attached to a school (21.8%)

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

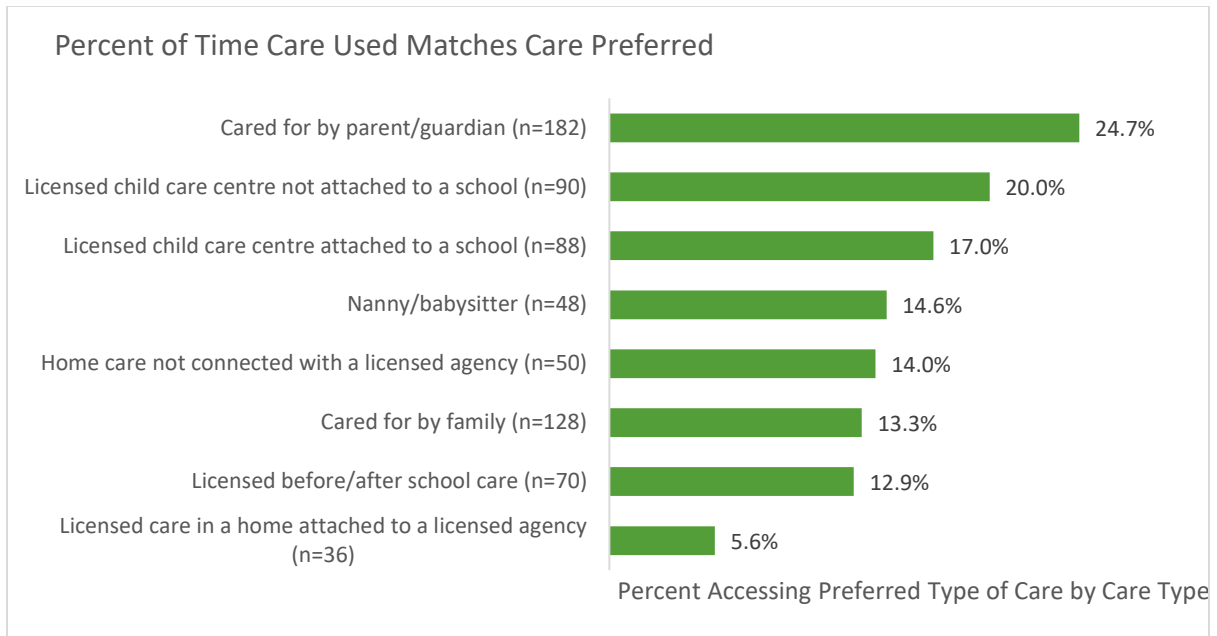


Gap Analysis

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

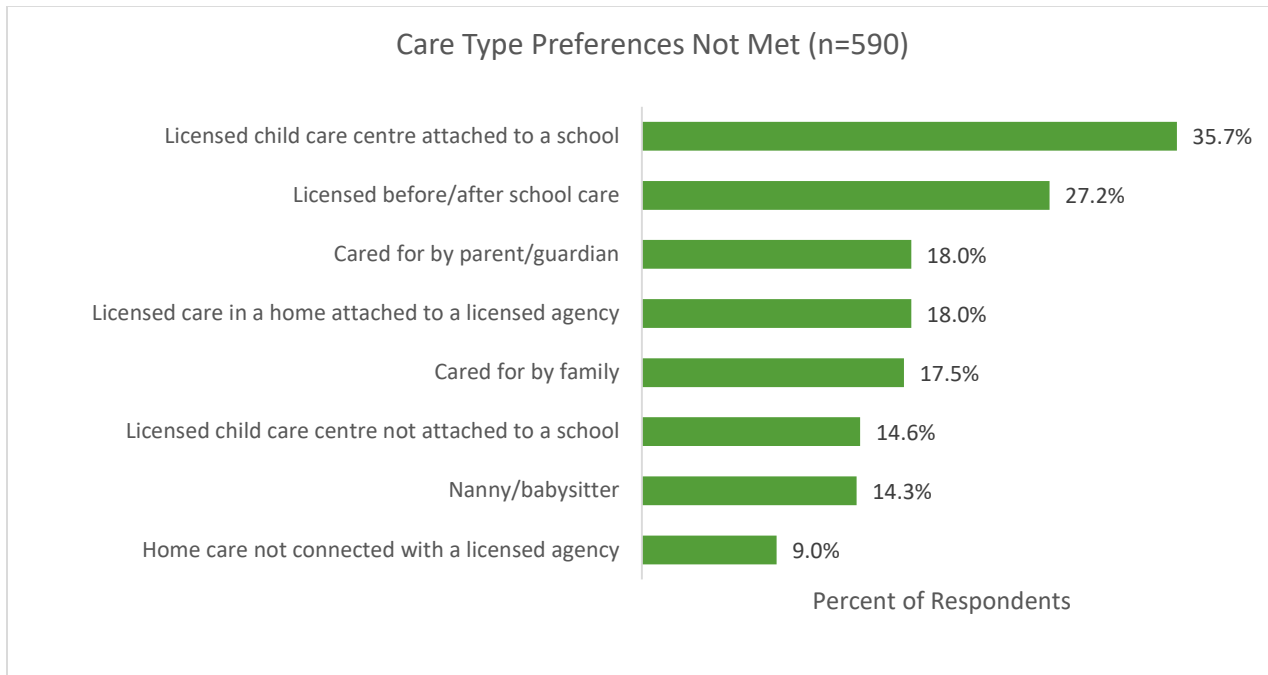


Percent of Parents/caregivers/Guardians Not Accessing Preferred Type of Care

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Choices around centre based care • Stay at home • Home care provider • Extended family • Part-time care
Newcomer	<ul style="list-style-type: none"> • Self • Extended family • Limited use of licensed care 	<ul style="list-style-type: none"> • Care by self • Extended family • Before and after school care at the school location
Circles	<ul style="list-style-type: none"> • Licensed centre-based care • Licensed and unlicensed home care • Neighbour 	<ul style="list-style-type: none"> • Before and after school care attached to a school

	<ul style="list-style-type: none"> • Daycamps and babysitters in the summer • Extended family • Multiple locations 	
Parents/caregivers of Children with Special Needs	<ul style="list-style-type: none"> • Mix of care used to meet needs • Flex work hours to accommodate child's school day • Nanny • Nurse 	<ul style="list-style-type: none"> • 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:

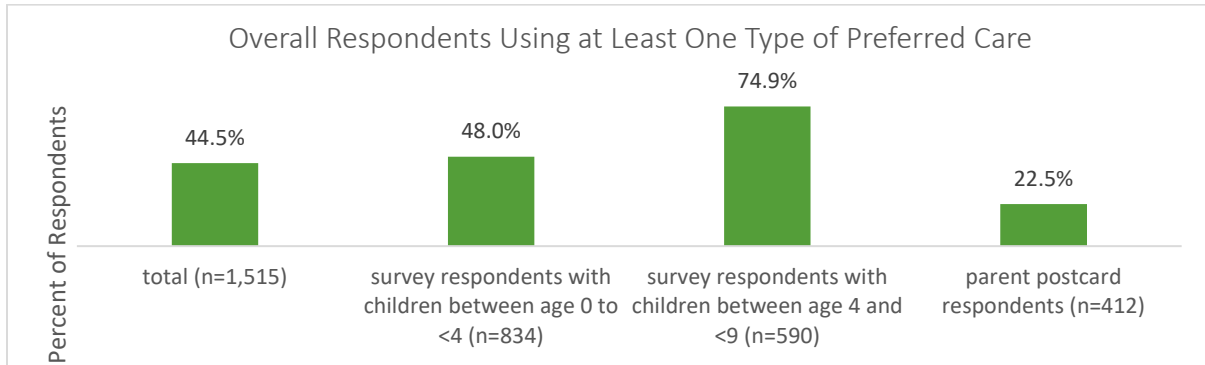
- Care in a licensed centre attached to a school, regardless of child age
- Care provided by parent/guardian, regardless of age
- Licensed care not attached to a school for parents/caregivers/guardians with children between the ages of 0 and <4
- Licensed before/after school care at the school for parents/caregivers/guardians 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 care¹; 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

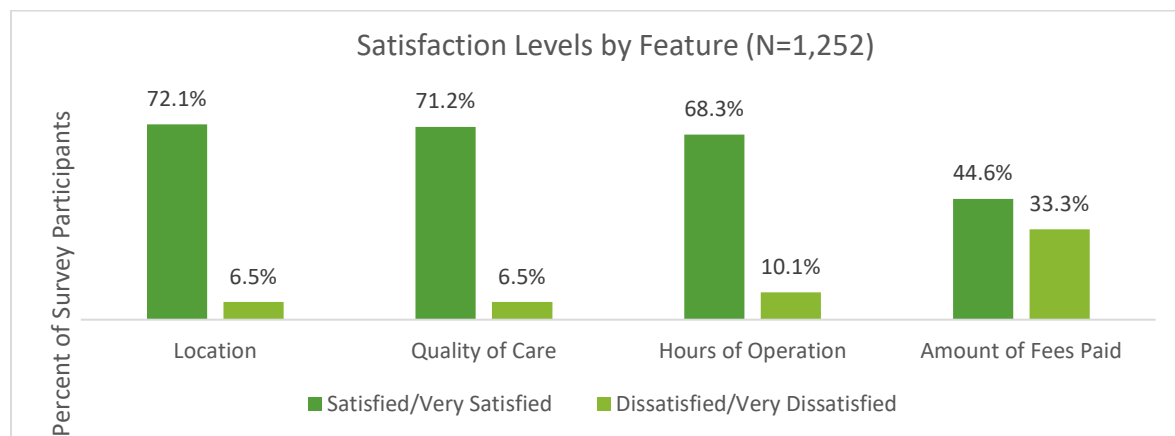
Care Experience

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 prefer². 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.

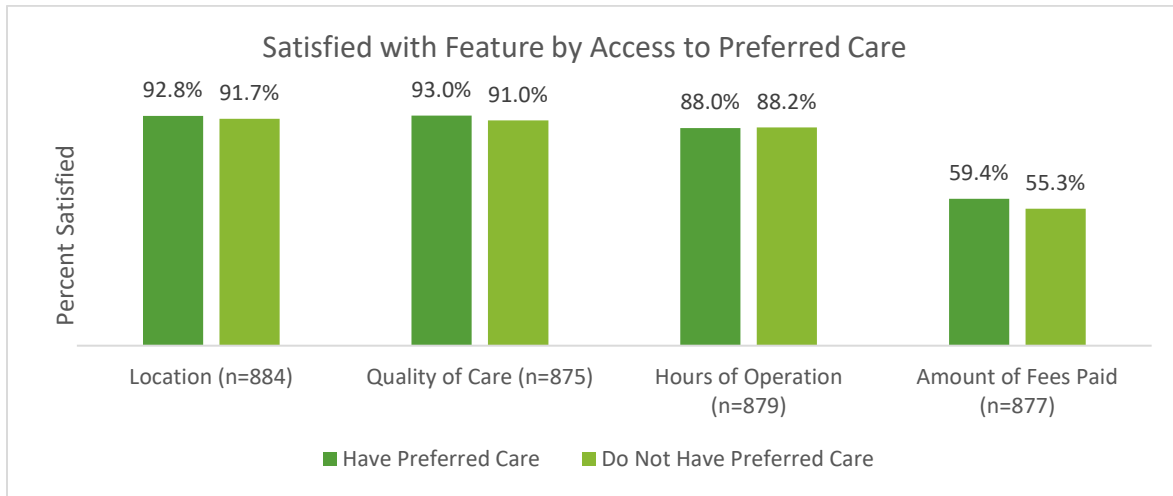
Quality - 71% chance the proportions are different and 85.6% chance that more people with preferred care are satisfied compared to people without preferred care.

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 prefer³.

Figure 23: Satisfaction with Features of Child Care Used, Postcard Data



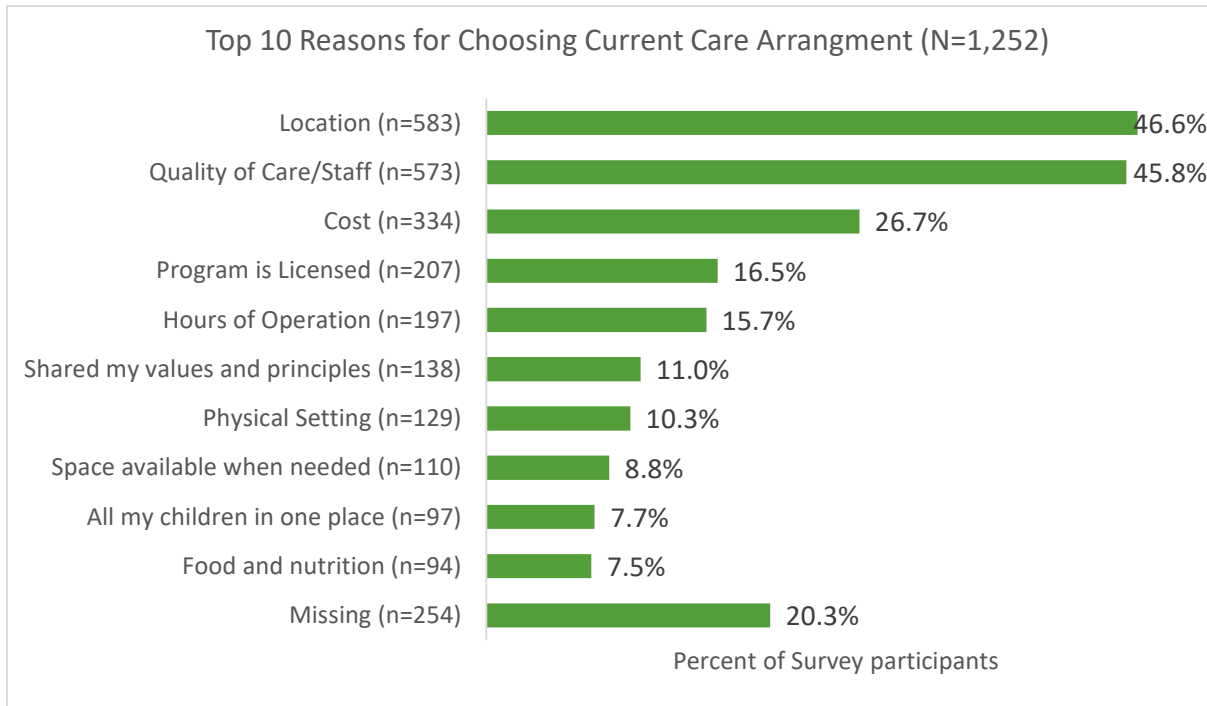
Q16. What are the top three reasons you use your current care arrangement for your child(ren)?

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	<ul style="list-style-type: none"> All groups except single parents/caregivers
Location	<ul style="list-style-type: none"> All groups except grandparents/caregivers and young parents/caregivers
Program is licensed	<ul style="list-style-type: none"> Francophone parents/caregivers/guardians
Shared my language and culture	<ul style="list-style-type: none"> Francophone parents/caregivers/guardians
Food and nutrition	<ul style="list-style-type: none"> Grandparents/caregivers, young parents/caregivers
Shared my values and principles	<ul style="list-style-type: none"> Grandparents/caregivers
Hours of operation	<ul style="list-style-type: none"> Single parents/caregivers
Program is able to accommodate my child's special needs	<ul style="list-style-type: none"> 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

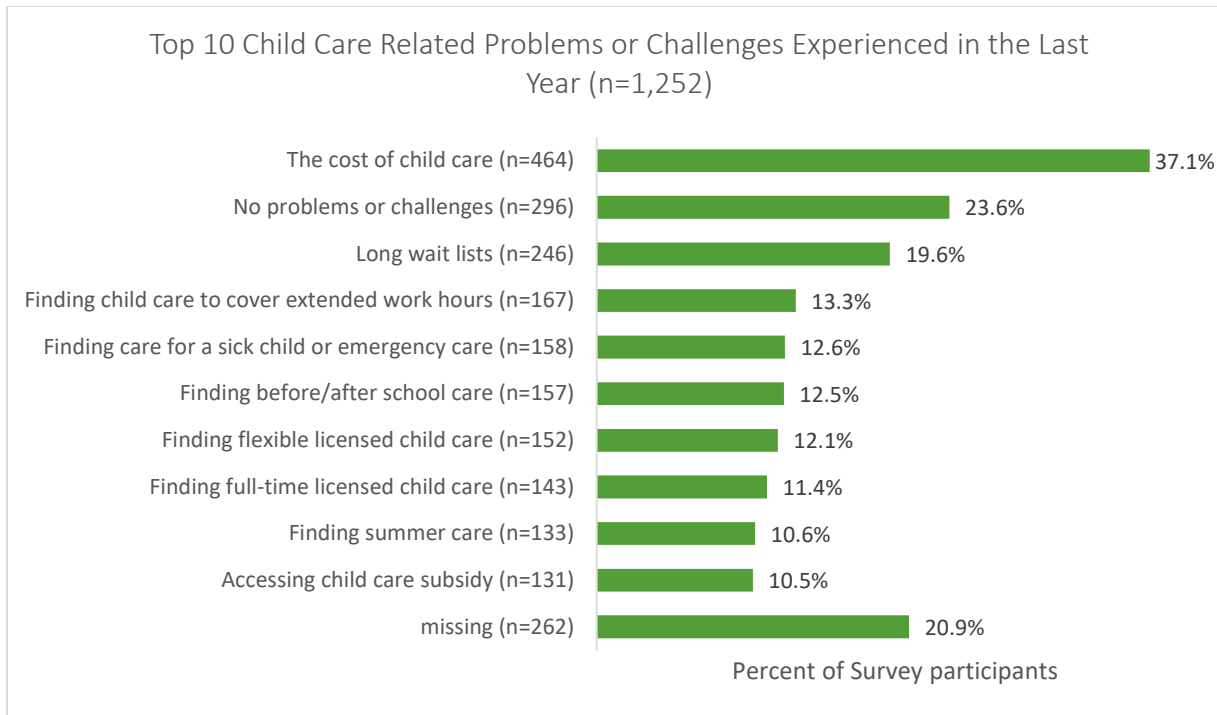
Almost 24% of families identified not having any child care related problems or challenges in the last year. However, there are differences between groups, with Indigenous, parents/caregivers of children with special needs, single parents, and LGBT+ selecting this response least often compared to other 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	<ul style="list-style-type: none"> All except Francophone, grandparents, parents of child with special needs
Finding and/or keeping care for my child with special needs	<ul style="list-style-type: none"> Parents of child with special needs
Finding child care to cover extended work hours	<ul style="list-style-type: none"> Single parents, LGBT+
Finding child care to cover short-term relief	<ul style="list-style-type: none"> Grandparents, young parents
Finding before/after school care	<ul style="list-style-type: none"> Grandparents, Indigenous, parents of child with special needs
Finding summer care	<ul style="list-style-type: none"> Grandparents
Finding care for a sick child or emergency care	<ul style="list-style-type: none"> 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%)	<ul style="list-style-type: none"> • “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%)	<ul style="list-style-type: none"> • “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
Hours of care (11%)	<ul style="list-style-type: none"> • “Difficulty finding infant care” • 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	<p><u>Access:</u></p> <ol style="list-style-type: none"> 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. <p><u>Quality:</u></p> <ol style="list-style-type: none"> 1. Negative experience with quality of child care; <p><u>Affordability:</u></p> <ol style="list-style-type: none"> 1. Cost of care; 2. Subsidy process – quick turnaround to find a space after getting subsidy; Middle income - not eligible for subsidy 	<ul style="list-style-type: none"> • More collaboration between centres and OneHSN
Newcomer	<p><u>Access:</u></p> <ol style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> • Provide service providers with tools/resources to educate and connect newcomers • Intentional outreach by Family Centres

	Issues/Challenges	Suggestions
	<p>4. Lack of before/after school care makes it difficult for parents/caregivers to get to their programs;</p> <p>5. Lack of knowledge of child care and options available</p> <p><u>Quality:</u></p> <p>1. Parents/caregivers with school age children are more concerned about how to support children who are bullied at school</p>	
Circles	<p><u>Quality:</u></p> <p>1. Negative experiences in programs; program quality</p> <p><u>Affordability:</u></p> <p>1. Subsidy process; when transitioning off of OW;</p> <p>2. “when is the best time to leave OW and just work and apply directly to child care subsidy?”;</p> <p>3. Summer camps are expensive; Affording informal care while on OW</p> <p><u>Access:</u></p> <p>1. Waitlist process and lack of awareness of OneHSN;</p> <p>2. “Took the first care could find”; Finding care with extended hours;</p> <p>3. Lack of extended hours in summer programs</p>	<ul style="list-style-type: none"> • 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	<p><u>Access:</u></p> <p>1. Unable to access licensed care with supports in neighbourhood;</p> <p>2. Transportation barriers; Accessible programs (recreation) fill up too fast;</p> <p>3. Policies and practices that prevent access to before/after school program at the school; Siblings in different locations</p> <p><u>Inclusion:</u></p> <p>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”;</p> <p>2. Setting not set up/designed for inclusion – not accessible, no seating or devices, snow not removed, parking difficulties;</p> <p>3. Feeling of being judged;</p>	<ul style="list-style-type: none"> • 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
	<p>4. Not enough support for children with special needs</p> <p><u>Responsive:</u></p> <p>1. Program times not convenient</p> <p><u>Quality:</u></p> <p>1. Negative experiences in program; Staff turnover</p> <p><u>Affordability:</u></p> <p>1. Having to pay for support staff out of pocket for PD day programs</p>	

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Cost of care • Not able to access care – not available, long wait lists • Hours of operation – extended hours and flexible hours
Focus groups	<ul style="list-style-type: none"> • 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

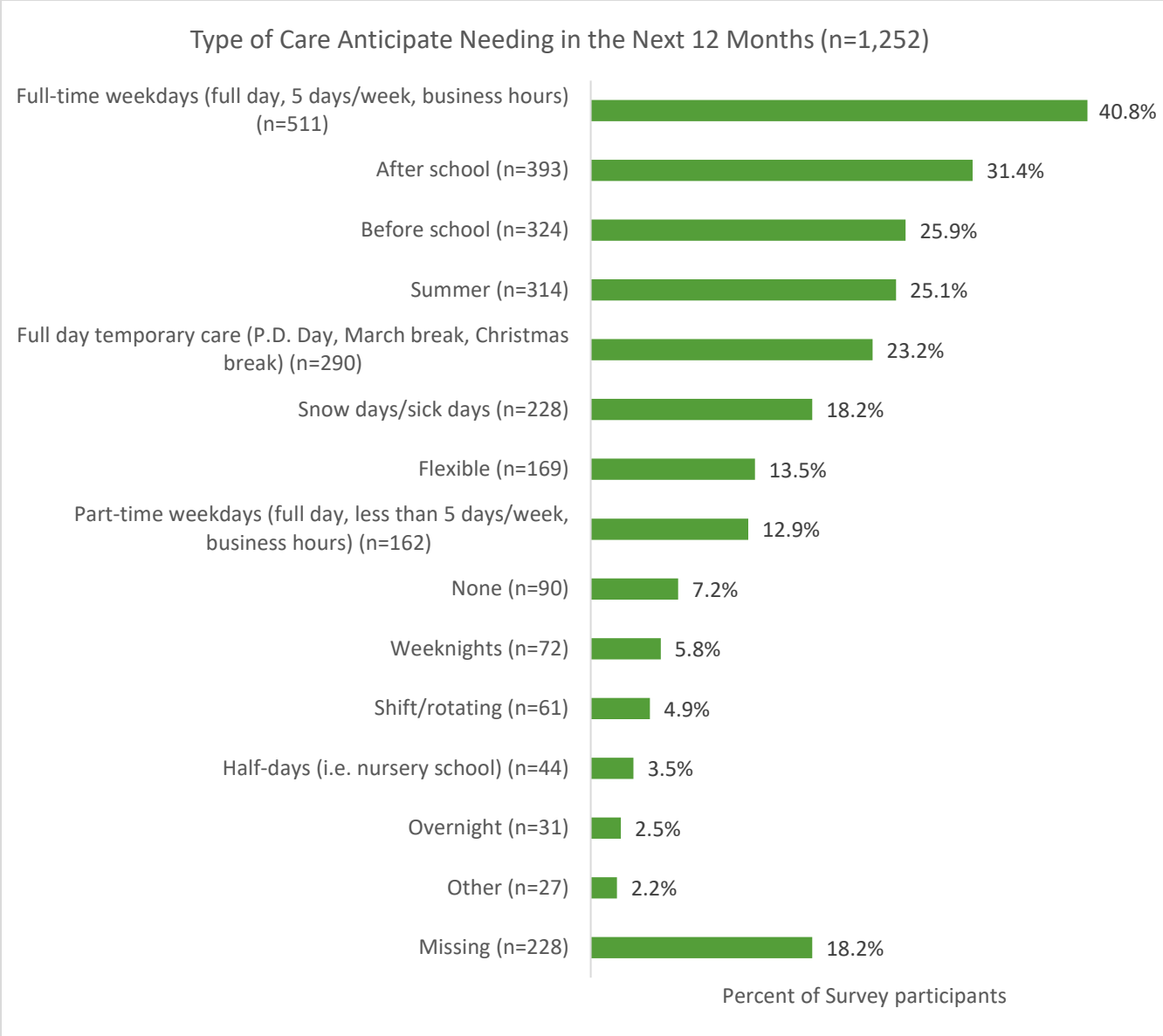
Priority areas for planning include:

- 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:



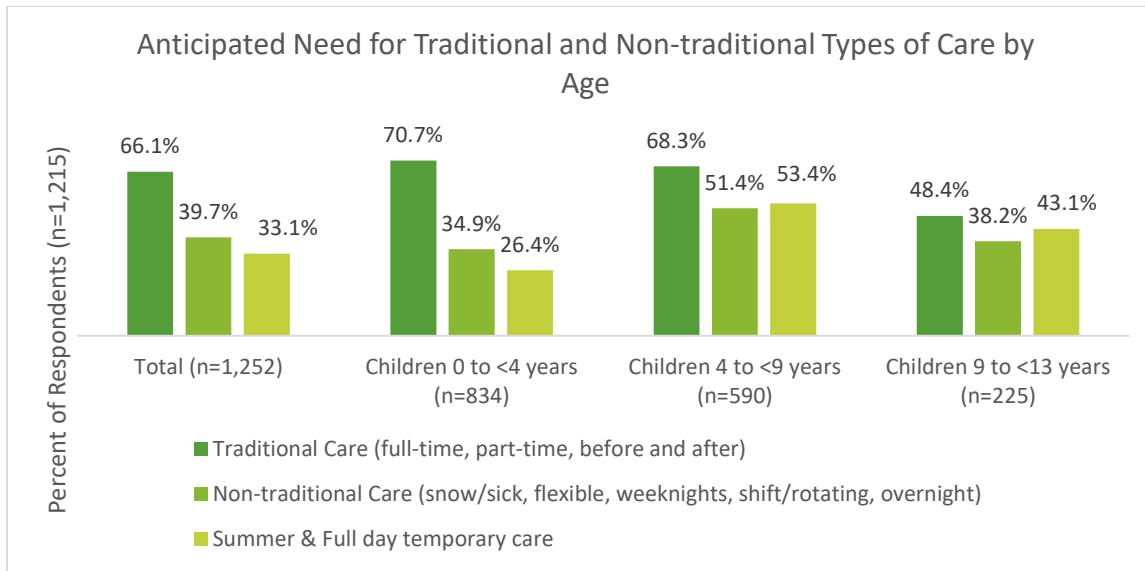
Other types of care anticipated include:

- 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

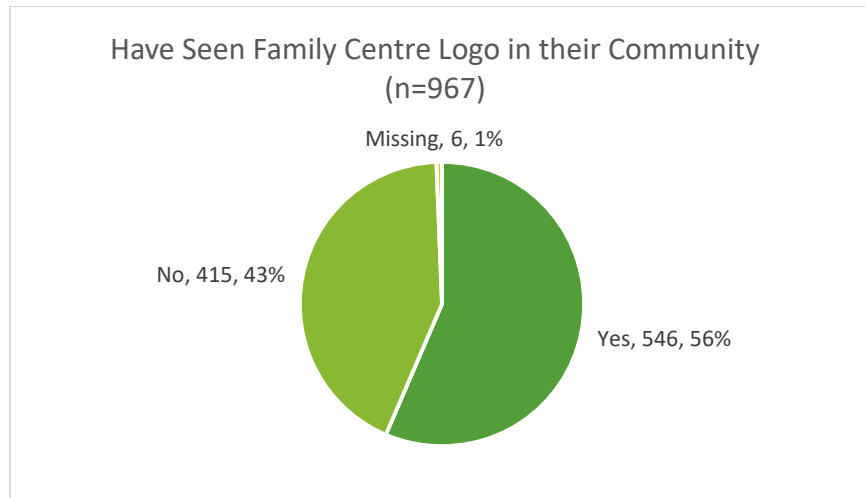
A total of 967 people responded to the questions in this section of the parent survey.

Awareness of Early Years Programs and Services

Q21. Have you seen the Family Centre logo in your community?

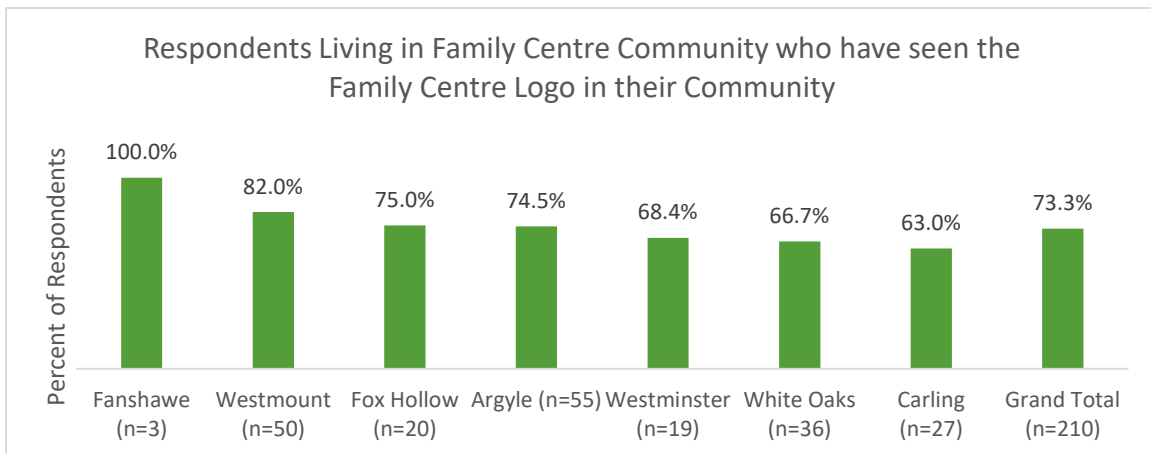
Just over half of survey participants say they have seen the Family Centre logo in their community.

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

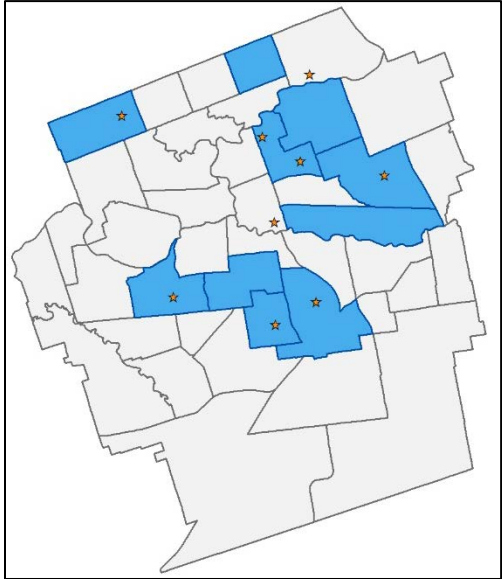
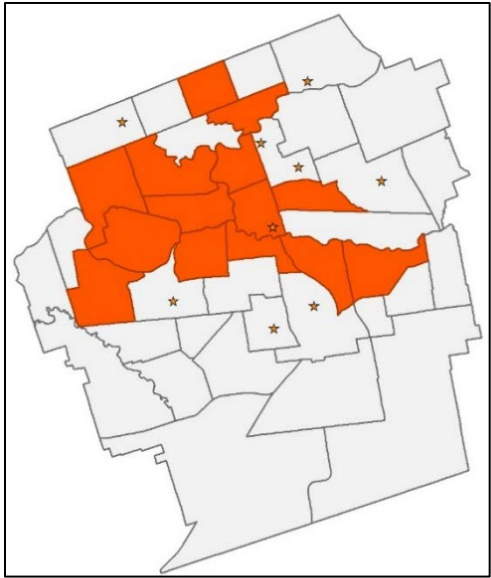


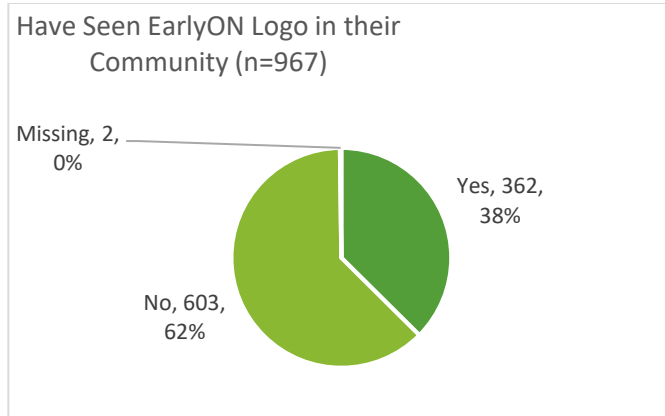
Figure 30: Planning Districts with High Percentage of Respondents Who Do Not Recognize the Family Centre Logo in their Community



Q22. Have you seen the EarlyON logos in your community?

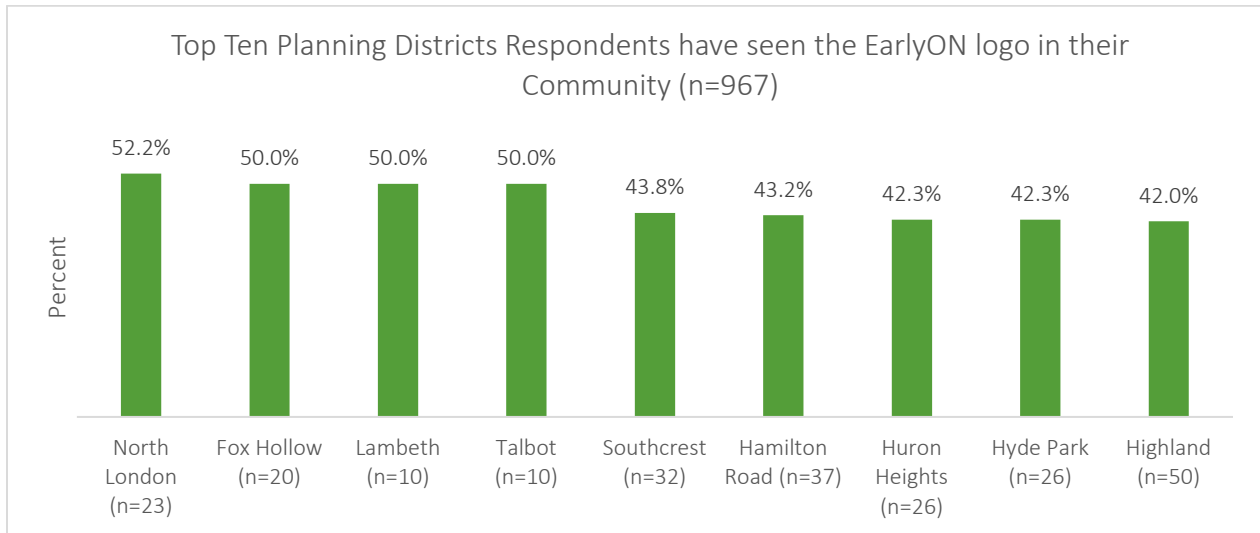
Less than half of survey participants, (38%), have seen the EarlyON logo in their community.

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

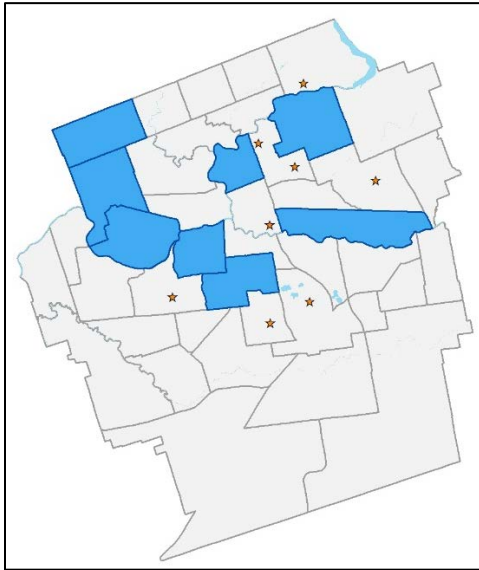
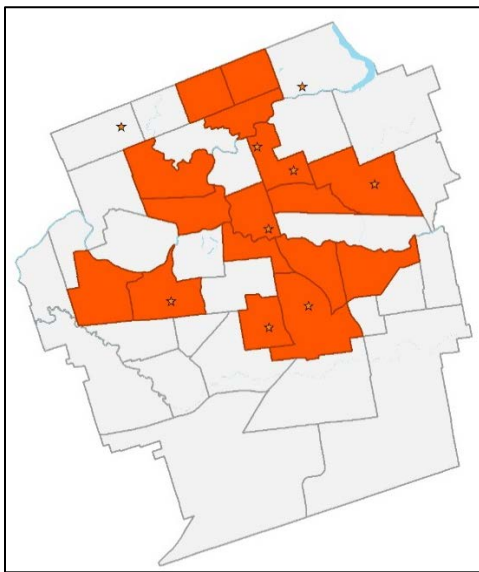


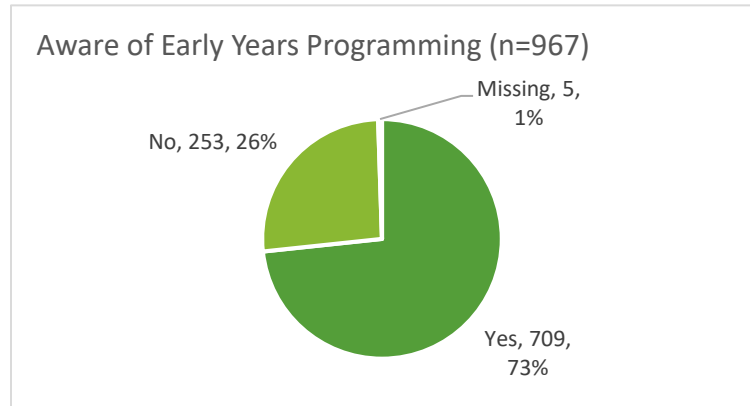
Figure 34: Planning Districts with High Percentage of Respondents Who Do Not Recognize the EarlyON Logo in their Community



Q23. Are you aware of early years programming in London?

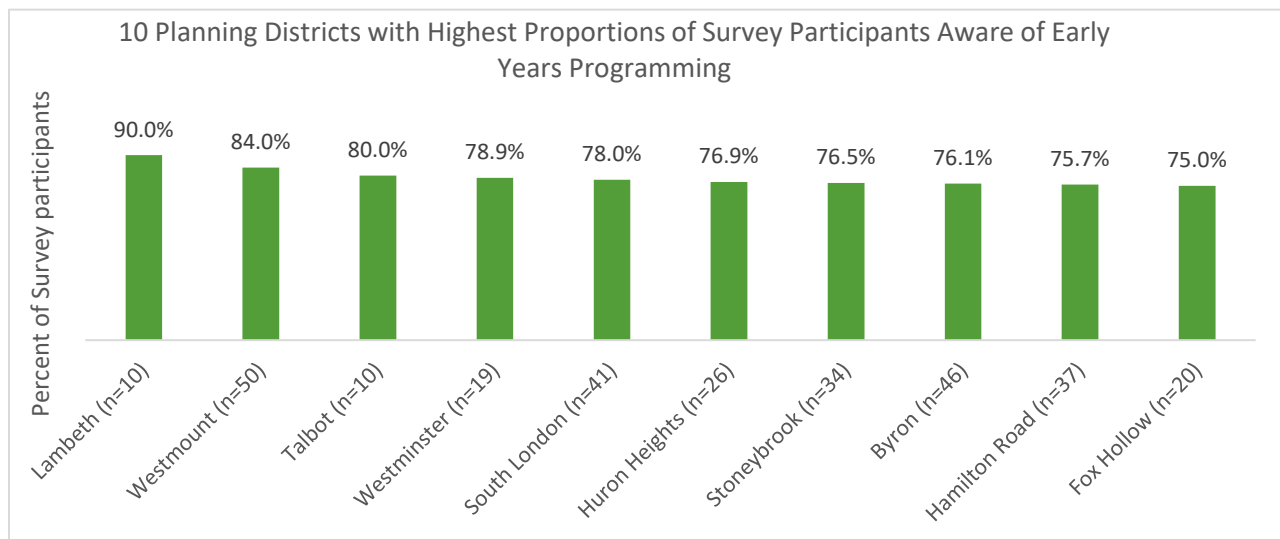
Almost 75% of survey participants are aware of early years programming. There was some variation with awareness across planning districts ranging from 54% to 90% of survey participants being aware.

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

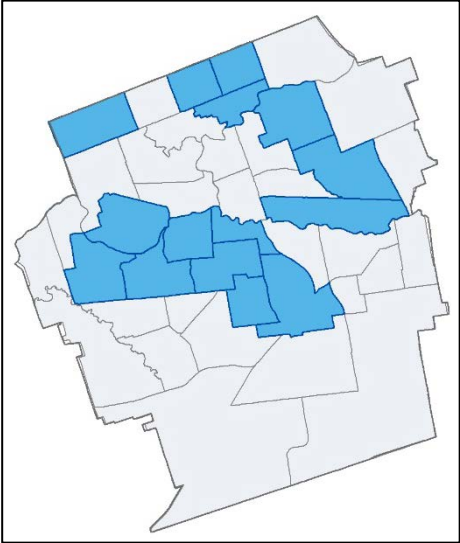
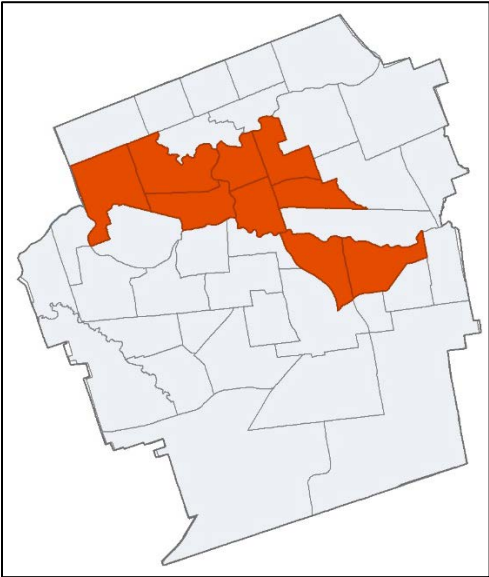


Figure 38: Planning Districts with Low Level of Awareness of Early Years Programming



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

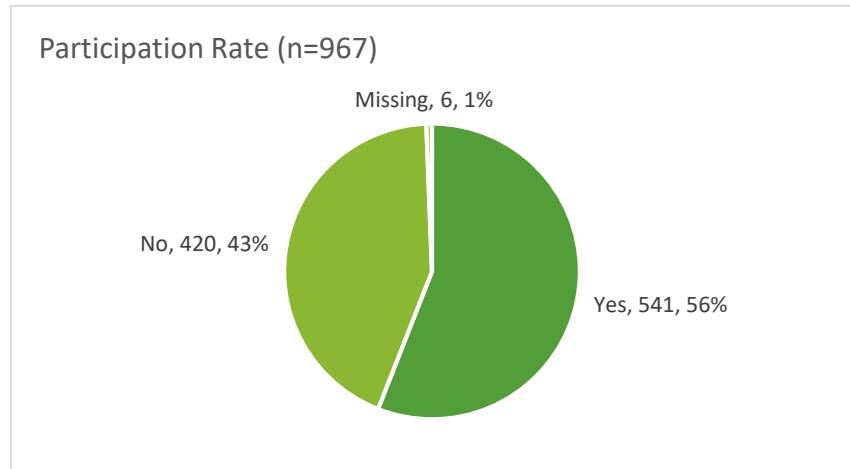
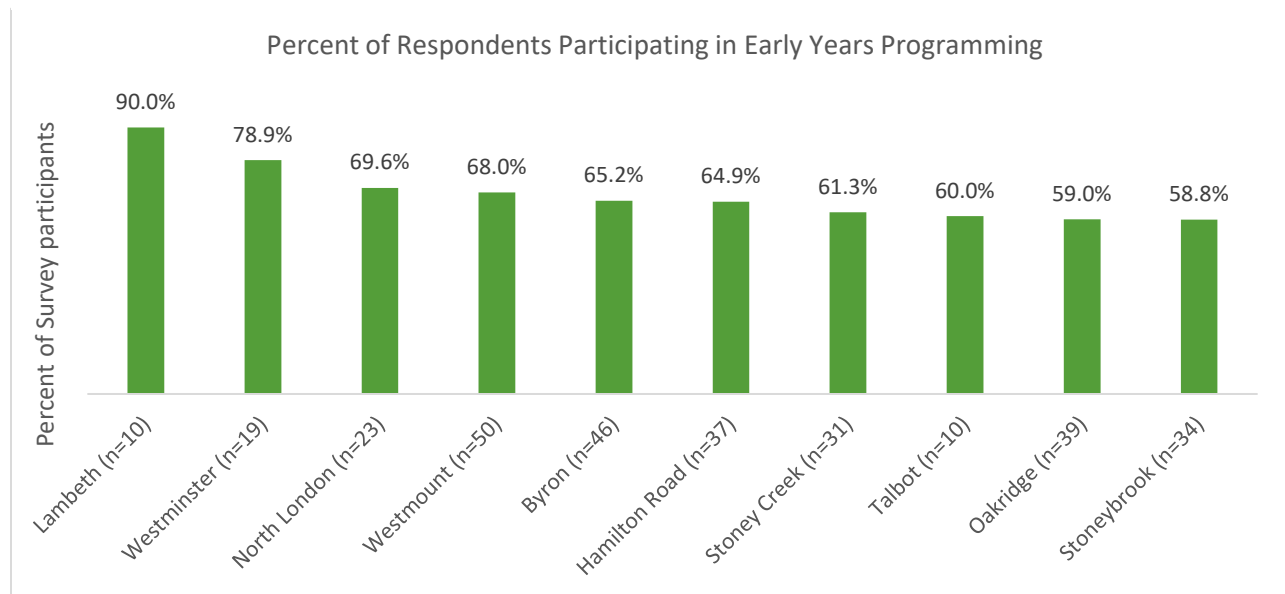


Figure 40: Top Ten Participation Rates by Planning District



Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these Planning Districts had fewer than 10 respondents.

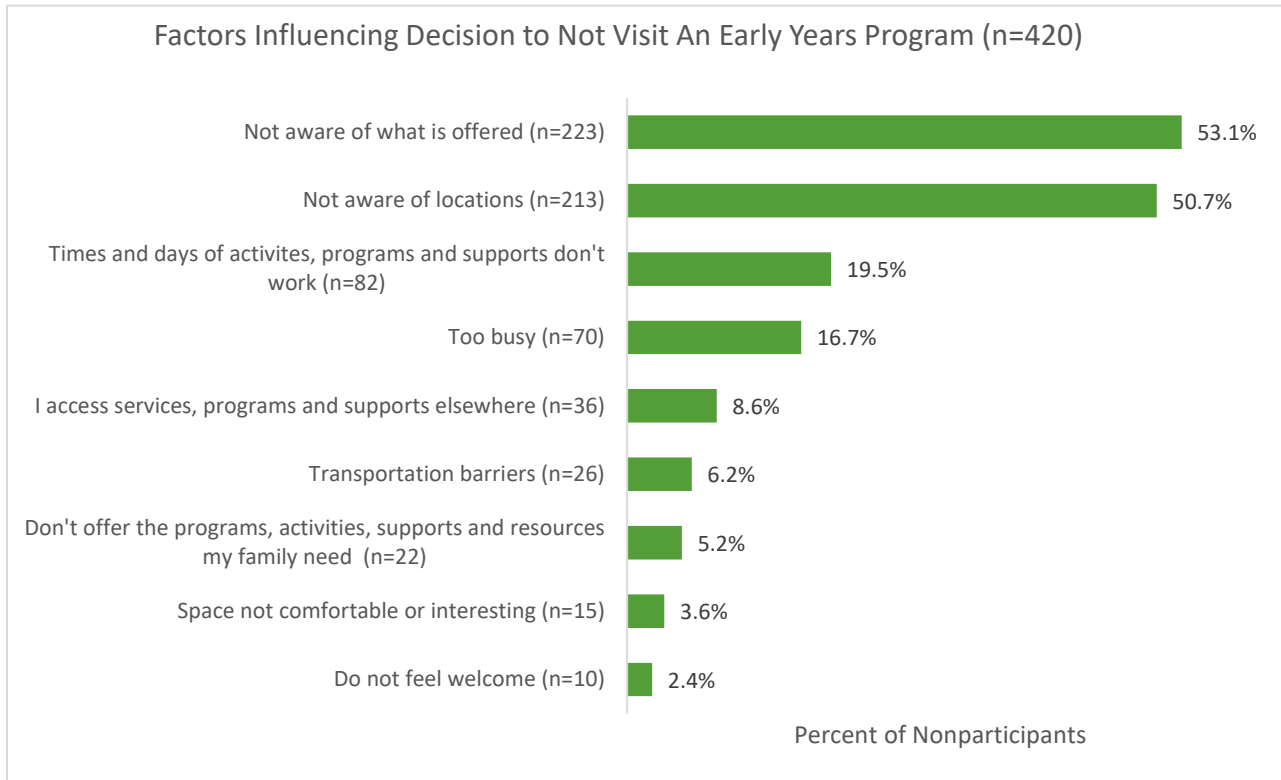
Q25. What has influenced your decision to not visit an early years program?

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

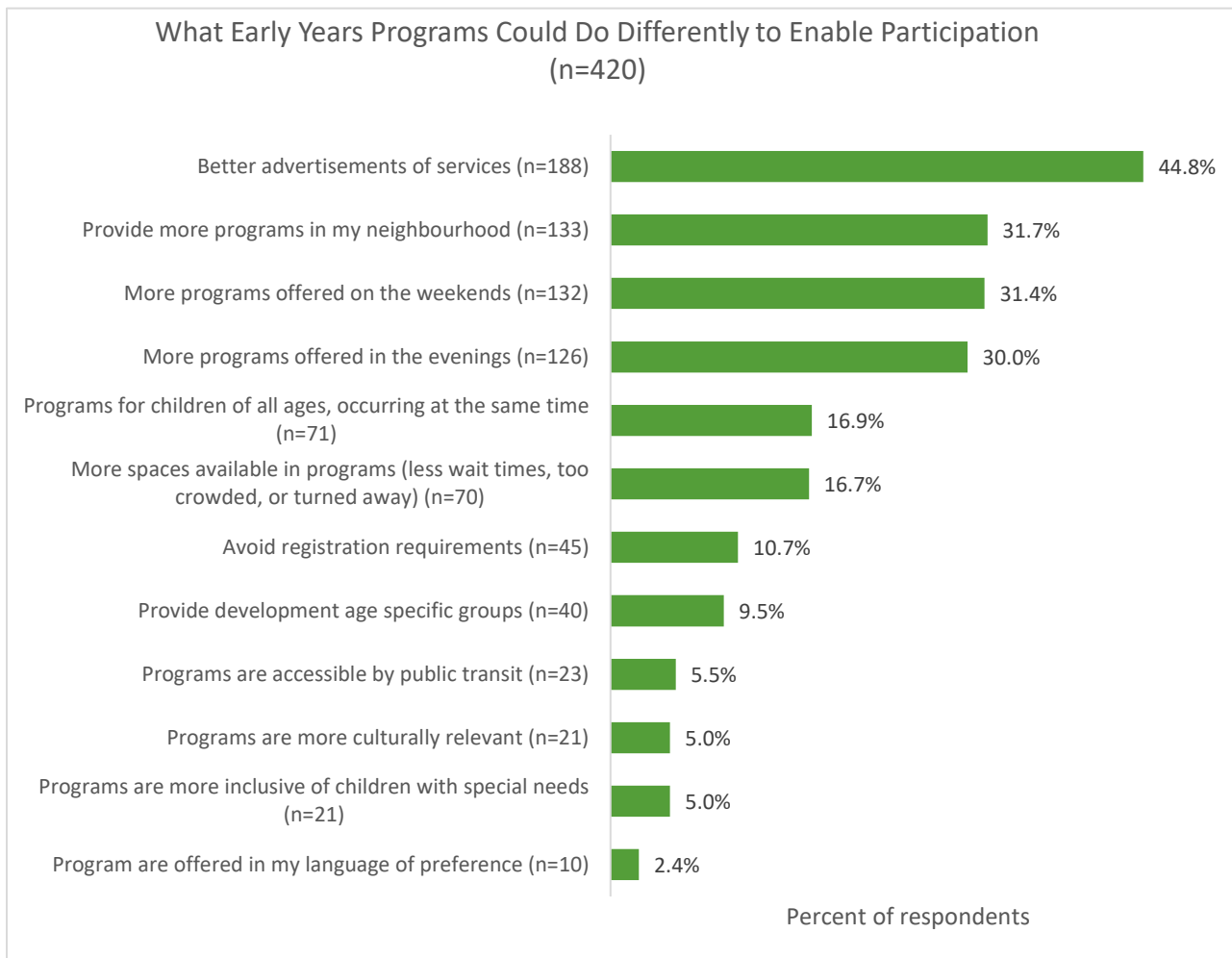
Opportunities for Enhancement

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)	<ul style="list-style-type: none"> • Masonville
More programs offered in the evenings	<ul style="list-style-type: none"> • Byron, Carling, Glen Cairn, Hamilton Road, Masonville, Medway, Stoney Creek, Stonybrook, Sunningdale, Talbot, and White Oaks
More programs offered on the weekends	<ul style="list-style-type: none"> • All except Hyde Park, Medway
Provide more programs in my neighbourhood	<ul style="list-style-type: none"> • All except Bryon, Fox Hollow, Huron Heights, Jackson, Stoney Creek, Stonybrook, Sunningdale, and White Oaks
Better advertisements of services	<ul style="list-style-type: none"> • All except Oakridge, Sunningdale, Talbot
Programs for children of all ages, occurring at the same time	<ul style="list-style-type: none"> • Highland, Masonville, Medway, Southcrest, and Sunningdale
Avoid registration requirements	<ul style="list-style-type: none"> • Westminster

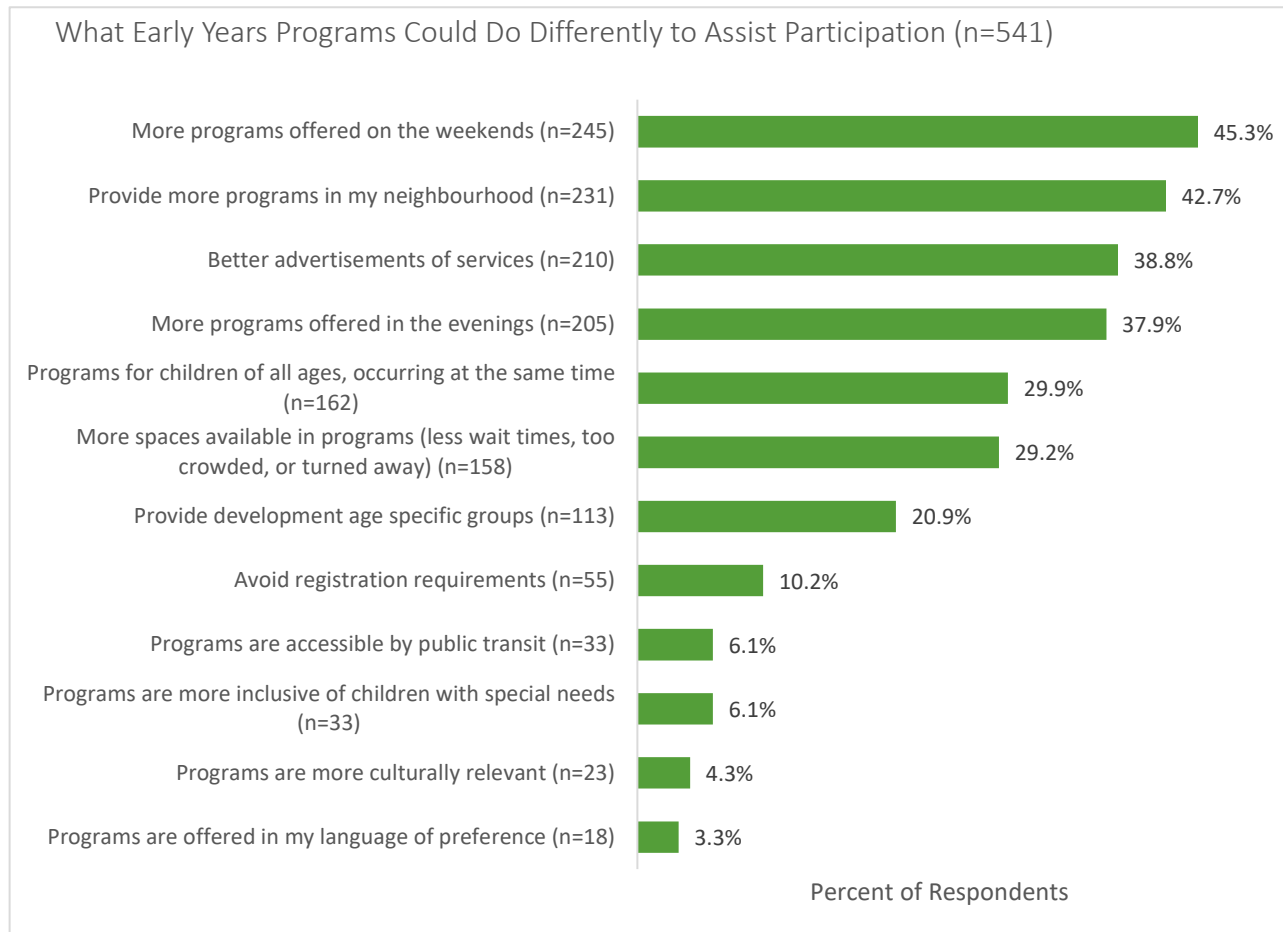
Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these planning districts had fewer than 10 respondents

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)	<ul style="list-style-type: none"> Byron, River Bend, Sunningdale, and Westmount
More programs offered in the evenings	<ul style="list-style-type: none"> Argyle, Glen Cairn, Huron Heights, Medway, Oakridge, River Bend, Southcrest, Talbot, Westminster, and White Oaks
More programs offered on the weekends	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Argyle, Carling, Fox Hollow, Huron Heights, River Bend, and Westminster
Provide development age specific groups	<ul style="list-style-type: none"> Talbot

Note: This analysis excludes Airport, Bostwick, Brockley, Fanshawe, Longwoods, Sunningdale, Woodhull as these planning districts had fewer than 10 respondents

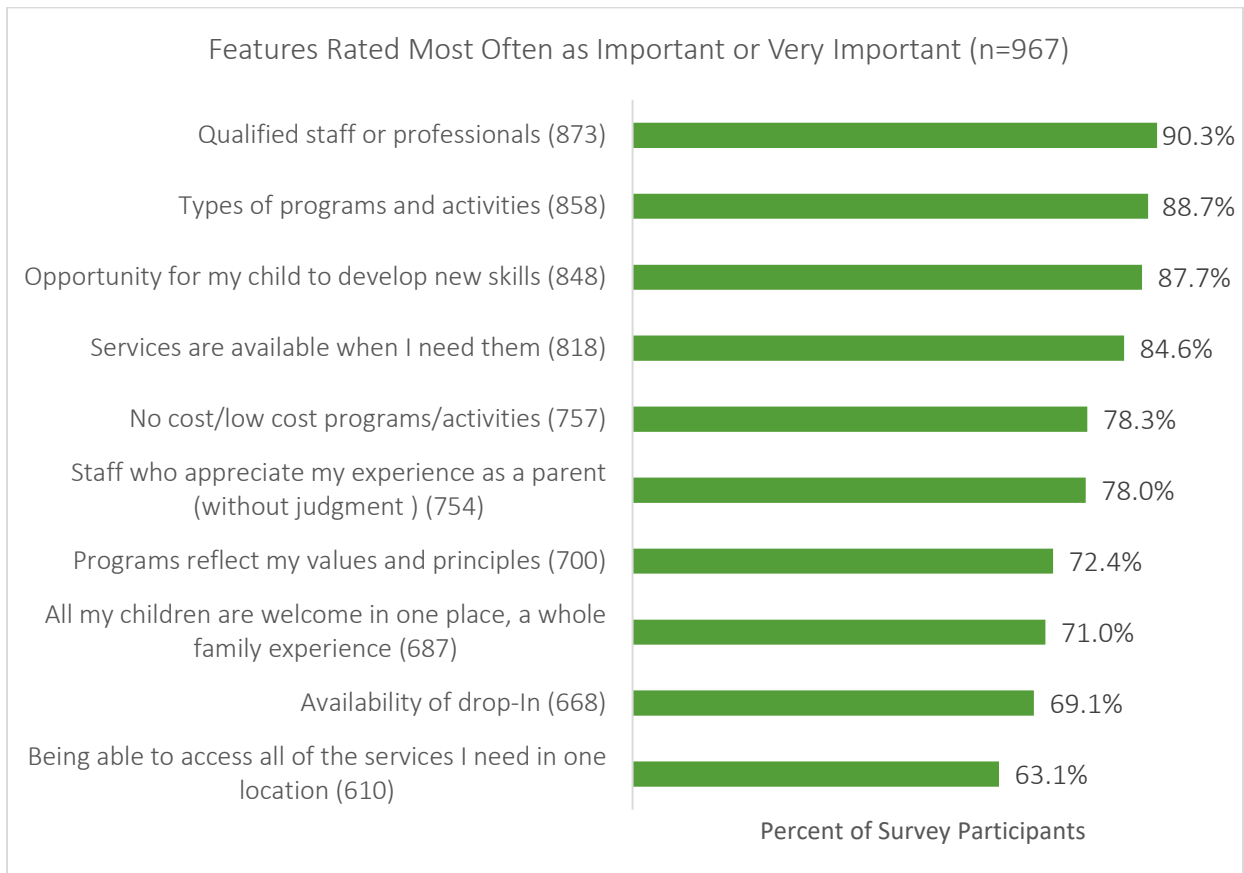
Q28. When thinking about the kinds of experiences you look for, for you and your children, please rank the following on a scale of 1 to 4 (1 being not at all important and 4 being very important)

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	<ul style="list-style-type: none"> All my children are welcome in one place, a whole family experience
Fox Hollow	<ul style="list-style-type: none"> Availability of drop-in
Highland	<ul style="list-style-type: none"> Programs reflect my values and principles
Hyde Park	<ul style="list-style-type: none"> Programs reflect my values and principles
Lambeth	<ul style="list-style-type: none"> All my children are welcome in one place, a whole family experience
Masonville	<ul style="list-style-type: none"> Programs are offered in my preferred language
North London	<ul style="list-style-type: none"> Programs are offered in my preferred language
Riverbend	<ul style="list-style-type: none"> Availability of drop-in
Talbot	<ul style="list-style-type: none"> Programs reflect my values and principles
Uplands	<ul style="list-style-type: none"> Availability of drop-in Programs reflect my values and principles
West London	<ul style="list-style-type: none"> Support with concerns, staff who can connect me to the services/support I need
Westminster	<ul style="list-style-type: none"> Programs reflect my values and principles
Westmount	<ul style="list-style-type: none"> 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

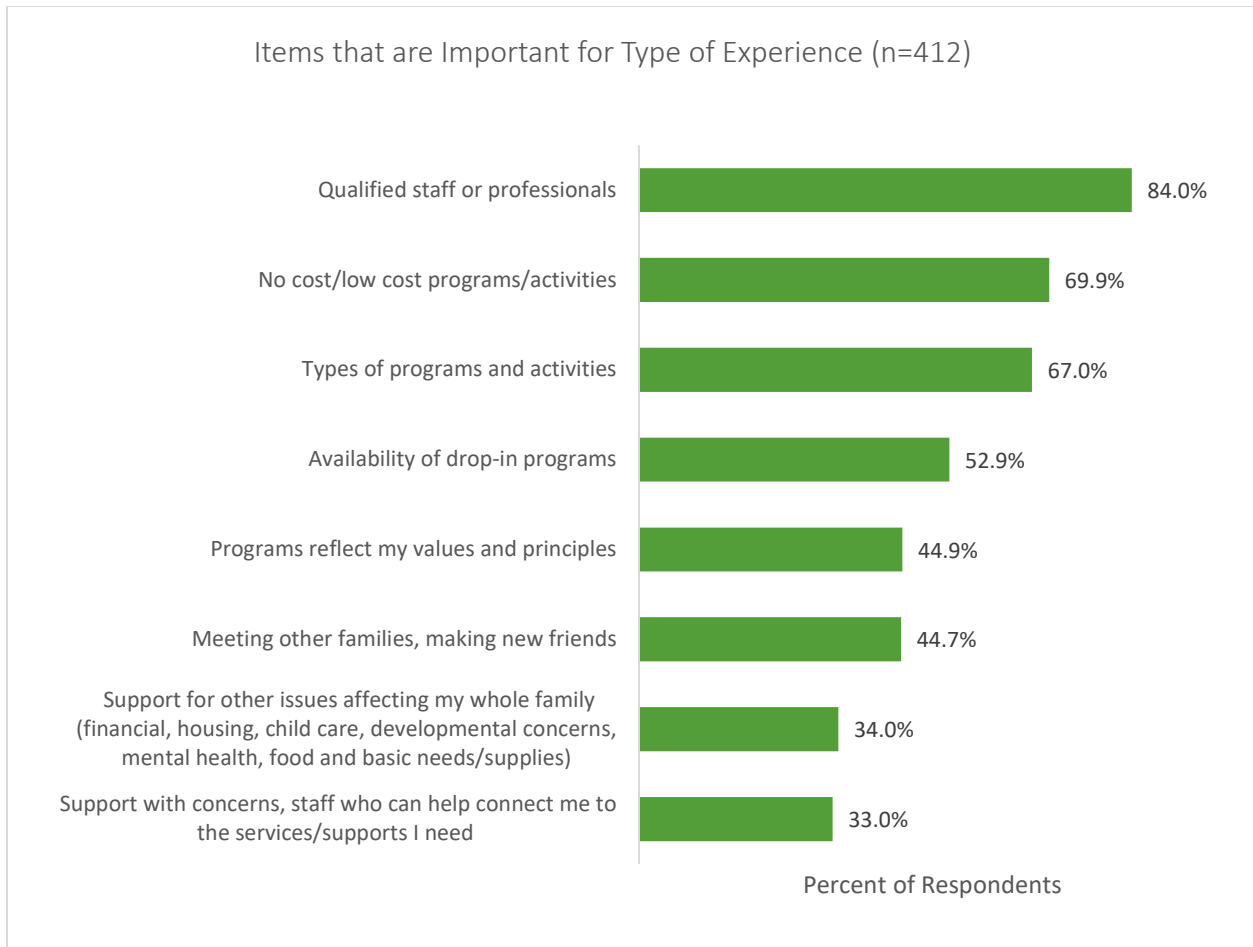
Postcard Responses

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	<p><u>Experience with the program:</u></p> <ul style="list-style-type: none"> • Fun, engaging • Helpful • Staff are “amazing” • Had good experiences at these centres
Barriers	<p><u>Experience with the program:</u></p> <ul style="list-style-type: none"> • Did not feel welcome, did not fit with other parents/caregivers/guardians • Programs not engaging <p><u>Lack of awareness, information:</u></p> <ul style="list-style-type: none"> • Not sure how to find them

	Top themes described
	<ul style="list-style-type: none"> • Not aware of what is offered • Finding programs online is difficult • Not sure “who does what program”
Suggestions, Needs, Preferences	<p><u>Hours:</u></p> <ul style="list-style-type: none"> • More availability of weekends, extended morning hours, and afternoon hours <p><u>Drop Ins:</u></p> <ul style="list-style-type: none"> • 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

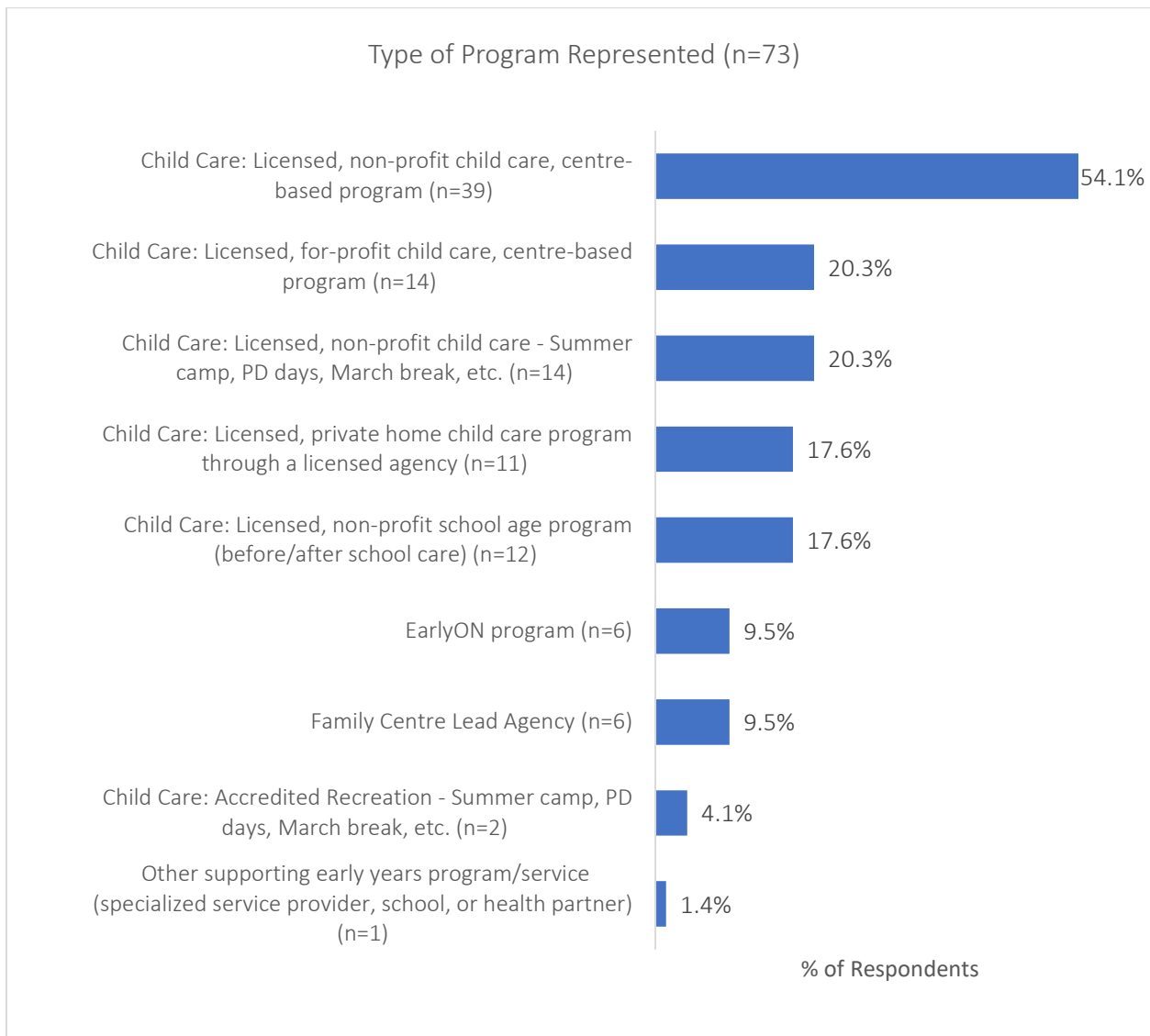


Figure 2: Agency Structure and Languages of Service Provision

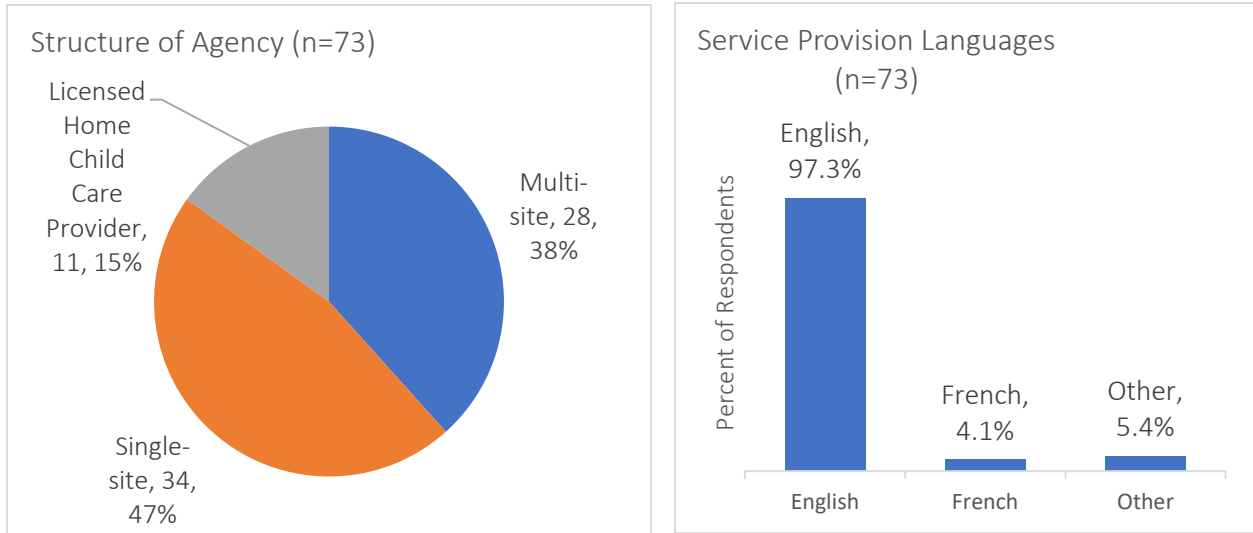


Table 1: Licensed Centre Based and Before/After School Child Care Provider Respondents by Structure and Status

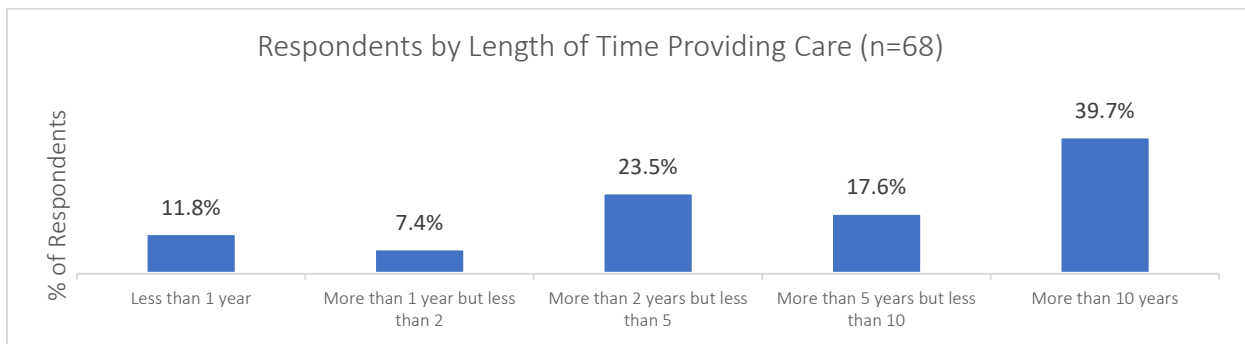
	For-profit	Non-profit	Total
Single-site	9, 16.1%	22, 39.3%	31, 55.4%
Multi-site	5, 8.9%	20, 35.7%	25, 44.6%
Total	14, 25.0%	42, 75.0%	56, 100.0%

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.



Category	Theme	Description
	General support (9 references)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • For licensed care • Staffing
<i>For Families</i> (52 references)	Choice and Access to Care (18 references)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Subsidy program • Affordability Pilot Project
	Quality (11 references)	<ul style="list-style-type: none"> • New guidelines are enforced • Play-based learning • Dedicated providers
	System information and OneList (7 references)	<ul style="list-style-type: none"> • OneList/OneHSN – works well • Online information about child care through websites like Strive, LCCN, City of London
<i>Service Providers Context</i> (32 references)	Connected system (16 references)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Times for networking • Professional learning • Ongoing education • Programs for teachers • Affordable professional development
	Other (5 references)	<ul style="list-style-type: none"> • 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.

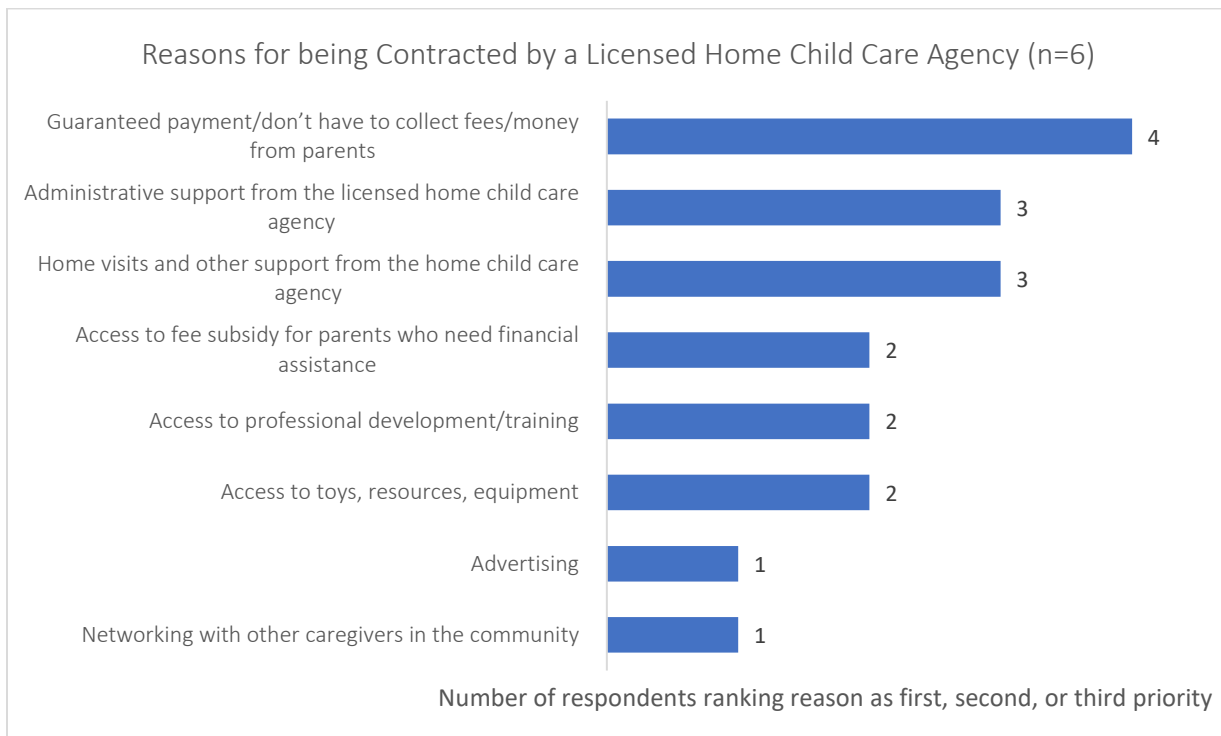
Six licensed home providers and 1 licensed home provider agency representative identified the top three reasons that they choose to be contracted by a licensed home child care agency.

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
<i>Values and principles</i>	<ul style="list-style-type: none"> • 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)
<i>Meeting a need</i>	<ul style="list-style-type: none"> • 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)
<i>Working conditions</i>	<ul style="list-style-type: none"> • 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)
<i>Career choice</i>	<ul style="list-style-type: none"> • 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.”

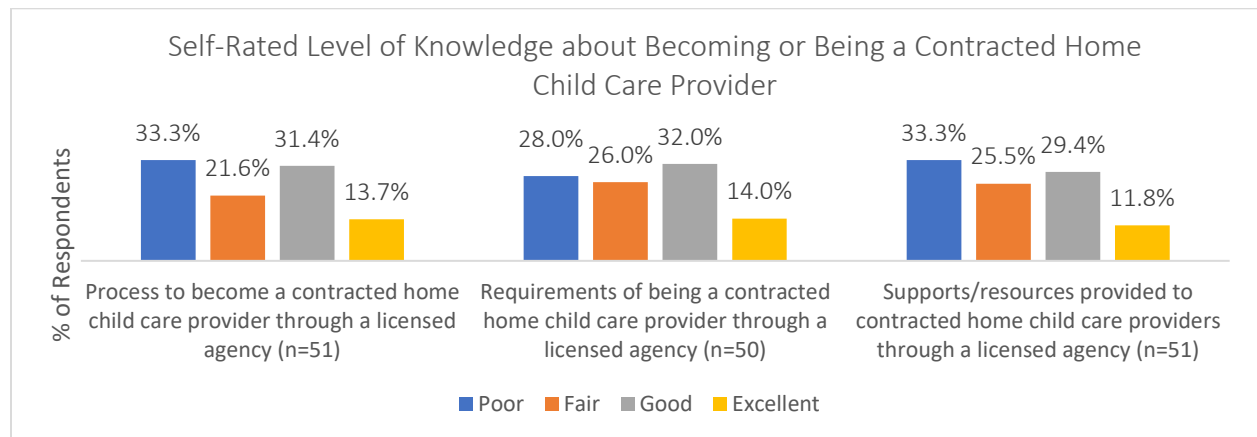
“I wanted to provide an enriching, safe, educational and loving "family" based childcare. I could not find any places that met my expectations for my own children so I opened my own. Loved it so much I'm still doing it.”

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.

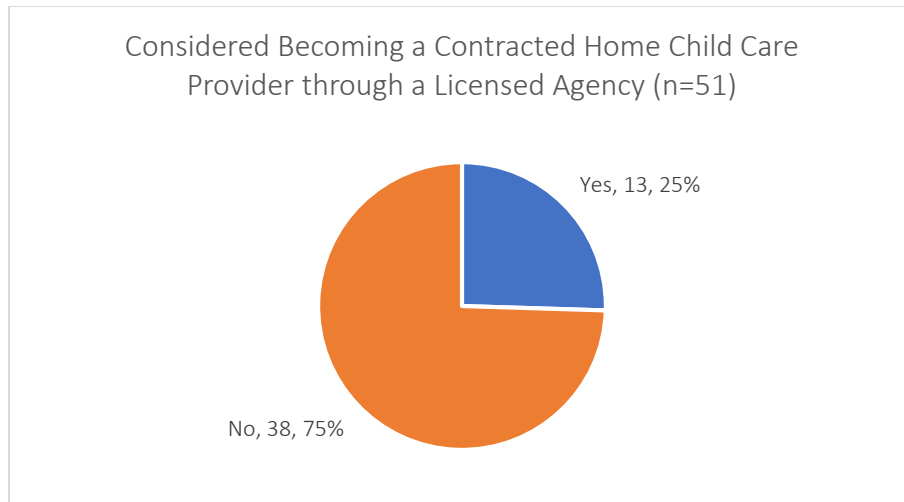
Figure 5: Level of Knowledge About Contracted Home Child Care



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
<i>Financial disincentives</i> (9 respondents)	<ul style="list-style-type: none"> • 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”
<i>Too much oversight</i> (7 respondents)	<ul style="list-style-type: none"> • “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
	<ul style="list-style-type: none"> • “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”
<i>Not seen as necessary – no reason to</i> (6 respondents)	<ul style="list-style-type: none"> • “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”
<i>Have not heard positive things/heard negative things</i> (2 respondents)	<ul style="list-style-type: none"> • “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]”
<i>Other</i> (2 respondents)	<ul style="list-style-type: none"> • “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.”

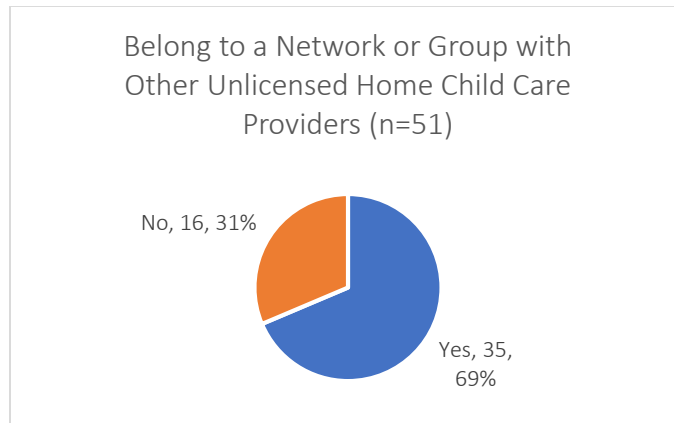
Belonging to a Network (n=51)

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)	<ul style="list-style-type: none"> • Filling spaces for children over 2 (5) • In general (4) • Barriers from fee subsidy system • Finding families that “fit” philosophically
	Parent engagement (6)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Funding/resources to provide program materials/supplies (2)
	Logistics (2)	<ul style="list-style-type: none"> • Keeping the house clean • Getting to the bus for drop off/pick up
Staffing (17)	Compensation (9)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> No direct licensing option (2) “concern about being in trouble re: licensing issues”
	Small business related (2)	<ul style="list-style-type: none"> 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

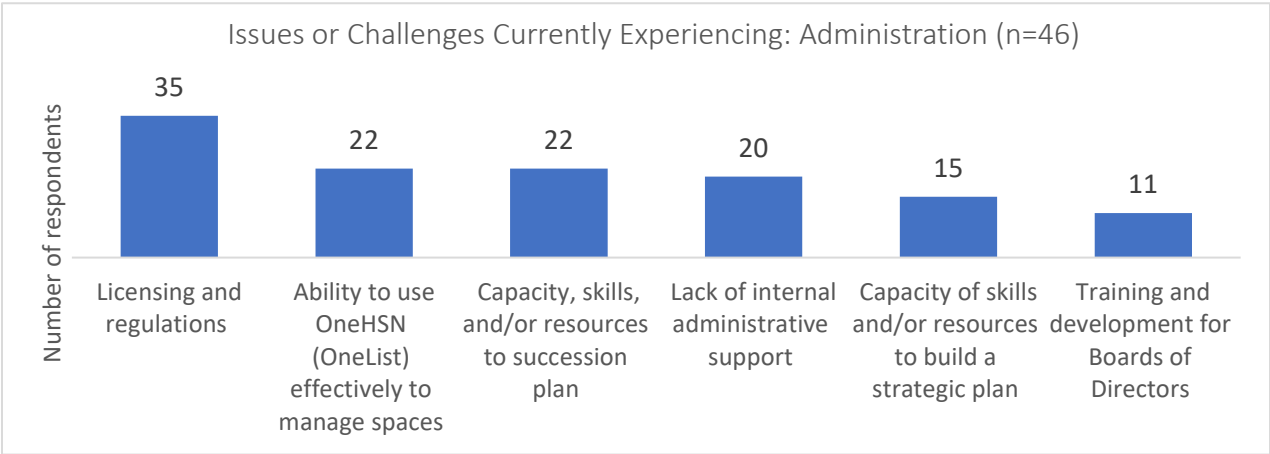
The following table summarizes the top three challenges/issues within each of the four categories related to providing child care.

Table 6: Top Three Challenges Running a Child Care Organization or Program by Category, Licensed Providers

Aspect	Challenge/Issue
<i>Administration</i>	<ul style="list-style-type: none"> • Licensing and regulations • Ability to use OneHSN effectively • Capacity, skills, and/or resources to succession plan
<i>Infrastructure</i>	<ul style="list-style-type: none"> • Cost of expansion/renovation • Lack of space within current site to expand • Building maintenance cost
<i>Staffing</i>	<ul style="list-style-type: none"> • Recruitment and hiring • Providing appropriate wages and benefits • Staff retention
<i>Service/Quality</i>	<ul style="list-style-type: none"> • 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

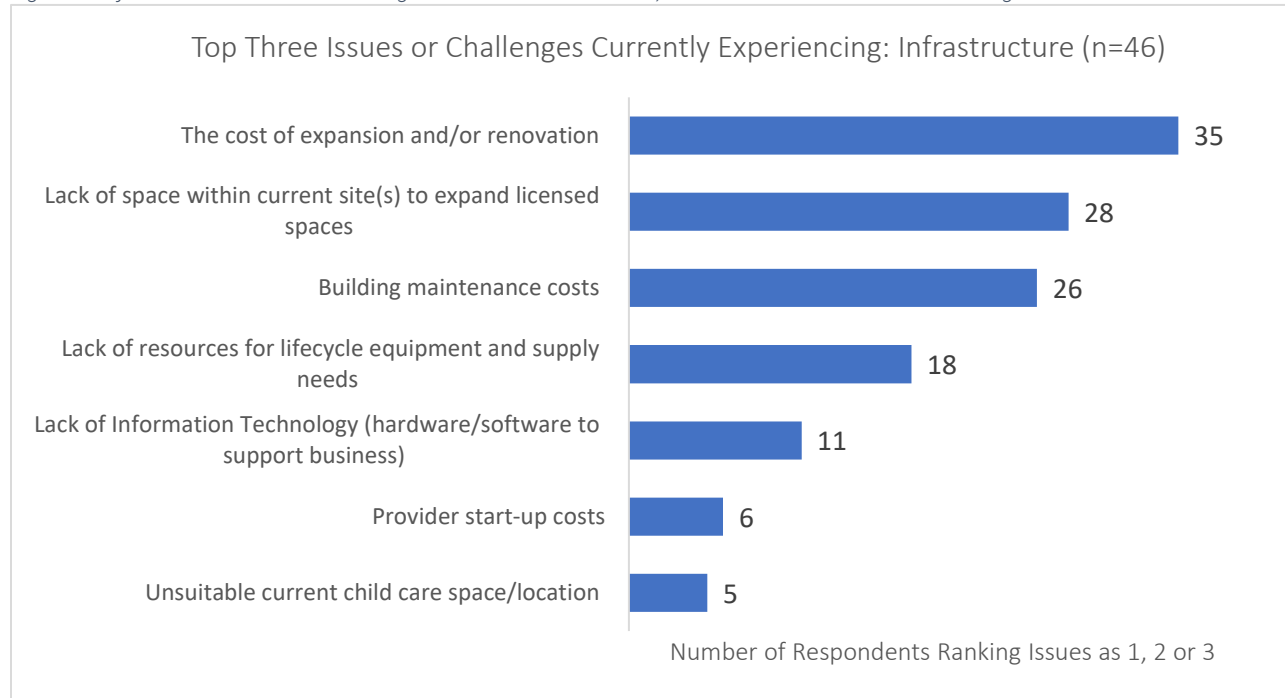
Licensing and regulations is a top issue or challenge across all organizational types. The following table highlights top administration-related issues or challenges by organizational status and structure. Notable differences are highlighted below. Top issues or challenges were identified as a notable 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	1. Licensing and regulations	1. Licensing and regulations	1. Licensing and regulations
2. Lack of internal administrative support	2. Lack of internal administrative support	2. Ability to use OneHSN (OneList) effectively to manage spaces	2. Capacity, skills, and/or resources to succession plan
3. Capacity, skills, and/or resources to succession plan	3. Ability to use OneHSN (OneList) effectively to manage spaces	3. Capacity, skills, and/or resources to succession plan	3. Capacity of skills and/or resources to build a strategic plan
4. 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

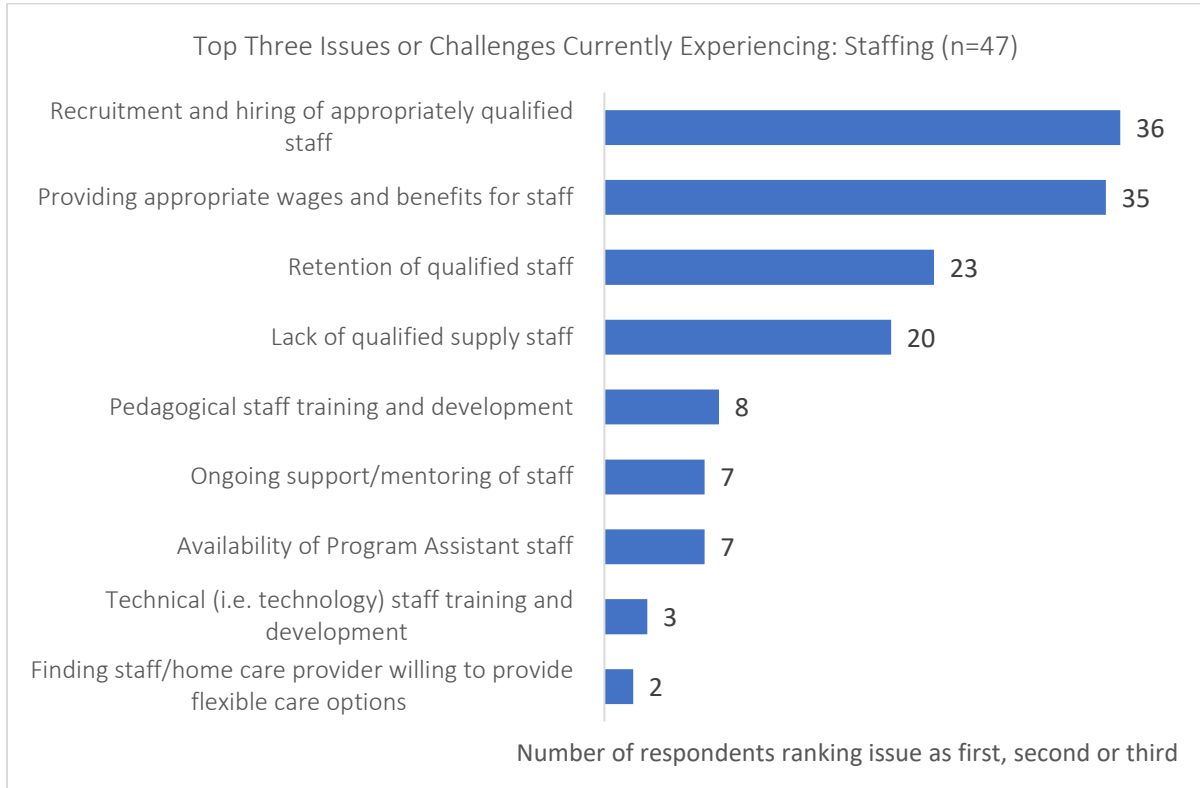
For-profit multi-site (n=5)	For-profit single-site (n=9)	Non-profit multi-site (n=20)	Non-profit single-site (n=22)
1. The cost of expansion and/or renovation	1. The cost of expansion and/or renovation	1. The cost of expansion and/or renovation	1. The cost of expansion and/or renovation
2. Lack of space within current site(s) to expand	2. Building maintenance costs	2. Lack of space within current site(s) to expand	2. Lack of space within current site(s) to expand
3. Building maintenance costs	3. Lack of resources for lifecycle equipment and supply needs	3. Building maintenance costs	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.

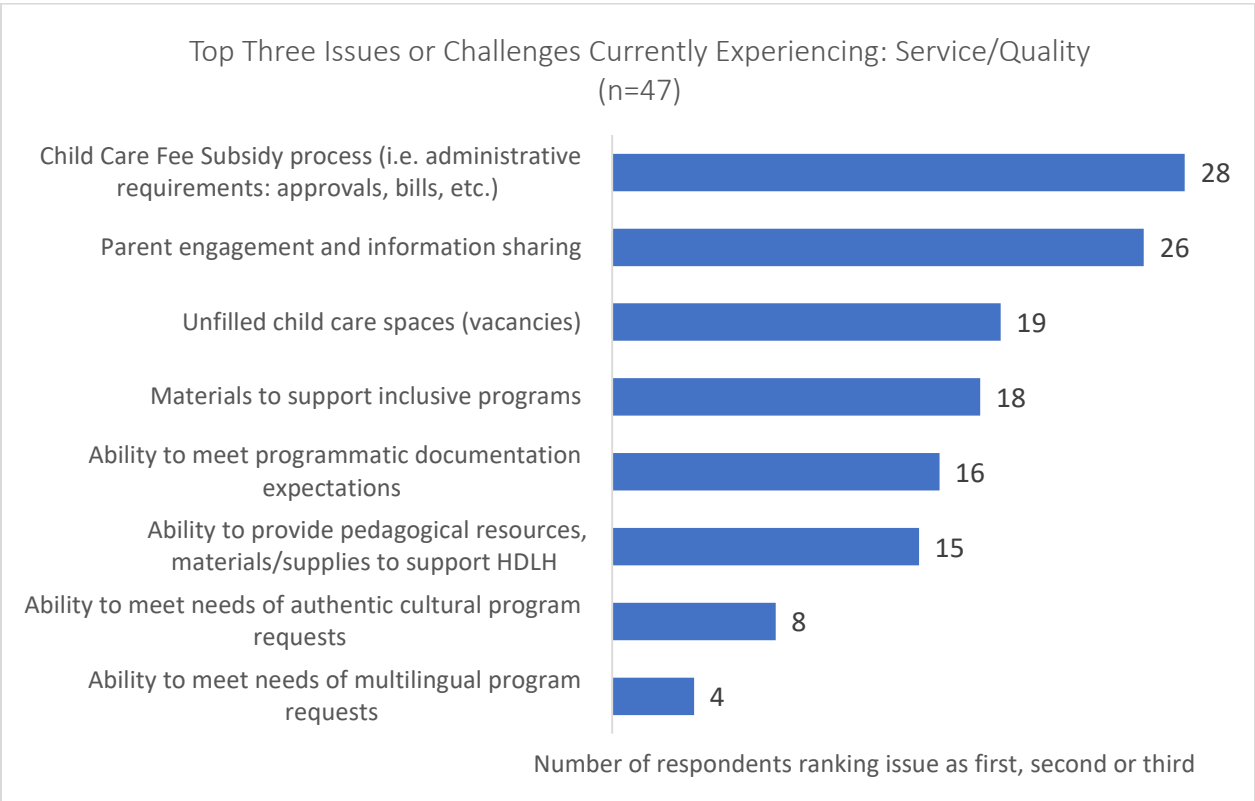
Table 9: Top Staffing-Related Issues or Challenges by Organizational Status and Structure

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)	1. Parent engagement and information sharing	1. Materials to support inclusive programs	1. Parent engagement and information sharing
2. Ability to meet needs of authentic cultural program requests	2. Ability to provide pedagogical resources, materials/supplies to support <i>How Does Learning Happen?</i> (i.e. loose parts, etc.)	2. Unfilled child care spaces (vacancies)	2. Ability to meet programmatic documentation expectations
3. Parent engagement and information sharing	3. Ability to meet programmatic documentation expectations	3. Parent engagement and information sharing	3. Child Care Fee Subsidy process
4. Ability to provide pedagogical resources, materials/supplies to support <i>How Does Learning Happen?</i> (i.e. loose parts, etc.)	4. Child Care Fee Subsidy process	4. Child Care Fee Subsidy process	
5. 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	<ul style="list-style-type: none"> 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	<p>Non-profit multi-site</p> <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Resource or training support for staff for whom English is a second language, particularly in the area of documentation <u>Non-profit single-site</u> <ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Interest free loans from the CMSM to support expansions

Service Provider Network	Challenges	Suggestions
	<ul style="list-style-type: none"> • Inability to access wage enhancement funding creates a wage gap between for-profit and non-profit providers 	<ul style="list-style-type: none"> • Information on how to switch to non-profit status
Home child care agencies (May 23, 2018)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • One way to support flexible care is for the CMSM to pay for full-time spaces
Nursery School (April 10, 2018)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • N/A
Supporting staff and participants through system transition/change	<ul style="list-style-type: none"> • Timely, common messaging of decisions made
Infrastructure – more space in building needed	<ul style="list-style-type: none"> • N/A
Service/Quality – inability to provide adequate programs to families	<ul style="list-style-type: none"> • Increase budget and hours of operation for families who work so they can have better access to programs

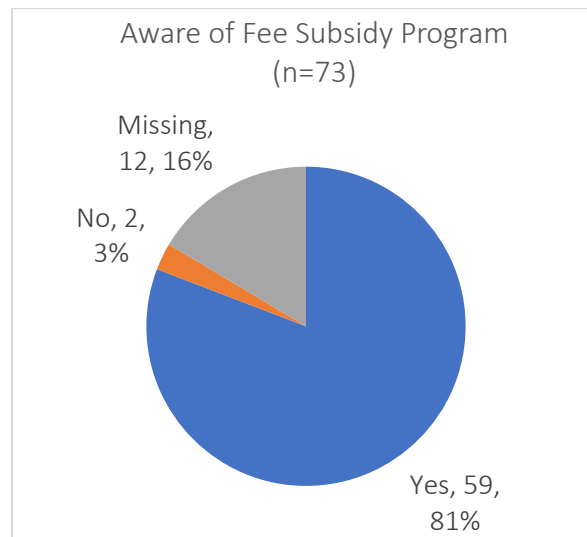
Fee Subsidy Program

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	<ul style="list-style-type: none"> In response to people asking As part of the program tour At registration When see a potential need
	How	<ul style="list-style-type: none"> Verbally In print Link is on the centre's website Social media
	What	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explain the process Email caseworkers

How Help	Theme	Description
		<ul style="list-style-type: none"> • Support them through the application process • Act as liaison with workers
	Refer	<ul style="list-style-type: none"> • To agency • To licensed centre • To subsidy program
Suggestions	Information in printed format	<ul style="list-style-type: none"> • “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

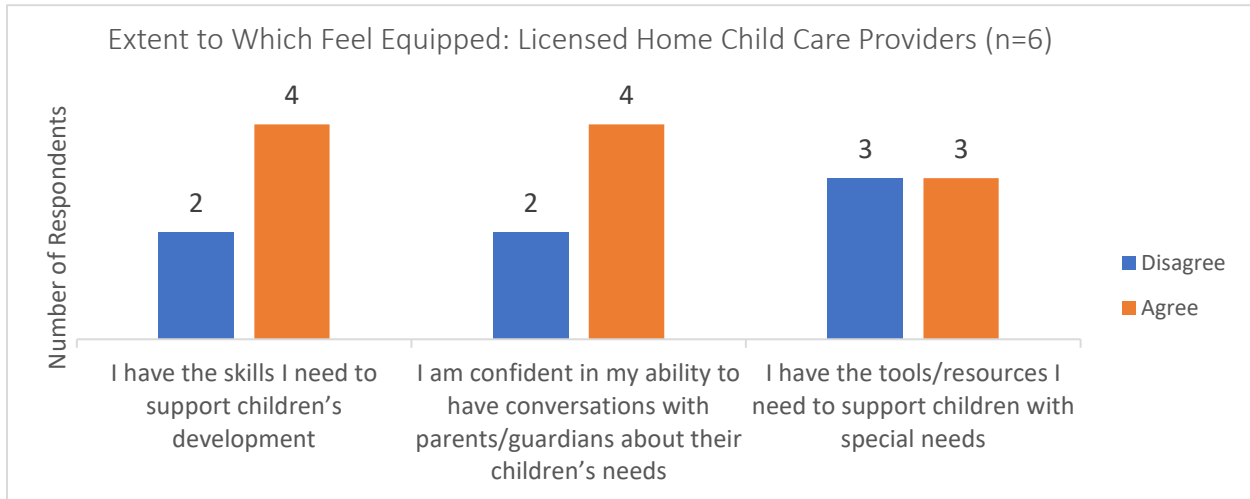
Licensed home child care providers were asked the extent to which they **feel equipped to meet the needs of children** and communicate these needs to parents/guardians.

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

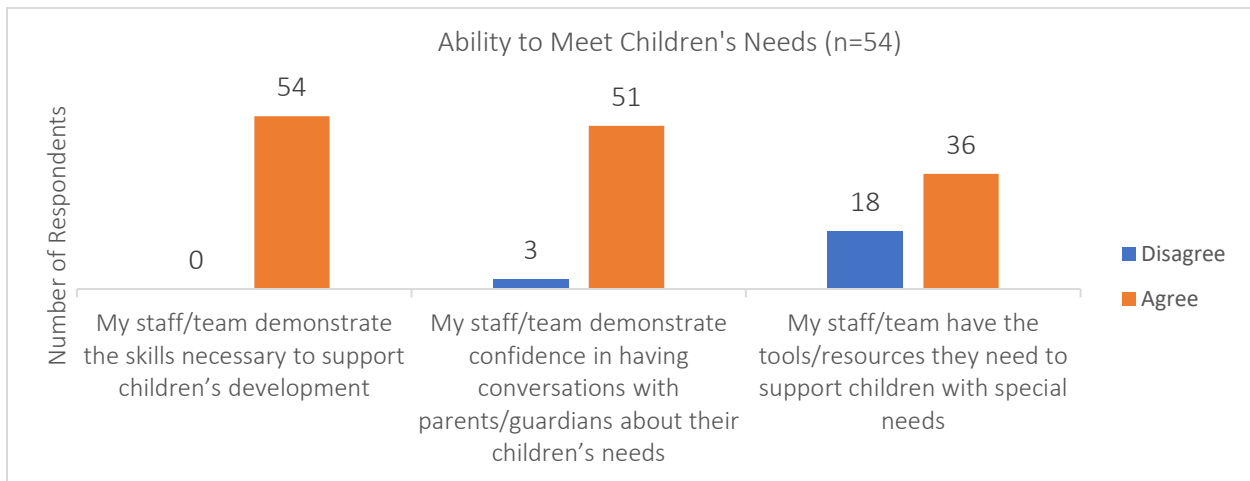
Licensed care providers including child care directors/supervisors/managers (centre-based), licensed agencies with home child care provider contracts, and accredited recreations/summer camps were asked to report on the **extent to which they believe their staff/team have the skills and confidence needed 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

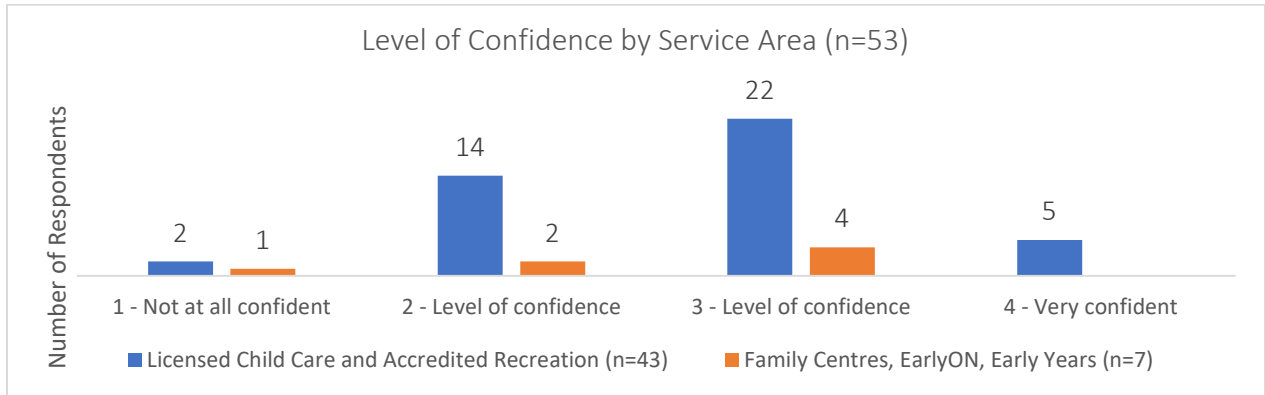
All providers of licensed child care (centre-based and home), accredited recreation and early years programs including Family Centres, EarlyON and other supporting early years providers were asked a series of questions related to children with special needs and the current landscape for inclusivity in 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.

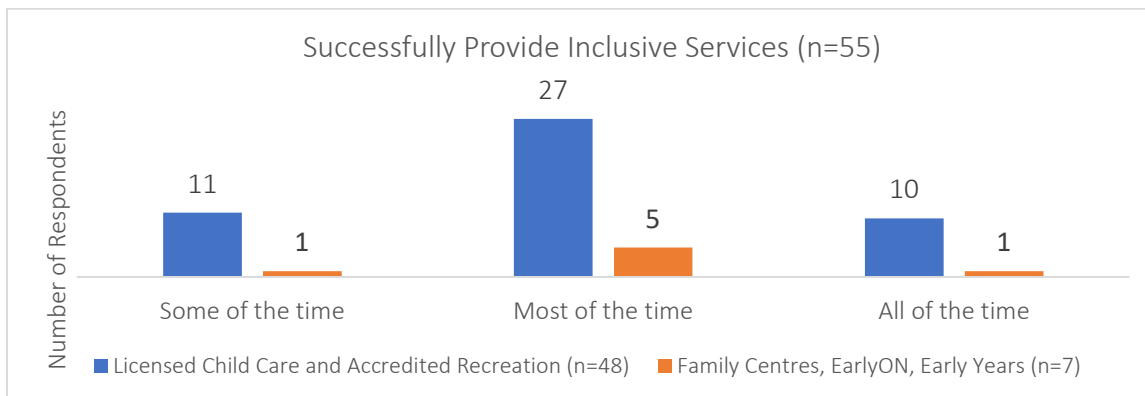
Notable Difference

- 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
<i>All Kids Belong Resources</i> (23 references)	<ul style="list-style-type: none"> • Partner with AKB • Access funding • Consult • “We do not have enough hours from AKB for supporting the afternoons of the child”
<i>Building capacity within the organization</i> (19 references)	<ul style="list-style-type: none"> • 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
<i>Additional staffing</i> (17 references)	<ul style="list-style-type: none"> • This may or may not be with funding from AKB • Program assistants and program assistant hours • Extra support in the classroom
<i>Work with others</i> (16 references)	<ul style="list-style-type: none"> • Includes schools, medical professionals, organizations with a mandate to serve children with special needs • Working with parents
<i>Individualized programming</i> (13 references)	<ul style="list-style-type: none"> • Develop individualized plan in consultation • Change program to meet needs
<i>Provide resources</i> (6 references)	<ul style="list-style-type: none"> • 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)

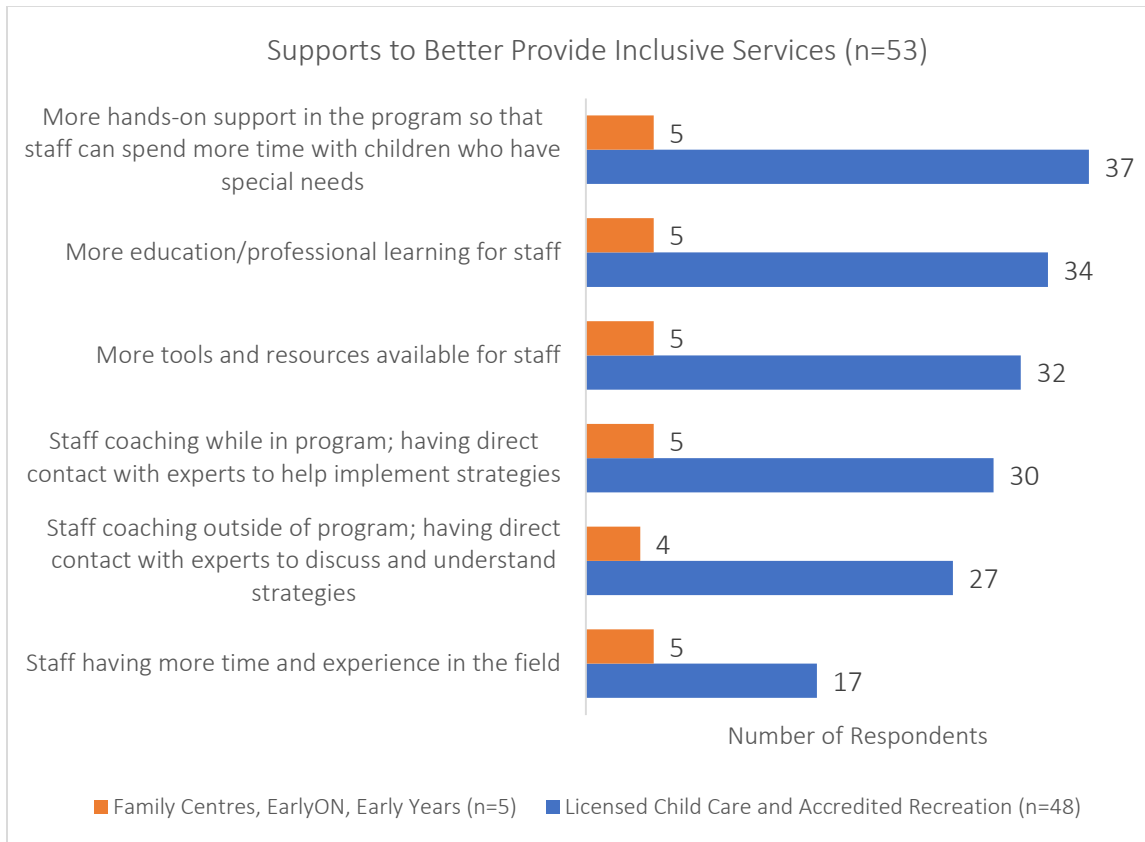
Theme	Description
<i>Inclusive</i> (5 references)	<ul style="list-style-type: none"> • Inclusion as a principle • Accessible building • Set up of play and program areas • Knowledgeable welcoming staff
<i>Working with partners</i> (4 references)	<ul style="list-style-type: none"> • Community Living London delivers specialized programming such as Teach & Play with agencies whose programs have expertise and goal for inclusion • Communicate with families
<i>Resourcing</i> (2 references)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • More education/professional learning for staff
Non-profit, multi-site licensed child care	<ul style="list-style-type: none"> • More tools and resources available for staff
Non-profit, single-site licensed child care	<ul style="list-style-type: none"> • Staff coaching while in program • More hands on support in the program
For-profit licensed child care, both multi- and single-sites	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Autism • Mental health • Down’s Syndrome and basic developmental delays • Speech and language • ADHD
	Child guidance (9 references)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Adaptive materials and equipment • Tools/equipment/suggestions on making environment more inclusive • Supporting older children to engage • Supporting newcomers
Strategies (11)	Modality (5)	<ul style="list-style-type: none"> • Online • Workshops • Mentoring in classroom • One-on-one for each AKB support staff
	Other (6)	<ul style="list-style-type: none"> • More education in that field • Specific to individual child’s needs • Offered at night time, morning
Stakeholders (10)	Delivered by (6)	<ul style="list-style-type: none"> • Professionals with expertise • With All Kids Belong • From Public Health
	For staff and parents (4)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Professional Development day • Specific to needs of the child • Hands on in the program
Stakeholders (3)	<ul style="list-style-type: none"> • Training with speakers from the field with “real life” experiences • For ECEs • As recommended by specialized service partners (TVCC, CLL)
Topics (2)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • 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
<i>Subsidy program</i> (11 references)	<ul style="list-style-type: none"> • 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”
<i>Staffing challenges and needs</i> (6 references)	<ul style="list-style-type: none"> • 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”
<i>Quality</i> (4 references)	<ul style="list-style-type: none"> • Inconsistent between organizations <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> • 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.”
<i>Availability</i> (4 references)	<ul style="list-style-type: none"> • Not enough infant spaces • Not enough spaces in general
<i>OneHSN</i> (3 references)	<ul style="list-style-type: none"> • 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.”
<i>Parent experience navigating the system</i> (3 references)	<ul style="list-style-type: none"> • Complex for newcomers <u>Suggestions:</u> <ul style="list-style-type: none"> • More written information/postcards to hand out to families • Information brochure in Arabic
<i>Other</i> (3 references)	<ul style="list-style-type: none"> • High cost of care • Continue to simplify administrative processes for centres (re: reporting)

Focus on Family Centres and Early Years Programs

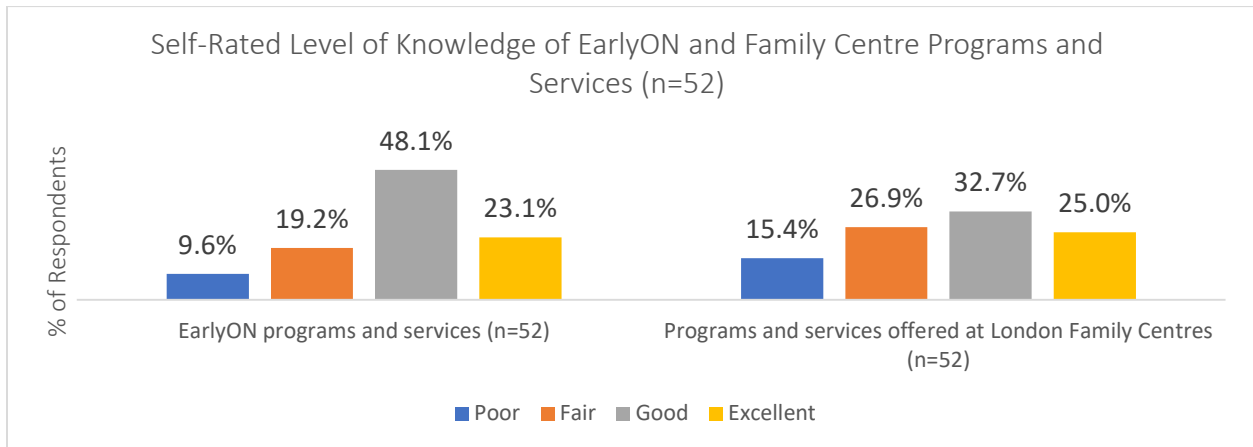
Unlicensed Home Child Care Providers

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

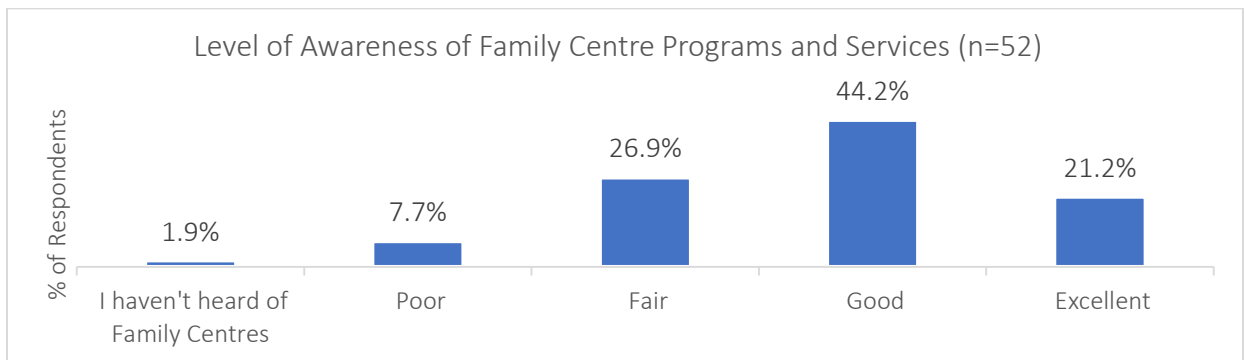
All providers of licensed child care (centre-based and home), accredited recreation, and early years program providers with the *exception of Family Centre lead agencies* were **asked a series of questions about Family Centres**, including:

- **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

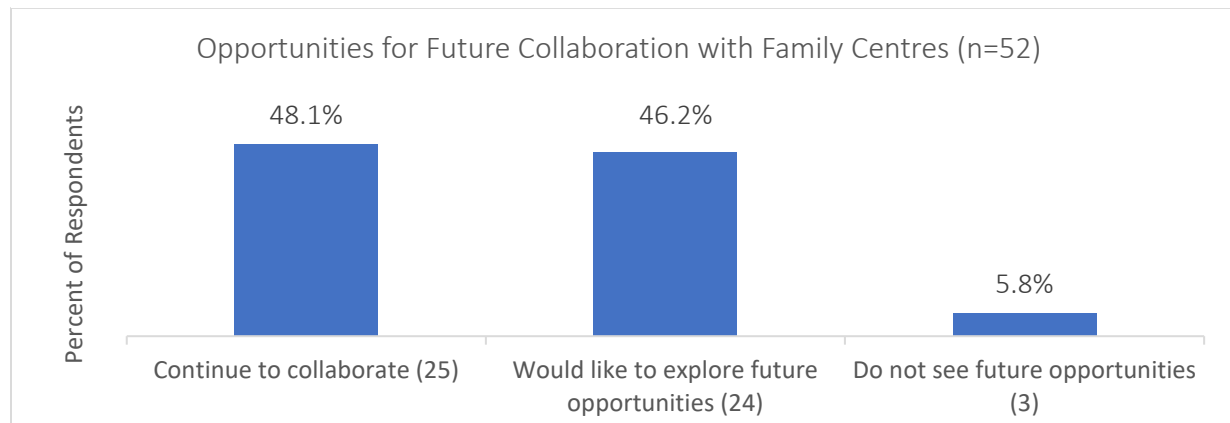


Notable Differences

- 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	<ul style="list-style-type: none"> • “If we had the space it would be nice to be in collaboration with a family centre”
Providing Information to Staff and Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Sharing resources like various learning kits • Providing storage space for supplies, donating supplies
Area of the City	<ul style="list-style-type: none"> • Collaboration in the Oakridge area
Programming	<ul style="list-style-type: none"> • Preschool - “Thought about connecting to offer a music program for families who may not be able to afford our regular program”
Participating in Events	<ul style="list-style-type: none"> • 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
<i>Valuable community resource</i>	<ul style="list-style-type: none"> • “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”
<i>Sustainability – Financial and Partnerships</i>	<ul style="list-style-type: none"> • “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”
<i>Information sharing about programs</i>	<ul style="list-style-type: none"> • “The Family Center closest to this location shares program information on a regular basis”
<i>Suggestions</i>	<ul style="list-style-type: none"> • “We wish it were closer to us, or on a direct bus route”

Themes	Description
	<ul style="list-style-type: none"> • “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...”
<i>Barrier</i>	<ul style="list-style-type: none"> • 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

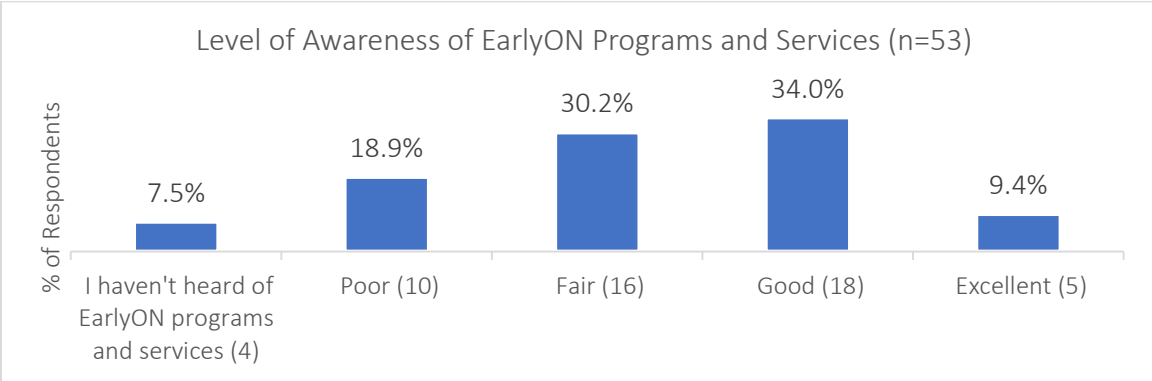
All providers of licensed child care (centre-based and home), accredited recreation, and early years program providers with the *exception of EarlyON providers* were asked a series of questions about EarlyON programs and services in London including:

- 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



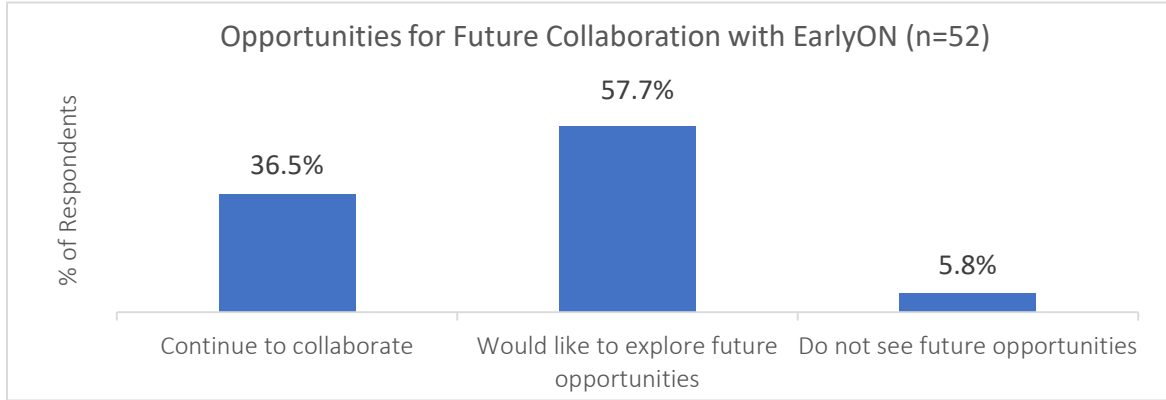
Notable Differences

- 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Training collaboration • Collaborate topics for workshops
Connecting/referring families	<ul style="list-style-type: none"> • I would see connecting families that could benefit to the program

Table 23: Additional Comments About EarlyON Programs and Services (n=4)

Theme	Description
<i>Awareness</i>	<ul style="list-style-type: none"> “I don't recognize the difference in services particularly as Family Centres offer many of the same opportunities”
<i>Training</i>	<ul style="list-style-type: none"> “Wish there were more online webinars”
<i>Valuable resource</i>	<ul style="list-style-type: none"> “Great initiative that is helping families”
<i>Sustainability and partnership</i>	<ul style="list-style-type: none"> “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
<i>Access to Training</i> (10)	<ul style="list-style-type: none"> 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
<i>Program resources</i> (3)	<ul style="list-style-type: none"> Activity ideas Help when need to go for doctor’s appointment “Perhaps a resources page on government website. Simple and easy to navigate.”
<i>Legislation</i> (6)	<ul style="list-style-type: none"> 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”
<i>Champions</i> (3)	<ul style="list-style-type: none"> 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.”
<i>Oversight</i> (2)	<ul style="list-style-type: none"> 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
<i>Encourage and Inform</i> (38 references)	Encourage participation (26 references)	<ul style="list-style-type: none"> • Encourage participation in workshops and opportunities, both internal and external
	Inform staff about opportunities (10 references)	<ul style="list-style-type: none"> • Provide information about what is available • Keep them aware • Post current professional learning opportunities • Provided with opportunities
	Strive membership (2 references)	<ul style="list-style-type: none"> • Encourage membership with Strive
<i>Policies and practices</i> (35 references)	Financial (15)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> As time allows Allow time off Try to let staff attend during working hours Staff are compensated for time they invest
	Expectation (8)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> For RECEs For all staff Must be in alignment with <i>How Does Learning Happen?</i> Must be identified by organization/approved
<i>Internal training</i> (31 references)	When	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 4 Core Trainings Orientation As identified by staff interest Range of topics – curriculum, outdoor play, in-house networking, program software
	How	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Professionalism • Community Connector training • Becoming a facilitator • Continuous Professional Learning
	Self-care (5)	<ul style="list-style-type: none"> • Burn out, mental health, stress management
	Documenting and Documentation (5)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • General • Dealing with issues • Supporting children’s self-regulation • Strategies to use for children with strong behaviours • Violence and aggression
	Building understanding (6)	<ul style="list-style-type: none"> • Child development – new approaches • Behaviours in school age • Reflecting on needs of children • Supporting children’s mental wellness
	Classroom atmosphere (4)	<ul style="list-style-type: none"> • Creating a cooperative atmosphere • Inclusion • Daily classroom organization and time management
Foundational (22)	Pedagogy (14)	<ul style="list-style-type: none"> • <i>How Does Learning Happen?</i> (8) – general, integrating into classroom, what it looks like in practice, documentation • Loose parts (6)
	Approaches (8)	<ul style="list-style-type: none"> • Strength-based approach • Positive reinforcement

Thematic Area	Theme	Description
		<ul style="list-style-type: none"> • How can we enhance what we already do • Supporting home providers to implement pedagogy • Pedagogical approaches
<i>Program Development</i> (21 references)	Strategies (21 references)	<ul style="list-style-type: none"> • Strategies like Invitation to Play, Make and Take, Integrating STEAM, Emergent curriculum, extending and scaffolding learning
	Skill development for children (6)	<ul style="list-style-type: none"> • Preparing for full day kindergarten • Literacy and numeracy
	Outdoor programming (6)	<ul style="list-style-type: none"> • Bringing the Inside Outside • Outdoor environments • Outdoor play • Supporting learning in the outdoors
<i>Special needs training</i> (15 references)	General	<ul style="list-style-type: none"> • Inclusion • Modifications • Supporting children with special needs
	Specific topics	<ul style="list-style-type: none"> • Around autism, anxiety, speech and language
<i>Other</i> (10 references)	Delivery	<ul style="list-style-type: none"> • Free workshops • Hands on learning in my home • Evening • Weekend • Facilitators come to the site • Interactive
	Service/quality	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Have separate departments for this • Have business manager in-house • Human resources person, team • Upgrading technology to manage documentation and reporting

Theme	Description
	<ul style="list-style-type: none"> • Support from Board
Administrative	<ul style="list-style-type: none"> • Policy and system development • Training when new systems put in place • Create job aids/"how to's"
Leadership development	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Human Resources (general) (7) • Succession planning, leadership development, supervision training (7) • Staff coaching and onboarding (4) • Recruitment and retention (2)

Thematic area	Description
	<ul style="list-style-type: none"> ● Wellness
<i>Service/Quality</i> (14 references)	<ul style="list-style-type: none"> ● 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)
<i>Infrastructure</i> (5)	<ul style="list-style-type: none"> ● 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 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 Réseau 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 Réseau 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 Réseau Régional de Langue Française 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 Réseau Régional de Langue Française, 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 its 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 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^lohsha 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

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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

- 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 widely
 - 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