



Child care in Canadian universities

*Background research and analysis for a child
care feasibility study for the University of
Manitoba*

Martha Friendly
Lyndsay Macdonald
September 2014

Child care in Canadian universities: Background research and analysis for a child care feasibility study for the University of Manitoba
Martha Friendly and Lyndsay Macdonald
September 2014
85 pp.

Childcare Resource and Research Unit
225 Brunswick Avenue
Toronto ON M5S 2M6, Canada
TEL: 416-926-9264
FAX: 416-971-2139
EMAIL: contactus@childcarecanada.org
WEBSITE: www.childcarecanada.org



ACKNOWLEDGEMENTS

Many thanks to those who contributed to this report. These include Betty Kelly, Wayne Kelly, Susan Prentice (Department of Sociology, University of Manitoba) and Dominique Arbez (Manitoba early childhood expert, ECE Instructor/enseignante ÉJE, Université de St-Boniface). Special thanks to Michelle Li and Eitan Grispun, George Brown College practicum students at the Childcare Resource and Research Unit. And many thanks to the Childcare Working Group at the University of Manitoba for putting forward the initial arguments about the need to enhance child care at the University and the University for taking up the challenge to do so.

Martha Friendly
Lyndsay Macdonald

TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
I. INTRODUCTION.....	10
Context	10
Overview of this report.....	11
II. RESEARCH OVERVIEW: UNIVERSITY CHILD CARE SURVEY AND PROVINCIAL POLICY PROFILES	11
Survey on characteristics of university child care.....	11
Provincial policy profiles.....	12
III. CHILD CARE BUSINESS MODELS USED BY THE SURVEYED UNIVERSITY CHILD CARE CENTRES.....	13
Framework for analysis: Components of child care business models	13
Characteristics of university child care business models.....	13
Profile of a typical university child care centre business model.....	19
IV. DISCUSSION	21
Key things learned from the research	21
Issues to be considered	22
Ideas to consider and their benefits - innovations, partnerships, leadership	24
REFERENCES.....	27
APPENDICES	
A. Full survey results by question	
B. Provincial profiles	
C. Other university child care considerations	
D. Survey questionnaire template	
E. List of child care centres surveyed	
F. Numbers of child care spaces, students and faculty at universities initially contacted	

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

Unkno

Field

EXECUTIVE SUMMARY

Introduction

This report is part of a University of Manitoba initiative intended to enhance the university's child care support for students, faculty and staff at the university who are parents. It explores best practices and models for university child care to contribute to a feasibility study. The study will provide advice to the University about how better to meet the child care needs of its community now and in the future by creating programs and facilities and integrating early childhood education and child care services into campus developments.

In an environment in which Canadian families' access to high quality, affordable child care is limited by weak policy and insufficient public funding, there has often been an expectation that institutions such as workplaces, colleges and universities will help fill the child care gap to support their own populations. Although most Canadian universities across Canada have stepped in to help fill the child care gap, there has been little research carried out on child care at Canadian universities.

Research components: Survey on characteristics of university child care and provincial policy profiles

The report includes two research components – a survey of university-based child care programs in U-15 universities¹ and child care policy profiles of the seven provinces in which U-15 universities are located.

The purpose of the survey was to gather information about key characteristics of the centres in order to provide information for analyzing the university child care centres' business models. Forty-three child care centres were identified initially for the survey including 36 centres associated with U-15 universities and seven others associated with other Manitoba universities or Manitoba public institutions (one college and one hospital). The term "associated" with the university was defined as "child care that is available at or through the university or through an arrangement that the university has made".

A request to complete an online survey was made to an identified key contact person at each centre. Ultimately, 30 centres associated with universities and two in other Manitoba public institutions (32 in all) completed the questionnaire.

In addition, profiles of provincial child care policy and provision are included for the seven provinces in which the surveyed child care programs are located. The information in the profiles provides the necessary context within which to consider the information such as coverage (the

¹ U-15 universities are Canada's group of 15 research-intensive universities (see <http://u15.ca/>)

proportion of children for whom a regulated space is available), specific funding possibilities including restrictions on these, access and quality characteristics relevant to university child care models. The U-15 universities are located in Nova Scotia, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. A profile for each of these provinces was developed using a standard format to provide key policy information.

Business models used by the surveyed university child care centres: Framework for analysis

This report considered a child care “business model” to include a number of elements (covered in the survey) that have an impact on the centre’s finances, sustainability and viability as well as elements of provincial policy. Elements drawn from the survey include:

- governance issues such as auspice/ownership, who holds the license and sits on the board;
- centre model characteristics such as centre size, age groups, inclusion of children with disabilities;
- funding and other (In-kind) contributions by the university and other sources;
- staff characteristics such as training and wages;
- parent fees;
- which parents are eligible and prioritized;
- uses of the child care program(s) as a training, research or observation opportunity.

Elements drawn from provincial policy include:

- whether parent fees are set by the provincial government;
- whether, and how much, child care programs are base (program) funded;
- how fee subsidies work;
- whether capital funding is available;
- eligibility criteria that determine which kinds of child care programs are eligible to receive government funds.

Summary of key information pertinent to university child care business models

Using the analysis framework, the report summarizes key information pertinent to the centre’s business models.

Key *governance* issues include auspice: all the centres surveyed were not-for-profit. Most operated as separately incorporated non-profit (legal) entities, while five were operated directly by a university. There were no for-profit child care operations. Most centres had boards of directors made up of parents and other members of the university community.

Enrolment was another key business model-related issue: many of the university child care centres provide infant and toddler spaces, which are generally scarce and in high demand but expensive to provide. It appears that the university child care centres are more likely to provide infant and toddler care than child care centres across Canada overall.

Parent fees are a key element of every child care program's business model, as they are likely to be the main source of revenue everywhere in Canada except Quebec. Outside Quebec, fees across university centres showed a considerable range, with Manitoba (the sole province included in this study outside Quebec that sets a maximum fee) lowest in all age groups. Almost all centres outside Quebec (which does not use parent fee subsidies) reported accepting children whose fees were subsidized by government. A minority of centres reported that some fee reductions were provided to some groups of parents (usually students).

Generally, *university support (financial and in-kind)* for the centres was fairly high, with most of those responding benefiting from "reduced or no rent". Most centres were in university buildings, many purpose-built or extensively renovated. There were quite a few other supports provided by the universities including cash grants. Most of the centres reported that more than 10% of their budgets came from university-related funds.

Provincial policy mattered too, however. While more than half said that more than 20% of their budget came from government funds (excluding parent fee subsidies), the highest of these responses came from Quebec, which provides significant support for child care centres, and second, from Manitoba, whose unit funding model is also relatively generous compared to the rest of Canada.

Universities were reported to make considerable *research and observation use* of the centres, although few are used as lab schools for ECE training, which tends to be delivered at community colleges, not universities.

Profile of a typical university child care centre business model

Based on the data collected in the survey, the report describes the "typical" Canadian university child care centre as one that is a "good fit" with Manitoba's approach to child care generally. Thus, the typical centre: associated with a Canadian university:

- is a separately incorporated non-profit entity;
- is one of several child care centres associated with a particular university, often located on more than one university campus;
- is governed by a board of directors made up of parents and other university members as the legal entity governing the centre;

- serves approximately 60 0-6 year olds with full-time child care;
- may have a long waiting list due to accessibility issues;
- employs fewer than 15 FTE staff, almost all with an early childhood education credential;
- provides infant, toddler and preschool child care and includes children with special needs;
- is available to students, faculty and staff, and members of the community from outside the university if there are vacant spaces, with students the highest priority and families outside the university the lowest;
- is open year-round, from 7:30 AM to 5:30 PM;
- is not a lab school (as there is no ECE training program) but is often used as a research site for university-based research and to provide observation opportunities for university classes;
- charges parent fees that are, where it is permitted by provincial policy, somewhat higher than the median provincial fee, with students receiving some reduction on fees;
- provides child care for children whose fees are subsidized by government;
- pays reduced/no rent to the university, reduced or no occupancy costs, and repairs are made at reduced or no cost by the university. The university also provides communications at reduced or no cost, centre staff participate in university benefit plans and the centre receives a cash contribution from the university;
- is on the university campus in a university-owned building that was purpose-built or extensively renovated and has its own specially-designed outdoor play space immediately adjacent to the centre;
- serves the children meals prepared at the centre by the centre's cook.

Discussion: Issues and ideas to consider

The report points out that although there is impressive support provided to university child care in light of Canada's overall weak child care policy and limited public funding, when designing a business model for university child care, the issues affecting child care generally – accessibility, affordability, quality and sustainability need to be considered.

It concludes by pointing out a number of possible innovations, partnerships and leadership opportunities that are timely and could be valuable and exciting. The child care initiative undertaken by the University of Manitoba is clearly timely from the perspective of parents associated with the university who need child care. From the province's perspective, it is also timely, as Manitoba has recently begun a new five year child care plan, putting the provincial government in a good position to

partner with the university on potential exciting developments. From the university's perspective, the child care initiative has enormous potential for exploring innovation, partnerships and leadership.

In summary, the research and review of university child care across Canada suggests that there is good potential at the University of Manitoba for the child care initiative to undertake directions that could be valuable and exciting in Manitoba and beyond.

I. INTRODUCTION

The University of Manitoba's child care initiative

This report is part of a University of Manitoba initiative intended to enhance the university's child care support for students, faculty and staff at the university who are parents. The report will explore best practices and models for university child care to contribute to advice to the university about how better to meet the child care needs of its community.

The child care initiative is an outcome of a 2013 report developed by a University of Manitoba child care working group that included student and faculty representatives, university administrators and on-campus child care personnel (November 2013). The working group highlighted the child care needs of parents and identified the limited availability of on-and off-campus child care spaces. It noted that

Lack of childcare hampers recruitment and retention of new and existing faculty and staff...Childcare issues are a significant barrier for students with children and important factor for their recruitment and retention... Indigenous student parents are particularly hard-hit by lack of quality, affordable childcare. Graduate and international student parent success is hampered by lack of childcare (University of Manitoba Childcare Working Group, 2013: 12).

Following the publication of the working group report, the University announced the child care initiative and a feasibility study to explore best practices and models for enhancing child care at the University of Manitoba. The study will provide advice to the University about how better to meet the child care needs of its community now and in the future by creating programs and facilities and integrating early childhood education and child care services into campus developments. This report represents the research component of the feasibility study.

Context

In an environment in which Canadian families' access to high quality, affordable child care is limited by weak policy and insufficient public funding, there has often been an expectation that institutions such as workplaces, colleges and universities will help fill the child care gap to support their own populations. Indeed, most Canadian universities across Canada have stepped in to help fill the child care gap. However, there has been very little research carried out on child care at Canadian universities.

A 1983 report on a survey published by University of British Columbia Child Care Services (Oloman, 1983) provided essential information about university-based child care across Canada at that time. In the 1980s, 1990s and 2000s, although some individual universities carried out a variety of kinds of studies associated with child care at their own institutions (for example, see Beach and Oloman,

2009), it wasn't until 2010 that a national conference was held to consider university-based child care across Canada and to raise key policy questions (Prentice, 2010). Most recently, a study of early childhood education (ECE) lab schools (Langford, in preparation) included several university-based child care centres that served as lab schools for ECE training programs. Thus, the survey that provides much of the data in this report is the first in many years to collect and summarize information about university-based child care provision.

Overview of this report

The next part of the report describes the two research components that were undertaken as part of the University of Manitoba's initiative – a survey of university-based child care programs in the U-15 universities² and child care policy profiles of seven provinces. Section III discusses key findings from the research in a consideration of university child care business models using an analysis framework to integrate information about the characteristics and main approaches used in the universities surveyed. The last section considers the key things learned from the survey and ends with some ideas for innovation, partnerships and leadership possibilities. The full research results and other information can be found in the Appendices.

II. RESEARCH OVERVIEW: UNIVERSITY CHILD CARE SURVEY AND PROVINCIAL POLICY PROFILES

Survey on characteristics of university child care

The purpose of the survey was to gather information about the key characteristics of the centres in order to provide information for analyzing the universities' child care business models.

A list of university-based child care programs at the U-15 universities was drawn up based on their institutional websites, followed by phone calls to identify a main contact person (defined as the person who could best answer the survey questions, usually the centre director). Initially, 43 centres were identified and contacted. This included 36 centres associated with U-15 universities and seven others associated with other Manitoba universities or Manitoba public institutions (one college and one hospital). The term "associated" with the university was defined as "child care that is available at or through the university or through an arrangement that the university has made".

The questionnaire was designed using Survey Monkey online, which is easily accessible, simple for respondents to use and provides useful summary information. The questions were drafted and refined by the project team and pretested at a university with multiple centres.

² U-15 universities are Canada's group of 15 research-intensive universities (see <http://u15.ca/>)

An initial letter was sent by email to each key contact person describing the project and inviting her/him to take part. There were two initial refusals (one U-15 university and one Manitoba college); all the others were sent a link to the online survey. A number of follow-up emails and phone calls were made between May and September. Eventually, 30 centres associated with universities and two in other Manitoba public institutions completed the questionnaire. It should be noted that the correspondence and questionnaire were in English only. Two of the three U-15 universities in Quebec are francophone, and their centres were contacted by phone in French to determine whether they could, and were willing to, participate in English. One of the centres identified said that it wasn't possible while the others agreed to participate.

The survey results from 30 child care centres in U-15 and other Manitoba universities and two from other Manitoba public institutions are found in Appendix A.

Provincial policy profiles

Profiles of provincial child care policy and provision are included in this research for the seven provinces in which the surveyed university child care programs are located. The information in the profiles provides the necessary context within which to consider the information about university child care provision and models such as coverage (the proportion of children for whom a regulated space is available), specific funding possibilities including restrictions on these, access and quality characteristics.

The U-15 universities are located in Nova Scotia, Quebec, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia. A profile for each of these provinces was developed using a standard format to provide key relevant information. The information was primarily drawn from *Early childhood education and care in Canada 2012 and 2008*, and *Public investments in early childhood education and care 2010* (Beach et al, 2009; Friendly et al, 2013; Human Resources and Skills Development, 2013), supplemented by and checked against provincial/territorial government child care websites where necessary.

The full provincial profiles of policy elements and information can be found in Appendix B together with cross-provincial summary tables of selected key policy elements that are especially significant in shaping a conception of the business models used by university child care programs. This information, together with the survey information, provides the material used in the analysis of the business models in the next section.

III. CHILD CARE BUSINESS MODELS USED BY THE SURVEYED UNIVERSITY CHILD CARE CENTRES

This section is concerned with the business models followed in the centres surveyed. Using a framework for analysis based on centre characteristics and provincial policy elements, it uses both information drawn from the survey and information from the profiles of provincial child care policy to examine the centres' business models.

Framework for analysis: Components of child care business models

For the purposes of this report, "business model" is considered to include a number of elements covered in the survey that have an impact on the centre's finances, sustainability and viability. These elements of the framework for analysis include:

- governance issues such as auspice/ownership, who holds the license and sits on the board;
- centre model characteristics such as centre size, age groups, inclusion of children with disabilities;
- funding and other (In-kind) contributions by the university and other sources;
- staff characteristics such as training and wages;
- parent fees;
- which parents are eligible and prioritized;
- use of the child care program(s) as a training, research or observation opportunity.

As well, provincial/territorial policy also has a significant effect on the child care program's business model, as it determines how much, how and to whom child care funding is available from public funds.

Key provincial policy characteristics that have an impact on the business model include:

- whether parent fees are set by the provincial government;
- whether, and how much, child care programs are base (program) funded;
- how fee subsidies work;
- whether capital funding is available;
- eligibility criteria that determine which kinds of child care programs are eligible to receive government funds.

Characteristics of university child care business models

This section summarizes the main information collected for this report that should be considered as part of, or affecting, the university child care centre business models. More detailed information can be found in the full survey results and the provincial profiles and summary tables in Appendix A and Appendix B.

Governance issues

All the centres surveyed were not-for-profit: most (27 of 32) of the centres surveyed were operated as separately incorporated non-profit (legal) entities, while five were operated directly by a university (that is, the university was the license holder, therefore the legal operator). There were several other arrangements, including several universities with multiple centres that had mixed governance models. There were no for-profit child care operations.

Most (18) of the separately incorporated non-profit centres were governed by boards of directors made up of parents and others; “others” identified were most likely to be other members of the university community, with some centre boards including outside community members or – in a few cases—centre staff.

Most of the centres (25 of 31) reported that their university had multiple campuses. Twelve of these said that all were served by child care while 13 reported that not all their campuses were served by child care.

Enrolment - Eligibility and priorities regarding enrolment

The criteria determining who is eligible to enrol at the university child care centres were generally quite broad across the centres surveyed, with undergraduates, graduate and diploma students, faculty and staff at the university/hospital, families from outside the university all identified as eligible to enrol in most (26) child care centres. A number of centres didn’t distinguish among students at different levels, with students generally being “highest” priority at most centres. The question about “high” and “highest” priorities showed that families outside the university were only a high or highest priority in two instances. In addition to the categories presented to the respondents (undergraduates, graduate students, faculty, staff and outside families), two centres said that siblings of children already in the centre were a high priority.

Enrolment - Age groups

The age groups included in any child care centre have significant implications for the centre’s business model in two ways: first, there is generally high demand for infant and toddler care, as it is in short supply in most of Canada, and b) infant and toddler care is considerably more expensive to provide, as staff: child ratios must be higher than for three to five year olds. Generally, non-profit child care centres without favourable funding often find that they cannot afford to provide infant and toddler care although the demand is very high in most communities.

Many of the university child care centres provide infant and toddler spaces, albeit the numbers tend to be small; 20 reported that they provided infant care (of these, 15 reported 10 or fewer spaces) and 26 offered toddler care (with eight reporting 10 or fewer toddler spaces).

It is generally recognized that infant and toddler spaces are in short supply just about everywhere in Canada. Infant and toddler care (approximately ages 0-2 or 3, depending on the province) makes up approximately 10% of child care centre spaces across Canada. Note that this is a roughly calculated figure, as the infant and toddler age categories vary across provinces/territories and no year-of-age enrolment data is available

Thus, it appears that university child care centres are more likely to provide infant and toddler care than child care centres across Canada overall, likely due to the demands of their student and faculty populations and to their generally more favourable budget situations, which, as we have pointed out, tends to include some monetary or institutional support from their universities.

Fees, reduced fees and fee subsidies

Parent fees are a key element of every child care program's business model, as they are likely to be the main source of revenue everywhere in Canada except Quebec, where public funding is the main source of revenue, and in Manitoba, where unit funding is used and, according to our survey data, government funds may represent 40% - 50% of the budget.

In the survey responses, parent fees (outside Quebec) showed a huge range:

- Infant fees (daily, QC not included) ranged from \$30 - \$86.50, with most in \$50-60 range.
- Toddler fees (daily, QC not included) ranged from \$30 – 76.55, with most in the \$40-50 range.
- Preschool fees (daily, QC not included) ranged from \$20.80 - 60.40, with most in the \$40-50 range.
- Kindergarten fees (daily, QC not included) ranged from \$20.80 to \$60.40, with most in the \$40-50 range.
- School-age fees (only two respondents reported clear school-age fees of \$28.95 and \$19).

In each age group, the lowest fees in the range were in Manitoba. As noted earlier, the Manitoba government sets maximum fees for each age group: Infants/toddlers (0-24 months) - \$30; Preschoolers and kindergarten - \$20.80. None of the other included provinces outside Quebec set parent fees. Most Quebec centre fees are set at \$7/day for all age groups infants to school-age. (It should be noted that one surveyed Manitoba centre at a hospital had somewhat higher daily fees than other surveyed

Manitoba centres; this fee is permitted specifically for child care centres in work sites and is reviewed yearly).³

The parent fees reported in the university child care survey were generally consistent with average monthly fees reported in the most recent national fee data, collected for the *You Bet We Still Care!* study (Flanagan, Beach and Varmuza, 2013). The table below shows this study’s median monthly parent fees for those provinces with centres included in the survey.

Parent fees (monthly median) in selected provinces (2012)

	NS \$	QC \$	ON \$	MB \$	SK \$	AB \$	BC \$
<i>Infant</i>	825	152	1152	631	650	900	1047
<i>Toddler</i>	694	152	925	431	561	825	907
<i>Preschooler</i>	685	152	835	431	535	790	761

Note: The provinces in which fees are set by the provincial government in conjunction with a form of base funding are shaded.

That child care fees are “more than university tuition” (Hennessey, 2014) is regularly cited as one of the main barriers to accessibility to child care. In Hennessey’s analysis, the sole province in which child care costs less than university was Quebec (and Quebec’s tuition was also the lowest). As the university child care fees surveyed were consistent with median parent fees generally in the *You Bet We Still Care* study (indeed, university child care fees in a number of the centres surveyed are considerably above the median fees for their province, suggesting that university child care fees may often be at the upper end of the continuum), one would assume that high parent fees are a barrier to access in university child care too. Thus, the issue of parent fees is relevant to how access is considered in a business model.

Almost all centres responding (29) (these do not include two centres in QC, where fee subsidies are not used) accept children whose fees are subsidized by government. It’s important to keep in mind that in some provinces, the provincial subsidy rate often does not cover the full fee, creating another barrier to access for low income parents such as students. So, for example, it is reported that in Vancouver, centre fees may exceed the full subsidy rate by as much as \$500/month (Friendly and Anderson, 2014). Ontario fee subsidies may cover the full fee but parents’ eligibility does not guarantee a subsidy; indeed, Toronto’s municipal subsidy waiting list is usually about 20,000 parents long. Both these situations, which are linked to provincial policy and funding, may create pressure for university

³ This higher fee is permitted specifically for child care centres in work sites under MB Reg 62/86 Section 39 (1). Every year, the board of directors of the centre must set the amount of the fee and make an application to the Minister to request approval.

child care centres to offer reduced parent fees to some groups. However, neither of these subsidy/fee situations applies to Manitoba, with its “unit funding”, which blends base funding, parent fee subsidies and a set provincial maximum parent fee for each age group.

The survey queried whether reduced fees were available for any groups of parents. The group for whom reduced fees were most likely to be available were students, based on the minority of the universities in which reduced fees were available. Of the nine respondents answering this question, three identified students as benefiting from reduced fees; one identified university and child care staff as having reduced fees, one said students, faculty and staff. Several other university fee arrangements were noted across the centres surveyed including a three-tier fee structure at one centre (students paying the least), a rebate for all university staff and faculty at any licensed centre in town, and reduced fees for child care centre staff. There were only a limited number of responses detailing specific reduced daily fees; based on these, the fee reductions appeared quite small.

University financial and in-kind support for child care

In any child care centre budget, the biggest item in the budget by far is the cost of staffing. In a labour-intensive operation such as the care of young children, staff wages and benefits may account for as much as 80% or even 85% of costs in a non-profit centre budget. As quality and staff recruitment and retention are well linked in research to wages, benefits and working conditions (Child Care Human Resources Sector Council (2009), one way of improving a centre is to reduce other costs as much as possible so as to direct available funds to staffing. For a child care centre, this is one of the key benefits of sponsorship by an entity such as a university or an employer. Thus, assuming that rent and other occupancy and operating costs consume about 20% of a centre budget, if some of these costs are contributed by the university, the funds can be used instead to improve wages and working conditions (or to reduce parent fees).

Most (19) centres were in a university-owned building (mostly in a purpose-built facility (12) or a non-purpose-built but extensively renovated facility (13) and on the university campus (21). In the survey, the most common form of university in-kind financial support identified by the majority of centres (16 of the 19 answering this question) was “reduced or no rent”. Other supports often identified “reduced or no occupancy costs” (13) and “reduced or no cost repairs” (13), followed by “reduced or no cost communications” and “reduced cost university benefits” (for centre staff). With regard to cash grants, both the university as a whole and student groups/union/association provided them. The survey did not ascertain the scope of these benefits but 11 said that they were receiving cash or in-kind support or contributions from the university.

Other sources of centre funds—in addition to parent fees and funds from the provincial government— noted were: fundraising, donations, capital grants from unspecified organizations, Gaming Commission funding from casino operations, and Canada Summer Jobs grants.

Of the centres that answered the question about the percent of the centre’s last annual budget that came from university-related funds, most said more than 10% (one said more than 50%). When asked what % of the centre budget came from government funds excluding parent fee subsidies, more than half said more than 20%, with several responses much higher at 41%, 50%, 90% and 91%. This is, as noted previously, province specific, with the highest proportions in Quebec.

University use of centre—lab schools, research and observation sites

Only a few centres said that the centre operated as a lab school for an early childhood education training program. This is not surprising, as most early childhood education training is at community colleges, not universities (see Langford, in preparation). Most centres said that they were used by a variety of faculties (psychology, child studies/education, speech/hearing, phys ed, nursing, landscape architecture, music, and others) for university-based research and a majority said that the centre was used as an observation site, for classes. Almost all centres said that they would be willing to be used as research and observation sites.

“Other” university child care initiatives at the surveyed universities

Based on the survey, review of relevant documents and other information, it became evident that there are a variety of “other” child care arrangements in addition to the child care services we surveyed that were defined as “associated” with universities. These include, for example, an employee cash benefit to cover a portion of child care outside the university or a Family Care office. A decision was made that collecting consistent information about these after the survey was initiated was beyond this project’s scope.

One child care operation is pertinent for discussion in this report, however, as it relates to a number of the surveyed universities. In addition to the centres defined as being “associated with” the university, at least ten of the universities surveyed have an additional contractual relationship with one large cross-Canada child care operator. Initially flagged by a comment in one questionnaire⁴; the researchers followed up to determine how many universities had “corporate membership agreements” with Toronto-area-based Kids & Company. These arrangements are different from the circumstance in which a community child care provider (for example, a student group or the YMCA) operates a child care

⁴ Referred to as a “corporate membership with a big box child care centre”.

centre specifically for the university community or in which the university has made an arrangement to use a specified number of spaces in a community-based centre. A further overview of this can be found in the Appendices.

Profile of a typical university child care centre business model

Using the framework for analysis described at the beginning of this section, a profile of a typical university child care centre business model emerged from the survey.

Thus, the “typical” Canadian university child care centre:

- is a separately incorporated non-profit entity;
- is one of several child care centres associated with a particular university, often located on more than one university campus;
- is governed by a board of directors made up of parents and other university members as the legal entity governing the centre;
- serves approximately 60 0-6 year olds with full-time child care;
- may have a long waiting list due to accessibility issues;
- employs fewer than 15 FTE staff, almost all with an early childhood education credential;
- provides infant, toddler and preschool child care and includes children with special needs;
- is available to students, faculty and staff, and members of the community from outside the university if there are vacant spaces, with students the highest priority and families outside the university the lowest;
- is open year-round, from 7:30 AM to 5:30 PM;
- is not a lab school (as there is no ECE training program) but is often used as a research site for university-based research and to provide observation opportunities for university classes;
- charges parent fees that are, where it is permitted by provincial policy, somewhat higher than the median provincial fee, with students receiving some reduction on fees;
- provides child care for children whose fees are subsidized by government;
- pays reduced/no rent to the university, reduced or no occupancy costs, and repairs are made at reduced or no cost by the university. The university also provides communications at reduced or no cost, centre staff participate in university benefit plans and the centre receives a cash contribution from the university;
- is on the university campus in a university-owned building that was purpose-built or extensively renovated and has its own specially-designed outdoor play space immediately adjacent to the centre;

- serves the children meals prepared at the centre by the centre’s cook.

Provincial funding context: Financing university child care business models

This picture of a typical university child care centre business model as suggested by the survey responses is fairly consistent across Canada. It’s important, however, to consider the provincial policy context when developing the most appropriate elements of the business model. An excellent illustration of this point is made by the responses to question 41 on the survey questionnaire: “Please provide or estimate the percent of the centre’s last annual budget that came from government funds (excluding parent fee subsidies).

Percent of the centre’s annual budget that came from government funds

% of government funds	# of centres
Don’t know	10
<10%	3
10-20%	6
20-40%	7
>40%	5 (41%, 50%, 50%, 90%, 91%)

Of these, the two QC centres responded 90% and 91%, while four of the Manitoba centres responded 37%, 41%, 50% and 50%. As Quebec child care centres are primarily funded by the provincial government, with a residual parent fee of \$7/day and Manitoba overall centre costs are supported by government funds through the unit funding model (base funding together with fee subsidies), these results are not surprising. They do illustrate well the point however, that *policy matters*—in this case, provincial policy determining how child care is funded. Only one centre in another province identified that government funds contributed close to 40% of the budget (all the others were lower), and this centre was operated as a community college lab school for the university, so it may be unusual.

As noted earlier, key provincial policy characteristics that have an impact on the business model include:

- how, and how much, child care programs are base (program) funded (or not);
- whether parent fees are set by the provincial government;
- how fee subsidies work;
- whether capital funding is available;

- eligibility criteria that determine the kinds of child care programs that are eligible to receive government funds.

Considering these characteristics in the context of the University of Manitoba’s initiative, the “typical” profile generally seems to be a good fit with Manitoba child care policy: provincially-set maximum fees supported by Manitoba’s unique “unit funding”⁵ approach to base funding, parent fee subsidies and maximum parent fees make child care somewhat more financially accessible than it is in most provinces, although it very well may not make child care affordable for all university parents. As well, the not-for-profit model adopted by all the surveyed universities (whether separate non-profit or university-owned) is consistent with Manitoba’s long-time not-for-profit approach to providing more favourable funding to not-for-profit child care. At the same time, the last section of this report presents some ideas for consideration that could take the University of Manitoba beyond the “typical”.

IV. DISCUSSION

Key things learned from the research

This research conducted to inform the University of Manitoba child care initiative has provided intriguing and useful information. First, virtually almost all the U-15 and Manitoba universities we initially contacted have child care programs associated with them; many have (and many support) a number of child care programs serving different campuses. (Université de St-Boniface was the sole university contacted that did not provide child care at all, although there is a plan to initiate a child care centre).

There is quite a wide range of kinds of participation and extent of university support. Several universities have conducted extensive future-oriented needs analyses (Beach and Oloman, 2009; Beach 2009), several provide fairly substantial ongoing support for their centres, and a number have developed purpose-built centres. Of the centres reporting a proportion of their budgets covered by their university, of those who provided a figure, seven reported that more than 10% was covered by the university, with four covering more than 20% – significant proportions of a child care budget.

The number of in-kind supports provided by the universities overall was also impressive. Most of those who answered the question about this reported “reduced or no rent” (16 of 19); “reduced or no occupancy costs” (13 of 19), “reduced or no cost repairs” (13 of 19). Eleven reported that they received

⁵ Manitoba’s unit funding model is based on a combination of based funding (operating grants), maximum parent fees (which vary by age group).

a cash grant from the university. Most centres are in university buildings that are either purpose built or extensively renovated (note that we lack the information about whether the university, government or fund-raising paid for these facilities).

While the university-based centres surveyed are not often lab schools serving an ECE training program, (most of which are provided by community colleges), most reported being integrated into the university community as a base for research and/or observation. As well, there seemed to be room to expand these activities, as most responses about this were affirmative.

Finally, it is perhaps not a surprise that the surveyed university child care is entirely not-for-profit, with the majority model a separately incorporated non-profit and a smaller number of universities directly operating their child care centres. While a number of the universities also have taken out memberships with corporate child care giant Kids & Company (see Appendix A), this doesn't appear to play a significant role, at least as far as the respondents to our survey are concerned (as noted earlier, the survey did not ask specifically about "other" university child care options).

Issues to be considered

The significant issues to be considered when designing a business model for university child care are the same issues affecting child care generally – accessibility, affordability, quality, sustainability and public policy.

The high cost of child care for Canadian parents is acknowledged to be one of the main barriers limiting their access to services. As we have discussed earlier, Manitoba's provincial funding arrangements makes its fees more predictable for parents (as the fees are provincially determined and sustained base funding is provided) and more affordable than elsewhere in Canada except Quebec. Yet affordability continues to be cited as an issue in Manitoba. For example, the report of the University of Manitoba Child Care Working Group notes that:

[Manitoba] fees are often out of reach for student parents.... The income cut-off line for maximum subsidy in Manitoba is well below the poverty line (2013: 3).

Thus, the issue of affordability remains to be addressed in a business model.

The term "accessibility" is used in child care to mean: affordability and "appropriateness". In this case, "appropriate" may mean whether infant/toddler care is provided, how many spaces are provided and how long the waiting lists are. When developing the model for the University of Manitoba, both the need/demand and the financial considerations of infant/toddler care, as well as the needs of families with children with disabilities, Indigenous families (a significant population in Winnipeg), and others with "harder-to-serve" child care needs need to be considered.

Quality is another issue for university child care centres, perhaps even more than it is for Canadian child care as a whole, as university reputations may contribute to their considerations. Research on quality is generally limited in Canada but—using both tools assessing observed or “process” quality and indicators—has been found to be mediocre in all provinces (Goelman et al, 2001; Friendly and Prentice, 2009). Our survey did not try to collect data on quality but did ask each centre for its total number of staff and how many of the staff have “a post-secondary ECE qualification or credential (diploma or degree)” (a key indicator of quality). The responses to this question suggest that generally, university child care centres appear to employ more ECE-qualified staff than is required by their provincial regulations. It is noteworthy that 12 of the 31 centres answering this question reported that 100% of FTE staff hold an ECE credential and another nine centres reported employing a 75%-99% ECE-trained staff complement. Interestingly, as the table below shows, when staff training in ECE is considered by province in the university and public institution centres surveyed, Manitoba, which has relatively strong ECE-qualification requirements (for Canada) shows somewhat lower ECE-qualified staff complements in the surveyed child care programs than do other provinces.

Percent of staff with PSE early childhood education qualification by province (number of centres)

% of FTE staff/PSE ECE qualification	QC	ON	MB	SK	AB	BC
50% or less			1			
50%-75%		2	6		1	
75%-99%	1	5			2	1
100%	1	7		2	2	

Quality in child care is, of course, a multi-faceted construct. In addition to staff training in ECE, other dimensions of quality to be considered include such things as a centre’s physical environment (indoors and out), the approach to programming (curriculum or pedagogy), meals/nutrition, human resource issues such as wages/benefits and working conditions, the role of parents, available resources and support, and so on. These also need to be considered when developing a model for expanded high quality child care at the University of Manitoba but are beyond the scope of this study.

One further consideration for many non-profit child care programs is sustainability. In a number of provinces, there are numerous instances of high quality, much-needed child care programs closing due to underfunding, government budget cuts, shifts in public policy or changes to space allocation considerations; university child care is not immune to this. It is noteworthy that six of the 24 centres identified “relationship with the university” as a current concern. During the course of this research

project, one of Queen's University's two child care centres was forced to vacate its building, as funds for needed renovations were not available, and although the university announced that they were looking for alternative facilities, a number of families have lost their child care spaces and staff lost their jobs (Davis, 2014). It's also noteworthy, in the community college world, as many as 15 of Ontario's ECE lab schools have been closed in the last three years in an environment of significant ECEC policy shifts.

One idea about ensuring sustainability for child care centres that could be adapted to university-supported non-profit child care comes from the urban planning field; in some locales such as the City of Toronto long-term leases for child care as a public amenity (25 to 99 years) have been written into city planning considerations in private-sector developments. It may be that the private non-profit groups that operate most of Canada's university based child care centres should consider negotiating long-term facility tenure with their universities in the City of Toronto development model.

Ideas to consider and their benefits - innovations, partnerships, leadership

The child care initiative undertaken by the University of Manitoba is clearly timely from the perspective of parents associated with the university who need child care. From the province's perspective, it is also timely, as Manitoba has recently begun a new five year child care plan, putting the provincial government in a good position to partner with the university on potential exciting developments. From the university's perspective, the child care initiative has enormous potential for exploring innovation, partnerships and leadership. The research and review of university child care across Canada suggests a number of potential University of Manitoba innovations that could be valuable and exciting.

Physical environment

While Canada has a number of "state of the art" child care facilities, including several on university campuses (such as UBC, Simon Fraser and Trent), Manitoba has not yet seen such a development. A new purpose-designed (purpose-built or extensively renovated) child care facility (or facilities) on the University of Manitoba campuses designed based on best indoor and outdoor design practices could become a leading exemplar in Manitoba. This could incorporate partnerships with experts on exemplary child care design, incorporating elements such as naturalized outdoor environments, food preparation space that welcomes children's participation, natural light, and other "best" design features could make child care at the University of Manitoba a magnet in Manitoba if not in Canada (see Childcare Resource and Research Unit, 1995) .

Mixed organizational models

While the “typical” child care business model outlined in an earlier section predominated in this research, there are some interesting approaches that several universities have taken that suggest variations on some of the themes. For example, two of the larger universities with substantial child care provision, University of Toronto and University of British Columbia, have multiple centres governed by mixed business models.

U of T supports seven separate centres, a family resource program and a Family Care office on three campuses. All are non-profit and most are separate from one another. They offer: a parent co-op, a centre operated as a lab school by George Brown College for U of T, four free-standing centres (at the St. George, Mississauga, Scarborough and OISE/UT sites), two of which are university-operated and two are operated by non-profit boards. In addition, the oldest early childhood education training institution in Canada, the Institute of Child Study, operates another licensed child care program. U of T’s multiple child care centres have evolved over many years, rather than being part of one master plan to integrate child care into the university’s future long-term plan, so its centre has its own idiosyncratic history.

Another particularly interesting illustration of a mixed-model approach is that of UBC. As the data has noted, UBC has almost 600 child care spaces at the Vancouver (Point Grey) campus. UBC Child Care Services, the umbrella administrative body for the 26 separately incorporated non-profit centres, is part of the university, which employs the executive director. Many other costs are covered as well. A substantial expansion of spaces followed a 2009 community consultation, needs analysis and feasibility study (Beach and Oloman, 2009). The physical facilities are purpose-built and designed to the best available child care design guidelines. The small centres, while under one overall administration and policy framework, maintain their own character and approach. The UBC survey questionnaire for this project commented that

UBC is very successful at using its child care programs as a recruitment and retention tool... and gets a lot of credit from its contemporaries for the size of the service and the subsidy levels.

Pioneering new services and approaches

The survey asked all the universities whether any of them included other child care or child care-related services such as regulated family child care as part of their child care provision. None of them did, although all provinces include it as part of their regulated child care provision. The University of Manitoba could consider including a family child care component in a plan for expanded child care for its population. As the summary of provincial policy shows (Appendix B), two different approaches to

regulated family child care are used in Canada – an agency model, and an individually-licensed model, which Manitoba follows. A family child care component supported by one institution such as a university could experiment or pilot a new approach to family child care in Manitoba, coordinated as a component of the university’s child care services, as centres de la petite enfance in Quebec integrate centre-based and family child care under one administration.

Another program element that a university would be well placed to pioneer would be a new approach to providing nutritious, healthy, locally-sourced meals for children. As the provincial profile data show, many of the provinces require centres to provide meals; Manitoba does not, although some Manitoba centres do. At the same time, there are no provincial meal guidelines that approach “best practices” in child care food policy (see Childcare Resource and Research Unit, 2011). A university child care centre, with its access to the resources of researchers in relevant departments, could lead the way to exemplary child care food policy.

Taking leadership and partnering on child care advocacy

As this report has touched on, Canada as a country has relatively limited policy and funding on early childhood education and care—indeed, has been termed a “laggard” in comparison to other OECD countries. Although public institutions such as universities have stepped up to fill the gaps, tailor services to their populations, partner with others and take leadership, it is difficult to imagine that the universal program of child care services needed by Canadians families can be funded and designed without the full partnership of the senior levels of government. In Canadian federalism, provinces have the main responsibility for social and education services like child care. For many years, the concept of a national child care program similar to the Medicare model, designed collaboratively with federal leadership and funding and provincial/territorial/Indigenous determination of service systems within their own jurisdictions, has been on the political agenda. The Manitoba government has long been among the provinces that have taken leadership on financing, governance and other program elements that contribute to better child care in Canada.

Thus, a Manitoba university with child care on its long-term agenda could lead its fellow universities—already players in child care through their support and provision of services—to become partners in advocating for the universal, publicly-funded, publicly-managed, high quality, not-for-profit child care system that has long been discussed for so many years. Universities, especially the U-15 leading research institutions, are well placed to take part as leaders in research, policy development and advocacy to help shape a more favourable early childhood education and child care environment for all families, as well as members of their own university communities.

REFERENCES

- Beach, J., Friendly, M., Ferns, C., Prabhu, N. & Forer, B. (2009). *Early childhood education and care in Canada 2008*. Toronto, ON: Author.
- Beach, J. and Oloman, M. (2009). *Child care expansion plan for UBC-Vancouver*. Victoria: Jane Beach and Associates.
- Beach, J. (2009). *University of Victoria Child Care Discussion Paper. Prepared for the Associate Vice President (Students) Division of Student Affairs*. Victoria: Jane Beach and Associates.
- Child Care Human Resources Sector Council (2009). *Portrait of Canada's early childhood education and care workforce*. Ottawa, ON: Author.
- Childcare Resource and Research Unit (Producer). (1995). *Child care by design*. Retrieved from: <http://www.childcarecanada.org/publications/video/95/01/child-care-design>
- Childcare Resource and Research Unit (2011). What do mealtimes and food mean in early childhood programs? Issue File. Retrieved from: <http://childcarecanada.org/resources/issue-files/what-do-mealtimes-and-food-mean-early-childhood-programs-0>
- CKWS Newswatch. (2014, August 28). Queen's daycare centre closed. Kingston, ON: CKWS Television. Retrieved from: <http://www.ckwstv.com/2014/08/28/queens-daycare-centre-closed/>
- Cleveland, G. (2008). *If it don't make dollars, does that mean that it don't make sense? Commercial, nonprofit and municipal child care in the city of Toronto*. Toronto: City of Toronto, Children's Services Division.
- Flanagan, K., Beach, J., & Varmuza, P. (2013). *You Bet We Still Care. A survey of centre-based early childhood education and care in Canada*. Highlights Report. Ottawa: Child Care Human Resources Sector Council.
- Friendly, M., Halfon, S, Beach, J, & Forer, B. (2013). *Early Childhood Education and Care in Canada 2012*. Toronto, ON: Child Care Resource and Research Unit.
- Friendly, M. & Anderson, L. (2014). Early childhood education and child care. In *Alternative Federal Budget 2014: Striking a better balance*. Ottawa: Canadian Centre for Policy Alternatives.
- Friendly, M., & Prentice, S. (2009). *About Canada: Child care*. Winnipeg: Fernwood Publishing.
- Goelman, H. M Doherty, G., Lero, D., LaGrange, A. and Tougas, J. (2001). *You Bet I Care! Report 2: Caring and learning environments: Quality in child care centres Across Canada*. Guelph, ON: University of Guelph, Centre for Families, Work and Well-being
- Hennessy, T. (2014). *Which costs more: child care or university tuition? Hennessy's Index: A number is never just a number*. Canadian Centre for Policy Alternatives.

- Human Resources and Skills Development Canada. (2013). *Public investments in early childhood education and care in Canada 2010*. Retrieved from: http://www.ecd-elcc.ca/eng/ecd/ececc/early_childhood_education-eng.pdf
- Kids and Company (n.d.). *Corporate services: The benefits of Kids and Company corporate membership*. Retrieved from: <https://kidsandcompany.com/ca/content.php?a=27&cmd=resetall>
- Langford, R. (In preparation). A survey of Canadian university and college early learning and child care laboratory schools. A report prepared for The Muttart Foundation (Edmonton).
- Lavoie, J. (2009, November 28). *UVic board nixes for-profit daycare model*. Victoria Times-Colonist. Retrieved from: <http://childcarecanada.org/documents/child-care-news/09/12/uvic-board-nixes-profit-daycare-model>
- Prentice, S. (2010). *Early and higher education, then and now: Childcare on Canadian campuses*. Keynote address from It Takes a University: Child Care and Postsecondary Education. University of British Columbia.
- University of Manitoba Childcare Working Group (November, 2013). Briefing Paper (PDF). University of Manitoba. Retrieved from: <http://umanitoba.ca/student/media/Childcare-working-group-report-2013.pdf>

APPENDICES

APPENDIX A: FULL SURVEY RESULTS

Full survey results by question, reorganized into four sections: General program characteristics, governance, business model and centre characteristics. The total number of responses to each question is in parentheses.

General characteristics

(Note: Questions 1 and 2 provide identifying information. This summary starts at Question 3.)

3. What year did this centre first open? If the year is not known, please fill in "don't know". (32)

- <1975 - 11
- 1975- 1990 - 10
- 1990 - 2005 - 6
- >2005 – 5

4. Check the description below that best describes this university's child care arrangements. For the purposes of this question, "associated with" simply means that child care is available at or through the university or through an arrangement that the university has made. (31)

- Multiple university campuses, not all served by regulated child care associated with the university - 13
- Multiple university campuses, all served by regulated child care associated with the university - 12
- One university campus served by one child care centre - 6

5 and 6. In total, how many separate child care centres does this university have a connection to/operate (all campuses)? If the number is not known, please fill in "don't know". If any of the centres has a satellite(s), please count these as one program and explain in the comments box below. (32)

- One centre - 6
- Two centres - 10
- Three – five centres - 6
- Six centres - 3
- UBC reported that there are 26 separate child care centres serving the Vancouver campus (as well as one other centre at another campus). However, for most purposes, the 26 Vancouver centres (which are separate legal entities) operate as one big centre (370 spaces) with one executive director (one questionnaire was filled out).
- Five respondents did not know.

7. Which of the following child care and related services does the university operate or have an association with? Check all that apply (32)

- Centre-based full day child care for children 0-6 years of age - 17
- Only part-day programs - 2
- Both full and part day centre-based programs - 5
- Both full and part day centre-based programs as well as a school-age program - 3
- A family resource program in addition to other full and/or part day programs - 4
- There were no regulated family child care programs.

Governance

This portion of the survey collected information about the centres' licenses, boards of directors and auspice.

8 and 9. Which best describes the relationship of this centre (named in Part 1) with the university? (32)

- An off-campus non-profit group operates the centre - 17 (this was re-coded to 20, see below).
- The university owns and operates the centre (holds the license) - 5
- A separate for-profit group operates the centre (holds the license) - 3. However, verifying the responses revealed that all three of these were non-profit centres, therefore they were re-coded and added to the first category above
- An on-campus non-profit group (e.g. student union) operates the centre – 6
- An arrangement by which members of the university community may access spaces in a non-university-specific centre - 1

10. Who is the legal operator (license holder) of this centre? (32)

- A separately incorporated non-profit was the license holder - 27
- The university was the license holder of the centre - 5

11. Is the centre incorporated as a legal cooperative? (29)

Half the respondents said that they were legal coops and half said they weren't. This question may not have been well understood, based on other knowledge, so was not used.

12. Does the centre have a parent board or other board of directors or an advisory committee? (30)

- A board of directors, including parents and others is the legal governing body - 18
- There was a parent-only advisory committee - 3
- An advisory committee including parents and others - 6
- A parent-only board of directors was the legal entity of the centre - 3

13. If there are board of directors or advisory committee members other than parents, please check all that apply. (27)

- Other university/college personnel were part of the board or advisory committee - 9
- Community members outside of the university were part of the board/committee - 6
- Both university/college personal and others from outside of the university were part of the board/committee - 6
- Child care staff were part of the board/committee - 6

Centre characteristics

In these questions, survey participants were asked questions about eligibility, priority to university staff, students and faculty, age groups served, licensed capacity, policies for children with special needs etc.

14. Who is eligible to enrol at the centre if space is available? Check all that apply (31)

- Students, staff, faculty and other families were eligible if space was available - 26
- Outside families were not eligible - 2
- Only students at the university/college were eligible – 2

15. How does the centre set priorities for enrollment at the centre? Check all that apply for high priority and only one for highest priority. (32)

There were some problems with this question as respondents chose more than one option for their highest priority. However, university students (both undergraduate and graduate) clearly were recorded as receiving the highest priority for enrollment overall.

In addition, six reported that there was no priority given to any group and that enrollment was based on first come, first served, while two identified "siblings" as highest priority.

16. What is the current enrollment for each age grouping?

Infants

of centres

NA	11
<10	15
11-20	4
21+	2 (22 infants)

Toddlers

NA	5
<10	8
11-20	10
21-30	5
31 +	4 (32, 60, 132 toddlers)

Preschool/kindergarten

NA	11
----	----

<20	6
21-40	12
41 - 50	7
51-60	2
61-80	4
80+	1 (298 preschoolers)

School age

NA	27
<20	2
20-30	2
31+	1 (110 school agers)

17. What is the licensed capacity for each age group?

Note that responses to this question may not be entirely consistent with the previous (enrolment) question, as in some provinces in which the age groups are quite broad, infants (e.g.) may be included in a toddler room. The enrolment information in the previous question was used in summary information.

Infants

of centres

NA	12
<10	13
11-20	6
20+	1 (30)

Toddlers

NA	8
<10	6
11-30	16
30+	2 (60, 50)

Preschool/kindergarten

NA	1
<20	6
21-40	11
41-60	10
60+	5 (68, 80, 84, 120, 74)

School-age

NA	22
<30	3
31+	2 (110, 50)

18. Does the centre accept children with special needs? (32)

Yes - 100%

19. Does the centre currently have any children identified as having special support needs? (32)

Yes	24
No	8

20. How many children were on this centre's waiting list on June 1, 2014 in each age group? (Fill in the number. If the centre does not serve the specified age group, please fill in "na")

Infants # of centres

NA	12
<10	1
11-40	0
41-80	6

81-100	4
150 +	5 (172, 220, 200, 153, 270)

Toddlers

NA	8
<30	4
31-60	4
61-100	6
101+	5 (119, 141, 208, 139, 220)

Preschool/Kindergarten

NA	4
0-15	4
16-30	6
31-50	4
51-100	2
100-150	4
150+	5 (286, 250, 197, 150, 190)

School-age

NA	25
10 or less	2
100+	2 (166, 130)

21. Regarding the centre's waiting list, please check all that apply (32)

- Centre maintains its own waiting list - 19
- Waiting list is centralized and maintained by local (municipal) governments - 13
- Waiting list is maintained by the province - 2
- Self-entry online waiting list - 4
- Parents get in touch with the centre to join the waiting list -14

22. How long is an entry (a name) kept on the centre's waiting list? (Check the one most applicable) (32)

- A name stays on the centres waiting list indefinitely - 16
- Centre contacts wait listees periodically to determine if they wish to remain on the list - 12
- A name is kept on the list for a fixed period of time - three months to a year - 4

23. Does the centre operate as a lab school for an early childhood educator training program at the university/college? (31)

- The centre was an operational lab school⁶ for the university/college - 7
- Did not operate as a lab school - 24

24. Does the centre sometimes act as a site for university-based research of different kinds? (31)

- The centre sometimes acted as a site for university/college based research - 26
- The most commonly noted faculties were early childhood education/child studies (16), nursing/medical (11), psychology (6), speech and language (6) and occupational therapy (6).
- The centre had not acted as a site for research - 5

25. Does the centre sometimes act as an observation site for university classes? (32)

- The centre sometimes acted as an observation site for university classes - 23
- The most commonly noted faculties that used the centre as an observation site were early childhood education/child studies (11), nursing/medical (11), and psychology (4).
- The centre had not acted as an observation site for university classes - 8

26. If the centre is not currently a teaching, research or observation site, would you be willing to have the centre become one? (32)

⁶ In one of the centres responding that they operated as a lab school, the centre was a lab school operated by a community college for the university.

- Would be willing to become a teaching, research or observation site - 14
- Would not - 3
- Did not know - 15

27. Which of the following best describe this centre's physical site? (Check all that apply) (32)

- The centre is located on the university campus – 21
- Centre is located in a university-owned building - 19
- The centre's physical space is a non-purpose-built but extensively renovated facility - 13.
- A purpose-built facility - 12
- The centre occupies portable/ modular/prefabricated buildings - 3

28. Does the centre have its own outdoor play space specifically designed for child care? (32)

- The centre has its own outdoor play space - 30
- The centre did not have its own outdoor space - 2

29. Does the centre use or share public play space? (32)

- Yes – 8
- No - 24

30. The location of the outdoor play space is: (check the most applicable) (32)

- The outdoor play space is immediately adjacent to the facility - 26
- The outdoor play space is within 200 meters of the facility- 4
- Further than 200 metres from the facility - 2

31. Do any of the following groups of parents at this centre pay reduced fees? (13)

- Undergraduate and graduate students pay reduced fees – 6
- Staff at the university and the centre pay reduced fees - 4
- Students, faculty and staff at the university pay reduced fees - 1
- The centre has three tiered fee rates with students lowest - 1

Note: A number of respondents confused this question with government subsidies or had difficulty answering this question.

32. What are the regular daily (unsubsidized) full fees (not reduced) for each age group? If the centre does not have this age group, please fill in "na".

Infant	# of centres
NA	12
\$7	2
\$30-60	12
\$61-100	2
Toddler	
NA	6
<20	5
\$30-60	12
\$61-100	6
Preschooler	
NA	1
\$20-30	8
\$31-60	16
\$61-100	4
Kindergarten	
NA	17
\$20-30	5
\$40-60	7

School-age	
NA	25
<10	1
10-30	2

33 and 34. What are the reduced (unsubsidized) fees for each age group? If the centre does not have reduced fees for this age group, please fill in "na". Provide comments if necessary.

The majority of respondents skipped this question; where information was available, fee reductions were small.

35. Does the centre accept children whose fees are subsidized by government? (32)

- Yes - 29
- No - 3

36. How are fees administered? (Check most applicable) (32)

- Parents pay the centre directly - 30
- Fees are deducted from parent's payroll cheque/deposit - 2

37 and 38. Does the university (or any groups at the university) provide any of the following support (funds or in-kind) to the centre? (32)

	# of centres
Reduced or no rent	25
Reduced or no occupancy costs	20
University/college provides reduced or no cost repairs	18
Reduced or no cost payroll services	6
Reduced or no cost collection of parent fees	3
Reduced or no cost accounting	7
Reduced or no cost communications	13
University provides reduce cost university staff benefits ⁷	9
University provides a grant or other cash contribution	15

39. If cash contributions are provided to the centre, can you tell us who provides them? (University as a whole, a department, an on-campus union, a student group, etc). (15)

- University as a whole provides cash contributions to the centre – 9
- Faculty of Arts also provides some funding on top of the funding prescribed in the central university budget - 1
- Student groups (unions and associations) provide some cash contributions to the centre - 2
- Other groups provided cash contributions - 3

40. In addition to funds/in kind contributions from the provincial/territorial government and the university, does the centre receive funds or support from any other source other than parent fees? (31)

- Yes - sources noted include: fundraising, donations, capital grants from organizations (did not specify), Gaming Commission funding from casino operations (AB), Canada Summer Jobs grants, operational grants, wage enhancement grants, church groups - 14
- No, the centre did not receive support from other sources - 17

41. Please provide or estimate the percent of the centre's last annual budget that came from government funds and university-related funds.

% of government funds (excluding parent fee subsidies) (31)	
# of centres	
Don't know	10

⁷ The benefits that were noted include: library services, dental, extended medical, prescription, insurance, pension, Association membership fees and gym memberships.

<10%	3
10-20%	6
20-40%	7
>40%	5 (41%, 50%, and 90%)

% of university-related funds (32 responses)

Don't know	19
<10%	6
10-20%	3
20-30%	3
>50%	1 (55%)

42 and 43. Does the centre take a particular pedagogical or curriculum approach? Is it mandated by the provincial government? (32)

- All respondents (100%) reported that the centre did take a particular pedagogical or curriculum approach but not all of them specified which one.
- Emergent curriculum approach - 10
- Play based curriculum approach - 5
- Approach "similar to Reggio" - 5
- Centre took a curriculum approach mandated (or provided) by the provincial government such as ELECT (ON), the Quebec educational program and the curriculum framework being developed in Nova Scotia - 7

44. Is there anything unique or particular about the centre's approach to programming? (please describe) (11)

Note: These answers varied widely and some respondents repeated their answers from the previous question.

- Centre programming incorporates contemporary theories of child development and current knowledge about effective early learning practises - 5
- Inquiry/discovery approach to learning - 3
- Centre enjoys a natural playground and another noted that the programming included on-campus field trips - 1
- Centre welcome parents into the program and that they helped to manage the centre - 1
- Centre had just introduced learning portfolios for each child - 1

45 and 46. How many FTE staff are currently employed at the centre who work directly with children? (Fill in number) (31)

How many of these staff has a post-secondary ECE qualification or credential (diploma or degree)? (Fill in number) (29)

of centres

50% or less	1
50%-75%	10
75%-99%	7
100%	11

By province – Number of centres by percent

% with PSE ECE credential	QC	ON	MB	SK	AB	BC
50% or less			1			
50%-75%		2	6		1	
75%-99%	1	5			2	1
100%	1	7		2	2	

48. If your province has a professional registration or certification system for early childhood educators, how many of the FTE staff working with children have this designation? (Fill in number) (29 answered)

<5	4
5-10	13
11-20	7
21-30	3
30+	2 (32, 115)

49. What is the highest ECE-related educational qualification that the centre director holds? (31)

- A one or two year ECE diploma - 12
- A four year degree in an ECE-related field - 9
- A post-diploma certificate in ECE - 5
- A graduate degree in an ECE-related field - 4
- A BA or more in ECE - 1

50. Does the centre provide meals for the children? (32)

- Yes - 27
- No - 5

51. Are the meals prepared on-site at the centre? (27)

- Yes - 23
- No - 4

52. Does the centre employ a cook (full or part-time)? (29)

- Yes - 23
- No - 6

53. Does the centre use a university food service? (29)

- Yes - 2
- No - 27

54. Are centre-provided meals provided in some other way? (9)

- Catering service - 7
- Snacks only provided - prepared by teaching staff - 2

55 and 56. Is there a requirement that parents participate in this centre in any way? If yes, how do parents participate? (Check all that apply) (18)

- Fourteen respondents answered yes parents are required to participate.
- Fundraising (11) and sitting on the advisory committee/board (10) were noted as the most common ways that a parent would participate in the centre
- Six noted that parents are required to participate in the program with the children.
- Four noted that parents were required to contribute work outside of program hours.
- Six respondents recorded other ways that parents participate, these included: field trips, volunteering to support children with special needs, milk delivery, pot luck dinners and celebrations.

57. What are the centre's normal operating hours? (32)

Opening time	# of centres
6-7:30 am	18
7:45-8:30 am	14

Closing time	# of centres
Before 5 pm	1
5-5:30 pm	16
5:45-6:00 pm	15

Open which months of the year?	# of centres
Year round	29
Sept-June	3

58. Is there anything unique or particular about the centre's operating hours, days, or seasons? (Please describe) (10)

- Centre closed for a period during the holidays (Christmas and New Year) - 8
- Centre closed when the university was closed - 2

59. Would you say that any of the following are current concerns for you and the centre? (check all that apply)

- Long waiting lists - 24
- Insufficient funding - 15
- Staff recruitment and retention - 8
- Centre's relationship with the university - 6
- Low enrollment - 4
- Competition with other child care providers - 2
- Limiting provisions on the centre's license - 2
- Other concerns: full day kindergarten, government wage freezes, indoor gym space for winter months, trying to expand services, dealing with student parents who pay for child care with student loans, the university trying to change their agreements with the centre.

APPENDIX B: PROVINCIAL PROFILES

Nova Scotia (Dalhousie University)

OVERVIEW

Responsibility for regulated child care was transferred to the Department of Education and Early Childhood Development (Early Years branch) in 2013. Child care is non-profit and for-profit; there is no publicly delivered child care. For-profit child care has been expanding rapidly in the last few years. In 2012, 53% of child care spaces were for-profit.

Nova Scotia has had full-day kindergarten (called Grade Primary) for all five year olds for some years. The full-day Grade Primary day, like early elementary, is a shorter day than later elementary, covering a minimum of four hours a day. After decreasing for many years, the 0-5 year old population in Nova Scotia have been growing in recent years, rising from 49,000 0-5 year olds in 2007 to 54,000 in 2012.

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based full- and part-day space: 24%

Percent of 0-12 year olds for whom there is a regulated space: 14%

How much of the coverage is:

Centre-base for 0-5 year olds (full and part-day): 74%

School-age: 20%

Family day care: 6%

FUNDING

Which services are eligible for funding? Do some get more?

Funding is available to all licensed centres, both full-day and part-day (Child Development Centres and nursery schools), and regulated family child care agencies.

Which auspices are eligible?

Non-profit and for-profit facilities are generally treated the same way vis-à-vis operational funding. For-example child care subsidies are 'portable', that is subsidies are assigned to the child not the child care centre and may be used in any licensed program. Both non-profits and for-profits are eligible for capital funding but are treated differently (see capital funding section for details).

Total budget allocation for child care 2011/2012

Budget allocation for child care was \$43,221,873 in 2011/12, an increase of \$4,189,000 from 2009/10. Budget allocations for child care in Nova Scotia have increased modestly each year since 2001.

Public sending per regulated space (2012)

\$2,495 per regulated space

Public sending per child 0-12 (2012)

\$377 per child 0-12 years

Types of funding

Base/operating grants:

Early Childhood Enhancement Grants (ECEG)

\$16,954,270 in 2011/12

- Available to all licensed facilities (full-time/part-time, for-profit/non-profit)
- Intended to support staff wages/benefits/professional development, a portion is intended for general centre operations

Supported Child Care Grant (SCCG)

\$4,480,756 in 2011/12

- Available to all licensed facilities (full-time/part-time, for-profit/non-profit)

- Intended to create or sustain inclusive child care programs. Can be used for: wages for additional staff, professional development or educational materials related to inclusion. Cannot be used for capital expenditures such as renovations.

Family Home Day Care Funding

- \$975,532 in 2011/12
- Operational grant to family child care agencies
- *Child Development Centre grants*
- \$238,949 in 2011/12

Capital funding:

- Capital loans are available to both non-profit and for-profit, but the amount they receive is different - 75% forgivable loan for non-profits, 25% forgivable loan for for-profit.
- Expansion and replacement loans - \$2,316,524 in forgivable loans in 2011/12
- Repair and renovation loans - \$301,621 in forgivable loans in 2011/12

PARENT FEES

There is no set parent fee. In 2012, the median monthly fees⁸ were:

Age group / Median monthly fee

Infant	\$825/month
Toddler	\$694/month
Preschool	\$685/month

SUBSIDIES

Proportion of total provincial allocation spent on subsidies?

42% (2012)

Which kinds of services can receive subsidized children?

All licensed services. Subsidies are 'portable' and may be used in any licensed facility.

Are subsidies guaranteed to all eligible families?

Portable subsidies are available to all families that meet the required income and social criteria. Some subsidies allocated before 2000 (when the province moved to portable subsidies) are still tied to centres. These centres may maintain subsidy waiting lists using criteria developed by the child care centre's Board of Directors to service a specific population, e.g. students.

Do subsidy rates cover the full cost of child care? (That is, can subsidized parents be surcharged?)

Subsidy rates do not cover full fees; a family eligible for subsidy is required to pay any centre fees which are above the approved government subsidy per diems. The province last revised the per diems in November 2004⁹.

Age group / Per diem

Infants	\$22.00
Toddlers	\$20.00
Preschool	\$19.00
School Age	\$17.70

⁸ Source: Flanagan, K., Beach, J. & Varmuza, P. (2013). You bet we still care. A survey of centre-based early childhood education and care in Canada: Highlights report. Ottawa: Child Care Human Resources Sector Council. online at:

http://www.wstcoast.org/pdf/YouBetSurveyReport_Final.pdf. Note: school-age fees were not included in this survey.

⁹ Government of Nova Scotia. (2014). *Early Childhood Development Services Child Care Subsidy Program: Terms and conditions*.

Available online at: http://www.ednet.ns.ca/earlyyears/documents/families/Subsidy_Terms_and_Conditions.pdf

FAMILY CHILD CARE

Nova Scotia uses an agency model, in which a licensed family child care agency contracts with providers, responsible for ensuring standards are met.

RATIOS AND GROUP SIZE

Centre-based care					
Full-day program			Part-day program		
Age	Staff: child ratios	Group size	Age	Staff: Child ratios	Group size
0-17 months	1 to 4	10	Toddler (30 months+)	1 to 12	24
18-35 months	1 to 6	18		1 to 12	24
36 months - 5 years	1 to 8	24			
5-12 years	1 to 15	30			

Regulated family day care		
Age	Staff: child ratios	Group size
Any age*	1 to 6	6
0-17 months	1 to 3	3
5-12 years	1 to 8	8

*Subject to the requirement that a group of children in a family home day care program include no more than 2 infants (0-17 months) and 3 toddlers (18-35 months).

TRAINING REQUIREMENTS

Entry Level – completion of Orientation for Staff Working in Licensed Child Care Facilities;

Level 1 Classification – completion of orientation for child care staff and Level 1 course work and guided workplace experience;

Level 2 Classification – completion of an approved college program in early childhood education;

Level 3 Classification - completion of a bachelor's degree in ECE or completion of Level 2 requirements and a bachelor's degree;

School Age Approval – completion of orientation for child care staff and a bachelor's degree in early or elementary education.

Centre staff	Centre director	Family child care consultants	Family child care providers
At least 2/3 of the staff must have a level 1, level 2 or level 3 classifications or school-age training approval. In a facility with only 2 staff working directly with children, 1 staff member must have a level 1, level 2 or level 3 classifications.	Director must have a level 2 or level 3 classification.	Consultants must have: 1. a level 2 or level 3 classification.	Complete an approved family child care provider training course within 1 year of approval of home.

MEALS

Are service providers required to provide meals?

Yes, generally:

- Full-day – provision of lunch, a morning snack and an afternoon snack required
- Part-day program and school-age program – a snack must be provided
- School-age - children may bring lunch from home or lunch may be provided
- Family child care – each child in attendance during regular meal period must be provided with a meal; each child in attendance before or after regular meal period must be provided with a snack

PHYSICAL ENVIRONMENT

Are centres required to provide a contiguous (or essentially contiguous) outside play space?

Outdoor space does not have to be contiguous. According to regulations¹⁰, outdoor play space may be located at the facility or within a “reasonable distance” of the facility. Separate outdoor play space for the infants may be at the facility or in the “immediate vicinity”. It must be accessible to all enrolled children, including those with diverse abilities.

Are centres required to provide an equipped outside play space?

Outdoor play space may be within “reasonable distance”. However, when a play space is located at a facility it must:

- Provide at least 7 m² of play space per child
- Be enclosed by a fence that is at least 1.2 m high. If infants are enrolled, there must be an outdoor play space at the facility or within the “immediate vicinity” that:
 - Provides a separate space for infants
 - Provides at least 7 m² of play space per infant
 - Is enclosed by a fence that is at least 1.2 m (4 ft.) high

Are centres required to have windows?

Centres must provide windows with a glass area of at least 10% of the total floor area.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

Facilities must be accessible and must not be located above the 2nd floor of a building. Infants must be located on the ground floor and separate from spaces used by children of other ages

Are there minimum space requirements for centres?

At least 2.753m² of unobstructed indoor floor space per child (hallways, entries, exits, staff and administration areas, washrooms/diapering areas, kitchen, laundry, etc. must not be included in this calculation)

Are there unique/special requirements for the physical environment?

No, requirements are typical.

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

No, Nova Scotia does not have a curriculum framework for child care.

GOVERNANCE

Auspice: 53% of centre spaces were for-profit in 2012, up from 50% in 2008 and 46% in 2006.

What is the municipal, school board or other local government role?

None

Are there any governance requirements such as a legal parent board or an advisory committee?

Yes, according to regulations, the facilities must establish a parent committee to “provide a forum in which parents provide input and receive notice of any matters of interest or concern to the parents”.

MONITORING

	Centres	Regulated family child care
<i>Frequency and by whom</i>	Annually by provincial Early Childhood Development Officers (provincial)	Annually by family child care agencies

¹⁰ Government of Nova Scotia (2011). Day care regulations. Available online at: <http://www.novascotia.ca/just/regulations/regs/dayregs.htm>

QUALITY

Research or data on process quality: None

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- 81.7% of staff hired had an ECE credential;
- 47.1% of centre directors and 44.8% of program staff very satisfied with job;
- 2.8% of centre directors and 10.1% of program staff looking for new job (YBWSC!, 2012)

Auspice -53% of centre spaces for-profit, up from 50% in 2008 and 46% in 2006.

Public spending (allocation) per regulated space: \$2,495 (2012)

Quality improvement strategy: None

Quebec (Université Laval, Université de Montréal, McGill University)

OVERVIEW

Provision of early childhood education and child care in Quebec is under two ministries, the Ministère de l'Éducation, du Loisir et du Sport (MELS) and the Ministère de la Famille et des Aînés (MFA).

Quebec provides full-day kindergarten (maternelle) for all five year olds and some kindergarten (pre-maternelle) for four year olds under MELS.

MFA is responsible for regulated child care for children aged 0-4. Regulated child care includes centres de la petite enfance (CPEs) which operate as small non-profit networks of several "installations" or centres; CPEs usually include regulated family child care as well. Family child care providers are supervised by Child Care Coordinating Offices (many of which are part of CPEs). Some regulated family child care is provided in group family child care homes, with two providers. There are, as well, for-profit centres (garderies), which are growing in number. Quebec does not regulate part-day centre-based child care programs but permits them to operate as unregulated part-day jardins d'enfants.

CPEs, regulated family child care and most garderies are primarily publicly funded through a base funding formula which funds garderies at a somewhat lower rate. Spaces in these programs are termed "reduced contribution spaces" for which parents pay a flat \$7.00/day fee. Quebec does not use fee subsidies targeted to eligible parents. All children aged 0-4 who have secured a space in a reduced contribution program may attend at \$7.00 a day regardless of family income or parents' employment status. A growing number of garderies are unfunded; parents using unfunded garderies are reimbursed a substantial amount of their fees.

School-age child care is operated by schools under MELS. It is available at the same flat \$7.00/day, (which applies when school is in session) as regulated child care for 0-4s. School boards are required to provide school-age care when there is sufficient demand.

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based space: 36.3% (Note – in Quebec it is 0-4 year olds; 5 year olds are in FDK and school-age programs)

Percent of 0-12 year olds for whom there is a regulated space: 37.4%

How much of the total supply of centre spaces is:

Centre-based for 0-4 year olds: 38%

School-age (4 – 12 year olds): 40%

Family child care: 21%

FUNDING

Which services are eligible for funding? Do some get more?

Non-profit centres (under MFA) for 0-4 year olds are always part of small networks of non-profit services called centre de la petite enfance (CPEs). CPEs typically include several child care centres and usually family child care as well.

A funding formula based on licensed capacity and occupancy rate determines the amount of funds a CPE receives. All CPEs are publicly funded to provide child care at \$7/day for all age groups; there is no unfunded non-profit child care.

Centre-based programs for 0-4 year olds called garderies are usually for-profit operations, although there are a few larger non-profit organizations that operate garderies. Most garderies are publicly funded to provide \$7/day care for 0-4 year olds but the provincial funding formula provides somewhat less funding than CPEs.

There are also a number of other categories of public funding that CPEs can access such as: minor capital, professional development, staff benefits, etc.

All school-age centres are publicly-operated (by school authorities) under MELS.

School-age children are not eligible for a \$7/day place during the summer.

Total budget allocation for child care 2011/2012

Budget allocation for regulated child care was \$2,392,649,000 in 2011/12. (Note that Quebec's spending on child care represents about 60% of the Canada-wide total).

Public sending per regulated space for 0-12 year olds (2012): \$5,958

Public sending per child 0-12 (2012): \$2,231

Types of funding

One time funding: Capital expenditures were \$25,086,000

Recurring funding: Funding to CPEs and garderies was \$2,156,596,000. Pension plan for employees in child care was 58,737,000.

Total child care expenditure for children 0-4 years: \$ 2,240,419,000

Expenditure on school-age child care (by MELs): \$ 152,300,000 (2008 figure)

PARENT FEES

Quebec sets a flat fee for children in most (all funded) child care centres, family child care homes and child care in schools at \$7/day. These spaces are referred to as "reduced contribution spaces". Child care operated by school boards must only offer reduced contribution spaces on the days school is in session.

Unfunded for-profit centres are not required to use a set parent fee (\$7/day); information on their fees is not available. (A rebate from the Quebec government is available to parents using these centres).

SUBSIDIES

N/A

FAMILY CHILD CARE

Number of Family Child Care Coordinating Offices (agencies, many of which are CPEs): 164

Number of family child care providers: 15,448

RATIOS AND GROUP SIZE

Centre-based care		
Age	Staff: child ratios	Group size
0-17 months	1 to 5	- The max number of children is determined according to the net area and layout of the permit holder's play areas.
18 months -4 years	1 to 8	
4-5 years	1 to 10	- Each centre may have a maximum of 80 spaces overall.
5 years +	1 to 20	

Family child care providers

Providers are permitted to care for up to six children (including the provider's own children) under 9 years with no more than two under 18 months.

Quebec provides group family child care. If the provider is assisted by another adult up to six children with no more than four children under 18 months (including their own children). A provider who cares for at least seven but no more than nine children must be recognized as a home child care provider by a coordinating office and the person and the assistant may not provide child care to more than four children under the age of 18 months.

TRAINING REQUIREMENTS

Centre staff	Centre director	Family child care providers
Two-thirds of centre staff are required to have a college or university ECE credential (or an “attestation”). Each child care staff member must hold a standard first aid certificate not older than 3 years.	Specific training or credentials are not required for centre directors	Family child care providers must complete a 45 hour training program pertaining to child development and must hold a first-aid certificate.

MEALS

Are service providers required to provide meals?

No, regulated centres are not required to provide meals. If meals are provided they must be in accordance with the *Canada Food Guide to Healthy Eating*.

PHYSICAL ENVIRONMENT

Are centres required to provide a contiguous (or essentially contiguous) outside play space?

A child care centre must have an outdoor play space situated less than 500 m from the facility or; an outdoor children’s play space in a public park within 500 m of the facility delimited by a fence and accessible during the hours of child care.

Are centres required to provide an equipped outside play space?

There is no requirement that a child care centre must provide an equipped outdoor play space. However, the child care centre must ensure that an outdoor play space and the play equipment it contains comply with the “Children’s Playspaces and Equipment” standard of the Canadian Standards Association.

Are centres required to have windows?

Yes, a child care centre must have a window that remains unobstructed at all times through which the children may be viewed; have windows opening directly to the outside with a glass area that is never less than 10% of the floor area of a room. A windowless room is considered to be part of an adjoining room with windows provided that 60% of the common wall is entirely open.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

No.

Are there unique/special requirements for the physical environment?

No.

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

The regulations require that all child care providers offer educational programs that must include activities aimed at:

- Fostering children’s overall development, particularly their emotional, social, moral, cognitive, language, physical and motor development; and
- Helping children gradually adapt to life in society and integrate a group harmoniously.
- The educational program must also include promotional and preventative elements aimed at producing and environment conducive to the development of a healthy lifestyle, healthy eating habits and behaviour that have a positive effect on the children’s health and well-being.

There is no regulation requiring a particular curricular or pedagogical approach. However, Quebec does have a curriculum framework, *Meeting early childhood needs – Quebec’s educational program for childcare services*. The curriculum framework is available for all child care providers.

GOVERNANCE

Auspice

22 % of centre spaces were for-profit in 2012.

Municipal, school board or other local government role

School boards are required to provide child care for school aged children and must operate in accordance with the [Education Act, R.S.Q., c.1-13.3](#).

Are there any governance requirements such as a legal parent board or an advisory committee?

CPEs must be non-profit with a board of directors having a minimum of seven members, at least two of whom (who are neither staff nor family child care providers) must be parent-users of the program.

Family Child Care Coordinating Offices are also required to have a board of directors with at least five members, the majority of which are parents of a family child care provider operating in the office’s assigned territory and no more than one member is a family child care provider.

MONITORING

License holders in Quebec are inspected once every five years.

QUALITY

Research or data on process quality:

l’Étude longitudinale du développement des enfants du Québec (ELDEQ) (2005) (See Japel, C, Tremblay, R.E. & Côté, S. (2005). “Quality counts! Assessing the quality of daycare services based on the Quebec Longitudinal Study of Child Development.” *IRPP Choices* 11 (5). Available at: <http://irpp.org/wp-content/uploads/assets/vol11no5.pdf>)

ELDEQ found that:

- 61% of child care settings were of minimal quality (that is, they ensured the health and safety of children, but their educational component was minimal).
- Just over one-quarter of settings provided services whose quality was good, very good or excellent (that is, they offered services that were appropriate to the children's stage of development and a stimulating and educational environment).
- 12% of settings had quality that was inadequate.
- Non-profit centres generally offered better-quality services than other types of daycare settings
- One-third of non-profits were of good, very good or excellent quality, compared to only 14% of for-profits and 10% of unregulated home-based daycares.
- Conversely, more than one-quarter of for-profit daycares and unregulated home-based settings were of inadequate quality.

Grandir en qualité Quebec Survey on the Quality of Educational Daycare (2003) (Institut de Statistique Quebec. Available at: http://www.grandirenqualite.gouv.qc.ca/resultat_an.htm)

This survey, intended to the baseline data for a quality improvement project that ended when the provincial government changed, studied quality in non-profit child care centres (installations de CPE), for-profit child care centres (garderies) and family child care homes coordinated by agencies. Overall the survey found that:

- Quality in CPEs was ‘good’ for infant care and ‘fair’ for preschool care.
- In garderies quality was ‘fair’ in both infant and preschool settings.
- Overall home child cares quality was ‘fair’

Further analysis of the Grandir survey (Cleveland et al, 2007, see: <http://www.childcarepolicy.net/wp-content/uploads/2013/04/final-report.pdf>) found that:

- There was a marked difference in average quality between non-profit and for-profit providers. “On average there is nearly a 12 percentage point difference in quality, or, to put it another way, the average CPE has preschool quality which is 22% higher than the average garderie.”

Grandir en qualité 2014 is currently underway. Results are expected to be published in 2015. For details see the project website at: http://www.grandirenqualite.gouv.qc.ca/index_an.htm

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- The median gross hourly wage for program staff was \$19.13 in 2012
- 73.5% of new staff hired had an ECE credential
- 5.6% of centre directors looking for a new job and
- 20.95% of program staff looking for a new job (YBWSCI, 2012 – note that the Quebec sample was very small in this study)

Auspice: 22% of centres were for-profit in 2012 (this sector has been facilitated by policy providing a rebate to parents and is growing).

Public spending (allocation) per regulated space: \$5,958

Quality improvement strategy: See above re Grandir en qualité, 2014.

Ontario (University of Toronto, University of Western Ontario, University of Ottawa, McMaster University)

OVERVIEW

The Early Learning Branch of the Ministry of Education is responsible for regulated child care in Ontario. Regulated child care includes non-profit, for-profit and public (municipally operated) services. Ontario is the only province in which municipalities have a mandated role as “local service managers” (see Governance section for more detail) and are required to develop extensive service plans on a regular basis. Ontario will have completed phasing in full-day kindergarten for all four and five year olds in September 2014. Ontario has provided kindergarten for all four year olds for 15 years. Ontario’s kindergartens are staffed by a certificated teacher and an early childhood educator “team”.

Ontario’s 0-5 year old population was 845,600 in 2012, up from 828,000 in 2009 and 812,000 in 2007.

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based full- and part-day space: 21%

Percent of 0-12 year olds for whom there is a regulated space: 15.4%

How much of the coverage is:

Centre-based for 0-5 year olds (full and part-day): 60% (Note that Ontario cannot separate part- and full-day programs)

School-age: 34%

Family child care: 5%

FUNDING

Which services are eligible for funding?

All regulated child care programs are eligible for funding including fee subsidies, operating (wage grants) funds, repair and maintenance, special needs resourcing, transformation and capital retrofit funds (one- time costs).

Which auspices are eligible?

Non-profit and for-profit facilities are generally treated the same way vis-à-vis recurring funding. For-example wage subsidies/ wage improvement grants may be paid to full- and part-time permanent staff in non-profit and for-profit licensed child care centres, and in non-profit and for-profit private home day care agencies. Municipalities may restrict funding to non-profit and public programs via their child care service plans and service contracts (as is the case in Toronto and several others). For-profits do not receive capital funds.

Total budget allocation for child care 2011/2012

Budget allocation for regulated child care was \$865,100,000 in 2011/12, an increase of \$63,300,000 from 2009/10.

Public sending per regulated space (2011/2012): \$2,952

Public sending per child 0-12 (2012): \$457

Types of funding

Recurring funding:

Wage subsidies/Wage improvements

• \$170,600,000

• Available to all licensed facilities (full-time/part-time, for-profit/non-profit)

Special needs resourcing

• \$48,500,000

Other funding: Early learning and child development grant

• \$ 216,600,000

(Transfer to municipalities – can be applied to fee subsidies, wage subsidies, and special needs resourcing by the local governments.)

Transition funding

- \$ 14,000,000

Other transfers to municipalities

- \$28,700,000

Capital funding:

Capital retrofit funding

- \$90 million in 2012/13, \$68 million in 2013/14, and \$84 million in 2014/15
- Available only to non-profit child care centres for re-purposing school spaces to transition to serving children 0-3.8 years.

PARENT FEES

There is no set parent fee. In 2012, the median monthly fees were:

Age Group	Median monthly fee
Infant	\$1,152/month
Toddler	\$925/month
Preschool	\$835/month

SUBSIDIES

Proportion of total provincial allocation spent on subsidies?

45% (2012)

Which kinds of services can receive subsidized children?

All licensed services can receive subsidized children and municipalities are responsible for managing and administering subsidies. Fee subsidies are paid directly to non-profit, for-profit and public service providers on behalf of eligible parents. However, since 2004, the City of Toronto has stipulated that a service contract for a fee subsidy is available only to not-for-profit centres and agencies that are both financially viable and meet the standards set out in the Toronto Operating Criteria.

Are subsidies guaranteed to all eligible families?

No – There is a province wide cap on the total subsidy budget rather than on the number of subsidized spaces available – some municipalities such as Toronto have lengthy waitlists while others do not have waiting lists.

Do subsidy rates cover the full cost of child care? (That is, can subsidized parents be surcharged?)

The province permits subsidization up to the full cost of the program; however, in practice, some municipalities may set maximum subsidy rates, requiring parents to pay the difference.

FAMILY CHILD CARE

Ontario uses an agency model, in which licensed family child care agencies enter into agreements with caregivers to provide child care. The agencies support and monitor providers as specified in the regulations. Agencies may be public, non-profit or for-profit.

RATIOS AND GROUP SIZE

Centre-based care		
Age	Staff: Child ratio	Group size
0-17 months	1 to 3	10
18-20 months	1 to 5	15
2-2.5 years	1 to 8	16
44-67 months as of Aug 31	1 to 10	20
56-67 months as of Aug 31	1 to 12	24
68 months as of Aug 31 – 12 yrs	1 to 15	30
Regulated family day care		
Age	Staff: child ratios	Group size

0-10 or 12*	1 to 5	5 or fewer
<p>* 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.</p> <p>Note: A group of children in a family home day care program may include no more than two children under 2 years of age and three children less than 3 years of age at one time. The provider's own children are included in the count only if they are under 6 years of age.</p>		

TRAINING REQUIREMENTS

Centre staff	Centre director	Family child care consultants	Family child care providers
-at least one staff per group of children must be a Registered Early Childhood Educator (RECE) or approved by the Director to take the place of an RECE	-must have a diploma in Early Childhood Education, or equivalent and be a registered member of the College of Early Childhood Educators (CECE) -must also have two years of experience or, in the opinion of a Director, is capable of planning and directing the program, children and staff	-must have completed a post-secondary program of studies in child development and family studies, have at least two years experience working with children at the same age and developmental levels as the children enrolled with the agency, or in the opinion of the Director, is capable of providing support in a location where private-home day care is provided must also be registered with the CECE	-none

MEALS

Are service providers required to provide meals?

Yes.

- Meals and snacks must meet the requirements of the *Day Nurseries Act*.
- Meals are to be provided where a child is in attendance at meal time; snacks are also required
- With the approval of a ministry Director, children 44 months of age or over as of August 31 of the year may bring bag lunches.

PHYSICAL ENVIRONMENT

Are centres required to provide a contiguous (or essentially contiguous) outside play space?

- Outdoor play space must be *adjacent* to the premises and at ground level, unless otherwise approved by a ministry Director.
- Programs that have a playground require outdoor play space equivalent to 5.6 square metres (60 square feet) per child, based on licensed capacity.

Are centres required to provide an equipped outside play space?

- Every operator of a day nursery shall ensure that the play equipment in each day nursery operated by the operator is sufficient in quantity to allow for rotation and includes equipment for gross motor activity in the playground area.
- Fixed playground structures (i.e. climbing equipment, slides) are not required; however, if the operator installs fixed play structures, the structures and safety surfacing must meet current Canadian Standards Association Standard.

Are centres required to have windows?

Yes, centre-based programs must have a clear window glass area equivalent to 10% of the available floor area for each play activity room for a program that operates for six or more hours in a day.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

Centre based programs must have:

- separate play activity rooms for each age grouping
- have a separate sleep area for infants where the centre is licensed to provide care to children under the age of 18 months
- have rooms on or below the second floor where the rooms are for children under six years of age

Are there minimum floor space requirements for centres?

Centre based programs must have play space of at least 2.8 square metres of unobstructed floor space for each child, based on the licensed capacity

Are there unique/special requirements for the physical environment?

No.

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

- Yes, Ontario does have a provincial curriculum framework called *Early Learning for Every Child Today* (ELECT) (2007). The curriculum framework also has a pedagogical support document called *How Does Learning Happen?*.
- Child care providers are not legally required to adhere to ELECT but some municipalities, such as Toronto have included the implementation of ELECT in their requirements.

GOVERNANCE

Auspice

- 25% of centre spaces were for-profit in 2012
- 3% of centre spaces are public (down from 8% in 2008).

Is there a municipal, school board or other local government role?

Yes, in Ontario, 47 local governments are designated Consolidated Municipal Service Managers and District Social Services Administration Boards (CMSMs and DSSABs), responsible for planning and managing child care services, administering fee subsidies and allocating additional resources to families and centres providing care to children with a disability. In addition, about half of these also provide municipal/regionally-operated (public) child care in centres or through family child care agencies. The amount of municipally operated child care has decreased in recent years. Municipal spaces are down from 18,143 spaces or 11% of total centre spaces in 1998 to 7,192 spaces or 2.6% of total centre spaces in 2012.

Are there any governance requirements such as a legal parent board or an advisory committee?

Each centre and family child care agency must have a written statement regarding parent involvement but the type and amount of parental involvement is not specified.

MONITORING

	Centres	Regulated family child care
<i>Frequency and by whom</i>	Annual unannounced inspections of all licensed child care programs by Ministry of Education staff.	Quarterly in-home visits by agency staff.

QUALITY

Research or data on process quality: None

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- 72% of staff hired had an ECE credential
- 11.7% of centre directors looking for a new job and
- 27.9% of program staff looking for a new job (YBWSCI, 2012)

Auspice

- 25% of centre spaces were for-profit in 2012
- 3% of centre spaces are public (down from 8% in 2008).

Public spending (allocation) per regulated space - \$2,952 (2012)

Quality improvement strategy: None.

Manitoba (Brandon University, University of Manitoba, University of Winnipeg, Red River College, Assiniboine College, University College of the North & Health Sciences Centre)

OVERVIEW

Responsibility for regulated child care is under the Ministry of Family Services and Labour. Child care is non-profit and for-profit; in 2012, non-profit spaces made up 95 percent of all centre spaces. Manitoba's Ministry of Education is responsible for optional part-day kindergarten for all five year olds and a small number of four year olds. Child populations in Manitoba have grown since 2005, when there were 77,000 0-5 year olds, to 2012 when the 0-5 year old population was 89,000. Following the (2002-2007) five-year plan for child care, Manitoba recently released "Family Choices: Manitoba's Plan to Expand Early Learning and Child Care".

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based full- and part-day space: 24%

Percent of 0-12 year olds for whom there is a regulated space: 16%

How much of the coverage is:

- Centre-base for 0-5 year olds (full and part-day): 60%
- Family day care: 30%
- School-age: 10%

FUNDING

Which services are eligible for funding? Do some get more?

Base and capital funding are available to regulated child care centres, family child care homes, group child care homes and nursery schools.

Which auspices are eligible?

Only non-profit child care services are eligible for base (unit) and capital funding. Both non-profit and for-profit centres may enrol children receiving subsidies. Existing for-profits may receive some limited funding.

Total budget allocation for child care 2011/12

Budget allocation for child care was \$134,345,200 in 2011/2012, an increase of \$17,794,200 from 2009/10. Budget allocations for child care in Manitoba almost tripled from 1998 to 2012.

Public sending per regulated space (2012)

\$4,388 per regulated space

Public sending per child 0-12 (2012)

\$717 per child 0-12 years

Types of funding

Base/operating grants:

Operating Grants

- \$91,628,800 in 2011/2012 (amount includes all training, recruitment and retention grants)
- annual per space operational grants (maximum grant: full-time infant child care centre-\$8,320 per space; full-time preschool-\$2,912 per space; nursery school 1 to 5 sessions-\$136 per space; nursery school 6 to 10 sessions-\$271 per space; and school-age-\$993 per space)

Children with Disabilities grants

- \$11,708,800 in 2011/2012
- support for non-profit child care centres, nursery schools and family group and group child care homes that provide care to children with disabilities

Capital funding:

Early Learning and Child Care Capital Fund/Family Choices Building Fund

- funding to offset costs of construction, expansion, or revitalizing of existing non-profit child care centres
- Provides one-third of total project costs up to \$400,000 for centres not in schools. The Fund also has a component that provides 100% of costs for centres located in schools or on school property, which is managed by Manitoba Education.

PARENT FEES

Maximum daily fees are set by the provincial government. Maximum daily fees per child vary by age of child and type of care. Provincially-mandated maximum fees only apply to funded child care services; there are a few regulated centres that do not receive government funding that are free to set their own rates.

(<http://www.gov.mb.ca/fs/elccmanual/pubs/sec17.pdf>)

Maximum daily child care fees by care type and age group in Manitoba effective July 1, 2013

Age group	Max daily fee in centres and trained family child care providers	Max daily fee in Family child care
Infants	30.00	22.20
Preschool	20.80	18.20
School-age (full day)	20.80	18.20
School-age (before/lunch/after)	10.30	10.30

In 2012, the median monthly fees¹¹ were:

Age group	Median monthly fee
Infant	\$631/month
Toddler	\$431/month
Preschool	\$431/month

SUBSIDIES

Proportion of total provincial allocation spent on subsidies?

21% (2012)

Which kinds of services can receive subsidized children?

Regulated non-profit and for-profit centres and family child care can receive subsidized children. Non-profit centres receiving provincial operating grants are required to enrol subsidized children. Parents who apply for nursery school subsidy only need to take the income test – they do not need to be working or going to school to be eligible.

Are subsidies guaranteed to all eligible families?

The subsidy budget is fixed but there are no waiting lists.

Do subsidy rates cover the full cost of child care? (That is, can subsidized parents be surcharged?)

Subsidy rates don't cover full fees. Centres may surcharge subsidized parents, but the surcharge is capped at a maximum of \$2/day.

FAMILY CHILD CARE

Manitoba family child care providers are individually licensed. Manitoba Child Care Coordinators inspect individual licensed homes.

Manitoba also licenses group family child care homes, with two providers.

¹¹ Source: Flanagan, K., Beach, J. & Varmuza, P. (2013). You bet we still care. A survey of centre-based early childhood education and care in Canada: Highlights report. Ottawa: Child Care Human Resources Sector Council. online at:

http://www.wstcoast.org/pdf/YouBetSurveyReport_Final.pdf. Note: school-age fees were not included in this survey.

RATIOS AND GROUP SIZE

Full-time centre-based care					
<i>Full-time and school-age centres for children in mixed age groupings</i>			<i>Full-time and school-age centres for children in separate age groupings</i>		
<i>Age</i>	<i>Staff: Child ratio</i>	<i>Group size</i>	<i>Age</i>	<i>Staff: Child ratio</i>	<i>Group size</i>
12 weeks-2 years	1:4	8	12 weeks-1 year	1:3	6
			1-2 years	1:4	8
			2-3 years	1:6	12
2 years-6 years	1:8	16	3-4 years	1:8	16
			4-5 years	1:9	18
6 years-12 years	1:15	30	5-6 years	1:10	20
			6-12 years	1:15	30

Part-time or nursery school centres		
<i>Age</i>	<i>Staff: Child ratio</i>	<i>Group size</i>
12 weeks-2 years	1:4	8
2 years-6 years	1:10	20

Regulated family home day care		
<i>Age</i>	<i>Staff: Child ratio</i>	<i>Group size</i>
Under age of 12 (no more than five can be under the age of 6, no more than three can be less than 2 years of age, and child care provider's own children are included in group size)	1:8	8
For a group child care home (with 2 providers), children must be under the age of 12 and no more than three may be less than 2 years of age	2:12	12

TRAINING REQUIREMENTS

Qualification levels	Centre-based staff	Centre-based director	Family home day care providers
<p>Early Childhood Educator (ECE) III – approved degree program from recognized university or approved ECE II program plus a recognized certificate program</p> <p>ECE II – approved diploma in early childhood education from recognized community college or satisfactory completion of one of the</p>	<p>Two-thirds of staff who are in full-time centres and are included in the staff to child ratio must be at the ECE II or III level.</p> <p>In nursery schools and school-age centres, half of the staff who are included in the staff to child ratio and care for children enrolled for 4 or more part days per</p>	<p>Full-time child care directors must be classified at the ECE III level and have at least one year's experience working with children in child care or in a related setting.</p> <p>Nursery school child care directors must be classified at the ECE II and have at least one year's experience working with children in</p>	<p>Family child care providers and staff are required to complete an approved 40-hour course from a community college in family child care or early childhood education.</p> <p>They must also have a valid first-aid certificate that includes CPR training and a criminal reference check.</p>

Manitoba Child Care Program's Competency Based Assessment (CBA) programs	week must be at the ECE II or III level. In nursery schools operating three or fewer days per week, at least one staff person for every 30 licensed spaces must be at the ECE II or III level.	child care or in a related setting or must be classified at the ECE III level.
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		

MEALS

Are service providers required to supply meals?

- No. Centres *may* provide meals and snacks themselves or they may request that parents to supply meals and snacks for their children.
- If a child attends the centre for at least a three-hour period they must have one snack.
- If a child attends a facility for more than six hours a day, they must have a nutritious meal (as outlined in the Canada Food Guide) and two nutritious snacks.

Any other feeding requirements?

Infants must be fed by the same person for at least three-quarters of their feedings at the child care centre.

PHYSICAL ENVIRONMENT

Are centres required to provide an equipped outside play space? Are centres required to provide a contiguous (or essentially contiguous) outside play space?

- Full-time child care centre, nursery school and school-age centre providing care for more than four hours per day must provide or have access to outdoor play space;
- Full-time centres or nursery schools providing child care for more than four continuous hours per day must have a play space located within 350 metres of the centre;
- School-age child care centres must have a play space located within 700 metres of the centre;
- If the outdoor play space is not adjacent to the centre, the licensee must provide safe access to the space; the space must be fenced; and a minimum of 50 percent of the area must be “grass, sand or a similar surface”.
- Play space must be a minimum of seven square metres per child and accommodate the greater of 50 percent of number of licensed spaces or 55 square metres
- Licensee may apply to a director for approval for alternative accommodations

Are centres required to have windows?

Centres are required to have only “a minimum of one room with natural light that all children will have access to for their daily activities”.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

No.

Are there minimum floor space requirements for centres?

3.3 square metres of free and useable indoor floor area per licensed child space, which does not include hallways, washrooms, food preparation area, storage space, or other space not used by the children for play, and which is for the exclusive use of the licensee during the hours of operation of the child care centre.

Are there unique/special requirements for the physical environment?

The regulations require licensees who provide child care for infants to submit a written plan for the Director's approval that outlines how the licensee will “develop and use the physical space to meet each infant's daily

developmental needs for sleep and play”. Similar plans are required if a licensee proposes a mixed-age group program.

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

Two curriculum frameworks:

- Early Returns: Manitoba’s Early Learning and Child Care Curriculum Framework for Infant Programs
- Early Returns: Manitoba’s Early Learning and Child Care Curriculum Framework for Preschool Centres and Nursery Schools
- These curriculum frameworks aim to help “staff to design play-based, developmentally appropriate interactions, relationships, environments “. Regulations require a curriculum statement for both infant and preschool programs. Both Early Returns documents provide an outline of what is needed to create a curriculum statement for each type of program.

GOVERNANCE

Auspice: 5% of centre spaces were for-profit in 2012, up from 4.5% in 2008.

Is there a municipal, school board or other local government role?

There is no provision for a local government role in providing, administering or funding child care.

Are there any governance requirements such as a legal parent board or an advisory committee?

All licensed non-profit 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.

MONITORING

	Centres	Regulated family child care
<i>Frequency and by whom</i>	Manitoba Child Care Coordinator conducts three monitoring visits per year, one of which is a re-licensing visit.	Manitoba Child Care Coordinator conducts three drop in visits per year and one scheduled re-licensing visit per year.

QUALITY

Research or data on process quality - No current information.

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- 37.6% of staff hired had an ECE credential
- 1.7% of permanent staff with an ECE credential left within the past 12 months of July 16, 2012
- 12.4% of directors looking for a new job in 2012
- 21.2% of program staff looking for a new job in 2012
- Auspice-5% of centre spaces were for-profit in 2012, up from 4.5% in 2008.
- Public spending (allocation) per regulated space - \$4,388 (2012)

Quality improvement strategy

Manitoba’s current plan, “Family Choices: Manitoba’s Plan to Expand Early Learning and Child Care” includes “improving quality” as a priority area. Actions mentioned include a centralized quality enhancement team and supporting demonstration sites where ECE students can experience quality programming in action.

Saskatchewan (University of Saskatchewan)

OVERVIEW

Saskatchewan's Ministry of Education is responsible for regulated child care, kindergarten and pre-kindergarten services. Responsibility for child care services, consultations, standards and training are under the Early Learning and Child Care (ELCC) Branch of the Ministry of Education. The ELCC Branch also administers the legislation and is responsible for pre-kindergarten. Monitoring, licensing and consultation are provided through regional offices. Kindergarten is overseen by the Curriculum and E-Learning Branch and is offered to all five year olds. The Ministry of Social Services is responsible for the Child Care Fee Subsidy Program.

Child care is non-profit and may be for-profit. For-profit child care does not receive any public funding. Only 0.1% of spaces were for-profit in 2012. There are also several municipal centres. Pre-kindergarten is targeted to vulnerable three and four year olds who meet locally specified eligibility criteria. Both kindergarten and pre-kindergarten are offered part-day by school authorities at no cost to parents.

The 0-5 year old population in Saskatchewan has been increasing in recent years. In 2012, the 0-5 population was 77,400, up from 71,000 children in 2009 and 64,000 0-5 year olds in 2007.

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based full- and part-day space: 11.5%

Percent of 0-12 year olds for whom there is a regulated space: 8%

How much of the coverage is:

Centre-base for 0-5 year olds (full and part-day): 72%
School-age: 11%
Family day care: 17%

FUNDING

Which services are eligible for funding? Do some get more?

Funding is available to regulated child care, which includes child care centres, teen student support centres, school-age child care, family child care homes, group family child care homes, and teen student support family child care homes.

Which auspices are eligible?

Only non-profit and municipal child care services receive public funding, including base, capital and subsidy funding.

Total budget allocation for child care 2011/2012

Budget allocation for child care was \$62,653,151 in 2011/12, an increase of \$5,308,965 from 2009/10.

Public spending per regulated space (2012)

\$5,104 per regulated space

Public spending per child 0-12 (2012)

\$389 per child 0-12 years

Types of funding

Base/operating grants:

Early childhood services grants

For centres:

- Grant for to support on-going operating and staffing costs to provide child care services
- Maximum grant for licensee of full-time centres or student support centres are:
 - (a) \$643.33 per month per infant child care space;

- (b) \$386.00 per month per toddler child care space;
- (c) \$193.00 per month per preschool child care space; and
- (d) \$128.67 per month per school-age child care space
- Maximum grant for licensee of extended hours centre that operates less than 120 hours per week are:
 - (a) \$804.17 per month per infant child care space;
 - (b) \$482.50 per month per toddler child care space;
 - (c) \$241.25 per month per preschool child care space; and
 - (d) \$160.83 per month per school-age child care space
- Maximum grant for licensee that operates 120 hours per week or more are:
 - (a) \$965.00 per month per infant child care space;
 - (b) \$579.00 per month per toddler child care space;
 - (c) \$289.50 per month per preschool child care space; and
 - (d) \$193.00 per month per school-age child care space

Inclusion grants

- Grant to support costs of services for children with diverse needs and children with exceptionally high diverse needs.
For individual inclusion grants:
 - Maximum grant per month to assist with additional costs of supervising the child, for a period not exceeding one year is \$300
 - Maximum grant per year for the purchase of adapted equipment required to meet the needs of the child is \$1,200
 - Maximum grant to assist with the cost of training employees and the provision of resources other than those listed above is \$100
- For enhanced accessibility grants:
 - Maximum grant per month to assist with additional costs of supervising the child, for a period not exceeding one year is \$2,000
 - Maximum grant per year for the purchase of adapted equipment required to meet the needs of the child is \$600 (\$1,200 per year if the Director approves the exceptional circumstances)
 - Maximum grant to support training of employees and the provision of resources other than those above is \$200

Support service grants

- Grant to support on-going costs of the centre associated with providing programs and services to inform parents and develop their parental skills
- Maximum grant for centres is \$810 per month per infant child care space and \$680 per month per toddler child care space
- Maximum grant for homes is \$350 per month per teen student support child care space

Nutrition grant

For homes:

- Grant to licensee with respect to the provision of nutritious meals and snacks
- Maximum grant per month per licensed child care space in a home located within the Northern Saskatchewan Administration District is \$50 and outside the Northern Saskatchewan Administration District is \$40

Northern transportation grants

For centres:

- Grant for licensee of a centre that is located within the Northern Saskatchewan Administration District with respect to transportation of children attending the centre
- Maximum grant is \$20 per month per child provided with transportation to the centre

Northern equipment grants

For centres:

- Grant for licensee that is located within the Northern Saskatchewan Administration District with respect to the replacement of equipment and supplies
- Maximum grant is \$100 per year per licensed child care space

Equipment and program grants

For homes:

- Grant to a licensee of a child care home for developmentally appropriate programming, equipment and supplies
- Maximum grant is \$100 per year per licensed child care space

Capital funding:

Start-up grants

For centres:

- One-time grant for the purpose of developing child care spaces
- Maximum grant is \$615 per child care space

For homes:

- Maximum grant for a family child care home or a teen student support family child care home located within the Northern Saskatchewan Administration District is \$2,250 and outside the Northern Saskatchewan Administration District is \$1,800
- Maximum grant for group family child care home located within the Northern Saskatchewan Administration District is \$2,500 and outside the Northern Saskatchewan Administration District is \$2,000
- Maximum grant for licensees that change from a family child care home to a group family child care home is \$400

Fire, health and safety grant

For homes:

- One-time grant to a provisional licensee with respect to costs associated with meeting necessary fire, health and safety requirements
- Maximum grant is \$1,200

Space development capital grants

For centres:

- One-time grant to a developmental licensee or a licensee of a non-profit centre in order to assist with the costs of developing, renovating or constructing new child care spaces in a centre
- Maximum grant is \$3,360 per new child care space approved by the minister for development

Enriched learning environment grants

- One-time grants to the licensee of a facility to support the design implementation of an enriched learning environment
- Maximum grant is \$246 per licensed child care space in a non-profit centre and \$1,025 per family child care home, group family child care home or teen student support family child care home

Other grants:

Tuition reimbursement grants

- Grant to a licensee of a facility for the reimbursement of tuition fees paid and required books purchased with respect to courses in early childhood education that are successfully completed by the licensee or a person employed in a facility for the purpose of meeting the requirements of these regulations or for the purpose of upgrading his or her qualifications as an early childhood educator
- Maximum grant per individual course taken by the person is \$500 (in the case of courses leading to qualification as an early childhood educator I level or above and the maximum grant for the early childhood educator orientation course is \$1,500)

PARENT FEES

There is no set parent fee. In 2012, the median monthly fees¹² were:

<i>Age group</i>	<i>Median monthly fee</i>
Infant	\$650/month
Toddler	\$561/month
Preschool	\$535/month

SUBSIDIES

Proportion of total provincial allocation spent on subsidies?

26% (2012)

Which kinds of services can receive subsidized children?

Subsidies are available in regulated non-profit child care centres and licensed family child care homes. They are paid directly to service providers. Parents must secure a child care space before applying for a subsidy.

Are subsidies guaranteed to all eligible families?

Child care subsidies are available to all families that meet the income and social requirements. Subsidy rates vary by age of the child, the type of care and by region.

Do subsidy rates cover the full cost of child care? (That is, can subsidized parents be surcharged?)

Subsidy rates do not cover full fees; a family eligible for subsidy is required to pay a minimum fee of 10% of the actual cost of care. Centres and regulated family child care homes may also surcharge subsidized parents above the minimum fee. The average surcharge fee is estimated to range from 30% to 40%. The Child Care Subsidy program pays for the parent portion of fees for parents who are on social assistance.

FAMILY CHILD CARE

Saskatchewan's Ministry of Education individually licenses family child care home providers. Once licensed, providers are put on a list that the Early Learning and Child Care Branch sends to parents who enquire about child care homes or centres near them.

RATIOS AND GROUP SIZE

Child care centres may have a maximum of 90 spaces, with a maximum of 12 spaces for infants.

Regulated child care centres		
<i>Age</i>	<i>Staff:child ratio</i>	<i>Maximum group size</i>
<i>Infant (6 weeks-17 months)</i>	1:3	6
<i>Toddler (18 months-29 months)</i>	1:5	10
<i>Preschool (30 months-6 years)</i>	1:10	20
<i>School-age (grade 1 to 12 years)</i>	1:15	30

Family child care homes		
<i>Age</i>	<i>Staff:child ratio</i>	<i>Maximum group size</i>
<i>Under 13 years (including provider's own children), with only five children under 6 years of age and two children under 2.5 years</i>	1:8	8

¹² Source: Flanagan, K., Beach, J. & Varmuza, P. (2013). You bet we still care. A survey of centre-based early childhood education and care in Canada: Highlights report. Ottawa: Child Care Human Resources Sector Council. online at:

http://www.wstcoast.org/pdf/YouBetSurveyReport_Final.pdf. Note: school-age fees were not included in this survey.

Group family child care homes		
Age	Staff:child ratio	Maximum group size
Under 13 years (including staff's children), ten children may be under 6 years or five children under 2.5 years	2:12	12

Teen student support family child care homes		
Age	Staff:child ratio	Maximum group size
Under 13 years (including provider's own children), may have a maximum of four children under 6 years and two children under 2.5 years	1:6	6

TRAINING REQUIREMENTS

All child care staff and providers must have completed first-aid and CPR training and be at least 18 years of age.

Early childhood educator (ECE) levels of certification	Centre staff	Centre director	Centre supervisor (act in place of centre director's absence)	Family child care providers
ECE I – 120-hour child care orientation course or equivalent (in the opinion of the Director, who is appointed by the minister) provided through university, technical institute or similar post-secondary educational facility or regional college	Effective January 2002, all centre staff employed for at least 65 hours per month had to meet the qualifications of an ECE I. By January 2005, 30% of staff are required to have a one-year certificate or equivalent.	Centre directors hired after July 2001 must have at least a two year diploma or an ECE III. Centre directors hired prior to July 2001 must have at least an ECE II.	Supervisor must have at least an ECE I.	Regulated family child care providers must attend an orientation session with a provincial program consultant, take part in six hours of professional development each licensing year, and complete a 40-hour introductory early childhood education course within the first year of licensing.
ECE II – one year early childhood certificate or equivalent	By January 2007, a further 20% of staff are required to have a two year diploma or equivalent.			Group family child care providers must have an ECE I and group family child care assistants must have first-aid and CPR training plus six hours of professional development each licensing year.
ECE III – two year early childhood diploma or equivalent				

MEALS

Are service providers required to provide meals?

Yes, generally.

- Licensee of a facility must provide meals and snacks for children attending the facility who are six months of age or older
- Meals and snacks meet the nutritional needs of the children
- Licensees are not required to provide formula, baby food or meals and snacks for a child who requires/parents who request a special diet

- Licensees of teen student support centres/family child care home must provide any foods, other than infant formula, required by an infant under the age of six months

PHYSICAL ENVIRONMENT

Are centres required to provide a contiguous (or essentially contiguous) outside play space?

At least half of the outdoor play area required in a centre must be adjacent to the centre and the remainder must be within walking distance of the centre, determined in relation to the youngest age category for which the centre is licensed.

Are centres required to provide an equipped outside play space?

Outdoor play area for centres must be safe and have seven square metres per licensed child care space.

Are centres required to have windows?

Centres must provide window area equivalent to 10% of the usable floor area and natural lighting in at least 50% of the areas used for children's play space.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

No.

Are there minimum floor space requirements for centres?

- Centres must provide at least 3.7 square metres of usable floor area (does not include space for offices, hallways, entryways, washrooms, kitchens, closets, locker areas, furnace and boiler rooms and large or fixed equipment) for each licensed child care space
- Each infant child care space must have at least 2.3 square metres of sleeping area that is separate and apart from the usable floor area

Are there unique/special requirements for the physical environment?

No, requirements are typical.

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

Saskatchewan has a curriculum framework, called *Play and Exploration: Early Learning Program Guide*, which is not mandatory for services. There are separate documents for preschool and infant/toddler age groups. The focus of the curriculum is age-appropriate, play-based learning, incorporating elements of emergent curriculum.

GOVERNANCE

Is there a municipal, school board or other local government role?

While there is no mandated municipal role in child care delivery or funding, legislation provides for child care centres to be administered by municipalities: there are a few municipally operated child care centres. School divisions provide kindergarten and prekindergarten at no parent fee.

Are there any governance requirements such as a legal parent board or an advisory committee?

Yes, according to regulations, non-profit centres are administered by a board of directors. Non-profit organizations with community boards and for-profit child care facilities must have a parent advisory board. The members of the parent advisory committee must be elected by parents of children enrolled in the centre and are parents of children enrolled in the centre. If the centre is governed by a board of directors, the majority of the board members must be parents whose children are presently or were enrolled within the past 12 months.

MONITORING

	Centres	Regulated family child care
<i>Frequency and by whom</i>	<p>Minimum of two unscheduled visits per year and an annual review at each facility by Early Learning and Child Care Program Consultants.</p> <p>Note: New facilities and facilities observed to have difficulty meeting standards receive more monitoring. Parents are encouraged to monitor facilities, as well.</p>	<p>Minimum of two unscheduled visits per year and an annual review at each facility by Early Learning and Child Care Program Consultants.</p> <p>Note: New facilities and facilities observed to have difficulty meeting standards receive more monitoring. Parents are encouraged to monitor facilities, as well.</p>

QUALITY

Research or data on process quality – None

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- 59.3% of staff hired had an ECE credential;
- 6.6% of centre directors and 12% of program staff looking for new job (YBWSCI, 2012)

Auspice -0.1% of centre spaces for-profit, up from 0% in 2010.

Public spending (allocation) per regulated space - \$5,104 (2012)

Quality improvement strategy – None

Alberta (University of Alberta & University of Calgary)

OVERVIEW

Alberta Human Services is responsible for regulated child care. Child care is non-profit and for-profit, with several publicly operated centres. For-profit child care increased slightly and non-profit child care decreased from 2010 to 2012. In 2012, non-profit centre spaces made up just over half of all Alberta child care centre spaces. Alberta kindergarten is part of the Early Childhood Services (ECS) program, overseen by Alberta Education. Alberta kindergarten is usually part-day and is not compulsory. Kindergarten is for children in the year prior to grade 1. ECS also provides programs to younger preschool-age children with special needs. These are publicly funded and, like kindergarten, may be delivered by various operators including public, charter and private schools and non-profit ECS operators. The 0-5 year old population in Alberta has been growing in recent years, rising from 246, 300 0-5 year olds in 2007 to 290, 800 in 2012.

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based full- and part-day space: 20%

Percent of 0-12 year olds for whom there is a regulated space: 15%

What proportion of spaces are:

Centre-based for 0-5 year olds (full and part-day): 63%

School-age: 24%

Family day care: 13%

FUNDING

Which services are eligible for funding? Do some get more?

Accreditation funding was available to licensed day care, out-of-school care programs, and contracted family day agencies that were enrolled in Alberta Child Care Accreditation. It was eliminated in the 2013 budget. Funds still available include wage funding, benefit contribution grant to offset the mandatory employer contributions on the wage top-ups; professional development grants and a staff attraction incentive allowance, all available to all licensed services.

Fee subsidy funding is available for all types of child care services. Eligibility and amount of subsidy funding depends on age of child and type of care.

Which auspices are eligible?

Non-profit and for-profit facilities are generally treated the same way for funding.

Total budget allocation for child care 2011/12

Budget allocation for child care was \$209,769,762 in 2011/12, an increase of \$6,267,079 from 2009/10.

Public spending per regulated space (2012)

\$2,283 per regulated space

Public spending per child 0-12 (2012)

\$351 per child 0-12 years

Types of funding

Operating funding

Staff Support Funding – funding for wage top-up for paid certified day care staff, funding is paid to the day care centre on behalf of staff members at the following rates:

<i>Day Care Staff</i>	<i>Pre-accredited centres</i>	<i>Accredited centres</i>
Child Development Assistant	\$1.44/hr	\$2.14/hr
Child Development Worker	\$2.70/hr	\$4.05/hr
Child Development Supervisor	\$4.42/hr	\$6.62/hr

Benefit Contribution Grant – grant for programs to help offset costs of mandatory employer contributions needed to administer Staff Support Funding and the Child Care Staff Attraction Incentive Allowance

- Grants support 16% of Staff Support Funding and 16% of Child Care Staff Attraction Incentive Allowance

Professional Development Grant – assists with tuition fees and required textbooks for certified staff to obtain higher levels of certification, and with the costs of attending approved conferences or workshops

- Certified Child Development Assistants and Child Development Workers in both levels of accreditation are eligible for up to \$1,000/year

Child Care Staff Attraction Incentive Allowance – intended to reduce labour market pressures in child care by attracting new staff and experienced staff back to the profession

- Certified Child Development Workers and Child Development Supervisors in both levels of accreditation are eligible for \$2,500 if they are a new staff and \$5,000 if they are a returning staff

Capital funding

None

PARENT FEES

There is no set parent fee. In 2012, the median monthly fees¹³ were:

<i>Age group</i>	<i>Median monthly fee</i>
Infant	\$900/month
Toddler	\$825/month
Preschool	\$790/month

SUBSIDIES

Proportion of total provincial allocation spent on subsidies?

60% (2012)

Which kinds of services can receive subsidized children?

Families using all services - non-profit or for-profit licensed day care centres, licensed group family child care, approved family day homes, licensed out-of-school care centres, licensed preschools, and approved early childhood development programs are eligible to receive subsidy.

Are subsidies guaranteed to all eligible families?

Yes. Subsidies are available to low income families that meet the required income test and who demonstrate the need for care (i.e., employment and/or schooling). Families must secure a space before applying for a subsidy.

Do subsidy rates cover the full cost of child care? (That is, can subsidized parents be surcharged?)

Subsidy rates do not cover full fees; centres and family day home agencies may surcharge above the subsidy rates.

FAMILY CHILD CARE

Alberta uses an agency model, in which a family child care agency contracts with providers, responsible for ensuring standards are met. Agencies are not licensed but approved.

Alberta also has group family child care, which is licensed.

¹³ Source: Flanagan, K., Beach, J. & Varmuza, P. (2013). You bet we still care. A survey of centre-based early childhood education and care in Canada: Highlights report. Ottawa: Child Care Human Resources Sector Council. online at:

http://www.wstcoast.org/pdf/YouBetSurveyReport_Final.pdf. Note: school-age fees were not included in this survey.

RATIOS AND GROUP SIZE

Day care centre		
Age	Staff: child ratio	Maximum group size
Infants less than 12 months	1:3	6
Infants 12 months to less than 19 months	1:4	8
19 months to less than 3 years	1:6	12
3 years to less than 4.5 years	1:8	16
4.5 years and older	1:10	20

Day care centre with combined age groups		
Age of children in the combined age group		Maximum number of children in the combined age group
Youngest child in the group	Oldest child in the group	
Infants (under 19 months)	19 months to less than 3 years	10
Infants (under 19 months)	3 years to less than 4.5 years	12
Infants (under 19 months)	4.5 years or older	14
19 months to less than 3 years	3 years to less than 4.5 years	14
19 months to less than 3 years	4.5 years or older	16
3 years to less than 4.5 years	4.5 years or older	18

Innovative child care centre		
Age	Staff: child ratio	Maximum group size
Kindergarten children	1:10	20
Children attending grades 1 and higher	1:15	30

Out of school care centre		
Age	Staff: child ratio	Maximum group size
Kindergarten children	1:10	20
Children attending grades 1 and higher	1:15	30

Preschool (part-day) centre	
Age	Staff: child ratio
19 months to less than 3 years	1:6
3 years and older	1:12
Note: Preschools have no maximum group size.	

Family child care homes		
Age	Staff: child ratio	Group size
Any age up to school-age (no more than three children under 3 years and two children under 2 years, including license holder's own children)	1:6	6
Any age up to school-age (no more than three children under 3 years and two children under 2 years, including license holder's own children)	2:10	10

TRAINING REQUIREMENTS

Levels of certification	Centre staff	Family Child Care provider
<p><i>Child Development Supervisor</i></p> <ul style="list-style-type: none"> Completed a two-year early learning and child care certificate program offered by an Alberta public college, or an equivalent level of training; and Obtained a Canadian Language Benchmark Assessment (CLBA) of at least Level 7 (if the post-secondary training was not completed in English or French); and Completed a college-level English/French course 	<p>All staff working in licensed day care programs, pre-school programs, and out-of-school care programs must be certified at a child development assistant level or higher.</p> <p>Day care Program Supervisors must have a Child Development Supervisor certificate. If the program supervisor is absent, then a person with a Child Development Worker certificate or higher can assume responsibility of the Program Supervisor. At least one in every three primary day care staff working directly with children between the hours of 8:30 a.m. and 4:30 p.m. must have at least a Child Development worker certificate. All other day care staff must obtain a Child Development Assistant certificate. Staff who are not certified have six months upon employment to become certified with at least a Child Development Assistant certificate; however, they may not have unsupervised access to children.</p>	<p>The license holder or an additional care provider must have a minimum of a Child Development Worker certificate and each additional child care provider must have a minimum of a Child Development Assistant certificate.</p>
<p><i>Child Development Worker</i></p> <ul style="list-style-type: none"> Completed a one-year Early Learning and Child Care certificate program offered by an Alberta public college, or an equivalent level of training (refer to the Educational Equivalencies Chart); and CLBA of at least Level 7 (if the post-secondary training was not completed in English or French); and Completed a college-level English/French course 	<p>Out-of-school Care and Pre-school centres require at least one in every four primary staff to have a minimum of a Child Development Worker certificate. All other staff must have at least a Child Development Assistant certificate.</p>	
<p><i>Child Development Assistant</i></p> <ul style="list-style-type: none"> Completed the Child Care Orientation Course (free, non-credit, provincially funded course); or Completed CCS 3110, 3120, 3130, 3140 and 3150 through Alberta high schools CTS program; or Completed a 45-hour (3 credit) college-level course in child development 		

MEALS

Are service providers required to provide meals?

- Licensed holders must provide **or** require parents to provide meals and snacks for children in the program
- Meals and snacks must be in accordance with the food guide recognized by Health Canada, served at appropriate times and in sufficient quantities and meets the needs of each child

PHYSICAL ENVIRONMENT

Are centres required to provide a contiguous (or essentially contiguous) outside play space?

Outdoor play space must be adjacent to or within easy and safe walking distance from the centre.

Are centres required to provide an equipped outside play space?

Outdoor play space must:

- accommodate at least 50% of the licensed capacity at a level of not less than 2 square metres for each child under 19 months of age and not less than 4.5 square metres for each child who is 19 months of age or over.
- Securely enclosed on all sides

Are centres required to have windows?

There are no requirements to have windows or natural lighting.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

No.

Are there minimum floor space requirements for centres?

At least 3m² of net floor area per child (calculated by licensed capacity and primary play space)

Are there unique/special requirements for the physical environment?

No

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

Alberta has announced that a curriculum framework is being developed and a strategy to deploy it will be ready in 2014. The province says the framework “will be based on a holistic view of children and will build common language across diverse delivery settings around the importance of play in early learning, emergent program planning and responsive care”. (<http://humanservices.alberta.ca/family-community/child-care.html>).

GOVERNANCE

Auspice: 51% of centre spaces were for-profit in 2012, same percentage as 2008 and decreased from 59% in 2006.

Is there a municipal, school board or other local government role?

None, generally. Regional CFSA (Child and Family Services Authorities) are responsible for limited management and planning of child care.

Several rural municipal governments have assumed some responsibility for child care, including financial and other support and operation of services.

Are there any governance requirements such as a legal parent board or an advisory committee?

No, licensees must describe how parents are to be involved in their program.

MONITORING

	Centres	Regulated family child care
Frequency and by whom	Annually by provincial Early Childhood Development Officers (provincial)	Annually by family child care agencies

QUALITY

Research or data on process quality: None

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- 75.8% of staff hired had an ECE credential;
- 15.2% of centre directors and 23.2% of program staff looking for new job (YBWSC!, 2012)

Auspice -51% of centre spaces were for-profit in 2012, same percentage as 2008 and decreased from 59% in 2006.

Public spending (allocation) per regulated space - \$2,283 (2012)

Quality improvement strategy: None. An accreditation strategy with substantial funding was intended to serve as a quality improvement strategy. It ended in 2013.

British Columbia (University of British Columbia)

OVERVIEW

Responsibility for regulated child care is divided between two departments: the Ministry of Children and Family Development is responsible for policy and funding and the Ministry of Health is responsible for licensing and monitoring. Child care is non-profit and for-profit; there is no publicly delivered child care.

The Ministry of Education is responsible for kindergarten. British Columbia has had full-day kindergarten for five year olds since 2010. The Ministry of Education also provides the StrongStart program for children 0-5 years accompanied by a parent and operated by school boards.

The 0-5 year old age population has been growing in recent years. In 2012, there were 268,200 0-5 year olds, up from 257,000 in 2009.

COVERAGE (2012)

Percent of 0-5 year olds for whom there is a regulated centre-based full- and part-day space: 25%

Percent of 0-12 year olds for whom there is a regulated space: 18%

How much of the coverage is:

- Centre-based for 0-5 year olds (full and part-day): 54%
- School-age: 30%
- Family day care: 16%

FUNDING

Which services are eligible for funding? Do some get more?

Operating funding is available for all licensed group and family child care, with the exception of Occasional Child Care and Child Minding; funding amounts are based on enrolment. Capital funding is available to all licensed group child care.

Which auspice are eligible?

Non-profit and for-profit are treated the same way vis-à-vis operating funding. Both non-profits and for-profits are eligible for capital funding.

Total budget allocation for child care 2011/2012

\$227,151,000, a decrease of \$363,000 from 2009/10.

Public sending per regulated space (2012)

\$2,207

Public sending per child 0-12 (2012)

\$398

Types of funding

Base/operating grants:

Child Care Operating Fund (CCOF)

- \$70,732,000 allocated in 2011/2012
- assists with the cost of providing care, amounts are based on enrolment and the age of the child (daily rates are provided by the government)

Supported Child Development Fund (SCDP)

- \$56,634,000 allocated in 2011/2012 (amount includes children receiving SCD in regulated and unregulated child care)
- assist and cover consultation, training and extra staffing (some communities targeted the funds towards improving access for Aboriginal families)

Capital funding:

Minor Capital Fund

- \$200,000 allocated in 2011/12
- helps licensed group child care providers maintain quality services for families in their communities (ie: emergency repair, replacement and relocation)
- Non-profit societies in good standing with the BC Corporate Registry, Local Governments, Public Institutions, Bands/Tribal Councils and First Nations Governments are eligible to receive funding
- Occasional Child Care, Child Minding, Residential Care and Family Child Care licensees are not eligible
- may receive up to \$2,000 per facility

Major capital fund

- No allocation to the major capital fund was reported in 2011/12 but it was re-announced in 2014.
- It supports costs associated with the creation of new licensed child care spaces excluding Occasional Child Care, Child Minding and Residential Care
- Child care facilities may receive up to 75% of eligible costs to a set maximum. "Targeted settings", including purpose-built facilities at post-secondary facilities may claim a maximum of 90% of eligible costs to the set maximum. In 2012, non-profit organizations could receive up to a maximum of \$500,000 and for-profit organizations a maximum of \$250,000.

PARENT FEES

There is no set parent fee. In 2012, the median monthly fees¹⁴ were:

Age group	Median monthly fee
Infant	\$1,047/month
Toddler	\$907/month
Preschool	\$761/month

SUBSIDIES

Proportion of total provincial allocation spent on subsidies?

44% (2012)

Which kinds of services can receive subsidized children?

Licensed (a family home, group child care centre or preschool), registered licence-not-required, licence-not-required, and unlicensed care in the child's own home.

Are subsidies guaranteed to all eligible families?

Yes. Amount is based on income, family size, age of children and type of care

Do subsidy rates cover the full cost of child care? (That is, can subsidized parents be surcharged?)

Subsidy rates do not cover full fees; subsidized parents may be charged above the maximum subsidy rates. The government may pay these surcharges on behalf of the parent if child care is arranged or recommended a 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.

¹⁴ Source: Flanagan, K., Beach, J. & Varmuza, P. (2013). You bet we still care. A survey of centre-based early childhood education and care in Canada: Highlights report. Ottawa: Child Care Human Resources Sector Council. online at: http://www.wstcoast.org/pdf/YouBetSurveyReport_Final.pdf. Note: school-age fees were not included in this survey.

FAMILY CHILD CARE

British Columbia family child care providers are individually licensed in accordance with the Community Care and Assisted Living Act, Child Care Licensing Regulation.

RATIOS AND GROUP SIZE

Group child care		
Age	Staff: Child ratio	Group size
0-3 years	1:4	12
30 months-school-age	1:8	25
School-age	1:12 or 1:15	24-30

Preschool		
Age	Staff: Child ratio	Group size
30 months-school-age	1:10	20

Regulated family child care		
Age	Staff: Child ratio	Group size
If any child younger than 12 months old is present	1:7	7, having no more than 3 children younger than 48 months old and, of those 3, no more than one child younger than 12 months old
If no child younger than 12 months old is present	1:7	7, having no more than 4 children younger than 48 months old and, of those 4, no more than 2 children younger than 24 months old

Occasional child care		
Age	Staff: Child ratio	Group size
If any child present is younger than 36 months old	1:4	16
If no child present is younger than 36 months old	1:8	20

Multi-age child care		
Age	Staff: Child ratio	Group size
If any child younger than 12 months old is present	1:8	8, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old
If no child younger than 12 months old is present	1:8	8, having no more than 3 children younger than 36 months old

In-home multi-age child care		
Age	Staff: Child ratio	Group size
If any child younger than 12 months old is present	1:8	8, having no more than 3 children under 36 months old and, of those 3, no more than one child younger than 12 months old
If no child younger than 12 months old is present	1:8	8, having no more than 3 children younger than 36 months old

TRAINING REQUIREMENTS

<i>Centre staff</i>	<i>Centre manager</i>	<i>Family child care providers</i>
<p>License Type: <i>Early Childhood Educator Assistant (ECEA)</i></p> <ul style="list-style-type: none"> - requires a completion of one of the following courses: Health, Safety and Nutrition, Child Growth and Development, or Guidance and Discipline <p><i>Early Childhood Educator (ECE) 1 year</i></p> <ul style="list-style-type: none"> - requires a Basic Early Childhood Educator Certificate, which is a successful completion of a basic early childhood education training program at an approved training institution that is over 900 hours of instruction - additionally, a written reference from an educator is required <p><i>Early Childhood Educator (ECE) 5 year</i></p> <ul style="list-style-type: none"> - requires a Basic Early Childhood Education Certificate and 500 hours of supervised work experience - additionally, a competency-based reference is required <p><i>Infant and toddler educator</i></p> <ul style="list-style-type: none"> - requires a Basic Early Childhood Education Certificate, 500 hours of supervised work in an ECE setting and a competency-based reference - additionally, a Post-Basic Infant/Toddler Educator Certificate must be completed, which includes 200 hours of instruction and 200 hours of infant/toddler practicum <p><i>Special Needs Educator (SNE)</i></p> <ul style="list-style-type: none"> - requires a Basic Early Childhood Education Certificate, 500 hours of supervised work in an ECE setting and a competency-based reference - additionally, a Post-Basic Special Needs Educator Certificate is required, which includes 200 hours of instruction and 200 hours of special needs practicum 	<ul style="list-style-type: none"> - must have an early childhood educator certificate - must have training and experience and demonstrates the necessary skills to carry out managerial duties (i.e. must have training and experience with special needs if the centre has children with special needs enrolled) 	<ul style="list-style-type: none"> - required to complete a course or a combination of courses, of at least 20 hours in duration in child development, guidance, health and safety or nutrition and have relevant work experience

MEALS

Are service providers required to provide meals?

It is not required to provide meals in regulated child care in British Columbia; however licensees must ensure that each child has healthy food and drink according to the Canada's Food Guide.

PHYSICAL ENVIRONMENT

Are centres required to provide a contiguous (or essentially contiguous) outside play space?

No, that is not specified. They must have least 7 square metres of outdoor play area for each child. It must be enclosed.

Are centres required to provide an equipped outside play space?

No

Are centres required to have windows?

No

Are there minimum indoor floor space requirements for centres?

At least 3.7 square metres of usable floor area per child, excluding hallways, built in storage areas, bathrooms, and appliances.

Are there any specifications re: location of centres or age groups, for example, a requirement for infants to be on the ground floor?

None

Are there unique/special requirements for the physical environment?

If a child who requires extra support is attending, the “licensee must ensure that the physical structure of the community care facility is modified to meet the needs of the child while the child is in attendance”.

Source: http://www.bclaws.ca/Recon/document/ID/freeside/332_2007#section13

CURRICULUM FRAMEWORK

Does the province have a specified curriculum framework for child care? If so, what is its general approach? Are all services (and all types of services) required to adhere to it?

Yes, British Columbia has a curriculum framework. The *Early Learning Framework* promotes play-based and holistic approach to early learning. It is not mandated.

GOVERNANCE

Auspice: 44 % of centre spaces were for-profit in 2012. This has increased from 42% in 2008.

Is there a municipal, school board or other local government role?

None

Are there any governance requirements such as a legal parent board or an advisory committee?

None

MONITORING

	Centres	Regulated family child care
Frequency and by whom	<ul style="list-style-type: none">- no legislated minimum or maximum frequency for monitoring inspections- frequency of inspections is based on the level of risk to persons in care- the Director of Licensing has statutory power under the Community Care and Assisted Living Act; however the day to day monitoring and inspection functions are carried out by regional Health Authorities- in most health authorities, licensing officers inspect facilities on an annual basis	<ul style="list-style-type: none">- most facilities have an annual licensing visit by

QUALITY

Research or data on process quality: None

Quality indicators

Early childhood educators: recruitment, training, retention and remuneration

- 77.5% of staff hired had an ECE credential;
- 6.6% of centre directors and 19.9% of program staff looking for new job (YBWSC!, 2012)

Auspice -44 % of centre spaces for-profit. This has increased from 42% in 2008.

Public spending (allocation) per regulated space - \$2,207 (2012)

Quality improvement strategy: None

APPENDIX C: OTHER UNIVERSITY CHILD CARE CONSIDERATIONS

Kids & Company is one of Canada's biggest child care chains, having grown to 70 centres (67 in Canada and three in the US) since 2002. Kids & Company specializes in what it terms "employer-sponsored" child care. However, rather than being associated with one employer such as a university, hospital or factory, the company uses its child care centres as a base for generating membership arrangements (corporate fees may be \$10,000/year) with clients that employ large, affluent employee populations. Kids & Company's website notes that

Now more than ever, employers of all sizes are looking for a partner to offer creative benefits that help address these pressing business issues. That's why Kids & Company is dedicated to helping create a healthier work-life blend through reliable, flexible and unique child care solutions. For an annual membership fee, your company's employees will have access to all of our flexible family care solutions that are designed to meet a corporate employee's specific needs.

The firm establishes child care centres in major urban areas. Child care spaces in these centres, if vacant, are available at market fees to parents whose employers have purchased a corporate membership. Drop-in and emergency back-up care is also available to employee-parents if they purchase a block of 15 possible visits (for \$350/child in one membership year). Drop-in at any Kids & Company centre in Canada and the US is available at a fee for traveling parents. The firm also offers "Babysitter Referrals, our Parenting Concierge, Kidco Kuts (in-centre hair cut services), discounts at our online Kids & Company Shop", as well as elder care services.

Named by *Profit* magazine in 2008 as one of Canada's 100 fastest growing companies, Kids & Company has been controversial in university communities. At several of the universities taking part in the survey, parents and community groups expressed concern about the university partnering with a for-profit corporate child care chain, citing research that shows that, generally, for-profit child care tends to be poorer quality than public or non-profit (Cleveland, 2008). At one university, the Board of Governors decided not to go ahead with a contract with Kids & Company following public objections from university, labour and community groups. The university VP for Finance and Operations commented that while "the board recognizes that access to child care is a challenge for faculty and students... the key was that, after listening to all the concerns about for-profit child care, they decided that, at this point, they wouldn't proceed with that option." (Lavoie, 2009).

For the purposes of this research, a university membership contract with Kids & Company was defined as "other" rather than "child care associated with the university". Some of the universities surveyed mention Kids & Company on their websites but only one survey respondent mentioned Kids & Company in a comment and no respondent identified Kids & Company centres as being a child care centre that is part of, or associated with, the university.

APPENDIX D: SURVEY QUESTIONNAIRE TEMPLATE

Child Care at Canadian Universities survey

Thank you for agreeing to take part in this research project.

This questionnaire is directed to the person who has been identified as being most knowledgeable about this child care centre. If you are responsible for more than one centre associated with the university, please fill out one questionnaire for each separate centre.

If this child care service is not a centre (regulated family child care, for example), please email universitychildcare@childcarecanada.org or call 416-926-9264 so we can make other arrangements to collect information about it.

If you are not the correct contact person to provide information about this centre, please let us know that as well.

Please note that all information collected in this survey will be used only for the purposes described in our letter to you. No individuals will be identified in any reports and the information will only be used in aggregate form or for illustrative purposes. We will provide all respondents with a copy of our summary report when it is available.

I. Identifying Information (for this centre)

Name of university and (if relevant) campus served by this centre
(university)
(campus)

Contact Information

Name of centre
Contact name
Contact title/position
Email
Mailing address
and street
Town, province/territory
Postal code
Phone

What year did this centre first open? If the year is not known, please fill in "don't know".
Year

II. Child care arrangements

Check the description below that best describes this university's child care arrangements. For the purposes of this question, "associated with" simply means that child care is available at or through the university or through an arrangement that the university has made.

- The university has multiple campuses; all are served by regulated child care associated with the university
- The university has multiple campuses; not all are served by regulated child care associated with the university
- The university has one campus which is served by regulated child care associated with the university
- The university has no provision for regulated child care
- Other (please describe)

In total, how many separate child care centres does this university have a connection to/operate (all campuses)? If the number is not known, please fill in "don't know". If any of the centres has a satellite(s), please count these as one program and explain in the comments box below.

Total number
Comments (please explain)

Which of the following child care and related services does the university operate or have an association with? (Check all that apply)

- Centre-based full-day 0-6 years
- Centre-based part-day 0-6 years (preschool/nursery school)
- Centre-based school-age program
- Regulated family/home child care
- Family resource program
- Other early childhood service (please specify)

III. Governance

Which best describes the relationship of this centre (named in Part 1) with the university?

- The university owns and operates the centre (holds the license)
- Through an agreement with the university, an off-campus non-profit group operates the centre (holds the license)
- Through an agreement with the university, a separate for-profit group operates the centre (holds the license)
- An arrangement has been made by which members of the university community may access spaces in a non-university-specific centre
- An on-campus group (e.g. a faculty, student or university-based non-profit group) owns and operates (holds the license) the centre
- Other (please describe)

If the relationship of this centre and the university is best described as an on-campus group (last checked option above) (e.g. a faculty, student or university-based non-profit group) who owns and operates (holds the license) the centre, which group holds the license?

- Faculty group
- Student group
- Other group (please specify)

Who is the legal operator (license holder) of this centre?

- University
- Separately incorporated non-profit
- Separately incorporated for-profit
- Other (please specify)

Is the centre incorporated as a legal cooperative?

- Yes
- No

Does this centre have (check one):

- A parent-only board of directors (legal entity)
- A board of directors (legal entity) including others in addition to parents
- A parent-only advisory committee
- An advisory committee including others in addition to parents

If there are board of directors or advisory committee members other than parents, please check all that apply.

- Other university personnel
- Members from outside the university
- Other (please specify)

IV. Eligibility/priorities

Which of the following are eligible to enrol at the centre if space is available: (check all that apply)

- Undergraduate students at the university
- Graduate students at the university
- Faculty members at the university
- Staff at the university
- Families from the community outside the university

Other (please specify)

The next question is about how the centre sets priorities for enrolment at the centre if space is available. (Check all that apply for High priority and only one for Highest priority).

	High priority	Highest priority
Undergraduate students at the university		
Graduate students at the university		
Faculty members at the university		
Staff at the university		
Community families from outside the university		

Other (please specify and indicate whether it is High priority or Highest priority)

V. Centre profile

Which of the following age groups are served in this centre? Your centre may organize them differently, for example, it may group infants and toddler together. What we are interested in understanding is how many children your centre serves in each of these age groupings.

What is the current enrolment in each of these age groupings? (Fill in the number. If the centre does not serve the specified age group, please fill in "na")

Infants (0 - 18 months) current enrolment #

Toddlers (18-30 months) current enrolment #

Preschoolers/kindergarten-age (30 months – 60 months) current enrolment #

School-age (6 – 12 years) current enrolment #

What is the licensed capacity in each of these age groupings? (Fill in the number. If the centre does not serve the specified age group, please fill in "na")

Infants (0 - 18 months) licensed capacity #

Toddlers (18-30 months) licensed capacity #

Preschoolers/kindergarten-age (30 months – 60 months) licensed capacity #

School-age (6 – 12 years) licensed capacity #

Does the centre accept children with special needs?

Yes

No

Not sure

Does the centre have any children identified as having special support needs?

Yes

No

Not sure

How many children were on this centre's waiting list on June 1, 2014? (Fill in the number. If the centre does not serve the specified age group, please fill in "na")

of infants (0 - 18 months)

of toddlers (18-30 months)

of preschoolers/kindergarten-age (30 months – 60 months)

of school-age (6 – 12 years)

Regarding the centre's waiting list, check all that apply:

The centre maintains its own waiting list

The centre relies on a centralized waiting list

The waiting list is a self-entry online list

Parents get in touch with the centre to join the waiting list

Who maintains the waiting list?

How long is an entry (a name) kept on the centre's waiting list? (Check most applicable)

Indefinitely

Wait listees are contacted periodically to determine if they wish to remain the list

A fixed period of time

If it is a fixed period of time, how long is the fixed period (in months)?

Does the centre operate as a lab school for an early childhood educator training program at the university?

Yes

No

Don't know

Does the centre sometimes act as a site for university-based research of different kinds?

Yes

No

Don't know

If yes, please list the faculties/disciplines that have conducted research at the centre in the past two years.

Does the centre sometimes act as an observation site for university classes?

Yes

No

Don't know

If yes, please list the faculties/programs whose classes have observed in the past two years.

If your centre is not currently a teaching, research or observation site, would you be willing to have the centre become one?

Yes

No

Don't know

Which of the following best describe this centre's physical site? (Check all that apply)

It is on the university campus

It is a purpose-built facility

It is a non purpose-built but extensively renovated facility

It is in a university-owned building

It occupies portable/modular/prefabricated building(s)

Other (please specify)

Does the centre have its own outdoor play space specifically designed for child care?

Yes

No

Does the centre use or share public play space?

Yes

No

The location of the outdoor play space is: (Check the most applicable)

Immediately adjacent to the facility

Within 200 meters of the facility

Further away

VI. Financing

Do any groups of parents at this centre pay reduced fees?

	Yes	No	Don't know
Undergraduate students at the university			
Graduate students at the university			
Faculty members at the university			
Staff at the university			

Other groups that get reduced fees (please specify)

What are the regular daily (unsubsidized) full fees (not reduced) for each age group? If the centre does not have this age group, please fill in "na".

- Infants
- Toddlers
- Preschooler
- Kindergarten
- School- age

What are the reduced (unsubsidized) fees for each age group? If the centre does not have reduced fees for this age group, please fill in "na".

- Infants
- Toddlers
- Preschooler
- Kindergarten
- School- age

Comments for question VI. 2 and 3.

Does the centre accept children whose fees are subsidized by government?

- Yes
- No

How are fees administered? (Check most applicable)

- Parents pay the centre directly
- Fees are deducted from parents' payroll cheque/deposit
- Parents pay fees to another administrative body at the university
(Please describe)

Does the university (or any groups at the university) provide any of the following support (funds or in-kind) to the centre?

	YES	NO	Don't know
Reduced or no rent			
Reduced or no occupancy costs			
Reduced or no cost repairs			
Reduced or no cost payroll services			
Reduced or no cost collection of parent fees			
Reduced or no cost accounting			
Reduced or no cost communications (internet, phone)			
Reduced or no cost use of university facilities/equipment/vehicles for program			
Reduced cost university benefits for staff Which benefits? See below			
A grant or other cash contribution			

Other (Please specify)

If the university (or any groups at the university) provide reduced cost university benefits for staff, please list the benefits.

If cash contributions are provided to the centre, can you tell us who provides them? (University as a whole, a department, an on-campus union, a student group, etc).

In addition to funds/in kind contributions from the provincial/territorial government and the university, does the centre receive funds or support from any other source (other than parent fees)?

Yes

No

Don't know

If yes, please describe in detail.

Please provide or estimate the percent of the centre's last annual budget that came from government funds and university-related funds.

% of government funds (excluding parent fee subsidies)

% of university-related funds

VII. Program

Does the centre take a particular pedagogical or curriculum approach?

Yes

No

If yes, please identify the approach

Is the above approach mandated by the province in which the centre is located?

Yes

No

Is there anything unique or particular about the centre's approach to programming? (Please describe)

With regard to centre staffing:

How many FTE staff are currently employed at the centre who work directly with children? (Fill in number)

How many of these staff have a post secondary ECE qualification or credential (diploma or degree)? (Fill in number)

How many of these staff do not have a post secondary ECE qualification or credential? (Fill in number)

If your province has a professional registration or certification system for early childhood educators, how many of the FTE staff working with children have this designation? (Fill in number)

What is the highest ECE-related educational qualification that the centre director holds?

A one or two year ECE diploma

A post-diploma certificate in ECE

A four year degree in an ECE-related field

A graduate (post undergraduate degree) in ECE/ECE-related

Other (please describe)

Does the centre provide meals for the children?

Yes

No

If yes:

Are the meals prepared on-site at the centre?

Yes

No

Does the centre employ a cook (full or part-time)?

Yes

No

Does the centre use a university food service?

Yes
No

Are centre-provided meals provided in some other way?

Yes
No

If yes, please describe.

Is there any requirement that parents participate in this centre in any way?

Yes
No

If yes, how do the parents participate? (Check all that apply)

In the program with children
Contribute work outside program hours
Fund raise
Sit on committees or board
Other (please specify)

What are the centre's normal operating hours?

Opening time
Closing time
Open which months per year? (*month to month*)

Is there anything unique or particular about the centre's operating hours, days, or seasons? (Please describe)

VIII. Context

Would you say that any of the following are current concerns for you and the centre? (check all that apply)

Staff recruitment and retention
Staff turnover
Low enrolment
Long waiting list
Insufficient funding
Relationship with university
Competition with other child care providers
Any conditions or limiting provisions on your licence
Other (please specify)

IX. Comments

Is there anything else on which you'd like to comment that you think is relevant to this project?

APPENDIX E: LIST OF PARTICIPATING CHILD CARE CENTRES, IN ORDER OF SURVEY COMPLETION

1. University of British Columbia: UBC Child Care Services
2. Assiniboine College: Assiniboine Early Learning Centre
3. Health Sciences Centre (Winnipeg): Children at the Centre
4. University of Manitoba: Campus Day Care Centre Inc.
5. University of Alberta: McKernan Child Development Centre
6. Queen's University: Queen's Infant-Toddler Centre
7. University of Alberta: University Infant Toddler Centre
8. University of Manitoba: Play Care Centre
9. Queen's University: Queen's Day Care Centre
10. McMaster University: McMaster Children's Centre
11. Dalhousie University: University Children's Centre
12. Brandon University: BU Early Learning Centre
13. University of Waterloo: Early Childhood Education Centre
14. University of Alberta: Hospitals and Community Day Care
15. McGill University: McGill Child Care Centre (CPE McGill)
16. University of Toronto: N'sheemaehn Child Care Centre
17. University of Toronto: Campus Community Cooperative Day Care Centre
18. University of Waterloo: Bright Starts Co-operative Early Learning Centre Inc.
19. University of Alberta: Students' Union and Community Early Learning Centre
20. Western University: UCC Flexible Childcare
21. University of Saskatchewan: Campus Day Care Centre Co-operative
22. University of Toronto: Jackman Institute of Child Study/Nursery and Afterschool Daycare
23. McGill University: Campus Day Care Centre (CPE du Campus)
24. University of Winnipeg: UWSA Day Care
25. University of Saskatchewan: USSU Child Care Centre Inc.
26. University of Toronto: Childcare Centre on Charles
27. University of Toronto: Early Learning Centre
28. University of Alberta: University & Community Early Learning Centre
29. University of Toronto: UT/OISE Early Learning Centre
30. Western University: University YMCA Child Care Centre
31. University College of the North: Kanawenimawasowin Child Care Centre
32. University of Ottawa: Garderie Bernadette Child Care Centre

APPENDIX F: NUMBER OF CHILD CARE SPACES, NUMBER OF STUDENTS, NUMBER OF FACULTY AT UNIVERSITIES INITIALLY CONTACTED

<i>University/child care centre</i>	<i>City</i>	<i>Total faculty</i>	<i>Total students (full & part-time)</i>	<i>Total licensed capacity (all ages)</i>
<i>Dalhousie University</i>	Halifax	978	18,560	92
<i>Université Laval</i>	Quebec City	1,299	44,320	NA
<i>Université de Montréal</i>	Montreal	1,863	46,980	NA
<i>McGill University</i>	Montreal	1,671	37,170	166
<i>McMaster University</i>	Hamilton	1,299	30,280	62
<i>University of Ottawa</i>	Ottawa	1,293	43,100	50
<i>Queen's University</i>	Kingston	792	24,850	131
<i>University of Toronto</i>	Toronto	2,667	84,400	510
<i>University of Waterloo</i>	Waterloo	1,089	35,900	56
<i>Western University (AWO)</i>	London	1,491	37,000	224
<i>University of Manitoba</i>	Winnipeg	1,173	29,150	84
<i>University of Winnipeg</i>	Winnipeg	321	10,060	96
<i>Brandon University</i>	Brandon	162	2,940	56
<i>University College of the North</i>	The Pas Thompson	114/400	2,140	74
<i>Red River College</i>	Winnipeg	426/2000	30,000	NA
<i>Assiniboine Community College</i>	Brandon	257/500	10,400	32
<i>Health Sciences Centre</i>	Winnipeg	800	NA	46
<i>University of Saskatchewan</i>	Saskatoon	1,101	20,080	110
<i>University of Calgary</i>	Calgary	1,644	31,800	NA
<i>University of Alberta</i>	Edmonton	1,548	37,730	208
<i>University of British Columbia</i>	Vancouver Kelowna	2,574	58,030	558

Note: Universities marked NA in the child care space column did not participate in the survey. The number of licensed spaces was calculated from the survey.

This chart provides a comparison based on numbers of students and faculty and child care centre licensed capacity. Information was not available regarding the number of students or faculty with children. Note that the information is provided in aggregate for each university, not by campus.

Sources: Faculty data retrieved from <http://www.caut.ca/docs/almanac/2012-2013-caut-almanac-of-post-secondary-education-in-canada.pdf?sfvrsn=0>

Full-time University Teachers by Type of Appointment, Institution and Sex, 2010–20112

Professeurs d'université à temps plein, selon le type de nomination, l'établissement et le sexe, 2010–2012

P.29 (Table 2.13)

Other faculty data were retrieved from university/college websites; number of instructors and faculty (indicated) were calculated.

Student data were retrieved from <http://www.uacc.ca/canadian-universities/facts-and-stats/enrolment-by-university/>.