

Compass Early Learning and Care Response to Phase Two Regulatory Proposal, April 1, 2016

On February 1, 2016, the Ministry of Education released its Phase Two Regulatory Proposal under the Child Care and Early Years Act. The proposed regulations will place younger children in larger groups, create more burden on Early Childhood Educators and program sustainability, and result in higher fees for parents. (Compass ELC estimates fee increases of 9% to 36%) Fewer licensed programs will offer infant care because financial viability will be at risk. The Early Years Policy Statement, [How Does Learning Happen?](#), and the Child Care and Early Years Act set out a philosophy that is based on the best early learning and child care programs in the world. Children, families and educators in Ontario deserve a regulated licensing process that demonstrates respect for their competence and their capacity to learn. This document does not demonstrate this respect. Living into the principles and values laid out in the Ministry of Education's own policy documents will take us to a higher level of quality and accountability in our early learning child care programs across Ontario. We are asking that the Ministry of Education withdraw the Phase Two Regulatory Proposal, commit to further consultation and research, and develop new regulations, consistent with its own policy documents.

Compass Early Learning and Care (previously Kawartha Child Care Services), has a long history of pursuing excellence in early learning and care in our centres, our home child care program and our communities. Our goal has always been to rise above the barriers - to address them and move to a more thoughtful, reflective and resourceful space for children to grow and develop to the full extent of their ability. We know that when presented with beautiful spaces, activities that are engaging, challenging and fulfilling, and relationships based on mutual respect, collaboration and a sense of belonging, children are filled with a joy of learning. So, despite low wages, underfunding, and the lack of resources and support, we at Compass Early Learning and Care live our values every day. Our values have also guided our response to the proposed Phase Two Regulations.

When we look back over our journey, we can see that we have made excellent progress towards our dream of quality programs for young children. The dream has been amended, and added to, and has evolved in many ways. But the results are revealing. Our programs have been cited in professional journals and publications. And the many requests for our study tours and institutes from across our province, across Canada, and across North America reinforce that we have indeed created something special. Martha Friendly, from the Child Care Resource and Research Unit, after visiting our programs stated "These programs take us to a new quality level like what I have seen in some places in Europe, but rarely in Canada." Former Assistant Deputy Minister of the Early Learning Division for the Ontario Ministry of Education, Jim Grieve when visiting our programs said, "The model that has been developed by Compass ELC is wonderfully effective for children, parents and staff. It is definitely a model that could be replicated in many communities across the province." At Compass Early Learning and Care, we agree. We believe that we are not extraordinary, but that we are focussed and creative and passionate about children's learning and well-being. This is also true of the majority of early childhood educators and child care staff across our province. So, the question becomes, if it is possible here, why not there?

New legislation and regulations for early learning and care offer an opportunity to make vast changes to the way that we plan, create and implement an early learning and child care system. This is our opportunity to implement administrative practices that create spaces for children where they have a sense of belonging, where families and children feel welcomed and valued, and where early childhood

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educators feel respected, and their professional integrity honoured. This is our opportunity to study and research successful, high quality programs, so that we can grow our system in a sustainable and meaningful way. Unfortunately, the Phase Two Regulatory Proposal is attempting to fix some of the problems with the present system, instead of fixing the system that is the real problem.

We at Compass Early Learning and Care recommend a different approach, which is consistent with the principles of *How Does Learning Happen?* This inquiry based approach was used to develop the *Early Years and Child Care Act, 2014*; let's use the same approach to guide our regulations. How can we use the success stories in our province to inform and guide the evolution of a new reality for children and families in the early years of life? And how can we mirror the practices from these programs, to guide our engagement with educators and child care staff and administrators? And how can we use the research from our pedagogical document, *How Does Learning Happen?* to guide our licensing process to achieve greater accountability, higher quality and healthier, more joyful spaces for children and their families?

We are asking the Ontario government to rethink the direction that has been revealed in these proposed regulations. We have gone too far down the road to Modernization of Child Care to take this wrong path – and this is the wrong path. We ask that you examine the conditions that create healthier, happier learning environments for children and base changes to our regulations on these conditions.

After child care was moved to the Ministry of Education's portfolio in 2011, there were a number of positive steps for greater accountability and a higher standard of early learning and care for children and families in this province. Compass Early Learning and Care has been a champion of the legislative changes and policy directions of this government. The proposed Phase Two Regulations have, however, brought us to a different place. The bottom line is this – we do not support the policy directions set out in the Phase Two Regulatory Proposal. We believe it is antithetical to the philosophical intentions of *The Child Care and Early Years Act, 2014*, *The Early Years Policy Framework* and *How Does Learning Happen?*, our guiding pedagogy (curriculum) for early years.

Building a system of early learning and care, based on the principles set out in *How Does Learning Happen?* will take time and it will take a cultural shift – and it is possible. It is already happening throughout our province. Reflective practice, sense of belonging, relationships, and family engagement are all phrases that are being investigated and reflected upon every day in classrooms across the province. The recent proposed regulations have slowed that progress. Instead, our conversations are about the incapacity of educators, children and families to withstand these regulations. Higher fees, more babies in higher numbers, inadequate education and readiness are now the conversations that are prevalent. We can do better in Ontario. The vision set out in the *Early Learning Policy Statement*, *How Does Learning Happen?* and indeed, the *Child Care and Early Years Act*, are bold, beautiful statements that will lead us to the highest quality care in the world. The Phase Two Regulatory Proposal will not.

Sheila Olan-MacLean RECE

Executive Director, Compass Early Learning and Care

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Response and Recommendations

The following response has been a result of consultation with the Compass ELC Board of Directors, Professional Advisory Team, Leadership Team and Senior Leaders, who considered the consequences of the Phase Two Regulatory Proposal in the context of our programs, pedagogy and sustainability. We also considered recommendations for the Ministry of Education to support a system of early learning and care consistent with our values and principles embedded in How Does Learning Happen? Throughout our discussions, three significant themes emerged. These statements are based on our collective knowledge and experience. We believe:

1. Phase 2 Regulatory Proposal does not support a sustainable, value based system of early learning and care that will grow and respond to the child care needs of families in Ontario.
2. Phase 2 Regulatory Proposal does not align with Compass Early Learning and Care values and the Ministry of Education vision, policy statements and goals.
3. The Phase 2 Regulatory Proposal does not fit with How Does Learning Happen? and will have a negative impact on our capacity at Compass ELC to live into HDLH? values on a daily basis.

The following table highlights the individual responses and recommendations of Compass Early Learning and Care:

Proposed Regulation	CELC Position	Recommendations
Service System Management	We support the integration of family support programs into the early learning and child care envelope that will be managed by the CMSM's and DSABB's. We further support the enhanced transparency of the service system reports.	None
Funding	No comment	None
Authorized Recreation Programs	We believe that a system of before and after school programs, provided by licensed child care programs is the desired model with the highest level of quality for children aged 3.9 to 12 years. We support extended requirements and clarifications proposed for recreation programs. We support the regulation limiting a program that operates for more than 3 consecutive hours per day requires a child care license.	<ol style="list-style-type: none"> 1. Establish clear guidelines that, in schools where a before and after school program is operating, recreation programs will not be allowed to operate. 2. Amend eligibility for After School Recreation programs to include licensed child care programs.

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	We support the extended requirements and clarifications proposed for recreation programs.	3. Clarify wording must be clear that recreation programs can operate for no more than three consecutive hours per day.
Administrative Penalties and Offenses Under the Act	<p>While we understand the need for administrative penalties and offenses, this method of system management is antithetical to our philosophy and vision at CELC. We have a strength based approach, based on the principles and values espoused in the HDLH document. Aligning our licensing practices with HDLH will reinforce and support these values within our classrooms as we interact and care for children and families.</p> <p>We are also concerned with the interpretation of regulations sometimes taken by Program Advisors. There is a heavy emphasis on compliance and since the Ministry has begun to address the inconsistencies, we have only seen more problems. The problem is not consistency but common sense. We need to empower Program Advisors to engage in conversations and trust that they are making professional decisions. They, in turn, will treat educators in this same manner. Our goal is engagement, not compliance.</p>	<p>4. We recommend a review of the practices of the licensing division to create a division separate from enforcement and penalties that will serve as a mentoring model to support the development of excellent early learning and child care programs, consistent with HDLH. The licensing and enforcement branch administration could be completed predominantly online, with noncompliance dealt with through this department on an as needed basis. Program Advisor roles would focus on mentoring, reflection and support within the context of HDLH. This will reveal the true values that the Ministry of Education is attempting to grow and will diminish the need for compliance measures. This is our experience at Compass Early Learning and Care.</p>
Tiered Licensing	We support the proposed license period of two years with some reservations. We understand the purpose of this licensing model is to address the caseload management of Program Advisors and to allow additional time to deal with non-compliant operators. This is a problem based model and will not achieve excellence in early learning and care. The system of child care in Ontario requires a major shift to encourage innovative growth and development, consistent with HDLH.	<p>5. We recommend a provincial working group be established to develop a provincial strategy to support excellence in early learning and care and to develop a systems approach to developing child care in this province. We recommend a moratorium on licenses for new operators (excluding First Nations, municipalities, and existing programs) while this review is taking place. The present model of anyone getting a license if they can demonstrate criteria on a checklist does not</p>

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		and will not lead us to the level of quality that we aspire to in Ontario. We need a new paradigm. One that will align with HDLH and the research about the components of excellent early learning and care programs.
Home Child Care Agencies	<p>The current Home Child Care Agency Model is not meeting the needs of independent providers in this province. This was evident in the surveys presented at the HCC Advisory Group meetings. Removing the cap for the number of providers per home visitor will not affect the quality of the relationships at CELC because we will continue to operate with lower than 25 homes per visitor. This number has not had meaning to us. Our fear, however, is that this will allow operators to emerge whose business plan is to license without a view for excellence. If we allow this proliferation of child care so that our political numbers look good, we are doing an extreme disservice to our children and missing an opportunity to build a strong model of home child care that will become renowned throughout the world.</p>	<p>6. The development of guidelines that hold all HCC agencies accountable for operating within a HDLH value-based context and further that funding for HCC be reviewed to assess how the funding is being used to support the learning environment for children consistent with HDLH.</p> <p>7. We recommend that the Ministry of Education direct the development of a system of HCC similar to the process carried out for Ontario Early Years Programs, where in each municipality, a call for proposals was given for the OEYC lead agency. We propose that each municipality ask for proposals for a lead HCC agency. The role of the lead agency would be to provide professional development, a warm line designed to support providers at all times, equipment, furnishings and learning materials library, and other support aspects that each agency currently offers on a sporadic and capacity limited basis. The lead agency would be funded through the municipal Operating Grant and would provide support to other licensed HCC agencies within the municipality. This movement to a systems approach for home child care would create a focus for professional development and learning and develop capacity within the homes and the agencies.</p>

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Age Groupings, Ratios and Group Size	<p>We do not support the proposed changes to the ratios. This approach creates a new box of ratios that will destabilize the child care system in a variety of ways. There are far reaching financial, program and relationship issues that arise. The new ratios would reduce the number of licensed spaces and would jeopardize programs for children under 12 months. The viability of these programs would be compromised and the cost per child would rise substantially - 9 to 36%. Parents, who already are struggling to meet the financial demands of paying for child care will be forced to pay more. The new ratios do not present a developmental approach to age groupings or safety of walkers and non-walkers. We implore the Ministry of Education to not move forward with these new ratios as presented. We support the Family Grouping ratios for programs that need special consideration due to their community circumstances that may be cultural, rural or in response to the individual needs of the children in a particular group.</p>	<p>8. We recommend that the Ministry of Education keep the current ratios in place until policy can be developed that guides the use of flexibility in ratios. While there is a need for more flexibility, guidelines will help to create an understanding of the circumstances that must be considered when applying this flexibility.</p> <p>9. We recommend that approval for flexible ratios be granted based on agency history, and a proposal similar to the flexible ratios proposal.</p>
Reduced Ratios	<p>We do not support the changes to the reduced ratios. This regulation would have a serious impact on our programs, eliminating programming time for educators, requiring additional part time, split shift staffing, and higher fees for parents. We have attached a budget outline which outlines the financial impact for our programs and our families. Our budgeting demonstrates that this measure would require significant increases in staffing and a 9% increase in fees for families with our current age groupings.</p>	<p>10. We recommend that the current reduced ratio regulations continue.</p> <p>11. We support policy that makes programs accountable for applying ratios that are responsive to the individual needs of each child and group.</p>
Play Activity Space	<p>We do not support the proposed changes. Our spaces are already too small for children. Reducing the play space per child will result in further overcrowding.</p>	<p>12. Continue with current child staff ratios and the current guidelines for space per child.</p>

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	Moving furniture will not alleviate this overcrowding. This is not what we want for children in our programs. We do support the changes for family grouping.	
Age Grouping Changes: Sleep area	We do not support the new ratios. Therefore, this regulation would not be required except in special circumstances.	13. That the regulations give special consideration for flexible ratios in the context of HDLH.
Diapering	We support this regulation to require space for diapering in Family Groupings and for groups where children under the age of 18 months are present.	No recommendations
Licensee Responsible	We support this regulation. We take the caring of children very seriously and feel this is consistent with our Code of Ethics.	No recommendations
Sleep Supervision and Infant Sleep Position	We support regular monitoring of children as a best practice. The caution in this proposed regulation is that the educator's attention is on documentation for the Ministry instead of the children. Documentation to verify that the check has taken place is an overzealous response to a serious issue – the care and attention that infants and young children deserve and need. We are in favour of the regulation pertaining to Safe Sleep Positioning.	14. We recommend that the Ministry of Education amend this regulation to require a person in the sleep room for 4 or more sleeping babies 15. We recommend that documentation of sleep checks, that is now being required by Program Advisors, be ceased. If we believe that educators are capable and competent, let's demonstrate it. Documentation for administrative purposes is taking away valuable time from observations of children and their learning.
Furniture for Sleep – Home Child Care	We support the proposed regulation to allow for Director's approval for alternate arrangements for sleep for children 18 months to 5 years in home child care.	No recommendations
Posting of allergies	We support the addition of the allergy list posting in the play areas.	No recommendations
Children with Medical Conditions	We support this regulation that sets out the requirement for an Individual Plan for children with medical needs.	No recommendations
Immunization	This practice is already in place with the Health Units	No recommendations

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First Aid Training Certification	We support this and are currently meeting this standard	No recommendations
Emergency Management Plans	We support this in theory, but would caution that this can be a cumbersome process taking up valuable time and resources and, in the end, all the plans in the world cannot help us through all eventualities.	16. We recommend that this process be as simple as possible with sample policies and training provided.
Prohibited Practices	We support these changes.	No recommendations
Bodies of Water	We support this regulation.	No recommendations
Serious Occurrences	We support the amended definitions and procedural additions for Serious Occurrence.	No recommendations
Playground Safety	We support this proposed regulation	No recommendations
Licensing Fees	We do not support the new licensing fee structure. This will cost our organization thousands of dollars that will be directed away from children and add to the rising burden of child care fees for families.	17. We strongly recommend that the Ministry of Education withdraw this proposed regulation
BASP 6 to 12 Multiple Modes of Service Delivery	We support this regulation. However, we believe that the before and after school programs, operated by licensed child care programs, are the best place for children. These programs are a significant influence on the lives of children, where, they can spend as much time as they do in school.	18. We strongly urge the Ministry of Education to support licensed child care providers as the preferred operators of before and after school programs. We further recommend that, rather than opening up the opportunities for recreation programs, that the Ministry of Education work with the MTCS to allow licensed child care operators to apply for the funding for recreation programs for before and after school.
Assessing and Reporting Demand and Viability	We support the removal of the requirement for boards of education to conduct a needs survey and the addition of a requirement to work with child care operators to assess and determine need. We further support that all schools be required to offer before and after for FDK to Grade 6 through a third party.	19. We strongly recommend policy guidelines regarding how boards can determine rental fees. We recommend that this policy include a strongly worded requirement that boards must demonstrate that the fees are used to offset the additional costs that result from the operations of before and after school programs. This is an extremely important factor in the

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	We support the removal of the prescribed process to determine fees.	ongoing viability of our programs and affordability for families. "Cost recovery" must be clearly defined as costs above and beyond the regular building and maintenance costs covered by the Ministry of Education.
BASP Programming Requirements	We do not support recreation programs being included under child care. However, we do support these proposed regulations that will require recreation service providers and programs to follow some standards.	20. We recommend that the licensed child care programs be the operators of choice of before and after school programs.
Policies and Procedures	We support this amendment to require child care programs to monitor and review policies and procedures on a regular basis.	No recommendations
Screening Measures – Individuals on Contract with Outside Agencies	We support the requirement for declarations and attestations for Vulnerable Sector Checks for outside agency individuals who work directly with children.	21. We recommend that a simple straightforward process be implemented for this that will achieve the goal but will not be an inordinate amount of
Supervision of Volunteers and Students	We support this proposed regulation regarding policies and procedures for volunteers and students having unsupervised direct access to children.	No recommendations
Conflict Resolution	We support the proposed regulation that offers a process for parents to resolve issues and concerns.	No recommendations
Program Requirements Regarding Outdoor Time	We support this proposed regulation.	No recommendations
Requirement for Resource Teacher	We support the removal of this requirement.	No recommendations

Compass Early Learning and Care Financial Analysis of Proposed Regulations

Attached are the current and amended budgets that depict the impact of the new regulations regarding infant, toddler age groupings and reduced ratios. We arrived at the projected increase to fees by calculating the revenue and expenses for each scenario and determining the additional revenue required to match our current bottom line (This particular program already has a projected deficit of \$52,190 so we looked at the increase to this deficit)

These projections are based on our Peterborough program that is currently licensed for 10 infants, 30 Toddlers, and 23 preschoolers. We have looked at the two proposed regulations that will have the most impact on our financial viability – new infant and toddler ages, and the reduced ratios. We estimate that the changes to reduced ratios will mean the addition of ten hours per day of educator time for this location to account for the beginning and end of day coverage and lunches. We have looked at two scenarios for infant and toddler care under the new regulations. In Scenario One we would keep our infant room, but because we know that there is not a demand for more than 6 infants under the age of 10 months, we have projected an infant room with 6 spaces. The other rationale for this is that, because we value relationships, we would probably place a 10 month old into the toddler room so that they can bond with their primary caregiver and stay with that caregiver for an extended period of time, rather than placing them in the infant room for two months and then moving them to a new room and new caregiver as they move into the toddler room. There are implications for this strategy on our level of care and attention. We have not included any additional staffing to address this, but, should the new regulations be implemented, we may increase program staff beyond the staffing levels set out in this report. Our second scenario demonstrates the financial impact if we close our infant programs and simply have toddler and preschool. The third scenario looks at the impact of just the reduced ratios.

Scenario One (6 infants, 24 toddlers, 23 preschool and with new reduced ratio guidelines)

36% increase in fees to implement two proposed regulations

In **Scenario One**, we would have a reduction of 4 infant spaces and 6 toddler spaces and revenue associated with these spaces. The new reduced ratios for toddlers and preschoolers will increase staffing in those programs by 25%. (Current Toddler staffing is 3FTE and 2FTE for preschool. New regulations would require additional 6 additional hours per day for toddler and 4 hours per day for preschool) Since 80% of budget is staffing, this translates into 25% increase due to the reduced ratio regulation and the reduced number of children to carry this increase, compounded by fewer spaces to cover the operating costs in general explains the overall increase. With no additional funding to implement these ratios, it will fall on parents to make the shortfall.

Scenario Two (2 infants, 22 toddlers, 39 preschool and new reduced ratio guidelines)

26% increase to parent fees to implement these two proposed regulations

Scenario Two demonstrates the option of no infant program and 2 infants included in the toddler programs. There is no reduction in the number of spaces, but the reduced ratio scenario is compounded because all four groups are impacted by the reduced ratios. (Infant programs already had no reduced ratios. Previous toddler rates were based on having reduced ratios for 6 hours per day)

Scenario Three (new reduced ratio guidelines only)

9% increase to parent fees

Scenario Three is simply the impact of a 25% increase in staffing in three of the four rooms in the centre.

Financial Impact Resulting Proposed Legislative Changes
 Example: Peterborough Program

Summary of Impact

	Scenario 1			Scenario 2			Scenario 3		
	Current	Rev 1	Difference	Current	Rev 2	Difference	Current	Rev 3	Difference
Net Deficit	-52,169.31	-259,020.55	- 206,851.24	-52,169.31	-223,801.85	- 171,632.54	- 52,169.31	-117,798	- 65,628.61
Revenue			574,931			654,014			696,818
Increase Needed			206,851			171,633			65,628.61
Avg Increase in Parent Fees			36%			26%			9%

Current

Compass Early Learning & Care Budget 2016
PETERBOROUGH

	2015 Budget	2016 Budget
Income		
Administration Fee	1,200	600
Fee Income	650,021	696,218
Total Income - Fees	651,221	696,818
General Operating Funding	196,950	196,950
Pay Equity	24,780	24,780
DNFRP	0	0
Wage Enhancement - Salary	25,920	
Wage Enhancement - Benefits	4,536	
Total Other Income	252,185	221,730
Total Income	903,406	918,547
Expenses		
Program Equipment and Supplies	3,000	5,000
Food	32,561	34,841
Maintenance and Leasehold Improvements	12,000	10,300
Miscellaneous	10	0
Telephone/Internet/Technology	5,000	5,052
Office and Postage	2,000	2,000
Rent	0	0
Travel	500	500
Trips and Activities	500	500
Utilities	9,500	9,500
Wages	684,839	697,098
Benefits	89,029	90,623
Wage Enhancement - Salary	25,920	0
Wage Enhancement - Benefits	4,536	0
Total Expense	869,395	855,414
Net - Before Admin Allocation	34,011	63,133
Administration Cost	103,135	115,303
Net	-69,124	-52,169

7.13%

12.09%

Staffing and Operating Capacity Budget 2015
PETERBOROUGH

Position	FTE
Supervisor	1.00
Pedagogical Leader	.44
Program Staff ECE	12.00
Site/Asst Supervisor	1.00
Cook/Housekeeper	1.00
Cleaner	.43
Supply	1.47
Bonus	
Total	17.34

Program	Licensed Capacity	Operating Enrollment	Rate	# of Days	Total
Infant	10	10	53.00	261	138,330.00
Toddler	30	30	42.50	261	332,775.00
Preschool-full day	23	23	37.50	261	225,112.50
JK/SK full day			37.50	60	-
JK/SK before school			13.00	194	-
JK/SK after school			13.00	194	-
JK/SK B&A			23.50	194	-
School Age full day			35.50	60	-
SA before school			12.50	194	-
SA after school			12.50	194	-
SA B&A			21.50	194	-
		63			696,217.50

Scenario 1

Compass Early Learning & Care Budget 2016
 PETERBOROUGH

	2015 Budget	2016 Budget
Income		
Administration Fee	1,200	600
Fee Income	650,021	574,331
Total Income - Fees	651,221	574,931
General Operating Funding	196,950	196,950
Pay Equity	24,780	24,780
DNFRP	0	0
Wage Enhancement - Salary	25,920	
Wage Enhancement - Benefits	4,536	
Total Other Income	252,185	221,730
Total Income	903,406	796,660
Expenses		
Program Equipment and Supplies	3,000	5,000
Food	32,561	28,747
Maintenance and Leasehold Improvements	12,000	10,300
Miscellaneous	10	0
Telephone/Internet/Technology	5,000	5,052
Office and Postage	2,000	2,000
Rent	0	0
Travel	500	500
Trips and Activities	500	500
Utilities	9,500	9,500
Wages	684,839	768,750
Benefits	89,029	99,937
Wage Enhancement - Salary	25,920	0
Wage Enhancement - Benefits	4,536	0
Total Expense	869,395	930,286
Net - Before Admin Allocation	34,011	-133,626
Administration Cost	103,135	125,395
Net	-69,124	-259,021

Legend:

Blue highlighted cells are to denote main changes
 Staffing and Operating Capacity Budget 2015
 PETERBOROUGH

Position	FTE
Supervisor	1.00
Pedagogical Leader	.44
Program Staff ECE	13.75
Site/Asst Supervisor	1.00
Cook/Housekeeper	1.00
Cleaner	.43
Supply	1.54
Bonus	
Total	19.16

Program	Licensed Capacity	Operating Enrollment	Rate	# of Days	Total
Infant	10	6	53.00	261	82,988.00
Toddler	30	24	42.50	261	266,220.00
Preschool-full day	23	23	37.50	261	225,112.50
JK/ISK full day			37.50	60	-
JK/ISK before school			13.00	194	-
JK/ISK after school			13.00	194	-
JK/ISK B&A			23.50	194	-
School Age full day			35.50	60	-
SA before school			12.50	194	-
SA after school			12.50	194	-
SA B&A			21.50	194	-
		53			574,330.50

Scenario 2

Compass Early Learning & Care Budget 2016
PETERBOROUGH

	2015 Budget	2016 Budget
Income		
Administration Fee	1,200	600
Fee Income	650,021	653,414
Total Income - Fees	651,221	654,014
General Operating Funding	196,950	196,950
Pay Equity	24,780	24,780
DNFRP	0	0
Wage Enhancement - Salary	25,920	0
Wage Enhancement - Benefits	4,536	0
Total Other Income	252,185	221,730
Total Income	903,406	875,743
Expenses		
Program Equipment and Supplies	3,000	5,000
Food	32,561	32,701
Maintenance and Leasehold Improvements	12,000	10,300
Miscellaneous	10	0
Telephone/Internet/Technology	5,000	5,052
Office and Postage	2,000	2,000
Rent	0	0
Travel	500	500
Trips and Activities	500	500
Utilities	9,500	9,500
Wages	684,839	799,458
Benefits	89,029	103,930
Wage Enhancement - Salary	25,920	0
Wage Enhancement - Benefits	4,536	0
Total Expense	869,395	988,940
Net - Before Admin Allocation	34,011	-93,197
Administration Cost	103,135	130,605
Net	-69,124	-223,802

Legend:

Blue highlighted cells are to denote main changes
Staffing and Operating Capacity Budget 2015
PETERBOROUGH

Position	FTE
Supervisor	1.00
Pedagogical Leader	.44
Program Staff ECE	14.50
Site/Asst Supervisor	1.00
Cook/Housekeeper	1.00
Cleaner	.43
Supply	1.57
Bonus	
Total	19.94

Program	Licensed Capacity	Operating Enrollment	Rate	# of Days	Total
Infant	10	2	53.00	281	27,666.00
Toddler	30	22	42.50	281	244,035.00
Preschool-full day	23	39	37.50	281	381,712.50
JK/SK full day			37.50	60	-
JK/SK before school			13.00	194	-
JK/SK after school			13.00	194	-
JK/SK B&A			23.50	194	-
School Age full day			35.50	60	-
SA before school			12.50	194	-
SA after school			12.50	194	-
SA B&A			21.50	194	-
		63			653,413.50

Scenario 3

Compass Early Learning & Care Budget 2016
PETERBOROUGH

	2015 Budget	2016 Budget
Income		
Administration Fee	1,200	600
Fee Income	650,021	696,218
Total Income - Fees	651,221	696,818
General Operating Funding	196,950	196,950
Pay Equity	24,780	24,780
DNFRP	0	0
Wage Enhancement - Salary	25,920	
Wage Enhancement - Benefits	4,536	
Total Other Income	252,185	221,730
Total Income	903,406	918,547
Expenses		
Program Equipment and Supplies	3,000	5,000
Food	32,561	34,841
Maintenance and Leasehold Improvements	12,000	10,300
Miscellaneous	10	0
Telephone/Internet/Technology	5,000	5,052
Office and Postage	2,000	2,000
Rent	0	0
Travel	500	500
Trips and Activities	500	500
Utilities	9,500	9,500
Wages	684,839	748,278
Benefits	89,029	97,276
Wage Enhancement - Salary	25,920	0
Wage Enhancement - Benefits	4,536	0
Total Expense	869,395	913,247
Net - Before Admin Allocation	34,011	5,300
Administration Cost	103,135	123,098
Net	-69,124	-117,798

Legend:

Blue highlighted cells are to denote main changes
Staffing and Operating Capacity Budget 2015
PETERBOROUGH

Position	FTE
Supervisor	1.00
Pedagogical Leader	.44
Program Staff ECE	13.25
Site/Asst Supervisor	1.00
Cook/Housekeeper	1.00
Cleaner	.43
Supply	1.52
Bonus	
Total	18.64

Program	Licensed Capacity	Operating Enrollment	Rate	# of Days	Total
Infant	10	10	53.00	261	138,330.00
Toddler	30	30	42.50	261	332,775.00
Preschool-full day	23	23	37.50	261	225,112.50
JK/SK full day			37.50	60	-
JK/SK before school			13.00	194	-
JK/SK after school			13.00	194	-
JK/SK B&A			23.50	194	-
School Age full day			35.50	60	-
SA before school			12.50	194	-
SA after school			12.50	194	-
SA B&A			21.50	194	-
		63			696,217.50