

# **2024 Enhanced Program Support Funding Guidelines**

**Early Years and Child Care Services  
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## 1.0 INTRODUCTION

This Guideline gives information on the rules of how Enhanced Program Support (EPS) funding can be used by licensed centre-based child care programs to support children 0-12 years of age. Providers must review this Guideline with the Early Years and Child Care (EYCC) Funding Agreement.

Licensed centre-based child care programs for children 0-12 years of age include:

- Licensed infant, toddler, and/or preschool programs for children 0-4 years of age; and/or
- Licensed before and after school programs and/or licensed summer programs for children 4-12 years of age (i.e., school aged children).

### Overview

Peel Region (“the Region”) offers special needs resourcing (SNR) support to licensed child care programs delivering child care services to families and children in Peel between 0 to 12 years old.

Children with special needs are defined under the *Child Care and Early Years Act* (CCEYA), as a child whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development, are of such a nature that the child needs added supports.

Peel Inclusion Resource Services (PIRS) is built on the foundation of access, inclusion, participation and belonging. PIRS delivers three layers of SNR support within licensed child care programs:

- **Universal Support:** SNR agencies deliver this layer of service to support and enhance inclusive practices for all children (i.e., universal tools, child care provider awareness, general consultation).
- **Child Specific Support:** SNR agencies deliver this layer of service by providing resource consultation services and child-specific supports for children with special needs.
- **Intensive Support:** To address complex needs and challenges beyond the child-specific layer of support, the Region provides intensive supports.

EPS funding is one of the intensive supports available to licensed centre-based child care programs. EPS funding allows licensed centre-based child care programs to hire new program support staff and/or extend the hours of existing staff.

Program support staff will:

- Work together with the program team to help all children to fully participate in child care
- Not be included in the minimum *Child Care and Early Years Act* ratio requirements

This Guideline will help providers learn more about EPS funding. See [Appendix 1](#) for program support staff position responsibilities and suggested requirements.

## **Outcomes**

The outcomes of EPS funding include:

- Families can access and keep child care placements
- Programs are enhanced with extra staff resources
- All children are supported
- Children feel an increased sense of belonging and enjoy positive social relationships (see [How Does Learning Happen?](#))

## **GovGrants**

The Region uses GovGrants for reporting and service system management. Providers will use GovGrants to:

- Agree to the EYCC Funding Agreement
- Apply for EPS Top-Up funding, if eligible and as needed
- Complete and send all key performance indicators and financial reports
- Communicate directly with regional staff

GovGrants uses [electronic signatures](#) that follow electronic signature regulations and industry standards called DocVerify. Authorized GovGrants users must use DocVerify to digitally sign contracts created in the system. GovGrants resources are available on our [external website](#) to help providers use the system.

## **2.0 ELIGIBILITY CRITERIA**

To receive EPS funding, providers must:

1. Be a 0-12 licensed centre-based child care program in the Region with a signed EYCC Funding Agreement
2. Meet the Region's Authentic Participation requirements as set out in the [PIRS Memorandum of Understanding \(MOU\)](#):

- a. Inclusion of children in receipt of fee subsidy;
  - b. Continuous quality enhancement; and
  - c. Inclusion of children with special needs by participating in PIRS.
3. Have business management practices which align with the Region's priorities identified in the Early Years and Child Care Service System Plan 2019-2024.
  4. Follow the Early Years and Child Care requirements described in the Early Years and Child Care Service Provider Handbook, including no active holds on funding.
  5. Ensure staff complete the virtual training called 'Together we are One -The Role of Educators and Program Support Staff Working Together' available through Child Development Resource Connection Peel (CDRCP). See Section 6.0(B) for further information.

**Please note:** Providers who sign their EYCC Funding Agreement in 2024 may qualify for EPS funding. In-year EPS eligibility will be considered on a case-by-case basis and based on available funding.

## 3.0 FUNDING APPROACH

### Notional Allocation

Providers will receive an annual notional allocation based on a formula which considers factors, such as the following:

- Provider's operational capacity
- Percentage of children with special needs who may need EPS. **Not all children who have special needs or receive PIRS support need EPS.**
- Number of instructional days and hours; and
- Programs being delivered (i.e., programs for children 0-4 years of age and/or before and after school programs and/or licensed summer programs for children 4-12 years of age).

The minimum allocation a provider will receive is \$7,500, which will allow programs to get approximately 20 hours of support per week for 16 weeks at the Peel living wage rate of \$23.15/hour including benefits. The hours of program support may differ based on the provider's notional allocation and wage rate paid to program support staff.

See Section 6.0(A) for more information on the maximum allowable wage rate for program support staff.

**Note:** Providers who run a licensed summer program for school aged children will receive a minimum of \$1,000 for this period.

Providers will be notified of their annual allocation through a Funding Announcement in GovGrants. Providers do not need to accept their notional allocation. Providers who have signed their EYCC Funding Agreement by the deadline will begin to receive their EPS funding in January 2024. The funding can be used at any point in 2024 to meet program needs.

**Providers who do not sign their EYCC Funding Agreement by the deadline outlined in Section 4.0 will not qualify for EPS funding for 2024.**

Providers whose annual allocation is less than \$12,000 will receive a one-time payment. Providers whose allocation is greater than \$12,000 will receive monthly payments.

### **Top-Up Funding**

Notional allocation funding will meet most program needs for EPS. However, there may be exceptional circumstances where there are complex needs in a classroom that need longer periods of support. Providers may apply for Top-Up funding for programs with complex needs. Providers must discuss the complex needs with the PIRS Resource Consultant (RC). The PIRS RC must validate the EPS Top-Up funding request.

To qualify for Top-Up funding, providers must:

- Have complex needs in the classroom(s) that cannot be supported by their notional allocation funding alone
- Work together with the PIRS RC to support the needs in the program, including carrying out strategies recommended by the RC (i.e., Individualized Program Plan, Child-Specific Brief Consultation, General Classroom Consultation)
- Have ongoing conversations with the PIRS RC about the needs in the program and specifically about the complex needs driving the Top-Up funding request
- Have no existing corrective actions related to Authentic Participation

Providers who run only a before and after school program for children 4-12 years of age must have completed at least one Child-Specific Brief Consultation or one General Classroom Consultation with the PIRS RC within 3 months of applying for Top-Up funding.

**Note:** Eligible providers can only apply for Top-Up funding once per calendar year. Eligible multi-site agencies or single sites with the same owner(s) can only **apply for Top-Up funding once per calendar year** to use across all sites.

Not all providers will be eligible to apply for Top-Up funding. Providers who do not qualify for Top-Up funding will receive communications from the Region.

## Top-Up Funding Application Windows

The amount of Top-Up funding a provider qualifies for is based on when the completed EPS Top-Up Request Form is received in GovGrants. The maximum amount of Top-Up funding a provider can receive in a calendar year is \$25,000 in addition to their annual notional allocation.

There are two application windows for Top-Up funding: April 2024 or September 2024. The table below shows the amounts of Top-Up funding available depending on when the Region receives the funding request.

<b>Distribution of Top-Up Funding</b>		
<b>Top-Up Funding Application Window</b>	<b>Top-Up Funding Decision Window</b>	<b>Top-Up Funding Amount Available</b>
April 1 - April 30, 2024	May 2024	\$25,000
September 1 - September 30, 2024	October 2024	\$12,500

The Region will reply to the provider's application with an approval decision in the month after the application window has closed as outlined in the table above.

## Top-Up Funding Request

To apply for Top-Up funding, providers must:

- Complete the *EPS Top-Up Request Form* available on the [Region of Peel website](#). All sections in the form must be complete.
- Upload the completed form into GovGrants under the "Attachments" tab of the centre's 2024 EPS Funding Award. The 2024 EPS Funding award will begin with a GovGrants ID of 'AD-EPS'.
- Under the 2024 EPS Funding award in GovGrants, send an email to [PIRS@peelregion.ca](mailto:PIRS@peelregion.ca) using the "Collab" tab to let the Region know that a Top-Up funding request form was uploaded. Please ensure that the name of the centre is included in the email.

**Note:** Top-Up funding requests that are not received through GovGrants as outlined above and/or that are submitted outside of the application windows will not be processed.

Before applying for Top-Up funding, providers must discuss the program's complex needs, the goal of EPS support, and strategies that the team of educators will carry out with their PIRS RC.

**Providers must receive validation of the complex need from the PIRS RC before applying for Top-Up funding.**

The Region will confirm validation with the PIRS RC before approving a Top-Up funding request. Once the Region approves the request, providers will receive their Top-Up funding in a lump sum payment which may be used to manage needs in one or more classrooms.

If the EPS Top-Up request form is incomplete and/or the Region needs more information, the Region will email the provider to outline the sections that need to be completed or clarified. Incomplete forms will not be processed.

Providers must make the needed changes, upload the updated Top-Up funding request form, and email PIRS using the "Collab" tab in GovGrants to say that the updated Top-Up Request Form has been uploaded within the application window.

Providers can email the Region at [PIRS@peelregion.ca](mailto:PIRS@peelregion.ca):

- If the Region does not approve the Top-Up funding request and the provider would like to discuss the Region's decision.
- If the Region has not emailed to notify that the request form is incomplete and/or has not emailed an approval decision in the month following the application window.

[Appendix 2](#) outlines the key steps in the process for accessing EPS funding.



## 4.0 KEY TIMELINES

Date	Action
Dec 1, 2023	Deadline for providers to sign the EYCC Funding Agreement for payments to begin in January 2024  <b>Note:</b> Providers who do not sign the EYCC Funding Agreement by this deadline will not be able to access funding for 2024
December 2023	EPS Announcement is published with the allocation amount in GovGrants
January 2024	Providers begin to receive allocation payments
April and September 2024	Providers may apply for Top-Up funding during one of the application windows (must be validated by their RC before uploading in GovGrants)

## 5.0 REPORTING AND RECONCILIATION REQUIREMENTS

### Reporting Requirements

1. Providers must complete reports on key performance indicators (KPIs) and the use of funding as explained in the table below. The reports must be completed in GovGrants. The Region will follow the [Deadlines Compliance Policy](#) with providers who do not meet reporting deadlines.

Providers who have not used their EPS funding during the reporting period must complete and send their reports and must include a comment in the performance narrative section of their GovGrants submissions.

**KPI-1420, KPI-1421, KPI-1422, KPI-1423, and KPI-1507** are only applicable to providers who offer before and after school programs and/or licensed summer programs for school aged children. Children who attend childcare for the full day are not to be reported in these KPIs.

<b>EPS Funding</b>	
<b>Key Performance Indicator (KPI)</b>	<b>Measure</b>
<b>KPI-1420:</b> Number of kindergarten children with special needs served (cumulative)	Total number of kindergarten aged children (44 months to less than 72 months) with special needs in the classrooms that were supported by program support staff. Each child is counted only once in a calendar year.  *Applicable for before and after school programs and/or licensed summer programs only.
<b>KPI-1421:</b> Number of school aged children with special needs served (cumulative)	Total number of school aged children (72 months up to and including 144 months) with special needs in the classrooms that were supported by program support staff. Each child is counted only once in a calendar year.  *Applicable for before and after school programs and/or licensed summer programs only.
<b>KPI-1422:</b> Average monthly number of kindergarten children with special needs served (cumulative)	Actual number of kindergarten aged children (44 months to less than 72 months) with special needs in the classroom that were served each month, added together, and divided by the total number of months. Each child is counted only once every month.  *Applicable for before and after school programs and/or licensed summer programs only.
<b>KPI-1423:</b> Average monthly number of school aged children with special needs served (cumulative)	Actual number of school aged children (72 months up to and including 144 months) with special needs in the classroom that were served each month, added together, and divided by the total number of months. Each child is counted only once every month.  *Applicable for before and after school programs and/or licensed summer programs only.

<p><b>KPI-1424:</b> Number of family-initiated placement terminations (cumulative)</p>	<p>Number of placements terminated where termination was initiated by the family due to the program being unable to support the needs of the child(ren) after the Continued Placement Process was followed.</p>
<p><b>KPI-1425:</b> Number of provider-initiated placement terminations (cumulative)</p>	<p>Number of placements terminated where termination was initiated by the provider due to the program being unable to support the needs of the child(ren) after the Continued Placement Process was followed.</p>
<p><b>KPI-1426:</b> Number of placements not supported (cumulative)</p>	<p>Number of placements unable to be supported due to complex needs (i.e., families turned away) after the New Placement Process was followed.</p>
<p><b>KPI-1427:</b> Number of hours of program support provided (cumulative)</p>	<p>Total number of hours of program support through EPS.</p> <p><b>Note:</b> Total number of hours reported must show the hours of program support using EPS funding only. Hours of program support exceeding the EPS funding amount (i.e., funded by other sources) should not be included.</p>
<p><b>KPI-1506:</b> Number of infant, toddler, and preschool classrooms supported (cumulative)</p>	<p>Total number of infant, toddler, and preschool (birth to less than 44 months) classrooms supported by program support staff. Each classroom is counted only once in a calendar year.</p>
<p><b>KPI-1507:</b> Number of kindergarten and school aged classrooms supported (cumulative)</p>	<p>Total number of kindergarten and school aged (44 months up to and including 144 months) classrooms supported by program support staff. Each classroom is counted only once in a calendar year.</p> <p>*Applicable for before and after school programs and/or licensed summer programs only.</p>

\* Children with special needs, as defined under the Ontario Regulation 138/15 of the CCEYA, include children whose cognitive, physical, social, emotional, or communicative needs, or whose needs relating to overall development, are of such a nature that additional supports are required for the child.

- Providers must reconcile actual expenditures to approved funding in their reconciliation reports in GovGrants. **Providers can only use EPS funding for Staff Wages and Benefits.**

Under the budget category, Staff Wages and Benefits, providers must:

- Report on how much funding was spent in the reporting period under the column 'Spent this Period.'
  - Report the projected spending for July-December under the column, 'Projected Spending for Remaining Periods' in their interim reconciliation report due on July 15<sup>th</sup>.
- If your agency's reconciliation reporting results in underspending, the Region will recover unused funds. The Region will send you an email with more instructions if a recovery is owing.
  - Providers must report information asked for by the Region.

See [Appendix 3](#) for an example of how to report KPIs in the progress report.

### Reporting Timelines

The table below shows the mandatory reports, reporting periods, due dates, and method of submission by providers.

Report	Reporting Period	Due Date	How to Send Report
Key Performance Indicators	January - June	July 15 <sup>th</sup>	Send through GovGrants
	July - December	January 15 <sup>th</sup>	
Financial Reporting	January - June	July 15 <sup>th</sup>	
	July - December	January 15 <sup>th</sup>	

## 6.0 ACCOUNTABILITY MEASURES

To monitor the performance and impact of EPS funding and to make sure that funds are used appropriately as outlined in this Guideline, the [PIRS MOU](#), and your program's approved Inclusion Policy, the following accountability measures will be carried out:

### A. Program Support Wage Requirements

EPS funding allows programs to have extra staff resources to help all children fully participate in child care. Program support staff cannot be included in the minimum ratio requirements and are not eligible for the Wage Enhancement Grant (WEG) and/or the General Operating Grant (GOF).

Providers can pay program support staff a wage rate equivalent to what they would get with WEG and GOF. The wage rate for program support staff, however, **cannot exceed the wage rate of the highest earning non-supervisory Registered Early Childhood Educator (RECE) employed at the centre.**

For example, if the highest earning non-supervisory RECE in the centre is paid a wage rate of \$26.53 per hour, the maximum wage rate that the program support staff can be paid is \$26.53 per hour.

### B. Training Requirements

All staff (supervisors, educators, and program support staff) working in a classroom where program support will be added must complete the *Together We Are One* training by March 31, 2024. The Region may ask you to verify staff have taken the training.

The Region strongly encourages all staff (supervisors, educators, and program support staff) in programs accepting EPS funding to complete this training. Staff must review the training when updates to the content are made, as directed by the Region. Any new staff hired must view the webinar as part of their orientation. This webinar can be accessed at [CDRCP](#).

### C. General Inclusive Practices Requirements

Providers must deliver inclusive programs as per the PIRS MOU and their approved Inclusion Policy.

Inclusive practices are evident when:

- All families have access to a child care program
- Days and hours of care are not limited, and providers are committed to supporting placements
- Ongoing environmental assessment and adjustments are made to meet the needs

- of all children in the program
- Providers and program staff (educators and program support staff) are authentically participating in PIRS and allowing RCs full access to the program
- Program staff (educators and program support staff) work together to support all children in the program
- If a child has complex needs that requires individual support, all educators and program support staff share staff responsibilities and include other children in activities when possible (i.e., mealtime, cloakroom, activities)

#### **D. Requirements for use of EPS Funding**

EPS offers short-term support in licensed centre-based child care programs when needs are present. Not all children with special needs or classrooms within a program will need EPS support.

When a program accepts EPS funds, the following activities related to the use of program support staff are required:

- Child care program staff (educators and program support staff), supervisors and providers will have ongoing communication to discuss needs within classrooms to support the inclusion and participation of all children in the program.
- The program staff (educators and program support staff) will set goal(s) and strategies for the use of EPS staff. Goals do not need to be sent to the Region.
- Strategies shared by PIRS RC related to the use of EPS will be carried out.
- EPS hours will be adjusted in response to changing program dynamics and as goals are achieved, including a plan to fade out support.
- EPS is a support for the entire classroom - **not** as a 1:1 staff for an individual child. Individual support for children is a shared responsibility for all program staff (educators and program support staff) and cannot be assigned to one staff member.
- Providers work with their PIRS RC to find areas where professional development is needed and look for opportunities that will support their educators' knowledge and development related to the program needs, goals, and inclusive practices.

If a program's complex needs change (i.e., earlier validated complex needs no longer exist), providers must adjust the use of EPS staffing.

**Failure to use EPS as outlined in this Guideline may lead to enhanced oversight, recovery of existing funding and may impact future funding.**

## E. Enhanced oversight and accountability

As part of enhanced oversight and accountability for the use of EPS funding, the Region may conduct site visits and/or need providers to present documents to support the information reported in progress and reconciliation reports.

The Region may ask for the following documents:

- Schedules to support the use of funding for enhanced staffing (i.e., the number of and names of program support staff, the number of hours and amounts paid for program support, pay periods for program support staff, and the number of children served);
- Samples of paystubs of program support staff;
- Cancelled cheques or bank statements; and
- Additional supporting documentation to confirm that funding was used for the approved purpose.

Other audit requirements may be carried out on a case-by-case basis.

Providers must use EPS funding for its intended purpose and must complete and send information on time. The Region will use the [Deadlines Compliance Policy](#) for providers who miss reporting deadlines, do not follow the EPS funding guideline, and/or misuse EPS funding.

**Note:** Funding may not be used to offset budgeted costs.

As part of both the provincial and the regional funding verification processes, providers must keep all original documentation for at least seven years. Through the Region's audit selection process, providers may be contacted to complete a review of the Enhanced Program Support funding.

## 7.0 CONTACT INFORMATION

If you need more information or have questions about EPS funding, please email [PIRS@peelregion.ca](mailto:PIRS@peelregion.ca).

## **APPENDIX 1: EPS Position Responsibilities and Qualifications**

Program support staff must work with the program team to support all children in licensed centre-based child care programs for children 0-12 years of age. The following responsibilities highlight the key aspects of the role related to inclusion:

1. Support the principles of inclusion during all daily routines, activities and in all locations.
2. Take part as a team member and support strategies related to daily routines including:
  - Small and large group activities
  - Transitions
  - Toileting and hand washing routines
  - Dressing routines
  - Snack routines
  - Documentation of child's progress and goals
  - Providing added support on field trips
3. Carry out program activities and child specific strategies (individually and in groups) collaboratively with program staff
4. Be flexible, responsive, and supportive to offer support in a crisis/problematic situation
5. Take part in ongoing professional learning and development

## **EDUCATION AND QUALIFICATIONS**

### **Recommended Requirements**

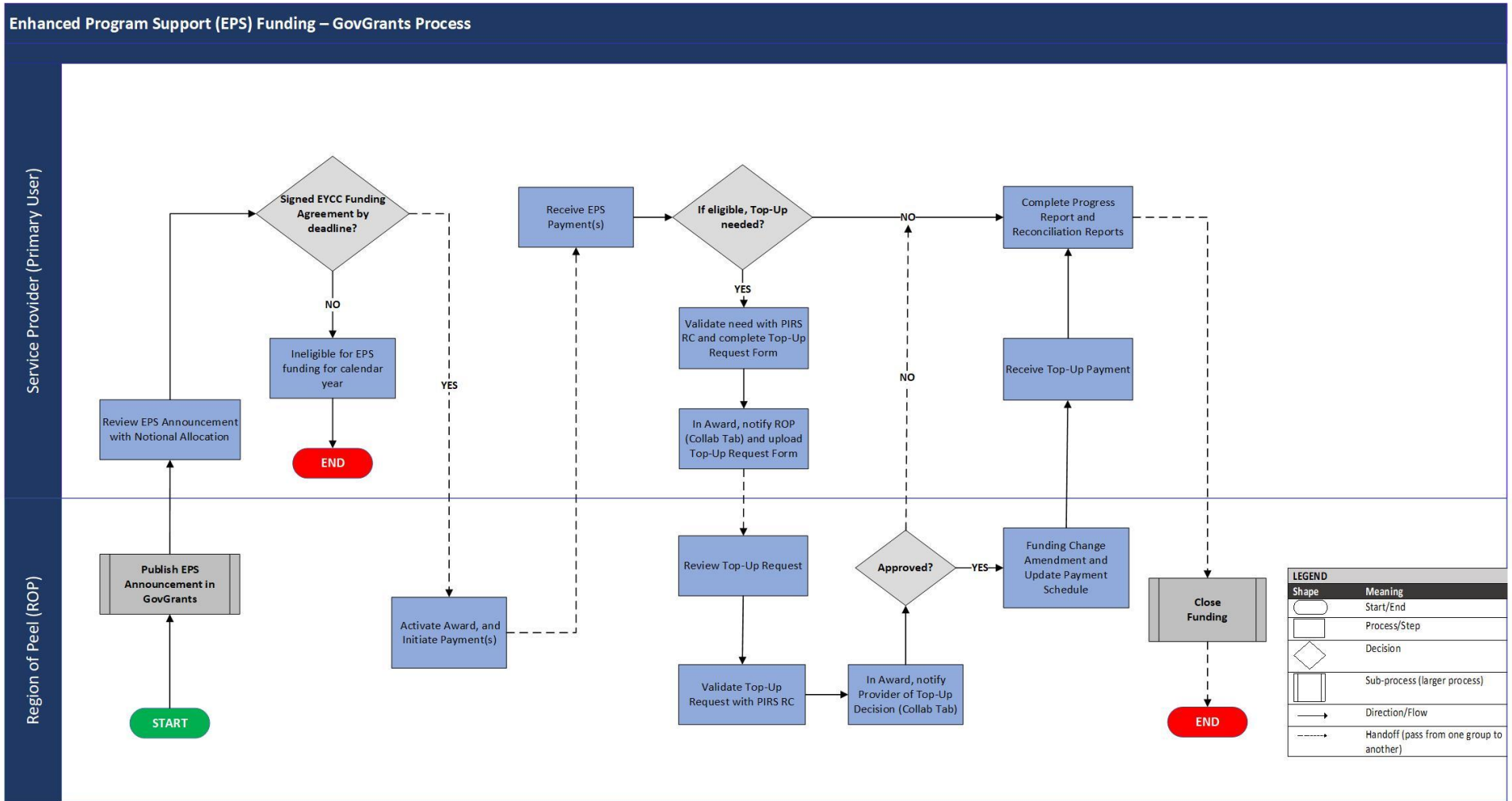
- Previous experience working or volunteering with children with differing abilities or diagnosis; and/or
- Previous experience working or volunteering with individuals or children with special needs; and/or
- Diploma in Early Childhood Education, Child and Youth, Developmental Support, Educational Assistant or Recreation and Leisure

### **Mandatory Requirements**

- A current police record check, including vulnerable sector screening as outlined in section 59 of Ontario Regulation 137/15 made under the Child Care and Early Years Act, 2014
- Standard First Aid including infant/child CPR certificate as outlined in section 55 of Ontario Regulation 137/15 made under the Child Care and Early Years Act, 2014



# APPENDIX 2: Process to Access EPS Funding



## APPENDIX 3: An Example of How to Report Key Performance Indicators (KPIs)

### EPS Funding

The example below shows how to complete the KPIs on the EPS progress reports for the January-June reporting period (**Due: July 15**) and July-December reporting period (**Due: Jan 15**). The example is based on a fictional child care centre. Providers must use their own data, as it relates to their use of EPS funding only, to complete their progress reports.

### Background Information:

Name of fictional child care centre:	PIRS Child Care Inc.
2024 EPS Notional Allocation Amount (\$):	\$16,500.00
Programs offered at the centre:	0-4 program, before and after school program (BASP), and licensed summer program (LSP)
EPS funding amount (\$) spent in first reporting period (Jan-June):	\$10,181.25 (details of how this amount was calculated can be found under KPI-1427 in the table below).
EPS funding amount (\$) spent in second reporting period (Jul-Dec):	\$6,310.50 (details of how this amount was calculated can be found under KPI-1427 in the table below).
Total EPS funding amount (\$) spent in calendar year	\$16,491.75 (\$10,181.25 + \$6,310.50)
2024 EPS underspending amount (\$):	\$8.25 (\$16,500.00 - \$16,491.75)

For more information visit [peelregion.ca](https://www.peelregion.ca)



<p>Program Support Staff wage:</p>	<p>PIRS Child Care Inc. had two staff members in the program support role. Program Support Staff #1 was paid <b>\$22.50 per hour</b> and Program Support Staff #2 was paid <b>\$20.75 per hour</b>.</p> <p><b>Note:</b> The hourly wage will differ based on what each program pays their program support staff. In this example, PIRS Child Care Inc. used existing staff to fulfill the program support role and paid their staff hourly wages equivalent to their hourly wages when in ratio and receiving WEG/GOF.</p>
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### IMPORTANT REMINDERS:

- Providers who deliver licensed centre-based programs for children 0-4 years of age **only** (i.e., infant, toddler and/or preschool programs) should report '0' for the following KPIs (highlighted in blue in the table below): KPI-1420, KPI-1421, KPI-1422, KPI-1423, and KPI-1507. Only programs who offer BASP and/or LSP should complete these five KPIs if EPS funding was used to support these programs.
- If a child is kindergarten age when they join the program and moves to school age at some point in the year, only report the child under the kindergarten KPIs. In the following year, the child would be reported under the school age KPIs.
- If EPS funding was not used during the reporting period, providers **must** include a comment in the 'Performance Narrative' section of their report to explain why funding was not used.

See [Section 5.0](#) for a description of each measure.

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For more information visit [peelregion.ca](http://peelregion.ca)



KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting	
<b>KPI-1420:</b> Number of kindergarten children with special needs served (cumulative)	1	2	Jan-June	One kindergarten aged child with special needs was supported by EPS funding in the centre's BASP from February-April. <ul style="list-style-type: none"> <li>The cumulative total would be <b>'1'</b>.</li> </ul>
			July-Dec	One new kindergarten aged child with special needs was supported by EPS funding in the centre's LSP in July. <ul style="list-style-type: none"> <li>The cumulative total would be <b>'2'</b> (previously reported 1 child supported in BASP + 1 child in LSP in July).</li> </ul>
<b>KPI-1421:</b> Number of school aged children with special needs served (cumulative)	1	1	Jan-June	One school aged child with special needs was supported by EPS funding in the centre's BASP from February-April. <ul style="list-style-type: none"> <li>The cumulative total would be <b>'1'</b>.</li> </ul>
			July-Dec	No school aged children with special needs were supported by EPS funding in LSP or in BASP when it resumed in September. <ul style="list-style-type: none"> <li>The cumulative total would remain as <b>'1'</b>, as there was one child who was supported during the entire calendar year.</li> </ul>
<b>KPI-1422:</b> Average monthly number of kindergarten	0.5	0.33	Jan-June	To calculate the average monthly number of kindergarten children served, add how many children were served each month: <ul style="list-style-type: none"> <li>PIRS Child Care Inc. served the same child from February-April: 0 (Jan) + 1 (Feb) + 1</li> </ul>

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KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting	
children with special needs served (cumulative)				<p>(Mar) + 1 (Apr) + 0 (May) + 0 (Jun). The sum is '3'.</p> <p>To get the monthly average, divide the sum by the number of months (3/6 months) to get the average of '<b>0.5</b>'.</p>
			July-Dec	<p>To calculate the average monthly number of kindergarten children served, add how many children were served each month.</p> <ul style="list-style-type: none"> <li>PIRS Child Care Inc. served the same 1 child from February-April and 1 new child in July: 0 (Jan) + 1 (Feb) + 1 (Mar) + 1 (Apr) + 0 (May) + 0 (Jun) + 1 (Jul) + 0 (Aug) + 0 (Sep) + 0 (Oct) + 0 (Nov) + 0 (Dec). The sum is '4'.</li> </ul> <p>To get the monthly average, divide the sum by the number of months (4/12 months) to get the average of '<b>0.33</b>'.</p>
<b>KPI-1423:</b> Average monthly number of school aged children with special needs served (cumulative)	0.5	0.25	Jan-June	<p>To calculate the average monthly number of kindergarten children served, add how many children were served each month.</p> <ul style="list-style-type: none"> <li>PIRS Child Care Inc. served the same 1 child from February-April: 0 (Jan) + 1 (Feb) + 1 (Mar) + 1 (Apr) + 0 (May) + 0 (Jun). The sum is '3'.</li> </ul> <p>To get the monthly average, divide the sum by the number of months (3/6 months) to get the average of '<b>0.5</b>'.</p>

For more information visit [peelregion.ca](http://peelregion.ca)



KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting	
			July-Dec	<p>To calculate the average monthly number of kindergarten children served, add how many children were served each month:</p> <ul style="list-style-type: none"> <li>PIRS Child Care Inc. served the same 1 child from January-December: 0 (Jan) + 1 (Feb) + 1 (Mar) + 1 (Apr) + 0 (May) + 0 (Jun) + 0 (Jul) + 0 (Aug) + 0 (Sep) + 0 (Oct) + 0 (Nov) + 0 (Dec). The sum is '3'.</li> </ul> <p>To get the monthly average, divide the sum by the number of months (3/12 months) to get the average of '<b>0.25</b>'.</p>
<p><b>KPI-1424:</b> Number of family-initiated placement terminations (cumulative)</p>	0	1	Jan-June	<p>PIRS Childcare Inc. had '0' family-initiated terminations in their 0-4 program and BASP during this reporting period.</p>
			July-Dec	<p>Ten families had terminated their placement in the 0-4 program because their children were transitioning to kindergarten. The centre would not report these terminations in their report, as the terminations were not due to the program being unable to support the needs of the children.</p> <p>Despite having followed the Continued Placement Process, one family had terminated their child's placement with the centre in their 0-4 program, as they felt the program was unable to support the needs of their child.</p> <ul style="list-style-type: none"> <li>PIRS Childcare Inc. would report '<b>1</b>' family-initiated placement termination.</li> </ul>

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KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting	
<b>KPI-1425:</b> Number of provider-initiated placement terminations (cumulative)	1	1	Jan-June	PIRS Childcare Inc. followed the Continued Placement Process for a child in their 0-4 program but was unable to support their needs. <ul style="list-style-type: none"> <li>PIRS Childcare Inc. terminated the placement for '1' child in June.</li> </ul>
			July-Dec	Although there were no provider-initiated terminations in the 0-4 program, BASP and LSP from July-December, the centre must report the cumulative total for the year. <p>The only provider-initiated placement termination was in June (as previously reported).</p> <ul style="list-style-type: none"> <li>The cumulative total for the year would remain as '1'.</li> </ul>
<b>KPI-1426:</b> Number of placements not supported (cumulative)	1	2	Jan-June	A family with a child who had complex needs wanted to enroll their child in the BASP program. The centre followed the New Placement Process, and after doing so, determined that the centre was unable to support the needs of the child at this time. <ul style="list-style-type: none"> <li>The centre would report '1' placement as not supported.</li> </ul>
			July-Dec	A new family with a kindergarten aged child wanted to enroll in the 0-4 program. The centre followed the New Placement Process and determined that they could not support the child's placement at this time. <ul style="list-style-type: none"> <li>The cumulative total would be '2' (1 child</li> </ul>

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KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting	
				with placement that could not be supported in BASP from January-June + 1 child with placement that could not be supported in the 0-4 program from July-December).
<b>KPI-1427:</b> Number of hours of program support provided (cumulative)	470	764	Jan-June	<p>PIRS Childcare Inc. had two program support staff with hourly wages of \$22.50 and \$20.75 per hour.</p> <p>From January to June, the centre supported the following number of hours using EPS funding:</p> <ol style="list-style-type: none"> <li><b>1. 0-4 Program: 300 hours (20 hours/week x 15 weeks)</b> <ul style="list-style-type: none"> <li>• Program Support Staff # 1 supported 75 hours at the \$22.50 hourly wage (75 hours x \$22.50=\$1,687.50).</li> <li>• Program Support Staff #2 supported 225 hours at the \$20.75 hourly wage (225 hours x \$20.75=\$4,668.75).</li> <li>• The total amount of EPS hours used in the 0-4 program is 300 (75 hours +225 hours). The amount of EPS funding used in the 0-4 program is \$6,356.25 (\$1,687.50 + \$4,668.75).</li> </ul> </li> <li><b>2. BASP: 170 hours (17 hours/week x 10 weeks)</b> <ul style="list-style-type: none"> <li>• Program Support Staff #1 supported 170 hours at the \$22.50 hourly wage (170 hours x \$22.50= \$3,825.00 of EPS funding used for BASP).</li> </ul> </li> </ol> <p>The total number of hours of program support provided from January-June would be '<b>470</b>'</p>

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KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting
			<p>hours. To calculate these hours:</p> <ul style="list-style-type: none"> <li>PIRS added up the sum of 300 hours (0-4 program) + 170 hours (BASP).</li> </ul> <p>The amount of EPS funding PIRS Childcare used from January-June is \$10,181.25 (\$6,356.25 total of EPS funding used in 0-4 program + \$3,825.00 total of EPS funding used in BASP).</p>
		July-Dec	<p>From July to December, the centre supported the following number of hours using EPS funding:</p> <ol style="list-style-type: none"> <li><b>0-4 Program: 200 hours (20 hours/week x 10 weeks)</b> <ul style="list-style-type: none"> <li>Program Support Staff # 1 supported 120 hours at a \$22.50 hourly wage (120 hours x \$22.50=\$2,700.00).</li> <li>Program Support Staff #2 supported 80 hours at a \$20.75 hourly wage (80 hours x \$20.75=\$1,660.00).</li> <li>The total amount of EPS hours used in the 0-4 program is 200 (120 hours +80 hours). The amount of EPS funding used in the 0-4 program is \$4,360.00 (\$2,700.00 + \$1,660.00).</li> </ul> </li> <li><b>LSP: 94 hours (23.5 hours/week x 4 weeks)</b> <ul style="list-style-type: none"> <li>Program Support Staff #2 supported 94 hours at the \$20.75 hourly wage (94 hours x \$20.75=\$1,950.50).</li> <li>The total amount of EPS funding used to support 94 hours in the LSP is \$1,950.50.</li> </ul> </li> </ol> <p>The total number of hours of program support provided would be <b>'764'</b> hours for the 2024</p>

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KPI	Jan-Jun	Jul-Dec	Detailed Description of KPI Reporting	
				<p>calendar year. To calculate these hours:</p> <ul style="list-style-type: none"> <li>PIRS added the sum of the previously reported 470 hours (January-June) + (200 hours for the 0-4 program + 94 hours for LSP for the July-December reporting period).</li> </ul> <p>The amount of EPS funding PIRS Childcare used from July-December is \$6,310.50 (\$4,360 total of EPS funding used in 0-4 program + \$1,950.50 total of EPS funding used in LSP).</p>
<b>KPI-1506:</b> Number of infant, toddler and pre-school classrooms supported (cumulative)	2	3	Jan-Jun	<b>'2'</b> classrooms were supported in the centre's 0-4 program.
			Jul-Dec	One new classroom was supported in the 0-4 program from July-December, for a total of <b>'3'</b> classrooms during the calendar year (prior 2 classrooms reported January-June + 1 classroom July-December).
<b>KPI-1507:</b> Number of kindergarten and school-aged classrooms supported (cumulative)	1	2	Jan-Jun	<b>'1'</b> classroom was supported in BASP from February-April.
			Jul-Dec	One new classroom was supported in the LSP in July. <ul style="list-style-type: none"> <li>The cumulative total would be <b>'2'</b> classrooms during the calendar year (1 classroom reported January-June + 1 classroom in LSP).</li> </ul>

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## Resources

For GovGrants support, please refer to the following links:

- [Progress and Reconciliation Reporting for Service Providers](#) guide
- [Progress Report Process for Service Providers](#) video
- [Reconciliation Report Process for Service Providers](#) video

For any other questions about EPS funding, please email [PIRS@peelregion.ca](mailto:PIRS@peelregion.ca)

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