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| **BUSINESS SUMMARY** | |
| Organization Name (Head Office): |  |
| Submission Prepared By: |  |
| Date: | 2025 |

Together, we are “making Hamilton the best place to raise a child and the best place to be a child” by cultivating high-quality early years programs and services where children, families, and educators are viewed as capable and competent.

Hamilton Early Years Quality Program

**Hamilton Early Years Quality Program Template Process**

The early years system has set a goal of strengthening equity, diversity and inclusion in order to bring to life our vision that all children and families experience a real, lived sense of belonging in the early years system. Engage your team in discussing the past year’s accomplishments and next year’s goals with a focus on Equity, Diversity and Inclusion in the early years system.

Engage your team in visioning goals for the year ahead. Include educators from all service types, including child care, school-age programs, licensed home child care, and EarlyON programs. Children, families, the ASCY Professional Learning Consultant and the Community Living Hamilton Resource Consultant for your program can all offer perspective to inform planning.

Complete the HEYQP Template and submit to [HEYQP@hamilton.ca](mailto:HEYQP@hamilton.ca) by **April 25, 2025.**

The Hamilton Early Years Quality Program Resources are available to assist in the completion of the template and help with determining goals and/or self-evaluating your progress.

Once templates are reviewed, program visits will be scheduled. The visit provides an opportunity for the City of Hamilton and ASCY to tour the program(s) and have informal discussions with educators. For 2025, quality visits will be scheduled either virtually or in person.

Throughout the year, as you work towards your goals with program leaders, educators, children, and families, document the progress through photographs, testimonies or learning stories. This will enhance engagement of families, children and educators as well as being a means to share successes with the City of Hamilton and the community.

The Hamilton Early Years Quality Program Template is intended to be a living document and as such changes may evolve. Please notify the City of Hamilton at [HEYQP@hamilton.ca](mailto:HEYQP@hamilton.ca) of any significant changes such as a change in the role of supervisor, or other factors which impact priorities.

For additional information on the process, you can access the [Hamilton Early Years Quality Program (HEYQP) Guide](https://www.hamilton.ca/sites/default/files/media/browser/2017-02-17/hamilton-early-years-quality-program-guide.pdf) or contact your ASCY Professional Learning Consultant (PLC).

**Part 1:** **Documentation of the program’s quality journey**

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| 1. **In consultation with your team, reflect on 2024 in terms of your program’s ability to sustain *How does Learning Happen?*, its foundations and approaches. Include documentation or learning stories that speak to relationships with families, children and among educators, with at least one example of your program’s ability to sustain equity, diversity and inclusion. Multi-service organizations please include documentation for each program type including child care, EarlyON and LHCC.** |
| **Documentation required:** Include documentation or learning stories that speak to relationships with families, children and among educators. Multi-service organizations please include documentation for each program type including child care, EarlyON and LHCC. |
| 1. **Reflect on Key Initiatives from 2024: 1) Tools for Life/Self Regulation, 2) Family Engagement 3) Art Funding**   **Please complete the following and reflect on the implementation within your programs.** |
| 1. Regarding Tools for Life/Self Regulation, what strategies have been adopted in daily practices?  * What professional learning has been helpful and how can we further support you in the year ahead?  1. Have new approaches/strategies been implemented for Family Engagement?  * What professional learning has been helpful and how can we further support you in the year ahead?  1. How can we further support you in the year ahead regarding art experiences? |

**Part 2A: Planning Quality Goals**

As CWELCC funding is now aligned with its core objective of maintaining high quality child care, funding for quality initiatives is now embedded in your CWELCC funding allocation. The expectation remains that Licensees participate in the Hamilton Early Years Quality Program to ensure high quality care in our early years system.

Recognizing this transition, please provide an estimate of how much of your CWELCC funding you are planning to allocate towards continuous improvement to ensure a high-quality program.

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| **C) Engage educators from all service types, including child care, school-age programs, licensed home child care, and EarlyON programs to discuss and review the vision that informs quality goal(s) for their program. Reflect on progress toward that vision through the children’s lens, considering play, inquiry, curiosity, and/or well-being.** |
| This section is updated each year to reflect our community’s continuous quality journey, supported by continuous professional learning. For some organizations, the journey includes the addition of programs such as EarlyON, Licensed Home Child Care or school-located school-age programs.  In 2025, as a community, professional learning will continue to focus on deeper engagement of:   |  |  |  | | --- | --- | --- | | * Equity, Diversity, Inclusion & Belonging (EDIB) * Tools for Life / Self-Regulation | * Pedagogical Documentation * Literacy |  | | * Outdoor and Nature-Based Learning * Art Experiences | * Family Engagement |  | |  | | |   We will respond to an ongoing interest in professional learning for educators to explore properties of materials.     * What will support you in progressing toward your vision in 2025? * How will you know how well you have progressed in your vision? * How will you know if children, families and educators are better off as a result of your vision? |

**2B. Planning Goals**

**Quality Assured:** Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Consider having a least one of the goals focus on equity, diversity and inclusion. For Mac/Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

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| --- | --- | --- | --- | --- |
| **Is this a new or**  **continued goal?** | **Element of HEYQP** | **Quality Goals**  Identify 1-3 Goals | **Rationale for Goal**   1. Use the drop-down menu to find the connection to *How Does Learning Happen?* and/or your Program Statement. Relevance to your program (why did you choose this goal?) | **How will you accomplish this?**  List key activities timelines and status. |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |

If you have more than three quality goals, use the tab key in the last cell to create a new row.

**Accessibility:**  Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Consider having a least one of the goals focus on equity, diversity and inclusion. For Mac/Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

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| --- | --- | --- | --- | --- |
| **Is this a new or**  **continued goal?** | **Element of HEYQP** | **Accessibility Goals**  Identify 1-3 Goals | **Rationale for Goal**   1. Use the drop-down menu to find the connection to *How Does Learning Happen?* and/or your Program Statement. Relevance to your program (why did you choose this goal?) | **How will you accomplish this?**  List key activities, timelines and status. |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
| B. Relevance to your program |

If you have more than three accessibility goals, use the tab key in the last cell to create a new row.

**Integration:** Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Consider having a least one of the goals focus on equity, diversity and inclusion. For Mac/Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

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| **Is this a new or**  **continued goal?** | **Element of HEYQP** | **Integration Goals**  Identify 1-3 Goals | **Rationale for Goal**   1. Use the drop-down menu to find the connection to *How Does Learning Happen?* and/or your Program Statement. Relevance to your program (why did you choose this goal?) | **How will you accomplish this?**  List key activities, timelines and status. |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
| B. Relevance to your program |

If you have more than three integration goals, use the tab key in the last cell to create a new row.

**Sustainability:** Indicate whether the goals are *new* or *continued*. If a goal is continued, update tasks and timelines for the year ahead and add the element of the Hamilton Early Years Quality Program (HEYQP). Consider having a least one of the goals focus on equity, diversity and inclusion. For Mac/Apple users who are unable to open the drop-down menus, please refer to page 9 for a list of the items.

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| **Is this a new or**  **continued goal?** | **Element of HEYQP** | **Sustainability Goals**  Identify 1-3 Goals | **Rationale for Goal**   1. Use the drop-down menu to find the connection to *How Does Learning Happen?* and/or your Program Statement. Relevance to your program (why did you choose this goal) | **How will you accomplish this?**  List key activities, timelines and status. |
| Choose an item. | Choose an item. |  | Choose HDLH Foundation |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
|  |  | B. Relevance to your program |
| Choose an item. | Choose an item. |  | Choose an item. |  |
| B. Relevance to your program |

If you have more than three sustainability goals, use the tab key in the last cell to create a new row.

**Part 3: Organizations with multiple sites and those providing more than one type of Early Years program.**

In this section you and your team will report on the engagement of site leaders in the planning process, strategies to support goals in all locations, and strategies to evaluate implementation and progress across the organization.

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| Priority/Goal | How did you engage site supervisors/leaders in planning for this goal? | What strategies will you implement to support progress at all locations? | How will you evaluate implementation and progress at all locations? |
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If you have more than three goals, use the tab key in the last cell to create a new row.

**Appendix 1: Selection of items from drop-down menus that may not be visible to Mac/Apple product users.**

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| **Is this a new or**  **continued goal?** | **Element of HEYQP** |  | **Rationale for Goal**   1. Use the drop-down menu to find the connection to *How Does Learning Happen?* and/or your Program Statement. Why did you choose this goal? |  |
| New  Continued | Ideas  Governance  Infrastructure  Planning and Policy  Financing  Human Resources  Environments and Contexts for Relationships  Data, Research and Evaluation |  | View of the child as capable, competent, and curious  Relationships  Belonging  Well-being  Engagement  Expression |  |