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

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

Mission Statement
To serve and act on behalf of early childhood educators in Ontario 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;
- Making known to parents and the general public the value and importance of early childhood education and early childhood educators, and;
- Facilitating certification and supporting equivalency of early childhood educators
Board of Directors, Branch Presidents & Provincial Office Staff

Board of Directors

President
Diane Kashin, RECE, ECE.C

Past President
*Kelly Massaro-Joblin, RECE, ECE.C

Treasurer
Kim Hiscott, RECE, ECE.C

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Tammy McCormick-Ferguson

Members-at-Large
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Naureen Imran, RECE
Laurie Landy
Rachel Langford
Goranka Vukelich, RECE

*Resigned February 2011

Office Staff

Executive Director
Eduarda Sousa

Programs

Director of Programs
Leah Yuyitung, RECE, ECE.C

Registration & Certification Analyst
Christina Oliveira, RECE*
Anna Jeremian*

Intake/Outreach Coordinators
Rylee Crawford
Catherine Lundy
Luciana Gongea*
Ahmed Mohammed**
Velinka Nevrencan**

Manager, Membership and Professional Development Services
Lena DaCosta

Membership and Professional Development Services Coordinator
Bernadette Summers

Operations

Office Manager
Sue Parker

Accounting
Nancy Newman

Office Volunteer
Lily Breton, ECE.C

*Resigned during fiscal year
** Project Ended

The AECEO gratefully acknowledges the support of our Funders:

Ministry of Citizenship and Immigration
Citizenship and Immigration Canada
Ministry of Children and Youth Services
Ontario Trillium Foundation

The AECEO is not-for-profit, charitable organization.
Registered Charitable Number: 106732001 RR0001
(Donors listed in quarterly eceLINK publications)
Message from the President and Executive Director

This year has been a time of great transition for the early learning sector in Ontario. While times of transition can seem uncertain and challenging, it is essential to remember that it is precisely these times that provide an important opportunity to strengthen our collective investment in our profession, to be actively involved in discussions and issues, and to encourage a strong voice for all early childhood educators.

We are proud to celebrate our 60th year! We marked this milestone throughout the year with an ongoing archival section of the ECELink, and the capstone event was a wonderful party in November at the Founders Club in Toronto where we were joined by such guests as Olivia Chow, Carl Corter, Jan Pelletier, James Ryan (OECTA President), and, most importantly, by many of our members and the dedicated individuals who have made our rich history of accomplishment possible. Milestones like this provide a heartening opportunity to reflect on the key role the AECEO has played in leadership, advocacy, and the progression of our field. We are very proud that our 20 year campaign succeeded with the historic establishment of the College of Early Childhood Educators in 2007, and of the key role we have played in one of the most significant accomplishments in early childhood education: the implementation of Ontario’s full day early learning program. We look forward to celebrating 60 more years of leadership and vitality.

We are also proud of the important relationship we have forged with the College of ECE (CECE) since its establishment. We meet regularly with representatives from the CECE and have developed a mutually supportive relationship that allows us to work together for the development of the profession. We look forward to maintaining this strong relationship.

It is a privilege to promote the collective strength of our members, and to provide advocacy, information, and opportunities for early childhood educators to gather and communicate with peers from across the province. This year has also undoubtedly been about leadership and the chance to bring out all of our voices through professional development and increased opportunity within our sector. This strength, this voice, this leadership is what will allow us to move forward when it comes to the challenges we face in changing times.

To address some of those present and future challenges, the AECEO developed a new purpose and mission statement and undertook a Strategic Planning Initiative. Our new mission statement was unanimously passed at the 2010 conference in Hamilton Ontario. Our Strategic Planning Initiative included a broad survey of both AECEO members and non-members who let us know what they needed in a professional organization. The advocacy that AECEO offers was identified as essential by our respondents and we are proud to renew our commitment to this work on behalf of our members. We will also continue to offer professional development for early childhood educators, create strategic relationships with external stakeholders, as well as focus on building the membership of the AECEO. The response you gave will lead us forward into 2013 as we look ahead to providing early childhood educators with the knowledge and resources to guide you through the changing landscape of early learning.

The AECEO moved forward with our Leadership and Capacity Building project, with thanks to the Ontario Trillium Foundation. Started in 2008, this year saw us solidly in the second phase of this incredible opportunity to facilitate a leadership role for early childhood educators. We have produced a primer, “Early Childhood Educators & Your Child” (alongside a French version courtesy of our sister organization, L’Association francophone à l’éducation des services à l’enfance de l’Ontario) that is designed to increase awareness of the role early childhood educators play in full-day learning.

Promoting the profession and working for the benefit of our members is foremost to our mission. The AECEO participated in several key consultation roles to ensure our voices remain at the forefront with government officials and policy makers. We attended regular meetings of the Early Learning Implementation Advisory Group, which provided an opportunity to represent concerns of early childhood educators, to gain information about ongoing developments, and to advocate on behalf of the profession. Among the concerns raised to the Ministry of Education, we addressed the need for full time employment for RECEs, the need for transparency in hiring processes, and the general lack of financial support and resources for full day programs.

Through our work with the Early Learning Implementation Advisory Group and through attendance at other government and policy meetings, we continually advocated for the full implementation of the Pascal report and for standards of quality in our field.

In our efforts to keep members informed and involved in the important discussions taking place around full-
day learning, the AECEO organized a series of eight institutes designed to help educate early childhood educators about working as a team with teachers in full day kindergarten. Using lessons from the Toronto First Duty project, this institute was designed to engage early childhood educators, teachers, school board staff and community stakeholders in discussions about working in a team atmosphere to deliver quality early learning and care to 4 and 5 year olds. The coordination and delivery of these institutes was made possible through funding from the Ontario Trillium Foundation and through collaboration with many different organizations and individuals. The AECEO gratefully acknowledges our collaborative partners in this project, including Branches and volunteers.

Another important change that full day learning has ushered in is the requirement that RECEs become unionized in order to work in school boards. As a response to this, we provided our members and the sector with relevant information and resources to help navigate this new structure. After much research and consideration, the AECEO made the recommendation that our members, where possible, should join the Elementary Teachers’ Federation of Ontario (ETFO). While the decision to join a union, much less one particular union, remains a divisive issue among most early childhood educators, we felt it made sense for both professionals working in the full day kindergarten program to belong to the same union. This does not take away from the important work being carried out by all unions representing the field. Furthermore, we will continue to reach out and work with all unions and stakeholders. As the profession faces new challenges, we will strive to keep you up-to-date and well informed and to provide forums for the debates and discussions that inevitably come along with change.

Another important milestone was reached in July of last year with the ending of the AECEO Equivalency service and the transfer of responsibility for credential assessment to the College of Early Childhood Educators (CECE). For the past 46 years (from 1964-2010), the AECEO has offered its equivalency service to provide access to the profession for Canadian and internationally trained early learning and child care professionals. The transfer of equivalency services to the College is part of the establishment of the College as a regulatory body that provides an appropriate standard of accountability to our profession. 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.

We would like to take this opportunity to recognize all the participants in our Equivalency and Bridging programs over the years. Your hard work and dedication to the field are an invaluable part of the new directions before us. In our Strategic Planning initiative this year, we heard the voices of our members loud and clear when they identified access to the profession as a goal. Therefore, we will be embarking on a plan to seek out funding in order to help provide access to the profession to internationally trained professionals. The support, integration, and recruitment of internationally trained individuals into the early childhood education field remain a priority of the AECEO.

On the communication front, over the course of the past year, the AECEO has provided key information to members in a timely and accessible fashion. Our monthly e-bulletins are well received, and our quarterly eceLINK remains an important tool for disseminating current information to members. In addition, we would like to recognize the efforts that Branches have put forth in keeping their members informed about local and regional happenings and issues.

Throughout the year, the AECEO has delivered a broad range of programs, services, professional development opportunities and training. We have worked with our members and with community stakeholders to advance professional standards, sector issues and the availability and quality of early learning and care. What is key at this time in the life of our profession is to renew our commitment to building a strong association, which in turn will strengthen the networks of peer support and collaborative practice that have been emerging. We therefore call on all AECEO members to encourage colleagues to join their professional association and to become involved in the issues that affect us everyday as early childhood educators.

On behalf of the provincial staff and the Board of Directors, we thank our members for giving us the opportunity to work on behalf of an organization with such a rich history and legacy. We again acknowledge our members, volunteers, donors, stakeholders, funders, and granting bodies for their continued support, and we look forward to a year of hard work, celebration, and community building and to the next 60 years of leading the development of the profession in new directions.

Sincerely,

Diane Kashin, President

Eduarda Sousa, Executive Director
Projects

Strategic Planning Initiative

The AECEO’s year long strategic renewal initiative and environmental scan of our members, ELCC stakeholders, community partners, and government helped us evaluate our vision, values, mission and goals and provided the direction needed to ensure that we continue to play an important role for early childhood educators and the early learning sector. We would like to formally thank everyone who took part in our consultation process.

The overarching question throughout the process was whether there is still a need for a province-wide professional association for early childhood educators. With the changes that have occurred in the sector over the last few years, is there still a role for the AECEO to play? Participants responded with a resounding “yes”. Regardless of the changes that are happening in the sector and the addition of new players to the field, early childhood educators need a voice that speaks specifically to who they are as professionals. The AECEO was founded by early childhood educators, for early childhood educators. It is a member driven organization that puts the interests of its members first and foremost.

Providing ongoing professional learning, advocacy, and support in navigating the changing landscape, being a source of information and referral, and improving retention and recruitment are the purposes that were identified as being most important for the AECEO.

Leadership and Capacity Building

The AECEO’s strategic initiative to build leadership and capacity in the early learning sector began in 2008 with funding assistance from the Ontario Trillium Foundation. The first phase of this project concluded in late 2009 and found that the early childhood profession needs effective, strategic leadership at local and provincial levels to advance its interests within the early learning sector and that more collaboration, partnership, and communication was needed to provide this leadership. This year, we were approved to carry this work forward, which has allowed us to implement these recommendations.

One of the first projects of this initiative, “Early Childhood Educators & Your Child” was produced in conjunction with our sister organization, L’Association francophone à l’éducation des services à l’enfance de l’Ontario. This primer is being made available to parents so they can better understand the valuable and important role that early childhood educators play in the kindergarten classroom and of early childhood educators in general. This initiative is part of the project’s emphasis on dissemination of research, resources, and information about early learning and care to the public, governments, and other related professionals.

The second phase of our Leadership and Capacity Building project included coordinating opportunities for communication and networking among early childhood educators and building capacity and leadership between the profession, communities, and stakeholder groups for the sake of children and families. This included a focus on media outreach, a web-based project, institutes, and continuing to foster the leadership capabilities of our members.

In addition, our accomplishments this year through the Trillium Grant include the provision and promotion of ongoing professional development, training, and best practices to support the professional growth of early childhood educators, and the continued promotion of the profession as a whole through awareness building about the integral role of quality early learning and care for a child’s healthy development.
Access to the Early Childhood Education Field in Ontario

Equivalency

The AECEO’s equivalency and credential assessment process has come to an end after almost half a century. For the past 46 years, the AECEO was recognized and funded by several Ontario ministries for our work in the development and administration of equivalency services for early childhood educators in the province of Ontario. Today, 1183 (Canadian and International trained) registered members of the College of Early Childhood Educators hold an AECEO Letter of Equivalency Certificate.

The College of Early Childhood Educators, as mandated by the ECE Act 2007, is now responsible for the registration and credential assessment of early childhood educators in Ontario, a task that AECEO transferred to the College of Early Childhood Educators on December 31, 2010. The College of Early Childhood Educators will recognize AECEO Letters of Equivalency certificates issued on or before February 23, 2014.

Participant Comments:

“...The courses I attended have reinforced and enriched my knowledge related to child development, early learning and family support. These I believe have strengthened and helped me integrate my skills with Ontario standards” (Jill Javelosa, completed equivalency requirements in January 2008)

Bridging

Thus far, over 150 bridging candidates have received their Letters of Equivalency certificates and 80% are registered with the College of Early Childhood Educators. The AECEO is committed to supporting the 259 bridging candidates who are currently completing their bridging program requirements in the next two years.

The AECEO continues to use lessons learned, research and work accomplished 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. Our experience during the delivery of the Bridging Program highlights the continuing need for ongoing services and supports. Therefore, our goal moving forward will be to seek the necessary support and resources that will allow us to help provide access to the profession to internationally trained professionals. During our Strategic Planning Initiative this year, members identified access to the profession as a need in the sector. The support, integration and recruitment of internationally trained individuals into the early childhood education sector remains a priority of the AECEO.

Funded by
Institutes
The AECEO received funding from the Ontario Trillium Foundation to help increase the capacity of early childhood educators to participate in the dialogue on their role in the joint early years staff teams. Using the lessons learned in the Toronto First Duty project, one-day institutes were designed to demonstrate how Early Childhood Educators and Teachers can work together as teaching partners. This facilitated discussion demonstrated through research and policy, how strategies for curriculum planning, team building and working together can be developed within the early learning community. Throughout the year, the AECEO delivered eight institutes across the province.

The coordination and delivery of these institutes was made possible through the hard work and collaboration of a number of organizations and individuals in various communities. AECEO branches in the areas of the institutes also played a central role in outreach and marketing. These efforts were rewarded by an enthusiastic crowd at each event.

Similar initiatives were organized by our sister organization, L’Association francophone à l’éducation des services à l’enfance de l’Ontario (AFESEO) In addition, the AECEO also presented this institute at The Caring and Sharing conference in Kenora, Ontario.

Regional Institute Statistics
- 8 institutes were delivered with the involvement of 8 communities: Sudbury, Barrie Simcoe County, Markham York Region, Oakville Halton Region, Whitby Durham Region, Niagara, Kenora, and Windsor
- 13 partners collaborated
- Over 400 people participated

Partnering Organizations
- AECEO Niagara Branch
- Atkinson Centre for Society & Child Development
- Best Start Network
- Better Child Care Ontario
- Child Care Resources Sudbury
- College Boreal
- County of Simcoe
- Elementary Teachers’ Federation of Ontario
- Georgian College ECE
- Ontario Coalition for Better Child Care
- Ontario Indigenous Early Learning Working Group
- Region of Halton Children’s Services
- Seneca College
- St Clair College
- University of Toronto Early Learning Centre

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

60th Annual Provincial Conference
The AECEO hosted its 60th Annual Provincial Conference in Hamilton, Ontario on May 27-29, 2010. Over 400 delegates from across Ontario attended and more than 50 workshops were offered to engage and expand delegates’ transformational leadership abilities and to share current information about the field.

Entitled, “Transformational Leadership: Preparing the Early Years Profession for Change,” this year’s conference aimed to engage delegates in conversation about the ongoing changes happening in our field. Highlights included a special panel presentation entitled “Perspectives on Early Childhood Educators and their Role in the Early Learning Program” which featured guest panelists from the Elementary Teachers’ Federation of Ontario, the Ontario English Catholic Teachers Association, The Ontario Secondary School Teachers’ Federation, the Ministry of Education, and the AECEO Provincial Board. Moderated by Dr. Charles Pascal, this panel served as a dynamic platform for engaging current issues in the field. Anne Kidder, Executive Director of People for Education, also delivered a timely session on how to work with parents in the public school system.

Our Hamilton Branch put forth a huge effort in organizing this special event and making members from all across Ontario feel at home. The Branch’s contributions were crucial to the success of our 60th Annual Provincial Conference and we thank them for their hard work and efforts.
Equivalency Services

From 1964 to 2010, the AECEO provided Equivalency services to the sector. Throughout the years, the equivalency process has grown and evolved in order to better reflect and incorporate the formal and informal standards of professional practice of the field. Over our 46-year history with Equivalency, the process has been an important focus of our work. In 1984, what was formerly known as a “Pre-certification” process evolved into two separate programs: Equivalency and Certification. While the AECEO continues to administer the Certification program, the equivalency process is now (as of July 31, 2010) the responsibility of the College of Early Childhood Educators as mandated by the ECE Act 2007.

The AECEO has always maintained that the 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 field that is rapidly changing. An important aspect of our Strategic Plan is to address the growing shortage of ECEs in Ontario and barriers to academic training, equitable access and workforce integration for internationally trained professionals wanting to work in the field in Canada.

We are exploring new avenues to increase access to the profession for this energized population of internationally trained early childhood educators and are poised to take on a lead role in ensuring that the valuable lessons learned from our bridging support services, the collaborations and partnerships we have established, and the best practice guidelines we have developed remain a priority for supporting and mentoring new early childhood educators.

Certification (ECE.C)

Since 1964, AECEO Certification has set a standard of practice among early childhood educators 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 many AECEO members to demonstrate their commitment to the professional practice of mandatory registration and ongoing professional development, and thereby the creation of a legislated regulatory body. Though the title of Early Childhood Educator is now protected by the College of ECE, the right and privilege to use 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 our professional members are AECEO Certified. During the past year, 55 members successfully completed their Certification, with more than 70 other individuals progressing through the process. The AECEO congratulates all our Certified members for investing in such a unique and meaningful professional development pursuit. The AECEO is committed to continuing our discussions with the College of ECE around recognition for AECEO Certified members.

To learn more about AECEO Certification, please visit our website or telephone the provincial office. Certification, please visit our website or telephone the provincial office.
Membership Services

AECEO membership has been our source of strength since our beginning over 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 early childhood educators 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 early childhood educators a voice on critical issues before policy makers, funders and government. We were also successful in keeping members informed about changes and issues. With 80% of members now participating in the electronic membership program (EMP), our e-bulletins are an effective and popular communication tool. Over the past year, the AECEO produced 48 e-bulletins covering a wide range of topics including extensive coverage on unionization, changes to the early learning and 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 50% this translates into more than 60,000 e-bulletins being opened by members, an average that far exceeds the standard open rate for non-profit organizations.

Highlights of AECEO Membership Benefits:

- A strong, professional voice representing the early childhood educator on key issues, including legislation, policy, funding and quality assurance
- The opportunity to let the families you work with know that you are a member of your professional association and therefore committed to ongoing growth as a professional
- E-Bulletins providing news and updates on important topics including the Early Learning Program, policy issues, government announcements, and current research
- Quarterly eceLINK publication providing information and opinions on a wide range of early childhood education issues
- Special rates on 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 the AECEO website, including presentation materials from past events, valuable resources about the early childhood education sector, and career development tools and information
- Access to the AECEO job board and professional development calendar
- Optional Canadian Child Care Federation (CCCF) Affiliate special rate membership offer
- Home and Auto Insurance group rates
- Discounted admission at major attractions
Programs, Services and Partnerships

Collaborative Partnerships

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

**PARTNER, Collaborative Activity**

- **Affiliated Services for Children & Youth**, 60th Annual Conference, Access Project
- **Algonquin College**, Access Project
- **Atkinson Centre for Society and Child Development**, Trillium Project, Full Day Institutes
- **Atkinson Foundation**, Full Day Early Learning
- **Better Child Care Education**, Trillium Project, Full Day Institutes
- **Centennial College**, Student Presentations/Outreach, Program Advisory Committee
- **Child Care Resources**, Sudbury, Full Day Institutes
- **Child Care Resources**, Sudbury, Full Day Institutes
- **City of Toronto Children’s Services**, You and Me: Inclusion in Early Childhood Settings Symposium
- **College Boreal**, Full Day Institutes
- **Elementary Teachers Federation Ontario**, Full Day Institutes, Partners in Early Learning Conference
- **Family Support Institute Ontario**, Sharing our Stories, Finding our Voices
- **George Brown College**, You and Me: Symposium, Full Day Institutes
- **Georgian College**, Full Day Institutes
- **Halton Region**, Full Day Institutes
- **Halton Resource Connection**, Full Day Institutes
- **Humber College**, Student Presentation/Outreach
- **L’Association francophone a l’éducation des services a l’enfance de l’Ontario**, Trillium Project, Equivalency Services Project
- **Mohawk College**, Access Project
- **Niagara College**, Student Presentations/Outreach
- **Ontario Institute for Studies in Education**, Full Day Institute
- **Ontario Coalition for Better Child Care**, Council Member, Full Day Institutes
- **People for Education**, 60th Annual Conference
- **Ryerson University**, You and Me: Symposium, Student Presentation/Outreach
- **Seneca College**, Full Day Institutes, Student Presentations/Outreach
- **Sheridan College**, Access Project
- **St Clair College**, Full Day Institutes
- **The Macaulay Child Development Centre**, You & Me: Symposium
- **Thorncliffe Neighbourhood Office**, Access Project
- **Toronto First Duty**, Full Day Institutes
AECEO Branch Report

### AECEO BRANCHES

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### Branch Event & Activity Highlights

The following is a sample of the events and activities AECEO Branches coordinated and/or collaborated on last year:

- What to Wear: Professionalism (PD)
- OCAAT Job Fairs
- Program Advisory Committees (OCAAT)
- Sensory Integration (PD)
- Halton Resource Connection Winter Recharge
- Quality Assurance Conference (Bruce County)
- AECEO 60th Celebration
- Child Care Centre and OEYC’s Tours (Hamilton)
- Krayons For Kids
- Advocates in Motion (PD)
- Math Matters (PD)
- Meditation Wellness (PD)
- Supporting Prewriting Skills (PD)
- Fall Focus - Raising the Bar
- ECE Conference (Region of Waterloo)
- Moving Towards a Child and Family System (PD)
- Thunder Bay Rotary Club Christmas Parade
- Thunder Bay District Health Unit – Week of the Child Event
- Growing Through the Motion: Maintaining your Commitment to Quality in the Early Years Conference
- Natural Outdoor Play Spaces for Child Care Centres (PD)
- Elect (PD)
- Raising the Bar in Peel Celebration
- Supervisors in Peel Region Information Network
- Beating the Winter Blues: Building Relationships
- Humour in Times of Change

### Branch Statistics

- 2,700 members
- 200 Branch Volunteers
- 20 Branch Websites
AECEO Branch Report

AECEO Branches Recognize the Leaders of Tomorrow

The following students received awards from local AECEO branches in recognition of their exceptional leadership, academic achievement and commitment to early learning and care. We are proud to welcome these rising stars to the profession.

Alyssa Chicarelli
Sault College, Sault St. Marie

Nikki Kennedy
Mohawk College, Hamilton

Amanda McCafferty
Fanshawe College, London

Sue McLaughlin
Fanshawe College, London

Lisa Desrosiers
Niagara College, Niagara

Tricia Badal
Sheridan College, Halton

Tiffany Coloca
Sheridan College, Halton

Patricia Rumble
Sheridan College, Halton

Chantal Balanger
Sheridan College, Peel

Danielle Arsenault
Confederation College, Thunder Bay

Melissa Bezaire
St. Clair College, Windsor

Cindy Davis
St. Clair College, Windsor

Collaborative Partnerships at the Branch Level

The collaborative partnerships that are the cornerstone of AECEO provincial events also exist at the community level through branch activities. The following is only a partial list of the community partnerships our branches were engaged in last year:

Affiliated Services for Children and Youth
Algoma District School Board
Algoma Family Services
Algonquin College
City of Hamilton
City of London
Community Living Algoma
Conestoga College
Confederation College
District of Sault Ste. Marie Social Services Administration Board
Early Childhood Community Development Centre
Huron Superior Catholic District School Board
Kidslink
Milton Community Resource Centre

Niagara College
Program Advisory Committees (OCAAT Institutions)
Quality Assurance (Bruce County)
Raising the Bar
Region Municipality of Halton Children’s Services
Region of Waterloo
Sault College
Sault Ste. Marie Best for Kids Municipal Committee
Seneca College
Soup Kitchen Community Centre
St. Clair College
Thames Valley District School Board
The Halton Resource Connection
Thunder Bay District Health Unit
Thunder Bay Rotary Club
INDEPENDENT AUDITOR’S REPORT

To the Members of the Association of Early Childhood Educators Ontario:

I have audited the financial statements of the Association of Early Childhood Educators Ontario which comprise the statement of financial position as at March 31, 2011 and the statements of operations and changes in net assets and statement of cash flows for the year ended, and a summary of significant accounting policies and other explanatory information.

Management’s Responsibility of the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

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

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. 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.

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

Basis for Qualification

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.

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 contributions and fundraising referred to in the preceding paragraph, these financial statements present fairly, in all material respects, the financial position of the Association of Early Childhood Educators Ontario as at March 31, 2011 and the results of its operations and cash flows for the year ended in accordance with Canadian generally accepted accounting principles.
<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board fees</td>
<td>2,500</td>
<td>3,850</td>
</tr>
<tr>
<td>Certification fees</td>
<td>8,730</td>
<td>19,125</td>
</tr>
<tr>
<td>Donations</td>
<td>3,829</td>
<td>3,546</td>
</tr>
<tr>
<td>Equivalency fees</td>
<td>21,111</td>
<td>97,885</td>
</tr>
<tr>
<td>Grants</td>
<td>958,057</td>
<td>949,794</td>
</tr>
<tr>
<td>Interest Income</td>
<td>86</td>
<td>134</td>
</tr>
<tr>
<td>Membership fees</td>
<td>149,215</td>
<td>177,862</td>
</tr>
<tr>
<td>Fundraising and sundry revenue</td>
<td>14,057</td>
<td>6,653</td>
</tr>
<tr>
<td>Publications and promotions</td>
<td>25,237</td>
<td>23,181</td>
</tr>
<tr>
<td>Annual conference</td>
<td>51,202</td>
<td>43,385</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>1,234,024</td>
<td>1,325,415</td>
</tr>
<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bad debt expense</td>
<td>-</td>
<td>15,356</td>
</tr>
<tr>
<td>Bank charges and other fees</td>
<td>7,775</td>
<td>11,816</td>
</tr>
<tr>
<td>Equipment purchases, repairs and rentals</td>
<td>24,826</td>
<td>29,866</td>
</tr>
<tr>
<td>Insurance</td>
<td>8,585</td>
<td>9,545</td>
</tr>
<tr>
<td>Office rent</td>
<td>81,042</td>
<td>70,210</td>
</tr>
<tr>
<td>Postage, stationery and supplies</td>
<td>11,598</td>
<td>6,920</td>
</tr>
<tr>
<td>Printing and promotions</td>
<td>8,945</td>
<td>11,304</td>
</tr>
<tr>
<td>Professional fees</td>
<td>6,100</td>
<td>10,226</td>
</tr>
<tr>
<td>Salaries and benefits</td>
<td>267,730</td>
<td>252,350</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>10,240</td>
<td>13,384</td>
</tr>
<tr>
<td>Travel and meetings</td>
<td>6,264</td>
<td>10,945</td>
</tr>
<tr>
<td><strong>Less: Program recoveries</strong></td>
<td>123,492</td>
<td>153,510</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>1,221,277</td>
<td>1,410,424</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equivalency Initiatives Program</td>
<td>33,723</td>
<td>327,060</td>
</tr>
<tr>
<td>Ontario Bridging Program - Phase I</td>
<td>-</td>
<td>86,234</td>
</tr>
<tr>
<td>Ontario Bridging Program - Phase II</td>
<td>585,551</td>
<td>603,088</td>
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<tr>
<td>SIF</td>
<td>-</td>
<td>38,550</td>
</tr>
<tr>
<td>College of ECE's - Transition</td>
<td>100,000</td>
<td>-</td>
</tr>
<tr>
<td>Trillium</td>
<td>160,633</td>
<td>20,900</td>
</tr>
<tr>
<td>Membership</td>
<td>31,757</td>
<td>43,165</td>
</tr>
<tr>
<td>Certification</td>
<td>-</td>
<td>1,688</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>-</td>
<td>1,327</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>911,664</td>
<td>1,122,012</td>
</tr>
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</table>

**EXCESS REVENUE OVER EXPENDITURES**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12,747</td>
<td>(85,009)</td>
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</tbody>
</table>

**NET ASSETS BEGINNING OF YEAR**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89,243</td>
<td>174,252</td>
</tr>
</tbody>
</table>

**NET ASSETS END OF YEAR**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>101,990</td>
<td>89,243</td>
</tr>
</tbody>
</table>

For more information, consult expanded version of audited statements available from AECEO
Early Childhood Educators (ECEs)

ARE THE NEW PROFESSIONALS IN YOUR CHILD’S SCHOOL

They guide children to get the most out of the kindergarten experience.

ECEs

• design challenging and enriching activities
• accommodate children’s individual needs
• create a play-based learning environment

We gratefully acknowledge the support of the

Ontario Trillium Foundation
Fondation Trillium de l’Ontario

For more information, visit the Association of Early Childhood Educators’ website at www.aeeo.ca or call 1-800-932-3236 for a copy of our brochure.