



AECEO Annual Report 2008-2009

Prepared for members
in attendance at
the AECEO's
Annual General Meeting
May 21, 2009
6 p.m.



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**A complete auditor's report is available through the members only area of the AECEO website or upon request.*

Board of Directors, Branch President and Provincial Office Staff

Board of Directors

President	Kelly Massaro-Joblin, ECE.C
Past President	Theresa Kralovensky (Resigned Dec. '08)*
Treasurer	Kim Hiscott, ECE.C
Secretary	Diane Kashin, ECE.C
Members-at-large	Tammy McCormick Ferguson Laurie Landy Rachel Langford Barb Vanry (Resigned Dec. '08)* Naureen Imran Gaby Chauvet, ECE.C (Appointed Dec. '08)

**As per College of Early Childhood Educators Elections Regulations, any provincial board member of a professional association (ie. AECEO and AFESEO) wishing to run in the College of ECE elections must resign from their board.*

Branch Presidents

Algoma	Kelly Rowlinson, ECE.C
Belleville	Lee Quann, ECE.C
Grey Bruce	Christine Biggar, ECE.C
Halton	Stephanie Houghton, ECE.C
Hamilton	Melodie Spencer, ECE.C
Kawartha	Jason Brock
Kingston	Linda Delves & Angie Berman
London/Sarnia	Janet Foster, ECE.C
Niagara	Katherine Martin, ECE.C
Ottawa Valley	Charlyn Monahan, ECE.C
Peel	Lexi Deece-Cassidy, ECE.C
Thunder Bay	Marcia Arpin, ECE.C
Waterloo/ Wellington	Colleen Watts, ECE.C & Carol Bartlett, ECE.C
Windsor/Essex	Angela Manser
York	Mehr Biri, ECE.C & Marisa Giancaspro, ECE.C

Office Staff

Executive Director
Eduarda Sousa

Programs & Membership Services

Director of Programs
Leah Yuyitung, ECE.C

Program Manager
Luciana Gongea

Intake Coordinator
Karina Guerra

Registration & Certification Analyst
Christina Oliveira

Registration & Certification Analyst
Anna Jeremian

Membership Coordinator
Annie Lasaten

Administration

**Professional Development &
Special Events Coordinator**
Lena DaCosta

**Communications & Marketing
Manager/eceLINK Editor**
Julia Lipman

Office Manager
Sue Parker

Accounting
Nancy Newman

Office Volunteer
Lily Breton, ECE.C

The Year in Review: Celebrating Solid Progress

Eduarda Sousa
Executive Director

Kelly Massaro-Joblin
President, Board of Directors

Two very significant developments in Ontario's early learning and care sector unfolded over the last year.

The first was a milestone, and the culmination of decades of effort, when we marked the official opening of the new regulatory body for early childhood educators in September 2008. This is indeed a historical event, because the College of Early Childhood Educators is the first of its kind in North America.

The second major development was the consultation and dialogue that ensued over the past year as Dr. Charles Pascal researched his report to the Premier on Full Day Early Learning for Four and Five-Year-Olds. Dr. Pascal was appointed following Premier Dalton McGuinty's 2007 promise to implement a comprehensive day for four and five-year-old children.

During his last year of consultation, the AECEO provided Dr. Pascal with a position statement that clearly defined the important role ECEs can play in full day learning programs and collaborated with stakeholders to host a Forum on Full Day Early Learning in June of 2008. Dr. Pascal attended the Forum, giving him further feedback and food for thought.

Let's take a closer look at these two important areas of progress in Ontario's early learning and care sector.

The College of Early Childhood Educators and the important role of the AECEO

For the AECEO and its members the College of ECE signifies the end of almost three decades of lobbying for legislative recognition for the profession. To the early learning and care sector it marks the beginning of a profession now legally recognized in the eyes of the public and government as having a distinct body of knowledge and practice that is unlike any other profession in Ontario. In fact, as of September 2008, only registered members of the College can now call themselves "Early Childhood Educators" or "Registered Early Childhood Educators".

With the establishment of the College, the AECEO has a distinct role as *the* professional association for early childhood educators in Ontario. It is the responsibility of the association to ensure that members of the early learning and care sector have the resources and knowledge they need to meet the demands of a newly regulated and changing profession.

The AECEO's strong network of volunteers will assist us in fulfilling our mission and purpose, and continued growth of our membership will only make our voice, and our impact, greater.

Accessible, affordable and exemplary early learning and care programs are vital to the future success not only of our children, but also our province.

A new vision for early learning and care in Ontario: What a full day early learning program could look like

Premier's Dalton McGuinty's promise to implement full-day early learning for four and five-year-olds and the possible expansion to include more age groups has many in our sector and beyond wondering what such a program might look like. As we all wait for Dr. Pascal's much anticipated report this spring the AECEO has come together with stakeholders in the sector to discuss a new vision of what a full day early learning program could look like.

First and foremost this new vision must give parents real choice, with affordable, extended options for play-based early learning and care with flexibility to meet the individual needs of families. It should also recognize the critical importance early childhood educators will play in a new vision for early learning and care in Ontario. The new early learning and care vision should:

- Recognize the specialized body of knowledge, training, and accountability of the early childhood educator as a lead teacher or equal partner in a multi-disciplinary team environment
- Put children first and value families as partners
- Consider the developmental needs of children
- Use a curriculum that "situates children within the context of a developmental continuum that extends from birth to age eight" as outlined in *Early Learning for Every Child Today* by the Best Start Expert Panel on Early Learning, December 2006
- Be publicly funded and accessible
- Utilize and integrate current services, programs and spaces for the benefit of children and families

It is time to replace the patchwork of early learning services in this province. Premier Dalton McGuinty has an opportunity to exercise leadership by bringing in a new vision for early learning and care that better serves Ontario's children and their families, but also prepares them for the future.

This new vision should give all families, of all incomes and backgrounds, confidence that their children are receiving holistic, play-based early learning opportunities that put a child's needs front and centre.

A comprehensive full day program levels the playing field for all children. It is imperative for our children's early learning development, and beneficial for Ontario's future.

Beyond this Year's Progress

Both the College of ECE and the proposed full day early learning initiative will have a huge impact in the direction the early learning and care sector takes over the next 10 years. We as professionals have an opportunity to help shape this direction by getting involved at every level.

Involvement starts fundamentally by belonging to your professional association, and thereby helping to make it a strong and effective voice for the profession of early childhood education.

Second, we must all resist the urge to sit still or stay silent when the Early Learning Advisor's report is released. We need to let the Ontario government know that early learning and care must move beyond a service that is inadequately funded and available only to minority of families.

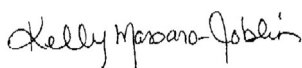
Accessible, affordable and exemplary early learning and care programs are vital to the future success not only of our children, but also our province.

Here's to another year of progress in 2009 and 2010. With a strong membership, great things are possible.

Sincerely,



Eduarda Sousa
Executive Director



Kelly Massaro-Joblin
President

The AECEO serves and acts on behalf of Early Childhood Educators by:

- Supporting the professional growth of early childhood educators through the provision and promotion of ongoing professional development, training and best practices;
- Advocating on behalf of the profession;
- Promoting and supporting quality early learning and care as an integral part of a child's healthy development;
- Disseminating research, educational resources and topical information about early learning and care to the public, governments and other related professionals;
- Coordinating opportunities for communication and networking among early childhood educators and others interested in early childhood education and care;
- Promoting and supporting research and advancement in the field of early childhood education and care;
- Building capacity and leadership between the profession, communities and stakeholder groups to advocate for children and families;
- Coordinating opportunities for communication and networking among early childhood educators and others interested in early childhood education and care;
- Promoting and supporting research and advancement in the field of early childhood education and care;
- Building capacity and leadership between the profession, communities and stakeholder groups to advocate for children and families;
- Making known to parents and the general public the value and importance of early childhood education and early childhood educators, and;
- Facilitating certification and equivalency of early childhood educators

Equivalency Initiative Project

In 2008-2009, the AECEO renewed its Equivalency Initiative service agreement with the Ministry of Children and Youth Services. The contract has also been renewed for 2009-2010. The objectives of the agreement are to streamline and administer its processes for obtaining Letters of Equivalency for Canadian and Internationally-trained individuals by:

- Increasing staff support for these processes;
- Reviewing and updating the processes;
- Developing a 'cohort' approach; and
- Reducing fees for the service.

As a result of this funding, the AECEO processed a total of 600 requests for applications for Equivalency in 2008, a 40 per cent increase from the previous year. Despite the increased number of applications, assessment time has been reduced to 4-6 weeks from 6-8 weeks.

Since the opening of the College of Early Childhood Educators' registration, the AECEO has been assisting individuals who do not meet the College's current registration guidelines in obtaining their AECEO Letter of Equivalency certificates to qualify for membership. As of April 1, 2009, the AECEO launched a new streamlined intake process and reduced its Assessment fees by 50 per cent. The AECEO process takes into consideration:

- Lessons learned from Access to the Early Childhood Field in Ontario Bridging Project
- Expectations that are set by the College of ECE for language fluency and credentials and
- The Office of the Fairness Commissioner's demand for fair, impartial and transparent processes.

New prescribed models have been developed for applicants with specific credentials such as Child and Youth Worker or Social Service Worker Diplomas and Bachelor of Education or Bachelor of Arts degrees with a major or focus in Primary Education/Child Studies. This 'cohort' approach has also been successful in assisting individuals who have been working in the field for a number of years as an early childhood educator but do not have the exact documentation currently required by the College of ECE to qualify for membership. These prescriptions allows for a more transparent and timely process for applicants wishing to enter the early childhood education field. Since the launch of this new reduced fee and streamlined process, the AECEO has received over 200 requests for applications.

Access to the Early Childhood Education Field in Ontario Bridging Project



The AECEO is pleased to report continued interest in its Access to the Early Childhood Education Field in Ontario Bridging Project, funded by the Ministry of Citizenship and Immigration.

This project, which began in March 2006 and ends September 2009, has already met its projected target numbers, assisting 135 Internationally-trained early childhood educators and primary education teachers gain access to a streamlined intake process that allows applicants to complete the

requirements of an AECEO Letter of Equivalency within 12-14 months.

Over 80 per cent of the candidates who have gained their Letter of Equivalency successfully found jobs in the early childhood sector. The success of this project has led to additional funding for 2009-2012 to expand the project in Ottawa and Hamilton and to assist applicants who do not meet the language benchmarks with occupation-specific language training. The renewal funding has brought in additional partners to the project and we look forward to working with George Brown College, Thorncliffe Neighbourhood Offices, Mohawk College, Affiliated Services for Children, and Centennial College for their commitment to support us in this project in the coming years.

We are also thankful to the AECEO's Hamilton and Ottawa Valley Branches, Peel Children's Services, Pinecrest-Queensway Health Community Services Ottawa, Hamilton Retention and Recruitment Committee, Ottawa Child Care Association, Ottawa Network for Children, and Centennial College for their commitment to support us in this project in the coming years.

The process uses a 'cohort' model approach with set benchmarks for language fluency, work experience, demonstration of knowledge and credentials. Upon successfully meeting the benchmarks, applicants are prescribed four foundational courses and one placement to gain their Letter of Equivalency. One of the four foundational courses is a course developed in partnership with George Brown College, titled *ECE in the Canadian Context*, that bridges gaps in occupation specific language, and philosophical and cultural content. The placement has also been condensed from 6 weeks to 4 weeks to accommodate the needs of the applicants and takes into consideration their previous work experience and training.

Though the *ECE in Canadian Context* course is currently only available at George Brown College, Algonquin College and Sheridan College, there are plans to create guidelines for the future adaptation of this course by other Community Colleges. Plans are underway to offer this course in Mohawk College September 2009. Development of an on-line version of this course is also in the works with a delivery date of Fall 2009.

Leadership & Capacity Building in the Early Learning Sector

The AECEO received project funding from the Ontario Trillium Foundation to help strengthen leadership in the early learning and child care sector in Ontario communities. Holly Nimmons, Project Facilitator, has been conducting focus groups, surveys, key informant interviews and provincial input sessions with people working in the early learning and care community across the province. A report will be released in the Fall 2009 outlining an action plan that articulates a strategy to support leadership development in the early learning and care community.

THE ONTARIO
TRILLIUM
FOUNDATION



LA FONDATION
TRILLIUM
DE L'ONTARIO

The Ontario Trillium Foundation is an agency of the Government of Ontario.

Services & Professional Development



A Fresh New Look

In the last year the AECEO introduced a new website and association logo. Our logo sets us, your professional association, apart and proudly represent the skilled professionals who make up our field.

The website, launched in October 2008, better serves the AECEO's members and the public. Its simple, easy to navigate design allows the AECEO to share more information and is built with the capability to offer online registration and payment, which is set to commence this summer. In the future, expanded online services will be possible, such as online learning opportunities.

Our Members Only area has expanded with the new website, to include archived weekly e-bulletins received by all AECEO

members and affiliates, archived policy work, and current professional development event resources. We have a 12-month PD event calendar available to members and an active job board. Current and archived copies of the *eceLINK* are also available.

The AECEO recently launched five new branch websites, bring the total to 10, and has committed to offering individual sites for each of its 22 branches by the end of 2009.

AECEO Certification

Interest in certification continues to grow. In 2008, 48 members completed their certification and another 103 entered the program. So far in 2009, 26 members have completed the process. There are currently eight certification study groups, and the AECEO boasts 1,140 certified members.

Six of the 14 elected members of the new Council of the College of Early Childhood Educators are certified members of the AECEO, including vice president Heather Yeo.

Collaborative Professional Development and Training in 2008

Meeting the Needs of Young English Language Learners

On May 16, 2008, in conjunction with Ryerson University, The Macaulay Child Development Centre and Toronto Children's Services the AECEO hosted a free one-day session to address how we can support children's first language while maintaining a second language in multilingual early childhood settings.

The day included a panel with:

Heather Anderson-Ross, Early Literacy Specialist for The Macaulay Child Development Centre

Dr. Rachel Langford, Chair of Ryerson's School of Early Childhood Education

Dianne Riehl, Program Coordinator, Early Years, Toronto District School Board

Roma Chumak-Horbatsch, professor at Ryerson University

Forum on Full Day Early Learning

On June 11, 2008, in partnership with the Common Table for Child Development and Care Ontario (CTCDDCO), the AECEO hosted a forum on full day early learning for four and five-year-olds.

The forum served to address optional models for the delivery of full day early learning. The forum was moderated by Dr. Rachel Langford, Director of Ryerson University's School for Early Childhood Education. Dr. Charles Pascal, Special Advisor to the Premier on Early Learning, was in attendance.

Growing up Green and Healthy: A Dialogue

The AECEO worked in collaboration with Seneca College, Best Start, and the Canadian Partnership for Children's Health and Environment to host a provincial conference that explored environmental child health issues and showcased innovative 'green' thinking that may impact policy and practice in the delivery of child care in Ontario.

The conference was hosted by Seneca College, at its Markham Campus, from October 24-25, 2008.

(Professional Development & Training Continues on Page 8)

LINC Childminding Module

The AECEO received funding from Childminding Monitoring Advisory and Support (CMAS) to develop a seminar that would recognize and build on the skills and expertise of LINC Childminders. This full day seminar offered an overview of early childhood policy in Canada and built connections to the LINC child-minding program.

It reviewed the core principles in early childhood practice including the importance of diversity and the connections between child development and program curriculum. The seminar also introduced participants on the science of early childhood development and offered strategies to support children and families in new environments.

The six-hour module was an adaptation of the *ECE in Canadian Context Course* developed for the Access to the Early Childhood Education Field in Ontario Bridging Project. The session was presented at the Ontario LINC Childminders Conference in Toronto on November 14, 2008. All participants received an AECEO Certificate of Participation upon completion.

The Day Nurseries Act and the Early Childhood Educator: Informed Practice

The AECEO received funding from the Ministry of Training Colleges Sector Initiative Fund to develop and pilot a training module that would provide an overview of the purpose, benefits and regulations of the Day Nurseries Act and other pertinent legislation that will govern the operation of child care in Ontario. The AECEO worked closely with l'AFÉSEO (www.afeseo.ca), which services the needs of francophones in the ECE community in a similar capacity, on this project. The French module was recently piloted in Ottawa and the English version will take place in conjunction with the AECEO's Annual Conference in Windsor, ON.

The development of the module was guided by comments and recommendations from focus groups, surveys and informal interviews with early childhood professionals across the province. Their feedback was invaluable in determining meaningful learning outcomes and program content. At the end of the each pilot, all participants are asked to evaluate their learning, as well as the module's format, content and resources. This feedback will be used to make revisions to enhance the value and relevance of the module for future participants.

The pilot seminar was designed to span two days for a total of 12 hours. All participants are expected to take an active role in the learning process by engaging in individual and group activities and sharing professional experiences, challenges and ideas with their colleagues. Completion of the training module results in a Certificate of Participation from the AECEO and AFÉSEO.

Seminars filled to capacity quickly and continued interest from employers and individuals has poured in, with requests for delivery of the module in organizations and local communities. The AECEO and l'AFÉSEO will be exploring next steps in the delivery of this module across the province.

58th Annual Provincial Conference

The AECEO hosted its successful 58th Annual Provincial Conference from May 9-10, 2008, in Niagara, ON. Highlights of the conference included a provincial forum to address hot topics including regulation of the profession, ECE training and future career paths, and equity and access in early childhood education.

Over 400 delegates from across Ontario attended the event, and over 100 presenters participated in sharing the most current and relevant information in the field.

Regional Events

As part of the AECEO's commitment to branch development, the association hosted three one-day professional development events in conjunction with local branches. In the Fall of 2008 events took place in Owen Sound and Chatham, and a third regional event was held in Orillia in April 2009.

These newly offered events were well attended and received. They allow the AECEO to bring professional development and current issues, such as regulation of the profession, to areas of the province that do not always have access to it. Further, by working with local branches the AECEO is able to tailor professional development to the needs of that particular geographic area. The events were offered free of charge to AECEO members and filled a gap for early learning and care professionals who are unable to attend more costly conferences. In this way, among others, the AECEO is working to reach out to many areas of the province and ensure its members are kept informed of the issues facing our profession.

AECEO Branches

AECEO Branches

In 2008, AECEO Provincial Office staff conducted phone surveys with presidents of 13 active branches and 4 inactive branches for the purpose of establishing a growth plan for supporting the AECEO's branches based on their specific needs.

There was full consensus among presidents that a provincial gathering of all branch presidents would be beneficial. Among suggestions for the agenda were the following issues:

- networking
- membership recruitment and retention
- leadership
- volunteerism
- professional development
- challenges specific to the sector (i.e. College of ECE, Full Day Early Learning, DNA changes) and geographical areas
- membership incentive
- advocacy
- funding criteria
- fundraising ideas

In response to this input, the AECEO Provincial Office is hosting an AECEO Branch Orientation and Networking Day on June 5-6, 2009, in Toronto.

The AECEO Provincial Office and Provincial Board have been hard at work since the survey to respond to branch requests for support to face the many challenges the community, branch and the early learning and care sector are currently experiencing. To date 29 branch representatives have confirmed their attendance resulting in 18 branches represented at this event.

Going forward, we plan that this will become an annual event and will be a mandatory requirement for all branch Presidents and Treasurers to attend as part of their yearly networking and orientation.

AECEO members continue to be committed to making a difference in the practice of early childhood educators and early learning and care in the province of Ontario.

AECEO Branch Statistics 2008-2009

- 2600 Members
- 22 Branches:
 - Algoma
 - Belleville
 - Grey-Bruce
 - Halton
 - Hamilton
 - Huronia
 - Kawartha/Haliburton
 - Kent
 - Kingston
 - London
 - Niagara
 - North Bay
 - Northumberland/Ontario North Shore
 - Ottawa Valley
 - Oxford
 - Peel
 - Thunder Bay
 - Sarnia
 - Toronto
 - Waterloo-Wellington
 - Windsor/Essex
 - York
- 110 Member volunteers involved in branch boards and activities
- 10 Branch websites

INDEPENDENT AUDITOR'S REPORT

To the Members of The Association of Early Childhood Educators, Ontario

I have audited the accompanying financial statements of The Association of Early Childhood Educators, Ontario which comprise the statement of financial position of The Association of Early Childhood Educators, Ontario as at March 31, 2009 and the statements of operations, changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory notes.

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement. I am also required to comply with applicable ethical requirements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, the auditor expresses no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In common with many charitable organizations, the Association derives part of its revenue from donations and fundraising, the completeness of which is not susceptible of satisfactory audit verification. Accordingly, my verification of these revenues was limited to a comparison of recorded receipts with bank deposits for the amounts recorded in the records of the organization and I was not able to determine whether any adjustments might be necessary to donation and other revenues, excess of revenue over expenditures, assets and net assets.

The organization consists of a Provincial office and several financially autonomous regional branches which may raise and disburse funds for their own activities, and in accordance with the policy of the corporation, these activities are not reflected in these financial statements. The accounting policy for reporting branch office transactions is set out in Note 1(f) to the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

In my opinion, except for the effect of adjustments, if any, which I might have determined to be necessary had I been able to satisfy myself concerning the completeness of the donation and other revenue referred to in the preceding paragraph and had the branch operations been incorporated into these financial statements, these financial statements present fairly, in all material respects the financial position of the company as at March 31, 2009 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

JEFFREY D MILGRAM
CHARTERED ACCOUNTANT
LICENSED PUBLIC ACCOUNTANT
TORONTO, ONTARIO
APRIL 15, 2009

Financial Statements Continued

STATEMENT OF FINANCIAL ACTIVITIES AND CHANGES IN NET ASSETS FOR THE YEAR ENDED MARCH 31, 2009

	<u>2009</u>	<u>2008</u> (as restated) Note 9
	\$	\$
REVENUE		
Board fees	4,550	6,150
Certification fees	29,120	29,350
Donations (Note 5)	30,338	9,043
Equivalency fees	88,475	72,600
Grants (Note 6)	689,047	616,821
Interest income	2,307	6,613
Membership fees	208,335	233,257
Fundraising and sundry revenue	6,102	4,686
Publications and promotions	25,767	21,927
Annual conference (Note 7)	<u>56,224</u>	<u>86,399</u>
	1,140,265	1,086,846
EXPENDITURES		
Administrative		
Bank charges and other fees	7,406	6,048
Equipment purchases, repairs and rentals	34,647	37,966
Insurance	9,242	9,114
Office rent	41,337	39,889
Postage, stationery and supplies	13,479	30,664
Printing and promotions	3,493	4,838
Professional fees	9,258	7,515
Salaries and benefits	240,029	247,638
Telephone	11,969	11,278
Travel and meetings	<u>9,608</u>	<u>10,149</u>
	380,468	405,099
Less: Program recoveries	<u>44,955</u>	<u>74,653</u>
	335,513	330,446
Programs		
Equivalency Initiative Program (Note 6)	360,292	364,315
Ontario Bridging Program—Phase I (Note 6)	235,353	248,053
Ontario Bridging Program—Phase II (Note 6)	22,102	—
SIF (Note 6)	43,200	—
LINC - CMAS (Note 6)	7,298	—
Trillium (Note 6)	4,100	—
Membership	46,811	42,167
Certification	3,718	2,378
Miscellaneous	4,402	203
	<u>727,276</u>	<u>657,116</u>
	1,062,789	987,562
EXCESS REVENUE OVER EXPENDITURES	77,476	99,284
NET ASSETS BEGINNING OF YEAR	<u>96,776</u>	<u>(2,508)</u>
NET ASSETS END OF YEAR	<u><u>174,252</u></u>	<u><u>96,776</u></u>



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