

support every child  
reach every student

**Collecting Information on Children's  
Early Years Experiences through  
Kindergarten Registration**

**November 10, 2016**

Ministry of Education  
Draft for Discussion

# Overview

- Role of data in supporting:
  - Ontario’s Vision for the Early Years
  - Renewed Vision for Achieving Excellence in Education in Ontario
- Proposed Approach for Data Collection & Reporting
- Collecting Child Care & Early Years Data from School Boards



# The Role of Data in Realizing Ontario's Vision for the Early Years & Renewed Vision for Education

## Child Care and Early Years modernization in Ontario focuses on

- Providing a responsive, high-quality, accessible and integrated system
- Supporting child well-being and development today and in the future

## *Achieving Excellence – A renewed Vision for Education in Ontario* focuses on

- **Achieving Excellence** in academic, skills and good citizenship
- **Ensuring Equity** so all students are inspired to reach their full potential
- **Promoting Well-Being** in the development of mental and physical health, positive sense of self, and skills to make positive choices
- **Enhancing Public Confidence** to support continued confidence in a publicly funded education system that develops new generations of confident, capable and caring citizens



# The Role of Data in Realizing Ontario's Vision for the Early Years & Renewed Vision for Education

Collecting children's individual child care and early years participation data and linking it to their future learning data through their Ontario Education Number (OEN) will support Ontario's vision by:

Focus	Plan of Action	Use
Improving Accessibility & Equity	Collect data on participation in child care & early years programs	<ul style="list-style-type: none"> <li>• Identify how families access programs</li> <li>• Improve planning &amp; delivery of programs</li> <li>• Support evaluation and monitoring</li> <li>• Remove barriers to participation</li> </ul>
Achieving Excellence, Promoting Well-Being, & Enhancing Public Confidence	Use data to link early years participation to education outcomes	<ul style="list-style-type: none"> <li>• Examine impact of early years experiences on education outcomes</li> <li>• Enhance evidence-based policy &amp; program decision making</li> <li>• Identify opportunities to improve quality and equity</li> </ul>



# Proposed Approach for Data Collection & Reporting

## 1. Build on Existing Kindergarten Registration Processes

- Include standardized questions into boards' current kindergarten registration forms to collect retrospective data on children's early years experiences in:
  - Licensed and unlicensed/parental child care and
  - Ministry funded and other child and family programs and services
- These questions may complement or replace boards' current questions regarding children's experiences prior to school entry.

## 2. Build on Existing School and Board Processes and Systems

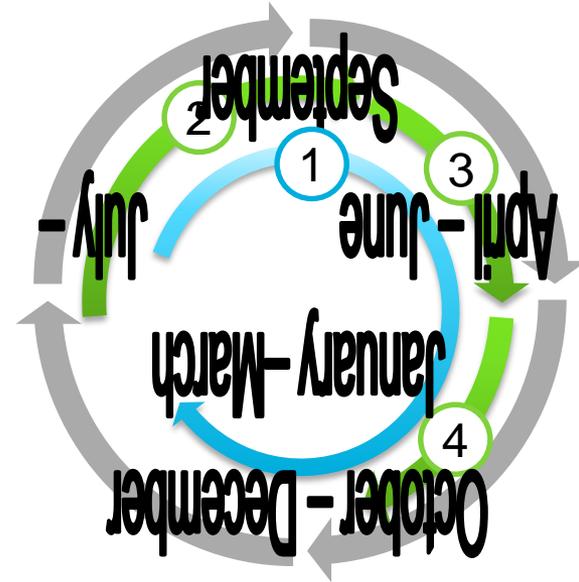
- Leverage existing school board processes, administrative expertise and I&IT infrastructure; augment if necessary.
- Data collected through registration will be linked to students' OEN and reported to OnSIS in the October submission period.

## 3. Provide Aggregated Data Available for Broader Use

- Tailored annual reports with aggregated data would be shared with Boards and CMSM/DSSABs to support provincial and local monitoring and assessment of current initiatives and future decision-making.
- OnSIS verification and board summary reports will also be available for boards.

## 4. Explore Opportunities to Enhance Registration Efficiency

- There are a wide range of registration processes, from paper forms to web-enabled forms that link directly to boards' SIS. This initiative may provide an opportunity to enhance the capacity of boards' electronic registration processes.



# Collecting Child Care & Early Years Data from School Boards

- With most children registering for kindergarten in publicly-funded schools, the ministry would be collecting data on the range of programs and services accessed in the early years by the majority of children, rather than only those children who attend licensed child care and Ontario child and family services and programs.
- School boards' well-established infrastructure, administrative support and capacity for data management would allow the ministry to gather data more easily so it can be used to inform policy and planning decisions.
- Many school boards already collect child care and early years participation information as part of the Kindergarten registration process.



# Benefits of Child Care & Early Years Data for School Boards

The collection of child care and early years participation data will have multiple benefits for schools and school boards:

- **Improving Student Achievement:** We know that having a responsive, accessible, high-quality child care and early years system contributes to healthy child development and well-being, supporting children's school readiness and long-term academic and life success. Participation data will help improve planning and delivery of these programs. From an impact perspective, improved programming and access will help support improved Early Development Instrument (EDI) and EQAO results.
- **Increasing Community Partnerships:** As of January 1, 2019, new municipal early years service system planning guidelines will require that local child care and early years plans be developed collaboratively in consultation with relevant community partners, including local school boards (Ontario Regulation 137/15). This data will provide boards with a source of information to share through the planning process to help identify opportunities to build on strengths and respond to community needs in an effort to ensure all children have the opportunity to access high quality services to support their readiness for school.
- **Understanding Before & After School Child Care Demands:** As part of the September 2017 requirement for boards' to provide before and after school programs where there is sufficient demand, this data would offer insight into the current before and after school program situation in the surrounding community, helping boards to anticipate demand and identify changes in trends.
- **Supporting Student Transitions:** Many school boards already collect child care and early years participation information as part of the Kindergarten registration process to help inform their kindergarten planning and support students' transition to school. This information could standardize or augment the data currently collected.



# Proposed Data Collection Questions

## Child Care Questions

1. For each age period, what was your MAIN type(s) of care? Please select all that apply for each age. If your child was NOT in regular child care during a certain period, please use the answer None – Parent/Guardian Care

Age of Child	None - Parent/guardian Care		Unpaid Care (e.g., Relative or Friend)		Licensed Child Care Centre		Licensed Home Child Care Provider		Paid Unlicensed Child Care (e.g., unlicensed home, nanny)	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
0 up to 12 Months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Months up to 18 Months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Months up to 2.5 Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Years up to present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If your child participated in Licensed Child Care in a Centre or through a Home Child Care Agency, please list the name(s) as applicable by age.

Age of Child	Name of Licensed Child Care Centre or Licensed Home Child Care Agency	City of Centre or Agency
0 up to 12 Months		
12 Months to 17 Months		
18 Months to 2.4 Years		
2.5 Years up to Present		



# Proposed Data Collection Questions – Cont’d

## Child & Family Programs

3. To the best of your recollection, when your child was 0-12 Months what type of early years programs did they participate in? *(this question will be repeated for each age)*

Drop-in or registered programs at:	Once or More Per Week	1-3 Times a Month	Several Times a Year	Once a Year	Did Not Participate	No Response
An Ontario Early Years Child & Family Centre <i>(Formerly known as Ontario Early Years Centre, Better Beginnings Better Futures, Child Care Resource Centres, Parent &amp; Family Literacy Centre)</i>	<input type="checkbox"/>					
Other Community or Organization’s Programs <i>(Paid or free activities at libraries, community centres, religious organizations, cultural centres, children’s program providers for sports, dance, music, etc.)</i>	<input type="checkbox"/>					
Other types of activities	<input type="checkbox"/>					



## Discussion Questions



1. Based on the proposed approach and questions, what do you see as useful data sources to support your planning?
  - Are there any modifications that you would recommend?
2. What supports would help you to implement this proposed approach (to collect and/or use the data)?
  1. Other Comments or Questions?