



MOBILIZING INNOVATIVE MODELS IN EARLY CHILDHOOD EDUCATION AND CARE FOR NEWCOMER FAMILIES AND CHILDREN

A Pan-Canadian Environmental Scan

FINAL REPORT FEBRUARY 2023

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LAND ACKNOWLEDGEMENT

We acknowledge that all child care programs and settlement organizations that participated in this study are located on Indigenous lands. We respect and honour the histories, languages, and cultures of all Indigenous People across Turtle Island as we search for collective healing and true reconciliation.

Mount Saint Vincent University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq people. This territory is covered by the "Treaties of Peace and Friendship, which the Mi'kmaq and Wolastoqiyik (Maliseet) people first signed with the British Crown in 1725. The treaties did not deal with the surrender of lands and resources but in fact, recognized Mi'kmaq and Wolastoqiyik (Maliseet) titles and established the rules for what was to be an ongoing relationship between nations.

We also pay respect to the histories, contributions, and legacies of African Nova Scotian communities that have been here for over 400 years and the 52 African Nova Scotian communities throughout the region today.

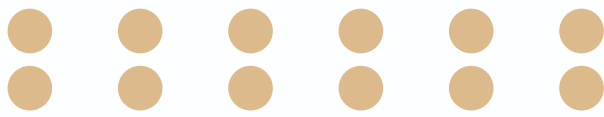


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Key Terms

1. **ELCC**: Stands for Early Learning and Child Care
2. **CMAS**: An organization funded by IRCC to monitor and support children alongside Language Instruction for Newcomers to Canada (**LINC**). The organization has evolved from the childminding model to the Care for Newcomer Children (**CNC**) model and has built standards and requirements and models for monitoring and supporting CNC programs.
3. **IRCC**: Immigration, Refugees and Citizenship Canada is a federal government that facilitates the arrival of immigrants, provides protection to refugees, and offers programming to help newcomers settle in Canada.



OBJECTIVES

The objective of this research was to identify innovative approaches to early learning and child care (ELCC)¹ programs to meet the unique needs of newcomer families and support the social and emotional development of their children.

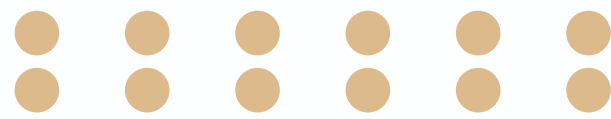


RATIONALE

Healthy social and emotional development has long-term effects on children's well-being (Jones et al., 2015). ELCC programs can enhance children's development through high-quality environments (Bakken et al., 2017). For newcomers, ELCC programs can be positioned to support family settlement, reduce socio-economic inequities, address immigrant children's unique needs, and promote their intellectual and socio-emotional development (Bakken et al., 2017; Jones et al., 2015).

There is limited research that has explored how ELCC is delivered to best support newcomer families and children. There is renewed attention on ELCC with recent bilateral agreements across Canada that focus on accessible, inclusive, and high-quality ELCC programs.

We wanted to understand how settlement agencies across Canada deliver child care to support the unique needs of newcomer families and their children.





RESEARCH QUESTIONS

The objective of our research is to identify innovative approaches to ELCC programs to meet the unique needs of newcomer families and support the social and emotional development of their children.

Our research questions were:

- How are settlements agencies across Canada delivering ELCC to newcomer families?
- What are the unique priorities for ELCC to support newcomer families and children?



RESEARCH PROCESS

- We used a process that included a website search and key informant interviews (Godin et al., 2015).
- Using Google advanced search, we searched relevant key terms to identify information related to ELCC implementation across selected settlement agencies/organizations' websites.

- If information related to child care was found on the organization's website:
 - We summarized the characteristics of the organization and invited them to take part in an interview to validate the information and expand upon details.
- If the organization had little to no information related to child care on its website:
 - They were invited to complete a survey with the additional option of participating in a brief interview to expand upon details.





POPULATION

- We connected with CMAS,² who provided a list of settlement agencies (n=192) across Canada that provide child care to newcomer families.
- We were interested in speaking to organizations that provide the CNC programs following the CMAS requirements and are funded by Immigration, Refugees, and Citizenship Canada (IRCC).³



RECRUITMENT

192 organizations across Canada were invited by email to participate in an interview or complete a survey.

- 40 English and 4 Francophone organizations were invited to participate in an interview.
- 134 English and 14 Francophone organizations were invited to complete a survey.



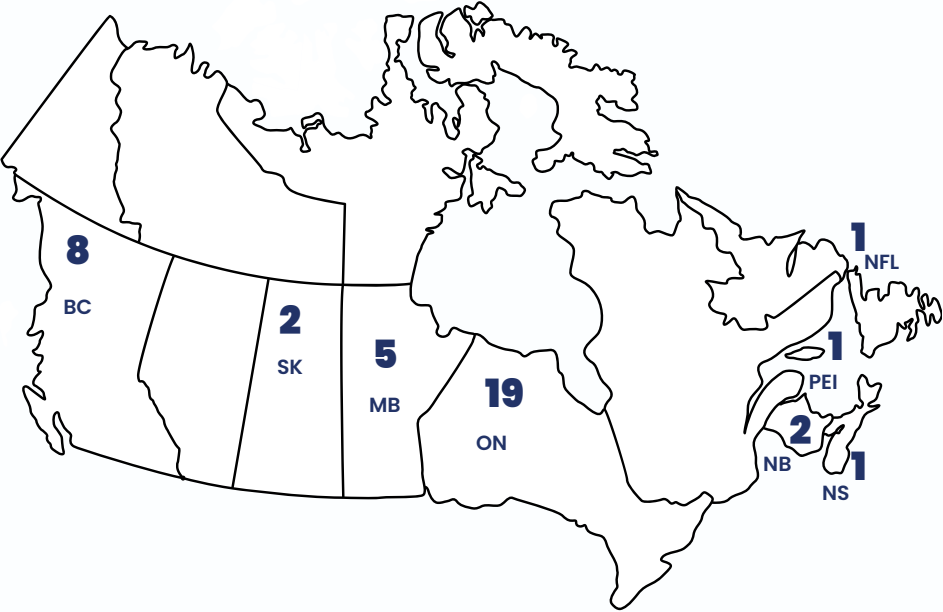
RESPONSE

20% of the recruited programs (n=38) provided complete information in an interview or survey to inform the results of this research. All programs that participated were identified as English-speaking programs.

Excluded information: No Francophone organizations provided sufficient information for inclusion. Some information provided by English-speaking programs was duplicate or incomplete.

PARTICIPANTS

A total of **38 programs** participated in an interview or completed a survey between May to August 2022. During data collection, our research team identified that not all programs were IRCC-funded or followed CMAS guidelines. Given that our goal was to identify innovative models, we included information from all programs that provided complete information.



Note: Contact information was not provided for organizations from Quebec, Alberta, Yukon, or Nunavut.

ANALYSIS

There was a range in the characteristics of programs that participated in this research. We summarized these characteristics to create a description of programs across the country (see Program Summary). We also conducted a thematic analysis to identify the perceived strengths, perceived challenges, and innovative approaches of child care programs that influence the accessibility, inclusion, and quality of ELCC programs for newcomers and refugee families.

To do this, interviews were audio-recorded and transcribed verbatim. Both survey and interview data were imported into qualitative data analysis software for coding. We followed Braun and Clarke's (2006) guide to thematic analysis, which included familiarizing ourselves with the data, creating codes, reflection, and interpretation to make meaning of the result and inform our research questions.

FINDINGS – PROGRAM SUMMARY

Below is an overall summary of program characteristics that participated in the study (n=38). Some characteristics do not add up to 38 programs due to missing information. (For individual program descriptions please see pages 18-51.)

Funding arrangements

- 23 programs only receive IRCC funding.
- 12 programs indicated they receive IRCC and additional funding (e.g., provincial, municipal, community funding).
- 2 programs indicated they do not receive IRCC funding.

CMAS Requirements

- 29 programs follow CMAS requirements.
- 2 programs said that some of their services follow CMAS requirements.
- 5 programs did not follow CMAS requirements.



Eligibility criteria

- 26 programs indicated they have eligibility criteria that concern parents (e.g., immigration status, number of years after migration, enrollment in their language classes, or settlement workshops).
- 7 programs indicated they consider children's age groups and parents' characteristics (enrolment arrangements, immigration status, etc.) for their enrollment.
- 2 programs indicated they only consider children's age groups as their eligibility criteria for their enrollment.
- 3 programs indicated that there was no eligibility criteria for families to use their child care program.

Provincial licensing

- 26 programs indicated that they are not provincially licensed.
- 10 programs indicated that they are provincially licensed.
- 5 programs were both provincially licensed and follow CMAS requirements.

Program fees

- 35 programs offer their child care free of charge.
- 3 organizations charge parents to access child care.



Number of spaces

- 15 programs have space for 1-15 children.
- 19 programs have space for more than 15 children.



How child care is offered

- 18 programs offer long-term/full-time (5 days/week).
- 9 programs offer part-time/short-term (mornings/afternoons; 2-3 days/week; occasional drop-in).
- 7 programs offer full-time/long-term AND part-time/short-term.

Program curriculum/ framework/philosophies

- The following were indicated to inform implementation of the programs:
 - CMAS/CNC;
 - Play-based curriculum;
 - Provincial early years framework;
 - Emergent or child-led curriculum.

Professional development and training

- 15 programs highlighted early childhood specific training (early childhood development, framework, curriculum) from relevant conferences and organizations like CMAS/CNC.
- 7 programs discussed trauma-informed training and mental health education.
- 2 programs mentioned intercultural competence.



Trauma-informed approaches in the program

- 22 programs indicated they referred to trauma-informed practices.
- Most programs defined this by stating the importance of being attentive and aware of family and children's needs, and being conscious and intentional of children's past experiences.
- 3 participants discussed receiving support in delivering a trauma-informed program from a resource consultant, CNC/CMAS, or through another trauma-informed professional development.

Gross motor space

- All programs that responded to this question said they have some sort of gross motor space:
 - 19 programs have indoor space;
 - 11 programs have access to outdoor space;
 - 6 programs have access to both indoor and outdoor spaces.



Collaboration within the organization

- Within the organizations, programs collaborate with:
 - Settlement support services (e.g. Language Instructions for Newcomers to Canada (LINC) classes, other IRCC-funded programs, employment training, workshops, etc.);
 - Services related to school and child care within their organization;
 - Provincial child care program.

Collaboration outside the organization

- Programs indicated that they collaborate with:
 - Child care and schools;
 - Other organizations through informational sessions (parental education, safety education, health education, etc.);
 - Other programs that provide support for children (e.g. intervention programs, public health, libraries, resource centres);
 - Other organizations for indoor or outdoor space;
 - Indigenous knowledge;
 - Other agencies that provide support for parents.



FINDINGS – INNOVATIVE MODELS

Participants from various programs across Canada shared innovative practices within their organizations that enhance the support for newcomer families. Below represents themes identified that relate to innovative models.



Partnerships and Collaborations



Trauma-informed Care



Intentional Use of Space and Materials

Partnerships with school district:

This organization discussed an existing partnership with the school district in their area, which they described to be "essential to the program's success." This partnership supported their ability to secure spaces within elementary schools and hire qualified staff. Further supports included, transportation, arrangements for guest speakers, and in-kind contributions. Further, the school district would advertise and refer families to the child care program to eligible clients.

Our partnerships with school districts help facilitate the project and achieve the outcomes because the districts provide space within the elementary schools, hire qualified staff, advertise to fill the programs with eligible clients, refers families for the program, provide support for transportation and childminding, arrange guest speakers, and provide many other in-kind contributions that are essential to the program's success.

Partnerships with settlement department:

This organization reported a partnership between their settlement department and child care program. The child care program reported reserving a few spaces for parents enrolled in programs with the cost of these spaces being covered by the settlement department. Children of these families would be eligible to access the child care program for the number of weeks their parent is enrolled in the program.

We'll reserve a couple of spaces and they will be paid for by [settlement agency]. And you know we might have a child take that space for 12 weeks because the parents doing a program and then it might stay empty for two weeks and then we'll get a different child for another 12 weeks or 14 weeks but that space is paid for by the [settlement agency].

Partnerships with other child care programs:

This organization stated that when their child care program has reached capacity, they partner with other community child care programs to support families.

They manage to hold the space [...] there's one centre that I think is good to hold seats for us [...] we can call and say, 'listen, we have a new family that really needs a spot, can you help us?'

Partnerships with other licensing entities/bodies:

Of the organizations that were licensed child care programs, this organization specifically discussed their licensing body. They reported being licensed via an alternative licensing body, which entitles them to apply for funding such as the Child Care Operating Fund (CoF).

“So because we are licensed through [Authority], we we are entitled to apply for the child care operating funding program. If we were an unlicensed program like a childminding then you do not qualify for COF.”

Trauma-informed lens:

This organization discussed their commitment to trauma-informed care, and specifically seeking professional development for staff on this topic. Trauma-informed care was described by this organization as having an awareness of who they are working with to provide care that is empathetic and understanding of their lived experiences. They also stated, *“just dealing with families in a way that’s respectful of where they’re coming from, trying to make sure that we’re open minded and also that we have supports and referrals available for people if they need [it].”*

“We like to consider ourselves a trauma informed a workplace and we do some professional development with our staff around that and we’re always aware of who we’re working with and and making sure that we’re being as empathetic and understanding as possible when we’re dealing with our families [...] trying to meet them where they are [...] just dealing with families in a way that’s respectful of where they’re coming from, trying to make sure that we’re open minded and also that we have supports and referrals available for people if they need [it].”

Intentional Use of Space and Materials

This organization discussed the intentional ways they support gross motor in their program. Despite not having an outdoor playground, this organization discussed the use of toys and equipment such as compact tunnels and balancing beams to promote children's interest in safe indoor activities.

“The children who are attending childminding program and they don't have playground, but it doesn't mean they don't have opportunity for gross motor skills activity. We provide like a gross motor activity [...] they are using like a simple light toys and equipment like it's tunnel which they can fold it and put it inside or like the you know those wood for balancing by jumping, or those kind of activities which children can do safely indoor, but also those [that] are mobile.”

FINDINGS – STRENGTHS

The following two pages reflect themes that relate to perspectives on strengths and challenges in delivering ELCC to newcomer families and children.

- Participants felt that newcomer families and children were **comfortable and supported** accessing child care programs offered by agencies and organizations.
- Participants felt that **cultural diversity** among staff was important in the support for families. This was thought to inform a deeper awareness of the needs of newcomer families and children and helped their programs provide an environment that is **culturally responsive and inclusive**.



It's been hugely beneficial to have people that can speak the language the first language of the child and the family. That's been incredibly helpful for everybody and especially for the kids. I think it can be very challenging for them to be left in care for the first time so yeah, we benefit enormously by having newcomers directly involved in the care for the children.



From the time I've been here, I've noticed the difference between other centers is that you get to know the families more because they have to be in the building and you have that communication with them and also just with all the services provided within the building, you get to know them. Even on times if they don't have their kids with them, but they have an appointment, you stop and you say 'hi' to them and just that connection with them and so that I find strengthens the connection even with the kids.



- Some participants described the **environment as being welcoming and safe**.
- Some participants said that the **proximity of the child care to the parents' program** (e.g., language instruction) was beneficial as it sometimes helped children's transition.
- Participants recognized the value of the **accessibility** of their program due to the long waitlists in child care in communities.

- **Educators** delivering the programs were described as **knowledgeable, experienced, qualified, and dedicated/committed**.
- Participants described programs providing **comprehensive programs**, including child care but also enabling access to additional programs based on their individual needs. This **wrap-around support** allowed educators to form close and meaningful relationships with families and their children.



We recognize that clients cannot access services without childcare and have put forth effort to create and maintain a great program.



FINDINGS – CHALLENGES

“

Even though we work in an organization that is built for working with newcomers, we don't have a designated department that is just there to do translations. So, if you have a family that comes in that speaks a very specific marginalized language, then you have to work really hard to try to find someone if you can within our organization and if not then we go to our volunteers and see if we have a volunteer who can help us.

It's the language barrier, the culture shock, the family breakdown. Right. And then and then what's their journey. Why [are they] coming to Canada. Did they come by choice? Were they forced to leave? So all of those things really play a big factor in how we work with the families and in the level of care that they need.

”

- Most programs did not have a separate **outdoor space** to engage children in outdoor play, however, even if they had access (e.g., playgrounds nearby) they felt the regulations did not allow them to access these spaces.
- Limited outdoor space created a barrier for children to exercise their gross motor skills.
- **Lack of space physical space** limited programs' ability to take on more families.

“

They [outside professionals] will only go to families' homes or to license childcare centers. Now, because we're working with a newcomer population, a lot of our newcomers do not want outsiders to come into their homes, or they're just comfortable with their settlement worker. They're comfortable with us, so it took a lot of advocating for our programs for myself and my team to get [program] to come into the program.

”

- **The variety of language needs of families** was noted by participants as a challenge for educators who had to find alternative ways of communicating with families (e.g., using google translate) to ensure families still had all the information they needed.
- Participants felt that families encountered language-related challenges when filling out forms for their children or accessing other support to support their settlement (e.g., mental health).
- Some participants discussed the **difficulty for service providers to navigate the best support for families** that is responsive to their pre-migration experiences. A few participants also described challenges with distress from children and parents about separation when leaving child care. This was felt to be a noteworthy challenge due to the trauma and pre-migration experiences of families.

“

It's breaking my heart that I have to say no to the family. For example, when the child care is full, there is limited space [for] them.

”

- **Insufficient funding** created barriers for most programs to access specialized support, offer fair compensation for their educators, and the ability to access professional development (e.g., trauma-informed care).
- Most programs were often **not able to access provincial funding** typically offered to child care programs as they were not provincially licensed.
- Some programs had **challenges accessing inclusion support, and development/intervention services**. This was sometimes attributed to not being recognized as a provincially licensed child care program.



RECOMMENDATIONS

In response to the identified strengths and challenges, the following recommendations are provided:



- **Continue to shift toward a broader vision of early learning and child care.** Programs are making efforts to provide high-quality early learning and child care to newcomer families and children. There have been shifts, including within CMAS, toward a broader focus on early learning which is essential to support ongoing programs and contribute to the professionalization of ELCC across the country. Continuing to emphasize the critical role of child care as an essential settlement program will also enhance access to broader services for children and families.



- **Enable partnerships within regulated systems and across organizations to respond to the unique needs of newcomer families and address accessibility of child care.** Innovative approaches to partnerships were found to be important for the overall success of programs. Collaboration is needed across systems and organizations to enhance the quality and scope of care programs offered to families and children. This could be enhanced through new opportunities and funding from the Canada-Wide Early Learning and Child Care agreements.



- **Support early childhood educators through professional learning and fair compensation.** It was clear that the diverse early childhood educators working in child care programs within settlement organizations are an important asset to quality and responsive programs. We learned that there are barriers for some newcomer educators to obtain formal early childhood credentials; therefore, it is essential to enable educators to access a range of professional learning opportunities, including certificate and degree programs, as well as professional development in relevant topics like trauma-informed care. As workforce compensation is being considered within Canada-Wide Early Learning and Child Care agreements, alignment of compensation for educators working within settlement organizations needs to be considered alongside changes within other regulated early learning and child care programs.



CONCLUSIONS

- We learned that organizations and programs apply a range of practices to meet the needs of newcomer families and their children.
- Organizations were eager to learn how other programs deliver child care to newcomer families to better inform the practices of their own organization.
- Organizations that provide support to newcomer families highly valued diversity among their early childhood educators. They believed that cultural representation among educators enhanced the experiences of newcomer families and their children when accessing ELCC programs. Compensation for ECEs working in ELCC programs within settlement agencies needs to align with other programs in their respective regions.
- Finally, increased funding and partnerships across government departments could help to advance current efforts by settlement agencies and better support the unique needs of newcomer families and children.

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ABOUT US



Dr. Jessie-Lee McIsaac (she/her) is an Assistant Professor and Tier II Canada Research Chair in Early Childhood: Diversity and Transitions with the Faculty of Education and Department of Child and Youth Study. She has completed a PhD in Public Health and an MSc in Health Promotion, both from the University of Alberta, and a BSc in Kinesiology from Dalhousie University.



Nahal (she/her) is a PhD Student at Dalhousie University and a Research Coordinator with the Early Childhood Collaborative Research Centre at Mount Saint Vincent University. She holds an MA in Health Promotion from Dalhousie University and a BA in Child and Youth Study (Honours) from Mount Saint Vincent University. Nahal identifies as an immigrant who migrated to Nova Scotia ten years ago.



Milena (she/her) is currently enrolled in the (BA) Child and Youth Study program (Honours) at Mount Saint Vincent University. She is also a Research Assistant at the Early Childhood Collaborative Research Centre. Further, Milena identifies as a newcomer to Canada, relocating with her family in 2017 from Bermuda.



ACKNOWLEDGEMENTS

We would like to express deep gratitude to the participants for sharing information about their child care programs with our research team. This research was funded through the Child and Youth Refugee Research Coalition (CYRRC) with funding from the Social Sciences and Humanities Research Council (895-2017-1009). We also acknowledge support from the Immigrant Services Association of Nova Scotia (ISANS), the Maritime SPOR SUPPORT Unit (MSSU), and the team at the Early Childhood Collaborative Research Centre. This research was also undertaken with support from the Canada Research Chairs program.



CONTACT INFORMATION

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Appendix – Individual Program Characteristics

A pre-determined list of program characteristics that inform how child care programs meet the unique needs of newcomer families and support their children’s social and emotional development was developed by the research team. Each characteristic is defined below in detail.

About

Refers to characteristics about funding arrangements, licensing, cost to families, and number of sites.

Child Care offered

Refers to characteristics about age of children, hours of operation, number of child care spaces, and eligibility of children and families who can access the program.

Educators

Refers to characteristics of educators and professional development required by organizations.

Early childhood curriculum frameworks/philosophies

Refers to curriculum frameworks and philosophies that inform programs, including trauma-informed care approaches.

Connections and Collaborations

Refers to connections and collaborations within and outside of programs that support child care.

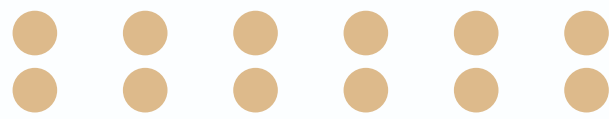
Online programming for children

Refers to information regarding online programming offered by programs.

Gross motor space available

Refers to characteristics of gross motor space programs have access to including indoor and outdoor spaces.

Individual programs that participated in the research study and provided consent to share their individual information alongside their organization name are presented below (n=33). There is some variability in each program's characteristics, as some expanded on certain characteristics. The information provided by each organization in the tables to follow are based on their own perspectives of child care delivery. They do not necessarily reflect perspectives of the Early Childhood Collaborative Research Centre or other organizations.



Achev

Mississauga and Oakville, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Connections and collaborations

- Collaborates with other organizations by referring clients for services based on their individual needs
- Also outsources presenters to deliver sessions/webinars



Educators

Majority of ECEs (n=4) providing child care are certified. All educators also participate in 5 hours of professional development yearly on topics relevant to the field.



Child care offered

Occasional/Drop-in



To children 6 months and up



From 9 am- 4 pm Monday to Friday



To 26 children



For children of parents who are permanent residents and Convention Refugees

Early childhood curriculum frameworks/philosophies

The Achēv's CNC program follows a philosophy that supports children's learning through play. The program also takes a child-led approach and has an intentional focus on children and families individual needs and experiences.



Gross motor space available

Mississauga has a 475 sq. ft. indoor gross motor space and Oakville has 486 sq. ft. indoor gross motor space.



Online programming for children

Online programming is available and includes educational learning, play-based activities, dance classes, arts & crafts sessions, and special guest to support recreational activities.



Association of New Canadians

St. John's, Newfoundland and Labrador

About

- Funded by IRCC, and receives one-time equipment grant from the department of education
- Follows CMAS, provincially licensed
- Free to families



Connections and collaborations

- Connected to the organization's Language Instruction for New Comers



Educators

Each ECE is required to complete 10 hours of professional development a year to keep up their certification with the Association for Early Childhood Educators of Newfoundland and Labrador.



Gross motor space available

Indoor gross motor space is available.



Child care offered



To toddlers and preschool children



Monday to Friday: 8:30 am to 1:45 pm daily



34 spaces



Children of caregivers enrolled in English as Second Language (ESL) Training Program

Early childhood curriculum frameworks/philosophies

The New Brunswick Early Learning Curriculum and CMAS/CNC guides the program. A trauma-informed lens is also referred to in the program.



Online programming for children

In-person programming only



Canadian Centre For Language And Cultural Studies

Toronto, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families
- 2 sites



Child care offered



To children 6 months to 6 years old



From 9 am- 2:15 pm, Monday to Friday



Scarborough: 24 spaces; North York: 21 spaces



For children of parents who attend LINC classes and that have permanent resident status or convention refugee status

Connections and collaborations



- Connected to LINC classes
- Recommends clients to publicly funded services and programs for children (e.g., Libraries, Early Years intervention etc.)

Educators

All educators hold either an ECE diploma and ECA certificate. The educators come from a variety of backgrounds. The diversity supports families and children's transition to Canada and supports with language barriers. Additionally, there is ongoing CPR training and 5 hours of Professional Development yearly.



Early childhood curriculum frameworks/philosophies

The primary objective of the program is to provide for children's physical and emotional well-being. The program is based on ongoing observation of each individual child and their relation to the rest of the group.



Gross motor space available

A 55.6 sq. ft. indoor space which is equipped with large toys (e.g., basketball, car ramps, a slide, bouncing balls, hoola hoops etc.) is available.



Online programming for children



In-person programming only

Catholic Crosscultural Services

Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families
- 3 locations



Child care offered

Occasional/Drop-in



To children 6 months to 6 years old



From 9 am to 8 pm; 8:30 am to 5 pm (other locations)



Total of 91 spaces across the three locations



For permanent residents, live-in caregivers and Convention refugees using LINC classes

Connections and collaborations

Not described during data collection in this project.



Educators

Most of the staff at CCS have completed their early childhood education from a recognized community college. All caregivers at CCS are highly trained, and ongoing training and support are available from IRCC, CCS and CMAS.



Early childhood curriculum frameworks/philosophies

The CNC program works closely with CMAS. The program has also adopted play based learning approaches.



Gross motor space available

Gross motor space differs in each of the sites ranging from 500 to 1000 sq ft.



Online programming for children

Not described during data collection in this project.



Central Vancouver Island Multicultural Society

Nanaimo, British Columbia

About

- Funded by IRCC and other sources
- Does not follow CMAS, provincially licensed
- Free to families



Connections and collaborations

- Connected to LINC classes
- Engaged in learning together with the local community Early Childhood Pedagogiste
- Partnering with Indigenous knowledge keepers
- Collaborates with organizations and programs across BC (e.g., Parent Support Services to provide multicultural support circles, Changing Results/Pathways for Young Children Initiative etc.)



Educators

CVIMS believes that all children are entitled to quality care, therefore the program is staffed with two ECE's and a responsible adult. All educators should be familiar and able to work with the BC Early Childhood Educators Code of Ethics, and the BC Early Learning Framework. Educators should also be knowledgeable regarding emotional/social supports during the early learners settlement process.




Gross motor space available


A 1000 sq. ft. outdoor space with limited green space and is equipped with a sandbox and plastic climber.




Child care offered

Short-term/part-time

 To children 6 months to 5 years old (due to limitations in space)

 8:30 am–4:30 pm Monday to Friday for a maximum of 5 hours p/day

 20 children

 Children of caregivers attending services offered by the program

Early childhood curriculum frameworks/philosophies

The CVIMS team intentionally incorporates culturally inclusive and responsive practices. They also centre their work on the BC Early Learning Framework (ELF) which is used to guide staff in creating meaningful, authentic connection and experiences with the children and their families. Families are also integral to the program and invites families to explore ideas regarding early learning developmental practices in BC. The Childminding Program believes children learn through a multitude of collective experiences and play.

Online programming for children

In person programming only



Community Development Council Durham (CDCD) Ajax, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered



To children 19 months to 6 years old



From 8:15 AM to 4:00 PM



10 spaces



For Clients who are eligible for the IRCC services

Connections and collaborations



- CDCD has a robust internal referral system, and the CNC is connected to this process.
- CDCD has an established external referral system through partnerships and collaborative works.

Early childhood curriculum frameworks/philosophies

CDCD's CNC follows the philosophies of learning through play. Additionally, CDC follows the six principles of a trauma-informed approach.



Educators

CDCD has two ECEs supporting up to 10 children, toddlers and preschoolers. They participate in Teach Talk Training, which encourages language development in early childhood settings.



Online programming for children



CDC indicated that they were going to begin offering online learning sessions starting August 10, 2022.

Gross motor space available

Encourages gross motor through the use of gross motor toys such as rocking horse, Basket ball net etc.



Decoda Literacy Solutions

Vancouver, British Columbia

About

- Follows CMAS, not provincially licensed
- Funded by IRCC and also raises funds or partners with organizations for in-kind support to support ineligible and additional clients not covered by IRCC funding
- Free to families
- 16 sites



Connections and collaborations

- Connects with other programs in organization by sharing professional development sessions, resources, and collaborating on activities.
- Refers families to necessary supports.
- Collaboration with the school district (e.g., space within the elementary schools, hire qualified staff, advertise to fill the programs, refers families for the program etc.).
- Partnerships with community libraries (e.g., guest speakers and resources).



Educators

Educators participate in required training and professional development sessions that provided by the organization.



Gross motor space available

All program facilities meet the Care for Newcomer Children Requirements (CNCR) (i.e., indoor and outdoor space that facilitates large muscle or gross motor activities.)



Child care offered



3-6 years



Hours of operation differs in every location depending upon the need and situation of participating families and available facility. Usually, care is offered for a max of 2-3 hours.



303 spots in 16 locations



Children of caregivers attending services offered by the program

Early childhood curriculum frameworks/philosophies

Staff are trained in trauma-informed approaches to create environments where clients/families feel safe and welcomed.



Online programming for children



Some sites have a hybrid model. These programs also opened a private Facebook group and We-Chat groups for families to connect with each other and share resources online.

Graybridge International Consulting

Ottawa, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered



To children six month to five years



9:00 AM- 2:45 PM Monday to Friday



13 spaces



Parents have to be newcomers and qualify to attend the LINC program

Connections and collaborations



- Connected to LINC program
- Also works closely with other settlement organizations, invites guest speakers, attends events, and refers clients to their programs

Early childhood curriculum frameworks/philosophies

The program follows CMAS guidelines and the College of ECE and ELECT (Emergent Curriculum) frameworks.



Educators

All educators at Graybridge are registered ECEs. Educators attend various specialized trainings offered by CMAS that addresses their program's needs.



Online programming for children



- Uses online platforms such as Zoom with families who cannot attend in person
- Resources are also sent electronically to parents based on their individual needs.

Gross motor space available

Encourages gross motor through the use of gross motor toys such as the rocking horse, Basket ball net etc.



Holland College

Charlottetown, Prince Edward Island

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families
- Will pay for children to go to other locations for child care because space is so limited



Holland Collage has Language Instructions for Newcomers to Canada (LINC) program funded by the IRCC with child care attached, but it is not a settlement agency.

Child care offered



To children 20 months to 5 years old



From 8:45–11:30 a.m. and 11:45–2:30 p.m. (8:45–1:15 group in September as well)



To 20 children in the morning and 20 children in the afternoon (40 spaces total)



For parents who have permanent residency and attend the LINC program

Connections and collaborations



- Holand college has connections with other child care programs as they sometimes outsource child care.

Early childhood curriculum frameworks/philosophies

Two licensed early childhood educators bring their knowledge of curriculum and philosophies and the centre uses those, despite not being a licensed program. It also follows play-based learning.



The program refers to trauma-informed approaches in their work with families and children.

Educators

Holland Collage has two licensed early childhood educators. They participate in annual training sessions and all staff participate in trainings from CMAS. It has also hired newcomers who can help communicate with new families.



Gross motor space available

There is a large outdoor space and play structure. Gross motor play is encouraged in the indoor space, too.



Online programming for children

Online programming was available during COVID-19 lockdown and included live Facebook videos for children.



Immigrant Services Association of Nova Scotia (ISANS)

Halifax, Nova Scotia

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families
- 3 locations



Child care offered



For children of parents who attend programs or services that are funded by IRCC.

Long-term care



To children 6 months to 5 years old



From 8:30 a.m. - 3:30 p.m.



To 132 children (23 at the Mumford location, 40 at the Desmond location, and 69 at the Joseph Howe location)

Short-term care



To children 6 months to 13 years old



From 8:30 a.m. - 8:30 p.m.



To 14 children (6 at the Mumford location, and 8 at the Desmond location)

Connections and collaborations



- Work with settlement workers at ISANS to help navigate child care outside of ISANS
- Child Protection Services provides orientation to ECEs on how to support newcomer families' unique needs

Educators

ECEs must complete 5 Professional Development hours each year. They must also complete intercultural and trauma-informed workshops.



ISANS employs many multicultural educators.

Early childhood curriculum frameworks/philosophies

ISANS uses trauma-informed framework and play-based curriculum.



Gross motor space available

One location has an outdoor playground. The locations without outdoor play spaces focus on providing spaces for gross motor indoors.



Online programming for children

Online programming was available during COVID-19 lockdown.



Kingston Literacy and Skills

Kingston, Ontario

About

- Funded by IRCC and receives grants from community funders which support the daily provision of snacks and lunch
- Follows CMAS, not provincially licensed
- Free of cost to families



Connections and collaborations



- Connected to LINC program as it is only available to LINC clients

Educators

All CNC staff are certified ECEs and complete CMAS training.



Gross motor space available

Indoor and outdoor gross motor space is available.



Child care offered



To children 19 months to 6 years



8:45am-2:30pm, Monday to Thursday (during LINC class hours)



13 spaces



Children of parents who are actively enrolled in LINC. LINC learners must be government-assisted refugees, privately sponsored refugees, or Ukrainian open work visa holders

Early childhood curriculum frameworks/philosophies

Kingston Literacy and Skills discussed using a play-based learning approach. Additionally, early literacy and numeracy pedagogy and a trauma-informed approach guides their CNC program.



Online programming for children



In-person programming only

MOSAIC – Newcomer Family Resource Network INC.

Winnipeg, Manitoba

About

- Funded by IRCC, provincial government and local foundation in Winnipeg
- Follows CMAS, not provincially licensed
- Free of cost to newcomers taking English classes



Child care offered



Permanent Residents registered in the sister organization's workshops

Long-term care



To children 6 months to 5 years old



For a max. of 2 hours per day in the morning and afternoon



To 280 children across four locations

Short-term care



To children 6 months to 5 years old



For 2-3 hours per week in the evenings and on weekends



To 30 children

Connections and collaborations



- Work with two other departments.
- LINC program students usually become staff.

Educators

Educators complete CMAS trainings, internal trainings, and workshops by the Manitoba Child Care Association.



90% of ECEs are newcomers and speak the first language of children and families. Every room has a qualified ECE or someone in training to be an ECE.

Early childhood curriculum frameworks/philosophies

MOSAIC uses philosophies related to positive discipline and focuses on the rights of the child. It also takes a trauma-informed approach and puts effort into understanding each family.



Gross motor space available

Three locations have gymnasiums. The organization is not permitted to take children outside.



Online programming for children

Offers after class programming, story times, and YouTube videos.



Multicultural Association of Greater Moncton Area


Moncton, New Brunswick

About


- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free to families




Child care offered

 To children aged 6 months - 5 years old

 Monday to Friday - 9:00am to 12:00pm and 1:00 pm to 4:00 pm

 35 spots are available in both morning and afternoon programs.

 Children of caregivers enrolled in Language Classes

Connections and collaborations



Not described during data collection in this project

Educators

Educators are trained in Non-Violent Crisis Intervention and also participate in early childhood education courses, and CMAS conferences



Early childhood curriculum frameworks/philosophies

The New Brunswick Early Learning Curriculum and CMAS/CNC guides informed the programs. A trauma-informed lens is also referred to in the program.



Gross motor space available

Indoor gross motor space is available.



Online programming for children

Not described during data collection in this project.



Multi-Lingual Orientation Service

Association for Immigrant Communities

(Child care programs)

Vancouver, British Columbia

About

- Funded by IRCC
- Does not follow CMAS, programs are licensed group daycare and licensed childminding
- 3 sites (1 is a partnership with an organization that outsources child care from this organization)



**2 sites are eligible for BC's Child Care Operating Fund (CoF) as licensed group daycare*

Connections and collaborations



- Connected to other LINC classes and other settlement services offered by the organization
- Partners with other organizations to provide child care to LINC students
- Collaborates with organizations and programs across BC (e.g., BC Centre for Ability, Westcoast Childcare Resource Referral, Vancouver lower mainland practicum students are accepted)

Educators

All educators are licensed early childhood educators (ECE) who speak 2 or more language, and are members of the Early Childhood Educators of BC (ECEBC). ECEs must complete 40+ hours of professional development to renew their licenses, 30 of which are arranged by the organization. ECES have undergone extensive intercultural competency training.



Gross motor space available

Gross motor activity is provided indoors using toys and equipment (e.g., tunnels and balancing beams etc.). The Vancouver location also has an adjacent outdoor playground.



Child care offered



10 mo- 5 years old (Vancouver and Surrey); 18 mo to 5 years old



Monday- Friday 8:45-12:00pm and 12:45-3:45



Licensed group day care: 50 (25 in each group)
Licensed : 18 total (9 in each group)



Children of caregivers who are students in the LINC program

Early childhood curriculum frameworks/philosophies

The BC Early Learning Framework informs the curriculum. The program also applies a child-centred and play-based approach to early learning.



Online programming for children

Online programming via Facebook was used during the pandemic. The organization described developing an online platform via Moodle that was going to be ready to launch October of 2022 to continue meeting the needs of children and families.



Multi-Lingual Orientation Service Association for Immigrant Communities

(Family Centre)

Vancouver, British Columbia

About



- IRCC funded and receives provincial grants and funds
- Follows CMAS, not provincially licensed
- Free to families

Connections and collaborations



- Connected to other settlement programs offered by the organization
- Collaborates with a nearby Community Centre to use their gym once a week

Educators



Educators are encouraged to attend workshops that are relevant to the program (e.g., early childhood development etc). Educators usually have ECE certification or One educator is ECE certified, and the others are ECE assistant certified.

Gross motor space available



Gross motor activities are offered through frequent walks to a nearby park and the use of a gym space located in a nearby Community Centre.

Child care offered

Short-term/part-time



Children under age of 6



Monday- Friday 9:00-2:30



8-10 spaces



Children of government assisted refugees

Early childhood curriculum frameworks/philosophies



The program is a strengths-based program, that centres the parent's cultural knowledge about child development. The program is also play-based and applies a trauma-informed lens.

Online programming for children



A hybrid program is offered however, will be moving to in-person programming only.

Neepawa Settlement Services Incorporated

Neepawa, Manitoba

About

- Funded by IRCC
- Follows CNC, not provincially licensed
- Free of cost to families



Child care offered



To children 18 months to 12 years old



From 9 a.m. - 12 p.m. and 5 p.m. - 7 p.m. on Tuesday, Wednesday, and Thursday



To 14 children



For children of permanent residents who attend programs offered by the organization

Connections and collaborations



- Consistent interaction between child care program and other staff and programs in the agency.
- Work with external organizations as required

Early childhood curriculum frameworks/philosophies

Neepawa follows CMAS guidelines and are inspected yearly. They have a policy manual that compares to licensed child cares in the province.



Educators

Educators have experience as ECEs, educational assistants, or have a background in teaching elementary school in other countries. Ongoing educational training and workshops are offered by CMAS, schools, and other organizations.



Online programming for children



In-person programming only

Gross motor space available

Most occurs indoors, but some outdoor movement takes place when programs happen off site.



New Canadians Centre Peterborough

Peterborough, Ontario

About



- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families

Connections and collaborations



- Connected to programs, groups and activities offered by the organization
- Outside connections include referrals to settlement workers to support school transition, and intervention services

Educators

Staff frequently take part in CMAS webinars and have access to PD resources useful to their work.



Gross motor space available

There is an indoor area that allows children to move around and play freely and is equipped with toys that support gross motor play.



Child care offered



To children 6 months - 12 years



Monday to Friday, by booked appointment between 9am-5pm



10 spaces



Children of newcomer clients who attend IRCC funded services, groups, and activities (e.g., Women's Group, workshops, conversation classes, English assessments, settlement appointments etc.)

Early childhood curriculum frameworks/philosophies

Staff are refer to trauma-informed approaches in their work and are trained by a local CMAS contributor.



Online programming for children



A weekly online group with parents and children was available during the pandemic. Some of the activities included school readiness activities, crafts, stories, and songs etc.

Niagara Folk Arts Multicultural Centre

St. Catharines, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered



To children 6 months - 12 years



8:30 am - 3:30 pm Monday-Friday



24 space



Available to IRCC eligible clients

Connections and collaborations



- CNC is connected to all programs offered by the organization
- The Centre has many partners and connections (e.g., schools, the Early Childhood Community Development Center etc.)

Early childhood curriculum frameworks/philosophies

The program follows a play-based Learning curriculum and the CMAS requirements. The program also indicated that they have a goal to carry out a culturally sensitive program that meets the physical, emotional, social, and intellectual needs of the children and families. The program also refers to trauma-informed approaches.



Educators

ECE staff are all either registered ECEs or hold a Child and Youth Worker certificate. The organization requires all staff, including RECEs to complete 25 hours of Professional Development per fiscal year, along with 5 hours of training per CMAS guidelines.



Online programming for children



Online programming was available during the pandemic. Due to the uptake in online LINC classes, the program has decided to continue offering online classes which include activities such as yoga, crafts, learning videos with staff, story sessions etc.

Gross motor space available

An outdoor play space where children can ride tricycles and play basketball is available.



REACH Community Health Centre

Vancouver, British Columbia

About

- Funded by IRCC
- Follow CMAS, provincially licensed
- Free to families
- 2 sites



Child care offered



To children aged between 0 -12 years old



10:00 - 2:00 pm on Tuesdays;
12:00- 2:00 pm on Thursdays



Not described during data collection in this project



Arabic newcomers women who attend the program

Connections and collaborations



- Not described during data collection in this project

Early childhood curriculum frameworks/philosophies

Play-based learning informs the child care program.



Educators

Not described during data collection in this project



Gross motor space available

The program has access to an outdoor playground.



Online programming for children



In-person programming only

Regina Immigrant Women Centre

Regina, Saskatchewan

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered



To children 6 months to 6 years



From 9 am- 2:30 pm Monday to Friday



8 child care spaces



For children who's parents are attending LINC classes

Connections and collaborations



- Connected with LINC class

Early childhood curriculum frameworks/philosophies

Regina Immigrant Women Centre follows a play based learning approach and a child-centered curriculum.



A trauma-informed approach is also applied. Educators work with parents and children one-on-one to understand their needs.

Educators

Educators hold either an ECE Level 1, 2, or 3.

Educators also engage in yearly emergency planning training.



Ongoing professional development is also encouraged to support ECEs in their work.

Gross motor space available

A multi-purpose room is available and is used for approximately 30 minutes in the morning and 30 minutes in the afternoon.



Online programming for children



In-person programming only

RRC Polytech, LTC – Steinbach

Winnipeg, Manitoba

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered

Part-time care



To children 6 months -12 years



Morning and evening program



3 Infant spaces; 5 Toddler spaces; 19 Preschool spaces



For children with caregivers attending English classes

Connections and collaborations

- Connected with community members and children programs located in local schools and immigrant organizations
- Refers families to community organizations (e.g., community resource centres, soup's on kitchen etc.)



Educators

All staff are CCA certified and were described as highly motivated. All staff identify as newcomers and are multilingual, therefore they understand the challenges and settlement issues, and support communication with families and children. All staff complete 9 hours of professional development/training per year, and in house training and workshops are also available.



Early childhood curriculum frameworks/philosophies

The program follows a play-based, child-centered approach to learning.



Online programming for children

Online programming and remote support was available to all the families with children during the COVID-19 lockdown.



Gross motor space available

Provides gross motor opportunities within program space.



Settlement Assistance and Family Support Services

Scarborough, Ontario

About

- Funded by IRCC
- Does not follow CMAS, provincially licensed
- Free of cost to families
- 3 locations



Child care offered



To toddlers up to 6 years old



8:30am – 3:00 pm Monday-Friday



Not described during data collection in this project



Available parents enrolled and attending LINC program

Connections and collaborations



- CNC is connected to the LINC program.

Early childhood curriculum frameworks/philosophies

Applies a multicultural-based program with a variety of play-based activities that support diversity and promote inclusion. Additionally, they follow the curriculum frameworks established by IRCC.



Educators

Educators attend PD days every semester.



Gross motor space available

Large play area inside that is divided in conformity with the IRCC requirements.



Online programming for children



Online programming was available during the pandemic and was set to return to in-person in September (2022).

South Essex Community Council

Leamington, Ontario

About



- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families

Connections and collaborations



- Connected to settlement and LINC services
- Connected with outside organizations that provide intervention services and supports

Educators



All hired staff are registered with the college of Early Childhood Education, and must be in good standing. Educators also attend 5 hours of professional development per year. Other trainings required are: cultural competency, behavior guidance etc.

Gross motor space available



Provides gross motor within program space (e.g., jumping activities, skipping rope etc)

Child care offered



To children 19 months - 6 years old



Permanent residents accessing settlement or language services, or attending workshops or information sessions

Full-time care



Available Sept-June; 9 am-12pm; and 1-4 pm



15 in the morning, 15 in the afternoon

Occasional Drop-ins



Drop in the evening as needed for an appointment (scheduled in advance)

Early childhood curriculum frameworks/philosophies

The program follows an emergent curriculum. It is a child-led and play-based program that follows the interest of the children and staff documentation and observations.



Online programming for children



Online programming was available during the pandemic, and have since returned to in-person programming only.

South Vancouver Neighborhood House

Vancouver, British Columbia

About

- Fees for families



Connections and collaborations

Not described during data collection in this project



Educators

There is a minimal minimal licensing standards for educators which includes first-aid, food handling, 20-hour responsible adult training (if applicable), ECEA or ECE certificate (if applicable) etc. Educators are encouraged to participate in annual PD workshops.



Gross motor space available

Onsite programs have a rooftop play structure equipped with tri-cycles, scooters, balls, and other sports equipment. The offsite school-age program has access to the elementary school's play structure. Toddlers and 3-to-5 programs have their own playgrounds.



Child care offered



To children aged between 18 months- 12 years old



Preschool: 9:30 am - 11:30 am;
Toddler: 7:30 am - 5:30 pm;
3-to-5 program: 7:30 am - 5:30 pm.
School-age before and after school care: 7:30 am - 9:00 am; 3:00 pm - 6:00 pm
School-age full day care: 7:30 am - 6:00 pm



12 toddler; 20 Preschool; 25 in the 3 to 5 program
40 On-site school age; 30 Off-site school age



Prioritize families who are residents of the site-specific area of our program. The school-age programs are designated for the children who attend the elementary schools the organization services. Children and families of all capacities, backgrounds, cultures, socio-economic status, etc., are welcome to participate.

Early childhood curriculum frameworks/philosophies

Not described during data collection in this project



Online programming for children

Not described during data collection in this project.



The Immigrant Services Society of British Columbia

Vancouver, British Columbia

About



- Funded by IRCC and Childcare Operating Funding Program
- Licensed programs, does not follow CMAS
- Free to families
- 2 sites (Vancouver and Richmond)

Child care offered

Short-term/part-time



To children 30 months to 5 years old



Morning: 9:15 to 12:15;
Afternoon: 1:15 pm to 4:15 pm



12 per class



Children of caregivers who meet requirements of the LINC program

Connections and collaborations



- Connected to LINC classes and Settlement program who may use the preschool space in the evenings and weekends.
- Connected to outside services such as Public health nurses, Alan Cashmore Childhood Mental Health, BC Center for Ability etc.
- The programs also collaborate with local colleges (e.g., host students through observation visits, practicums, and host evenings for colleges to bring their students into the child care programs.)

Early childhood curriculum frameworks/philosophies

The BC Early Learning Framework informs the program. Both programs also follow an Emergent Curriculum that is inspired by the Reggio Emilia philosophy.



Educators

All educators are required to have basic Early Childhood Education. Educators are allocated PD funds annually and determine areas based on interest or needs.



Gross motor space available

One site has an outdoor playground and the other location has an offsite outdoor space.



Online programming for children



Online programming was offered during the pandemic, back to in-person programs.

The Neighbourhood Organization

Ontario


About


- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered

Full-time care and Part-Time

 To children 19 months and above

 9:00 am-4:30 pm

 90 total

 Did not indicate any eligibility criteria of parents

Connections and collaborations

- Collaborates with local schools and community childcare centres by providing resources and sharing the program updates



Educators

Staff at The Neighbourhood Organization are multilingual with diverse backgrounds, reflecting the community they served.



Early childhood curriculum frameworks/philosophies

Learning through play is the most imperative pillar of the CNC Program.



A trauma-informed approach is also referred to in the program.

Gross motor space available

Outdoor space is used for gross motor activity. During winter time, the activities are conducted indoor in the program room.



Online programming for children

Online programming was available during the pandemic, and have since returned to in-person programming only.



Thomas Merton Centre Halton Catholic District School Board

Oakville, Ontario

About

- Funded by IRCC
- Does not follow CMAS, provincially licensed
- Free of cost to families
- 3 sites



Child care offered

Full-time care



To children 18-months to 4-years old



Monday–Thursday 9:00am to 12:30pm and 1:00pm to 3:30pm, and Fridays 9:00am to 12:30 pm



15 per site, 45 total



Available to LINC-funded clients/students/learners

Connections and collaborations



- Connected to LINC classes, and Settlement Services
- Community partnerships with local libraries, not-for-profit organizations, and local newcomer service providers

Educators

Educators are required to have RECE Certification. Ongoing training is provided by a subcontracted organizations that employs the RECE's working at the childcare sites.



Early childhood curriculum frameworks/philosophies

The curriculum framework is focused on play-based learning and structured scheduled activities.



Gross motor space available

- One site has an outdoor fenced play area.
- The other two sites have a smaller indoor gross motor space for children.



Online programming for children



Only in-person programming

UHC – Hub of Opportunities

Windsor, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Child care offered

Full-time care



To children 19 months - 6 years of age



9 am - 3:30 pm (coincides with on-site newcomer programs)



10 children in the morning and 10 in the afternoon



Available to parent(s) who are on-site attending a newcomer program

Connections and collaborations



- Connected to LINC program, Computer Workplace Skills Training for Newcomers, and the Ready to Work program offered by the organization

Educators

All ECEs must be registered with the College of Early Childhood Educators and be in good standing. ECEs participate in ongoing professional development and complete a minimum of 5 hours per year. CMAS is the main provider of PD.



Early childhood curriculum frameworks/philosophies

The CNC program follows a philosophy of learning through play and socialization while supporting the settlement of the child and family by respecting cultural norms and values. Referrals are made to families for various community resources supports as needed.



Gross motor space available

Gross motor space includes 805 sq. ft of indoor space equipped with tactile path, bean bag toss, riding toys etc.



Outdoor space is a secure fenced-in area equipped with riding toys, scoops and balls, teeter totter, water table, building bricks and boulders etc.

Online programming for children

In-person programming only



Windsor Women Working With Immigrant Women

Windsor, Ontario

About

- Funded by IRCC
- Follows CMAS, not provincially licensed
- Free of cost to families



Connections and collaborations

- Supports and collaborates with other IRCC funded programs within the organization
- The CNC program is connected to other community resources through referral (e.g., developmental services, Public Health etc.)



Educators

All staff are Registered with the College of Early Childhood Educators and are/were majority newcomers to Canada. Additionally, staff must take at least 12 hours of professional training (organization requirement/CNC 5 hrs) in child development, curriculum planning, ethics and profession, partnership with newcomer families, Asthma and Anaphylactic training, and trauma training every year. Full-time educators are given five hours of paid curriculum planning time per week.

Gross motor space available

Indoor space equipped with varieties of safe toys and equipment for children to play with.



Child care offered

Full-time care



To children 6 months to 6 years old



Morning 9:00 am-12:00 pm and afternoon 12:30-3:30; Educators work 9-5



32 in the morning and 32 in the afternoon



Children of parents who access IRCC funded programs (e.g., Language training, Citizenship sessions, Mental Wellness etc.)

Early childhood curriculum frameworks/philosophies

The CNC program's framework is informed by play-based learning. A trauma-informed approach is also referred to in the program for supporting children, families, and ECEs.



Online programming for children



Online programming was initiated at the onset of the pandemic and currently a hybrid CNC component is offered to families.

Westman Immigrant Services

Brandon, Manitoba

About



- Funded by IRCC and other provincial or community funding organizations
- Follows CMAS, not provincially licensed
- Free to families
- 1 site, however also provides mobile CNC if workshops are hosted in another location

Connections and collaborations



- Settlement workers team SWIS (e.g., transition to kindergarten with children)

Educators

Caregivers participate in ongoing training provided by CMAS, as well as local professional development (e.g., Annual early childhood educator conferences held by the college, facilitated trainings with partner organizations etc.).

The staff at Westman Immigrant Services are also diverse.



Gross motor space available



Gross motor play is promoted in the classroom space.

Child care offered

Short-term/part-time



To children 19 months- 11 years of age



Morning: 9:00-11:30

Afternoon: 12-2:30

Program runs from 9:30-4:30 prep time and clean up and then if there's any drop-ins needed



8 for long term in the mornings and 5 in the afternoon



Children of caregivers who are Permanent Residents and refugees that are participating in meetings or services offered by the organization.

Early childhood curriculum frameworks/philosophies

Reggio Emilia and emergent curriculum inform the program.



Online programming for children



Online programming was available during the pandemic.

YMCA of Greater Saint John

Saint John, New Brunswick

About

- Provincially funded
- Does not follow CMAS, provincially licensed
- 2-3 child care spaces are reserved for newcomer families accessing services/programs by the settlement agency, who also cover the cost.
- 5 sites



Child care offered



To children aged 12 months to 12 years old.



Child care: 7:30 am to 6:30 pm
Afterschool: 1:30 pm to 6:00 pm



South Hub 85 spaces; North Hub 35 (in process of being licensed for more)



2-3 children with caregivers accessing services/programs by the settlement agency and community members.

Connections and collaborations



- Collaborates with developmental intervention services (e.g., Speech)
- Connects families with support outside of the organization, if needed (e.g., food banks).

Early childhood curriculum frameworks/philosophies

The program is informed by the Playing to Learn curriculum and the New Brunswick Early Learning and Care curriculum.



The after-school program is informed by the Place to Connect curriculum.

Educators

It was reported that there is great retention of educators and low turnover. This location is closed one day a year for mandatory training.



Gross motor space available

Child care programs have access to a variety of indoor and outdoor gross motor spaces, depending on their location (e.g., fields and gyms).



Online programming for children

In-person programming only



YMCA of Owen Sound Grey Bruce

Owen Sound, Ontario

About



- Not funded by IRCC, provincially funded
- Does not follow CMAS, provincially licensed
- Fees for families

Child care offered

Full-time care



To children 18 months- 12 year olds.



Full day program: 7am - 5:30pm;
School age program: 7am - morning bell and afternoon bell - 5:30pm



Toddler 80 spaces; Preschool 208 spaces;
JK/K 241 spaces and School Age 636spaces.



Children must meet the age criteria.

Connections and collaborations



- Connected to schools as the school age programs are all located within schools
- Accesses community support for children with diverse needs (e.g., community Living)
- Receive support from County with regard to funding and resource consultants

Educators



As a licensed child care program staff also consists of individuals who have not obtained the ECE diploma, however having an in-depth understanding of child development is needed. Further, educators receive training in the 'YMCA Playing To Learn' and 'YMCA A Place To Connect' curriculum training series.

Early childhood curriculum frameworks/philosophies

The program refers to the 'YMCA Playing To Learn' and 'YMCA A Place To Connect' curriculum training series. A trauma-informed lens is also explored in the program.



Gross motor space available



All of licensed child care locations are required to have an outdoor play space. The school age programs use the school playgrounds.

Online programming for children



In person programming only

YWCA Hamilton

Hamilton, Ontario

About

- Funded by IRCC, and receives funding the City of Hamilton
- Does not follow CMAS, provincially licensed
- Free to families



Child care offered

Short-term/part-time



To children 18 months to 5 years old



Mondays, Wednesdays, and Fridays, from 9:30 a.m. to 12:30 p.m.



10 spaces



Children of parents who are accessing on-site newcomer programming.

Connections and collaborations



- Connected to LINC program.
- The overall program operates as a collaborative between a variety of departments within the organization.

Educators

Staff participate in various trainings such as non-violent crisis intervention, Truth and Reconciliation trainings, First Aid and CPR, and other trainings identified in keeping with the YWCA Hamilton anti-racist, anti-oppressive practices.



Early childhood curriculum frameworks/philosophies

The program refers to Ontario's provincial Early Learning Framework, 'How Does Learning Happen?'



Gross motor space available

Indoor gross motor space within the CNC classroom which that is equipped with child-sized trampoline, tumbling mats and soft climbing equipment.



Online programming for children

In person programming only

