



Child Care Action Plan Report



Policy Planning

Community Development

City of Port Moody

Prepared for the City of Port Moody

Social Planning and Research Council of BC (SPARC BC)
in collaboration with Sandra Menzer and John Foster



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ACKNOWLEDGEMENTS

The development of the City of Port Moody Child Care Action Plan would not have been possible without the assistance and involvement of City staff, community members and partners.

The Project Team would like to thank the many individuals and organizations who gave their time to provide input, share insights and offer ideas for the City's future work and role in child care. We also want to express appreciation to City of Port Moody staff, Liam McLellan and Mary De Paoli, for their support and guidance throughout.

Over the past three years, the SPARC BC child care planning team has been invited by several BC municipalities to complete child care needs assessments and action plans. To each of these projects, we bring a common approach based on research and best practices, locally, nationally, and from around the world, informed by our combined 60 years of experience in and around the child care sector in BC. We believe this approach reflects the state-of-the-art thinking in child care policy and planning, while remaining attentive to the unique legislated roles and responsibilities of BC local governments in human services. Furthermore, we hope this common framework will contribute to alignment between municipalities and coherency across the province, while also ensuring each child care needs assessment and action plan fully reflects and responds to the unique local context of each community.

Moreover, the three Tri-Cities municipalities: Coquitlam, Port Moody, and Port Coquitlam partnered to take a coordinated and integrated approach to child care planning for the entire Tri-Cities area. This collaboration allowed many phases of the work, most notably the engagement processes, to be done together. As a result, the three Tri-Cities Action Plan Reports have very consistent information and a similar presentation.

EXECUTIVE SUMMARY

Quality child care services are critical for the social and economic well-being of our communities. Research has confirmed the importance of child care to the economy, to gender equality, to social inclusion, to healthy child development, and as a key component of poverty reduction. The Province of British Columbia has recognized this and has made a paradigm shift, developing a strategy towards a universal child care system that addresses the significant issues of accessibility, affordability and quality of child care that exist in our communities.

The Tri-Cities, which comprise Coquitlam, Port Coquitlam and Port Moody, applied for and received a grant from the Union of BC Municipalities and hired SPARC BC to develop Child Care Action Plans for each of the three cities. To fulfill its mandate for the City of Port Moody, SPARC BC has conducted a literature review on the components of quality child care systems and programs; compiled promising practices from other jurisdictions; reported on the City's planning framework; conducted surveys of both parents and child care providers; conducted interviews with City staff, key informants, and child care providers; gathered current demographic and child care services information; hosted community meetings; and organized two large workshops to identify solutions and actions.

This final report summarizes this work and makes concrete recommendations for the City of Port Moody's consideration.

According to Census data, in 2016, there were 5,205 children (0-12 years) living in Port Moody. The percentage of children (0-17 years) living in low income families was 14.2%. About one-third of residents (34.2%) were first-generation immigrants and close to 10% of children in the School District were identified as having special needs. In terms of access, there are an estimated 20.9 child care spaces per 100 children overall in Port Moody. However, there are only 14.6 child care spaces per 100 children for infant/toddlers and 13.5 per 100 children for those who are school age.

Parents and child care providers both reported that, in addition to simply finding spaces, many families cannot afford the care they want for their children. With regard to quality, operators and others reported the difficulty of finding appropriate and safe indoor and outdoor space and of recruiting and retaining qualified staff. Furthermore, from the literature review it is known that the highest quality care is operated by public organizations and not-for-profits. There are no non-profit child care operators in Port Moody.

To begin to address these gaps and challenges, SPARC BC is recommending that approximately 1074 new licensed spaces be created in the City of Port Moody over the next 10 years.

- Infant/Toddlers (under 3 years): 240 spaces for a total of 33 spaces/100 children;
- Preschoolers (3 to 5 years): 450 spaces for a total 74 spaces/100 children; and,

- School Ageds (6 to 9 years): 384 spaces for a total of 49 spaces/100 children.

It is well recognized that local governments do not have the mandate and resources to address child care needs on their own (i.e., they require support from senior levels of government, community partners, and others to address the gaps in service). That said, it is important to identify targets to guide future planning efforts at a local level for child care. In the absence of Federal or Provincial direction on space targets, or widely accepted standards from the research or other jurisdictions, the consultants worked with City staff to identify “made in Port Moody” targets – ones that seek to balance pressures to address local needs while also being pragmatic and realistic. The targets take into account employment rates for families and projected population growth and focus on the two age groups with the largest gaps in access – infant/toddlers and school age.

In addition to the space targets, we are recommending that the City commit to an overarching Child Care Policy, as well as undertake a number of actions focusing on changes to City regulations, the application approval process, information provision, setting priorities, relationship and partnership building, and assisting with child care financing.

The report concludes with suggestions for implementation, monitoring and reporting.

INTRODUCTION

The City of Port Moody has recognized that child care is a vital part of a community’s social infrastructure. In addition to directly benefiting the children and families using it, child care positively impacts the local economy and enhances the overall health and well-being of the entire community. In 2018, the Province of BC made a commitment to building a universal, high quality, publicly funded child care system. While details of the long-term plan to move child care away from the current market system are still unfolding, and a number of initiatives towards increasing access, reducing fees and improving quality have been made, serious challenges for families in local communities remain. This report explores opportunities and ways that the City can make a real difference in addressing these challenges, recognizing that the resources and power to significantly change the current child care system ultimately rest with senior levels of government.

This Action Plan will provide the City of Port Moody and its partners with evidence-based, concrete, and actionable recommendations to improve access to high quality child care for the betterment of the community.

The City of Port Moody Child Care Action Plan (“Action Plan”) is organized into seven sections and four appendices as follows:

- Section 1.0: Executive Summary
- Section 2.0: Introduction
- Section 3.0: Methodology
- Section 4.0: The Current Child Care System
- Section 5.0: Port Moody: Our Community
- Section 6.0: Strategic Directions and Recommended Actions
- Section 7.0: Implementation, Monitoring and Reporting
- Appendix A: Glossary of Types of Child care
- Appendix B: Summary of All Recommendations
- Appendix C: Port Moody Needs Assessment
- Appendix D: Key Findings from Research and Promising Practices

METHODOLOGY

This Action Plan is an evidence-based report that synthesizes how municipalities can support child care in their communities and places this research within the Port Moody context. It draws upon the best in child care research, relevant Statistics Canada data, information provided by the City of Port Moody and School District 43, vulnerability scores derived from the Human Early Learning Partnership (“HELP”) Early Development Instrument (“EDI”) and Middle Years Development Instrument (“MDI”)¹, and BC government and Fraser Health data.

Recommendations based on these data sources have been further refined with reference to promising practices from other British Columbian and Canadian municipalities and a strong literature evidence base (see the Literature Review in Appendix B for a detailed look at this evidence). Overall, to inform the plan, the consultants used four primary methods of data collection and analysis and prepared one background Needs Assessment report (Appendix C).

Data Collection Methods

The main purpose of the Tri-Cities Child Care Action Planning project was to conduct a needs assessment, to engage with community, to develop new child care space creation action plans and to provide strategic directions based on best practices.

¹ The [Human Early Learning Partnership](#) (HELP) is a collaborative and interdisciplinary research network located within the School of Population and Public Health at UBC. HELP developed the Early Development Instrument (EDI) to measure the developmental health of the kindergarten population across British Columbia. The EDI measures child vulnerability rates in five key domains: physical health and well-being, social competence; emotional maturity; language and cognitive development; and communications skills and general knowledge. The Middle Years Development Instrument (MDI) is based on a self-report questionnaire that asks children in Grade 4 and 7 about their thoughts, feelings and experiences in school and in the community, to capture a holistic snapshot of their physical and mental well-being.

A major component of this project was community engagement. This was achieved through a variety of means, namely:

- Two online surveys (one for parents with 305 responses from parents residing in Port Moody and one for child care providers with 115 responses from providers across the Tri-Cities);
- Interviews with 16 key informants, 9 child care providers, and 8 City staff;
- Two workshops. The first workshop had 28 participants from the 3 Cities, the School District, the Provincial government, and not-for-profits. The second also had 28 participants, most of whom were City and School District elected officials and senior staff.

Following is an overview of these various instruments:

Surveys

The Tri-Cities together administered two online surveys to parents and child care providers to understand current and anticipated child care needs. The Parent survey had 305 responses from parents residing in Port Moody and the Provider survey had 115 responses from child care providers across the Tri-Cities. The participation of parents and child care providers was sought through a network of Tri-Cities stakeholders who connect regularly with parents and child care providers in their community, as well as promotion through local newspapers and on the Cities' websites.

Interviews

A total of 33 interviews, in-person and by telephone were conducted with staff in the School District, Fraser Health, the three Cities, the non-profit community services sector, and in the child care community.

Child care providers, from both large and small and group and family child care centres, were interviewed in order to understand current and projected child care service needs and gaps as well as vulnerabilities children experience in the Tri-Cities.

These interviews provided perspectives on current and anticipated needs, along with challenges and successes, and elicited a list of child care targets and opportunities, tools, and strategies which could help the City to meet these targets.

Workshops

The first workshop (Solutions) was hosted by the Tri-Cities and was designed to share the research and data collected through the planning work about the current state of child care in the Tri-Cities, and to explore potential opportunities, strategies, and partnerships to address child care gaps. The second workshop (Actions) was similar in nature but was hosted by the Tri-Cities Child Care Task Force and was geared toward elected officials and senior staff. The

intent for both workshops was to involve key stakeholders who have influence on the success of the solutions and actions identified.

Between the two workshops there were three complementary purposes:

- To confirm the current child care situation and identify any missing information from the research work;
- To identify potential opportunities to collaborate and develop child care services and hubs; and
- To initiate discussions about potential actions to address child care gaps in the community.

Needs Assessment

The City of Port Moody Needs Assessment presents information about demographic trends, household characteristics, child development indicators, and the distribution of existing child care spaces by program type and neighbourhood. The Needs Assessment is largely based on data from the 2016 Census, and also incorporates the most current data from the City of Port Moody, School District 43, Human Early Learning Partnership, and the UBCM Community Child Care Planning Inventory.

THE CURRENT CHILD CARE SYSTEM

Child care is an integral part of Canada's social infrastructure and is, indeed, an absolute necessity for many families and for the local economy. Provincial governments have the primary responsibility for developing child care policy and programs, but both the federal and local governments also have strong roles to play, as do other local authorities (e.g. regional health authorities) and child care providers.

The Federal Government

The Federal Government has an important role in the current child care system. For instance, it provides direct child care funding support to some specific population groups: a) First Nations, Metis and Inuit children and families; b) families serving in the Canadian military; and c) some newcomers to Canada enrolled in language programs. The federal government also provides maternity and parental benefits to eligible parents, through Employment Insurance.

In 2018, the Federal Government allocated \$153 million to BC for child care, and BC established the following priority areas of investment:

- Enhance the accessibility of child care options by increasing the number of spaces;
- Increase affordability of child care, beginning with Infant/Toddler care;
- Enhance the quality of licensed child care programs by supporting the training and professional development of early childhood educators;

- Enhance equity through targeted investment in underserved communities, such as Indigenous families, families with children with special needs and young parents completing their secondary education.

In addition, the Federal Government has committed a further \$535 million to child care over four years to be implemented through agreements with the Provinces and Territories. The priority announced for these funds is school age child care, to build 250,000 new spaces, and to reduce parent fees, but no details are yet available.

The Provincial Government

In BC, the child care system is complex and spans three ministries (Children and Family Development, Health, and Education), all of which have different responsibilities, including the development of legislation, policy and regulations; funding supportive programs and services; providing capital grants; and providing fee subsidies and program supports for families with low incomes.

The Province's commitment is to build a universal, publicly funded child care system that is affordable and available for any family that needs or wants it. To meet this commitment, in 2018, the Provincial government announced a 10-year plan, which includes a \$1.3 billion-dollar investment in the first three years. The government has now completed or begun work on the following:

- Provided funding for Aboriginal Head Start programs to include child care.
- This is the first investment toward a child care system that is Indigenous led, where child care meets the specific needs of Indigenous people. BC's goal is to implement the principles of the UN Declaration on the Rights of Indigenous People and the Calls to Action of the Truth and Reconciliation Commission.
- Developed the Child Care Fee Reduction initiative;
- Created the Affordable Child Care Benefit;
- Committed to create 22,000 new spaces by 2021;
- Established Universal Child Care Prototype Sites;
- Distributed Capital funding via a) Child Care BC New Spaces Fund and b) UBCM Community Child Care Space Creation Program; and
- Announced wage increases for early childhood educators.

For more information about these and other initiatives, please refer to [the Province of BC Child Care Programs website](#).

In Budget 2019, the Provincial Government increased its investment in child care and early learning by announcing the BC Child Opportunity Benefit, which replaces the previous Early Childhood Tax Benefit. Starting in October 2020, families could receive up to \$3,600 per year, depending on their income and number of children.

The Province plays the primary role in advancing accessible, affordable, quality child care programs and the current government has demonstrated a desire to enhance the existing system in British Columbia through many new initiatives. Ultimately, however, child care services are developed and delivered at a community level and therefore municipalities have a critical role to play in fostering a system that provides quality child care.

Local Government

Under Provincial legislation, local governments do not have an assigned child care role. They also do not have the mandate and resources of their senior government counterparts to fully address child care needs.

However, municipalities and regional districts are the level of government closest to the people and they generally have the most in-depth understanding of the local context. Municipalities and regional districts can also play a vital role in facilitating the establishment of quality child care in their communities². Examples of supportive actions taken by municipalities in BC include:

- Adopting stand-alone municipal child care policies which articulate the importance of child care to overall community well-being and indicate a commitment to support and also provides the policy foundation for other actions;
- Including the importance of child care in Official Community Plans;
- Convening child care planning tables, with cross-sectoral representation, that are dedicated to sharing information and collaborating on joint initiatives;
- Advocating to senior governments on local child care needs;
- Undertaking child care needs assessments;
- Providing grants to child care providers;
- Amending zoning bylaws to facilitate the development of child care spaces;
- Making space available in municipal facilities, at nominal or below-market rates, for the provision of child care;
- Securing built child care spaces or cash in lieu from developers through the development approval process (e.g., by providing bonus density in exchange for child care contributions);
- Supporting a child care website or link with information targeted both to child care operators and interested parents; and
- Providing recreation services that benefit families and complement licensed child care systems.

Notably, Vancouver and Burnaby have made relationship-building a priority. Vancouver established the Joint Child Care Council (JCC) in 2004 which brings together the City, the Parks Board, the Board of Education, Vancouver Coastal Health and the Vancouver Public Library,

² Note that before the completion of this Child Care Needs Assessment and Strategy, the [Union of BC Municipalities](#) (UBCM) was inviting applications from local governments for two programs: the Community Child Care Space Creation program (funded through the Provincial Government using Federal Government funding) and the Community Child Care Planning program (funded through the Provincial Government).

along with community organizations and business representatives in order to support quality child care. As a result, the JCC has collaborated on the creation of over 1,000 new child care spaces.

Furthermore, Burnaby developed a Child Care Facilities Memorandum of Agreement (MOA) in 2014 with School District 41 in order to build up to twelve child care facilities in modular buildings on School District lands. This agreement is one of the first of its kind in BC and there is now a further agreement for the City and School District to work together to develop over 700 spaces on school grounds.

Other Key Players

Several other parties are involved with the planning, development, support, and operation of child care. Examples include First Nations, regional health authorities, school districts, child care providers and operators, not-for-profit organizations, parents, and the broader community. Additional information on these key child care partners is provided throughout this report.

PORT MOODY: OUR COMMUNITY

This section highlights several key pieces of data specific to Port Moody, including child population and socio-economic statistics as well as information related to child care availability, needs and priorities. It also highlights information and commentary from the engagement processes in the areas of accessibility, affordability, quality, and partnerships. For more detailed information about the child care context in Port Moody, including a comprehensive statistical community profile and summaries of findings from each community engagement activity, please refer to the Needs Assessment report (Appendix C).

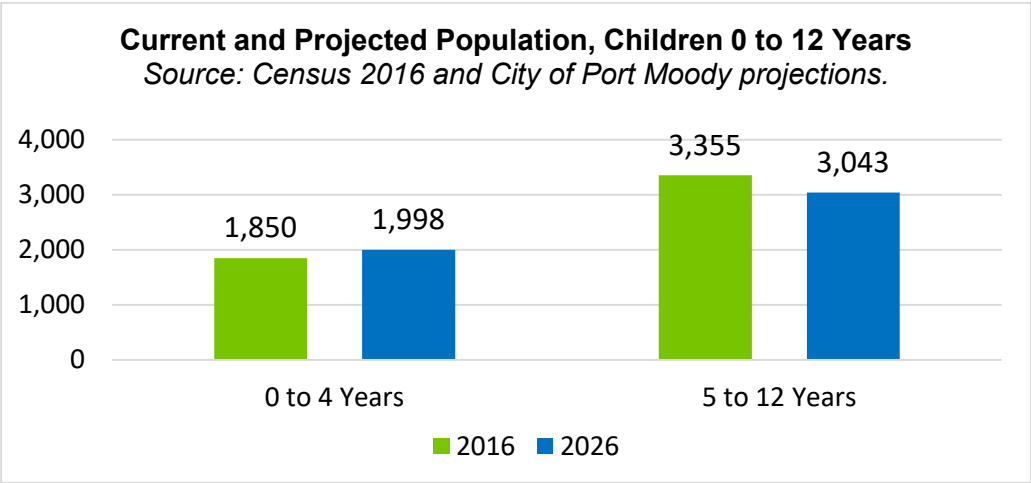
According to Census data, in 2016, there were 5,205 children (0 to 12 years) living in Port Moody, with a modest projected decrease to 5,041 children by 2026. About one-third (34.2%) of residents were first-generation immigrants and there were 51 languages spoken in the City. 2.3% of the population identified as Aboriginal (about 760 individuals). In terms of access, there are an estimated 20.9 child care spaces per 100 children overall in Port Moody. However, there are only 14.6 spaces per 100 children for infant/toddlers and 13.5 per 100 children for school aged children.

Child Population

Projections provided by the City of Port Moody estimate a net decrease of 164 children aged 0 to 12 years between 2016 and 2026 (a decrease of 3.2%). The number of 0 to 4-year-olds is projected to increase by 148 children (+8.0% change), while the number of 5 to 12-year-olds is projected to decrease by 312 children (-9.3% change) (Figure 1).

While population projections suggest the child population in Port Moody will remain relatively stable over the next few years, it is worth noting that two neighbourhoods, Coronation Park and Moody Centre Station, have been identified as priorities for residential development and so may experience greater growth in the child population than the City as whole. This will likely result in an increased need for child care in those areas.

Figure 1: Current and Projected Child Population, 2016 to 2026



Child Vulnerability and Well-Being

To estimate child vulnerability and well-being, we use the Early Development Instrument (EDI) and the Middle Years Development Instrument (MDI), both developed by the Human Early Learning Partnership (HELP) at UBC.

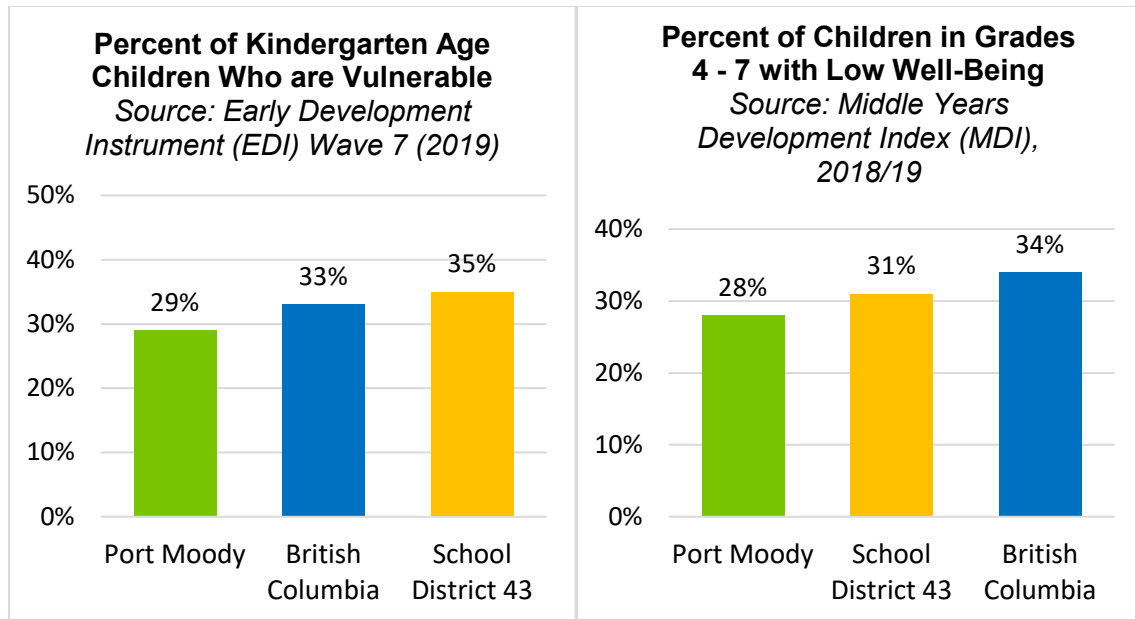
The EDI is based on a survey of kindergarten children. Vulnerable children are defined as those who, without additional support and care, are more likely to experience challenges in their school years and beyond. EDI is measured along five scales: Physical Health & Well-Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and Communication Skills & General Knowledge.

The MDI is based on a survey of children in Grades 4 to 7. The MDI results are summarized in two indices: the Well-Being Index and the Asset Index. The MDI Well-Being Index combines measures of Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health to provide a holistic summary of children’s mental and physical health. Index scores are reported by three categories: high well-being or thriving, medium well-being, and low well-being.

A large and growing body of evidence demonstrates that high-quality child care contributes to children’s well-being and development. In addition, high-quality child care can help children develop the skills they need for success in school and in their lives outside of school. By identifying the neighbourhoods of their communities with the highest rates of childhood vulnerability, policy-makers can make informed decisions about where to prioritize investments in child care in order to make the biggest impacts in the lives of children who need it most.

A complete description of both instruments and findings from the EDI and MDI can be found at earlylearning.ubc.ca.

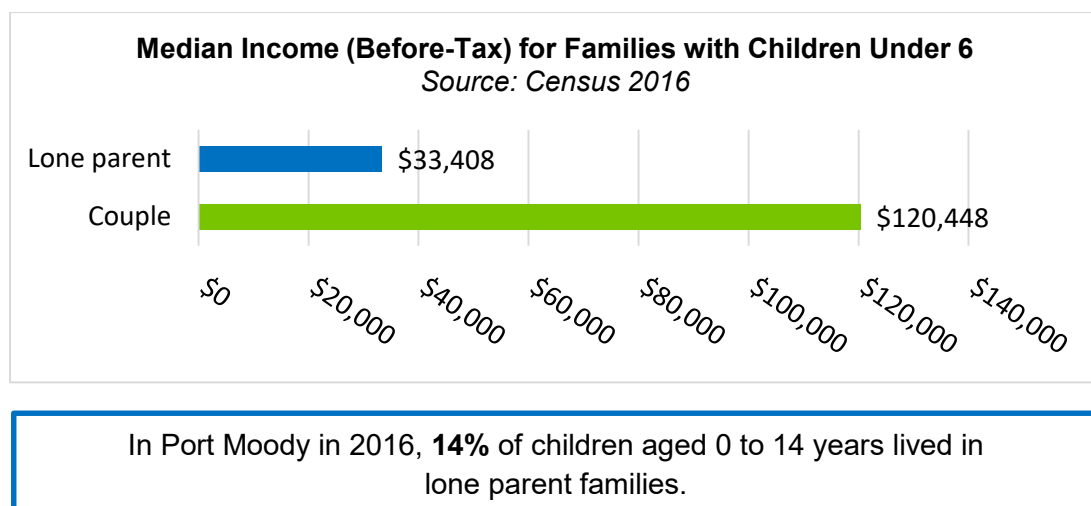
Figure 2: Vulnerability and Low Well-Being Rates, EDI (2019) and MDI (2018/19)



Household Income and Child Care Fees

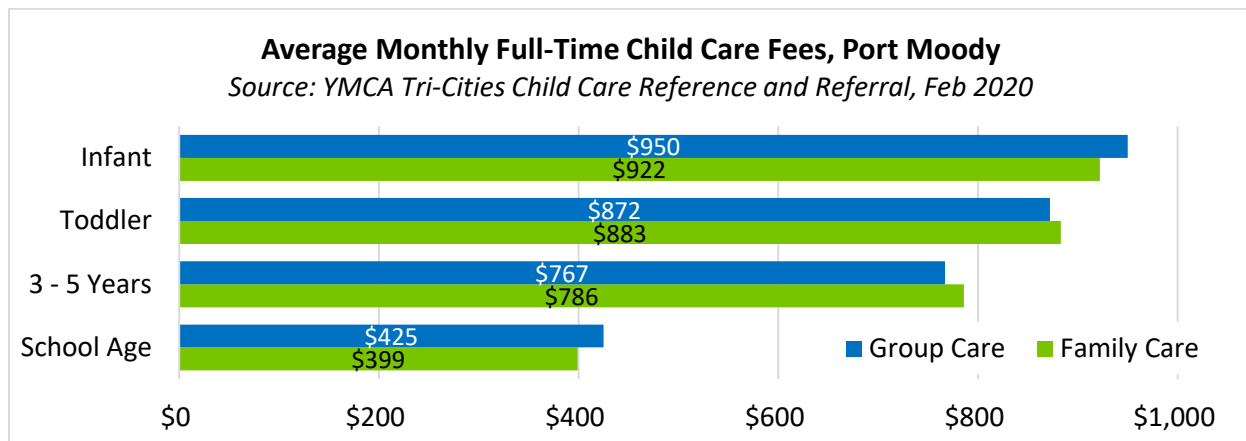
Child care costs are prohibitive for many families, and can contribute to higher rates of poverty among lone parent families in particular. In Port Moody, the annual median income (before-tax) for lone parent families with children under 6 is \$33,408 whereas the median family income for couple families with children under 6 is \$120,448 (Figure 3).

Figure 3: Median Annual Income (Before Tax) for Families with Children Under 6



According to the Fee Survey conducted by the YMCA Child Care Resource and Referral in February 2020, the average monthly fee for family child care in Port Moody is \$922 for infant care, \$883 for toddler, \$786 for 3 to 5-year-olds, and \$399 for school age. The average monthly fee for group care is \$950 for infant care, \$872 for toddler, \$767 for 3 to 5-year-olds, and \$425 for school age (Figure 4).

Figure 4: Average Monthly Full-Time Child Care Fees, February 2020



Child Care Spaces

In 2019, there were 1,088 licensed child care spaces in Port Moody. Spaces from part-time preschool, family child care, and multi-age programs accounted for 18% of these licensed spaces, while group child care programs accounted for the remaining 82%. Group child care spaces not only make up the largest share of child care spaces; they are also the programs over which municipalities have the most direct influence to facilitate growth in and are the programs which were identified as the biggest preference in the parent survey. Because of this, the recommendations and actions in this report are focused on group child care. See Appendix A for a glossary of the different types of child care in BC.

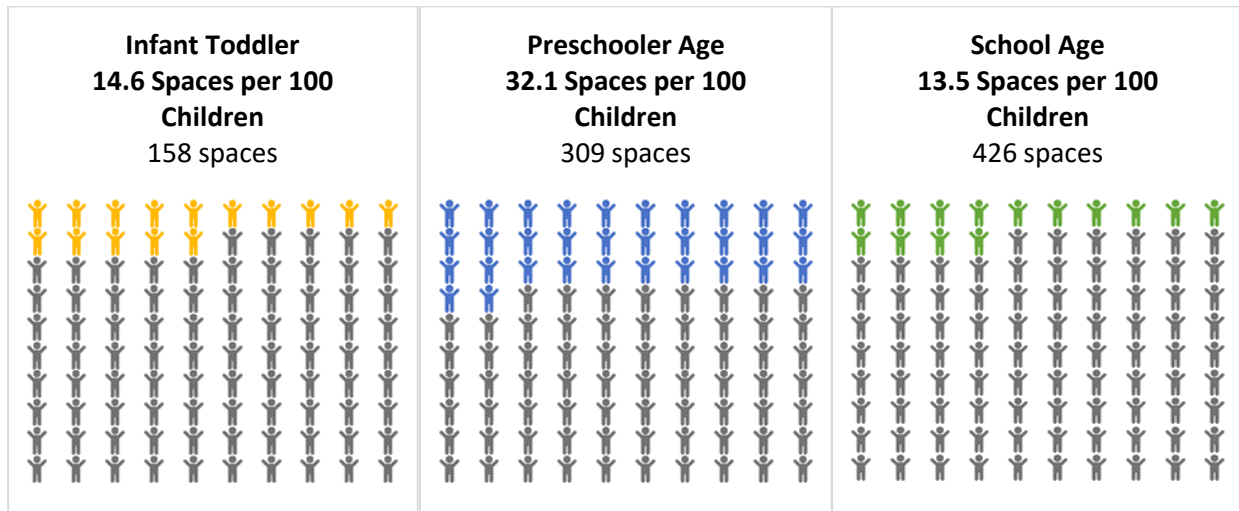
Overall, the City of Port Moody had 20.9 child care spaces for every 100 children from birth to 12 years of age. By comparison, Metro Vancouver has 18.6 child care spaces for every 100 children, BC has 18.4, and Canada has 27.2.

Figure 5 shows the group spaces only per 100 children in Port Moody, by age group. There is no equivalent data by age group and licensing type available for Metro Vancouver, BC, or Canada.

Figure 5: Group Child Care Spaces per 100 Children

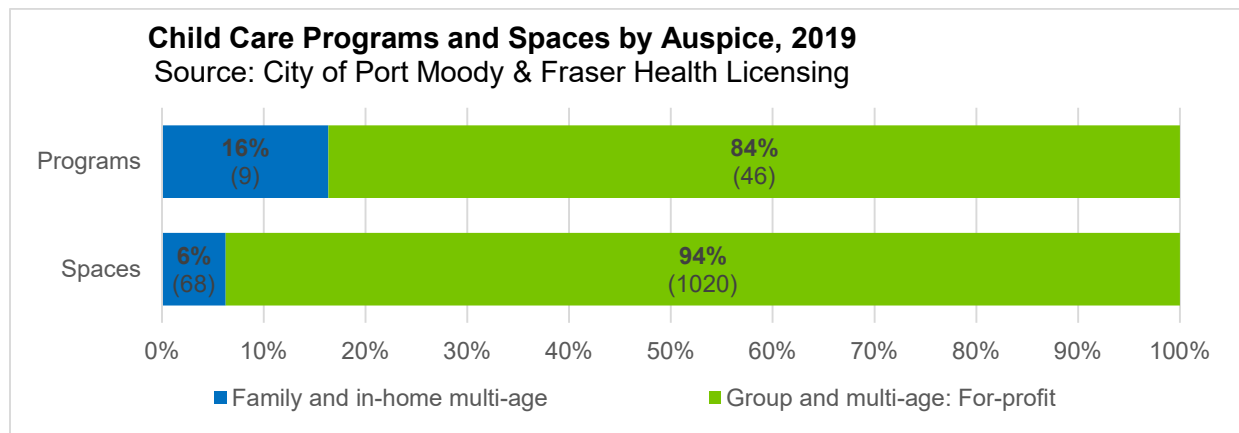
Group Child Care Spaces, 2019³

Sources: Census 2016 & Fraser Health Licensing



Approximately half of all child care in British Columbia is not-for-profit or public. By contrast, there are no not-for-profit child care facilities in Port Moody. Figure 6 shows the breakdown of operator auspice for all 55 child care programs in Port Moody, as well as for the 1,088 spaces offered through these programs.

Figure 6: Child Care Programs and Spaces by Auspice



Highlights from Community Engagement

The following highlights from the community engagement are grouped according to four strategic directions: accessibility, affordability, quality, and partnerships. The first three of these

³ Age groups are as follow: infant toddler (0 – 2 years); preschooler age (3 and 4-year-olds and half of all five-year-olds); school age (6 to 12-year-olds and half of all five-year-olds).

are the primary areas of investment identified by the Provincial government. We have added partnerships as a fourth strategic direction as working together is critical to success.

Accessibility

From the engagement processes, and supported by the data, we can conclude that four major issues should be considered priorities with regard to accessibility of child care:

- Lack of spaces overall;
- The pressing need for more spaces for infants/toddlers and school age children particularly;
- Location (close to home/school/transit and in under-served neighbourhoods); and
- The need for care during non-traditional hours.

The first and biggest issue regarding accessibility is the overall number of spaces available. Child care operators believe that the main challenge facing parents is “finding child care, period”. Waitlists can be very long (up to 250 children for one centre in the Tri-Cities), especially for those facilities which are seen to be high quality or more affordable. Many participants in the engagement processes said that the child care situation in the Tri-Cities is “in crisis”. In addition, there are particular and significant problems with the scarcity of programs for infants/toddlers, before and after school care for school-age children, and services for children with special needs. Location was also often identified as an issue. Parents mentioned proximity of care to home, school, and public transportation as very important, but were often not satisfied in this regard. Very few facilities have non-traditional hours of operation and this is an issue for shift workers, weekend workers and others with child care needs beyond 7am to 5pm weekdays, including the many families who commute out of Port Moody for work.

“Nothing available when I looked. I had to quit my job when he was in grade 1.”
- Port Moody Parent Survey

Affordability

Thirty percent (30%) of the 305 respondents to the Port Moody Parent Survey reported a gross income of under \$100,000 and 7% reported an income of under \$50,000. Time and again, in the surveys, the interviews and the community meetings, affordability was a major concern. Cost was also identified as one of the main reasons that families didn’t change their care arrangements, even when they were dissatisfied with their current arrangements. Ironically, key informants suggested the Affordable Child Care Benefit may have allowed many families to seek out child care that they could not afford before, thereby increasing overall demand.

Interestingly, and related to cost, is the fact that child care providers themselves have issues of affordability. Child care operators struggle to find suitable, affordable facility space and to navigate often time-consuming and expensive application processes at the local level. Most

significantly, operators must cover labour costs, particularly if they want to pay decent wages to their staff to ensure low staff turnover and high program quality, hire staff with skills to support special needs children, or offer infant/toddler programs, which require higher staff-child ratios. Most operators are not able to lower their parent fees while still covering these costs.

Many of the people involved in the engagement processes suggested that municipalities could support affordable child care by providing operating and capital grants to eligible not-for-profit operators and by advocating to senior levels of government for their continued and expanded investment.

“The costs for any kind of childcare in this area are outrageous, we pay \$900 a month and that is considered reasonable. It is unacceptable that some people have to decide between continuing their career or staying home solely based on childcare costs.”

- Port Moody Parent Survey

Quality

Eighty percent (80%) of the respondents to the Parent Survey said that child care being licensed was very important, perhaps assuming that licensing improves quality. In fact, it has been shown in the research that quality varies and publicly-run and not-for-profit facilities offer consistently higher quality than for-profit centres. Data from the key informant and operator interviews suggested that lower-quality child care programs may be more common now. As one interviewee put it, “parents are desperate” and even the poorest quality programs are full.

The most significant quality issue identified by parents and child care operators alike is the lack of qualified staff. Seventy-four percent (74%) of child care providers reported that staffing challenges have had an impact on their ability to operate their programs and almost half reported a limited supply of applicants. There is an even more limited supply of staff who have the training and skills to work with children with special needs and with children under three-years-old.

A number of survey and interview respondents also expressed that there is inconsistency in the quality of college training for early childhood educators (ECE’s); there are language barriers between ECEs and children and their parents; there are owner-operators without any ECE training; and many qualified ECEs have left the field altogether.

Key informant interviewees said much the same thing as child care operators, noting that finding qualified staff and suitable facility spaces are major challenges. Informants from Fraser Health reported an increase in staffing qualification exemptions, which are meant to be temporary, but that providers often have no long-term plan to rectify.

In addition, in the community open houses, attendees identified the following quality-related attributes as very important in a child care operation:

- High quality staff;
- Adequate staff-to-child ratio;
- Quality of programming; and
- Access to outdoor play space on-site.

Open house participants expressed that there are not enough licensed, safe child care programs and that low child care worker wages contribute to high staff turnover. Another significant issue with regard to quality is that many providers find it increasingly difficult to find appropriate, well-designed and safe facilities that are “approvable” by authorities. Lack of suitable and accessible outdoor space is another big concern.

Some ideas offered through the open houses to address these challenges were: providing financial incentives to developers, encouraging an increase of spaces through land use and zoning regulations, providing both capital and operating grants, and developing or actively participating in joint child care task forces.

“Like almost everyone we know, we are struggling to find childcare that feels safe, clean and well run. If we do find a place like that, it almost always full and very expensive.”

- Port Moody Parent Survey

Collaboration and Partnerships

A key theme which emerged in the community engagement work, and which has been acted upon by other municipalities, is to focus on partnerships and collaboration across sectors such as school districts, local organizations, and the Provincial government. In the Solutions workshop for instance, participants advocated using public partnerships to provide financial stability and maintain child care spaces, and in the Actions workshop elected officials identified the opportunity to work together to advocate for more senior government support. This workshop also highlighted the need for collaborating with Provincial ministries, Fraser Health, school districts, strata councils, and families. Facilitating collaboration between child care providers was an additional idea.

STRATEGIC DIRECTIONS AND RECOMMENDED ACTIONS

The linchpin for a successful municipal approach to child care improvement is an overarching goal to develop a strong, committed, and comprehensive child care strategy, including space creation targets. This, then, is the overall recommendation which provides context for all the other recommendations.

Overall Recommendation

That the City of Port Moody develop a strong, committed, and comprehensive Child Care Policy

The child care strategy should include, but not be limited to:

- A clear statement that child care development is a top priority for the City;
- A commitment to increased accessibility, improved affordability, focus on quality, and developing or expanding partnerships;
- A clear commitment to prioritize support and encouragement for the not-for-profit and public child care sector;
- The identification of space targets and other measurable goals;
- A general overview of resources needed to implement the strategy;
- A commitment to inter-departmental cooperation and effort; and,
- Clear direction regarding action priorities, monitoring, and reporting

Based on this strategy, following are key recommended actions. These actions are grouped according to four strategic directions: accessibility, affordability, quality, and partnerships. Accessibility, affordability, and quality are the focuses of the Provincial child care strategy and partnerships were a clear additional priority for the majority of people engaged in the planning work.

Strategic Direction #1 – Increase Accessibility

Current Child Care Availability

In the City of Port Moody in 2019, there were a total 1,088 child care spaces, with a population of 5,195 children aged 0 to 12 years. The preschool age group had the most child care spaces per capita, with 32.1 spaces per 100 children. In contrast, there were 14.6 spaces in group care for every 100 children aged 0 to 2 and 13.5 spaces for every 100 children in school age group care⁴. Overall, the City of Port Moody has 20.9 child care spaces for every 100 children from

⁴ For detailed information about the number and type of child care spaces available in each neighbourhood of Port Moody, please refer to the Needs Assessment Report (Appendix C).

birth to 12 years of age. By comparison, Metro Vancouver has 18.6 child care spaces for every 100 children, BC has 18.4, and Canada has 27.2.

Figure 7: Child Care Spaced by Type, City of Port Moody

Age Group	Number of Children	Share of all Children 0-12	Child Care Type	Number of Spaces	Spaces per 100 Children in this age group
0 to 2 years	1,085	21.1%	Group (birth to 36 months)	158	14.6
3 to 5 years and half of all 5-year-olds	962.5	18.7%	Group (30 months to school age)	309	32.1
6 to 12 years and half of all 5-year-olds	3,147.5	60.1%	Group (school age)	426	13.5
Mixed ages	n/a	n/a	All others ⁵	195	n/a
Total 0-12 years	5,195	100%	Total Child Care Spaces	1,088	20.9

Based on the above data, it is clear group infant-toddler and school age care spaces are only available for a small share of children in these age groups, especially when contrasted with coverage for the preschooler age group. This is consistent with the findings of the parent survey, provider and stakeholder interviews, and the overall trends in BC which all suggest families face the greatest difficulty in finding infant-toddler and school-age care.

Hours

There are no child care facilities in Port Moody that offer extended hours of care (i.e., before 6 a.m. and/or after 7 p.m.), which is difficult for parents who work non-standard hours.

Furthermore, many people commute; of 18,390 employed residents in Port Moody, 69.4% (12,765) work outside the municipality, and therefore may require longer hours of child care service each day. As one respondent to the Parent Survey shared, “Child care centres need to be open longer - at least 6:30am-6pm. I work full time downtown and find it nearly impossible to drop off and pick up my child at most centres because of their hours, which limits the number of day cares I can send my son to.”

Municipal Policies and By-laws

While municipalities do not have a legislated role in child care provision, there are many specific and highly effective things that they can do to support child care, particularly with regard to accessibility. All other things being equal, a supportive city can significantly increase the number of child care spaces. Like other developments, new child care facilities must abide by municipal regulations and follow municipal application review processes. If these regulations

⁵ This includes licensed preschool, family child care, multi-age, and in-home multi-age child care programs.

and processes are not child care-friendly, potential operators will be dissuaded from trying to develop new spaces. By the same token, if municipalities are not proactive in their support of child care, many opportunities will be missed.

What we heard from the child care provider community about municipal regulations and processes was that they were complicated, expensive, time-consuming, and contradictory. Child care providers have said that finding a space that meets the needs of parents and children, fits the Provincial licensing criteria, and then fits the City criteria is almost impossible.

Port Moody has some useful elements in its current regulations and practices, such as:

- Clear statements in the OCP encouraging child care;
- Progressive zoning policies which accommodate child care in several zoning districts in the city; and,
- Density bonusing provisions for securing community amenities, including child care facilities, through development.

In addition, Port Moody participates on the Tri-Cities Early Childhood Development Committee and the Tri-Cities Task Force on Child Care.

Promising Practices in BC Municipalities

In BC, the “Municipal Survey of Child Care Spaces and Policies in Metro Vancouver” (2019) found:

- 8 out of 21 Metro Vancouver municipalities have a stand-alone child care strategy;
- 11 municipalities identify child care facilities as a community amenity in the development approvals process;
- 15 municipalities support child care through the provision of municipal building space (rent-free, reduced lease, or market lease); the space may be made available on a single property or on multiple sites;
- 6 municipalities offer grants for child care capital projects;
- 4 municipalities offer grants for child care operating costs;
- 15 municipalities provide space for child care in municipal facilities; and
- 8 municipalities offer property tax exemptions.

The cities of Vancouver, Richmond and Burnaby all have official child care strategies which pay special attention to partnerships. Collaborations with School Boards have been particularly successful.

Space Targets

It is well recognized that local governments do not have the mandate and resources to address child care needs on their own (i.e., they require support from senior levels of government, community partners, and others to address the gaps in service). That said, it is important to

identify targets to guide future planning efforts at a local level for child care. In the absence of Federal or Provincial direction on space targets, or widely accepted standards from the research or other jurisdictions, the consultants worked with Tri-Cities staff to identify “made in Port Moody” targets – ones that seek to balance pressures to address local needs while also being pragmatic and realistic. The targets are based on the recognition of significant unmet need for child care for children of all ages, as nearly three-quarters of families in the City have working parents or caregivers, with particular gaps in infant-toddler and school age care given the unique challenges of operating these types of child care. The targets also take into account the employment rates for families and projected population growth.

The targets are organized into short, medium, and long-term time horizons⁶.

Overall, to begin to address some of the gaps and challenges in access to child care in Port Moody, SPARC BC is recommending that approximately 1070 new licensed spaces be created over the next 10 years.

While interpreting the detailed information about these space targets provided below, two important points must be noted. First, there are six child care developments in the planning or development approval process in Port Moody and while there is no guarantee that all these developments will proceed as planned the proposals could potentially add an estimated 230 spaces to Port Moody’s child care inventory. These in-stream and anticipated applications represent a “kick start” to addressing Port Moody’s child care needs.

Second, for the school age targets, we are recommending a focus only on children up to 9 years old for licensed child care as older children typically access other after school activities, such as those offered through the School District or City Recreation programs.

Infant Toddler

By facilitating two to three 12-space infant toddler programs every year for ten years, Port Moody could reach targets of child care spaces for 17% of children from birth to 2 years by 2022, 24% by 2025, and 33% by 2030.

Figure 8: Infant-Toddler Space Targets

	Population	New Spaces	New Programs	Cumulative Spaces	Spaces per 100
Current	1085			158	14.6
Short-term (by 2022)	1135	+36	+3	194	17
Medium-term (by 2025)	1160	+84	+7	278	24
Long-term (by 2030)	1201	+120	+10	398	33

⁶ Short term is 2020 to 2022. Medium term is 2023 to 2025. Long term is 2026 to 2030.

Preschooler Age

By facilitating one to two 25-space preschool age programs every year for ten years, Port Moody could reach targets of child care spaces for 39% of preschool age children by 2022, 50% by 2025, and 74% by 2030.

Figure 9: Preschooler Age Space Targets

	Population	New Spaces	New Programs	Cumulative Spaces	Spaces per 100
Current	962.5			309	32.1
Short-term (by 2022)	989	+75	+3	384	39
Medium-term (by 2025)	1002	+125	+5	509	50
Long-term (by 2030)	1023	+250	+10	759	74

School Age

By facilitating one to two 24-space school age programs every year for ten years, Port Moody could reach targets of child care spaces for 25% of school age children by 2022, 33% by 2025, and 49% by 2030.

Figure 10: School Age Space Targets

	Population	New Spaces	New Programs	Cumulative Spaces	Spaces per 100
Current	1917.5			426	22.2
Short-term (by 2022)	1801	+24	+1	450	25
Medium-term (by 2025)	1742	+120	+5	570	33
Long-term (by 2030)	1645	+240	+10	810	49

Recommendations for Increasing Accessibility

The following actions will facilitate the creation of new child care spaces overall, create new spaces for the most under-served groups and neighbourhoods, and address some locational priorities.

Action	Time Frame ⁷	External Partners
Policy		
1. Endorse the space creation targets* to help guide child care planning efforts	Short	None

⁷ **Time Frame:** short = 1 to 2 years; medium = 3-5 years; long = 6-10 years.

for Port Moody to 2030: Infant/Toddler: 240 additional spaces Preschooler: 450 additional spaces School Age: 384 additional spaces *Please refer to Figures 3 – 5.		
2. Prioritize the creation of spaces for infant/toddler and school age children when facilitating development of new spaces.	Short	Child care providers, School District
3. Prioritize the creation of new spaces in neighbourhoods with the highest population and the smallest proportion of spaces.	Medium	Child care providers, School District
4. Identify child care as a priority for Community Amenity Contributions, Density Bonusing, Capital Planning.	Medium/Long (including implementation)	Developers (Consult)
5. Prioritize locating child care spaces in civic facilities and parks, in new developments (especially residential and commercial), along transit hubs and on school properties.	Medium/Long	Translink, Fraser Health, School Board, not-for-profit providers
6. Link child care to affordable housing strategies and transit expansion or improvement.	Medium/Long	BC Housing, Translink
Planning		
7. Identify City staff position(s) as a facilitator/point person with overall responsibility for child care, including assisting applicants with City processes.	Short	None
8. Put not-for-profit child care applications at the front of the queue for processing.	Short	None
9. Create an inventory of prospective opportunities for child care development by: a) identifying City assets (buildings and land), that are slated for capital redevelopment; b) identifying underutilized or vacant spaces or land, including parks that could be repurposed for child care; and	Short	Fraser Health, School District, not-for-profit child care providers, post-secondary institutions, other not-for-profits

c) working with other public and not-for-profit partners to identify potential land or facilities that could be used for child care.		
10. Access Provincial Capital funding to build child care spaces and develop a structured partnership with the Province to replicate the process for multiple programs and sites.	Short/Medium	Province, School District, not-for-profit operators
11. Identify and implement necessary changes to City processes and regulations for facilitating child care development, including alignment with Fraser Health's licensing regulations.	Medium	Consultation with applicants, Fraser Health
12. Improve the City website regarding child care information to: a) ensure the information for opening spaces is based on the assumption that applicants have limited prior knowledge; and b) provide links to Child Care Resource & Referral (CCR&R) and MCFD child care map for parents looking for child care.	Medium	Child care providers, Fraser Health, Tri-Cities Child Care Resource & Referral Program
13. Work with internal and external partners to develop after-school programs that support children aged 10-12.	Medium	Fraser Health, not-for-profit sector, School District
14. Work with the Tri-Cities Child Care Task force to explore and then pilot child care that offers longer hours, non-traditional hours and/or flexible hours.	Medium	Province, Fraser Health, not-for-profit providers, School District

Strategic Direction #2 – Improve Affordability

Many families struggle to afford the high cost of child care. In the City of Port Moody's Parent Survey, only 10% of 305 respondents indicated that they were very satisfied with the cost of their child care. Despite the fact that there are now more financial supports provided by the Province to parents than there used to be, people are still struggling with affordability. Though many parents (40%) were not satisfied with their current care arrangements, most of those who were dissatisfied did not change those arrangements because of cost. In addition, child care

operators suggested that because many parents have few child care options, due to lack of availability of spaces and high fees, they are often forced to accept whatever spaces they can get, even if the program seems to be of low quality.

All of these difficulties are exacerbated for certain types of families who face additional challenges to finding appropriate child care: low income families, families with multiple children, recent immigrants, families with children with special needs, foster families, and families where parents do shift work. In the Port Moody population, 2.3% identify as Indigenous, 34% are first-generation immigrants and, in 2018/19, the percentage of children with special needs in School District 43 elementary schools was 9.6%.

A 2020 survey of child care costs completed by the YMCA Child Care Resource and Referral service identified the following average monthly child care costs, by facility type and age group, for Port Moody.

Figure 11: Average Monthly Full-Time Child Care Fees, 2020

	Infant	Toddler	3-5 Years	School Age
Family Child Care	\$922	\$833	\$786	\$399
Group Child Care	\$950	\$872	\$767	\$425

** Source: Data provided by YMCA Tri-Cities Child Care Resources and Referral*

Recommendations for Improving Affordability

The City has limited opportunities to directly affect the high cost of child care as most of the responsibility for influencing affordability rests with senior levels of government. Furthermore, the current method of funding through operating grants and fee subsidies, within a market system, while helpful, will also not significantly impact affordability. As such, the key action and role for the City will be to advocate to the Province for continued and expanded investment.

Action	Time Frame	Partners
1. Reduce application fees for new or expanded child care operations.	Short	None
2. Create a grant program for not-for-profit child care centres to assist with facility upgrades/maintenance or to offer extended hours.	Medium	Not-for-profit providers
3. Provide municipal space rent-free or at a vastly	Medium; on-going	Not-for-profit providers

reduced rent for child care uses.		
4. Provide tax exemptions to not-for-profits, where applicable.	Medium; on-going	Not-for-profit providers
5. Lobby senior governments for increased funding.	Long; on-going	Child Care Task Force, City of Port Coquitlam, City of Coquitlam, School Board

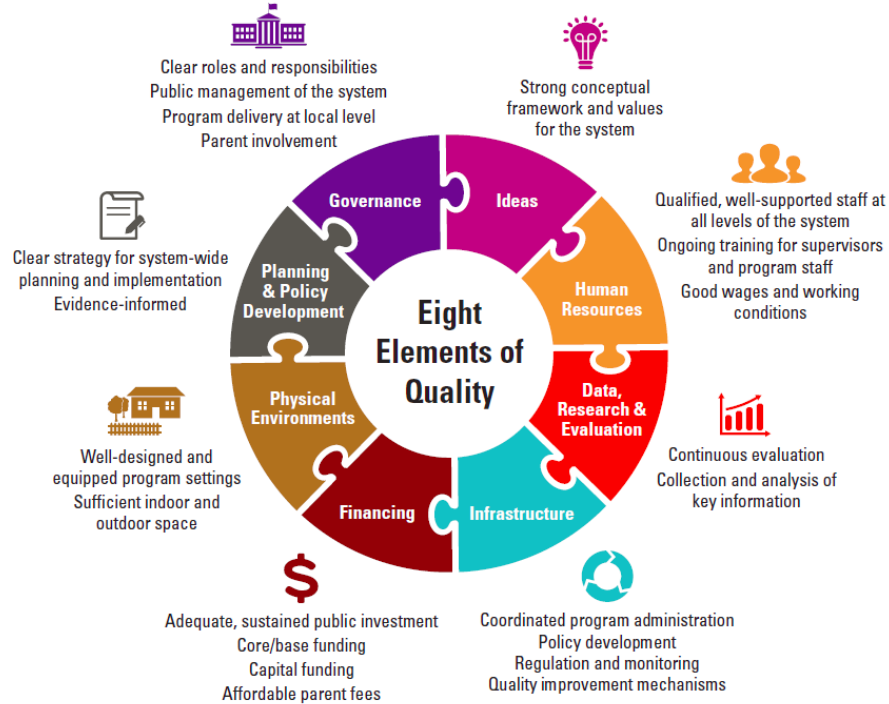
Strategic Direction #3 – Focus on Quality Child Care

While accessibility and affordability of child care are important goals, neither of these guarantee quality. The research is clear that high quality child care is linked to positive outcomes for children, while poor quality care can have negative long-term effects. More generally, parents dropping off their children at a child care centre each working day want to feel secure knowing their children will receive safe, high-quality care.

Quality Child Care Systems

The Province of BC has committed to an ambitious “systems” approach to universal child care with a focus on quality, affordability, and accessibility. Child Care BC: A New Day for Families & Providers in BC is a provincial plan specifically focused on establishing a quality child care system and adheres to eight commonly accepted elements of a quality child care system, graphically presented below. These eight elements are: (1) Ideas, (2) Governance, (3) Infrastructure, (4) Planning and Policy development, (5) Financing, (6) Human Resources, (7) Physical environment, (8) Data, Research and Evaluation. All elements are interconnected and fit together to create a strong system; individually, each component has a limited impact. Strong public policy is needed to provide the foundation to build a quality child care system that incorporates all of these components.

Figure 12: Eight Elements of a Quality Child Care System



(Source: Martha Friendly and Jane Beach, (2005). Elements of a high quality early learning and child care system. Childcare Resource and Research Unit.)

Quality Child Care Programs

At the program level, reporting of positive relationships between families and providers, among colleagues, and between children and staff is strongly indicative of quality care. Additionally, when staff have higher levels of education and training, feel appreciated, and are well-supported, the quality of care increases. Planned programming and a strong curriculum that is tailored to meet the diverse needs of children further enhances quality. There is also evidence that a well-designed indoor/outdoor space is critical to supporting the development of children under five.

In order to facilitate the quality criteria identified, special attention should be paid to staff:

- Staff should have ECE (Early Childhood Education) training;
- At least some staff should have special needs and cultural/ESL skills if required;
- Wages should be decent and commensurate with the level of training;
- There should be written policies and formal procedures which give staff a feeling of worth and certainty, such as: job descriptions, contracts, salary schedule, performance reviews, and a staff manual.

Auspice

Child care auspice is critically important to the quality of child care programs. In BC (and Canada), there are three types of child care auspices:

1. Not-for-profit child care services;
2. For-profit child care services; and
3. Publicly operated child care services (i.e. services directly operated by a public entity such as a city government or school board).

Research on auspice has consistently demonstrated that for-profit centres are of lower quality and perform worse on global evaluation scales compared to not-for-profit and publicly operated centres. Using British Columbian data, researchers found that for-profit centres are disproportionately more likely to close; not-for-profit centres are 97% times more likely to continue to operate. Additionally, compared to not-for-profit centres, for-profits provide less teaching support, lower salary schedules, fewer staff policies, limited job performance appraisals, and limited grievance procedures. These factors can contribute to lower workplace morale and high staff turnover, negatively impacting quality of care. For more information about the research on the impact of auspice on quality of service, please refer to Appendix D.

Across British Columbia about 50% of the child care facilities are operated on a not-for profit or public basis. In Port Moody, there are no not-for-profit child care centres. While the research distinguishes for-profit, not-for-profit, and public auspice, we felt it was also important to distinguish for-profit group and multi-age care from family and in-home multi-age care.

Figure 12: Child Care Programs and Spaces by Auspice, 2019

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi-age	9 (16.4%)	68 (6.25%)
Group and multi-ag: Not-for-profit	0 (0%)	0 (0%)
Group and multi-age: For-profit	46 (83.6%)	1,020 (93.75%)
Total	55 (100%)	1,088 (100%)

** Source: Based on data from City of Port Moody and Fraser Health Licensing*

Recommendations for Increasing Focus on Quality Child Care

Much of what needs to occur to build, monitor and assess a quality child care system is outside the scope, mandate and authority of the City; however, by engaging with its public and community partners, the City can create policy and make commitments that contribute to quality, including supporting operators to have the capacity for growth in this area.

The following actions will assist in promoting and influencing the quality of child care.

Action	Time Frame	Partners
1. Support the Province in its “Early Care and Learning Recruitment and Retention Strategy” initiative through joint advocacy.	Short	Not-for-profit providers, School Board, City of Port Coquitlam, City of Coquitlam
2. Confirm a set of principles, values, and criteria or guidelines (consistent with the over-arching Child Care Strategy recommended for the City) that will guide the City’s decisions when developing child care in civic spaces or when securing child care spaces through CAC’s and other means, covering such matters as: a) Minimum and maximum size of the facility to be developed; b) The auspice or ownership of the negotiated or built facility and the process for selecting operators; c) Design expectations (Provincial minimums or higher) for both indoor and outdoor spaces; d) Terms and conditions for leases; and, e) Operating expectations (i.e. affordability, inclusivity, good wages and working conditions).	Short/Medium	Fraser Health, Not-for-profit providers, Child Care Task Force
3. Designate one staff person (may be the “facilitator” identified in “Accessibility” and/or the City/School Board joint position recommended in “Partnerships”) who can assist in finding/brokering quality space, both indoor	Medium; on-going	Not-for-profit providers, Fraser Health

and outdoor, that meets City and Fraser Health requirements.		
4. Increase the number of licensed, not-for-profit, publicly funded child care operations, including consideration of strategies to recruit not-for-profit operators to come into the City.	Long	Province, Not-for-profit providers, School Board

Strategic Direction #4 – Develop Collaboration and Partnerships

Child care involves many parties playing various roles, which means it requires dedicated relationship-building and collaboration between and across jurisdictions. The Tri-Cities have a long history of collaboration and currently work together on child care through the Child Care Task Force and Child Care Working Group.

Throughout the community engagement conducted for this project, further building and strengthening partnerships was perhaps the most commonly suggested action to increase the quality, affordability and accessibility of child care in Port Moody and the Tri-Cities. For instance, one of the most prevalent themes in community engagement discussions was the potential for the use of public lands and facilities to create more child care spaces. In addition, while there are already 41 child care programs in district schools, by far the most-mentioned potential partnership was between the City and the School District. Libraries and parks are part of the City, but more collaboration between and among City departments also emerged as a strong theme, as did partnerships with other jurisdictions who have authority over other publicly owned lands or facilities, such as post-secondary institutions, hospitals, and local First Nations. In addition to public entities, participants also suggested partnerships with senior centres and large employers who might provide facilities on-site for their employees.

Importantly, there were also comments on the importance of developing stronger relationships with local Indigenous peoples, including incorporating Indigenous perspectives and history in child care planning and curricula.

Beyond facility creation with local partners, many community engagement participants suggested partnerships among neighbouring municipalities and between jurisdictions (i.e. City/School Board and City/Health Authorities) to lobby and advocate to senior levels of government for expanded commitments and financial resources for child care. Partnerships of neighbouring cities and jurisdictions could also develop coordinated approaches to child care delivery.

Recommendations for Increasing Focus on Partnerships and Collaborations

The following recommendations identify actions which can be taken to pursue effective partnerships and collaborations:

Action	Time Frame	Partners
1. Develop a joint position with the School District and other Cities for a community child care coordinator who would focus on unifying goals for spaces; identifying and organizing partnership opportunities to promote accessibility, affordability, and quality; and establishing ongoing communication with officials in the Province and with community partners to address Port Moody's child care needs.	Short	School Board, Port Coquitlam, Coquitlam
2. Increase partnership with the School District to: a) ensure child care is part of all new or renovated school spaces; b) facilitate use of school spaces and grounds for school age care operators; c) improve communication between the City and School District; and, d) support the move to an enhanced role for the School District in school age child care.	Short/Medium	School Board
3. Merge the current Child Care Working Group and Child Care Task Force to eliminate duplication and expand the membership	Short	All Task Force and Child Care Working group members

to ensure there is appropriate representation and that resources are used most effectively.		
4. Advocate to senior governments to ensure that the needs of Tri-Cities children are a priority for new spaces, effective strategies are in place for recruitment and retention of child care staff, child care fees are affordable for families, and funds are available to support non-traditional hours of care.	Short/Medium	Coquitlam, Port Coquitlam, School Board
5. Increase the partnership with the Child Care Resource and Referral program and other community organizations to: a) bring child care operators together for information sharing, joint training and education; and, b) provide more information for parents about child care, especially targeted at more vulnerable populations.	Short/Medium	Not-for-profit providers, Health, Community Organizations
6. Host joint child care development information meetings on a regular basis with Fraser Health for people who are interested in opening child care centres.	Short	Fraser Health
7. With the Task Force, provide regular briefings to elected officials, including the School	Short	Child Care Task Force

Board, and include a commitment to orientation on child care for newly elected City Councillors and School Trustees after each local election.		
8. Explore the feasibility of establishing and maintaining a centralized child care waitlist for the Tri-Cities.	Short	Coquitlam, Port Coquitlam, Tri-Cities CCR&R, Child Care Operators, Child Care Task Force

IMPLEMENTATION, MONITORING AND REPORTING

In order to move these recommendations forward, we suggest that Port Moody and the other two Tri-Cities municipalities work with one community-based Task Force to identify commonalities and areas where on-going collaboration would be most effective. These areas for collaboration could include lobbying, information-sharing, collection and evaluation of data, preparation of regional annual reports, and so on. This Task Force should include representation from all public partners as well as local community agencies and child care operators.

To effectively implement the recommended actions and develop a child care strategy for the City of Port Moody, it is essential for the City to adopt a coordinated and intentional approach. While it may appear logical that implementation begin with short-term actions requiring the fewest resources, this will not always be the case. Although it is important to have some early wins, there are other actions which could begin right away, in order to reach fruition in the medium to long term. As an example, consider recommendation #4 in the “Accessibility” category: *“Identify child care as a number one priority for CACs, Density Bonusing, Capital Planning”*. Implementing this recommendation requires, in the first instance, political will and clarity for staff. After that, while fully working out logistics and processes may take some time, child care could be included in the very next rezoning or large development. The same is true of the recommendation regarding partnering with the School Board -- discussions could begin almost immediately, even though developing child care facilities will take more time to achieve.

Related, City staff should develop tools to measure the Port Moody’s progress on implementation. Reporting, to be done jointly with the Child Care Task Force and School District, should be done annually to Council, providing not only statistics but also a discussion of successes, challenges, and lessons learned, with recommendations for further action. After

being received by Council, the annual report should be widely shared with the City's partners, the child care provider community, and other levels of government.

In closing, it is clear that Port Moody is aware that child care is a vital part of the community's social infrastructure and recognizes that many families in the City have unmet need for child care services. The City is uniquely positioned and has many opportunities to work with its partners to increase the number of child care spaces and to improve the affordability and quality of care. Doing so will greatly benefit children and families in the City of Port Moody and contribute to the economic development and well-being of the entire community.

Appendix A – Glossary of Types of Child Care

There are four types of child care in BC.

Child Care Type	Ages	Max Group Size
LICENSED CHILD CARE Licensed child care facilities are monitored and regularly inspected by regional health authorities. They must meet specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming.	Group child care – under 3 years	From birth to 36 months 12 children
	Group child care – 2.5 years old to school age	From 30 months to school age (Kindergarten) 25 children
	Group child care – school age (before-and-after school care)	School age (Kindergarten and up) 24 children from Kindergarten and Grade 1 or 30 children from Grade 2 and older with no Kindergarten or Grade 1 children present
	Multi-age child care	From birth to 12 years old 8 children, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old or having no more than 3 children younger than 36 months old
	In-home multi-age child care	From birth to 12 years old 8 children, having no more than 3 children under 36 months old and, of those 3, no more than one child younger than 12 months old; or having no more than 3 children younger than 36 months old
	Family child care	From birth to 12 years old 7 children, having no more than 3 children younger than 48 months old and, of those 3, no more than one child younger than 12 months old; or having no more than 4 children younger than 48 months old and, of those 4, no more than 2 children younger than 24 months old
	Preschool – 2.5 years old to school age	From 30 months to school age (Kindergarten) 20 children
	Occasional child care	18 months old and up 16 children if children under 36 months are present or 20 children if children under 36 months are not present

<p>REGISTERED LICENSE-NOT-REQUIRED CHILD CARE</p> <p>These are unlicensed care providers. They must have registered with a Child Care Resource and Referral Centre. To register, operators must have completed: criminal record checks (for everyone over age 12 living in the home), character references, a home safety assessment, first aid training, and child care training courses or workshops.</p>	<p>From birth to 12 years</p>	<p>Only 2 children or a sibling group who are not related to them</p>
<p>LICENSE-NOT-REQUIRED CHILD CARE</p> <p>These child care providers can operate legally in B.C. They are not registered or licensed and are not monitored or inspected. Unlicensed child care providers do not have to meet health or safety standards. Parents and guardians are responsible for overseeing the care and safety of their children in these care arrangements.</p>	<p>From birth to any age</p>	<p>Only two children or a sibling group who are not related to them</p>
<p>IN-CHILD'S-OWN-HOME CARE</p> <p>This unlicensed care is when parents arrange for child care at home – like a nanny or a baby-sitter. Children from other families cannot be included in this care. The care provider cannot be a relative who lives in the home. It is not legally required to monitor this care. No specific qualifications are required for the child care provider. Parents or guardians must decide how to screen and hire the child care provider who becomes their employee.</p>	<p>N/A</p>	<p>Children from other families cannot be included in this care.</p>

For further information about staff-to-child-ratios, staff qualifications, and settings for each child care type, as well as additional information, please refer to the Government of BC website.

Appendix B – Summary of all recommendations

The tables below indicate all recommended actions for the City of Port Moody Child Care Strategy, organized into the four major strategic areas: accessibility, affordability, quality, and partnerships & collaborations.

Recommendations for Increasing Accessibility

The following actions will facilitate the creation of new child care spaces overall, create new spaces for the most under-served groups and neighbourhoods, and address some locational priorities.

Action	Time Frame ⁸	External Partners
Policy		
1. Endorse the space creation targets* to help guide child care planning efforts for Port Moody to 2030: Infant/Toddler: 240 additional spaces Preschooler: 450 additional spaces School Age: 384 additional spaces *Please refer to Figures 3 – 5.	Short	None
2. Prioritize the creation of spaces for infant/toddler and school age children when facilitating development of new spaces.	Short	Child care providers, School District
3. Prioritize the creation of new spaces in neighbourhoods with the highest population and the smallest proportion of spaces.	Medium	Child care providers, School District
4. Identify child care as a priority for Community Amenity Contributions, Density Bonusing, Capital Planning.	Medium/Long (including implementation)	Developers (Consult)
5. Prioritize locating child care spaces in civic facilities and parks, in new developments (especially residential and commercial), along transit hubs and on school properties.	Medium/Long	Translink, Fraser Health, School Board, not-for-profit providers

⁸ **Time Frame:** short = 1 to 2 years; medium = 3-5 years; long = 6-10 years.

6. Link child care to affordable housing strategies and transit expansion or improvement.	Medium/Long	BC Housing, Translink
Planning		
7. Identify City staff position(s) as a facilitator/point person with overall responsibility for child care, including assisting applicants with City processes.	Short	None
8. Put not-for-profit child care applications at the front of the queue for processing.	Short	None
9. Create an inventory of prospective opportunities for child care development by: a) identifying City assets (buildings and land), that are slated for capital redevelopment; b) identifying underutilized or vacant spaces or land, including parks that could be repurposed for child care; and c) working with other public and not-for-profit partners to identify potential land or facilities that could be used for child care.	Short	Fraser Health, School District, not-for-profit child care providers, post-secondary institutions, other not-for-profits
10. Access Provincial Capital funding to build child care spaces and develop a structured partnership with the Province to replicate the process for multiple programs and sites.	Short/Medium	Province, School District, not-for-profit operators
11. Identify and implement necessary changes to City processes and regulations for facilitating child care development, including alignment with Fraser Health's licensing regulations.	Medium	Consultation with applicants, Fraser Health
12. Improve the City website regarding child care information to: a) ensure the information for opening spaces is based on the assumption that applicants have limited prior knowledge; and b) provide links to Child Care Resource & Referral (CCR&R) and	Medium	Child care providers, Fraser Health, Tri-Cities Child Care Resource & Referral Program

MCFD child care map for parents looking for child care.		
13. Work with internal and external partners to develop after-school programs that support children aged 10-12.	Medium	Fraser Health, not-for-profit sector, School District
14. Work with the Tri-Cities Child Care Task force to explore and then pilot child care that offers longer hours, non-traditional hours and/or flexible hours.	Medium	Province, Fraser Health, not-for-profit providers, School District

Recommendations for Improving Affordability

The City has limited opportunities to directly affect the high cost of child care as most of the responsibility for influencing affordability rests with senior levels of government. Furthermore, the current method of funding through operating grants and fee subsidies, within a market system, while helpful, will also not significantly impact affordability. As such, the key action and role for the City will be to advocate to the Province for continued and expanded investment.

Action	Time Frame	Partners
1. Reduce application fees for new or expanded child care operations.	Short	None
2. Create a grant program for not-for-profit child care centres to assist with facility upgrades/maintenance or to offer extended hours.	Medium	Not-for-profit providers
3. Provide municipal space rent-free or at a vastly reduced rent for child care uses.	Medium; on-going	Not-for-profit providers
4. Provide tax exemptions to not-for-profits, where applicable.	Medium; on-going	Not-for-profit providers
5. Lobby senior governments for increased funding.	Long; on-going	Child Care Task Force, City of Port Coquitlam, City of Coquitlam, School Board

Recommendations for Increasing Focus on Quality Child Care

Much of what needs to occur to build, monitor and assess a quality child care system is outside the scope, mandate and authority of the City; however, by engaging with its public and community partners, the City can create policy and make commitments that contribute to quality, including supporting operators to have the capacity for growth in this area.

The following actions will assist in promoting and influencing the quality of child care.

Action	Time Frame	Partners
5. Support the Province in its “Early Care and Learning Recruitment and Retention Strategy” initiative through joint advocacy.	Short	Not-for-profit providers, School Board, City of Port Coquitlam, City of Coquitlam
6. Confirm a set of principles, values, and criteria or guidelines (consistent with the over-arching Child Care Strategy recommended for the City) that will guide the City’s decisions when developing child care in civic spaces or when securing child care spaces through CAC’s and other means, covering such matters as: a) Minimum and maximum size of the facility to be developed; b) The auspice or ownership of the negotiated or built facility and the process for selecting operators; c) Design expectations (Provincial minimums or higher) for both indoor and outdoor spaces; d) Terms and conditions for leases; and, e) Operating expectations (i.e. affordability, inclusivity, good wages and working conditions).	Short/Medium	Fraser Health, Not-for-profit providers, Child Care Task Force
7. Designate one staff person (may be the “facilitator”	Medium; on-going	Not-for-profit providers, Fraser Health

identified in “Accessibility” and/or the City/School Board joint position recommended in “Partnerships”) who can assist in finding/brokering quality space, both indoor and outdoor, that meets City and Fraser Health requirements.		
8. Increase the number of licensed, not-for-profit, publicly funded child care operations, including consideration of strategies to recruit not-for-profit operators to come into the City.	Long	Province, Not-for-profit providers, School Board

Recommendations for Increasing Focus on Partnerships and Collaborations

The following recommendations identify actions which can be taken to pursue effective partnerships and collaborations:

Action	Time Frame	Partners
1. Develop a joint position with the School District and other Cities for a community child care coordinator who would focus on unifying goals for spaces; identifying and organizing partnership opportunities to promote accessibility, affordability, and quality; and establishing ongoing communication with officials in the Province and with community partners to address Port Moody’s child care needs.	Short	School Board, Port Coquitlam, Coquitlam

2. Increase partnership with the School District to: a) ensure child care is part of all new or renovated school spaces; b) facilitate use of school spaces and grounds for school age care operators; c) improve communication between the City and School District; and, d) support the move to an enhanced role for the School District in school age child care.	Short/Medium	School Board
3. Merge the current Child Care Working Group and Child Care Task Force to eliminate duplication and expand the membership to ensure there is appropriate representation and that resources are used most effectively.	Short	All Task Force and Child Care Working group members
4. Advocate to senior governments to ensure that the needs of Tri-Cities children are a priority for new spaces, effective strategies are in place for recruitment and retention of child care staff, child care fees are affordable for families, and funds are available to support non-traditional hours of care.	Short/Medium	Coquitlam, Port Coquitlam, School Board
5. Increase the partnership with the Child Care Resource and Referral program and other community organizations to: a) bring child care operators together for	Short/Medium	Not-for-profit providers, Health, Community Organizations

information sharing, joint training and education; and, b) provide more information for parents about child care, especially targeted at more vulnerable populations.		
6. Host joint child care development information meetings on a regular basis with Fraser Health for people who are interested in opening child care centres.	Short	Fraser Health
7. With the Task Force, provide regular briefings to elected officials, including the School Board, and include a commitment to orientation on child care for newly elected City Councillors and School Trustees after each local election.	Short	Child Care Task Force
8. Explore the feasibility of establishing and maintaining a centralized child care waitlist for the Tri-Cities.	Short	Coquitlam, Port Coquitlam, Tri-Cities CCR&R, Child Care Operators, Child Care Task Force

Tri-Cities Child Care Action Planning

Key Findings from Research & Promising Practices December 2019

Social Planning and Research Council of
British Columbia

April 9, 2020

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Introduction

The main purpose of the Tri-Cities Child Care Action Planning project was to conduct a needs assessment, to engage with community, to develop new child care space creation action plans and to provide strategic directions based on best practices review. Most of the research and analysis pertains to and is of mutual interest to the three Tri-Cities municipalities: Port Moody, Port Coquitlam and Coquitlam.

This needs assessment is intended to inform and facilitate the Tri-Cities Child Care Action Planning process. The work summarized here provides an evidence-base framework from which the Cities can identify priorities for action that best reflect community needs. The report also synthesizes input from a wide range of key stakeholders in the community familiar with the existing and anticipated scope of child care services and gaps therein. Participation from these stakeholders not only helps inform the planning process but may also significantly improve community support for future stages of strategy implementation.

The first component of this needs assessment is a statistical community profile of the City of Port Moody. This profile includes information about demographic trends, household characteristics, child development indicators, and the distribution of existing child care spaces.

Another major component of the project has been community engagement. This was achieved through a variety of means, namely:

- 2 surveys (1 for parents, 1 for child care providers),
- interviews with 16 key informants, 9 child care providers and 8 City staff,
- 3 open houses/community info sessions in Port Coquitlam and Coquitlam which attracted 60 people,
- 2 workshops. The first had 28 participants from the 3 cities, the School District, the Provincial government, and not-for-profits. The second also had 28 participants, most of whom were City and School District elected officials and senior staff.

Surveys – Purpose

Child care operators were surveyed through an online instrument in order to understand current and projected child care service gaps, needs as well as vulnerabilities children experience in the Tri-Cities.

Concurrently with this survey, the Cities administered parental/caregiver surveys to understand current and anticipated child care needs in the City from a caregiver perspective. The participation of parents, guardians and operators was sought through a network of Tri-Cities stakeholders and was publicly promoted.

Interviews – Purpose

The interviews with key informants included staff from some large social service and multicultural organizations, along with the School District and Fraser Health. These interviews were designed to help determine the specific issues facing those organizations currently and the issues that they anticipated facing in the future. The interviews also elicited a list of child care targets and strategies from the perspective of frontline workers. This list will help the Cities work toward realizing current and projected targets in terms of number of child care spaces as well as strategies to tap into tools and opportunities to meet projected targets.

Interviews with child care providers took the form of “kitchen table conversations” in order to gather the providers’ perspectives regarding current and anticipated needs and to identify those factors that contribute to a successful child care centre or home-based facility.

Interviews with City staff were instrumental in determining some of the issues that applicants have with City processes, as well as issues the staff have with the quality of applications they receive. Staff were asked to identify challenges for their respective City in dealing with child care and to identify key initiatives that could be taken by the City to improve the situation for child care locally.

Community Information Sessions - Purpose

The purpose of these sessions was to provide residents with an overview of the current provision of child care locally and with information regarding some of the factors influencing the number of spaces available. As well, the sessions were designed to generate interest in the Child Care Action Plan and the surveys, gather initial input regarding child care needs, and develop a contact list of people who wanted to remain involved in the process.

Workshops – Purpose

The first workshop (Solutions) was designed to understand the current state of child care in the Tri-cities, and explore potential opportunities, strategies and partnerships to address child care gaps. The outcome will help the Cities work toward realizing current and projected targets in terms of number of child care spaces as well as identify strategies to work toward meeting those targets. The second workshop (Actions) was hosted by the Tri-Cities Child Care Task Force and was similar in nature but with the elected officials. The intent for both workshops was to involve key stakeholders who have influence on the success of the solutions and actions identified. Between the two workshops there were three complementary purposes:

- Confirmation of the current situation and identification of any missing information from the research work,
- Identification of potential collaboration opportunities, and
- Initiation of discussions about potential actions to address child care gaps in the community.

Our Community

Background

The Community Profile is largely based on data from the 2016 Census. It also incorporates data from School District 43, the Human Early Learning Partnership, and the UBCM Community Child Care Planning Inventory.

2016 Census – Child population statistics for the City of Port Moody

In Port Moody in 2016, there were 5,205 0 to 12 year olds out of a total population of 33,551 (Figure 1). The largest age group was the 6 year old age group, with 445 children (9% of the total child population). The smallest age group was the under 1 year olds, with 330 children (6% of the total child population). The age range with the largest number of children was the 5 to 9 year old age range, comprising 41% (2,215) of the total child population.

Figure 1: Child population statistics by age range for the City of Port Moody, 2016

Age Range	Age Total	Age %
0 to 4 Years	1,850	36%
5 to 9 Years	2,125	41%
10 to 12 Years	1,230	23%

**Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002*

Between 2011 and 2016, the total number of 0 to 12 year olds decreased by 75 children, a 1.4% decrease (Figure 2). The 0 to 4 year old population decreased by 290 children (-13.6% decrease). The 5 to 9 year old age group increased by 190 children (+9.8% increase) and the 10 to 12 year old age group increased by 25 children (+2.1% increase).

Figure 2: Changes over the past 2 censuses (2011-2016) in child population by age group, City of Port Moody

Age group	Change in number of children, 2011-2016 (#)	Change in number of children, 2011-2016 (%)
0 to 4 Years	-290	-13.6%
5 to 9 Years	190	9.8%
10 to 12 Years	25	2.1%
Total 0 to 12 year olds	-75	-1.4%

**Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002*

Population Projections

According to projections supplied by the City of Port Moody, the population of 0 to 12 year olds in Port Moody is projected to decrease from 5,205 children in 2016 to 5,041 children in 2026, a 3.2% decrease (Figure 3).

Figure 3: Child population projections provided by City of Port Moody, by age group, 2016 and 2026

Age Group	2016	2026		
	# of children	# of children	# change, 2016-2026	% change, 2016-2026
0 to 4 Years	1,850	1,998	148	8.0%
5 to 9 Years	2,125	1,905	-220	-10.4%
10 to 12 Years	1,230	1,138	-92	-7.5%
0 to 12 Years	5,205	5,041	-164	-3.2%

Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002. City of Port Moody Population Projections.

Children in Lone Parent Families

In 2016, 14.0% of all children aged 0 to 14 lived in lone parent families (850 children) (Figure 4). The age range with the greatest number of children in lone parent families was the 10 to 14 year old group, with 440 children in lone parent families (21.2% of all children in this age range).

Figure 4: Number of children in lone parent families, City of Port Moody, 2016

Age Range	Number of Children	Number of Children in Lone Parent Families	Percentage of Children in Lone Parent Families
0 to 4 Years	1,850	115	6.2%
5 to 9 Years	2,125	300	14.1%
10 to 14 Years	2,075	440	21.2%
Total number of children 0 to 14 Years = 6,050			
Total number of children in lone parent families = 850			
Total percentage of children in lone parent families = 14.0%			

**Source: Statistics Canada Catalogue No. 98-400-X20106041. Family Characteristics of Children (17), Age (4B) and Sex (3) for the Population aged 0 to 14 Years in Private Households of Canada, Provinces and Territories, Census Divisions and Census Subdivisions, 2016 and 2011 Censuses - 100% Data*

Median Family Income

In Port Moody in 2015, the median income (before-tax) for all families with at least one child under 6 years old was \$114,816 (Figure 5). The median income for couples with at least one child under 6 years old was \$120,448. The median income for lone parents with at least one child under 6 years old was \$33,408.

Figure 5: Median family income (before-tax) by family type with children under 6, City of Port Moody, 2015

Median income, total families with at least one child 0-5 years	Median income, couple families with at least one child 0-5 years	Median income, lone parent families with at least one child 0-5 years
\$114,816	\$120,448	\$33,408

**Source: Statistics Canada. Census Family Total Income Groups (22) in Constant (2015) Dollars, Census Family Structure (7), Family Size of Census Family (4), Ages of Census Family Members (18), Number of Earners in the Census Family (5) for Census Families, 2006, 2016 Census. Downloaded from Community Data Program*

Low Income Measure

In 2015, 14.2% of children aged 0 to 17 (1,045 children) were in low income families based on the low income after-tax measure (Figure 6).

Figure 6: Low income based on the low income measure after tax by age group, City of Port Moody, 2015

Age group	Number of children in low income families	Percentage of children in low income families
0 to 17 Years	1,045	14.2%
0 to 5 Years	245	10.8%

**Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002*

Languages Spoken at Home

Figure 7 lists the ten most common languages spoken at home in Port Moody and the total number of individuals that speak each language. There was a total of 51 languages spoken in the city. English (32,130 speakers), Korean (1,225 speakers) and Mandarin (1,115 speakers) were the most common languages in 2016.

Figure 7: Top ten languages spoken at home, City of Port Moody, 2016

Language	Number of speakers
English	32,130
Korean	1,225
Mandarin	1,115
Persian (Farsi)	665
Cantonese	440
French	405
Spanish	365
Russian	265
Polish	145
Romanian	110

**Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002*

Housing

In 2016, the median monthly shelter costs for owned dwellings was \$1,589, 13.7% more than median shelter costs for rented dwellings (\$1,372) (Figure 8).

Figure 8: Median monthly shelter costs, City of Port Moody, 2016

Housing characteristics	Cost (\$)
Median monthly shelter costs for owned dwellings	\$1,589
Median monthly shelter costs for rented dwellings	\$1,372

**Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002*

Indigenous Population

According to Statistics Canada, Aboriginal identity includes persons who are First Nations, Metis, Inuk and/or those who are Registered or Treaty Indians, and/or those who have

membership in a First Nation or Indian band.¹ Persons with Aboriginal identity comprised 2.3% of Port Moody's total population in 2016 (760 persons of Aboriginal identity) (Figure 9).

Figure 9: Indigenous population, City of Port Moody, 2016

Aboriginal Population	Number	Percentage
Aboriginal identity	760	2.3%
Total population	33,450	100%

*Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Immigration

In 2016 in Port Moody, 34.2% of residents were first generation Canadians (11,455 people). 25.4% were second generation (8,500 people) and 40.4% were third generation or more (13,500 people) (Figure 10).

Figure 10: Residents – breakdown by generation status, City of Port Moody, 2016

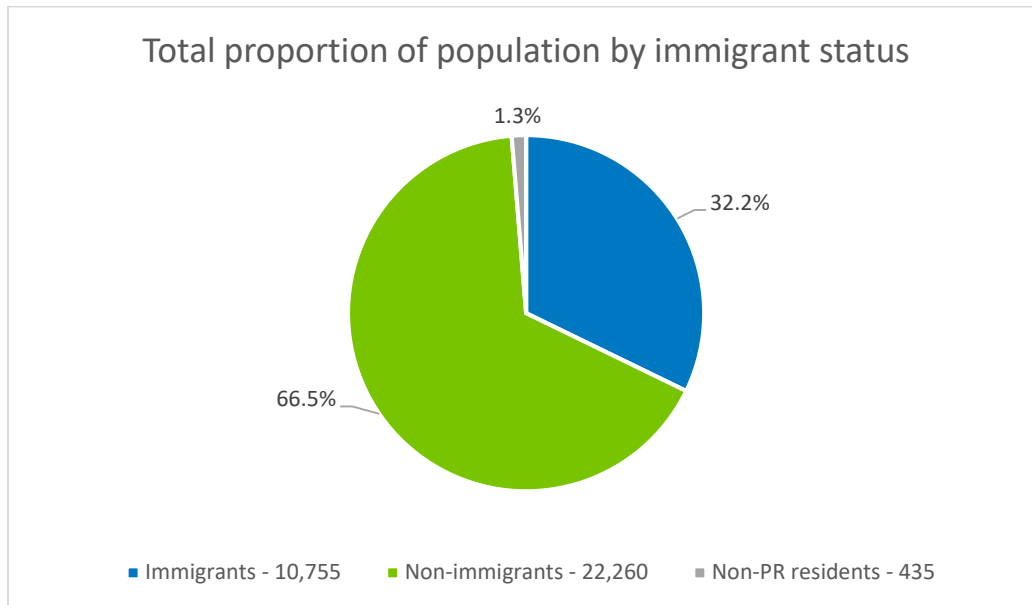
Generation Status	Number	Percentage
First generation	11,455	34.2%
Second generation	8,500	25.4%
Third generation or more	13,500	40.4%
Total	33,455	100%

*Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

The total proportion of immigrants by immigrant status was 32.2% (10,755 immigrants) (Figure 12). The total proportion of non-immigrants was 66.5% (22,260 non-immigrants) (Figure 11).

¹ For definition of Aboriginal identity, see: <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=5915039&Geo2=PR&Code2=59&SearchText=Port+Coquitlam&SearchType=Begin&SearchPR=01&B1=Aboriginal%20peoples&TABID=1&type=0#fnb80>

Figure 11: Immigration – total proportion of population, City of Port Moody, 2016

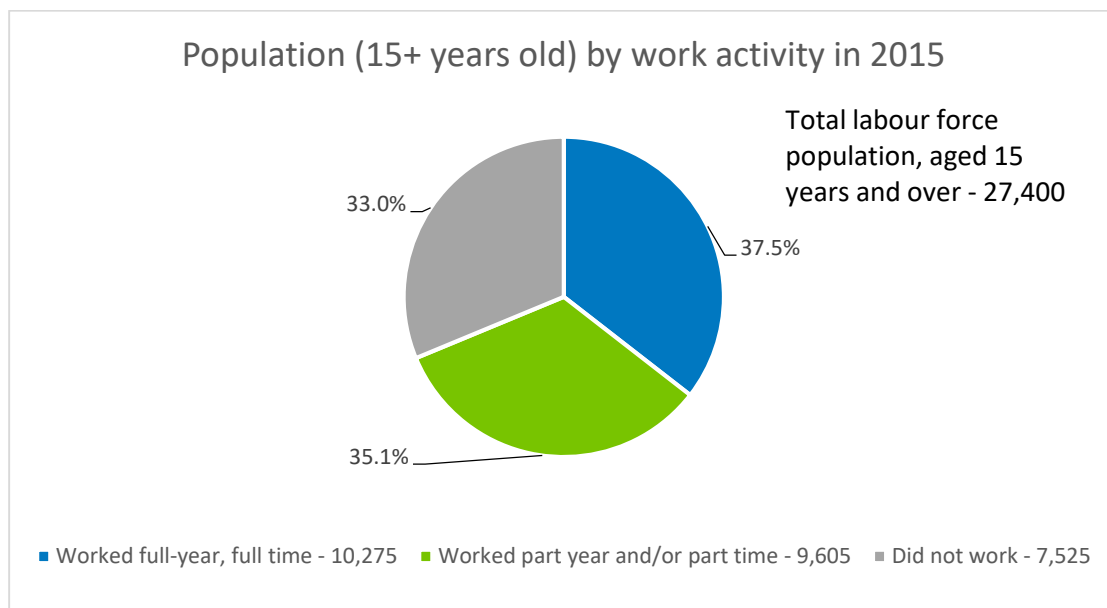


*Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002

Employment

In Port Moody in 2015, the population (15+ years old) that worked full year, full time was slightly higher (37.5%) than those who worked part year and/or part time (35.1%), and those who did not work (33.0%) (Figure 12).

Figure 12: Percentage of population (15+ years old) by work activity in 2015 in City of Port Moody



**Source: Statistics Canada, 2016 Census of Population, Statistics Canada Catalogue no. 98-400-X2016002*

Figure 13 shows the percentage of families with at least one child 0 to 17 years old with no earners, for both couple and lone parent families. 2.9% of couple families with at least one child 0 to 17 years old had no earners (105 families), compared with 13.7% of lone parent families (110 families).

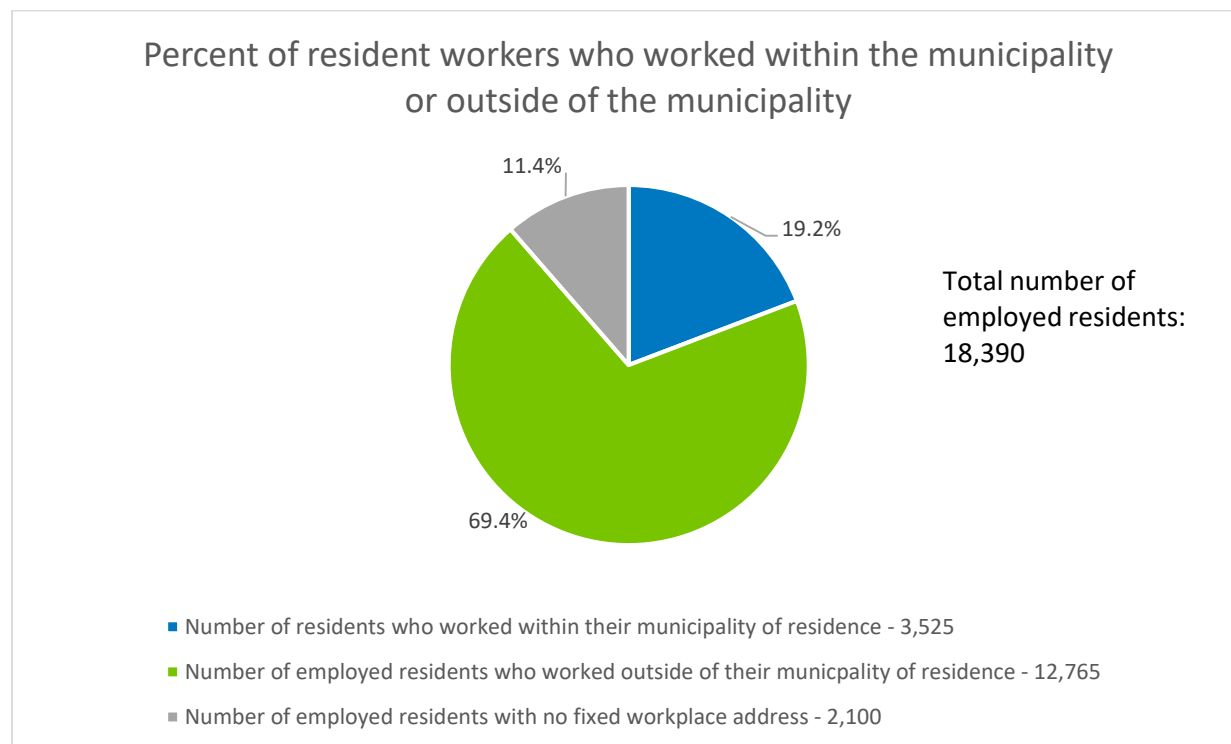
Figure 13: Percentage of families, by family type, by number of earners in 2015, City of Port Moody

	Couple family, at least one child 0-17 years old	Lone parent family, at least one child 0-17 years old
Total families	3,605	805
Percentage of families with no earners	2.9%	13.7%

**Source: Statistics Canada. Catalogue. No. 98-400-X2016041 Family Characteristics of Children (17), Age (4B) and Sex (3) for the Population aged 0 to 14 Years in Private Households of Canada, Provinces and Territories, Census Divisions and Census Subdivisions, 2016 and 2011 Censuses - 100% Data Downloaded from Statistics Canada website*

In 2016, 69.4% of workers residing in the City of Port Moody worked outside the municipality, 19.2% worked within the municipality, and an additional 11.4% had no fixed work address (Figure 14).

Figure 14: Percent who work within the municipality or outside, City of Port Moody, 2016



**Source: Statistics Canada. Catalogue. No. 98-400-X2016041 Family Characteristics of Children (17), Age (4B) and Sex (3) for the Population aged 0 to 14 Years in Private Households of Canada, Provinces and Territories, Census Divisions and Census Subdivisions, 2016 and 2011 Censuses - 100% Data Downloaded from Statistics Canada website*

Residential Mobility

In Port Moody in 2016, the number of people who had moved within the past year was 4,200 (12.7% of all residents) and the number of new people who had moved into the City was 2,835 (8.6%).

The number of people who had moved within the past five years was 12,820 (40.5% of all residents) and the number of new people who had moved into the City was 8,685 (27.4%).

Special Needs

In 2018/2019, the percentage of students in School District 43 elementary schools with special needs was 9.6% (1,272 students with special needs out of 13,272 students total) ² (Figure 15).

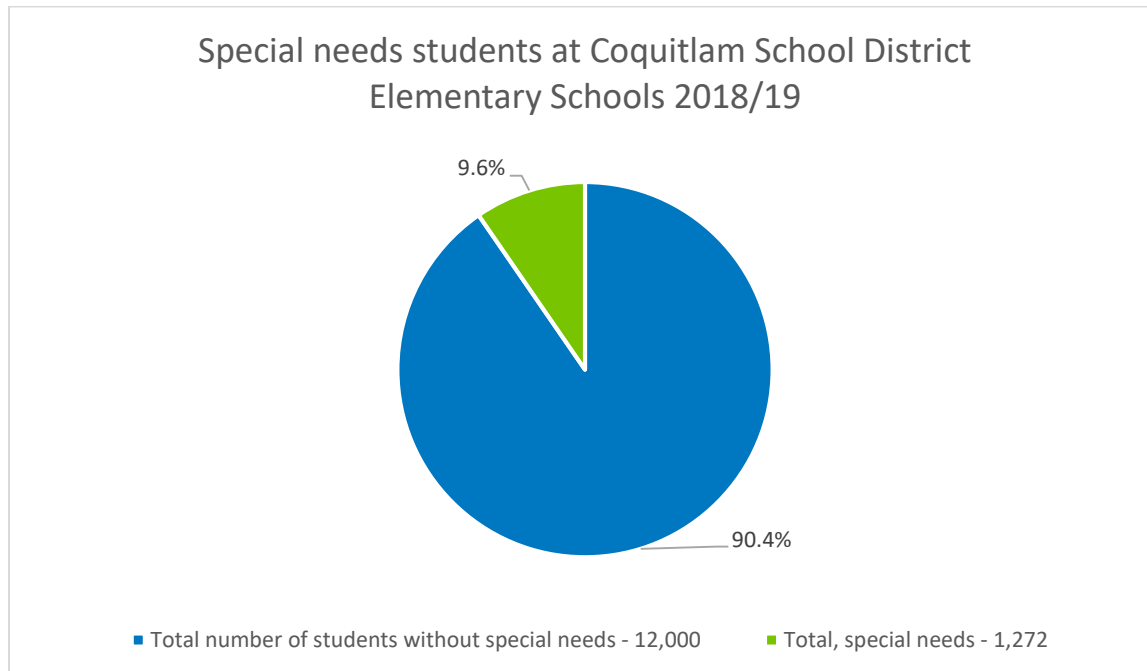
² Based on list of Coquitlam School District elementary schools from: School District 43. School Websites.

[https://www.sd43.bc.ca/Schools/SchoolSites/Pages/default.aspx#/=](https://www.sd43.bc.ca/Schools/SchoolSites/Pages/default.aspx#/)

For this special needs data analysis, Coquitlam School District elementary schools include all public regular elementary schools located within the School District, which includes elementary schools in Anmore, Coquitlam, Port Coquitlam and Port Moody.

According to the BC Government's Ministry of Education, the following categories are special needs:

Figure 15: Children who had special needs, School District 43 elementary schools, 2018/2019



**Source: BC Government. Open Data Catalogue - Student Enrollment and FTE by Grade*

The Infant Development Program (IDP) and the Aboriginal Infant Development Programs (AIDP) are programs for children birth to 3 years who have a diagnosed disability or are at risk of having a developmental delay. Services are delivered in the home. Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) are programs for children, infant through school age, who require extra support in the child care setting they attend. Services are primarily delivered in the child care programs. These services are funded by the Province of BC and in the Tri-cities are delivered by Kinsight and Spirit of the Children Society. The number of children in the Tri-Cities served and on the wait lists for some these programs are shown in Figure 16.

Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability or Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism Spectrum Disorder; Intensive Behaviour Interventions or Serious Mental Illness; Mild Intellectual Disabilities; Gifted; Learning Disability; and Students Requiring Behaviour Support or Students with Mental Illness. For more information, please visit BC Government. Ministry of Education. Student Success. Glossary. Special Needs Categories.
<https://studentsuccess.gov.bc.ca/glossary>

Figure 16: Children using IDP and SCD services delivered by Kinsight – December 2019

Program	Number of Children Served		Number of Children on Wait List
Infant Development Program	149		0
Supported Child Development	291		Approx. 40
	170 under six	121 school age	

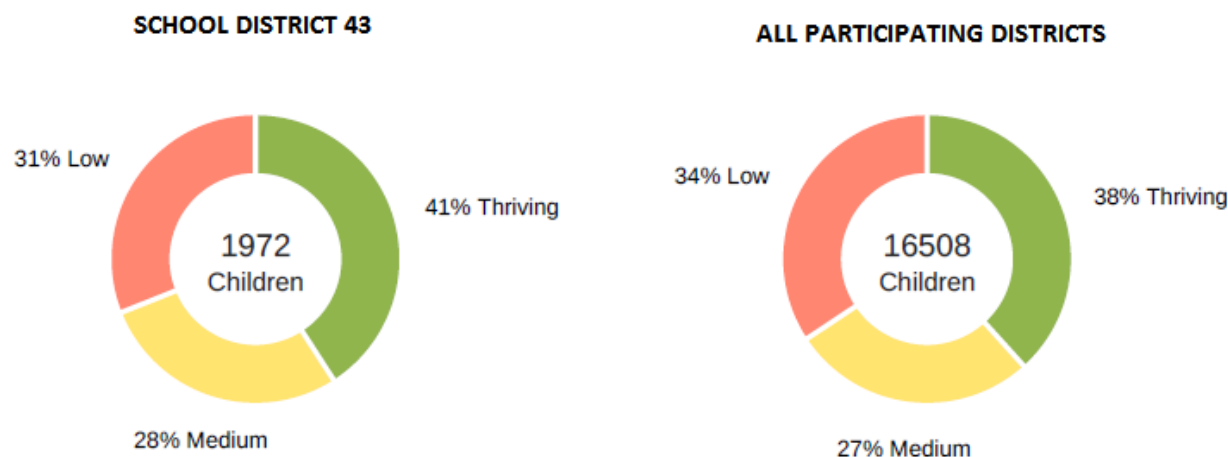
**Source: Kinsight, December 2019.*

MDI (Middle Development Instrument) for School District 43

The Middle Years Development Instrument (MDI) is a survey of children in Grades 4 and 7 developed by the Human Early Learning Partnership (HELP) at UBC to measure children's social-emotional health and well-being. The MDI results are summarized in two indices: the Well-Being Index and the Asset Index.

The MDI Well-Being Index combines measures of Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health to provide a holistic summary of children's mental and physical health. Index scores are reported by three categories: high well-being or thriving, medium well-being, and low well-being. A complete description of the MDI Well-Being Index can be found at <http://earlylearning.ubc.ca/mdi/>. Overall in School District 43, which includes Coquitlam, Port Coquitlam, and Port Moody, out of 1972 children surveyed, 41% were thriving, 28% had medium well-being, and 31% had low well-being.

Figure 17: MDI, School District 43, 2018/2019³



In 2018/2019, the neighbourhoods with the highest percentages of children reported to be thriving were Inlet (47%), Port Coquitlam North (47%), and Citadel Heights (45%). The neighbourhoods with the highest percentages of children experiencing low well-being were Maillardville (45%), Hillcrest (38%), and Coquitlam River (38%) (Figure 18).

Figure 18: MDI (by HELP Neighbourhood), Well-Being Index, School District 43, 2018/2019

Neighbourhood	Number of Children	Thriving (%)	Medium to High Well-Being (%)	Low Well-Being (%)
Austin – Cape Horn	116	37	32	30
Burquitlam	125	44	32	24
Citadel Heights	110	45	25	30
Como Lake	108	41	26	32
Coquitlam River	117	30	32	38
Downtown Port Coquitlam	124	37	29	34
Eagleridge	127	42	27	31

³ This image was borrowed from the UBC (University of British Columbia). HELP (Human Early Learning Partnership). MDI (Middle Years Development Instrument). Website. Coquitlam School District. Community Profile. P.10. http://earlylearning.ubc.ca/media/mdi_sd_and_community_reports_2018_19_complete/g4/mdi-sdandcommunityreport-2018-19-sd43-g4-en-v190703.pdf. Labels have been modified from the original to improve clarity (from “Coquitlam” to “School District 43”).

Hillcrest	130	30	33	38
Inlet	315	47	25	28
Maillardville	77	30	25	45
Port Coquitlam North	269	47	26	26
Town Centre	188	38	31	31
Westwood Plateau	151	40	29	31
School District 43 Total	1,972	41	28	31
All participating districts	16,508	38	27	34

*Source: For middle years development instrument results: UBC (University of British Columbia). HELP (Human Early Learning Partnership). Middle Years Development Instrument (MDI). Help Data Library.

http://earlylearning.ubc.ca/media/mdi_sd_and_community_reports_2018_19_complete/g4/mdi-sdandcommunityreport-2018-19-sd43-g4-en-v190703.pdf

EDI (Early Development Instrument) for School District 43

The Early Development Instrument (EDI) is used to assess childhood vulnerability by surveying kindergarten children around the province. Vulnerable children are defined as those who, without additional support and care, are more likely to experience challenges in their school years and beyond. EDI is measured along five scales: Physical Health & Well-Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and Communication Skills & General Knowledge. A complete description of the EDI can be found at <http://earlylearning.ubc.ca/maps/data/>.

During Wave 7 (2016-2019), 35% of surveyed children (756 children) in School District 43 were vulnerable on at least one of the five scales (Figure 21). Como Lake had the highest vulnerability rate at 48%, followed by Eagleridge (46%) and Coquitlam River (45%) (Figure 19).

Figure 19: EDI (by HELP Neighbourhood), School District 43, Wave 7 (2016-2019)

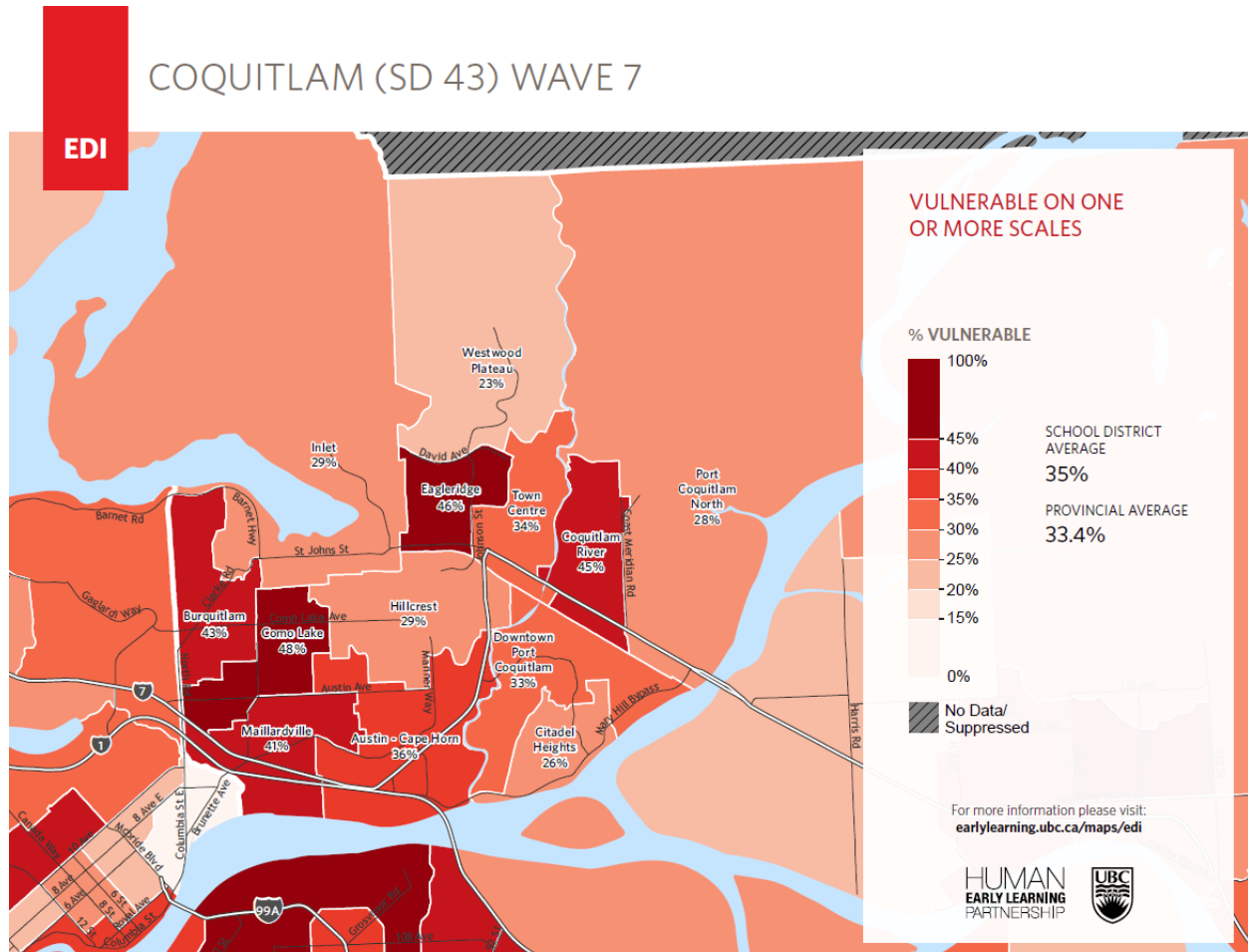
Neighbourhood	Number of Children	Vulnerable on One or More Scales (%)
Austin – Cape Horn	154	36
Burquitlam	152	43
Citadel Heights	88	26

Como Lake	130	48
Coquitlam River	166	45
Downtown Port Coquitlam	117	33
Eagleridge	119	46
Hillcrest	161	29
Inlet	319	29
Maillardville	133	41
Port Coquitlam North	311	28
Town Centre	226	34
Westwood Plateau	117	23
School District 43 Total	2,193	35
All participating districts	43,377	33

**Source: UBC (University of British Columbia). HELP (Human Early Learning Partnership). EDI (Early Development Instrument). Website. Coquitlam School District. Community Profile.*

http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_43.pdf

Figure 20: Map of EDI, School District 43, Wave 7



*Source: UBC (University of British Columbia). HELP (Human Early Learning Partnership). EDI (Early Development Instrument). Website. Coquitlam School District. Community Profile.

http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_43.pdf

Child Care Spaces 2019

In the City of Port Moody in 2019, there were 37 child care centres offering a total of 55 programs and 1,088 child care spaces. The under-school age group (3 to 4 year olds and half of all 5 year olds) had the most spaces per capita, with 32.1 spaces per 100 children. By contrast, there were 14.6 spaces in group care (birth to 36 months) for every 100 children aged 0 to 2 and 13.5 spaces in group care (school age) for every 100 children aged 6 to 12 and half of all 5 year olds (Figure 21).

Figure 21: Child care spaces by type, City of Port Moody (2019) versus City of Port Moody child population (0-12 years old) (2016)

Child care type	Number of spaces	Age group	# of children	Spaces per 100 children in this age group
Group (birth to 36 months)	158	0-2 year olds	1,085.0	14.6
Group (30 months to school age)	309	3-4 year olds and half of all 5 year olds	962.5	32.1
Group (school age)	426	6-12 year olds and half of all 5 year olds	3,147.5	13.5
All others (licensed preschool, group multi-age, family child care, in-home multi-age)	195	General	N/A	N/A
Total child care spaces	1,088	Total 0-12 year olds	5,195.0	20.9

**Source: UBCM for child care inventory, Statistics Canada. 2016 Census for child population.*

Figure 22: Child care spaces by neighbourhood, by program type

Neighbourhood	Group (Birth to 36 Months)	Group (30 Months to School Age)	Licensed Preschool	Group (School Age)	Multi-Age	Family Child Care	In-Home Multi Age
Heritage Mountain	12	41	10	111	8	7	16
Inlet Centre	72	85	40	68	0	0	0
Moody Centre	56	67	20	86	21	0	0

Pleasantside	18	60	20	50	0	7	0
Seaview	0	56	16	111	16	7	7
Grand Total	158	309	106	426	45	21	23

*UBCM Child Care Inventory. Neighbourhoods provided by City of Port Moody.

Elementary School

As of September 2019, there were 20 child care operations located in portables on school grounds and 21 located inside schools (classrooms, gyms, libraries, etc.), for a total of 41 child care operations in the School District. There were also 11 city programs.

In September 2019, the total number of enrolled children in Port Moody elementary schools was 2,005 (Figure 23). 4 out of 7 schools had school age care on site. One school had group care for children under 36 months, two had group care for children aged 3 – 5 years, two had preschool, and four had before/ after school programs.

Figure 23: Public elementary schools within the City of Port Moody, with school enrollment (September 2019) and licensed capacity by child care program type (February 2020)

School Name	Neighbourhood	Enrollment	Child care on site	Group under 36 months	Group 3 – 5 years	Preschool	Before/ After School
Aspenwood Elementary	Heritage Mountain	465	No				
Ecole Glenayre Elementary	Seaview	388	Yes				40
Heritage Mountain Elementary	Heritage Mountain	333	No				
Moody Elementary	Moody Centre	209	No				
Mountain Meadows Elementary ⁴	Inlet Centre	220	Yes		20	40	60
Pleasantside Elementary	Pleasantside	163	Yes			20	50
Seaview Community Elementary	Seaview	227	Yes	12	16		17
Total		2,005	4	12	36	60	167

*Source: SD43 On-Site Child Care Capacities provided by Child Care Resource & Referral, February 2020. School enrollment information provided by School District 43: 2019/2020 Schedule of School District Childcare Operations as of September 12, 2019. Schools identified based on list of elementary schools from School District 43:

⁴ Mountain Meadows has two child care providers.

Child Care Auspice

A summary of number of programs and spaces offered by service type and auspice is shown in Figure 24. Port Moody currently has no not-for-profit child care centres. Family child care and in-home multi-age programs account for 16.4% of programs (9 programs) and 6.25% of child care spaces (68 spaces). Group for-profit care accounts for 83.6% of programs (46 programs) and 93.75% of child care spaces (1,020 spaces).

Figure 24: Child care programs and spaces by service type and auspice, City of Port Moody, 2019

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi- age	9 (16.4%)	68 (6.25%)
Group and multi-age: For-profit	46 (83.6%)	1,020 (93.75%)
Group and multi-age: Non-profit	0 (0%)	0 (0%)
Total	55 (100%)	1,088 (100%)

Source: UBCM for child care inventory.

Child Care Fees

According to the Fee Survey conducted by the YMCA Child Care Resource and Referral in February 2020, the average monthly fee for family child care in Port Moody is \$922 for infant care, \$833 for toddler, \$786 for 3-5 year-olds, and \$399 for school age. The average monthly fee for group family care is \$950 for infant care, \$872 for toddler, \$767 for 3-5 year-olds, and \$425 for school age (Figure 25).

Figure 25: Monthly fees for child care by facility type and age group, City of Port Moody

Facility Type	Age Group	Average	Max	Min
Family Child Care	Infant	\$922	\$1200	\$750
	Toddler	\$883	\$1050	\$700
	3-5 years	\$786	\$880	\$600
	School Age	\$399	\$450	\$350

Group Child Care	Infant	\$950	\$1080	\$770
	Toddler	\$872	\$1000	\$750
	3-5 years	\$767	\$850	\$685
	School Age	\$425	\$625	\$300

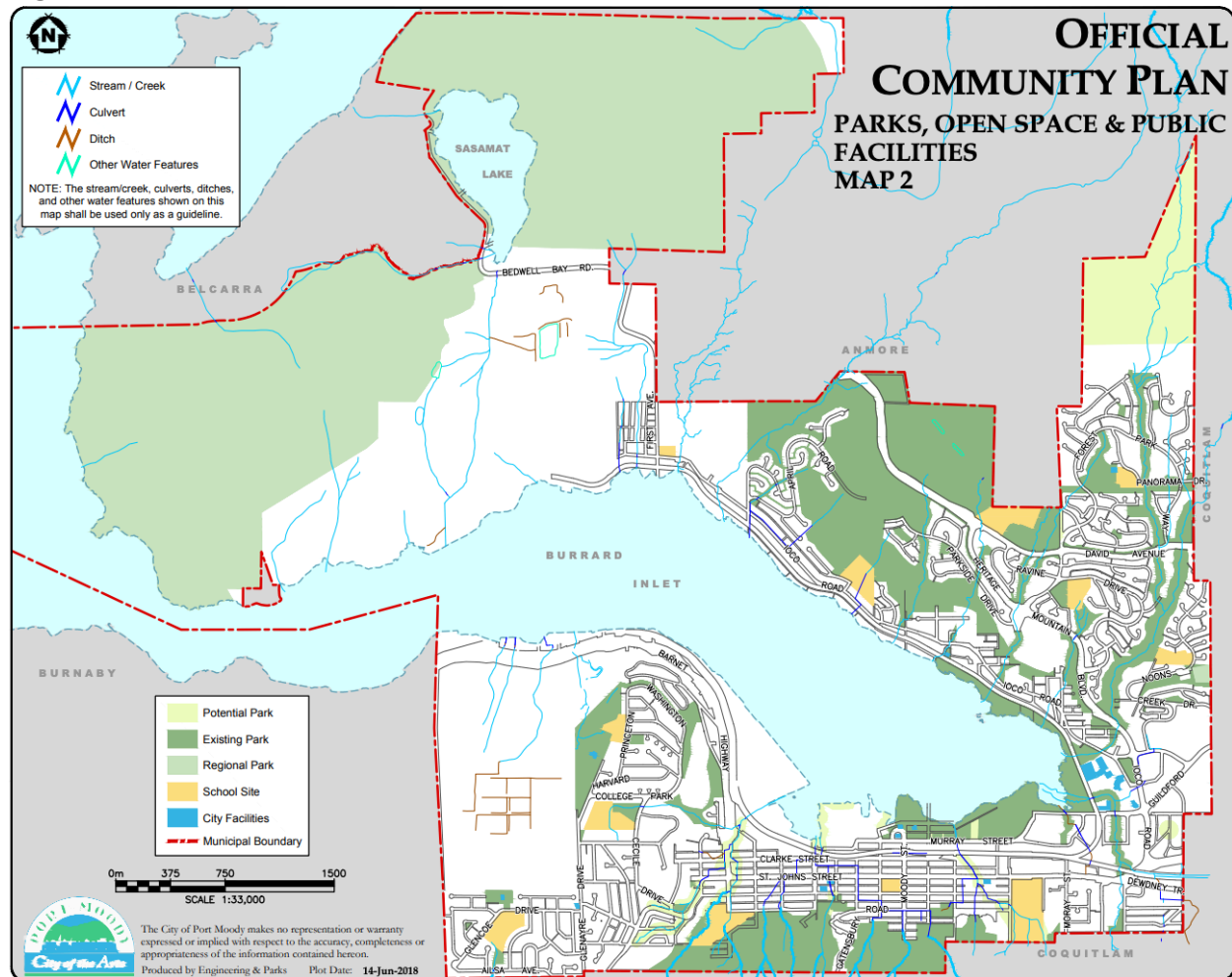
**YMCA Child Care Resource and Referral Fee Survey, February 2020.*

Development Priorities

Port Moody's Official Community Plan is focused on two neighbourhoods: the Coronation Park Neighbourhood Plan and the Moody Centre Station Transit-Oriented Development Plan. The Coronation Park Neighbourhood Plan will include development possibilities for high-rise residential, high-rise mixed use, low-rise residential buildings and park space. The Moody Centre Station Neighbourhood Plan envisions a transit-oriented neighbourhood around the Moody Centre SkyTrain station with a variety of housing options, new pedestrian and bicycle lanes, a plaza and family-friendly amenities.

Community Centres and Parks

Figure 26: Location of parks and recreation centres



*Source: Source: City of Port Moody website. Official Community Plan. <https://www.portmoody.ca/en/business-and-development/official-community-plan.aspx>

Parent/Caregiver Survey

Background

Parent responses in Port Moody reported approximately 405 children in child care. Of these:

- 37% of children are under 3 years old
- 18% are 3-5 years old (not in kindergarten)
- 45% are from kindergarten age to 12 years old

Ninety-six percent (96%) of respondents reported English as one of the languages most often spoken at home; 72% of respondents work full-time; 37% reported a family gross income of less than \$100,000; 90% were born in Canada or had been here more than 10 years and 82% reported that they did their paid work during the day.

Key Findings

The most reported primary child care arrangements were:

- 0-2 years: “my spouse or I” (50%) and Licensed group child care (36%)
- 3-5 years: Licensed group child care (34%) and “my spouse or I” (29%)
- 6-12 years: Licensed before and after school care (41%) and “my spouse or I” (38%)

Forty-three percent of children spend more than 30 hours per week in child care, 45% spend 10-30 hours per week and 12% spend fewer than 10 hours.

In terms of parent priorities and satisfaction, 80% of Port Moody respondents said that the child care program being licensed was very important. Location near home was also ranked as high in importance, as was the reputation of the program. Forty-six percent said they were very satisfied with quality; 51% were very satisfied with hours of care and only 10% were very satisfied with cost. A full 40% of respondents would change their child’s care arrangement if they could, and of those, 42% would change their licensed family care arrangement and 81% would change their arrangement of “a relative other than the parents”. The most popular alternate choices were licensed before and after school care and licensed group child care. The biggest barriers to changing arrangements were cost, location of the program, availability of part-time care, availability of full-time care and hours of operation.

Child Care Operator Survey

Background

One hundred and fifteen (115) people responded to this survey, the purpose of which was to understand current and projected child care service gaps and needs as well as the vulnerabilities children experience in the Tri-Cities. Of those who responded, 82% either

owned, operated or managed a child care facility. The program types (of the 104 respondents who answered this question) break down is shown below. It must be noted many operators offer multiple program types.

- 25% group care under 30 months
- 40% group care 30 months to school age
- 24% preschool
- 38% school age – before school
- 40% school age – after school
- 20% family child care
- 15% in home multi-age care
- 6% multi-age care
- 2% occasional care

Key Findings

The most common type of buildings used as child care facilities were home or residential buildings (also used as a family home), at 47% of respondents. Only 11% of buildings were purpose-built. School and commercial building accounted for 20%. Out of 106 respondents, 56% own their facility space, 20% lease and 15% rent. Almost half of the programs (48%) have been operating for 11 years or more at their current location, and another 21% for 6-10 years. Close to three quarter of those programs in purpose-built buildings or in school buildings had been in their buildings for 11+ years. Twenty-five percent of respondents have plans to expand and 36% have plans to open another facility.

Challenges related to facility space were identified as:

- Physical location (difficulty accessing parks; accessibility for parents)
- Size or design of program space

Hours of operation (174 unique programs) are reported as follows:

- 8 run on Saturday, and 6 on Sunday
- 76% of weekday programs open between 7am and 8am. A little more than half close between 6pm and 7pm and 43% close between 5pm and 6pm.
- Of facilities offering before and after school care, 25% are closed over winter break, 10% over the summer and 8% over spring break.

Population served:

- Seventy-six percent of respondents reported accepting children on a part-time or drop-in basis
- Seventy-four percent of respondents reported a waitlist at their child care facility. Of those 53 respondents who shared average wait times, 13% reported 0-3 months, 15% reported 4-6 months, 38% 7 to 12 months and 34%, more than a year.

Staffing:

- Forty-eight (48%) percent of respondents reported a limited supply of applicants to fill positions. 56% reported a limited supply of applicants with the right qualifications and experience to fill positions. 19% reported high staff turnover. 74% reported that staffing challenges have had an impact on their ability to operate their programs.

Key Informant Interviews

Background

As part of the community engagement process, SPARC BC interviewed seventeen key child care informants from fourteen public and non-profit organizations. This group represented all three municipalities, the Provincial Government, Fraser Health Licensing, the School District and seven not-for-profits organizations. The interviewees were asked a range of questions about the state of child care in their communities and in the province, including the greatest challenges facing parents, operators, and their own organizations. Informants were asked to share their vision for child care in the Tri-Cities and to suggest actions to be taken.

Key Findings

There was consensus that over the last three years, the need for childcare has increased significantly. One of the contributing factors to this is the fact that 8 or 9 child care leases in schools have been terminated due to increased space demands for school programs.

Space requirements are particularly critical for the infant/toddler cohort and before and after care for school-age children. Most available spaces – and even these are in short supply – are family daycare for 3-5 year olds. Hours of operation are an issue, with very few operations offering anything but “traditional” hours, with little flexibility to accommodate needs for part-time, evening and weekends.

Child care operators have a very difficult time recruiting and keeping qualified staff, especially those with the skills to work with kids with special needs. Operators also struggle with finding affordable space and/or appropriate outdoor space.

The greatest challenges for parents, in addition to the basic dearth of spaces, are the lack of enough quality to make them feel comfortable leaving their kids. This relates to the operators’ dilemmas of not being able to find good, affordable space in which to establish child care and not being able to recruit qualified staff. Parents also struggle with the cost of child care, even though there is more financial support than there used to be. And lastly, they have problems with accessibility in terms of hours of operation, locations not near transportation and lack of programs or staff to deal with special needs.

City Staff Interviews

Background

Eight City staff from Coquitlam, Port Coquitlam and Port Moody were interviewed as part of the Needs Assessment for the Child Care Action Plan Project. These eight people ranged from Technologists to Planners to Managers in Building, Planning and Licensing. A set of 10 questions was asked of each interviewee with respect to their department's role in child care, challenges faced in relation to child care and possible initiatives to improve child care, both by their own department and at a more senior level.

The staff roles represented included answering inquiries on a range of child care topics, building safety, zoning regulations, the processes for expansion of child care and establishment of new child care operations, accessibility and working with developers to include child care in new developments.

Key Findings

Respondents felt that generally, City processes for child care work well and have political support. There is good inter-departmental communication and timelines for approving applications are decent. There have been some by-law improvements and there is a new policy to allow Floor Area Ratio exemptions for the establishment of child care centres.

Having said that, the interviewees also felt that applicant "compliance" was an issue and that the process was seen to be overly bureaucratic. The staff also felt that requirements could be onerous, especially for larger child care operations and that the requirements – particularly Building Code – could be very costly.

Additional challenges identified included: balancing the needs of child care operators in residential areas against their neighbours' concerns regarding noise and traffic, child care facilities should be better distributed geographically, finding suitable and licensable outdoor space for child care and cost to both operators and parents.

Child Care Providers Interviews

Background

SPARC BC also interviewed child care providers from nine child care facilities. Three providers were interviewed from each of the three municipalities. Two of the child care centres were not-for-profit and seven were for profit. Most of those interviewed identified as owners or managers and, in some cases, additional staff attended. Five of the operators provide child care at multiple locations. The two not for -profit centres lease their space for \$1/year (from Metro

Vancouver) and \$4000/month (from BC Housing) respectively. For profit operators tend to either own family homes which are converted for child care or lease commercial space.

Key Findings

Like the Key Informant group of interviewees, providers cited that the need for child care has increased “drastically”, resulting in long wait lists and a child care situation that is “in crisis”, in the words of one operator. Wait lists range from 5 to 250. The immense un-met demand is, once again, particularly notable for the infant/toddler and school age groups of children.

The issue of finding and keeping qualified staff was at the forefront of peoples’ concerns, especially (but certainly not solely) for children with special needs. Finding suitable facility space and commensurate outdoor space was also identified as a major issue. Respondents also identified affordability as a key concern; both for themselves - establishing and operating a child care – and for parents, even with increased fee subsidies. Operators believe that the biggest challenge faced by parents is “finding child care, period”.

With regard to the space challenges, operators note that: 1) finding a space which meets the needs of the operator and children, 2) fits the licensing criteria and 3) then fits the City criteria can be very frustrating. As a result, operators and the families they serve often are forced to cope with sub-standard space, including sub-standard outdoor space.

Solutions Workshops

Background

In December 2019, Port Moody, Port Coquitlam and Coquitlam hosted a “Solutions Workshop” with City staff and community partners. This was the first of two workshops which were part of the process of developing Child Care Action Plans for each of the municipalities. The workshop allowed participants to explore the current state of child care in the Tri-Cities, promising practices, potential opportunities and short and longer-term actions to address gaps in the system. The approximately 40 participants were asked the following questions:

- What role do you think the Tri-Cities could play to support child care?
- If the Cities or other public partners like the school district were to play a bigger role in child care, what do you think are the most important principles that should guide their decisions and actions?
- What opportunities exist in the Tri-Cities to use or leverage City and other public land and facilities for new child care spaces? What partnership opportunities are there for sharing spaces and facilities?
- How can we address areas of greatest need? What actions could be taken, and by whom, to increase the supply of these types of care and what resources/support might be needed?

Key Findings

Question 1

- With regard to “role” in the short term (up to five years), key solutions identified included:
- Undertake strategic planning and research
- Identify child care as an amenity and provide incentives to new developments
- Consider by-law exemptions for child care (e.g. parking)
- Concretely support child care in suitable and affordable spaces
- Provide better information to providers and streamline approval processes
- Direct city revenue to child care
- Collaborate and advocate

In the longer term (5-10 years):

- Many ideas regarding directing both capital and operational funding to child care, including CACs, density bonusing, DCCs, public partnerships to support ongoing funding, grant programs, reserve funds, build and operate child care in public spaces
- Promote high quality early childhood education, promote cultural understanding and incorporate Indigenous history in space design and curriculum
- Update zoning and building to make child care development easier; expedite licensing process
- Dedicate municipal staff to work on child care
- Undertake proactive planning based on demographic needs

Question 2

Most important principles:

- Child care should be valued as an essential service
- All child care should be high quality, with high quality staff paid adequately
- There should be appropriate spaces and access to quality outdoor space
- Children should be safe
- There should be universal accessibility and inclusion
- There should be child care in convenient locations, with flexible hours of operation
- Child care should be targeted to areas and families most in need
- Child care should be affordable
- There should be coordination with appropriate municipal departments/school boards/provincial departments
- Public spaces should be used for child care
- Municipalities should provide direct child care services

Question 3

Opportunities to use or leverage public lands for child care:

- Community centres, recreation centres and libraries
- City Parks

- City buildings
- Consider employer sponsored child care for city employees
- Schools and School district lands
- Post-secondary institutions (e.g. Douglas College)
- Partnerships with Seniors Centres
- Strata community rooms
- Redeveloped surface parking areas

Question 4

How can we address areas of greatest need? (Infant/toddler care):

- Support family, in-home licensed child care
- Remove restrictions regarding mixing ages
- Employer-provided care on site
- Be innovative about types of available space
- Lower cost
- Identify creative funding sources
- Support decent ECE wages
- Provide grants
- Update zoning/building/licensing requirements in order to streamline
- Provide tax breaks for developers and providers

How can we address areas of greatest need? (School age care):

- Assess use of public facilities with a view to creating child care spaces
- Look at multi-use and multi-time possibilities (e.g. school spaces outside of school hours)
- Partnerships between cities, schools and community
- Remove licensing barriers
- Expand existing programs

How can we address areas of greatest need? (Longer and non-traditional hours):

- Employer-provided care. Large employers like hospitals could make care available to other shift-workers in the community as well
- Provide care directly by city/parks/school
- Support and provide incentives for quality, well-trained staff
- Parent-led co-ops
- Subsidize part-time care
- Incentivize child care development and operation
- Apply for capital funding
- Collaborate with senior governments

Action Planning Workshop

Background

As part of Child Care Action Planning work for Coquitlam, Port Moody and Port Coquitlam, the Tri-Cities Task Force on Child Care hosted a workshop at Centennial Secondary School in Coquitlam on January 22, 2020. The workshop was a chance for the Task Force to meet with elected officials and staff from the Tri-Cities and the School District to explore the current state of child care in the Tri-Cities, to hear about promising practices and examples from other jurisdictions, and to provide input into short and longer-term actions to address child care gaps. These suggested actions are summarized below.

Key Findings

Short-Term Actions

- The municipalities can create space inventories and set space targets.
- Create an inventory of existing spaces (city facilities, community centres, etc.) where child care programs can be offered or expanded, including potentially during non-traditional hours.
- Set space targets tied to needs. Prioritize areas where need is highest.
- Incentivize developers to include child care facilities in new developments (e.g. density bonusing, community amenity contributions, etc.).
- Work with Fraser Health to update licensing requirements and make them more flexible, especially for school aged care on school property.
- Create local coordinator roles to help providers navigate the permits and licensing process.
- Remove municipal regulatory or administrative obstacles for child care providers.
- Provincial governments could increase capital funding grants to School Districts and offer pilot operational money to allow the School District to explore delivering child care.

Medium-Term Actions

- Explore medium-term actions to increase amount and types of space available for child care.
- Explore medium-term actions to increase the number of qualified child care workers, including by continued support for wages.
- Continue collaboration between the Tri-Cities and with all stakeholders.
- Create a child care coordinator position at the School District.

Long-Term Actions

- Incorporate child care in all long-term municipal and project planning, ensuring it is included in new developments and in schools.
- Create facilities that offer child care during extended and non-traditional hours – potentially even offering 24/7 care.

- Incorporate child care into the Ministry of Education and provide adequate funding to provide enough spaces to meet need.

Appendix: Community Engagement Participants

Key Informants Interviews

Organizations	Name / Position
Kinsight	Gareth Williams, Director of Family & Children's Services
Spirit of the Children Society	Carly Quinlan, Early Years Program Manager
Step by Step Child Development Society	Amy Reid, Director
SUCCESS	Abigail Cameron, Manager, Tri-Cities Local Immigration Partnership
YMCA Child Care Resource and Referral Program	Reagan Stewart, Area Program Manager
Westcoast Family Centres	Tanya Valois, Associate Director
SHARE Community Services	Jody Wickens, Director of Child & Youth Programs
Fraser Health Child Care Licensing	Jody Mishuda, Practice Consultant & Tricia Stephenson, Regional Supervisor of Child Care Licensing
School District 43	Chris Nicolls, CFO/Secretary-Treasurer & Sharon Thompson, Assistant Director of Procurement Services
City of Coquitlam	Paul Penner, Social Planner
City of Port Coquitlam	Natalie Coburn, Planning Analyst
City of Port Moody	Liam McLellan, Social Planner
City of Port Coquitlam – Recreation Department	Janice Dancs, Children Services Co-ordinator
Ministry of Children and Family Development	Susan Foster, Community Developer & Cassia Mcaffey, Director of Operations for Early Years

City Staff Interviews

Municipality	Name / Position
City of Port Coquitlam	Graeme Muir, Planner
	Karen Nicols, Licensing Clerk
City of Coquitlam	Sylvia Adamson, Planning Technician
	Pat Lau, Coordinates Planning & Development Staff
	Glen Spence, Bylaw, Licensing & Animal Control Supervisors
	Mark Reed, Building Technologist
City of Port Moody	Mary De Paoli, Manager of Policy Planning

	Robyn Macleod, Manager of Building, Bylaw & Licensing
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Child Care Provider Interviews

Child Care Centre	Municipality
PoCo Daycare Society	Port Coquitlam
Caring Hearts Child Care	Port Coquitlam
Hazelwood Early Learning Centre	Port Coquitlam
Kids Cottage Daycare Society	Coquitlam
Alpha Bees Child Care	Coquitlam
Funshine Learning Centre	Coquitlam
Block 8 Academy	Port Moody
Parkside Child Care	Port Moody
Heritage Mountain Daycare	Port Moody

Solutions Workshop - Hosted by the Tri-Cities (December 10, 2019)

Organization	Name / Position
BCCA Kids Club Child Care Centre	<ul style="list-style-type: none"> Theresa Lee, Director Jungmi Park
City of Coquitlam	<ul style="list-style-type: none"> Andrew Merrill, Manager Community Planning Paul Penner, Social Planner Sarah Bird, Business Services Liaison Pat Lau, Planner 3 Sylvia Adamson, Planning Technician 2 Councilor Bonita Zarillo
City of Port Coquitlam	<ul style="list-style-type: none"> Natalie Coburn, Planning Analyst Janis Dancs, Children Services Coordinator
City of Port Moody	<ul style="list-style-type: none"> Mary De Paoli, Manager of Policy Planning Robyn MacLeod, Manager of Building, Bylaw and Licensing Jess Daniels, Policy Planner
Kinsight	<ul style="list-style-type: none"> Gareth Williams, Director Family & Children's Services Yvonne Kwok, Coordinator Supported Child Development
Ministry of Children and Family Development	<ul style="list-style-type: none"> Susan Foster, North Fraser Early Years Community Developer
School District #43	<ul style="list-style-type: none"> Patricia Gartland, CEO/ Superintendent Chris Nicolls, CFO / Secretary Treasurer

	<ul style="list-style-type: none"> • Sharon Thompson, Assistant Director Procurement and Contract Administration • Harpreet Esmail, Curriculum Coordinator - Early Learning • Terri Galligos, Indigenous Education Resource Teacher
Step-by-Step Child Development Society	<ul style="list-style-type: none"> • Amy Reid, Director • Heather Nowak, Board
SUCCESS	<ul style="list-style-type: none"> • Eunju Kim • Ada Sin
Westcoast Family Centres	<ul style="list-style-type: none"> • Michelle Flett, Administrative Coordinator
YMCA – Child Care Resource and Referral Program	<ul style="list-style-type: none"> • Raegan Stewart, Program Manager • Tazeen Bharucha

Actions Workshop - Hosted by Coquitlam School District - Child Care Task Force (January 22, 2020)

Organization		Participant
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Appendix D – Key Findings from Research and Promising Practices

Tri-Cities Child Care Action Plan – Municipal Government Child Care Planning

**Key Findings from Research
& Promising Practices
December 2019**

Social Planning and Research Council of
British Columbia

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Introduction

Municipalities across British Columbia are developing child care strategies and action plans to address each communities' child care needs. In order to better understand current promising practices and key research findings related to quality child care systems and the role of municipal governments in child care this document and literature review was undertaken. The purpose of this review is to answer the following guiding questions:

1. What are the elements/indicators of a high-quality early learning and child care system?
2. What does the research tell us about Quality Child Care at the Individual Program Level?
3. What does the research tell us about auspice –who is operating the child care programs?
4. What is the broader context for child care in Canada?
5. What does the research tell us about the role of local governments in the delivery of a high quality child care system?
6. What are some examples of promising practices for local planning and service delivery?

By reviewing each question, municipalities will be equipped with information to inform their child care strategies and action plans.

What are the indicators/elements of a quality early learning and child care system?

Overall

There is an innate benefit of having a system in place in order to meet the needs of the community, families, and individuals. A system can be defined as an established framework that creates interrelationships between and among different groups with the purpose of meeting an identified need, in this case, quality, affordable and accessible child care.¹

It is well accepted that there are eight elements of a quality early learning and child care *system*: (1) Ideas, (2) Governance, (3) Infrastructure, (4) Planning and policy development, (5) Financing, (6) Human resources, (7) Physical environment, (8) Data, Research and Evaluation.² Each element is interconnected and fit together to create a strong system, but individually do not have as much impact. These eight characteristics are the basis of a quality child care *system*. Strong public policy is needed to provide the foundation to build the system. Furthermore, in Canada, child care is viewed as a provincial jurisdiction. Canada presently does not have comprehensive public policy on quality child care and therefore child care in Canada is described by the Organisation for Economic Co-operation and Development (OECD) as,

¹ Arnold, R.D., & Wade, P.J. (2015). A definition of systems thinking: A systems approach. *Procedia Computer Science*, 44, 669-678.

² Friendly, M., & Beach, J. (2005). High quality early learning and child care system. *Child Resource and Research Unit*, 1-8.

“fragmented, often of dubious quality and characterized by unequal access”.³ Nonetheless, within the literature and amongst early childhood professionals, consensus has been reached on the important aspects of an early learning and child care system. Notably, the Province of British Columbia has committed to an ambitious “systemic” approach to universal child care with a focus on quality, affordability, and accessibility. [Childcare BC: A New Day for Families & Providers in B.C](#) is a provincial plan specifically focused on establishing a quality child care system and adheres to the eight elements outlined by Friendly and Beach (2005).

The following graphic presents a summary of each of the eight elements of a quality child care system⁴:



(Source: Martha Friendly and Jane Beach, (2005). Elements of a high quality early learning and child care system. Childcare Resource and Research Unit.)

³ Friendly, M., Doherty, G., & Beach, J. (2005). Quality by design: What do we know about quality in early learning and child care, and what do we think? A literature review. *Childcare Resource and Research Unit*, 1-32.

⁴ Region of Waterloo Children’s Services. (2016). *Early Learning and Child Care Service Plan: 2016-2020 Executive Summary*. <https://www.regionofwaterloo.ca/en/living-here/resources/Documents/Childrens-Services-/ELCC-Service-Plan-Executive-Summary-access.pdf>

As stated, planning and policy is one of the eight elements of a quality system and an important driver for social change. In 2012, the OECD released the [*Starting Strong III: A Quality Toolbox for Early Childhood Education and Care*](#) which is a document that includes, “five policy levers that are likely to enhance quality” of child care.⁵ These categories are:

- Policy Lever 1: Setting out quality goals and regulations
- Policy Lever 2: Designing and implementing curriculum and standards
- Policy Lever 3: Improving qualifications, training and working conditions
- Policy Lever 4: Engaging families and communities
- Policy Lever 5: Advancing data collection, research and monitoring

This toolbox could be used when considering implementing policy that is aimed at creating quality child care. In addition, this toolbox should be referenced to support policy decisions at the municipal level especially, when developing an action plan that recognizes the importance of quality child care.

Inclusion and Accessibility

When developing a quality early learning and child care system, it is critical to ensure the system meets the diverse needs of children, in particular, children who statistically belong to vulnerable and/or marginalized groups. While there is no “one size fits all” framework that can be implemented, there are promising practices that consistently arise when inclusivity and accessibility are put into practice. For example, a comprehensive, global, literature review that has been conducted on the accessibility of early childhood education for children from ethnic minority and low-income families, documents some of these promising practices.⁶ Based on the literature review, Vanderbroeck and Lazzari (2012) propose three levels from which an inclusive and accessible system can be built:

1. Policy Level: Ex. availability of services, quality regulations, monitoring
2. Provisions level: Ex. services available for irregular work hours, number of spaces meets the demand, waitlist criteria
3. Parental level: Ex. access to informal network and information about ECE, language, and cultural considerations

To address challenges associated at each level, there are five principles of good practice to be considered:⁷

1. Availability – Do families have access to child care in their neighborhood?
2. Affordability – Are fees based on income?

⁵ OECD. (2012). *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care*, OECD Publishing. <http://dx.doi.org/10.1787/9789264123564-en>

⁶ Vanderbroeck, M., & Lazzari, A. (2012). Accessibility of Early Childhood Education and Care (ECEC) for children from ethnic minority and low-income families.

⁷ (Vanderbroeck & Lazzari, 2012)

3. Accessibility – Are there language, cultural, and/or physical barriers? Is outreach being conducted to reach marginalized and vulnerable population groups who might not have access to information or a trusting relationship with child care centres?
4. Usefulness – Are there flexible opening hours? Are families involved in the child care centre decision making processes?
5. Comprehensibility – Are the values, beliefs and educational practices of the organization comprehensive and reflected of diverse needs? Do diverse staff work at the centre?

Furthermore, in Canada, there has been a national Indigenous Early Learning and Child Care Framework developed to ensure child care systems meet the needs of Indigenous children and families. This Framework was created with Indigenous partners across Canada through a national engagement strategy and culminates with nine principles that strengthen Indigenous Early Learning and Child Care. This Framework can be found here:

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

Workforce

A strong quality workforce is required in order to operate a quality child care system. In recent years, there have been many studies and reviews on what constitutes a quality workforce.⁸⁹ The latest, comprehensive, national labour market review on a quality child care workforce, which was completed in 2004, determined, “a skilled, stable workforce is the critical determinant of high quality in child care settings, and the quality of child care environments influences child development outcomes.”¹⁰ Despite this clear outcome statement, the present day workforce still faces similar challenges workers faced over fifteen years ago at the time of the last national literature review. Bertrand (2004) highlighted that workers were negatively impacted by many factors such as low wages, which resulted in a lack of incentive to obtain higher education, increasing job stress, and difficulty meeting the needs of all children. These issues were compounded with the fact that there was a lack of public investment to mitigate the negative experiences the workforce encountered, resulting in child care that lacked quality.¹¹ Over recent years, however, there have been child care advocates that continue to strive towards creating a child care system that is considered “high quality.” Fundamental to a high-quality system is a workforce that is appropriately remunerated, has access to affordable education and professional development opportunities, and is supported through public policy.¹²

⁸ Bertrand, J. (2004). Working for change: Canada’s child care workforce. *Child Care Human Resources Sector Council*, 1-75.; Early Childhood Educators of BC. (N.D.). BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report. Retrieved from https://www.ecebc.ca/programs/files/1218_Childcare%20SLMP%20-%20Final%20Report%20.pdf;

⁹ Forer, B. (2018). 2018 Wages and working conditions survey: Vancouver centre-based child care programs, Westcoast Child Care Resource Centre and the City of Vancouver. Retrieved from https://www.wstcoast.org/application/files/1215/3776/1533/WCCRC_Vancouver_child_care_wage_survey_exec_sum_web_10_pg_Sept_19_2018-web.pdf

¹⁰ (Bertrand, 2004, p.13)

¹¹ (Bertrand, 2004)

¹² (Bertrand, 2004)

Recently, the Canada-British Columbia Labour Market Development Agreement funded a study on the [BC Childcare Sector Labour Market Partnership](#) and the City of Vancouver completed a survey on [Wages and Working Conditions in Vancouver centre-based child care programs](#). Both of these studies validated the findings from Bertrand's 2004 literature review: low wages remain, education and professional development are difficult to obtain, and retaining or recruiting skilled employees is a challenge.¹³ In an attempt to address the concerns raised by the early childhood educator workforce in BC, the Ministry of Children and Family Development created an [Early Care and Learning Recruitment Strategy](#). The strategy outlines a plan to:

1. Increase compensation for ECE's working in facilities that are participating in BC's Child Care Fee Reduction Initiative
2. Expand funding to the ECE post-secondary programs, bursaries available to students, and funds to facilities to support employees while they participate in education/training
3. Create more professional development opportunities

Creating a more sustainable and supported workforce will take time, however, the path forward is clear based on the ample research conducted nationally, provincially and locally. Investment in the child care workforce is essential in creating a quality child care system.

What does the research tell us about quality child care at the individual program level?

Much has been written about quality at the individual child or program level, but as discussed in the last section, there is increasing recognition that there are essential elements at the broader systems level necessary to ensure that quality at an individual or program level is the norm rather than the exception. These systems level elements include infrastructure, financing, governance, planning, human resources, physical environments, research, data collection and evaluation. Most aspects of quality fall within provincial jurisdiction and are outside the scope of a local municipal government, however it is important to recognize what indicates quality child care at the individual program level.

High quality at an individual program levels means honouring children where they are at, supporting children and giving them opportunities to develop and learn through play and a safe environment.¹⁴ In 2019, the British Columbia Ministry of Education released an [Early Learning Framework](#) that outlines the key factors that contribute to quality programs including different practices that can be implemented to advance child learning. This framework should be referenced when developing or evaluating child care programs. Furthermore, extensive research has been done to establish the contributing factors that foster a high-quality program which Friendly, Doherty, and Beach (2005) briefly outline in their literature review of quality child care. For instance, at a relational level, reporting of positive relationships between families and

¹³ (BC Childcare Sector Labour Market Partnership: Phase 1 Final Engagement Report, 2018; Forer, 2018)

¹⁴ British Columbia Early Learning Framework. Ministry of Education. 2019

<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

providers, among colleagues, and between children and staff is indicative of quality care. Additionally, when staff are more educated, feel appreciated and are well supported, the quality of care increases. Planned programming and a strong curriculum that is tailored to meet the diverse needs of children further enhances the quality of care.

In addition to establishing an overall positive environment for children, employees and families, along with the implementation of a strong curriculum, there has been evidence that illustrates the importance of a well-designed indoor/outdoor space in supporting the development of children under five.¹⁵ Although standards for child care spaces are developed provincially, municipalities are able to establish child care design standards that are more in line with best practices, such as the “7C’s” (character, context, connectivity, change, chance, clarity, and challenge). For example, the provincial standards recommend less than 7m² of outdoor space per child, but the City of Vancouver, in their [Design Guidelines](#) has increased that requirement to 14m² per child (globally, standards are as high as 32m² per child). The City of Vancouver has also recognized the correlation of well-designed outdoor space with quality individual programs and has taken important steps to improving child care quality through municipal policy. The design of indoor spaces is important, as, “the arrangement of furniture, structures, and objects in a space sends messages about how people can move and relate to others.”¹⁶ How space is designed and used, inevitably impacts the individual program quality.

As demonstrated, the research indicates that there are several factors contributing to the development of high quality individual child care programs. Centres that focus on building quality indoor and outdoor spaces, developing relationships with families, creating a positive work environment and implementing structured curriculum have greater success in meeting the needs of children and establishing a quality child care centre.

What does the research tell us about auspice – who is operating the child care programs?

Doherty, Friendly, and Forer (2002)¹⁷ describe the term ‘child care auspice’ as those who run or operate the child care market service. Research has shown that the operator of child care facilities plays a major role in the quality of provision. In Canada there are three types of child care auspice:¹⁸

1. Not-for-profit child care services
2. For-profit child care services

¹⁵ Herrington, S., Lesmeister, C., Nicholls, J., & Stefiuk, K. (N.D.). 7Cs: An Informational Guide to Young Children’s Outdoor Play Spaces. Retrieved from <https://sala.ubc.ca/sites/sala.ubc.ca/files/documents/7Cs.pdf>

¹⁶ (Ministry of Education, 2019, p. 23)

¹⁷ Doherty, G., Friendly, M., & Forer, B. (2002). Child care by default or design? An exploration of differences between non-profit and for-profit Canadian child care centres using the “you bet I care!” data sets. *Childcare Resource and Research Unit, Centre for Urban and Community Studies*, 75.

¹⁸ (Doherty, Friendly, & Forer, 2002)

3. Publicly operated child care services (i.e. services directly operated by a public entity such as a city government or a board of education)

There is a substantial amount of research on these three auspices from Canada, the United States, Britain, and New Zealand where child care is delivered as a market commodity. Analysis of research data from Canada-wide studies on the quality of licensed child care centres have indicated that as a group:

- a) For-profit centres were of lower quality than not-for-profit and publicly operated centres¹⁹
- b) For-profit centres lower quality is not only related to lower access to public funds and resources but also due to a multitude other issues related to for-profit care^{20,21}
- c) The highest quality child care was found in municipally operated public child care centres²²

Research on auspice has consistently demonstrated that for-profit centres are of lower quality and perform worse on global evaluation scales compared to not-for-profit and publicly operated centres.^{23,24} Using British Columbian data, researchers found that for-profit centres are disproportionately more likely to close, and not-for-profit centres are 97% times more likely to continue to operate.²⁵ Table 1 shows that in contrast to not-for-profits, for-profits provide less teaching support, salary schedule, staff policies, job performance appraisals, and grievance procedures. These contributing factors could result in the high staff turnover and lower morale present within for-profits.

Table 1 Comparison between Non-Profit and Commercial Child Care Written Policies and Formal Procedures*

Variable	Auspice	Average percent %
Teaching staff have written job descriptions	Non profit	73.4
	Commercial (for-profit)	46.5
Teaching staff have written job contracts	Non profit	41.7
	Commercial (for-profit)	22.2
There is a written salary	Non profit	29.2

¹⁹ (Doherty, Friendly, & Forer, 2002)

²⁰ Childcare Resource and Research Unit, (2011). Briefing Note: What Research Says About Quality in For-Profit, Non-Profit and Public Child Care.

²¹ Cleveland, G., & Krashinsky, M. (2009). The nonprofit advantage: Producing quality in thick and thin child care markets. *Journal of Policy Analysis and Management*, 28(3).

²² Cleveland, G. (2008). *If It Don't Make Dollars, Does That Mean That It Don't Make Sense? Commercial, Nonprofit and Municipal Child Care in the City of Toronto*. City of Toronto, Children's Services Division.

²³ (Childcare Resource and Research Unit, 2011)

²⁴ Kershaw, P., Forer, B. & Goelman, H. (2004). Hidden fragility: Closure among child care services in BC. Vancouver: Human Early Learning Partnership, University of British Columbia.

²⁵ (Childcare Resource and Research Unit, 2011)

schedule	Commercial (for-profit)	12.1
There is a staff manual outlining staff policies	Non profit	70.9
	Commercial (for-profit)	57.2
Teaching staff receive regular written job performance appraisals	Non-profit	38.5
	Commercial (for-profit)	11.2
There is a formal grievance procedure	Non- profit	31.5
	Commercial (for-profit)	15.3

*Table Source: Staff questionnaire from both YBIC! data sets for all centres in Alberta, British Columbia and New Brunswick combined. From Doherty, Friendly and Forer (2002). Note: Data from 147 non-profit and 163 commercial centres.

Other reasons that for-profit centres have higher turnover and lower morale is because they have a higher proportion of untrained staff, lower wages, higher child to staff ratios²⁶, and minimal benefits concerning sick leave. Less in-service training, holidays and pensions, are additionally noted²⁷; therefore, staff turnover rates are lower in not for-profit, non-religiously affiliated centres and highest in for-profit independent centres.

Lastly, the highest quality child care auspice was found in municipally operated public child care centres. According to Doherty, Friendly and Forer (2002), municipal centres actively support non-profit agencies that serve their residents and therefore, have the best quality across all age groups. Further, Section 25 of the BC Community Charter states that there are legislative prohibitions on local government assistance to businesses²⁸, and due to this, city-owned child care facilities can only be operated by the municipality or by not for-profit operators, and not by for-profits.

What is the broader context for child care?

Understanding the broader context for child care is a key pillar to developing a child care strategy that is feasible at a local, municipal level. This part of the review will examine the broader international context for child care, the federal role in child care and the provincial role of child care provision. By having a full picture of the child care context, local governments can be more equipped to adequately position themselves in the conversation.

International Context

Accessing child care and establishing child care arrangements is a universal need for families and, as a result, multi-country studies have been conducted to contribute to the global child care

²⁶ (Doherty, Friendly, & Forer, 2002)

²⁷ Penn, H. (2012) Childcare markets: Do they work? Occasional Paper No. 26. Childcare Resource and Research Unit.

²⁸ British Columbia (2019). Community Charter, SBC 2003 Chapter 26.

context.^{29 30} From these international studies, there are key findings to be gleaned. Most notably, when Canada participates in international reviews, the country is determined to have an unfavourable system and receives among the lowest scores on quality child care. For example, in 25 OECD countries, child care systems were reviewed on ten benchmarks, and Canada tied for the lowest score with Ireland. Sweden was the only country to reach all benchmarks. The benchmarks were as follows:³¹

1. A minimum entitlement to paid parental leave: At least 1 year at 50% of salary, with provision for unemployed or self-employed individuals
2. A national plan with priority for disadvantaged children
3. Minimum level of child care provision for children under 3 years of age: Subsidized, regulated services for at least 25% of children under 3
4. Minimum level of access for 4-year-olds: At least 80% of 4-year-olds participate in publicly subsidized and accredited early childhood services for at least 15 hours/week
5. Minimum level of training for all staff: At least 80 percent of staff having significant contact with young children have relevant training
6. A move towards pay and working conditions in line with wider teaching or social care professions: At least 50% have a minimum of at least three years of post-secondary education, with recognized qualification in early childhood
7. Minimum staff to children ratio: Maximum group size of 24 for 4-year-olds
8. Level of public funding for children 0-6 of at least 1% of GDP
9. Child poverty of less than 10%
10. Universal outreach

When these benchmarks are reached, countries experience greater gender equality, lower poverty rates and ultimately protect the rights of children. As quality, accessible, affordable, child care systems and services are being developed in British Columbia and implemented at a municipal level, it is imperative for municipalities to understand the positive impacts reaching these validated benchmarks has on communities and strive to create environments where reaching these milestones are possible.

²⁹ Organisation for Economic Co-operation and Development. (2019). Early Childhood Education and Care Country Information. Retrieved from <http://www.oecd.org/education/school/eccec-country-information.htm>

³⁰ UNICEF Innocenti Research Centre. (2008). The child care transition: A league table of early childhood education and care in economically advanced countries. Retrieved from <https://www.unicef-irc.org/publications/507-the-child-care-transition-a-league-table-of-early-childhood-education-and-care-in.html>

³¹ (UNICEF) Innocenti Research Centre, (2008). Proxy measure for basic health services: the rate of mortality is less than 4 per 1,000 live births; proportion of low birthweight babies is less than 6%; the rate of immunization for children 12-23 months is greater than 95%.

Figure 1 Early Childhood Services Report Card - UNICEF Innocenti Research Centre report *The Child Care Transition*

Benchmark		1	2	3	4	5	6	7	8	9	10
	Number of benchmarks achieved	Parental leave of 1 year at 50% of salary	A national plan with priority for disadvantaged children	Subsidized and regulated child care services for 25% of children under 3	Subsidized and accredited early education services for 80% of 4 year-olds	80% of all child care staff trained	50% of staff in accredited early education services tertiary educated with relevant qualification	Minimum staff-to-children ratio of 1:15 in pre-school education	1.0% of GDP spent on early childhood services	Child poverty rate less than 10%	Near-universal outreach of essential child health services
Sweden	10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Iceland	9		✓	✓	✓	✓	✓	✓	✓	✓	✓
Denmark	8	✓	✓	✓	✓		✓	✓	✓	✓	
Finland	8	✓	✓	✓		✓		✓	✓	✓	✓
France	8	✓	✓	✓	✓	✓	✓		✓	✓	
Norway	8	✓	✓	✓	✓			✓	✓	✓	✓
Belgium (Flanders)	6		✓	✓	✓		✓			✓	✓
Hungary	6		✓		✓	✓	✓	✓		✓	
New Zealand	6		✓	✓	✓	✓	✓	✓			
Slovenia	6	✓	✓	✓		✓	✓				✓
Austria	5		✓		✓	✓		✓		✓	
Netherlands	5		✓	✓		✓	✓	✓			
United Kingdom*	5		✓	✓	✓	✓	✓				
Germany	4		✓		✓		✓	✓			
Italy	4		✓		✓	✓	✓				
Japan	4		✓		✓	✓					✓
Portugal	4		✓		✓	✓	✓				
Republic of Korea	4		✓			✓	✓				✓
Mexico	3		✓			✓	✓				
Spain	3				✓	✓	✓				
Switzerland	3					✓		✓		✓	
United States	3			✓			✓	✓			
Australia	2			✓			✓				
Canada	1						✓				
Ireland	1						✓				
Total benchmarks met	126	6	19	13	15	17	20	12	6	10	8

*Data for the United Kingdom refer to England only.

Federal Role

Although child care in Canada is primarily a provincial responsibility, the federal government plays an important role in the child care system. For instance, the federal government provides direct child care funding support to three specific population groups: First Nations, Metis and Inuit children and families; families serving in the Canadian military; and some newcomers to Canada enrolled in language programs. Different levels of support are provided for each population group. Some examples include providing resources for Aboriginal Head Start on Reserve program, emergency child care for military families, and child care for immigrant or newcomers enrolled in language classes. The federal government furthermore provides maternity and parental benefits through Employment Insurance to eligible parents. These benefits enable eligible people to stay home with their newborn for up to 18 months, with a reduced rate. Additionally, the Federal government has allocated funds to implement the [Multilateral Early Learning and Child Care Framework](#) and the [Indigenous Early Learning and Child Care Framework](#). BC has a bilateral agreement and received \$153 million in 2018, with the following priority areas of investment:³²

1. Enhance the accessibility of child care options by increasing the number of spaces
2. Increase affordability of child care, beginning with infant/toddler care
3. Enhance the quality of licensed child care programs by supporting the training and professional development of early childhood educators
4. Enhance equity through targeted investment in underserved communities – Indigenous families, families with children with special needs, and young parents completing their secondary education – improving access to inclusive, affordable, and flexible child care programs

Provincial Role

In Canada, provinces and territories maintain primary responsibility for child care oversight and management. In British Columbia, the system is complex and spans across three main ministries: the Ministry of Children and Family Development, the Ministry of Health and the Ministry of Education. Table 2 outlines the different responsibilities across each Ministry.

Table 2 Provincial Ministry Responsibilities

Ministry of Children and Family Services Responsibilities	Ministry of Health Responsibilities	Ministry of Education Responsibilities
1. Child care policy including cooperating on the Early Learning Framework	1. Child care legislation	1. Led the development of Early Learning Framework
2. Child care programs and services funding	2. Licensing and Monitoring (implemented by regional Health Authorities, follows the	2. StrongStart BC
3. Fee subsidies		

³² Government of Canada. (2018). Canada-British Columbia Early Learning and Child Care Agreement Retrieved from <https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/british-columbia.html#h2>

4. Early Childhood Registry	BC Child Care Licensing	
5. Capital funds	Regulation)	

After the 2017 provincial election, creating universal, affordable, quality child care was established as a priority. Since the election, the government has completed/created the following:

1. Committed to reconciliation by providing funding for Aboriginal Head Start programs to include child care
2. Developed the [Child Care Fee Reduction initiative](#)
3. Created [The Affordable Child Care Benefit](#)
4. Committed to create 22,000 new spaces by 2021
5. Established [Universal Child Care Prototype Sites](#)
6. Distributed Capital funding via:
 - a. [Childcare BC New Spaces Fund](#)
 - b. UBCM Community Child Care Space Creation Program
7. Announced wage increases for Early Childhood Educators

The Province plays an important role in advancing accessible, affordable, quality child care programs and the current government has demonstrated a desire to enhance the existing system in British Columbia through a multitude of new initiatives. Ultimately, however, child care services are provided at a local, community level and municipalities hold immense responsibility in fostering a system that provides affordable, accessible, and quality child care.

What does the research tell us about the role of local governments in the delivery of a high quality child care system?

The local government plays an important role in the delivery of high-quality childcare systems. Planning, managing, designing, and implementing programs are common roles and responsibilities of the local government.³³ Similarly, school districts collaborate with the local government to create policy documents and strategic plans in order to implement change at the district level.³⁴ Local community members are encouraged to voice their opinions and concerns in regards to the services offered within the community.³⁵ By collaborating with community partners, local governments are able to determine the strengths, weaknesses, and gaps present within the services and address change accordingly.³⁶

³³ (Friendly, Doherty, & Beach, 2005)

³⁴ Provincial Office for the Early Years. (N.D.). Early years in BC school districts: A scan of promising practices.

³⁵ (Friendly, Doherty, & Beach, 2005)

³⁶ (Friendly, Doherty, & Beach, 2005)

Research suggests over time, local governments roles within the child care sector in Canada have diminished, allowing provincial governments to act as key decision makers.³⁷ Within Canada, most provinces, except Ontario, only allow local governments to participate in select decision making processes. For example, in British Columbia, municipalities can choose to invest in child care, but there is no legislated municipal role. This poses challenges for the local government when trying to meet the demands of the local citizens.³⁸ Challenges such as, accessibility, affordability, and equality are barriers preventing local governments from providing high quality childcare services.³⁹ Therefore, evidence suggests that building strong intergovernmental relationships can help eliminate many of these challenges and help local governments provide more equitable, high-quality childcare services.⁴⁰

Several [recommendations](#) have been made by the Province, for municipalities to help support the local childcare needs.⁴¹ These include:

1. Having experienced staff members who are familiar with the processes and municipal requirements for child care providers
2. Updating bylaws in accordance with legislation to help eliminate confusion
3. Creating land bylaws to increase new childcare spaces
4. Work with school districts to promote joint use of space
5. Assemble a cross-sectoral child care planning team

Evidence suggests lowering municipal fees and increasing the numbers of not for-profit child care facilities can help support local child care demands. Other actions that municipalities can take include drafting child care plans, creating a child care planning body, streamlining processes, and offering employees child care services.⁴² By following these recommendations, municipalities can help create high quality, accessible, and affordable child care services.

What are some examples of promising practices for local planning and service delivery?

In Canada, municipalities have implemented a variety of strategies to plan for and provide quality child care. To date, no research has been completed on “best practices” of child care in

³⁷ McNeil, C., & Cory, G. (2017). The future of childcare in London: Devolving funding for greater affordability, access and equality. *Institute for Public Policy Research*, 17-27.

³⁸ Jenson, J., & Mahon, R. (2002). Bringing cities to the table: Child care and intergovernmental relations. *Canadian Policy Research Network*, 26, 2-9.

³⁹ (McNeil, & Cory, 2017)

⁴⁰ (Jenson & Mahon, 2002)

⁴¹ Provincial Office for the Early Years. (N.D.). Municipalities: Top 13 Actions to Support Local Child Care Needs. <http://nanaimoearlyyears.org/resources/Research%20and%20Resources/municipalities%20top%2013%20actions%20for%20child%20care%20needs.pdf>

⁴² (Provincial Office for the Early Years, N.D.)

Canadian municipalities, but in this section, “promising practices” will be explored. To begin this section, promising practices across Canada will be explained followed by promising practices currently underway in British Columbia.

Promising Practices in Canada

Insights about quality child care can be acquired from municipalities around Canada. Although provincial legislation dictates the role of local municipalities immensely, the Region of Waterloo and City of Toronto are two cases of municipalities that have taken initiative in creating a quality child care system at the local level. For instance, the [Region of Waterloo's Early Learning and Child Care Service Plan \(2016-2020\)](#) is a prime example of a quality focused child care plan in action. Waterloo created their child care plan around four pillars: availability, affordability, accessibility, and accountability.⁴³ Action items were then developed that centred around those four pillars. The action items prioritize inter- government relationship, reducing fees for families, supporting diverse needs, and building relationships with school boards to offer public child care. In regards to public delivery of child care, the City of Toronto is one of the highest providers of publicly operated centres.⁴⁴ Toronto was able to become a leader in public child care by financing “20% of the budget for fee subsidies, wage grants, families resource programs and resources for special needs children, and 50% of administration costs”.⁴⁵ The province subsequently pays the remainder of costs. The Region of Waterloo and City of Toronto are two municipalities that have leveraged provincial legislation to meet the needs of their respective communities regarding quality child care.

Furthermore, across the country, municipal governments are hoping to foster environments that create quality child care. In 2016, the Muttart Foundation in Alberta developed a report: [Engaging Alberta Municipal Level Governments in Support of Early Learning and Care](#) which served the purpose of building a conversation around promising practice for municipal governments. This report takes a comprehensive look at municipal practices in Alberta, Ontario, and Saskatchewan, and culminates in offering suggestions about Albertan municipal roles and responsibilities around regional management and planning, support for services and service delivery, and research and public awareness.⁴⁶ This report can be used by municipalities to understand the context of promising practices in municipalities nationally.

When reviewing promising practices in Canada, it is vital to recognize that city planners play an important role in creating quality child care. Holt (2018) has summarized some of promising practices surrounding planning policies and their effect on child care development. Although the report is geared towards Winnipeg, Holt (2018) effectively explores the impact of policies, financing, zoning and regulatory requirements and partnerships have on the child care system at the municipal level and stated the following as trends in promising practices:⁴⁷

⁴³ (Region of Waterloo, 2016)

⁴⁴ (Public child care profile: Toronto, Ontario, 2009)

⁴⁵ (Public child care profile: Toronto, Ontario, 2009, p.1)

⁴⁶ The Muttart Foundation. (2016). Engaging Alberta municipal level governments in support of early learning and care. Retrieved from <https://www.muttart.org/wp-content/uploads/2017/02/Engaging-Alberta-Municipal-Level-Governments-122016.pdf>

⁴⁷ Holt, C. (2018). Planning for child care: The impact of planning policies and strategies on the development of

1. Municipalities recognized that access to early learning child care services contribute to the social and economic wellbeing of communities; it helps to support families, healthy child development and future economic growth and prosperity
2. Municipalities provided financial incentives to support child care services
3. Municipalities took steps to encourage ELCC spaces through land use and zoning regulations
4. Collaborations and partnerships played a vital role in creating quality child care

Promising Practices in British Columbia

Many municipalities in British Columbia have undertaken important steps towards building quality child care. In Metro Vancouver, in order to better understand landscape of municipal child care policies and regulations, the [*Municipal Survey of Child Care Spaces and Policies in Metro Vancouver*](#) was conducted.⁴⁸ Key findings from this report were as follows:⁴⁹

- 8 Metro Vancouver municipalities have a stand-alone child care strategy
- 11 municipalities identify child care facilities as a community amenity in the development approvals process
- 15 municipalities support child care through the provision of municipal building space (rent-free, reduced lease, or market lease); the space may be made available on a single property or on multiple sites
- 6 municipalities offer grants for child care capital projects; 4 municipalities offer grants for child care operating costs
- 15 municipalities provide space for child care in municipal facilities
- 8 municipalities offer property tax exemption

Three examples of municipalities with child care strategies include the [*City of New Westminster*](#), [*City of Richmond*](#), and [*City of Vancouver*](#). These strategies can be used to review promising practices at the local level and help inform future child care plans. The most recent plan was developed by the City of Richmond and within this plan is a municipal promising practices review focused on the City of Vancouver and City of New Westminster. This review examines strategies these municipalities have used to create spaces, inform planning and policy developments, and build partnerships. In order to inform planning and policy developments, prior to action plans being created, conducting a needs assessment within the municipality is a key promising practice which was undertaken both by New Westminster and Richmond. When needs assessments are conducted, municipalities are able to have a better understanding of existing gaps and strengths.⁵⁰ In regards to space creation, both the City of Vancouver and New Westminster have provided funding through grants which enable not-for-profit centres to

early learning and child care spaces in Winnipeg, Manitoba.

⁴⁸ Metro Vancouver. (2019). 2019 Survey of Licensed Child Care Spaces and Policies in Metro Vancouver.

⁴⁹ City of Richmond. (2016). 2017-2022: Richmond Child Care Needs Assessment and Strategy.

⁵⁰ (City of Richmond, 2016)

expand, renovate, or repair facilities and Richmond proposed to follow suit in their action plan. This funding, in turn, provides families with more access to quality, accessible, and affordable child care.

The final promising practice discussed in the Richmond child care strategy was to focus on building partnerships and collaborate across sectors (ex. school districts, local organizations, provincial government). Arguably, building partnerships is the way, “municipalities can make the most of their resources to address child care issues.”⁵¹ Notably, the City of Vancouver and the City of Burnaby have made relationship-building a priority. Vancouver established the Joint Child Care Council (JCC) in 2004 which brings together the City of Vancouver, the Vancouver Parks Board the Vancouver Board of Education, Vancouver Coastal Health and the Vancouver Public Library, along with community agencies and business representatives in order to create quality child care. As a result, the JCC has collaborated on the creation of over 1000 new child care spaces including the creation of a number of child care centres at schools.

Furthermore, the City of Burnaby developed a Child Care Facilities Memorandum and Agreement (MOA) in 2014 with School District 41 in order to, “build up to twelve child care facilities in modular building on School District lands.”⁵² This agreement is one of the first of its kind across the province and a pivotal relationship in establishing quality child care. In addition, in October 2019, the Burnaby School District School District confirmed a partnership to increase the number of before and after school child care spaces, as outlined in their project definition report [Before and After School Childcare: Creating a Plan for Childcare Opportunities within the Burnaby School District.](#)⁵³

Although each municipality across British Columbia has unique needs, there are many trends and promising practices which can be applied to any municipal child care plan. By reviewing existing plans, municipalities are able to better understand the promising practices that will meet the child care needs of their community, and strive towards creating a quality, affordable and accessible child care system.

⁵¹ (City of Richmond, 2016, p. 23)

⁵² (City of Richmond, 2016, p. 23)

⁵³ Burnaby School District 41. (2019). Project Definition Report: Before and After School Childcare: Creating a Plan for Childcare Opportunities Within the Burnaby School District.

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