BC CHILDCARE SECTOR LABOUR MARKET PARTNERSHIP: PHASE 1

FINAL ENGAGEMENT REPORT

Canada

BRITISH COLUMBIA

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BC Childcare Sector Labour Market Partnership: Phase 1

Draft Final Engagement Report

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BC CHILDCARE SECTOR LABOUR MARKET PARTNERSHIP PHASE 1

DRAFT FINAL ENGAGEMENT REPORT

1. INTRODUCTION

1.1. ENGAGEMENT REPORT

The Early Childhood Educators of British Columbia (ECEBC) presents this Final Engagement Report as the final deliverable in the British Columbia (BC) Childcare Sector Labour Market Partnerships (SLMP) project. The Study is Phase 1: Stakeholder Engagement of a larger Sector LMP project conducted with funding from the *Canada-BC Labour Market Partnership*.

This report presents a description of the project activities and recommendations. This introductory chapter presents the project overview and project approach. Chapter 2 provides a comprehensive description of the project including the project background and the reasons for undertaking this work. This chapter also provides a detailed summary of the stakeholder engagement activities, secondary research, and the lessons learned throughout these stages of the project.

Chapter 3 presents an overview of the key themes and findings including preliminary research questions. Four interrelated themes are identified: labour shortage; recruitment and retention; training and career development; and sector governance. This chapter also highlights the validation of results.

Chapter 4 sets forth the recommendations for a Phase 2: Labour Market Information SLMP project to be proposed, including the specific focus and research activities for each proposed research element. This chapter includes significant methodological considerations for successfully framing a Phase 2 project. These include an analytic framework that applies an Indigenous lens and a gender analysis. Other methodological considerations include the quality and availability of data, avoiding the duplication of efforts, engaging with licence-not-required childcare operators, and approaches to addressing parent and family perspectives. This chapter also presents a description of the Project Steering Committee governance structure, and the commitment of Committee members for undertaking a Phase 2.

Chapter 5 provides the project conclusions and outlines the steps to be taken towards future project phases. This chapter also acknowledges with gratitude the high-level of stakeholder commitment which was instrumental for a successful Phase 1 project.

Please note that while the term *childcare* is used throughout the report, the nearly identical term *child care* is also used when the term is from an identified source, or the name of a stakeholder organization. Both terms refer to the non-parental care of children. The childcare sector as defined by this study encompasses licensed and unlicensed childcare and excludes other early years programming and in-own-home care. Further definitions are presented in section 2.2 below.

1.2. SECTOR LABOUR MARKET PARTNERSHIP

The purpose of the Phase 1 component of the Sector LMP is to engage childcare sector stakeholders in order to build a shared understanding of key sector labour market issues, produce a preliminary BC specific sector research synthesis, and develop preliminary research questions, as well as leadership and governance structures to support a Phase 2 Sector LMP project.

The Sector LMP Program has five distinct phases described in the diagram below. Each phase is negotiated as a separate contract. Progress from one phase to another is based on demonstrated need and satisfactory completion of project deliverables outlined in the previous phase.

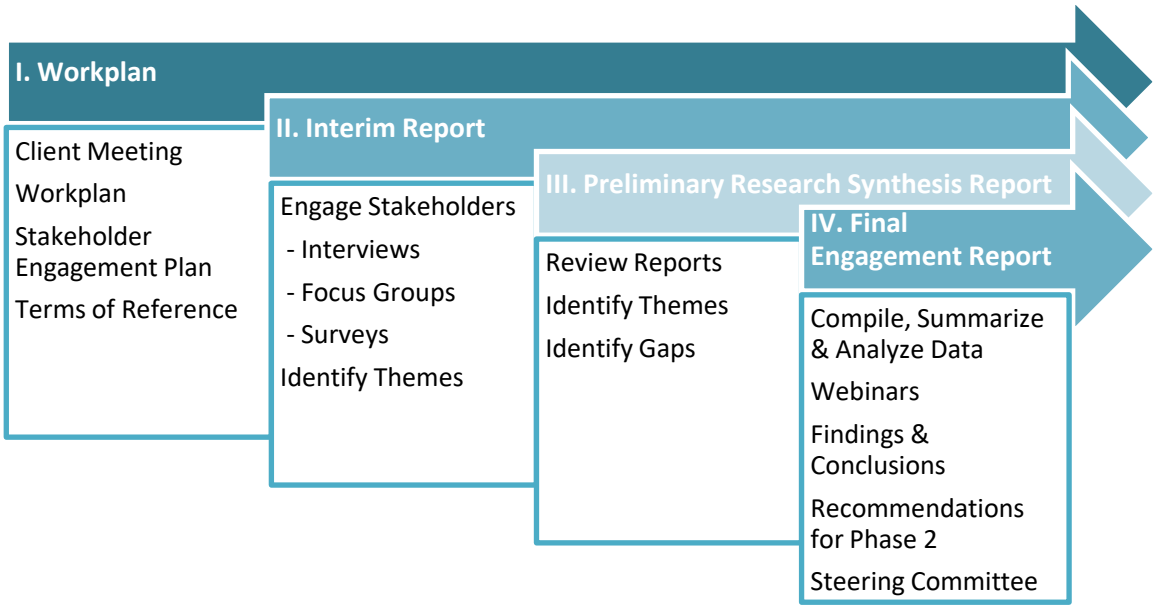
FIGURE 1: SECTOR LABOUR MARKET PARTNERSHIP PHASES

1.3. PROJECT APPROACH AND OBJECTIVES

In order to meet the project deliverables, the project team is using a multi-method approach across four project stages each with distinct deliverables. The project foundation is set in the first stage through the creation of the Work Plan, Stakeholder Engagement Plan, and Project Steering Committee Terms of Reference. The second stage of the project involved in-depth stakeholder engagement activities through interviews, focus groups, surveys, and webinars. These engagement activities are establishing important connections across the sector to support a successful Phase 2 LMP.

Stage 3 of the project included a review and synthesis of key sector reports in order to identify themes and gaps, which were presented in a Preliminary Research Synthesis Report. The final stage of the project culminates with this Final Engagement Report, which identifies key findings and conclusions and presents lessons learned and recommendations for Phase 2. The figure below provides a graphic summary of the approach.

FIGURE 2: FOUR-STAGE PROJECT APPROACH



The project objectives reach beyond the physical deliverables to building a broad-based partnership that allows for the development of a clear consensus and direction for the labour market issues to be addressed. Within the childcare sector is fragmentation between the sub-sectors characterized by dozens of different organizations representing diverse interests and perspectives. In some case these divisions have been magnified as the sector enjoys a period of rapid change and development. As a result, an inclusive approach to engagement has been central to supporting the project objective of improving sector cohesion in order to build consensus. This has meant inviting as many stakeholders as possible to the table and taking care to ensure all perspectives are given equal weight within the analysis.

The inclusive approach to sector engagement resulted in a Project Steering Committee with 18 members, and stakeholder engagement activities that amassed over 1,750 points of contact with members of the childcare workforce including representation from 103 unique organizations.

2. PROJECT DESCRIPTION

2.1. PROJECT BACKGROUND AND PURPOSE

In British Columbia, childcare is provided through a variety of settings, including group childcare, family childcare, in-home multi-age childcare, school age childcare, and Indigenous childcare. There are approximately 18,000 people employed in the childcare sector in BC, the vast majority of whom are certified *early childhood educators* (ECEs) and *early childhood educator assistants* (ECEAs).[1] Given the broad scope of childcare providers and licensing requirements, not all workers in the sector are certified ECEs or ECEAs.

Recruitment, training, wage levels and retention of a qualified childcare workforce are known as key factors that support high quality early care and learning (ECL). In turn, these factors are also known issues for the sector, whereby difficulty recruiting and retaining ECEs is identified as a key limitation, and low wages contribute to the difficulties in recruiting potential ECEs and ECEAs, as well as retaining them in the profession. Furthermore, burnout due to heavy work-loads and difficult working conditions are often cited as key occurrences within the profession. Other factors such as training and career development opportunities provide additional challenges.

The ECEBC represents a membership composed of BC certified early childhood educators, ECE students, and post-secondary instructors. Recent BC Government commitments to increase spaces and affordability of childcare in BC is prompting ECEBC to act as a conduit for the sector to identify labour market issues, both on the demand side (childcare employers), and on the supply side (childcare providers), as well as research gaps and potential research questions to support a sector led Phase 2 LMI study, that will inform sector strategies and actions that align with government's targets. With the government's commitment to expanding childcare, a plan is needed to ensure a quality workforce is available to employers. Never has there been an opportunity of this scale to bring the sector together for strengthening, collaboration and consensus building.

2.2. DEFINING THE SECTOR

The childcare sector in BC is currently experiencing strong dynamic influences, due in part to the BC Government announcements of funding and regulations, particularly around the issue of opting in, or out, of the *Childcare Fee Reduction Initiative*.[2] This has led to extensive discussions within the sector and on social media, as well as movements to establish new advocacy groups and industry associations.

As a result, the number of stakeholders is growing, as new organizations – both formal and informal – are forming to address issues of concern to the sector. Therefore, identifying and understanding the number and types of stakeholders, as well as their related concerns are of timely importance.

[1] BC Labour Market Outlook (2015-2025). WorkBC. Accessed April 5, 2018: www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/4214

[2] Introduced in April 2018, the new child care fee reduction initiative provides enhanced funding to licensed child care providers who care for infants and toddlers and for children ages 3 to Kindergarten. Providers in receipt of enhanced funding are required to inform families with children in their care of their approval to opt into the initiative and to reduce parent fees.

In order to ensure that engagement activities promote collaboration and consensus building across the sector, care has been taken to ensure the stakeholders are representative of the sector both geographically, and in terms of the provider type. In particular, efforts are made to ensure licensed and unlicensed, centre-based, multi-age, family, not-for-profit and for-profit, as well as Indigenous and Supported Child Development providers are all well represented. In order to identify and categorize the various types of childcare sector stakeholders, the first step is identifying and categorizing the types of childcare sector providers.

The BC Government identifies the following types of childcare providers in the province, based upon the distinction of *licensed* and *license-not-required* child care providers.[3]

➢ LICENSED CHILD CARE

Licensed child care programs provide care for three or more children. They must meet specific requirements for health and safety, staffing qualifications, space and equipment, staff to child ratio, and program standards. Licensed child care programs are monitored and inspected by regional health authority *Community Care Facility Licensing* programs.

- Group Child Care - serves three distinct age-groups:
    - Infants and toddler under 36 months
    - Children from 30 months to school entry (Grade 1)
    - School aged children
- Multi-Age Child Care - similar to Group Child Care, serves children from birth to age 12.
- Preschools - serves children from 30 months to school entry. Preschools are part-day programs, typically operating September to June.
- Family Child Care – offered in the child care providers own home and serves a maximum of 7 children from birth to age 12.
- In-Home Multi-Age Child Care - offered in the child care providers own home, and serves a maximum of 8 children from birth to age 12
- Occasional Child Care - available for children who are at least 18 months old and for part-time or occasional care only. Care is for a maximum of 8 hours a day and no more than 40 hours within each 30-day period for each child.

➢ LICENSE-NOT-REQUIRED CHILD CARE

License-not-required child care providers may care for only two children or a sibling group, not related to them, at any one time in their residence.

- Registered Licence-Not-Required Care (RLNR) - registered with a Child Care Resource and Referral Centre.
- Licence-Not-Required Care (LNR) - providers are not monitored or inspected. Parents and guardians are responsible for overseeing the care of their child in these arrangements.

[3] See www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care/licensed-unlicensed-child-care

In addition, the Steering Committee identified two additional stakeholder groups to be considered in the stakeholder engagement.

- Aboriginal Head Start
- Supported Child Development & Aboriginal Supported Child Development

While the project approach strove to involve as many stakeholders as possible, there were some childcare providers that were excluded from the definition of the sector and thus the project. This includes nannies – both domestic and foreign - who provide childcare in a client's home, as well as family members who provide childcare. Additionally, early learning programs like StrongStart BC that require the participation of a caregiver were also excluded from the study.

2.3. PROJECT STAKEHOLDERS

The review of the childcare sector in BC identified twenty-three organizations as sector stakeholders. These organizations include professional associations, childcare providers, informal groups, institutions, and community-based organizations. Amongst these stakeholder groups, there is a range of types of incorporation, types of organizations represented, and groups with both specific and general focus.

FIGURE 3: KEY SECTOR STAKEHOLDERS

Key Stakeholders	Description
Aboriginal Head Start Association of BC	Representing 12 urban Aboriginal Head Start sites in BC. www.ahsabc.com
Aboriginal Supported Child Development	Enabling Aboriginal children who require extra supports to be included in child care settings and communities. www.ascdp.bc.ca
BC Aboriginal Child Care Society	Association representing over 40 Aboriginal child care locations and providers in BC. Provides research, training and other supports. www.acc-society.bc.ca
BC Association of Child Development and Intervention	30 members BC & the Yukon; networking, support and advocacy for agencies delivering services to children and youth with special needs. www.bcacdi.org
BC Childcare Owners Association	Childcare advocacy group representing Childcare Owners. www.bcccoa.ca
BC Family Child Care Association	A link for Family Child Care providers to secure funding and support for education and training. www.bcfcca.ca
BC First Nations Head Start	Aboriginal Head Start sites on-Reserve in BC.

Key Stakeholders	Description
	www.bcfnhs.org
Canadian Childcare Federation	National network with expertise pan-Canadian. Over 8,000 members nationally. www.cccf-fcsge.ca
Child Care Resource and Referral	Child care and community referrals, resources and support to child care providers and families. Funded by the Province of BC, hosted by 40 not-for-profit agencies in BC communities. www.ccrr.bc.ca
Child Care Together	Childcare advocacy group. www.childcaretogether.ca
City of Surrey	Largest provider of child care in Surrey. www.surrey.ca/culture-recreation/5879.aspx
Coalition of ChildCare Advocates	Childcare advocacy group. www.cccabc.bc.ca
Core Education and Fine Arts	Private early learning program for children 1-5, franchise model. www.cefa.ca
Early Childhood Educators of BC	Professional development opportunities, training, and resources for early childhood educators across the province. www.ecebc.ca
ECE Articulation Committee	The BC Council on Admissions & Transfers with responsibility for the ECE credential. www.bccat.ca/articulation/health/ece
Infant and Child Development Association of BC	Public Awareness of Aboriginal and Supported Child Development, networking, professional standards of members. www.icdabc.ca
Multi-Age Childcare Association of British Columbia	Working group of in-home multi-age and group multi-age childcare operators. http://maccabc.ca
Pacific Immigrant Resources Society	Serves immigrant and refugee woman and children. www.pirs.bc.ca
Regional Health Authorities	Childcare Licensing Officers - Each local health authority is separate with no provincial body of licensing officers
School Age Childcare Association of BC	Open to both professionals and students working or studying in the school age child care field. www.saccabc.org

Key Stakeholders	Description
School Districts	Public K-12 education.
Supported Child Development	Assists families of children who require additional supports to access inclusive childcare programs. Each community is separate with regional representatives.
University of British Columbia	Large, unionized licensed group care for children from infancy through elementary school age - 600 spaces, 27 locations, 120 employees. www.childcare.ubc.ca

In addition to these 23 key stakeholder groups, an additional 80 organizations with connections to the BC childcare sector were identified through the survey tool. These include professional associations, indigenous childcare advocacy groups, other advocacy groups, research organizations, schools, government ministries and religious affiliations. All have an interest in the childcare labour sector.

2.4. STAKEHOLDER ENGAGEMENT ACTIVITIES

In order to ensure wide engagement across the childcare sector in BC, the project undertook a multi-faceted approach to stakeholder engagement that included the following five sets of activities, which combined to constitute over 1,750 unique points of contact:

1. Project Steering Committee - membership included representation from 18 organizations
2. Targeted Interviews – 12 selected stakeholders for structured interviews;
3. Regional focus groups – in 5 locations: Surrey, Kelowna, Terrace, Prince George, Nanaimo;
4. Sector Survey – 1,550 respondents: owner operators, managers, and frontline workers;
5. Webinars – validation of key findings through 2 webinars - 59 childcare sector stakeholders attended the rural/remote focused webinar, and 69 attended the urban focused webinar.

In all cases, the stakeholder engagement activities either met or exceeded targets. Indeed, the level of engagement was remarkable. Key stakeholders are bursting with ideas and insights, and they are enthusiastic in their willingness to participate in the project engagement activities. Whereas in other sectors there can be a sense of over-engagement, where both employers and workers are tired of answering questions, the childcare sector stakeholders demonstrated a high-level of interest in sharing their perspective.

1) PROJECT STEERING COMMITTEE

The way in which the Project Steering Committee was established set the tone for all subsequent engagement activities in that sincere effort was made to bring as many stakeholders as possible to the table. In order to create a committee that reflected the diversity of the sector, ECEBC invited representatives from 22 industry organizations. Ultimately, 18 organizations signed on to participate on the Project Steering Committee, as reflected in the Project Steering Committee Terms of Reference presented in Appendix A.

The Project Steering Committee met five times over the course of the project to review engagement tools, provide strategic advice, and review and approve project deliverables. In addition, Committee members played a central role in identifying and providing connections to child care sector stakeholders, disseminating engagement opportunities, as well as identifying venues for regional focus groups, and connections to local elders who were able to provide traditional opening protocols for those sessions. Meetings were held in person and by teleconference. Project Steering Committee Meeting Agendas and Minutes are presented in Appendix B.

The high-level of commitment demonstrated by the Project Steering Committee was maximized by amending the work plan to build in additional opportunities for Committee members to provide feedback on project materials by email as well as during meetings. Whereas Steering Committees can sometimes slow down a project, this Project Steering Committee is functioning more like an engine driving the stakeholder engagement activities forward.

2) STRATEGIC INTERVIEWS

Twelve strategic interviews were completed by telephone. ECEBC, in consultation with the project manager, identified key stakeholder groups to be the basis for strategically identifying the people to be engaged via interview. This list was provided to the Project Steering Committee with a request to bring forth names which fulfilled the strategic focus.

Interviews were initially projected to take 20-25 minutes to complete, however most extended beyond an hour. This reflects the enthusiasm with which many stakeholders approached engagement opportunities. While labour market issues form the central focus of the project, interviewees wanted to share their observations and perspectives on a variety of topics. While interviewers worked to keep the interviews focused, there was clear value in listening more broadly as it worked to build the trust and relationships needed to support increased sector cohesion, which is also a goal of the project.

The Interview Guide included 12 questions vetted by the Steering Committee and is presented in Appendix C.

3) REGIONAL FOCUS GROUPS

Five regional focus groups were hosted in Nanaimo, Surrey, Kelowna, Prince George, and Terrace. The locations were selected to provide regional diversity, while also minimizing cost and time demands for travel. Each focus group was two hours in length and attended by between eight and seventeen participants. Local Elders gave traditional welcomes to open each session.

The selection of regional focus group participants was undertaken by the Project Steering Committee members who were each asked to nominate three individuals whose names were provided in priority order. Emphasis was placed on the importance of representation reflecting a diversity of labour market issues and a diversity of perspectives. The Focus Group Guide included 9 prompts for discussion, and is presented in Appendix D.

4) SECTOR SURVEY

A comprehensive-sector-wide survey was conducted using the online tool *Survey Monkey* to reach 1,550 respondents – far exceeding the initial response rate target. The survey was promoted on social media and through the various networks of Steering Committee members. The Survey Guide was developed with input and edits from the Project Manager, the Steering Committee, and MAEST. The Survey Guide is presented in Appendix E.

In keeping with the inclusive approach of the project, the survey did not limit the number of respondents from each organization or require they provide proof of their relationship to a childcare organization. The figure below contains the survey dates, the numbers of respondents, the number of questions, the completion rate (those who completed every question), and the typical time spent on the survey.

FIGURE 4: SURVEY RESPONSES

Survey Dates	Questions	Responses	Completion Rate	Typical Time
May 7 – May 15	21	1,150	84%	8 minutes

Six of the questions allow for multiple responses, so for those questions, the number of responses exceeds the number of respondents. Eighteen of the twenty-one questions provided closed-ended responses, with seventeen also allowing for open-ended comments. Three questions were open-ended only. As a result, there are thousands of open-ended responses, which amounts to exceptionally robust data.

The survey respondents were promised anonymity, in accordance with the Freedom of Information and Protection of Privacy Act, and the First Nations principles of OCAP®, and neither their names nor their email addresses were required to complete the survey.

SURVEY VALIDITY

The survey question addressing the regional location of the respondent's childcare organization allows for a basic validity check on the distribution of responses, when comparing the proportion of responses for each region to the latest population figures. The survey respondents seem significantly under-represented from the Mainland/Southwest, which contains 62% of the province's population, but only 41% of the locations of the respondents. However, the 41% do include 632 responses from the region, so there are sufficient numbers of responses for the purposes of this study.

Overall, the survey had a regional distribution comparable to the population distribution. The figure below compares the proportion of responses identified from each of the BC Development Regions, along with the proportion of the 2017 population[4].

FIGURE 5: REGIONAL DISTRIBUTION OF SURVEY RESPONDENTS

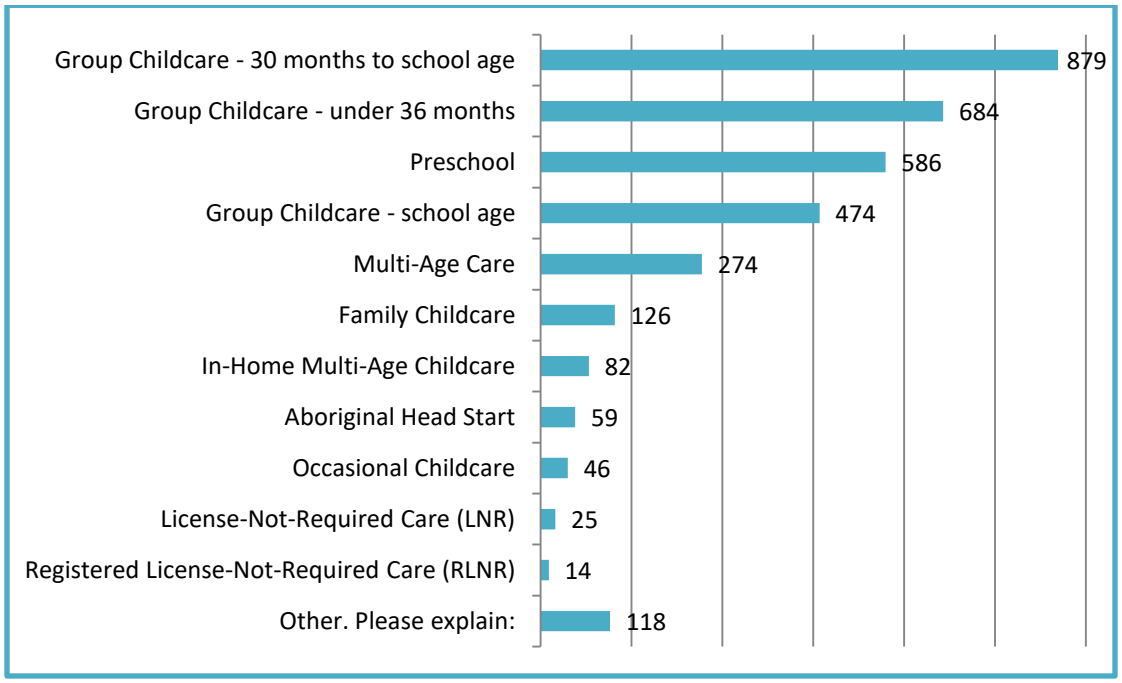
BC Development Region	Survey Responses	2017 Population
North Coast/Nechako	4.64%	2.05%
Northeast	1.76%	1.41%

[4] Demographic Analysis Section, BC Stats, January 2018

BC Development Region	Survey Responses	2017 Population
Cariboo	3.79%	3.19%
Vancouver Island/Coast	28.56%	16.94%
Mainland/Southwest	41.31%	61.63%
Thompson Okanagan	14.90%	11.71%
Kootenay	5.03%	3.08%

Survey Question 1, "Which Childcare programs does your organization provide?" had a response rate of 99.6% or 1,544 survey respondents. The figure below shows the three *Group Child (school age, 30 months to school age, and under 36 months)*, the *Preschool*, and *the Multi-Age Care* as the most frequent responses, with the other categories indicating only minimal responses. There are low numbers of responses from the *LNR* and *RLNR* childcare organizations, as well as the occasional, in home, and family providers.

FIGURE 6: SURVEY Q1. WHICH CHILDCARE PROGRAMS DOES YOUR ORGANIZATION PROVIDE? SELECT ALL THAT APPLY.



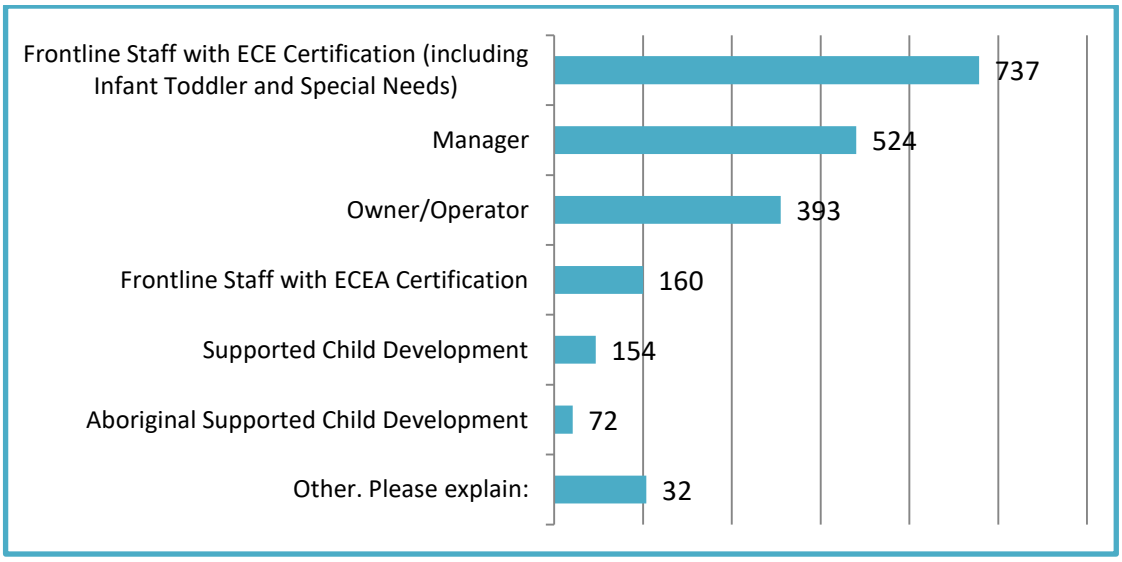
(n=1,544)

For the 7.6% (118) of respondents who indicated an "Other" category, *Supported Child Development*, had 25 responses, whether in acronym or spelled out, and *Strong Start* had 24 responses.

Survey Question 3, "What best describes your role", had a response rate of 99%. The figure below shows 60% of respondents were Managers and Owner/Operators, almost 50% were

frontline staff with ECE certification (including Infant Toddler and Special Needs), and 10% were ECEAs. Supported Child Development and Aboriginal Supported Child Development made up 5% and 2% of respondents, respectively.

FIGURE 7: SURVEY Q3. WHAT BEST DESCRIBES YOUR ROLE IN THE CHILDCARE ORGANIZATION? SELECT ALL THAT APPLY.



(n=1,540)

For the 10.4% (160) of respondents who indicated an "Other" category, about 25% said they were both supervisors/managers and front-line staff, with others indicating they were Executive Directors, responsible adults, and some retired.

Analysis of the survey is included within Chapter 3 below.

5) WEBINARS

Webinars were held to validate the information collected through interviews, focus groups, and surveys. In order to explore how labour market issues may vary in rural, remote, and urban settings, two webinars were held: one for rural and remote childcare managers, owner operators, and front-line workers; and one for urban childcare managers, owner operators, and front-line workers.

Preliminary analysis of the interview, focus group, and survey data identified 13 key themes. These themes were used to develop the webinar presentations, which were vetted and revised by the Project Steering Committee. The final presentations included 17 statements, to which participants were asked to indicate whether they strongly agreed, somewhat agreed, were neutral, somewhat disagreed, or strongly disagreed. These statements, and degree of consensus and validation achieved, are presented in Section 3.1 below.

The rural/remote focused webinar was held on the evening of June 6th, 2018 and attended by 59 participants. The urban focused webinar was held on the evening of June 7th, 2018 and attended by 69 participants. Each webinar was an hour in length, including a twenty-minute question period.

2.5. SECONDARY RESEARCH

In addition to the primary stakeholder engagement activities, a Preliminary Research Synthesis Report was produced. This report identified and reviewed BC specific childcare sector research reports in order to identify key research themes and findings. Additionally, the report provides a preliminary identification of research gaps, including secondary data and primary data gaps. The report, with input and approval of the Project Steering Committee, makes preliminary recommendations for further review of pertinent literature and cross-jurisdictional opportunities for a Phase 2 SLMP.

As a part of this research synthesis over two dozen sector reports were analyzed. The resulting synthesis produced five key areas of inquiry, each with multiple recommendations for future study. In total, thirteen research gaps or areas for future study were identified. These are presented in Appendix F. The list of the sources reviewed are in Appendix G.

2.6. LESSONS LEARNED

The childcare sector is abuzz with concern and excitement around the new provincial government initiatives that are currently unfolding. In addition, there is a general sense across the sector that childcare has for too long been ignored. Key stakeholders are bursting with ideas and insights, and they were enthusiastic in their desire to participate in the project engagement activities. Whereas in other sectors there can be a sense of over-engagement, where both employers and workers are tired of answering questions, the childcare sector stakeholders who have been engagement for this project thus far are expressing a near sense of relief that questions are being asked and their expertise being taken into consideration.

The demand for engagement opportunities has presented some challenges around timing, which should be mitigated in future project phases. Specifically, project timelines need to be generous to accommodate the stakeholder's enthusiasm for engagement opportunities. During this Phase 1 project, interviews took twice as long as initially projected, Steering Committee meetings needed to be extended by 30 minutes, and where the project team anticipated 100 responses to the survey, 1,550 were received. The volume of feedback received on project outputs resulted in additional time dedicated by the research team.

The enthusiasm of stakeholders is not the only reason that timing needs to be a consideration moving forward. Because the childcare labour market is under stress, it is very difficult for people working in the field to make themselves available for engagement on short notice. Likewise, the time of day activities are scheduled can pose significant challenges. Stakeholders want to participate in engagement activities, so any barriers to participation – like inadequate notice – lead to frustration. Without careful stakeholder management, this could negatively impact the reputation of the project within the sector.

Working collaboratively as a group, the Project Steering Committee has been developing relationships and uncovering areas of consensus. This is helping to build the cohesion that will drive subsequent project phases. This relationship building could be better supported with more opportunities to come together in person for Committee meetings. While teleconferencing for four out of five meetings was effective in doing the business of the Committee, it is more challenging to build trust at a distance.

3. KEY THEMES AND FINDINGS

3.1. OVERVIEW

Four key themes emerged from the project activities, each with multiple findings which represent conclusions where there is broad consensus. The following matrix presents the key themes and findings that emerged from the various Phase 1 project activities. Each project input is represented, and a mark indicates which finding came from which input. As each engagement method asked different questions in different ways, it is important to note that while not all findings are reflected in each engagement method, this does not indicate a lack of consensus. Rather it reflects the exploratory nature of the engagement and research activities.

The findings from the interview, focus groups, survey, and secondary research were condensed into 17 statements which were presented for validation in the rural/remote and urban webinars. The matrix presents the webinar validation results by reporting the level of agreement which was selected by highest number of webinar participants. Overall, there was a high level of validation achieved. More complete results are reported in the sections below.

FIGURE 8: SUMMARY MATRIX OF KEY THEMES AND FINDINGS

Key Themes	Findings	Interviews	Focus Groups	Survey	Research	Validation Webinars	
						Rural/Remote	Urban
Labour Shortage	There is a shortage of qualified ECEs in BC.	X	X	X	X[5]	92% Strongly Agree	85% Strongly Agree
	The shortage of qualified ECEs puts stress on existing staff and contributes to burnout.	X	X	X	X[6]	91% Strongly Agree	87% Strongly Agree
	There are not enough ECEs with Infant Toddler certification to meet the need.	X	X	X	X[7]	69% Strongly Agree	78% Strongly Agree
	There is a demand for more Indigenous ECEs.	X	X	X	X	33% Strongly Agree	36% Strongly Agree
	Childcare providers cannot access vacation time or sick days due to a lack of qualified substitutes.	X	X	X		86% Strongly Agree	79% Strongly Agree
Retention	The importance of early learning in childcare is not yet well understood or valued by the general public.	X	X	X	X	69% Strongly Agree	83% Strongly Agree
	Low wages are the most important consideration for keeping quality staff.	X	X	X	O[8]	74% Strongly	70% Strongly

[5] Early Childhood Education Report 2017 & Surrey Child Care Report
[6] Surrey Child Care Report & Workforce Study for Early Years and Child Care Employees (this is for Ontario)
[7] Implied in Surrey Report
[8] Not specific to BC but noted in Canada wide research

Key Themes	Findings	Interviews	Focus Groups	Survey	Research	Validation Webinars	
						Rural/Remote	Urban
						Agree	Agree
	A supportive work environment in childcare requires team building and healthy relationships between staff.	X	X			96% Strongly Agree	95% Strongly Agree
Training & Career Development	There is a lack of financial incentive for ECEAs to pursue full ECE certification.	X	X	X	X[9]	80% Strongly Agree	55% Strongly Agree
	There are not enough quality ECE training programs in my local area.	X	X		X[10]	33% Somewhat Agree	32% Strongly Agree
	The current model for practicums is inadequate.	X	X			35% Strongly Agree	40% Somewhat Agree
	There are few opportunities for staff to benefit from mentorship.	X	X			44% Strongly Agree	39% Somewhat Agree
	There is a lack of professional development opportunities in my area.	X	X		O[11]	26% Strongly Disagree	30% Somewhat Agree
	There is a lack of career pathways for childcare workers who want to advance within the field.	X	X		X	49% Somewhat Agree	42% Somewhat Agree
	Managers often lack management skills and/or training, which makes it difficult for them to do their job well.	X	X	X		42% Strongly Agree	47% Strongly Agree

3.2. LABOUR SHORTAGE

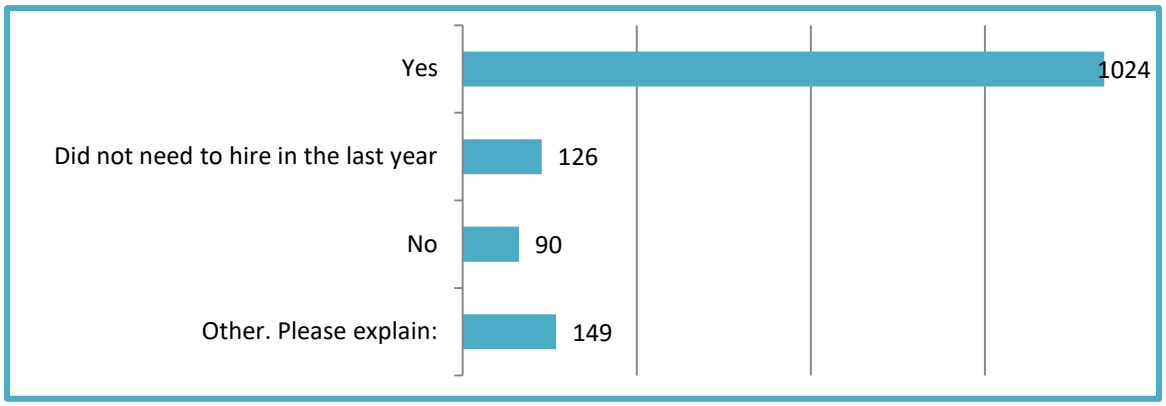
The clearest area of consensus for the childcare sector is that there is a current and worsening labour shortage across all regions of BC. There is a shortage of childcare providers with all levels of certification, and the impacts are broad ranging.

[9] Information in Surrey report but specific to retaining employees in Surrey.
[10] Surrey Report – students leave city for training and don't return due to lower wages.
[11] Nationally the concern is more when PD is taken – due staff shortages, staff cannot be released from schedules and PD 'must thus be undertaken during evenings and weekends."

Lack of Qualified Staff

A common refrain in interviews and focus groups was, "We can barely operate at our current capacity with a shortage of staff**."** Indeed, with a 90% response, 74% of the survey respondents said they had difficulty hiring staff in the last year, while only 6% said they did not have difficulty, and 9% said they did not have to hire last year.

FIGURE 9: SURVEY Q8. HAS YOUR ORGANIZATION HAD DIFFICULTY HIRING STAFF IN THE LAST YEAR?

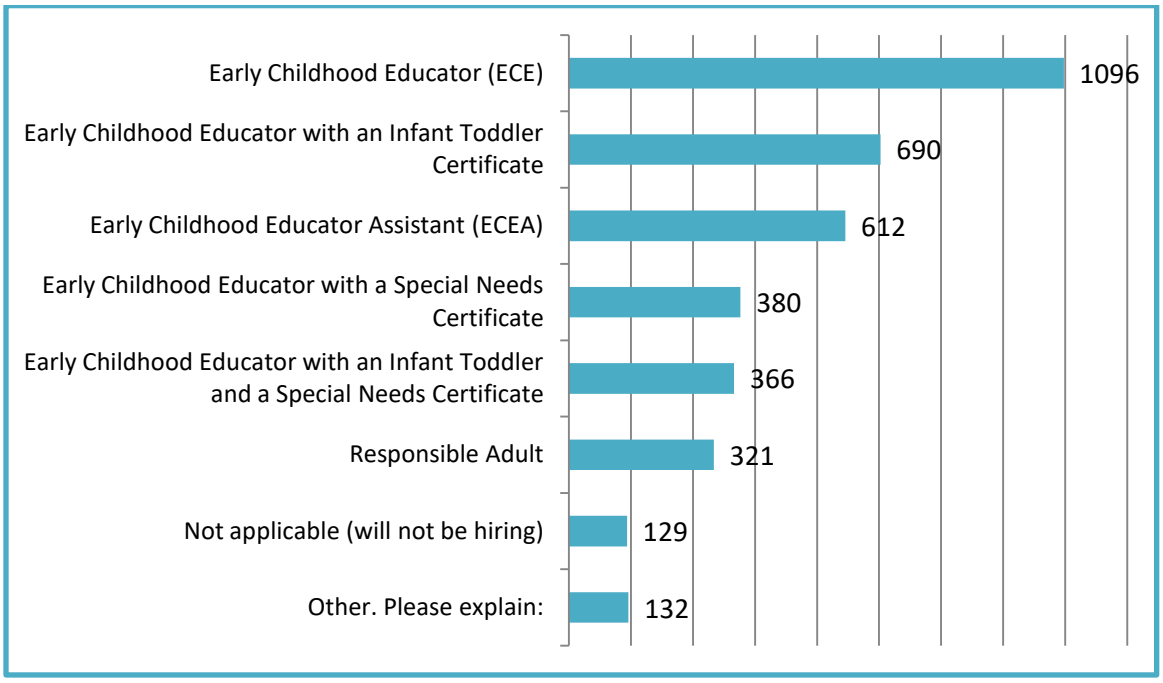


(n=1,389)

In particular, sector stakeholders in interviews, focus groups, and the survey report that there is a shortage of qualified ECEs in BC. When the statement "There is a shortage of qualified ECE's in BC" was tested in the webinars, an average of 87.5% of rural/remote and urban participants said they strongly agreed, while the remaining participants said they somewhat agreed.

This supports the findings of the survey, where almost 80% of the survey respondents stated they would need ECEs in order to expand. Half of the respondents said they would need Infant Toddler certification and 45% would need ECEAs. Special Needs certification would also be needed in many cases, as well as the combination of Special Needs and Infant Toddler certification. Only 9% said they would not be hiring. See the figure below.

FIGURE 10: SURVEY Q13. WHAT QUALIFICATIONS WILL YOUR ORGANIZATION REQUIRE NEW HIRES TO HAVE IN ORDER TO EXPAND? CHECK ALL THAT APPLY.



(n=1,374)

The webinars tested the statement, "There are not enough ECEs with Infant Toddler certification to meet the need," and found 69% of rural/remote responded strongly agreed, and 78% of urban participants strongly agreed. The figure below shows that only 2% of rural/remote participants disagreed with the statement indicating a high level of consensus.

FIGURE 11: WEBINAR RESPONSES TO STATEMENT: THERE ARE NOT ENOUGH ECES WITH INFANT TODDLER CERTIFICATION TO MEET THE NEED.

Response	Rural/Remote	Urban
Strongly Agree	69%	78%
Somewhat Agree	20%	12%
Neutral	10%	10%
Somewhat Disagree	0%	0%
Strongly Disagree	2%	0%

Across all engagement activities, stakeholders reported that because the ratios are very low for the infant and toddler age group, it is difficult for childcare providers to charge enough money with this age group to make ends meet and still remain accessible to parents. While employers need employees with specialization for infant-toddler and children with special needs, there is no incentive for employees to pursue post-ECE infant toddler certification.

Many interview subjects and focus group participants raised concerns about a lack of ECEs who are able to support Indigenous children and families with a high level of cultural competency. There was strong indication that there is a demand for more Indigenous ECEs in the sector. When this statement was tested with webinar participants, there was agreement (strong and somewhat) from 62% of rural/remote participants and 54% of urban participants. The figure below presents the full results.

FIGURE 12: WEBINAR RESPONSES TO STATEMENT: THERE IS A DEMAND FOR MORE INDIGENOUS ECES.

Response	Rural/Remote	Urban
Strongly Agree	33%	36%
Somewhat Agree	29%	18%
Neutral	33%	41%
Somewhat Disagree	2%	4%
Strongly Disagree	2%	2%

The Aboriginal ECE program was dropped at the College of New Caledonia, which according to participants in the Prince George focus group may was previously a source of quality Indigenous ECEs. In some locations, Aboriginal child care centres are unable to hire qualified staff who are Indigenous or who have Aboriginal childcare training. There needs to be an awareness of cultural issues in all ECE training and the ability to specialize in Aboriginal childcare.

There is an unmet demand for ECEs skilled at working with children with special needs. This area requires training and support; however, this is not included within the core ECE training curriculum. Rather, it is delivered as a post-basic certificate after the ECE training, rather than part of the core ECE training. As a result, interview respondents suggested that not enough ECEs have the skills to support all children. Some focus group and survey respondents felt that the number of children with special needs has increased and the training is either not accessible locally, prohibitively expensive, or both. Because there is little to no financial incentive to pursue post-basic ECE special needs certification, there is a sense among some stakeholders that fewer ECEs are taking the training.

Several focus group participants suggested that because staff lack the skills to adequately support children with special needs, they may refuse to work with those children forcing employers to turn away these children to avoid losing their staff. Additionally, focus group participants indicated that children with special needs are often turned away by childcare providers because there is a lack of skilled workers able to meet their needs. This indicates that families of children with special needs may be underserved in some areas.

ECEA's were also reported to be in short supply. However, it is often the case that ECEAs are hired into positions where employers would prefer to have staff with full ECE certification, but because of the labour shortage they are unable to hire qualified staff. Stakeholders reported that there is very low motivation to upgrade from ECEA to ECE as this often requires time off work

and does not result in significant improvements in pay or working conditions. This appears to be a contributing factor to the shortage of qualified ECEs.

Lack of Qualified Substitutes

The most commonly mentioned impact of the labour shortage is that there are not enough qualified substitutes to meet the need. Existing staff are unable to access vacation time or sick days, which makes it difficult for childcare providers to maintain a work/life balance within this physically and emotionally demanding field. The inability to take vacation or sick days due to a lack of qualified substitutes was the third most commonly selected challenge to retaining staff in the survey.

Webinar participants were asked to indicate their level of agreement with the statement, "The shortage of qualified ECEs, and qualified substitutes, puts stress on existing staff and contributes to burnout." The response was significant: 91% of rural/remote webinar participants and 85% of urban webinar participants indicated that they strongly agreed.

Impacts of the Labour Shortage on Programs

The impacts of the labour shortage are wide ranging. For example, one survey respondent wrote, "Staffing shortages means that I am not able to have additional staff to tend to things such as increase support for transitions of new children, expanding our healthy food program, and we are not able to take children with challenges."

The degree to which childcares are unable to operate at capacity is another indicator of the impact of a labour shortage. With a 98% response, 68% of survey respondents said they do operate at full capacity, while 19% said they do not, and 4% said they don't know. Most (32%) of the 145 comments indicated they were not running at capacity because of a lack of staff.

When survey respondents were asked about their plans to increase spaces in the childcare, 59% of the respondents said staffing challenges affected their ability to grow and add available space. One survey respondent commented, "We cannot expand without staff. We can barely operate at our current capacity with the shortage of staff." Another survey respondent stated, "I expect we will soon be decreasing spaces as we cannot find qualified staff."

Focus group participants related that they had had to close their programs for a day or two because of lack of staff – either a result of staff sickness or family emergencies. All expressed concern that this created hardships for the families they serve.

Childcares frequently request licensing exemptions in order to deal with staffing shortages. A licensing exemption is permitted by licensing officers to formally allow an exception to the licensing rules that require an ECE to be on the floor to make up the required ratio. Exemptions allow ECEAs or Responsible Adults to fill in instead, which can negatively impact the quality of care. A significant number (40%) of survey respondents indicated they have applied for a licensing exemption to deal with staffing shortages.

Staffing challenges also affect program options. Indeed, 57% of survey respondents indicated that staffing challenges affect the program options the organization can provide. A range of survey respondent comments illustrate this point:

- "Without adequate staff we are stretched too thin, and don't have time for planning, prep or implementation of addition (sic) activities besides circle and art."

- "We had to close our infant/toddler room and change to multi-age because couldn't find anyone to hire with their infant toddler certificate."
- "We have had to drop our morning snack option due to staffing and financial costs. We are starting to have to engage in the minimum of BEST Practice due to lack of staffing. Staff are having to work a minimum of 1.75 hours of overtime 3/4 days a week in both programs. If more than 2 staff have to be away due to illness/vacation we have to send children home in order to maintain ratio and this causes financial hardship to both the families and the center due to lack of income."

There is also significant concern about the labour shortage impacting the quality of childcare being delivered. Focus group discussions revealed that it was common for childcare providers who lacked the skill, aptitude, or training for the job, to still find work because the staffing shortage was so great. One survey respondent concurred, ''Often we have had to resort to hiring staff that are under trained, as there is such a lack of trained professionals and we can't operate without meeting ratio requirements."

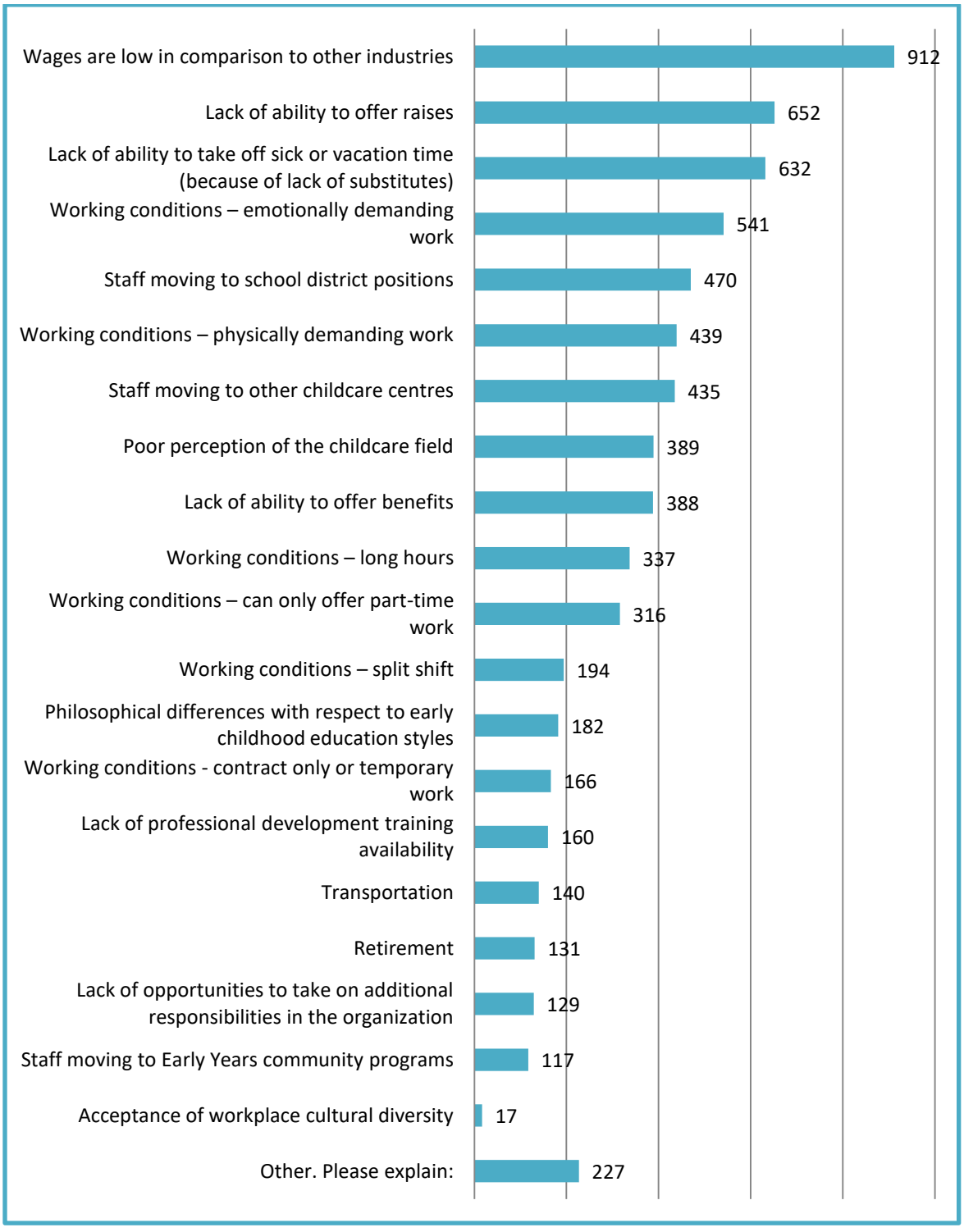
While there is ample qualitative evidence of a labour shortage, there is a dearth of quantitative data about the current labour supply and demand, let alone projections into the future. A comprehensive picture of the sector workforce – founded in quantitative data – is required to determine the extent to which a labour shortage exists, and to inform effective strategies capable of addressing the shortage.

3.3. RECRUITMENT AND RETENTION

The challenges around the recruitment of new people to the childcare sector, and the retention of existing childcare worker emerged as a key theme throughout all engagement activities. Most notably, the lack of wages and benefits, challenging working conditions, and negative perceptions of the sector were identified as significant barriers to recruitment and retention.

The table below presents the wide-ranging issues identified as challenges for keeping employees. These survey results are discussed in more detail in the sections below.

FIGURE 12: Q10. WHAT ISSUES PRESENT CHALLENGES FOR KEEPING EMPLOYEES? SELECT ALL THAT APPLY.



(n=1,348)

Low Wages and Lack of Benefits

While there are many factors contributing to the sectors recruitment and retention challenges, low wages emerged as the dominant issue. Through all engagement efforts, wages came up again and again as the main reason that people leave the childcare field, or that they leave one childcare employer in favour of another. Webinar participants were polled on their level of agreement with the statement, "Low wages are the most important consideration for keeping quality staff," and the results were telling. A full 92% of rural/remote webinar participants agreed (strongly or somewhat), and 91% of urban webinar participants agreed (strongly or somewhat). The table below provides a complete breakdown of the webinar responses.

FIGURE 13: WEBINAR RESPONSES TO STATEMENT: LOW WAGES ARE THE MOST IMPORTANT CONSIDERATION FOR KEEPING QUALITY STAFF.

Response	Rural/Remote	Urban
Strongly Agree	74%	70%
Somewhat Agree	18%	21%
Neutral	4%	0%
Somewhat Disagree	4%	7%
Strongly Disagree	0%	2%

Low wages are also a primary concern across the childcare sector literature. Economist Iglika Ivanova[12] found that, "wages for qualified ECEs in BC are too low, contributing to financial insecurity and poverty among the families of educators, many of whom are women with children of their own" (p.18). The Surrey Community Child Care Task Force[13] notes that "low rates of pay for most early childhood educators limits the attractiveness of the field and constrains the ECE workforce" (p.9).[14]

While there is a lack of current quantitative data on childcare sector wages in the province, the perception is that very few employers offer a living wage. Owner-operators and those running LNR childcares in their home also report that they are struggling financially. While parents were not engaged directly as a part of this project, many childcare providers related their belief that families simply could not pay the increased fees required to raise the wages or income of childcare workers. Focus group participants across the province expressed some version of the notion that childcare providers are subsidizing childcare in BC.

Survey results also confirm that wages are a primary concern. When asked to indicate which issues present challenges for keeping employees, the most commonly selected response was: "Wages are low compared to other industries." The second most commonly selected response

[12] Ivanova, I., (2015). *Solving BC's Affordability Crisis in Child Care Financing the $10 a Day Plan*. Vancouver: Canadian Centre for Policy Alternative BC Office.
[13] Surrey Community Child Care Task Force. (2018). *Surrey Child Care Report.*
[14] Flanagan, K., Beach, J. & Varmuza, P. (2013). You Bet We Still Care! A Survey of Centre-Based Early Childhood Education and Care in Canada. Ottawa: Child Care Human Resources Sector Council.

was: "Lack of ability to offer raises." This reflects that low wages are not solely an issue for entry-level staff, but also for those who are trying to forge a career in the field. Focus group participants related many stories of talented ECEs leaving the field to pursue careers in other sectors because they hoped to earn better wages. Many were said to have left childcare despite loving the work.

Lack of benefits and pensions were also frequently raised by focus group and interview participants as a key issue creating barriers for recruitment and retention. Most childcare facilities are not large enough to be able to provide benefits and solutions for making them available are needed.

The lack of pensions was also commonly raised as a reason childcare providers leave the field. One survey respondent commented, "I am going to have to get a job in another industry so I can retire. I don't want to be like the women I see who work past when they should have retired. This work is hard on your body and takes energy I don't think I'll have in my sixties."

Challenging Working Conditions

Compounding the issues created by low wages and lack of benefits and pensions are the challenging working conditions reported by childcare providers. The emotional and physical demands of the work combined with the lack of access to vacation and sick days leads to burnout among staff. Focus group and survey participants expressed in a variety of ways that while working with children is very rewarding work, it requires a high level of intellectual focus, emotional commitment, and physical fitness to do well.

As noted in the section above, the childcare labour shortage has led to a dearth of qualified substitutes, which impacts the ability of childcare providers to take vacation time or sick days. The lack of access to vacation and sick days compounds the challenging working conditions faced by childcare workers as they are not able to avail themselves of the downtime needed to avoid burnout.

Another factor contributing to burnout that was identified through the focus groups and survey is the lack of time available to childcare providers to prepare lesson plans and activities or to tend to administrative tasks. Childcare managers and staff either have to work extended hours to do the required tasks otherwise they are unable to do the programming they would like. This has direct impacts on the quality of programming offered. Additionally, preparation and administrative work often is unpaid. Larger centres report that they are able to pay for substitutes to cover preparation and administrative time, but they too can face challenges finding available and qualified substitutes.

When childcare providers feel they are no longer able to perform their roles to their own personal standards, or are "burned out," they often choose to leave the sector. This results in high turnover within childcare facilities, which leads to a difficult cycle for all involved as managers, staff, children and families have to continually adjust to new hires. High turnover is particularly taxing within a work environment that often relies on team work and relationships.

Webinar participants were asked to indicate their level of agreement with the statement, "A supportive work environment is childcare requires team building and healthy relationships between staff." The response was unequivocal: 96% of rural/remote participants and 95% or urban participants strongly agreed. With this as context, the challenges posed by high turnover, lack of time off, lack of preparation time.

Skilled management is needed to mitigate challenging working conditions. Unfortunately, many stakeholders report that managers often are underprepared for their roles. People skills and relationship skills are in demand as are conflict management, critical thinking, and problem solving. Relationship building must be supported between staff members and between staff and children. This can be challenging when there is high staff turnover, little downtime, when planning and preparation happens after hours, and where centers are often short staffed.

Whereas staff in group childcares centers face challenges around team building and supporting healthy relationships, LNR childcare providers report a deep sense of isolation in their work. Working alone without respite or connection to other childcare providers can contribute to burnout and dissatisfaction with the work. It was suggested by several stakeholders that this isolation can drive childcare providers to leave the field.

Public Perception of the Sector

The poor public perception of the childcare sector was identified as a source of low morale for childcare workers and a key challenge for recruiting new people into childcare careers. In a sector report Malatest notes that, "Societal attitudes towards (the childcare sector) are an important aspect of the current human resource challenges and have been recognized as an HR barrier for many years" (p.19).

Stakeholders expressed in a variety of ways their conviction that the childcare profession is deserving of greater respect than it currently enjoys and that childcare providers should be recognized for the vital contribution they make to the economy, and to the lives of children and families. The developmental importance of early learning is particularly undervalued by the general public.

Webinar participants were asked to indicate their level agreements with the following statement, "The importance of early learning in childcare in not yet well understood or valued by the general public." The response indicates broad consensus on the issue with 92% or rural/remote participants and 95% of urban participants indicating agreement. The table below presents further breakdown of the results.

FIGURE 14: WEBINAR RESPONSES TO STATEMENT: THE IMPORTANCE OF EARLY LEARNING IN CHILDCARE IS NOT YET WELL UNDERSTOOD OR VALUED BY THE GENERAL PUBLIC.

Response	Rural/Remote	Urban
Strongly Agree	86%	79%
Somewhat Agree	8%	16%
Neutral	4%	5%
Somewhat Disagree	2%	0%
Strongly Disagree	0%	0%

Several interview respondents emphasized their belief that gender plays a critical role in the public perception of the sector and contributes to the low status and low pay of childcare providers. In the Literature Review Report Supporting Employers in Canada's ECE Sector,

Malatest makes the connection that the gender imbalance in the sector reinforces the traditional notion of childcare as women's work, which contributes to early childhood education viewed as "no more than babysitting."[15] This leads to the devaluation of the work overall.

Interview respondents reported anecdotally that men who do enter the field often rise to management positions ahead of women with more experience and/or education. On the other hand, focus groups participants acknowledged that there can be a bias against hiring men who are ECEs due to stereotypical ideas about their suitability for the work. Others raised the issue that parents may hold biases against the appropriateness of male caregivers, which could also influence managers away from hiring male ECEs.

While the gender dynamics of the childcare sector seem evident, the implications are complex. Thus, a critical gender analysis exploring the implications of a predominantly female workforce is absent from much of the literature. Miller reports that in Canada, women make up over 98% of the workers in the childcare sector.[16] The literature indicates that this is connected to long-held views about childcare constituting women's work – work that women are biologically more suited to undertaking.[17] As a result, men are discouraged from entering the field. This severely limits the pool of potential labour supply and is an issue that warrants further attention.

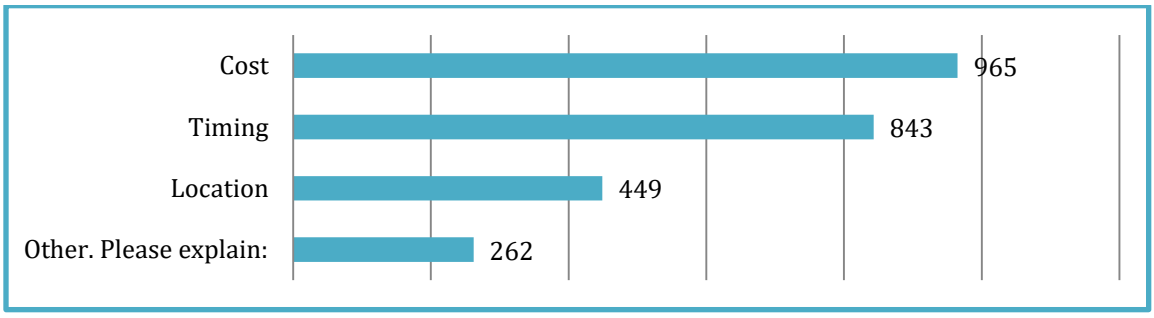
3.4. TRAINING & CAREER DEVELOPMENT

Several key issues were identified as barriers and challenges to workforce development due to the existing training and professional development system, including the ability to access training, financial incentives, inconsistent quality and training topics, and unclear career pathways.

Ability to Access Training, Professional Development or Upgrading

With an 85% response rate, both cost and timing were identified by survey respondents as the main challenges organizations have faced to access education and professional development opportunities, with location also being a factor. For many potential workers, the costs for training both in tuition and time are not reflected in a suitable wage increase or financial incentive. See the figure below.

FIGURE 15: SURVEY Q11. WHAT CHALLENGES HAS YOUR ORGANIZATION FACED IN ACCESSING FURTHER EDUCATION AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES? SELECT ALL THAT APPLY.



(n=1,317)

[15] Malatest, R., (2008). Literature Review Report Supporting Employers in Canada's ECE Sector. Ottawa: Child Care Human Resources Sector Council.
[16] Miller, C. (2015). *Attracting and Keeping Qualified Staff in Canadian Child Care: The National Environmental Scan.*
[17] *Ibid.*

In addition, the lack of qualified substitutes was identified by many stakeholders as a barrier to participating in professional development opportunities. Survey respondents felt they were unable to access professional development because of inability to take time off, and were too exhausted to access night classes. The labour shortage limits staff's ability to take training and upgrading. It is difficult to find and pay substitutes to cover for staff training. The labour shortage means those working are exhausted and cannot afford to take upgrading courses at night.

Respondents through interviews, focus groups, and surveys also indicated that most training opportunities are in the Lower Mainland. However, as the Lower Mainland is home to most of the province's population and childcare operations, it is unclear if the concentration of training opportunities is disproportionate towards or against the Lower Mainland.

Lack of Financial Incentives

There is a lack of financial incentive for ECEAs to pursue full ECE certification, as in many cases there is little to no increase in wages. Some focus group participants reported that ECEAs are highly employable and even preferred by some centers as they may work for lower wages than ECEs. There is concern among sector leadership that this negatively impacts the quality of care offered.

As the figure below shows, the webinar participants agreed that the lack of financial incentives is a barrier for ECEAs to transition to ECEs.

FIGURE 16: WEBINAR RESPONSES TO STATEMENT: THERE IS A LACK OF FINANCIAL INCENTIVE FOR ECEAS TO PURSUE FULL ECE CERTIFICATION.

Response	Rural/Remote	Urban
Strongly Agree	80%	55%
Somewhat Agree	18%	23%
Neutral	0%	9%
Somewhat Disagree	2%	7%
Strongly Disagree	0%	5%

One survey respondents commented, "Why spend money to get better education when there is often no increase in pay offered or very little increase. Infant Toddler or Special Needs designations or Masters degrees (sic) – all are paid the same money."

Quality of Training

Many of those interviewed, surveyed and in focus groups indicated that ECE training programs vary in quality. According to interview and focus group participants, many of the training programs are online only for what is essentially a hands-on career requiring interpersonal skills and thereby providing insufficient training. Many stakeholders expressed the belief that there was a noticeable difference in quality of training received at public institutions such as universities as opposed to private business colleges.

For many respondents, the current model for practicum is inadequate, as the practicum tend to be too short and spread out over different facilities. Another issue was that students could not do their practicum in their home town due to a lack of practicum supervisors. Some employers also stated that they hire practicum students, directly into paid positions prior to the completion of the practicum, as a method of recruiting new workers.

As well, the training topics available were identified as insufficient to meet the needs of the employers. Key topics to be addressed include:

- School age childcare training
- Special Needs designation no longer relevant or adequate
- Indigenous focused programs

Career Pathways

There is a lack of career pathways for childcare workers to move from entry-level to certifications and specialties, to management or ownership. The system lacks formal mentorships and training for supervisors and managers. Managers must learn the administrative processes on the job, including HR (recruitment and retention strategies), licensing requirements, helping parents with subsidies, as well as new funding models for their operations. Managers and owners are not necessarily ECEs. This adds a layer of complication as their decisions may not always be informed by current ECE best practices.

The field needs a mentorship system to aid in developing competency and to provide a supportive environment and bridge the gap from training to working to management and ownership.

The webinar participants identified the lack of career pathways as an issue, as shown in the figure below.

FIGURE 17: WEBINAR RESPONSES TO STATEMENT: THERE IS A LACK OF CAREER PATHWAYS FOR CHILDCARE WORKERS WHO WANT TO ADVANCE WITHIN THE FIELD.

Response	Rural/Remote	Urban
Strongly Agree	27%	35%
Somewhat Agree	49%	42%
Neutral	8%	13%
Somewhat Disagree	16%	7%
Strongly Disagree	0%	4%

The theme of the lack of training for supervisors and managers was also supported by the webinar participants, as shown in the figure below.

FIGURE 18: WEBINAR RESPONSES TO STATEMENT: MANAGERS OFTEN LACK MANAGEMENT SKILLS AND/OR TRAINING, WHICH MAKES IT DIFFICULT FOR THEM TO DO THEIR JOB WELL.

Response	Rural/Remote	Urban
Strongly Agree	42%	47%
Somewhat Agree	35%	37%
Neutral	10%	12%
Somewhat Disagree	8%	3%
Strongly Disagree	4%	2%

3.5. SECTOR GOVERNANCE

Childcare sector governance was a common theme in interviews and focus groups, and also a dominant focus of the childcare sector reports reviewed for the Preliminary Research Synthesis. While the subject could be seen as peripheral to the labour market focus of the project, stakeholders persuasively make the case that governance practices directly impact the workforce in multiple ways.

Complexity of the Sector

The involvement of multiple ministries in governing childcare in BC was identified as a challenge that creates confusion or a sense of uncertainty for childcare providers and employers. The Organization for Economic Co-operation and Development (OECD) identifies the fragmented governance of the childcare sector as having considerable negative impacts on early childhood service delivery in many Canadian jurisdictions including BC.[18]

Additionally, the OECD observed that fragmentation of childcare governance in Canadian jurisdictions, is often accompanied by a lack of focus in government policy on child development and early education, and general underfunding of services.[19] The result of fragmentation is a patchwork of services within which the childcare sector is viewed as a labour market support, rather than as an essential service or meaningful workforce in its own right. The OECD's report advocates for addressing the challenges created by fragmentation by placing the responsibility for all children under one government ministry.

While stakeholders did not often offer solutions for what they perceived as silos in childcare sector governance, however there was wide agreement that this is an issue in need of attention. The webinar tested the statement, "Involvement or multiple government ministries in childcare creates confusion," to which the majority of respondents agreed. See the figure below for a breakdown of responses.

[18] Canada. (2017). *British Columbia Early Learning and Child Care Agreement.* Government of Canada. Retrieved from Canada - British Columbia Early Learning and Child Care Agreement. (2017). Government of Canada.
[19] *Ibid.*

FIGURE 19: WEBINAR RESPONSES TO STATEMENT: INVOLVEMENT OF MULTIPLE GOVERNMENT MINISTRIES IN CHILDCARE CREATES CONFUSION.

Response	Rural/Remote	Urban
Strongly Agree	56%	49%
Somewhat Agree	28%	29%
Neutral	10%	20%
Somewhat Disagree	6%	2%
Strongly Disagree	0%	0%

Licensing and Regulation

Stakeholders also identified childcare regulations and their enforcement as an area that caused strain on the childcare workforce. Specifically, the inconsistent application of childcare regulations was repeatedly raised as a concern across all engagement activities. A majority of webinar respondents agree with the statement, "BC Childcare regulations are often applied inconsistently by licensing officers. The figure below provides a full breakdown of responses.

FIGURE 20: WEBINAR RESPONSES TO STATEMENT: BC CHILDCARE REGULATIONS ARE OFTEN APPLIED INCONSISTENTLY BY LICENSING OFFICERS.

Response	Rural/Remote	Urban
Strongly Agree	43%	45%
Somewhat Agree	31%	33%
Neutral	14%	9%
Somewhat Disagree	8%	10%
Strongly Disagree	4%	3%

This perceived inconsistency could be a result of licensing regulation primarily being written from an outcome-based perspective. This can contribute to perceived inconsistency amongst Licensing Officers as each case must be assessed on a case-by-case basis and the outcome can be achieved through a variety of ways that may look different for each program.

Some managers and owner-operators believed that licensing officers wielded too much power without enough accountability so that where one licensing officer would be supportive of a practice or environment, another may not. This resulted in stress and anxiety for staff and managers, as well as for families.

Some stakeholders noted that licensing requirements may not be suitable in all environments. For example, the requirement to take children outside every day was seen as inappropriate for infants and toddlers during bitterly cold winter days in the north. However, childcare providers choose between remaining in compliance and taking young children outside who may experience discomfort or keeping them inside where they are comfortable but risking consequences for failing to be in compliance.

Additionally, stakeholders expressed the belief that licensing bodies do not keep up to date with early learning research and evolving best practices. Rather than leading practice, licensing officers were seen as unpredictable. Sector leadership in particular expressed concern that regulations are set at the bare minimum needed for care facilities, and do not represent best practices. Some interviewees made the point that in BC's childcare sector licensing authorities fill the role of an accreditation system. These respondents were often in favour of formalizing occupational standards and best practices.

Sector Governance in Other Jurisdictions

A common theme that was repeated throughout the engagement activities as well as being prominent in the sector research is the belief that answers may lie within other jurisdictions. Many stakeholders expressed enthusiasm about the governance practices and policy approaches to childcare in other provinces and countries. While there is significant information available about the approaches to childcare in other jurisdictions, there is significantly less information about how different governance structures and policy approaches impact the labour market.

4. PHASE 2 LABOUR MARKET INFORMATION

4.1. PROPOSED PHASE 2 RESEARCH

The childcare sector in British Columbia is in a period of dynamic change and growth, but the sector itself is fragmented with diverse and sometimes competing interest groups, compared to many other sectors of the economy. In order to understand and identify strategic directions for the sector, a fuller picture of the childcare sector and labour force must first be developed.

There are clear opportunities for a Phase 2 SLMP project. The childcare sector has not been described in a meaningful way, nor has there been any gap analysis of sector labour supply and demand now or in the future. The key issues of recruitment, retention and training all need more information from which to base future strategies. Additionally, a cross-jurisdictional analysis is needed to understand the impacts of various childcare policy approaches on wages, job satisfaction, and education levels so that the Phase 3 strategy development process is informed by the lessons learned in other jurisdictions.

The sub-sections below contain recommended analytic frameworks (4.2), key methodological considerations (4.3) for the Phase 2 research, the five key topics to be addressed (4.4), along with suggested research methods (4.5). As well, the continued project governance through the Project Steering Committee (4.6), is reinforced.

4.2. ANALYTICAL FRAMEWORKS

Phase 2 research should employ an analytic framework that reflects the priorities and values of the sector. As such, two analytic frameworks are recommended for Phase 2: Indigenous Lens and Gender Analysis.

Indigenous Lens

While the Indigenous population of BC makes up approximately 5% of BC's population, the proportion of Indigenous children to the BC children's population is 10.1%, as the of the 2016 census for identified Aboriginal persons 0-14 years of age[20]. The Indigenous population tends to be far younger and faster growing, resulting in higher proportions of children. In institutional terms, the difficulties of Indigenous children successfully transitioning into the mainstream school system are well documented; therefore, Phase 2 should see the greater deployment of Indigenous approaches and leadership throughout all research and analysis activities.

For primary research and stakeholder engagement, this will include observing protocols, engaging early and often, listening first, and approaching all research participants in ways that demonstrate relationship, reciprocity and consistency.[21] In addition, the First Nations principles of OCAP®[22] should be the standard by which First Nations data is collected, protected, used, and shared. For Indigenous *ownership, control, access and possession*, OCAP® ensures that First Nations research participants retain ownership and control over data collection processes in their communities, and that they determine how such data may be used.

[20] Statistics Canada. Aboriginal People Highlight Tables, 2016 Census www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/abo-aut/Table.cfm?Lang=Eng&S=99&O=A&RPP=25

[21] Jennifer Miller. (2017). *Through an Indigenous Lens: Three Lessons in Authentic Engagement.* Delaney & Associates. Vancouver, BC.

[22] First Nations Information Governance Centre. http://fnigc.ca/ocapr

Privileging Indigenous approaches and leadership will also require the Phase 2 project team to seek, consider, and forefront Indigenous leadership and perspectives wherever possible, and not only as may apply to specifically Indigenous forms of child care and family support. Indigenous forms of child and family supports are of this place, and all who now live here are obliged to no longer marginalize them, but to lift them up as rightful to the cultures of these lands.

Further, whereas the Indigenous population may be small proportionally, histories of neglect and discrimination have established that the need for quality early learning in Indigenous communities – both on and off reserve, urban and rural/remote – are significant and long overdue. For the SLMP project to contribute to the broader aims of Indigenous-non-Indigenous reconciliation, Indigenous approaches and leadership are both needed and valuable.

Gender Analysis

Women make up 98% of the childcare sector, and the impact of this gender imbalance should not be taken for granted. Especially as the sector grapples with how to attract new workers to the field, it will be important to look at how to encourage men into the potential labour pool. Likewise, examining bias against men in the field, or areas in which they may experience advantages.

Women migrants, refugees and temporary foreign workers are a part of the current and potential labour supply in the sector that is not well understood or documented. These groups may experience unique challenges and barriers to training and certification. An intersectional approach to gender which brings other forms of social stratification into relief will provide a more nuanced analytic framework.

In addition to considering how gender impacts labour supply, it may be valuable to also consider how gender impacts labour demand. As the government moves towards an affordable and universal childcare system, more women may choose to move into the workforce which could increase the demand for childcare spaces.

An intersectional gender analysis will be valuable for understanding all of these potential issues.

4.3. METHODOLOGICAL CONSIDERATIONS

A successful Phase 2 project will need to reflect both the philosophical and practical concerns of the childcare sector. Four key methodological considerations are presented below to inform the key Phase 2 research topics presented in section 4.4 below.

Quality and Availability of Data

There is very little labour market information available for the BC childcare sector. As such, there are significant limitations and gaps in the available literature. The preliminary review and synthesis of childcare sector research reveals consistent absences. In particular, it appears as if the childcare sector research trends towards a focus on licensed childcares over license-not-required childcares, and towards not-for-profit centres over for-profit centres. This absence of information is likely connected to how data is collected, how and why it is reported, and by whom.

For instance, the BC Ministry of Health has information on all of the licensed childcare providers. The Ministry collects data through the regional health authorities; these bodies may collect and report data in different ways. The Ministry of Children and Family Development has information

on the childcare providers which have opted in to the new Childcare Operating Fund. In order to get the full and accurate picture of the BC childcare sector, all of these various data are required.

Upon preliminary review, it is evident that research results are sometimes biased because they only include specific types of childcare providers. Because data collection happens in different ways across different ministries and agencies, the available data can be inconsistent. Phase 2 research will need to collaborate with the various Ministries in order to access, understand and optimize the available data. In establishing a Phase 2 methodology, careful review of data sources and collection processes will be necessary to ensure a high level of validity and reliability of findings.

Avoiding Duplication

A key limitation of the Phase 1 research is that it captures only the literature and research that is available publicly and does not necessarily reflect the dynamic work currently underway in the sector. In addition to the gap between research being conducted and being made available publicly, there is also always a gap between research and current activities. That is, the existing literature does not reflect the actions that have been taken as a result of the research.

At this time in BC, there is unprecedented focus and investment in childcare and that means that many dynamic projects, studies, and initiatives are underway. As such, Phase 2 labour market research will require collaboration and consultation with government and key organizations in order to both identify what research activities are underway, and what shifts in policy and practice have been enacted. This will be especially important in order to avoid a duplication of efforts. Ideally, Phase 2 research can both inform and be informed by the significant sector projects underway.

License Not Required Childcare Providers

The license not required childcare providers have been difficult to access for this project Phase, and it is anticipated that they will be difficult to access for Phase 2 as well. Because unlicensed childcare providers often work in isolation, the challenges they face are not well articulated in the current literature. Because a larger proportion of families in rural and remote areas – especially in the north – use unlicensed childcare providers, the lack of data around unlicensed childcares amounts to a lack of understanding about the childcare sector in these areas. This skews the data towards larger population centers.

In addition, unregistered license-not-required providers tend not to be part of industry associations and may not be actively connected to professional networks. Therefore, specific efforts must be required if this part of the sector are to be consulted for the subsequent phases. This may require a specific focus group or similar targeted methods to reach these stakeholders.

In addition, the role of domestic workers in BC's childcare sector is poorly documented although it is clear these workers – both foreign and domestic – constitute a notable piece of the childcare puzzle. Anecdotally, it has been reported that many families with non-traditional work schedules rely on domestic workers as they are able to work all hours. Likewise, reports indicate that families with multiple children may employ domestic workers as they can be more cost effective. However, as the government moves to implement a more progressive childcare system which brings costs down for parents – this may result in families choosing to opt for childcare out of their home. This could have impacts on the demand for childcare spaces, and thus should be considered within the recommended labour supply/demand gap analysis.

Domestic workers also make-up part of the potential labour pool, so understanding their current and potential role in addressing the labour shortage could be valuable.

Parent and Family Perspectives

The recommended scope for a Phase 2 project is significant. Significant research gaps exist, and it is necessary to address these in order to develop and implement successful strategies that address the labour market challenges identified in ways that are supported by the sector. While parents and families have been identified as critical stakeholders, they are more connected to strategy than they are to the labour market. As such, it is recommended that engaging with parents and families will be most valuable during a Phase 3 project. That said, effort should be taken to access all available data including any surveys of parents that describe where children are currently being cared for.

4.4. RECOMMENDATIONS FOR PHASE 2 RESEARCH

Based upon the literature, the interviews, surveys, focus groups, webinars, and direction from the Steering Committee, five key topics, or research questions, are described below to be the focus of the Phase 2 Labour Market Information research and analysis. The main topics are presented below in this sub-section, with a more detailed approach matched to suggested research methods presented in Section 4.4 below.

1. SECTOR DESCRIPTION

As well, there are several government and related studies currently underway or proposed, in order to provide a clearer picture of the sector landscape and the proposed changes to operating funding.

Therefore, coordination with the BC Government and other parallel and related research projects should be undertaken to fine tune the outstanding data requirements, and to increase efficiencies.

The key topics to be addressed include:

- Number and type of childcare providers
    - by geographic distribution
    - include licensed not required
- Size of workforce
    - by type of certification and occupation
- Workforce demographics – age, gender, Indigeneity, etc.
- Wages by type of childcare provider, type of certificatrions, and by geographic location
    - Pensions and benefits

2. LABOUR SUPPLY/DEMAND GAP ANALYSIS

In addition to the sector analysis, a current and future labour supply and demand gap-analysis is needed. Utilizing census and other government data, this gap analysis would quantify the demand for childcare workers via an assessment of the number of childcare

spaces that will be needed, as well as quantify the current and projected labour supply in order to determine the shortfall, if any, currently and at five-year intervals (2018, 2023, and 2028). These dates can be tied to the expected availability of new data such as Census and key reports.

The analysis should include an understanding of licensed operators and ECE's, including substitutes, as well as unlicensed operators and nannies. This will help inform strategy development in many ways by creating an evidenced-based picture of labour supply issues now and in the future.

The key topics to be addressed include:

- Current demand by occupation/certification
- Projected demand (2020, 2025, 2030)
- Current and potential labour pool
- Roll of domestic workers (foreign & domestic)

3. RECRUITMENT AND RETENTION

There is a need to better understand both recruitment and retention rates across the sector and within the subsectors. The reasons for workers joining the sector, how they migrate within it, and where and why they move on to different sectors would provide key information for any strategy development. Within this analysis, it is important to consider why people choose ECE as a career and also why those in the potential labour pool may opt for other career paths. More nuanced understanding of the perceptions of the sector - both internally and externally - would help to inform future recruitment and retention strategies.

The key topics to be addressed include:

- Recruitment activities and responses
- Wages, benefits, pension
- Working conditions
- Training, practicum, upgrading
- Career pathways
- Retention rates at 2, 5, and 10 years after certification
- Perception of the sector

4. TRAINING

The training of childcare practitioners, in particular the ECE's, ECEAs, and the specialty training, including the practicum components, are key factors in the development of the sector's workforce. An inventory of provincial training programs, along with their capacity, graduation rates, specialties, and upgrading options is required to identify potential barriers to the system. As well, further research is required on the career trajectory of ECE graduates, and the transition rate of students from ECE certificate programs to ECE diploma programs. A needs-assessment of the match between training programs and industry needs will also be

necessary to determine the quality of the available training programs and practicum processes.

The key topics to be addressed include:

- Size and frequency of intakes for ECE, ECEA, IT, and SN certification, as well as Bachelors and Masters degrees
- Completion rates
- Practicum
- Conversion of ECEAs to ECEs
- Quality of training - especially with regards to meeting the needs of Indigenous children and families, and supporting the inclusion of children with special needs and their families

5. CROSS-JURISDICTIONAL MODELS

In order to learn from other jurisdictional models, a cross-jurisdictional analysis can help put the BC model into context and identify successful approaches to workforce challenges. In particular, while research on perceptions of the childcare sector workforce exists, there is little information available about how other jurisdictions have attempted to improve perceptions, and the degree to which those efforts have been successful. This analysis could also include research to identify the governance models and how they affect the sector.

The key topics to be addressed include:

- Promising practices – local, national and international models
- Professionalization of the field – impacts on labour supply
- Sector governance models – impacts on sector labour market and human resource management

4.5. SUGGESTED RESEARCH METHODS FOR PHASE 2 RESEARCH

In order to address the five key topics identified in the section above, Phase 2 Labour Market Information research should be informed using multiple methods including secondary research, primary research, and sector validation.

RESEARCH METHODS

- **Secondary Research – Data and Reports:** This includes a review of government statistical data, and reports generated by governments, industry associations, advocacy groups, both in BC, and across jurisdictions.
- **Primary Research – Interviews:** The interviews to include both stakeholders in BC, such as related industry associations, hard to reach sub-sectors, and government agencies, as well as representatives from other jurisdictions.
- **Primary Research – Surveys:** Two surveys are anticipated, including one for childcare managers and owner/operators, and one for frontline staff.

- **Validation – Focus Groups and/or Webinars:** One or two focus groups can be utilized to review key findings with selected sector representatives, in order to validate the initial findings. Webinars are a valuable tool as they allow for the widespread engagement desired by the sector.

The proposed scope of the Phase 2 labour market study is presented in the matrix below with the five key topics, and various sub-topics, matched against the proposed research methods.

FIGURE 21: PROPOSED SCOPE OF PHASE 2 RESEARCH

Phase 2 Preliminary Research Focus	Research Methods			
	Secondary Research	Interviews	Surveys	Focus Group
1. Sector Description				
• By type of childcare providers -need focus on license not required	X	X	X	X
• By geographic distribution	X	X	X	X
• Size of workforce by type of certification	X		X	
• Workforce demographics – age, gender, Indigeneity, etc.	X	X	X	
• Wages by type of childcare provider and by geographic location	X	X	X	
• Pensions and benefits	X	X	X	X
2. Labour Supply/Demand Gap Analysis				
• Current demand by occupation/certification	X	X	X	X
• Projected demand (2020, 2025, 2030)	X	X	X	X
• Current and potential labour pool	X	X	X	X
• Nanny's (foreign & domestic)		X	X	X
• Grandparents		X	X	X
3. Recruitment and Retention				
• Wages, benefits, pension	X	X	X	X
• Working conditions	X	X	X	X
• Training, practicum, upgrading	X	X	X	X
• Career pathways	X	X	X	X
• Retention rates at 2, 5, and 10 years after certification	X		X	
• Perception of the sector	X	X	X	X
4. Training				
• Size and frequency of intakes for ECE, ECEA, IT, and SN certification, as well as Bachelors and	X	X	X	

Phase 2 Preliminary Research Focus	Research Methods			
	Secondary Research	Interviews	Surveys	Focus Group
Masters degrees	X	X		X
• Completion rates			X	X
• Practicum	X	X	X	
• Conversion of ECEAs to ECEs	X			
• Needs-assessment of training programs and professional development offerings.		X	X	
• Quality of training and ability to meet needs of the sector especially with regards to Indigenous children and children with special needs		X	X	X
5. Cross-Jurisditional Models				
• Promising practices – local, national and international models	X	X		X
• Professionalization of the field – impacts on labour supply	X	X		X
• Sector governance models	X	X		X

4.6. PROJECT STEERING COMMITTEE

This project has established a successful governance structure with the Project Steering Committee bringing diverse sector stakeholders together to work collaboratively to build consensus and move towards solutions and improvements for the BC childcare workforce. The Committee's high-level of commitment has been a clear strength for the duration of Phase 1, and will no doubt prove indispensable for the success of subsequent project phases.

It is recommended that the same governance structure remain in place for Phase 2, and that the Committee continue to operate with the current Terms of Reference, presented in Appendix B, amended to reflect an expanded timeline and any changes to the membership. In addition, consideration should be given to the appointment of a Committee Chair who can act as a neutral party. While the lead consultant functioning as the Committee Chair worked effectively, it presents both real and perceived challenges in that the Committee's role is to oversee the work of the consultant.

The following table represents the members organizations of the Project Steering Committee, current representatives and alternates where applicable, their email addresses, and their status of commitment for Phase 2.

FIGURE 22: PROJECT STEERING COMMITTEE COMMITMENT FOR PHASE 2

Organization	Committee Member (Alternate)	Committed to Phase 2

Organization	Committee Member (Alternate)	Committed to Phase 2
Aboriginal Head Start Association of BC	Joan Gignac	yes
Aboriginal Supported Child Development	Nadine Gagné (Diana Elliott)	yes
BC Aboriginal Child Care Society	Karen Isaac (Kirsten Bevelander)	yes
BC Association of Child Development and Intervention	Jason Gordon	yes
BC Childcare Owners Association	Cari Shorrock (Pamela Wallberg)	yes
BC Family Child Care Association	Rena Labarge (Suzanne Schlechte)	yes
BC First Nations Head Start	Bonnie LaBounty	yes
Canadian Childcare Federation	Don Giesbrecht	yes
Child Care Resource and Referral	Sue Irwin	yes
City of Surrey	Daljit Gill-Badesha	yes
Early Childhood Educators of BC	Emily Gawlick (Charlene Gray)	yes
ECE Articulation Committee	Sheila Grieve (Taya Whitehead)	yes
Multi-Age Childcare Association of BC	Tracie Bourgeois (Lindsay Vanatko)	yes
Pacific Immigrant Resources Society	Mariam Bouchoutrouch (Marcela Mancilla-Fuller)	yes
School Age Childcare Association of BC	Diane Tannahill (Wesley Wong)	yes
Supported Child Development	Jeanine McDonald	yes
University of British Columbia	Darcelle Cottons	yes
Vancouver Coastal Health, Community Care Facilities Licensing	Kitty Minions (Paul Markey)	yes

5. CONCLUSIONS

5.1. NEXT STEPS

With the support of the BC Childcare SLMP Project Steering Committee, ECEBC intends to submit a proposal for a Phase 2 Childcare SLMP Labour Market Information Study. Building upon the solid foundation of consensus and direction established by sector leadership working cooperatively throughout Phase 1, the sector is ready for the rigours of a comprehensive labour market study. There is great commitment across the sector for undertaking the work necessary to address the existing workforce challenges facing the sector in order to best serve the children and families of BC.

The recommended analytic frameworks for Phase 2 research include an Indigenous Lens and a Gender Analysis. Methodological considerations include the quality and availability of data, avoiding duplication, engaging licence-not-required childcare providers, and the role of parent and family perspectives. The Phase 1 Stakeholder Engagement process resulted in five proposed areas of focus for Phase 2 research:

1. Sector Description
2. Labour Supply/Demand Analysis
3. Recruitment and Retention
4. Training
5. Cross-Jurisdictional Models

Phase 2 Labour Market Information will provide the comprehensive sector data and analysis needed for successful strategy development, implementation, and evaluation SLMP project phases. As the sector moves through these phases, there is great optimism that the childcare sector workforce, and the children and family it serves, will be positively impacted.

5.2. ACKNOWLEDGMENTS

ECEBC gratefully acknowledges the support of the following organizations whose generous commitment of time and resources were integral to the completion of a successful Phase 1 SLMP project:

- BC First Nations Head Start
- BC Childcare Owners Association
- City of Surrey
- University of British Columbia
- School Age Childcare Association of BC
- Aboriginal Supported Child Development
- Canadian Childcare Federation
- BC Association of Child Development and Intervention
- Supported Child Development

- Aboriginal Head Start Association of BC
- BC Aboriginal Child Care Society
- Vancouver Coastal Health, Community Care Facilities Licensing
- Pacific Immigrant Resources Society
- Aboriginal Supported Child Development
- BC Family Child Care Association
- ECE Articulation Committee
- Child Care Resource and Referral
- Multi-Age Childcare Association of BC

ECEBC also wishes to acknowledge the guidance provided by the staff at the Ministry of Advanced Education, Skills and Training and the Ministry of Child and Family Development throughout the inaugural phase of this critical childcare sector project.

APPENDIX A: STEERING COMMITTEE TERMS OF REFERENCE

BC CHILDCARE SECTOR LABOUR MARKET PARTNERSHIP (PHASE 1)
PROJECT STEERING COMMITTEE – TERMS OF REFERENCE

1) BACKGROUND

The goal of this Phase 1 Labour Market Partnership (LMP) project is to engage the childcare sector and as a result create broad based partnerships and governance structures for ongoing project work, produce a preliminary British Columbia specific sector research synthesis, and develop preliminary research questions to support a Phase 2 BC Childcare Sector LMP.

2) PURPOSE

The BC Childcare Sector LMP Project Steering Committee (the Steering Committee) is established for the purpose of guiding the BC Childcare Sector LMP Project undertaken by Early Childhood Educators BC (ECEBC) with funding from the Ministry of Advanced Education, Skills and Training.

The Steering Committee is assisting the Project Manager and ECEBC in its function of governance by providing quality control of the contract deliverables, and oversight of the contractors engaged to complete the project.

3) COMPOSITION

The following organizations are invited to appoint a representative to participate as a member of the Steering Committee:

- Aboriginal Head Start Association of BC
- Aboriginal Supported Child Development
- BC Aboriginal Child Care Society
- BC Association of Child Development and Intervention
- BC Childcare Owners Association
- BC Family Child Care Association
- BC First Nations Head Start
- Canadian Childcare Federation
- Child Care Resource and Referral
- City of Surrey
- Core Education and Fine Arts (CEFA)
- Early Childhood Educators of BC
- ECE Articulation Committee
- Vancouver Island Health

- Infant and Child Development Association of BC
- Ministry of Advanced Education, Skills & Training
- Ministry of Children and Family Development
- Multi-Age Childcare Association of British Columbia
- Pacific Immigrant Resources Society
- School Age Childcare Association of BC
- Supported Child Development Regional Office
- University of British Columbia
- Others, as identified

A representative of the Ministry of Advanced Education, Skills & Training, Ministry of Children and Family Development, the Project Manager, and Lead Consultant will be ex-officio members of the Committee without voting rights.

4) RESPONSIBILITIES OF THE MEMBERSHIP

The Steering Committee members will be vested with the following responsibilities:

- To review and provide comment on information and reports as requested by the Project Manager.
- To review and provide comment on the draft engagement tools.
- To participate in conference calls and/or meetings to provide input on reports.
- To share knowledge and expertise in their specific area.
- To share key project information through their networks and to respect confidentiality of specific topics.
- To consider options for the extension of the LMP to develop Phase 2 based upon the information gathered in Phase 1.

5) RESPONSIBILITIES OF THE CHAIR

The Lead Consultant will serve as Chair of the Committee. The Chair will:

- Guide the committee in the fulfillment of its mandated purpose.
- Preside over Committee meetings according to *Robert's Rules of Order*.
- Build consensus and support respectful communication between members.
- Prepare meeting agendas in consultation with the Project Manager.
- Ensure agendas are provided to the Project Manager for distribution to all members at least 2 days prior to a meeting.
- Ensure meetings remain on time and on topic.
- Ensure effective and transparent process.

- Strive to be impartial and objective.

6) DECISION-MAKING

Decisions will be made by consensus whenever possible. If no consensus can be reached, a majority vote will take place.

Committee meetings will adhere to *Robert's Rules of Order*.

7) FREQUENCY AND TERM

The Steering Committee will meet remotely by conference call or in person, a minimum of five times and as required.

The term of appointment will be for the duration of Phase 1 of the LMP. Phase 1 is projected to continue until June 28, 2018. Should the Steering Committee members agree to participate in subsequent project phases, the appointment may be extended.

8) RESOURCES

The Steering Committee is provided with funding for meeting expenses as per the project budget. Travel expenses for any in person meetings will be covered for those living outside of the Lower Mainland. The Project Manager will provide support for the Steering Committee, and overall project administration is provided by ECEBC.

APPENDIX B: STEERING COMMITTEE MEETING AGENDAS AND MINUTES

PROJECT STEERING COMMITTEE INFO SESSION & MEETING MINUTES
11:00AM - 2:30PM APRIL 3RD, 2018
RADISSON HOTEL VANCOUVER AIRPORT, 8181 CAMBIE RD. RICHMOND, BC

IN ATTENDANCE:

ELDER:
Jim Kew, Musqueam

FACILITATORS:
Jordan Watters, Watters Consulting (Chair)
Michael Izen, Watters Consulting

PROJECT MANAGER:
Andrea Lemire, WhenThen Education Services

ON THE PHONE:
Pascale Knoglinger, Ministry of Advanced Education, Skills & Training
Joan Gignac, Aboriginal Head Start Association of BC

IN PERSON:
*Bonnie LaBounty, BC First Nations Head Start
*Cari Shorrock, BC Childcare Owners Association
*Daljit Gill-Badesha, City of Surrey
*Diane Tannahill, School Age Childcare Association of BC
*Darcelle Cottons, University of British Columbia
*Don Giesbrecht, Canadian Childcare Federation
*Emily Gawlick, Early Childhood Educators of BC
*Karen Isaac and Kirsten Bevelander, BC Aboriginal Child Care Society
*Kitty Minions, Vancouver Coastal Health, Community Care Facilities Licensing
*Lindsay Vanatko, Multi-Age Childcare Association of British Columbia
*Mariam Bouchoutrouch, Pacific Immigrant Resources Society
*Michelle Gilmour, Ministry of Children and Family Development
*Nadine Gagné, Aboriginal Supported Child Development
*Sheila Grieve, ECE Articulation Committee
*Sue Irwin, Child Care Resource and Referral
*Tracie Bourgeois, BC Family Child Care Association

The information meeting began at 11.00 am Territory Acknowledgment and welcome given by Jim Kew, followed by a welcome from Jordan Watters. Jim left.
Roundtable of introductions, names and organizations listed above.
Pascale and Jordan introduced the project. Participants had a chance to ask questions about the project, however there were none.
The function and role of the Project Steering Committee was introduced by Jordan. There was a discussion on if there were any gaps of representation. Another roundtable of introductions was done, explaining the organizations being represented and their membership. A suggestion was made to include a regional supported child development person.
There was a break at 12.20pm

Steering Committee Meeting
The Steering Committee meeting commenced at 12.45 pm. Participants were asked to formally join the Steering Committee or withdraw from the meeting. A sign-up sheet was shared that allowed participants to

identify a primary and alternative representative. List included below.
Motion: "That the Childcare Sector LMP Project Steering Committee approve the Agenda." Made by Sheila Seconded by Don, passed unanimously.
Discussion on the Terms of Reference. One addition (to include regional supported child development representative). One correction (Health Authority changed to Vancouver Island Health Authority). Motion "That the Childcare Sector LMP Project Steering Committee approve the Terms of Reference with the edits." Motion made by Don, Seconded by Darcelle, passed unanimously.
Discussion on the Workplan & Stakeholder Engagement Plan. One edit (spelling error) Motion "That the Childcare Sector LMP Project Steering Committee receive the edited Ministry approved Work Plan." Motion made by Nadine, Seconded by Sheila, passed unanimously.
Discussion on the proposed Committee Meeting Dates: • Tuesday, April 10th Conference Call 2-3pm to review Focus Group, Interview and Survey Guides (documents to be provided April 6) • Monday, April 30th, 1-2 pm Conference Call to review Interim Report • Monday May 28th, 1-2pm Conference Call to review Preliminary Research Synthesis Report • Monday June 25th, 1-2pm Conference Call to review Final Report and make recommendations for a Phase 2 LMP Study Motion: "That the Childcare Sector LMP Project Steering Committee approve the presented schedule of meetings." Motion made by Diane Seconded by Sue, passed unanimously.
Discussion on the location of the five focus groups. Motion: "That the Childcare Sector LMP Project Steering Committee approve the location for the Focus Groups as Nanaimo, Surrey, Kelowna, Terrace, and Prince George." Motion made by Daljit, seconded by Nadine, passed unanimously. Joan had to leave early.
Discussion on the target audience of the webinars. Suggestion that the webinars be held on weekday evenings from 7-8pm. Motion: "That the Childcare Sector LMP Project Steering Committee approve the one Webinar be for rural and one on urban participants." Motion made by Mariam, seconded by Karen, passed unanimously.
Discussion on key labour market issues. This information will be used to determine questions for the focus groups, webinars, interviews, and surveys. Notes from the discussion below. Don and Nadine had to leave early, during discussions.
Motion made to adjourn made by Lindsay, seconded by Sheila, passed unanimously. The meeting ended at 2.30 pm

PROJECT STEERING COMMITTEE MEMBERSHIP

Organization	Name	Yes?	Alternative (if applicable)
BC First Nations Head Start	Bonnie LaBounty	Signed	N/A
BC Childcare Owners Association	Cari Shorrock	Signed	Pamela Wallberg
City of Surrey	Daljit Gill-Badesha	Signed	N/A
University of British Columbia	Darcelle Cottons	Signed	N/A

School Age Childcare Association of BC	Diane Tannahill	Signed	TBD
Canadian Childcare Federation	Don Giesbrecht	Signed	TBD
Early Childhood Educators of BC	Emily Gawlick	Signed	Charlene Gray
Aboriginal Head Start Association of BC	Joan Gignac	Via email	N/A
BC Aboriginal Child Care Society	Karen Isaac	Signed	Kirsten Bevelander
Vancouver Coastal Health, Community Care Facilities Licensing	Kitty Minions	Signed	Paul Markey
Multi-Age Childcare Association of BC	Lindsay Vanatko	Signed	Tracie Bourgeois
Pacific Immigrant Resources Society	Mariam Bouchoutrouch	Signed	Marcela Mancilla-Fuller
Ministry of Children and Family Development	Michelle Gilmour	Signed	N/A
Aboriginal Supported Child Development	Nadine Gagné	Signed	N/A
ECE Articulation Committee	Sheila Grieve	Signed	Taya Whitehead
Child Care Resource and Referral	Sue Irwin	Signed	N/A
BC Family Child Care Association	Tracie Bourgeois	Signed	Rena Labarge

Notes from the discussion on Labour Market Issues, grouped into themes:

Types of jobs/work environments
Many different job titles, different qualifications, and different work environments
Sector wide problems: We want people to get additional training but there is no increase in wages so there is no incentive. Basic ECE then hours to get first certificate. You can do post basic certificate that can be split into three specializations or one by one.
It's difficult to find substitutes who are qualified. For in-home this is challenging because you have to close your program if you need to go (e.g.) to the doctor.
Many programs do not have HR departments – so how do they know how to do this aspect of the job?
Many programs are in survival mode, trying to keep the doors open
Some unionized work places will have 'tiers' for specialized workers (more pay for more education) but very limited.
Losing ECEs because they can't run a high-quality program with just assistants and they burn out.

Challenges around qualified staff
In 2007 – exceptions came in because the crisis started in rural areas. To allow programs that are trying hard but don't have the proper staff/child ratio.
Programs are getting a lot of 'variances' (from licensing) to fill spots when there are not enough qualified staff, so it may be a 'responsible adult' rather than an 'assistant ECE' that fills the space.
This gave a bit of a band aid situation where this helped some people but watered down the qualifications overall in the province. Some centers got rid of ECEs because they could hire AECE at a cheaper rate.
Assistant certificate – people are feeling that they can be an assistant forever rather than how it used to be where they had to recertify.

I don't think they have ever had to do more than take one course every 5 years, the original intent of the assistant certificate was to allow students to work while they trained, and the intent was they would become ECEs, not remain as assistants."

Challenges with bringing people into the sector
Students have job before they graduate and so don't figure out how to finish their education – they get hired out of their practicum.
Barriers to people doing their practicum because it is unpaid time (or they may have to close their program, travel to another community, be away from their families, etc.). There are many registered LNR that are just missing their practicum to become ECEs. There have been some pilot projects such as bursaries to allow people to do their practicum. Sometimes bonuses.
You need someone who has the education to be a practicum supervisor. Is it possible to have travelling supervisors who could oversee practicums in place of current work?
Quality of education – students coming out of ECE programs are not all equally trained and sometimes not highly trained. Have to do on-sight training to get them up to standards.

Challenges with finding replacements
It's even harder to find casual staff – so that leads to people burning out because they are working even when they are exceptionally sick and a lack of ability to take holidays. Some of the casual staff can't get work for a reason (low quality).
Licensing does follow up on complaints, often find that it is because of major team changes/staff turnover which leads to burnout and erodes quality.

Challenges with retention
The lack of pensions is a huge issue – they can't save and so they can't retire. They need to keep working longer than is healthy for them or the children/families. But sometimes there are no other work options for those people. This is the first generation of people who are working for 30+ years. This can also cause physical issues – sites are not made for adult bodies/changing diapers/etc.
ECEs go into strong starts, school system, special education assistant or educational assistant at school, etc. where they can get better work. They may start as 'sick relief' etc. and then get poached.

Saw a huge staff shift when strong starts started in administrative positions (so it's not just people on the floor who leave).

Challenges of self-employment
You work on the fee range that is in your area, it is very hard to do self-care. Families want year-round care, but you also need holidays/a break. Sometimes you have staff, and then it's hard to provide a competitive wage.

Challenges specific to Aboriginal programs
AECEs – as much as we would like to hire aboriginal ECEs but we cannot find them so often need to hire non aboriginal ECEs.

Challenges of trained management
Issues of recruitment/retention of supervisors/managers – very new workers are put into those positions/responsibilities with very little experience. People who are completely untrained as ECEs in a

supervisory role (licensing can't regulate that). These unqualified people also end up supervising students (as they are the manager and that is the relationship with the post-secondary institution).
Challenges around administration & programming – can't be done when they are with the children, so shopping, cleaning, planning, admin has to happen outside of program times. Is this covered within the hours they are paid?

Challenges specific to Special needs
-ASCD or SCD worker – makes $12 an hour even though they have specialized education.
-Filled through contract so no long-term guaranteed job, tied to how long the child is in the program.
-Often segregated alongside the child, so lack of peer education but also not necessarily qualified to be alone with the child (but can be within a team)
-this person also often has the least amount of experience

Challenges specific to School age
– retention is a problem, also because work is in split shifts – before/after school, part-time work (4-6 hours a day when school's in session, full time when school is not in session – 9 weeks in the summer, some school breaks), K-Gr.7, licensing requires 'Responsible Adult' –
-A lot of temporary work for summer
-Work is only sometimes linked to years of expertise
-The hours are the exact opposite of women who are staying home with their kids want to work
it is difficult to find training for school aged people above what is required by licensing
max group size and where people work could be in a school setting but in a multipurpose room or its own program within own building

Other challenges

Longevity of a program is a question – if it is a small business, will it close when that person retires?
There is a sector within settlement work – childcare can only be 20% of the program cost (government limitation).
There was at some point there was an employment sponsored program for childcare that resulted in an imbalance of power.

Questions
What are organizations doing around recruitment and retention incentives?
Licensing being asked for more and more exceptions, is there a correlation with quality?
What are the training gaps for current staff?

CHILDCARE SECTOR LMP-PHASE1: STEERING COMMITTEE
SUMMARY AND MINUTES
APRIL 10, 2018

MEETING TIME

Teleconference, Tuesday, April 10, 2018. 1:00 – 2:00 pm

IN ATTENDANCE

Joan Gignac
Aboriginal Head Start Association of BC
Nadine Gagné
Aboriginal Supported Child Development
Kirsten Bevelander
BC Aboriginal Child Care Society
Cari Shorrock
BC Childcare Owners Association
Rena Labarge
BC Family Child Care Association
Sue Irwin
Child Care Resource and Referral
Daljit Gill-Badesha
City of Surrey
Emily Gawlick
Early Childhood Educators of BC
Sheila Grieve
ECE Articulation Committee
Tracie Bourgeois
Multi-Age Childcare Association of BC
Mariam Bouchoutrouch
Pacific Immigrant Resources Society
Jeanine McDonald
Supported Child Development
Darcelle Cottons
University of British Columbia
Kitty Minions
Vancouver Coastal Health, Community Care Facilities Licensing

EX-OFFICIO MEMBERS

Chair - Jordan Watters
Watters Consulting
Michael Izen
Watters Consulting
Andrea Lemire
WhenThen Education Services
Pascale Knoglinger
Ministry of Advanced Education, Skills and Training
Michelle Gilmour
Ministry of Children and Family Development

REGRETS

Bonnie LaBounty
BC First Nations Head Start
Don Giesbrecht
Canadian Childcare Federation
Diane Tannahill
School Age Childcare Association of BC

Rena Labarge was unable to rejoin the conference call once it reconvened with increased capacity for telephone lines due to not receiving the new call-in information.

SUMMARY AND MINUTES

1) Chair Jordan Watters began the meeting at 1:00 pm with a welcome and territory acknowledgement.
2) Preliminary attendance was taken, while some members sent emails indicating they could not dial into the teleconference, due to insufficient numbers of lines.
3) At 1:10pm the call was adjourned to increase phone line capacity.
4) At 1:16pm an email was sent to members with the new dial in details.
5) At 1:20 the teleconference was resumed with 15 members of the Steering Committee, 5 Ex-Officio members, and 2 regrets. See the list above.

6) Approval of the Agenda
    a) Amendments: discussion of process for the engagement activities, and discussion of timing to the Focus Group Guide
    b) Motion: *That the Childcare Sector LMP Project Steering Committee approve the Agenda as amended.* (1st Sheila; 2nd Cari)
        - Passed - Steering Committee unanimous
7) Approval of the April 3, 2018 Minutes
    a) Amendments – Clarification for Page 4, last sentence under Challenges around qualified staff – add, "I don't think they have ever had to do more than take one course every 5 years, the original intent of the assistant certificate was to allow students to work while they trained and the intent was they would become ECEs, not remain as assistants."
    b) Motion: *That the Childcare Sector LMP Project Steering Committee approve the April 3, 2018 Minutes as ammended.* (1st Sue; 2nd Cari)
        - Passed - Steering Committee unanimous
8) Chair Jordan Watters explained the purpose of the meeting – to gather feedback on the Research Tools sent out prior to the meeting. The Research Tools will be used to identify the key issues and themes on staffing challenges for the child care sector in BC. More detailed labour market information research will take place in Phase 2 of the project.
    a) This teleconference is to identify content issues
    b) Wordsmithing and small issues are welcomed by email
    c) The steering committee agrees on the need to use plain language wherever possible
9) Group Discussion on target audience of engagement activities:
    a) Who will be interviewed?
    b) Demand vs. supply of workers
    c) Want to uncover full diversity of issues
    d) How to connect with unconnectable people?
    e) What about self-employed owner/operators (O/O)?
    f) Chair Jordan Watters asked if the Survey should be for managers, or front line workers, or both?
    g) Front line workers could provide a different perspective
    h) Some O/O could also be front line workers
10) Approve target audience for the engagement activities
    a) Amendment - Survey to target Managers/Owners AND front line workers.
    b) Motion: *That the Childcare sector LMP Project Steering Committee approve the target audience for the engagement activities, which is to include a survey targeting both managers, owners, and frontline workers.* (1st Jeanine; 2nd Nadine)
        - Passed - Steering Committee unanimous
11) Group Discussion on Interview Guides.
    a) Proposed amendments:
        - Question 1 – clarify "childcare services" by changing to "types of childcare"
        - Question 3 – split ECE Post Basic into Post-Basic - Infant Toddle, and Post-Basic Special Needs – Inclusive
        - Question 7, add Infant Toddler; Occasional childcare; and Family childcare
        - Use the term "child care field" where appropriate
        - Focus on plain English.
    b) Motion: *That the Childcare Sector LMP Project Steering Committee approve the Interview Guides as amended.* (1st Kitty; 2nd Kirsten)

- Passed - Steering Committee (unanimous)

12) Chair Jordan Watters identified that time for the meeting was running out, and that feedback on the Focus Group Guide is still of immediate need.
13) A revised Focus Group Guide, based on meeting feedback, will be circulated for email comments.
14) In response to a question, Jordan indicated that the principles of Ownership, Control, Access, and Participation (OCAP) of the data will be distributed to the committee.

Meeting adjourned 2:01pm

CHILDCARE SECTOR LMP-PHASE 1: STEERING COMMITTEE
SUMMARY AND MINUTES
APRIL 30, 2018

MEETING TIME

Teleconference, Monday, April 30, 2018. 1:00 – 2:20 pm

IN ATTENDANCE

Joan Gignac
Aboriginal Head Start Association of BC

Nadine Gagné
Aboriginal Supported Child Development

Jason Gordon
BC Association of Child Development and Intervention

Cari Shorrock
BC Childcare Owners Association

Rena Labarge
BC Family Child Care Association

Bonnie LaBounty
BC First Nations Head Start

Don Giesbrecht
Canadian Childcare Federation

Sue Irwin
Child Care Resource and Referral

Kitty Minions
Vancouver Coastal Health, Community Care Facilities Licensing

Daljit Gill-Badesha
City of Surrey

Emily Gawlick
Early Childhood Educators of BC

Tracie Bourgeois
Multi-Age Childcare Association of BC

Mariam Bouchoutrouch
Pacific Immigrant Resources Society

Diane Tannahill
School Age Childcare Association of BC

Jeanine McDonald
Supported Child Development

Darcelle Cottons
University of British Columbia

REGRETS

Sheila Grieve
ECE Articulation Committee

Karen Isaac
BC Aboriginal Child Care Society

EX-OFFICIO MEMBERS

Chair - Jordan Watters
Watters Consulting

Andrea Lemire
WhenThen Education Services

Pascale Knoglinger
Ministry of Advanced Education, Skills and Training

Michelle Gilmour
Ministry of Child and Family Development

Michael Izen
Watters Consulting

SUMMARY AND MINUTES

15) Chair Jordan Watters began the meeting at 1:00 pm with a welcome and territory acknowledgement.

16) Attendance was taken, as reported above.

17) Approval of the Agenda

- Motion: *That the Childcare Sector LMP Project Steering Committee approve the Agenda* (1st Don; 2nd Sue)
  - Passed - Steering Committee

18) Approval of the April 10, 2018 Minutes

- Revision – Rena Labarge was unable to call back in once the call was disrupted
- Revision – Diane Tannahill had sent her regrets
- Motion: *That the Childcare Sector LMP Project Steering Committee approve the April 10, 2018 Minutes* (1st Diane; 2nd Cari)
  - Passed - Steering Committee

19) Chair Jordan Watters opened discussion of the Draft Survey Guide. The survey is to be launched tomorrow, pending revisions and approvals. The survey targets childcare sector owners, managers, and staff, and will remain open for three weeks.

Jordan explained that the questions in a light grey colour were questions previously suggested by the Steering Committee, but that the research team advises to remove; as the purpose of this Phase 1 survey is to help frame the subsequent research questions in Phase 2. These topics are better explored in more detail in Phase 2, and will be part of the recommendations for that next phase.

Jordan then went through each question with the following changes identified by the Steering Committee:

a) Question #2, the description of two categories need to be adjusted

b) Question #3, add Infant Toddle and Special needs in brackets to *Frontline Staff with ECE certification*

c) Question #9, remove

d) Introduction, provide further clarity on what topics are in this survey

e) Add a last question that asks: *Can you suggest any key topics not covered in this survey that could be addressed in future research on the childcare sector labour market?*

f) Question #15, Add: *Select all that apply*

g) Question #16, split this into 2 questions

h) Question #21, re-word to: *What challenges has your organization faced in accessing professional development opportunities?*

i) Question #22, remove #22A and #22B

20) Approve Childcare Sector LMP Project Steering Committee Survey Guide.

- Revisions – As described above

- Motion: *That the Childcare Sector LMP Project Steering Committee approve the Survey Guide* (1st Mariam; 2nd Cari)

a) Passed - Steering Committee, 1 Abstention

21) Jordan said the online survey will be launched May 1, pending the changes made, and approvals, and will be open until May 21.

The surveys will be distributed through the Steering Committee via email, to go out to their members and contacts.

Andrea said there will be Social Media links and images to be distributed via Twitter and Facebook.

22) Jordan began a discussion of the Draft Interim Report for this project. The draft report is due to the Ministry on May 3, and will be revised with comments from the Steering Committee. It will also be updated to include recent engagement activities and the approved Survey Guide. The interviews and focus groups are nearly complete, with both providing rich data from a variety of stakeholders and perspectives.

- The Steering Committee identified the following edits:
  - Section 3.2, add to the License Not Required category: *care in their residence*
  - Section 4.1, under Aboriginal Programs: confirming the importance of a focus on Indigenous childcare in the next phases
  - Section 4.2, will include tight timelines, and the timing of the focus groups as key issues
  - Sue will email Jordan with some word changes

23) Approval of the Interim Report

- Revisions – As described above
- Motion: *That the Childcare Sector LMP Project Steering Committee accept the Interim Report* (1st Darcelle; 2nd Don)
- Passed – Steering Committee, 1 Abstention

24) Jordan identified that the next steps in the project are to identify the gaps in research through a synthesis of existing BC childcare sector reports and studies.

Jordan asked that Steering Committee members identify and forward any related reports and studies on the childcare sector in BC with a focus on the labour market.

25) Meeting adjourned 2:20pm

PROJECT STEERING COMMITTEE
TELECONFERENCE #4
1-2:30PM JUNE 25, 2018

MINUTES

IN ATTENDANCE

Kirsten Bevelander
BC Aboriginal Child Care Society

Mariam Bouchoutrouch
Pacific Immigrant Resources Society

Darcelle Cottons
University of British Columbia

Emily Gawlick
Early Childhood Educators of BC

Don Giesbrecht
Canadian Childcare Federation

Joan Gignac
Aboriginal Head Start Association of BC

Daljit Gill-Badesha
City of Surrey Sheila Grieve
ECE Articulation Committee

Jason Jordon
BC Association of Child Development and Intervention

Sue Irwin
Child Care Resource and Referral

Rena Labarge
BC Family Child Care Association

Jeanine McDonald
Supported Child Development

Kitty Minions
Vancouver Island Health Authority

Cari Shorrock
BC Childcare Owners Association

Diane Tannahill
School Age Childcare Association of BC

Ex-Officio Members

Chair - Jordan Watters
Watters Consulting

Michael Izen
Watters Consulting

Andrea Lemire
WhenThen Education Services

Pascale Knoglinger
Ministry of Advanced Education, Skills and Training

Regrets

Karen Issac
BC Aboriginal Child Care Society

Tracie Bourgeois
Multi-Age Childcare Association of BC

Bonnie LaBounty
BC First Nations Head Start

Nadine Gagné
Aboriginal Supported Child Development

TIME	ITEM	LEAD PERSON
1:00 - 1:05	Territory Acknowledgment & Welcome Introductions – Roll call	Jordan Watters Michael Izen
1:05 – 1:10	Approval of the Agenda *Recommended motion: "That the Childcare Sector LMP Project Steering Committee approve the Agenda."* *No Changes* *1st Kitty Minions* *2nd Sheila Grieve* *Motion carried* Approval of the Minutes from June 4th, 2018 *Recommended motion: "That the Childcare Sector LMP Project Steering Committee approve the June 4th, 2018 Minutes."* *No Changes* *1st Mariam Bouchoutrough* *2nd Dljit Gill-Baseda* *Motion carried*	Jordan Watters
1:10 – 1:40	Discussion - Draft Final Engagement Report: **Themes & Findings** • Feedback: language - Change "children with exceptional needs" to children with special needs" • Labour Shortage – expand webinar results around demand for Indigenous ECEs • Sector Governance - make connection about how sector governance impacts data	Jordan Watters
1:40 – 2:10	Discussion - Draft Final Engagement Report: **Recommendations** • Methodological Consideration: Indigenous focus – need to build in time for meaningful consultation. Openness to traditional knowledge. Intersectional focus for gender analysis • Sector Description – limit sector definition to traditional categories rather than include domestic workers • Coordinate with the other related and parallel studies • Include immigrant and refugee women	Jordan Watters
2:10 – 2:15	Motion - Draft Final Engagement Report *Recommended motion: "That the Childcare Sector LMP Project Steering Committee accept the Draft Final Engagement Report."* *Changes as per the discussion*	Jordan Watters

	1st Sue Irwin *2nd Don Giesbrecht* *Motion carried*	
2:15 – 2:20	Motion – Phase 2 *Recommended motion: "That the Childcare Sector LMP Project Steering Committee endorse a Phase 2 SLMP Labour Market Information Project."* *Yes* *1st Kirsten Bevelander* *2nd Diane Tannahill* *Motion carried*	Jordan Watters
2:20 – 2:25	Next Steps • Phase 2 Commitment • Research Synthesis Revisions Update • Final Report	Jordan Watters
2:25 – 2:30	Conclusions, Thanks, and Adjournment *Meeting adjourned at 2:38pm*	Jordan Watters Andrea Lemire

APPENDIX C: INTERVIEW GUIDE

INTERVIEW GUIDE
BC CHILDCARE SECTOR
LABOUR MARKET PARTNERSHIP PROJECT - PHASE 1

INTRODUCTION

You have been nominated by one of our Project Steering Committee members to participate in an interview about the staffing challenges in the childcare field in British Columbia.

The interviews will be conducted by telephone at a time convenient to you. The interview will include 12 questions and take around 20-25 minutes. While we are required to share a list of participant names, your responses will be kept confidential, which means we will not share who said what. Instead, the report will summarize key themes and findings.

PROJECT BACKGROUND

These interviews are being conducted as part of a Phase 1 Sector Labour Market Partnerships (SLMP) Project for the BC childcare field. The information we gather will help future project phases determine how to address the labour market challenges in the childcare field so we can better support children and families across the province.

This study is directed by an industry Steering Committee, managed by the Early Childhood Educators of British Columbia (ECEBC), with funds from the Ministry of Advanced Education, Skills and Training through the *Canada-British Columbia Labour Market Development Agreement*.

Funding provided through the Canada-British Columbia Labour Market Development Agreement.

RESEARCH TEAM

These interviews are conducted by the research team of Watters Consulting (wattersconsulting.ca). Should you have any questions or concerns, please feel free to ask or contact Jordan Watters directly at jordan@izen.ca or 778-977-2309.

INTERVIEW RESPONDENT INFORMATION

- Name:
- Organization:
- Title:

INTERVIEW QUESTIONS

1. Tell me about your current role(s) in the childcare field.
    - Which childcare programs does your organization provide?

2. Which skills or qualifications are most in demand in the childcare field?
    - Which are in short supply?

3. Are the training programs available for those in child care field adequate? If not, why?
    - Responsible Adult?
    - ECEA?
    - ECE?
    - ECE Post-basic - Infant & Toddler?
    - ECE Post-basic - Children with Special Needs Inclusive Practices / Children with Exceptionalities?

4. Please describe the challenges hiring staff.
    - Tell me about any strategies you are aware of for addressing these recruitment issues.

5. Please describe the challenges retaining staff.
    - Tell me about any strategies you are aware of for addressing these retention issues.

6. Can you describe any staffing challenges or concerns specific to the following:
    - Aboriginal childcare
    - Child care for children with extra needs
    - School-age child care
    - Infant & toddler child care
    - Family child care providers
    - Occasional or non-traditional child care

7. Are there staffing challenges that are unique to your area?

8. Are there any staffing challenges that are unique to managers or supervisors?

9. Are staffing challenges affecting the quality of care offered in your child care program(s)? If so, describe how.

10. Are staffing challenges affecting the ability to add additional child care spaces in your community?

11. Who are the key stakeholder groups in the child care sector that you believe we should be engaging with?

12. Is there anything else you think we should know about the staffing issues affecting the child care field?

INTERVIEW CONCLUSION

Thank you for taking the time to participate in this interview. We value the input you have provided.

If we have any follow up questions, is it okay if we contact you again via email?

APPENDIX D: FOCUS GROUP GUIDE

FOCUS GROUP GUIDE

BC CHILD CARE SECTOR
LABOUR MARKET PARTNERSHIP PROJECT – PHASE 1

INTRODUCTION

You have been nominated by one of our Project Steering Committee members to participate in a Focus Group. At the Focus Group we will talk about staffing challenges in the child care field in British Columbia.

Focus group discussions will be conducted in a relaxed setting to encourage open conversation. They are expected to take around 2 hours. While we are required to share a list of participant names, we will keep what is said confidential. Instead, the report will summarize key themes and findings.

PROJECT BACKGROUND

These focus groups are being conducted as part of a Phase 1 Sector Labour Market Partnerships (SLMP) Project for the BC child care field. The information we gather will help future project phases determine how to address the labour market challenges in the child care field so we can better support children and families across the province.

This a provincial project. There will be five focus groups held across the province, one held in Nanaimo, Terrace, Prince George, Kelowna, and in Surrey. There will also be interviews, surveys, and webinars.

This study is directed by an industry Steering Committee, managed by the Early Childhood Educators of British Columbia (ECEBC), with funds from the Ministry of Advanced Education, Skills and Training through the *Canada-British Columbia Labour Market Development Agreement*.

Canada BRITISH COLUMBIA

Funding provided through the Canada-British Columbia Labour Market Development Agreement.

RESEARCH TEAM

The Focus Groups are being conducted by the research team of Watters Consulting (wattersconsulting.ca). Should you have any questions or concerns, please feel free to ask or contact Jordan Watters directly at jordan@izen.ca or 778-977-2309.

FOCUS GROUP DISCUSSION GUIDE

1. What are the biggest staffing challenges in the child care field today? Let's talk about:
    - Hiring challenges
    - Retention challenges
    - Training challenges
    - Other challenges
2. What are the key factors causing the challenges around hiring, retention, training etc.?
3. What are the staffing challenges that are unique to your area (urban, suburban, rural, remote)?
4. Which skills or qualifications are most in demand in the child care field? Which are in short supply?
5. Are the training programs available for those working in child care adequate? If not, why?
6. What strategies are being used locally to address child care staffing challenges? Are they effective?
7. How do staffing challenges affect the ability to add additional child care spaces in your community?
8. How do staffing challenges affect the quality of care provided?
9. Is there anything else you think we should know about the staffing issues affecting the child care field?

APPENDIX E: SURVEY GUIDE

SURVEY GUIDE

BC CHILDCARE SECTOR
LABOUR MARKET PARTNERSHIP PROJECT – PHASE 1

INTRODUCTION

Thank you for participating in our survey. We want to hear from frontline childcare workers, childcare managers, and childcare owner-operators about the staffing challenges facing the childcare field in British Columbia. The survey has 21 questions and should take no more than 10 minutes to complete. Your participation in this survey is voluntary and all information collected is confidential. Your feedback is important.

PROJECT DESCRIPTION

This survey is a part of a Phase 1 Sector Labour Market Partnerships (SLMP) Project for the BC childcare field. The information we gather will help future project phases determine how to address the labour market challenges in the childcare field so we can better support children and families across the province.

This study is guided by an industry Steering Committee, managed by the Early Childhood Educators of British Columbia (ECEBC), with funds from the Ministry of Advanced Education, Skills and Training through the Canada-British Columbia Labour Market Development Agreement.

Privacy and Data Protection

We are committed to maintaining the security, confidentiality and accuracy of the personal information collected, and we are knowledgeable about the principles of the Personal Information Protection and Electronic Documents Act, as well as the First Nations principles of OCAP®.

Watters Consulting is acting as an independent third party in this study. The results will be reported collectively and in aggregate with no ability to identify individual respondents or businesses. All information provided, including completed surveys, will be used only for the purpose of this study. Individual survey responses will not be shared with project partners and will be retained by Watters Consulting and ECEBC only until the final report has been accepted by the Project Steering Committee and the Ministry of Advanced Education Skills and Training, at which time the raw data, notes, and online survey will be destroyed and/or deleted.

Research Team

This survey is conducted by the research team of Watters Consulting (wattersconsulting.ca). Should you have any questions or concerns, please contact Jordan Watters directly at jordan@izen.ca or 778-977-2309.

** If you are a childcare educator working in a centre-based program in the City of Vancouver, you may also receive a survey as part of a City of Vancouver 2018 Wages and Working Conditions Survey: Vancouver Centre-Based Child Care Programs. Please complete both surveys – both will provide critical information for building a better childcare system in BC.

SURVEY QUESTIONS

1. Which childcare program(s) does your organization provide? Select all that apply. Group
    - Childcare - under 36 months
    - Group Childcare - 30 months to school age
    - Group Childcare - school age
    - Multi-Age Care
    - Preschool
    - Family Childcare
    - In-Home Multi-Age Childcare
    - Occasional Childcare
    - Registered License-Not-Required Care (RLNR) License-Not-Required Care (LNR)
    - Aboriginal Head Start Other. Please explain:

2. In which region are you located? For descriptions and maps of each region visit: www.welcomebc.ca/Choose-B-C/Explore-British-Columbia/Regions-in-B-C
    - North Coast/Nechako
    - Northeast
    - Cariboo
    - Vancouver Island/Coast
    - Mainland/Southwest (Fraser Valley, Greater Vancouver, Squamish) Thompson Okanagan
    - Kootenay

3. What best describes your role in the childcare organization? Select all that apply:
    - Owner/Operator
    - Manager
    - Frontline Staff with ECE Certification (including Infant Toddler and Special Needs) Frontline Staff with ECEA Certification
    - Supported Child Development
    - Aboriginal Supported Child Development
    - Other. Please explain:

4. In an average day, what percentage of your time do you estimate you spend working directly with children?
    - 75-100%
    - 50-74%
    - 25-49%
    - 0-24%

5. How many spaces is your childcare program licensed for? If you have more than one program, please include the total number of spaces.

6. Does your program operate at full capacity? Yes
    - No
    - I don't know
    - Other. Please explain:

7. Please describe why your program does NOT operate at capacity.

8. Has your organization had difficulty hiring staff in the last year?
    - Yes
    - No
    - Did not need to hire in the last year
    - Other. Please explain:

9. What are the main barriers you or your organization have encountered when trying to hire appropriate staff? Select all that apply.
    - Applicants do not have the required education
    - Applicants do not have the required experience
    - Applicants do not have the required skills
    - We can't offer enough hours
    - The location of the childcare centre
    - We do not offer professional development opportunities
    - Our wages are low
    - We do not offer benefits
    - We do not offer pensions
    - Other. Please explain:

10. What issues present challenges for keeping employees? Select all that apply.
    - Transportation
    - Staff moving to other childcare centres
    - Staff moving to Early Years community programs
    - Staff moving to school district positions
    - Acceptance of workplace cultural diversity
    - Philosophical differences with respect to early childhood education styles
    - Working conditions – long hours
    - Working conditions – can only offer part-time work
    - Working conditions – split shift
    - Working conditions - contract only or temporary work
    - Working conditions – physically demanding work
    - Working conditions – emotionally demanding work
    - Lack of ability to offer benefits

- Lack of ability to offer raises
- Lack of ability to take off sick or vacation time (because of lack of substitutes)
- Lack of professional development training availability
- Lack of opportunities to take on additional responsibilities in the organization
- Wages are low in comparison to other industries
- Poor perception of the childcare field
- Retirement
- Other. Please explain:

11. What challenges has your organization faced in accessing further education or professional development opportunities? Select all that apply.

- Cost
- Timing
- Location
- Other. Please explain:

12. Do you expect the number of childcare spaces in your organization to change in the next three years? Yes - increase number of spaces

- Yes - decrease number of spaces
- No
- Don't know
- Please explain:

13. What qualifications will your organization require new hires to have in order to expand? Check all that apply.

- Early Childhood Educator (ECE)
- Early Childhood Educator with an Infant Toddler Certificate
- Early Childhood Educator with a Special Needs Certificate
- Early Childhood Educator with an Infant Toddler and a Special Needs Certificate
- Early Childhood Educator Assistant (ECEA)
- Responsible Adult
- Not applicable (will not be hiring)
- Other. Please explain:

14. Does your organization have succession plans for employees to move into a supervisory or management role?

- Yes
- No
- Not applicable

15. Have staffing challenges affected your ability to grow and add available spaces?

- No

- Yes
- Please explain:

16. Have staffing challenges affected the program options you can provide?
    - No
    - Yes
    - Please explain:

17. Have staffing challenges affected the quality of care your program can provide?
    - Yes
    - No
    - Please explain:

18. In the last three years, has your organization applied for a licensing exemption in order to deal with a staffing shortage?
    - Yes
    - No
    - Don't know

19. Are you or your organization a member of any professional associations? If so, which ones?

20. Are there any other challenges or barriers impacting staffing in the childcare sector that you would like to highlight?

21. Are there any questions or issues that you think future project phases should investigate?

CONCLUSION

By completing this survey, you are consenting to the collection of personal information by Watters Consulting and ECEBC. This information will be used only for the purposes of this study and will not be disclosed to anyone, including study partners, for any reason without your further prior consent.

Thank you for your participation in this important study.

APPENDIX F: RESEARCH SYNTHESIS -GAPS

To be added once Research Synthesis is approved by MAEST.

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