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Workforce Study for Early Years and Child Care Employees

Final Report
December 2017

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SECTION 1: INTRODUCTION

1.1 Report Layout

This report contains an introduction (the current section), five sections of findings (sections 2 through 6), a final recommendations section (Section 7), works cited (Section 8) and an appendix (Section 9).

1.2 Background

In recent years Ontario has focused its efforts building a better early years and child care system for children and families in this province. In 2013, the Ministry of Education (the ministry) released [Ontario's Early Years Policy Framework](#) to achieve greater integration between existing services and create a more coherent early years system. Since its release, the ministry has undertaken a series of actions to support the early years and childcare sector and its workforce.

- In 2017, the ministry is providing over \$1.2 billion to 47 municipalities for child care. This funding is used to support fee subsidies, special needs resourcing and general operating. Eligible general operating expenses include salary, wages and benefits for child care staff and home child care providers.
- On January 19, 2015, the Premier announced that the Ministry of Education was committing \$269 million over three years to support a wage increase for eligible child care professionals working in licensed child care. In 2015, Ontario implemented a wage increase of up to \$1 per hour plus benefits for eligible program staff and home child care visitors working in a licensed child care centre or agency. To be eligible for the wage enhancement, the child care professional must not earn more than \$26.27 per hour. Home child care providers were eligible for a Home Child Care Enhancement Grant (HCCEG) of up to \$10 a day if they earned less than \$262.70 a day. In 2016, the ministry brought the total wage increase up to \$2 per hour, plus benefits, for eligible program staff and home child care visitors working in a licensed child care program. Eligible home child care providers working with a licensed child care agency could receive a HCCEG of up to \$20 per day.
- On February 9, 2017, the government announced that as part of Ontario's commitment to supporting child care professionals, the wage enhancement program would receive annual, ongoing funding. In 2017, the ministry is allocating over \$188 million to 47 municipalities and municipal boards in support of the wage enhancement and Home Child Care Enhancement Grant. In addition, over \$3.6 million was allocated in 2016-17 to First Nation communities with licensed child care on-reserve.

On September 12, 2016, the government announced its commitment to help 100,000 more children aged 0-4 in the province access licensed child care in the next five years. As part of this plan, Ontario is investing \$1.6 billion to build 45,000 new licensed child care spaces, focusing on schools in 2017, and expanding to other public spaces and communities across Ontario over the next five years. The creation of 100,000 licensed child care spaces over five years will double the number of spaces for children in this age range.

Between Fall 2016 and Winter 2017, the ministry conducted a province-wide engagement, guided by its discussion paper, *Building a Better Future: A Discussion Paper for Transforming Early Years and Child Care in Ontario*. The engagement reached approximately 2,100 parents, stakeholders and partners through in-person meetings and over 6,000 online responses¹.

During the consultation, early years stakeholders identified the recruitment/retention of qualified staff, as well as workforce compensation, education and training, as key concerns. Although the number of registered early childhood educators (RECEs) has seen continuous growth, ongoing challenges related to demand, staff compensation, recruitment/retention, as well as education and training, prevail.

To address these challenges, the ministry developed and released Ontario's Renewed Early Years and Child Care Policy Framework in June of 2017. This workforce study for early years and child care educators is a key component to support the framework.

1.3 Objectives of the Study

In August 2017, in support of Ontario's Renewed Early Years and Child Care Policy Framework, R.A. Malatest & Associates was contracted to conduct a workforce study on early years and childcare educators in the licensed child care and early years system in Ontario. The findings and recommendations from the study will help inform the ministry's approach to attract and retain an engaged, integrated and informed workforce. It should be noted that the recommendations identified in the report are intended to be actionable items for the ministry, rather than recommendations for employers.

The scope of the study includes a comprehensive analysis of the current early years and child care workforce landscape. The study includes registered and non-registered early childhood educators (RECEs and ECEs), non-ECEs working in licensed child care (centre-based, school-based, and home-based), and early years settings (i.e., EarlyON Centres, special needs programming, child and family programs on reserve). In addition, individuals may be employed by not-for-profits, for-profits, school boards, municipalities, or First Nations.

1.4 Methodology

This study was comprised of three main tasks. The first was a literature review and jurisdictional scan. The purpose of the literature review/jurisdictional scan was to identify the key factors that impact the recruitment and retention of early years and child care educators. In addition, the review identified successful practices, both within Canada and internationally, that have supported recruitment and/or retention of early years and child care educators. Compensation practices were also a key component of the review. A total of 76 sources were reviewed for the literature review, and 22 sources were reviewed for the jurisdictional scan. All documents reviewed were entered into a spreadsheet, which was provided to the ministry. To supplement the review, Malatest completed 15 interviews with English representatives (one First Nations) and three interviews with

¹ Ministry of Education, Request for Proposals for Workforce Study for Early Years and Child Care Employees, Issued June 27, 2017.

Francophone representatives for a total of 18 interviews. Interviews were conducted with representatives from the early years and childcare sector, and representatives from educational and training institutions. The literature review and jurisdictional scan summary report was submitted under a separate cover.

The second key task was to complete a comprehensive wage analysis of pay rates in Ontario for early years and child care professionals. Malatest analyzed wage data collected in 2015 and 2017 by the ministry, and data collected via Statistics Canada surveys, including the Job Vacancy and Wage Survey (JVWS), Survey of Employment, Payrolls, and Hours (SEPH), and the Labour Force Survey (LFS). Malatest also conducted a comparison of wages with other occupations in the same NAICS (North American Industry Classification System) code: 624: Social Assistance. NAICS 624 is made up of establishments primarily engaged in providing assistance services directly to clients. These include:

- 6241: Individual and family services;
- 6242: Community food and housing, and emergency and other relief services;
- 6243: Vocational rehabilitation services; and
- 6244: Child day-care services.

The final task was to conduct a comprehensive review and analysis of the impact of Ontario's wage enhancement initiative on the recruitment and retention of early years and child care educators. This was done via an online survey. However, the scope of the survey was broader than the impact of the wage enhancement. The objectives of the survey were to collect primary data to help better understand various elements of the sector; to provide quantitative evidence to supplement the qualitative finding; and to support the development of recommendations.

The survey was administered online between November 10th and December 4th, 2017. Email invitations were sent to managers, directors and supervisors working in licensed child care (centre-based, home-based, and school based) or early years programs (EarlyON Centres, special needs centres, and First Nations centres). Directors and supervisors were asked to forward a survey registration link to all their staff. Staff then registered for the survey via the link, were assigned a unique ID, and were able to access the survey. A total of 3,813 email invitations were sent to directors and managers, and a total of 1,649 staff registered for the survey. Email reminders were sent to non-responders on a weekly basis. A total of 2,469 surveys were completed: 1,268 by members of the original sample and 1,201 by those who registered.

Malatest attended monthly Technical Advisory Group (TAG) meetings with the Ministry of Education, Ministry of Advanced Education and Skill Development, Ministry of Labor and external advisors. The Technical Advisory Group provided guidance regarding the content of the survey and the analysis of the data collected, and provided insight into the challenges associated with recruiting, retaining and training the child care and early years workforce.

1.5 Limitations

While the data collected for this study can be considered with confidence, the following limitations and caveats should be noted.

Survey distribution limitations

The methodology used for distributing the survey relied on managers and directors to forward a link to a registration page to their employees. Malatest had little control over who received the survey; managers may have elected to send to some, but not all, employees. Malatest was unable to send reminders to non-responding employees as direct contact information was unavailable.

Overall findings not necessarily representative of the entire sector as more managers responded than employees

Managers comprised 58% of all survey respondents and program staff in child care centres comprised approximately one quarter (23%) of respondents. Overall results should, therefore, be interpreted with caution, and readers are encouraged to consider the results that have been broken out by role and organization type.

Limited availability of detailed wage data for the sector

To allow for comparison of the data, the wage ranges used in the survey mirrored those used by the ministry in the survey they developed for licensed childcare centres. The wage ranges, however, are very broad which limits Malatest's ability to compare the earnings of those in receipt of the wage enhancement and those not in receipt of the wage enhancement, and to compare wages in 2017 to 2015.

SECTION 2: STRUCTURE OF THE SECTOR

2.1 Overview of the Sector

2.1.1 Governance

The province of Ontario is unique in its delivery of early childhood education and care when compared with other jurisdictions in Canada. Unlike other provinces or territories, municipal governments are responsible for funding allocation and support.² This includes administering fee subsidies and providing additional resources, such as supports for children with disabilities.³ In total, 47 Consolidated Municipal Service Managers (CMSM) or District Social Services Administration Boards (DSSAB) are responsible for funding and fee subsidies,⁴ and 57 First Nations manage the provision of child care in their communities.⁵ The costs associated with child care are shared between the province and local service system managers.⁶ For licensed on-reserve child care programs, the province cost-shares fee subsidies with First Nations on an 80/20 basis. The formula used to determine funding for each municipality is based on the low income cut off, provincial population, level of education, and proficiency in either English or French.⁷

Child care delivery in Ontario includes private non-profit, for-profit, and public services. Regulated child care is provided in licensed centres and through providers who operate out of their homes. The province also funds child and family programming through Child Care Resource Centres, Better Beginnings Better Futures, Ontario Early Years Centres, and Parenting and Family Literacy Centres. Overall, non-profit child care comprises the majority of the market; in 2017, Ontario had approximately 76% non-profit and 24% for-profit centres.⁸ As of January 1st, 2018 child and family programs are amalgamated into EarlyON centres.

In Ontario, licensed Early Childhood Education Centres can operate in one of two ways: as a licensed child care centres or licensed home-based child care operated through home child care agencies. On-reserve child care is provided via the same two modes of care and is ministry funded; however, it is not a distinct modality of care. Under the Ontario Child Care and Early Years Act, licensed child care centres are required to meet the minimum standards for staff-child ratios. Licensed home-based child care providers can have a maximum of 6 children under the age of 13 in their care⁹.

² Human Resources and Skills Development Canada. (2012). Public Investments in Early Childhood Education and Care in Canada 2010. Retrieved from <http://publications.gc.ca/site/eng/454711/publication.html>

³ Association of Early Childhood Educators Ontario. (n.d.). Regulated Child Care. Retrieved from http://www.aecce.ca/regulated_child_care

⁴ Human Resources and Skills Development Canada. (2012). Public Investments in Early Childhood Education and Care in Canada 2010. Retrieved from <http://publications.gc.ca/site/eng/454711/publication.html>

⁵ Hamilton District School Board. (n.d.). Child care in Ontario Key facts. Retrieved from <https://www.hdsb.ca/Documents/Child-Care-Ontario-Key-Facts.pdf>

⁶ Human Resources and Skills Development Canada. (2012). Public Investments in Early Childhood Education and Care in Canada 2010. Retrieved from <http://publications.gc.ca/site/eng/454711/publication.html>

⁷ Childcare Resource and Research Unit. (2015). Early Childhood Education and Care in Canada 2014. Retrieved from <http://childcarecanada.org/publications/ecec-canada/16/03/early-childhood-education-and-care-canada-2014>

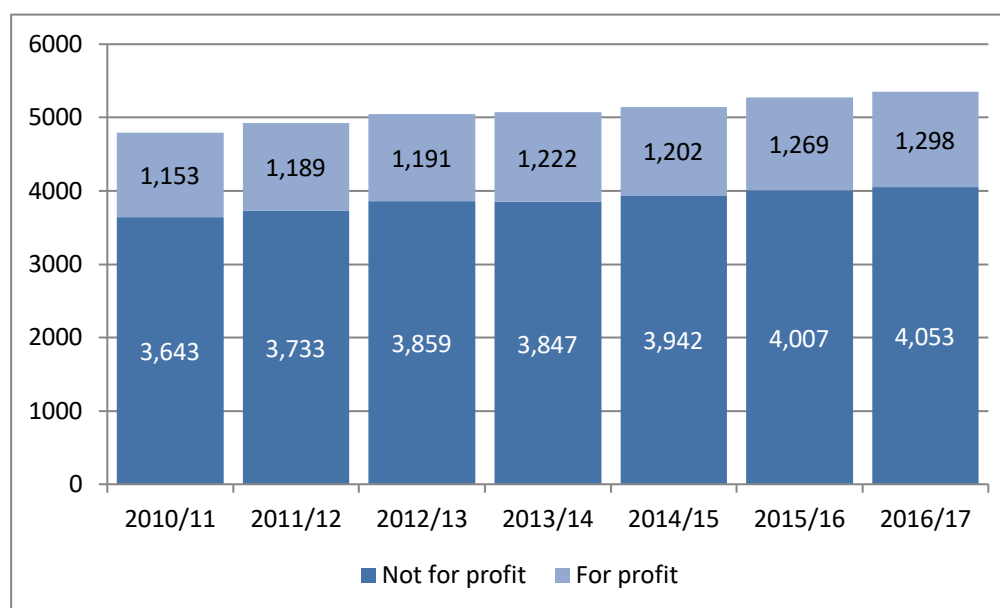
⁸ Ministry of Education. (2017). 2017-Centre spaces fee wages.[Data file]. Unpublished Raw Data.

⁹ Government of Ontario. (2016). Child care rules under the *Child Care and Early Years Act, 2014*. Retrieved from <https://www.ontario.ca/page/child-care-rules-child-care-and-early-years-act>

2.1.2 Composition

In Ontario, licensed child care is provided through not-for-profit organizations, for-profit companies, municipalities, and through the school-board. The vast majority of childcare centres are registered as not-for-profit. While the total number of both not-for-profit and for-profit centres has increased from 2010/11 to 2016/17, the proportions have remained stable with about 76% operating as not-for-profit, and the remaining 24% operating as for-profit.

Figure 2-1: Number of Licensed Child Care Centres by Type



Source: Ministry of Education

Similar proportions are represented in the survey administered by Malatest, with 71% of respondents indicating they work in a not-for-profit, and 20% indicating they work in a for-profit.

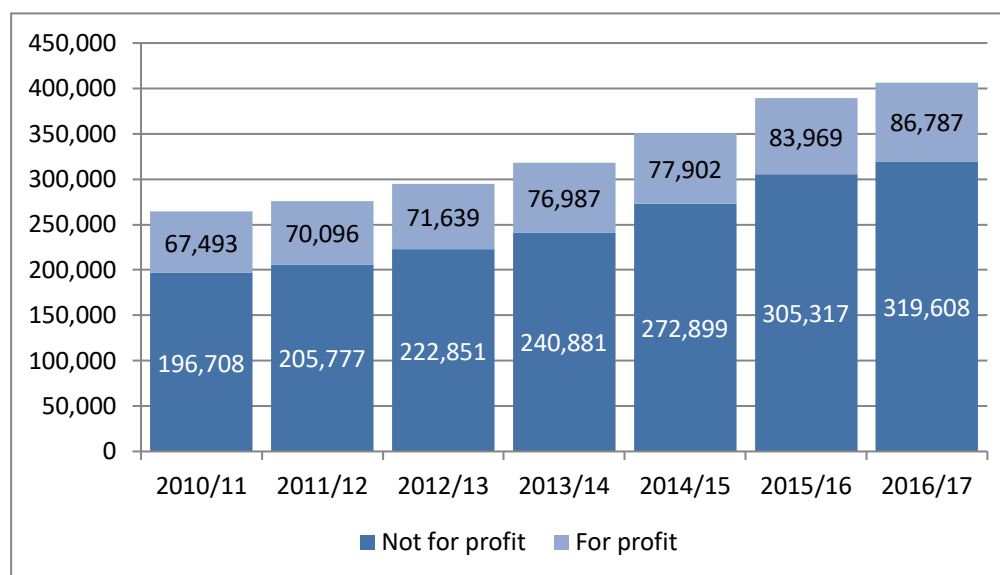
Figure 2-2: Organization Type and Program Provided

	Total (%)	
Organization Type	For profit	20
	Not-for-profit	71
	Directly operated	6
	School-board operated	3
Program(s) Provided	Licensed centre-based child care	66
	Licensed school-based child care	29
	Licensed home-based child care	7
	Child and family programming	18
	Special needs resourcing supports	15
Programming	English	96
	French	18
	Other	10

Source: Early Years and Childcare Workforce Survey, administered by Malatest

In terms of the number of spaces available in licensed childcare (centres and homes included), there has been a steady increase from 2010/11 to 2016/17, from a total of 264,201 (not for-profit and for-profit) to 406,395, representing a 54% increase. While spaces have increased among both the not-for-profit and the for-profit operators, spaces in the not-for-profit sub-sector increased 62% while those in the for-profit sector increased by only 29%.

Figure 2-3: Number of Licensed Child Care Spaces



Source: Ministry of Education

These data show that not-for-profit operators are responsible for the majority of the growth in childcare spaces over the last seven years.

2.2 Qualifications and Training

2.2.1 Minimum Qualifications

There is a growing body of evidence that establishes the connection between quality care and a more highly qualified workforce. An article by the Schuyler Center (New York) – an organization that strives to demonstrate to elected officials the value of prioritizing children and families¹⁰ – cites studies which support the view that “preschoolers’ language comprehension skills are higher when their caregivers have at least an Associate of Arts degree in a child-related field.”¹¹ An increasing amount of literature supports this finding, although some studies suggest that qualifications alone do not lead to better quality of care,¹² that the more highly qualified staff must also be able to

¹⁰ Schuyler Centre for Analysis and Advocacy. (2014). Home page. Retrieved from <https://www.scaany.org/>

¹¹ Schuyler Center (2012). *Quality: What it Is and Why it Matters in Early Childhood Education*. Retrieved from: http://www.scaany.org/documents/quality_earlyed_scaapolicybrief_sept2012.pdf

¹² D. M. Early, K. L. Maxwell, M. Burchinal, S. Alva, R. H. Bender, D. Bryant, K. Cai, R. M. Clifford, C. Ebanks, J. A. Griffin, G. T. Henry, C. Howes, J. Iriondo-Perez, H.-J. Jeon, A. J. Mashburn, E. Peisner-Feinberg, R. C. Pianta, N. Vandergrift and N. Zill. (2007). *Teachers’ Education, Classroom Quality, and Young Children’s Academic Skills: Results From Seven Studies of Preschool Programs*. Retrieved from: <https://www.pacey.org.uk/working-in-childcare/workforce-development-policy-briefing-jan16.pdf>

create “a high quality pedagogic environment.”¹³ Many of the key informants who participated in the interviews conducted by Malatest shared this view. As one interviewee said, “...it’s not only the education; it’s also their personality or their other skills. Their communication skills, their social and emotional skills...” Regardless of the need for additional skills that extend beyond qualifications, the need for higher qualifications within the sector is clear. The link between a highly qualified workforce and better learning outcomes for children is well established.

While most early years and childcare operators prefer that their employees have training in early childhood education, the province of Ontario does not make this a requirement; an ECE diploma is not required to find employment in the sector.

The minimum qualification required to become an ECE and to register with the College of Early Childhood Educators (and become an RECE) is a two-year ECE diploma from a College of Applied Arts and Technology (CAAT). To become ‘registered’ (RECE), an applicant must provide proof of their education and citizenship, indicate fluency in either English or French, and pay an application and registration fee.¹⁴ Recent research indicates that one in three RECE positions are held by non-RECEs, and that one in five supervisor positions are held by ECEs who have not received formal training.¹⁵ This is because the Ministry of Education allows for some positions to be filled with “Director Approval”¹⁶ which means that the individual has been approved by a director in the Ministry of Education to work in the capacity identified (either as a staff member or as a supervisor). According to ministry data, 79% of licensed centres only employ RECE supervisors, 63% only employ RECE staff occupy for RECE-required position, and 81% of licensed home child care agencies only employ RECEs for home child care visitor positions.

2.2.2 Education Levels of Survey Participants

As detailed in the figure below, the majority (90%) of survey respondents were registered ECEs. Of note, however, is that almost one quarter (22%) reported that they have a university degree, and an additional 12% indicated they have a post-graduate degree or certificate. These levels of education are much higher than required to not only work in the sector, but to become a registered ECE. Also of note, the highest level of education obtained by non-managers (i.e., staff) is roughly equivalent to managers; managers were only slightly more likely to have obtained a university degree or post-graduate degree/certificate (35% of managers compared to 31% of non-managers).

These data suggest that the majority of the workforce are highly educated and have some level of post-secondary training, which supports the presupposition that employers prefer to hire staff with an ECE qualification, or at minimum, education beyond high school. This suggests that requiring post-secondary training to work in the sector would have negligible impact on the workforce.

¹³ Susanna Kalitowski. (2016). Towards an Early Years Workforce Development Strategy for England: Policy Briefing. Retrieved from: <https://www.pacey.org.uk/working-in-childcare/workforce-development-policy-briefing-jan16.pdf>

¹⁴ The College of Early Childhood Educators. (n.d). How to Apply. Retrieved from: <https://www.college-ece.ca/en/Become-A-Member/How-to-Apply>

¹⁵ Information shared by members of the Technical Advisory Group

¹⁶ Government of Ontario. (2016). *Child care rules under the Child Care and Early Years Act, 2014 (CCEYA)*. Retrieved from <https://www.ontario.ca/page/child-care-rules-child-care-and-early-years-act>

Figure 2-4: Education Obtained by Survey Respondents

	%	Total (2468)	Manager (1419)	Non- manager (870)
Highest level of education				
High school diploma		3	2	4
College diploma		63	63	65
University degree		22	23	21
Post-graduate certificate		6	5	6
Post-graduate degree		6	7	4
Post-secondary program in early childhood-related field				
Yes		88	87	92
No		12	13	8
Registered Early Childhood Educator				
Yes		90	90	90
No		10	10	10

Source: Early Years and Childcare Workforce Survey, administered by Malatest

2.3 Sector Regulation and Advocacy

2.3.1 Standards

Interviews with key informants and discussion with members of the Technical Advisory Group (TAG) indicate that there is strong support for establishing an oversight body and sector standards for all employees in the sector, not just those who are registered ECEs.

Sector standards (professional conduct, etc.) would clarify what is expected of those employed in the sector and the services they provide to children and families, which would help protect the rights of children and increase the quality of care provided.¹⁷ An oversight body would ensure standards and codes of conduct are applied consistently across the entire sector. Currently, the College of Early Childhood Educators oversees RECEs, but RECEs represent only a proportion of the entire workforce. Establishing standards and codes of ethics for all employees would help professionalize the sector, and would ensure that all working in the sector adhere to the same standards regardless of certification.

¹⁷ Cumming, T. (2015). Rethinking early childhood workforce sustainability in the context of Australia's early childhood education and care reforms. *International Journal of Child Care and Education Policy*, 9(2). Retrieved from <https://ijcep.springeropen.com/articles/10.1007/s40723-015-0005-z>

2.3.2 Oversight

In New Zealand, there is an overarching body that presides over professionals working in the sector. The Education Council regulates teachers and early childhood educators as one governing body. The New Zealand government believes that both professions need to be regulated as one in order to have an integrated system. Similarly, the Scottish Social Service Council in Scotland is responsible for the regulation of professionals in social services by setting standards for their practice, training and education, and supporting professional development.

Further evidence from the literature review suggests that childcare advocacy organizations typically operate separately from ECE professional organizations.¹⁸ “Generally, professional associations are more concerned with professional development and support than they are with direct advocacy.”¹⁹ However, a coordinated approach to planning and advocacy, led by the professional associations, could help unify what is currently a multifaceted approach to planning and development. This idea was reinforced by the key informants who participated in interviews with Malatest. One interviewee commented that there is no cohesive planning body for the entire sector; initiatives tend to be community or locally based. While local considerations are important, having some degree of provincial coordination would ensure consistency across the sector. In another interview, it was mentioned that the sector needs a single entity, or authoritative body, that has the mandate to act as a primary source of information, dissemination, and advocacy.

2.4 Workforce Characteristics

2.4.1 Tenure in the Sector

Results of the 2013 “You bet we still care!” survey indicate that child care providers work an average of 12 years in the sector, with a quarter of providers working less than 5 years, and 25% working more than 18 years in the sector.²⁰ A work term of less than 5 years is relatively short when compared to other Canadian industries, such as educational services that average 10.5 years, public administration averaging 11.3 years, and health care and social assistance averaging 9.4 years.²¹ Findings from the literature review and key informant interviews suggest that working conditions are a key contributor to the high turnover rate in the early years and child care sector. This is discussed further in Section 6.

¹⁸ Halfon, S. (2014) *Canada's Childcare Workforce*. Moving Childcare Forward Project (a joint initiative of the Childcare Resource and Research Unit, Centre for Work, Families and Well-Being at the University of Guelph, and the Department of Sociology at the University of Manitoba). Toronto: Movingchildcareforward.ca. Retrieved from http://movingchildcareforward.ca/images/policybriefs/MCCF_canadas_childcare_workforce.pdf

¹⁹ Ibid. Pg. 15

²⁰ Child Care Sector Human Resources Council. (2013) “You bet we still care!” *A survey of Centre-Based Early Childhood Education and Care in Canada*. Retrieved from: http://www.ccsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/EN%20Pub%20Chart/YouBetSurveyReport_Final.pdf

²¹ Statista. (2016). [Graphic illustration of average tenure in Canadian industries]. *Average job tenure in Canada in 2016, by industry (in months)*. Retrieved from: <https://www.statista.com/statistics/439038/average-job-tenure-in-canada-by-industry/>

The findings from the survey conducted by Malatest are consistent with the literature. The majority of survey respondents indicated that they had been employed in the sector for 10 years or more. Managers reported that they had worked in the industry for a longer period of time than non-managers (i.e., staff), with 86% working in the sector for 10 years or more compared to 56% of non-managers.

Figure 2-5: Length of Tenure in the Sector

	Total (2468)	Manager (1419)	Non- manager (870)
Less than 1 year (2017)	2	0	4
1-<2 years (2016)	3	1	5
Less than 2 years	5	1	9
2-3 years (2015)	2	1	5
3-4 years (2014)	3	1	5
4-<5 years (2013)	3	2	5
More than 2 but less than 5 years	8	4	15
5-6 years (2012)	3	2	5
6-7 years (2011)	3	2	4
8-9 years (2009)	2	1	4
9-<10 years (2008)	3	3	4
More than 5 but less than 10 years	13	9	20
10+ years (2007 or earlier)	74	86	56

Source: Early Years and Childcare Workforce Survey, administered by Malatest

When results among non-managers are analyzed by specific role, the vast majority (84%) of home visitors and providers indicated they have been working in the sector for 10 years or more, while just over half of child care centre staff (52%) and slightly more family and child centre staff (58%) reported working in the sector for 10 years or more.

2.4.2 Demographic Characteristics

These data are consistent with the age data collected: the largest proportion of respondents (34%) was between the ages of 45 and 54, and an additional 19% were aged 55 or older. Managers were much older than non-supervisors, with 23% aged 55 or older compared to 12% of non-supervisors. By contrast, 33% of non-supervisors were under 35 years of age compared to just 12% of supervisors.

Figure 2-6: Demographic Characteristics of Survey Respondents

		Total (%)	Manager (%)	Non-manager (%)
Age	Under 25	3	1	7
	25 to 34	17	11	26
	35 to 44	26	26	26
	45 to 54	34	37	27
	55 or older	19	23	12
	Prefer not to answer	2	2	2
Gender	Male	2	2	1
	Female	97	96	98
	Other	0	0	0
	Prefer not to say	1	1	0
Identification as...	First Nation, Metis, Inuit or Urban Indigenous	3	3	3
	Francophone	7	8	5
	Visible minority	11	12	10
	Recent immigrant	1	1	2
	Other	3	4	3
	Prefer not to say	68	66	71

Source: Early Years and Childcare Workforce Survey, administered by Malatest

When compared with employed Ontarians as a whole, managers working in the Early Years and Childcare sector are much older while the ages of non-managers (i.e., staff) are much better aligned with the Ontario workforce as a whole (Figure 2-7). While 22% of the Ontario workforce and 26% of non-managers are between the ages of 25 and 34, only 11% of the Early Years and Childcare managers are within this age group. A total of 23% of the Ontario workforce and 27% of non-managers are between the ages of 45 and 54. This compares to 37% of Early Years and Childcare managers who are within this age group. These results suggest that opportunity exists to develop managerial skills in younger professionals now so that they are prepared to fill these positions when time comes for current managers to retire.

Figure 2-7: Comparison of Age Groups – Survey and Ontario

Age Group	% of Survey Respondents			% of Employed Ontarians
	Total	Manager	Non-manager	
Under 25	3	1	7	13
25 to 34	17	11	26	22
35 to 44	26	26	26	21
45 to 54	34	37	27	23
55 or older	19	23	12	21
Prefer not to answer	2	2	2	--

Source: Early Years and Childcare Workforce Survey, administered by Malatest; Statistics Canada. Table 282-0002 - Labour Force Survey estimates (LFS), by sex and detailed age group, annual (persons unless otherwise noted)

In terms of hours of work, the majority of respondents indicated that they work a single full-time shift, at 71%, followed by 12% who work a full-time extended day. Managers were more likely to report that they work full time single shifts (at 74%) than non-managers (at 65%).

Figure 2-8: Typical Hours of Work among Survey Respondents

	%	Total (2468)	Manager (1419)	Non- manager (870)
Full time, single shift	70	74	65	
Full time, split shift	5	4	7	
Full time, extended day (in excess of 9 hours a day)	10	14	4	
Part time, single shift	7	3	13	
Part time, split shift	4	2	6	
Other	4	2	4	

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Further analysis of the data revealed that, across all types of licensed child care centres or agencies, non-managers are less likely to work single shifts than managers and more likely to work part time (both single shift and split shift). These differences were especially pronounced in school-board operated centres. Managers in for-profit setting were more likely than those in other settings to have an extended day, at 22%.

Figure 2-9: Hours of Work by Organization Type

	For-profit		Not-for-profit		Directly operated		School-board operated	
	Manager	Non-manager	Manager	Non-manager	Manager	Non-manager	Manager	Non-manager
Full time, single shift	72	63	75	65	87	74	75	47
Full time, split shift	3	3	5	9	0	1	0	3
Full time, extended day	22	11	13	3	7	2	8	5
Part time, single shift	2	12	3	11	2	16	17	29
Part time, split shift	1	7	2	6	0	1	0	7
Other	1	5	3	5	5	6	0	9

Source: Early Years and Childcare Workforce Survey, administered by Malatest

SECTION 3: PUBLIC PERCEPTIONS AND EMPLOYEE SATISFACTION

3.1 Perceptions and Misconceptions

3.1.1 The Role that Gender Plays

The early years and child care workforce is predominantly female. In Canada, the percentage of women working in the sector has been reported to be as high as 98%.²² Survey results show that 97% of respondents were female (see Section 2.4.2). This is not unique to Canada. In other jurisdictions as well, the sector is predominantly female. For example, in 17 of 27 countries in the European Union (EU), men represent less than 1% of the early years and child care workforce.²³

The literature suggests that this is due to the commonly held belief that working with children is “women’s work;”²⁴ that women are, by nature, better suited to working with children.²⁵ Because of this stereotype, younger adult males are steered towards more “gender suitable” roles and do not typically pursue a career in the sector.²⁶

To increase the number of men in the early years and child care workforce, several jurisdictions have developed campaigns that specifically target men. However, the literature available does not indicate whether these campaigns have made any significant impact. The one exception is Denmark. In 1994, Denmark launched a campaign called “Children also need men” in all 32 of its training colleges for child and youth educators. The campaign received good media coverage and involved distributing posters and brochures at the colleges. As a result, the male population at the colleges increased to 22% by 1995. This has contributed to a growing proportion of men in Denmark’s child care workforce; currently, men represent one-quarter of all students in the programs.²⁷

Closely related to the view that women are better suited to working in the sector is the perception that the work involved amounts to no more than “babysitting.”²⁸ Although some respondents who participated in interviews with Malatest felt that this perception is changing, many were of the view that the public is not fully aware of the skills required to work in the sector and does not understand

²² Carlson, S. (2017). *Room to Grow: Policy Options for Developing BC’s ECE Workforce*. Retrieved from: <http://summit.sfu.ca/item/17250>

²³ Oberhueumer, P. (2011). The Early Childhood Education Workforce in Europe: Between Divergences and Emergencies. *International Journal of Child Care and Education Policy*, 5(1). Retrieved from: <https://link.springer.com/article/10.1007/2288-6729-5-1-55>

²⁴ Miller, C. (2015). *Attracting and Keeping Qualified Staff in Canadian Child Care: The National Environmental Scan*. Retrieved from: <http://www.cccns.org/ret/RR/DP/Nat.pdf>

²⁵ Miller, C. (2015). *Attracting and Keeping Qualified Staff in Canadian Child Care: The National Environmental Scan*. Retrieved from: <http://www.cccns.org/ret/RR/DP/Nat.pdf>

²⁶ Pirard, Fl., Schoenmaeckers, P., and Camus, P. (2015). Men in Childcare Services: from Enrolment in Training Programs to Job Retention. *European Early Childhood Education Research Journal*. Retrieved from: https://www.researchgate.net/publication/278684860_Men_in_Childcare_Services_from_Enrolment_in_Training_Programs_to_Job_Retention

²⁷ Oberhueumer, P. (2011). The Early Childhood Education Workforce in Europe: Between Divergences and Emergencies. *International Journal of Child Care and Education Policy*, 5(1). Retrieved from: <https://link.springer.com/article/10.1007/2288-6729-5-1-55>

²⁸ Chalke, J. (2013). Will the Early Years Professional Please Stand Up? Professionalism in the Early Childhood Workforce in England. *Contemporary Issues in Early Childhood*, 14(3). Retrieved from: <http://journals.sagepub.com/doi/abs/10.2304/ciec.2013.14.3.212>

the link between quality care and a qualified workforce. Some of the employers with whom Malatest spoke mentioned that this view extends to the candidates who come to them seeking employment. As one key informant put it, “I would say there are all kinds of people who think they can do it with no educational background.” Another interviewee stated, “Unfortunately in Ontario, we have a very low bar, where people think, ‘Well, I’d probably be able to do that’...thinking that looking after children and educating young children is easy.”

Interview respondents suggested that these perceptions begin in high school. Students with poorer grades are directed by guidance counselors to enter the sector because they think the work is easy. As one interviewee put it, “if they’re not academically inclined – not smart enough to get into other programs – the guidance counselor is saying, ‘Oh, well you could handle early childhood education.’ [They think] this will be an easy route.”

By contrast, in Denmark where all children age zero to five have a legal entitlement to early childhood education and services are heavily subsidized,²⁹ the popularity of child and youth educator programs is higher than many other programs; however, this is not because they are perceived to be easy.³⁰ One of the reasons cited for the popularity of the programs is that, in Denmark, the responsibility of working with children and parents is appreciated and respected.³¹

3.1.2 Benefits of Early Years Education

A growing body of evidence suggests that the early years of a child’s development determine their future development, and that the quality of their development at the time they enter school predicts their academic performance. Traditionally, access to childcare has been largely left up to the individual or parent, and has been conceived of as a stopgap between maternity/parental leave, and the beginning of public school (kindergarten). However, recent research shows that structured education which begins in the early years has long-lasting benefits both to the child and to society overall.

A 2010 article by the Council for Early Child Development cited the Abecedarian study in North Carolina in which four month old children were randomly assigned to one of two groups: an intensive yearly preschool program; or no specific program. When they entered the school system, children in each group were randomly assigned to either a special three-year education program or the standard school program. Results of the study indicated that the children assigned to the preschool program plus the three-year education program registered the most gains in reading and numeracy, and that their progress was more likely to be sustained at an older age than the progress achieved by those in the other groups³².

²⁹ Scottish Government. (2013). Early Childhood Education and Care Provision: International Review of Policy, Delivery and Funding: Country Report: Denmark. Retrieved from: <http://www.gov.scot/Publications/2013/03/4564/8>

³⁰ The Ministry of Social Affairs in consultation with the Ministry of Education. (2000). Early Childhood Education and Care Policy in Denmark. Retrieved from <http://www.oecd.org/education/school/2475168.pdf>

³¹ The Ministry of Social Affairs in consultation with the Ministry of Education. (2000). Early Childhood Education and Care Policy in Denmark. Retrieved from <http://www.oecd.org/education/school/2475168.pdf>

³² J. Fraser Mustard, PhD, The Founders’ Network, Founding Chairman (2010). *Importance of early childhood development*. Retrieved from: <http://www.child-encyclopedia.com/importance-early-childhood-development/according-experts/early-brain-development-and-human>

Recent research by the Conference Board of Canada shows that every dollar spent on early childhood education programs results in approximately \$6 worth of economic benefit.³³ Expanding ECE in Canada would increase female labour market participation, improve child outcomes, and reduce Canada's income inequality. "Children who attend effective ECE classes develop better human capital skills that potentially enable them to find better jobs and earn higher incomes than children who don't attend similar programs."³⁴ The key to these outcomes, according to the report, is that the programs need to be education focused and not just childminding.

Scientists know that the "serve and return" relationship between children and their caregivers has a significant impact on a child's development; if the response a child receives when they attempt to interact with their caregivers is absent or inappropriate, "the brain's architecture does not form as expected, which can lead to disparities in learning and behavior."³⁵ Given the amount of interaction between staff and children in early years and child care settings, the impact of staff on the development of the children for whom they provide care cannot be minimized, yet the skills, commitment and level of responsibility required to work in the sector remain undervalued.³⁶

Key informants who participated in interviews with Malatest staff emphasized the need to educate the public about the importance of the early years on a child's overall development and learning ability. As one interviewee put it, "It's one thing for us to all know [about the importance of high quality education in the early years] amongst ourselves but if the average parent or the average employer or just folks across Ontario in general don't understand why it matters, then we'll continue to devalue the work and the perception that 'you guys are just doing babysitting all day,' will continue."

3.1.3 Public Education

Initiatives have been undertaken in Ontario to improve perceptions of ECEs by increasing awareness of the value of the work they do. For example, in 2015 the Ministry of Education Early Years Division launched the Child Care Public Awareness Campaign which was designed to raise public awareness about child care options in the province. This radio, print and online campaign provided information about the different types of care available in the province, and outlined the indicators of quality in child care settings.³⁷ While the objective of the campaign was not to improve perceptions of ECE providers, providing the public with information about how to recognize "quality" care sends the message that the work is more complex than babysitting and that higher qualifications lead to better care. According to one key informant, "It's not just about educating the caregivers and offering them training; it's also about educating the parents. [We need to tell them] 'This is what

³³ Alexander, Craig, Kip Beckman, Alicia Macdonald, Cory Renner, and Matthew Stewart. *Ready for Life: A socio-economic analysis of early childhood education and care*. Ottawa: The Conference Board of Canada, 2017.

³⁴ Ibid. Pg ii

³⁵ The Centre on the Developing Child Harvard University (2007). *The Science of Early Childhood Development*. Retrieved from: <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2007/03/InBrief-The-Science-of-Early-Childhood-Development2.pdf>

³⁶ Gerstenblatt, P., Faulkner, M., Lee, A., Doan, L.T., and Travis, D. (2013). *Not Babysitting: Work Stress and Well-Being for Family Child Care Providers*, 42(1). Retrieved from: <https://link.springer.com/article/10.1007/s10643-012-0571-4>

³⁷ Ministry of Education Early Years Division. (2015). *Memorandum to Early Years Partners: Child Care Public Awareness Campaign*. Retrieved from: <http://www.eycbrant.ca/sites/default/files/files/Child%20Care%20Public%20Awareness%20Campaign%20ENG.pdf>

you look for and this is what the caregivers should have.’ The more the parents are educated, the more they’ll know what to look for and...they’ll turn away from caregivers who don’t provide it. They won’t go to places that don’t provide quality care.”

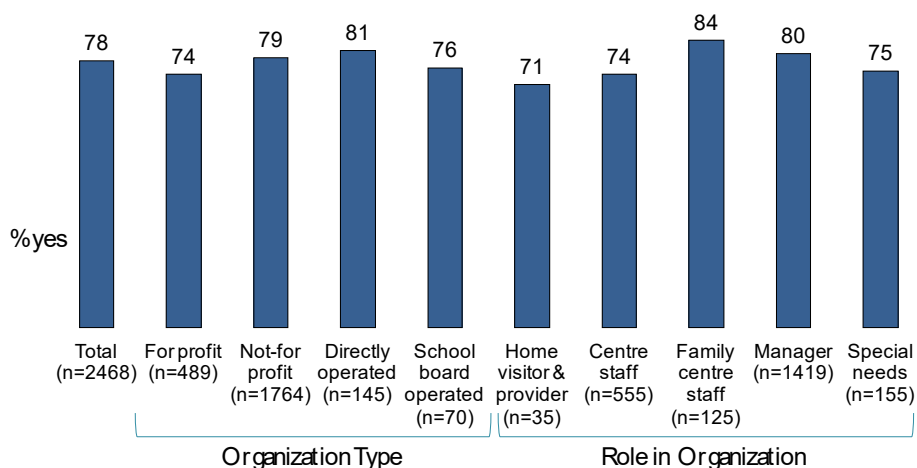
Other initiatives have been undertaken as well, such as the annual Child Care Worker and Early Childhood Education Appreciation Day³⁸ which is supported by the Ontario Coalition for Better Child Care and the Canadian Union of Public Employees (CUPE) and is intended to promote the “education, skills, commitment and dedication of Early Childhood Educators and Child Care Staff.”³⁹ The objective is to increase community awareness of the value of those who work in the sector. While localized campaigns such as this are effective within specific communities, opportunity exists to reach a wider audience through provincial campaigns such as the Child Care Public Awareness Campaign which launched on October 24, 2017.

3.2 Employee Satisfaction

3.2.1 Satisfaction with Employment

In the online survey Malatest conducted, respondents who self identified as supervisors, managers, and directors were asked if they would recommend working in the sector to others. Overall, 78% said ‘yes’. The proportion saying ‘yes’ was highest among those working in directly operated (municipal) organizations and not-for-profit organizations, and among family and child centre staff.

Figure 3-1: Likelihood to Recommend Working in the Sector



Source: Early Years and Childcare Workforce Survey, administered by Malatest

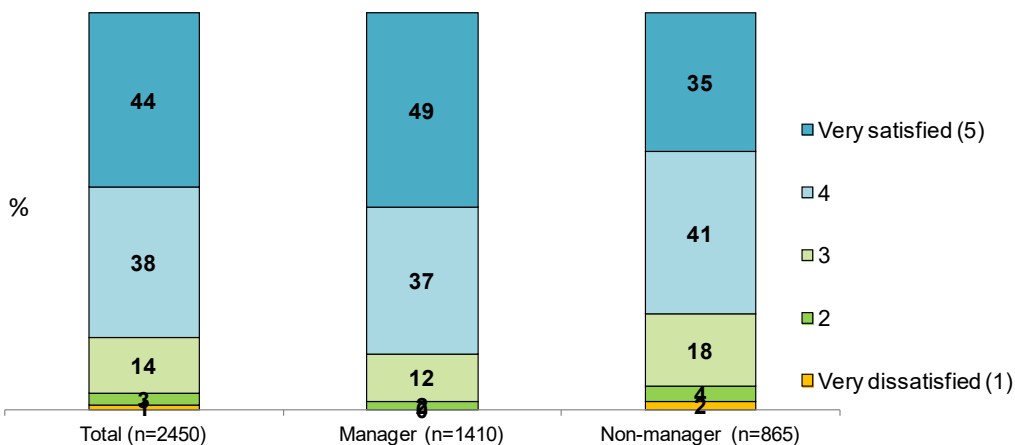
Survey results suggest that employees are generally satisfied with their current employment. Respondents were asked to rate, on a scale of 1 to 5, where 1 is very dissatisfied and 5 is very satisfied, their level of satisfaction with their current employment. The vast majority (82%) were

³⁸ Ontario Coalition for Better Child Care. (2017). Home page. Retrieved from: <http://www.childcareontario.org/>

³⁹ Ontario Coalition for Better Child Care. (2017). Home page. Retrieved from: <http://www.childcareontario.org/>

either satisfied or very satisfied with their employment. Satisfaction scores were higher among managers than non-managers (86% vs. 76% respectively very satisfied or satisfied).

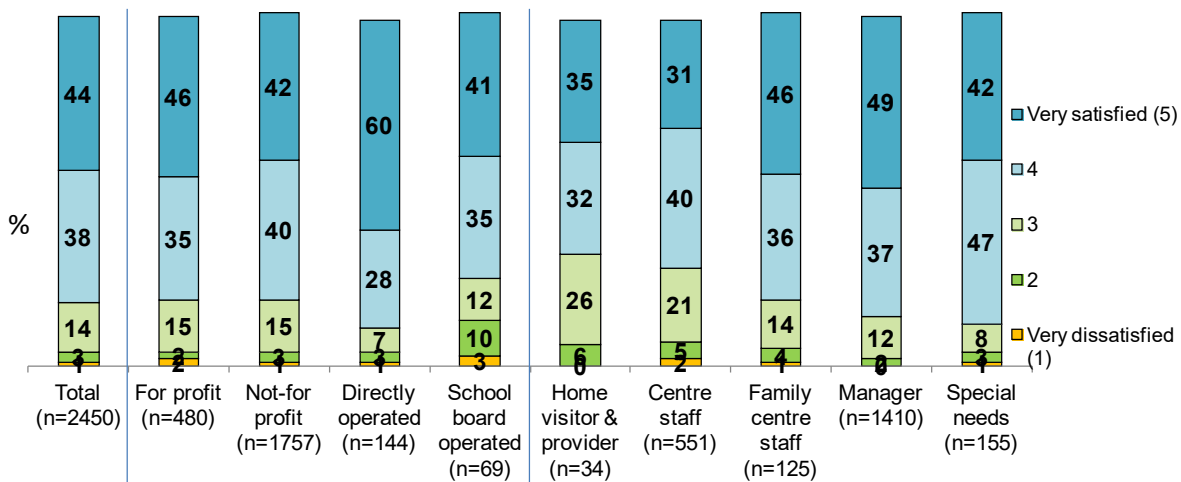
Figure 3-2: Overall Satisfaction with Employment



Source: Early Years and Childcare Workforce Survey, administered by Malatest

When examined by organization type and specific role within organization, satisfaction scores were higher among employees in municipal centres and staff providing special needs resourcing supports.

Figure 3-3: Satisfaction by Organization Type and Role



Source: Early Years and Childcare Workforce Survey, administered by Malatest

3.2.2 Rewards of Working in the Sector

Findings of the literature review, jurisdictional scan, and online survey confirm that employment in the early years and child care sector is a rewarding experience for many. Motivations for becoming a child care and early years professional are found in intrinsic rewards such as watching children learn, bonding with children, and the feeling of having a positive impact on a child's life. Feeling like part of a community of child care providers also contributes to overall job satisfaction. Working together towards a common goal and building relationships with colleagues, parents and children help build a close, family-like relationship among child care providers.^{40 41} These same factors contribute to a desire to remain in the sector over the long-term.

In the online survey of child care and early years professionals who work in a licensed setting, Malatest asked, "What are the most rewarding aspects about working in early years and child care?" Respondents were asked to select the three most rewarding aspects from among the following: hours of work; location of work; physical nature of work; job responsibilities not related to direct care for children; job responsibilities related to direct care for children; interactions with parents and families; and interactions with other staff and professionals. Respondents also had the option of mentioning a different aspect they found most rewarding, if it was not included in this list.

As illustrated in the figure below, three aspects of the work ranked among the top three by a wide margin: interactions with parents and families; interactions with other staff and professionals; and job responsibilities related to direct care for children. Least likely to be listed among the top three rewarding aspects was the physical nature of the work.

Figure 3-4: Most Rewarding Aspects of Working in the Sector



Source: Early Years and Childcare Workforce Survey, administered by Malatest

⁴⁰ Cavazos, L. (2016). A Basic Interpretative Study of Educators in the Childcare Profession: Collegiality as a Base of Satisfaction. *University of the Incarnate Word*. Retrieved from http://athenaeum.uiw.edu/cgi/viewcontent.cgi?article=1022&context=uiw_etds

⁴¹ Osborne, C. (2017). Pre-service Early Childhood Educators' career aspirations: Examining decisions to enter the field and professional identity formation. Retrieved from: https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/11396/Osborne_Caitlyn_201707_MSc.pdf?sequence=4

These results were similar by organization type, although some differences were noted. Interactions with other staff and professionals was perceived to be somewhat less rewarding for those working in school board operated organizations and more rewarding for those working in municipal organizations (see Figure 3-5).

When assessed by role, child and family centre staff considered interactions with parents and families much more rewarding than the responsibilities of their job that were directly related to caring for children. Conversely, child centre staff considered the job responsibilities directly related to caring for children to be much more rewarding than their interactions with parents and families. Managers and special needs resourcing staff found interactions with other staff and professionals much more rewarding than those working in other roles. (Figure 3-5)

Figure 3-5: Most Rewarding Aspects of Working in the Sector by Organization Type and Role

% mentioning as among top 3	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
	Interactions with parents and families	75	73	76	75	71	69	67	89	78
Job responsibilities related to direct care for children	68	76	67	61	59	57	83	46	66	65
Interactions with other staff and professionals	66	63	66	72	59	46	54	58	72	75
Location of work	25	25	26	20	21	37	35	31	22	16
Hours of work	22	20	22	22	31	43	27	31	17	30
Job responsibilities not related to direct care for children	21	18	22	25	21	20	10	18	25	17
Physical nature of work	15	19	14	14	23	17	19	20	13	12
Other	6	3	6	11	11	11	3	4	5	6

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Key informants who participated in interviews with Malatest staff underscored the importance of promoting the benefits of working in the sector. Many felt that an increased focus on communicating the rewarding aspects of the work as well as the value of the work being done would help attract quality recruits to the sector. As stated by one interviewee, “I think we need to...spend more time celebrating where we feel we’ve made significant strides and less time implying that everyone is in the same boat in terms of poor quality compensation and working conditions...If we continue to only discuss the poor quality wages, we won’t recruit the talent into the sector. Parents of high school age children say, ‘Well, why would you want to go into the ECE field? They don’t pay anything.’ So we’re not gaining the respect that we need.”

Given the amount of interaction between staff and children in early years and child care settings, the impact of staff on the development of the children with whom they work cannot be minimized. Many stakeholders felt that more work was required to emphasize the value of the work being done and the skills required to provide quality care. This is not to say that low wages and poor working conditions should not be discussed and addressed, but that efforts to recruit quality candidates

would be more successful if promotion of the value of the sector and the rewards of working in the sector were increased.

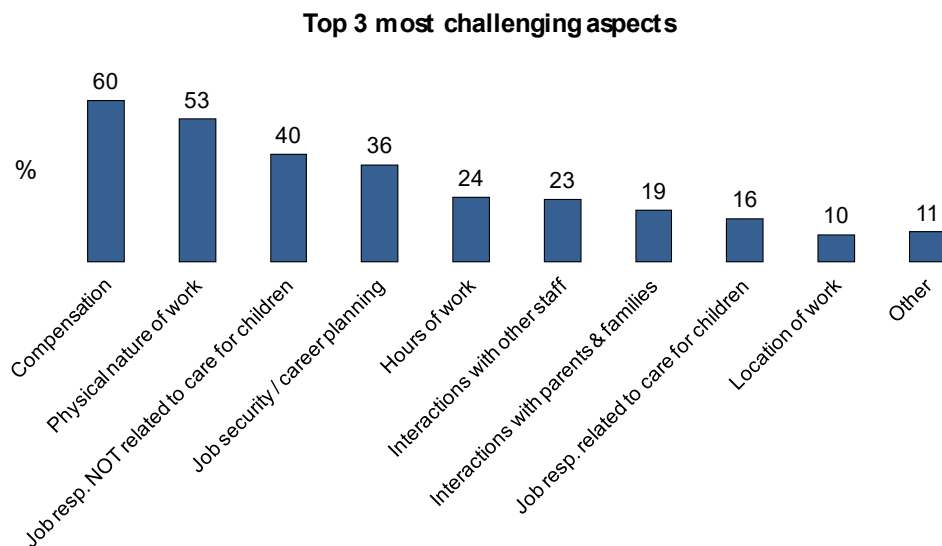
3.2.3 Challenges of Working in the Sector

Although the rewards of working in the sector are many, the literature available identifies several challenges experienced by those working in the early years and child care sector, including: low wages, few to no benefits, long hours, and stressful work environments.

To identify and quantify the main challenges experienced by those who work in the sector, Malatest included a question in the online survey that asked respondents to identify the most challenging aspects of working in early years and child care. Respondents were asked to select the three most challenging aspects from among the following: hours of work; location of work; physical nature of work; job responsibilities not related to direct care for children; job responsibilities related to direct care for children; interactions with parents and families; interactions with other staff and professionals; compensation; and job security / career planning. An 'other' option was included to allow respondents to identify the aspect they found most challenging if it was not included in this list.

As illustrated in Figure 3-6 below, approximately 6 respondents in 10 selected compensation as the most challenging aspect of their work. This was followed by the physical nature of the work. Ranked as third and fourth most challenging were the responsibilities of the job that were not related to direct care for children, and job security / career planning.

Figure 3-6: Most Challenging Aspects of Working in the Sector



Source: Early Years and Childcare Workforce Survey, administered by Malatest

When these results are assessed by type of organization (Figure 3-7), compensation followed by the physical nature of the work were among the top 3 challenges regardless of organization type. The one exception was directly operated organizations where compensation was considered to be a

much less significant challenge. Interactions with other staff and professionals were perceived to be more of a challenge among those working for directly operated organizations. Among those working in school board operated organizations, job security and career planning represented more significant challenges. Considered least challenging across all types of organizations were the location of work and the job responsibilities related to direct care for children.

Results were similar by role within organization (Figure 3-7), although child and family centre staff considered job security and career planning to be a much more significant challenge than did those in other roles. In addition, child centre staff thought that the responsibilities of their job as these related to care for children was a more challenging aspect of their job than did those in other roles. In addition, special needs resourcing staff considered the hours of work a less significant challenge than did those in other roles.

Figure 3-7: Most Challenging Aspects of Working in the Sector by Organization Type and Role

% mentioning as among top 3	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Compensation	60	58	62	33	61	69	58	62	61	52
Physical nature of work	53	53	53	51	53	54	66	41	49	52
Job responsibilities not related to direct care for children	40	36	41	41	30	40	36	20	44	37
Job security / career planning	36	32	38	26	47	43	38	61	33	34
Hours of work	24	28	23	22	23	23	21	25	26	9
Interactions with other staff and professionals	23	23	21	39	13	9	20	19	24	32
Interactions with parents and families	19	23	17	21	20	17	16	22	20	21
Job responsibilities related to direct care for children	16	17	15	17	17	17	21	6	15	14
Location of work	10	11	9	17	7	11	9	15	9	19
Other	11	10	11	15	13	14	9	9	11	15

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Findings from the literature review and key informant interviews corroborated the findings of the online study.

The negative impact of low wages and few benefits was mentioned by several stakeholders who participated in the key informant interviews conducted by Malatest. One participant mentioned that they had lost staff for these reasons, “We don’t have any benefits. Well, sick time and vacation but no pension, no health care. Those are important, particularly for women who don’t have a spouse that has these benefits.... they left primarily for money and...benefits.”

Findings from the survey, literature review, jurisdictional scan, and key informant interviews are consistent in the view that the sector lacks a clear career path. According to one key informant, “There’s not a laddering of many positions... a family resource program...a standalone childcare,

where does that person move in terms of career within that organization? It's not like working at the bank." The survey findings corroborate this sentiment. As outlined in the figure above, incidence of selecting job security/career planning as a key challenge was highest among staff working in family centres.

SECTION 4: EDUCATION, SKILLS AND TRAINING

4.1 Post Secondary Training

4.1.1 Post-Secondary Institutions

Currently there are 26 post-secondary institutions in Ontario offering programs in early childhood education, ranging from the two-year ECE diploma to post-graduate degrees from a university.⁴²

There are several universities that also offer a degree or an advance degree in early childhood education. However, interviews with representatives from universities suggest that the majority of students who choose to study ECE at the university level do not seek employment in the sector. Instead, they choose an entirely different career or further their education by applying to teachers college.

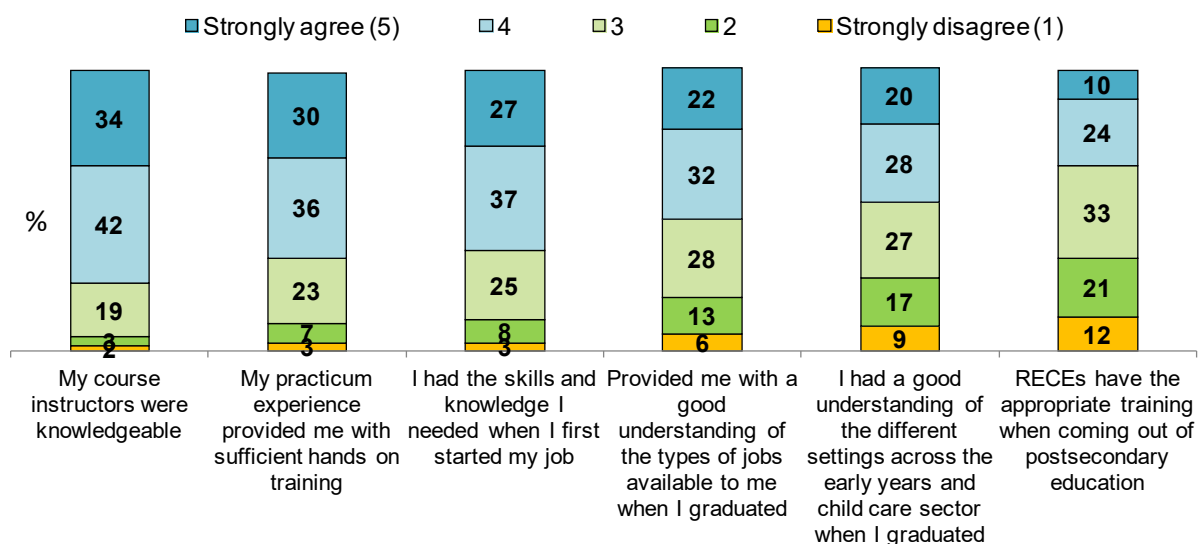
Interviews with representatives of post-secondary institutions (PSIs) indicate that PSIs put considerable effort into keeping pace with the ever changing training needs of this dynamic sector, and that the two-year diploma program generally provides graduates with the knowledge required to work in the sector. However, the vast majority of interviewees commented that the sector has changed significantly over the last 10 years, and specific training gaps exist in the areas of leadership, human resources, administration, and communication.

4.1.2 Satisfaction with Post-Secondary Training

Online survey respondents were asked to rate, on a scale of 1 to 5, their level of agreement with a series of statements related to their post-secondary training. Respondents were most positive in response to the statement, “my course instructors were knowledgeable,” with 86% agreeing or strongly agreeing, followed by “my practicum experience provided me with sufficient hands on training” (66% agreeing/strongly agreeing) and “I had the skills and knowledge I needed when I first started my job,” (64% agreeing/strongly agreeing). Agreement was lowest for, “RECEs have the appropriate training when coming out of postsecondary education” (34% agreeing/strongly agreeing).

⁴² Child Care Human Resources Sector Council. (2017). *ECE Post-Secondary Education Information*. Retrieved from <http://www.ccscc-cssge.ca/ece-post-secondary-information/ecec-programs/ontario>

Figure 4-1: Satisfaction with ECE Post-Secondary Training



Source: Early Years and Childcare Workforce Survey, administered by Malatest

Ratings were fairly consistent by organization type, although generally slightly higher among those working in school operated centers. When assessed by role, ratings were generally lower among home visitors and home providers although special needs resourcing staff were much less likely to agree that RECEs have the appropriate training when after completing their postsecondary education.

Figure 4-2: Satisfaction with Post-Secondary Training by Organization and Role

% agree/ strongly agree	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
My course instructors were knowledgeable	77	76	77	78	77	73	80	81	75	75
My practicum experience provided me with sufficient hands on training	67	67	66	68	75	60	70	71	66	62
I had the skills and knowledge I needed when I first started my job	64	66	62	69	75	47	69	77	61	59
Provided me with a good understanding of the types of jobs available to me when I graduated	54	57	54	47	57	31	56	62	55	45
I had a good understanding of the different settings across the early years and child care sector when I graduated	48	50	48	43	55	31	53	59	46	45
RECEs have the appropriate training when coming out of postsecondary education	34	32	34	29	46	43	47	39	30	13

Source: Early Years and Childcare Workforce Survey, administered by Malatest

4.1.3 Practicum Experience

Survey respondents were fairly positive about their practicum experiences. A total of 67% agreed or strongly agreed that their practicum experience provided them with sufficient hands on training (Figure 4-2, above). According to some interviewees, the new framework “How does Learning Happen?” represents a significant shift in the sector’s understanding of how children learn and develop. The Ministry of Education posted an e-module on their website to help early years educators put “How Does Learning Happen? into practice.”⁴³ While the effectiveness of this e-module was beyond the scope of this review, some interviewees indicated that more theoretical teaching and learning is important to help ECEs embrace the new pedagogical approach. On the other hand, others felt that it needs to be learned through hands-on experience, and called for enhanced practicum experiences for ECE students.

Many felt that model schools, which are licensed childcare centres that are owned and operated by PSIs, implement the best practices in childcare and early years education. According to one interviewee, it is in these model schools that the innovation, creative and quality learning and teaching occur. However, due to the expense of maintaining them, many model schools have closed down in recent years. Interviewees felt that providing ECE students with high quality practicum experiences is critical to ensuring that they have the appropriate skills upon graduation, a good understanding of the provincial pedagogical approach for the early years, and the confidence they need to practice in the field.

4.1.4 Understanding the Sector

Fewer than half (48%) of survey respondents agreed or strongly agreed that they had a good understanding of the different settings across the early years and child care sector when they graduated. This was the second lowest rating across all statements related to their post-secondary training. The next lowest rating was for, “My ECE post-secondary training provided me with a good understanding of the types of jobs available to me when I graduated”, with 54% agreeing/strongly agreeing.

As discussed earlier, the sector is comprised of a mix of for-profit and not-for-profit; private, municipal, and publicly funded; home-based, centre-based, and school-based; and child care and EarlyON Centres. The work environment can vary considerably by type of organization, but many students are not aware of this before they graduate. As a result, they end up leaving the sector because it was not what they had expected. The challenge, then, is to ensure that students and new graduates understand their employment options and know what to look for when applying for jobs.

Some interviewees commented that developing a mentorship program would be a positive step towards retention, but they considered it equally important that these programs would help ensure that ECE teachers have the right skills, knowledge, and support to educate effectively. In British Columbia, “A grant from the Ministry of Education was approved in Spring 2012 to support a joint BCTF/UBC pilot project aimed at developing mentoring programs to support new teachers within BC school districts...The New Teacher Mentoring Project is built upon the mounting research confirming

⁴³ Government of Ontario. (2017). *Early Learning, How Does Learning Happen? Ontario’s Pedagogy for the Early Years*. Retrieved from <http://www.edu.gov.on.ca/childcare/pedagogy.html>

how beginning teachers thrive under the mentorship of experienced colleagues, greatly improving both their effectiveness in the classroom and satisfaction with their work. Mentoring is a central component in helping to build and strengthen a professional culture of collegiality, collaboration, and learning within schools and districts.”⁴⁴

4.1.5 Skills and Knowledge

Survey respondents were asked to rate their agreement with the statement, “I had the skills and knowledge I needed when I first started my job.” 64% agreed or strongly agreed which suggests that many recognize that there may be gaps in their skills and knowledge when they start working in the field. However, the statement “registered early childhood educators have the appropriate training when coming out of post-secondary education” received the lowest rating of all statements related to post-secondary training, with just 34% agreeing/strongly agreeing.

Managers, supervisors, and directors were asked to select the three skills early childhood educators struggle with most upon graduation. The most commonly cited skill was “problem solving skills,” following by “working with families” and “communication skills.” Responses differed slightly by organization type and role. Those in school board operated organizations were less likely to select problem solving skills, working with families, and writing skills. They were more likely to select culturally relevant programming. Managers were more likely to select problem solving skills and writing skills. Special needs resourcing staff were more likely to select working with families and working with children, and less likely to select business and financial skills. Child and family centre staff were less likely to select program/curriculum development skills. Home visitors and providers were more likely to select leadership skills and business and financial skills.

Figure 4-3: Skills Graduates Struggle with Most After Graduation

% selecting	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
	Problem solving skills	41	43	42	30	25	31	31	25	49
Working with families	36	30	37	39	28	41	31	42	36	55
Communication skills	35	35	36	31	31	22	31	27	39	35
Leadership	34	32	35	36	35	50	34	38	35	32
Program/curriculum development skills	33	37	33	31	34	28	32	20	36	32
Business and financial skills	21	20	21	18	19	41	29	29	18	8
Culturally-relevant programming	21	18	21	27	32	19	28	33	18	21
Writing skills	19	22	18	20	12	6	14	16	22	12
Working with children	14	17	14	17	15	6	13	4	14	36
Computer skills	10	9	10	13	7	9	14	14	9	6
Other	10	9	10	12	9	6	7	3	10	18
None	6	7	5	6	15	6	9	11	4	2

Source: Early Years and Childcare Workforce Survey, administered by Malatest

⁴⁴ The New Teacher Mentoring Project, <http://teach.educ.ubc.ca/the-new-teacher-mentoring-project/>

Many interviewees commented that new graduates and even some experienced employees lack the necessary interpersonal skills to communicate effectively with families; particularly regarding children with behavioural issues, cognitive limitations, and other developmental challenges. Several interviewees also commented that many educators do not have the training or skills to communicate effectively with newcomers from conflict or war-torn countries or culturally diverse backgrounds. However, when asked if they felt that these topics should be covered more comprehensively in the two-year diploma curriculum, many hesitated. They felt that the curriculum covers a considerable amount of material already and adding more would overwhelm students and be difficult to retain.

The new and unfamiliar environment can cause culture shock, and/or separation anxiety for children who are new to Canada.⁴⁵ In Ontario, most of the training related to providing child care for newcomers is offered through professional learning courses rather than as part of the ECE training in the PSI. For example, Care for Newcomer Children (CNC) was developed in response to feedback from organizations working with immigrant families who could not find appropriate childcare. CNC has worked to create a model that would meet the specific needs of newcomer children, focusing on inclusion, cultural sensitivity, and diversity. There is training for ECE and child care professionals who work with newcomer children.⁴⁶ There are also professional learning materials available online through resources such as “Welcoming Newcomer Children”, which includes E-learning materials, resources through family support and child care services including Mothercraft and CMAS. There are also materials available focused on refugee children, with details provided on the experience of refugees, cultural values and traditions, recommendations for child care providers on working with refugees and resources for working with refugee children.^{47,48} However, the challenge of when and how to ensure that staff working in the sector have access to these resources remains.

4.2 Professional Learning

4.2.1 Supporting Professional Learning

Survey respondents were asked to select the three factors, from among a list of options, which represented the most significant barriers to participating in professional learning opportunities. Time of day/week was selected by 77% of respondents, followed by ‘paid release time’ (58%) and ‘location’ (54%). Trends were similar across all organization types with the exception of school-based employees, where ‘lack of support from employer’ was selected by 41% of respondents compared to only 17% of the total survey population.

⁴⁵ Dotsch, J. (no date). Culture Shock. Care for Newcomer Children: Expert Corner. Retrieved from: <https://cmascanada.ca/2011/06/22/culture-shock/dotsch-julie-culture-shock-v2/>

⁴⁶ Care for Newcomer Children, CMAS. (no date). Supporting the Care and Settlement of Young Immigrant Children: How CMAS Makes a difference. Retrieved from: <https://cmascanada.ca/wp-content/uploads/2015/08/whitepaperv1.pdf>

⁴⁷ CMAS. (no date). Caring for Syrian Refugee Children: A Program Guide for Welcoming Young Children and Their Families. Retrieved from: <https://www.teslontario.org/uploads/news/CaringforSyrianRefugeeChildren.pdf>

⁴⁸ Caring for Kids New to Canada. (2017). Community Resources Serving Immigrant and Refugee Families. Retrieved from: <http://www.kidsnewtocanada.ca/beyond/resources>

Figure 4-4: Barriers to Participating in Professional Learning

% selecting	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Time of day/week	77	80	77	73	61	77	79	78	78	70
Paid release time	58	60	57	64	66	54	62	47	56	71
Location	54	59	54	57	34	60	57	52	55	50
Lack of available opportunities/ events	36	35	36	28	43	34	39	39	36	27
Subject matter is not applicable to my job	27	27	27	19	29	34	25	33	26	22
Lack of support from employer	17	15	16	23	41	14	19	18	12	41
Other	14	10	15	14	11	9	8	7	17	5

Source: Early Years and Childcare Workforce Survey, administered by Malatest

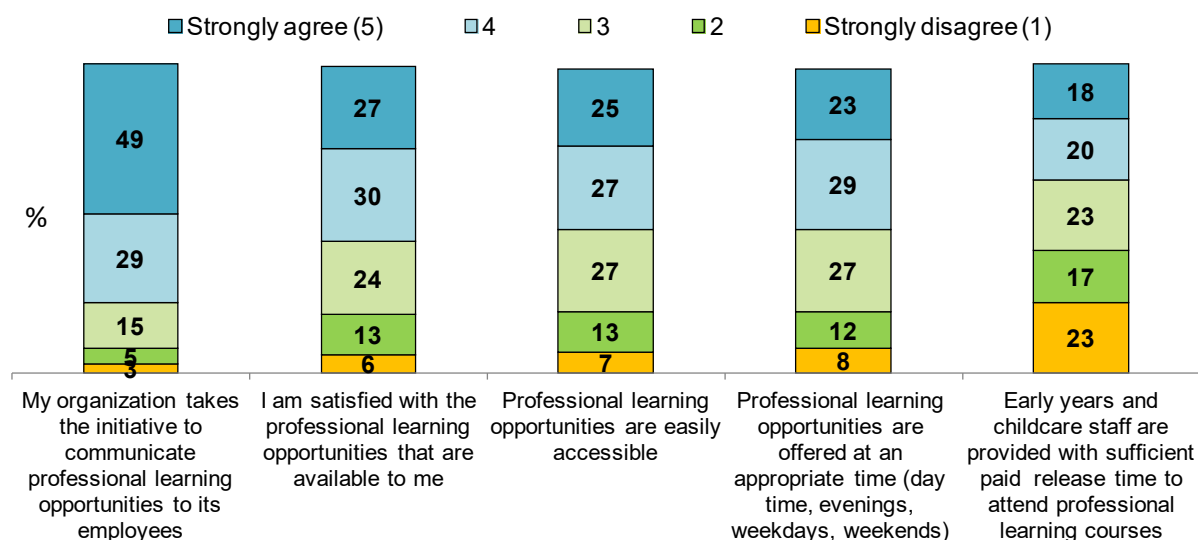
There is a wealth of literature on the relationship between retention and professional learning.⁴⁹ “In order to meet the goal of improving recruitment and retention, there is a need to support individuals in obtaining the education and qualifications they need to provide high quality services.”⁵⁰

Survey participants were asked to rate their level of agreement with a series of statements related to professional learning. The statement that received the highest level of agreement/strong agreement, at 78%, was “my organization takes the initiative to communicate professional learning opportunities to its employees.” The statement that received the lowest level of agreement, at 38%, was “early years and childcare staff are provided sufficient paid release time to attend professional learning courses.”

⁴⁹ CCHRSC (2009). Supporting Employers in Canada’s ECEC Sector. Prepared by R.A. Malatest & Associates Ltd. Retrieved from http://www.cpsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/2.12-SE_Main_Eng.pdf

⁵⁰ Ontario Expert Panel on Quality and Human Resources. Investing in Quality: Policies, Practitioners, Programs and Parents: A Four-Point Plan To Delivering High Quality Early Learning and Care Services in Ontario. Ontario: Expert Panel on Quality and Human Resources, 2007., cited in CCHRSC (2009). Supporting Employers in Canada’s ECEC Sector. Prepared by R.A. Malatest & Associates Ltd. Retrieved from http://www.cpsc-cssge.ca/sites/default/files/uploads/Projects-Pubs-Docs/2.12-SE_Main_Eng.pdf

Figure 4-5: Satisfaction with Professional Learning



Source: Early Years and Childcare Workforce Survey, administered by Malatest

When analyzed by organization type and role, some differences were observed. Respondents from the school boards were least positive in their rating of each of the statements, and ratings were generally lower among family and child centre staff as well.

Figure 4-6: Satisfaction with Professional Learning by Organization Type and Role

% agree/ strongly agree	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
My org takes the initiative to communicate professional learning opportunities to its employees	77	74	79	78	50	71	67	51	83	81
I am satisfied with the professional learning opportunities that are available to me	57	57	57	71	32	54	52	50	59	69
Professional learning opportunities are easily accessible	52	52	53	59	30	54	47	43	54	58
Professional learning opportunities are offered at an appropriate time (day time, evenings, weekdays, weekends)	52	52	53	59	31	49	47	50	55	59
Early years and childcare staff are provided with sufficient paid release time to attend professional learning courses	37	36	38	37	18	39	32	34	40	30

Source: Early Years and Childcare Workforce Survey, administered by Malatest

The sector recognizes that professional learning is a critical component to ensuring the workforce is aware of emerging research, knowledge, and pedagogical approaches to early learning. On January 1, 2016, the Continuous Professional Learning Regulation (CPL) came into effect. This regulation requires all RECEs to fulfill the requirements of the Continuous Professional Learning (CPL) program of the College of Early Childhood Educators (the College).⁵¹ “The CPL program is a framework and formal process to help RECEs increase their knowledge and skills and ensure quality professional practice throughout their careers. It also communicates to employers, families and the public that RECEs are members of a distinct profession that values ongoing professional learning.”⁵² However, as mentioned above, a notable portion of educators in the sector are not formally qualified, and are therefore not registered with the College of ECEs. Consequently, they are not required to meet the CPL requirements of continued professional learning.

4.2.2 Release Time

Cost and the inability to take time off work have been cited in the literature by Early Years and Childcare workers as the most common reasons for not participating in professional learning opportunities.⁵³ Many cannot afford to take time off work, so professional learning can only be undertaken in the evenings and on weekends. These findings corroborate the survey findings regarding barriers to participating in professional learning opportunities.

As mentioned above, the lowest rated statement with respect to professional learning is related to release time. In an effort to support professional learning in the sector, the ministry has committed to funding two professional learning days per year for all staff who work in the sector. The Ministry of Education is determining how this will be implemented. For example, it is unclear whether the professional learning days will be consistent across the entire sector and take the form of a provincial-wide workshop, or whether each employee will be able to identify the opportunities that they personally wish to pursue. Regarding the latter, some interviewees mentioned that there is a shortage of professional learning opportunities available during the day since, historically, employees have only taken courses in evenings and weekends. According to one interviewee, Ryerson has in the past offered professional learning courses during the day, but they were too costly to continue because instructors had to be paid regardless of enrollment numbers.

Another challenge mentioned by several interviewees related to the ability to backfill when an employee is absent, whether due to illness or attending a professional learning course. Sending staff on professional learning courses during the weekday can mean trying to find and pay a supply teacher to fill their spot. Anecdotally, during one Technical Advisory Group (TAG) meeting, one participant mentioned that their organization (a large, multi-site, multi-service organization) works with other sites to coordinate professional learning activities and to identify supply staff so regular staff can attend courses. One possible approach for other organizations/licensed childcare centres would be to coordinate with others in their area to develop a supply list that can be shared.

⁵¹ Association of Early Childhood Educators Ontario. (n.d.). *College of ECE*. Retrieved from http://www.aecce.ca/college_of_ece

⁵² College of Early Childhood Educators. (2017). *College Continuous Professional Learning (CPL) Program*. Retrieved from <https://www.college-ece.ca/en/Members/CPL-Program>

⁵³ Ibid.

4.2.3 Professional Learning Needs and Opportunities

Survey respondents were asked to rate the top three professional learning needs for all educators. The three most commonly cited needs were: communication skills, working with families, and program/curriculum development skills.

Those in directly operated organizations and school operated organizations were more likely to select culturally relevant programming and slightly less likely to mention program/curriculum development skills. When assessed by role, child and family centre staff were less likely to select working with children and more likely to select culturally relevant programming. Managers were somewhat more likely to select problem solving skills. Special needs resourcing staff were more likely to select working with families as were home visitors and home providers. Home visitors and home providers were also more likely to select leadership skills and less likely to select communication skills.

Figure 4-7: Top Professional Learning Needs of All Educators

% selecting	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Communication skills	46	50	46	46	43	31	44	50	47	43
Working with families	45	38	46	49	43	60	42	54	42	61
Program/curriculum development skills	43	46	43	32	36	34	46	36	43	43
Working with children	40	48	38	40	33	43	50	33	37	46
Problem solving skills	39	39	40	34	36	40	36	27	43	35
Leadership	28	25	28	27	26	37	23	26	29	28
Culturally-relevant programming	17	11	18	28	30	17	16	30	16	20
Writing skills	11	15	10	10	6	6	7	7	14	4
Business and financial skills	8	8	8	9	9	17	8	10	9	3
Computer skills	6	4	7	8	4	11	8	6	5	2
Other	7	4	7	8	7	3	4	5	7	13
None	2	4	2	2	7	0	5	5	2	0

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Some larger, multi-site, multi-service agencies mentioned that they have been able to leverage funds to develop strategies that will enable their childcare and early years employees to participate in professional learning activities. These include internally developed courses that are offered to staff during the day, and coordinating with other sites so that release time can be provided to allow employees to attend courses during the day.

The Ministry of Education also funds two professional learning opportunities: the ECE Education Grant (Qualifications Upgrade Program) and the Leadership Grant. The objective of the ECE “Qualifications Upgrade Program is to financially support individuals studying in the field, working in home or centre-based agencies, Ontario Early Years centres, Parenting and Family Literacy centres, Head Start programs, or in publicly funded schools, to obtain a ECE diploma and become eligible to

apply for membership with the College of Early Childhood Educators (CECE).⁵⁴The Qualifications Upgrade Program is targeted at individuals who are currently working in the field, unqualified, under director approval.⁵⁵ Eligibility for the grant is fairly broad, and includes those in licensed childcare centres and home-based, school-based, and child and family centres. Applicants can also be from unlicensed home-based childcare providers, provided it is a registered business. Applicants from both licensed and unlicensed childcare centres must have been working in the field for at least 12 months (individuals working in centres and programs funded under The Journey Together are exempt from the 12 month requirement)⁵⁶, and can apply for either full time or part time studies. The program has been offered for the last eight years.

“Leadership education grants are available to cover part-time tuition fees related to courses offered through a recognized Ontario [CAAT], in an eligible field of study.”⁵⁷ The Leadership Grant targets individuals who have been appointed to or aspire to a leadership position (e.g., a supervisor), and who already have the minimum two-year diploma qualification. The grant funds individuals who pursue courses through at CAAT for part time studies. Eligible course topics include:

- Pedagogical leadership in Early Childhood Education.
- Early Childhood Education administration and management.
- Management of licensed childcare centres.
- Financial management, responsibility and child care governance.
- Human resources, employment standards and labour relations.⁵⁸

According to ministry data, approximately 10,438 individuals accessed the QUP program since 2007/08, averaging about 950 per year. By comparison, only 41 individuals have accessed the leadership grant since 2014/15, averaging about 10 per year. The table below provides a summary of the total number of applicants by stream by year.

Figure 4-8: Number of Applicants per Year by Stream

Year	Leadership Grant	Qualification Upgrade Program
2007/08		381
2008/09		1,273
2009/10		863
2010/11		921
2011/12		852

⁵⁴ Ontario ECE Grants. (n.d.). *Qualifications Upgrade Program*. Retrieved from <http://www.ecegrants.on.ca/qualifications-upgrade/#education-grant>

⁵⁵ Ontario ECE Grants. (n.d.). *Qualifications Upgrade Program*. Retrieved from <http://www.ecegrants.on.ca/qualifications-upgrade/#education-grant>

⁵⁶ Ontario ECE Grants. (n.d.). *Qualifications Upgrade Program*. Retrieved from <http://www.ecegrants.on.ca/qualifications-upgrade/#education-grant>

⁵⁷ Ontario ECE Grants. (n.d.). *Leadership Certification*. Retrieved from <http://www.ecegrants.on.ca/leadership-certification/#leadership-grant>

⁵⁸ Ontario ECE Grants. (n.d.). *Leadership Certification*. Retrieved from <http://www.ecegrants.on.ca/leadership-certification/#leadership-grant>

Year	Leadership Grant	Qualification Upgrade Program
2012/13		1,242
2013/14		1,264
2014/15	4	982
2015/16	11	1,086
2016/17	26	1,163
2017/18	21*	411*
Total	41	10,438

Source: Ministry of Education, administrative data

2017/18 does not include winter 2018 or Spring 2018 as North Bay Regional Health Centre is still accepting applications for the Fall semester.

Both the Qualifications Upgrade Program and the Leadership Grant are administered through the North Bay Regional Health Centre. Interviews with stakeholders suggest that neither of these funding pools is well known in the sector but this may change with the recent funding provided by the ministry for marketing and promotion. When asked about professional learning opportunities and qualifications upgrades, few interviewees mentioned either of the grants. Among survey participants, a total of 57% agreed or strongly agreed that they are satisfied with the availability of professional learning opportunities, and 52% agreed or strongly agreed that professional learning opportunities are easily accessible (Figure 4-6).

The ministry and North Bay Regional Health Centre are looking at ways to increase the promotion of the grants, but efforts would likely need to be led by the ministry as an advertising campaign of any significance would be costly.

SECTION 5: FUNDING AND WAGES

5.1 History of Wage Support

In Ontario, early childhood education is the responsibility of the Ministry of Education. However, Ontario is unique in comparison to other jurisdictions because municipal government plays a significant role. “In Ontario, 47 local governments are designated Consolidated Municipal Service Managers and District Social Services Administration Boards (CMSMs and DSSABs), responsible for planning and managing child care services, administering fee subsidies and allocating additional resources to families and centres providing care to children with a disability.”⁵⁹ In addition, there are 57 First Nations that are responsible for managing the delivery of child care services in their communities within provincial legislation, regulations, standards and guidelines.⁶⁰

In 2012, a new funding formula was introduced that determined how the funding was to be distributed to the 47 CMSMs and DSSABs. According to a 2017 Technical Paper, the objective of the new funding formula is to better meet “the needs of child care operators and parents by allowing for a more equitable approach to funding that responds to demand for services, helps stabilize fees, and improves reliability.”⁶¹ The new funding formula allows for variations in the amount of public funding that is allocated to subsidizing wages.⁶² However, it remains the CMSMs and DSSABs responsibility to distribute that funding and determine proportions, which means there is little standardization across the province with respect to the amount of public funding that is going towards subsidizing wages.

Licensed childcare centres are largely funded through two sources: government grants and parent fees. Parent fees are intended to cover the difference between government grants and actual costs. The development of this additional support has evolved over time based on past grants and funding from the provincial government. This includes the Direct Operating Grant (1987), the first Wage Enhancement Grant (1991), the Provider Enhancement Grant (1992) and finally the Wage Improvement Grant (2006).

Another wage concern impacting the childcare workforce is the Pay Equity Act. The Act came into effect in 1988, and was intended to equalize gender-based wage discrimination in workplaces across Ontario, both in the private and public sectors. Despite overcoming significant barriers, the childcare and early years workforce is still dealing with non-compliance with the Act and pay equity obligations and plans are not being monitored and enforced.

⁵⁹ Association of Early Childhood Educators Ontario. (n.d.). Regulated Child Care. Retrieved from http://www.aecce.ca/regulated_child_care

⁶⁰ Hamilton District School Board. (n.d.). Child care in Ontario Key facts. Retrieved from <https://www.hdsb.ca/Documents/Child-Care-Ontario-Key-Facts.pdf>

⁶¹ Ministry of Education. (2017). *Child Care Funding Formula: Technical Paper 2017*. Retrieved from https://efis.fma.csc.gov.on.ca/faab/Memos/CC2017/EYCC3_attach4_EN.PDF

⁶² Halfon, S. and Bird, S. (2015) *Piecemeal Solutions Get Piecemeal Results: Addressing wages in regulated child care in Ontario*. Child care Canada: Childcare Resource and Research Unit. Retrieved from https://d3n8a8pro7vnm.cloudfront.net/aecce/pages/656/attachments/original/1428501168/Piecemeal_Solutions_Spring15.pdf?1428501168

In 2015, the Government of Ontario introduced a *new* wage enhancement grant that provided an additional \$1/hour in 2015 (\$2/hr in 2016 and 2017) to eligible staff. This grant is made available to registered ECEs, program staff, supervisors, and home child care visitors in the licensed child care sector earning below \$26.26 in 2015 (below \$26.68 in 2017).

The goals of the wage enhancement are to:

- ✓ Close the wage gap between RECE wages in the school board and licensed child care sectors;
- ✓ Stabilize licenses child care operators by helping them retain RECEs/child care staff; and
- ✓ Support greater employment and income security.⁶³

5.2 Wages of Early Years and Child Care Professionals

A key objective of this research was to gain a better understanding of the adequacy of the wages of those working in the early years and child care sector in Ontario, both from the perspective of the workers themselves and when compared to wages earned by those working in comparable occupations.

Information in this section of the report is based on information gathered from Statistics Canada on comparable occupations including: managers in social, community and correctional services (which include child care administrators); elementary school and kindergarten teachers; early childhood educators (ECEs) and assistants; and elementary and secondary school teacher assistants. Data sources include the North American Industry Classification System (NAICS), and the National Occupational Classification (NOC) surveys. In addition, findings are based on survey data collected via an online survey conducted by Malatest from November to December 2017 with 2,461 early years and child care staff, supervisors, managers, and directors. All respondents worked in licensed child care (centre-based, home-based, and school-based) or early years programs.

5.2.1 Occupational Pay Rates

Workforce data from Statistics Canada, as outlined in the Job Vacancy and Wage Survey (JVWS), CANSIM tables 285-0003 and 285-0051, details the average hourly wage rate from Quarter 2 of 2015 to Quarter 1 of 2017. As detailed in the table below, from 2016 to early 2017, ECEs and assistants in Canada were paid an average hourly wage of \$15.00 to \$16.50/hr, while in Ontario over the same period, ECEs and assistants were paid between \$14.50 to \$17.40/hr on average.

As of Q2 2017, the wages of ECEs and assistants in Ontario (at \$16.20/hr) were lower than elementary and secondary school teacher assistants (at \$18.55/hr) and much lower than managers in social, community and correctional services (at \$38.35/hr) (Figure 5-1).

⁶³ 2017 Ontario Child Care and Child and Family Programs Service Management and Funding Guideline (2017). Section 5: Wage Enhancement/Home Child Care Enhancement Grants

Figure 5-1: Average Offered Hourly Wage by Economic Region and National Occupational Classification⁶⁴, Unadjusted for Seasonality (Quarterly, 2015-2017)

National Occupational Classification ⁶⁵		Average offered hourly wage (dollars) ⁶⁶								
		2015			2016				2017	
		Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Canada	Managers in social, community and correctional services	30.60	33.15	30.00	32.65	35.75	33.65	36.15	34.75	35.70
	Early childhood educators and assistants	15.40	15.40	15.00	15.50	15.00	16.50	15.60	15.55	15.70
	Elementary and secondary school teacher assistants	19.15	18.30	18.80	20.70	20.50	19.00	19.25	20.55	18.00
Ontario	Managers in social, community and correctional services	32.20	35.75	32.10	30.55	34.45	36.95	47.30	40.95	38.35
	Early childhood educators and assistants	15.80	15.95	14.85	14.50	14.75	17.40	15.55	15.30	16.20
	Elementary and secondary school teacher assistants	x ⁶⁷	x	x	17.70	17.45	18.55	18.40	x	18.55

Source: Statistics Canada/ Job Vacancy and Wage Survey (JVWS)

As illustrated in Figure 5-2, the hourly wage of managers in social community and correctional services working in Ontario in 2016 increased from \$30.55 in Q1 to \$47.30 in Q4. Over the same period, the hourly wage of ECEs and assistants working in Ontario increased by only \$1.05 (from \$14.50 in Q1 to \$15.55 in Q4).

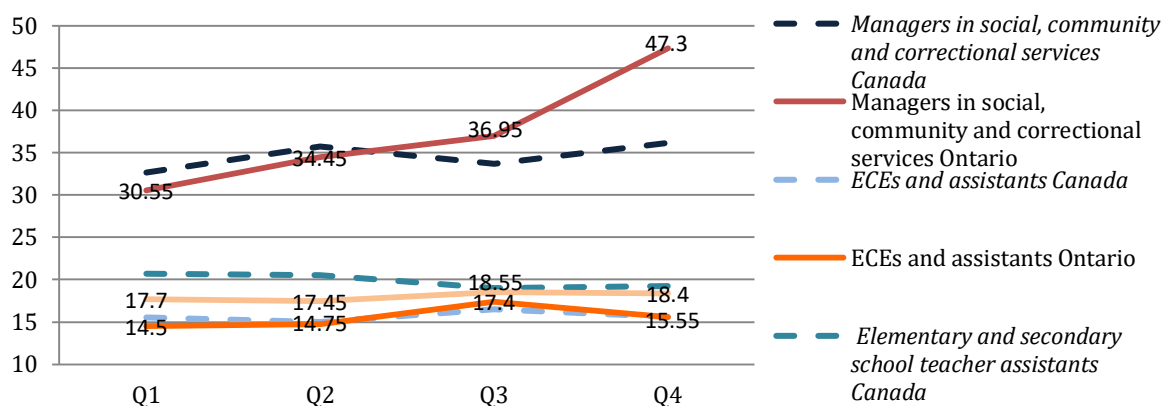
⁶⁴ NOC Numbers used on the Stats Can search were: Managers in social, community and correctional services [0423], Elementary school and kindergarten teachers [4032], Early childhood educators and assistants [4214], and Elementary and secondary school teacher assistants [4413].

⁶⁵ Data for Elementary school and kindergarten teachers was considered by Statistics Canada as F (too unreliable to be published). <http://www5.statcan.gc.ca/cansim/a26?lang=eng&id=2850003>

⁶⁶ The average hourly wage offered by employers for vacant positions. It excludes overtime, tips, commissions and bonuses. Salaries are converted to hourly wages based on information regarding the frequency of pay and the expected average number of hours worked per week. The offered wage may be different from the actual wage paid once the position is filled. If the salary is different among the job vacancies for the same occupation, the respondent is asked to report the lowest wage or salary. When the compensation advertised for the job vacancy is in the form of a salary range or an hourly pay range, the respondent is asked to report the lowest value of the range. If the work will be paid based on, for example, the number of parts produced, mileage or the number of times a task is performed, the respondent is asked to report the expected minimum salary.

⁶⁷ X = Suppressed to meet the confidentiality requirements of the Statistics Act.

Figure 5-2: Average Offered Hourly Wage by Economic Region and National Occupational Classification Unadjusted for Seasonality (Quarterly, 2016)

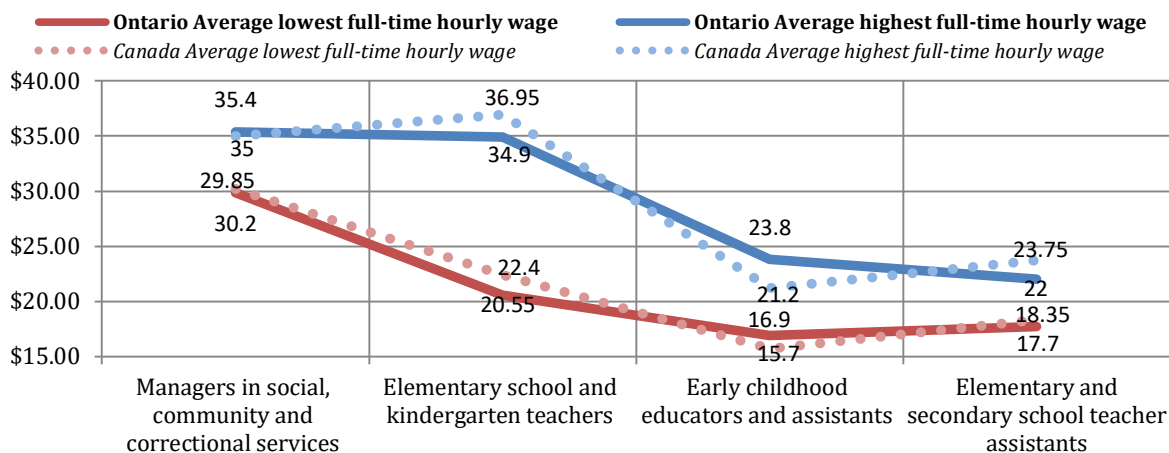


Source: Statistics Canada/ Job Vacancy and Wage Survey (JVWS)

The lowest and highest⁶⁸ average full-time hourly wages in 2016 are detailed in Figure 5-3. As indicated, the average highest full-time wage for ECEs and assistants was \$23.80/hr in Ontario. This is higher than the highest hourly wage of elementary and secondary school teacher assistants (at \$22.00/hr) but much lower than elementary school and kindergarten teachers (at \$34.90/hr) or managers in social, community and correctional services (at \$35.40/hr). The lowest hourly wages of ECEs and assistants working in Ontario in 2016 was \$16.90 per hour. This is lower than the lowest wage of any of the other comparable occupations.

⁶⁸ Lowest wage refers to the average of the lowest hourly wages paid by employers, before taxes and deductions, to full-time employees, excluding overtime pay, tips, commissions, bonuses, and other monetary benefits. Highest wage refers to the average of the highest hourly wages paid by employers, before taxes and deductions, to full-time employees, excluding overtime pay, tips, commissions, bonuses and other monetary benefits. Both lowest and highest wage are weighted by the location and occupation weights only.

Figure 5-3: Average 2016 Lowest and Highest Full-time Hourly Wages By National Occupational Classification⁶⁹



Source: Statistics Canada/ Job Vacancy and Wage Survey (JVWS)

5.2.2 Provincial Pay Rates

According to Statistics Canada, the average hourly wage for ECEs and assistants varies somewhat by province. As of Q2 2017, hourly wages of ECEs and assistants in Ontario was higher than the rest of Canada (at \$15.7/hr) (Figure 5-4).

Figure 5-4: Average Offered Hourly Wage in Different Provinces

National Occupational Classification ⁷⁰	Average offered hourly wage (\$/hr)								
	2015			2016				2017	
	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Early childhood educators and assistants									
Canada ⁷¹	15.40	15.40	15.00	15.50	15.00	16.50	15.60	15.55	15.70
Ontario	15.80	15.95	14.85	14.50	14.75	17.40	15.55	15.30	16.20
Quebec	15.80	15.55	16.05	15.55	13.90	15.75	15.95	16.20	15.40
British Columbia	16.50	16.15	16.50	17.75	16.60	16.20	16.10	x	15.90
Alberta	15.15	15.25	15.25	17.40	16.00	17.30	15.95	14.30	16.10
Manitoba	13.25	14.20	13.15	15.30	15.35	15.40	x	x	x

Source: Statistics Canada/ Job Vacancy and Wage Survey (JVWS)

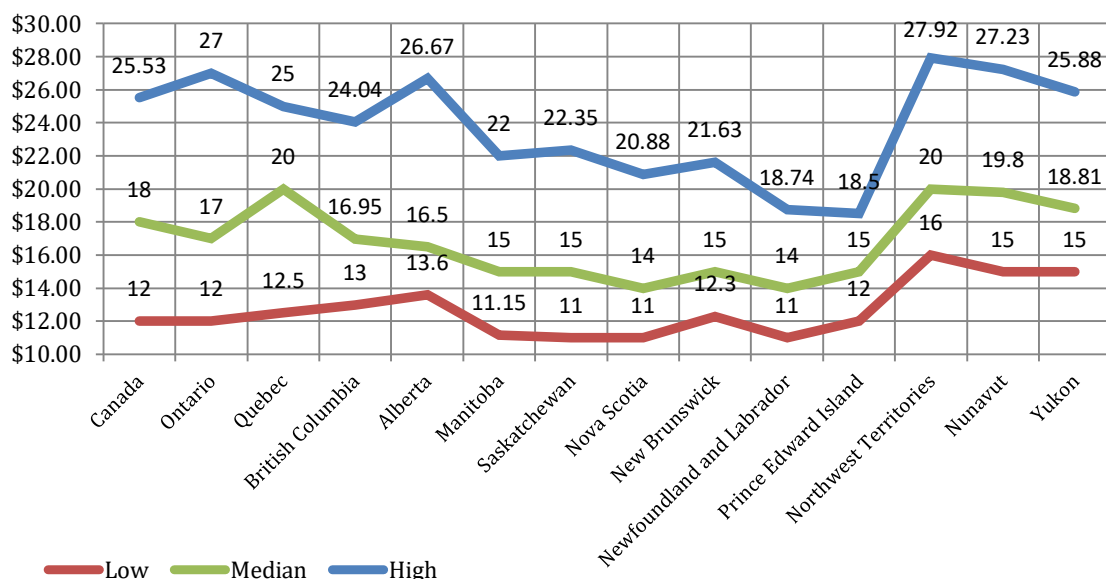
⁶⁹ The average of the lowest and the highest hourly wages paid by employers, before taxes and deductions, to full-time employees, excluding overtime pay, tips, commissions, bonuses, and other monetary benefits. The average lowest wage by occupation is weighted by the location and occupation weights only. This differs from the 'Average full-time hourly wage paid,' which is additionally weighted by the number of employees reported in the occupation at each location. <http://www5.statcan.gc.ca/cansim/a26?lang=eng&retrLang=eng&id=2850051&pattern=&stByVal=1&p1=1&p2=31&tabMode=dataTable&csid=>

⁷⁰ Data for Northwest Territories, Nunavut, and Yukon is either not available, too unreliable to be published, or suppressed to meet the confidentiality requirements of the Statistics Act. Please see: <http://www5.statcan.gc.ca/cansim/a47>

⁷¹ Provinces are ordered as per their population, starting with Ontario.

Detailed in the chart below are the Low, Median, and High⁷² hourly wages of ECEs and assistants (NAICS 4214), for Canada and by province. The figures below are based on 2015/2016 data. As indicated, the highest average wages are observed in the Territories. Ontario's highest average ranks third highest relative to other provinces, but its lowest average is among the lowest across the provinces (Figure 5-5).

Figure 5-5: Low, Median and High Wage for Early Years and Child Care Employees in Different Provinces (2015/2016)⁷³



Source: Statistics Canada/ Job Vacancy and Wage Survey (JVWS)

Wages earned by ECEs and assistants working in Toronto range from a low of \$12.00/hr in 2015/16 to a high of \$30/hr (Figure 5-6). While the lowest average wage of workers in Toronto is comparable to the lowest wage in other major city centres, the highest average wage in Toronto is considerably higher than that of other major city centres.

Figure 5-6: Low, Median and High Wages (\$/hr) - CAN Major Cities

Early childhood educators and assistants	Low		Median		High	
	2014	2015/16	2014	2015/16	2014	2015/16
Toronto – ON	11.25	12.00	16.01	17.00	27.00	30.00
Ottawa – ON	11.25	12.00	17.44	18.00	25.96	24.52
London – ON	11.25	11.75	16.65	17.20	25.00	24.00
Windsor/Sarnia – ON	11.25	11.60	17.00	17.00	30.67	25.53
Montreal – QC	11.00	11.25	18.00	18.15	23.00	24.84
Vancouver – BC	10.45	13.20	15.00	17.00	25.00	26.44
Edmonton - AB	11.50	13.60	16.68	16.46	40.38	23.00

Source: www.jobbank.gc.ca and www.livingin-canada.com

⁷² Median wage is the point at which half of the workers had an equal or higher wage and half had an equal or lower wage, when wages are arranged in numerical order. The median wage is less sensitive to extreme wage values. The low wage, in most cases, corresponds to the 10th percentile. The high wage, in most cases, corresponds to the 90th percentile.

⁷³ Chart based on statistics Canada data and presented by jobbank.gc.ca.

5.2.3 Occupational Pay Rates of Professionals with Similar Training

To assess pay rates of early childhood educators in relation to professionals with similar qualifications, hourly wages of ECEs were compared to wages earned by those working in the field of social services. Data sources included Statistics Canada, the North American Industry Classification System (NAICS), and the National Occupational Classification (NOC) surveys. The data in the following tables was extracted from CANSIM table 281-0035 and CANSIM table 285-0003.

Detailed in Figure 5-7 are the average hourly earnings, including overtime, for salaried employees within the social assistance industry, per CANSIM table 281-0035⁷⁴. As indicated, the average monthly earnings of those working in child daycare services in Canada are generally lower than those working in all comparable professions.

Figure 5-7: Average Hourly (\$/hr) Earnings for Similar Occupations by Month in 2017

North American Industry Classification System (NAICS)		2017						
		Jan	Feb	Mar	Apr	May	Jun	Jul
Canada	Social assistance [624]	27.96	28.22	26.31	27.33	26.02	27.78	27.85
	Individual and family services	29.95	30.03	28.03	28.57	26.67	28.03	28.10
	Community food and housing, and emergency and other relief services	30.26	30.76	26.06	26.97	24.89	23.65	25.07
	Vocational rehabilitation services	27.05	25.67	22.79	25.43	25.52	29.10	29.45
	Child day-care services	22.58	21.92	23.52	23.94	24.51	26.04	25.84
Ontario	Social assistance	27.25	27.57	*	*	25.68	27.35	27.08
	Individual and family services ⁷⁵	*	30.17	*	*	*	27.10	*
	Child day-care services	22.90	25.06	24.10	25.08	*	26.59	26.43

Source: Statistics Canada/ Survey of Employment, Payrolls and Hours (SEPH) CANSIM Table 281-0035

The table below (per CANSIM table 285-0003⁷⁶) compares wages earned by ECEs to social and community service workers; an occupation with similar employment requirements. An ECE designation requires completion of college or university program in early childhood education and requires a license to practice. For social and community service workers, completion of college or university is usually required and previous work or volunteer experience plays an important role. As indicated, the average hourly wage earned by ECEs is lower than the wages earned by social and community service workers.

The social worker occupation is also included for reference although the educational requirements are higher for this occupation. Employment requirements include a Bachelor's degree across most provinces, as well as licensing /registration with provincial governing body. The higher wages earned

⁷⁴ CANSIM table 281-0035 - Survey of Employment, Payrolls and Hours (SEPH), average hourly earnings including overtime for salaried employees, by detailed NAICS, unadjusted for seasonality.

⁷⁵ Data for both Community food and housing, and emergency and other relief services, and Vocational rehabilitation services from Ontario were considered by Statistics Canada as * (too unreliable to be published).

⁷⁶ CANSIM table 285-0003 – Job Vacancy and Wage Survey (JVWS), job vacancies and average offered hourly wage by economic region and detailed NOC, unadjusted for seasonality.

by those working in this profession may be deemed justified by the more stringent requirements (Figure 5-8).

Figure 5-8: Average Hourly (\$/hr) Earnings in Similar Occupations, Quarterly, 2015-2017

National Occupational Classification (NOC)		2015			2016				2017	
		Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
Canada	Social Workers [4152]	27.20	25.70	27.85	28.45	24.75	28.60	28.15	29.80	27.60
	Social and Community service workers [4212]	18.75	18.25	17.70	18.50	17.60	18.40	18.15	18.05	18.30
	Early childhood educators and assistants [4214]	15.40	15.40	15.00	15.50	15.00	16.50	15.60	15.55	15.70
Ontario	Social Workers	31.60	29.50	32.90	30.00	27.05	34.00	29.65	33.35	29.10
	Social and Community service workers	19.50	18.65	18.65	19.30	18.10	19.15	18.50	17.95	18.45
	Early childhood educators and assistants	15.80	15.95	14.85	14.50	14.75	17.40	15.55	15.30	16.20
Toronto	Social and Community service workers	20.05	18.35	19.10	19.05	18.25	19.60	17.85	18.20	19.00
	Early childhood educators and assistants	14.70	16.75	13.80	13.55	13.85	17.95	15.90	14.30	15.70

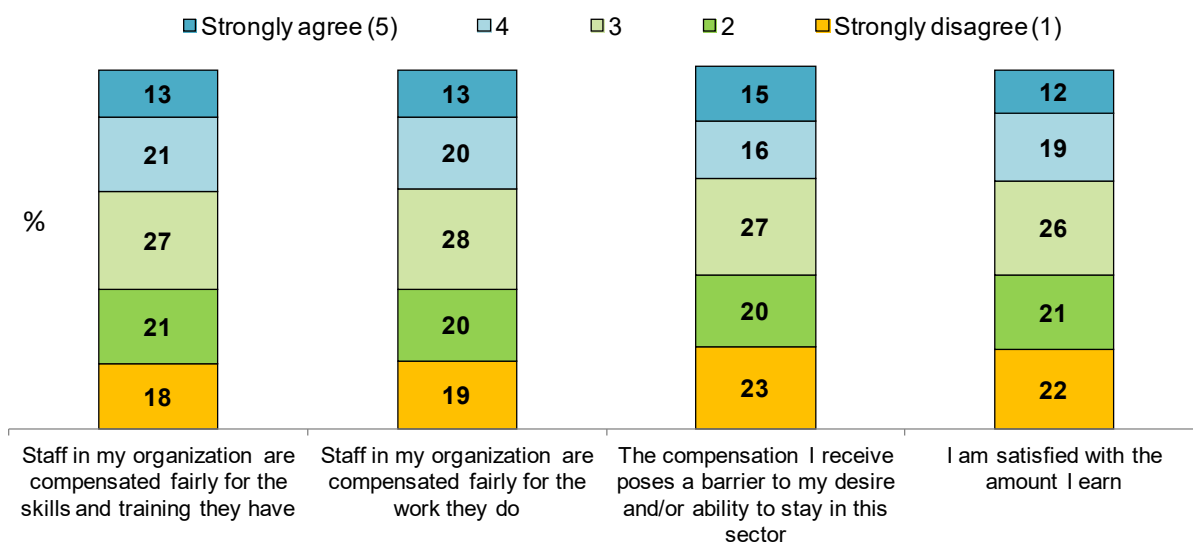
Source: Statistics Canada/ Job Vacancy and Wage Survey (JVWS) CANSIM Table 285-0003

5.2.4 Satisfaction with Compensation

As previously mentioned, Malatest conducted an online survey with 2,469 early years and child care staff, supervisors, managers, and directors who, at the time of the survey, worked in licensed child care (centre-based, home-based, and school-based) or early years programs. One of the objectives of this survey was to better understand, from the perspective of those working in the sector, the adequacy of the compensation received. To meet this objective, the survey included questions that would enable Malatest to assess respondents' satisfaction with various aspects of their compensation and to determine what benefits they receive from their organization.

More specifically, respondents were asked to indicate the extent to which they agreed with each statement related to the compensation they receive using a 5 point scale, where 1 represents strong disagreement with the statement and 5 represents strong agreement. As detailed in Figure 5-9, agreement scores were low (ranging from 31% agreeing/strongly agreeing to 33%) relative to overall satisfaction with current employment (at 82% satisfied/very satisfied). This finding suggests that something other than compensation is driving employment satisfaction (see Section 3.2.1).

Figure 5-9: Satisfaction with Aspects of Compensation



Source: Early Years and Childcare Workforce Survey, administered by Malatest

Satisfaction with the various aspects of compensation is lower among non-managers compared to managers (see Figure 5-10 below); especially with respect to feeling “satisfied with the amount I earn.”

Figure 5-10: Satisfaction with aspects of compensation

% agree/ strongly agree	Total	Manager	Non- manager
Staff in my organization are compensated fairly for the work they do	33	35	29
Staff in my organization are compensated fairly for the skills and training they have	33	36	29
I am satisfied with the amount I earn	32	37	24
The compensation I receive poses a barrier to my desire and/or ability to stay in this sector	31	26	36

Figure 5-11 details satisfaction with compensation by organization type and by role within organization. As indicated, results vary by both organization type and role. Those working in directly operated centres were more satisfied with all aspects of compensation than those working in other types of licensed childcare settings. Child care centre staff were least satisfied with the amount they earn.

Figure 5-11: Satisfaction with aspects of compensation by organization type and role

% agree/ strongly agree	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Staff in my organization are compensated fairly for the work they do	33	32	30	65	38	31	27	35	35	34
Staff in my organization are compensated fairly for the skills and training they have	33	33	31	65	34	26	28	34	36	30
I am satisfied with the amount I earn	32	26	30	68	28	29	20	28	37	33
The compensation I receive poses a barrier to my desire and/or ability to stay in this sector	31	35	31	12	33	35	39	33	26	30

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Survey respondents were also asked if their organization offers any of the following benefits: supplementary health benefits (e.g. prescriptions, paramedical services, vision, dental, etc.); pension benefits; pregnancy and parental leave benefits; and paid vacation. As detailed in Figure 5-12 below, the majority of respondents indicated that their organization provides paid vacation and supplementary health benefits. Less than half reported that their organization provides pregnancy and parental leave benefits (42%) and pension benefits (36%).

The most common benefits provided by organizations were generally the same across the different types of organizations: paid vacation and supplementary health benefits. The exception was school board operated organizations which were much less likely to provide paid vacation. This is likely a reflection of the high proportion of school-based respondents who work part-time (see Section 2.4.2). Results suggest that for-profit organizations offer far fewer benefits than other types of organizations and directly operated organizations offer the most benefits. Those working for directly operated organizations were also much more likely to report that their organization provides supplementary health benefits, pension benefits, and pregnancy and parental leave benefits. (Figure 5-12)

When assessed by role, results indicate that special needs resourcing staff receive more benefits than staff in other roles; especially pregnancy and parental leave benefits, and pension benefits. (Figure 5-12)

Figure 5-12: Benefits provided by organization type and role

%selecting	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Paid vacation	81	71	85	86	46	69	70	71	87	90
Supplementary health	73	50	78	90	73	66	63	74	75	90
Pregnancy and parental leave	42	21	44	75	59	43	40	45	38	67
Pension benefits	36	8	38	84	77	23	30	42	34	69
Other	13	9	14	8	9	9	6	14	15	9
None of the above	7	14	5	3	10	26	10	10	5	3
Don't know	2	3	1	4	9	3	5	2	1	2

Source: Early Years and Childcare Workforce Survey, administered by Malatest

5.3 Wage Enhancement

5.3.1 Impact of the Wage Enhancement

In interviews conducted with industry stakeholders, the impact of the wage enhancement was discussed. Stakeholders revealed some initial concerns and reservations about the effectiveness of the new wage enhancement. The two main challenges relate to eligibility and transparency/accountability.

With respect to eligibility, only a subsector of the childcare and early years' educator population is eligible to receive the new wage enhancement. Eligibility does not depend on qualification or whether an employee is working in a for-profit or not-for-profit centre; employees working in special needs resourcing and child and family centres, for example, are not eligible. Stakeholders indicated that in large multi-site, multi-service organizations, where eligible educators work alongside non-eligible educators, the restricted eligibility for the wage enhancement can create tension and lead to a sense of inequity and injustice in the workplace. This can lead to higher turnover among staff in non-eligible positions. Furthermore, many within the workforce have been working in the sector for many years and are at the top end of their employer's compensation range.⁷⁷ Those who earn more than \$26.68/hr are ineligible for the supplement.

Stakeholders expressed mixed feelings about whether or not non-program staff should be eligible for the wage enhancement. Some interviewees felt strongly that the wage enhancement should be available to all staff, regardless of qualification, while others felt that expanding eligibility to include non-program staff undermines the effort required to complete a degree and register with the

⁷⁷ Halfon, S. and Bird, S. (2015) *Piecemeal Solutions Get Piecemeal Results: Addressing wages in regulated child care in Ontario*. Child care Canada: Childcare Resource and Research Unit. Retrieved from https://d3n8a8pro7vnm.cloudfront.net/aeceo/pages/656/attachments/original/1428501168/Piecemeal_Solutions_Spring15.pdf?1428501168

College of ECEs. Further research into this issue is required in order to better understand the sentiments of the sector as a whole.

With respect to accountability and transparency, employers are not required to apply for the wage enhancement, even if they qualify. Currently, records of provincial centres that have applied are collected, however information on the employer/employee receipt of wage enhancement was not available. Furthermore, stakeholder accounts suggest enforcement and accountability to ensure all eligible employers make the wage enhancement available to their staff is not widespread knowledge. One stakeholder mentioned they had heard, anecdotally, that some employers withhold the wage enhancement, using it as a bonus to be awarded to employees if they felt it was warranted. While this may not be the norm, it speaks to the need for increased awareness of accountability and enforcement, should the wage enhancement continue.

5.3.2 Satisfaction with Wage Enhancement

In the survey Malatest conducted with professionals in the sector, respondents in receipt of the wage enhancement were asked to rate the extent to which the wage enhancement contributes to: their decision to stay in their current job; their decision to continue to work in the child care sector; and their job satisfaction. In addition, they were asked to rate the extent to which the wage enhancement helps retain RECEs, and the extent to which their experience with the administration of the wage enhancement was positive.

As detailed in Figure 5-13, over half of all respondents agreed with all statements (i.e., rating of 4 or 5 on a 5 point agreement scale where 1 represents strong disagreement and 5 represents strong agreement). When assessed by organization type, results indicate that those working in for-profit organizations were more likely to agree with the statements than those working in not-for-profits. Sample sizes were generally too small to reliably report results for any role except child centre staff.

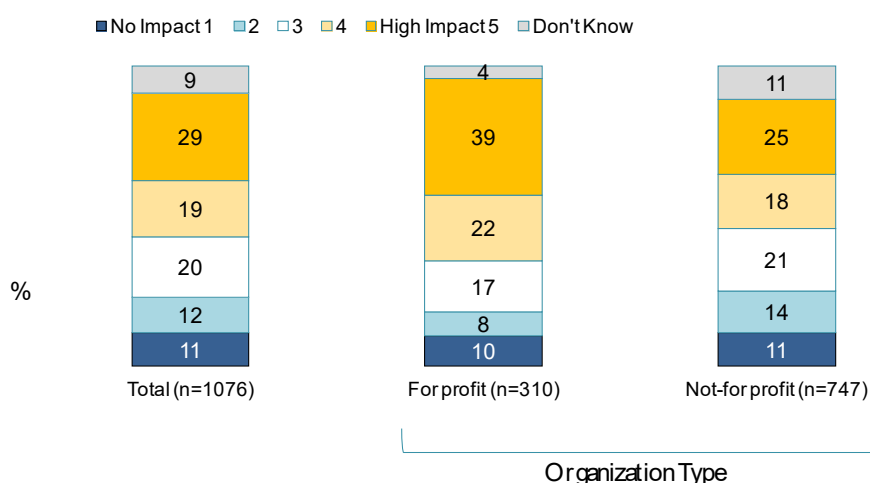
Figure 5-13: Satisfaction with Wage Enhancement by Organization Type

%giving a rating of 4 or 5 on 5 point agreement scale	Total	FP	NFP	Directly Oper	School Oper
The wage enhancement ...					
• Contributes to decision to stay in current job	53	59	51	*	*
• Contributes to decision to stay in sector	54	58	52	*	*
• Contributes to job satisfaction	56	61	53	*	*
• Helps retain RECEs	58	63	57	*	*
My experience with the administration of the wage enhancement was positive	62	72	59	*	*

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Managers, supervisors and directors were also asked to rate the impact Ontario's wage enhancement has had on the recruitment and retention of childcare staff at their facility on a scale of 1 to 5, where 1 represents no impact and 5 means high impact. Overall, 11% indicated that they thought the wage enhancement had no impact while 29% rated the impact as high. When assessed by type of organization, managers, supervisors and directors of for-profit organizations were more likely to think the enhancement has high impact than those at not-for-profit organizations (39% compared to 25%). (Figure 5-14)

Figure 5-14: Impact of Wage Enhancement



Source: Early Years and Childcare Workforce Survey, administered by Malatest

5.4 Revamped Funding and Wage Grids

In 2003, the OECD Directorate for Education recommended substantially increasing public funding of early childhood education and care services in Canada and encouraged provincial/territorial governments to establish early childhood strategies in consultation with major stakeholders.⁷⁸ Funding, wages, and career progression are closely tied and it is difficult to discuss any one of these issues in isolation from the others. Therefore, all three will be discussed here simultaneously.

A review of what other countries and provinces are doing to improve funding and wages revealed some innovative approaches. Similar to Ontario, other countries have adopted a hybrid approach that includes both parent fees and public funds. However, many have fixed the proportion that parent fees will comprise. For example, in Denmark parents pay 20% of the costs and in Finland, parents pay 10%.⁷⁹ In Sweden, legislation that came into effect in 2002 entitled children over the

⁷⁸ OECD Directorate for Education, *Early Childhood Education and Care Policy: Canada Country Note* (Organization for Economic Co-operation and Development, 2003-2004). <http://www.oecd.org/dataoecd/42/34/33850725.pdf>.

⁷⁹ Cleveland, G., and Krashinsky, M. (2013). *Financing Early Learning and Child Care in Canada*. Retrieved from <http://www.childcarepolicy.net/wp-content/uploads/2013/04/WinnipegPaper.pdf>.

age of three to a maximum of 525 hours of free preschool. This is accompanied by a fee cap, set at 3% of gross family income per child.⁸⁰ Sweden also has a higher percentage of its GDP dedicated to public spending on family benefits (including childcare) (3.5% in 2013) than Canada (1.4% in 2013).⁸¹

The Newfoundland and Labrador government rolled out a new Operating Grant Program in 2014. According to the government's website, "The Operating Grant Program (OGP) is a key component of the Provincial Government's 10-year child care strategy, *Caring For Our Future*. The implementation of this program will help improve the affordability of child care services for families with young children throughout Newfoundland and Labrador. The OGP will require participating centres to lower their rates to current subsidy rates. The Provincial Government will, in turn, provide an operating grant to centres to compensate for lost revenue, based on average market rates for parent fees. Parents of children at participating licensed child care centres will see their fees reduced to current daily subsidy rates of \$44/day for infants (birth to under 24 months), \$33/day for toddlers (24 to under 36 months), \$30/day for 3 to 12 years in full day care, and \$14/day for afterschool programs (up to 12 years of age)."⁸²

The Newfoundland and Labrador government has also rolled out a new wage supplement, which is tied to the qualification level of the individual. The intent is to attract a greater number of qualified individuals into the regulated child care setting.⁸³ Annual supplement amounts start at \$9,500.00 for an ECE who is at level 1 to \$13,500.00 for an Administrator who is at level 4.⁸⁴ The application process for the supplement is at the individual level, which means that employers are not the gatekeepers to receiving the supplement.

A supplement based on level of training and qualification is one step closer to implementing a wage grid. Wage grids and salary scales were a very common theme that emerged in a number of interviews with stakeholders. However, implementing a wage grid in a market-based system is challenging. When each licensed child care centre is responsible for balancing its own budget and staff salaries are the largest item in an operator's budget, "wages are usually the first item to be cut when finances become a problem or increased profits are desired."⁸⁵ The majority of managers, directors, and supervisors who responded to Malatest's survey indicated that more than half of their

⁸⁰ White, L.A., and Friendly, M. (2012). Public Funding, Private Delivery: States, Markets, and Early Childhood Education and Care in Liberal Welfare States – A Comparison of Australia, the UK, Quebec, and New Zealand. *Journal of Comparative Policy Analysis: Research and Practice*, 14(4). Retrieved from [dx.doi.org/10.1080/13876988.2012.699789](https://doi.org/10.1080/13876988.2012.699789)

⁸¹ Organisation for Economic Co-operation and Development. (n.d.) *Average annual wages*. Retrieved from https://stats.oecd.org/Index.aspx?DataSetCode=AV_AN_WAGE

⁸² Government of Newfoundland and Labrador. (2017). Education and Early Childhood Development: Operating Grant Program. Retrieved from <http://www.ed.gov.nl.ca/edu/family/childcare/operating.html>

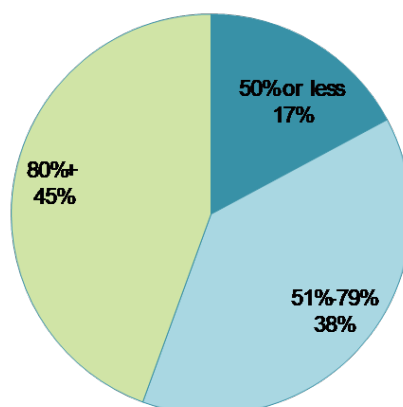
⁸³ Government of Newfoundland and Labrador, Department of Education and Early childhood Development. (2017). Early Learning and Child Care Supplement. Retrieved from http://www.ed.gov.nl.ca/edu/family/childcare/supplement/pdf/ELCC_supplement_policy.pdf

⁸⁴ Government of Newfoundland and Labrador, Department of Education and Early childhood Development. (2017). Early Learning and Child Care Supplement. Retrieved from http://www.ed.gov.nl.ca/edu/family/childcare/supplement/pdf/ELCC_supplement_policy.pdf

⁸⁵ Halfon, S. (2014) *Canada's Childcare Workforce*. Moving Childcare Forward Project (a joint initiative of the Childcare Resource and Research Unit, Centre for Work, Families and Well-Being at the University of Guelph, and the Department of Sociology at the University of Manitoba). Toronto: [movingchildcareforward.ca](http://movingchildcareforward.ca/images/policybriefs/MCCF_canadas_childcare_workforce.pdf). Retrieved from http://movingchildcareforward.ca/images/policybriefs/MCCF_canadas_childcare_workforce.pdf

budget is earmarked from remuneration. In fact, almost half (45%) indicated that over 80% of their budget is earmarked for remuneration. (Figure 5-15)

Figure 5-15: Percent of Budget for Remuneration



Source: Early Years and Childcare Workforce Survey, administered by Malatest

To implement a wage grid, increased government funding of the system and individual operators would be beneficial. “Using public funds for base funding of childcare programs has a positive effect on staff wages and qualifications.”⁸⁶

Wage grids are not entirely new to the child care sector. In fact, several provinces across the country are exploring this very idea (including BC, Manitoba, New Brunswick), and PEI has been successful in rolling it out. According to the Early Childhood Development Association of PEI, “when the government set out the wage grid and new education requirements six years ago, early childhood educators became more confident about their work. Also, educators returned to the sector when this grid was first announced.”⁸⁷ In PEI, early years centres are jointly funded by government and parent fees, but parent fees are regulated and have not increased since 2014, while the wage grid increased by two percent in July 2016.⁸⁸

As mentioned, many interviewees supported the development and implementation of a wage grid or salary scale in Ontario. Several interviewees commented that in order to properly fund the sector, and implement the accompanying wage grid, all grants and subsidies need to be pooled together into base funding for the sector. One interviewee suggested that a common regional funding formula be introduced alongside the wage grid, whereby operators are required to pay their staff a predetermined salary according to the wage grid. Fees for parents would be predetermined, as are budgets for categories such as food, equipment/supplies, administration, etc., with the only variable being occupancy cost. Each centre would then apply to their CMSM for their occupancy cost/general

⁸⁶ Ibid.

⁸⁷ The Employment Journey on PEI. (2017). *Early Childhood Education: Overview of the Early Childhood Education sector on PEI*. Retrieved from <http://employmentjourney.com/industries/earlychildhood-education/>

⁸⁸ The Employment Journey on PEI. (2017). *Early Childhood Education: Overview of the Early Childhood Education sector on PEI*. Retrieved from <http://employmentjourney.com/industries/earlychildhood-education/>

operating grant. The difference between what is recouped by the parent fees (which should be set) and what is spent on the predetermined items (salaries, food, equipment, etc.) is what makes up the general operating grant.

However, it was recognized that a wage grid and revamped funding strategy needs to be accompanied by a career map (i.e., the wage grid takes into consideration the education and training of staff, as well as years of experience and position). “Without corresponding remuneration there is little likelihood of attracting stronger students who are willing to study for three or four years to become early childhood educators.”⁸⁹ The salary scale or wage grid would therefore need to show a clear progression upwards, but also horizontally, as not all ECEs will necessarily have the opportunity to become managers, supervisors, or directors. So while some will become directors, others will need to see that their career and earnings can still increase, should they remain working directly with children. The wage grid would need to be developed side by side with the career map. As discussed in Section 3.2.3, job security/career planning was considered by many to be among the top challenges of working in the sector.

Establishing the salary scale then eliminates the necessity of the wage enhancement. However, as mentioned by several interviewees, \$2/hour is a significant amount of money, and the wage enhancement should continue until a better solution is rolled out. In the meantime, many felt that the government should revisit the eligibility requirements, which might involve opening it up to all RECEs working with children, regardless of whether they are working in a licensed child care facility or a child and family centre, but limiting it to only those who are RECEs. This would in turn provide additional incentive for individuals working as Director Approval to apply for the Qualifications Upgrade Program, thus developing a more highly educated childcare and early years workforce.

⁸⁹ Halfon, S. (2014) *Canada's Childcare Workforce*. Moving Childcare Forward Project (a joint initiative of the Childcare Resource and Research Unit, Centre for Work, Families and Well-Being at the University of Guelph, and the Department of Sociology at the University of Manitoba). Toronto: Movingchildcareforward.ca. Retrieved from http://movingchildcareforward.ca/images/policybriefs/MCCF_canadas_childcare_workforce.pdf

SECTION 6: RECRUITMENT AND RETENTION

Many of the stakeholders interviewed for this study reported that the recruitment and retention challenges facing the sector are not new; the same challenges have persisted for decades. Low wages, limited career opportunities, long hours, lack of respect, and poor working conditions contribute to high turnover in the sector.⁹⁰ When students are expected to complete a two year program at the current high cost of post-secondary education, they generally expect a salary that will compensate the time and effort applied to their post secondary education.⁹¹

These factors also make it difficult to recruit candidates into the sector. According to interviews with representatives from educational institutions, only about half of the students who complete the two-year diploma program continue on to work in the field of childcare and early years education. Stakeholders mentioned that many students experience these challenges during their practicum and, as a result, they change fields altogether or decide to continue on to further education. Other students drop out of the two-year diploma because it is too demanding.

That being said, results of the online survey with 2,469 early years and child care professionals who work in a licensed setting indicate that many find working in the sector rewarding, despite the challenges, and that many expect to be working in the sector a decade from now (see Section 6.2.1).

6.1 Factors Impacting Recruitment

6.1.1 Employers' Perceptions of Factors Impacting Recruitment

The online survey conducted by Malatest assessed the impact of a number of factors on the recruitment of early years and child care professionals. The Wage Enhancement and Home Child Care Enhancement Grant was one of these factors, along with the physical work environment, professional learning opportunities, career growth opportunities, the wages and benefits received, work hours, etc.

Managers, supervisors and directors were asked to rate the impact of each of these factors on a 5 point scale, where 1 represented a very negative impact on recruitment at their organization and 5 represented a very positive impact.

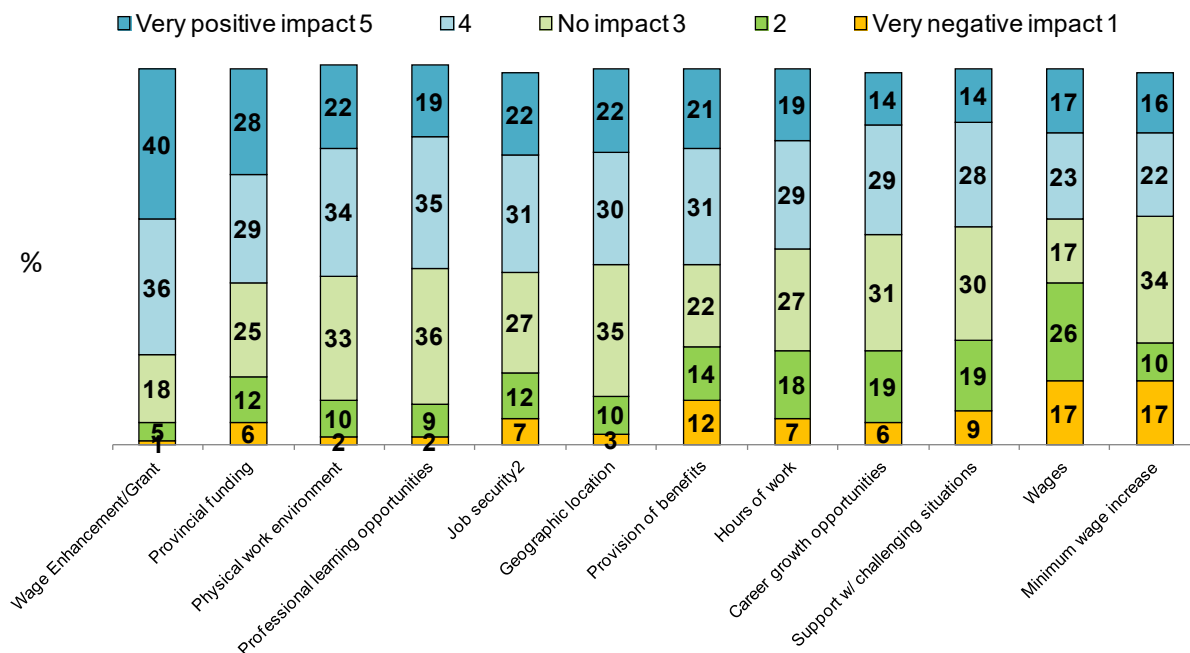
By a wide margin, the Wage Enhancement and Home Child Care Enhancement Grant was rated as having the most positive impact on recruitment; 76% rated its impact as positive or very positive

⁹⁰ Halfon, S. (2014) *Canada's Childcare Workforce*. Moving Childcare Forward Project (a joint initiative of the Childcare Resource and Research Unit, Centre for Work, Families and Well-Being at the University of Guelph, and the Department of Sociology at the University of Manitoba). Toronto: Movingchildcareforward.ca. Retrieved from http://movingchildcareforward.ca/images/policybriefs/MCCF_canadas_childcare_workforce.pdf, pg 11

⁹¹ Morris, J. (2002). Education and Training as Factors that Affect Recruitment and Retention of Staff in Early Childhood Care Programs. *Child Care Connections*. Retrieved from: <http://www.cccns.org/ret/RR/DP/E.pdf>

(Figure 6-1). Current wages were perceived as having the most negative impact, with 43% rating their impact as negative or very negative.

Figure 6-1: Factors impacting recruitment



Source: Early Years and Childcare Workforce Survey, administered by Malatest

These results were examined further to assess the extent to which perceptions might vary by type of organization (Figure 6-2). Results indicate that across virtually all types of organizations, managers, supervisors and directors rated the Wage Enhancement and Home Child Care Enhancement Grant as having the most positive impact on recruitment. The exception was directly operated organizations where current wages were seen as having the most positive impact. For other organization types, current wages were seen as having the least positive impact on recruitment.

Figure 6-2: Factors Impacting Recruitment by Organization Type

% positive/very positive impact	Total	FP	NFP	Directly Oper
Wage Enhancement/Grant	76	80	74	69
Provincial funding	57	63	55	58
Physical work environment	56	56	55	64
Professional learning opportunities	53	48	54	70
Job security	53	56	51	72
Geographic location	52	54	51	56
Provision of benefits	52	44	54	74
Hours of work	48	47	47	67
Career growth opportunities	44	41	43	65
Support w/ challenging situations	42	40	41	66
Wages	40	37	39	73
Minimum wage increase	38	41	37	36

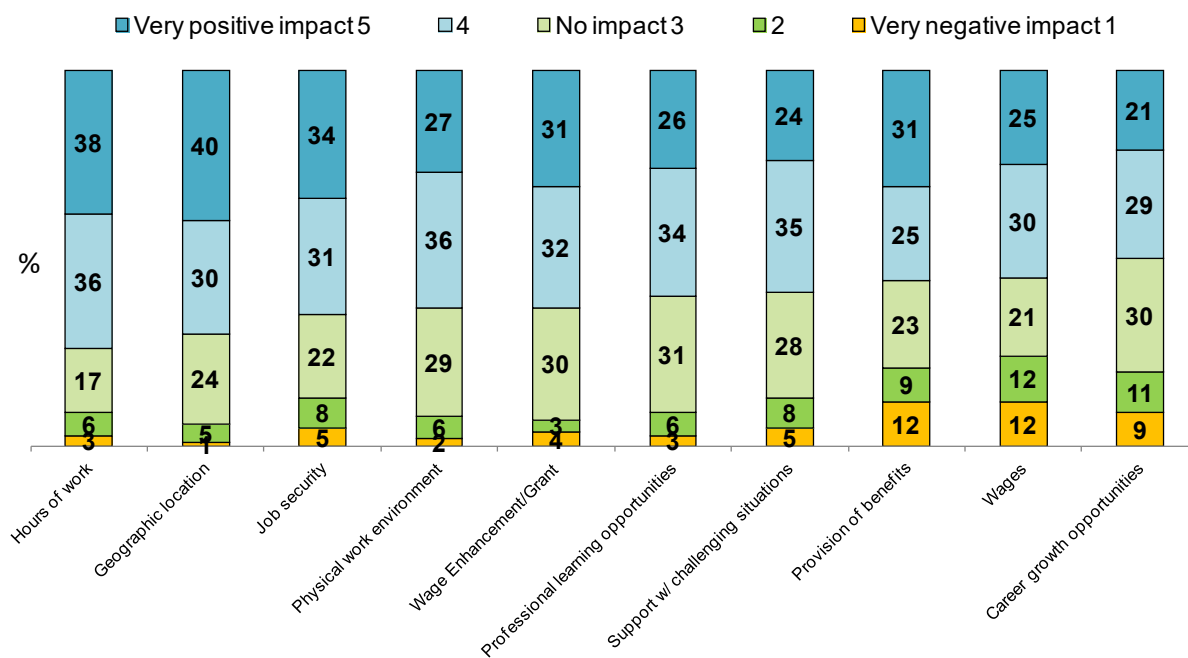
Note: sample size too small to reliably report results among school board operated organizations.

Source: Early Years and Childcare Workforce Survey, administered by Malatest

6.1.2 Non-managers' Perceptions of Factors Impacting Recruitment

Non-managers (i.e., staff) were asked to rate the impact of a series of factors on their desire to work at their current organization. A total of 63% rated the impact of the Wage Enhancement and Home Child Care Enhancement Grant positive or very positive. However, other factors were perceived as having a greater positive impact, including hours of work, geographic location, job security, and physical work environment (Figure 6-3). Wages and career growth opportunities were rated as having the least positive impact on non-managers' desire to work at their current organization (at 50% and 53%, respectively, positive/very positive).

Figure 6-3: Factors Impacting Decision to Work at Organization



Source: Early Years and Childcare Workforce Survey, administered by Malatest

The Wage Enhancement was perceived as having a strongly positive impact among all staff, regardless of the type of organization for which they worked. However, its impact – along with wages and provision of benefits – was perceived as much more positive among those working in municipal organizations.

Virtually all non-managers rated geographic location and hours of work as having the most impact on their decision to work at an organization, although job security was perceived as slightly more impactful than location among home visitors and home providers. The exception was those providing special needs resourcing supports who considered professional learning opportunities and receiving support with challenging situations to be more impactful than geographic location.

Figure 6-4: Factors Impacting Decision to Work at Organization by Type of Organization and Role

% positive/very positive impact	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Hours of work	74	67	74	80	76	76	70	75	n/a	84
Geographic location	70	70	70	71	65	68	72	71	n/a	62
Job security	65	56	65	74	71	71	63	53	n/a	77
Physical work environment	63	60	64	59	57	62	64	60	n/a	60
Wage Enhancement/Grant	63	66	61	75	60	53	64	67	n/a	n/a
Professional learning opportunities	60	50	61	76	56	62	52	66	n/a	82
Support w/ challenging situations	58	53	58	72	52	59	54	60	n/a	80
Provision of benefits	56	36	57	77	68	50	51	56	n/a	75
Wages	55	44	53	82	67	59	54	50	n/a	61
Career growth opportunities	50	45	50	63	44	59	45	50	n/a	61

Source: Early Years and Childcare Workforce Survey, administered by Malatest

6.1.3 Sector Growth

The government of Ontario has committed to helping 100,000 more children aged 0-4 in the province access licensed child care in the next five years. As part of this plan, Ontario is investing \$1.6 billion to build 45,000 new licensed child care spaces, focusing on schools in 2017, and expanding to other public spaces and communities across Ontario over the next five years. With the commitment, there will be increased demand for RECEs and other early years and child care program staff in Ontario.⁹²

To assess the extent to which the sector is preparing for this eventuality, Malatest asked the 1,419 managers, directors and supervisors who responded to the online survey if they expect to create new childcare spaces in the next one to three years, and if they expected that they would need to hire additional staff over the same period, excluding replacement staff for turnover (retirements, voluntary/involuntary departures).

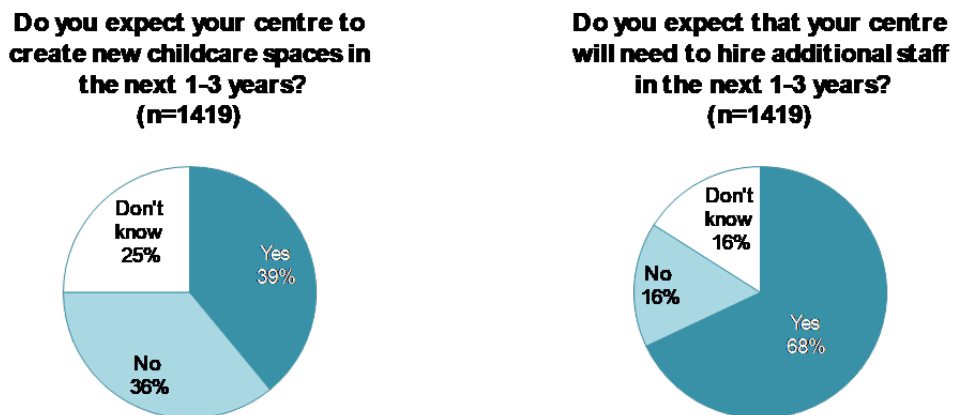
As detailed in Figure 6-5, approximately 4 in 10 managers, directors and supervisors expected to create new childcare spaces in the next one to three years. However, approximately as many said they did not expect to create new spaces and roughly one quarter indicated that they “didn’t know.”

However, when asked if they expected they would need to hire additional staff in the next one to three years, almost 7 in 10 said “yes.” This suggests that anticipated hiring needs are due to

⁹² Ministry of Education, Request for Proposals for Workforce Study for Early Years and Child Care Employees, Issued June 27, 2017

something other than awareness of government's intention to make more spaces available (e.g., staff turnover, retirement, etc).

Figure 6-5: Space and Hiring Expectations



Source: Early Years and Childcare Workforce Survey, administered by Malatest

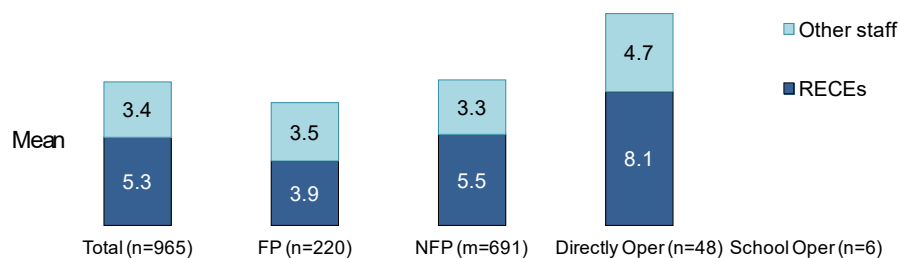
Managers, directors and supervisors working in directly operated organizations were more likely than those working in for-profit and not-for-profit organizations to expect that they would need to create new childcare spaces and hire additional staff in the next one to three years.

Figure 6-6: Space and Hiring Expectations by Organization Type

	Total	FP	NFP	Directly Oper	School Oper
Do you expect your centre to create new childcare spaces in the next 1-3 years?	(n=1419)	(n=335)	(n=1011)	(n=61)	(n=12)
% "yes"	39	34	39	54	*
Do you expect that your centre will need to hire additional staff in the next 1-3 years?	(n=1419)	(n=335)	(n=1011)	(n=61)	(n=12)
% "yes"	68	66	69	79	*

Source: Early Years and Childcare Workforce Survey, administered by Malatest

Those who indicated that they expected to hire additional staff were asked how many RECEs they expected to hire, and how many other staff. As detailed in Figure 6-7, managers, directors and supervisors expect to hire approximately 5 RECEs and 3 other staff over the next three years. The number of anticipated hires is highest among directly operated organizations (8 RECEs and 5 other staff), and lowest among for-profit organizations (6 RECEs and 3 other staff).

Figure 6-7: Number of Anticipated Hires by Organization Type

Source: Early Years and Childcare Workforce Survey, administered by Malatest

These results suggest that employers are either not aware of the government initiative or they are unsure how it will impact their operation, if at all. Interviews with training institutions suggest that, because they have no challenges filling the spaces in their ECE programs, an increase in the number of spaces will unlikely have any significant impact on them. Several noted that the problem does not lie in recruiting to the ECE post-secondary program but rather in successfully transitioning graduates from their studies in ECE to working in the field of ECE post-graduation. Several noted that if more graduates could be retained in the system, this would go a long way towards filling the potential gap in ECE workers as a result of the government expansion.

6.2 Factors Impacting Retention

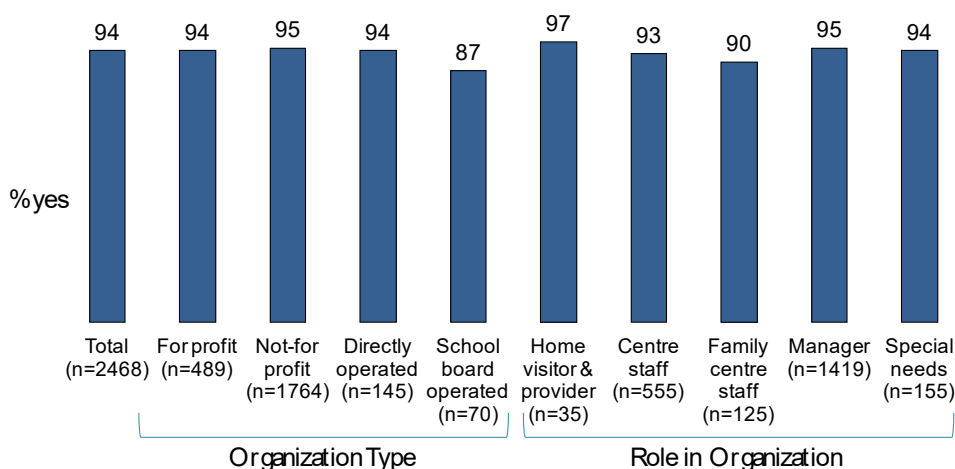
As mentioned in the introduction to Section 6, a number of challenges contribute to high turnover rates in the sector and many of the same retention challenges have persisted for decades. However, despite the challenges, many of those currently working in the sector find the work rewarding and intend to remain in the sector for the foreseeable future.

This section discusses the perceived benefits as well as the challenges faced by the early learning and childcare workforce.

6.2.1 Interest in Remaining in the Sector

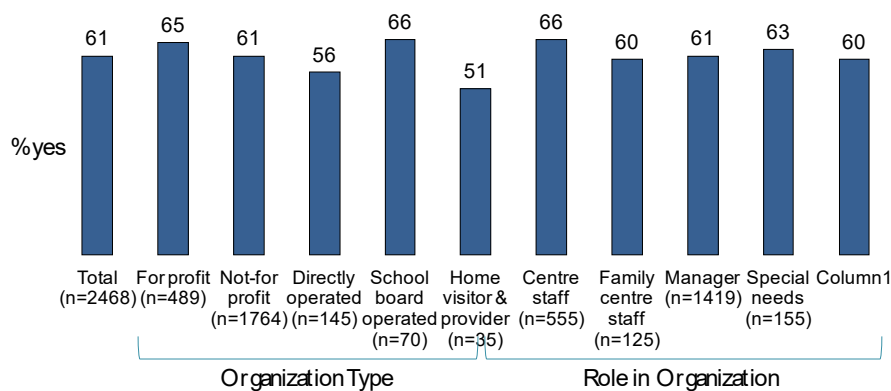
The online survey of early years and child care professionals conducted by Malatest asked respondents to indicate if they would like to be working in early years and child care one year from now, and if they would like to be working in the sector 10 years from now. Figures 6-8 and 6-9 suggest that interest in remaining in the sector is high, even in continuing to work in the sector a decade from now. However, it should be noted that self reported predictions of future actions are somewhat unreliable. That being said, high levels of interest in continuing to work in the sector do suggest that the more challenging aspects of the work are not so great that they are negatively impacting intentions to remain in the work force.

Figure 6-8: Interest in Working in the Sector 1 Year from Now



Source: Early Years and Childcare Workforce Survey, administered by Malatest

Figure 6-9: Interest in Working in the Sector 10 Years from Now



Source: Early Years and Childcare Workforce Survey, administered by Malatest

6.2.2 Factors Impacting Retention

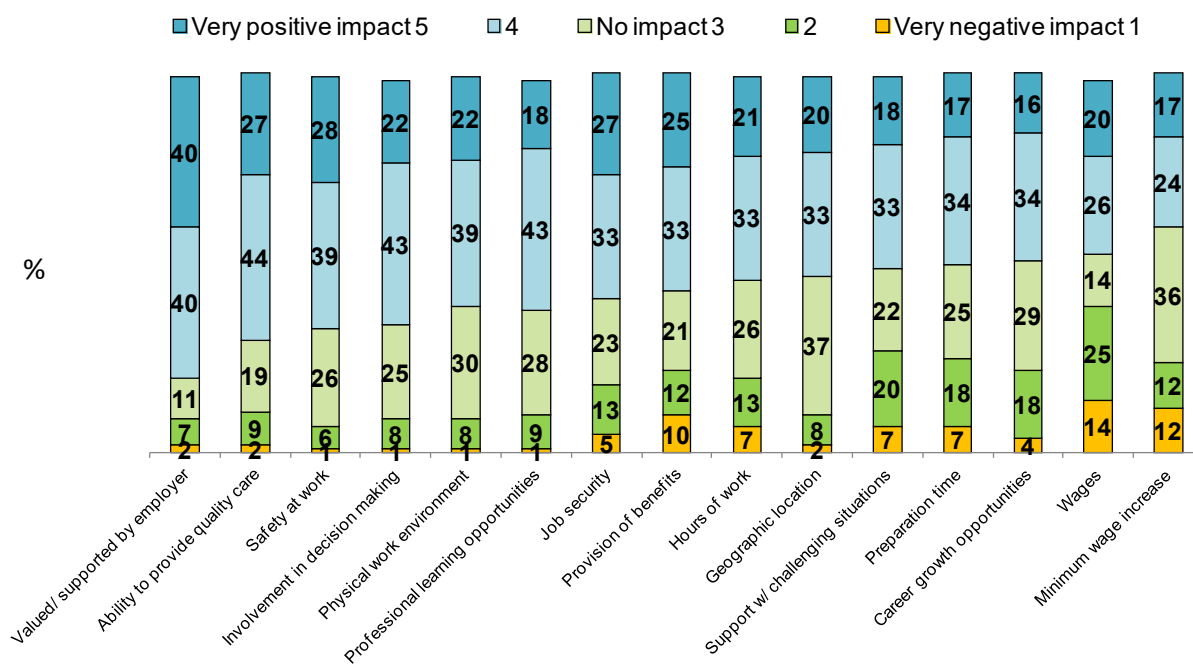
To better understand the factors impacting licensed child care organizations' ability to retain early years and child care professionals, Malatest included in the online survey questions that had been designed to identify the factors that have the greatest impact on retention. Respondents were asked to rate the impact of a series of factors on recruitment at their organization where 5 represented a very positive impact and 1 represented a very negative impact.

As indicated in the chart below, managers felt that the greatest positive impact on employee retention is feeling valued and supported by the employer (80% positive/very positive impact),

followed by feeling able to provide quality care (71% positive/very positive). Wages were perceived as having the most negative impact on retention (at 39% negative/very negative impact).

These findings are corroborated by results of the key informant interviews conducted by Malatest. Several interviewees mentioned that they find ways to compensate for the low wages and long hours their staff experience. Many interviewees reported that they make efforts to make their staff feel like a valued and important employee. As one interviewee said, “I’m hoping that [by] giving them autonomy and... the authority to plan and work on what needs to be done, that that will be the major way to keep them. It’s about developing good relationships. Making sure that we are all harmonious and we work together as a team. I think that’s a really important one; that everyone has a voice so that everyone is able to work on their favourite projects as best as possible...and that they get recognition for their efforts, for their passion, for their dedication...I’m looking at more relationships and time in lieu and recognition for their work.”

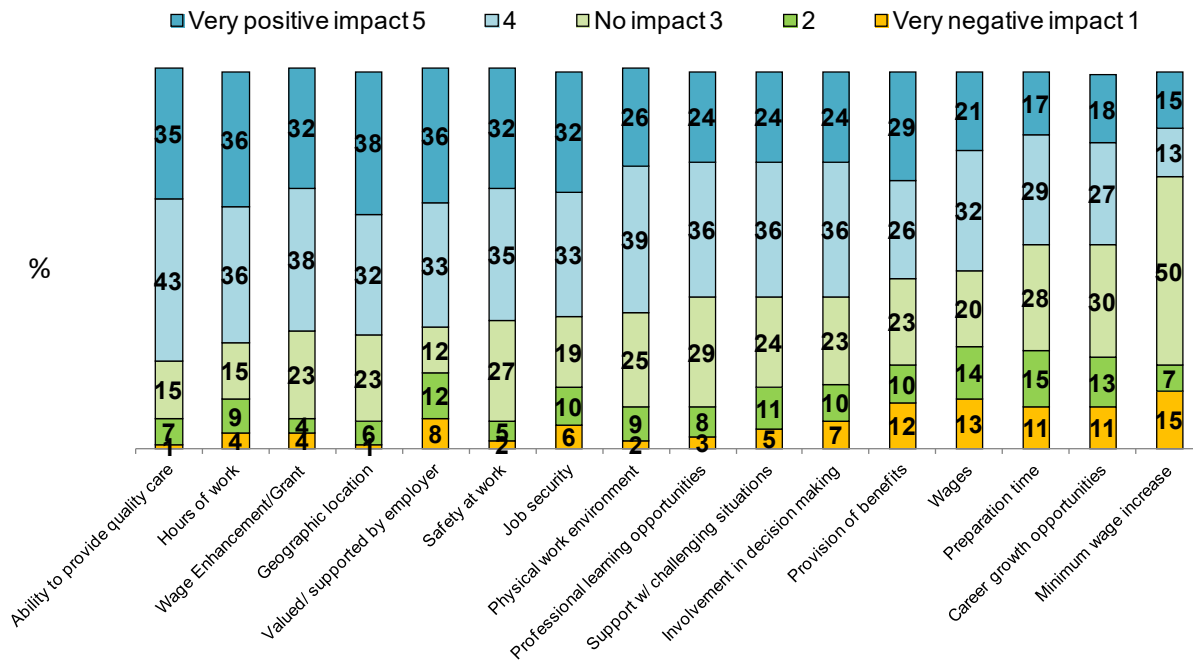
Figure 6-10: Factors Impacting Retention: Managers



Source: Early Years and Childcare Workforce Survey, administered by Malatest

Detailed in Figure 6-11 are non-managers' (i.e., staff) perceptions of the factors impacting their intention to remain at the licensed childcare centre for which they currently work. As indicated, feeling able to provide quality care was perceived as having the most positive impact (78% positive/very positive), followed by hours of work (72% positive/very positive) and the Wage Enhancement/Grant (70% positive/very positive). Perceived as having the most negative impact on their decision to remain with their current licensed childcare centre were wages (27% negative/very negative impact), preparation time (26% negative/very negative), and career growth opportunities (24% negative/very negative).

Figure 6-11: Factors Impacting Retention: Non-managers



Source: Early Years and Childcare Workforce Survey, administered by Malatest

6.2.3 Reasons for Turnover

The challenges discussed in the prior section contribute to high turnover rates among child care providers. To better understand the reasons for turnover, Malatest included questions in the online survey with early years and child care professionals that would facilitate the identification of the main reasons RECEs leave various child care settings, and to determine whether the turnover rate has increased, decreased, or remained stable since 2015. Note that the \$1.00 wage enhancement in 2015 was increased to \$2.00 in 2017 and was maintained at \$2.00 in 2017.

In the online survey, managers, directors and supervisors were asked to report the approximate number of RECEs leaving their organization in 2015 and in 2017 for reasons other than retirement (excluding employees on parental leave). A list of 10 possible reasons for turnover was included in the survey and respondents were asked to report the number leaving in each year for each reason. An 'other' category was also included so that respondents could record a different reason if RECEs within their organization had left for any reason other than those listed.

Figure 6-12 lists the possible reasons RECEs may have left an organization and the number leaving for each reason in both 2015 and 2017. As indicated, the main reason for leaving in both 2015 and 2017 was "accepted a similar job at a school board." The proportion citing this reason has declined since 2015 (from 35% to 25%), commensurate with a slight increase in the proportion indicating they left because they had accepted an equivalent job at a different childcare facility (from 12% to 16%).

“Job did not pay enough (poor wages/benefits)” was mentioned by approximately 1 in 10 (11%) in both 2015 and 2017. This suggests that, while the wage enhancement may be having a positive impact, it may not be enough to prevent employees from leaving due to low wages.

Figure 6-12: 2015 and 2017 Reasons for Turnover

	Total leaving in 2015 (n=5637) %	Total leaving in 2017 (n=3957) %
Accepted a similar job at a school board	35	25
Accepted an equivalent job at a different childcare facility	12	16
Job did not pay enough (poor wages/benefits)	11	11
Accepted a job in a different field (not childcare related)	9	10
Terminated/laid off	9	11
Went back to school	8	10
Did not return after maternity leave	5	4
Accepted a more senior job at a different childcare facility	4	4
Accepted a more senior job at a school board	3	2
To care for family member(s) (not including maternity leave)	1	3
Other	3	5

Source: Early Years and Childcare Workforce Survey, administered by Malatest

When results among for-profits are compared to not-for-profits, a larger proportion of managers, directors, and supervisors at not-for-profits cited “accepted a similar job at a school board” as the reason for turnover (27% vs. 18% in for-profits). Reasons for turnover cited by managers, directors, and supervisors at for-profits were evenly split between “accepted a job at a school board” (at 18%) and “accepted an equivalent job at a different childcare facility” (at 19%).

Figure 6-13: 2015 and 2017 Reasons for Turnover by Organization Type

	Total (n=3957) %	For-profits (n=5637) %	Not-for- profits (n=3957) %
Accepted a similar job at a school board	25	18	27
Accepted an equivalent job at a different childcare facility	16	19	15
Terminated/laid off	11	14	9
Job did not pay enough (poor wages/benefits)	11	13	10
Went back to school	10	9	11
Accepted a job in a different field (not childcare related)	10	9	10
Did not return after maternity leave	4	6	4
Accepted a more senior job at a different childcare facility	4	3	4
To care for family member(s) (not including maternity leave)	3	3	2
Accepted a more senior job at a school board	2	1	3
Other	5	4	5

Source: Early Years and Childcare Workforce Survey, administered by Malatest

6.2.4 Sector Migration

The literature suggests that when child care and early years professionals who leave the sector tend to migrate to the education sector. This is consistent with the findings in the prior section which indicate that the main reason for turnover is moving to a similar job at a school board (i.e., and ECE in Full Day Kindergarten (FDK)). It should be noted that ‘school-board’ could include ECEs in a FDK class, or a daycare/before and after care program run within the school. It is likely that the low ratings provided by respondents in the ‘school-board’ category in the Malatest survey are by those who are working in the daycare/before and after care, rather than as ECEs in the FDK classroom.

Key informants suggested this as well, stating that the lower wages and benefits provided by child care centres and child and family centres make it difficult to retain RECEs. As mentioned by one key informant, “When we took over some of the programs, people didn’t even have benefits. They didn’t even have health or dental. So when we’re competing against school boards, we have to have equal compensation, otherwise we will never be able to retain the talent we need.”

Findings of the online survey conducted by Malatest were similar, with approximately 1 in 4 (37%) reporting that if they were to leave the child care and early years sector, they would seek employment in the education sector. Approximately 1 in 4 (24%) indicated that they would move to the social services sector, and 1 in 5 (19%), to a private business.

Those working in directly operated centres were slightly less likely to say they would go to the education sector if they left the sector and more likely to say they would seek employment in the social services sector. Those working in for-profit organizations and not-for-profit organizations were more likely than those working in directly operated organizations and school board operated

organizations to say they would move to a private business. Those working in school board operated organizations were slightly more likely to say they would move to the health sector.

Few differences were noted by role, although special needs resourcing staff and child and family centre professionals were more likely than those in other roles to say they would seek employment in the social services sector. Home child care visitors and home child care providers (combined) were slightly more likely to report that they would move to a private business.

Figure 6-14: Where Early Years and Child Care Professionals would Go if they Left the Sector by Organization Type and Role

	Total	FP	NFP	Directly Oper	School Oper	Home Vis/Prov	Centre staff	Family centre	Manager	Special needs
Education sector	37	37	36	30	48	34	40	35	36	31
Social services sector	24	19	24	37	25	23	20	30	23	34
Private business	19	24	19	10	11	23	17	17	21	17
Health sector	7	9	7	8	6	9	11	8	5	6
Other	13	11	14	14	9	11	12	10	14	11

Source: Early Years and Childcare Workforce Survey, administered by Malatest

SECTION 7: RECOMMENDATIONS AND ACTION ITEMS

1) Lead a Public Education Campaign about the Importance of Early Childhood Education

A growing body of evidence suggests that the early years of a child's development determine their future development, and that the quality of their development at the time they enter school predicts their academic performance. As discussed in the main body of this report, for every dollar spent on early childhood education program, the economy receives approximately \$6 of economic benefits.⁹³ Ontario has already launched public awareness campaigns related to improving perceptions of the sector, but to date, there has been little emphasis on the scientific research that confirms the long-term benefits and importance of children participating in structured learning environments as early as 0-4 years of age.

There has been a wave of recent research that points to the long-term benefits, both social and economical, of a structured early learning environment for children aged 0-4. Parental leave benefits in Canada enable many parents to stay home with their child for the first year of the child's life. If they return to work, it has historically been the parent's responsibility to find childcare in the years between 12-18 months and 4.5 when the child begins full day kindergarten. The public perception continues to be that those 'in between years' are simply child minding and that day care is a stop-gap measure before a child enters kindergarten. Educating the public about the benefits of early childhood education would likely have a positive impact on how they perceive child care and early learning.

Part of the education campaign should involve sector ambassadors. These individuals would be responsible for attending career fairs and college/university fairs, and for communicating with high schools and guidance counsellors to ensure that the messaging is consistent and professional.

Complementing the public education campaign is the need to enhance the minimum educational requirement to work in the field. Messaging about working as an early years educator would need to include promotion of the value of the teachers themselves.

2) Enhance Minimum Qualifications

Research has established the connection between quality care and a more highly qualified workforce. Interview participants suggested that one reason for the low perceived value of the sector is the low (or no) level of education required to work in the sector. As discussed earlier, it is not a requirement to have any kind of training or qualification in order to work in the sector. As one interviewee stated, "If we are talking about being respected professionals, we need to have professionals in the sector." Another interviewee said, "Focusing on qualification and formalized training and credentials will help to elevate the perception of the profession. There's no question about that."

⁹³ Alexander, Craig, Kip Beckman, Alicia Macdonald, Cory Renner, and Matthew Stewart. *Ready for Life: A socio-economic analysis of early childhood education and care*. Ottawa: The Conference Board of Canada, 2017.

The ministry should consider establishing minimum educational requirements to obtain employment in the early years and childcare sector. Minimum educational requirements should be position or role specific. For example, for managers and supervisors, it is possible that education and training in a field related to ECE would be sufficient, as long as it is a university degree or a post-graduate certificate. As evidenced by the survey findings, 12% of managers and 10% of non-managers (i.e., staff) have post-secondary training, but in a field other than ECE.

3) Help Define a Career Path and Career Map

Job security and career planning were mentioned by many survey respondents as key challenges they experience. Key informants also mentioned that lack of a career path or lack of career opportunities acts as a disincentive to those who may otherwise have decided to seek employment in the field. Key informants felt that additional educational requirements for directors, managers, and supervisors would help define a career path, and this would act as an incentive to increase qualifications: “[Advancing their skills makes people] feel that they’re part of something bigger and that there’s a place for them to grow if that’s what they choose.” At present, there is little incentive to pursue further education beyond the two-year diploma, as the sector has not formally defined the level of education required to work in each of the positions in the sector. To attract individuals to the sector and retain them beyond a few years, it is important to show a clear career progression and to identify the career options that exist in the field. For some, the progression will be vertical (i.e., taking on more responsibility and working towards a more senior position) while for others it might be horizontal (i.e., exploring other work environments within the sector, such as working with children with special needs or specializing in a particular area of childhood education). The sector would benefit greatly from developing and formalizing a career map that would serve as an incentive and guide for those considering work in the field.

4) Establish an Oversight Body for the Sector

In 2007, Ontario established the regulatory college for early childhood educators (College of ECEs), which allowed for ECEs who had completed their two-year diploma to become “Registered Early Childhood Educators.” This was one of the first and most significant steps toward professionalization in the province. However, currently, only ECEs who are registered with the College of ECEs are considered regulated, and they are held accountable for adhering to a set of standards and codes of ethics. As evidenced by the findings of this study, a notable number of employees working in the sector are not registered ECEs and are not, therefore, held accountable to the same standards as others.

Government can help promote the professional identity of the sector and of those working in the field by supporting the establishment of an oversight body for the entire sector rather than just those who are registered with the College of ECEs. Alternatively, government could broaden the scope of the College of ECEs to include all employees in the sector, not just those who are registered. This will ensure that all employees are accountable for adhering to standards and codes of conduct that are professionally overseen and regulated.

5) Expand Access to Professional Learning Opportunities

Access to formal professional learning opportunities continues to be a challenge for the sector, although the ministry is has committed to funding two release days per year for all employees so they can pursue professional learning opportunities. Additional research is needed to better understand the preferences of the sector in terms of whether these release days will be on the same days so all can attend the same workshops, or if individuals will be able to use these days at their discretion so they can attend the professional learning courses that are of interest to them.

In addition, the sector, in coordination with the College of ECEs, should consider whether and how to extend the requirement for pursuing professional learning beyond RECEs to include all employees in the sector. Should this avenue be explored, it would likely be best achieved in tandem with the development and rollout of sector-wide standards and codes of ethics. Again, these would be applicable to all employees, not just RECEs.

As well, as discussed in the body of this report, if more people could take advantage of the Qualifications Upgrade Program, it could have a greater impact on enhancing the qualifications of employees in the sector. The ministry could consider wider promotion of these grants and expanded eligibility; particularly if the sector would like to reduce the number of staff working with children who are not considered 'qualified' (i.e., they do not have the two-year ECE diploma).

6) Develop a Wage Grid

Although not specifically explored in the online survey, the idea of a wage grid was mentioned by several interviewees as a necessary step forward for the sector. It was felt that the development of the wage grid should be led by the ministry. The wage grid should clearly correlate specific wage ranges with specific educational qualifications, years of experience, and role or job title. This would enable prospective job seekers, as well as those already working in the field, to easily identify how to get to where they want to be in their career. Further consultation with the sector may need to be undertaken in order to develop the wage grid, but the ministry might consider developing different wage scales for different types of organization, depending on what types of qualifications are required. For example, consideration should be given to whether or not an RECE with a PhD should be paid the same wage, regardless of whether they are managing a childcare centre or developing policy and conducting research with another organization. Should the ministry move forward with developing wage scales for the sector, such issues will need to be explored.

In the meantime, many felt that the wage enhancement should be maintained until the wage grid comes into effect. Survey results indicate that the Wage Enhancement/Home Child Care Enhancement Grant is a strong contributing factor to job satisfaction, recruitment and retention.

However, although the wage enhancement contributes to retention, concerns about eligibility should be addressed. Only a sub-set of the childcare and early years' educator population is eligible to receive the new wage enhancement, and although most interviewees felt that all organization types should be eligible, feelings were mixed regarding expanding eligibility to include non-RECEs. Further research into this issue is required in order to better understand the sentiments of the sector as a whole.

As long as the wage enhancement is maintained, it is important to address concerns related to accountability and transparency of the wage enhancement. Records of provincial centres that have applied are currently collected; however, information on the employer/employee receipt of wage enhancement is not available. Furthermore, stakeholder accounts suggest that eligible employers are not being held accountable for making the wage enhancement available to their staff. One stakeholder mentioned that they had heard, anecdotally, of employers withholding the wage enhancement or using it as a bonus to be awarded to only those employees they feel deserve it. While this may not be the norm, it speaks to the need for increased accountability and enforcement, should the wage enhancement continue.

7) Revamp the Funding Model

While the available funding has been valuable and largely appreciated by the sector, they are not sustainable, equitable, or without significant administrative burden. Many interviewees felt strongly that the entire funding system for the childcare and early years sector needs to be revamped and redeveloped. This includes pooling all the grants and subsidies that are currently being distributed to different subsectors based on different eligibility criteria, and merging them into one funding pool. This initiative would likely need to occur in tandem with the wage grid, as funding specifically earmarked for wages would be required. Some interviewees felt that if the government pooled all the different pockets of funding (grants, subsidies, wage enhancements) into one fund, and reorganized how the funding was distributed, it would be possible to coordinate the standardization or capping of parent fees with increased wages.

SECTION 8: WORKS CITED

- 2017 Ontario Child Care and Child and Family Programs Service Management and Funding Guideline(2017). Section 5: Wage Enhancement/Home Child Care Enhancement Grants
- Alexander, C., Beckman, A., Macdonald, A., Renner, C., and Matthew Stewart. *Ready for Life: A socioeconomic analysis of early childhood education and care*. Ottawa: The Conference Board of Canada, 2017.
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SECTION 9: APPENDIX

Survey of Program Staff, Managers, Directors, and Supervisors of Licensed Child Care and Early Years Programs in Ontario

Online:

Purpose of the Survey:

The Ontario Ministry of Education has retained the services of R.A. Malatest & Associates Ltd. to undertake a workforce study on early years and child care professionals in licensed child care and early years programs in Ontario. As committed to in the Renewed Child Care and Early Years Policy Framework, the study will help inform the development of a workforce strategy that will increase the sector's ability to attract and retain an engaged, integrated and knowledgeable workforce that provides high quality programming that is culturally-responsive and inclusive of all children.

The purpose of this survey is to hear from professionals working in the sector about their experience with and opinions regarding various elements that impact on job/career satisfaction, recruitment and retention.

Who Should Complete This Survey?

We are asking that all program staff, supervisors, managers, and directors working in licensed child care (centre-based, home-based, and school-based) or early years programs please fill out this survey, including those providing special needs resourcing supports. If you are a manager, director or supervisor and have received this survey on behalf of your organization, we ask that you please complete the survey and forward it to eligible staff to complete as well.

Length of Time to Complete Survey:

The survey will take approximately 15-20 minutes to complete, depending on your answers. Please note that the password provided to you allows you to enter the survey as often as needed so you do not have to complete the survey all at once. Your answers are saved once you hit the 'next' button and you can return at another time to complete the survey.

Statement of Confidentiality:

All of the information that you share during will remain anonymous for reporting purposes. This means that only researchers at R. A. Malatest & Associates Ltd. will have access to identifying information in connection with survey findings. More information on our privacy policy can be found on our website at <http://www.malatest.com/Privacy.htm>

Questions:

If you have any questions about this survey, you can email [Erika Clark](mailto:e.clark@malatest.com), Research Assistant, R.A. Malatest & Associates at e.clark@malatest.com.

I1. Do you consent to participate in this survey?

CONTEXTUAL INFORMATION

Ontario's Renewed Early Years and Child Care Policy Framework was released on June 6, 2017. It sets out the following vision for early years and child care in Ontario:

All children and families have access to a range of high-quality, inclusive and affordable early years and child care programs and services that are child- and family-centred and contribute to children's learning, development and well-being.

The framework identifies several key priority areas for action, including supporting the early years and child care workforce through the development of a Workforce Strategy, and ongoing support for wage enhancement for child care professionals and professional development.

WELCOME

In order to allow us to generate a personalized access code, we would like to collect some information from you.

A personalized access code will allow you to exit the survey and sign back in at a later time, using your personalized access code, without losing your information. Should you decide to do this, when you close out of the survey, you will be provided with your access code.

Please note that your information will not be shared with your employer, the Ministry, the College of Early Childhood Educators, or any other person/organization outside of R.A. Malatest & Associates.

I1. Do you consent to participate in this survey?

I2. Please provide the following information

First name: _____

Email address: _____

SECTION A: INFORMATION ABOUT YOUR ORGANIZATION

A1. What type of program / service does your organization provide? [select all that apply]

1. Licensed centre-based child care
2. Licensed school-based child care (i.e., the child care is located in a publically-funded school)
3. License home-based child care
4. Child and family programming (Child and Family Programs funded by the Ministry of Education, including Child Care Resource Centre, Better Beginnings Better Futures, Ontario Early Years Centres, Parenting and Family Literacy Centres)
5. Special needs resourcing supports

A2a. Is your organization:

1. For profit
2. Not-for profit
3. Directly operated (i.e., operated by a Consolidated Municipal Service Manager or a District Social Services Administration Board)
4. School-board operated

A2b. In what municipality or First Nation is your organization (physical centre/facility you work at):

Municipality	First Nation
The District Municipality of Muskoka	Aamjiwnaang First Nation
The Regional Municipality of Durham	Alderville First Nation
The Regional Municipality of York	Algonquins of Pikwakanagan First Nation
The Corporation of the City of Kawartha Lakes	Anishinabe of Wauzhushk Onigum First Nation (Rat Portage)
The Corporation of the City of Peterborough	Attawapiskat First Nation
The Corporation of the County of Bruce	Aundeck-Omni-Kaning First Nation
The Corporation of the County of Grey	Bearskin Lake First Nation
The Corporation of the County of Northumberland	Beausoleil First Nation (Christian Island)
The Corporation of the County of Simcoe	Chippewas of Georgina Island
The County of Oxford	Chippewas of Kettle and Stony Point
The Regional Municipality of Waterloo	Chippewas of Nawash Unceded First Nation (Cape Croker)
The Corporation of Norfolk County	Chippewas of Rama First Nation
The City of Hamilton	Chippewas of Saugeen
The Corporation of the City of London	Chippewas of the Thames First Nation
The Corporation of the City of St. Thomas	Constance Lake First Nation
The Corporation of the City of Stratford	Couchiching First Nation
The Corporation of the City of Windsor	Curve Lake First Nation
The Corporation of the County of Huron	Deer Lake First Nation
The Corporation of the Municipality of Chatham-Kent	Delaware Nation (Moravian of the Thames)
The Regional Municipality of Niagara	Eagle Lake First Nation
The Corporation of the City of Brantford	Fort Albany First Nation
The Corporation of the County of Lambton	Ginoogaming First Nation (Long Lac #77)
The City of Cornwall	Grassy Narrows First Nation (Asubpeeschoseewagong Netum Anishnabek First Nation)
The Corporation of the City of Kingston	Henvey Inlet First Nation
The City of Ottawa	Hiawatha First Nation
The Corporation of the County of Hastings	Iskatewizaagegan No.39 Independent First Nation
The County of Lanark	Kasabonika Lake First Nation
The County of Renfrew	Long Lake No.58 First Nation
The County of Lennox and Addington	M'Chigeeng First Nation (West Bay)
The United Counties of Leeds and Grenville	Mississauga First Nation

Municipality	First Nation
The United Counties of Prescott and Russell	Mississaugas of the New Credit
The Algoma District Social Services Administration Board	Mohawks of Akwesasne
The City of Greater Sudbury	Mohawks of the Bay Of Quinte
The District of Cochrane Social Services Administration Board	Moose Cree First Nation
The District of Timiskaming Social Services Administrations Board	Moose Deer Point
The Manitoulin-Sudbury District Services Board	Munsee-Delaware Nation
The District of Sault Ste. Marie Social Services Administration Board	Muskrat Dam
The District of Nipissing Social Services Administration Board	Naotkamegwaning First Nation (Whitefish Bay)
The District of Parry Sound Social Services Administration Board	Nibinamik First Nation
The Kenora District Services Board	Nigigoonsiminikaaning First Nation
The Rainy River District Social Services Administration Board	Nipissing First Nation
The District of Thunder Bay Social Services Administration Board	Ojibways of Batchewana
City of Toronto	Ojibways of Garden River
	Ojibways of Onigaming First Nation
The Corporation of the County of Dufferin	Ojibways of the Pic River First Nation (Biigtigong Nishnaabeg)
The County of Wellington	Oneida Nation of the Thames
The Regional Municipality of Halton	Pikangikum First Nation
The Regional Municipality of Peel	Sagamok Anishnawbek First Nation
The County of Middlesex	Serpent River First Nation
	Shoal Lake No.40 First Nation
	Six Nations of the Grand River
	Temagami First Nation
	Wabaseemoong Independent Nations (White Dog)
	Walpole Island First Nation (Bkejwanong Territory)
	Wasauksing First Nation
	Whitefish River First Nation
	Wikwemikong Unceded Indian Reserve
	Wunnumin Lake First Nation
	Pic Moberg First Nations No. 59

A3. Does your organization offer programming [select all that apply]:

1. in English
2. in French
3. that is culturally relevant for First Nation, Métis and Inuit children?
4. other (please specify): _____

A4. What title best describes your role in your organization?

1. Home child care visitor [skip to Section B]
2. Home child care provider
3. Program staff in a child care centre (i.e., working directly with children) [skip to Section B]
4. Program staff in a child and family centre (i.e., working directly with children) [skip to Section B]
5. Manager, supervisor or director
6. Special needs resourcing staff (i.e., resource consultant, resource teacher, enhanced staff) [skip to Section B]
7. Other (please specify) _____ [skip to Section B]

A5. How many program staff (i.e., working directly with children) are employed at your organization? _____

A5a. How many of these program staff are Registered Early Childhood Educators (RECEs)?

A6. What percent of your overall budget is earmarked for remuneration (wages and benefits combined)? _____ [not mandatory, allow up to 99%]

SECTION B: INFORMATION ABOUT YOU

B8. Which of the following best describe your typical hours of work?

1. Full time, single shift
2. Full time, split shift
3. Full time, extended day (in excess of 9 hours a day)
4. Part time, single shift
5. Part time, split shift
6. Other (please specify) _____

B9. What is the highest level of education you have completed?

1. High-school diploma
2. College diploma
3. University degree
4. Post-graduate certificate
5. Post-graduate degree
6. None of the above

B10. [If B9 = 2-5]: have you completed a post-secondary program (certificate, diploma or degree) in an early childhood-related field?

1. Yes
2. No

B11. [If B10=1] Are you a Registered Early Childhood Educator?

1. Yes
2. No

B12. How many years have you been employed in:

1. Your current organization?

Less than 1 year	(2017)
1-2 years	(2016)
2-3 years	(2015)
3-4 years	(2014)
4-5 years	(2013)
5-6 years	(2012)
6-7 years	(2011)
7-8years	(2010)
8-9 years	(2009)
9-10 years	(2008)
10+ years	(2007 or earlier)

2. The early years and child care sector?

Less than 1 year	(2017)
1-2 years	(2016)
2-3 years	(2015)
3-4 years	(2014)
4-5 years	(2013)
5-6 years	(2012)
6-7 years	(2011)
7-8years	(2010)
8-9 years	(2009)
9-10 years	(2008)
10+ years	(2007 or earlier)

B13. What is your current age?

1. Under 25
2. 25-34
3. 35-44
4. 45-54
5. 55 or older
6. Prefer not to answer

B14. What is your gender?

1. Male
2. Female
3. Other
4. Prefer not to answer

B15. Do you identify as any of the following? (check all that apply)

1. First Nation, Metis, Inuit or Urban Indigenous
2. Francophone
3. Visible minority
4. Recent immigrant
5. Other (please specify) _____
6. Prefer not to answer

SECTION C: GENERAL OPINIONS ON WORKING IN EARLY YEARS AND CHILD CARE

C16. On a scale of 1 to 5, where 1 is very dissatisfied and 5 is very satisfied, how satisfied are you with your current employment?

Very dissatisfied				Very satisfied	Don't know
1	2	3	4	5	99

C17. What are the most rewarding aspects about working in early years and child care? (select top 3)

1. Hours of work
2. Location of work
3. Physical nature of work
4. Job responsibilities not related to direct care for children
5. Job responsibilities related to direct care for children
6. Interactions with parents and families
7. Interactions with other staff and professionals
8. Other (please specify) _____

C18. What are the most challenging aspects of working in early years and child care? (select top 3)

1. Hours of work
2. Location of work
3. Physical nature of work (e.g. illness, stress, personal safety)
4. Job responsibilities not related to direct care for children
5. Job responsibilities related to direct care for children
6. Interactions with parents and families
7. Interactions with other staff and professionals
8. Compensation
9. Job security / career planning
10. Other (please specify) _____

C19. Would you still like to be working in early years and child care in:

1. 1 year?
 - a. Yes
 - b. No (please explain): _____
2. 10 years?
 - a. Yes
 - b. No (please explain): _____

C20. Would you recommend working in early years and child care to others?

1. Yes
2. No (please explain): _____

SECTION D: COMPENSATION

[If A1 does not = 1, 2 or 3, skip to D22]

D21a. [If A4 = 1-3(program staff working in child care)]: Are you currently in receipt of the Wage Enhancement/Home Child Care Enhancement Grant?

1. Yes [continue at D22]
2. No [continue at D21b]
3. Don't know [continue at D21b]

D21b. Do you know what the Wage Enhancement/Home Child Care Enhancement Grant is?

1. Yes
2. No
3. Don't know

CONTEXT:

The 2017 wage enhancement grant supports an increase of up to \$2 per hour, plus 17.5 percent benefits for licensed program staff and home visitors. In addition, the Home Child Care Enhancement Grant supports an increase of up to \$20 per day for home child care providers contracted with a licensed home child care agency.

The goals of the initiative are to:

- ✓ close the wage gap between RECE wages in the school board and licensed child care sectors;
- ✓ stabilize licensed child care operators by helping them retain RECEs/child care staff; and
- ✓ support greater employment and income security.

[ASK ALL]

D22. How much do you earn per hour [including the wage enhancement]?

<input type="checkbox"/>	\$11.40 - \$15.00/hr
<input type="checkbox"/>	\$15.01 - \$20.00/hr
<input type="checkbox"/>	\$20.01 - \$26.68/hr
<input type="checkbox"/>	\$26.69 - \$30.00/hr
<input type="checkbox"/>	\$30.01 - \$35.00/hr
<input type="checkbox"/>	\$35.01 - \$40.00/hr
<input type="checkbox"/>	\$40.01+/hr
<input type="checkbox"/>	Prefer not to answer

D23. Does your organization provide the following benefits? (please check all that apply)

1. Supplementary health benefits (e.g. prescriptions, paramedical services, vision, dental, etc.)
2. Pension benefits
3. Pregnancy and parental leave benefits
4. Paid vacation
5. Other (please specify): _____
6. None of the above
7. Don't know

D24. Please rate your level of agreement with the following statements, where 1 is strongly disagree and 5 is strongly agree.

	Strongly disagree 1	2	3	4	Strongly agree 5	Don't know
I am satisfied with the amount I earn	1	2	3	4	5	99
Staff in my organization are compensated fairly for the work they do	1	2	3	4	5	99
Staff in my organization are compensated fairly for the skills and training they have	1	2	3	4	5	99
The compensation I receive poses a barrier to my desire and/or ability to stay in this sector	1	2	3	4	5	99

[Skip to Section E if A1 does not = 1, 2 or 3]

D25a. [If A4 = 5 (supervisor)]: Has your organization ever applied for the wage enhancement / Home Child Care Enhancement Grant?

1. Yes [continue at D25c]
2. No [continue at D25b]
3. Don't know [continue at D27]

D25b. If not, why?

1. My organization is not eligible
2. The information available about how to apply was not clear
3. The information available about eligibility was not clear
4. The process was too complicated
5. The process was too time consuming
6. Other (please specify) _____
7. Don't know

[CONTINUE TO E29]

D25c. Are eligible staff at your organization currently in receipt of the wage enhancement?

1. Yes
2. No

The next set of statements pertains to the objectives of the Wage Enhancement/Home Child Care Enhancement Grant.

D26. [Ask if D21a=1] Please rate your level of agreement with the following statements, where 1 is strongly disagree and 5 is strongly agree.

	Strongly disagree 1	2	3	4	Strongly agree 5	Don't know
The wage enhancement contributes to my decision to stay in my current job.	1	2	3	4	5	99
The wage enhancement contributes to my decision to continue to work in the child care sector.	1	2	3	4	5	99
The wage enhancement contributes to my job satisfaction.	1	2	3	4	5	99
The wage enhancement helps retain registered early childhood educators (RECEs)	1	2	3	4	5	99
My experience with the administration of the wage enhancement was positive.	1	2	3	4	5	99

D28a. [Ask only if A4=5] Please rate the impact that Ontario's wage enhancement has had on the recruitment and retention of childcare staff at your facility, on a scale of 1 to 5, where 1 is no impact and 5 is a high impact

No Impact				High Impact	Don't Know
1	2	3	4	5	99

[IF A4=5 AND D28a = 1-3]

D28b. Please explain your answer: _____

SECTION E: EDUCATION AND TRAINING

The next set of statements pertains to the education and training of child care and early years professionals.

E29. Please rate your level of agreement with the following statements, where 1 is strongly disagree and 5 is strongly agree.

	Strongly disagree 1	2	3	4	Strongly agree 5	Don't know
Registered early childcare educators (RECEs) have the appropriate training when coming out of postsecondary education	1	2	3	4	5	99
My organization takes the initiative to communicate professional learning opportunities to its employees.	1	2	3	4	5	99
I am satisfied with the professional learning opportunities that are available to me	1	2	3	4	5	99
Professional learning opportunities are easily accessible	1	2	3	4	5	99
Professional learning opportunities are offered at an appropriate time (day time, evenings, weekdays, weekends)	1	2	3	4	5	99
Early years and childcare staff are provided with sufficient paid release time to attend professional learning courses	1	2	3	4	5	99

E30. What are the main barriers for early years and childcare employees to participate in professional learning opportunities? Select top 3

1. Paid release time
2. Location
3. Time of day/week
4. Lack of support from employer
5. Lack of available opportunities / events
6. Subject matter is not applicable to my job
7. Other (please specify): _____

E31. [If B9 = 2-5]:

On a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree, please rate your agreement with the following statements pertaining to your ECE post-secondary training.

	Strongly disagree				Strongly agree	Don't know
My practicum experience provided me with sufficient hands on training	1	2	3	4	5	99
My course instructors were knowledgeable	1	2	3	4	5	99
My ECE post-secondary training provided me with a good understanding of the types of jobs available to me when I graduated	1	2	3	4	5	99
I had a good understanding of the different settings across the early years and child care sector when I graduated (e.g. differences between for profit and not-for-profit centres, and between childcare centres and child and family centres, etc.)	1	2	3	4	5	99
I had the skills and knowledge I needed when I first started my job	1	2	3	4	5	99

E32a. [IF B9 = 2-5] Upon graduation from post-secondary training, what skills do you feel early childhood educators struggle with most? [select top three]

1. Communication skills
2. Writing skills
3. Problem solving skills
4. Computer skills
5. Program/curriculum development skills
6. Leadership
7. Business and financial skills
8. Working with children
9. Working with families
10. Culturally-relevant programming
11. Other, please specify
12. None

E32b. What are the top three professional learning needs of all educators – those new to the job and those who have experience?

1. Communication skills
2. Writing skills
3. Problem solving skills
4. Computer skills
5. Program/curriculum development skills
6. Leadership
7. Business and financial skills
8. Working with children
9. Working with families
10. Culturally-relevant programming
11. Other, please specify
12. None

SECTION F: RECRUITMENT AND RETENTION

F33a. [If A4 = 5(supervisor)]: Approximately how many RECEs left your organization in 2015 for reasons other than retirement (do not include employees on parental leave)? Please provide your answer by completing the table below.

Reason for departure	# that left in 2015	Don't know
Accepted an equivalent job at a different childcare facility		
Accepted a more senior job at a different childcare facility		
Accepted a similar job at a school board		
Accepted a more senior job at a school board		
Went back to school		
Accepted a job in a different field (not childcare related)		
To care for family member(s) (not including maternity leave)		
Did not return after maternity leave		
Job did not pay enough (poor wages/benefits)		
Terminated/laid off		
Other (please specify) _____		
Other (please specify) _____		
TOTAL [Programming: calculate total automatically]		

F33b. [If A4 = 5(supervisor)]: Approximately how many RECEs left your organization in 2017 for reasons other than retirement (do not include employees on parental leave)? Please provide your answer by completing the table below. (Note: please provide the number to date for 2017).

Reason for departure	# that left in 2017	Don't know
Accepted an equivalent job at a different childcare facility		
Accepted a more senior job at a different childcare facility		
Accepted a similar job at a school board		
Accepted a more senior job at a school board		
Went back to school		
Accepted a job in a different field (not childcare related)		
To care for family member(s) (not including maternity leave)		
Did not return after maternity leave		
Job did not pay enough (poor wages/benefits)		
Terminated/laid off		
Other (please specify) _____		
Other (please specify) _____		
TOTAL [Programming: calculate total automatically]		

F34. [If A4 = 5(supervisor)]: Do you expect your centre to create new childcare spaces in the next 1-3 years?

1. Yes
2. No
3. Don't know

F35a. [If A4 = 5(supervisor)]: Do you expect that your centre will need to hire additional staff, excluding replacement staff for turnover (retirements, voluntary/involuntary departures) in the next 1-3 years?

1. Yes [continue at F35b]
2. No [skip to F36a]
3. Don't know [skip to F36a]

F35b. Please indicate approximate number of FTEs expected for:

RECEs _____

Other staff _____

G31. If you were to leave the child care and early years sector, where else would you want to work?

1. Education sector
2. Social services sector
3. Health sector
4. Private business
5. Other (please specify): _____

F36a. On a scale of 1 to 5, where 1 is a very negative impact and 5 is a very positive impact, please rate the impact of each of the following [If A4=5] on the recruitment of early years and child care professionals at your organization.

	Very negative impact 1	2	No impact 3	4	Very positive impact 5	Don't know
Current wages [Programming pipe in 'excluding Wage Enhancement/Home Childcare Enhancement Grant ' if D25c=1]	1	2	3	4	5	99
Wage Enhancement/Home Child Care Enhancement Grant [PROGRAMMING: ask if D25c=1]	1	2	3	4	5	99
Current provincial funding such as general operating funding	1	2	3	4	5	99
Impending minimum wage increase (to \$15/hr in 2019)	1	2	3	4	5	99
Current physical work environment (facilities, space)	1	2	3	4	5	99
Current work hours						
Current availability of career growth opportunities	1	2	3	4	5	99
Current provision of benefits	1	2	3	4	5	99
Current availability of professional learning opportunities	1	2	3	4	5	99
Current availability of support to deal with challenging families/situations	1	2	3	4	5	99
Job security	1	2	3	4	5	99
Geographic location of facility	1	2	3	4	5	99

F36b.... [If A4=1,2,3,4,6,7] had on your decision to work at your current organization:

	Very negative impact 1	2	No impact 3	4	Very positive impact 5	Don't know
Wages [programming, pipe in 'excluding Wage Enhancement/Home Childcare Grant' if D21a=1]	1	2	3	4	5	99
Wage Enhancement/Home Child Care Enhancement Grant [PROGRAMMING: ask if D21a=1]	1	2	3	4	5	99
Physical work environment (facilities, space)	1	2	3	4	5	99
Hours of work	1	2	3	4	5	99
Availability of career growth opportunities	1	2	3	4	5	99
Provision of benefits	1	2	3	4	5	99
Availability of professional learning opportunities	1	2	3	4	5	99
Availability of support to deal with challenging families/situations	1	2	3	4	5	99
Job security	1	2	3	4	5	99
Geographic location of facility	1	2	3	4	5	99

F37. On a scale of 1 to 5, where 1 is a very negative impact and 5 is a very positive impact, please rate the impact that each of the following has [If A4=5] on the retention of early years and child care professionals. [IF A4=1,2,3,4,6,7, alt text] had on your decision to stay with your current organization/facility.

	Very negative impact 1	2	No Impact 3	4	Very positive impact 5	Don't know
Current wages [programming, pipe in 'excluding Wage Enhancement/Home Child Care Enhancement Grant' if D21a=1]	1	2	3	4	5	99
Wage Enhancement/Home Child Care Enhancement Grant [PROGRAMMING: include only if D21a=1]	1	2	3	4	5	99
Impending minimum wage increase (to \$15/hr in 2019)	1	2	3	4	5	99
Current hours of work	1	2	3	4	5	99
Current physical work environment (facilities, space)	1	2	3	4	5	99
Current availability of career growth opportunities	1	2	3	4	5	99
Current provision of benefits	1	2	3	4	5	99
Current availability of professional learning opportunities	1	2	3	4	5	99
Current availability of support to deal with challenging families/situations	1	2	3	4	5	99
Job security	1	2	3	4	5	99
Geographic location of facility	1	2	3	4	5	99
Safety at work	1	2	3	4	5	99
Preparation time	1	2	3	4	5	99
Opportunities to be involved in decision making	1	2	3	4	5	99
Feeling equipped to provide quality care	1	2	3	4	5	99
Feeling valued and supported by the employer	1	2	3	4	5	99

F38. What initiatives can the government support that would help improve the recruitment and retention of qualified RECEs into the sector? _____

F39. Do you have any final comments you would like to share with us today?
_____ [not mandatory]

Thank you for taking the time to participate in the survey!
[exit to Malatest website]