

# Newfoundland and Labrador



## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	4,300
1	4,400
2	5,100
3	4,600
4	4,500
5	5,100
6	5,100
7	5,500
8	4,900
9	5,500
10	5,700
11	5,000
12	5,600
Total	65,300

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	13,800
3-5	14,200
6-12	37,300
Total	65,300

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	505	425	325	15	175	1,445
5-9	595	505	380	35	295	1,805
10-14	775	545	405	45	380	2,145
Total	1,875	1,475	1,110	95	850	5,395

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	440	1.9
5-9	1,040	4.0
10-14	1,530	5.2
Total	3,010	3.9

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	2,200
1	2,500
2	3,000
3	3,100
4	2,400
5	2,900
6	2,800
7	3,500
8	3,200
9	3,300
10	3,600
11	3,200
12	3,800
Total	39,400

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	7,700
3-5	8,400
6-12	23,400
Total	39,400

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	17,900	4,770	4,265	500
5-9	20,405	5,510	4,935	580
10-14	22,840	6,285	5,385	900
Total	61,140	16,565	14,585	1,980

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	22,285	45	415
5-9	25,335	50	385
10-14	28,785	55	450
Total	76,405	150	1,250

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
Total	10,000	16.7

*Note: Sufficient data for age breakdowns not available.*

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	8,100	65.9
3-5	6,600	74.2
6-15	23,100	79.7

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Thirty-five weeks available to both parents.

### Adoption leave

Seventeen weeks of adoption leave to which can be added 35 weeks of parental leave.

### Births and EI maternity and parental claims (2007)

Number of births: 4,386

Birth rate per 1,000 population: 8.6

Number of initial maternity claims allowed: 2,610

Average length of maternity claim: 14.6 weeks

Number of parental claims: 2,810

Average length of parental claim: 29.5 weeks

Number of adoptive parent claims: 30

Average length of adoptive claim: 35.0 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Newfoundland and Labrador. House of Assembly. *Schools Act*. 1997. (Amended 1999, 2000, 2001). S.N.L 1997 c. S-12.2.

The legislation applies to both public and private schools.

### PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

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## KINDERGARTEN SERVICES

### KINDERGARTEN

Kindergarten is delivered in public and private schools (there are seven private schools). There are 475 instructional hours a year (i.e., one half of the regular instructional time of 950 hours for grades 1-Level III).

Kindergarten is not compulsory in Newfoundland and Labrador. Access is legislated; the right of access mandates kindergarten in every school.

Hours of attendance: an average of 2.5 hours of instructional time per day. Many schools have children rotate between morning and afternoon attendance on a bi-weekly or monthly basis.

### AGE ELIGIBILITY

Five years old before December 31.

### CLASS SIZE

There is a provincial class size limit of 20.

### CHILDREN WITH SPECIAL NEEDS

There is an expectation that all children will be included in the regular kindergarten classroom. Students identified with special needs are supported in regular classrooms, as needed, by special education teachers and student assistants who provide support for personal care and behaviour management. An Individual Education Plan outlines the supports and services that the child requires within the educational setting. In addition, students who access direct services from two or more agencies and/or government departments have an Individual Support Services Plan (ISSP). This plan, which is a component of the Model of Coordination of Services to Children and Youth, ensures that the child's needs, as identified by an ISSP team, are met within all settings.

The number of Kindergarten children with special needs in 2007/08: 320.

### ENROLMENT (2007/08)

Number of children enrolled in kindergarten (the year before Grade 1): 4,751.

## KINDERGARTEN TEACHERS

Qualification requirements: B.Ed. or a B.A. plus one year of post-degree study in education.

Responsibility for certification: Registrar of Teachers, Department of Education, Government of Newfoundland and Labrador.

Representation: The Newfoundland and Labrador Teachers' Association.

Salary (2007/08): Entry-level salary for all teachers (including kindergarten teachers) with certificate 5 (a Bachelor's degree in primary /elementary education) is \$42,118 with a Master's degree and 10 years experience \$72,265.

In 2007/08 there were approximately 188.5 full-time equivalent kindergarten teachers and a total of 368 classes with kindergarten.

## CLASSROOM ASSISTANTS

Title: Student Assistant.

Qualifications: Minimum of a high school graduation diploma.

Role: Student assistants help children with special needs with personal care and behaviour management under the direction of a teacher.

Salary scale per hour - effective April 1, 2006: Step 1 - \$13.53; Step 2 - \$14.04; Step 3 - \$14.52.

## CURRICULUM

There is a provincial curriculum guide, *Early Beginnings*; it is specific to Newfoundland and Labrador and is just for kindergarten. The focus is on a holistic approach with an emphasis on hands-on experiences. There are defined outcomes for all academic and developmental areas. New curriculum guides have recently been developed for mathematics, religion, art, and social studies and they are in separate guides. These subject-specific guides have replaced their content areas in *Early Beginnings*. *Early Beginnings* is currently under revision to incorporate all content areas within one document.

## MONITORING AND ASSESSMENT

At the school level, monitoring is done by principals and/or district office specialists visiting classrooms to evaluate teachers and their program delivery. New programs are monitored through a pilot teaching process and are later followed up by program specialists. Monitoring is also done through school development plans. At the Department of Education, the Evaluation and Research Division compiles annual statistics about kindergarten enrolment, kindergarten teachers and trends that affect enrolment and program delivery.

## SOURCES OF FUNDING FOR KINDERGARTEN

Kindergarten is entirely funded by the province from general revenues.

## PUBLIC SPENDING ON KINDERGARTEN (2007/08)

### Average spending per kindergarten student

The provincial government allocates funds to each school district to the amount of \$10,610 per full-time equivalent K-12 student. Each district then sets its spending priorities and disburses funds to individual schools.

### Total spending for kindergarten

This information is not available for Newfoundland and Labrador since spending per student is not specific to grade levels.

## SPECIAL FEATURES

Under provincial policy, English as Second Language teachers are provided by the provincial government to school districts which may deploy them at their discretion.

In 2007, the provincial *Excellence in Mathematics Strategy* provided 25 numeracy support teachers to support best practices in the teaching of mathematics in districts throughout the province.

KinderStart is a program for children and their parents/caregivers, which is provided the year prior to kindergarten entry. It is an orientation to kindergarten offered at the discretion of school districts and consists of a maximum of eight one-hour orientation sessions. A KinderStart program guide has been provided to schools throughout the province along with activity resources for kindergarten classrooms. During the first KinderStart session, children and their parents/caregivers are provided with an activity resource bag and suggestions for home activities. Approximately 5,000 children participated in KinderStart in 2007/08.

## DEVELOPMENTS IN KINDERGARTEN

2002

**September** KinderStart, a kindergarten orientation program for children and families/caregivers was introduced.

2005

**January** The Division of Early Childhood Learning was created to focus on the learning needs of preschool children, and to develop and implement programs that will support young children and families before school entry. Early Childhood Learning Program Grants and the KinderStart Program are managed under this division.

2006

**September** The Government of Newfoundland and Labrador increased the instructional grants to schools so that parents no longer have to pay the traditional school fees (which covered the costs of materials and resources to supplement the curriculum/program). School administrators may choose to implement voluntary fundraising activities for a specific purpose with the prior approval of the local school council. There is no public funding for private schools.

## REGULATED CHILD CARE SERVICES

### LEGISLATION

Newfoundland and Labrador House of Assembly. *Child Care Services Act*. - SNL 1998, chapter c-11.1, amended 1999 c22 s6, 2001 c36.

Newfoundland and Labrador House of Assembly. *Child Care Services Regulation 37/99*, revised March 2007.

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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### CHILD CARE SERVICES

#### UNREGULATED CHILD CARE

##### Unregulated family child care

Maximum number of children permitted: Four, including the provider's own children under 13 years. If all are under 24 months, maximum is three children.

##### Unregulated group programs

Programs for not more than six children for not more than nine hours a week, or for an unspecified number of children for not more than six hours a day for fewer than eight weeks in a 12-week period, are not regulated.

#### REGULATED CHILD CARE

##### Child care centres

Centre-based care for more than six children under 13 years, between the hours of 6:30 a.m. and 8:30 p.m. Care may be full- or part-day.

##### School-age child care centres

Centre-based care outside school hours for school-aged children under 13 years.

### **Family child care**

Care in the home of the provider for up to eight children including the provider's own children not attending school on a full-time basis. Care for the seventh and eighth child requires special permission from a regional director of child care services. Not more than three children may be under 36 months; of these, no more than two may be under 24 months. Care must be for fewer than 24 consecutive hours.

Family child care homes may be approved by a licensed family child care agency or may be individually licensed.

### **CHILDREN WITH SPECIAL NEEDS**

Newfoundland and Labrador does not have a written policy regarding children with special needs.

One regulated centre works exclusively with approximately 45 at-risk children and their families. The centre receives core funding and parents, who pay no fees, are not income tested.

The Inclusion Initiative provides human and financial supports to licensees who require this to include children with special needs in the regular programming of the centre/home. The supports depend on the ability of the licensee to meet the needs of the children.

Each Health and Community Services Region has a Child Care Services Inclusion Consultant available to advise and support licensees on how to include children with special needs. The licensee and the Inclusion Consultant work together to adapt the existing program and/or materials as needed. The licensee also has access to funding to employ a staff member in addition to the minimum staff-child ratio requirements if recommended by the inclusion consultant. This additional person is expected to meet all requirements for staff as contained in the regulations. The licensee may also be funded to have a vacant space to reduce the number of children in the room. There may also be a child-specific support employed by the licensee where the child requires such a service to be included in the regular programming of the centre/home.

Parents whose children require additional support to attend typical child care programs may receive the Special Child Welfare Allowance if they meet eligibility requirements under a means test. The allowance is paid directly to the parent who hires an individual to provide

support to the child in a child care setting. The setting may include a child care centre, family child care home or unregulated home. Parents who do not meet eligibility requirements for the special welfare allowance must pay for additional supports themselves.

Implementation of a new initiative in 2006 to improve inclusive practices in child care has begun. Funding is available for substitute staff to allow regular staff to attend meetings related to a child with special needs. Funding is also available for an additional staff position if the special needs of a child require significant staff time. The additional staff position must meet all the training and other requirements for staff of child care centres.

There are no special training requirements for staff working with children with special needs. A training plan is being developed to support and enhance inclusionary practices in child care and equipment grants for materials that support inclusionary practices.

### **ABORIGINAL CHILD CARE**

In January 1998, the first on-reserve child care centre was licensed for the Miawpukek First Nation at Conne River, the only reserve in Newfoundland and Labrador. It was the choice of Conne River Health and Social Services to apply for a provincial licence and comply with provincial regulations. The centre is licensed for 16 children aged 2-12 years. A second centre (not licensed) was opened at Conne River in 2001. There is also a centre in Hopedale under First Nations/Inuit funding, and centres serving largely Innu and Inuit communities in coastal Labrador at Sheshatshui, Nain, Rigolet, Postville and Natuashish. First Nations and Inuit child care centres that are licensed receive the same funding as other centres in the province and parents are eligible for subsidy.

Aboriginal Head Start funds projects in Hopedale, Sheshatshiu, and Happy Valley-Goose Bay.

On December 1, 2005, Nunatsiavut was established pursuant to the self-government provisions of the Labrador Land Claims Agreement. The Nunatsiavut government's administrative home is in Nain, while the legislative centre is in Hopedale. There are Nunatsiavut government offices in Rigolet, Hopedale, Postville, Makkovik, Happy Valley-Goose Bay and St. John's. The province continues to license centres, which have the same rights and responsibilities as other centres in the province.

## SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces</b>			
<i>Centre-based</i>			
Age group	Full-day	Part-day	Total
Infant (0-24 months)	54	-	54
Preschool (24 months-school entry)	4,167	619	4,786
School-age	-	735	735
Total centre-based spaces	4,221	1,354	5,575
<i>Family child care spaces</i>			397
Agency approved			320
Individually licensed			77
<b>Total number of regulated child care spaces</b>			<b>5,972</b>
<b>Children with special needs in regulated child care</b>			
Not available.			
Statistics are not kept on total number of children with special needs attending typical child care facilities but approximately 311 children with special needs received a fee subsidy.			
There are also 50 children with special needs at Daybreak Parent/Child Centre, which receives core funding.			
<b>Children receiving fee subsidies</b>			<b>2,078</b>
<b>Number of centres and homes (2008)</b>			
<i>Number of child care centres</i>			172
Full day			122
Part-day nursery schools/preschools			28
Stand-alone after-school programs			22
<i>Number of family child care agencies</i>			2
<i>Number of family child care providers</i>			67
<b>Sponsorship of regulated centre-based spaces</b>			
Nonprofit			1,683
For-profit			3,892
Total			5,575
<b>Sponsorship of full-time regulated centre-based spaces</b>			
Nonprofit			686
For-profit			3,535
<b>Sponsorship of part time and school age regulated centre-based spaces</b>			
Part-time nonprofit			437
Part-time for-profit			182
School age nonprofit			560
School age for-profit			175

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

**Maximum centre size** 60 spaces

#### Maximum staff:child ratios and group sizes

Age of child	Staff:child ratio	Max. group size
0 to 24 months	1:3	6
25 to 36 months	1:5	10
37 to 69 months	1:8	16
57 to 84 months and attending school	1:12	24
85 to 144 months	1:15	30

#### Staff qualification requirements

Certification levels:

- *Entry Level Child Care Services Certification* requires completion of an orientation course of 30-60 hours, depending on the age group with which the staff will be working.
- *Level One Certification* requires a minimum of a one-year certificate in Early Childhood Education. Staff are certified to work with particular age groups (see note below).
- *Level Two Certification* requires a minimum of a two-year diploma in Early Childhood Education. Staff are certified to work with particular age groups (see note below).
- *Level Three Certification* requires Level Two certification plus an ECE-specific or an ECE-related post-diploma specialization.
- *Level Four Certification* requires an ECE-specific university degree or a university degree plus an ECE diploma.

Applicants from out of province are required to have their course work and practicum requirements compared to the Post-Secondary Program Standards and a determination made as to equivalency.

*Note: Prior to 1997, the focus of early childhood training was on children aged 2-12. After that time, training included an infant care component. Since certification was introduced, individuals with ECE qualifications received before 1997 are certified to work with children 2-12. Those wishing to be certified to work with infants must complete a 50-hour self-study program. Graduates of community college and some private ECE training programs after 1997 are certified to work with children 0-12. ECE graduates from private colleges that choose not to include infant care in their course content are required to complete the 50-hour self-study program if they wish to be certified to work with infants.*

Centre operators must have Level Two certification in the age groups for which the centre is licensed and two or more years experience working with children in those age groups, or its equivalent from another jurisdiction.

ECE instructors and program consultants are required to have Level Four.

One staff person with each group of children is required to have Level One certification for the age group in which the staff is assigned and a minimum of one year's experience in that classification.

All other staff who are included in the staff/child ratio must have Entry Level certification (30-60 hour orientation course).

*Note: There is no entry level certification for infant care; the minimum qualification is Level One infant care.*

A minimum of 30 hours of professional development every three years is required to keep any certification level valid.

The Department of Health and Community Services contracts with the Association of Early Childhood Educators of Newfoundland and Labrador to certify staff and to deliver the orientation courses at no cost to the individual.

A director may waive the educational or experience qualifications if satisfied that persons who meet the qualifications cannot be reasonably obtained by the child care service in the area in which the service is operated, and if the licensee meets conditions set out in the Regulations. The person is required to be actively upgrading to the minimum level of the position.

#### **Parent involvement**

Parent involvement is not specified.

#### **Licensing, monitoring and enforcement**

Regional staff employed by the four Regional Integrated Health Authorities (RIHAs) carry out monitoring and enforcement of standards. Each of the four regions has a Director of Child Care Services, one or more child care services consultants, social workers, inclusion consultants and capacity consultants. The child care consultants must have Level Four child care certification and three years experience.

Centres are inspected at least once per year. Regional child care services staff visit centres regularly (monthly where possible) and are available upon request to provide support, advice and direction.

Fire/life safety and health inspections are done annually by officials of the provincial Government Service Centre, Department of Government Services, Labour and Lands.

Minor infractions of the regulations result in a verbal warning. More serious infractions result in a violation order to the centre requesting immediate compliance. If the infractions are not remedied within the designated time, or if the infraction is considered to be sufficiently serious, a conditional licence may be issued, the licence may be suspended or may be cancelled.

#### **REGULATED FAMILY CHILD CARE**

##### **Regulation**

The RIHAs license nonprofit family child care agencies that enter into contractual arrangements with providers to provide child care in compliance with the regulations. The RIHAs also license individual providers.

##### **Maximum capacity**

Care for up to six children including the provider's own children not attending school on a full-time basis. Not more than three children may be under 36 months; of these, no more than two may be under 24 months. Under exceptional circumstances (and with director's approval), the provider may add two school-age children if she has two children of her own who are younger than school age. With director's approval, a seventh child may be added for a maximum of 1.5 hours per day, or for a maximum of 12 continuous hours once a week.

A provider may care for three children under 24 months if there are no other children being cared for at the same time.

##### **Provider qualification requirements**

Providers who work under the supervision of an agency or who are individually licensed are required to have Entry Level certification in family child care (30-60 hour course). A minimum of 30 hours of professional development every three years is required to keep the certification valid.

Providers must be at least 18 years old, have Criminal and Child Protection Records Checks and hold a valid first aid certificate.



### Licensing, monitoring and enforcement

In agency-based family child care, home visitors make both announced and unannounced visits at least once a month to monitor the home and provide support to the provider. Home visitors also conduct annual inspection visits at least once a year, at which time a written evaluation of the child care service and related requirements is completed. In addition, annual fire/life safety and health inspections are conducted by Government Services Centre inspectors.

Home visitors are responsible for a maximum of 20 homes and are required to have at least Level Two certification in family child care and two years experience in a family child care setting.

Agencies are inspected annually by staff of RIHAs.

Individually licensed homes are monitored and supported through monthly visits (where possible), and receive annual inspections from staff of regional Health and Community Services boards. In addition, annual fire/life safety and health inspections are conducted by Government Services Centre inspectors.

### FUNDING

#### PUBLIC FUNDING FOR REGULATED CHILD CARE

##### One-time funding

Bursaries for those who graduated from a full-time recognized ECE program in Newfoundland and Labrador in 2006 or later, and who are working in a child care centre or regulated family child care immediately following graduation, for a minimum of two years: \$5,000.

Bursaries for on-campus field placements for ECEs and regulated family child care providers who are upgrading through distance delivery: \$1,200/placement.

##### Recurring funding

###### *Early Learning and Child Care Supplement*

For staff with Level I certification	\$3,330/year
For staff with Level II-IV certification	6,660/year
Licensees and family child care providers with Level I CCS certification	2,330/year
Licensees and family child care providers with Levels II-IV CCS certification	4,660/year

### CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to nonprofit and for-profit service providers on behalf of eligible parents.

Families on social assistance have been needs tested and no other testing is done. Other families are income tested. Child development is considered in the eligibility criteria for subsidy whether or not the parent is in the paid labour force or training.

Any licensed nonprofit or for-profit child care program is eligible to enrol children receiving subsidies. There is no minimum user fee but programs may surcharge subsidized parents above the maximum subsidy rates.

Application for Child Care Services subsidy may be done in person or by mail.

#### Eligibility for fee subsidy (net income, 2008)

	Turning point	Break-even point
1 parent		
(one child in child care)	\$27,500	\$37,000
2 parents		
(one child in child care)	27,840	37,600

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

#### Maximum subsidy rates (centres and family child care)

##### *Full-day (8.5 hours/day)*

0-24 months	\$35.00/day
2-12 years	24.00/day

##### *Part-day (up to 4.5 hours)*

0-24 months	18.50/day
2-12 years	12.75/day
<i>School-age (up to 4.5 hours)</i>	11.00/day

## PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE

<b>Fee subsidies</b>	*\$12,280,250
<b>One time funding</b>	
Family child care start-up grants	\$4,500
ECE Bursaries	250,000
Summer Institute Bursaries	24,000
<b>Recurring funding</b>	
Equipment and inclusion grants (centres and homes)	\$384,600
Supports to infant centres in high schools	84,000
Family child care agencies	253,765
ELCC supplement**	2,844,000
Quality enhancement	418,000
Inclusion initiative	1,586,000
Child Care Capacity Initiative	1,715,000
<b>Total</b>	<b>\$19,844,115</b>

\*Includes funding to Daybreak Centre, a fully subsidized centre for at-risk children.

\*\* Supplements are paid directly to staff in child care centres working directly with children and who have the requisite academic qualifications for the age group in which they are working. Two amounts apply — \$3,330 a year for those with Level One certification and \$6,660 for those with at least Level Two certification.

### Other funding

Certification and training	\$120,000
Early Childhood Education Project***	1,500,000

\*\*\*Funding provided to the College of the North Atlantic to put their full-time program training on-line.

Families on income support who need child care and for whom a suitable regulated space is not available may receive \$325/month for the first child and \$125/month for each additional child. The money goes directly to the parent and is the same amount regardless of the age of the child. In 2003/04 \$853,320 was spent for approximately 350 children/month. More recent information is not available.

## SALARIES

### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$15,884
Those with an ECE credential	18,608

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

### FEES (1998)

#### Median monthly parent fees for full-time centre-based care (2003/04)

Infants (age 0-17 months)	\$975	(\$45/day)
Full-time	455	(\$21/day)
Part-time	250	(\$11.50/day)
School-age		not available

Note: Monthly fees were calculated on the basis of 260 days per year divided by 12. Source: Child Care Services Needs Assessment (November 2003) More recent information is not available.

#### Average daily fee in family child care

Information not available.

## ADMINISTRATION

The Department of Health and Community Services establishes standards and allocates public funds to Health and Community Services Regions to support families and child care services. The four Regional Integrated Health Authorities make decisions about opening centres, issue and monitor licences and approve staff to work in child care programs.

## MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no municipal or other local government role in regulated child care other than to provide municipal approval.

## CHILD CARE PLANNING AND DEVELOPMENT

There is no formal plan for the development of child care.

## RELATED PROGRAMS

### Family Resource Programs

In 2007/08, the province through the Department of Health and Community Services via the Regional Health Authorities provided core funding to 16 family resource programs and enhancements to five programs through the National Child Benefit (NCB) and the Early Childhood Development Initiative (ECD). In 2007/08, the NCB programs provided support to 2,370 families (2,640 parents/caregivers and 2,960 children) from 160 communities; the ECD programs provided support to 2,000 families (2,770 parents/caregivers and 2,750 children) from 207 communities.

In addition, there are nine family resource programs funded by the Public Health Agency of Canada through the Community Action Program for Children (CAPC) and the Canadian Prenatal Nutrition Program (CPNP), and three military family resource programs funded by the Department of National Defence.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2001** The first two family child care agencies were funded as pilot projects.

One-time funding was provided for centre renovations in order to meet the requirements of the new legislation and for existing staff to meet the new training requirements. Equipment grants were introduced and subsidy eligibility levels were increased.

**2001/02** Approximately \$2 million of the \$5.2 million in Early Childhood Development Initiative funding was allocated to child care. The allocation for regulated child care in the first year was as follows:

- \$1 million toward increased fee subsidies;
- \$790,000 toward educational supplements for all centre-based staff with a Level One or Two certification. Quarterly payments were made directly by the govern-

ment to individual staff. Staff with a Level One certification received \$1,040/year in year one, increasing to \$2,080 by year three. Staff with Level Two certification received \$2,080/year, increasing to \$4,160 by year three;

- \$20,000 toward equipment grants for family child care.

**2002/03** An evaluation of the Educational Supplement was conducted. The final report, *Evaluation of the Educational Supplement: An Early Childhood Development Initiative*, prepared for the Department of Health and Social Services by Atlantic Evaluation Research Consultants, was completed in January 2003.

**2003/04** A child care services needs assessment was conducted. The final report, *Child Care Services Needs Assessment Newfoundland and Labrador*, was completed.

An evaluation of the child care services certification and orientation course was conducted. The final report, *Child Care Services Certification and Orientation Course Formative Evaluation*, was completed in January 2004.

**2005/06** Newfoundland and Labrador received \$11.3 million through the Early Learning and Child Care Agreement in 2005/06 and \$10.3 million in 2006/07.

### 2006

**June** The Early Learning and Child Care plan was announced, with funding allocated to the following initiatives:

- An increase in the eligibility level for child care fee subsidies and subsidy rates;
- Income enhancement funding for low income ECEs working in centres. Staff with Level Two certification earning less than \$25,000/year receive \$2,000; those with Level One certification receive \$1,000. Staff earning between \$25,000-\$35,000 are eligible for a smaller amount;
- Bursaries for eligible ECE students. Part of a recruitment/retention strategy, graduates receive \$5,000 after completion of an ECE program, if they agree to work in the field for two years;
- Establishment of community-based child care in rural and under-serviced areas of the province;
- Equipment grants of between \$250 and \$800/year for centres and homes to purchase materials that support children with special needs;
- Staffing support for centres and homes that require this to enrol children with special needs. This includes funds for additional staffing, grants for materials and subsidies to enable staff to attend meetings;
- Human resources at the regional level to support these services.

**2006/07** Grants of up to \$500 annually became available for those working in child care and upgrading to Level One Child Care Services Certification.

Support provided to College of the North Atlantic to make ECE Diploma Program accessible online.

Start-up funding and, where necessary, ongoing funding for the establishment of child care centres and regulated family child care in rural and under-serviced areas of the province.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2007/08** Summer Institute Bursaries: Staff of centres who are upgrading by distance education are required to attend institutes at College of the North Atlantic. A bursary of \$1,200 for each institute is provided.

ELCC Supplement: The Income Enhancement and Educational Supplement combined to form the Early Learning and Child Care (ELCC) Supplement, and increased by \$250 for Level One and \$500 for Level Two annually.

## KEY PROVINCIAL ECEC ORGANIZATIONS

Association of Early Childhood Educators of  
Newfoundland and Labrador (AECNL)  
33 Pippy Pl, Suite 102  
St. John's, NL A1B 3T1  
Telephone: (709) 579-3028 or 1-877-579-3028  
Facsimile: (709) 579-0217  
Email: [aecnl@nfld.net](mailto:aecnl@nfld.net)  
Website: [www.aecnl.ca](http://www.aecnl.ca)

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Newfoundland and Labrador Teachers' Association  
3 Kenmount Road  
St. John's, NL A1B 1W1  
Telephone: (709) 726-3223 or 1-800-563-3599  
Facsimile: (709) 726-4302 or 1-877-711-6582  
Website: [www.nlta.nf.ca](http://www.nlta.nf.ca)



# Prince Edward Island



## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	1,500
1	1,400
2	1,300
3	1,500
4	1,400
5	1,500
6	1,500
7	1,700
8	1,700
9	1,500
10	1,600
11	1,700
12	1,800
Total	19,900

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	4,200
3-5	4,400
6-12	11,500
Total	19,900

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	150	60	15	0	0	235
5-9	165	40	10	0	0	205
10-14	120	30	0	0	0	160
Total	435	130	25	0	0	600

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	190	2.9
5-9	320	4.0
10-14	470	5.0
Total	980	4.1

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	900
1	1,000
2	900
3	1,100
4	900
5	1,200
6	1,100
7	1,300
8	1,200
9	1,000
10	1,200
11	1,300
12	1,200
Total	14,200

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	2,800
3-5	3,200
6-12	8,300
Total	14,200

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	5,515	1,075	990	90
5-9	6,245	1,725	1,465	260
10-14	7,285	2,015	1,720	295
Total	19,045	4,815	4,175	640

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	6,410	115	60
5-9	7,560	160	70
10-14	8,940	185	95
Total	22,910	460	225

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	n/a	n/a
3-5	n/a	n/a
6-12	2,000	15.9
Total	3,000	13.9

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*Note: Sufficient data for all age breakdowns not available.*

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	2,900	78.4
3-5	2,200	84.6
6-15	6,800	86.1

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Thirty-five weeks. The total parental leave for both parents cannot exceed 35 weeks.

### Adoption leave

Fifty-two weeks. The combined total leave for both parents cannot exceed 52 weeks.

### Births and EI maternity and parental claims (2007)

Number of births: 1,420

Birth rate per 1,000 population: 10.3

Number of initial maternity claims allowed: 1,010

Average length of maternity claim: 14.6 weeks

Number of parental claims: 1,150

Average length of parental claim: 28.4 weeks

Number of adoptive parent claims: 20

Average length of adoptive claim: 10.0 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Kindergarten in PEI is part of the early childhood system. The legislation governing kindergarten is the *Child Care Facilities Act, Regulations, and Guidelines* R.S.P.E.I. 1988.

### PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

Department of Education and Early Childhood Development.

The Department is responsible for licensing, teacher/staff certification, supports for children with special needs, policy development, funding, curriculum development, program support and in-service training.

### KINDERGARTEN CONTACT

Carolyn Simpson

Provincial Kindergarten Program Administrator  
Department of Education and Early Childhood Development

3 Brighton Road, P.O. Box 2000

Charlottetown, PE C1A 7N8

Telephone: (902) 569-7526

Facsimile: (902) 368-4622

Email: cesimpson@edu.pe.ca

Website: www.edu.pe.ca/

### KINDERGARTEN SERVICES

#### KINDERGARTEN

School boards currently have no jurisdiction over kindergartens, although there are programs located in schools; the school simply provides the space.

Kindergarten programs must operate for a minimum of three hours per day, five days per week or the equivalent, and provide 2.5 hours of instructional time. Programs may operate for between 9 and 10 months in a 12-month period. Each kindergarten determines its own hours of operation.

A three-hour day is available at no charge to the parent. Parents whose children attend full-day in a child care service either pay fees for the balance of the day or, if eligible, receive a child care subsidy.

Kindergarten programs are offered in 49 full-day child care centres and in 36 part-day stand-alone programs. Twenty-one of these centres are located in schools. Programs in schools must be not-for-profit and have either a parent or a community board. The schools offer the space when a request has been made and space is available. Kindergartens are also provided in for-profit and nonprofit full-day child care centres and as part-day stand alone programs.

Kindergarten is not compulsory and access is not legislated. Parents are responsible for transportation. School boards will transport kindergarten age children on buses if room is available.

While there are enough licensed spaces for every five year old, parents may not be able to access their program of first choice.

## AGE ELIGIBILITY

As of the 2008/09 academic year children must be 5 years of age by October 31, and in 2009/10 must be 5 years of age by December 31.

## CLASS SIZE

There is no specified class size but child: teacher ratios of 1:12 are legislated under the *Child Care Facilities Act*. In 2007/08 the majority of classes ranged from 12 to 24 students.

## CHILDREN WITH SPECIAL NEEDS

There is a philosophy of inclusion. Child-specific special needs grants are available to centres for additional staffing from the Department of Education and Early Childhood Development. A school-aged child with special needs may attend a second year of kindergarten.

The number of kindergarten children with identified special needs in 2007/08: 65.

## ENROLMENT (2007/08)

Number of children enrolled in kindergarten (the year before Grade 1): 1,215.

## KINDERGARTEN TEACHERS

Qualification requirements: A two-year ECE diploma.

Minimum requirement for an ECE supervisor in a kindergarten: ECE diploma plus two years of work experience.

Thirty hours of professional development every three years is required for recertification for all kindergarten staff.

Responsibility for certification: The Child Care Facilities Board.

Representation: Several programs are unionized and represented by Union of Public Sector Employees.

Average wage in 2007/08: \$14.23 per hour. The Department requires all educators responsible for kindergarten to be paid a minimum of \$13 per hour (including benefits).

## CLASSROOM ASSISTANTS

Title: Special Needs Assistants (SNAs).

Qualifications: 30 hours of training, and 30 hours of professional development every three years.

Role: To lower ratios to allow for a more successful transition and inclusion into the early childhood setting for children with special needs.

Funding for SNAs is provided by the Department of Education and Early Childhood Development.

## CURRICULUM

The Department of Education and Early Childhood Development has an integrated kindergarten curriculum which includes Social Studies, Science, Health and Physical Development, Creative Development as well as Early Literacy Development and Early Numeracy Development. This curriculum was implemented provincially in September 2008.

## MONITORING AND ASSESSMENT

See LICENSING, MONITORING AND ENFORCEMENT in child care section.

The Department of Education and Early Childhood Development has assigned two resource people to the Child Care Facilities Board. These individuals and two others are also appointed as inspectors of child care facilities.

## SOURCES OF FUNDING FOR KINDERGARTEN

The Department of Education and Early Childhood Development funds kindergartens directly; there is no school board involvement. The Department also provides funding to the Early Childhood Development Association to provide support to kindergarten and early childhood settings.

There are no fees for the kindergarten program; however, programs may charge \$25-\$50/year for consumable supplies.



## PUBLIC SPENDING ON KINDERGARTEN (2007/08)

### Average spending per kindergarten child

Per capita spending on kindergarten: \$2,768.

### Total spending for kindergarten

\$3,364,000 — excludes Special Needs Assistants, curriculum resources and program supports.

## DEVELOPMENTS IN KINDERGARTEN

2000

**September** Prince Edward Island introduced publicly funded kindergarten; PEI was the last province to do so. Plans are for kindergarten to move to the public school system in 2010. A Kindergarten Commissioner has been hired to review the kindergarten system and make recommendations to the province.

2005

**Fall** The Task Force on Student Achievement report was released. The report contained the following recommendations specific to kindergarten:

- put in place more rigorous requirements regarding program content, number of hours, and length of the school year to ensure consistency and quality in the kindergarten system;
- integrate francophone kindergartens into the public school system and investigate whether this would be advantageous for all kindergartens;
- develop an intervention program for children identified as being at risk.

The province has acted on these recommendations. The range that kindergarten programs may operate was changed from 5-10 months to 9-10 months.

**2006/07** Children had to be five years old by September 30 to enter kindergarten.

**2007/08** Children had to be five years old by August 31 to enter kindergarten.

**2007/08** Government announced a seven percent increase in kindergarten funding. Wages of ECEs working in kindergartens were raised to at least \$13 per hour. The funding also included a new annual \$500 grant for each program to assist with administrative costs.

**2008** An integrated provincial kindergarten curriculum was developed and implemented.

**2008/09** As of the 2008/09 academic year, children must be 5 years of age by October 31 to enter kindergarten.

## REGULATED CHILD CARE SERVICES

### LEGISLATION

Prince Edward Island. Legislative Assembly. *The Child Care Facilities Act*. 1988.

Prince Edward Island. *Legislative Assembly. Child Care Facilities Regulations*. 1988.

Prince Edward Island. Legislative Assembly. *The Social Assistance Act*. 2003

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

Sarah Henry  
Healthy Child Development Coordinator  
Department of Education and Early Childhood Development

Mailing Address:  
P.O. Box 2000

Location Address:  
161 St. Peters Road  
Charlottetown, Prince Edward Island C1A 7N8  
Telephone: (902) 894-0260  
Facsimile: (902) 368-6136  
Email: [skhenry@gov.pe.ca](mailto:skhenry@gov.pe.ca)  
Website: <http://www.gov.pe.ca/>

Early Childhood contact:  
Cathy McCormack  
Early Childhood Programs Administrator  
Telephone: (902) 368-6518  
Email: [camccormack@ihis.org](mailto:camccormack@ihis.org)

### CHILD CARE SERVICES

#### UNREGULATED CHILD CARE

##### Unregulated family child care

Maximum number of children permitted: Five, including the caregiver's own preschool-age children.

If all children are under two years, three are allowed, or five preschoolers if not more than two of them are younger than two years. Six are allowed in a mixed-age group up to 10 years with no more than two younger than two years.

## REGULATED CHILD CARE

### Early childhood centres

Group care for less than 24 hours/day for children from birth to seven years including part-day kindergartens for children aged five years and part-day nursery schools for children aged 2-5 years.

### School-age child care centres

Care outside school hours for school-age children (usually 6-12 years).

### Family day care homes

Full-day care in a private home for mixed-age groups up to a maximum of seven children, including the provider's own preschool children, with a maximum of three children under two years.

## CHILDREN WITH SPECIAL NEEDS

There are no segregated child care programs for children with disabilities.

Centres may apply for a special needs grant on behalf of a child. A grant of up to \$11.50/hour is available, based on the training and experience of the staff hired. Their role is to lower ratios to allow for a more successful transition and inclusion into the early childhood setting for children with special needs. Some documentation is required in order to receive the additional support, but it is flexible and the social need of the child may be considered. Special needs funding usually provides for additional staff to lower the ratio of the group. The funding is not capped and there is no waiting list for service. Parents of children with special needs are not required to be employed or in training to receive a subsidy.

Staff who work with children with special needs require 30 hours of professional development every three years.

## ABORIGINAL CHILD CARE

Prince Edward Island does not fund or license child care programs on-reserve. There are no First Nations/Inuit Child Care Initiative programs in PEI. There are two unlicensed centres on-reserve, and an unlicensed kindergarten program on Abegweit First Nation Lennox Island Reserve; as well, Abegweit First Nation Scotchfort Reserve operates an Aboriginal Head Start program. It serves 2-6 year olds, operates from 8 a.m. to 3 p.m. and is unregulated.

The Mi'kmaq Family Resource Centre operates an Aboriginal Head Start program in Charlottetown. It serves 3-6 year olds and is a regulated centre.

## SPACE STATISTICS (MARCH 2008)

Number of regulated child care spaces		
<i>Centre-based</i>		
Age group	Full-day	Part-day
Infants (0-24 months)	191	0
Preschool (2-4 years)	2,610	n/a
School-age (6-12 years)	-	859
Kindergarten	729	486
Total centre-based spaces	3,530	*1,345
<i>*A total of 1,215 children attend kindergarten, 486 who attend part-time only and 729 who attend both kindergarten and child care for the balance of the day.</i>		
<i>Family child care</i>		35
<b>Total number of regulated spaces</b>		<b>4,910</b>
<b>Children with special needs in regulated child care</b>		219
<b>Children receiving subsidies</b>		**1,786
<i>**Represents the monthly average over the year. The total number of children receiving subsidy was 2,117.</i>		
<i>Note: In ECEC in Canada 2006, the 2005/06 average number of children receiving subsidies was reported as 849. Provincial officials subsequently corrected that number to 1,750, with the total number of children served being 2,235.</i>		

<b>Number of centres and homes</b>	
<i>Number of child care centres</i>	144
Full-day	80
Part-day nursery schools/preschools	2
Stand-alone after-school programs	26
Kindergarten centres	31
<i>Number of individual family child care providers</i>	5
<b>Sponsorship of regulated centre-based spaces</b>	
Nonprofit	2,061
For-profit	2,814
Total	4,875
<i>Note: For the purpose of comparison with other jurisdictions where kindergarten is in the public education system, the part-day kindergarten spaces are excluded from the figures in the BIG PICTURE and LONG VIEW Tables.</i>	

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

<b>Maximum centre size</b>	50 spaces	
<b>Maximum staff:child ratios and group sizes</b>		
Age	Staff:child ratios	Max. group sizes
0-2 yrs	1:3	6
2-3 yrs	1:5	not specified
3-5 yrs	1:10	not specified
5-6 yrs	1:12	not specified
7+ yrs	1:15	not specified

#### Staff qualification requirements in Type I centres\*

Centre supervisors and one full-time staff member in each program must have at least a one-year Early Childhood Development diploma or university Child Study degree.

Thirty hours of in-service training every three years is required for all staff.

\* *Type I centres are Early Childhood Centres with the primary objective being to provide an early childhood developmental program emphasizing age-appropriate activities.*

#### Staff qualification requirements in Type II centres\*\*

The supervisor and one staff person of a Type II facility must have successfully completed one unit of continuing education (defined as one semester university/college course), and must provide two personal references from members of the community.\*\*\*

Thirty hours of in-service training every three years is required for all staff.

The Child Care Facilities Board only recognizes public and private post-secondary institutions that have been given the authority to grant academic credentials by their provincial or territorial governments through charters or legislation that ensures or enables mechanisms for institutional and program quality.

\*\* *Type II centres are day care homes and school-age centres.*

\*\*\**Where the board is satisfied that an applicant for licensing of a Type I centre has made every reasonable effort to engage a qualified supervisor/program staff as required and has been unable to do so, the board may authorize the engagement of an unqualified supervisor/program staff, provided that the unqualified supervisor/program staff commences, within six months of the date of employment, to acquire the necessary qualifications and must attain the appropriate qualification within 3 years of the date of employment. In Type II centres the appropriate qualifications must be acquired within one year.*

#### Parent involvement

Not specified.

#### Licensing, monitoring and enforcement

Centres are visited for licensing purposes by staff of the Department of Education and Early Childhood Development, who observe the administration and programming of the centre. Annual inspections are required by the Fire Marshall's office and the Environmental Health Division of the Department of Health.

If a centre is not in compliance with the legislation it may operate under a regular licence but is given a specific time frame in which to comply. A centre may have a provisional licence for a period of six months, or it may have its licence revoked or not renewed. A centre receiving a provisional licence or having its licence revoked or not renewed may appeal directly to the Minister who then must establish an Appeal Board. This Board must conduct an inquiry and render a decision within 30 days.

## REGULATED FAMILY CHILD CARE

### Regulation

Providers are individually licensed.

### Maximum capacity

Up to seven children including the provider's own children under school-age, with a maximum of three children under two years.

### Provider qualification requirements

Providers must be at least 18 years of age, have completed a 30-hour training program, have two letters of reference and a current first-aid certificate.

Providers are not required to have a criminal records check; however, the Early Childhood Development Association (ECDA) has developed a process for criminal record checks and encourages all owners/operators to make sure their staff have them.

### Licensing, monitoring and enforcement

Annual inspections are made by staff of the Department of Education and Early Childhood Development, who observe the administration and programming of the centre; by an inspector for the Fire Marshall's office; and by an Environmental Health Officer.

## FUNDING

### CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to service providers on behalf of eligible parents. Eligibility is determined by an income test and by the following social criteria: parent(s) working or studying, parental medical emergency, child in need of protection, children with special needs, children of immigrant families who are registered for English/French second language programs and school readiness. Eligibility assessments are conducted in person at local offices of the Department of Social Services and Seniors.

The provincial fee subsidy budget is not capped and in 2007/08 there was no waiting list for subsidy.

Any regulated nonprofit or private child care program is eligible to enrol children receiving subsidies.

There is no minimum user fee. Centres and family day care homes may surcharge subsidized parents higher than the maximum subsidy. Approximately half the centres charge fees higher than the maximum subsidy but not all require subsidized parents to pay this difference.

Parents in receipt of social assistance have access to the Child Care Subsidy Program.

### Eligibility for fee subsidy (net income 2007/08)

	Turning point	Break-even point
1 parent, 1 child	\$15,400	\$27,400
2 parents, 2 children	21,200	53,040

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

### Maximum subsidy by age of child (2007/08)

0-2 yrs	\$30/day
2-3 yrs	23/day
3+ yrs	22/day
School-age	18/day

## PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

All licensed child care centres are eligible for all funding programs.

### One-time funding

None

In 2007/08 a one-time resource grant from the operating fund was provided to early childhood centres in the following amounts:

For centres with a capacity of 25-50	\$2,600
For centres with a capacity of 34 and fewer	1,300
For school age and nursery schools	650
For family child care programs	500

### Recurring funding

#### Operating grants

Full-day centre-based programs	\$1.10/day/space
Part-time centre-based programs	
12 children or fewer	750/year
24 children or fewer	1,201/year
50 children or fewer	2,002/year

*\* Funding is calculated according to months of operation and is less than stated above if the program operates less than 12 months a year.*

*Note: Since February 2007, all licensed child care facilities that are open for a minimum of six consecutive months receive operating grants.*

#### Infant incentive funding

\$500/space/year. An annual grant is provided to centres and family day care programs enrolling at least one child younger than two years on a regular basis for at least six months.

#### Special needs funding

Available to centre-based and family day care programs to pay staff to provide individualized programming for children with special needs. The funding will cover wages and benefits up to \$11.50/hour based on training and experience.

**Family day care homes** \$495/year  
See RECENT DEVELOPMENTS for increases in operating grants effective April 1, 2008.

### PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

<b>Child care fee subsidies</b>	\$3,500,000
<b>One-time funding</b>	None
<b>Recurring funding</b>	
Special needs funding	\$1,315,000
Operating grants	1,210,000
Total*	\$6,226,767

Note: \$201,767 of the 2007/08 operating funding was allocated to a one-time resource grant to centres and homes.

#### Other funding

Funding to the Early Childhood Development Association for the Bridges Project	\$80,000
Partnerships for Children	110,000
Research and Evaluation (including EDI)	50,000

#### Funding from other departments

Kindergarten funding to early childhood centres	\$3,364,000
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\* For the purpose of comparison with other jurisdictions where kindergarten is in the public education system, kindergarten funding has been separated from spending on regulated child care. The allocation for kindergarten is \$3.2 million; the amount above is actual spending.

The provincial social assistance budget has \$50,000 for unregulated care for infants, or for extended-hour care when regulated care is unavailable, or for occasional "babysitting" costs.

### SALARIES

#### Mean gross hourly wage for centre-based child care staff (full-and part-time staff combined - 2007/08)

	Median hourly	Median range (within which 80% fall)
Uncertified	\$9.50	\$7.50 - \$15.00
Certified ECEs	11.85	8.50 - 21.00
Certified ECEs in kindergarten	14.00	n/a
Special needs staff	9.00	n/a

Source: Early Childhood Services, Direct Funding Program April 2008. Based on wage information on 118 certified ECE's and 153 uncertified staff.

#### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$19,616
Those with an ECE credential	21,970

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

#### Family child care

Information not available.

### FEES

#### Median monthly parent fees for centre-based full-time care (2007/08)

Infants	\$685 (\$32/day)
Toddlers	599 (\$28/day)
Preschool	556 (\$26/day)
School-age	Information not available

Source: Information provided by provincial officials from centre subsidy forms.

#### Average daily fee in family child care

Information not available.

### ADMINISTRATION

The Department of Education and Early Childhood Development is responsible for the regulation of child care services and management of government funds allocated to child care.

The Child Care Facilities Board is responsible for standards and regulations, monitoring, qualifications and certification of child care staff. The Board includes six members who represent the Health and Community Services agencies, Education Agency, the Early Childhood Development Association and the public at large, and a Chair who is a public official.

The local offices of the Department of Social Services and Seniors are responsible for assessing eligibility for subsidy.

## MUNICIPAL ROLE

There is no legislated municipal role for the development or delivery of child care.

## CHILD CARE PLANNING AND DEVELOPMENT

Five principles guide the planning of child care: quality, affordability, accessibility, providing for children with special needs, and parent involvement.

Application to the Child Care Facilities Board for a licence must include a needs assessment that documents the need for child care in a particular area.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2000** Publicly funded, community delivered kindergarten was introduced.

**November** The government released *For our children: A strategy for healthy child development* and announced the establishment of the Premier's Council on Healthy Child Development to advise the premier on issues affecting young children in PEI. The Departments of Health and Social Services, Education, Development and Technology, the Office of the Attorney General, and Community and Cultural Affairs as well as community groups worked in partnership to implement the strategy. The Council mon-

itored the implementation of the province's Healthy Child Development Strategy with a focus on child outcomes in the four goal areas identified by the Strategy: good health, safety and security, success at learning, and social engagement and responsibility. The Healthy Child Development Strategy is the responsibility of the five deputy ministers of the departments listed above.

**2001** The *Review and analysis of the Prince Edward Island ECE industry* was undertaken, based on *You Bet I Care!* and funded through a Labour Market Development Agreement with Human Resources Development Canada.

The \$1.3 million Early Childhood Development Initiative funding was allocated as follows:

- early intervention for children with autism: \$700,000;
- kindergarten: \$500,000;
- support to the Premier's Council for the Healthy Child Development Strategy: \$100,000.

A new Aboriginal two year ECE diploma program began development at Holland College.

**2001/02** Funding was provided to the Early Childhood Development Association for a pilot project aimed at improving quality. The focus was children with special needs, based on the Keeping the Door Open model. Funds were provided for two staff to work with 200 child care staff in 29 centres. The goal was to expand the program to include all centres.

**2003/04** An accelerated ECEC program was introduced at Holland College under a Labour Market Development Agreement (LMDA) with Human Resources Development Canada. To be eligible for the training, students must have at least three years experience in a child care centre, meet the Holland College entrance requirements and be a member of the Early Childhood Development Association. The program is a mix of classroom time and on the job training, which takes place in the centres in which the students are employed.

*Partnerships for Children* funding initiative was implemented to help develop and strengthen Children's Working Group networks. Activities included ECDA-developed salary scales and job descriptions, a public education campaign for parents on the work done by staff without qualifications, and a number of fact sheets.

## 2004

**June** The first students graduated from the Holland College Aboriginal ECE diploma program.

**July** The Measuring and Improving Kids' Environments (MIKE) program was introduced in an effort to improve quality; this was a partnership between PEI Department of Health and Social Services (DHSS), Early Childhood Development Association (ECDA) of PEI and licensed full-day early childhood centres across PEI. The on-site consultation model from *Keeping the Door Open* was used to inform and guide the work in the first 10-month cycle of the pilot (see 2001/02). The model uses external program consultants with training in early childhood education, experience in licensed centres and in the (ECERS-R), the Canadian Supplementary Scale (CSS), SpecialLink Child Care Inclusion Principles Scale (SCCIPS) and the Practices Profile. The program was funded by the DHSS as a component of the PEI Healthy Child Development Strategy.

**September** An Early Childhood Education and Care Committee was struck to make recommendations to the Healthy Child Development Deputy Ministers on future directions for ECEC programs and services. Recommendations were framed within the principles of the Multilateral Framework Agreement on Early Learning and Child Care.

**Fall** Forty-nine early childhood centres (more than 50% of the full-day centres) received certification from the Union of Public Service Employees (UPSE). Contract discussions began.

## 2005

**Summer** An Accelerated Francophone Early Childhood Education Diploma was offered to educators working within licensed francophone child care centres by La Société éducative de l'Île-du-Prince-Édouard, in collaboration with Cégep de St-Félicien. Eleven students began the program in the summer of 2005 and graduated in the summer of 2007.

**November** The Early Childhood Education and Care Committee developed a Criminal Record Check Manual to be used by PEI early childhood centres. The Early Childhood Development Association provided the centres with training in its use.

**November/December** Prince Edward Island received \$3 million through the Early Learning and Child Care Agreement in 2005/06 and \$2.8 million in 2006/07.

In 2005/06 the fund was used to provide a one-time wage enhancement of \$3,000 per certified staff working in licensed early childhood centres; a \$10,000 resource and administration grant per preschool centre, and a "parent share holiday" that provided parents receiving partial subsidy with three months relief from their parental portion of the fees beyond any minimum required.

Child care subsidy rates were raised to \$30/day for infants, \$23/day for 2-year olds and \$22/day for 3-5 year olds.

The annual infant grant was increased from \$250 per centre that has infant spaces to \$500 per infant space.

## 2006

**Summer** The Bridges Project was announced. The Departments of Education, Social Services and Seniors and the Early Childhood Development Association collaborated to offer seamless support in the areas of curriculum development, program delivery and parental engagement. The Bridges Project combined the work of the kindergarten mentors and the MIKE consultants under a new Early Childhood Resource Team. Other professionals, such as speech and language pathologists and occupational therapists, were included on this team as required.

Collectively the team:

- supports early learning and child care program supervisors/administrators/owners with learning environments, training and mentoring;
- encourages quality of early learning programs;
- helps enhance the level of integration of children with special needs;
- encourages a community of learning within the early childhood sector.

**November** Contract negotiations were underway with UPSE and the majority of full-day licensed early childhood centres.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2007: February** Government announced a multi-year strategic investment in early learning in four key areas:

- Access and Affordability for child care programs — increase in subsidy eligibility levels
- Quality Licensed Child Care and Early Learning Environments — intended to improve stability, by providing predictable, on-going funding.
- Early Years Information Campaign — on the importance of the early years
- Research and Evaluation — to collect and report data to measure how well our children are doing in areas of development and learning.

The province allocated \$4.2 million in funding held in trust as part of the Early Learning and Child Care Agreements of 2005 to support these investments.

**2007**

**April** The subsidy eligibility levels were increased as follows:

	Previous annual net income thresholds	Annual net income thresholds effective April 1, 2007
1 parent, 1 child	\$13,400 - \$25,440	\$15,400 - \$27,440
2 parents, 2 children	19,200 - 51,040	21,200 - 53,040

**April** Early Childhood Services, the unit responsible for licensing and monitoring of child care centres, was moved from the Department of Social Services and Seniors to the newly named Department of Education and Early Childhood Development (formerly Department of Education).

The Department of Education and Early Childhood Development announced that the kindergarten program would be moving to the school system from the child care system. A kindergarten commissioner was appointed to assess the kindergarten situation, develop recommendations as to how the Department can best facilitate this change, and assess the educational requirements for kindergarten teachers. The report to the premier is due in June 2009.

The TAKE 30 for the Family social marketing program was launched by the Government of PEI. This program is designed to provide parents with information, activity ideas and tools to promote positive parenting and healthy brain development during a child's critical early years. The TAKE 30 for the Family is also working with the business community to encourage businesses to develop or continue to maintain a flexible workplace that supports employees to balance work and life/family commitments.

The operating grants were increased as follows:

### *Operating grants*

Full-day centre-based programs	\$1.20/day/space
Part-time centre-based programs	
12 children or fewer	825.83/year
24 children or fewer	1,321.32/year
50 children or fewer	2,200.20/year
Family child care	\$544.50/year

**June** The Department of Education and Early Childhood Development announced that the age of entry for kindergarten and Grade 1 will be gradually changed to December 31 by the fall of 2010. 2008: age 5 by October 31; 2009: age 5 by November 31; 2010: age 5 by December 31.

Le Collège Acadie Î-P-É was recognized as a publicly-funded post-secondary institution, giving the college status to grant diplomas.

## KEY PROVINCIAL ECEC ORGANIZATIONS

Early Childhood Development Association of Prince Edward Island

40 Enman Crescent, Suite 147

PO Box 23055

Charlottetown, PE C1E 1Z6

Telephone (902) 368-1866 or Toll-Free 1-866-368-1866

Facsimile (902) 569-7900

Website: [www.ecda.pe.ca](http://www.ecda.pe.ca)

Early Learning Operators of Prince Edward Island

c/o Campus Kids Child Care Centre

550 University Avenue

Charlottetown, PE C1A 4P3

Telephone: (902) 566-0344





## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	8,600
1	8,000
2	8,400
3	8,400
4	7,800
5	8,200
6	9,400
7	9,000
8	9,100
9	10,500
10	11,000
11	10,500
12	9,900
Total	118,700

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	25,000
3-5	24,400
6-12	69,400
Total	118,700

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	1,355	360	0	0	35	1,750
5-9	1,520	495	15	0	45	2,075
10-14	1,825	580	35	0	35	2,475
Total	4,700	1,435	50	0	105	6,300

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	770	1.9
5-9	2,430	5.2
10-14	3,330	6.0
Total	6,530	4.5

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	5,200
1	4,800
2	5,100
3	4,700
4	5,100
5	5,200
6	5,700
7	5,800
8	6,300
9	7,100
10	7,300
11	7,500
12	6,900
Total	76,700

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	15,100
3-5	15,000
6-12	46,600
Total	76,700

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	32,880	8,860	7,810	1,045
5-9	36,420	11,380	9,855	1,530
10-14	42,190	13,545	11,640	1,910
Total	111,490	33,795	29,305	4,490

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	39,510	630	1,210
5-9	45,490	765	1,060
10-14	53,055	975	1,320
Total	138,055	2,370	3,590

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	n/a	n/a
3-5	n/a	n/a
6-12	10,000	14.0
Total	16,000	13.2

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*Note: Sufficient data for all age breakdowns not available.*

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	15,100	70.9
3-5	11,200	77.8
6-15	43,300	82.8

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Both parents are entitled to 52 weeks which must be taken within 12 months of the child's birth. Thirty-five weeks for birth mothers who have taken pregnancy/maternity leave.

### Adoption leave

Fifty-two weeks.

### Births and EI maternity and parental claims (2007)

Number of births: 8,372

Birth rate per 1,000 population: 9.0

Number of initial maternity claims allowed: 5,530

Average length of maternity claim: 14.3 weeks

Number of parental claims: 6,230

Average length of parental claim: 26.9 weeks

Number of adoptive parent claims: 80

Average length of adoptive claim: 27.5 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN (GRADE PRIMARY)

### LEGISLATION

Nova Scotia. Legislative Assembly. *Education Act and Regulation*. 1995-96. Amended 1998, 2000, 2002.

Nova Scotia. Legislative Assembly. *Pre-primary Education Act*. Chapter 44 of the Acts of 2005. Proclaimed March 24, 2006.

## PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

### Primary contact

Nancy Taylor

Early Learning Coordinator

English Program Services

NS Department of Education

Telephone: 902-424-4908

Email: [taylornl@gov.ns.ca](mailto:taylornl@gov.ns.ca)

Website: <http://www.ednet.ns.ca/>

### GRADE PRIMARY PROGRAM

Grade Primary (kindergarten) is delivered in both public and private schools. It is available to all eligible children in Nova Scotia on a full-time basis (a minimum of four hours/day are required for Grade Primary to Grade 2).

Grade Primary is an entitlement and is compulsory in Nova Scotia.

### AGE ELIGIBILITY

Five years old on or before December 31.

### CLASS SIZE

Class size limit of 25 students in Grade Primary to Grade 2.

Class size limit of 20 students in combined Grade Primary/Grade 1 classrooms.

Average/mean class size (2005/06): 22.4. Information specific to Grade Primary is not available.

### CHILDREN WITH SPECIAL NEEDS

In Nova Scotia, programming and services for students with special needs are ensured under the Education Act and Regulation (1996, updated 2008). Students for whom the learning outcomes of the prescribed provincial curriculum do not apply, enter the program planning process and an individualized program plan (IPP) is created. The program planning team includes school staff, the student's family and, when applicable, the student. All programming supports (assistive technology, teacher assistants, transition support) and other specialized programming considerations or services are identified during the program planning process.

In 2007, a provincial average of 4.7% of students from grades Primary to 12 had IPPs.

## ENROLMENT (2007/08)

There were 503 classes of Grade Primary. This includes multi-grade classes.

### Number of children enrolled in Grade Primary (one year before Grade 1)

Public	8,394
Private	273
Total	8,667

### Number of children enrolled in 4 Plus Program in Halifax (two years before Grade 1)

(See SPECIAL FEATURES) 110

### Number of children enrolled in Pre-Primary Program

(see RECENT DEVELOPMENTS) 416

## KINDERGARTEN TEACHERS

Qualification requirements: A valid teaching certificate is required. An Initial Teacher's Certificate is granted upon completion of a minimum of five years of undergraduate education including three years of approved undergraduate studies, two years of an approved program of professional studies including a practicum, and receipt of an approved Bachelor's degree from a recognized university.

Responsibility for certification: Registrar, Teacher Certification, Department of Education.

Representation: Nova Scotia Teachers' Union.

Professional Development: Every teacher who has a probationary or permanent contract with a school board must complete 100 contract hours of professional development every five years and maintain a professional development profile to be submitted to the school board annually.

Average salary: Not available.

In 2003/04 there were 604 full-time kindergarten teachers.

## CLASSROOM ASSISTANTS

Title: Teacher Assistant.

Qualifications: High school diploma or equivalent.

Role: Working with students who have IPPs under direction of supervising teacher and as a support for the instructional program.

## CURRICULUM

There is a provincial kindergarten curriculum, as published in the *Learning Outcomes Framework* document (2004). The focus is on transitioning from home to school, laying the foundations for lifelong learning, and on fostering development in all areas. Subject-specific curriculum outcomes are included.

## MONITORING AND ASSESSMENT

Information not available.

## SOURCES OF FUNDING FOR KINDERGARTEN

Public school education is funded by both provincial and municipal levels of government. Generally, this funding represents approximately 97% of school board revenues, with the remainder being board-generated. Nova Scotia does not provide funding to private schools.

*Note: Current information is not available for 2007/08.*

## PUBLIC SPENDING ON KINDERGARTEN

### 2003/04

#### Average spending per kindergarten student

\$5,967.10 per student for all funded students in the education system. Spending per kindergarten student is not available.

*Note: Current information is not available for 2007/08.*

#### Total spending on kindergarten

Information not available.

## SPECIAL FEATURES

The Halifax Regional School Board funds five Early Learning Opportunities programs targeted to children at risk for poor educational outcomes. These programs are led by two trained early childhood educators, the maximum group size is 18 students and the curriculum is play-based.

## RECENT DEVELOPMENTS IN PROGRAMMING FOR YOUNG LEARNERS

**2005** A Pre-Primary Program was launched with new provincial funding for 19 sites. It was developed in partnership with the departments of Community Services and Health and Nova Scotia Health Promotion. The pilot program was to run for two years and was offered on a voluntary basis and free of charge.

The pilot program was to explore a developmentally appropriate program for children in the year prior to school entry, situated in the elementary school. A maximum of 18 children attended the full day programs, which were led by two trained early childhood educators. Emphasis was placed on developing social skills, understanding the school system, and acquiring an educational foundation for reading, writing, and learning mathematics, science and social studies in a play-based curriculum model. Programming was supported by learning through the arts — music and visual arts in particular.

**2007/08** Although the Pre-Primary Program pilot ran successfully for three years, it was cancelled at the close of the 2007/08 school year. A change was made in the age of eligibility for entry into Grade Primary (from October 1 to December 31).

## REGULATED CHILD CARE

### LEGISLATION

Nova Scotia. Legislative Assembly. *Day Care Act*. Chapter 120, of the Revised Statutes, 1989. R.S., c. 120, s. 1. *Day Care Regulations* made under Section 15 of the *Day Care Act*, amended to N.S. Reg. 202/2004.

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

Virginia O'Connell  
Director  
Early Childhood Development Services  
Department of Community Services  
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Telephone: (902) 424-5489  
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Email: [oconneva@gov.ns.ca](mailto:oconneva@gov.ns.ca)  
Website: [www.gov.ns.ca/coms/families/index.html](http://www.gov.ns.ca/coms/families/index.html)

## CHILD CARE SERVICES

### UNREGULATED CHILD CARE

#### Unregulated family child care

Maximum number of children permitted: Six children who may be of mixed-age groups, including the caregiver's own preschool children. If all children including the caregiver's own are school-age, eight children are permitted.

### REGULATED CHILD CARE

#### Child care centres

Care in a group setting for less than 24 hours/day for seven or more children from 0-12 years. This includes full-day child care centres, preschools, nursery schools and programs for school-age children.

#### Child Development Centres (CDC)

CDCs were established to provide a part-day preschool experience to enhance opportunities for children's development as they prepare for school entry. These non-profit centres receive a grant which cannot exceed 50% of their operating costs. In order to qualify for a grant, a percentage of the families of children enrolled must qualify for assistance under established income guidelines (the former Canada Assistance Plan guidelines). These income guidelines are higher than those that must be met to qualify for regular child care subsidy. The director of the CDC administers the income test and keeps the information on file as required for licensing inspections.

Centres establish their own fees, which are often on a sliding scale according to family income. The amount of funding is generally based on past allocations and not formula-based on capacity or actual costs. There are 27 programs across the province.

#### Family child care

Care in a private home for up to six children of mixed ages including the provider's own children, or eight school-age children including the provider's own school-age children.

## CHILDREN WITH SPECIAL NEEDS

All licensed child care centres are eligible to receive Supported Child Care (SCC) funding to support the inclusion of children with special needs who have developmental delays or behavioural issues that require intervention. The funding is intended to support a child care program to either continue or build its capacity to fully include children with special needs in the centre's daily routine. Funds may be used towards the salary of an additional early childhood special educator or to purchase materials, equipment or resources. The amount of support, required by the program to ensure that children with special needs can be successfully included, is determined in consultation with the centre director and the department's regional Early Childhood Development Officers. Facilities can assign an employee currently at the centre to facilitate inclusion and use SCC funding to hire additional staff to enable an enhanced ratio.

Eligibility is based on whether the centre is licensed, is in compliance with the Day Care Act and Regulations and has a child who is attending who has a special need. SCC funding is program based and is not determined by the diagnosis of the child/ren requesting admittance to the child care centre. The funding depends on availability and is not an entitlement. Families do not pay for the additional supports provided.

## ABORIGINAL CHILD CARE

Development of on-reserve child care as part of the First Nations/Inuit Child Care Initiative is the responsibility of the Nova Scotia Tri-Partite Social Working Committee: Child Care Facilities and Licensing Agreement Sub-Committee. There are 13 on-reserve child care centres with 253 spaces. Centres follow provincial regulations but are not provincially licensed or funded.

## SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces*</b>			
<i>Centre-based</i>	Full-day	Part-day*	Total
Infants (0-17months)	501	—	501
Toddler (18-35 months)	2,675	—	2,675
Preschool (3.8-5 years)	5,323	2,414	7,737
School-age (6-12 years)	—	2,688	2,688
Total centre-based spaces	8,499	5,102	13,601
<i>Family child care spaces</i>			110
<b>Total number of regulated spaces</b>			13,711

*\* These numbers are approximate as of March 31, 2008.*

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<b>Children with special needs in regulated child care</b>	
	500

*All children with special needs attending child care programs may not be captured in this number, as an application to obtain SCC funding is not necessary for every child with special needs who attends.*

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<b>Children receiving fee subsidies</b>	
	2,863

*In total, there are 3,123 subsidized child care spaces. Of these 1,877 spaces are allocated to specific nonprofit centres and 1,246 portable spaces may be used in for-profit or nonprofit centres and follow the child.*

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<b>Number of centres and homes</b>	
<i>Number of child care centres</i>	380
Full day	260
Part-day nursery schools/preschools	117
Stand-alone after school programs	11
<i>Number of family child care agencies</i>	3
<i>Number of family child care providers</i>	37

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<b>Sponsorship of regulated centre spaces</b>		
Nonprofit	6,868	
For-profit	6,733	
Total	13,601	

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

#### Maximum staff:child ratios and group sizes

Age	Staff:child ratios	Max. group sizes
0-17 months	1:4	10
18 months-35 months	1:6	18
36 months-5 years (full-day)	1:8	not specified
30 months-5 years (part-day)	1:12	not specified
5-12 years	1:15	30

*Note: Although group size is not specified for full-day and part-day preschool programs, the Day Care Regulations state that “no more than 25 children shall be in a room or a specified play area at any one time for rest or play”.*

#### Staff qualification requirements

In a licensed child care facility, 2/3 of the staff working with children must have completed a training program in early childhood education or its equivalent. The Centre Director must also be trained in early childhood education or its equivalent and can be considered part of the 2/3 staff ratio. To be considered equivalent, staff must have completed Grade 12, have a minimum of two years experience in a day care centre and have successful completion of a full credit course of two semesters of post-secondary education in at least one of the following:

- human growth and development with an emphasis on the young child, or
- curriculum development and implementation of programs for young children in child care centres; and
- successful completion of 25 hours in training programs, seminars or workshops in another area not completed by way of post-secondary education.

In school-age programs, qualification standards must meet the requirements of the Nova Scotia Day Care Act. Currently, the qualification requirements to work in school-age child care are the same as for early childhood care.

Staff wanting to be considered as trained to work in child care in Nova Scotia may submit their training credentials, transcripts, course descriptions and work record to Early Childhood Development Services for review. Training and experience are measured against the Nova Scotia Standards for ECE Training Programs as well as the qualification requirements as stated in the Nova Scotia *Day Care Act and Regulations*. On completion of the review,

applicants receive a letter verifying their status to work as qualified staff in Nova Scotia, or identifying gaps in their training and/or experience that would need to be filled for them to be considered qualified.

A two-year ECE diploma or a four-year Child and Youth Study degree are considered to be ECE credentials. Nova Scotia also recognizes specific partial training and experience in early childhood education to be eligible for inclusion in the qualified child care staff ratio. Training is required in child development and programming for young children, as well as two years of experience in the field, to be considered qualified.

*Note: Workshops that are directly related to planning the child care curriculum are also offered at conferences. These workshops may be considered as meeting the requirements of equivalency (as stated above).*

#### Parent involvement

Parent meetings must be held at least four times in a year for full-day programs and twice a year for part-day programs.

#### Licensing, monitoring and enforcement

Initial and ongoing inspections are conducted by provincial Early Childhood Development Officers (ECDOs). ECDOs require education, experience and expertise in early childhood education, child development or special needs.

Licences can be issued for up to 24 months for part-day programs and up to 12 months for full-day programs. If a centre is not in compliance with the *Day Care Act and Regulations*, written communication of the enforcement requirements and the compliance dates are sent to the program (centre) director and/or to the operator. The non-compliance will be documented and conditions may be attached to a licence requiring that the violations be corrected. To assist the centre with compliance, the department’s Compliance/Enforcement Policy provides guidelines for this process.

If the centre fails to meet the legislative requirements in this period, the *Day Care Act and Regulations* authorize the Minister to cancel or not renew the licence. A licence may not be renewed if there is evidence of a threat to the health or safety of children, or if there is a pattern of non-compliance with regulations that impact on the physical, social, emotional, or intellectual development of children.

Health inspections are conducted by inspectors from the Department of Agriculture. Fire inspections are conducted by the Department of Environment and Labour.

## REGULATED FAMILY CHILD CARE

### Regulation

Family child care providers are supervised by licensed agencies.

### Maximum capacity

A person who provides approved family home day care may care for a maximum of 6 children up to the age of 12 at a time, including their own children and must not have any other children in their care, subject to the following restrictions:

- no more than two of the six children may be infants (up to 17 months);
- no more than three of the six children may be toddlers or younger than toddlers. (18-35 months).

A person who provides approved family home day care for school-age children may care for a maximum of 8 school-age children at a time, including their own children, and must not have any other children in their care. A person who provides approved family home day care for infants may care for a maximum of three infants at a time, including their own infant(s), and must not have any other children in their care.

### Provider qualification requirements

Providers must be at least 18 years old, be screened through the Child Abuse Register and have undergone a criminal record check by the RCMP or local police, and have completed a first aid course. The provider is required to have Family Home Day Care Training - Level 1 of the Canadian Child Care Federation (CCCCF) Family Home Day Care Training.

### Licensing, monitoring and enforcement

A Family Home Day Care Consultant must have a two-year diploma in early childhood education from a recognized training program approved by the Director; at least 2 years experience working in an early learning and child care program; and current first aid and infant CPR training from a recognized program approved by the Director. The agency is responsible for recruiting, screening and selecting providers, and for approving and monitoring homes. Provincial Early Childhood Development Officers (ECDOs) conduct annual visits and evaluations of agencies to confirm adherence to regulations for child care homes.

## FUNDING

### CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to service providers on behalf of families eligible for the Child Care Subsidy Program. Subsidy is available at full-day licensed child care centres or family child care agencies. Eligibility for subsidy is determined by evaluating three primary areas of eligibility: social need, financial assets, and family income.

Prior to 2000, only nonprofit centres operated by community-based organizations and family child care agencies could enrol children receiving subsidies. In 2000, the province introduced portable subsidies, which are assigned to the child and not to the child care centre and may be used in any eligible licensed full-day child care centre, nonprofit and for-profit. New subsidized spaces have been portable since 2000.

Programs may surcharge subsidized parents if costs are above the maximum subsidy rate; they must charge full fee parents at least the same as subsidized parents.

#### Eligibility for fee subsidy (net income 2007/08)

	Turning point	Break-even point
1 parent, 1 child	\$16,800	\$24,912
2 parents, 2 children	17,700	34,992

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

#### Maximum subsidy by age of child (2007/08)\*

Infants to 17 months	\$19.75/day for first child in the family; \$22.00/day for additional children
Toddlers	17.75/day for first child in the family; 20.00/day for additional children
Preschoolers	16.75/day for first child in the family; 19.00/day for additional children
School-age	15.45/day for first child in the family; 17.70/day for additional children

*\*Nova Scotia includes the minimum parent fee of \$2.25 per family per day in its subsidy rate. In order to be comparable to other provinces and territories the lower rate, which does not include the minimum parent fee, is used in comparative tables in this report.*



## PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

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### **One-time funding**

#### ***Expansion and Replacement Loan***

To provide funding to create additional licensed child care spaces and to replace existing facilities that may not be able to continue to offer child care services.

- For approved licensed nonprofit facilities: a 75% forgivable loan with the remaining 25% being provided in the form of a contribution by the facility, funding from a third party or a repayable loan (1% interest) from the Department of Community Services.
- For approved licensed commercial facilities: a 25% forgivable loan, with the remaining 75% being provided in the form of a contribution by the facility, funding from a third party or a repayable loan (1% interest) from the Department of Community Services.
- Existing licensed family home day care agencies, full- and part-day child care centres that have been in operation for a period of at least two years and have a history of compliance with the Day Care Act and Regulations over the past two licensing periods are eligible.

If the application is from a new full- or part-day (start-up) child care centre, the applicant must submit a Notice of Intent to Apply for a License to Operate a Child Care Centre. And, in the case of new construction, the centre must plan to utilize the funding to build a child care centre of which they will be the owner/operator (commercial) or director (nonprofit).

- Part-day facilities were eligible to apply for the funding for the purpose of expanding to deliver a full-day program.

#### ***Repair and Renovation Loan***

Up to \$50,000 for approved licensed commercial and nonprofit child care centres to improve or enhance their centres (this amount includes both the forgivable and the repayable portions of the loan). Funding is for repairs, renovations and improvements including energy upgrades and accessibility for children and families with identified special needs.

- For approved nonprofit child care centres: a 75% forgivable loan, with the remaining 25% being provided in the form of a contribution provided by the child care centre or a repayable loan (1% interest) from the Department of Community Services.
- For approved commercial facilities: a 25% forgivable loan, with the remaining 75% being provided in the form

of a contribution by the child care centre or a repayable loan (1% interest) from the Department of Community Services.

- Licensed family home day care agencies, full- and part-day child care centres that have been in operation for a period of at least two years and have a history of compliance with the Day Care Act and Regulations over the past two licensing periods are eligible.

#### ***Program Enhancement Grant***

Up to \$7,500, available in 2007/08 to all licensed full- and part-day centres to purchase approved items related to program enhancement.

#### ***Outdoor Play Space Grant***

Up to \$20,000, available to all nonprofit and commercial full- and part-day licensed child care centres, and family home agencies in 2007/08, to develop or enhance outdoor play spaces.

#### ***Family Home Day Care Start-Up Grant***

A one time start-up grant of \$5,000 to offset expenses directly related to the start-up costs for these agencies.

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### **Recurring funding**

#### ***The Child Care Operating Grant***

Available to licensed full-day and part-day commercial and nonprofit child care centres.

- Full-day licensed centres: \$8 per day per occupied space for infants; \$3 per day per occupied space for toddler and preschool children; and \$2 per day per occupied space for school-age children.
- Part-day licensed centres: \$2 per day per occupied space for infant, toddler, preschool and school-age children.

A minimum of 75% of the funds allocated to the child care centre must be spent on salary and benefits for staff; a maximum of 25% of funds can be spent on operating expenses. A minimum of 60% of the centre's total revenue must be spent on salary and benefits.

- Child Development Centre Grant: Annual operating grants, which cannot exceed 50% of the centre's approved operating budget.
- Family Home Day Care Operating Grant: An annual grant provided to all licensed Family Home Day Care Agencies. The amount of funding depends on the number of child care provider homes of each agency.

*Note: Family home child care providers set the rates that they charge parents.*

- Child Care Stabilization Grant: To improve wages and assist in attracting/retaining quality staff: \$4,500/year per trained staff, \$4,200/year per ECE equivalent and \$1,200/year per untrained staff according to regulated staff:child ratios. At least 80% must be spent on salaries; up to 20% may be spent on benefits and professional development.
- Supported Child Care Funding: Special needs are described as either a developmental delay or behavioural issue presented by the child that requires intervention. Eligibility is based on evidence of the child's disability. This grant depends on availability of funding. The level of support required by the child while attending a child care facility is determined in consultation with the centre director and Early Childhood Development Officer. Facilities can assign an employee currently at the centre to facilitate inclusion and use Supported Child Care funding to hire an additional staff to enable an enhanced ratio.

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#### Eligibility for recurring funding as of March 31, 2008

##### *Full and part-day, nonprofit and commercial facilities:*

- Child Care Operating Grant (CCOG)

##### *Full-day nonprofit and commercial facilities:*

- Child Care Stabilization Grant

##### *Family Home Day Care Agencies:*

- FHDC Start-up Grant
- FHDC Operating Grant

##### *Child Development Centres:*

- Child Care Operating Grant (CCOG)
- Child Development Centre Grant

##### *One-time grants for 2007/08:*

- Outdoor Play Space Grant
- Program Enhancement Grant

#### PROVINCIAL ALLOCATIONS FOR LICENSED CHILD CARE (2007/08)

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<b>Fee subsidy</b>	\$10,660,958
<b>One-time funding</b>	
Outdoor Play Space Grant	\$5,080,806
Program Enhancement Grant	2,621,057
Equipment Grant*	290,342
<b>Recurring funding</b>	
Child Care Operating Grant (CCOG)	\$8,265,948
Family Home Day Care	22,949
Stabilization Grant	4,991,090
Supported Child Care	2,543,991
Partnerships for Inclusion	350,079
Child Development Centre Grant	263,281
<b>Loan programs</b>	
Expansion Loans**	\$420,820
Repair and Renovation Loans***	839,097
<b>Total</b>	\$37,150,418

\*This represents the final portion of this grant, which was assumed by the Child Care Operating Grant in January 2007.

\*\*Portion reported reflects the remainder of forgivable loans paid in 2007/08, as issued to approved licensed nonprofit facilities this fiscal year. Repayable loans issued are not reported as expenditures. Total 2004/05 Expansion funding for forgivable loans was \$2,762,140.

\*\*\* Portion reported reflects forgivable loans only, as issued to approved licensed nonprofit facilities. Repayable loans issued are not reported as expenditures.

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#### Other funding

Early Childhood Education Training Initiative	\$800,000
Funding to parents through Employment Support Income Assistance	\$4,110,842
<i>(provided to an average of 1,294 families/month)</i>	
Payments to clients through Child Welfare	\$1,840,696

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## SALARIES

### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$20,060
Those with an ECE credential	20,945

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

### Family child care

Salary information not available.

## FEES (2006/07)

### Median daily parent fees for centre-based full-time care

Infants (0-17 months)	\$27.02
Toddlers (18-36 months)	24.35
Preschool (3-5 years)	23.88
School-age (5-12 years)	16.51

Source: For centres that receive the child care Stabilization Grant: N.S Child Care Stabilization Grant Application (May/July 2006). More recent information is not available.

### Average daily fee in family child care

Full-day	\$21.96
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Source: Family child care agency annual licensing inspection forms (May/July 2006). More recent information is not available.

## ADMINISTRATION

The Early Childhood Development Services (ECDS) section of the Department of Community Services is responsible for the licensing and inspection of child care and preschool facilities, monitoring family child care agencies, administration of funding, program consultation for licensed programs, and developing policy. The Early Childhood Development Services section approves all new early childhood education and training programs and approves the training status of child care staff working in licensed child care facilities. ECDS is responsible for the administration of the Child Care Subsidy and Supported Child Care program. As well, ECDS is responsible for the coordination of 17 Early Intervention programs in the province. These programs provide home visitation and guidance/support to families of children with identified special needs.

## MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no legislated municipal or other local government role.

## CHILD CARE PLANNING AND DEVELOPMENT

Nova Scotia developed *Our Children: Today's Investment, Tomorrow's Promise* (2001), which serves as the foundation for the province's Early Childhood Development/Early Learning and Child Care investments.

In the fall of 2005, the Department of Community Services consulted Nova Scotians to determine their priorities for child care, including input from representatives of the child care sector.

On May 8, 2006, a ten-year provincial Early Learning and Child Care (ELCC) Plan was announced.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF ECEC IN CANADA 2006, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2000** One hundred portable subsidized child care spaces were introduced, including five for children with special needs. These spaces follow the child, are not attached to a specific centre, and may be used in both for-profit and nonprofit settings.

### 2001

A funding review was conducted and the *Nova Scotia Child Care Funding Review* was released.

Under the Federal/Provincial/Territorial Agreement on Early Childhood Development, Nova Scotia's strategy for Early Childhood Development was outlined in *Our Children: Today's Investment, Tomorrow's Promise*. The Department of Community Services undertook a number of initiatives designed to improve the quality of and access to child care. Funding was designated to stabilize existing licensed child care programs, support inclusion of additional children with special needs, improve salaries, and

provide early childhood education training initiatives and professional development for early childhood educators.

**2002/03** Stabilizing and Enhancing Childcare Initiatives were introduced:

- *Partnerships for Inclusion*: Facilitators worked with child care centres to evaluate their program and environment, and to improve the centre's environment and daily program in order to support the inclusion of children with special needs.

#### **2003/04**

The development and implementation of the Early Childhood Development Information System was completed on March 31, 2004. The system provides cross-functional access to data, a snapshot of programs and the ability to respond to inquiries in a timely manner.

#### **2004**

**March** A *Child Care Stabilization Grant Survey* was distributed to child care facilities that had received the Nova Scotia Child Care Stabilization Grant. Preliminary analysis showed an increase in the level of training of early childhood staff from 2001 to 2004 and that the grant has enhanced the salaries of early childhood educators.

**September** Effective September 8, 2004, the maximum group size for school-age children was changed from 25 to 30.

**2004/2005** The Child Care Subsidy Program Review entailed a review of subsidy rate structures for maximizing the utilization of subsidized child care spaces by eligible families across the province and options for revising grant funding to child care centres.

**2005** The Child Care Stabilization Grant Utilization Statement for 2005/06 noted that of the total number of full-time equivalent early childhood staff working in licensed child care facilities, 71% were graduates of degree/diploma programs and 18% had completed their equivalency.

## ■ RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2007/08** The following initiatives were undertaken in 2007/08 as part of the Early Learning and Child Care Plan:

The Plan launched a new Family Home Day Care program in Nova Scotia to give parents the option of a regulated child care service in a monitored home setting. The program provides parents with access to fee assistance through the subsidy program and supports parents who are employed or training for employment.

One hundred new subsidized child care spaces. In addition, 389 fixed subsidy spaces were converted to portable subsidy spaces, allowing more families to move from one centre or region to access licensed child care.

The Repair and Renovation project provided financial assistance to both commercial and nonprofit child care centres to improve or enhance their physical plant and grounds by doing repairs, renovations and improvements, including energy upgrades and accessibility modifications for children and families with identified special needs. This grant provided funding to 35 centres. In 2007, approximately \$1 million was announced for approved licensed commercial and nonprofit child care centres to improve or enhance their centres.

The Expansion and Replacement project provided financial assistance to both commercial and nonprofit licensed child care centres to expand their capacity in the form of low-interest loans. These loans provided funding to centres to increase their capacity by approximately 500 spaces.

The Plan provided annual funding to the child care centres in the form of a Child Care Operating Grant (CCOG) used primarily to enhance salary and benefits to staff of the centres, with the aim of providing a foundation for retention and recruitment of staff, as well as to aid with other operational expenses. This grant provided funding to 243 full-day centres and 87 part-day centres.

The Outdoor Play Space program provided one-time funding to 272 licensed child care centres and licensed family home day care agencies for the creation and maintenance of natural, stimulating outdoor play spaces to encourage healthy development and physical fitness.

The Program Enhancement Grant provided one-time funding for approximately 358 licensed child care centres and licensed family home day care agencies to increase their capacity to offer a high quality early learning environment for the development and/or enhancement of the child care program.

## 2008

### January Enhancements to Child Care Stabilization Grant

- The grant funding amount was enhanced, retroactive to April 1, 2007. The Child Care Stabilization Grant Utilization Statement for 2007/08 noted that of the total number of full-time equivalent early childhood staff working in licensed full-day facilities, 69% were graduates of degree/ diploma programs and 17% had completed equivalency.

### Online Directory of Licensed Child Care Facilities

- The Department developed a new online resource to help parents search for licensed child care by facility name or location. The Directory lists the licensing status of child care centres across the province.

### Food and Nutrition Support in Licensed Child Care Facilities

- Department of Community Service co-chairs, with the Department of Health Promotion and Protection (HPP), the Food and Nutrition Support in Licensed Child Care Facilities Provincial Advisory Group. The Group informs the development of a comprehensive food and nutrition policy for licensed child care facilities.

### ECE Equivalency Project Review Initiative

- This project is reviewing the equivalency of credentialing processes for early childhood educators throughout the province. It is intended to lead to a more streamlined equivalency review process, enabling clarity in design and function.

**February** The Department of Community Services held two consultation sessions to discuss the proposed amendments to the Day Care Regulations. A consultation paper was circulated in advance to participants (available on the Department of Community Services website).

## ■ KEY PROVINCIAL EARLY CHILDHOOD EDUCATION AND CARE ORGANIZATIONS

Nova Scotia Child Care Association  
c/o Suite 100, 1200 Tower Road  
Halifax, NS, B3H 4K6  
Telephone: (902) 423-8199 / 1-800-565-8199  
Facsimile: (902) 492-8106  
Website: [www.cccns.org/nscca.htm](http://www.cccns.org/nscca.htm)

Child Care Connections Nova Scotia  
Suite 100, 1200 Tower Road  
Halifax, NS, B3H 4K6  
Telephone: (902) 423-8199 / 1-800-565-8199  
Facsimile: (902) 492-8106  
Website: [www.cccns.org](http://www.cccns.org)

Certification Council of Early Childhood Educators of Nova Scotia  
c/o 100 1200 Tower Road  
Halifax, NS, B3H 4K6  
Telephone: (902) 423-8199 or 1-800-565-8199  
Website: [www.cccns.org/cet/home.html](http://www.cccns.org/cet/home.html)

Non-Profit Director's Association  
c/o Point Pleasant Child Care Centre  
5651 Ogilvie Street  
Halifax, NS B3H 1B9  
Telephone: (902) 422-5435

Private Licensed Administrators Association  
2695 Dutch Village Road  
Halifax, NS, B3L 4G5

Société Provinciale des Intervenant(e)s du Prescolaire (SPIP)  
CP 117  
Pointe de L'Eglise, NS, B0W 1M0

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Nova Scotia Teachers' Union  
3106 Joseph Howe Dr.  
Halifax, N.S. B3L 4L7  
Telephone (902) 477-5621 / 1-800-565-6788  
Facsimile (902) 477-3517  
Website: [www.nstu.ca](http://www.nstu.ca)





## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	6,500
1	6,400
2	7,000
3	7,000
4	6,500
5	6,700
6	6,900
7	6,900
8	8,600
9	7,700
10	8,100
11	8,700
12	8,800
Total	95,800

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	19,900
3-5	20,200
6-12	55,700
Total	95,800

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	1,085	230	10	0	30	1,350
5-9	1,340	220	20	0	20	1,610
10-14	1,215	205	15	20	40	1,495
Total	3,640	645	45	20	90	4,455

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	550	1.6
5-9	1,670	4.4
10-14	2,460	5.6
Total	4,680	4.0

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	4,400
1	3,900
2	4,300
3	4,500
4	4,200
5	4,500
6	4,900
7	4,700
8	6,000
9	5,700
10	5,900
11	5,800
12	6,400
Total	65,100

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	12,600
3-5	13,200
6-12	39,400
Total	65,100

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	27,140	7,090	6,245	840
5-9	29,815	8,665	7,370	1,295
10-14	34,340	10,240	8,405	1,835
Total	91,295	26,000	22,025	3,975

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	23,920	8,925	615
5-9	27,290	10,085	580
10-14	31,060	11,925	710
Total	82,270	30,935	1,905

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	n/a	n/a
3-5	n/a	n/a
6-12	8,000	15.1
Total	16,000	16.7

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*Note: Sufficient data for all age breakdowns not available.*

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	13,100	75.7
3-5	9,600	76.8
6-15	35,500	82.9

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

(Child Care Leave) 37 weeks may be shared between the parents. The combined total of maternity leave and Child Care Leave taken by one or both parents cannot exceed 52 weeks.

### Family-related leave

Three days per year.

### Births and EI maternity and parental claims (2007)

Number of births: 6,918

Birth rate per 1,000 population: 9.2

Number of initial maternity claims allowed: 4,650

Average length of maternity claim: 14.4 weeks

Number of parental claims: 5,140

Average length of parental claim: 28.5 weeks

Number of adoptive parent claims: 70

Average length of adoptive claim: 20.5 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

New Brunswick. Legislative Assembly. *Education Act*, 1997. c.E-1.12

Sections of the *Education Act* specific to kindergarten are: Section 8 (school privileges), Section 15 (compulsory attendance), and Section 16 (exceptions).

## PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

### Kindergarten contact anglophone sector

Darlene Whitehouse-Sheehan

Executive Director (Acting), Educational Programs and Services

Department of Education

Place 2000

250 King Street

Fredericton, NB, E3B 9M9

Telephone: (506) 444-4672

Facsimile: (506) 457-7835

Email: [Darlene.whitehouse-sheehan@gnb.ca](mailto:Darlene.whitehouse-sheehan@gnb.ca)

Website: [www.gnb.ca/0000/index-e.asp](http://www.gnb.ca/0000/index-e.asp)

## KINDERGARTEN SERVICES

### KINDERGARTEN

Kindergarten is delivered in public schools and is compulsory. The kindergarten program in New Brunswick is a full school-day program; the number of instructional hours must be a minimum of four hours and a maximum of 4.5 hours per day. Currently, school districts report that the kindergarten programs operate at the maximum hours of instruction. There are approximately 841 instructional hours per year; this is based on 187 days of instruction. Most kindergarten classes are single grade but there some are K-1, and K-1-2 combined classes resulting from local circumstances or from a purposeful decision to provide multi-aged groupings.

Independent schools may offer a kindergarten program. If parents choose to send their child to an independent school or to home school their child for kindergarten, they must write to the Minister of Education requesting an exemption from the public school system.

### AGE ELIGIBILITY

To attend kindergarten, a child must be five years of age on or before December 31. If a child turns five on or after September 1, the child may, at his/her parents' discretion, enter school that year or the following year. If parents decide to delay kindergarten entrance for a year, the child must enter the public education system the following year through the kindergarten program.

## CLASS SIZE

Provincial class size limits are specified within the Agreement between Board of Management and the New Brunswick Teachers' Federation. The current agreement (2008-2012) stipulates a maximum kindergarten class size of 22 pupils. A kindergarten class which is combined with any other grade shall not exceed 17 pupils.

### Overall average class size (2007/08)

Provincial: 18.2

Anglophone sector: 18.8

Francophone sector: 17.2

## CHILDREN WITH SPECIAL NEEDS

In 1986, Bill 86 established the policy that all New Brunswick children will attend their neighbourhood school. To meet the mandate of this policy and to ensure all children receive equal access to education, New Brunswick provides supports such as physical accommodations (e.g., ramps or elevators), assistive technology, development of special education plans, and teacher assistants and school intervention workers. If a child's needs warrant, a Teacher Assistant may be provided. (See CLASSROOM ASSISTANTS below for details.)

## KINDERGARTEN ENROLMENT (2007/08)

Number of children enrolled in kindergarten (the year before Grade 1): 7,138

4,966 anglophone students

2,172 francophone students

### Enrolment in kindergarten by age (as of September 30, 2007)

4 years old: 1,562

5 years old: 5,450

6 years old: 125

9 years old: 1

## KINDERGARTEN TEACHERS

Qualification requirements: Two undergraduate degrees and a New Brunswick Teacher's Certificate are required.

There are no specific requirements for kindergarten teachers beyond that required for other elementary teachers. According to provincial officials, school districts are likely to give preference when hiring to a teacher who has some early childhood courses.

There is no legal requirement for the on-going updating of credentials. Teachers attend professional development sessions offered by schools and school districts throughout the year.

Responsibility for certification: Office of Certification, Department of Education.

Representation: New Brunswick Teachers' Federation/La Fédération des Enseignants du Nouveau Brunswick.

Teacher salaries (2008-2012): Entry level salary \$43,085; average salary \$60,826.

In 2007/08, there were 429 teachers who were responsible for kindergarten students. Of this number, 247 (anglophone) and 124 (francophone) had single kindergarten classes; 29 (anglophone) and four (francophone) had kindergarten/Grade 1 classes; and 22 (anglophone) and three (francophone) had kindergarten/Grade 2 classes.

## CLASSROOM ASSISTANTS

Title: Teacher Assistant.

Qualifications: Grade 12.

Role: Teacher Assistants support classrooms that include a child identified with special needs. Positions include Interventionist, Teaching Assistant and Student Attendant which carry different responsibilities and are paid at different rates. Duties include providing assistance in classrooms; assisting with the supervision of students; assisting with the preparation of teaching aids; assisting with maintaining records and generally assisting teachers with functions designed to fulfill instructional, social and/or behavioural goals and objectives.

Teacher Assistants are represented by CUPE 2745.

In 2007, a new agreement guaranteed all permanent school-based employees a minimum 39 weeks of work. In 2007/08, the average hourly wage of a teacher assistant increased to \$16.21 with a minimum of 26.25 hours/week. In 2008, the minimum guaranteed weekly hours increased to 28, and the salary advanced to \$17.00/hour.

In addition, Kindergarten Support Workers are funded through an agreement with the Department of Training, Employment and Development, for kindergarten classes with more than 20 students. They are paid minimum wage and work for 30 hours/week for 20 weeks. They assist teachers with the overall kindergarten classroom. In 2007/08 approximately 260 Kindergarten Support Workers were placed in kindergarten classes with over 20 students.

## CURRICULUM

The provincial kindergarten curriculum (anglophone sector) was revised in 1999 with some components revised in 2005 and 2008. It addresses cognitive, social, emotional and physical development. It is student-centred and advocates developmentally appropriate practices within an activity-based approach to learning. The curriculum identifies specific curricular outcomes across a variety of subject areas.

## MONITORING AND ASSESSMENT

The Department of Education also has a school educational review process. The process includes both an internal and an external review of a school's performance in 21 distinct areas, using a detailed instrument. The 21 areas are clustered into seven specific standards: school climate, school leadership, school management, staff performance, partnerships with parents, growth and improvement, and teaching and learning.

Kindergarten programs are also monitored by school administrators and other school district personnel.

## SOURCES OF FUNDING FOR KINDERGARTEN

100% provincial funding from general revenues.

Individual schools may charge parents a "reasonable" amount for supplies.

There is no public funding of independent schools.

## PUBLIC SPENDING ON KINDERGARTEN 2007/08

**Average spending per kindergarten student:** \$7,857.

**Total spending on kindergarten**

Information not available.

## SPECIAL FEATURES

The Department of Education provides a one-time ESL grant of \$600 per student for the provision of English tutoring.

During the 2006/07 fiscal year, the Department of Education allocated funding to school districts to support transition to school initiatives. Some of this funding was dedicated to hiring individuals to organize and carry out such efforts. In the spring of 2007, each school district was allocated one FTE position to coordinate and conduct transition to school initiatives; the transition to school positions were maintained in 2008/09.

*When Kids Come First* is a government plan that outlines three goals: every child will arrive at kindergarten ready to learn; every child will leave Grade 5 having mastered the tools to learn — reading, writing, and numeracy; and every child will graduate from high school having had the opportunity to discover his or her personal strengths and to find something he or she loves to do. Within these goals, two of the eight commitments pertain to kindergarten: to ensure school readiness; and to work urgently on literacy, numeracy, and science.

Following several opportunities for parents, during the month of May or June, preschool children are invited to attend a two-hour orientation to kindergarten/school. This session tends to last approximately two hours and children have the opportunity to become familiar with the kindergarten classrooms, are exposed to some of the types of learning experiences in which they will be involved in the fall, and have the opportunity to take part in a bus safety session during which they participate in a short drive on a bus.

In the 2008/09 school year, all preschool children who register early for kindergarten will be invited to participate in the *Early Years Evaluation: Direct Assessment (EYE-DA)*. Based on results, some children are offered interventions prior to beginning school. Approximately 2,160 preschool children were assessed in January/February 2008 and results were shared with parents. The assessment focuses on the following domains: awareness of self and the environment; cognitive skills; language and communication; and physical/motor.

## KINDERGARTEN DEVELOPMENTS

**1991** Kindergarten was implemented in public schools throughout the province.

**1997** Kindergarten attendance became compulsory.

**2006/07** During the fiscal year, the Department of Education allocated funding to school districts to support transition to school initiatives. In the spring of 2007, each school district was allocated one FTE position to coordinate and conduct transition to school initiatives.

**2007** The government launched the new education plan, *When kids come first*, a plan outlining three goals to promote student achievement (see SPECIAL FEATURES).

**2007/08** During the school year the Department of Education began implementation of the *Early Years Evaluation: Direct Assessment (EYE-DA)* (see SPECIAL FEATURES)

**2008**

**April** The Department of Social Development launched the *New Brunswick Curriculum Framework for Early Learning and Childcare*. The document was created by the Early Childhood Research and Development Team, Early Childhood Centre, University of New Brunswick. It is a values-based curriculum that includes goals for early learning and care developed around the following areas: well-being, play and playfulness, communication and literacies, and diversity and social responsibility.

The *New Brunswick Curriculum Framework for Early Learning and Childcare* is currently being implemented in preschools and child care centres around the province. The transition-to-school coordinators within each of the school districts have been introduced to the document and have a copy for use in their duties. A parent-friendly version of the *New Brunswick Curriculum Framework for Early Learning and Childcare* is planned.

## REGULATED CHILD CARE

### LEGISLATION

New Brunswick. Legislative Assembly. *Family Services Act*. 1980.

New Brunswick. Legislative Assembly. *Family Services Act and Day Care Regulations*, 83-85, as amended.

## PROVINCIAL RESPONSIBILITY FOR CHILD CARE

Diane Lutes

Program Consultant

Early Childhood and School-Based Services

Program Development and Monitoring

Social Development

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Fredericton, NB, E3B 1E7

Telephone: (506) 869-6878

Facsimile: (506) 453-2082

Email: [diane.lutes@gnb.ca](mailto:diane.lutes@gnb.ca)

Website: [www.gnb.ca/0017/index-e.asp](http://www.gnb.ca/0017/index-e.asp)

## CHILD CARE SERVICES

### UNREGULATED CHILD CARE

#### Unregulated family child care

Maximum number of children of mixed ages, 0-12 years permitted: Five, including the caregiver's own children under 12 years.

Maximum if all are 2-5 years: Four.

Maximum if all are school-age: Eight.

No more than two infants are allowed.

### REGULATED CHILD CARE

#### Day care centres

Part-time or full-time care for less than 24 hours/day for four or more infants, six or more preschoolers, 10 or more children aged 6-12 years, or seven or more children from birth to 12 years.

#### Nursery schools

Part-day programs for preschool-age children.

#### School-age child care centres

Centre-based care outside school hours for school-age children up to and including 12 years.

#### Community day care homes

Care in a private home for no more than three children under two years, or five children aged 2-5 years, or nine children aged six years and over, or six children of a combination of ages from birth to 12 years, including the caregiver's own children under 12 years.

## CHILDREN WITH SPECIAL NEEDS

Children with identified special needs may be referred for integrated child care services through the Early Childhood Initiatives (ECI) Program. To be identified as special needs, the child must fall into one of three categories: a confirmed diagnosis at birth, developmental issues after birth or family risk factors.

Facilities providing integrated day care services to children referred under ECI may receive an average of \$3,250/year/child for children age 2-5 years. The maximum payment for a child with high needs is \$5,250/year, primarily to provide a support worker. However, the funding may also be used for transportation, materials and equipment and/or additional nutritional needs of the child (see RECENT DEVELOPMENTS for increase in payments effective June 2008).

There are no additional training requirements required for support personnel who may be hired under the Early Childhood Initiatives.

## ABORIGINAL CHILD CARE

New Brunswick approves child care centres on-reserve upon request from a First Nations community. Seven centres on-reserve are currently approved by the Department.\* Ongoing monitoring and renewal functions are managed locally for one of these centres, the remaining are monitored and renewed by the province. On-reserve centres are not eligible for provincial funding and parents are not eligible for provincial fee subsidy. There are two off-reserve Aboriginal child care programs that are approved by the Department and receive provincial government funding.

Some Head Start programs receive funding through an agreement between the First Nations of New Brunswick and the Department of Indian and Northern Affairs (New Brunswick Head Start) and by Health Canada (Aboriginal Head Start). These programs are not licensed by the provincial government.

\* In New Brunswick the term "approved" is used instead of "licensed".

## SPACE STATISTICS (MARCH 2008)

### Number of regulated child care spaces\*

<i>Centre-based</i>	
Infants (0-2 years) (est.)	879
Preschool (2-4 years) (est.)	7,120
School age (5-12 years) (est.)	7,162
<b>Total centre-based spaces</b>	<b>15,161</b>
<i>Family child care spaces</i>	345
<b>Total number of regulated spaces</b>	<b>15,506</b>

*Note: New Brunswick approves day care centres for a total enrolment based on usable space and does not allocate spaces according to specific age groups. The number of spaces the facility allocates per age category is collected through the Quality Improvement Funding Support Program's application process. Data for 2007/08 estimate that there are 933 infant spaces, 7,293 preschool spaces and 7,280 school age spaces.*

### Enrolled centre-based spaces

Age Group	Full-day	Part-day*	Total
Infants (0-2 years)	712	202	914
Preschool (2-4 years)	4,759	3,064	7,823
School age (5-12 years)		7,260	7,260
<b>Total enrolled centre-based spaces</b>	<b>5,471</b>	<b>10,526</b>	<b>**15,997</b>

\* Includes enrolment in part-day programs and part-time enrolment in full-day centres.

\*\* Enrolment could exceed approved spaces because of part-time enrolment.

### Family child care

Age Group	Full-day	Part-day*	Total
Infants (0-2 years)	38	9	47
Preschool (2-4 years)	141	70	211
School age (5-12 years)		109	109
<b>Total enrolled family child care spaces</b>	<b>179</b>	<b>188</b>	<b>*367</b>

*Note: The number of enrolled spaces by age group is reported through the Quality Improvement Funding Support (QIFS), which includes 466 approved facilities in the province at the time of the QIFS application.*

**Total number of regulated enrolled spaces : 16,364**

**Children with special needs in regulated child care: 322**

*Note: This figure represents the number of children receiving Integrated Day Care Services as of March 31, 2008. The average monthly number served for 2007/08 is 295.*

*In addition to the figures above, 25 school-age children were supported through the Support Worker Program.*

**Children receiving fee subsidies**

Children receiving subsidies in regulated care: 5,424

Children receiving subsidies through the Alternative Child Care Program (unregulated care): 200

**Number of centres and homes**

Number of child care centres	415
Full-day	244
Part-day nursery schools/preschools	*50
Unknown	12
Stand-alone after-school programs	109
Combined nursery/school-age programs	*114
Number of family child care providers	55

*\* The part-day nursery school/preschools and combined/nursery school figures are estimates as the data cannot identify part-time. In addition, 12 facilities did not apply for the Quality Improvement Funding Support program; information on the part-day/full-day nature of their operations is not available.*

**Sponsorship of full-time regulated centre spaces**

Approximately 33% are nonprofit and 67% are for-profit.\*\*

\*\*Estimates provided by provincial officials.

**STANDARDS AND REGULATIONS****REGULATED CENTRES****Maximum centre size**

60 spaces.

*Note: Child care programs are approved for a maximum of 60 spaces; however, those approved before 1983 that had more than 60 spaces were grandparented.*

**Maximum staff:child ratios and group sizes**

Age	Staff:child ratios	Max. group sizes
Under 2 years	1:3	9
2-3 years	1:5	10
3-4 years	1:7	14
4-5 years	1:10	20
5-6 years	1:12	24
6-12 years	1:15	30

**Staff qualification requirements**

The Director or his/her designate or one in four staff is required to have a one-year community college ECE certificate or equivalent. New applicants for child care centres must meet this training requirement prior to approval. Existing centres that did not meet the requirement were provided with funding and access to training, and were expected to meet the requirement by April 1, 2006. The one-year certificate program, in addition to being offered as a full-time day program, was offered through the Distance Education Training Initiative over a three-year period. Under this initiative, 100% of the tuition costs to complete the training were paid on behalf of the students through contracts directly with the New Brunswick Community College, managed by the Association of Early Childhood Care and Education NB/ Soins et éducation à la petite enfance.

All facilities not meeting the staff qualification requirement by the 2006 date were required to submit to their ECS Coordinator an action plan detailing how they would meet it. Many are still working to achieve this.

Staff must be at least 16 years old; 16-19 year olds are required to be supervised by a primary staff member who must be at least 19. All staff must have first-aid training and Prior Contact/Criminal Record Checks.

Individuals with out-of-province early childhood credentials that are a) accepted by other provinces in Atlantic Canada, or b) a certificate level or higher from a

community college that is a member of the Association of Community Colleges of Canada, are recognized as having equivalent qualifications.

New Brunswick also accepts a Bachelor of Education (Primary or Elementary) from New Brunswick universities.

There are no qualification requirements for staff working in stand-alone school-age programs.

#### **Parent involvement**

Nonprofit centres are required to be managed by a board of directors whose members include at least two parents of enrolled children. There is no requirement for parent involvement.

#### **Licensing, monitoring and enforcement**

Fifteen regional Early Childhood Services coordinators are responsible for monitoring compliance with the regulations. Regional coordinators must have an ECE credential or equivalent. Child care centres receive one annual inspection and may receive up to three unannounced monitoring visits per year. The schedule of monitoring visits is linked to the facility's Quality Improvement Assessment (QIA) rating. Centres determined to be in non-compliance with standards are given a time frame in which to comply. Where the child care service is considered necessary and where the Minister is satisfied that the requirements will be met within the designated period of time, the regulation permits the issuance of a temporary approval for a period not to exceed six months.

The *Family Services Act* provides the Minister with the authority to investigate, recommend changes, suspend the operation or terminate the approval of a child care facility. Effective September 2005, the authority to issue certificates of approval and renewal was delegated to the supervisor level of the Department's regional offices. Terminations (i.e., directives for closure) have not been delegated and may only be issued by the Minister.

#### **REGULATED FAMILY CHILD CARE (COMMUNITY DAY CARE HOMES)**

##### **Regulation**

Individually licensed.

##### **Maximum capacity**

Infants: Three

2-5 years old: Five

6 years and over: Nine

Combination of ages: Six

The capacity maximums include the provider's own children under 12 years.

#### **Provider qualification requirements**

No early childhood education training or experience is required. Providers must be at least 19 years old and have first aid training. Training requirements implemented in April 1, 2003 do not apply to operators of community day care homes.

Providers are required to have a Prior Contact/Criminal Record Check.

#### **Licensing, monitoring and enforcement**

The regional Early Childhood Services Coordinators are responsible for licensing and monitoring community day care homes. Community day care home providers are issued an initial licence and must make an annual request for renewal. The regional coordinators spot-check homes to ensure compliance with the regulations. Effective September 2005, the authority to issue certificates of approval and renewal was delegated to the supervisor level of the Department's regional offices. Temporary approvals may not be issued for community day care homes. Terminations (i.e., directives for closure) have not been delegated and may only be issued by the Minister.

## **FUNDING**

#### **CHILD CARE FEE SUBSIDY PROGRAM**

Fee subsidies are paid directly to service providers on behalf of eligible parents through the Day Care Assistance Program. Eligibility is determined through a needs and income test which is administered by the Department of Social Development.

Subsidies are payable to any regulated nonprofit or for-profit child care centre or community day care home.

The provincial fee subsidy budget is not capped. Allocation of spaces is based on financial and social need not geography, program, and/or child/group-at-risk criteria assessment.

#### **Eligibility for fee subsidy (2007/08)**

	Turning point	Break-even point
1 child, 2 years and older	\$22,000	\$41,000
1 child, under 2 years	22,000	41,000

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

### Maximum subsidy by age of child (2007/08)

0-2 years	\$22.00/day
2-6 years	20.00/day
6-12 years and part day preschool rate	10.75/day

There is no minimum user fee. Programs may surcharge subsidized parents. The same subsidy rate applies to centres and community day homes.

*Note: Parents who are working or training and for whom no accessible regulated child care is available due to where they live or their hours of work, may be eligible for the Alternative Child Care program. The maximum daily subsidy is \$18.50 for infants, \$16.50 for children 2 years and older, and \$9.25 for after-school care.*

### PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

#### One-time funding

##### Start-up funding

For new infant child care spaces:

- Day care centres and community day care homes (A minimum of three spaces must be created): \$2,500/space

For new spaces in rural New Brunswick Local Service Districts and Villages:

- Day care centres (A minimum of five spaces must be created): 5,000/space
- Community day care homes (A minimum of three spaces must be created): 3,000/space

For new extended hours spaces for shift workers

- Day care centres (A minimum of eight spaces must be created): 7,500/space
- Community day care homes (A minimum of five spaces must be created): 5,000/space

For seasonal child care:

- Day care centres (A minimum of five spaces must be created): 5,000/space
- Community day care homes (A minimum of three spaces must be created): 3,000/space

##### Training Assistance

For individuals currently employed in an approved child care facility who have completed courses as part of the one-year ECE Certificate from a recognized training institute on or after January 2007; or to individuals who completed the one-year ECE Certificate on or after January 2007 and are currently employed in an approved child care facility in New Brunswick: Up to \$3,000/individual.

### English and French Early Learning and Child Care Curriculum

Funding to accredited post-secondary institutions in New Brunswick for the development and implementation of an English and French early learning and child care curriculum. The implementation includes training for all child care staff in the effective use of the new curriculum. Total allocation 2007/08: \$3.2 million.

#### Recurring funding

##### Quality Improvement Funding Support Program

The QIFS makes funding available to increase wages of child care workers, to provide professional development opportunities for all child day care staff and to purchase equipment and materials for use by children. All facilities with a valid facility ID number that apply for and are approved for QIFS before the annual deadline receive funding. There are no waiting lists for eligible applicants. In both 2006/07 and 2007/08 funding was disbursed quarterly following receipt of Quarterly Hours Report indicating number of hours worked each quarter by each eligible employee.

##### Special needs funding

The majority of funding is paid as grants on behalf of children directly to day care facilities for integrated day care services. Additional funding is provided under the Support Worker Project for families in the labour force whose children have relatively high support needs. It provides funding to cover up to an additional 25 hours per week of support personnel wages, beyond what is provided under the Integrated Day Care Services Program.

### PROVINCIAL ALLOCATION FOR REGULATED CHILD CARE (2007/08)

<b>Fee subsidies</b>	\$11,400,000
<b>One-time funding</b>	n/a
<b>Recurring funding</b>	
QIFS (includes Training Initiatives)	13,000,000
Special Needs Funding	1,836,200
<b>Total</b>	\$26,236,200



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### Other funding

Alternative Child Care \$1,000,000

*The Alternative Child Care program provides subsidies for unregulated care for parents who are in school, working and who need care on weekends or evenings, or where no regulated child care is available. The rates are paid as for regulated care. Payment is made to the caregiver who may not be a member of the child's immediate family.*

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### SALARIES

#### Mean gross hourly wage for centre-based child care staff and family child care providers (full- and part-time staff combined) (2007/08)\*

Trained staff	\$14.02
Untrained staff	11.01

*Source: 2007/08 QIFS Program applications.*

*\*The figure includes base wages and increases/bonuses provided through the QIFS. QIFS Wage Enhancement rate 2007/08: \$4.11 for trained employees and \$2.56 for untrained employees.*

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#### Family child care

Data for family child care are included with centre-based staff and specific information on family child care providers is not available.

#### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$17,429
Those with an ECE credential	17,942

*Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.*

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### FEES (2006/07)

#### Mean monthly parent fees for full-time centre-based and family child care (2007/08)

Infants (aged 0-24 months)	\$552 (\$25.46/day)
Preschool (aged 2 -5 years)	488 (22.54/day)
School-age	274 (12.63/day)

*Source: Figures provided by the Department of Family and Community Services from information collected on facility applications for QIFS as of April 2007.*

### ADMINISTRATION

The Early Childhood and School-Based Services Branch under the Program Development and Monitoring Division of Social Development is responsible for policy and program development of the Day Care Services Program.

Authority for the approval and monitoring of child care programs is delegated to regional offices of Social Development.

Social Development also administers the Day Care Assistance (subsidy) Program through its regional offices.

### MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no legislated municipal or other local government role.

### CHILD CARE PLANNING AND DEVELOPMENT

Social Development has lead responsibility for the initiatives of the Early Childhood Development Agenda and the Early Learning and Child Care Agreement.

### RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

**FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF ECEC IN CANADA 2006, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.**

**2001** The provincial government announced its new initiative, *Greater Opportunities for New Brunswick Children: An Early Childhood Development Agenda*. This initiative was New Brunswick's response to the announcement of September 2000, in which First Ministers agreed that funding would be allocated to provinces, "so that young children can fulfill their potential to be healthy, safe and secure, ready to learn, socially engaged and responsible".

The Enhanced Day Care Services project then introduced was intended to:

- improve working conditions for staff;
- improve the overall quality of service;
- increase the availability of infant care;
- improve training and professional development for child care workers.

It included two components:

- Quality Improvement Funding Support (QIFS): to improve working conditions for staff and improve the overall quality of service delivery; and
- Training Initiative: to maintain funding for training and ongoing professional development for staff in approved child care facilities. It supported the development of distance education modules and Prior Learning Assessment and Recognition (PLAR) assessments through the New Brunswick Community Colleges, and provided for individuals to access the distance education by funding 100% of the total cost of the ECE program. The initiative was targeted to facilities that did not meet the training requirement.

**May** A new child care association, Early Childhood Care and Education NB/Soins et éducation à la petite enfance NB, was officially formed.

**2002** Funding was provided to the New Brunswick Association for Community Living to support the project *Opening the Door to Quality Childcare and Development*.

**2003/04** The Early Learning and Child Care funding supported four activities:

- In response to the Auditor General's report on the Day Care Services Program, standards were developed to set out policies and procedures for departmental staff in their approval, monitoring and investigation functions;
- Management of Illness Guide;
- Funding support for a conference in partnership between the provinces of New Brunswick and Prince Edward Island, established in 2000;
- A review of the Child Day Care Facilities Operator Standards.

**2005**

**December** New Brunswick received \$16,400,000 through the Early Learning and Child Care Agreement in 2005/06 and \$15 million in 2006/07. These funds are being invested in: further enhancements to the wages of child care workers; the development of the anglophone and francophone early learning and child care curricula; and in the creation of a New Brunswick Early Learning and Child Care Trust Fund; the funding was to be carried forward to fund future New Brunswick government investments in early learning and child care.

**2005/06** In 2005/06, New Brunswick began the development of anglophone and francophone early learning and child care curriculum frameworks. This work lays the foundation for the development of the curricula that will support age-appropriate and stimulating programming for children from birth until the time they enter kindergarten at age five.

**2006/07** An additional \$3 million was allocated to the QIFS Program to provide further increases to the wages of child care workers. The following program changes were implemented:

- Operators no longer had to calculate the wage/bonus amounts to be distributed to "eligible employees". The government now calculated the amount each employee received. New investments for wages were based on the Early Childhood Education training of eligible employees. The Department of Family and Community Services (now the Department of Social Development) set the rate for wage enhancements for "eligible employees" at:
  - \$4.11/hour for "eligible employees" who have a minimum one-year recognized Early Childhood Education training.
  - \$2.56/hour for eligible employees without recognized Early Childhood Education training.
  - A copy of a recognized Early Childhood Education certificate/diploma is required for each employee.
- Primary staff "relief workers" became eligible for wage enhancement.

Phase 4 of *Opening the Door to Quality Childcare and Development* was implemented. This phase included facilities in the northern regions of the province, plus facilities in other regions which may not have participated when the project was in their region.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2007/08** New Brunswick created an Early Learning and Child Care Trust Fund (see 2004/05). The Early Learning and Child Care Project Review Board is responsible for disbursing funds from the Trust Fund to child care operators, recognized post-secondary institutions and individuals currently employed in an approved child care facility in New Brunswick. In 2007/08 the trust fund allocation was \$8 million and was designated as follows:

- Development and implementation of early learning and child care curriculum;
- Training for child care workers;
- Creation of new rural, infant, extended hours and seasonal child care spaces.

### 2008

**June** The Minister of Social Development announced *Be Ready for Success: A 10 Year Early Childhood Strategy for New Brunswick*. Thirty-nine actions are detailed across seven commitments:

1. Strengthen the capacity of parents and communities to support families and young children;
2. Support parents to ensure their children have the early experiences necessary for healthy development and success in school and in life;
3. Ensure that early learning programs and child care services are of high quality;
4. Improve the availability of early learning and child care services;
5. Improve the affordability of early learning and child care services;
6. Ensure that early learning and child care services are inclusive and meet the needs of all children;
7. Rely on early childhood research, best practices and community partnerships in planning for children and families.

As part of the 2008/09 Early Childhood Strategy Action Plan an additional \$5.7 million in Child Care Spaces Initiatives funding was allocated for the following:

- \$400,000 annually to create four demonstration sites for a three-year project to pilot test early childhood development centres;
- \$425,000 to build on the existing Early Learning and Child Care public awareness campaign;

- \$400,000 annually to family resource centres and out-reach sites across the province to enhance programs and supports for parents and preschool age children;
- \$475,000 added to the QIFS Program to enhance the wages of child care staff. This will result in an increase of 39 cents/hour for child care staff with Early Childhood Education training and 19 cents/hour for staff without Early Childhood Education training, thereby raising the total wage enhancement to \$4.50/hour for staff with recognized ECE training and \$2.75/hour for staff without recognized ECE training;
- \$550,000 for hiring new community-based early learning specialists to support the implementation of the new provincial early learning and child care curriculum;
- \$800,000 to increase child care subsidy rates by up to 12%. This represents an increase of up to \$2.50 per day for full-time care and up to \$1.25 per day for part-time care (The new rates are noted below);
- \$250,000 annually in child care subsidies for social assistance clients who are recently unemployed or who have recently completed training and are actively seeking employment;
- an additional \$1.3 million for the province's community-based autism agencies to improve the wages of autism interventionists;
- \$150,000 added to the existing Support Worker program to offer support to more families and to improve the recruitment and retention of support workers;
- \$350,000 added to the existing early intervention and integrated day care services budget to permit an increase of \$150 per space annually, thereby raising the current space allocation from \$3,250 to \$3,400.

Effective June 2008, QIFS payments are made prior to hours worked and distributed monthly. Further, participating facilities must distribute the Wage Enhancement to all eligible employees as an hourly wage increase and not as a bonus or lump-sum payment. All eligible employees working at an approved facility that participates in QIFS shall receive a minimum hourly wage of \$10.31/hour (without ECE) and \$11.86/hour (with ECE or recognized training). This represents no less than NB's minimum wage rate of \$7.75 plus either \$4.11 or \$2.56/hour.

Effective September 2008 the amounts paid for wage enhancements under the QIFS increased to \$4.50/hour for those with ECE or recognized training and \$2.75/hour for those without.

**October** Effective October 1, 2008, the changes to the Day Care Assistance Program are as follows:

- The maximum daily subsidy rates increase to:
  - \$24.50 per day for full-time infants (0-23 months old)
  - \$22.50 per day for full-time preschool-aged children (2 years old and older)
  - \$12.00 a day for after school care or half-day care for infants and preschoolers

**2008/09** \$5.7 million from the Child Care Spaces Initiatives was added to the trust fund to continue to support the initiatives above.

A public consultation was conducted on early learning and child care in New Brunswick, including parent and child care sector surveys, written briefs from interested stakeholders, and focus groups with parents, child care providers, kindergarten teachers, principals and district staff. The information was then used by a group of early childhood stakeholders and experts to develop recommendations related to a long-term plan for early learning and child care.

The public consultation findings, recommendations from experts and stakeholders and early childhood research were used to develop a draft 10-year plan on early learning and child care. This plan was reviewed and revised by a new Ministerial Committee of Cabinet on Early Childhood Development and Care. The Honourable Margaret McCain was appointed Early Learning Advisor to provide guidance to the committee.

## ■ KEY PROVINCIAL ECEC ORGANIZATIONS

Early Childhood Care and Education New Brunswick  
Soins et Education à la Petite Enfance du Nouveau-Brunswick  
334 Queen Street, Suite 204-A  
Fredericton, NB E3B 1 B2  
Email: [sepenb.eccenb@nb.aibn.com](mailto:sepenb.eccenb@nb.aibn.com)  
Telephone: (506) 454-4765  
Toll free: 1 - 888-834-7070  
Facsimile: (506) 854-8533  
Website: [www.eccenb-sepenb.com](http://www.eccenb-sepenb.com)

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

New Brunswick Teachers' Association  
650 Montgomery St.  
P.O. Box 752  
Fredericton, NB E3B 5R6  
Telephone: (506) 452-8921  
Facsimile: (506) 453-9795  
Email: [nbtainfo@nbnet.nb.ca](mailto:nbtainfo@nbnet.nb.ca)  
Website: [www.nbta.ca](http://www.nbta.ca)

New Brunswick Teachers' Federation  
Federation des Enseignants du Nouveau-Brunswick  
650 Montgomery St.  
P.O. Box 1535  
Fredericton, NB E3B 5G2  
Telephone: (506) 452-8921  
Facsimile: (506)453-9795  
Website: [www.nbtbf-fenb.nb.ca](http://www.nbtbf-fenb.nb.ca)





## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	84,800
1	78,300
2	78,900
3	81,200
4	69,000
5	75,800
6	72,100
7	70,700
8	75,400
9	79,100
10	81,800
11	86,000
12	88,600
Total	1,021,500

Note: Total may not add up due to rounding.

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	242,000
3-5	226,000
6-12	553,700
Total	1,021,500

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0 to 4	5,525	1,660	1,335	35	120	8,675
5 to 9	5,605	1,975	1,385	30	195	9,185
10 to 14	5,975	2,035	1,350	85	195	9,650
Total	17,105	5,670	4,070	150	510	27,510

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	4,750	1.3
5-9	14,960	3.8
10-14	17,270	3.6
Total 0-14 yrs	36,980	3.0

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	57,100
1	54,100
2	53,100
3	54,900
4	46,300
5	54,000
6	49,900
7	50,000
8	53,000
9	55,400
10	59,800
11	61,300
12	65,200
Total	714,200

*Note: Total may not add up due to rounding*

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

0-2	164,300
3-5	155,200
6-12	394,600
Total	714,200

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	324,820	48,510	41,805	6,705
5-9	314,475	81,340	65,565	15,775
10-14	359,805	113,880	88,920	24,960
Total	999,100	243,730	196,290	47,445

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	30,775	285,765	40,725
5-9	35,070	310,815	35,460
10-14	40,760	381,760	37,145
Total	106,605	978,340	113,330

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	30,000	14.4
3-5	30,000	13.2
6-12	91,000	14.7
Total	151,000	14.3

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	160,800	74.2
3-5	107,700	80.4
6-15	344,800	85.3

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## FAMILY-RELATED LEAVE

On January 1, 2006, the Quebec Parental Insurance plan replaced the benefits previously available to Quebec parents under the federal Employment Insurance plan. The Quebec Parental Insurance plan stipulates that financial benefits be paid to all eligible workers — salaried or self-employed — who take maternity leave, paternity leave, parental leave, or adoption leave. Parents must choose between two options: the Basic Plan or the Special Plan. In so doing, they decide the duration of their leave as well as their income replacement rate. The choice of plan is determined by the first parent to receive benefits and cannot be modified.

### Maternity leave

Natural mother only and cannot be shared between the two parents.

Basic Plan: 18 weeks of benefits at the rate of 70%

Special Plan: 15 weeks of benefits at the rate of 75%

### Paternity leave

Father only and cannot be shared between the two parents.

Basic Plan: Five weeks of benefits at the rate of 70%

Special Plan: Three weeks of benefits at the rate of 75%

### Parental benefits

The total number of weeks of parental benefits can be taken by either parent or shared by both, based on an agreement between the two. In addition, parents may take these weeks simultaneously or consecutively.

Basic Plan: 32 weeks of benefits, with the first seven weeks at the rate of 70%, and the following 25 weeks at the rate of 55%

Special Plan: 25 weeks of benefits at the rate of 75%

### Adoption leave

Basic Plan: 37 weeks of benefits, with the first 12 weeks at the rate of 70%, and the following 25 weeks at the rate of 55%

Special Plan: 28 weeks of benefits at the rate of 75%

### Family-related leave

Ten days per year.

### Births and EI maternity and parental claims (2007)

Number of births: 85,900

Birth rate per 1,000 population: 11.2

Number of initial maternity claims allowed: 62,749

Average length of maternity claim: 17.8 weeks

Number of initial paternity claims allowed: 49,340

Average length of paternity claim : 4.8 weeks

Number of parental claims, women: 60,623

Average length of parental claim, women: 30.5 weeks

Number of parental claims, men 15,015

Average length of parental claim, men: 12.0 weeks

Number of adoptive parent claims, women: 609

Average length of adoptive claim, women: 34.4 weeks

Number of adoptive parent claims, men: 274

Average length of adoptive claim, men: 13.9 weeks

## KINDERGARTEN

### LEGISLATION

Quebec. National Assembly. *Education Act*. R.S.Q., c.I-13.3

Quebec. National Assembly. An Act to amend the *Education Act* concerning the Conseil scolaire de l'Île de Montréal. Bill 41 (2001, c. 30).

Quebec. National Assembly. An Act to amend the *Education Act*, Bill 35. (2001, c. 46).

Quebec. National Assembly. *Education Act for Cree, Inuit and Naskapi Native Persons*. R.S.Q., c. I-14.

### PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

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### KINDERGARTEN SERVICES

#### Five year old kindergarten

Kindergarten for five year olds is delivered on a full time basis in public and private schools (both English and French). There are 23.5 hours/week for 36 weeks or 846 hours a year.

Kindergarten is not compulsory in Quebec. Entitlement is legislated. Kindergarten is funded by the province for four and five year olds in private schools.

#### **Four year old kindergarten**

This program varies from 9.15 hours/ week for 36 weeks (or 332 hours) to 11.45 hours/week for 36 weeks (or 412 hours). It may be four part-days or five part-days. Some programs include parent participation.

Initially, four year old kindergarten was developed for inner-city children (although this is no longer their sole clientele). Most four year old kindergartens are in Montreal and were developed prior to the new family policy and child care expansion. There is no new development of four year old kindergarten; those existing will be maintained.

#### **Passe-Partout**

A family-oriented approach for four year old children and their parents, Passe-Partout, is a program developed for low-income families living mostly in rural Quebec. Passe-Partout is designed to provide targeted parents with the tools they need to help their child adopt attitudes and practices that will enable the child to develop, grow and succeed at school.

Passe-Partout consists of a minimum of 16 sessions a year with the children and eight with the parents.

With the new family policy and child care expansion, Passe-Partout, like the four year old kindergarten program, is no longer being developed but only maintained.

### **AGE ELIGIBILITY**

Five year old kindergarten: Five years old by September 30

Four year old kindergarten: Four years old by September 30

### **CLASS SIZE**

Class size limits are defined in the collective agreement.

Five year olds: Maximum 20, average 18

Four year olds: Maximum 18, average 15

Multi-age groups: Maximum 15 children per group

*Note: According to the collective agreement, a teacher cannot have more than 20 children under her/his responsibility.*

#### **Average/mean class sizes**

Five year olds: 18

Four year olds: 15

### **CHILDREN WITH SPECIAL NEEDS**

A Quebec policy — *Politique d'adaptation scolaire* — addresses inclusion, specialized services and corresponding budgets. School boards can adopt additional policies that expand on it but cannot restrict it.

About 50% of children with special needs are included in regular classes. Others either attend special classes in schools or attend specialized schools (for instance, schools for the deaf).

For four year olds with special needs (handicaps as defined in Quebec), the school board has the obligation to deliver a kindergarten program if the parents so request.

In 2007/08, 2,133 children identified with special needs were included in regular kindergarten classes.

There are additional budgets tied to inclusion of children with special needs.

### **ENROLMENT (2007/08)**

Number of children enrolled in four year old kindergarten and Passe-Partout (two years before Grade 1):

6,103 maternelle 4 ans

9,308 Passe-Partout

Number of children enrolled in five year old kindergarten (the year before Grade 1):

73,735 (69,000 public school, 4,735 private school)

### **KINDERGARTEN TEACHERS**

Qualification requirements: Four year degree: Baccalauréat en Éducation préscolaire et enseignement au primaire. There are mandatory practica in kindergarten and elementary (750 hours during the 4 year program).

Average salary: Information not available.

Number of kindergarten teachers: Information not available.

### **CLASSROOM ASSISTANTS**

There are no provincial policies regarding teaching assistants. No assistants are provided, although there are professional services under the component “services complémentaires” such as psychologists and speech therapists.



## CURRICULUM

A provincial kindergarten curriculum was implemented in 1997. The curriculum for four and five year olds is the same.

## MONITORING AND ASSESSMENT

Information not available.

## SOURCES OF FUNDING FOR KINDERGARTEN

82% from provincial grants and 11% from local property tax levies.

## PUBLIC SPENDING ON KINDERGARTEN (2006/07\*)

### Total spending on kindergarten

Passe-Partout: \$9,187,241

Four year old kindergarten: 13,086,692

Five year old kindergarten: 290,999,224

### Average spending per kindergarten student

Average spending per four year old in kindergarten: Not available

Average spending per five year old in kindergarten: Not available

Average spending per five year old with special needs attending specialized programs: \$5,990

## SPECIAL FEATURES

Allophone (non-French, English or Aboriginal mother tongue) children have access to Services particuliers under the regulation. The policy and formula for this is established at the Quebec level. Schools boards receive and distribute budgets for these services to schools.

\* More recent figures were not available.

## REGULATED CHILD CARE

### LEGISLATION

On December 16, 2005, the National Assembly adopted Bill 124, *Educational Childcare Act*.

Since June 1, 2006, *Educational Childcare Act* (R.S.Q., chapter S-4.1.1) replaces *An Act Respecting Childcare centres and childcare services* (R.S.Q. cC-8.2).

Règlement sur les services de garde en milieu scolaire. L.R.Q., c.I-13.3., a. 454.1; 1997, c.58,a.51; 1997, c.96,a.132.

Since August 31, 2006, Regulation respecting reduced contributions (R.S.Q., c.[S-4.1.1., r.1]) and Regulation respecting educational childcare services (R.S.Q., c.[C-8.2, r.2], and Regulation respecting day care centres (R.R.Q., 1981, c. [C-8.2, r.5.1]).

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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### CHILD CARE SERVICES

#### UNREGULATED CHILD CARE

##### Unregulated family child care

Maximum number of children permitted: Six, including the caregiver's own children.

##### Jardins d'enfants (nursery schools)

Programs for a minimum of seven children aged 2-5 years on a regular basis for up to four hours/day.

### **Haltes-garderies (stop-over centres)**

Programs for a minimum of seven children on a casual, drop-in basis for up to 24 consecutive hours.

### REGULATED CHILD CARE

#### **Centre de la petite enfance (CPE)**

A CPE provides educational child care primarily for children 0-4 years old. Seven or more children may be cared for in centre-based programs for periods not exceeding 48 consecutive hours.

A centre/facility may have up to 80 children and no more than two facilities may be housed in a building.

CPEs must be nonprofit with a board of directors having a minimum of seven persons, at least 2/3 of whom (who are neither staff nor family child care providers) must be parent-users of the program.

#### **Service de garde en milieu familial (family child care)**

Family child care is provided in a private residence by an individual for up to six children including the provider's own children; no more than two children may be under 18 months. If the provider is assisted by another adult, nine children are permitted with no more than four children under 18 months, including their own children.

Until June 2006, family child care providers were part of CPEs. Since June 1, 2006, bureaux coordonnateurs de la garde en milieu familial (BC) (family child care coordinating offices) accredited by Ministère de la Famille et des Aînés (MFA) coordinate family child care in a given area. The coordinating offices give assistance to providers and monitor application of the standards. Most family child care coordinating offices are CPEs; some are new free-standing nonprofit organizations. There are 165 offices located across all regions.

#### **Garderie (day care centre)**

An establishment that provides child care in a facility of not more than 80 children, where seven or more children receive care regularly for periods not exceeding 48 consecutive hours, and that is not operated by a CPE. No more than two facilities may be housed in a building. Garderies are generally for-profit operations or operated by a nonprofit group that does not have a majority of parents on the board of directors (e.g. church-run centres).

### **Milieu scolaire (school-age child care)**

Programs provided by a school board for children attending kindergarten or elementary grades; these are under the jurisdiction of the Ministry of Education, Leisure and Sport (MELS). School boards are obliged to provide school-age child care when there is a demonstrated need.

### **CHILDREN WITH SPECIAL NEEDS**

Admission to a regular child care program is at the discretion of the CPE, garderie or the family child care provider; however, Quebec's objectives regarding children with special needs in child care programs strongly favour inclusion.

For a child who has a diagnosed disability or who meets the ministry definition of a "disabled" child, a one-time grant of \$2,200 and an additional \$33.65/day/child on top of the regular operating grants is available.

In addition to the supplementary allowance allocated to child care establishments receiving children with a disability, an assistance measure has been put in place for the integration of children with significant special needs into child care services.

### **ABORIGINAL CHILD CARE**

Quebec regulates child care on-reserve. In 2007/08, there were 43 child care centres, three family child care services and no garderies in nine First Nations communities. Other centres were under construction. On-reserve child care is funded through agreements between First Nations communities and federal and provincial governments. Aboriginal child care services receive funding from MFA. The Quebec government reached agreements with Inuit, Cree and the Mohawk community of Kanawake, thereby delegating some legal authority for child care under the law.

## SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces</b>		
<i>Centre-based</i>		
Infant (under 18 months) (CPE and garderie)*		12,596
Preschooler (18 months-4 years) (CPE and garderie)*		104,550
	CPE	garderie
<b>Total centre-based spaces</b>		
(0-4 years)	77,165	39,981
Family child care	88,771	
<b>Total spaces regulated by MFA</b>	205,917	
Total school-age child care spaces	162,992	
Total spaces regulated by the MFA and under the aegis of the MELS	368,909	
<i>*Garderies can be financed or not financed.</i>		
<i>Note: School-age child care for children aged 4-12 years is the responsibility of the Ministry of Education.</i>		
<b>Children with special needs in regulated child care:</b> 3,674		
<b>Number of child care programs</b>		
Number of CPEs		980
Number of centres that are part of CPEs		1,337
Number of garderies		683
Number of garderies – financed		578
Number of garderies – not financed		105
Number of school-age services		n/a
Number of family child care coordinating offices		165
Number of family child care providers		15,123
<b>Sponsorship of centred-based spaces</b>		
Nonprofit (CPE)		77,165
For-profit (garderies and other non-CPE centres)		39,981
Financed		35,230
Not financed		4,751
School-age (school board operated)		162,992
<i>Note: Most garderies are for-profit.</i>		

## STANDARDS AND REGULATIONS

### REGULATED CENTRES (CENTRES UNDER CPEs AND GARDERIES)

**Maximum facility size** 80 spaces

#### Maximum staff:child ratios

Age	Staff:child ratios
0-17 months	1:5
18 months-less than 4 years	1:8
4 years-less than 5 years	1:10
5 years and older	1:20

#### Staff qualification requirements

As of August 31, 2006, two-thirds of staff in centre-based CPEs and garderies must have a college diploma or university degree in ECE. The college diploma may be a three-year Diplôme d'études collégiales (DEC) or a one-year Attestation and three years experience. Previously only one-third of staff in garderies were required to meet the training requirement; however, existing garderies have five years to comply with the new requirement.

New and expanded CPEs and garderies have five years to conform to the required 2/3 ratios. Until that time they must conform to the 1/3 ratio.

Educational requirements may be waived if no qualified persons are available.

There are no educational requirements for staff working in school-age child care programs; however, school boards may require the lead staff to have an early childhood education diploma.

All diplomas obtained in a province other than Quebec are evaluated by the Ministère de l'Immigration et des Communautés culturelles. Programs that include early childhood training of two or more years are deemed equivalent to a DEC; one year programs correspond to an Attestation.

*Note: see RECENT DEVELOPMENTS 2006.*

#### Parent involvement

A child care centre's (nonprofit) board of directors must be made up of at least seven members, 2/3 of whom (minimum of five) are parent-users or future users of the centre. At least one board member must come from the business sector or the institutional, social, education or community sector, and no more than two shall be staff at the centre.

A garderie's licence (permit) holder must set up an advisory committee made up of five parents and consult with the parent committee on all aspects of the care the children receive in the centre, particularly with respect to implementation of the educational program, services provided and how complaints are processed.

The composition of the boards of directors of organizations accredited as family child care coordinating offices are determined by the type of organization.

#### **Licensing, monitoring and enforcement**

The MFA issues permits (licences) for up to a five-year period. MFA inspectors may visit any licensed operation to monitor its compliance with regulations.

Permit holders of child care centres and garderies should receive at least one inspection visit during the period that their licence is valid — generally five years.

In the six months after the issuance of a new permit, a first visit is conducted for the purpose of information and prevention. The aim of this visit is to evaluate quality, identify problems, establish an action plan and provide support.

Inspectors are not required to have a degree, diploma, or training in early childhood education.

Quebec does not issue conditional or provisional licences. If a centre is found to be in non-compliance with legislated requirements but there is no immediate danger to the health or well-being of the children, MFA informs the centre's board (in writing) that the program is in non-compliance with a specific regulation(s) and requests rectification. A follow-up check is done by an inspector when sufficient time is deemed to have passed. Repeated instances of non-compliance that do not pose an immediate threat may result in a court hearing.

The operator may appeal the loss of a licence (or the refusal by MFA to renew a licence) or may contest a decision to the Tribunal administratif du Québec. Its decision is binding.

## REGULATED FAMILY CHILD CARE

Family child care providers are supervised by a family child care coordinating office, most of which are CPEs.

#### **Maximum capacity**

Up to six children including the provider's children under nine years; no more than two children may be under 18 months. If the provider is assisted by another adult, they may care for nine children, including both providers' own children, with not more than four children being under 18 months.

#### **Provider qualification requirements**

Family child care providers must hold a first-aid certificate and complete a training program lasting at least 45 hours pertaining to child development, health, safety and diet issues, and organization and leadership in a "life environment". Many family child care coordinating offices provide training for providers.

They are also required to take a 6-hour proficiency course a year (cours de perfectionnement).

#### **Licensing, monitoring and enforcement**

Family child care workers are required to do on-site home visits. The child care coordinating office is responsible for ensuring that providers meet the regulations.

## FUNDING

### PUBLIC FUNDING FOR REGULATED CHILD CARE (2006/07)

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#### **One-time funding**

##### *Development grants (only for CPE)*

- Grant for professional services incurred by the project manager in setting up a facility: \$8,000.
- Start-up grant for establishing a family child care component of a CPE: \$1,500 for the first 10 spaces, plus \$100 per additional space up to \$8,000.

##### *Grants for purchase of a property or construction of a facility*

- Grant for professional services incurred by the project manager in setting up a facility: \$8,000
- Start-up grant for establishing a family child care component of a CPE: \$8,000

##### *Major and minor capital grants (only for CPE)*

- See Programme de financement global des immobilisations (Online at <http://www.mfacf.gouv.qc.ca/thematiques/famille/administration-service-de-garde/ressources-financieres/regles-budgetaires.asp>)

**Recurring funding**

MFA provides funding to CPEs, garderies and family child care coordinating offices through several basic and supplementary mechanisms that are calculated according to three financing parameters:

- annualized spaces on the license;
- annual occupancy;
- the annual occupancy rate.

These funds are paid to the CPEs on a monthly basis.

*Basic allowance: CPE*

Expenses related to the premises

- the lesser of the actual expenses established by MFA or an amount equal to \$36,720 for the first 30 annualized spaces, and \$1,020 for each annualized space beyond 30.

Overhead costs

- \$2,068.70 for each of the first 60 annualized spaces, plus \$1,344.70 for each additional space beyond 60.

Performance

- with the exception of new or expanded facilities, a deduction is made from the grant if the annual occupancy rate falls below 85% .

Child care and educational expenses

- \$51.65/day for children 17 months and younger;
- \$33.65/day for children 18-59 months.

*Basic allowance: garderies*

Basic costs

- \$2,018.35 for each annualized space.

Performance

- with the exception of new or expanded facilities, a deduction is made from the grant if the annual occupancy rate falls below 85%.

Child care and educational expenses (variable costs)

- \$42.60/day for children 17 months and younger;
- \$30.65/day for children 18-59 months.

*Basic allowance: family child care*

Allowance for the Operating Budget (goes to one coordinating office)

Model	Number of places	Annual Budget (\$)
1	140 or less	62,352
2	over 140 up to 280	135,348
3	over 280 up to 420	199,327

4	over 420 up to 560	267,973
5	over 560 up to 700	326,451
6	over 700 up to 850	367,533
7	over 850 up to 1000	433,482
8	over 1000 up to 1150	488,672
9	over 1150 up to 1300	556,398
10	over 1300 up to 1500	600,974
11	over 1500 up to 1700	669,037
12	over 1700	757,096

Child care and educational expenses

- a maximum of \$27.55/day for children aged 59 months and younger, and an infant supplement of \$9.55/day for children 17 months and younger.

*Supplementary allowances (CPEs, garderies and family day care coordinating office)*

Allowance for exemption from payment of the contribution (EPC).

- an allowance to make up for the parental contribution exemption of parents who receive income security and are entitled to 23.5 hours/week of child care at no fee (or more on the recommendation of an authorized organization).

*Allowance for a facility in a disadvantaged area*

To help the facility (CPE and day care centre) meet the additional costs of enrolling children from a disadvantaged area are equal to:

- 2.3% of the basic operating allowance when the proportion of EPC days is between 5% and 10%;
- 4.6% of the basic operating allowance when the proportion of EPC days is between 10% and 20%;
- 6.9% of the basic operating allowance when the proportion of EPC days is greater than 20%.

*Allowances for places at the reduced contribution offered to school-age children (PRCS)*

To support child care institutions who serve kindergarten or elementary school children who cannot receive any other child care service at their school:

- \$2.15/day for each school day;
- \$15.35/day for each pedagogical day, for a maximum of 20 days per child.

### *Allowances for the integration of a child with a disability*

To facilitate the integration of a child with a disability aged 59 months or younger, for a maximum of nine children in a facility, providing that number does not exceed 20% of licensed spaces or one child per family child care provider:

- a lump sum of \$2,200 per child, of which \$1,800 is for equipment or improving the set-up to meet the child's needs;
- \$33.65/day of occupancy in CPE (\$30.65 in garderie and \$25 in family day care)

### *Specific allowances*

- Allowance for group insurance plans and maternity leaves. This program is maintained at 3% of the insurable aggregate employable earnings of participating CPEs and garderies. The allowance is 2.07%.
- Subsidy for personal pension plan for CPEs and garderies. Finances a portion of personal pension; plans' amount is not specified.
- Other specific allocations. MFACF may grant these to CPEs under special circumstances or for special projects.

### PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE (2006/07)\*

<b>Fee subsidies</b>	not applicable
<b>One time funding</b>	
Capital expenditures	\$5,772,000
<b>Recurring funding</b>	
Funding to CPEs and garderies	\$1,525,565,000
Total child care expenditure for children 0-4 years	1,578,274,000
Expenditure on school-age child care (by MELS)	152,300,000
Total expenditure on regulated child care	\$1,730,574,000

### SALARIES

#### **Estimated mean hourly wage by job category (April 2006)**

Administrators	\$20.21 - 27.41 (Level 3)
Pedagogical staff	15.71 - 19.67
Educator	14.14 - 18.73
Assistant educator	11.68 - 13.82
Untrained	12.48 - 18.73

*Note: Figures provided by provincial officials.*

*\* More recent figures were not available.*

### **Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)**

All	\$26,240
Those with an ECE credential	27,298

*Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.*

### **Family child care**

Information not available.

## **ADMINISTRATION**

MFA is responsible for setting standards and regulations, administration of the legislation, administration of funding, and coordination of the child care system across the province.

Le Ministère de l'éducation, du Loisir et des Sports is responsible for school-age child care services; however, when a school cannot provide child care services, the child may attend an MFA service.

School-age children are not eligible for a \$7/day place during the summer.

## **MUNICIPAL AND OTHER LOCAL GOVERNMENT ROLE**

Municipalities may no longer hold licences to operate child care facilities.

School boards provide school-age child care for children attending kindergarten and elementary school.

## **CHILD CARE PLANNING AND DEVELOPMENT**

Quebec uses a province-wide planning process to ensure an equitable distribution of reduced contribution child care throughout the province. A plan based on population and labour force statistics, funding and relative regional equity has been developed.

At the regional level, planning for development with the goal of creating 200,000 reduced contribution spaces was achieved. An additional 20,000 spaces are planned to be developed by 2010.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2000** Child care at \$5/day became available to all children aged 0-4 years whether or not the parent was in the paid labour force. Individual centres could implement policies which give priority to employed parents, single parents, or some other target group. Families on social assistance and not in the workforce could access up to 23.5 hours/week of care at no cost. Low-income working families could also qualify for an additional fee reduction.

The required number of staff trained in early childhood education in centre-based programs was increased from 1/3 of staff in a nonprofit centre to 2/3. In addition, a programme éducatif (pedagogical lead) would be required in all centres.

The child:staff ratios for four year olds was increased from 8:1 to 10:1 but remained at 8:1 for three year olds.

Since 1997, the Ministry began to “rent” space from existing for-profit operations with funding at a lower rate than CPE centres, at that time it was intended that agreements with for-profit centres would be renegotiated annually until such time as they were no longer needed.

Following two days of strikes by child care workers over wages, child care staff in nonprofit centres and family child care were to be paid according to a province-wide scale based on education and experience. It was anticipated that an average wage increase of 35-40% would be implemented over four years, with an additional \$44 million allocated in 1999/2000.

A provincial task force recommended that child care staff be included in the Pay Equity Act.

In the five years from the implementation of the new early childhood policy in 1997 to 2001, Quebec increased the number of child care spaces (for children aged 0-4) from 82,302 spaces to 139,683 and introduced full school-day kindergarten for all five year olds. Quebec expected to expand the number of child care spaces to 200,000 by 2005/06.

According to the Institut de la statistique du Québec, approximately 85,000 children under the age of five were

on a waiting list for a child care space. Of these, 8,700 were already enrolled in a \$5/day space but wished to change. (These children may have been on more than one waiting list.) Parents who did not have a \$5/day space may still claim the federal Child Care Expense Deduction and the provincial tax credit.

The government undertook a public education campaign to attract staff and promote training. To assist those already in the field to access additional training, the government began to provide financial support for college-level courses and funding for any necessary substitutes in the CPEs.

The government began funding several pilot projects to meet non-traditional needs for child care such as evening, overnight and weekend care. Projects received funding in addition to the CPE funding formulas and were in certain situations allowed to operate outside the regulations.

A \$152 million investment over four years was committed from 1999 to 2003 to raise wages: \$91.5 million was committed for the centre-based component of CPEs, \$32.4 million for family child care, and \$27.6 million for day care centres (garderies).

**2002** The Centrale des syndicats du Québec (CSQ) and the Confédération des syndicats nationaux (CSN) filed for union certification on behalf of 1,500 family child care providers from 116 CPEs. The Quebec Labour Board decided in favour of unionization.

### 2003

**April** A Liberal government was elected. During the election campaign, the Liberals had said that they would make changes to the child care program.

**May** The government announced its intent to slow expansion of the \$5-a-day child care program, to increase parent fees and to open development of new spaces to the for-profit sector. New child care projects approved by the previous government were frozen unless they had bought land or already begun construction. In June, a large protest took place and a petition of over 100,000 signatures calling for protection of the system was presented to the government.

**August** The new government released a consultation paper with proposals for altering the child care system. The paper proposed two policy scenarios for increasing parent fees and encouraging future development in for-profit child care. The government held three days of hearings on these proposals; the Coalition pour le maintien de l'universalité des services de garde held a parallel consultation.

**November** The budget for publicly-funded child care was cut by \$25 million/year. Parent fees were raised to \$7 a day and a policy favouring nonprofit child care was reversed. Financing for for-profit centres was improved.

The government introduced Bill 8, which decertified existing unions of family child care providers and enshrined in law their self-employed status. The unions appealed the decision based on the *Canadian Charter of Rights and Freedoms* and international covenants ensuring the rights of workers to unionize. There were several demonstrations involving family child care providers throughout the fall.

**2004** Operating grants were cut two years in a row and capital funding eliminated. There were changes to funding for the regional associations.

**January** Unionized child care workers went on strike over lack of progress on pay equity and on changes to the child care policy, including increased parent fees and plans to increase for-profit child care.

The Quebec Court of Appeal heard a case in which the federal government's jurisdiction vis-à-vis maternity and parental leave was challenged and won by Quebec, with Quebec intending an enriched paid leave program than paid under Employment Insurance.

The target of 200,000 regulated spaces (excluding school-age spaces) established at the beginning of the family policy had almost been reached, with about 17,000 spaces yet to be developed.

**June** *Grandir en qualité*, a baseline report on quality in Quebec child care was published by l'Institut de la statistique du Québec. It found that the quality of child care in Quebec is generally quite poor, and the quality of for-profit centres is generally poorer than those that are part of CPEs.

**2005** Responsibility for child care moved from the Ministère de l'Emploi, de la Solidarité sociale et de la Famille to the Ministère de la Famille, des Aînés et de la Condition féminine (MFA).

**January** A universal family allowance became available for all parents in Quebec.

**March** The federal government and Quebec reached an agreement regarding Quebec's parental insurance plan. Beginning January 1, 2006, Quebec parents were able to choose between two different plans (see Family Related Leave for details). The two-week waiting period was eliminated and self-employed parents were included. Fathers receive five weeks of paid paternal leave.

**June** Unionized child care workers staged a three-day strike, demanding improved working conditions and movement on the issue of pay equity. The educators were without a contract since April 2004 and had had no raise since April 2003. In September, child care workers — in a legal strike position — decided instead to negotiate with the provincial government, focusing on securing pay equity.

**October** The Quebec government and the federal government came to an agreement about transfer of funds within the Canada-wide Early Learning and Child Care scheme. Unlike the other provinces, Quebec had not signed an Agreement-in-Principle with the federal government nor had it developed an action plan specific to these funds. The October agreement said:

Quebec having the objective of increasing to 200,000 the number of child care spaces at reduced parental contribution by 31 March, 2006, it may invest federal funds provided through this agreement in related objectives for the well-being of families. Quebec agrees to incorporate into its current public reporting cycles information concerning its priorities and financing provided by Canada according to the terms of this agreement.

Quebec will provide Canada with the information and reports it prepares on its educational child care system and supplies to non-governmental organizations and the public. Quebec agrees to allow Canada to distribute them and make them available to other provincial/territorial governments.

**November** After numerous protests at public hearings on the Bill 124, *Education Childcare Act*, the Minister agreed to amend it. But the amendments did not go far enough for Quebec's child care advocates, who continued to oppose its adoption until its passage by the National Assembly on December 15.

**December** Bill 124, the *Educational Childcare Act* was adopted by the National Assembly. Bill 124 had been introduced amidst charges that it would “destroy the \$7-a-day child care system”, protests from parents and community-based CPEs, and support for the Bill and the Minister from for-profit centre operators. At issue was the proposal to remove the family child care component from nonprofit CPEs and instead to set up government-organized coordinating offices that could be either nonprofit or profit-based to play a supervisory role. (Nonprofit child care centres and family child care agencies had been amalgamated into CPEs after the child care reform in 1997.)



**2006** *Enquête sur les besoins et les préférences des familles en matière de services de garde*, a survey of 15,000 families on their needs and preferences regarding daycare was published by the Institut de la statistique du Québec for the Ministère de la Famille, des Aînés et de la Condition féminine (online at [http://www.stat.gouv.qc.ca/publications/conditions/service\\_garde2004\\_an.htm](http://www.stat.gouv.qc.ca/publications/conditions/service_garde2004_an.htm)).

**January** The enhanced Quebec Parental Insurance Plan, negotiated with the federal government and run by the Quebec government, replaced the federal benefit.

**June** 165 family child care Coordinating Offices were created under agreement with the ministry to coordinate family child care services. There is province-wide coverage, with each office covering a different region. This structure is intended to ensure mobility for family child care providers who change regions, and a level of uniformity in practice between family child care coordinating offices.

**August** A new regulation came into effect limiting the use of surcharges above Quebec's province-wide \$7-a-day parent fee. The Association of Private Daycares took the Quebec government to court.

As of August 31, 2006, two-thirds of staff in centre-based CPEs and garderies must have a college diploma or university degree in ECE. Previously only one-third of staff in garderies were required to meet the training requirement; existing garderies have five years to comply with the new requirement.

**September** The Association Québécoise CPE (AQCPE) concluded an agreement with the Quebec government, and the Confédération des syndicats nationaux (CSN) concluded an agreement regarding the financing framework for adjustments connected with the *Pay Equity Act* for child care centres, coordinating offices and garderies. An average pay increase of 8.79% for CPE staff and 8.95% for CPE teachers is anticipated. The financing framework is based on a model of pay equity proposed to employers concerned with the Act to enable them to conduct their pay equity exercise with the full knowledge of the level of pay adjustment the government would be ready to finance.

AQCPE recommended a uniform application of the steps to pay equity to their member Boards of Directors. The agreement began to apply on April 1, 2007, with full payment of increases by April 2011.

The MFA, the CSN and the AQCPE reached an agreement on the financial adjustments on Pay Equity in Child Care Establishments.

## RECENT DEVELOPMENTS IN ECEC SERVICES

### 2006 September

The Conseil supérieur de l'éducation produced a report recommending that staff in school-age programs have the same qualifications as in a CPE, and an increase in wages to reflect the proposed increase in educational qualification. A committee has been established to address the report's recommendations.

**2007 March** A major plan was introduced to increase the qualification levels of staff working in for-profit centres. The project is a collaboration of the MFA, Emploi Québec and some colleges. By March 2009, it is expected that there will be an additional 500 qualified staff.

**2007/08 Spring** 20,000 new reduced contribution spaces were to be made available by 2010. As well as attempting to reduce deficits in spaces, the additional 20,000 spaces are linked to priorities set out by the minister, which are:

- Flexibility in supply;
- Spaces for infants (under 18 months);
- Spaces in the workplace;
- Spaces for disadvantaged children;
- Spaces for children of immigrant families.

Two thousand spaces were made available in 2007/08; the remaining 18,000 will be distributed between 2008/09, and September 2010 of the 2010/11 fiscal year.

*Note: 575 of the new reduced contribution spaces will be allocated to First Nations communities.*

The Ministry developed a quality plan (Plan d'amélioration continue de la qualité), which indicates that:

- Quality improvement must be a continuous process;
- Each child care service must meet certain minimum quality criteria.

Areas of quality include:

- Health and safety practices, condition of the physical environment, equipment and materials, and practice;
- A good educational program, a good choice of materials used for that program, training and supervision of staff, the quality of the interaction between staff and children, and staff and parents;
- Good human resources, good work climate and good management.

The plan contains two measures that each child care service can adopt on a voluntary basis:

- The quality engagement (engagement qualité): a signed one-page document, indicating that the program commits to continuous quality improvement;
- The recognition process (processus d'agrément): with the help of a quality expert, different ways of improving the quality of the service are examined. After certain conditions are met, the service is officially recognized as a quality service (same logic as the ISO levels of quality for businesses).

Regional information officers (guichets régionaux d'accès) keep centralized waiting lists for each region. Parents are provided with information on types of spaces, and addresses of programs.

The April 2008 budget introduced a new fiscal policy. Under this policy every family earning less than \$80,000/year can get a rebate for receipted expenses in unfunded for-profit child care. The intention is that parents using unfunded child care pay the equivalent of \$7/day. Parents can get the rebate at the end of the year or every three months.

Projections made by the Finance Ministry indicates that the cost of the Cr dit d'imp t remboursable pour frais de garde d'enfants (Child Care Expenses Deduction) is \$175,000,000 for the 2008 fiscal year, and \$194,000,000 for fiscal 2009.

#### 2008 November

Since 1997, parents and providers had to sign a contract regarding the child care services provided. The form of the contract is now prescribed by the government.

When more than \$7 is charged to the parents, the child care service must use a special contract for these activities or services:

- Activities outside the day care (theatre, visits to the zoo, etc.);
- Personal hygiene articles;
- Additional meal;
- Additional period of care.

A grant agreement between the government and the CPE and garderies is now required (entente de subvention). The purpose is to have greater control of the use of reduced contribution by all types of services. As well, family child care providers have to sign a commitment with the Ministry about the use of reduced contribution spaces.

In 2003, the government had adopted a law saying that family day care providers were self-employed; in October 2008, the Superior Court of Quebec invalidated that law. A committee was established by the Ministry, which includes AQCPE, CQSGEE, AEMFQ and the Ministry, to address the definition and employment status of providers, which will determine their right to unionize.

## KEY PROVINCIAL ECEC ORGANIZATIONS

Association qu b coise des CPE  
6611 rue Jarry est, bur. 200  
Montreal, QC H1P 1W5  
Telephone: (514) 326-8008 or 1-888-326-8008  
Facsimile: (514) 326-3322  
Website: www.aqcpe.com

Association des services de garde en milieu scolaire du Quebec  
402, rue Verch res  
Longueuil, PQ J4K 2Y6  
Telephone: (514) 334-4653 ou (450) 670-8390  
Facsimile: (450) 674-5591  
Website: www.asgmsq.qc.ca

Syndicats des travailleuses et travailleurs en garderie, FSSS-CSN  
1601 avenue De Lorimier, #105  
Montreal, PQ H2K 4M5  
Telephone: (514) 522-8697  
Facsimile: (514) 524-3974  
Website: www.fsss.qc.ca

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Association qu b coise des enseignantes et enseignants du primaire  
C.P. 65 002  
Place Longueuil  
Longueuil, Qu bec J4K 5J4  
Telephone: 1-866-940-2737  
Facsimile: 1-866-941-2737  
Email: aqep@aqep.org  
Website: www.aqep.org

F d ration nationale des enseignantes et des enseignants du Qu bec  
1601, avenue De Lorimier  
Montreal, PQ H2K 4M5  
Telephone: (514) 598-2241  
Facsimile: (514) 598-2190  
Email: fneeq.reception@csn.qc.ca  
Website: www.fneeq.qc.ca



## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	127,700
1	132,300
2	142,800
3	136,500
4	135,600
5	137,500
6	134,600
7	143,600
8	154,500
9	155,200
10	151,000
11	168,100
12	164,200
Total	1,883,700

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	402,800
3-5	409,600
6-12	1,071,200
Total	1,883,700

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	14,705	4,345	260	165	335	19,815
5-9	15,355	4,960	175	155	430	21,075
10-14	16,410	6,120	260	190	455	23,435
Total	46,470	15,425	695	510	1,220	64,325

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	11,760	1.8
5-9	29,130	4.1
10-14	41,920	5.2
Total	82,820	3.8

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	75,700
1	78,200
2	84,800
3	87,900
4	85,000
5	92,500
6	86,700
7	93,500
8	104,900
9	102,600
10	102,900
11	117,100
12	116,900
Total	1,228,700

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	238,700
3-5	265,400
6-12	724,600
Total	1,228,700

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	573,825	92,495	81,115	11,385
5-9	590,600	124,880	107,260	17,620
10-14	645,325	164,435	137,820	26,615
Total	1,809,750	381,810	326,190	55,620

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	516,715	16,475	107,425
5-9	570,010	19,355	100,990
10-14	651,550	22,990	112,260
Total	1,738,275	58,820	320,675

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	58,000	15.9
3-5	60,000	14.0
6-12	212,000	18.7
Total	330,000	17.1

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	240,800	68.3
3-5	193,700	78.6
6-15	608,600	83.6

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks to the natural mother only.

### Parental leave

Thirty-five weeks for birth mothers who took maternity leave; 37 weeks for other parent. Leaves may be taken by both parents consecutively.

### Adoption leave

Thirty-seven weeks.

### Births and EI maternity and parental claims (2007)

Number of births	136,217
Birth rate per 1,000 population	10.7
Number of initial maternity claims allowed	85,080
Average length of maternity claim	14.6 weeks
Number of parental claims	95,070
Average length of parental claim	29.2 weeks
Number of adoptive parent claims	1,130
Average length of adoptive claim	28.2 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Ontario. Legislative Assembly. *Education Act*, R.S.O. 1990, c. E.2

Section 16 of the *Education Act* is specific to private schools.

### PROVINCIAL CONTACT FOR KINDERGARTEN

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Policy and Programs Branch  
Ontario Ministry of Education  
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## EDUCATION FACTS

Government funding for public education in Ontario (2007/08): \$18.35 billion

Ontario provides funding for public and Catholic school boards to deliver education in both official languages. Ontario's schools are administered by 72 district school boards and 31 school authorities. "School authorities" consist of geographically isolated boards and hospital school boards. School boards include: 31 English Public, 29 English Catholic, 4 French Public and 8 French Catholic.

There are 4,017 elementary schools in Ontario (2007/08).

## KINDERGARTEN SERVICES

### KINDERGARTEN

In Ontario, it is not compulsory for children to be enrolled in kindergarten programs; however, most four and five year olds attend.

All school boards provide kindergarten (K) for five year olds and junior kindergarten (JK) for four year olds. The organization and delivery of these programs is the responsibility of the local school board. Kindergarten programs are organized in multiple ways including full-day, every day programs; full-day, alternate day programs; and part-day, every day programs. The most common organization is part-day, every day programs in urban communities and full-day, alternate day programs in rural communities.

All 12 French-language school boards provide full-day, every day kindergarten programs. In addition, some school boards offer combined 4 and 5 year old classes or French-immersion classes for 5 year olds.

The *Education Act* does not define instructional hours for JK or K. School boards decide on the daily schedule.

Ontario does not fund private schools. Private elementary schools in Ontario may operate programs for four or five year olds and for younger children as well. These may or may not be licensed under the *Day Nurseries Act*. There are no Ministry of Education requirements for curriculum or teacher qualifications in private schools. Although the ministry does not inspect these schools for health equipment nor practices related to safety and staffing, private operators are required to conform to municipal and public health bylaws, which the Ministry reviews.

## CLASS SIZE

In the 2004/05 school year, the government implemented a four-year plan to improve student achievement by lowering primary class sizes. Boards were to meet these goals:

- (a) each primary class will have no more than 23 students, and
- (b) 90% of primary classes will have 20 or fewer students.

By 2005/06, 48% of the primary classes were at the target of 20 or fewer students, in 2006/07 65%, and in 2007/08 88.4%.

## AGE ELIGIBILITY

Junior kindergarten: Four years old by December 31.

Senior kindergarten: Five years old by December 31.

## CHILDREN WITH SPECIAL NEEDS

The *Education Act* requires that all publicly funded school boards provide special education programs and services to students identified as exceptional. This requirement extends to all enrolled pupils. Inclusion is not specified.

Number of kindergarten children with special needs: Information not available.

## ENROLMENT (2007/08)

Number of children enrolled in junior kindergarten (two years before Grade 1): 116,356

Full time	9,878
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Part-time	106,478
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Number of children enrolled in senior kindergarten (the year before Grade 1): 122,340

Full time	13,745
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Part-time	108,595
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## KINDERGARTEN TEACHERS

Qualification requirements: A valid Ontario Teacher's Certificate (undergraduate degree plus one year of teacher training and successful writing of the Ontario Teacher Qualifying Test). Early childhood qualifications are not required for kindergarten teachers.

Responsibility for certification: Ontario College of Teachers.

Representation: Kindergarten teachers are represented by one of three unions: The Elementary Teachers Federation of Ontario (ETFO), the Ontario English Catholic Teachers Association (OECTA) and L'association des enseignants et des enseignantes francophones de l'Ontario (AEFO).

## TEACHING ASSISTANTS

The provincial funding formula allocates funding for teaching assistants based on each board's elementary enrolment. The school boards' role is to determine staffing levels. Based on local priorities and staffing and program considerations, each school board determines the number of JK/SK and special education teaching assistants it requires and where those teaching assistants should be located.

Qualifications and wages: Information not available.

Role: Determined by school boards.

## KINDERGARTEN PROGRAM

All kindergarten programs are based on the expectations outlined in *The Kindergarten Program 2006* (revised).

The *Kindergarten Program* is designed to help children build on their prior knowledge and experiences, form concepts, acquire foundational skills, and form positive attitudes to learning as they begin to develop their goals for lifelong learning. Local boards decide how the expectations can best be achieved within the total kindergarten program that they offer.

The learning expectations outlined in the document represent the first steps in a continuum of programming from kindergarten to Grade 8. They describe learning achievements that are appropriate for young children and that provide the foundation for successful future learning experiences. Learning expectations are given for six areas of learning: personal and social development, language, mathematics, science and technology, health and physical activity, and the arts.

## FUNDING FOR KINDERGARTEN

The provincial government determines each school board's annual funding allocation based on a series of grant formulae that collectively make up the Grants for Student Needs (GSN). These grants respond to factors such as enrolment, student need, capital requirements, school board size, and school board location. Funding is provided to boards through a combination of local property taxes and provincial grants.

Under the GSN's formula, kindergarten classes (including full-day classes in French school boards) are currently funded on a half-time basis, according to kindergarten enrolment, but boards have the flexibility to use their resources to support a full-day program.

There is no provincial government funding for independent (private) schools.

## SPENDING ON KINDERGARTEN (2007/08)

### Estimate per pupil (FTE) amount

JK	\$4,863 (part-day rate)
SK	\$4,863 (part-day rate)

### Total provincial spending for kindergarten\*

JK	566 million
SK	596 million

\*Total provincial spending includes both operating and capital funding.

## SPECIAL FEATURES

It is up to individual school boards to determine additional policies or resources regarding ESL or inner-city kindergarten students.

## RECENT DEVELOPMENTS

**2004** The Ministry of Education and the Ministry of Children and Youth Services announced a commitment to pursue the government's Best Start vision (see CHILD CARE for details on Best Start). One feature of Best Start is that it is guided by a *Schools first* policy, meaning that schools are the location of first choice for new or expanded child care services. This creates an environment where kindergarten teachers and early childhood educators have the opportunity to collaborate on the early learning and care provided to young children.

**2004/05** During the school year, the government implemented a four-year plan to improve student achievement by lowering primary class sizes (see CLASS SIZE).

**2007** In the 2007 provincial election, the Liberal government made a commitment to develop a province-wide program of full-day learning for all four and five year olds. To determine how best to carry out this commitment, the Ontario government appointed an Early Learning Advisor to report to the Premier on a strategy for implementation. The report will be presented to the Premier and then made public in the spring of 2009 (see CHILD CARE).

**2009 June** The government released the report of the Early Learning advisor (see RECENT DEVELOPMENTS IN CHILD CARE).

## REGULATED CHILD CARE

### LEGISLATION

Ontario. Legislative Assembly. *The Day Nurseries Act. Revised Statutes of Ontario*, 1990 (reprinted 1998). Amended by The Services Improvement Act effective January 1, 1998, c. D-2 Amended by: 1997, c. 30, Sched. C; 1999, c. 12, Sched. E, s. 2; 1999, c. 12, Sched. G, s. 21; O. Reg. 500/00; 2001, c. 13, s. 14.

Ontario. Legislative Assembly. *Ontario Regulation 262*, 1990. (Amended 1998, 1999, 2006).

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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Email: Julie.Mathien@Ontario.ca

Website: [www.children.gov.on.ca/CS/en/programs/BestStart/default.htm](http://www.children.gov.on.ca/CS/en/programs/BestStart/default.htm)

## CHILD CARE SERVICES

### UNREGULATED CHILD CARE

#### **Unregulated family child care**

Maximum number of children permitted: No more than five children under the age of ten years in care at any one time; this does not include the caregiver's own children.

#### **Family resource centres**

Resource centres provide support services to parents and regulated and unregulated care providers. The range of services can include: drop-in programs, resource lending libraries, playgroups, training opportunities and educational workshops.

*Note: In addition, some unregulated recreation programs provide subsidized child care for school-aged children.*

### REGULATED CHILD CARE

#### **Day nurseries (child care centres, nursery schools, before and after-school programs)**

Group care for less than 24 hours/day for five or more unrelated children under 12 years, and under 18 years for children with special needs.

#### **Supervised private-home day care (family child care)**

Private-home day care agencies provide home child care at more than one location. Care in each location is provided to five children or fewer under 10 years of age in a private residence other than the home of the parent/guardian of the child. With the approval of the agency, school-age children up to and including the age of 12 may be accommodated along with younger children where appropriate. All children who are being cared for by the provider must be counted and not exceed the limited of five at any one time. Further, there can be no more than two children under two years of age and three children under three years of age in the home at any one time. The provider's own children are included in the count only if they are under six years of age.

## CHILDREN WITH SPECIAL NEEDS

Ontario does not have a written policy regarding children with special needs but encourages integration and inclusion of children with special needs into community child care services with their peers. Special needs resourcing provides assistance for staffing, equipment, supplies or services to support the inclusion of children with special needs in child care.

Resource teachers generally work for agencies that provide a variety of services for children with special needs, and may serve children in several child care settings. The level of service per child can vary, depending on the child's needs, the local service model, and available resources. Consequently, the previous ratio of one resource teacher to four children with special needs is no longer applicable in all areas.

A resource teacher must hold a diploma in early childhood education or academic equivalent and have completed a post-secondary school program related to children with special needs. If working with children with multiple disabilities, the resource teacher must also have a current standard certificate in first aid. There are no training or experience requirements for staff other than for resource teachers who are working with children with special needs.

## ABORIGINAL CHILD CARE

Ontario funds and regulates on-reserve child care.

As of March 2008, there were 67 licensed child care centres on-reserve with a licensed capacity of 2,881. There were also two licensed private-home day care agencies with 37 homes on-reserve.

Ontario cost-shares fee subsidies for licensed on-reserve child care programs on an 80/20 basis with First Nations. The province pays 100% of other child care financing (wage subsidies, special needs resourcing and family resource centres). First Nations manage the fee subsidy system in their communities. Ontario recovers the majority of expenditures on fee subsidies from the federal government under the 1965 *Memorandum of Agreement Respecting Welfare Programs for Indians*.



## SPACE STATISTICS (MARCH 2008)

### Number of regulated child care spaces

#### Centre-based

Age Group	Full-day*	Part-day	Total
Infants (0-18 months)	7,877	-	7,877
Toddlers (18-30 months)	25,566	-	25,566
Preschool (2.5-5 years)	100,297	-	100,297
JK (3 years 8 months)	16,503	-	16,503
SK (4 years 8 months)	9,361	-	9,361
School age (6-12 years)	-	81,292	81,292
<b>Total centre-based spaces</b>	<b>159,604</b>	<b>81,292</b>	<b>236,988</b>

\*Breakdowns of full-day and part-day centre-based child care are not available by age. Capacity in nursery school is not available.

Note: The total number of centre-based spaces is not the sum of the age groups listed. This is a result of child care centres having alternate capacity rooms. Alternate capacity means that a room may be used for different age groups at different times. Therefore, the capacity by age group can exceed the total number of spaces.

Family child care \*\*19,760

\*\* This figure represents the enrolment in family child care. Licensed capacity information is not available because it fluctuates according to the ages of the children being served.

**Total number of regulated spaces** \*256,748

\* The estimated licensed capacity includes the capacity of child care centres and enrolment in regulated family child care enrolment.

### Children receiving special needs

**resourcing in regulated child care** \*20,777

\* This figure is a cumulative total of children serviced throughout the fiscal year.

Note: Figures comparable to other provinces/territories, that is, the number of children served at a given point in time, are not available.

### Children receiving fee subsidies

Regular fee subsidies	113,974
Ontario Works subsidies in licensed care	12,123
<b>Total</b>	<b>*126,097</b>

\* This figure is the cumulative total subsidized throughout the fiscal year.

Note: Figures comparable to other provinces/territories, that is, the number of children served at a given point in time, are not available.

An additional 7,528 children received Ontario Works subsidies for unregulated care.

### Number of centres and homes

Number of child care centres	4,582
Full day	2,902
Part-day nursery schools/preschools	1,857
Stand-alone school-age programs	2,551

Note: Child care centres may be licensed to offer more than one program (e.g., a before-and-after school program for school-age children and a full-day program for preschool-age children). As a result, some centres appear in more than one category above.

Number of family child care providers 7,822

Number of family child care agencies 140

### Sponsorship of full-time regulated centre spaces

Nonprofit	*179,071
For-profit	57,917

\*This includes municipally-operated centres. Current figures are not available for the number of municipally-operated child care spaces. In 1998, however, 18,143 of the nonprofit spaces were municipal.

### Sponsorship of regulated private-home day care agencies

	Agencies	Homes
Nonprofit	122	7,287
For-profit	18	535

Note: This includes municipally-operated family child care agencies and homes. See previous note.

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

Maximum centre size		Not specified
<b>Maximum staff:child ratios and group sizes</b>		
Age	Staff:child ratios	Max. group sizes
Infant (under 18 months)	3:10	10
Toddler (18-30 months)	1:5	15
Preschool (2.5-5 yrs)	1:8	16
44 months - 67 months as of Aug 31 of the year	1:10	20
56 months - 67 months as of Aug 31 of the year	1:12	24
68 months as of August 31 of the year up to and including 12 years	1:15	30

#### Staff qualification requirements

Centre supervisors must have a two-year diploma in early childhood education from an approved Ontario College of Applied Arts and Technology (CAAT) or the equivalent and at least two years experience working in a day nursery with children who are of the same age and developmental level as the children in the day nursery where the supervisor is employed.

One staff person with each group of children must have a two-year early childhood education diploma from a CAAT or the equivalent.

A Ministry Director has the authority to approve exceptions to the educational requirements for supervisors and other staff in a specific program. A Director is an employee of the Ministry appointed by the Minister as a Director for the purposes of *Day Nurseries Act*.

Individuals with out-of-province credentials must currently submit documentation to the Association of Early Childhood Educators Ontario (AECEO). A list of recognized Canadian ECE programs has been developed by the AECEO; the list acts as a guide for assessing ECE credentials from Canadian post-secondary institutions that are not community colleges operating in Ontario. Out-of-province equivalency assessment is to become the responsibility of the College of Early Childhood Educators.

An internationally trained individual or an individual with a credential from a Canadian institution that does not appear on the AECEO list seeking ECE equivalency

status is referred to the AECEO's review process for service in English and to the Association francophone à l'éducation des services à l'enfance de l'Ontario (AFÉSEO) for service in French.

The College of Early Childhood Educators was established in 2007. The college is a professional self-regulatory organization for early childhood educators, focused on quality and standards in the practice of early childhood education.

The College will regulate the practice of early childhood education, establish and maintain qualifications for membership and issue certificates of registration. It will also provide for the ongoing education of members, enforce professional and ethical standards, investigate complaints against members and deal with issues of discipline. In carrying out its objectives, the college's primary duty is to serve and protect the public interest.

#### Parent involvement

Each centre and family child care agency must have a written statement regarding parent involvement. The type of parental involvement is not specified.

#### Licensing, monitoring and enforcement

Ministry Program Advisors based in Regional Offices license, monitor and enforce *Day Nurseries Act* and its Regulations.

The annual licence renewal process includes an inspection of the child care facility to determine whether it is in compliance with the regulatory standards. Some licence renewals are conducted more frequently if the licence is provisional or short term. Unannounced drop-in visits are also conducted. Non-compliance with the legislation that does not pose an immediate threat to the children's well-being may result in a provisional licence with a time frame in which the operator is required to correct the non-compliance. Repeated non-compliance of a serious nature or non-compliance that poses a likely danger to the children may result in a refusal to renew or a revocation of the licence. However, the Director must give notice of intent to close the centre to the operator, who then has the right to appeal to the Licence Appeal Tribunal. The legislation provides the authority for immediate closure in the situation of immediate danger to the children's well-being.

## REGULATED FAMILY CHILD CARE

In Ontario, family child care has historically been referred to as “private-home day care” in provincial legislation. The terms “home child care” or “family child care” are also used.

### Regulation

The Ministry licenses family child care agencies that then enter into agreements with caregivers to provide child care. The agencies support and monitor providers as specified in the regulations.

### Maximum capacity

Care for up to five children from 0-12 years. Not more than two of the children may be under two years, and not more than three of the children may be under three years, or five children under six, including the caregiver’s own children only when they are under six years. No more than two may be children with special needs. Only one child with special needs may be cared for if there is one other child under two years of age or two children over two years of age but under three years of age.

When the caregiver’s children are under six years, she/he may still have five children in addition to their own by caring for school-age children over six years. For example, a caregiver who has two children ages three and four may also care for three children under six years and two children over six years.

### Provider qualification requirements

No caregiver training qualifications are specified in provincial regulations. Regulation requires caregivers to be older than 18 years and, if working with children with special needs, to hold a standard first-aid certificate. Many agencies provide training for caregivers.

Licensed private home day care agencies are required to have a criminal reference check policy. This policy applies to potential new providers and their family members (18 years of age and over), or others normally resident in the private home day care environment or regularly on the premises when the enrolled children are present.

Providers are supported and monitored by agency staff called home visitors, who are required to have completed a post-secondary program in child development or family studies and to have at least two years experience working with children who are of the same age and developmental levels as the children cared for by the agency where the person is employed.

## Licensing, monitoring and enforcement

The agency home visitor is required to conduct quarterly in-home monitoring visits. The agency is responsible for ensuring that legislated requirements are met.

As part of agency licensing inspection, provincial program advisors inspect a sample of homes to determine whether the agency is in compliance with the *Day Nurseries Act* and Regulations.

## FUNDING

### CHILD CARE FEE SUBSIDY PROGRAM FOR REGULATED CHILD CARE

Fee subsidies are paid directly to nonprofit and for-profit service providers on behalf of eligible parents.

As of January 2007, MCYS implemented an income test to determine eligibility for fee subsidy.

#### Eligibility for fee subsidy effective 2007/08 (net income)

Turning point for all families: \$20,000

Break-even point: Not applicable. Subsidies depend on cost of child care. Examples are provided below.

Net family income(\$)	Daily child care fee for subsidized families(\$)
20,000	0
30,000	4.00
40,000	8.00
50,000	19.00
60,000	31.00
70,000	42.00

The province does not set maximum subsidy rates. There is no provincial minimum user fee; however, municipalities have the leeway to charge minimum user fees. The provincial government permits subsidization up to the full cost of the program; however, in practice, some municipalities set maximum subsidy rates.

Municipalities may allocate a specified number of subsidized spaces to particular programs or may have a more flexible plan which allows them to float so that families are not restricted to the designated centres.

There is a province-wide cap on the total subsidy budget rather than on the number of subsidized spaces available. Lengthy waiting lists of parents eligible for subsidies exist in some communities, but some do not have waiting lists.

PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

Wage subsidy funding may be paid to full and part-time permanent staff in:

- nonprofit and for-profit licensed child care centres;
- nonprofit and for-profit private-home day care agencies;
- nonprofit special needs resourcing agencies; and
- nonprofit family resource centres.

Family child care providers may be eligible to receive the provider enhancement grant (a portion of wage subsidy) if they are associated with a licensed agency.

OTHER FUNDING

**Ontario Works child care**

Ontario Works child care funds may be used to cover the cost of regulated child care as a transition measure where participants are in employment assistance activities or are entering the paid labour market; or funds may be used for payment for unregulated child care arrangements or alternatives to child care (e.g., summer camp, supervised homework programs, recreation programs) up to established maximums.

Whether the payment goes to the parent or to a service provider is determined by each CMSM/DSSAB (see Municipal or Other Governmental Role).

Learning, Earning and Parenting is a program within Ontario Works that supports young parents on social assistance and includes high school, parenting courses, career counseling, job preparation and child care.

PROVINCIAL EXPENDITURES FOR REGULATED CHILD CARE (2007/08)

<b>Fee subsidies</b>	
Regular fee subsidies	\$324,200,000
Ontario Works subsidies for regulated care	*26,600,000
<b>Recurring funding</b>	
Wage subsidies	\$171,300,000
Special needs resourcing	47,300,000
Transfers to municipalities*	211,000,000
<b>Total</b>	<b>780,400,000</b>

**Other**

Resource Centres	\$8,500,000
Ontario Works child care (unregulated care)	7,100,000
Ontario Early Years Centres	64,300,000

*\*In 2007/08, just over \$211 million was provided to municipalities under Best Start operating funding. Municipalities were to spend the funds on fee subsidies, special needs resourcing, and wage subsidies.*

SALARIES

Ontario does not collect salary information.

**Median full-time, full-year employment income for centre-based early childhood educators and assistants (2005)**

All	\$27,199
Those with an ECE credential	29,298

*Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.*

FEES

Ontario does not collect fee information.

**ADMINISTRATION**

The Ministry of Children and Youth Services is responsible for developing policy and legislation, coordinating planning, licensing programs and monitoring compliance with the regulations.

Licensing and monitoring of programs is the responsibility of nine Regional Offices. The Early Learning and Child Development Branch is responsible for policy and legislation development.

Administration of all funds has become the responsibility of municipal governments (see section following).

**MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE**

In Ontario, 47 Consolidated Municipal Service Managers (CMSM) or District Social Services Administration Boards (DSSAB) (these are usually municipal or regional governments) and Native Bands administer the fee subsidy program. The legislated cost-sharing formula is as follows:

- Approved cost of fee subsidies — 80% provincial, 20% municipal;
- Capital — 50% provincial, 50% municipal;
- Administrative — 50% provincial, 50% municipal;
- Special needs resourcing — 80% provincial, 20% municipal with the exception of special needs resourcing funded under the new federal funds from 2005/06 onwards.

Ontario has waived cost sharing for municipalities on funds received through the 2003 Multilateral ELCC agreement and on Best Start funding from 2005/06 onward.

Municipalities may make local policies regarding the planning for and use of cost-shared funding. These local discussions may have downstream impacts such as increased waiting lists for child care subsidies.

The transfer of responsibility was completed on January 1, 2000 and was authorized by amendments to the *Day Nurseries Act*.

This change meant that 20% of funding for wage subsidies, resource centres and special needs resourcing is paid by local governments, whereas 100% of these funds were previously paid by the provincial government. Ontario has waived cost sharing for municipalities on funds received through the 2003 Multilateral ELCC agreement (see RECENT DEVELOPMENTS) and on Best Start funding from 2005/06 onward.

In addition, some Ontario municipal governments operate regulated child care, a role they have played since World War II.

Beginning in 1992, school boards also were authorized to operate child care services; however, very few do so.

The Ontario Municipal Social Services Association (OMSSA), a non-governmental organization composed of municipal social services staff, in operation since 1950, works to “build members’ (municipal governments and non-profit social service organizations) capacity to plan, manage and deliver quality human services in their communities”.

## CHILD CARE PLANNING AND DEVELOPMENT

The provincial government requires local governments to develop local service plans including service targets and levels according to provincial guidelines on local service planning. Although these are three-year service plans, Regional Offices review them on an annual basis.

Under the Best Start initiative, 47 local Best Start Networks

were established and required to submit long-term plans outlining how the Best Start vision would be achieved in their communities. See “Recent History of Child Care and Other ECEC Services” for more information on Best Start.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

**FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.**

**2000** In September, the Ministry of Community, Family and Children’s Services amended the regulation under the *Day Nurseries Act* to allow child care fee subsidies to flow to parents in need with children ages 6-12 years (up to age 18 for children with special needs) enrolled in unregulated recreation programs. These will have purchase of service agreements with the local government or authority.

In November, the provincial government launched Ontario’s Promise, a program to promote public/private partnerships and volunteers in fulfilling five “promises to children”. Ontario’s Promise was based on an American program called America’s Promise.

A Minister’s policy statement on eligible hours of care was issued. It requires that child care fee subsidies and Ontario Works child care assistance be used only for periods when child care is actually required for parents to work or attend school.

The provincial Education Improvement Commission (Ministry of Education) proposed full-day kindergarten for four and five year olds and expansion of regulated child care for younger children rather than cash payments to parents.

**2001** The provincial government launched its Early Years Plan for children 0-6 which “fulfilled the new way of thinking outlined in the Mustard-McCain study”.

Ontario received \$114 million for the first year from the federal/provincial Early Childhood Development Initiative. None of the money was spent on “early learning and care” in Ontario.

The provincial government tightened eligibility criteria for subsidized child care; hardest hit were student parents. Five unions challenged the government’s decision not to finance proxy pay equity under the *Charter of Rights and*

*Freedoms*, arguing that the lack of dedicated funding for proxy pay equity was discriminatory.

**2002** In August, Dr. Fraser Mustard and the Hon. Margaret McCain released their follow-up report, *The Early Years Study — Three Years Later*. This report stated that the Ontario government had not responded to the recommendations from their previous 1999 report. It noted the failure to support child care as part of the Early Years strategy.

### 2003

**March** The Multilateral Framework on Early Learning and Child Care was released by federal, provincial and territorial social services ministers for regulated early learning and child care programs for children under the age of six.

**April** A Memorandum of Settlement was reached between the province and five unions to provide provincial funding to eligible service providers and organizations, including child care programs with outstanding and ongoing proxy pay equity obligations (see 2000 for background).

**October** A provincial Liberal government was elected. Its platform for young children, called “Best Start”, was described as a long-term plan to promote healthy development and early learning and child care for Ontario children so they arrive at school ready to learn. One of the goals was to create a universal regulated child care system as a “seamless extension of our public education system”.

The Ministry of Children’s Services was established. (The name was then changed to Ministry of Children and Youth Services in March 2004.)

### 2004

**July** The government announced that the \$58.2 million in 2004/05 federal Early Learning and Child Care funds through the Multilateral Framework Agreement would be used to create up to an additional 4,000 new subsidized child care spaces with a priority on preschool-aged children, and to further stabilize the regulated child care system.

**November** The government announced its Best Start Strategy. Under Best Start, there was to be a major expansion of child care during non-school hours for children enrolled in junior and senior kindergarten. Ontario’s long-term vision, to be delivered over the next 10 to 15 years, is to extend wrap-around child care programs, first to four and five year olds, and then to children aged 2.5- 4 years, for whom a full day made up of universal part-day preschool with wrap-around full-day child care will be developed. Schools are a preferred site for these child care programs. Other child care components of Best Start include:

- Panel on Early Learning Framework;
- Panel on Quality and Human Resources;
- Establishment of a College of Early Childhood Educators;
- Flexibility in eligibility requirements for child care fee subsidies;
- Review of child care financing.

**Winter** Further details on Best Start were announced. Once fully implemented, it was intended to provide:

- An integrated approach to early learning and care that is seamless for both the child and family;
- A significant expansion of child care;
- Additional child care subsidies ;
- A sliding-scale income test to determine eligibility for a child care subsidy;
- A preschool early learning program for children 2.5 to 4 years of age at no cost to parents;
- Early and ongoing screening of all children with appropriate referrals to intervention. This includes the Healthy Babies Healthy Children program, provided by public health nurses and lay home visitors, screening and assessment services, a home visiting service and service coordination to families with children identified as at-risk;
- A comprehensive 18-month well baby check-up;
- Early learning and care hubs to integrate screening, assessment and access to services, intended to offer a single point of access to services and supports based on local needs and available resources.

### 2005

**July** Forty-seven Best Start Networks and four Regional French-language Best Start Networks were established to lead the planning and implementation of Best Start at the local level.

**November** Ontario received \$271.9 million through the Early Learning and Child Care Agreement as part of a five-year \$1.9 billion Agreement with the Government of Canada to deliver a comprehensive early learning and child care program to Ontario families, including greater access to higher quality, licensed child care spaces.

2005/06 \$296 million was provided to Consolidated Municipal Service Managers (CMSM) and District Social Services Administration Boards (DSSAB), local governments, as an unconditional grant.

### 2006

**March** The federal government terminated the existing ELCC agreements signed by the province as of March 31, 2007. The Government of Canada announced it would

transfer funds for one year, 2006/07, at the level set out in Budget 2005 to all provincial and territorial governments. Ontario announced that it will use the final federal payment\* of \$252.9 million to support the almost 15,000 new child care spaces to be implemented by September 2006 in addition to the 4,000 subsidized child care spaces that were created in 2004/05.

The government of Ontario will allocate \$122.5 million in 2006/07 to support Best Start initiatives. This includes funding from the 2003 Multilateral Framework on Early Learning and Child Care Agreement and \$63.5 million as a result of the reallocation of the ELCC Agreement.

\* Note that Ontario decided to spend these funds over a four year period.

**November** Age definitions for kindergarten and school-age children were amended as follows:

Age of child	Staff:child ratio	Group size
44 months or over and up to and including 67 months of age as of August 31 of the year	1:10	20
56 months or over and up to and including 67 months of age as of August 31 of the year	1:12	24
68 months or over as of August 31 of the year and up to and including 12 years	1:15	30

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

### 2007

**January** Effective January 1, 2007 amendments to O. Reg. 262 under the *Day Nurseries Act* enabled Ontario to introduce an income test to determine eligibility for child care fee subsidies, to replace the previously used needs test. Under the income test, families with net income up to \$20,000 will be eligible for a full subsidy for child care. For families in receipt of a subsidy, family contribution toward the cost of child care is calculated based on 10% of their net income over \$20,000 plus an additional 20% of net income over \$40,000. No family would pay more than the total cost of child care.

The Best Start Expert Panel on Early Learning submitted the *Early Learning for Every Child Today: A Framework for Ontario's Early Childhood Settings* report. The report is available at [www.gov.on.ca/children/graphics/263264.pdf](http://www.gov.on.ca/children/graphics/263264.pdf).

**March** The Panel on Early Learning Framework and the Panel on Quality and Human Resources published their report on Quality and Human Resources. The report is available at [www.gov.on.ca/children/graphics/stel02\\_183340.pdf](http://www.gov.on.ca/children/graphics/stel02_183340.pdf)

**May** The *Early Childhood Educators Act* received Royal Assent on May 17, 2007. Members of a Transitional Council were appointed on August 13, 2007 for an 18 month period ending February 13, 2009. The College of Early Childhood Educators appointed a transitional Registrar and began the registration process for qualified early childhood educators across the province.

**July** The Ontario Minister of Children and Youth Services announced a new \$142.5 million investment to enhance, strengthen and sustain the government's Best Start program including:

- \$105.7 million new funding to municipalities to sustain 7,374 licensed child care spaces, including more than 300 new licensed and culturally-appropriate child care spaces for Aboriginal children in targeted off-reserve communities, as well as to assist Ontario municipalities with the pressures they face in supporting quality child care in Ontario;
- An additional \$24.8 million to provide an average wage increase of approximately three per cent for approximately 33,500 child care practitioners across Ontario;
- \$12 million to provide improved access to training and support the creation of the first regulatory College for Early Childhood Educators in Canada;
- As part of the \$12 million investment, Ontario provided support beginning in 2007/08 to staff working in licensed child care settings who want to upgrade their qualifications in order to obtain an early childhood education diploma, by providing grants for training, as well as grants to cover the associated travel and living costs, the amounts of which are assessed on a case by case basis.

In a provincial election campaign, the governing Liberals promised to create a universal full-day early learning program for all four and five year olds.

**November** Dr. Charles Pascal was appointed Early Learning Advisor to recommend a model for implementing full-day early learning for all four and five year olds, building on child care and kindergarten programs. The

initiative is led by the Ministry of Education, Training, Colleges and Universities and the Ministry of Children and Youth Services. Dr. Pascal was to report back to the Premier in the Spring of 2008.

**June** The report of the Early Learning Advisor, commissioned in 2007 by the Ontario Premier was publicly released. Laying out an architecture that places responsibility for all early childhood education and care in the Ministry of Education and noting that “our best future” is one in which all children are healthy and secure; emotionally and socially competent; eager, confident and successful learners; and respectful of diversity, the report recommends four key components:

Full-day early learning for four and five year olds – a core full school day ECEC program extended to meet parents’ work hours if they choose;

Before- and after-school programs for school-age children;  
Quality programs for younger children aged 0-4 years;  
Enhanced parental leave.

The Pascal report proposes phasing in the universal four and five year old program over three years, beginning September 2010. A play-based curriculum and community schools approach are proposed, as is “team teaching” including both Ontario certified teachers and registered early childhood educators.

The report is available online at: [www.ontario.ca/earlylearning](http://www.ontario.ca/earlylearning)

## ■ KEY PROVINCIAL ECEC ORGANIZATIONS

Ontario Coalition for Better Child Care  
489 College Street, Suite 206  
Toronto, ON M6G 1A5  
Telephone: (416) 538-0628  
Facsimile: (416) 538-6737  
Website: [www.childcareontario.org](http://www.childcareontario.org)

College of Early Childhood Educators of Ontario  
College of Early Childhood Educators  
P.O. Box 190, Station Q  
Toronto, ON M4T 2M1  
Telephone: (416) 961-8558 or 1-888-961-8558  
Website: [collegeofece.on.ca](http://collegeofece.on.ca)  
Association of Early Childhood Educators, Ontario

40 Orchard View Blvd., Suite 211  
Toronto, ON M4R 1B9  
Telephone: (416) 487-3157 or 1-866-932-3236  
Facsimile: (416) 487-3758  
Website: <http://www.aecce.ca>

## TEACHERS’ ORGANIZATIONS AND ASSOCIATIONS

Elementary Teachers’ Federation of Ontario  
480 University Ave., Ste.1000  
Toronto, ON M5G 1V2  
Telephone: (416) 962-3836 or 1-888-838-3836  
Facsimile: (416) 642-2424  
Website: [www.etfo.ca](http://www.etfo.ca)

Ontario English Catholic Teachers’ Association  
65 St. Clair Ave. E., Suite 400, Toronto, ON M4T 2Y8  
Telephone: (416) 925-2493  
Facsimile: (416) 925-7764  
Website: [www.oecta.on.ca](http://www.oecta.on.ca)

Association des enseignantes et des enseignants franco-ontariens  
681, chemin Belfast, Ottawa (Ontario) K1G 0Z4  
Tél. : (613) 244-2336, 1-800-267-4217  
Télééc. : (613) 563-7718, 1-888-609-7718  
Website: [www.aefo.on.ca](http://www.aefo.on.ca)

People for Education  
641 Bloor Street West, Second floor  
Toronto, ON M6G 1L1  
Telephone: (416) 534-0100  
Facsimile: (416) 536-0100  
Website: [www.peopleforeducation.com](http://www.peopleforeducation.com)





## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	14,000
1	12,700
2	12,300
3	12,800
4	12,100
5	13,700
6	11,700
7	13,100
8	14,000
9	13,800
10	14,300
11	15,400
12	15,000
Total	174,900

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	39,000
3-5	38,600
6-12	97,300
Total	174,900

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	12,285	6,130	85	120	195	18,815
5-9	12,320	6,515	45	65	230	19,180
10-14	12,860	7,060	45	60	170	20,200
Total	37,465	19,705	175	245	595	58,195

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	1,140	1.9
5-9	3,370	5.0
10-14	3,790	5.0
Total	8,290	4.1

Note: Total may not add up due to rounding.

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	7,400
1	7,900
2	7,100
3	8,300
4	7,600
5	8,600
6	7,200
7	8,700
8	9,400
9	9,200
10	10,300
11	11,000
12	11,000
Total	113,700

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	22,400
3-5	24,500
6-12	66,800
Total	113,700

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	51,830	14,050	12,220	1,830
5-9	55,190	16,355	13,995	2,360
10-14	62,005	18,460	15,335	3,120
Total	169,025	48,865	41,555	7,315

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0 to 4	56,255	1,150	8,695
5 to 9	61,505	1,330	8,780
10 to 14	69,595	1,655	9,525
Total	187,355	4,135	27,000

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	7,000	19.9
3-5	8,000	20.0
6-12	21,000	20.2
Total	36,000	20.1

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	21,700	65.8
3-5	16,400	75.9
6-15	52,300	87.5

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Both parents may take up to 37 weeks

### Births and EI maternity and Parental claims (2007)

Number of births: 14,801

Birth rate per 1,000 population: 12.5

Number of initial maternity claims allowed: 7,660

Average length of maternity claim: 14.7 weeks

Number of parental claims: 8,530

Average length of parental claim: 29.4 weeks

Number of adoptive parent claims: 60

Average length of adoptive claim: 33.3 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Manitoba. Legislative Assembly. *Public Schools Act*. 1987, C.S.M, c. P250. Amended 1992, 1996, 1997, 1998, 2000, 2001, 2002, 2004, 2005, 2006, 2007, 2008.

### PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

#### Kindergarten contact

Aileen Najduch

Acting/Assistant Deputy Minister

School Programs Division

Manitoba Education, Citizenship and Youth

307-1181 Portage Avenue

Winnipeg, MB R3G 0T3

Telephone: (204) 945-7935

Facsimile: (204) 945-8303

Email: [Aileen.Najduch@gov.mb.ca](mailto:Aileen.Najduch@gov.mb.ca)

Website: [www.edu.gov.mb.ca/k12/](http://www.edu.gov.mb.ca/k12/)

## KINDERGARTEN SERVICES

### KINDERGARTEN

Kindergarten is delivered and funded in public and private schools on a part-time basis to children who will turn five by December 31. There were 508 instructional hours in the 2007/08 school year. The number of instructional hours varies yearly.

The hours of attendance (e.g. part-day five days/week or full-day two days/week) are determined by school boards.

Kindergarten is not compulsory in Manitoba. Access is not legislated but kindergarten is available throughout the province and accessible to children at age five.

### PRE-KINDERGARTEN

Winnipeg School Division offers part-day kindergarten for four year olds (these are referred to as “nurseries” but are not licensed as nursery schools under the *Community Child Day Care Standards Act*). In the Winnipeg nurseries, staffing includes a qualified teacher and sometimes an assistant with an average class size of 20.

Frontier School Division also offers a part-day pre-kindergarten program for four year olds.

### AGE ELIGIBILITY

Five years old by December 31.

### CLASS SIZE

There is no provincial class size limit. Some collective agreements specify class size.

## CHILDREN WITH SPECIAL NEEDS

Manitoba is committed to providing appropriate educational programming for all students, including children with exceptional learning needs.

Both grant and student-specific funding is provided to school divisions to support children with exceptional learning needs.

An interdepartmental support protocol for use by school divisions and preschool agencies, Guidelines for Early Childhood Transition to School for Children with Special Needs, was revised in September 2002. It outlines the planning for students with special needs entering the school system.

Number of kindergarten children with special needs: Information not available.

## ENROLMENT (2007/08)

### Number of children enrolled in kindergarten (the year before Grade 1)

Public schools	11,856
Funded independent schools	803

### Number of children enrolled in nursery and pre-kindergarten programs (two years before Grade 1)

Public schools	2,126
Funded independent schools	409

## KINDERGARTEN TEACHERS

Qualification requirements: Must be a certified teacher (B.Ed.). Teacher certification requires an undergraduate degree (three years) followed by two years of education training. Early childhood qualifications are not required.

By regulation, a teacher is responsible for “ongoing professional development”. The regulation does not prescribe how it is to be achieved.

Responsibility for certification: Ministry of Education, Citizenship and Youth.

Representation: Manitoba Teachers’ Society.

Average salary (2007/08): Information not available.

Number of kindergarten teachers: Information not available.

## CLASSROOM ASSISTANTS

Title: Teacher Assistant.

Qualifications: Determined by local jurisdiction.

There is no provincial policy regarding teaching assistants.

Roles vary and include general teacher assistance and working with children with special needs.

Several unions represent teacher assistants, according to school division.

Average wage: Information not available.

## CURRICULUM

The provincial kindergarten curriculum identifies end-of-year learning outcomes in a variety of subject areas. Through an activity centre-based approach it includes learning experiences related to language arts, math, science, social studies, physical education/health education, arts education and French.

## MONITORING AND ASSESSMENT

Monitoring of kindergarten programs is the responsibility of the school administrators.

## SOURCES OF FUNDING FOR KINDERGARTEN

Financing public school education is a shared responsibility between the province and school divisions. The provincial government’s share comes from two sources, general revenues and the Education Support Levy which is a property tax on all assessed commercial property. School divisions determine the level of expenditures and off-setting revenues that will comprise their budget and raise the remaining amount needed to meet their budgets through another tax on assessed residential, farm and commercial property called the Special Levy.

Funded independent schools are provided with partial funding through a formula that takes public school expenditures into consideration.

Funding to independent schools for the 2007/08 school year is approximately \$49.3 million.

The Early Childhood Development Initiative (ECDI) is provided to help school divisions increase pre-schoolers' readiness prior to school entry in partnership with parents, the community, and Healthy Child Manitoba. The ECDI may not be used to fund nursery school or day care programs. A number of school divisions have implemented programs in this area. School divisions receive the greater of \$275 per eligible kindergarten pupil or \$5,500 under the ECDI grant.

## **PUBLIC SPENDING ON KINDERGARTEN 2007/08**

**Average spending per kindergarten student:** \$4,700\*

*\*This is an estimation, the figure is not specifically available. This figure is half the \$9,401 average operating expenditure per pupil budgeted by school divisions.*

**Total provincial spending on kindergarten**

Information not available.

**Average spending per nursery or pre-kindergarten student**

Information not available.

**Total provincial spending on nursery or pre-kindergarten**

Information not available.

## **SPECIAL FEATURES**

EAL (English as an Additional Language) grants are available for a maximum of four years. School divisions may receive \$775 per eligible full time equivalent pupil for the first year of programming, and \$750 per eligible full time equivalent pupil per year for the next three consecutive years of eligibility.

School divisions receive Aboriginal Academic Achievement Grant funding, intended to improve academic achievement and the graduation rate of the Aboriginal population.

School divisions allocate funds to specific inner city schools for programming. Total annual provincial funding for this initiative is in excess of \$6 million.

## **KINDERGARTEN DEVELOPMENTS**

**2008**

**April** *Listening and speaking: First steps into literacy*, a support document for kindergarten teachers, speech-language pathologists and educators was released. Implementation of this collaborative, classroom-based assessment for learning process has planned for the 2008/09 school year. A parent video, promoting oral language skills of children in the early years, is in development.

## **REGULATED CHILD CARE**

### **LEGISLATION**

Manitoba. Legislative Assembly. *Community Child Care Standards Act*, C.C.S.M. c.C158. (amended September 2004).

Manitoba. Legislative Assembly. *Manitoba Child Care Regulations*, M.R. 62/86.

### **PROVINCIAL RESPONSIBILITY FOR CHILD CARE**

Lois Speirs  
Acting/Director  
Child Care Program  
Manitoba Family Services and Housing  
219-114 Garry Street  
Winnipeg, MB, R3C 4V6  
Telephone: (204) 945-2668  
Facsimile: (204) 948-2630  
Email: lois.speirs@gov.mb.ca  
Website: www.manitoba.ca/childcare

### **CHILD CARE SERVICES**

#### **UNREGULATED CHILD CARE**

##### **Unregulated family child care**

Maximum number of children permitted: Four, including the caregiver's own children under 12 years. No more than two children may be under two years.

##### **School-age care in schools**

Services for school-age children may be exempt from licensing if provided by public schools.

## REGULATED CHILD CARE

### **Child care centres**

Full-day centre-based services provided for more than four continuous hours per day and three or more days per week to more than three infants, or to more than four preschool age children of whom not more than three are infants, or to more than four children who are enrolled in kindergarten to grade 6 in a school.

### **Nursery schools**

Part-time centre-based programs for more than three infants, or more than four preschoolers of whom no more than three are infants, for a maximum of four continuous hours/day, or for more than four continuous hours/day and less than three days/week.

### **School-age child care centres**

Services outside school hours for more than four children ages 6-12 years (and may include children attending kindergarten).

### **Family child care homes**

Care in a private home for a maximum of eight children under 12 years (including the provider's own children under 12 years). Not more than five children may be under six years; of these no more than three children may be under two years.

### **Group child care homes**

Care in a private home by two caregivers for a maximum of 12 children (including the provider's own children under 12 years). Not more than three of the children may be under two years.

### **Occasional child care centres**

Care on a casual basis for more than four children, of whom not more than three are infants.

## CHILDREN WITH SPECIAL NEEDS

The Inclusion Support Program\* integrates children with additional support needs into mainstream child care. Support is available to nonprofit child care centres, nursery schools and family and group child care homes. To receive additional supports, children must have an eligible cognitive, developmental or physical disability. The Manitoba Child Care Program (MCCP) will also cover a child with "behavioural" problems as well as nursing support for medically fragile children. Services are not an entitlement but there is usually no waiting list once a diagnosis has been made.

Parents pay the same basic cost of child care as other families, but regardless of family income parents do not pay the cost of the additional resources to support the child's participation in a child care program. Funding for the additional supports is paid to the program. Nonprofit child care centres and regulated family child care homes are eligible for funding. Approximately 10% of the child care budget is allocated for children with additional support needs.

There is an added exemption in the child care subsidy assessment if any member of the family has a disability.

Most of the additional support needs funding is for staff. There may also be grants available for necessary renovations, equipment, training or professional services.

Children's Special Services staff work with the Child Care Program and the Departments of Education, Citizenship and Youth, and Health to coordinate and place children with additional support needs into child care programs, and to facilitate the transition to school. Children's Special Services also provides consultation and funding to non-government agencies that deliver therapy, respite and family support services.

There are no special training requirements for staff working with children with additional support needs in child care.

*\*This program was formerly the Manitoba Children with Disabilities program.*

## ABORIGINAL CHILD CARE

Manitoba does not require child care programs on-reserve to be licensed but the Child Care Program assists facilities on-reserve if they choose to become licensed. Two on-reserve child care facilities have chosen to be licensed. Sixty-two child care facilities have been established in First Nations communities under the federal government's First Nations/Inuit Child Care Initiative. Manitoba post-secondary colleges routinely contract with First Nations communities to offer the diploma program in ECE, customized to meet the needs of each First Nations community. A certificate program in Aboriginal child care is offered through Red River College. There are 57 Aboriginal Head Start programs in Manitoba; they are not required to be regulated but may choose to become licensed.

## SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces</b>			
<i>Centre-based</i>			
Age Group	Full-day	Part-day	Total
Infants (0-2 years)	1,544	0	1,544
Preschool (2-6 years)	10,477	3,909	14,386
School-age	-	7,574	7,574
Occasional	-	40	40
<b>Total centre-based spaces</b>	12,021	11,523	23,544
<i>Family child care spaces</i>			3,645
<b>Total number of regulated spaces</b>			27,189
<b>Children with special needs in regulated child care:</b>			1,396
<b>Children receiving fee subsidies*</b>			9,600
* Average number of subsidized children per four week period			
<b>Number of centres and homes</b>			
Number of child care centres			595
Full day			262
Part-day nursery schools			174
Stand-alone after school programs			159
Number of family child care providers			518
<b>Sponsorship of regulated centre spaces</b>			
Non-profit			22,476
For-profit			1,068

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

<b>Maximum room size</b>	Two groups of children	
<b>Maximum staff/child ratios and group sizes</b>		
<i>Child care centre — Mixed age groups</i>		
Age	Staff:child ratios	Max. group sizes
12 weeks-2 years	1:4	8
2-6 years	1:8	16
6-12 years	1:15	30

### *Child care centre — Separate age groups*

Age	Staff:child ratios	Max. group sizes
12 weeks-1 year	1:3	6
1-2 years	1:4	8
2-3 years	1:6	12
3-4 years	1:8	16
4-5 years	1:9	18
5-6 years	1:10	20
6-12 years	1:15	30

### *Nursery school*

Age	Staff:child ratios	Max. group sizes
12 weeks-2 years	1:4	8
2-6 years	1:10	20

*Note: Group sizes and staff:child ratios for occasional child care centres are consistent with full-day preschool and school-age child care centres.*

### **Staff qualification requirements**

Manitoba has three qualification levels:

*Early Childhood Educator (ECE) III:* An approved degree program from a recognized university or an approved ECE II program plus a recognized certificate program.

*Early Childhood Educator (ECE) II:* An approved diploma in early childhood education from a recognized community college or satisfactory completion of one of the Manitoba Child Care Program's Competency Based Assessment (CBA) programs.

*Child Care Assistant (CCA):* Not eligible on the basis of educational requirements for classification at the ECE II or III level; employed in a child care centre.

Two-thirds of a full-time centre's staff for 0-6 year olds must be classified as ECE II or III and 1/2 of staff employed in school-age centres and nursery schools must be classified as ECE II or III.

A director in a full-time preschool centre must be classified as an ECE III and have one year of experience in working with children in child care or in a related field. A director in a school-age centre or nursery school must be classified as an ECE II and have one year of experience in child care or in a related setting.

All staff must be 18 years of age and have completed a first-aid course that includes CPR training relevant to the age group. All staff must give permission to release information from the Child Care Program to a prospective

employer about any criminal record or child abuse registry record. All staff must also have 40 hours of approved training within their first year of employment.

Early childhood educators with out-of-province credentials are assessed on a case-by-case basis. A referral is made to Academic Credentials Assessment Services (ACAS), Manitoba Labour and Immigration for their determination based on assessment of original transcripts.

MCCP will recognize applicants with Manitoba equivalent of Grade 12 or Senior 4 plus two years of post-secondary Early Childhood Education from an accredited Canadian post-secondary institution.

A regulated centre can request an exemption to trained staff requirements if staff are in training to upgrade their classification level. A staffing plan to meet the regulation must be in place. No education credentials are waived.

#### **Parent involvement**

All licensed nonprofit centres are required to have boards of directors where parents constitute a minimum of 20% of the board members. For-profit centres are required to have parent advisory committees.

#### **Licensing, monitoring and enforcement**

There are 28 Child Care Coordinators. They conduct a minimum of three monitoring visits per year, one of which is a relicensing visit. Child Care Coordinators must be certified ECE IIIs, and have a minimum of five years supervisory experience in child care.

Provisional licences may be issued if the facility does not meet all of the requirements of the regulations, or if time is required to bring the centre into compliance.

A licensing order may be issued when a severe violation of the Act or Regulations occurs. The order requires immediate correction of the areas listed and is posted in the centre. Failure to comply may result in suspension or revocation of the licence.

A licence may be revoked if there is continued non-compliance with licensing requirements and the facility is deemed hazardous to the health, safety and well-being of the children.

*Note: Effective April 2008, Child Care Coordinators began using the Early Childhood Environmental Rating Scale (ECERS) and the Infant Toddler Environmental Rating Scale (ITERS) as part of the licensing process.*

## REGULATED FAMILY CHILD CARE (COMMUNITY DAY CARE HOMES)

### **Regulation**

Individually licensed.

### **Maximum capacity**

Family child care homes (one provider): Eight children under 12 years (including the provider's own children under 12 years). No more than five children may be under six years, of whom no more than three children may be under two years.

Group child care homes (two providers): Twelve children under 12 years (including the provider's own children under 12 years). No more than three children may be under two years.

### **Provider qualification requirements**

Family child care providers are required to complete an approved 40-hour course from a community college in family child care or early childhood education within their first year of operating.

If a provider is classified as an ECE II or III, that provider may charge a higher maximum daily fee, equivalent to the fees charged in child care centres.

Providers must be at least 18 years of age and have a valid first-aid certificate that includes CPR training relevant to the age group being cared for. Providers are assessed by the Child Care Program for their suitability to provide care, based on recognized family child care competencies.

Providers must give permission to release information about any criminal record or child abuse registry record or prior contact with a Child and Family Services Agency.

### **Licensing, monitoring and enforcement**

When an individual applies for a licence, provincial Child Care Coordinators complete safety inspection reports of the applicant's home. Three drop-in visits per year and one scheduled relicensing visit per year are conducted.



## FUNDING

### CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to service providers on behalf of eligible parents. Eligibility is determined by an income test via a mail-in or online application. To be eligible, a family's net income must be under a certain amount and the parents using preschool or school-age centre-based or family child care must show they need care because they are employed or are looking for work, attending school or a training program; have a special need based on a family plan that the parent, professional and a child care provider will complete; or have a medical need and are undergoing treatment.

A new subsidy for families using nursery schools, including those with a stay-at-home parent, became available in 2005. The subsidy is income-based only. Parents do not need to be working or going to school to qualify. Depending on family income, full and partial subsidies (with no extra non-subsidized fee charged) are available for up to five sessions a week.

There is a maximum subsidy of \$4,368/child/year for full-day preschool children and \$8.40/day for nursery school. In addition, subsidized parents usually pay a surcharge of \$2.00 a day (except those using nursery schools).

The department's Employment and Income Assistance Program pays \$1.00/day of the surcharge for parents on social assistance.

Nonprofit and for-profit centres and family child care homes may enrol children receiving subsidies. Nonprofit child care centres receiving provincial operating grants are required to enrol children receiving subsidies. (Nonprofit and for-profit centres may not charge subsidized parents more than the maximum surcharge of \$2.00/day.)

#### Eligibility for fee subsidy (net income, 2007/08)

	Turning point	Break-even point
1 parent, 1 child	\$15,593	\$27,796
2 parents, 2 children	21,371	45,777

*Note: The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

## PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

### One-time funding

The Early Learning and Child Care Capital Fund was established to off-set costs of construction, expansion or revitalizing of existing nonprofit child care centres, ensuring that environments are child and family friendly and meet the needs of children with additional support needs in their design and practical use. The Capital Fund also partners with Manitoba Education's Public Schools finance Board (PSFB) to prioritize child care spaces in surplus school space.

Grants of up to \$400,000 are available: Up to 50% of the cost if the centre is located in a school and up to 1/3 if not.

### Grants

Nonprofit child care services are eligible to receive an annual per space operating grant, inclusion support grants and start-up grants. For-profit child care programs are not eligible to receive grant funding; however, those licensed prior to April 18, 1991, are eligible to receive a guaranteed payment on behalf of subsidized children of up to 25% of their licensed spaces.

#### Maximum annual operating grants per licensed space

	Infants	Preschool	School-age
Funded child care centre	\$8,645	\$3,075	\$1,080
Funded child care homes	1,676	768	512
Funded group child care homes	1,676	768	512

Funded nursery schools that operate from one to five sessions per week are eligible for \$143/space/year; nursery schools that operate from six to 10 sessions per week are eligible for \$286/space/year.

*Note: A new nursery school initiative to improve access to nursery school programs was established in 2006. Up to 200 nursery school spaces were approved for enhanced funding at a rate equivalent to the full-time centre preschool rate of \$3,075 (prorated based on the number of sessions operating). This enhanced funding enables these nursery schools to charge no more than \$5.00 per session, with full and partial subsidies available based on family income. No extra surcharge is permitted.*

Programs that provide extended-hour care may receive one-and-a-half times the regular operating grants for children receiving this type of care.

PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

<b>Fee subsidies</b>	\$34,829,900
<b>One time funding</b>	\$2,900,000
<b>Recurring funding</b>	
Grants	\$57,577,000
Special needs grants	10,676,100
Total	105,983,000

\*Includes all training, recruitment and retention grants.

SALARIES (2007/08)

**Mean gross hourly wage for centre-based child care staff (full- and part-time combined)**

*Child Care Staff*

Child Care Assistants (CCAs)	\$10.44
ECE IIs	14.85
ECE IIIs	16.52

*Supervisors*

CCAs	13.76
ECE IIs	16.94
ECE IIIs	17.91

*Asst. Directors*

ECE IIs	16.85
ECE IIIs	20.44

*Directors*

ECE IIs	20.72
ECE IIIs	23.39

Source: Manitoba Child Care Program. Data from child care budget forms.

**Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)**

All	\$21,126
Those with an ECE credential	27,420

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants

**Family child care**

Information not available.

FEES (2007/08)

The provincial government sets maximum fees for all children (subsidized or full fee) in funded centre-based and family child care programs.

**Maximum daily fees (set by provincial government) for full day of care**

	Centres and trained family child care providers (ECE II and ECE III)	Family child care
Infants	\$28.00/day, \$560/mo	\$20.40/day, \$408/mo
Preschool	18.80/ day, 376/mo	16.40/day, 328/mo
School-age (full day)	18.80/day, 376/mo	16.40/day, 328/mo
School-age (before/lunch/after)	9.60/day, 244/mo	9.60/day, 244/mo

Note: Unfunded centres and family child care homes may charge what they wish for their services, except to subsidized families.

**ADMINISTRATION**

The Manitoba Child Care Program, Department of Family Services and Housing, is responsible for licensing centres and family child care under the Act, and for providing fee subsidies and operating funding to eligible centres and homes. It also classifies all early childhood educators and child care assistants who work in licensed centres and provides competency-based assessment training for child care assistants and family child care providers to attain their ECE II classification level, as well as a qualifications recognition assessment process for highly trained immigrants. An integrated service delivery model, which blends health and social service providers and licensing staff is in place. Child Care Coordinators and Subsidy Advisors are part of integrated service delivery teams and, as such, report to regional supervisors. There are eight regions outside Winnipeg and six community areas in Winnipeg.

**MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE**

There is no legislated municipal or other local government role in the delivery or operation of child care.

## CHILD CARE PLANNING AND DEVELOPMENT

In April 2008, Manitoba launched *Family Choices: Manitoba's Five-Year Agenda for Early Learning and Child Care*, building upon the previous *Five Year Plan for Child Care (2002-2007)* (see RECENT DEVELOPMENTS section for details). Family Choices represents the largest commitment to the licensed child care system in the province's history.

### Early Learning and Child Care (ELCC) in Schools

Early Learning and Child Care in Schools Policy views schools as the first choice location for child care centres, especially where surplus school space exists. The policy recommends cost recovery rent only. In addition, when a new, renovated or replacement school is under construction, the child care needs of the community are considered and if the building of a new child care centre is warranted, funding is provided through the Public Schools Finance Board. Community members work with the Manitoba Child Care Program to conduct a needs survey and help determine numbers. The school retains ownership of space and has a partnership agreement as long as there is a need for child care. Centres pay rent according to board policy for exclusive space and are expected to share common space. Thirty centres have been built under this policy.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2000** Healthy Child Manitoba was established to provide programs and supports to children, youth and families, across government departments, including programs for newborns and parents, home visiting, health promotion, etc.

**2000/01** Manitoba allocated \$9.1 million to child care and fully implemented "unit funding" for centres. As a result, operating grants for centre infant and preschool spaces were increased to improve salaries for ECEs.

Maximum daily parent fees were increased by 2%.

Funding was extended to 1,500 previously unfunded school-age spaces in centres.

Operating grants to family child care homes increased by 2%.

The "seeking employment provision" of the subsidy program was extended from 10 days to 40 days.

### 2001

Manitoba allocated \$4.7 million of the \$11.1 million in Early Childhood Development Initiatives funding to child care.

**February** The Child Day Care Regulatory Review Committee's *A Vision for Child Care and Development in Manitoba* was released by the Minister of Family Services and Housing for public feedback. The paper identified four key elements for child care: universality, accessibility, affordability and quality. It made a series of recommendations in each of six components of the child care system: standards/quality care, funding, training and professionalism, governance, integrated service delivery, and public education.

The "vision" paper was released for public feedback. In a three month period there were more than 24,000 responses from the public with over 82% supporting the vision as presented.

### 2002

Manitoba First Nations Child Day Care Regulations and Monitoring Initiative began. Sponsored by the Assembly of Manitoba Chiefs with some funding from the provincial and federal governments, the initiative sets out to establish First Nations child care regulations, standards and monitoring systems that will address safety issues and quality care for First Nations children and their families.

**April** The province announced a new Five Year Plan for child care. Included in the first year of the plan were increased salaries for child care workers; a public education and recruitment campaign to attract more students to the field; mandatory training for new family child care providers in their first year of operation, and incentives for existing providers and child care assistants to begin training; freezing maximum fees parents pay as part of funded programs; a review of the child care subsidy program and the non-subsidized daily fee.

**July** The Manitoba Government Employees Union (MGEU) hired a full-time organizer with an ECE background as part of an organizing drive of child care centres in Manitoba. By the fall of 2004, the MGEU had signed up approximately 70 centres.

**2003** Red River College introduced the first Workplace Model to train more Early Childhood Educators to address the shortage of trained ECEs working in the field. Centre staff or family child care providers with at least two years experience and without formal credentials are eligible for the program. The 2003/04 Multilateral Framework funding was integrated into the provincial child care budget and was applied to wage increases.

**2005**

**April** Manitoba was the first province to sign an agreement-in-principle with the Government of Canada, which was anticipated to result in receiving \$176 million over 5 years. Manitoba received \$25.6 million through the Early Learning and Child Care Agreement in 2005/06 and \$23.7 million in 2006/07.

*Moving Forward on Early Learning and Child Care — Manitoba's Action Plan — Next Steps and Key Objectives* documents, which outline Manitoba's priority areas for investment, were published. Priority areas included: workforce stabilization and development; sustainability of existing nonprofit centres; affordability/accessibility of child care; improving quality environments; additional steps to quality.

**November** Manitoba was the second province to sign a bilateral funding agreement with the Government of Canada.

**2006**

**February** Manitoba receives written notice from the new federal government that the November 2005 funding agreement would be cancelled effective March 31, 2007.

Manitoba announced that it would continue with the implementation of the action plan developed as part of the federal/provincial agreement.

**2007**

**March** Manitoba made the following announcements:

- The funding model was increased by 2% to provide for an increase in wages and for additional operating dollars to funded nonprofit child care centres and family child care homes;
- Operating funding was provided for an additional 500 nonprofit spaces;
- The eligibility level for fee subsidy was indexed and increased by 13%;
- The fee that subsidized parents are required to pay was reduced by \$0.40/day/child.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2008** *Family Choices: Manitoba's Five-Year Agenda for Early Learning and Child Care* was launched on April 28. It increases funding by an estimated 84% by 2013 and includes:

- An additional 6,500 funded child-care spaces (a 28% increase);
- Nursery school for an additional 1,300 children (a 33% increase).

Family Choices Building Fund:

- Up to 35 more program sites;
- Capital to prioritize converting surplus school space to child care;
- A \$22.5-million increase from Manitoba Education, Citizenship and Youth to create a \$37 million fund. \$14.5 million is in the Child Care Program budget and \$22.5 million is in the Public Schools Finance budget.

Child Care Safety Charter:

- Canada's first legislated comprehensive code with minimum safety standards, and resources to help meet standards.

Age-appropriate curricula and enhanced program quality:

- Each licensed program is to implement play-based learning with provincial criteria and a new act;
- Learning is to include literacy, numeracy, interpersonal skills, emotional and physical development;
- Parent information on expected learning outcomes;
- Enhanced enforcement of standards.

Implementation of a centralized online wait-list

Affordability:

- Maintaining regulated maximum fees, ensuring predictable costs for families.

Inclusion:

- Enhanced inclusion training and mentoring for workers and specialized resources for children with disabilities;
- Increased training and accessibility to provide greater service to Manitoba's diverse cultures, including francophones, Aboriginal people and new immigrants.

Flexible hours:

- More funding for off-hours programs;
- Development of seasonal spaces.

The workforce:

- A 20% overall funding increase for pension plans, wage increases and adjustments to establish a minimum wage base ;
- More training spaces;
- A recruitment campaign including Aboriginal student incentives, staff upgrade assistance, scholarships and more home-based providers.

Strategic expansion:

- New planning capacity to help target spaces;
- Reduced barriers for more school-age spaces in school;
- New small-centre model for smaller communities, and
- Home-based child-care incentives in under-served communities.

Stronger parental stewardship:

- A pilot voluntary regional governance network;
- An advisory council in a new act with parents and stakeholders.

The first year of the Family Choices agenda includes:

- Funding for 1,500 more child-care spaces;
- Funding for 100 more children in nursery school;
- A 3% overall increase for wages effective July 1, 2008 plus a low-wage adjustment;
- Equalization of tuition for early childhood education students at rural Red River College sites;
- Safety charter implementation assistance for all child-care facilities.

## ■ KEY PROVINCIAL ECEC ORGANIZATIONS

Manitoba Child Care Association  
2350 McPhillips Street, 2nd Floor  
Winnipeg, MB, R2V 4J6  
Telephone: (204) 586-8587 or 1-888-323-4676  
Facsimile: (204) 589-5613  
Email: [info@mccahouse.org](mailto:info@mccahouse.org)  
Website: [www.mccahouse.org](http://www.mccahouse.org)

Child Care Coalition of Manitoba  
1376 Grant. Ave., 2nd Floor  
Winnipeg, MB, R3M 3Y4  
Telephone: (204) 489-0355  
Facsimile: (204) 487-2201  
Website: [www.childcaremanitoba.ca](http://www.childcaremanitoba.ca)

Manitoba Government and General Employees' Union  
601 - 275 Broadway  
Winnipeg, MB, R3C 4M6  
Telephone: (204) 982-6438 / 1-866-982-6438  
Facsimile: (204) 982-6599  
Website: [www.mgeu.mb.ca](http://www.mgeu.mb.ca)

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

The Manitoba Teachers' Society  
McMaster House, 191 Harcourt Street  
Winnipeg, MB, R3J 3H2  
Telephone: (204) 888-7961 / 1-800-262-8803  
Facsimile: (204) 831-0877  
Website: [www.mbteach.org](http://www.mbteach.org)





## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	10,800
1	10,400
2	11,400
3	10,800
4	10,900
5	10,100
6	11,300
7	10,800
8	10,500
9	11,500
10	12,200
11	12,500
12	11,700
Total	144,800

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	32,600
3-5	31,800
6-12	80,500
Total	144,800

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	11,885	4,425	30	55	190	16,590
5-9	11,730	4,480	10	65	230	16,515
10-14	12,170	4,995	35	75	205	17,495
Total	35,785	13,900	75	195	625	50,600

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	880	1.7
5-9	2,630	4.7
10-14	3,040	4.8
Total	6,550	3.9

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	6,400
1	6,400
2	7,000
3	6,500
4	6,400
5	6,400
6	7,600
7	7,300
8	7,200
9	8,000
10	8,800
11	9,300
12	8,800
Total	96,000

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	19,800
3-5	19,300
6-12	57,000
Total	96,000

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	43,040	12,885	11,070	1,815
5-9	45,190	14,830	12,305	2,525
10-14	51,365	15,770	12,830	2,935
Total	139,595	43,485	36,205	7,280

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	51,945	225	4,625
5-9	55,625	275	4,430
10-14	63,000	350	5,010
Total	170,570	850	14,065

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	9,000	29.5
3-5	7,000	23.8
6-12	16,000	21.2
Total	33,000	23.7

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	19,200	68.8
3-5	11,700	77.0
6-15	44,600	87.3

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## FAMILY-RELATED LEAVE

### Maternity leave

Eighteen weeks.

### Parental leave

Birth mothers may take 34 weeks immediately following maternity leave. The other parent may also take up to 37 weeks. These parental leaves may be taken consecutively.

### Adoption leave

Primary caregiver may take 18 weeks of adoption leave, followed by 34 weeks of parental leave. Other parent may take up to 37 weeks which may be taken consecutively.

### Births and EI maternity and parental claims (2007)

Number of births: 12,674

Birth rate per 1,000 population: 12.8

Number of initial maternity claims allowed: 5,980

Average length of maternity claim: 14.7 weeks

Number of parental claims: 6,420

Average length of parental claim: 29.8 weeks

Number of adoptive parent claims: 40

Average length of adoptive claim: 30.7 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Saskatchewan. Legislative Assembly. *Education Act*. 1995. E-02. Amended 1996, 1997, 1998, 1999, 2000, 2001 and 2002.

The *Independent Schools Regulations* set out the criteria with which independent schools are required to comply. Under the *Education Act*, 1995, independent schools must be registered with the Ministry of Education in order to operate legally.

## PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

### Kindergarten contact

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## KINDERGARTEN SERVICES

### KINDERGARTEN

Kindergarten is delivered in public schools under boards and private schools (as defined in the Education Act). Part-day kindergarten is provided for five year olds. The Education Act requires 80 full school day equivalents. Schedules and total time vary by school division, but most offer 100 full school day equivalents.

Saskatchewan funds and delivers denominational education. Both “public” and Catholic school boards are publicly funded.

Kindergarten is not compulsory (although more than 90% attend), nor is it an entitlement; provision is determined by school divisions.

### PREKINDERGARTEN

Prekindergarten may be provided part-day in targeted communities for vulnerable children who meet specified eligibility criteria determined by the school division (i.e. family and environmental risk, existing delays, behavioural challenges, isolation, low socio-economic status, high rate of single parents).

Prekindergarten programs funded by the province must adhere to program guidelines, which include staff qualifications, adult child ratio, class size, facility requirements, parent engagement, and minimum hours of operation. Most prekindergarten programs are operated in schools. School divisions have the option of partnering with a community organization to offer programming. Ten percent of the programs currently operate in partnership.

Prekindergarten is offered for a minimum of 12 hours per week, usually three hours/day for four days/week. In 2007/08 the Ministry of Education funded 155 prekindergartens for three and four year old children (two years before Grade 1).

### AGE ELIGIBILITY

There is no provincial kindergarten eligibility age; it varies by school division. (For Grade 1, a child must be six years old by December 31). In most school divisions, children must be five years old by December 31 of the year in which they begin kindergarten.

### CLASS SIZE

There is no provincial class size limit in kindergartens. Average/mean kindergarten class sizes are not available.

In prekindergarten, there is a staff:child ratio of 1:8 with a group size of 16 (one teacher and one assistant).

### CHILDREN WITH SPECIAL NEEDS

Recent amendments to *The Education Act, 1995* and *The Education Regulations, 1986*, continue to permit boards of education the opportunity to provide educational programming and services for children identified with intensive needs who are three years of age or older. Base, Diversity and Intensive Supports funding is provided to school divisions for the provision of educational programming.

During the 2007/08 school year, funding was provided for more than 248 children between the ages of three and five years who required intensive supports to access educational programming and were not yet enrolled in kindergarten. Personal Program Plans for these children may take the form of involvement with a community preschool program, child care centre or early kindergarten entrance.

### ENROLMENT (2007/08)

Number of children enrolled in kindergarten (the year before Grade 1): 10,432

Number of children enrolled in prekindergarten (two years before Grade 1): 2,480 (est.)

*Note: Prekindergarten enrolment is estimated based on 155 programs with a maximum 16 children.*

### KINDERGARTEN TEACHERS

Qualification requirements: Saskatchewan teacher certification. Teacher certification requires a minimum of four years post-secondary education and either a Bachelor of Education or other recognized degree, plus 48 semester hours of teacher education that includes a practicum. There are no ECE requirements.

There are no requirements for ongoing education or professional development.

Responsibility for certification: The Certifying Official appointed by the Minister of Education.

Representation: The Saskatchewan Teachers Federation (STF). (The STF is not a trade union, but an integrated organization that represents teachers in matters of professional standards and professional development, as well as in collective bargaining and related teacher welfare matters.)

Average salary (2003/04): The average yearly salary of teachers who identified themselves as kindergarten teachers was \$49,981. Information is not available for 2004/05, 2005/06 or 2007/08.

Number of kindergarten teachers in 2003/04: 996 distinct kindergarten teachers (not FTEs). (Some kindergarten teachers also teach other grades. Information is not available for 2006/07 or 2007/08.)

### CLASSROOM ASSISTANTS

Title: Teacher Assistant

Qualifications: None required

There is no provincial policy regarding assistants although many school divisions provide Teacher Assistants when a class reaches a certain size. Specific class size is set by each division and varies among divisions. For example, if a kindergarten classroom has 33 students registered, instead of creating two kindergarten classrooms of 16 or 17 students, one class may be kept and a teacher assistant added.

Roles vary according to the needs of individual classes, such as class size and the number of children with special needs. In some school divisions non-teaching personnel, including classroom assistants, are unionized while in others they are not. The Canadian Union of Public Employees represents the majority of unionized assistants.

Average wage: Information not available.

## CURRICULUM

The provincial kindergarten curriculum is *Children First* (1994). The approach is “learning through play” in a developmentally appropriate environment and advocates development of the whole child including intellectually, socio-emotionally, and physically.

Currently, the 1994 kindergarten curriculum is being updated. The estimated date for completion is fall of 2008. This kindergarten curriculum renewal process is initiated by the Curriculum and E-Learning branch of the Saskatchewan Ministry of Education.

For prekindergarten, schools are expected to develop a program based on prekindergarten guidelines established by the Ministry.

## MONITORING AND ASSESSMENT

Monitoring of kindergarten programs is determined by the local school division.

## SOURCES OF FUNDING FOR KINDERGARTEN

The provincial percentage of grants to school divisions is 47%. Boards receive 48% of funding from property tax base through locally determined levies. The remaining 5% of funding is from other revenue generated by or granted to the local school division. This may include tuition fee agreements and other money from other school divisions or bands, student fees, federal grants, food/material sales, rentals, interest dividends.

Parents may pay fees for swimming classes, field trips, etc. This varies from school to school.

There is no public funding of private schools.

## PUBLIC SPENDING ON KINDERGARTEN (2006/07)

### KINDERGARTEN

#### Average spending per child in kindergarten per location

Major Urban	\$2,384.73
Francophone	7,673.94
Northern	5,222.85
Others	7,727.19

#### Total spending on kindergarten

44.2 million

### PREKINDERGARTEN

#### Spending on prekindergarten

School divisions receive block funding of \$48,346 plus a transportation allocation for a prekindergarten class of up to 16 three and four year olds. Funding primarily covers the cost of half-time teacher, half-time teacher associate. Based on 16 children per class, the funding can be calculated as \$3,022 per child.

Additional funding of \$14,540 in the initial year for start-up costs.

#### Total provincial spending on prekindergarten in 2007/08

\$7.8 million

## KINDERGARTEN DEVELOPMENTS

**2007/08** Thirty-six new prekindergarten programs were established and another 38 will be established in 2008/09.

**2008/09** Children with intensive needs are identified through an Impact Assessment Process. The process focuses on the needs of the child and the corresponding supports that are required for the child to be successful in his or her educational program.

## REGULATED CHILD CARE

### LEGISLATION

Saskatchewan. Legislative Assembly. The *Child Care Act*. Bill 8, 1990 as amended by the Statutes of Saskatchewan, 2000.

Saskatchewan. Legislative Assembly. The *Child Care Regulations*. 2001.

## PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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## CHILD CARE SERVICES

### UNREGULATED CHILD CARE

#### Unregulated family child care

Maximum number of children permitted: Eight, including the caregiver's own children under 13 years. Of the eight, five may be younger than six years; of these five, only two may be younger than 30 months.

#### Nursery schools

Part-time preschools that operate less than three hours/day or three days/week are not regulated.

#### School-aged (in a school)

Programs solely for school-aged children that are located in schools are not regulated.

### REGULATED CHILD CARE

#### Child care centres

Child care centres provide care to children in group settings. Centres must have a licence from the Early Learning and Child Care Branch and may care for up to 90 children from six weeks to and including 12 years. Child care centres can include nonprofit services, governed by parent boards of directors, and for-profit services that have parent advisory committees.

#### Teen student support centres

Teen student support centres are located in or near a high school and provide child care services to children of parents attending the high school.

#### School-age child care

Care outside of school hours for children under 13 in a mixed-age centre, family child care home or in a program solely for school-age children that is not located in a school.

#### Family child care homes

Family child care homes are operated by individually licensed family child care providers in a residence. A person providing these services may care for up to eight children depending on the children's ages (five children younger than six years; of these five, only two may be younger than 30 months).

#### Group family child care homes

Group family child care homes are operated by individuals in a residence and are licensed for up to 12 children. The caregiver must have an assistant adult caregiver in attendance when the numbers or ages of children permitted in family child care homes are exceeded (more than eight children, more than five preschool, or more than three under 30 months).

#### Teen student support family child care homes

Teen student support homes are family child care homes formally associated with a high school, and provide child care services to children of parents attending the high school. Teen student support family child care homes are licensed to care for up to six children, depending on their ages.

## CHILDREN WITH SPECIAL NEEDS

The Child Care Inclusion Program provides three types of grants to child care facilities to include children with special needs. First, individual inclusion grants are available to licensed centres and family child care homes to include children experiencing a delay or a condition of risk that may result in a delay. For this a referral is needed but not necessarily a diagnosis and the child must attend the program a minimum of 20 hours per month. The amount of the grant varies from \$200 to \$300 per month depending on the need within three defined levels.

Second, an enhanced accessibility grant of up to \$2,000/month may be paid to assist with the additional cost of including a child with exceptionally high needs. For this grant, the child must have a diagnosis and require significant additional support and the parents must be enrolled in an education program or employed.

A third kind of grant for the centres is a training and resource grant of \$100 (\$200 for exceptional needs) per child with special needs, as well as a grant of up to \$600 (\$1,200 for exceptional needs) for adapted equipment required to meet the needs of the child.

Inclusion grants are approved for a one-year period and then are reviewed; enhanced accessibility grants are approved for a maximum of six months, after which time the facility must reapply for funding.

Funding for inclusive child care is intended to support the centre as a whole and not to provide a worker allocated to a specific child. Parents of children with special needs pay for the space but not for the additional supports. There are no waiting lists for funding.

Operators may choose whether or not to provide service. Typically, meetings are held between the referring professional, the parents, the Early Learning and Child Care Consultant and the child care facility. It is important that an appropriate match is made for the child with the facility. Parents may opt for a different service.

### ABORIGINAL CHILD CARE

Saskatchewan does not regulate or fund on-reserve child care programs.

The First Nations/Inuit Child Care Initiative has resulted in the development of approximately 76 on-reserve child care centres. There are as well 79 on-reserve Aboriginal Head Start sites and 15 urban/northern Aboriginal Head Start sites.

### SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces*</b>			
<i>Centre-based</i>			
Age Group	Full-day	Part-day	Total
Infants (6 weeks- 17 months)	653	-	653
Toddlers (18-29 months)	1,526	-	1,526
Preschool (30 months-kindergarten)	3,665	-	3,665
School-age (grade 1-13 years)	-	999	999
<b>Total centre-based spaces</b>	<b>5,844</b>	<b>999</b>	<b>6,843</b>
<i>Note: Saskatchewan does not license part-day preschool spaces.</i>			
<i>Family child care spaces</i>			2,330
Enrolled in family child care homes:			1,267
Enrolled in group family child care homes:			1,063
<b>Total number of regulated child care spaces</b>			<b>9,173</b>

**Children with special needs in regulated child care:** 371

**Children receiving fee subsidies** 3,718

#### **Number of centres and homes**

Number of child care centres 187

Full-day 187

Part-day 0

Number of family child care providers 275

#### **Sponsorship of full-time regulated centre spaces**

Nonprofit 6,843

For-profit 0

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

**Maximum centre size** 90 spaces.

Maximum of 12 infant spaces

#### **Maximum staff:child ratios and group sizes**

Age	Staff:child ratios	Max. group sizes
Infants	1:3	6
Toddlers	1:5	10
Preschool (30 mos-6 yrs)	1:10	20
School-age (grade 1-12 yrs)	1:15	30

#### **Staff qualification requirements**

Saskatchewan has three levels of certification:

ECE I — 120-hour child care orientation course or equivalent provided through university, technical institute or similar post-secondary educational facility or regional college;

ECE II — One year early childhood certificate or equivalent;

ECE III — Two year early childhood diploma or equivalent.

Only courses completed through an accredited, recognized university, technical institute, regional college or post-secondary educational facility are considered for ECE Certification. Courses completed through private career institutes are not considered for ECE Certification.

Centre directors hired after July 2001 must have at least a two year diploma or equivalent (ECE III). Directors appointed to a centre director position prior to July 2001 must meet or exceed the qualifications of an ECE II (one year certificate or equivalent) but must upgrade to a two year diploma if they accept employment with another centre.

Effective January 2002, all staff employed in a centre for at least 65 hours per month had to meet the qualifications of an ECE I (120 hour child care orientation course or equivalent provided through regional community colleges). By January 2005, 30% of staff were required to have a one-year certificate or equivalent. By January 2007, a further 20% of staff were required to have a two-year diploma or equivalent.

Individuals must apply to the Early Learning and Child Care Branch for certification. The Branch sets out the requirements for classification, and the courses required to achieve equivalency status.

All individuals who have completed an Early Childhood Education course out-of-province must apply to the Early Learning and Child Care Branch for Certification. Applications for Certification must be accompanied by original official transcripts to verify successful completion of courses. Official transcripts bear the college or university seal and/or signature of the Registrar.

If a licensee is unable to hire a centre director, supervisor, or child care worker whose qualifications meets the requirements of *The Child Care Regulations*, the licensee may apply to the Early Learning and Child Care Branch for an exemption from those requirements. An education plan must also be submitted, indicating how the licensee intends to meet the requirement of the regulations through further education of the individual to be hired.

All staff members in each centre must have completed a first aid and CPR course.

#### **Parent involvement**

Nonprofit child care centres are administered by parent boards; 51% of the board members must be parents who are using the program. Nonprofit organizations with community boards and for-profit child care facilities are required to have parent advisory committees.

#### **Licensing, monitoring and enforcement**

Provincial program consultants develop, license, monitor and consult with both centres and family child care homes and conduct a minimum of two visits annually. A provincial program consultant is required to have a background in early childhood education.

A facility may be issued a provisional licence to remedy any unmet requirements as long as the health and safety of children are not at risk. If the non-compliance is not corrected within the specified period (to a maximum of six months) the licence will be revoked. There is no appeal board but the facility may appeal directly to the Minister of Education.

#### **REGULATED FAMILY CHILD CARE**

##### **Regulation**

Individually licensed.

##### **Maximum capacity**

###### *Family child care homes*

Up to eight children (including the provider's own children under 13 years) between six weeks and 12 years. Of the eight children, only five may be younger than six years; of these five, only two may be younger than 30 months.

###### *Group family child care homes*

Up to 12 children (including the provider's and assistant's own children under 13 years). Of the 12 children, only 10 may be younger than six years, of these 10, only five may be younger than 30 months and only three younger than 18 months.

###### *Teen student support family child care homes*

Up to six children (including the provider's own children under 13 years). Of these six children, no more than four may be younger than six years; of these four, only two may be younger than 30 months.

##### **Provider qualification requirements**

Must be 18 years old. All require an orientation session with a program consultant and first-aid/CPR training, plus six hours of professional development workshops each licensing year.

An applicant for a licence to operate a home must submit the results of a criminal records search with respect to the applicant and each adult who resides in the premises in which the home will be operated.

Providers whose homes were licensed after July 2001 must have a 40-hour introductory early childhood education course within the first year of licensing.

Providers in group family child care homes have three years to complete the 120-hour orientation course (ECE I). Assistants require first-aid and CPR training, plus six hours of professional development each licensing year.

#### Licensing, monitoring and enforcement

Program consultants conduct annual visits to renew licences in addition to periodic drop-in visits throughout the year.

## FUNDING

### CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to service providers on behalf of eligible parents. Subsidy eligibility is dependent on reason for care, full or part-time care, income level, age of children in care, family size and provincial tier.

To be eligible for consideration, parents must be employed or seeking employment, attending school or a training program, require child care due to special needs, or have a child with special needs. If the parent meets one of these criteria, an income test is applied.

Subsidies are available only in nonprofit child care centres or regulated family child care homes. The minimum user fee is 10% of the actual cost of care. Centres and regulated family child care homes may surcharge subsidized parents above the 10% minimum. The average surcharge to a subsidized parent above the subsidy is 30-40% of the fee. The Child Care Subsidy Program pays the parent portion of the fees for families who are on Social Assistance (SAP) and/or the Transitional Employment Allowance (TEA) programs. The funding is paid to the centre or regulated family child care provider on behalf of the parent.

Parents may be eligible for subsidy for up to four months while actively looking for work. A two-parent family in which both parents are looking for work is not eligible for a subsidy. A parent who does not secure employment within the four months may not reapply for subsidy for the purpose of looking for work for one year unless he/she has been in school or a training program for at least four months (SAP and TEA clients excluded).

#### Subsidies in unregulated care

Funding is provided to parents on social assistance who are involved in an employment, training or rehabilitation program to pay for the parent portion of regulated care, or the community average cost of unregulated care. Payment is made to the parent and is paid for by the Saskatchewan Assistance Program.

### Eligibility for child care fee subsidy

	Turning point	Break-event point
1 or 2 parents, 1 infant	\$19,800	\$36,720
1 or 2 parents, 2 children (1 infant, 1 preschool)	21,000	72,720

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

*Note: Saskatchewan uses gross income level to determine eligibility; most other provinces use net income. The figures, therefore, are not directly comparable across jurisdictions.*

*Effective September 1, 2006 The Child Day Care Subsidy underwent significant regulatory changes, which included the creation of tiers by geographic location, based on average child care fees. See Recent Developments section for further details.*

### Subsidy rates by age by region (tier)

The maximum income threshold to receive a subsidy is dependent on tier, number of children in child care, fee charged, age of children and hours in care.

Care Type	Tier 1	Tier 1
	Full-time (\$)	Part-time (\$)
<i>Child care centres</i>		
Infant	570	400
Toddler	440	310
Preschool	405	285
Kindergarten	365	See note 3
School age: September - June	275	See note 3
School age: July / August	385	275
<i>Group and family child care homes</i>		
Infant	485	340
Toddler	440	310
Preschool	405	285
Kindergarten	365	See note 3
School age: September - June	275	See note 3
School age: July / August	385	275

Care Type	Tier 2	Tier 2
	Full-time (\$)	Part-time (\$)
<i>Child care centres</i>		
Infant	485	340
Toddler	390	275
Preschool	350	245
Kindergarten	325	See note 3
School age: September - June	245	See note 3
School age: July / August	340	245
<i>Group and family child care homes</i>		
Infant	415	295
Toddler	390	275
Preschool	350	245
Kindergarten	325	See note 3
School age: September - June	245	See note 3
School age: July / August	340	245
Care Type	Tier 3	Tier 3
	Full-time	Part-time
<i>Child care centres</i>		
Infant	410	290
Toddler	375	265
Preschool	340	240
Kindergarten	315	See note 3
School age: September - June	230	See note 3
School age: July / August	330	230
<i>Group and family child care homes</i>		
Infant	410	290
Toddler	375	265
Preschool	340	240
Kindergarten	315	See note 3
School age: September - June	230	See note 3
School age: July / August	330	230
<i>Notes</i>		
1. Full-time care is defined as an approved requirement for more than 90 hours of care per month.		
2. Part-time is defined as an approved requirement for 90 hours of care or less per month.		
3. Part-time subsidies are not applicable in the case of kindergarten or school age children from September to June, regardless of the amount of care required.		
4. Tier 1: Regina, Saskatoon, and communities in the Northern Administration District.		
Tier 2: Moose Jaw, Prince Albert, Yorkton, Battlefords, Lloydminster, Meadow Lake, Nipawin, Balgonie, Pilot Butte, Warman.		
Tier 3: Other cities, towns and rural areas.		

## PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

### One-time funding

#### Start-up grants

Child care centres (infant, toddler, preschool )	\$600/space
School Age	300/space
Family child care homes	1,800/home
Family child care homes (north)	2,250/home
Group family child care homes	2,000/home
Group family child care homes (north)	2,500/home
Fire, Health & Safety Grant - homes	1,200/home
Conversion homes- group homes	400/home

#### Tuition reimbursement

\$150 per class, or \$450 per orientation course per centre staff.

### Recurring funding

#### Early childhood services grants (effective April 1, 2007)

Infant	\$470/space/month
Toddler	282/space/month
Preschool	141/space/month
School-age	94/space/month

Grants are equivalent to \$1,410/month per staff as required by child:staff ratios.

#### Teen support services grants

##### Centres

- \$810/infant space/month
- \$680/toddler space/month

##### Homes

- \$350/designated space/month (maximum three spaces)

##### Nutrition grants (homes)

- \$40/month/space (\$50/month/space for homes in the Northern Administration District)

#### Equipment grants

Family child care homes	\$100/space/year
Northern centres	100/space/year

#### Special needs funding

##### Individual inclusion

- Grants to assist centres and homes with the additional supervision costs associated with caring for a child with special needs.

Level I program	\$200/month
Level II program	\$250/month
Level III program	\$300/month



Enhanced accessibility  
 – Grants to assist centres and homes with the additional supervision costs associated with the caring for a child with exceptionally high diverse needs whose parents are working or in training - up to \$2,000/month.

Training and resource grant  
 – \$100/child with special needs (\$200 for exceptionally high needs)

Adapted equipment grant  
 – \$600/year (\$1,200 in exceptional circumstances).

### ELCC funding

*With the availability of federal child care funding in 2007/08, the Early Learning and Child Care program was able to provide additional supports:*

#### Capital Funding

\$3,000/space for new development capital to support the physical infrastructure for a total of 1,050 licensed child care spaces.

\$3,000/home for homes licensed before July 2001, to assist with the costs to have a fire inspection completed and to meet the requirements of that inspection.

\$10,000/centre plus \$150/space over 30 spaces to assist with the costs to maintain and upgrade facilities.

#### Early Learning Environment Grant

This one-time grant was provided to licensed child care facilities, approved Prekindergarten programs, Early Childhood Intervention Programs and KidsFirst targeted sites to purchase high quality resources, materials, equipment and furniture to enhance learning for children and their families.

#### Education Support Grant

This one-time grant was provided to help early childhood educators in licensed child care centres and family child care homes upgrade their formal early childhood education qualifications.

### PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

**Fee subsidies** \$15,986,400

#### One-time funding

Start-up grants (centres and homes) and equipment (homes) 557,100  
 Capital\* 8,071,087

### Recurring funding

Centre operating grants**	14,998,391
Teen student child care centre support	2,496,834
Nutrition (family child care homes)	851,440
Early Childhood Training***	1,429,684
Special needs	2,743,053
<b>Total</b>	<b>\$47,133,989</b>

*\*Includes space development, fire safety, deferred maintenance and learning environment.*

*\*\* Includes transportation and northern equipment funding.*

*\*\*\* Includes funds paid to licensed child care programs for professional development, educational support and tuition reimbursement*

### Other funding

Community Solutions \$1,577,807

*Funding from the Social Assistance Program is paid directly to parents on social assistance who are involved in an employment, training or rehabilitation program for the parent portion of regulated care and for unregulated care.*

### SALARIES

#### Mean gross hourly wage for centre-based child care staff (2007/08)

Directors	\$19.77
Supervisors	14.88
ECE III (2-year diploma) (excluding directors)	15.13
(directors included)	16.19
Child care worker	12.57

*Source: November 2007 survey of licensed child care centres conducted by the Early Learning and Child Care Branch.*

#### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$19,193
Those with an ECE credential	22,022

*Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.*

#### Family child care

Information not available.

**Average monthly parent fees for full-time centre-based care (2007/08)**

Infants (age 0-17 months)	\$569
Toddlers (age 18 months-3 years)	480
Preschool (age 3-5.11 years)	442
School-age	301

Source: November 2007 survey conducted by the Early Learning and Child Care Branch.

**Average monthly fee in family child care (2007/08)**

Infants (age 0-17 months)	\$571
Toddlers (age 18 months-3 years)	535
Preschool (age 2.5-5 years)	484
School-age	337

Source: November 2007 survey conducted by the Early Learning and Child Care Branch.

**ADMINISTRATION**

The Early Learning and Child Care Branch, Ministry of Education administers the legislation and is responsible for initiating child care services, consultation, standards and training. Monitoring, licensing, and consultation are provided through five regional offices. The Ministry of Social Services is responsible for the Child Care Fee Subsidy Program.

**MUNICIPAL AND OTHER LOCAL GOVERNMENT ROLES**

Saskatchewan legislation provides for child care centres administered by municipalities. As of 2008, was only one centre was licensed under this provision.

**CHILD CARE PLANNING AND DEVELOPMENT**

A government-appointed Early Learning and Child Care Advisory Board advises on early learning and child care issues and may assist in the establishment of long-term program directions.

**RELATED SERVICES****Kids First**

Established in 2001, this initiative is to provide early childhood supports targeted to “vulnerable” families and their children and is overseen by the Ministries of Health, Social Services, Education, and First Nation and Métis Relations.

**Community Solutions Program**

The Community Solutions Program provides funding to community organizations for projects that promote and support inclusion of children and families with special needs, that support labour force attachment, that are workplace sponsored or that meet the needs of rural or northern communities. Projects must have an attachment to a regulated child care service.

**RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES**

**FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.**

**2000** The wage enhancement grant was amalgamated with the centre operating grant to become the Early Childhood Services Grant. The grant was based on the required staff:child ratios and was equivalent to \$680/month/required staff.

**2000/01** The *Child Care Act* and accompanying Regulations were amended to allow for group family child care homes to change the funding mechanisms and to increase early childhood training requirements.

**2001** \$1.019 million of the \$10 million in Early Childhood Development Initiative funding was allocated to child care for:

- Enhanced operating funding to child care centres;
- Training and equipment grants for family child care;
- Professional development.

In addition, \$370,000 was allocated to the Early Childhood Intervention Program (ECIP), \$200,000 to Saskatchewan Learning to expand their prekindergarten programs and \$100,000 for an initiative to reduce infant mortality. The balance (\$8.4 million) was allocated to Kids First.

**2002/03** As part of Income Security Redesign and the Building Independence initiatives aimed at moving families off welfare and into the labour force, \$750,000 was committed for the development of 150 new regulated child care spaces. As well, \$500,000 was added to the Early Childhood Services grant to help centres improve wages and benefits for workers. An additional \$450,000 was made available to expand supports for the inclusion of children and families with special needs.

**2003/04** \$2.94 million of Kids First funding was spent on regulated child care; in 2004/05 the allocation was \$3.2 million.

**2003/04** The government announced Child Care Saskatchewan, a plan to develop 1,200 new regulated child care spaces over four years to support labour market attachment, taking advantage of federal Early Learning and Child Care funding. Investment in 2003/04 included \$1.8 million for the development of 500 new regulated child care spaces, including capital funding to support new developments, a \$200,000 increase in Early Childhood Services grant funding and \$1 million increase in child care subsidies.

Effective June 2003, Early Childhood Services grants, subsidy eligibility levels and subsidy rates were increased.

#### **2004**

**April** The government moved child care from central to regional delivery. The child care consultants began reporting to the five Department of Community Resources Regions.

#### **2005**

Saskatchewan received \$21.7 million through the Early Learning and Child Care Agreement in 2005/06 and \$19.9 million in 2006/07.

Components of the Action Plan on Early Learning and Child Care were announced and included:

- Development of a non-compulsory non-targeted PreK program for 4 year olds;
- Expansion of nonprofit licensed child care spaces;
- Supports for family child care homes;
- Increase in the eligibility levels for fee subsidy ;
- Development of a human resource strategy for the sector;
- Development of an early learning guide for use in early learning settings;

- Continued availability of capital funding for new and expanded facilities;
- Enhancement of accessibility and inclusion supports; and,
- Development of parent supports.

In addition, 20 child care spaces were provided for the Kids First program.

Following the cancellation of the federal programs and reduction from \$146 million over five years to \$42 million over two years, Saskatchewan indicated that their ability to deliver such a system would slow down significantly.

Up to March 31, 2006, the following Early Learning and Child Care enhancements were made to move Saskatchewan's Early Learning and Child Care plan ahead:

- Elimination of the waiting list for children with high level of disability;
- 250 additional licensed child care spaces in 2005/06 beyond commitments under Child Care Saskatchewan;
- Wage lifts for child care centre staff of an average of 3% effective April 1, 2005, 6% effective November 1, 2005 (an additional 9% announced to be effective April 1, 2006);
- Child care subsidy enhancements of an average increase of \$20 per month effective June 1, 2005;
- Contribution to the Saskatchewan Literacy Commission in 2005/06.

#### **2006**

**April** The Early Learning and Child Care Branch moved from the Department of Community Resources and Employment to Saskatchewan Learning (now the Ministry of Education) and amalgamated the Child Care Program, the KidsFirst Program, and Learning's targeted prekindergarten programs in one branch.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

2006

**September** The Child Day Care Subsidy underwent significant regulatory changes, which included:

- Creation of Tiers by geographic location, based on average child care fees;
- Implementation of new rates that were set to cover 85% of the average fees charged for particular types of care within each Tier;
- New part-time subsidy rates;
- Extended income eligibility;
- Reduced minimum hours requirements for school-age children.

**2007/08** Resources were allocated for new Early Learning and Child Care program initiatives including:

- 1,050 new licensed child care spaces.
- \$3,000/space for new space developments;
- \$3,000 per family child care home licensed before July 2001 for a fire inspection and to meet the requirements of that inspection;
- Family child care home supports including nutrition grants, increased start-up funding and support for alternate care programs;
- ECE tuition reimbursement increase from \$70 to \$150 per class;
- An average 3% wage lift for child care centres;
- Additional support for Enhanced Accessibility grants for the inclusion of children with high diverse needs;
- One-time Early Learning Environment Grants for purchasing high quality resources to enhance learning for children made available across the Early Learning and Child Care Sector;
- One-time Education Support Grants provided to assist early childhood educators in licensed child care centres and family child care homes to upgrade their formal early childhood education qualifications.

**2008/09** Early Learning and Child Care program initiatives include:

- 500 new licensed child care spaces;
- Capital of \$3,000/space for new space developments;
- An average 4% wage lift for child care centres.

## KEY PROVINCIAL ECEC ORGANIZATIONS

Saskatchewan Early Childhood Association  
510 Cynthia Street  
Saskatoon, SK S7L 7K7  
Telephone: (306) 975-0875 / 1-888-658-4408  
Facsimile: (306) 975-0879  
Website: [www.skearlychildhoodassociation.ca](http://www.skearlychildhoodassociation.ca)

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Saskatchewan Teachers' Federation  
2317 Arlington Ave.  
Saskatoon, SK S7J 2H8  
Telephone: (306) 373-1660 or 1-800-667-7762  
Facsimile: (306) 374-1122  
Email: [stf@stf.sk.ca](mailto:stf@stf.sk.ca)  
Website: [www.stf.sk.ca](http://www.stf.sk.ca)





## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	44,700
1	39,800
2	42,800
3	40,800
4	36,900
5	41,300
6	39,600
7	43,500
8	40,300
9	42,400
10	43,700
11	41,100
12	44,600
Total	541,400

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	127,300
3-5	119,000
6-12	295,200
Total	541,400

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	10,760	7,160	145	130	130	18,330
5-9	11,315	7,495	195	100	220	19,330
10-14	11,610	8,760	175	155	265	20,965
Total	33,685	23,415	515	385	615	58,625

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	2,940	1.5
5-9	9,300	4.7
10-14	12,980	5.9
Total	25,220	4.1

Note: Total may not add up due to rounding.

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	22,900
1	22,300
2	24,300
3	24,700
4	21,400
5	24,300
6	25,400
7	27,800
8	27,900
9	28,400
10	30,900
11	30,800
12	31,100
Total	342,100

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	69,500
3-5	70,400
6-12	202,300
Total	342,100

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	173,185	25,945	22,015	3,930
5-9	167,215	32,840	27,220	5,620
10-14	176,895	42,850	34,560	8,290
Total	517,295	101,635	83,790	17,840

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	172,910	1,315	22,625
5-9	176,190	1,420	20,950
10-14	195,310	1,735	22,470
Total	544,410	4,470	66,045

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**Number and percentage of children living in families below the LICO (2006)**

0-2	18,000	15.5
3-5	19,000	15.8
6-12	24,000	8.1
Total	62,000	11.5

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	66,800	61.0
3-5	46,200	73.0
6-15	159,000	83.7

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## FAMILY-RELATED LEAVE

### Maternity leave

Fifteen weeks.

### Parental leave

Thirty-seven weeks may be taken by one parent or shared between two parents but the total combined leave cannot exceed 37 weeks. The legislation stipulates that there is no requirement to grant parental leave to more than one parent at a time if both parents of a child work for the same employer.

### Adoption leave

Thirty-seven weeks may be taken by one parent or shared between two parents but the total combined leave cannot exceed 37 weeks.

### Births and EI maternity and parental claims (2007)

Number of births: 47,579

Birth rate per 1,000 population: 13.9

Number of initial maternity claims allowed: 24,460

Average length of maternity claim: 14.7 weeks

Number of parental claims: 26,040

Average length of parental claim: 30.6 weeks

Number of adoptive parent claims: 290

Average length of adoptive claim: 29.8 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Government of Alberta. Legislative Assembly. *School Act*. 2000.

*Early Childhood Services Regulation* 31/2002.

*Private Schools Regulation* 190/2000.

## PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

Early Childhood Services contact

Lorraine Stewart

Provincial Coordinator

Private Schools and ECS Operators, Governance Branch  
Alberta Education

8th Floor — 44 Capital Boulevard

10044 -108 Street

Edmonton, AB T5J 5E6

Telephone: (780) 422.6528

Facsimile: (780) 427-5930

Email: [lorraine.stewart@gov.ab.ca](mailto:lorraine.stewart@gov.ab.ca)

Website: [www.education.gov.ab.ca](http://www.education.gov.ab.ca)

### KINDERGARTEN SERVICES

Kindergarten refers to the year before Grade 1. The term Early Childhood Services is used in Alberta and refers to programs under the authority of Alberta Education serving children from 2.5 years to and including kindergarten year.

Alberta funds and delivers denominational education. Both “public” and Catholic school boards are publicly funded.

### EARLY CHILDHOOD SERVICES

Early Childhood Services (ECS) is under the authority of Alberta Education. ECS may be offered by public schools (including charter schools), private schools, or by private ECS operators, which must be a nonprofit society, nonprofit company or through special act of legislature (no ECS program is currently authorized this way). Alberta provides funding for Early Childhood Services (ECS) for approved private nonprofit ECS operators.

ECS is not compulsory. Access is not legislated; however, 98% of five year olds are in kindergarten.

### AGE ELIGIBILITY

Five years old by February 28.

2.5 years by September 1 if the child has a severe disability; 3.5 years by September 1 if the child has a mild or moderate disability.

## CLASS SIZE

There is no provincial policy on class size.

## CHILDREN WITH SPECIAL NEEDS

Alberta Education has standards for the provision of early childhood special education (see RECENT DEVELOPMENTS). Compliance is monitored by Special Programs Branch. Extra supports are available; appropriate funding may be allocated to specialists.

Number of children with special needs in kindergarten: Information not available.

## ENROLMENT (2006/2007)

Number of children enrolled in ECS (the year before Grade 1): 47,106\*

Number of children enrolled in ECS (two years before Grade 1): Information not available

Number of children enrolled in ECS (three years before Grade 1): Information not available

*\*The total includes children attending ECS programs offered by public, separate, francophone, charter, private school and private ECS operators. Since Alberta has a lower age eligibility than other provinces and territories, there are numerous four year old children who are in ECS in the year before Grade 1.*

## KINDERGARTEN TEACHERS

Qualification requirements: A valid Alberta Teaching Certificate (B.Ed.). Teacher certification requires a minimum of four years university study in a basic teaching program (B.Ed.), or a bachelor's degree supplemented with a basic teacher program (two years post-degree for teacher training and practicum). There are no specific early childhood requirements for ECS teachers.

All teachers must complete a professional development Growth Plan, as outlined in the *Teacher Growth, Supervision & Evaluation Policy*.

Responsibility for certification: The Teacher Development and Certification Branch of Alberta Education for private school and private ECS operators offering kindergarten programs. The Association of Independent Schools & Colleges in Alberta (AISCA) has responsibility as designated signing authority for extending interim certificates and applications for permanent certification.

Representation: Alberta Teachers Association (ATA) represents teachers in the public school system.

Average salary (2006/2007): Information not available.

In 2006/2007 there were approximately 2,611 certificated teachers working in ECS programs.

## CLASSROOM ASSISTANTS

Title: Teacher Assistants or Education Assistants

Qualifications: There are no provincial qualification requirements.

There is no provincial policy on teacher assistants. They are hired at the discretion of the operator.

Assistants help children with activities, prepare materials for lessons, provide one-to-one care to children with special needs, etc. All work is done under the supervision of an Alberta certificated teacher.

## CURRICULUM

There is a mandatory provincial *Kindergarten Program Statement*. It has defined child outcomes in specific areas (language arts, physical skills and well-being, etc.). A revised *Kindergarten Program Statement* was released in September 2008.

## MONITORING AND ASSESSMENT

The principal or an administrator monitors ECS programs run by school boards. There is also a review of documentation (including authority and school information, hours of instruction, teacher information etc.), budget reports and audited financial statements for Alberta Education and an Annual Education Report.

Alberta Education Field Services Managers visit all new ECS programs run by private ECS operators and they also visit a yearly sample and any programs that may have issues. Document reviews are also conducted.



## SOURCES OF FUNDING FOR KINDERGARTEN

Funding for all ECS programs, including kindergarten, is allocated according to a different funding schedule than the one used for grades 1-12. Funding is provided to approved ECS operators and school boards that offer ECS programs on a per child basis to deliver the program. ECS funding receives an annual increase of about 4%.

Private schools can provide ECS programs for which they receive the same grants as public schools and private ECS operators. At Grade 1, though, the private school grant is about 60% that of public school as private schools are able to charge tuition for Grade 1.

All ECS programs (private schools included) must provide 475 hours of basic program at no charge to parents. Parents can pay approximately \$50/year to offset non-instructional costs such as supplies, snacks and field trips, and additional program hours. If the program is provided at a child care centre, parents may be eligible for child care subsidy for the balance of the day. Full subsidy is given to eligible families with kindergarten children if they are in the child care component for more than 100 hours/month. The schedule of the “normal day” depends on the operator.

## PUBLIC SPENDING ON KINDERGARTEN

### Per capita spending (basic instruction grant per child in kindergarten, one year before Grade 1)

2007/08 \$2,725

### Total spending on kindergarten

Information not available.

## KINDERGARTEN DEVELOPMENTS

**2006** Alberta Education released *Standards for the Provision of Early Childhood Special Education*. It outlines the standards for educational programming and services for children with special education needs (6 years and younger as of September 1). It applies to ECS special education in public and separate school boards, francophone regional authorities, private ECS operators and funded accredited private schools approved by Alberta Education to provide an ECS program, and charter schools that apply for ECS special education funding.

**2007/08** The Minister of Education announced the Early Learning Priority as one of his priorities. Work is currently underway to define the project charter and begin work. One of the large pieces of work is the Early Child Development Mapping Project.

**2008** A revised *Alberta Education Kindergarten Program Statement* was released.

## REGULATED CHILD CARE

### LEGISLATION

Alberta. Legislative Assembly. *Child Care Licensing Act* (Bill 4) (awaiting proclamation).

Alberta. Legislative Assembly. *Social Care Facilities Licensing Act*.

Alberta. Legislative Assembly. *Alberta Child Care Regulation 180/2000* (and amendments up to and including Alberta Regulation 146/2004).

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

Lynn Jerchel  
Director, Child Development Branch  
Alberta Children and Youth Services  
6th Floor Sterling Place  
9940 — 106th Street  
Edmonton, AB T5K 2N2  
Telephone: (780) 422-4538  
Facsimile: (780) 427-1258  
Email: Lynn.Jerchel@gov.ab.ca  
Website: [www.child.alberta.ca/childcare](http://www.child.alberta.ca/childcare)

### CHILD CARE SERVICES

#### UNREGULATED CHILD CARE

##### Unregulated family child care

Maximum number of children permitted: Six including the caregiver's own children under 12 years.

A maximum of three children may be under the age of two years.

## REGULATED CHILD CARE

### Day care centres

Seven or more children under seven years of age who are not yet in Grade 1, in a group setting for more than three but less than 24 consecutive hours/day.

### Nursery schools

Part-day programs (maximum four hours/day) for pre-school and kindergarten children 19 months and older.

### Out-of-school care programs

Programs for children age 6-12 years outside school hours. Out-of-school care is licensed by the province under the *Social Care Facilities Licensing Act*. Child and Family Services Authorities (CFSAs) monitor out-of-school care facilities under the revised *Child Care Regulation* (2004). Municipal approvals are also required in the areas of building safety, fire and zoning, and health.

### Approved family day homes

Care in a provider's home for up to six children under 11 years of age, with a maximum of three children under three years old with no more than two children under two years old (including the provider's own children under 11 years). Providers are under contract with a for-profit or not-for-profit family day home agency. Agencies are not licensed but are contracted by the provincial government to administer and monitor approved family day care homes.

### Licensed drop-in centres

Programs for children under seven years of age are permitted to operate with lower staff/child ratios than day care centres. No child may attend for more than 40 hours/month.

## CHILDREN WITH SPECIAL NEEDS

The Inclusive Child Care Program in Alberta provides for inclusion of children with special needs. Funding varies depending on the special needs of the child, the type of service required and the region. Funds are paid to contracted operators on behalf of eligible children. Additional training for staff working with children with special needs is not required in legislation; however, staff typically have an Early Childhood Education (ECE) credential. Children with special needs may receive Early Childhood Services (ECS) Program Unit Funding (PUF), and may receive care and education in a child care centre or a nursery school/preschool. Operators may choose whether or not to provide service.

## ABORIGINAL CHILD CARE

Child care centres on-reserve are not licensed. However, under an agreement between Alberta and the federal government, on-reserve child care centres are eligible for federal government funding equivalent to parent subsidies when provincial licensing standards are met and centres are approved.

As of March 31, 2008 there were 35 approved child care centres on-reserve with a capacity of 1,499 spaces.

## SPACE STATISTICS (MARCH 2008)

Number of regulated child care spaces*			
<i>Centre-based</i>			
Age Group	Full-day	Part-day*	Total
Infants (under 12 months)	2,028	-	2,028
Toddlers (13-18 months)	1,762	-	1,762
Preschool (19-54 months)	21,939	-	21,939
Nursery school	-	16,586	16,586
Kindergarten	-	3,635	3,635
Out of school	-	15,847	15,847
Drop in care	-	517	517
Total centre-based spaces	25,729	36,585	62,314
<i>Enrolled approved family day home spaces</i>			11,667
<b>Total number of regulated/approved spaces</b>			<b>73,981</b>

### Children with special needs receiving support in regulated/approved child care

Information not available.

<b>Children receiving fee subsidies*</b>	10,616
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\*Alberta Children and Youth Services does not provide subsidies for school-age care except for ECS-age children (5-6 years old and not yet in Grade 1) who attend an out-of-school care program. Many municipalities receive Family and Community Support Services (FCSS) funding from the province that they direct towards the prevention needs of the municipality. They may choose to use a portion of these funds for school-age child care. Of the 227 municipalities, 45 redirect FCSS funding for out-of-school care and, of these, six provide direct subsidies. In other locations, out-of-school care programs are offered through the municipalities, but a grant is provided.

<b>Number of centres and homes</b>	
<i>Number of centres</i>	1,739
Full-day day care centres	512
Nursery schools	698
Out of school care programs	529
<i>Number of drop in centres</i>	18
<i>Number of family child care agencies</i>	84
<b>Sponsorship of regulated centre spaces</b>	
Nonprofit	30,354
For-profit	31,960
<b>Sponsorship of family day home agencies</b>	
Nonprofit	43
For-profit	41

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

#### Maximum centre size

No cap on centre size

#### Maximum staff: child ratios and group sizes

##### *Daycare centres*

Age	Ratio	Max. group size
Under 13 months	1:3	6
13 months or over, but under 19 months	1:4	8
19 months or over, but under 3 years	1:6	12
3 years or over, but under 4.5 years	1:8	16
4.5 years or over	1:10	20

##### *Drop-in centres*

Age	Ratio	Max. group size
Under 19 months	1:5	10
19 months or over, but under 3 years	1:8	16
3 years or over, but under 5 years	1:12	24
5 years or over	1:15	30

##### *Out-of-school care centres*

Age	Ratio	Max. group size
For children attending an early childhood services program	1:10	20
For children attending grades 1 to 6	1:15	30

#### *Nursery schools*

Age	Ratio	Max. group size
Under 19 months	1:6	None
19 months or over, but under 3 years	1:10	None
3 years or over, but under 5 years	1:12	None
5 years or over	1:15	None

#### Staff qualification requirements

Alberta has three qualification levels:\*

Level Three requires completion of a two-year ECE diploma from an Alberta public college or an equivalent level of training, or a four-year Bachelor of Education degree with a major in ECE.

Level Two requires completion of a one-year ECE certificate from an Alberta public college or an equivalent level of training, or a four-year Bachelor of Elementary Education from a recognized post-secondary institution.

Level One requires completion of the government's orientation course or equivalent course work equivalent of at least 45 hours related to ECE.

To be eligible to work in a child care centre in Alberta, all staff must apply for certification to the Day Care Staff Qualification Office. The Office is also responsible for the delivery of the Level One orientation course, which is contracted out to public colleges, private vocational schools, individual instructors, and is taught in some high schools for credit. Funding is provided to the institutions to deliver the course at no cost to the participant.

The regulation requires that each licence holder for a day care centre must ensure that there is a full-time program director with a Level Three certificate on the staff of the centre at all times. Between the hours of 8:00 a.m. and 4:30 p.m., programs must ensure that at least one in every four staff holds a least a Level Two certificate and all others hold a Level One certificate.

Out-of-province ECE credentials must meet the same requirements for Level One, Two and Three Certification.

Equivalencies for Level Two or Three must include the completion of at least one college-level English course. For Level Two, a total of at least 770 hours of course work and practicum hours; for Level Three, a total of at least 1,545 hours of course work and practicum hours is required.

\* See *RECENT DEVELOPMENTS for changes to qualifications effective November 2008.*

The day care centre can request exemptions for specific staff members when the staff member is engaged in early childhood coursework necessary to obtain the qualification certificate.

In out-of-school care programs there is to be a full time program director on staff at all times; there are no standards for staff qualifications in out-of-school centres.

**Numbers of centre-based staff and family day home providers by certification levels (2007/08 average)\***

Unassigned: 959 (primarily family day home providers, who do not require certification)

Level One	2,962
Level Two	727
Level Three	1,393
Total	6,041

*\*This number does not include staff in school-age programs, where there are no provincial training requirements.*

**Parent involvement**

Not specified in legislation.

**Licensing, monitoring and enforcement**

Alberta regional child care specialists conduct a minimum of quarterly licensing inspections. Child care specialists currently operate under a Human Service Worker classification and come from a variety of backgrounds, including family studies and early childhood education.

If a centre is not in compliance with the regulations, a series of enforcement actions may occur depending upon the severity of the non-compliance, including a formal written order directing the centre to comply within a specific time frame to the specified regulation, cancellation of the licence, or refusal to renew the licence. There is a formal appeal board set up by the minister to hear appeals if a licence is cancelled or refused. The legislation allows the decision of the appeal panel to be appealed through the Court of Queen's Bench. Its decision is binding.

**APPROVED FAMILY DAY HOMES**

**Regulation**

There are no regulations for family day homes. Family day homes are approved under contract with family day care home agencies that approve and monitor providers according to provincial standards. Agencies contract with individual care providers.

**Maximum capacity**

Up to six children under 11 years (including the provider's own children under 11 years) with a maximum of three children under three years old and no more than two children under two years old.

**Provider qualification requirements**

The Family Day Home Manual requires that direct care providers receive training in such areas as child development, child guidance and employing appropriate culturally sensitive strategies. Family day home agencies are required to develop appropriate training based on the needs of their providers and families.

Family day home providers must be 18 years of age, have a criminal records check, including a vulnerable sector search, and have completed a first aid course.

**Licensing, monitoring and enforcement**

Agency staff (home visitors) visit family day homes monthly to ensure providers are operating according to provincial standards. Provincial staff monitor agencies and homes on a regular basis. The minimum ministry-wide requirement is four times per year.

**FUNDING**

**CHILD CARE FEE SUBSIDY PROGRAM**

Fee subsidies are paid directly to service providers on behalf of eligible parents. Subsidized children may be enrolled in not-for-profit or for-profit regulated child care centres and approved family day care homes. Provincial subsidies are not available in drop-in centres or for school-age care. However, some municipalities provide subsidies for school-age care.

There is a two-step eligibility process. Parents must first demonstrate need for subsidized child care such as being employed or enrolled in a training program, or a parent's or child's special need. An income test is then applied.

There is no minimum user fee for subsidized parents but centres and family day home agencies may surcharge above the subsidy rates. There is no cap on the number of subsidies in any licensed program but parents must secure a space before applying for subsidy. Application for subsidy may be made either by mail, in person, or online.

### Eligibility for fee subsidy (gross income, 2007/08)

	Turning point	Break-even point
<i>Child care centres</i>		
1 parent, 1 infant	\$35,100	\$56,052
2 parents, 1 infant, 1 preschool child	39,600	79,560
<i>Family child care</i>		
1 parent, 1 infant		\$52,272
2 parents, 1 infant, 1 preschool child		71,964

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, after which income subsidy ceases.*

### Maximum subsidy/child/month\* (2007/08)

Infants in child care centres	\$607
Other ages in child care centres	528
Infants in family day care	502
Other ages in family child care	422

\* Parents whose children are in care outside the regular business hours of Monday to Friday 6:00 a.m. to 6:00 p.m. may qualify for an additional subsidy up to a maximum of \$100/month.

### PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

#### One-time funding

None

Child and Family Service Authorities may choose to use funds from related children's programs for child care if funds permit. This has resulted in some one-time grants for minor capital and other one-time expenses.

#### Recurring funding

*Note: See RECENT DEVELOPMENTS for revisions to Accreditation funding as of April 1, 2008.*

##### Pre-Accreditation Funding Program

The intent of this funding is to help centres meet the requirements for accreditation, and to assist with increasing staff retention and reducing staff turnover rates. Participation is voluntary.

Pre-accreditation funding becomes ongoing accreditation funding if the centre becomes accredited. The pre-accreditation funding received by centres working towards accreditation will end at a time not yet determined.

For a full description of the Child Care Accreditation program, see the HISTORY section.

Day care centres Beginning in 2003/04 there are two types of funding for licensed day care centres:

- Quality Recognition/Improvement Funding Grants: Available to day care centres "to maintain/enhance quality programming". Up to \$1,200 per year based on compliance with licensing standards and licensed capacity.
- Staff Support Funding Grants: Available to all paid, certified staff working in regulated day care centres that have applied, been approved, and are in good licensing standing. Approved family day home providers and family day home agency staff are also eligible for Staff Support Funding. Funding is paid to the day care centre on behalf of staff members at the following rates:

#### Day Care Staff

Day Care Staff	Pre-accredited centres	Accredited centres
Level One	\$0.90/hr	\$1.34/hr
Level Two	1.69/hr	2.53/hr
Level Three	2.76/hr	4.14/hr

#### Family Day Home Consultants

Family Day Home Consultants	Pre-accredited agencies	Accredited agencies
Level One	\$1.69/hr	\$12.53/hr
Level Two	1.69/hr	2.53/hr
Level Three	2.76/hr	4.14/hr

*Note: See RECENT DEVELOPMENTS section for increases effective April 1, 2008.*

#### Family Day Home Providers

*Provider Support Funding Grants* This funding is for child care providers who offer direct child care for preschool children (not including their own children) under a contracted family day home agency. Funding is paid to a maximum of 181 hours per month.

Family Day Providers	Pre-accredited centres	Accredited centres
Level One or unassigned (not certified)	\$163/month	\$243/month
Level Two	\$163/month + \$.79/hr	\$243/month + \$1.19/hr
Level Three	163.month + 1.86/hr	243/month + 2.80/hr

*Note: See RECENT DEVELOPMENTS section for changes effective April 1, 2008.*

Family day home agency administration fee: A monthly administrative fee is paid to approved family day home agencies which contract with the Ministry to recruit, train and supervise individual family child care providers, collect fees, and pay providers. Both not-for-profit and for-profit programs are eligible for this funding program.

0-35 months

Each of first 10 children enrolled	\$95/month
Each of next 10 children enrolled	63/month

3-6 years

Each of first 10 children enrolled	65/month
Each of next 10 children enrolled	50/month

*Funding for special needs*

Funding is provided to assist in the inclusion of children with special needs and may be used for specialized resource staff or for consultation and training services. Funding varies depending on the special needs of the child, the type of service required and the region; funds are paid to contracted operators on behalf of eligible children.

The program is administered differently in different regions of Alberta. Both for-profit and not-for-profit programs are eligible to apply for special needs funding.

*Respite care*

Respite funding provides funding for short-term child care placements in regulated child care to support identified families in need of support in their child rearing role. It also assists families of children with disabilities in need of relief care. Child and Family Services Authority (CFSA) staff fund and work with child care providers to make a number of child care spaces available in their program on a daily basis. This program enables families to participate in counselling or treatment programs that they need, and benefits the children of these families through placement in a child care program.

*Nutrition program*

The Child Care Nutrition program assists CFSA's to fund regulated child care programs to enhance the nutritional quality of meals and snacks served to children in child care settings and to provide information about preschool nutritional needs to parents of children in child care.

*Stay-at-Home Subsidy Program*

This program offers up to \$1,200 per year for families whose child is attending a licensed nursery school or approved early childhood development program. It uses the same eligibility levels as the subsidy program.

*Staff Attraction Incentive Allowance* (See RECENT DEVELOPMENTS section for further details)

- Up to \$5,000 (\$2,500/yr over two years) to help recruit trained staff who have at least six months of child care experience at a licensed/approved child care program and have not worked in the child care field for at least six months;
- Up to \$5,000 to staff interested in working in licensed school-age child care programs. To be eligible, school-age child care staff must have started on or after April 1, 2008.

*Professional Development funding*

Up to \$1,000 per certified child care centre staff or home visitor in contracted family child care agencies per fiscal year, based on hours worked. Funds may be used for:

- Early childhood education course work;
- First aid training;
- ECE-related conferences, workshops and professional association fees;
- Resources and books, up to \$250.

*Child Care Bursary Program*

For those training for a leadership position (executive director, director, assistant director, program director, program supervisor, owner/operator), who have direct contact with children and families, up to \$10,000 per person for:

- tuition for courses at accredited post-secondary institutions;
- costs for required books and course material; and,
- a maximum of \$500 per year towards travel costs.

Applicants must work for a licensed child care program (day care centre, nursery school, out-of-school care), an approved family day home or day home agency in Alberta.

PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

<b>Fee subsidies (Children under six years)</b>	\$61,327,171
<hr/>	
<b>One-time funding (Making Space for Children)</b>	2,000,000
<hr/>	
<b>Recurring funding</b>	
Family Day Home Agency Contracts	\$5,234,097
Inclusive Child Care	3,127,230
Stay At Home	829,964
Accreditation	33,214,511
<b>Total regulated child care</b>	<b>\$105,732,973</b>

*Note: In the Annual Report 2007/08 the authorized budget for child care was identified as \$134,036,000.*

SALARIES

Provincial information not available.

**Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)**

All	\$18,774
Those with an ECE credential	22,009

*Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.*

FEES

Average fee for approved or regulated child care was \$649 (day care centre) and \$511 (family day home) in March 2008.

*Source: Reporting from operators - actual fees paid.*

**ADMINISTRATION**

Between April 1999 and May 2003, child care services were administered through 18 Child and Family Services Authorities (CFSAs) which were responsible for service delivery (see HISTORY 1999). In May 2003, regions were amalgamated so that the number was reduced to 10. The province provides funding to each Authority which allocates funds for local services and is accountable to the Minister of Children’s Services for the use of public funds.

Responsibility for setting standards, subsidy policy, strategic policy, services for children with special needs, and staff qualifications remains with the province. A provincial subsidy system remains although the regional authorities may enhance it if they wish. Department staff of the Ministry of Children’s Services provide resources, support and programming advice to the CFSAs.

The work of the CFSAs is overseen by community-based boards appointed by the Minister. CFSAs oversee planning and development, and administration of children’s services, including child care.

Staff in CFSAs, including child care specialists (formerly licensing officers) and subsidy workers, are hired by the authorities but remain provincial government employees.

**MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE**

Funding for some preschool programs is currently available to municipalities and Métis settlements through the Family and Community Support Services (FCSS) Program.

Each municipality or Métis settlement receiving FCSS funding determines how the dollars should be allocated to best meet the needs of their community.

Out-of-school care is the responsibility of municipal authorities; 45 FCSS-funded municipalities allocate a portion of their FCSS funds to provide out-of-school care programs. Of these, six municipalities provide subsidies and the remainder provide grants.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2001** ECS Policy and Regulation were revised (regulation was enacted in 2000). The Day Care Regulation Review was initiated as a result of an Alberta Government initiative to “streamline, simplify requirements and reduce duplication”. Completion of the review followed a two-phase consultative process with day care operators and stakeholder groups. The regulation includes elimination of regulations already covered by other ministries.

**January** The Children’s Services Ministry established the Day Care Review Working Committee consisting of child care stakeholders to analyze and propose solutions to the challenges facing child care delivery in Alberta.

**2001/02** The Early Childhood Development Initiative allocation for Alberta was \$29.7 million. The funds were distributed to the 18 Child and Family Service Authorities (CFSA) who develop their own plans with community groups. There are no specific province-wide strategies for the fund.

**2002** The Child Care Accreditation Program was introduced. Accreditation is a voluntary process by which early childhood programs demonstrate that they meet defined child care standards. Programs seeking accreditation complete a self-study process, receive an on-site visit and are reviewed by an independent body that grants or defers accreditation. Accreditation requirements exceed current standards set out in the regulations. Alberta Children’s Services has contracted with the Alberta Child Care Network Association, in partnership with the Canadian Child Care Federation, to develop the accreditation standards.

Respite options for families in need were introduced to support identified at-risk families and families of children with disabilities in need of relief care. CFSA staff work with child care providers to make regulated child care spaces available in their program on a daily basis for this purpose.

A child care nutrition program was introduced to fund regulated child care programs to enhance the nutritional quality of meals and snacks served and to provide information about preschool nutrition to parents of children in child care.

**2003** Kin Child Care Funding was introduced to provide funds to eligible parents to pay non-resident relatives of the child to care for their children.

### 2003/04

The Pre-Accreditation Funding program was introduced to assist programs to work towards accreditation standing. Participation is voluntary. In 2003/04:

- More than 95% of eligible day care centres were receiving Pre-Accreditation Funding;
- 99% of approved family day home agencies were receiving Provider Support Funding;
- An average of 4,000 day care staff received Staff Support Funding;
- Approximately 1,700 family day home providers received Provider Support Funding.

Effective August 1, 2004, the *Day Care Regulation* was amended to include standards for out-of-school care facilities. The renamed *Child Care Regulation* outlines the minimum requirements that Out-of-school care (OSC) operators must meet. Out-of-school care programs may now be licensed to provide care for children who are ages 4.5 years and older and attending Early Childhood Services (ECS) Programs as defined in the *School Act*. Families of ECS children attending out-of-school care programs became eligible for provincial child care subsidy.

**2005/06** Alberta received \$70.4 million through the Early Learning and Child Care Agreement in 2005/06 and \$66 million in 2006/07. Alberta Children’s Services conducted a consultation to ask what was important to families regarding child care. As a result Alberta’s Five Point Child Care Plan was implemented and:

- Subsidy rates were increased and subsidy eligibility extended up to a household income of \$76,000 for parents attending care centres, approved family day homes, and those using the expanded Kin Child Care Funding Program;
- The Stay-at-Home Subsidy Program was introduced. This program offers up to \$1,200 per year for families attending a licensed nursery school or approved early childhood development program and uses the same thresholds as the other subsidy programs;



- The number of inclusive child care spaces was expanded and the program extended to all ten CFSA regions.
- Wage Enhancement (or Staff Support) funding was increased, as well as funding to help programs complete the Alberta Child Care Accreditation Program. Professional Development funding was increased to assist child care professionals to pursue further training;
- The Parent Information Line, a toll-free phone line providing information on early childhood and child care programs and services, was introduced. The Ministry is also improving training for early childhood development professionals on working with children with disabilities, new immigrant children and Aboriginal children. Funding was made available to Women's Shelters to enhance child care services.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2007/08** Under the 2007/08 Comprehensive Child Care Strategy the Ministry invested about \$12.5 million more in child care and:

- Introduced the Space Creation Innovation fund providing \$1,500 (\$2,000 in Ft. McMurray) to child care programs, school boards, municipalities, industry or community groups for each space created;
- Increased Staff Support funding (wage top-up) by 40%;
- Introduced a Staff Attraction Incentive Allowance to a maximum of \$5,000 to recruit back experienced staff;
- Continued to support the Child Care Leadership Bursary providing funding for staff to further their post-secondary training;
- Introduced a Ft. McMurray Allowance for full-time day care staff at \$1,040/month and family day home providers at \$208/month, and increased professional development grant funding for staff in Ft. McMurray;
- Increased child care subsidy rates by 5.6%;
- Introduced a subsidy transaction fee for programs serving subsidized families.

**2008/09** As of April 1, 2008 the Provider Support Funding Grants were increased and the flat fee was replaced by an hourly rate. The new rates are as follows:

Family Day Providers	Pre-accredited Agencies	Accredited Agencies
Level One or unassigned (not certified)	\$1.44/hr	\$2.14/hr
Level Two	2.70/hr	4.05/hr
Level Three	4.42/hr	6.62/hr

The creation of an additional 14,000 spaces by 2011 was announced in May 2008 as part of the Creating Child Care Choices Plan (CCCP). Under CCCP the Ministry is:

- Expanding the Space Creation Innovation Fund;
- Providing an Infant Care Incentive to licensed or approved child care programs of \$150 per infant space, per month;
- Increasing subsidy rates by 3.5% for eligible low and middle-income families with preschool children;
- Purchasing modular buildings to increase the number of child care spaces adjacent to school sites;
- Increasing wage top-ups by another 60% for day care and family day home staff working in programs participating in accreditation. Child care workers will now make between \$1.44 to \$6.62/hour on top of their employer-paid wages;
- Expanding the Staff Attraction Incentive Allowance to staff interested in working in licensed school-age care. (Pays up to \$5,000 over two years to staff who have six months experience and have been out of the child care field for at least six months and agree to work in child care for a minimum of two years);
- Adding a new allowance to recruit staff new to child care. (\$2,500 to new staff following one year of full-time work at a licensed or approved child care program);
- Increasing quality funding grants available to pre-accredited programs (\$4,000/yr) and accredited programs (\$7,500/yr) for the purchase of quality toys and equipment;
- Introducing a provincial subsidy for eligible low- and middle-income families with children Grades 1-6, of a flat rate of \$300/month effective September 1, 2009;
- Providing a Retention Stability Grant (wage top-up of \$144/month) to staff working with children Grades 1-6;
- Implemented a marketing campaign to promote child care as a career of choice.

A new Child Care Licensing Act and Child Care Licensing Regulation were introduced November 1, 2008. They include new certification requirements for all child care staff, including those working in out of school programs. See details at: [http://www.child.alberta.ca/home/documents/childcare/Child\\_Care\\_Professional\\_Brochure.pdf](http://www.child.alberta.ca/home/documents/childcare/Child_Care_Professional_Brochure.pdf)

## ■ KEY PROVINCIAL ECEC ORGANIZATIONS

Alberta Child Care Network Association  
Contact: Tim Baier, Executive Director  
Telephone: (780) 421-7544 / 1-877-421-9937  
Email: tbaier.accna@telus.net  
Website: www.accna.ca

Alberta Family Child Care Association  
4615 85 St. Nw.  
Calgary, AB T3B 2R8  
Telephone: (403) 288-3066

Public Interest Alberta  
Contact: Bill Moore-Kilgannon  
Suite 35, 9912-106St.  
Edmonton, AB  
Telephone: (780) 420-0471  
Facsimile: (780) 420-0435  
E-mail: pialta@telus.net  
Website: www.pialberta.org

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Alberta Teachers' Association  
11010 - 142 St. NW  
Edmonton, AB T5N 2R1  
Telephone: (780) 447-9400  
Facsimile: (780) 445-6481  
Website: www.teachers.ab.ca



# British Columbia



## PROVINCIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	37,800
1	40,300
2	42,700
3	36,200
4	41,000
5	46,200
6	41,600
7	41,600
8	46,300
9	46,700
10	48,500
11	49,700
12	49,300
Total	567,900

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	120,800
3-5	123,400
6-12	323,700
Total	567,900

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	11,780	3,905	45	125	340	16,195
5-9	12,295	5,155	75	150	325	18,005
10-14	14,020	6,390	115	150	380	21,050
Total	38,095	15,450	235	425	1,045	55,250

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	3,980	2.0
5-9	9,460	4.4
10-14	13,080	5.2
Total	26,520	4.0

Note: Total may not add up due to rounding.

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0	21,100
1	21,400
2	26,100
3	22,100
4	24,300
5	28,600
6	26,200
7	26,600
8	31,300
9	30,800
10	33,200
11	34,700
12	32,500
Total	358,700

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**Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)**

Age	Number of children
0-2	68,600
3-5	75,000
6-12	215,300
Total	358,700

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	172,825	27,100	22,940	4,160
5-9	178,395	39,845	33,130	6,720
10-14	197,290	55,520	45,030	10,495
Total	548,515	122,470	101,105	21,365

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	159,185	905	33,640
5-9	176,415	920	34,430
10-14	205,610	1,140	41,295
Total	541,210	2,965	109,365

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**Number and percentage of children living in families below the LICO (2006)**

Age	Number	Percent (%)
0-2	28,000	21.9
3-5	31,000	25.6
6-12	66,000	21.1
Total	124,000	22.3

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**Workforce participation of mothers by age of youngest child (2007 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	69,200	64.7
3-5	52,700	71.4
6-15	189,000	81.0

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks. An additional six weeks is available to the birth mother if she is unable to return to work for health reasons related to the birth or pregnancy.

### Parental leave

Thirty-five weeks for birth mothers who have taken maternity leave; must be taken immediately following maternity leave. Thirty-seven weeks for other parent. An additional five weeks is available if the child has a condition requiring additional parental care. Thirty-seven weeks if birth mother has not taken maternity leave; must be taken within 52 weeks of the child's birth.

### Adoption leave

Thirty-seven weeks. An additional five weeks is available if the child has a condition requiring additional parental care.

### Family-related leave

Five days per year.

### Births and EI maternity and parental claims (2007)

Number of births: 43,980

Birth rate per 1,000 population: 10.1

Number of initial maternity claims allowed: 24,870

Average length of maternity claim: 14.6 weeks

Number of parental claims: 27,380

Average length of parental claim: 29.5 weeks

Number of adoptive parent claims: 400

Average length of adoptive claim: 28.6 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### KINDERGARTEN LEGISLATION

*School Act* [R.S.B.C 1996] c.412.

*Independent School Act* [R.S.B.C. 1996] c. 216.

## PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

### Kindergarten contact:

Carolyn Henson

Director

Early Learning Unit, Ministry of Education,

PO Box 9158 Stn Prov Govt

620 Superior St,

Victoria, BC V8W 9H1

Telephone: (250) 356 7561

Facsimile (250) 356-8322

## KINDERGARTEN SERVICES

### KINDERGARTEN

Kindergarten is delivered in public and independent schools: both schools receive public funding.

Kindergarten is available to all five year olds in British Columbia on a part-time basis. There are 2.4 hours of instruction during the day multiplied by the number of instructional days in the standard school calendar for that year.

Access to kindergarten is a legislated entitlement. Parents may choose to defer their child's enrolment in school until the following school year.

### AGE ELIGIBILITY

Five years old on the first day of the school year, on or before December 31.

### CLASS SIZE

A provincial class size limit is specified in the School Act which sets the maximum average aggregate size for kindergarten at 19 students; no class can exceed 22 students.

### Average kindergarten class size in public schools (2007/08)

17.4

## CHILDREN WITH SPECIAL NEEDS

There is a policy manual covering educational services for children with special needs. Boards of Education are responsible for providing facilities which allow equality of access to educational programs. Some students who are identified as having special education needs are eligible for 950 hours of instruction in kindergarten (full-day), those diagnosed as: dependent handicapped; moderate to profound intellectual disabilities; deaf or hard of hearing; visually impaired; autism spectrum disorder; and/or physically disabled. School Districts are advised to co-ordinate the entry of the child to school and the planning of the kindergarten program with programs that have been offered in the preschool years. In some cases, school districts may elect to contract for services through a preschool or child development centre for some portion of the child's educational program in the kindergarten year.

Children with special needs are typically included in regular kindergarten. Learning Assistance teachers typically provide the major link with support services available at the district level. Some schools combine learning assistance with other special education services to create a Resource Teacher model. Instruction and learning resources are provided in accordance with the student's identified needs on the Individual Education Plan.

The Ministry of Education and Ministry of Children and Family Development (MCFD) share a protocol agreement on shared funding responsibility for children who have delayed kindergarten entry (Supported Child Care Program). When Boards of Education employ highly specialized resource personnel with skills in teaching the deaf, deaf/blind, or visually impaired, local agencies, pre-schools, special needs pre-schools or parents may contract with the school district for the provision of these services to children of pre-school age to prepare them for entry into school.

Number of kindergarten children with identified special needs in public schools only (2007/08):

901 (663 part-day, 238 full-day)

*Note: This figure is for public schools only and includes children diagnosed as gifted, physically disabled and with chronic health impairments, intellectually disabled, behavioural needs, physically dependent, deaf-blind, deaf or hard of hearing, visual-impaired and with autism spectrum disorder.*

## KINDERGARTEN ENROLMENT (2007/08)

Number of children enrolled in public schools: 34,981

Number of children enrolled in independent schools: 5,418

Total enrollment: 40,399

*Note: See SPECIAL FEATURES for information about full-time kindergarten.*

## KINDERGARTEN TEACHERS

Qualification requirements: Kindergarten teachers must have teacher certification. Certification requires a B.Ed. or Bachelor's degree plus post-degree teacher training. There are no ECE requirements.

Responsibility for Certification: British Columbia College of Teachers.

Representation: British Columbia Teachers Federation.

Number of kindergarten teachers: Information not available.

Average salary 2007/08 (K-12): \$63,879.

## CLASSROOM ASSISTANTS

Title: Educational Assistants.

Qualifications: Established by Boards of Education.

Role: The policy regarding teaching assistants is a local Board of Education decision; teaching assistants are usually for special needs students.

Representation: Canadian Union for Public Employees (CUPE).

Educational Assistant maximum hourly wage (2007/08): \$25.42.

## CURRICULUM

There is a specific provincial curriculum for kindergarten. It is currently attached to the Grade 1 curriculum as a K-Grade 1 curriculum, part of a provincial framework called the Primary Program. It includes prescribed learning outcomes specific to K-Grade 1 for each area of study. (see *Early Learning Framework* under RECENT DEVELOPMENTS).

## MONITORING AND ASSESSMENT

Curriculum documents offer some guidance to assessment. The BC Performance Standards for reading, writing, numeracy and social responsibility are tools to monitor, assess and evaluate student performance in grades K-10.

## SOURCES OF FUNDING FOR KINDERGARTEN

Funding is provided by the province under a block grant system. Districts may increase funding by increasing property tax, but only through referenda (School Act [R.S.B.C 1996] c.112 and 137).

Sources of funding for independent (private) schools: Independent schools receive 50% or 35% of the FTE student grant of the public school district in which the independent school is located. The additional funding comes from school tuition and fundraising.

There are no fees in the public school system for part-day programs. Some Boards of Education offer full-day kindergarten with fees for part of the day (see SPECIAL FEATURES).

## PUBLIC SPENDING ON KINDERGARTEN (2007/08)

### Average spending for each kindergarten student\*

Full-time equivalent	\$5,851
Part-time	2,926

An additional \$1,014 is spent for Aboriginal students in full-time kindergarten and an additional \$507 for Aboriginal students in half-day programs.

### Provincial spending on kindergarten

Total spending on part-day kindergarten	\$86,287,623
Total spending on full-time kindergarten	31,782,632
Total provincial spending on kindergarten	118,070,255

\* Figures do not include spending on capital, transportation, special needs, Aboriginal education, or ESL.

## SPECIAL FEATURES

Full-time kindergarten with additional fees may be available for special populations and in some communities. In 2007/08, there were 5,432 children enrolled in full-time kindergarten in public schools. These include Aboriginal children, children with special needs, English as a Second Language and French as a Second Language. The Ministry provides funding and the Boards of Education determine the details of the program for these children.

The K-Plus Program, offered by the West Vancouver School District, provides families of kindergarten children the choice of an additional half-program that complements the kindergarten program. Parents choose a three-day or five-day option, with monthly fees of \$310 and \$390 respectively. The K-Plus program is taught by teachers. One Educational Assistant is hired to supervise the children over the lunch hour. The K-Plus Program is available in 12 of the district's 14 primary and elementary schools, including one French immersion school. There is a maximum of 17 children at each site.

The Ministry of Education's CommunityLINK program provides funding to Boards of Education for programs that support the academic and social functioning of vulnerable students, including kindergarten students. Typically, Boards of Education use CommunityLINK money to fund nutrition programs, school-based support workers, CommunityLINK schools, and school grants for vulnerable students.

There are several kindergarten or pre-kindergarten initiatives specific to Aboriginal children that have started as a result of Aboriginal education enhancement agreements. These are working agreements between a school district, all local Aboriginal communities, and the Ministry of Education. These agreements are designed to enhance the educational achievement of Aboriginal students. Over two-thirds of school districts in British Columbia have signed agreements.

### **Early Numeracy Project**

In 2006, the Ministry of Education began funding a three-year research initiative called the Early Numeracy Project. The goal of the project was to enhance numeracy learning particularly for those at-risk in the area of mathematics. Assessment guides and instructional materials have been developed and field-tested in many school districts in BC. Four kindergarten-specific tools for teachers have been created through the Early Numeracy Project: Assessing Early Numeracy, Supporting Early Numeracy, Whole Group Follow-up, and Math for Families.

### **StrongStart BC Early Learning Centres**

In 2006, the Province launched the StrongStart centres as part of the government's plan to improve literacy. The purpose of StrongStart BC is to provide school-based, high quality early learning programs for children younger than school age accompanied by a parent or caregiver. StrongStart BC Centres are designed to provide opportunities for parents and caregivers to observe and practice activities that support early learning, and to meet and make connections with other families attending the centre. Qualified early childhood educators lead learning activities, including stories, music, and art to help children get ready for success in kindergarten. In 2007/08, 86 StrongStart BC centres were open across British Columbia.

## **KINDERGARTEN DEVELOPMENTS**

**2004** British Columbia initiated the Kindergarten Learning Assessment Project. The aim of this three-year project is to provide early primary teachers an assessment framework and process, along with guidelines and strategies for appropriate instruction and support needed to help each child progress. The research is focused on oral language and social responsibility in early reading, writing and numeracy. A website will be developed in collaboration with LearnNow BC.

**2004/05** *Ready, Set, Learn* for three year olds, led by the Ministry of Education in collaboration with the Ministry of Children and Family Development, and the Ministry of Health, was implemented in the school year and continued into 2007/08. Participating schools offer parents or caregivers a kit of materials, including a book for three year olds, and a parent/family kit with a booklet of helpful tips for supporting their preschooler's learning and development.

### **2006**

**December** The Province launched the StrongStart early learning centres as part of the government's plan to improve literacy. In 2007/08, 86 more centres opened (see SPECIAL FEATURES).

**2008** Between April and December of 2008, The Early Childhood Learning Agency carried out a study of the feasibility of full-day kindergarten for five year olds and the possibility of future full-day pre-kindergarten programs for four year olds and three year olds. A report was released in February 2008 but the government announced that the project was on hold.

**June** The province developed the *Early Learning Framework* which describes the vision, pedagogical principles, and key areas of learning for children birth to five years (before school entry). The framework was developed in partnership with the Ministries of Children and Family Development, Health and Education.

The document was designed to be applicable to all early learning environments, including child care, StrongStart BC programs, and any other preschool and early childhood development or child health program. The framework helps programs build on their strengths and encourages in-depth reflection on their practices and the development of children.



## REGULATED CHILD CARE

### LEGISLATION

British Columbia. Legislative Assembly. *Community Care and Assisted Living Act*, S.B.C. 2002, Chapter 75; Child Care Licensing Regulation 332/2007, includes amendments to B.C. Reg. 26/2008, February 8, 2008.

*Note: Effective May 14, 2004 the Community Care Facility Act was repealed and replaced with the Community Care and Assisted Living Act. The Child Care Licensing Regulation 329/89 was repealed and replaced on November 8, 2007 with Child Care Licensing Regulation 332/2007.*

British Columbia. Legislative Assembly. *Child Care Subsidy Act*, R.S.B.C. 1996, Chapter 26; Child Care Subsidy Regulation 74/97, includes amendments up to B.C.Reg. 169/2008, June 27, 2008.

British Columbia. Legislative Assembly. *Child Care BC Act*. SBC 2001. Chapter 4.

### PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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### CHILD CARE SERVICES

#### UNREGULATED CHILD CARE

##### **Unregulated family child care**

Maximum number of children permitted: Two, not including children related to the caregiver. This category is often referred to as “licence-not-required” (LNR).

A registered licence-not-required (RLNR) provider is registered with a Child Care Resource and Referral Program (see OTHER category below for description) and meets the requirements of registration.

#### REGULATED CHILD CARE

##### **Group child care (under 36 months)**

Group care for no more than 13 hours/day for no more than 12 children from birth to 36 months.

##### **Group child care (30 months to school-age)**

Group programs for no more than 13 hours/day for no more than 25 children, age 30 months to school age.

##### **Preschool (30 months to school-age)**

Group programs that provide child care to preschool children for no more than four hours/day per child for no more than 20 children.

##### **Group child care (school-age)**

Care outside school hours, including during school vacations, for children attending school (including kindergarten) for no more than 13 hours/day for no more than 25 children.

##### **Family child care**

Care in a private home for no more than seven children, aged birth to 12 years. A family child care provider may care for no more than four children younger than four years of age and no more than two children under two years of age, if the youngest child is older than 12 months. If a child younger than 12 months is present, only three of the seven children may be under four years of age, and only one may be younger than 12 months. Children 12 years or older who are related to the caregiver are not included in this definition.

##### **Occasional child care**

Occasional or short-term care for children at least 18 months old for no more than 40 hours in a calendar month to each child. Maximum of 16 children if a child under three years of age is present and a maximum of 20 children if all children are three years of age or older.

##### **Multi-age child care**

Group care by an early childhood educator to at least eight children of various ages. No more than three children may be under 36 months.

##### **In-home multi-age child care**

Care by an early childhood educator to no more than eight children in the educator’s personal residence. No more than three children may be under 36 months.

### Special needs and emergency child care

The categories of special needs day care and emergency care were removed as licensed care types in the Child Care Licensing Regulation, and subsequently from the definition of a “licensed child care setting” in the Child Care Subsidy Regulation. Facilities holding these licences have until November 2009 to obtain a new licence.

### Other

Child Care Resource and Referral (CCRR) programs are provincially funded to provide information, support and training to licensed, RLNR and LNR family child care providers. They provide workshops, networking opportunities, home visits, access to child care resources (equipment, toys, library materials), a registry of child care providers and a referral service for families looking for child care. The registry includes RLNR child care providers who have met the conditions for registration with a CCRR.

## CHILDREN WITH SPECIAL NEEDS

The Supported Child Development Program (SCDP) is intended for children who require extra support to participate in inclusive child care settings. The SCDP supports children from birth to age twelve who have or may be at risk for a developmental delay or disability and require extra support. A developmental delay or disability may affect physical, cognitive, communicative, or social/emotional/behavioural development. Youth 13-18 years of age may also receive SCDP services on a case-by-case basis.

Participation is voluntary and SCDP services are provided at no charge to parents; however, parents are responsible for child care fees.

In 2007/08, 55 community agencies provided SCDP Consultant Services for families and extra support staff for children in child care settings. Twenty Aboriginal SCD programs provided direct services to children and their families, with an additional 35 initiatives in the process of building capacity for future services.

The Ministry of Children and Family Development (MCFD) provides a Special Needs Supplement of up to \$150 to assist families eligible for the Child Care Subsidy Program, who have a child with a designated special need, with the costs of child care.

## ABORIGINAL CHILD CARE

BC funds and licenses Aboriginal on-reserve and off-reserve child care through the same programs available to other (non-Aboriginal) facilities, parents and providers. There are approximately 98 licensed child care facilities located on-reserve.\* The Child Care Operating Funding (CCOF) Program assists eligible Aboriginal and non-Aboriginal child care providers to help meet the day to day costs of providing care, including staff recruitment and retention. The CCOF Program is a general funding program available to all licensed group and family child care providers, including the Aboriginal population.

A number of post-secondary educational institutions have developed training for Aboriginal early childhood educators. The provincial government provides funding to the British Columbia Aboriginal Child Care Society to provide resource and referral services to Aboriginal child care providers. A number of Aboriginal communities work with the Supported Child Development Program to improve access to the program and to build capacity for SCDP programs administered by Aboriginal communities.

*\* Aboriginal child care spaces are estimated using information from the Annual Child Care Provider Profile Survey and the Child Care Operating Funding (CCOF) Program. This number is only an estimate because some facilities located on-reserve may not have submitted their provider profile surveys in time to be recorded in the provider profile report, while other facilities may not have reported First Nations as their contractor type in the CCOF database.*

## SPACE STATISTICS (2007/08)

### Number of regulated child care spaces\*

#### Centre-based

Age Group	Full-day	Part-day	Total
Group child care (under 3 years)	4,788	-	4,788
Group child care (30 months-school age)	19,772	-	19,772
Preschool (nursery school)	-	19,910	19,910
School-age	-	28,233	28,233
Emergency care	-	33	33
Special needs	167	-	167
<b>Total centre-based spaces</b>	<b>24,727</b>	<b>48,176</b>	<b>72,903</b>

Family child care spaces 14,635

**Total number of regulated child care spaces 87,538**

Note: The number of regulated child care spaces in both centres and family child care homes noted above are those that receive Child Care Operating Funding (CCOF). Information on the number of spaces that do not receive CCOF is not available and is not included in the totals.

**Other: Registered licence-not-required 1,600 (est.)**

Note: A registered licence-not-required (RLNR) provider is registered with a Child Care Resource and Referral Program and must meet specific registration requirement criteria established by the Ministry of Children and Family Development. RLNR child care is not included in the Child Care Licensing Regulation. There were 835 RLNR providers in 2007/08, each with a minimum capacity of 2 children.

**Number of children with special needs in regulated child care 9,000**

**Children receiving fee subsidies 14,922**

Note: Average monthly number of children in regulated (registered and licensed) child care receiving subsidies

Note: British Columbia provides fee subsidies for children in both regulated and unregulated child care.

### Number of centres and homes\*\*\*

Total Number of Centres	3,280
Full day (0-3 years; 3-5 years)	1,134
Part-day nursery schools/preschools (30 months – school entry)	1,071
After school programs	1,064
Other (emergency, specialized)	11
Number of CCOF funded and licensed family child care providers	2,125

\*\*\*Represents number of licensed centres and family homes in receipt of CCOF.

### Sponsorship of regulated centre spaces

#### Non-profit

Age Group	Full-day	Part-day
Group child care (under 36 months)	3,154	-
Group child care 30-months-school age	10,179	-
Preschool	-	11,193
School-age	-	17,723
Emergency care	-	31
Special needs	167	-
<b>Total centre-based nonprofit spaces</b>	<b>13,500</b>	<b>28,947</b>

#### For-profit

Age Group	Full-day	Part-day
Group child care (under 36 months)	1,634	-
Group child care 30-months-school age	9,593	-
Preschool	-	8,717
School-age	-	10,510
Emergency Care	-	2
Special needs	0	-
<b>Total centre-based for-profit spaces</b>	<b>11,227</b>	<b>19,229</b>

## STANDARDS AND REGULATIONS

### LICENSED CENTRE

#### Maximum centre size

Not specified

#### Maximum staff:child ratios and group sizes

Age	Staff:child ratios	Max. group sizes
0-3 years	1:4	12
30 months-school-age	1:8	25
Preschool	1:10	20
School-age	1:10 or 1:15	20-25
Occasional	1:4 or 1:8	16-20
Multi-age	1:8	8

#### Staff qualification requirements

Staffing requirements are set out in the *Community Care and Assisted Living Act*, Child Care Licensing Regulation. Specific training requirements for staff are outlined below; all staff must be “of good character”. If there are concerns regarding the practice of a licensed Early Childhood Educator, Special Needs Educator, Infant/Toddler Educator or Assistant, the Director of the Early Childhood Educator Registry does have the authority to investigate and take action on a certificate. This can include the placing of terms and conditions, suspension or cancellation.

#### Early Childhood Educators

There are four categories of Early Childhood Educators/Certificates, each with specific requirements:

- Early childhood educator: requires successful completion of a basic early childhood education training program that is a minimum of 902 hours of instruction and includes training in the areas of: child growth and development; program development, curriculum planning and foundations; family, community resources and communications; health, safety and nutrition; and practicum. This training is to be completed at an approved training institution. In addition, a written reference from an educator and completion of 500 hours of supervised work experience is also required.
- One-year early childhood educator certificate: as above; however there is no requirement to submit a reference or complete 500 hours of work experience. This certificate is only valid for one year and may only be renewed once.

- Infant and toddler educator: must qualify for an early childhood educator certificate and have successfully completed a specialized post-basic program that includes 200 hours of instruction in the areas of: advanced child growth and development; working with infants and toddlers; working with families; administration; advanced health, safety and nutrition; and a 200-hour infant/toddler practicum. This training is to be completed at a training institution approved to offer the post-basic program.
- Special needs early childhood educator: requires completion of the basic early childhood education program that includes 200 hours of instruction in the areas of: advanced child growth and development; working with children with special needs; working with families; administration; advanced health safety and nutrition; and a 200-hour special needs practicum. This training is to be completed at a training institution approved to offer the post-basic program.

#### Assistant Early Childhood Educators

This category requires successful completion of one course of a basic early childhood education training program from an approved training institution in one of the following three areas: child growth and development, child guidance or health, safety and nutrition.

#### Responsible Adults

These staff must be at least 19 years of age, able to provide care and mature guidance to children, have completed a course, or a combination of courses, of at least 20 hours duration in child development, guidance, health and safety, or nutrition and have relevant work experience.

Staffing requirements vary by the type of program and the age of the children as follows:

- Group child care, under 36 months:
  - Each group of four or fewer children requires one infant and toddler educator.
  - Each group of five to eight children requires one infant and toddler educator and one early childhood educator.
  - Each group of nine to 12 children requires one infant and toddler educator, one early childhood educator and one assistant.

- Group child care, 30 months to school age:
  - Each group of eight or fewer children requires one early childhood educator.
  - Each group of nine to 16 children requires one early childhood educator and one assistant.
  - Each group of 17 to 25 children requires one early childhood educator and two assistants.
- Preschool, 30 months to school age:
  - Each group of 10 or fewer children requires one early childhood educator.
  - Each group of 11 to 20 children requires one early childhood educator and one assistant (some exceptions apply where there is an approved parent education program). Parent education programs are approved by the local Medical Health Officer and may incorporate workshops or courses that the parent would be required to complete prior to working with the children, in areas such as guidance and discipline, health safety nutrition, programming and development.
- Group child care (school-age):
  - If a child in kindergarten or Grade 1 is present, each group of 10 or fewer children requires one responsible adult, and each group of 11-20 children requires two responsible adults. If no children in kindergarten or Grade 1 are present, each group of 15 or fewer children requires one responsible adult and each group of 16-25 children requires two responsible adults.
- Family child care
  - If any child younger than 12 months old is present, a responsible adult may care for seven or fewer children in a personal residence, having no more than three children younger than 48 months old and, of those three, no more than one child younger than 12 months.
  - If no child younger than 12 months old is present, a responsible adult may care for seven or fewer children in a personal residence, having no more than four children younger than 48 months old, and of those four, no more than two children younger than 24 months old.
- Occasional child care
  - If any child younger than 36 months old is present, each group of four or fewer children requires one responsible adult. Each group of 5-8 requires two responsible adults. Each group of 9-12 requires three responsible adults. Each group of 13-16 requires four responsible adults.

- If no child younger than 36 months old is present, each group of eight or fewer requires one responsible adult. Each group of 9-16 requires two responsible adults. Each group of 17-20 requires three responsible adults.

- Multi-Age care
  - Each group of eight children requires one early childhood educator. No more than three children in each group may be younger than 36 months old and no more than one child may be younger than 12 months old.
- In-Home Multi-Age care
  - An early childhood educator (the licensee) may care for no more than eight children in his or her personal residence, and no more than three of those children may be younger than 36 months old. No more than one child may be younger than 12 months old.

The process for assessing out-of-province credentials is dependent upon where the training and/or certification were completed.

If an applicant has been certified in Alberta, the applicant needs to forward an original or certified true copy of his or her transcript to the Registry. If the applicant is applying for his or her infant/toddler licence in BC, he or she must also submit a letter from the training institution attesting to the completion of an infant and toddler practicum. The applicant must also submit an application form, a valid and approved first aid certificate, proof of completion of the work experience requirement and a character reference letter.

Applicants trained anywhere else in Canada must forward an official transcript from the training institution and have their training institution complete a Program Confirmation form, which outlines the required competencies and instructional hours for licensure. The applicant must also submit the documents noted above.

Applicants trained outside of Canada are required to have their credentials assessed through the International Credential Evaluation Service and then follow the same steps as out-of-province applicants.

Equivalency is based on a review of the course content and instructional hours via a review of a completed Program Confirmation form.

The ECE Registry will not waive qualifications. However, licensing officers do have the authority to grant staffing exemptions to facilities that are not able to recruit fully qualified individuals.

### **Parent involvement**

Not specified.

### **Licensing, monitoring and enforcement**

The Ministry of Health Services is responsible for the Community Care and Assisted Living Act (CCALA) and the Child Care Licensing Regulation and has overall stewardship for licensing and monitoring child care facilities as well as for developing and amending legislation, regulations and policies for community care licensing programs. The Director of Licensing has statutory powers under the CCALA; however, the day to day monitoring and inspection functions are carried out by the regional Health Authorities, by licensing officers who are delegated to carry out their duties on behalf of medical health officers. Medical health officers have a statutory obligation to investigate all complaints about community care facilities.

The Health Authority Community Care Licensing program issues licences, and assists licensees who are in the process of obtaining a community care licence. Where a licensee does not meet the standards of the Act or the regulation, licensing officers work with the licensee to come into compliance. If needed, licensing officers can also use progressive enforcement mechanisms such as attaching terms and conditions or they can amend, suspend or cancel licences. In all cases, licensees are entitled to due process, which includes a reconsideration and appeal process.

There is no legislated minimum or maximum frequency for monitoring inspections, as the frequency of inspections is based on the level of risk to persons in care. In most health authorities, licensing officers inspect facilities on an annual basis.

### **LICENSED FAMILY CHILD CARE**

#### **Regulation**

Individually licensed in accordance with the *Community Care and Assisted Living Act*, Child Care Licensing Regulation.

#### **Maximum capacity**

If any child less than 12 months old is present, a responsible adult caring for seven or fewer children in a residence can have no more than three children less than 48 months old and, of those three, no more than one child less than 12 months. If no child younger than 12 months old is present, a responsible adult caring for seven or fewer children in a residence can have no more than four children less than 48 months old, and of those four, no more than two children less than 24 months old.

### **Provider qualification requirements**

Providers must be at least 19 years of age and have a first-aid certificate, be able to provide care and mature guidance to children, and have completed a course or combination of courses, of at least 20 hours in duration in child development, guidance, health and safety or nutrition and have relevant work experience. Providers need not be certified early childhood educators.

A criminal records check must be completed for any person over the age of 12 who will be ordinarily present at the facility.

### **Licensing, monitoring and enforcement**

Most facilities have an annual licensing visit. An initial inspection by the Fire Marshall's office may be required when a new licensed family child care facility opens.

### **OTHER**

#### **Registered Licence-not-required provider (R/LNR)**

License-Not-Required (LNR) child care providers must meet certain requirements and fulfill criteria to be eligible to register with Child Care Resource and Referral, and eligible for the enhanced Child Care Subsidy rate.

Registration is done through individual CCRR offices. CCRR offices determine if LNR providers meet the required conditions and standards to become registered. As part of the registration process, the CCRR must investigate any who previously held a Community Care Facility licence and establish, by proof of documentation, the reason for its cancellation, revocation or suspension. To ensure consistency, CCRRs must use the LNR Standardized forms as part of the registration process.

CCRRs follow the requirements in the Standards Manual for registration, but the process is not legislated. CCRRs will report infractions regarding staff to child ratios to licensing officers.

Conditions for an LNR provider to register with the CCRR include:

- be at least 19 years of age;
- provide care for no more than two children not related to the provider by blood or marriage;
- provide a health reference signed by a registered medical practitioner, stating the person is fit to care for children;
- provide three character references;
- undergo a criminal record check every five years with results indicating no record or outstanding charge relating to a relevant offence;

- complete a standardized *Health and Safety Home Assessment* prior to LNR registration;
- produce a valid First Aid Certificate;
- complete a standardized *Self Evaluation*;
- agree to inform the CCRR of any investigation of the care provider or other members of the household involving child abuse, neglect or significant risk to the health, safety or well-being of children;
- complete, or have completed, at least 20 hours of Good Beginnings or similar introductory level family child care training within one year of becoming registered or in exceptional circumstances, up to two years after registration;
- attend at least two workshops of continuing professional development each year after becoming registered;
- sign a *Commitment and Agreement Form*;
- notify the CCRR of a household move;
- complete and sign the necessary forms for the MCFD Child Care Search Site.

## FUNDING

### CHILD CARE SUBSIDY PROGRAM

Child care subsidies are paid directly to service providers on behalf of eligible parents except when child care is provided in the child's own home. In this case, the subsidy is paid to the parent who assumes the role of the employer, and is responsible for any required employment-related contributions, such as workers' compensation, CPP and employment insurance contributions, and taxes.

Eligibility is based on income, family size, age of children and the type of care chosen. The family must qualify under the income test and according to one social criterion the parent(s) must be employed or self-employed, looking for work, attending school or taking part in an employment-related training program, have a medical condition that interferes with the parent's ability to care for his or her child; have child care recommended by MCFD under the *Child, Family and Community Service Act*; or the child is attending a licensed preschool). The number of subsidies provided to families is not capped.

Fee subsidies may be used in for-profit, nonprofit, regulated or unregulated child care and preschool. Families who use in-own-home child care may be eligible for subsidy when the caregiver is not a relative who resides with the family.

Child care providers may charge subsidized parents above the maximum subsidy rates. These surcharges may be paid by the government on behalf of the parent if child care is arranged or recommended as part of a risk assessment and written risk reduction plan under the Child, Family and Community Service Act, or the child care is recommended under the Child, Family and Community Service Act for a parent participating in a Young Parent Program.

### Eligibility for fee subsidy (net income 2007/08)\*

#### Child care centres

	Turning point	Break-even point
1 parent, 1 child	\$30,984	\$48,984
2 parents, 2 children	35,016	50,256

#### Family child care

	Turning point	Break-even point
1 parent, 1 child	\$30,984	\$45,384
2 parents, 2 children	35,016	49,416

*The turning point is the net income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases. The turning point and break-even point depend on the type of child care and the age of the child(ren). These figures are for illustrative purposes only.*

*\* Group child care thresholds are based on rates for group child care for children younger than 19 months, while family child care thresholds are based on rates for licensed family child care for children under 19 months. Subsidy thresholds are approximates and will change depending on family size and composition, age of the child, type of care chosen, etc.*

### Maximum subsidy by age of child (2007/08)

Type of care	Part-day monthly (4 hrs or less/day, unless both and after school care provided)	Full-day monthly (more than 4 hrs/day or both before and after school care provided)
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#### Licensed family child care and registered licence-not-required child care

0-18 months	\$300	\$600
19-36 months	300	600
36 months +	275	550
Six years and over	207.50	415

#### Centre-based

0-18 months	\$375	\$750
19-36 months	317.50	635
36 months +	275	550
Kindergarten	272	340
Six years and over	207.50	415

#### Care Surrounding School Day\*

School Day*	\$170	\$200
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#### Preschool

Preschool	\$225	—
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#### Licence-not-required

0-18 months	\$219	\$438
19-36 months	202	404
Over 36 months	177	354

#### In-child's-home

First child (0-18 mos)	\$197	\$394
First child (over 18 mos)	159	318
Second child (0-18 mos)	99	198
Each additional child	73.50	147

\* In January 2007, "Care Surrounding School Day" was added to the Child Care Subsidy Regulation and means "the provision of care, before or after school hours, on days when school is in session, for children attending school, excluding kindergarten." The Child Care Subsidy Regulation was amended to clarify that subsidy rates for Care Surrounding School Days are the same for LNR, RLNR and licensed child care. Subsidy rates for In the Child's Own Home care settings were not affected by this change.

On days that school is not in session, school-age children are subsidized at the "six and over" rate for the relevant type of care.

### PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

#### One-time funding

##### Major capital funding for the creation of new licensed child care spaces

Child care facilities could obtain up to 75% of eligible costs towards the creation of new group child care spaces in settings other than those listed under targeted settings, or up to 90% for the creation of new spaces in the following targeted settings: Aboriginal Communities on and off reserve, rural communities with a population under 10,000, purpose-built facilities at public or private post-secondary institutions and government buildings.

Nonprofit organizations: up to \$500,000

For-profit organizations: up to \$250,000

For the creation of new child care spaces in schools and public buildings, for nonprofit and private sector organizations

100% funding up to \$50,000 per room, to a maximum of \$250,000 for conversion of existing space in public schools, or in public post-secondary or government buildings;

90% funding up to \$50,000 per room, to a maximum of \$250,000 for conversion of existing space in private schools, or in private post-secondary buildings.

##### Major capital for the creation of community hubs

100% funding to a maximum of \$250,000 to co-locate family/early childhood development related services with child care.

##### Capital funding for the creation of licensed family child care spaces

Up to \$380/space for new providers becoming licensed, and for existing licensed providers to increase the total number of spaces on their licence.

##### Minor capital funding for emergency repair, replacement and relocation grant

Up to \$5,000 to child care facilities to upgrade or repair facilities in order to continue to comply with licensing requirements, and to assist with costs when a facility must move to another location. If a provider operates more than one licence care type at one facility, the maximum funding amount would be \$10,000 per facility.



#### *Early Childhood Educator Loan Assistance Program*

Graduates of an approved early childhood education program, whose final year of study was between January 1, 2007 and December 31, 2008, and who are employed in a licensed child care facility may be eligible for a loan repayment towards their BC student loan of \$1,250/year for each of the first and second year after graduation that they are employed as an early childhood educator.

#### *Early Childhood Educator Incentive Grant Program*

Effective January 1, 2008 the Early Childhood Educator (ECE) Incentive Grant was established to recruit ECEs who have left the licensed child care sector to return to work in a licensed child care facility. ECEs who have not worked in a licensed child care setting for at least two years are eligible to receive up to \$5,000 over a two-year period. Upon completion of each year of re-employment in a licensed child care facility, recipients will receive a payment up to \$2,500. The equivalent of 100 full-time incentive grants will be issued to eligible applicants.

#### **Recurring funding**

##### *Child care operating funding (CCOF)*

Operating funding is available to eligible (nonprofit and for-profit) licensed group and licensed family child care providers. Funding is based on enrolment and the age of the child and is available for all regulated care types, except Occasional Child Care.

Group Child Care	Daily rates	
	4 hours or less	More than 4 hours
Rate Category		
0-35 months	\$6.00	\$12.00
3 years-kindergarten	2.74	5.48
Grade 1-12 years	1.40	2.80
Preschool	1.37	-

Family Child Care Providers	Daily rates	
	4 hours or less	More than 4 hours
Rate Category		
0-35 months	\$1.85	\$3.70
3 years-kindergarten	1.41	2.82
Grade 1-12 years	0.73	1.46

##### *Supported Child Development Program*

Funds to assist and cover consultation, training and extra staffing. In some communities, program funding is targeted to improving access for Aboriginal families.

#### **Other funding**

##### *Child Care Resource and Referral (CCRR) Programs*

Annualized provincial funding with nonprofit organizations to provide support, resources, training and referral services for child care providers and parents in all communities across the province. CCRRs assist in the recruitment, support and training of local child care providers, in particular, LNR family child care providers. The CCRRs also support parents in choosing quality child care and assist parents with applications for child care subsidy.

##### *Regional CCRR Coordinators*

Provide training, planning, and support to CCRR programs in the five regions of the province to enhance communication, coordination and cooperation in the delivery of services to children and families.

##### *BC Aboriginal Child Care Society (BCACCS)*

The BC Aboriginal Child Care Society (BCACCS) CCRR provincial program is contracted with MCFD to provide Aboriginal-focused training and resources to CCRR programs and other Aboriginal serving organizations. BCACCS develops culturally focused training and resources for use by CCRR programs. It also promotes Early Childhood Education as an education and employment strategy for Aboriginal child care providers.

#### PROVINCIAL EXPENDITURE FOR REGULATED CHILD CARE (2007/08)

<b>Child care subsidies in regulated child care</b>	<b>\$88,359,000</b>
<b>Minor/major capital funding</b>	<b>12,595,000</b>
<b>Recurring funding</b>	
Child Care Operating Fund (CCOF)	61,886,000
Supported Child Development Program (SCDP)	53,900,000
<b>Total regulated child care</b>	<b>216,740,000</b>

#### **Other funding**

##### *Quality Support Services*

Child Care Resource and Referral	\$9,151,000
Fee subsidies for unregulated child care	*45,864,000

\* Estimated

## SALARIES (2007/08)

### Median gross hourly wage for group child care staff by position type (full- and part-time staff combined) (2007/08)

Owner/Operator	\$15.63
Administrator	20.00
Program Supervisor	16.99
Senior Caregiver	15.50
Caregiver	13.50
Supported Child Development Worker	14.00
Assistant	12.43
Other	14.31

Source: 2007/2008 Annual Child Care Provider Profile Report, Government of British Columbia.

### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$24,987
Those with an ECE credential	26,145

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

### Family child care

Information is not available.

## FEES (2007/08)

### Median monthly parent fees for full-time centre-based child care

Infant	\$765
Toddler	720
3-5 years	565
Kindergarten	425
Out-of-school Grade 1+ (a.m. and p.m.)	250
Preschool (three times/week)	128.50

Source: 2007/08 Annual Child Care Provider Profile Report, Government of British Columbia.

### Median monthly rates for full-time family child care

Infant	\$660
Toddler	650
3-5 years	600
Kindergarten	550
School-age	350

Source: 2007/2008 Annual Child Care Provider Profile Report, Government of British Columbia.

## ADMINISTRATION

The Ministry of Children and Family Development (MCFD) has responsibility for child care policy and programs, the child care subsidy program, the registration of early childhood educators, approving early childhood training programs. The Minister for Child Care is responsible for a cross-government integrated early childhood development strategy, including responsibility for the Supported Child Development Program. In partnership with other child-serving ministries, the Minister of State works to increase supports available for child care, early childhood development and early learning programs.

The Community Care Licensing Branch (part of the Health Protection Division of the Ministry of Health Services) is responsible for the development and implementation of legislation, policy and guidelines for licensed child care facilities. Medical Health and Licensing Officers are responsible for licensing and monitoring through five regional health authorities across the province.

## MUNICIPAL AND OTHER LOCAL GOVERNMENT ROLE

There is no legislated municipal or other local government role. The City of Vancouver and several other municipalities play a role in planning and developing child care.

## CHILD CARE PLANNING AND DEVELOPMENT

The Provincial Child Care Council (PCCC) is comprised of 14-21 members legislated to provide recommendations to the Minister of Children and Family Development (or delegate) on child care under the *Child Care BC Act* and the *Child Care Subsidy Act*. Collectively, Council members have a range of expertise in areas including: child care operations; early childhood education; early childhood research; multicultural child care; rural child care; preschools; and the public education system.

## RELATED ECEC PROGRAMS

More than 240 Family Resource Programs (FRPs) across BC provide community-based services intended to support the healthy development of children and families and build family and community connections. Key components of FRPs include a parent-child drop-in, parent education, health screening, community kitchens, nutrition education, toy libraries, clothing exchanges, peer counselling, family literacy projects and English as a Second Language for parents. Aboriginal families have access to culturally appropriate family support services and resources through the approximately 27 FRPs both on and off-reserve.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

### 2001

A multi-phased, four-year plan described as a comprehensive, publicly funded child care system was announced. In January, phase one of the Funding Assistance Program (FAP) for school-age group care was implemented. Centre-based after-school programs received funding to provide child care for \$7 per day for before- and after-school care. For children in kindergarten and for all children on non-instructional days and seasonal breaks, parents paid up to \$14.00 per day. Low-income families were still eligible for child care subsidies.

The implementation of phase two was planned for January 2002 for school-aged children in licensed family child care and group infant-toddler care, followed by phase three in 2002/03, which was to cover all other children in licensed family child care settings. Phase four, planned for 2003/04, was to fund children in licensed group care for three to five year olds.

**March** The *Child Care BC Act* was proclaimed to provide a legislative timetable for the new funding program; the budget allocation for 2000/01 was \$14 million, annualized to \$30 million (for the out-of-school funding).

**May** A new government was elected. A number of new ministries were established, resulting in changes in responsibility for some program areas. The main responsibility for child care policy and programs moved to the newly created Ministry of Community, Aboriginal and Women's Services (replacing the Ministry of Social Development and Economic Security). The Child Care Subsidy Program management remained with the Ministry of Human Resources at the regional level, under agreement with MCAWS. The Ministry of Children and Family Development (MCFD) was given responsibility for the Supported Child Care program.

**August** The government repealed the implementation plan in the *Child Care BC Act*.

### 2002

**January** MCAWS announced that it would replace existing child care grants with a new, consolidated operating grant for family child care and centres effective April 1, 2003, and that the Funding Assistance Program to school-age centres would end June 30, 2002. Out-of-school programs that were receiving the FAP received transition funding from July 1, 2002, to March 31, 2003.

**April** Several changes were made to the child care subsidy program. The income level for eligibility was reduced by \$285/month (net). (This reduction was subsequently increased in May 2003 by \$100. Subsidy payments below \$50 were no longer issued to families.)

Children with special needs and families receiving pre-school subsidies were now required to meet the social criteria as well as the financial eligibility criteria in order to be eligible for a fee subsidy. The social criteria require a parent to be working, seeking work, attending school or an employment program, or have child care recommended by the MCFD as part of a risk-reduction plan. Subsidy was no longer available to parents in rehabilitative programs or for short term family crises.

**November** The provincial government's earlier decision to discontinue funding CCRR Programs and the provincial services of West Coast Child Care Resource Centre was reversed. However, One Stop Access Centre funding through the Ministry of Human Resources was eliminated.

**2003 June** MCFD ended the Special Needs Support Payment (\$107). In July 2003 MCAWS introduced a Special Needs Supplement of up to \$107, administered through Ministry of Human Resources (MHR) Employment and Assistance Centres. MCFD will maintain responsibility for the Range Payment.

#### **2004**

**May** The *Community Care and Assisted Living Act* replaced the *Community Care Facility Act*. The *Child Care Licensing Regulation* was continued with minor amendments, to make it consistent with the new *Act*.

**June** Responsibility for child care moved from MCAWS to MCFD.

**July** \$4.9 million was announced: \$1.7 million for children with parents not in the labour force to attend preschool; \$1.435 million for major capital; \$700,000 for CCRRs to RLNR providers, and \$1.1 million to supplement the operating funding for out-of-school care to 600 licensed child care centres.

**September** Changes to the child care subsidy program included restoring eligibility for subsidy for preschool based solely on an income test. Families were once again exempted from meeting the social criteria when receiving a subsidy for children attending preschool. In addition, subsidy payments for families who were eligible for \$50 or less were restored.

#### **2005**

**January** The income level at which families become eligible for child care subsidy rose by \$200/month (see April 2002, HISTORY section). The clawback (amount by which subsidy is reduced when the family's income is above the exemption level) was reduced from 60% to 50% and an additional income deduction of \$100 was introduced for families with a child with special needs requiring child care and their supplement increased to \$150 from \$107. Subsidy rates for all children under age six were increased and student loan income was not considered income for the purpose of determining eligibility.

New subsidy rates took effect.

One-time transitional funding of \$4.45 million to assist service providers through the transition of subsidy changes, and one-time funding of \$500,000 to establish a professional development fund were announced.

The Safe Play Space Program: one-time funding of up to \$25,000 per facility became available to replace or upgrade outdoor play equipment and/or ground cover/surfacing to meet Canadian Standards Association standards.

**March** The government announced that the \$800,000 provincial funding for Westcoast Child Care Resource Centre would be discontinued effective April 30, 2007 (see November 2002).

**Fall** Together with the Ministry of Education, the Ministry of Children and Family Development carried out province-wide consultations during the fall and winter of 2005/06. The consultations sought advice on priorities for investing federal ELCC funding flowing from the 2005 ELCC Agreement in Principle signed in September 2005. Although the 2005 ELCC Agreement in Principle was subsequently cancelled in February 2006 by a new federal government, the government indicated that feedback received on early learning and child care would continue to inform provincial priorities.

The ELCC funding was used to:

- Increase the eligibility for subsidy and the maximum subsidy rates;
- Increase the major and minor capital grants;
- Provide a bursary fund for ECE students;
- Provide funding for resources on physical activity for young children;
- Establish *StrongStart* Centres in a number of public schools across the province;
- Enhance Child Care Resource and Referral Programs;
- Make enhancements to the Supported Child Development Program.

**October** Government increased the income threshold for subsidy eligible families to \$38,000 from \$21,000 and the maximum subsidy rates for children under six in regulated child care. In addition the social need eligibility criteria for families accessing preschool was removed and subsidy for preschool again became based on financial eligibility.

**2005/06** British Columbia received \$92 million in 2005/06 from the Early Learning and Child Care Agreement and \$85.6 million in 2006/07.

**2006 October** Responsibility for day-to-day delivery of the Child Care Subsidy Program was transferred to the Ministry of Children and Family Development from the Ministry of Employment and Income Assistance. Parents and providers became able to access services by phone, fax and mail, through the Child Care Subsidy Service Centre; web access was under development.

**2007 February** The province announced that funding to the Child Care Resource and Referral Program would also revert to the pre-ELCC Agreement level of \$9,000,000.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2007**

**June** The province announced changes to the Child Care Subsidy Regulation regarding subsidy rates for “Care Surrounding School Day.” This measure was taken to ensure subsidy rates are applied consistently for Care Surrounding School Day in LNR, RLNR and licensed child care settings. The *Child Care Subsidy Regulation* was amended to clarify that subsidy rates for Care Surrounding School Days are the same for LNR, RLNR and licensed child care. Subsidy rates for In the Child’s Own Home care settings were not affected by this change.

**July** The province increased the child care operating funding rates for children under three and eliminated the requirement for a six-month renewal for child care subsidy, allowing subsidy to be authorized for a period of one to twelve-months, in an effort to simplify the child care subsidy application procedure for parents.

The *Child Care Subsidy Regulation* was amended to ensure individuals classed as refugees under federal legislation, and who reside in British Columbia are eligible to apply for provincial child care subsidy. Individuals classified under the *Immigration and Refugee Protection Act (Canada) (IRPA)* as persons in need of protection have an eligible status in Canada under the Child Care Subsidy Regulation, enabling them to apply for a child care subsidy.

**September** The province announced an increase to the maximum monthly child care subsidy rates for care Surrounding the School Day for children in Grade 1 and higher to \$170 for four hours or less daily and to \$200 for more than four hours daily.

**October** The province invested \$12.5 million in major capital funding to support the creation of licensed child care spaces. The province focussed on the creation of new child care spaces in existing unused space in public buildings, such as schools. Funding is available to all child care providers, including for-profit sector and licensed family child care providers.

**November** The *Child Care Subsidy Regulation* was amended to maintain the enhanced threshold and increased maximum monthly subsidy rate for children attending kindergarten who are in regulated care and who turn six between January and June of their kindergarten year. This change enables children who turn six while attending kindergarten to continue to receive the higher subsidy rate at the enhanced threshold level through the child’s kindergarten year.

A new Child Care Licensing Regulation was brought into force that includes the Multi-Age and In-Home Multi-Age care types.

**2008 January** The province launched an ECE Incentive Grant Program to provide ECEs who have not worked in a licensed child care setting for at least two years with an incentive grant to attract them back to employment in the licensed child care sector. Recipients can receive up to \$2,500 at the end of each year of their first two years of re-employment in a licensed child care setting.

The province announced funding for a loan forgiveness program for early childhood educators. Recent ECE graduates may be eligible for a monetary award to assist in the repayment of their B.C. student loan. Graduates from an approved early childhood education program, whose final year of study was between January 1, 2007 and December 31, 2008, and who are employed in a licensed child care facility, may be eligible for a loan repayment of \$1,250/year for each of the first and second year that they are employed as an early childhood educator.

## ■ KEY PROVINCIAL ECEC ORGANIZATIONS

Provincial Child Care Council  
PO Box 9490 Stn Prov Govt  
Victoria BC V8W 9N7  
Telephone: (250) 387-5049  
Facsimile: (250) 357-2364  
Facsimile: (604) 944-6166  
Website: [www.mcf.gov.bc.ca/childcare/policy.htm](http://www.mcf.gov.bc.ca/childcare/policy.htm)

BC Aboriginal Child Care Society  
708-100 Park Royal South  
West Vancouver, BC V7T 1A2  
Telephone: (604) 913-9128  
Facsimile: (604) 913-9129  
Email: [reception@acc-society.bc.ca](mailto:reception@acc-society.bc.ca)  
Website: [www.acc-society.bc.ca/](http://www.acc-society.bc.ca/)

BC Association of Child Care Employers  
2772 East Broadway  
Vancouver BC V5M 1Y8  
Telephone: (604) 709-5661  
Facsimile: (604) 709-5662  
Website : [www.bcacce.ca](http://www.bcacce.ca)

Child Care Advocacy Forum  
300 - 210 W. Broadway, Vancouver, BC V5Y 3W2  
Telephone: (604) 515-6257 / Toll free: 1-877-361-1116  
Facsimile: (604) 709-5662  
Website: [www.advocacyforum.bc.ca](http://www.advocacyforum.bc.ca)

Coalition of Child Care Advocates of BC  
210 West Broadway 3rd Floor  
Vancouver BC V5Y 3W2  
Voice mail message: (604) 709-5661  
Facsimile: (604) 709-5662  
Email : [info@cccabc.bc.ca](mailto:info@cccabc.bc.ca)  
Website: [www.cccabc.bc.ca](http://www.cccabc.bc.ca)

Early Childhood Educators of BC  
210 West Broadway, 3rd Floor  
Vancouver BC V5Y 3W2  
Telephone: (604) 709-6063 / 1-800-797-5602  
Facsimile: (604) 709-5662  
Email: [ecebc@direct.ca](mailto:ecebc@direct.ca)  
Website: [www.cfc-efc.ca/ecebc](http://www.cfc-efc.ca/ecebc)

School-Age Child Care Association of BC  
210 West Broadway 3rd Floor  
Vancouver BC V5Y 3W2  
Telephone: (604) 709-5661  
Facsimile: (604) 709-5662  
Email: [sacca@wstcoast.org](mailto:sacca@wstcoast.org)  
Website: [www.wstcoast.org](http://www.wstcoast.org)

Westcoast Child Care Resource Centre  
210 West Broadway, 3rd Floor  
Vancouver BC V5Y 3W2  
Telephone: (604) 709-5661 / 1-877-262-0022  
Facsimile: (604) 709-5662  
Email: [info@wstcoast.org](mailto:info@wstcoast.org)  
Website: [www.wstcoast.org](http://www.wstcoast.org)

Western Canada Family Child Care Association of BC  
Suite 100 - 6846 King George Hwy.  
Surrey, BC V3W 4Z9  
Telephone: (604) 590-1497 / 1-800-686-6685  
Facsimile: (604) 590-1427  
Website: [www.wcfcca.ca](http://www.wcfcca.ca)

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

British Columbia Teachers' Federation  
100-550 West 6th Avenue  
Vancouver, BC V5Z 4P2  
Telephone: (604) 871-2283 / 1-800-663-9163  
Facsimile: (604) 871-2290  
Website : [www.bctf.ca](http://www.bctf.ca)

# Northwest Territories



## TERRITORIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	670
1	670
2	665
3	670
4	635
5	615
6	650
7	670
8	650
9	615
10	695
11	750
12	690
Total	8,645

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	2,005
3-5	1,920
6-12	4,720
Total	8,645

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	1,170	250	425	25	10	1,870
5-9	1,250	300	375	10	10	1,950
10-14	1,385	405	510	25	20	2,350
Total	3,805	955	1,310	60	40	6,170

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	50	1.6
5-9	80	2.6
10-14	150	4.2
Total	280	2.9

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0-2	1,400
3-5	1,200
6-12	2,900
Total	5,500

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	2,455	715	565	145
5-9	2,345	665	525	145
10-14	2,605	885	680	200
Total	7,410	2,260	1,770	490

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	2,820	35	305
5-9	2,770	40	245
10-14	3,210	35	300
Total	8,800	110	850

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**Number and percentage of children living in families below the LICO (2006)**

Information not available.

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**Workforce participation of mothers by age of youngest child (2006)**

	Number of mothers in the labour force	Participation rate
With children at home	5,385	75.6
Children under 6 years only	895	66.3
· With at least one child under 2 years	445	61.4
· Children 2-5 years only	455	72.8
Children under 6 years as well as children 6 years and over	950	72.2
Children 6 years and over only	3,540	79.5
· Youngest child 6-14 years	2,050	84.5

Source: Statistics Canada, 2006 Census

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Thirty-seven weeks may be shared between the parents. Fifty-two weeks is the maximum allowed for combined maternity and parental leave.

### Adoption leave

Thirty-seven weeks.

### Births and EI maternity and parental claims (2007)

Number of births: 695

Birth rate per 1,000 population: 16.3

Number of initial maternity claims allowed: 330

Average length of maternity claim: 14.8 weeks

Number of parental claims: 390

Average length of parental claim: 28.8 weeks

Number of adoptive parent claims: 40

Average length of adoptive claim: 13.0 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

*Note: 2008/09 kindergarten information was not available for the Northwest Territories. The majority of the following information is from the 2005/06 period.*

### LEGISLATION

Northwest Territories. Legislative Assembly. *Education Act*, R.S.N.W.T. 1995, c. 28.

The legislation applies to public and private schools.

There is a departmental directive that provides additional guidelines (funding and reporting, administration, monitoring and education program) for private schools.

## TERRITORIAL RESPONSIBILITY FOR KINDERGARTEN

John Stewart

Director

Early Childhood and School Services

Department of Education Culture and Employment

PO Box 1320

Yellowknife, NT X1A 2L9

Telephone: (867) 920-3491

Facsimile: (867) 873-0109

Email: JOHN\_STEWART@gov.nt.ca

Website: www.ece.gov.nt.ca

### KINDERGARTEN SERVICES

#### KINDERGARTEN

The Northwest Territories (NT) funds and delivers denominational education. Both “public” and Catholic school boards are publicly funded.

Kindergarten is delivered in public and private schools.

Kindergarten programs can be half-time or full-time. To qualify for full-time funding from the Government of the NT, a kindergarten program must be offered in a school for a minimum of 780 hours per year. The choice of full-day or half-day programming is made by the Divisional Education Council or delegated to the District Education Authority, based upon the needs of students and wishes of the parents in the community. A jurisdiction can choose to offer either a full-day or a half-day program, or both. The language of instruction in kindergarten must be one of the official languages of NT.

Kindergarten is not compulsory in the Northwest Territories. Access is a legislated entitlement.

### AGE ELIGIBILITY

Five years old by December 31.

### CLASS SIZE

There is no territorial class size limit.

Mean kindergarten class size: Information not available.

## CHILDREN WITH SPECIAL NEEDS

There is a policy of inclusion of children with special needs. Children have access to the education program in a regular instructional classroom setting. Boards are required to provide support to make this possible through School Support funding. There is an exemption from inclusion for children with extreme needs; the child may be in a treatment centre instead of a classroom.

The number of kindergarten children with identified special needs is not available.

## ENROLMENT (2005/06)

Number of children enrolled in kindergarten (the year before Grade 1) 2005/06: 647.

*Note: Data for part-time and full-time enrolment are not available.*

## KINDERGARTEN TEACHERS

Qualification requirements: A Teaching Certificate (B.Ed. or post-secondary degree plus one year course work in a Faculty of Education) or one of the following three levels of education and experience specific to kindergarten:

- Interim Kindergarten Teaching Certificate: two-year diploma in Early Childhood plus 25 hours of teacher training;
- Standard Kindergarten Teaching Certificate: Holds an interim Kindergarten Teaching Certificate and has completed two academic years of teaching;
- Kindergarten Specialist Certificate: Holds a Standard Kindergarten Teaching Certificate and has successfully completed a one year teacher training program approved by the Registrar.

Teachers are required to take 120 hours of professional development over 5 years, with a minimum of 15 hours each year.

Responsibility for certification: NT Teacher Qualification Service.

Representation: Northwest Territories' Teachers' Association.

Average salary: Information not available.

## CLASSROOM ASSISTANTS

Title: Education Assistant.

Qualifications: No qualifications required.

There is no territorial policy regarding Education Assistants. However, student support funding is provided to school boards based on the number of students and the school board makes the decisions regarding assistants.

Role: Assistants usually work with students who have special needs. Some assistants provide support as language specialists. Roles vary at the discretion of the boards, as they are provided with block funding to allocate as they see fit.

Unionization varies by position; some are with Union of Northern Workers, others belong to NT Teachers' Association.

Average wage: Information not available.

## CURRICULUM

The approved kindergarten curriculum for the NT is *Children First: A Curriculum Guide for Kindergarten* (1994, Saskatchewan).

## SOURCES OF FUNDING FOR KINDERGARTEN

The territorial government provides block funding to boards according to a formula. There is some additional targeted/dedicated funding for Aboriginal Languages.

There is a provision for fees for programs offered outside of the regular curriculum, but schools have chosen not to charge any fees.

Private schools receive some funding from NT (40% of the adjusted school funding formula for the district). In 2005/06, there were no private schools in the NT.

## SPENDING ON KINDERGARTEN (2005/06)

### Average spending per kindergarten student

2005/06 estimate \$6,700 (half of the \$13,400 FTE funding the board receives per K-12 student).

*Note: Figures exclude capital.*

### Total territorial spending on kindergarten (2005/06)

\$4,206,000

## SPECIAL FEATURES

NT is the only jurisdiction in Canada where Aboriginal languages are recognized as Official Languages alongside English and French (there are 11 official languages in NT).

## KINDERGARTEN DEVELOPMENTS

### 2005

**Fall** Changes were made to the *Education Act* to remove maximum hours for kindergarten programs in schools. It has been revised so that school jurisdictions may choose to offer full-day kindergarten and/or half-day Kindergarten and be funded accordingly by the GNT (funding for full-time kindergarten started in fall 2006).

**September** Revisions to the kindergarten curriculum were started. Mandatory implementation was targeted for the 2007/08 school year.

## REGULATED CHILD CARE

### LEGISLATION

Northwest Territories. Legislative Assembly. *The Northwest Territories Child Day Care Act* and the *Child Day Care Standards and Regulations* 1988.

### TERRITORIAL RESPONSIBILITY FOR CHILD CARE

#### Director

Early Childhood and School Services  
Department of Education, Culture and Employment  
Government of the Northwest Territories  
Lahm Ridge Tower, 3rd Floor  
P.O. Box 1320  
Yellowknife, NT, X1A 2L9  
Telephone: (867) 920-3491  
Facsimile: (867) 873-0109

#### Early childhood contact

Gillian Moir  
Telephone: (867) 920-8973  
Email: Gillian\_moir@gov.nt.ca  
Website:  
[www.ece.gov.nt.ca/Divisions/Early\\_Childhood/index.htm](http://www.ece.gov.nt.ca/Divisions/Early_Childhood/index.htm)

## CHILD CARE SERVICES

### UNREGULATED CHILD CARE

#### Unregulated family child care

Maximum number of children permitted: Four including the caregiver's own children up to 12 years.

### REGULATED CHILD CARE

#### Day care centres

Group care, instruction and supervision for five or more children aged 0-12 years by a person who is not a relative of the majority of the children.

#### Nursery schools

Programs for children under six years of age for four consecutive hours or less a day.

#### After-school care

Care outside school hours for school-aged children up to and including 11 years of age, not exceeding five hours outside the required school program.

*Note: There are no regulated after-school care programs that operate during the summer months.*

#### Family day homes

Care in a private home for up to eight children under 12 years (including the caregiver's own children).

### CHILDREN WITH SPECIAL NEEDS

There are no segregated child care programs for children with special needs.

Care providers are funded to provide extra support to children with special needs, through higher operating grants, funded at the infant rate. Parents may be eligible for fee subsidies for their children with special needs even if they are not employed or at school. They must meet the same financial eligibility requirements as other parents receiving subsidy, and have a medical referral from a recognized health care official for the child to be in developmental care. Children may be placed on waiting lists for service.

## ABORIGINAL CHILD CARE

The Northwest Territories is comprised of Inuit and Dene communities outside the capital City of Yellowknife. The majority of community-based programs are equally available to all children. The Aboriginal Head Start programs are the only programs targeted specifically towards Aboriginal children. However, they may include non-Aboriginal children if their capacity allows.

## SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces</b>	
<i>Centre spaces</i>	
Infant (0-2 years)	130
Preschool (2-5 years)	785
After-school (6-12 years)	453
<b>Total regulated centre-based spaces</b>	<b>1,368</b>
<i>Family child care spaces</i>	
Infant (0-2 years)	100
Preschool (2-5 years)	200
After-school (6-12 years)	100
<b>Total number of regulated spaces</b>	<b>1,768</b>
<i>Note: All centres are licensed for full-time spaces even though many operate as part-day nursery schools/playschools.</i>	
<b>Number of children with special needs in regulated child care</b>	
Information not available.	
<b>Number of children receiving subsidies</b>	
Information not available.	
<b>Number of centres and homes</b>	
Number of child care centres	67
Number of full-day child care centres	23
Number of part-day nursery schools/preschools	20
Number of stand-alone school age centres	24
Number of licensed family child care providers	50
<b>Sponsorship of full-time regulated centre spaces</b>	
Nonprofit (all centres are nonprofit and family day homes are considered to be nonprofit).	

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

#### Maximum centre size

Not specified.

#### Maximum staff:child ratios and group sizes

Age	Staff:child ratios	Max. group sizes
0-12 months	1:3	6
13-24 months	1:4	8
25-35 months	1:6	12
3 years	1:8	16
4 years	1:9	18
5-11 years	1:10	20

#### Staff qualification requirements

Must be at least 19 years of age and have a first-aid certificate and a clear criminal record with regard to offences respecting a child.

There are no early childhood training requirements.

#### Parent involvement

The legislation requires nonprofit programs to have boards of directors with at least 51% parent members. For-profit programs are required to establish and confirm in writing with the Director of Early Childhood and School Services a plan for involving the parents or guardians of children attending the centre in the operation of the program.

#### Licensing, monitoring and enforcement

Licences may be granted for 3-5 years, often issued in conjunction with annual inspections. All licensed child care centres are inspected by an Early Childhood Consultant from the Early Childhood Program, the Public Health Department, and Fire Marshall's office. The Early Childhood Consultant is required to have a background in early childhood education, either an ECE credential and four years experience at the supervisory level in a child care centre, or a teaching credential and six years front-line child care experience.

## REGULATED FAMILY CHILD CARE (COMMUNITY DAY CARE HOMES)

### Regulation

Individually licensed.

### Maximum capacity

Maximum of eight children under 12 years (including the provider's own children). No more than six of the eight children may be five years or under, no more than three children may be under three years, and no more than two children may be under two years.

### Provider qualification requirements

A provider must be a minimum of 19 years of age and have a first-aid certificate and a clear criminal record with regard to offences respecting a child.

There are no early childhood training requirements.

### Licensing, monitoring and enforcement

Homes are visited at least once a year by staff from the Early Childhood Program and a representative from each of the Public Health Department and the Fire Marshall's office. Licences are usually issued in conjunction with annual inspections.

## FUNDING

### CHILD CARE SUBSIDY PROGRAM

Fee subsidies are paid directly to the parents unless the parent requests that the regulated child care service is paid directly. In the case of unregulated care, the subsidy is paid to the parent based on an invoice signed by the child care provider.

The intention of the subsidy program is to provide assistance for the parent to work, take part in a training program or be at school. Eligibility is determined by an income test that takes into consideration parent costs and family size as well as income.

Subsidies are payable to any regulated for-profit or non-profit service or for an unregulated arrangement. This program is the responsibility of the Government's Income Security Division.

### Eligibility for fee subsidy

Eligibility varies according to the number of family members, actual shelter costs, community of residence, and eligibility for enhanced benefits such as disability allowance and educational expenses. These needs are based on Income Assistance Program schedules.

The lower of the maximum monthly entitlement or the actual monthly child care cost is used when calculating the monthly entitlement.

### Maximum child care subsidy rates are as follows:

Type of care	Maximum monthly rate	Maximum daily rate
<i>Full-time</i>		
Regulated centre	\$700	\$32
Regulated day home	600	28
Unregulated care	500	23
<i>Part-time</i>		
Regulated centre	\$350	\$16
Regulated day home	300	14
Unregulated care	250	11
After-school	145	7

### PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

#### One-time funding

##### *Start-up funding*

Available to nonprofit licensed centres and family day homes, including part-time, infant, after-school and special needs spaces. Funding ranges from \$1,560-\$4,446/space. There are ten different rates based on the cost of living in different parts of the territory.

##### *Operating funding*

Available to nonprofit, licensed centres and family day homes from \$3.00-\$29.80/occupied space/day, depending on the age of the child and the location of the program. For example, in Yellowknife an infant space receives \$15.60/day and a preschool space \$10.40; in Aklavik the rates are \$23.40 and \$19.80 respectively; and in Paulatuk they are \$29.60 and \$19.80. Family child care homes and centres receive the same amounts in operating grants.

## TERRITORIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

<b>Fee subsidies</b>	*\$1,042,000
<b>Start-up and operating grants</b>	***1,500,000
<b>Total</b>	\$2,542,000

\*The fee subsidy budget includes spending on both regulated and unregulated child care.

\*\*All licenced nonprofit centres and family child care homes are eligible for start-up and operating funding.

\*\*\*Breakdown between one-time start-up and ongoing operating grants is not available

The budget allocations for fee subsidies and operating grants remains unchanged from 2004/05. However, in 2004/05 both budgets were underspent. In 2005/06 the expenditures for the operating grants came close to the amount allocated.

## SALARIES

### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All \$30,017

Those with an ECE credential: Information not available

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants

### Family child care

Information not available.

## FEES

### Median monthly parent fees for centre-based full-time care (2001)

Infants and preschool average \$600/month

Source: Reported by territorial officials. More recent information is not available.

### Average daily fee in family child care

Information not available.

## ADMINISTRATION

The Early Childhood Program of the Department of Education, Culture and Employment is responsible for the development of standards, the regulation of child care services, fee subsidy administration, contributions and program development support to child care programs.

## MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no local government role.

## CHILD CARE PLANNING AND DEVELOPMENT

There is no territorial plan for the development of child care. New centres must complete a needs assessment before they are eligible to apply for start-up funding.

## RELATED PROGRAMS

The Territorial Government provides communities with funding through the Healthy Children Initiative to enhance existing early childhood programs and services. This funding is provided to each community using a population formula, and interested nonprofit groups may submit proposals to regional management committees for review.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF ECEC IN CANADA 2006, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

**2001** The Early Childhood Development Framework for Action and Action Plan were launched. The Framework identifies key priorities for the enhancement of existing early childhood programs, including licensed child care. The Northwest Territories allocated \$2 million to the Framework for Action, which was supplemented by the Early Childhood Development Initiative allocation of \$400,000.

**April 2002** Operating contributions were increased. Operational funding is available to nonprofit, licensed centres and family day homes from \$2.00-\$22.80/occupied space/day, depending on the age of the child and the location of the program.

**May 2003** Aurora College (formerly Arctic College) had the first five graduates from the distance education Early Childhood Education Certificate program.

#### **2003/04**

As a result of recruitment efforts by the Child Care Consultants there was a considerable increase in the number of regulated family child care providers — from 27 to 39. This expansion took place primarily in the communities surrounding Yellowknife.

The \$33,000 received in the Multilateral Framework Agreement funding was used to support post-secondary Early Childhood Education. The 2004/05 allocation was used to fund a Regulation Review including the cost of community consultation.

#### **2005**

**Summer** Expenditures on child care operating grants came close to reaching the budget allocation for the first time. As a result, the first-come, first-served provision for grants was removed. As of November 2006, all centres continued to receive operating grants, and there were no waiting lists.

**Fall** The Child Care User Subsidy Program was reviewed as part of an overall review of all income security programs.

**2006** The territorial government of the Northwest Territories did not sign an Early Learning and Child Care Agreement with the Government of Canada; however, \$941,000 for 2005/06 and \$862,000 for 2006/07 were received in trust.

A regulation review was announced.

## **RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES**

#### **2007**

A new child care subsidy user program targeted to parents enrolled in post-secondary education programs in NT was announced.

**January** The government announced the investment of the 2004/05 and 2005/06 Trust funding in improving post-secondary training and providing a one time funding grant to all licensed nonprofit early childhood programs. It also announced that the 2006/07 Trust Funds would be invested over a three-year period expanding family literacy training and program delivery.

**April** Rent/mortgage contributions were announced for nonprofit licensed early childhood programs that incur rent or mortgage expenses. Financial assistance can be accessed for a maximum of 25% of the annual rent or mortgage costs.

A 30% increase was announced for the Start-up and Operation Contribution scales. Both sources of funding are available to nonprofit licensed centres and family day homes. Funding allocations are determined using 10 area scales that are based on factors such as the cost of living in isolated communities.

**2008** There was an expansion in staff positions within the government's Early Childhood Program. The change increased program staff from 4.5 positions to seven.

## ■ KEY TERRITORIAL ECEC ORGANIZATIONS

There is no territorial child care organization.

### TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Northwest Territories Teachers' Association  
5018-48th Street  
P.O. Box 2340  
Yellowknife, NT X1A 2P7  
Telephone: (867) 873-8501  
Facsimile: (867) 873-2366  
Email: [nwta@nwttta.nt.ca](mailto:nwta@nwttta.nt.ca)  
Website: [www.nwttta.nt.ca](http://www.nwttta.nt.ca)







## TERRITORIAL CONTEXT

### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	725
1	705
2	730
3	710
4	755
5	715
6	605
7	755
8	665
9	690
10	680
11	660
12	665
Total	9,060

### Number of children 0-12 years, aggregated (2007 rounded estimate)

0-2	2,160
3-5	2,180
6-12	4,720
Total	9,060

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4y	10	0	3,180	0	0	3,195
5-9	10	15	3,100	10	10	3,135
10-14	0	10	3,055	10	0	3,075
Total	20	25	9,335	20	10	9,405

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	70	2.0
5-9	90	2.7
10-14	110	3.4
Total	260	2.6

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**Number of children 0-12 years with mothers in the paid labour force**

Information not available

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	2,565	835	650	185
5-9	2,530	735	590	145
10-14	2,445	730	570	155
Total	7,535	2,300	1,815	485

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	935	10	2,425
5-9	935	10	2,335
10-14	870	20	2,325
Total	2,740	40	7,085

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**Number and percentage of children living in families below the LICO (2006)**

Information not available.

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**Workforce participation of mothers by age of youngest child (2006)**

	Number of mothers in the labour force	Participation rate
Females with children at home	3,560	64.8
Children under 6 years only	600	54.3
· with at least one child under 2 years	285	46.7
· children 2-5 years only	320	64.0
Children 6 years as well as children under 6 years	1,050	62.7
Children 6 years and over only	1,905	70.2
· Youngest child 6-14 years	1,360	74.5

*Source: Statistics Canada, 2006 Census*

## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Thirty-seven weeks may be shared between the parents. Fifty-two weeks is the maximum allowed for combined maternity and parental leave.

### Adoption leave

Thirty-seven weeks.

### Births and EI maternity and parental claims (2007)

Number of births: 788

Birth rate per 1,000 population: 25.6

Number of initial maternity claims allowed: 340

Average length of maternity claim: 14.2 weeks

Number of parental claims: 350

Average length of parental claim: 30.7 weeks

Number of adoptive parent claims: 100

Average length of adoptive claim: 17.6 weeks

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

*Note: 2008/09 kindergarten information was not available for Nunavut. The majority of the following information is from the 2005/06 period.*

### LEGISLATION

Northwest Territories. Legislative Assembly. *Education Act*. 1995, R.S.N.W.T. c.28.\*

Nunavut is currently reviewing and developing a new Education Act.

*\*The Nunavut Act, S.C. 1993, c.28 as amended brought Nunavut into being on April 1, 1999. Laws passed by the Government of the Northwest Territories during this period were inherited by the Government of Nunavut upon its creation.*

*Note: The Nunavut Legislative Assembly Bill 1. Education Act 2002 was introduced but did not pass.*

## TERRITORIAL RESPONSIBILITY FOR KINDERGARTEN

### Kindergarten contact

Cathy McGregor

Director

Curriculum & School Services

Department of Education

P.O. Box 390

Arviat, NU, X0C 0E0

Phone: (867) 857-3051

Facsimile: (867) 857-3090

E-mail: [cmcgregor@gov.nu.ca](mailto:cmcgregor@gov.nu.ca)

Website: [www.gov.nu.ca/education/eng/](http://www.gov.nu.ca/education/eng/)

### KINDERGARTEN SERVICES

#### KINDERGARTEN

Kindergarten is delivered in public schools under regional school operations. It is available to all five year olds in Nunavut on a half-day basis. There is a requirement for no less than 485 hours and no more than 6 hours/day instructional hours per year. The District Education Authorities in each community determine hours of attendance.

Kindergarten is not compulsory in Nunavut. Access is legislated and it is an entitlement.

#### AGE ELIGIBILITY

Five years old by December 31.

#### CLASS SIZE

There is no territorial class size limit.

Average/mean class size: Information not available.

#### CHILDREN WITH SPECIAL NEEDS

There is a policy of inclusion; children with special needs have the right to be in a regular class with children their own age and in their own community. Extra supports are available such as student support assistants, Individual Education Plans, and specialists provided through both Health and Education.

Number of kindergarten children with identified special needs: Information not available.

## KINDERGARTEN ENROLMENT

Five year olds (2005/06) \*700

*\*This figure is a head count.*

## KINDERGARTEN TEACHERS

Qualification requirements: Must be a certified teacher with a B.Ed. or a certified Kindergarten teacher; certification requires a two-year program in ECE, successful completion of two academic years of classroom teaching and completion of courses for one-year teacher training, or a Letter of Authority which requires one year ECE or some course work towards a B.Ed. and must be renewed annually. Most kindergarten teachers have a B.Ed. or Letter of Authority.

Responsibility for certification: Registrar of the Nunavut Educator's Service.

Representation: Nunavut Teachers' Association.

Salaries (2005/06) vary by type of certification as follows:

Certified as Teacher	\$49,302-88,058
Certified as Kindergarten Teacher	49,302-62,338
Granted Letter of Authority	46,771-56,449

Number of kindergarten teachers: Information not available.

## CLASSROOM ASSISTANTS

There is no territorial policy regarding training for assistants. Student Support Assistant (SSA) enables a child with special needs to have access to the program with children of his or her age group. There are no qualification requirements but there is a certificate program that may be offered in the community as an on-the-job series of courses. The courses are linked to the teacher education program. Many SSAs are included in school professional development activities. All SSAs are unionized under the Nunavut Employees Union.

Starting wage (2006) \$44,811-50,856

## CURRICULUM

An Elders Advisory Committee in Nunavut works with educators to define knowledge, skills and values from an Inuit perspective to be taught in Nunavut schools at all levels. This information is combined with curriculum frameworks from the Western and Northern Curriculum Protocol partnership. Input from the Elders is being used to develop teaching resources and learning materials for Kindergarten classes in Nunavut schools.

The materials should be completed in 2009.

## MONITORING AND ASSESSMENT

Kindergarten programs are monitored by school principals and the Superintendent of Schools as part of teacher evaluation.

## SOURCES OF FUNDING FOR KINDERGARTEN

Sources of funding for school boards: Government of Nunavut. The French District Education authority has access to federal funding.

There are no private schools in Nunavut.

There are no fees for participation in kindergarten.

## SPENDING ON KINDERGARTEN (2005/06)

The per capita spending K-12: \$10,521.

Total spending on kindergarten: Information not available.

## SPECIAL FEATURES

Instruction in Inuktitut is provided from kindergarten to Grade 3. A transition to English in Grade 4 with some Inuktitut follows from that point on. (It should be noted that 95% of the children have a first language other than English or French.)

Language of Instruction Policy: The goal is to graduate functionally bilingual (Inuktitut/English) students. Cabinet has agreed on instructional models and is working on a strategy for implementation so that Inuktitut is taught throughout the system.

## RECENT DEVELOPMENTS

**2005/06** The French Language School in Iqaluit carried out a three year pilot program of full-day everyday kindergarten. The 2006/07 school year marked the second year of the program.

## REGULATED CHILD CARE

### LEGISLATION

Nunavut. Legislative Assembly. *Northwest Territories Child Day Care Act and Child Day Care Standards and Regulations*, 1994.

### TERRITORIAL RESPONSIBILITY FOR CHILD CARE

Irene Tanuyak  
Assistant Deputy Minister  
Adult Education, Career and Early Childhood Services  
Department of Education, Government of Nunavut  
Box 1000, Station 980  
Iqaluit, NU X0A 0H0  
Telephone: (867) 975-5600  
Facsimile: (867) 975-5635  
Email: itanuyak@gov.nu.ca  
Website: [www.gov.nu.ca/education/eng/](http://www.gov.nu.ca/education/eng/)

#### Child care contact:

Leslie Leafloor  
Early Childhood Development Manager  
Department of Education, Government of Nunavut  
Box 1000, Station 910  
Iqaluit, NU X0A 0H0  
Telephone: (867) 975-5607  
Facsimile: (867) 975-5610  
Email: lleafloor@gov.nu.ca  
Website: [www.gov.nu.ca/education/eng/](http://www.gov.nu.ca/education/eng/)

### CHILD CARE SERVICES

#### UNREGULATED CHILD CARE

##### Unregulated family child care

Maximum number of children permitted: four, including the caregiver's own children up to 12 years

#### REGULATED CHILD CARE

##### Day care centres

Group care, instruction and supervision for five or more children aged 0-12 years by a person who is not a relative of the majority of the children.

##### Nursery schools

Programs for children under six years of age for four consecutive hours or less a day, including Aboriginal Head Start Programs

##### After-school care

Care outside school hours for school-aged children up to and including 11 years of age.

##### Family day homes

Care in a private home for up to eight children under 12 years (including the caregiver's own children).

### CHILDREN WITH SPECIAL NEEDS

There are no segregated child care programs for children with special needs.

Care providers are funded to provide extra support for children with special needs through the daily operating grants which are based on the age of the child and the area in which the centre is located. The operating grant for a preschool child is increased by approximately 50% for a child with an identified special need and is an entitlement.

A letter from a recognized health care professional is required for the centre to receive the additional funding for a child. In addition, centres may apply for funding to the Healthy Children's Initiative for adaptive equipment or for a one-on-one worker if necessary.

Parents are eligible for fee subsidy for their children with special needs even if they are not employed or at school. This subsidy eligibility requires a financial needs assessment to be applied and parents must have a medical referral from a recognized health care professional for the child to be in developmental care.

## ABORIGINAL CHILD CARE

Since 1996, the First Nations and Inuit Child Care Initiative (FNICCI) has provided capital and start-up funding for the development of approximately 20 centres in what is now Nunavut. There is an Aboriginal Human Resource Development Strategy (AHRDS) regional office in each of Nunavut's three regions. Each regional AHRDS office took on the responsibility for the delivery and administration of the Inuit child care program in their region, established with FNICCI funding.

In addition to providing capital funding for new child care centres, all child care centres, with the exception of the seven Aboriginal Head Start programs, receive block funding from their AHRDS office, which may also provide one-time funding for repairs and renovations, and for developing or acquiring culturally relevant program materials. In addition, the AHRDS may provide wage subsidies based on the number of Inuit staff in a centre, and fee subsidies to Land-Claim Beneficiary parents that is in addition to the regular fee subsidy funded through Early Childhood Services. AHRDS offices have also provided funding for training in each region, including the delivery of ECE training through Arctic College.

The federal Inuit Childcare Program spends approximately \$3 million/year on child care in Nunavut.

### SPACE STATISTICS (MARCH 2008)

Number of regulated child care spaces			
<i>Centre-based</i>			
Age Group	Full-day	Part-day	Total
Infant (under two years)	151	-	151
Preschool (two years-school entry)	527	200	727
School-age (kindergarten-12 years)	-	135	135
<b>Total regulated spaces</b>	<b>678</b>	<b>335</b>	<b>1,013</b>
<i>Note: There are currently no family child care spaces</i>			
Facilities and homes			
Number of child care centres (March 2008)			45
Full-day			30
Part-day nursery schools/preschools			10
Stand-alone after-school programs			5
Number of family child care providers			0

### Children with special needs in regulated child care

Information not available.

### Children receiving fee subsidies

The number of children is not available; however, 188 families received subsidies through the Daycare User Subsidy and 5 families received subsidies through the Young Parents Stay Learning program.

### Sponsorship of regulated centre spaces as of March 31, 2008

Nonprofit	1,013
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*Note: All child care centres in Nunavut are nonprofit. Family day homes are considered to be nonprofit.*

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

#### Maximum centre size

Not specified.

#### Maximum staff:child ratios and group sizes

Age	Staff:child ratios	Max. group sizes
0-12 months	1:3	6
13-24 months	1:4	8
25-35 months	1:6	12
3 years	1:8	16
4 years	1:9	18
5-11 years	1:10	20

#### Staff qualification requirements

Must be at least 19 years of age, have an awareness of early childhood development theory, and basic health and safety measures, have immunizations up to date, provide a doctor's note documenting good health, have a first-aid certificate, submit to a RCMP Security Clearance, and represent the cultural background of the children. There are no early childhood training requirements.

#### Parent involvement

The legislation requires nonprofit programs whose boards of directors do not have a minimum of 51% parent members, to have a parent committee with a minimum of 51% parent members.

### Licensing, monitoring and enforcement

Licences are granted for one year. Annual inspections of all regulated child care centres are conducted by an Early Childhood Officer from the Department of Education, the Public Health Department, and the Fire Marshall's office. It is recommended that the Early Childhood Officer have a background in early childhood education.

### REGULATED FAMILY CHILD CARE (COMMUNITY DAY CARE HOMES)

#### Regulation

Individually licensed.

#### Maximum capacity

Maximum of eight children under 12 years (including the provider's children). No more than six of the eight children may be five years or under, no more than three children may be under three years, and no more than two children may be under two years.

#### Provider qualification requirements

Must be at least 19 years of age, have an awareness of early childhood development theory, have immunizations up to date, provide a doctor's note stating good health, have a first-aid certificate, submit to a RCMP Security Clearance, and represent the cultural background of the children.

There are no early childhood training requirements.

### Licensing, monitoring and enforcement

Homes are visited at least once a year by staff from the Early Childhood Program and a representative from each of the Public Health Department and the Fire Marshall's office.

## FUNDING

### DAY CARE USER SUBSIDY PROGRAM (AN INCOME SUPPORT PROGRAM)

Fee subsidies may be used in both regulated and unregulated child care. Subsidies are paid directly to service providers on behalf of eligible parents if the child care is a regulated service, unless the child care centre requests that the subsidies be paid directly to the parent. In the case of unregulated care, the subsidy is paid to the parent and is based on an attendance report signed by the child care provider. Parents may apply for subsidy in person, by mail or fax.

The intention of the subsidy program is to provide assistance for the parent to work or take part in a training program. Eligibility is determined by a needs assessment, which takes into consideration parent costs and family size as well as income. An unregulated provider may be a relative of a parent of the child being subsidized.

#### Eligibility for day care user subsidy

Eligibility varies with clients' actual housing, utility and child care costs, plus social assistance rates for food and clothing. To be eligible for a fee subsidy, parents must be working, attending school or a training program, or have a child with a special need, for whom child care is recommended by a recognized health care professional.

A needs assessment is applied, so there is no set break-even point.

Maximum subsidy rates are set for the type of care.

#### Maximum subsidy rate/child/month (2007/08)

	Full-time care	Part-time care
Licensed centre	\$700/month/child	\$350/month/child
Licensed family day home	600/month/child	300/month/child
Unlicensed care	500/month/child	250/month/child
After-school care	—	145/month/child

There is no minimum user fee and programs may surcharge subsidized parents.

## YOUNG PARENTS STAY LEARNING PROGRAM (AN EARLY CHILDHOOD PROGRAM)

Parents must be under the age of 18 and attending school. Eligibility does not require a needs test. The parent must use regulated child care. The maximum rates are the same as the regular subsidy rates. The parent's school attendance records are sent to the Early Childhood Officer along with the child's attendance records. There is an expectation that the parent will be attending school unless he or she is ill or has an excused absence. Parents may apply for subsidy in person, by mail or fax.

## PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

### One-time funding

#### Start-up funding

Available to nonprofit, regulated centres and family day homes including part-time, infant, after-school and special needs spaces. Funding ranges from \$263-\$3,420/space depending on the geographic area of the program and the ages of children served.

### Recurring funding

#### Operating funding

\$1.93-\$15.67/occupied space/day (depending on the age of the child and the location of the program) is available to nonprofit, regulated centres and family day homes.

## TERRITORIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

### Fee subsidies

Daycare user subsidy (under Income Support)	* \$ 655,000
Young Parents Stay Learning	220,000

**Start-up and operating grants** \*\* \$1,595,000

**Total** \$2,470,000

\* The fee subsidy budget includes spending on both regulated and unregulated child care.

\*\* A breakdown between one-time start-up and ongoing operating grants is not available.

The Healthy Children's Initiative spends approximately \$269,000 for supportive services for children with special needs. There is no breakdown of how much of the funding is spent in regulated child care.

## SALARIES

### Gross hourly wage for centre-based child care staff (full- and part-time staff combined) (2007/08)

Teachers	\$18.59/hour
Assistant teachers	14.26/hour
Directors/Managers	25.37/hour
Assistant Directors/Managers	19.70/hour

Notes: does not include data from the Aboriginal Head Start Programs. Most centres do not have Assistant Director/Managers or Assistant Teachers.

Source: Information collected in 2008 by territorial officials from the annual Operating and Maintenance Grant application forms.

### Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$25,008
Those with an ECE credential	23,168

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

### Family child care

Information not available.

## FEES

### Median daily parent fees for centre-based full-time care (2007/08)

	Full-time	Part-time
Infants	\$29.12	\$14.69
Preschool	28.63	14.92
School-age		15.75

Note: The three part-day preschool programs, seven Head Start programs and one after-school program are provided at no cost to parents.

Source: Information collected in 2008 by territorial officials from the annual Operating and Maintenance Grant application forms.

### Average daily fee in family child care

Information not available.



## ADMINISTRATION

The Adult Education, Career and Early Childhood Services Division of the Department of Education is responsible for the development of standards, the regulation of child care services, contributions to child care programs and the development of a territorial child care system. Four Early Childhood Officers within the three regions of Nunavut are responsible for licensing and monitoring child care programs. The Income Support Division of the Department of Education is responsible for the administration of fee subsidy. Early Childhood Officers are required to have an ECE diploma and experience working in a child care centre, or equivalent qualifications. In practice, however, filling the positions with qualified staff is often not possible.

## MUNICIPAL AND OTHER LOCAL GOVERNMENT ROLE

Child care programs may be under the auspice of District Education Authorities who may hold the licence.

## CHILD CARE PLANNING AND DEVELOPMENT

There is no territorial plan for the development of child care. New centres must complete a needs assessment before they are eligible to apply for start-up funding.

## RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

*Note: Before Nunavut was established in 1999, it was part of the Northwest Territories (NT).*

**September 2000** The Children First Secretariat, made up of the Departments of Education, Justice, Health and Social Services, and Culture, Language, Elders and Youth was formed. This committee is designed to facilitate the coordination of programs and services that promote the healthy development and well-being of all children and youth across Nunavut.

**2002** Responsibility for child care programs moved from the Early Childhood and School Services Division to the Adult Education, Career and Early Childhood Services Division of the Department of Education. The budget for operating and start up grants was increased by \$438,000 or approximately 25%.

**2003/04** After a period of little or no enrolment in ECE training programs, 63 students graduated from Arctic College with ECE certificates.

### 2004

The Department of Education began the development of Nunavut-based resources for early childhood programs relevant to local communities. All written materials will be available in the four official languages of the territory. The Nunavut funding allocation through the Multilateral Framework on Early Learning and Child Care was not spent.

**2005** Effective April 1, 2005 the Young Parents Stay Learning Program came into effect as a program separate from regular subsidy. Eligibility does not require a needs test.

### 2005/06

Nunavut received \$651,000 through the Early Learning and Child Care Agreement in 2005/06.

The \$651,000 in Federal Early Learning and Child Care Trust funding was given to all operating licensed facilities as a one-time grant. It was to be used for one or more of the following: equipment and toy upgrades/replacements, professional development/staff training, building or playground maintenance/improvements, or nutritional food for children.

## ■ RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

**2006/07** Nunavut received \$603,000 in Federal Early Learning and Child Care funding.

\$503,000 was distributed among all operating and eligible licensed child care facilities as a supplementary grant to be used on operating expenses. The other \$100,000 was put towards the development of a culturally and language appropriate theme-box on the wildlife in Nunavut. The box was distributed to all licensed child care facilities, all health centres, all schools, all libraries and all hamlet offices in Nunavut.

## ■ KEY TERRITORIAL ECEC ORGANIZATIONS

There is no territorial child care organization.



## TERRITORIAL CONTEXT



### Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	310
1	310
2	315
3	340
4	295
5	315
6	290
7	350
8	375
9	375
10	405
11	420
12	430
Total	4,530

### Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	935
3-5	950
6-12	2,645
Total	4,530

### Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0 - 4	515	60	35	10	15	640
5 - 9	565	60	15	10	35	685
10 - 14	615	65	30	10	15	735
Total	1,695	185	80	30	65	2,060

### Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	n/a	n/a
5-9	100	5.6
10-14	100	4.7
Total	220	3.9

Note: Sufficient data for all age breakdowns not available.

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**Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)**

Age	Number of children
0 - 2	500
3 - 5	600
6 - 12	1,600
Total	2,700

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**Number of children by marital status of families (2006)**

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	1,300	400	315	80
5-9	1,320	480	370	115
10-14	1,505	600	430	175
Total	4,125	1,480	1,115	360

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**Number of children by mother tongue (2006)**

Age	English	French	Non-official language
0-4	1,555	50	100
5-9	1,695	40	70
10-14	2,000	55	70
Total	5,250	145	240

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**Number and percentage of children living in families below the LICO (2006)**

Information not available.

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**Workforce participation of mothers by age of youngest child (2006)**

	Number of mothers in the labour force	Participation rate
Females with children at home	3,985	82.6
With children under 6 yrs only	650	71.0
· With at least one child under 2 years	315	64.9
· Children 2-5 years only	335	77.9
With children under 6 years as well as children 6 years and over	480	82.1
With children 6 years and over only	2,850	85.6
· Youngest child 6-14 years	1,525	90.0

Source: Statistics Canada, 2006 Census

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## FAMILY-RELATED LEAVE

### Maternity leave

Seventeen weeks.

### Parental leave

Thirty-seven weeks. Parents who share a parental leave cannot normally take their leave at the same time, whether or not they work for the same employer.

### Adoption leave

Thirty-seven weeks.

### Births and EI maternity and parental claims (2007)

Number of births: 355

Birth rate per 1,000 population: 11.4

Number of initial maternity claims allowed: 250

Average length of maternity claim: 14.4 weeks

Number of parental claims: 240

Average length of parental claim: 31.4 weeks

Number of adoptive parent claims: 0

Average length of adoptive claim: not applicable

*Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.*

## KINDERGARTEN

### LEGISLATION

Yukon Territory. Legislative Assembly. *Education Act*, 1990, S.Y. c.25.

Yukon funds and delivers denominational education. Both “public” and Catholic school boards are publicly funded.

## TERRITORIAL RESPONSIBILITY FOR KINDERGARTEN

### Kindergarten contact

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### KINDERGARTEN SERVICES

#### KINDERGARTEN

All five year olds have access to kindergarten but it is not compulsory.

Kindergarten is delivered in public schools under the Department of Education. There are a total of 32 kindergarten programs — full day, half day and combined with primary.

There are 22 full-day programs (21 are full-day everyday programs and one uses an alternate day arrangement due to bussing).

Seventeen of the full-day kindergarten programs are in Whitehorse, and three are in rural communities. The francophone school board also runs two full-day kindergarten programs.

Eight rural communities offer half-day combined four and five year old kindergarten programs. Where four year olds are involved, the Child Development Centre may provide assistance for particular students (see SPECIAL FEATURES). Two rural communities with small school populations combine kindergarten students with their primary classes. Kindergarten students attend for half the day.

Full-day programs offer 950 instructional hours. Half-day programs offer 475 instructional hours. Hours of attendance are determined by Yukon Department of Education (there are no school boards).

## AGE ELIGIBILITY

Four years and eight months as of September 1 for K5 classes.

Three years and eight months as of September 1 for K4 classes.

## CLASS SIZE

Full day classes are capped at eighteen to twenty.

Average/mean class size in 2007/08: 15

*Note: There is considerable variation between small rural schools where class size is 5-10 students and large urban schools where it is 16-21 students.*

## CHILDREN WITH SPECIAL NEEDS

There is a policy guideline for children with special needs. Children are included in regular kindergarten unless they have severe, multiple special needs. Extra support is available; the Department of Education assigns Educational Assistants. Services such as speech and language, physical and occupational therapies and psychological services for testing are provided.

The number of children with special needs in 2007/08: 57.

## ENROLMENT (2007/08)

Number of children enrolled in kindergarten K5s (the year before Grade 1): 371.

Number of children enrolled in kindergarten K4s (two years before Grade 1): 47 (rural communities) and 15 francophone in Whitehorse.

## KINDERGARTEN TEACHERS

Qualification requirements: Teacher certification, which requires a B.Ed. or a bachelor's degree plus an approved program of teacher preparation of not less than one academic year. There are no ECE requirements for kindergarten teachers.

Responsibility for certification: Yukon Teacher Certification Board.

Representation: Yukon Teachers' Association.

Average salary of a kindergarten teacher (2007/08): Full time: \$ 79,937, half-time: \$39,968.50

Number of kindergarten teachers (2007/08): 26 fulltime equivalents (22 fulltime, 8 half-time), and two combined with Primary.

## CLASSROOM ASSISTANTS

Titles: There are two types of assistants, Educational Assistant and Remedial Tutor

Qualifications: Both types require Grade 12 (post-secondary courses or training are desirable).

There is no territorial policy regarding classroom assistants. Special program staff determine the needs of individual students.

Roles: Educational Assistants assist the classroom teacher in the implementation of the student Individualized Education Plan (IEP). Remedial Tutors provide assistance to students who require more support to master basic skills and content but don't require IEP - in kindergarten this is usually an "extra pair of hands" to assist the teacher.

The Yukon Teachers' Association represents classroom assistants.

Average wage (2007/08): Full time \$36,300; half time - \$18,150.

## CURRICULUM

The Yukon uses the British Columbia kindergarten curriculum. The focus is child-centred with a balance between play-oriented centres and group instruction. In some schools, First Nations language time is included. The focus is on pre-literacy and pre-numeracy skills as well as language and social development.

## MONITORING AND ASSESSMENT

The Coordinator of Primary Programs, Department of Education monitors kindergarten programs through visits several times throughout the year.

Since 2004/05 an electronic database has been used at the end of each year to collect information from every class for a Kindergarten Screening Profile, the aim of which is to assist in identifying students at risk. A report is issued to teachers, administrators and superintendents.

## SOURCES OF FUNDING FOR KINDERGARTEN

There are no school boards, with the exception of the francophone board. Funding for the Department of Education is part of a block transfer of federal dollars to the territorial government.

The francophone board receives additional federal funds.

There are no parent fees for any part of the kindergarten program.

## PUBLIC SPENDING ON KINDERGARTEN (2007/08)

### Per capita spending

\$14,565 per student K-12, excluding capital. Schools are funded according to size.

### Spending on kindergarten programs

Information not available.

## SPECIAL FEATURES

Eight rural schools admit four year olds into the regular kindergarten program. These targeted communities are mainly First Nations with many children determined to be at risk. The focus is on language development, social skills, pre-literacy and pre-numeracy skills.

The Child Development Centre (see CHILDREN WITH SPECIAL NEEDS in child care section) works with some students in the kindergartens for four year olds and provides an outreach worker to some schools.

## KINDERGARTEN DEVELOPMENTS

**2004/05** An electronic database was developed and is used to collect information from every class for a Kindergarten Screening Profile. The aim of this is to assist in identifying students at risk.

### 2005

**May** Yukon announced the expansion of full-day kindergarten to all Whitehorse schools, following the success of pilot programs. Full-day kindergarten was also expanded to four rural schools, and one francophone school.

**2007/08** All teachers received in-service training and two programs focusing on oral language development were piloted in a number of schools. Programming and instructional support are planned to continue into 2008/09.

## REGULATED CHILD CARE

### LEGISLATION

Yukon Territory. Legislative Assembly. *The Child Care Act*, 1990.

Yukon Territory. Legislative Assembly. *Child Care Centre Program Regulation*, 1995.

Yukon Territory. Legislative Assembly. *Family Day Home Program Regulation*, 1995.

Yukon Territory. Legislative Assembly. *School-Age Program Regulation*, 1995.

Yukon Territory. Legislative Assembly. *Child Care Subsidy Regulation*, 1995.

### TERRITORIAL RESPONSIBILITY FOR CHILD CARE

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## CHILD CARE SERVICES

### UNREGULATED CHILD CARE

#### Unregulated family child care

Maximum number of children permitted: Three. This does not include the caregiver's own children under age six years.

#### Preschools

Preschool programs for children aged 3-6 years that operate for less than three consecutive hours.

### REGULATED CHILD CARE

#### Child care centres

Group care for less than 24 hours a day for four or more children up to and including 12 years of age in a place other than a preschool, a school-age program, or a family day home.

#### School-age child care

Care outside school hours for school-aged children up to and including 12 years.

#### Family day homes

Care in a private home for mixed-age groups up to a maximum of eight children in groups with: no more than four infants; or no more than six preschool-age children where no more than three are infants; or no more than eight preschool children (including the providers' own children under six). Four school-age children in addition to the number of preschool-age children may be included with additional staff.

## CHILDREN WITH SPECIAL NEEDS

Child care regulations state that children with special needs in mainstream child care programs must be integrated to the fullest extent possible. A child is designated special needs on the assessment of a child care professional. An Individual Program Plan must be developed for the child in consultation with staff, parents and professionals in the community, that outlines goals and objectives for the child.

There are no segregated child care programs. The Whitehorse Child Development Centre provides special needs programming and supports across the Yukon. It operates an integrated preschool program licensed for 25 children as well as unlicensed preschool programs. It provides early intervention supports and resources to families of children with special needs. It operates a mobile outreach unit that serves every community in the territory for support and resource provision.

Funding is also available for centres and family day homes through a Supported Child Care fund and is based on the individual need of the child. Funding may be provided for adaptive equipment, transportation, programming support and additional staff.

Parents who meet the financial eligibility criteria receive a fee subsidy for their child with special needs to attend a child care program whether or not the parent is in the paid labour force. Parents who are not eligible for a subsidy pay for the child care space but not for the additional supports.

## ABORIGINAL CHILD CARE

There are no reserves for First Nations people in the Yukon. First Nations receive the same start-up and operating grants from the Yukon government as other licensed child care centres and family day homes. They also receive funding from the federal First Nations and Inuit Child Care Initiative, which is administered by the Council for Yukon First Nations. The Council for Yukon First Nations also provides financial support to one additional child care centre operated by a child care society, and a number of family day homes that serve First Nations children.

In total there are approximately 225 regulated spaces operated or supported by First Nations in seven centres. There are three Aboriginal Head Start programs. Parents who use the regulated centres and family child care homes are eligible for fee subsidies.



## SPACE STATISTICS (MARCH 2008)

<b>Number of regulated child care spaces</b>	
Centre-based	1,030
Family child care spaces	232
<b>Total number of regulated spaces</b>	<b>1,262</b>
<b>Number of occupied centre-based spaces</b>	
Infants (to 18 months)	64
Toddlers (18-36 months)	122
Preschool (36 months-school-age)	347
School-age	253
<b>Total number of occupied centre-based spaces</b>	<b>786</b>
<i>Note: The breakdown of centre-based spaces by age group is not available. This represents the number of occupied spaces by age group.</i>	
<i>All spaces are considered to be full-time.</i>	
<b>Children with special needs in regulated child care</b>	
	50 (est.)
<b>Children receiving fee subsidies</b>	
	502
<b>Number of centres and homes</b>	
Number of child care centres	32
Full day	27
Stand-alone after school programs	5
Number of individual family child care providers	30
<b>Sponsorship of regulated centre spaces</b>	
Nonprofit	659
For-profit	371

## STANDARDS AND REGULATIONS

### REGULATED CENTRES

**Maximum centre size** 64 spaces

#### Maximum staff:child ratios and group sizes

Age	Staff:child ratios	Max. group sizes
0-18 months	1:4	8
18 months-2 years	1:6	12
3-6 years	1:8	16
6-12 years*	1:12	24

\*The current Act and Regulations cover special needs children up to age 16.

### Staff qualification requirements

20% of staff must meet or exceed the Child Care Worker III qualifications, an additional 30% must meet or exceed the Child Care Worker II qualifications and the rest must meet or exceed Child Care Worker I qualifications.

#### Levels:

Child Care Worker III: Two or more years of training in early childhood development (ECD) or equivalent from a recognized college or university.\*

Child Care Worker II: One year training in ECD or equivalent from a recognized college or university.

Child Care Worker I: 60-hour introduction to early childhood development course (ECD) or equivalent.

\* A degree or diploma in the Health and Social Services fields or a BA in Education may be considered for equivalency for a Childcare Worker III (CCW III). Applicants with these credentials must complete a 60-hour early childhood development course before applying for certification. Certification in such instances is given on a yearly basis, with a requirement to complete an early childhood development course annually.

*Note: Some recreation courses are accepted as qualifications for staff in school-age programs.*

*Programs can request a letter of exemption if they do not meet the staffing regulations. The letter requesting an exemption must be accompanied by a training plan for the staff and a timeframe for meeting the regulations.*

### Parent involvement

The operator of the centre must ensure that open communication is maintained with parents and guardians on all matters affecting their child. Parents and guardians must also have reasonable access to the program, inspection reports, written policies, menus, log of injuries, *The Child Care Act*, and the *Regulation and Guidelines*, and the *Child Care Subsidy Regulation*.

### Licensing, monitoring and enforcement

A government Child Care Inspector is required to conduct an annual inspection and two to four unannounced visits per year to each child care centre. Centres are also required to have an annual fire and environmental health inspection.

Child Care Inspectors are required to have a background in early childhood education.

If a centre is not in compliance with the regulations, it is given an order to comply. If the centre does not come into compliance within the stated time-frame allowed by the order, the licence may be suspended or revoked, or the Direct Operating Grant may be frozen. If a licence is suspended or revoked the centre can appeal to the Yukon Child Care Board, composed of community members appointed by the Minister for a two-year term. Its decision is binding.

### REGULATED FAMILY DAY CARE

#### Regulation

Individually licensed.

#### Maximum capacity

Up to eight children (including the provider's own pre-school but not school-aged children). There may be no more than three infants if there are also three children who are preschoolers or school-age already enrolled. If there is an additional caregiver, there may be four additional school-age children.

#### Provider qualification requirements

Caregivers must complete a 60-hour introductory early childhood development course, a specific family day home course or equivalent within the first year they provide care for children. Caregivers must be 18 years of age, have a first-aid certificate and a criminal records check.

#### Licensing, monitoring and enforcement

Family day care homes are regulated by the same legislation as child care centres. They receive one annual inspection and two to four unannounced spot checks per year by a government Child Care Inspector to monitor for compliance with the regulations.

## FUNDING

### CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to service providers on behalf of eligible parents. Eligibility is determined through an income test which is conducted in person in Whitehorse and by mail-in in other parts of the territory. Subsidies may be used for part-time child care. Parents seeking employment may be eligible for part-time child care for two months.

Subsidy is an entitlement for all eligible families and there is no cap on the number of subsidized spaces.

There is no minimum user fee. Group programs and family day care homes may surcharge subsidized parents fees above the maximum subsidy rate. Subsidies may be used in any regulated for-profit or non-profit service.

#### Eligibility for fee subsidy (net income, 2007/08)

	Turning point	Break-even point
1 parent, 1 child	\$22,262	\$35,211
2 parents, 2 children	32,765	56,270

*The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.*

#### Maximum subsidy rate/child/month (2007/08)

Infant	\$625
Toddlers	565
Preschool	565
School-age	275
Child with special needs	625

### PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

#### One time funding

Start-up funding is available to family child care homes of up to \$1,000/home in Whitehorse and up to \$2,000/home in the rest of the territory. Start-up funding is also available to child care centres to a maximum of \$10,000.

Capital development funding is available to child care centres to meet the health and safety requirements of the child care regulations. Centres and family day homes are eligible. The amount of the grants are based on the applications.

### Operating grants\*

There are three components to operating grants: unit funding, training, and building costs for child care centres only. All regulated child care programs receive an operating grant. Family child care homes are eligible for the unit and training components of the grant but not the building cost.

Unit funding is allocated as follows:

- Infant unit	One staff/4 infants = \$720/month
- Toddler unit	One staff/6 toddlers = \$795/month
- Pre school unit	One staff/8 preschoolers = \$820/month
- School-age unit	One staff/12 school-age children = \$1,010/month

Training funds are allocated on hours worked, to a maximum of 40 hours per week per staff. The hourly rates are as follows:

- Level I	\$1.00
- Level IA	1.90
- Level II	2.60
- Level IIA	3.80
- Level III	5.00

### Building costs

Each \$50/month spent on rent and utilities is worth one point which is multiplied by \$16.00 per point.

Centres and family day homes that provide a hot lunch and two snacks a day receive additional funding included in the unit funding to assist with the costs. Child care centres receive an extra amount per unit as follows:

- Infant unit	\$40
- Toddler unit	60
- Preschool unit	80
- School-age unit	120

Family day homes receive an extra \$10.00 per month per child.

\*See RECENT DEVELOPMENTS section for details of changes from a point system to this new unit funding and hourly training grant.

### TERRITORIAL ALLOCATIONS FOR REGULATED CHILD CARE (2007/08)

Fee subsidies	\$3,354,284
One-time funding*	100,000
Recurring funding	2,915,000
Supported Child Care funding	40,000
Total	\$6,409,284

\*includes capital development and start up

### Other funding

The Whitehorse Child Development Centre received \$1,484,189 from the government of Yukon to provide a range of services in regulated and unregulated child care.

Note: Some funding from the social assistance budget is spent on child care. This includes covering the cost of parent surcharges above the subsidy rates and up to \$3/hour in unregulated care if regulated care is not available.

### SALARIES

#### Mean gross hourly wage for centre-based child care staff (full- and part-time staff combined- 2007/08)

Level 1	-\$14.00
Level 2	17.40
Level 3	19.60
Director	-20.00

Source: Information provided by territorial officials from centre direct operating grant reporting forms.

### Family child care

Information not available.

### FEES

#### Median monthly parent fees for centre-based full-time care

Infants (0-17 months)	\$620
Toddlers (18 months-3 years)	550
Preschoolers (3 years-5.11 years)	520
School-age	275

Source: Information provided by territorial officials.

### Average daily fee in family child care

Approximately the same as in centre-based care.

## ADMINISTRATION

Under the Department of Health and Social Services, the Child Care Services Unit is responsible for licensing and monitoring child care, and for fee subsidy administration.

## MUNICIPAL AND OTHER LOCAL GOVERNMENT ROLE

Legislation permits municipalities to hold licenses to directly operate child care programs although none do so.

## CHILD CARE PLANNING AND DEVELOPMENT

Information not available.

## HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

### 2001

According to territorial officials, the majority of centres did not meet the requirements for trained staff in the regulations and were granted exemptions.

Eligibility for fee subsidy was expanded and family child care providers became eligible for the hot lunch component of the operating grant.

In response to the *You Bet I Care!* study, the Minister of Health and Social Services asked Yukon Child Care Board to explore the Yukon results and to identify ways to improve the cognitive, language and social development of Yukon children. As a first step, the Board distributed a survey to all licensed child care programs in the fall of 2001 to explore program supports and resources needed to help children's development.

Early Childhood Development Initiative allocation for the Yukon was \$300,000. \$90,000 was allocated to the Child Development Centre. The balance was allocated to the Healthy Families Initiative, which provides in-home assistance and education to new parents, universal screening at birth, and intensive follow-up services where necessary.

**2002** The capital budget was increased by \$50,000 for improved playground equipment and to address health and safety concerns in child care centres.

**2003** The Minister of Health and Social Services appointed a time-limited child care working group in response to issues identified by child care stakeholders. The working group was tasked with developing recommendations for a four-year plan to address these issues. In the fall 2003 a four-year plan was submitted to the Minister for consideration. During the development of this plan an additional \$460,000 was allocated to child care: \$230,000 for wages and \$230,000 for set-up spaces. Set-up space funding helps stabilize centres by offsetting the revenue resulting from fluctuations in enrolment.

### 2004

In response to the four-year plan, the Government of Yukon increased the base budget for child care by \$675,000 with a 3-5% increase anticipated for subsequent years. This amount was to be split evenly between wages for child care workers and operational costs of facilities.

The government added \$10,000 to the Supported Child Care Fund, with an increase of \$5,000 in each of the next two years announced. This fund is to help operators provide supports for children with special needs.

Additional funding to meet identified needs in the plan include the Capital Development Fund, with monies to be provided in each of the next two years. As well, \$45,000 was made available to host an annual child care stakeholder meeting, undertake a public awareness campaign on the importance of quality child care, and develop and maintain a web page to allow child care educators and parents access to current child care information.

### 2005

As per the four year plan, the Direct Operating Grant was increased by 3% in the 2005/06 fiscal year, and there was increased funding for supported child care and continued funding to implement the public awareness campaign and annual stakeholders meeting.

The wage subsidy in the Direct Operating Grant Program was increased by 5%.

Yukon received \$0.7 million through the Early Learning and Child Care Agreement in 2005/06 and \$0.6 million in 2006/07.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

### 2007

\$5 million for child care over the next five years in the form of fee subsidies, wage enhancements and training was announced.

### 2008

In 2008 there was a:

- 30 % increase to funding for child care wages;
- 8 % increase to the turning points for child care subsidy;
- 25% increase to the maximum amounts paid under the child care subsidy program;
- the tax-back rate where a parent starts to pay changed from 50% to 25%.

Operating grants used to be based on a point system and were provided in three categories: age and enrolment of children, training of staff, and building occupancy. In October 2007 the Direct Operating Grant was changed from a point system to a Unit Funding Model.

The wage component of the grant was increased by 36% and changed to reflect the number of hours worked to a maximum of 40 hours per week.

## KEY TERRITORIAL ECEC ORGANIZATIONS

Yukon Child Care Association  
P.O. Box 31103  
Whitehorse, YT Y1A 6L3  
Telephone: (867) 668-5130  
Facsimile: (867) 633-3940  
Website: [www.yukonchildcareassociation.com](http://www.yukonchildcareassociation.com)

Society of Yukon Family Day Homes  
12 Tutshi Road  
Whitehorse, YT Y1A 3R3  
Telephone: (867) 668-6349  
Facsimile: (867) 393-3902  
Website: [www.yukonfamilydayhomes.com](http://www.yukonfamilydayhomes.com)

## TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Yukon Teachers' Association  
2064-2nd Avenue  
Whitehorse, YT Y1A 1A9  
Telephone: (867) 668-6777 or 1-866-668-2097  
Facsimile: (867) 667-4324  
Website: [www.yta.yk.ca](http://www.yta.yk.ca)

