Annual Report 2013 — 2014





Message from the President & Executive Director

The AECEO continues to take a leadership role in the support of early childhood educators in Ontario. This support comes in many forms and is demonstrated in a variety of ways. From encouraging the further professionalization of the field to calling on government and the public to acknowledge the need for better compensation, the AECEO worked tirelessly this year to ensure the important role of RECEs in the lives of young children, their families and communities is never forgotten.

Professionalism

Taking the lead in the development of a discussion paper addressing principles for continuous professional learning was seen as a necessity given that the College of ECE was preparing to launch a continuous professional learning program in the fall of 2014. The promotion of a wider more coordinated approach by the sector was also deemed important as a means of ensuring RECEs across the province have equal access to high quality professional learning opportunities. We are pleased to report that our discussion paper is being referred to by organizations and groups currently mapping out future professional development offerings in communities across Ontario.

After much vetting and consideration of feedback received from stakeholders the discussion paper is ready to be released as a position statement later this year. Our next goal is to reach out to those developing policy and making decisions around professional development for RECEs to help facilitate a coordinated and collaborative approach provincially

Discussion has already begun between the AECEO and Family Supports Institute Ontario to bring together a body of provincial organizations to work on an alternative learning model for RECEs in the implementation of the Ministry of Education's new early learning curriculum framework, "How does Learning Happen? Ontario's Pedagogy for the Early Years.

The AECEO was successful in developing several online resources including a 40 hour module on professionalism, a 20 hour module on e-portfolios and a three part webinar series titled *Foundations for RECE Practice in Full Day Kindergarten*.

Another series of webinars is in development on the topic of Early Childhood Education and Care Policy in Canada. This series is meant to educate early childhood educators about what policy is, what it looks like from province to province and how we as a profession can help shape it. The Childcare Resource and Research Unit will develop the modules for the AECEO.

It took almost two years to review and update our Certification Process. The significant changes that have happened to the early learning sector over the last 5 years made it necessary for us to take our time in order to ensure the new process is both comprehensive and provides RECEs with the necessary tools to engage in reflective practice. With the new process came a new credential, AECEO.C, signifying a professional's successful completion of the program. The credential also demonstrates to employers, the CECE and the public that this individual possesses a portfolio documenting their ongoing learning and growth.

The development of a more comprehensive and user-friendly website has also taken a little longer than was expected. The new site will be launched in June and will include a professional learning clearinghouse for AECEO members. A student portal, designed using feedback gathered from consulting college ECE students and their faculty, will be ready to launch in September. Understanding that many student sites already exist at colleges and universities offering ECE programs the goal of the student portal is to provide information and resources where gaps exist.

Message from the President & Executive Director

Activism

The AECEO represents early childhood educators at various Ministry of Education advisory tables including, but not limited to, the Child Care Advisory Group headed by the Early Learning Division and the Education Partnership Table lead by Education Minister Liz Sandals. Our participation has given us opportunities to talk about the need for professional pay for professional work and better working conditions.

The AECEO's response to the Ministry's **Child Care Modernization** paper called out the government on the lack of a human resources strategy for the RECE workforce. The absence of any reference to supporting these professionals and a long term vision for growth in the sector was disappointing given all the other aspects that had been addressed in the paper.

The Proposed regulatory changes to the Day Nurseries Act also gave us great cause for concern. The increase in group sizes and scaling down of RECE professionals in ratios are just two of the flaws in the regulations being proposed. Reaching out to allies in the sector the AECEO took the lead in developing an Open Letter to Minister Sandals which was eventually signed by a vast majority of provincial organizations and sector leaders. We also received support from RECEs, parents and various child care centres across the province. Meetings with Ministry staff and Minister Sandals herself also helped to influence the shelving of the proposed changes.

As in our work on professionalism we have also taken the lead in calling for compensation that better reflects the value of the work delivered by RECE professionals. A panel on RECE wages was held last spring during our provincial conference where experts confirmed the need for continued advocacy around compensation. As a result of the overwhelming support we received from members for continued activism in this area the **Professional Pay for Professional Work** campaign was born. Currently the AECEO is working in collaboration with the Atkinson Centre to develop a paper on addressing ECE human resource issues and a salary grid.

The AECEO is also working in collaboration with the Ontario Coalition for Better Child Care on an education campaign targeting regional governments, politicians and candidates during the upcoming municipal elections. The campaign seeks to inform decision and policy makers about the importance of licensed child care and the vital role RECEs play in the delivery of quality early learning and care. We have developed a poster which will be inserted into election kits developed by the OCBCC that speaks to the need for ECE professionals in licensed programs. The message is simple but speaks volumes "It's not Early Childhood Education without the Early Childhood Educator". Next steps include the coordination of six regional conferences in select AECEO branches that will bring together current and future activists to develop ongoing public education strategies.

On behalf of our Board of Directors, we would like to extend great appreciation to AECEO members for their ongoing support of a professional association for Ontario early childhood educators. Your outstanding commitment to the AECEO through high and low points in its history nurtures and sustains the organization. Collectively you are the AECEO, its voice, its strength and its future. We look ahead with great optimism to the next year filled with possibilities to advance and celebrate our profession.

Rachel Langford RECE

Rachel Langford

Eduarda Sousa

Board of Directors and Staff

Board of Directors

President

Rachel Langford, RECE

Treasurer

Gaby Chauvet, RECE, AECEO.C

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Goranka Vukelich

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Staff

Executive Director

Eduarda Sousa

Manager, Professional Development/
Marketing

Lena DaCosta

Office Manager/Membership

Sue Parker

Office Volunteer

Lily Breton

We would like to acknowledge and commend the invaluable dedication and commitment of all of our volunteers, both past and present. The AECEO was built by, and has been maintained by, volunteers. Without you Ontario would not have a professional association for ECEs. We would prefer to name each and every volunteer, however the list would run into the hundreds and the possibility of missing some names too great. We hope that your contribution has been as meaningful and rewarding to you as it has been to the association.

Branch Chairs 2013-2014

Betty Read Ra'ana Asad (Co-Chairs) Halton

Jan Blaxall Kaitlin Kinchen (Co-Chairs) London

Monica Carruthers (Chair) Windsor

> Lisa Lalonde (Chair) Ottawa Valley

Priti Roy Sue Holder (Co-Chairs) Tina Madore (Chair) Sudbury

Samantha Burns (Chair) Waterloo/Wellington

Dawnette Hoard (President) Thunder Bay

Barbara Winberg (Chair) York

Colleen Brady Angela Dawson (Co-Chairs) Algoma Lynn Haines Robin Lister (Co-Chairs) Scarborough

Judy Baillie Sherry Lickers (Interim-Co-Chairs) Brantford-Brant)

Tamara Pedley (Interim Chair) Haldimand/Norfolk

Mission Review

Since 1950, the Association of Early Childhood Educators Ontario (AECEO) has been leading the way in protecting our members' interests. Our research and advocacy has influenced many positive changes in the field and the sector. As the one and only professional association for RECEs in Ontario our primary mission is to provide support to our members.

In addition to continuing our branch rejuvenation initiative, this year we've concentrated on two key components of our mission:

- Advocacy on behalf of the profession, with a focus on improved compensation
- Support for members' professionalism through professional learning

Public Education/Advocacy

Over the last year we have worked tirelessly to ensure the voice of the Registered Early Childhood Educator was present during consultations with policy makers and government.

The release of the Child Care Modernization paper, and shortly thereafter proposed regulatory changes to the Day Nurseries Act, made it imperative that we respond to some of the critical issues found in these documents. One concern spoke to the lack of a comprehensive human resources strategy plan that acknowledges the vital role RECEs play in licensed child care. The Modernization paper did not talk about support for the ECE professional during this transitional time nor did it address fair compensation which research shows can affect recruitment and retention. The proposed regulatory changes to the DNA were especially problematic for the profession as it called for greater responsibility, fewer RECEs in programs and dangerously high ratios.

The *Professional Pay for Professional Work* campaign was officially launched following a very well-attended forum on the issue of RECE compensation held at our 2013 provincial conference in Toronto. A panel of experts confirmed what research continues to tell us about the lack of adequate compensation for ECE professionals. Our campaign aims to develop and implement strategies to address the wage and working conditions of RECEs. This is envisioned as a multi-faceted and sustained campaign not unlike the AECEO's push for Legislative Recognition. Next steps include the release of a paper on this issue developed in collaboration with the Atkinson Centre for Society and Child Development and the development of a salary grid for Ontario RECEs.

The following are just some of the actions undertaken by the AECEO during the course of this past year:

- A response to the Ontario Government's Child Care Modernization paper was prepared and submitted
- Discussion with policy makers around the concerns identified as problematic to the ECE profession
- Working with sector leaders and stakeholders we took the lead in sponsoring the development and circulation
 of an Open Letter addressed to the Minister of Education concerning the proposed regulatory changes
 (Regulation 262) to the DNA the letter called for a fuller consultation and policy development process.
- Meeting with Minister Sandals and her policy staff to discuss our concerns regarding Regulation 262
- Further meetings with Ministry staff and policy makers around Regulation 262
- A formal written response to government concerning Regulation 262
- Development of a public education poster to promote the importance of ECE professionals to licenced child care in Ontario
- Participation in the International Women's Day March and Rally in Toronto with the unveiling of our public education slogan:

"It's Not Early Childhood Education without the Early Childhood Educator"

IT'S NOT EARLY CHILDHOOD EDUCATION
WITHOUT THE
EARLY CHILDHOOD EDUCATOR

WWW.aeceo.ca

Public Education/Advocacy—continued

- Quarterly meetings between the staff and executive leaders of the College of Early Childhood Educators and AECEO
- Ongoing discussions and consultation around collaborative approaches in advocacy with sector leaders and stakeholders
- Participation in the Ministry of Education Early Learning and Child Care Advisory Group
- Participation on the Education Partnership Table lead by Minister Sandals
- Sharing of information and education pieces on current issues and concerns relevant to the field via our website, regular e-bulletins and *eceLINK* publication

Professional Learning

MOVING TOWARD GREATER PROFESSIONAL RECOGNITION

Provincial Conference 2013

Centennial College, Progress Campus May 24-25

The theme for 2013's provincial conference was in keeping with the AECEO's ongoing work around supporting RECEs during the many transformational changes that are happening in the sector. As regulated professionals, Early Childhood Educators now have ethical and professional standards governing their practice. The



transfer of early learning and child care to the Ministry of Education signifies acceptance of early childhood education as an integral part of a child's learning continuum. These positive changes are beginning to have a profound impact on how society as a whole views Early Childhood Educators.

The AECEO strongly believes that ECE professionals must take a proactive approach, and thereby ownership, of their ongoing learning. One of the primary mandates of the AECEO is to provide support to Early Childhood Educators in their growth as professionals. The conference's focus therefore was to supply delegates with the tools and resources required today to take charge of their professional evolution.

One of the many highlights of the event was the panel presentation that posed the question "what should ECEs earn?" Entitled "*Professional Pay for Professional Work*" the panel featured experts on the subject of ECE wages who shared valuable research and information while at the same time encouraging constructive dialogue around strategies.



Feedback from delegates confirmed the appetite for more professional learning opportunities around professionalism and leadership.

"I just wanted to say that overall my conference experience was amazing!"

"The full day session was very informative and I left feeling empowered to do the best job I can in educating our children and preparing them for the future."

"I was so pleased to see so many committed people. Thank you for your continued work on behalf of RECEs in Ontario."

"I really enjoyed and appreciated the opportunity to be a part of this conference. It was my first time attending and I hope to attend more in the future."

"Thanks for a great Professional Development experience."

"I love the networking that happens at AECEO conferences."

The AECEO wishes to recognize the exceptional hospitality and hard work of the faculty and staff at Centennial College. Special thanks to Lynn Haines and Robin Lister for their tremendous support before and during the event.

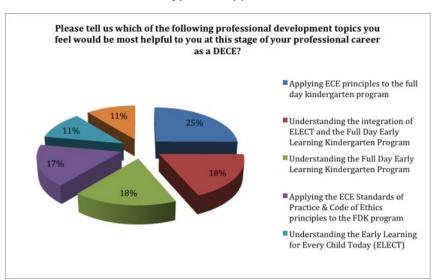
FOUNDATIONS FOR RECE PRACTICE IN FULL DAY KINDERGARTEN A 3 Part Webinar Series

This webinar series is the first of many online resources we plan to develop going forward. Approached by the Ministry of Education to develop a professional learning resource for RECEs working in FDK classrooms the AECEO recommended developing an online resource to ensure accessibility across the province. The next step was to consult the RECEs themselves to determine what type of support was most needed at this

time. With the help of the College of Early Childhood Educators we were able to collect feedback from over 500 RECEs.

Feedback from the surveys told us the area of greatest need was on applying ECE principles to the FDK classroom. The series therefore includes sections on ECE principles, the learning community and learning approaches in the kindergarten program.

Launched as a live series in February 2014, this resource has now been archived on our website for member access and will be available for purchase to professionals in the sector.



ONLINE PROFESSIONALISM AND PORTFOLIO DEVELOPMENT MODULES

This year the AECEO partnered with Pearson Canada Publishing to develop two new online resource modules for Registered Early Childhood Educators.

Developed for the AECEO and Pearson Canada by Diane Kashin, RECE, AECEO.C, PhD; the two courses: **Professionalism & Portfolio Development** for ECEs and **Professional E-Portfolio Development** address core topics and skills needed to be successful in the field.

Participating in continuous professional learning is necessary for professionals if they are to remain current in their knowledge, skills and professional values. It is now also a requirement under the College of ECE's Continuous Professional Learning Program.

Partnering with Pearson Canada to develop online learning resources is just one of the ways the AECEO is addressing the issue of access to ongoing education. The two modules are slated for release in the summer of 2014.

PROFESSIONAL LEARNING DISCUSSION PAPER RELEASE

Aware of the College of ECE's development of a continuous professional learning program the AECEO took the lead in developing a discussion paper on what constitutes quality ongoing education for RECEs. Released in June 2013 to initiate dialogue among professionals and providers of in-service training the feedback received was then incorporated into a position paper. This position paper is due to be released in 2014 at a provincial forum for policy and decision makers responsible for delivering/funding in-service training.

Professional Learning—continued

PROFESSIONAL LEARNING DISCUSSION PAPER RELEASE continued

The following guiding principles were identified as being important to the development of professional learning for registered early childhood educators:

- Supports active participation
- Critically identifies, evaluates and challenges thinking about daily practice
- Poses questions about values and beliefs regarding why we do what we do and what we want for children, families, communities and society
- Introduces new and relevant ideas and topics
- Creates and supports a critically reflective community of practice that reciprocally interacts with the changing needs of children, families and society
- Promotes a sense of professionalism
- Easily accessible and affordable
- Delivered using a broad range of informal and formal strategies or activities
- Delivered using a range of formats including face-to-face, hybrid (combination of face-to-face and on-line), and on-line
- Promotes collaboration between all professionals who work in different early childhood education and care settings (i.e. child care, full day kindergarten, family support programs)
- Engages participants in reflection regarding their daily practice
- Provides diversity to be inclusive of all areas of RECE employment
- Supports participant choice with respect to timing, topic and mode of delivery

Projects

ONTARIO TRILLIUM FOUNDATION

The AECEO and Ontario Coalition for Better Child Care (OCBCC) joint proposal for a three year initiative to promote the value of licenced child care and the importance of Registered Early Childhood Educators to the delivery of a high quality program was approved by the Ontario Trillium Foundation.

The project will focus on critical civic engagement with municipal and school board leaders, inclusion of parents, collaboration with other organizations in our sector and innovative community capacity building by bringing together people from the ELCC sector and the broader community for regional planning and leadership recruitment. The goal of the project is to work with the sector to build relationships and develop new partners. Launched in December 2013 the first year will see the AECEO focus on the production and distribution of educational materials that emphasize the unique skills and knowledge RECEs bring to licensed child care programs in Ontario.



An agency of the Government of Ontario. Un organisme du gouvernement de l'Ontario.

Membership & Certification

Membership

Members are the backbone and source of strength of any professional association. It is therefore vitally important to understand the needs and aspirations of members. Ongoing consultation and dialogue with members allows the AECEO to continue to remain a viable source of support. The most recent consultation took place in the fall of 2013. Branch Chairs held face to face consultation sessions with members in their community to establish what gaps, if any, currently exist around professional learning opportunities. An online survey was also conducted to capture feedback from members unable to participate in person.

Branch consultation meetings and the online survey identified the following professional learning topics as being important to our current members:

- CECE Discussion of Standards of Practice
- Parent Engagement Strategies
- Bill 143 Child Care Modernization Act
- Reflective Practice Institute
- Informal discussion in a social environment of public policy and other topics important to professional learning and ECE practice
- Best Practices in ECE
- Quality Assurance
- Technology in ECE Settings

- Standards of Practice and Code of Ethics
- Documentation and the OELF
- Professionalism
- Portfolio Development
- Effective Leadership Strategies
- ELECT and the Extended Day document in program planning
- Supporting Children and Families with special needs
- Training/retraining for Infant/Toddler

AECEO BRANCHES

The AECEO continues to explore how best to support its members at the community level. The 24 branches set-up to provide local engagement and leadership opportunities during the early days of the organization has proven a challenge to maintain over the years. The drop in volunteerism across the public sector, due in part to increasingly busy lifestyles, has meant that organizations like the AECEO have lost a valuable asset. The strategic plan to restructure our branches in order to simplify governance procedures and ease volunteer responsibility was one way the AECEO sought to address the issue.

The presence of strong leadership among our membership made the task of finding volunteers to take on the role of Interim Chair that much easier for us. Their mission during the 2 year pilot phase of the new branch structure was to connect with members and learn as much as possible. More importantly to determine how best to support the professional learning needs of local members. Much was learned during this period including just how demanding the task of engaging local members can be for a volunteer member. This extremely valuable lesson has shown us that we must pay closer attention to the level of responsibility we expect from these leaders. Encouraging collaboration with other groups and organizations as a means of building capacity at the community level is another approach we continue to explore. In the meantime, the position of Branch Chair has evolved into more of a liaison role with several of the Chairs volunteering to take this on.

COMMUNICATING WITH MEMBERS

In 2013-2014 we kept members informed through e-bulletins, the *eceLINK* and our website. Our e-bulletins are an effective and popular communication tool. Over the past year the AECEO sent 90 provincial and branch e-bulletins covering a wide range of topics, including changes to the early learning and child care sector, public policy issues, professional learning opportunities as well as news about AECEO programs and services. The development of a new, more user-friendly website that will make it feasible for us to provide online learning, and a professional learning clearinghouse is another way we are addressing member communication.

Membership—continued

NEW IN 2013-2014

Electronic membership cards/receipts

As part of the AECEO's commitment to reducing our carbon footprint, starting in May 2013, we began sending membership cards and receipts electronically to all members. Members who wished to receive a paper copy of their membership card and receipt were asked to select this option on their membership form.

Student membership partnership with George Brown College

This year George Brown College took a step forward and became the first College in Ontario to partner with the AECEO to ensure student awareness and readiness for practice by facilitating 2nd year ECE students' membership in their professional association.

We congratulate George Brown College on this initiative — it exemplifies their continued commitment to our profession.

WHAT'S COMING IN 2014-2015

- Online learning:
 - ⇒ Professionalism & Portfolio Development for ECEs
 - ⇒ Professional E-Portfolio Development
 - ⇒ Child Care Policy in Canada

- Professional Learning for Registered Early Childhood Educators position paper release and Forum
- New, more accessible website
- Online student portal
- Distribution of RECE Poster
- 6 Regional Conferences in 2015

AECEO Certification

AECEO CERTIFICATION

A Journey Towards Personal and Professional Growth for RECEs

The AECEO Certification Process increases reflective practice, improves professional skills, and reinforces the values and beliefs that led to this work. AECEO Certification allows RECES to demonstrate that they remain current, can respond to personal and professional challenges, and continue to learn.

In February of 2012, a comprehensive review of the AECEO's Certification Program was undertaken by a group of dedicated volunteers. While the review was slated to take only a year it was soon evident that to ensure the program's integrity and value the process would have to be extended.

We were very pleased to be able to launch the new Certification Program in January 2014 with intake opening April 2014.

The founding of a professional college for early childhood educators brought the advent protected title status to the acronym ECE. This required the AECEO to phase out the designation ECE.C, which for 50 years had identified AECEO members who successfully completed the Certification process. As part of the program's re-launch in January 2014 a new designation, *AECEO.C*, was announced as the new credential to replace ECE.C. The acronym more accurately captures the ownership and administration of this much respected program.

We would like at this time to formally express the AECEO's profound thanks and sincere appreciation to the members of the Certification Advisory Committee, who led the review and launch of the new process, for their support, time, effort and expertise. They exemplify professionalism in every way and the renewal of Certification could not have been accomplished without them.

Gwen Berry, Stacy Ryder, Monica Bissett, Diane Kashin, Lucille Kelleher, Sue Tam

2013-2014 Audited Financial Statements

Chartered Accountant/Licensed Public Accountant

5255 Yonge Street, Suite 700, Toronto, Ontario M2N 6P4
Telephone: 416-221-3298 ext.127 Fax: 416-221-7005 E-Mail: jmilgram@milgramandmilgram.com

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 as at March 31, 2014 and the statements of operations and changes in net assets and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting standards for not-for-profit organizations, 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 these financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards for not-for-profit organizations. Those standards require that I comply with ethical requirements and plan and perform the 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.

Qualified 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, 2014 and the results of its operations and cash flows for the year ended in accordance with Canadian generally accepted accounting principles for not-for-profit organizations.

* Prior Period Restatement and Comparative Figures

Prior to fiscal 2014, deferred revenue was calculated net of the cost of membership services related to this revenue stream. Effective with the fiscal 2013-14 year, management is calculating deferred membership revenue without reference to the costs associated with the earning of membership revenue and has applied this change in policy, as required under Canadian Accounting Principles, on a retrospective basis. As a result of the policy change, the opening surplus position of fiscal 2013 was reduced by \$44,540 and net income increased by \$5,040 with a corresponding increase of \$39,500 to deferred membership revenue as at March 31, 2013. In addition to the above policy change, certain comparative figures have been reclassified to conform to the current year's presentation format.

CHARTERED ACCOUNTANT LICENSED PUBLIC ACCOUNTANT TORONTO, ONTARIO MAY 2014

Jefrey O. Milgram

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ASSOCIATION OF EARLY CHILDHOOD EDUCATORS, ONTARIO
STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED MARCH 31, 2014

	2014 S	2013 S
	•	(Note 12)
REVENUE		,
Board fees	-	300
Certification fees	275	1,325
Donations (Note 6)	2,401	38,459
Equivalency fees	255	575
Grants (Note 7)	51,984	5,532
Interest income	49	80
Membership fees	150,903	175,401
Fundraising and sundry revenue	18,683	20,823
Publications and promotions	11,950	11,700
Member events (Note 8)	9,200	18,222
	245,600	272,417
EXPENDITURES		
Administrative		
Bank charges and other fees	9,982	9,521
Equipment purchases, repairs and rentals	4,158	18,776
Insurance	4,890	6,690
Office rent (Note 10)	31,280	33,660
Postage, stationery and supplies	1,585	5,402
Printing and promotions	2,620	5,236
Professional fees	5,955	6,504
Relocation costs	271	8,217
Salaries and benefits	186,392	236,024
Telephone	2,363	7,847
Travel and meetings	853	2,357
	250,349	340,234
Less: Overhead expense recoveries (Note 10)	22,870	1,918
Program recoveries (Note 11)	18,448	
	209.031	338,316
Programs		
Webinar development program	33,955	-
Handbook development program	13,250	-
Trillium (Note 7)	2,544	-
Membership	12,334	12,289
Miscellaneous		(652)
	62,083	11,637
	271,114	349,953
EXCESS EXPENDITURES OVER REVENUES	(25,514)	(77,536)
NET ASSETS BEGINNING OF YEAR	(39,040)	38,496
NET ASSETS END OF YEAR	<u>(64.554)</u> *	(39.040) *

The accompanying notes are an integral part of these financial statements.

(This is an excerpt only. For notes and more information, consult the full version of audited statements available from AECEO) ASSOCIATION OF EARLY CHILDHOOD EDUCATORS, ONTARIO

ASSOCIATION OF EARLY CHILDHOOD EDU	CATOKS, ONTAKIC	,
STATEMENT OF FINANCIAL PO	SITION	
AS AT MARCH 31, 2014		
	2014 \$	2013
	\$	\$
Accretto		(Note 12)
ASSETS		
CURRENT		
Cash and cash equivalents	1,779	2,837
Short term investments (Note 3)	100,000	
Accounts receivable and accrued interest	5,270	4,746
Government excise tax recoverable	2,787	4,317
Prepaid expenses	963	2,936
	110,799	14,836
LONG-TERM	110,722	14,030
Long-term investments (Note 3)	50,000	150,000
Long-term investments (10te 5)		
	160.799	164.836
LIABILITIES AND NET ASSE	<u>TS</u>	
CURRENT		
Bank indebtedness	99,188	44,438
Trust funds (Note 4)	356	905
Accounts payable and accrued liabilities	11,136	11,839
Program recoveries payable	29,851	29,851
	140.531	87.033
DEFERRED REVENUE		
Deferred contributions related to operations (Note 5)	84,822	116,843
NET ASSETS	<u>(64.554</u>)	(39.040)
	160.799	164.836
APPROVED ON BEHALF OF THE BOARD:		
DIRECTOR	DATE	
		
DIRECTOR	DATE	
DIRECTOR	DAIL	

(This is an excerpt only. For notes and more information, consult the full version of audited statements available from AECEO)

The accompanying notes are an integral part of these financial statements.

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