

Annual Report 2009-2010

Prepared for members
in attendance at the AECEO's
Annual General Meeting
Hamilton, ON
May 28, 2010
4:15 p.m.



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Reflective

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

Front cover combines a Week of the Child submission with the AECEO logo. This image represents the Association's role as a foundation of support to the ECE sector, a promising and dynamic future for the early learning and care profession, and the positive impact ECEs make everyday in the lives of thousands of children in Ontario.

Our Mission:

To be the leader in promoting professional development and recognition of Early Childhood Educators on behalf of children in Ontario.

The AECEO is not-for-profit, charitable organization.
Registered Charitable Number: 106732001 RR0001

(Donors listed in quarterly eceLINK publications)

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The AECEO gratefully acknowledges the support of our Funders:

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Registration & Certification Analyst

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Natalie MacDonald

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*Resigned during fiscal year

Message from the President and Executive Director

If we were to describe the events that unfolded over the past year in just one word it would have to be “transformational”. At no other time in the history of early learning and care in this province has so much change occurred in such a short span of time. What has transpired over the last year will forever change how the public perceives early childhood educators and the work they do with children and families.

The Early Learning report, *With Our Best Future in Mind - Implementing Early Learning in Ontario*, was presented in June 2009. In October of last year, the Government of Ontario announced plans to implement a full-day Early Learning Program (ELP), using select recommendations from the report.

The new ELP is a welcomed change that will ensure all 4 and 5 year olds in this province have access to developmentally appropriate early learning programs delivered by registered early childhood educators and kindergarten teachers. While implementation issues have proved to be a challenge, given the speed with which year one must roll out, the newly established Early Learning Division has consistently kept sector leaders and stakeholders both involved and apprised along the way.

In areas impacting ECEs, the AECEO played a leadership role, advocating on a broad range of issues including the creation of a standard job description, equitable wages, the implementation of the Early Learning Advisor’s recommended team teaching model, full-time ECE employment and full-year programming.

The AECEO participated in several key consultation roles to ensure ECE issues remained at the forefront with government officials and policy makers. We attended monthly meetings of the Early Learning Implementation Advisory Group chaired by Kevin Costante, Deputy Minister of Education, and Jim Grieve, Assistant Deputy Minister, Early Learning Division. The AECEO also participated in an advisory capacity to the Curriculum and Assessment Policy Branch at the Ministry of Education. Opportunities to participate in regional/community level consultations for the Ministry of Education were also extended to AECEO members.

To represent ECE issues, the AECEO made numerous presentations over the year. These included a deputation in late March to the Standing Committee on Social Policy regarding Bill 242, the *Full-Day Early Learning Statute Law Amendment Act, 2010*. At this public meeting we advocated for the preservation of the Early Learning Advisor’s recommendations and vision, and the provision of a seamless day as a means to best meet the needs of children and families.

The AECEO also voiced strong concern regarding proposed legislative amendments to the Day Nurseries Act (DNA), including potential changes in ratios that would reduce quality assurance standards. We joined sector stakeholders to safeguard the continued provision of the \$65 million required to guarantee protection for approximately 8,500 subsidized childcare spaces and an estimated 1,000 child care staff positions.

In our efforts to keep the ECE profession informed and involved, the AECEO, in collaboration with numerous stakeholder groups and organizations, embarked on a road trip that would see the delivery of eight one-day Institutes on full-day early learning offered across the province. This year’s Institute series drew a record number of delegates eager to discuss how the Early Learning Advisor’s report would affect municipalities, the publicly-funded school system, post-secondary education and the early learning and care sector. The addition of new planning partners strengthened our ability to provide a broad range of perspectives, and to enrich the dialogue and diversity of audiences. The AECEO gratefully acknowledges our collaborative partners in this project, including Branch hosts and volunteers.

Throughout the year AECEO met many times with the College of Early Childhood Educators (CECE), the Ministry of Training, Colleges and Universities, and the Ministry of Children & Youth Services to voice our concerns and make recommendations regarding implementation of the Agreement on Internal Trade, and Bill 175, the Ontario Labour Mobility Act, 2009. Bill 175 allows workers certified in any Canadian province or territory to be employed in Ontario without additional training or testing regardless of lower training standards. However as a result of our work with the CECE, we maintained the standards of our profession by limiting the application of the above legislation to workers certified at a training level equal to the two year ECE Ontario College of applied Arts and Technology diploma program in Ontario. As an additional note, the passing of Bill 175 now allows Ontario registered ECEs to relocate more easily to other provinces and territories in Canada. The AECEO also granted the College of ECE permission to use our Code of Ethics in the development of their document.

In March 2010, the AECEO announced that it would begin closing its Equivalency Service and transferring responsibility for credential assessment to the College of Early Childhood Educators (CECE), with the process being completed by the end of 2010. Since 1964, our Association has provided its equivalency service, offering out-of-province and out-of-country early learning and child care professionals the opportunity to gain access to employment in Ontario. For almost 30 years, the AECEO actively

Leadership, Change, Partnership & Collaboration

supported the establishment of a regulatory body that would provide an appropriate standard of accountability for our profession. The transference of our equivalency service to the College is a by-product of this process. As a provincial organization representing ECE interests, the AECEO worked diligently to voice key issues during discussions with the College of ECE and Ministry of Children and Youth Services to support a smooth transfer of service, to protect the interests of candidates, and to address the need for gap training for individuals who do not meet CECE qualification standards, including those working in "Director Approved" positions. The AECEO will continue to administer the Access Bridging program to assist and support internationally trained ECEs and kindergarten teachers until 2012. In addition, as stipulated by CECE regulations, the College will continue to recognize AECEO Letters of Equivalency certificates issued prior to February 23, 2014, as having met the educational qualification component of the application process for membership in CECE.

Our Ontario Trillium Foundation (OTF) project, *Leadership & Capacity Building in the Early Learning Sector*, concluded in late 2009. The project identified strategies to strengthen leadership opportunities in the child care sector in Ontario communities. The AECEO will report on the next stage of this strategic initiative in upcoming eceLINK publications and our next annual report.

Over the past year the AECEO had an impressive record in keeping members informed. The open rate for member e-bulletins far exceed the industry standard for non-profits, with readers often visiting at least one hyperlink provided per communication. A TFO* survey reported that 58% of survey respondents indicated that our quarterly eceLINK publication was their number one source for information regarding the early learning field. *Francophone equivalent of TV Ontario.

In January 2010, we began our year-long, 60th anniversary celebration by introducing a membership campaign. However, as this fiscal year closes there is already much to celebrate. The new Early Learning Program offers

ECEs an important new opportunity to help support and guide Ontario's children. Bill 242, a key amendment to the Education Act, provides strong language that guarantees recognition of ECEs unique contribution in the new Early Learning Program. Although hard fought for, the provincial government has guaranteed funding for subsidized child care, which not only protects the needs of families, but supports the required framework to effectively implement early learning and care initiatives.

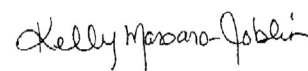
Over this past year the AECEO has delivered a range of services, programs, professional development and training. We have worked with our members and community stakeholders to advance sector issues, professional standards, and the availability of quality early learning and care for our youngest members of society. There is no doubt that ECEs are working within a rapidly changing environment. We encourage our members to be active within the AECEO, to be vocal and to help build an even stronger Association.

On behalf of the provincial staff and Board of Directors, we thank our members for providing us the opportunity to work on behalf of an organization with such a rich history and legacy. We again thank our members, volunteers, donors, stakeholders, funders and granting bodies for their support, and we look forward to a year of celebration, reflection, and continued service.

Sincerely,



Eduarda Sousa
Executive Director



Kelly Massaro-Joblin
President



Projects

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

With support from the Ministry of Training, Colleges and Universities' Sector Initiative Fund, the AECEO and L'AFÉSEO (our francophone sister organization) set out to develop and pilot curriculum materials for a 2-day training module that would provide an overview of the purpose, benefits and regulations of the Day Nurseries Act (DNA) and other pertinent legislation that will govern the operation of licensed child care in Ontario.

This project has helped the AECEO and l'AFÉSEO address the needs of the sector for a comprehensive professional development resource tool focused specifically on legislative training gaps. The pilot training modules were delivered in April - June 2009, in Ottawa, Toronto and Windsor. Participants came from a wide variety of professional backgrounds, with varied levels of experience ranging from two to over 20 years. Professional roles of the participants included front line practitioners, supervisors and executive directors. Ministry of Children & Youth Services licensing representatives participated as observers as well. This project initiative has led to the development of training materials in French and English, for participant use during the module, and for future use and reference.

There is continued interest and requests for these training modules. However, due to the possible changes in the Day Nurseries Act and other legislation affecting the sector as it moves towards the implementation of the Early Learning Advisor's Report, training sessions are currently on hold. AECEO and l'AFÉSEO will work in partnership to ensure the module content and printed materials remain current and reflect existing standards before once again offering the session to the sector.



"Great information for both supervisors and front line staff. Group interactions were positive and a great idea for sharing ideas and perspectives. Great resource binder and CD."

- Program Advisor, Ministry of Children and Youth Services."

"I liked the interactions and stories of other ECEs from other districts with diverse backgrounds. I particularly liked the group presentations on Day 2. I learned a lot about the DNA and how to apply it to practice."

- Windsor Module Participant

"...the DNA training module... was such a great experience ... I learned so much...I left the workshop feeling so inspired and excited about being an Early Childhood Educator!"

- Equivalency Candidate

Equivalency Initiative Project

Funded by the Ministry of Children and Youth Services (MCYS), this project, which began April 2007 and ends December 2010, successfully met its objectives to enhance access to obtaining a Letter of Equivalency for Canadian and internationally trained ECEs and increase the number of qualified ECEs in anticipation of the College of ECE. Project outcomes include the reduction of equivalency assessment fees by 70% from \$500 to \$150, the harmonizing of AECEO and l'AFÉSEO assessment processes, the review and revision of the ECE knowledge exam, and the dramatic increase in the number of applications processed and Letters of Equivalency Certificates issued. The final stages of the project will include the closure of our equivalency services and the transfer of responsibility for credential assessment to the College of ECE, by December 31, 2010. A Memorandum of Agreement between the AECEO and the College in the next fiscal year will help facilitate this transfer.

Projects

Access to the Early Childhood Education Field in Ontario



Bridging Project I - The AECEO received funding from the Government of Ontario, Ministry of Citizenship and Immigration (MCI) for the Access Bridging Program Phase I. The objective of this project was to pilot a bridging program for internationally trained ECEs and kindergarten/elementary school teachers in partnership with Thorncliffe Neighbourhood Office and George Brown College. This project, which began in March 2006, ended in September 2009 successfully meeting its outcomes of assisting 135 internationally trained individuals gain their credentials for registration with the College of Early Childhood Educators, 80% of whom gained employment in the sector.

Participant Comments:

"...Having membership in AECEO has allowed me to do a lot of networking. This gave me confidence. AECEO, for instance, invited us to their conference in Kingston which opened up opportunities for me. We were able to network with a lot of influential people."

"The four courses were helpful and the information was useful,"

"I needed the practicum to get in line with ECE practices here in Canada."

"It (the practicum) was only four weeks but I did a lot and learned a lot..."

Bridging Project II - The successful outcomes from the first bridging initiative led to the continuance of funding from MCI for phase II of the project which began in February 2009. Phase II has allowed for the expansion of services into the Hamilton and Ottawa areas, the development and implementation of an Occupation Specific Language Training (OSLT) course for bridging candidates and the review and online delivery of the unique bridging course "*ECE in the Canadian Context*". Our project partners have also expanded to include Algonquin College, Mohawk College, Affiliated Services for Children and Youth and Sheridan College. From August 2009 to March 2010, AECEO was granted funding from Citizenship and Immigration Canada towards our bridging program work. Intake/Outreach coordinators, working out of Mohawk and Algonquin College, helped augment our services in the Hamilton and Ottawa regions. As part of their outreach work they have met and presented to more than 100 local settlement agencies, community groups, social service agencies, early learning and care programs and committee groups in their respective communities. Local Advisory committees have been established in Hamilton and Ottawa to help build capacity among stakeholder groups. The enrollment of the first cohort of Bridging candidates in Mohawk and Algonquin College occurred in January 2010 and November 2009 respectively. In September 2009, Thorncliffe Neighbourhood Office began delivering Occupational Specific Language Training to the first cohort of students. This training enabled these students to successfully acquire the language benchmark and gain entry into the AECEO equivalency process and bridging program. The online delivery of the *ECE in Canadian Context* course was piloted in September 2009 and a full on-line version was successfully launched by George Brown College in February 2010. Despite the earlier than anticipated closure of AECEO equivalency services to internationally trained professionals by July 30, 2010, the AECEO will, as arranged with the College of ECE, continue to fulfill its obligations with the bridging program and assist these candidates in completing their requirements for an AECEO Letter of Equivalency Certificate by March 31, 2012.

The AECEO continues to use lessons learned, guidelines and work accomplished to date in the Access to the ECE field in Ontario Bridging Program to inform and influence employers, settlement agencies, training institutions and the College of ECE, in servicing and supporting internationally trained individuals. As we move forward and transfer the responsibility of equivalency services to the College of ECE, the support, integration, and recruitment of internationally trained individuals into the ECE sector remains a priority of the AECEO.

Funded by



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Projects

Leadership and Capacity Building

In the fall of 2008 the AECEO embarked on a project to review leadership and capacity challenges within the sector. Funded by the Ontario Trillium Foundation, the project was driven by the vision of the AECEO to strengthen and sustain the sector by means of increased volunteer engagement and leadership.

The project enabled the AECEO to bring together representatives from different parts of the child care sector to dialogue about the challenges they face and to develop a vision for the sector's future. It provided opportunities for colleagues to engage in conversations that helped to focus on values-based leadership and effective strategies. While many communities have collaborative networks within their area, this project enabled purposeful discussion about the importance of linking local collaboration to a larger, unified sector voice.

We learned that the sector requires a viable and sustainable infrastructure that will ensure a communication flow between local and provincial levels, and between organizations. This will encourage voice, vision and engagement for sector priorities. The infrastructure must be inclusive, collaborative and vital. The collaboration should provide leadership and training, inspire active participation and support ongoing sector-focused planning from the voice of practitioners.

The project findings reinforced a need in the ECE community for a stronger professional association that has the capacity to consistently provide professional support and guidance. The profession needs effective, strategic leadership at local and provincial levels to advance its interests within the sector.

The need for collaboration and partnerships within the sector at both the local, regional and provincial levels was also identified as a means of addressing effective capacity building within communities. The AECEO will continue to reach out to like-minded organizations and stakeholders in order to better meet the needs of the ECE professional and the sector they serve.

Additional funding, recently approved by the Ontario Trillium Foundation, will allow us to continue our leadership and capacity building initiative through the delivery of round table discussions on the emerging early years program and the establishment of new ECE leaders in selected communities. We look forward to working with our members on this exciting project in the coming year.



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

Professional Development

Regional Institutes: Implementing Early Learning in Ontario

In the fall and winter of 2009-2010, the AECEO once again offered full-day Institutes on current issues affecting early learning and care professionals and the sector. This year's series brought together early learning partners in Ontario to encourage dialogue and collaborative planning regarding key recommendations in the Early Learning Advisor's report, *With Our Best Future in Mind*.

The Institutes provided an overview of key report recommendations, an opportunity for leaders in the early learning sector to address the report, and an overview of the proposed curriculum and staffing models. Institutes also provided an opportunity to facilitate participant discussion and encourage ongoing dialogue on the implementation of early learning in Ontario. Our target audience was staff and decision makers from early learning and care programs, school boards, municipalities, child and family service programs, the Ministry of Education, the Ministry of Children and Youth Services, and research and policy advisors.

The coordination and delivery of the Institutes was made possible through partnerships with key provincial organizations and in collaboration with over 20 community groups and organizations. AECEO Branches also played a central role in reaching out and accessing local support and resources. The AECEO would like to thank our partners for helping to make the institutes possible but more importantly for sharing our vision around collaboration.

The following list is a testament to what can be accomplished when collaboration and partnerships play a role:

Provincial Partners:

- Atkinson Centre for Society and Child Development
- Better Child Care Education
- Family Support Institute Ontario
- People for Education
- Ontario Coalition for Better Child Care

Regional Partners:

- Best Start
- Child Development Resource Connection Peel
- Charles Sturt University
- Halton Resource Connection
- PLASP Child Care Services
- Raising the Bar Peterborough
- Region of Halton
- Region of Peel
- Sarnia-Lambton Ontario Early Years Centre
- School House Play Care Centre of Lakehead

AECEO Partners:

- Halton Branch
- Kawartha/Haliburton Branch
- London Branch
- Peel Branch
- Thunder Bay Branch
- Sarnia Branch
- York Branch

OCCAT Partners:

- Confederation College
- Fanshawe College
- Fleming College
- George Brown College
- Lambton College
- Seneca College
- Sheridan College

Regional Institutes Statistics:

- 7 one-day Institutes were delivered
- 7 communities were involved:
 - Halton
 - Kawartha/Haliburton
 - London
 - Peel
 - Thunder Bay
 - Sarnia
 - York
- 29 partners collaborated
- 40 experts/representatives participated on the panels
- Over 1,500 attended

Provincial Conference

The AECEO hosted its successful 59th Annual Provincial Conference from May 22-24, 2009, in Windsor, Ontario. Over 300 delegates from across Ontario attended the event, and over 40 workshops were offered which shared the most current and relevant information in our field.

Highlights included a keynote presentation by Jane Hewes, "Reclaiming Play in Early Childhood" and a keynote address by Dr. Charles Pascal on full day early learning for 4 & 5 year olds. One of the most popular workshops, "The DNA and the Early Childhood Educator: Informed Practice", was a two-day pilot training module developed by the AECEO and I'AFESCO with funding from the Ministry of Training Colleges and Universities, Sector Initiative Fund.

Another very well attended session was "Deciphering the Regulatory Puzzle: Navigating through the Changing Landscape". This highly informative workshop was presented by Leah Yuyitung, AECEO Director of Programs and provided much needed clarification of the distinct and changing roles of the professional association (AECEO), the government (Ministry of Children and Youth Services) and the regulatory body (College of Early Childhood Educators).

The Windsor Branch put forth a huge effort in organizing and making members from all parts of Ontario feel very welcome. The Branch's contributions were a crucial part of the Conference's success.

Programs, Services and Partnerships

Equivalency Services

AECEO equivalency services began in 1964 as a Pre-certification process, and in 1984 evolved into two separate programs, Certification and Equivalency. Through the years our equivalency process has continued to grow and change, reflecting and incorporating the formal and informal standards and professional practices into its benchmarks and policies. Among the standards and practices used were the Ministry of Training Colleges and Universities ECE Diploma Program Standards, prior learning and assessment principles, Office of the Fairness Commissioner best practices and the Canadian Language Benchmark. The AECEO has always maintained that the viability and strength of our profession depends upon the recruitment of committed, knowledgeable, diverse and informed individuals who are prepared to take on the responsibilities of a profession that is rapidly changing.

As our responsibility in delivering equivalency services in the province draws to a close and the College of ECE takes on credential assessment a new, very important role for the AECEO begins. With over 40 years of experience in developing policies and procedures and implementing credential evaluation services the AECEO is a recognized authority on the subject of ECE credential assessment. Support services and resources that have been put into place to help facilitate access into the equivalency process has also given us keen insight into the unique needs of internationally trained professionals wanting to enter into the ECE workforce.

Lessons learned from our bridging support services include:

- The need for individual counseling and support services in order to ensure those wanting to work in the field do not fall through the cracks.
- The need for occupation specific language training that prepares candidates for easier access into the workforce and helps them meet the language benchmarks needed for additional training through colleges.
- The need for information and resources specifically around obtaining positions in the early learning sector including job search skills, successful interview skills, exposure to employers through job fairs and placements.
- The value of mentoring, networking and ongoing professional development during and after credentials have been obtained.
- The need to address settlement issues such as housing, child care and family counseling that sometimes prohibit individuals from participating in training and employment seeking opportunities.
- The need for culturally sensitive services that address the unique needs of our diverse communities.
- The need for all stakeholders in the community, including settlement agencies, community colleges, the professional associations (AECEO and L'AFÉSEO), employers, ECE professionals, community services, advocacy groups and the regulatory body (CECE) to work towards a collaborative approach to recruitment and retention of a diverse, supported and qualified workforce.

Armed with these valuable lessons the AECEO has already begun to work on the necessary tools and services that will be needed to assist internationally trained professionals gain entry into our workforce.

AECEO is poised to take on a lead role in ensuring that lessons learned, maintenance of collaborations and partnerships, and best practice guidelines for supporting and mentoring newcomers into the sector remain a priority.

Programs, Services and Partnerships

Membership Services

AECEO membership has been the source of our strength since our beginning 60 years ago. Our members, especially those who are active volunteers, advocates, ambassadors and who exemplify professional excellence, shape and fuel our ability to represent the early years profession in Ontario. Although our core purpose remains the same - representing ECE and member issues, and supporting the advancement of professional standards - how we deliver our services and what we offer members adapts in response to an ever changing environment.

Over the last year we have demonstrated strong commitment to providing ECEs a voice on critical issues before policy makers, funders and government. However we were also successful in keeping members informed about changes and issues. With 60% of members now participating in the electronic membership program (EMP), our e-bulletins have become a relatively new and very effective communication tool. Over the past year we sent 47 e-bulletins covering a wide range of topics including changes to the early learning care and education sector, government issues, professional development opportunities as well as news about AECEO programs and services. With an average open rate of approximately 45% this translates into more than 44,000 e-bulletins being opened by members, an average that far exceeds the standard open rate for non-profit organizations.

In support of renewal and growth, in January of this year we launched a membership campaign to further strengthen awareness, support and a voice for the AECEO, our members and the early learning and care profession. We encourage all ECEs to renew their membership and to act as ambassadors to encourage others to join. The benefits of doing so are significant. The fact that so much has been achieved over the last year is an affirmation of this.

Highlights of AECEO Membership Benefits:

- A strong, professional voice representing the ECE sector on key issues, including legislation, policy, funding and quality assurance
- *E-Bulletins* provide news and updates on important topics including the Early Learning Program, policy issues, government announcements, and current research
- Quarterly *eceLINK* publication provides information and opinions on a wide range of ECE issues
- Special rates for Professional Development events
- Opportunities for personal and professional growth through networking with other professionals, and becoming involved in local branch and provincial committees and special events
- Access to the members only area of website which includes presentation materials from past events, valuable resources about the ECE sector, and career development tools and information
- Access to the AECEO job board and PD events calendar
- Optional Canadian Child Care Federation (CCCCF) Affiliate special rate membership offer

Certification (ECE.C)

Since 1964, AECEO Certification has set a standard of practice among ECE professionals above and beyond the current practice of the day. A voluntary process, AECEO Certification validates an early childhood educator's professional performance against the standards, values and ethical practice set by the AECEO Code of Ethics. The process nurtures mentoring, promotes a climate of lifelong learning, cultivates reflective practice, encourages activism and utilizes the principles of prior learning and assessment. From 1984 to 2006, AECEO Certification was also used by early childhood educators to demonstrate their belief in the professional practice of mandatory registration and ongoing professional development, and thereby the creation of a legislated regulatory body. Though the College of Early Childhood Educators has now been established, the right and reasons for using the AECEO certified status of ECE.C, after their professional designation of RECE, remains the same. It denotes and exemplifies the commitment of an individual to uphold and promote a high standard of professional practice in their obligations to children, families, colleagues and as leaders.

Approximately half of our membership is AECEO Certified. During the past year, 45 members successfully completed their certification, with more than 100 other individuals progressing through the process. The AECEO congratulates all our certified members for investing in such a unique and meaningful professional development pursuit. To learn more about AECEO Certification, please visit our website or telephone the provincial office.

Programs, Services and Partnerships

Capacity Building Partners/Collaborative Activities

Throughout the course of the year the AECEO enjoyed the opportunity of collaborating with sector partners on a variety of capacity building activities including sitting on committees and boards, speaking engagements and special projects and events. We apologize if we have missed acknowledging any of our valuable partners/collaborators.

PARTNER	COLLABORATIVE ACTIVITY
Affiliated Services for Children & Youth	ACCESS Project
Algonquin College	ACCESS Project
Atkinson Centre for Society and Child Development	Full Day Institutes
Best Start Resource Centre by Health Nexus	Common Table for Childhood Development and Care Ontario
Better Child Care Education	Full Day Institutes
Boys and Girls Clubs of Ontario	Common Table for Childhood Development and Care Ontario
Campaign 2000	Common Table for Childhood Development and Care Ontario
Centre for Children, Youth and Families	Beyond the Brown Crayon Symposium
Charles Sturt University	Full Day Institutes
Child Care Resource & Research Unit	Common Table for Childhood Development and Care Ontario
Child Development Resource Connection Peel	Full Day Institutes
City of London	Full Day Institutes
City of Toronto	Beyond the Brown Crayon Symposium
City of Windsor	58 th Annual Provincial Conference
Confederation College	Full Day Institutes
Early Childhood Resource Teachers Network of Ontario	Common Table for Childhood Development and Care Ontario
Family Support Institute of Ontario	Full Day Institutes, Common Table for Childhood Development and Care
Fanshawe College	Full Day Institutes, Presentation to ECE students
Fleming College	Full Day Institutes
George Brown College	ACCESS Project
Halton Kids	Full Day Institutes
Halton Region	Full Day Institutes
Halton Resource Connection	Full Day Institutes
Home Child Care Association of Ontario	Common Table for Childhood Development and Care Ontario
L'Association francophone à l'éducation des services à l'enfance de l'Ontario	Common Table for Childhood Development and Care Ontario, Leadership and Capacity Building Project, Equivalency Services Project, Day Nurseries Act and the Early Childhood Educator Project
Lambton College	Full Day Institutes
London Children's Connection	Full Day Institutes
Middle Childhood Matters Coalition	Common Table for Childhood Development and Care Ontario
Milton Community Resource Centre	Full Day Institutes
Mohawk College	ACCESS Project
OCAAT – ECE Coordinators Group	Common Table for Childhood Development and Care Ontario
Ontario Coalition for Better Child Care	Council Member, The Common Table for Childhood Development and Care Ontario, Full Day Institutes
Ontario Early Years Centre Provincial Network	Common Table for Childhood Development and Care Ontario
Ontario Early Years Centres	Full Day Institutes
Organization for Parent Participation in Child Care and Education Ontario	Common Table for Childhood Development and Care Ontario
Peel District School Board	Full Day Institutes
People for Education	Full Day Institutes
Plasp Child Care Services	Full Day Institutes
Raising the Bar Peterborough	Full Day Institutes
Region of Peel	Full Day Institutes
Rural Voices	Common Table for Childhood Development and Care Ontario
Ryerson University	Beyond the Brown Crayon Symposium, Pedagogical Leadership: Lead from where you stand, Presentation to ECE students
Sarnia-Lambton Ontario Early Years Centre	Full Day Institutes
Seneca College	Full Day Institutes
Sheridan College	ACCESS Project
The District of Thunder Bay	Full Day Institutes
The Macaulay Child Development Centre	Beyond the Brown Crayon Symposium
Thorncliffe Neighbourhood Office	ACCESS Project
United Way Toronto	Beyond the Brown Crayon Symposium

AECEO Branch Report

Branch Orientation & Networking Session

The AECEO held a two-day Branch Orientation and Networking session in June 2009. Thirty Branch Executive Members, representing 18 Branches, attended the event which was facilitated by provincial board members, volunteers and staff. In response to a 2008 Executive Branch survey, the session included a review of the Board and Branch Manuel, financial procedures, and provincial services and supports available to branches. Areas identified at the session for development included local volunteerism, sustainability planning, membership promotion and inter-branch networking. Over the past year, the provincial office responded to several identified issues. A website forum was established for branch presidents to share information and ideas. We also developed a membership incentive program, new promotional materials and revamped membership website content. Our Institute series, "Implementing Full-Day Learning", was done in partnership with seven of our branches. This provided opportunities for participating branches to encourage volunteerism, undertake community outreach and enhance their capacity to host local events while receiving support from provincial staff. The Association leveraged our Ontario Trillium Foundation (OTF) funded project, *Leadership & Capacity Building*, to identify and lay ground work for ongoing strategic development. A new OTF grant, which received approval just prior to year-end, will help develop and train leaders, while building membership.

Provincial Office and Branches Partners Deliver Institutes

Our Institute series (see page 9 for details) was a tremendous success. This outcome reflects the important role local branch partners play across the province and speaks volumes about their ability to facilitate the development of regional partnerships and access community resources. Whether it was securing a network of local stakeholders, event speakers, site resources, media coverage or event awareness, our branch partners played an invaluable role. It is with sincere gratitude that we thank the following branches and their volunteers for making the Institute series such a success

- Thank you to the Halton, London, Peel, Kawartha/Haliburton, Sarnia, Thunder Bay and York branches -

Summary of Branch Activities

Many of the local branches organized networking, professional development, membership recruitment, and or advocacy activities, with more than 35 events being held across the province, including Institute events. Hearing from local branches affirms that they are being creative and passionate in their efforts to promote the ECE profession and recognize the dedicated work of those working in the field. Topics for professional development events included child-centred curriculum planning, working with children with special needs, certification portfolios, the new Early Learning Program, the CECE, and men in ECE. The past year also included recognition ceremonies, Week of the Child events, strategic planning sessions, annual general meetings and general meetings. Some branches reported partnering with local organizations as an effective means of undertaking projects and strengthening the sector. In addition, each year a local branch works in partnership with the provincial office to deliver our annual conference. Thank you to both the Windsor branch for their hard work and support in delivering our 2009 conference and to the Hamilton branch for their dedicated work in planning the upcoming 2010 event.

Branch Statistics

- 2,500 Members
- 115 Branch Volunteers
- 22 Branch Websites

Branch Members

- | | | | |
|--------------|-----------------------|--------------------------|-----------------------|
| • Algoma | • Kawartha/Haliburton | • Northumberland/Ontario | • Sarnia |
| • Belleville | • Kent | • North Shore | • Toronto |
| • Grey-Bruce | • Kingston | • Ottawa Valley | • Waterloo-Wellington |
| • Halton | • London | • Oxford | • Windsor/Essex |
| • Hamilton | • Niagara | • Peel | • York |
| • Huronia | • North Bay | • Thunder Bay | |

2009-2010 Audited Financial Statements

JEFFREY D. MILGRAM B.Comm.

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, 2010 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.

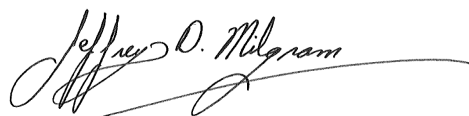
An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or 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, 2010 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.



CHARTERED ACCOUNTANT
LICENSED PUBLIC ACCOUNTANT
TORONTO, ONTARIO
MAY 5, 2010

2009-2010 Audited Financial Statements (continued)

ASSOCIATION OF EARLY CHILDHOOD EDUCATORS ONTARIO STATEMENT OF FINANCIAL ACTIVITIES AND CHANGES IN NET ASSETS FOR THE YEAR ENDED MARCH 31, 2010

	<u>2010</u> \$	<u>2009</u> \$
REVENUE		
Board fees	3,850	4,550
Certification fees	19,125	29,120
Donations (Note 5)	3,546	30,338
Equivalency fees	97,885	88,475
Grants (Note 6)	949,794	689,047
Interest income	134	2,307
Membership fees	177,862	208,335
Fundraising and sundry revenue	6,653	6,102
Publications and promotions	23,181	25,767
Annual conference (Note 7)	<u>43,385</u>	<u>56,224</u>
	<u>1,325,415</u>	<u>1,140,265</u>
EXPENDITURES		
Administrative		
Bad debt expense	15,356	-
Bank charges and other fees	11,816	7,406
Equipment purchases, repairs and rentals	29,866	34,647
Insurance	9,545	9,242
Office rent	70,210	41,337
Postage, stationery and supplies	6,920	13,479
Printing and promotions	11,304	3,493
Professional fees	10,226	9,258
Salaries and benefits	252,350	240,029
Telephone	13,384	11,969
Travel and meetings	<u>10,945</u>	<u>9,608</u>
	441,922	380,468
Less: Program recoveries	<u>153,510</u>	<u>44,955</u>
	<u>288,412</u>	<u>335,513</u>
Programs		
Equivalency Initiative Program (Note 6)	327,060	360,292
Ontario Bridge Program - Phase I (Note 6)	86,234	235,353
Ontario Bridge Program - Phase II (Note 6)	603,088	22,102
SIF (Note 6)	38,550	43,200
LINC – CMAS (Note 6)-	7,298	
Trillium (Note 6)	20,900	4,100
Membership	43,165	46,811
Certification	1,688	3,718
Miscellaneous	<u>1,327</u>	<u>4,402</u>
	<u>1,122,012</u>	<u>727,276</u>
	<u>1,410,424</u>	<u>1,062,789</u>
EXCESS EXPENDITURES OVER REVENUE	(85,009)	77,476
NET ASSETS BEGINNING OF YEAR	<u>174,252</u>	<u>96,776</u>
NET ASSETS END OF YEAR	<u><u>89,243</u></u>	<u><u>174,252</u></u>



STRONG VOICE STRONG PROFESSION

Association of Early Childhood Educators Ontario

40 Orchard View Blvd. Suite 211

Toronto, ON M4R 1B9

Tel (416) 487-3758

Ontario Toll Free: 1-866-93-aeceo(23236)

Fax (416) 487-3758 Email: info@aeceo.ca

www.aeceo.ca