
GidGalang Gan tllxanda:

Taking Care of Children in Southern Haida Gwaii

A Child Care Needs & Demands Assessment for Southern Haida Gwaii

Prepared For: The Village of Queen Charlotte

Funded By: Union of BC Municipalities - Child Care Planning Program



Prepared by : Co+Host

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This report is titled GidGalang Gan tllxanda. We are grateful to the Haida elders at HLGaagilda Xaayda Kil Nay for providing this translation in Xaayda kil for the word child care. We use this word as the title of our report in acknowledgment that we work and live on Haida Gwaii, the unceded territory of the Haida Nation.

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TABLE OF CONTENTS

Acknowledgments	2
Table of Contents	3
Disclaimer	5
Visual Executive Summary	6
Introduction	8
Purpose of Study.....	8
Methodology	8
Data Quality.....	9
Survey	9
Key Informant Interviews	10
Action Planning Meetings.....	10
Study Limitations.....	11
Provincial Context	11
Regional Profile	12
Governance	14
Economy & Labour Force/Employment.....	14
Education	15
Population Trends.....	16
Current Population Figures.....	16
Population Change Over Time.....	17
Village Bylaws, Policies and Documents Supporting Child Care	17
Current Child Care Landscape	18
Current Care Systems	18
Licensed Child Care.....	18
The Child Centre in Queen Charlotte Daajing Giids	18
Skidegate Daycare in HlGaagilda Skidegate.....	19
Skidegate Nursery in HlGaagilda Skidegate.....	20
Alicia Embree in Queen Charlotte Daajing Giids (Anticipated Fall 2020)	21
License Not Required Child Care.....	22
Unlicensed Child Care.....	22
Friends and Family	23
Nannies and Au Pairs.....	24
Stay at Home Parents	24
Youth Centres.....	25
Early Childhood Educators	25
License Requirements.....	25
License Exemptions.....	26

Educational Opportunities.....	26
Financial Support for ECE Education.....	28
Current Child Care Needs	28
Satisfaction with Care.....	29
Age Specific Needs.....	30
Under 3 Years Old	30
3 & 4 Years Old	30
After School Care.....	31
Special Needs Education.....	31
Summary of Need in Southern Haida Gwaii.....	31
Challenges	32
Recruitment & Retention of Early Childhood Educators.....	32
Societal Value for Early Childhood Work.....	34
Adequate Space	35
Transportation to/from Care	35
Cost of Child Care to Parents.....	35
Solutions	37
Local Stakeholder Collaboration	38
The Role of Local Governments.....	38
Community Collaboration	38
Supporting Current Early Childhood Educators	39
Determine Haida Gwaii Living Wage.....	39
Increased Wages	39
Extended Benefits.....	41
Fostering Community Value.....	41
Recruiting New Early Childhood Educators.....	42
Supporting Local Early Childhood Education Students	42
Support Off Island Recruitment at College Programs.....	43
Space Creation.....	44
Renovate Existing Spaces for Licensed Child Care.....	45
Building New Community Spaces.....	45
Advocacy for Systemic Change.....	46
Community Prioritization of Solutions.....	47
Appendix.....	49
Appendix A.....	49
Appendix B.....	50
Appendix C.....	51
References	52

TABLE OF CONTENT FOR FIGURES AND TABLES

Figure 1: Parent Survey Participants, By Community9

Figure 2: Care Provider Survey Participants, By Community9

Figure 3: General Community Member Survey Participants, By Community9

Figure 4: Parent Satisfaction with Types of Care.....29

Figure 5: Actual and Anticipated Career Challenges for Early Childhood Educators33

Figure 6: Community Prioritization of Solutions48

Table 1: Population, based on 2016 Census Figures16

Table 2: Population based on Independent Community Records for January 1, 202016

Table 3: Summary of Licensed Care in southern Haida Gwaii, as of February 202022

Table 4: Online Early Childhood Education Programs, as of February 202027

Table 5: Summary of Salary and Benefits Intervention Costs41

DISCLAIMER

All the information included in this study is based on data/information gathered from various secondary and primary sources, and certain assumptions. Although due care and diligence has been taken in compiling this document, the contained information may vary due to changes in the environment. The prospective user of this document is encouraged to carry out her/his own due diligence and gather any information she/he considers necessary. Co+Host and its consultants cannot be held liable for the outcomes of decisions made as a result of this study.



GidGalang Gan tllxanda: Taking Care of Our Children in Southern Haida Gwaii

PURPOSE & METHODOLOGY:

1. To understand current needs and opportunities related to the provision of safe, quality, affordable and accessible child care in the southern communities of Haida Gwaii (south of Port Clements Gamadiis)
2. To develop an action plan to meet local child care needs over the next 10 years for the Village of Queen Charlotte

The methodology included a literature review, interviews, a public survey and planning meetings. For more information, visit www.haidagwaiichildcare.com

CHILD CARE OPTIONS

To provide care for their children, survey respondents in southern Haida Gwaii use either one or a combination of the following options:

LICENSED CHILD CARE CENTRES - 30% of families

1. **CHILD CENTRE - Queen Charlotte Daajing Giids**
 Part time care After School Care
2. **SKIDEGATE 4 YEAR OLD NURSERY - HIGaagilda Skidegate**
 Full time care
3. **SKIDEGATE DAYCARE - HIGaagilda Skidegate**
 Full time care After School Care
 Part time care
4. **ALICIA EMBREE - Queen Charlotte Daajing Giids**
 Full time care - anticipated Fall 2020

UNLICENSED CARE PROVIDERS

- **Family members and friends** - 26% of families
- **Stay at home parent(s)** - 23% of families
- **Nannies or au pairs** - 15% of families

Of respondents who participated in the survey, 38% were completely satisfied with their child care solutions.

CURRENT EARLY CHILDHOOD EDUCATORS & CARE PROVIDERS

In southern Haida Gwaii, there is a small and dedicated group of individuals who provide care to families, either through licensed centres (62% of survey respondents) or privately (38% of survey respondents), and who love their jobs.

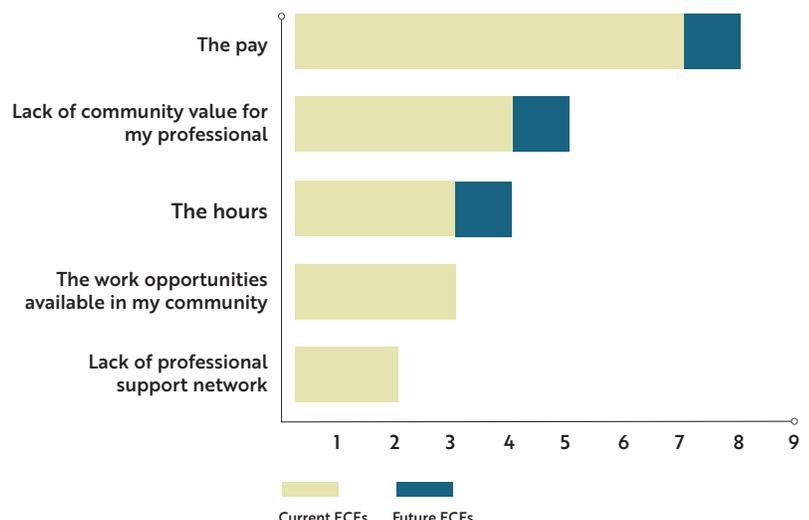
When asked what the best parts of their job are, current care providers said:

"Seeing children learn and build on their development skills, doing fun and educational activities with children, culture activities, there are so many to list"

"Getting to know the families in my community and providing an essential service"

"Seeing children thrive in a setting where they know they are loved and valued as little people."

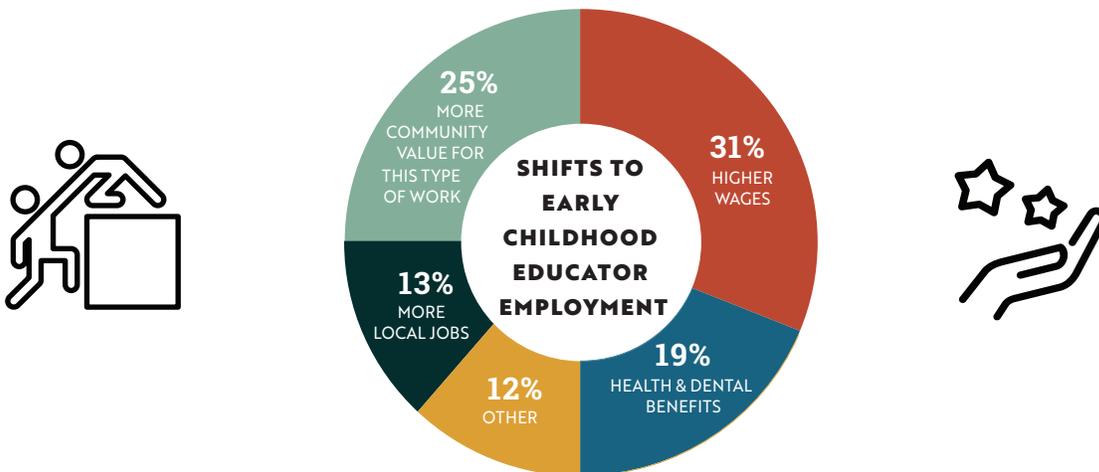
CHALLENGES & HESITATIONS



FORMER EARLY CHILDHOOD EDUCATORS & CARE PROVIDERS

On Haida Gwaii there are a number of people (26% of survey respondents) who are qualified to provide child care, but choose not to. These individuals identified a number of shifts that would encourage them to return to this line of work:

OBSTACLES TO CARE (CURRENT & ANTICIPATED)

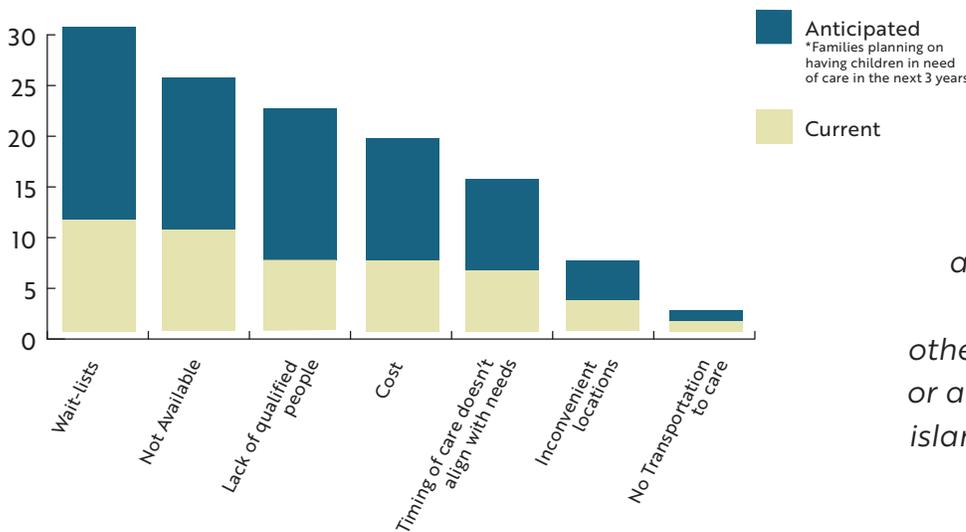


NEEDS OF FAMILIES

62% of survey respondents said they wanted to change their child care solution.

Survey respondents face, or anticipate facing, the following obstacles when trying to access their ideal child care.

OBSTACLES TO IDEAL CHILD CARE



"[A lack of daycare...] affects my ability to work full time or accept the work that I want. ... [I know others] who cannot go back to work or are looking at having to move off island because there is no daycare."

However, existing child care facilities are struggling to expand in large part because of a lack of staff, and space.

SOLUTIONS

In order to improve the accessibility and affordability of quality child care for the southern communities of Haida Gwaii, our findings suggest we need to:

1. Support our existing local Early Childhood Educators.
2. Help recruit new Early Childhood Educators to Haida Gwaii.
3. Increase community value for Early Childhood Education.
4. Continue to collaborate locally.
5. Advocate for systemic change at provincial and federal levels.
6. Support the creation of new spaces for child care programs.

INTRODUCTION

PURPOSE OF STUDY

With financial assistance from the Union of BC Municipalities, Co+Host was contracted by the Village of Queen Charlotte to develop a 10 Year Child Care Action Plan for the communities of southern Haida Gwaii. Though contracted by the Village of Queen Charlotte, research and solution development included and considered the needs of all communities south of Port Clements Gamadiis¹, as these communities do not exist in isolation of each other.

The objectives of this project include:

- To understand the current needs and opportunities related to the access and provision of quality, affordable child care Queen Charlotte Daajing Giids, HlGaagilda Skidegate and surrounding communities
- Develop an action plan to meet local child care needs over the next 10 years

The completion of this Child Care Action Plan, based on community research and consultation, will position the Village of Queen Charlotte to support or lead local planning and advocacy work, and to take advantage of future funding opportunities related to child care improvement.

METHODOLOGY

The methodology used to develop this assessment and action plan included:

- 1. Literature Review.** A thorough review of early learning policies, regulations, frameworks and action plans from Haida Gwaii, British Columbia, Canada and worldwide informed an initial understanding of regional, national and global contexts and regulations.
- 2. Data Collection and Analysis.** Demographic, economic and additional data from the 2016 Canadian Census, local child care centres, Northern Health, and other online sources were compiled and used to understand current context, needs and gaps related to child care in southern Haida Gwaii.
- 3. Key Stakeholder Interviews.** Key stakeholders were interviewed to better understand the nuances and dynamics that affect the provision (past, present and future) of, and access to affordable, quality, child care in southern Haida Gwaii.
- 4. Survey.** An online survey was distributed to parents (current and future), care providers (previous, current and future), and the general public to understand experiences and needs related to accessing, delivering and improving child care in southern Haida Gwaii.
- 5. Action Planning Groups.** Key stakeholders, identified as having potential capacity to enact change in the local child care landscape, participated in 3 action planning sessions that supported the development and validation of solutions and recommendations.
- 6. Community Forum.** Community members were invited to a 2-hour forum, where they validated survey findings and contributed to the development of solutions. 15 adults attended, along with 10 children.

Due to the lack of current quantitative data for the communities of southern Haida Gwaii, the study primarily used qualitative data.

¹ The initial study design included residents of Port Clements Gamadiis who self-identify as spending most of their time in southern Haida Gwaii. However, the majority of Port Clements Gamadiis residents who completed the survey (86%, or 6 individuals) identified they would seek care on the north end. As such, the boundaries of this study were adjusted, making Port Clements Gamadiis a north end community.

DATA QUALITY

SURVEY

A total of 94 survey respondents from communities south of Port Clements Gamadiis completed the survey in October 2019. Respondents followed different paths through the survey based on their responses, meaning most questions did not receive 94 responses.

- 62% of respondents (58 people) reside in Queen Charlotte Daajing Giids, 30% (28 people) reside in HlGaagilda Skidegate, and 4% (4 people) reside in Sandspit K'il Kun Llnagaay, and 3% (3 people) reside in Rural Graham Island - South².
- 63 respondents identified as current or future parents or guardians to children who require care³.
- 24 respondents identified as past, current or future child care providers.
- 12 respondents were general community members interested in child care.

Figure 1: Parent Survey Participants, By Community

Figure 2: Care Provider Survey Participants, By Community

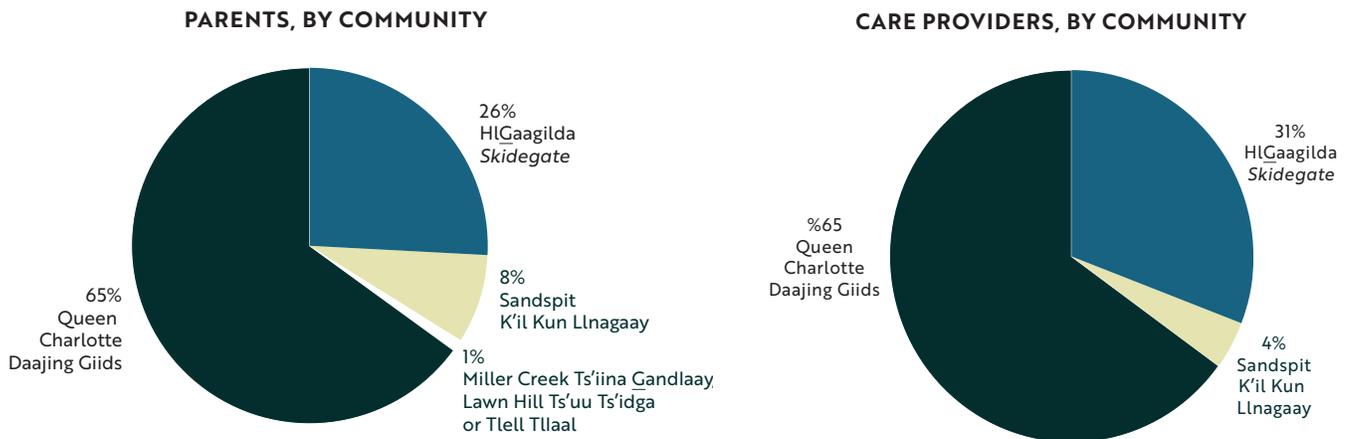
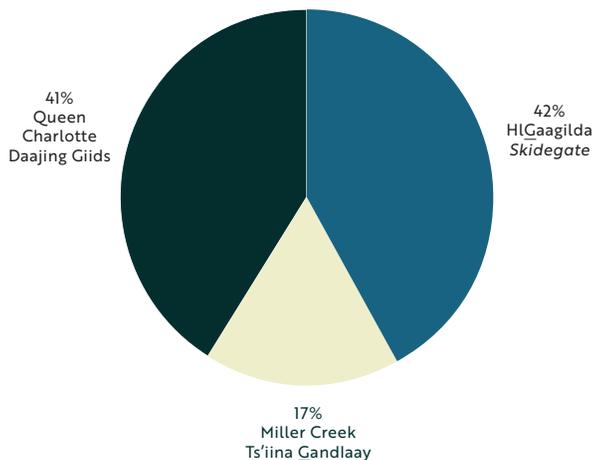


Figure 3: General Community Member Survey Participants, By Community



² Rural Graham Island - South includes the communities of Miller Creek Ts'iina Gandlaay, Lawn Hill Ts'uu Ts'idga and Tlell Tllaal. The title refers to an electoral area within the North Coast Regional District (Electoral Area D), and is the geography used in the Canadian census. The entire area includes two north end communities (Tow Hill, Nadu); the inclusion of the word "south" in this report excludes those communities.

³ The survey defined children who need care as children who are not yet in Kindergarten, need after school care, and/or need care for a different reason.

Extrapolating based on data from the 2016 Census files for Queen Charlotte Daajing Giids (Government of Canada, Statistics Canada, 2017a), HlGaagilda *Skidegate* (Government of Canada, Statistics Canada, 2017d), Rural Graham Island (Government of Canada, Statistics Canada, 2017b) and Sandspit K'il Kun Llnagaay (Statistics Canada, 2019), we assume there to be approximately 130 families with children under the age of 5. We further assume, based on census data, that each household has an average of 2 children. This would suggest that there were approximately 65 households with children under the age of 5. 34 survey respondents identified that they currently have children under the age of 5, suggesting that approximately 52% of eligible households completed the survey.

The Haida Gwaii Child Care Resource and Referral (CCRR) Program's internal records estimated there to be 20 individuals who are working, have worked, or plan to work in the field of early childhood education in southern Haida Gwaii. 20 was thus selected as a target for survey completion. This target was exceeded, with 24 respondents identifying themselves in this category.

KEY INFORMANT INTERVIEWS

A total of 16 key informant interviews were conducted throughout the project. The consultants selected these individuals based on their connectivity to child care. 62% of invitations resulted in an interview.

ACTION PLANNING MEETINGS

There was a total of 10 participants in the planning meetings. These individuals were selected by the consultants based on their connection to child care solutions. 100% of invited individuals attended a minimum of one planning session.

STUDY LIMITATIONS

Regional Participation. Though this study took a regional focus, there was notably more participation in this project from residents of Queen Charlotte Daajing Giids, and as such, the findings are more heavily influenced by these residents' perspectives. This may be the result of numerous factors. First, HlGaagilda *Skidegate* currently has two excellent child care facilities currently serving both this community and other south end communities. Second, this project was contracted by the Village of Queen Charlotte, and as such, this study focused on solutions and recommendations that could be implemented within this geography.

Many efforts were made to regionalize this work, and to ensure solutions developed in Queen Charlotte were in alignment with work occurring in HlGaagilda *Skidegate*. This occurred through interviews, and targeted survey invitations with community members, child care providers and community leaders in HlGaagilda *Skidegate*, Sandspit K'il Kun Llnagaay, Miller Creek Ts'iina Gandlaay, Lawn Hill Ts'uu Ts'idga and Tlell Tllaal.

Survey Data Quality. Working in small communities, particularly within a small subset of the population, creates small survey sample sizes that require census level participation in order to achieve a high measure of validity. This survey had strong participation from parents and early childhood care providers; however, validity measures are still low. As such, survey data was corroborated by qualitative data throughout the process.

PROVINCIAL CONTEXT

In Canada, child care is the responsibility of the provincial governments. In British Columbia (BC), child care falls under primarily under the Ministry of Children and Family Development (MCFD), with some initiatives led by the Ministry of Education or the Ministry of Health. Other provinces, including Prince Edward Island, New Brunswick and Ontario, have recently placed full delivery under the Ministry of Education (Gautreaux, 2019).

In 2018, the Province of British Columbia, under a new NDP government, released Child Care B.C., a provincial strategy that prioritizes bringing quality child care to parents at an affordable price within 10 years (Ministry of Children and Family Development, n.d.-b). This strategy responded to province-wide challenges accessing and affording quality child care. With this announcement came the release of various funding streams, providing financial support to child care providers (Child Care Operating Fund), early childhood educators (ECE Wage Enhancement grants and Professional Development Grants), families (Child Care Fee Reduction Initiative) and local governments (Child Care Space Creation fund).

In 2015, the Coalition of Child Care Advocates of BC launched the \$10aDay campaign in BC. Based on current research and evidence, it advocates for affordable child care through lower fees, more spaces, and better wages for early childhood educators (ECEs). In 2019, the Village of Queen Charlotte endorsed the campaign (Kurial, 2019). In the two years since launching this strategy, \$10aDay recognizes that the province has made historic investments (Gregson, 2020). However, there remains much work to be done. \$10aDay continues to advocate for five key actions:

1. Shift childcare to the Ministry of Education.
2. Develop a publicly funded provincial wage grid for early childhood educators.
3. Immediately expand the \$10aDay Prototype Sites.
4. Embark on a bulk purchase of quality, custom-designed modular buildings.
5. Ensure every Indigenous child in BC has access to spiritually enriching, culturally relevant, quality child care, with direction from Indigenous leadership.” (Gregson, 2020)

Amidst these developments, the First Nations Information Governance Centre authored a report in 2018 regarding child care in First Nations communities. This report illustrates that “the needs and experiences of First Nations people living in reserve and northern communities have largely

been neglected from national-level research processes ... [This] has meant that policy and programming decisions that affect First Nations communities are too often based on research conducted within populations that do not represent the lived experiences of families living in these communities." (First Nations Information Governance Centre, 2018, p. 2).

The Federal government released the Indigenous Early Learning and Child Care Framework, representing an agreement between the Government of Canada and Indigenous peoples to co-develop a framework representing the "unique cultures, aspirations and needs of First Nations, Inuit and Métis children" (Employment and Social Development Canada, 2018). The framework operates on 8 principles, intended to guide communities, program administrators, service providers, policy makers and governments in working towards a shared vision of high-quality, culturally strong child care.

1. Indigenous knowledges, languages and cultures
2. First Nations, Inuit and Metis determination
3. Quality programs and services - led by Indigenous peoples, creating culturally appropriate and distinct ELCC programs and services
4. Child and family-centred
5. Inclusive
6. Flexible and adaptable
7. Accessible
8. Transparent and accountable
9. Respect, collaboration and partnerships (Employment and Social Development Canada, 2018)

This work highlights the importance of including diverse perspectives in the development and execution of child care systems.

REGIONAL PROFILE

Haida Gwaii is an archipelago of over 150 islands, 100 km off the northwest coast of British Columbia. This study is concerned with the southern communities of Haida Gwaii (south of Port Clements Gamadiis) on Graham and Moresby Islands.

Of the southern communities, Queen Charlotte Daajing Giids is the most populous (884 residents in 2016), and HlGaagilda Skidegate is the only community that grew between the 2016 and 2011 census (837 residents in 2016).

Queen Charlotte and HlGaagilda Skidegate are within a 15 minute drive of each other, so there is a lot of overlap of community resources between the two communities (ie. shared hospital, schools, etc.). Haida Gwaii is entirely the territory of the Haida Nation, but HlGaagilda Skidegate is one of the two inhabited First Nation Reserves, with majority Haida residents.



GOVERNANCE

Haida Gwaii's governance structure is unique and cooperative. The Village of Queen Charlotte, a municipal government, is the focus of this report. Nearby, HIGaagilda Skidegate is governed by the Skidegate Band Council, as it is a Reserve. Sandspit K'il Kun Llnagaay is unincorporated, falling under the governance of North Coast Regional District, Area E, with one elected Director representing. The Sandspit Community Society is a non-profit to organize local initiatives in economic development, social well-being, tourism, cooperation, cultural health, environment, emergency preparedness, and recreation. Tlell Tllaal, Lawn Hill Ts'uu Ts'idga, and Miller Creek Ts'iina Gandlaay, all unincorporated communities, are governed by North Coast Regional District, Area D. These communities have unofficial community organizations in varied capacity.

The Council of the Haida Nation is the governing power of the Haida Nation, which "collectively holds hereditary and aboriginal title and rights to Haida territories," including "the entire lands of Haida Gwaii, the surrounding waters, sub-surface and the air space" (Constitution of the Haida Nation, 2018). All people of Haida ancestry are citizens of the Haida Nation, and the Council of the Haida Nation is a sovereign, self-determined government that works with the Hereditary Chief Council and Band Councils under the Haida Accord, and with the North Coast Regional District Areas E, D, and each municipality under individual Protocol Agreements signed between 2005-2008.

Provincially, Haida Gwaii falls under the North Coast riding, and the Member of Legislative Assembly currently resides in Prince Rupert, while working with Haida Gwaii's governing bodies. Federally, Haida Gwaii is in the Skeena-Bulkley Valley Riding, and the Member of Parliament currently resides in Smithers, similarly working with Haida Gwaii's governing bodies.

ECONOMY & LABOUR FORCE/EMPLOYMENT

Haida Gwaii's economy has historically been very resource-based, relying heavily on forestry and commercial fishing. Recently, as resource-based industries decline, tourism-based jobs have increased. Service industries and government account for approximately one-third of the economy.

The labour market on Haida Gwaii differs from most of BC: the 2018 Haida Gwaii Labour Market Study found that a higher proportion of workers on Haida Gwaii work part-time (36% full time workers on Haida Gwaii, 46% full time workers in BC). Just over one in five people work multiple forms of employment and/or own multiple businesses. 48% of Haida Gwaii residents who reported they were not working were seasonal workers between seasons. The high seasonality and variability in amounts of work likely has an effect on the childcare demand. Some parents work a number of part-time jobs to balance childcare, and some seasonally-employed parents do not require childcare during their off-season. Seasonal jobs are often camp-based, so in these cases, at least one parent may be away from the household for extended periods, leaving an increased childcare need (Operations Economics Inc. with Applications Management Consulting Ltd., 2018).

In the 2018 Haida Gwaii Labour Market Study, major and minor employers both identified recruitment of employees to be an issue, agreeing that increased housing and skills and employment training support could address the issue. Childcare came up in comments by employees as a limitation to being able to work, or a driver in having to work multiple forms of employment (Operations Economics Inc. with Applications Management Consulting Ltd., 2018).

In the North Coast and Nechako region, in which Haida Gwaii falls, there were 390 individuals employed as ECEs or ECEAs in 2018, and WorkBC anticipates a further 120 job openings. Provincially, WorkBC forecasts an average employment growth rate of 2.7% from 2018 - 2023, and 1.3% between 2023 - 2028. It also forecasted 520 job openings in 2018, 750 by 2023 and 800 in 2028. Approximately 52% of these openings are anticipated to be newly created positions (WorkBC, n.d.). This places child care among the fastest growing professions in the province (Province of British Columbia, 2018).

EDUCATION

Village of Queen Charlotte and HlGaagilda *Skidegate* share schools: Sk'aadGaa Naay Elementary School is in HlGaagilda *Skidegate*, and GidGalang Kuuyas Naay Secondary School is in Queen Charlotte Daajing Giids. Students bus to both schools from all 5 southern communities.

Port Clements Gamadiis and Sandspit K'il Kun Llnagaay have their own elementary schools. High school students from Sandspit K'il Kun Llnagaay ferry to Queen Charlotte Daajing Giids, and those from Port Clements Gamadiis bus to either Queen Charlotte Daajing Giids or Masset Gaw Tlagee.

Alternative options to the public elementary schools are the Living and Learning School, a small parent-run independent school in Queen Charlotte Daajing Giids that offers classes Monday - Thursday and one Friday per month, or home school programs.

Local school options, particularly elementary, may have some influence on childcare demands of the communities, for example, after-school program availability, or families moving to/from Haida Gwaii for educational opportunities. Schools are small and are limited in specialized resources (language immersion programs, special education support, sports/arts programs). Secondary school is similarly limited in some ways, though rich in local opportunities.

There are very few options to take post-secondary courses on Haida Gwaii: there are limited course offerings through Coast Mountain College in Masset, and some online programs. The Haida Gwaii Institute offers university semesters through the University of BC, but not full programs. Occasionally, the University of Northern British Columbia or other institutions will offer one-time courses or programs locally. However, most students seeking post-secondary education, including ECE certification, must leave Haida Gwaii or study online, presenting financial and other barriers.

POPULATION TRENDS

CURRENT POPULATION FIGURES

The 2016 Census indicates that there are approximately 415 children under the age of 12, and 155 under the age of 5 across the communities of Queen Charlotte Daajing Giids, HlGaagilda Skidegate, Rural Area E (Sandspit K'il Kun Llnagaay) and Rural Area D (Miller Creek Ts'iina Gandlaay, Lawn Hill Ts'uu Ts'idga, Tlell Tllaal, Tow Hill and Nadu)⁴. It further indicates that most families have an average of two children per household (ranging from an average family size of 3.7 in Queen Charlotte Daajing Giids to 4.1 in HlGaagilda Skidegate). The 2016 Census also indicates that there are approximately 410 single or dual parent households in these communities⁵, and that 30% of households are led by single parents (Government of Canada, Statistics Canada, 2017a, 2017b, 2017c, 2017d).

Table 1: Population, based on 2016 Census Figures

	0 - 2 Years Old	3 - 5 Years Old	6 - 12 Years Old	Average Family Size of Couple Economic Families with Children
Queen Charlotte Daajing Giids	40	10	55	3.7
HlGaagilda Skidegate	20	15	85	4.1
Sandspit K'il Kun Llnagaay	5	5	15	4.5
Rural Area D	15	20	40	4.0
Total	80	50	195	4.1

The 2016 Census information is roughly aligned with an independent count of children conducted informally by a local early childhood educator (S. Morgan, personal communication, November 29, 2019). The largest discrepancy between numbers is in Area D; however, the individual count does not include the north end communities of Area D.

Table 2: Population based on Independent Community Records for January 1, 2020

	0 - 2 Years Old	3 - 4 Year Olds
Queen Charlotte Daajing Giids	31	23
HlGaagilda Skidegate	24	15
Sandspit K'il Kun Llnagaay	4	4
Rural Area D ⁶	2	2
Total	65	44

⁴ Rural Area D includes two north end communities (Tow Hill and Nadu). The Canadian Census does not publish information based on neighbourhoods; as such, figures for the south end are slightly inflated due to the inclusion of these communities.

⁵ A child, as per the 2016 census, is defined as "any unmarried individual, regardless of age, who lives with his or her parent(s) and has no children in the same household"

⁶ These figures include the north end communities of Tow Hill and Nadu, thus inflating the population figures slightly.

POPULATION CHANGE OVER TIME

Between the 2011 and 2016 Canadian Censuses, two communities experienced population growth: HlGaagilda Skidegate grew by 18.1% and Rural Area D grew by 2.9%. All other community populations declined: Queen Charlotte Daajing Giids decreased by 9.7%, Sandspit K'il Kun Llnagaay decreased by 0.3% (Government of Canada, Statistics Canada, 2017a, 2017b, 2017c, 2017d).

In spite of these changing community level populations, the Northern Health midwife for southern Haida Gwaii notes that births have remained relatively consistent over the last decade, with slight annual fluctuations. On average, she sees approximately 50 - 55 pregnancies a year, with 30 occurring in southern Haida Gwaii (C. Laursen, personal communication, November 22, 2019).

In the Village of Queen Charlotte's 2019 - 2022 Strategic Plan, they indicate a desire to have a population of 1,250 by 2029 - a population growth of 35% (Village of Queen Charlotte, n.d.). The Strategic Plan further identifies a number of factors and strategies that will support population growth, which includes improvement of daycare (Village of Queen Charlotte, n.d.).

Growth in any communities would likely increase the pressure on child care providers locally; and sustained growth likely requires the provision of adequate child care.

VILLAGE BYLAWS, POLICIES AND DOCUMENTS SUPPORTING CHILD CARE

The Village of Queen Charlotte's vision for 2029 is to be a: "pro-active community with a strong social conscience that values inclusiveness, a healthy environment, and a vibrant economy." (Village of Queen Charlotte, n.d.). In 2019, the municipality updated their strategic plan based on this vision. Improved child care is identified as a target supporting Goal 3: "To support local businesses/industries and work with island communities to promote diverse economic development opportunities" (Village of Queen Charlotte, n.d.). Completing a Child Care Action Plan is an objective, and addressing child care needs identified in this plan is an element they want to complete by 2029 (Village of Queen Charlotte, n.d.). The Village of Queen Charlotte also endorsed the \$10aDay campaign in September, 2019 (Kurial, 2019).

The Village of Queen Charlotte identifies child care as a community amenity in their Official Community Plan (Village of Queen Charlotte, 2017). It does not reference specific goals, objectives or actions related to the development of child care systems in this plan.

In the Village of Queen Charlotte's Zoning Bylaw No. 64-2013 Consolidated, Section 3 stipulates regulations for community care facilities. Specifically, it states that: "All single family residential buildings may be used as a community care facility, licensed under the Community Care and Assisted Living Act, as may be amended from time to time, for the purpose of providing: 1) A daycare for no more than eight (8) persons; 2) A resident for no more than 10 persons, not more than 6 of whom are persons in care." (Zoning Bylaw Consolidated, 2013, pp. 13 - 14).

The Village of Queen Charlotte is not directly involved in the provision of child care.

CURRENT CHILD CARE LANDSCAPE

CURRENT CARE SYSTEMS

Families in southern Haida Gwaii are fortunate to have a range of child care options, as it theoretically provides them with choice to find a care solution that works for the children, and the family's schedule.

LICENSED CHILD CARE

Licensed child care facilities are care facilities that meet provincial requirements related to health and safety, staffing qualifications, staff-to-child ratios, space, equipment and program standards. Licenses are issued by regional Health Authorities.

In southern Haida Gwaii, there are 3 licensed child care facilities, and a fourth plans to open in the fall of 2020.

THE CHILD CENTRE IN QUEEN CHARLOTTE DAAJING GIIDS

The Child Centre is currently the only licensed child care facility in Queen Charlotte Daajing Giids. The centre was started in 1978 by one individual and registered as a non-profit society run by a volunteer Board of Directors with one employee in 1980. It has been based out of its current space in the Queen Charlotte Community Hall since 1979.

Programs

1. Playschool: 8am - 12:15pm, Monday to Thursday for children between 2 - 5 years old
2. Aftercare: 3:15pm - 5pm for school aged children from Monday - Wednesday⁷

Enrollment & Waitlist. The Child Centre holds a multiage license, which allows them to have 8 children under the age of 12, with no more than 3 children under 3, and only 1 under 1. At present, they have 8 children registered each day in the Playschool Program. All children are over the age of 3. The centre's preference is for children over 3 but will accept younger children who show readiness to attend the program and/or have had siblings enrolled previously. There are 23 children on the waitlist. The aftercare program has 10 children enrolled, with 1 on the waitlist.

Cost.

1. \$432/month (\$27/day) for 4 mornings/week of Play School, inclusive of the Child Care Fee Reduction Initiative⁸
2. \$180/month (\$15/day) for Aftercare, inclusive of the Child Care Fee Reduction Initiative

Staff. The Child Centre employs 1 full time staff member, who runs both programs and completes organizational administrative tasks. She is a registered Early Childhood Educator with Infant/Toddler Educator Certification and Waldorf Early Childhood Teacher Training. Some parents also

⁷ The After Care program would run 5 days a week with an additional staff member.

⁸ Families can register for 1 - 4 days per week, and there are slight discounts for more enrollment.

volunteer for a morning a week, which provides a “gradual entry” into the program. This ensures ample time for their child to become familiar with the program, while lending further support to the teacher in the class.

The Child Centre often hosts ECE practicum students. These students are monitored and evaluated, and also provide additional support to the staff member.

Strengths

- Starting wages meet ECEBC wage recommendations
- Strong spirit of volunteerism and parent support in programming
- One of the longest running child care programs on Haida Gwaii
- Effective example of a non-profit society administering child care

Proximity to Families & Other Services. The Child Centre is located in a central part of the Village of Queen Charlotte within the Queen Charlotte Community Club, which also houses a library, a community space and a park. It is near to an elementary school, the ocean, the grocery store and the post office. This makes for a convenient location for families located in Queen Charlotte Daajing Giids. Families from HlGaagilda Skidegate, Miller Creek Ts’iina Gandlaay, Lawn Hill Ts’uu Ts’idga, and Tlell Tllaal drive; families from Sandspit K’il Kun Llnagaay would drive and take a ferry.

SKIDEGATE DAYCARE IN HLGAAGILDA *SKIDEGATE*

Skidegate Daycare is a daycare facility run by the Skidegate Band Council. It has been operational since 2000.

Programs

1. Infant Toddler (under 3 years old) Program (Monday - Friday, full day). Families can only register for full time care
2. 3 - 5 Year Old Daycare (Monday - Friday, full day). Families can only register for full time care.
3. 3 Year Old Preschool (3 days a week, half day)
4. Afterschool (Monday - Friday, 3 - 5pm)

Enrollment & Waitlist. Skidegate Daycare holds a series of group child care licenses. With current staff, they are able to have 4 children in the Infant Toddler program (13 on waitlist), 16 children in 3 - 5 Year Old Daycare (6 on waitlist), 12 children at 3 Year Old Preschool (no waitlist), and 4 children in the Afterschool program (2 on waitlist). With added staff, they could add 8 spots to the Infant Toddler program, 9 spots to the 3 - 5 Year Old Daycare, 5 spots to the 3 Year Old Preschool, and 9 spots to the Afterschool program.

Cost

1. \$900/month (\$45/day) for Infant Toddler Program, inclusive of the Child Care Fee Reduction Initiative
2. \$700/month (\$35/day) for 3 - 5 Year Old Daycare, inclusive of the Child Care Fee Reduction Initiative
3. Free for 3 Year Old Preschool
4. \$200/month (\$10/day) for Afterschool

Staff

The centre employs 6 employees and is actively recruiting for 3 additional roles. These roles have been open for 2 years and have received 4 applications. Two applicants were not fully qualified, and the other two resided in Kenya.

Strengths

- Staff are full-time employees of Skidegate Band Council, and receive paid vacation and extended health benefits
- Starting wages are above the provincial median for ECEs
- Multiple staff employed at the centre builds a sense of community and support between colleagues
- Daycare offers full time, year round programming to families
- Strong Haida language and cultural content in programming

Proximity to Families & Other Services. Skidegate Daycare is located in the Skidegate Heights, a larger residential community, 1 kilometer from a cluster of services (grocery store, gas station). It is 1 kilometer from SK'aadGaa Naay Elementary School and is co-located with a parent drop in program. This makes for a convenient location for families located in HlGaagilda Skidegate. All surrounding communities must drive.

SKIDEGATE NURSERY IN HLGAAAGILDA SKIDEGATE

Skidegate Nursery is a nursery school for 4 year olds, run by the Skidegate Band Council. This long standing program was started and run by Corrine Pearson - and has been known as "Corr School".

Programs

1. 4 Year Old Preschool (Monday - Thursday and every other Friday, until 3pm). Children can register for part time care⁹

Northern Health Child Support Workers are assigned to license child care facilities based on need. At present, two workers are at Skidegate Nursery School; however, they can move between facilities based on the unique needs of registered children. These individuals are not required to be registered ECEs, nor do they need to have their Special Needs Educator designation.

Enrollment & Waitlist. Skidegate Nursery holds a Preschool license. They are technically licensed for up to 17 children but have self-identified a maximum of 10 children. There is no waitlist.

Cost

Skidegate Nursery school is free to children with band numbers, and costs \$200/month for half day care, and \$300/month for full day care for children without band numbers. Approximately half of the currently enrolled students have band numbers.

Staff

The Skidegate Nursery School employs 1 full time ECE and 1 assistant.

The staff are further supported by a Haida language teacher (2 hours per day), and at present, 2 child support workers from Northern Health.

⁹ Extending programming to 3pm is new as of 2019. In previous years, programming was from 9am - 12pm.

Strengths

- Staff are full-time employees of Skidegate Band Council, and receive paid vacation and extended health benefits
- Starting wages are above the provincial median for ECEs
- Permanent staff are thoroughly supported with language teachers and child support workers
- No waitlist for programming
- Strong Haida language and cultural content in programming
- One of the longest running child care programs on Haida Gwaii

Proximity to Families & Other Services. Skidegate Nursery is located in HlGaagilda Skidegate, off of Highway 16. It is within walking distance of a cluster of services (grocery store, gas station), and a smaller residential area. It is under 2 kilometers from SK'aadGaa Naay Elementary School. This makes for a convenient location for families located in HlGaagilda Skidegate. All surrounding communities must drive.

ALICIA EMBREE IN QUEEN CHARLOTTE DAAJING GIIDS (ANTICIPATED FALL 2020)

Alicia Embree intends to open a licensed multi-age child care facility in the fall of 2020 by converting a building on her personal property, currently used for short-term rentals. She is motivated by meeting a community need with her credentials, and by continuing to provide care to her daughter. Alicia's facility will fill a void left when a similar child care facility (Tigger n' Tots) closed in September 2018.

Programs

1. Full Day Multi Age: 8am - 4:30pm, Monday to Friday for children between 2 - 5 years old

Enrollment & Waitlist. Alicia hopes to hold a multiage license, which will enable her to have 4 children to start, working up to a total of 6 children. Her license permits her to have up to 8 children under the age of 12, with no more than 3 children under 3, and only 1 under 1. She plans to start small as she learns about this work and develops systems and processes. She currently has a waitlist of 6 children, without having formally advertised the opportunity.

Cost. Approximately \$55/day, with some potential differences depending on the age of the child.

Staff. Alicia will employ 1 ECE, in addition to herself, also a licensed ECE. These two individuals will co-run programming, providing relief to each other as needed.

Strengths

- Multiple staff employed at the centre builds a sense of community and support between colleagues
- Starting wages are above the provincial median for ECEs
- Daycare offers full time, year round programming to families

Proximity to Families & Other Services. Alicia’s space is located on a residential property, in the Village of Queen Charlotte Daajing Giids on the edge of the forest. It is located approximately 1 kilometer from the city centre, which includes a library, school, grocery store and post office. Her house is in a convenient location for families located in Queen Charlotte Daajing Giids. Families from HlGaagilda Skidegate, Miller Creek Ts’iina Gandlaay, Lawn Hill Ts’uu Ts’idga, and Tlell Tllaal drive; families from Sandspit K’il Kun Lnagaay would drive and take a ferry.

Table 3: Summary of Licensed Care in southern Haida Gwaii, as of February 2020

		Child Centre	Skidegate Daycare	Skidegate Nursery	Alicia Embree	Total
License Type		Multi Age	Group Child Care & Preschool	Preschool	Multi Age (planned)	
0 - 2	Current Enrollment	0	4	0	0	4
	Max Capacity	0	12	0	0	15
	Waitlist	0	13	0	0	19
3 - 4	Current Enrollment	8	28 (16 + 12) ¹⁰	10 ¹¹	4	50
	Max Capacity	8	40 (25 + 15)	10	4	62
	Waitlist	23 ¹²	6 (6 + 0)	0	6 ¹³	35
After School	Current Capacity	10	4	0	0	16
	Max Capacity	10	15	0	0	25
	Waitlist	1	2	0	0	1

LICENSE NOT REQUIRED CHILD CARE

In BC, care providers also have the option to operate as a registered facility, without a license. In order to receive this designation, the individual providing care must complete a Criminal Record Check, a home safety assessment, character references, first aid training and a limited number of child care training courses or workshops. Local Child Care Resource and Referral Centres (CCRRs) are responsible for registration.

There are no registered care providers currently operating under this model in southern Haida Gwaii. According to the local CCRR, some individuals have taken a few steps down this path, but have ultimately decided to offer unlicensed, unregistered care instead.

UNLICENSED CHILD CARE

Unlicensed care is unregulated by MCFD and/or CCRRs. It is organized by families who negotiate space, compensation, necessary qualifications, and hours directly with the individuals providing care. It is most difficult to access provincial child care subsidies through unlicensed, unregistered care.¹⁴

¹⁰ Figures in brackets represent the full day 3 - 5 year old daycare + half day 3 year old preschool

¹¹ 4 year olds only

¹² Some children on this waitlist may be younger than 3 years old.

¹³ Some children on this waitlist may be younger than 3 years old.

¹⁴ All Canadian families are eligible for the income-based, federal Child Care Benefit. It is a tax-free monthly payment designed to help families with the costs of raising children under the age of 18.

CASE STUDY: WHĀNAU-LED (PARENT-LED) CHILD CARE IN NEW ZEALAND

In New Zealand, 95% of children receive some form of early childhood education, usually for 20 - 22 hours per week (Ministry of Business, Innovations & Employment, n.d.). There are two primary groups of child care providers: licensed, teacher-led services, which include child centres, kindergarten, and home-based services, and Whānau-led (parent-led) services, where parents and families provide care for their children (Ministry of New Zealand, n.d.).

Established in 1982, Whānau-led programs began with Te Kōhanga Reo (Maori language immersion), with funding from the Department of Maori Affairs. The goal was to empower Maori families within their own culture, and to save the language by immersing young children. In 1996, the Ministry of Education assumed control of these programs, and established one of the world's first ECE curriculums: Te Whāriki ("a woven mat for all to stand on") (Meade & Podmore, 2010), which integrated both Te Kōhanga Reo immersion and childcare (Ministry of Education, 2017). This change reflected a growing attitude in New Zealand that child care was about education and caring for children, and that a stronger emphasis on education would benefit children (Meade & Podmore, 2010).

Whānau-led services take multiple forms. They can be community-based playgroups, run by parent and family volunteers, for no more than 4 hours per day. They are not licenced, and to operate, more than half the children attending must have a parent with them. However, they are eligible for government funding, and parents running the sessions receive information, support and training from the Ministry of Education under Te Whāriki ECE curriculum. Another type of Whānau-led services are playcentres, run cooperatively by parents and member families, but belonging to regional associations for management and curriculum support, which are managed by the New Zealand Playcentre Federation. There are also specific groups devoted to learning about the Pasifika languages and cultures. (Ministry of New Zealand, n.d.).

Under the 20 Hours ECE program, all children over the age of 3 are eligible for free ECE care for up to 6 hours/day, to a maximum of 20 hours/week. While not all ECE providers choose to participate in this program, approved types of child care include: teacher-led services (kindergarten or preschool), home-based services, Te Kōhanga Reo language immersion, or playcentres. Families can use a combination of these services to make up the 20 hours (Ministry of Business, Innovations & Employment, n.d.).

FRIENDS AND FAMILY

Friends and family members provide child care support to families. Similar to nannies and au pairs, this is an agreement arranged between the family and the individual. For some, this is a preferred solution. For others, it is the result of a lack of child care opportunities locally.

NANNIES AND AU PAIRS

There is a small number of individuals who provide care, either in their homes or in the homes of the children. These individuals have varied levels of training and experience and are hired by the families themselves. The majority of these individuals are residents of Haida Gwaii; however, some families have hired nannies or au pairs through online services and have brought them to Haida Gwaii to work.

Programs. Nannies provide a wide range of care, at times and days that they agree upon with the family. This could include afterhours care, and/or weekends.

Cost. The cost of a nanny or au pair is entirely determined by the family and the individual they hire. CanadianNanny.ca, a platform that links nannies to families, published an average hourly rate to nannies in Vancouver of \$15.68/hour. The website notes that there are considerable differences in rates of pay between neighbourhoods, ages and number of children in care, and whether the nanny is provided with accommodation and meals in addition to their hourly wage (Canadian Nanny Staff Writer, 2018).

Staff. Nannies and au pairs are either self-employed, or employees of the family that hires them. Specifics are determined by the individuals involved.

STAY AT HOME PARENTS

On Haida Gwaii, a number of families choose to have one parent stay home permanently, or two parents that share work and child care responsibilities. For some, this is a preferred solution. For others, it is the result of a lack of child care opportunities locally.

There are a number of programs weekly in HlGaagilda Skidegate, Queen Charlotte Daajing Giids and Sandspit K'il Kun Llnagaay, that parents or caregivers can attend with their children.

- 1. Head Start.** Drop in program that runs Monday - Thursday from 9am - 12pm out of the Skidegate Daycare building. Includes snack, take home lunches twice per week, Haida language, and playtime. Supported by First Nations Health Authority
- 2. Strong Start.** Drop-in, play-based program that runs on Mondays and Fridays at SK'aadGa Naay Elementary School in HlGaagilda Skidegate, and Monday to Friday at Agnes L. Mathers Elementary School (ALM) in Sandspit K'il Kun Llnagaay. Supported by School District 50 Early Years Program.
- 3. Xaad Kil Gwaaygangee (Language Nest).** Drop in program on Monday afternoons and Tuesday to Thursday mornings at SK'aadGa Naay Elementary School in HlGaagilda Skidegate where parents and children learn Haida language together.
- 4. Play Group.** Drop in playgroup on Fridays from 10 - 12 at the Child Centre. Supported by the Child Care Resource and Referral Centre.
- 5. Family Story Time.** Story time at the Queen Charlotte Library on Wednesday mornings.
- 6. Baby Steps.** A twice-monthly group run by the CCRR for parents and children up to 1 year of age. Parents receive education on key topics and a meal, and it is usually hosted at the Islands Wellness Society in Queen Charlotte Daajing Giids(dinner) and Hiit'agan.iina Kuuyas Naay/Skidegate Youth Centre (lunch).

7. **Peer Breastfeeding Group.** Support group for breastfeeding parents on Thursday afternoons at the Islands Wellness Society.
8. **Run, Jump and Play.** Play group with blow up castle occurring every second Friday morning in the gym at ALM in Sandspit K'il Kun Llnagaay.

Additional programs are run by the Child Care Resource and Referral Centre and School District 50's Early Learning Program as resources permit.

YOUTH CENTRES

In southern Haida Gwaii, there are two youth centres providing care to school aged youth outside of school hours.

1. **The Queen Charlotte Youth Centre** is run by the Village of Queen Charlotte and caters to children over the age of 10. It offers free afterschool and summer time programming, and a range of other programs based on capacity and demand. The program employs one coordinator.
2. **Hiit'agan.iina Kuuyas Naay/Skidegate Youth Centre** caters to children between the ages of 7 - 17. It offers free afterschool programming Monday - Thursday from 3pm - 8pm, and teen only programming on Fridays from 6pm to midnight. There are a number of other programs that run out of this space each month, based on capacity and demand. The program employs one coordinator.

EARLY CHILDHOOD EDUCATORS

LICENSE REQUIREMENTS

The field of Early Childhood Education is licensed by MCFD. In order to work at a licensed facility, you must have a valid certificate at the required level.

- Responsible Adult: Single 20 hour course
- Early Childhood Educator Assistant (ECEA): Completion of 1 ECEA-approved ECE Course
 - Can work with children under the supervision of an ECE or ITE
 - Can act as a substitute teacher for an ECE
- Early Childhood Educator (ECE): Graduation of a basic ECE program in BC, 500 hours of work experience under the supervision of a Canadian-registered ECE, and a character reference
 - Can provide early childhood education to all ages of children, in accordance with licensing requirements. Certain restrictions around working with children under 36 months.

- Infant Toddler Educator (ITE): Graduation from a specialized Infant-Toddler program in BC, 500 hours¹⁵ of work experience under the supervision of a Canadian-registered ECE, and a character reference.
 - Can provide early childhood education to all ages of children, in accordance with licensing requirements. Fewer restrictions around working with children under 36 months.
- Special Needs Educator (SNE): Graduation from a specialized Special Needs program in BC, 500¹⁶ hours of work experience under the supervision of a Canadian-registered SNE, and a character reference.
 - Can provide early childhood education to all ages of children, in accordance with licensing requirements. Can provide specific support to children with special needs.

In order to renew your certificate, all early childhood educators must complete 40 hours of professional development over the course of their 5-year certification term. This professional development is usually paid for by the ECEs, and done outside of work hours (Ministry of Children and Family Development, n.d.-a).

LICENSE EXEMPTIONS

Work Experience Exemption: ECEs can apply for their designation without 500 hours of supervised work experience by showing proof of graduation. This exemption allows them to work as an ECE for a period of one year, while working towards completing their 500 hours (Ministry of Children and Family Development, n.d.-a). Once the hours are completed, they can apply for their 5 year license.

Health Authority Exemptions: Licensed care facilities may apply to their Health Authority's Medical Health Officer for an exemption from any part of the Community Care and Assisted Living Act. This could include exemptions for staff licensing (Community Care and Assisted Living Act: Child Care Licensing Regulation, 2007). In practice, some child care centres have applied for a licensing exemption for staff who are currently studying to become an ECE or ITE. The details of the exemption are provided by the Medical Health Officer.

EDUCATIONAL OPPORTUNITIES

Early Childhood Education Diplomas are a series of college level courses, that require a high school diploma. At present, all early childhood educational opportunities for residents of Haida Gwaii are offered online through one of the four providers. There are challenges with transferring completed courses between institutions; therefore, it is preferable to complete all courses with a single school if possible. There are numerous other institutions that offer in-person programs, not included in this list.

¹⁵ These hours are not in addition to the 500 hours required to become an ECE. (Ministry of Children and Family Development, n.d.-a)

¹⁶ These hours are not in addition to the 500 hours required to become an ECE. (Ministry of Children and Family Development, n.d.-a)

Table 4: Online Early Childhood Education Programs, as of February 2020

Institution	Location	Schedule	Cost	Notes
Northern Lights College	Online	Semestered with 4 intakes per year. FT studies takes 2 years or 4 terms. ¹⁷	\$11,052.40 for full diploma (excluding student fees, books)	<ul style="list-style-type: none"> • Full or part time basis • ECEA designation requires 1 of 3 courses • ECE designation requires 15 courses • ITE or SNE requires full diploma • Courses only run at full enrolment
Coast Mountain College	Online, with some courses in Terrace	Semestered with 2 intakes per year. 4 semesters for full diploma	\$6,300 for tuition for full diploma program (domestic students, excludes books)	<ul style="list-style-type: none"> • Can complete on a full or part time basis, with videoconference and online learning opportunities • ECEA designation requires 1 course from Semester 1, 2 or 3 • ECE designation requires all courses from Semesters 1 - 3 • ITE designation requires all courses from semesters 1 - 4 • Courses only run at full enrolment
UBC	Online	Semestered with 3 intakes per year. Can complete in 32 months (faster if studying full time)	\$9,600 for tuition for ECE BC Basic Certificate (domestic students, excludes books)	<ul style="list-style-type: none"> • ECEA Certificate also available (single course) • ITE or SNE not available
Pacific Rim Early Childhood Institute ¹⁸	Online	Own pace with ongoing intake. Students take one course at a time, which must be completed within 10 weeks. Limited full time positions available.	\$14,900 for tuition for ECE Diploma. \$7,355 for Basic ECE Certificate (domestic students, excludes books)	<ul style="list-style-type: none"> • ECE requires Basic ECE Certificate • ITE requires Post-Basic Infant/Toddler Educator Certificate • SNE requires Post-Basic Special Needs Educator Certificate • Early Childhood Educator Diploma qualifies an individual for all 3 designations

¹⁷ Timing is dependent on course availability and individual course selection

¹⁸ Pacific Rim is a private institution.

In the late 1990s, Coast Mountain College (formerly Northwest Community College) offered early childhood educator courses on Haida Gwaii. There were approximately 10 graduates in this cohort, including a few individuals who continue to teach locally to this day. Offering these courses locally was a collaborative effort between Coast Mountain College, Skidegate Band Council, Gwaii Trust and the Ministry of Education. In 2018, the CCRR contacted BC Colleges and Universities that offer ECE programming to determine the feasibility of running another cohort. It was deemed too expensive to run without additional funding.

The CCRR has also brought individual courses to Haida Gwaii.¹⁹ Their intention was to help get individuals started on the ECE path, hoping online courses would be easier after taking one course in person. However, interest dwindled and few continued on towards their full ECE diploma. In Fall 2019, they discontinued these single courses as enrollment in previous years was too low to justify the cost.

FINANCIAL SUPPORT FOR ECE EDUCATION

There are a number of financial supports available for Haida Gwaii residents interested in completing their ECE diploma.

1. Gwaii Trust Continuing Education Grant: Provides up to \$750/course, with a maximum of \$3,750/year for residents who have lived on Haida Gwaii for the past 24 months. Covers the cost of tuition and books at recognized post-secondary institutions. Funding is reimbursed upon completion of the course (Rudichuk, n.d.).
2. Skidegate Band Council: Will sponsor up to 4 people to complete courses at Pacific Rim.
3. ECE BC Bursary: \$4000/semester for full time students studying in an ECE program at a recognized post-secondary institution to assist with tuition and living expenses (Early Childhood Educators of BC, 2020b).²⁰
4. ECE BC Workforce Development Bursary: Up to \$5000/semester for active employees of licensed child care facilities or StrongStart Facilitators to complete or upgrade their credentials. Funding supports tuition and other expenses, such as loss of wages or travel (Early Childhood Educators of BC, 2020b)

CURRENT CHILD CARE NEEDS

According to the 2019 Child Care Survey, families in southern Haida Gwaii provide care to their children in the following ways, in order of most used. Some survey respondents use a combination of care methods.

"Sometimes I have to take time off work in order to care for my child which in turn often results in me working later/weekends to catch up."

"We rely on community support like in a need way. It impacts my work and means i am dealing with coordinating it or asking them to be flexible."

¹⁹ Fall 2018: Guiding and Caring Course (2 students); Fall 2017: Health Safety and Nutrition (6 students); Fall 2016: Guiding and Caring Course.

²⁰ Both the ECE BC Bursary and the ECE BC Workforce Development Bursary were exhausted in October 2019, and re-opened for a brief period in January 2020 for another semester. Further funding is budget dependent.

1. Licensed Child Care (47%, 30 parent respondents)
2. Family Members & Friends (22%, 14 parent respondents)
3. Stay at Home Parents (19%, 12 parent respondents)
4. Nannies and Au Pairs (13%, 8 parent respondents)

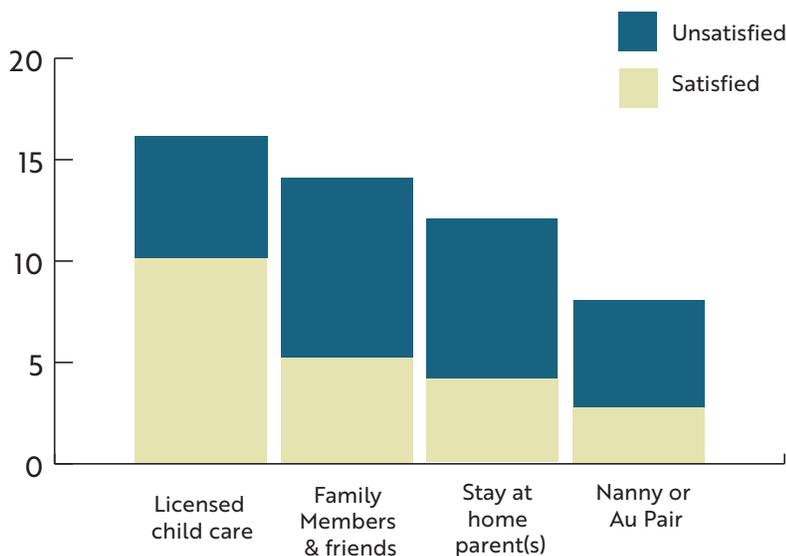
SATISFACTION WITH CARE

"[A lack of daycare...] Affects my ability to work full time or accept work that I want. It's not just my family. I have friends, family, and clients (I am an employment advisor) that cannot go back to work or are looking at having to move off island because there is no daycare, not just that it's too expensive, there's literally just no where to go. That, and housing are the two largest employment barriers on island."

Survey respondents suggest that the majority of parents (62%, 21 respondents) are unsatisfied with their current child care solution. 24 individuals (41% of all parent respondents) indicated that they soon anticipate needing child care.

While all forms of child care are satisfactory to some families, the greatest percentage of respondents were satisfied with licensed care (69%, or 11 respondents, satisfied). There was a greater number of survey participants dissatisfied with their child care solution if their children were cared for by family members (64%, or 9 respondents, unsatisfied), stay at home parent(s) (67%, or 8 respondents, unsatisfied), or nannies/au pairs (63%, or 5 respondents, unsatisfied).

Figure 4: Parent Satisfaction with Types of Child Care



Parents indicated that their main reasons for dissatisfaction with their current care are:

1. Cost (47%, or 7 respondents)
2. Timing (33%, or 5 respondents)
3. Proximity to Home (20%, or 3 respondents)

"We can't both work. One parent is at home always."

Furthermore, they indicated that the primary current or anticipated obstacles towards obtaining their ideal care are:

1. Waitlists (67%, or 30 respondents)
2. Not available in their community (56%, or 25 respondents)
3. Lack of qualified people (49%, or 22 respondents)
4. Cost (42%, or 19 respondents)
5. Timing doesn't align with needs (33%, or 15 respondents)

Combined, this data suggests that for most families, licensed child care is the preferred solution, particularly if available near to, or in, the community in which the family lives. This data also suggests there are a number of families that would like to return to the workforce, but are unable to due to a lack of child care opportunities.

"As a full time working single mom, I need to ensure my child is well taken care of while I'm working, and I need to be able to afford this"

"Sufficient high quality child care that continually meets community needs will support family, employers, future residents and the future in general."

AGE SPECIFIC NEEDS

UNDER 3 YEARS OLD

According to survey participants, 77% of parents (10 respondents) with children under 3 indicate that they are unsatisfied with their current care. The majority of parents (62%, or 8 respondents) with children under 3 are in need of full time care. 23% (3 respondents) of parents indicated that they need full time care, 2 - 3 days of the week. 8% of parents (1 respondent) indicated that they would like half day care, 2 - 3 days of the week. No parents indicated a need for half day care, 5 days a week.

The need for more full time care for children under 3 years of age was strongly reiterated in interviews with HlGaagilda Skidegate and Queen Charlotte Daajing Giids daycare providers, recognizing that even with all vacant positions filled, they would be unable to meet current demand.

3 & 4 YEARS OLD

According to survey participants, 56% of parents (9 respondents) with children that are 3 or 4 years old indicate that they are unsatisfied with their current care. The care needs of children with 3 and 4 year olds are more diverse than parents with children under 2. Most parents (44% or 7 respondents) would like full time care throughout the work week; however, 25% (4 respondents) would like half day care, 2 - 3 days of the workweek, 19% (3 respondents) would like full day care, 2 - 3 days of the workweek, and 13% (2 respondents) would like half day care throughout the workweek.

The need for more full time care for children ages 3 and 4 was partially reiterated in interviews with HIGaagilda Skidegate and Queen Charlotte Daajing Giids daycare providers. While Skidegate Daycare has historically had a waitlist for this age bracket, it recently eliminated this list. The Child Centre continues to experience a growing waitlist for this age bracket; however, when Alicia's program opens in the fall of 2020, it may alleviate some pressure. Alicia's program does however have a waitlist of 6 children, without having been publicly announced.

AFTER SCHOOL CARE

53% (7 respondents) of parents with children needing after school care indicate that they are unsatisfied with their current care. As the survey focuses on care for children under 5, the option was not presented as to whether parents would like after school care for the full work week, or only partial days.

The need for afterschool care was not a primary focus of interviews with current daycare providers.

"I have changed my work hours so that he is alone after school for 1 hr. I installed a land line and are in constant touch"

SPECIAL NEEDS EDUCATION

While the need for special needs educators was not statistically significant in our survey, there are at present no special needs educators working at south end child care facilities. The Northern Health Child Support Workers provide additional support to daycare facilities as needed, but these individuals do not have specialized training.

The need for special needs care was highlighted in some interviews.

SUMMARY OF NEED IN SOUTHERN HAIDA GWAI

Parents with children under the age of 3 experience the greatest need for child care. There are significantly less spaces available for children in this age bracket, due to the additional credentials required (minimum one ITE) and the smaller educator-to-child licensing ratios.²¹

A secondary need is for children between the ages of 3 - 4 years old. However, with Alicia Embree's new facility opening to accommodate more of this age bracket, it is likely that this need will subside within the next year.

Tertiary needs are for increased after school care and likely, an increase in special needs educators.

²¹ At present, 1 ITE can care for up to 4 children under 3. An additional 4 children under 3 can be added to the program, with the support of another ECE (no ITE required). A further 4 children under 3 are added if there is an ECEA. Should there be children under the age of 1, these ratios are reduced.

CHALLENGES

RECRUITMENT & RETENTION OF EARLY CHILDHOOD EDUCATORS

Recruiting and retaining ECEs to local positions has proved challenging across Haida Gwaii, and the province. Across BC, child care centres struggle to find and retain adequate staff. As a result, the BC Child Care Owners Association writes that “child care programs are operating without licensed teachers, running with “exemptions” from the licensing department ... Teachers who are unable to take a day off to see a doctor because there are no substitutes ... are coming in to work sick just to be able to keep the doors open” (Our Children Can’t Wait - Stop the BC Child Care Teacher Crisis, n.d.).

These themes are reiterated by ECEs on Haida Gwaii. Numerous care providers are operating with licensing exemptions while they complete their studies, there is a lack of substitute teachers available, and a number of ECE positions have sat vacant for years.

The field has historically struggled to attract candidates. The work of an ECE is physically and emotionally draining, and receives low levels of compensation, particularly given the required post-secondary education (Early Childhood Educators of BC, 2020a).

In British Columbia, Early Childhood Educators earn a median hourly rate of \$17.00/hour, with \$25.00/hour defined as high and \$13.00/hour defined as low. If working full time, year round, this equates to an annual median salary of \$35,260 (WorkBC, n.d.). ECEBC currently advocates for \$25/hour plus 20% in benefits (Early Childhood Educators of BC, 2020a). The BC Child Care Owners Association calls for more substantial provincial wage subsidies, a pension subsidy, a benefit subsidy, program-provided professional development, and an ECE professional college (Our Children Can’t Wait - Stop the BC Child Care Teacher Crisis, n.d.). On Haida Gwaii, starting wages range from approximately \$20/hour with benefits, to \$25/hour without benefits for licensed ECEs. These figures do not include the ECE Wage Subsidy, which all centres collect.

The State of the North Report, published in January 2020, highlights median wages for occupations in the northwest. This serves as an interesting point of comparison for ECE wages. Home support workers, housekeepers and related occupations are reported to earn \$18.25/hour; however, these occupations require a college certificate or less, whereas an ECE must obtain a 2-year college diploma. Social and community service workers, who do require a college diploma as a minimum, earn \$20/hour. As a point of comparison, carpenters, who require a 4-year apprenticeship program, or a combination of experience and training, earn \$27.76/hour (Northern Development Initiative Trust, 2020).

In spite of these challenges, the demand for ECEs continues to grow rapidly, further straining the industry.

On Haida Gwaii, a number of qualified ECEs are not currently working as such. 26% of survey respondents indicated that they do not currently provide care to children but used to or are qualified to. 71% of these respondents indicated that a desire for a higher income was a reason for seeking work elsewhere. When asked if there were shifts that could occur locally that would encourage them to return to work, 85% of respondents (6 people) answered yes. Of these respondents, 100% (5 people) indicated that higher wages would be one of these shifts; 80% (4

people) indicated that more community value for this line of work would be another shift. 60% (3 people) noted that health and dental benefits might encourage them to return to this work.

“Small class size, manageable hours, creative and nourishing for children, parents, student teachers and staff.”

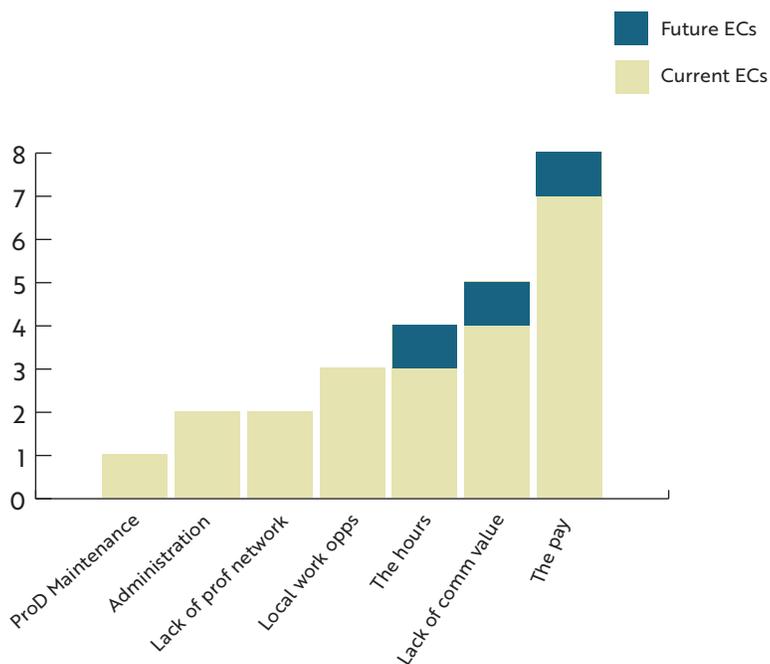
Two respondents noted that they were not currently working because they have young children of their own, and that they intend to return to this work when able.

Survey respondents currently employed as ECEs or care providers in southern Haida Gwaii indicated that they were 80% happy with their current position. 61% of respondents (8 people) are currently employed at a licensed facility. 39% (5 people) are working for private family(s).

However, when asked about the most challenging parts of their jobs, current care providers responded with: the pay (58%, 7 respondents), lack of community value for the profession (33%, 4 respondents) and the work opportunities available in my community (25%, 3 respondents) and the hours (17%, 2 respondents). These individuals saw themselves working in this field for varying amounts of time: 36% saw it as a lifetime career, while another 36% anticipated doing this work for 6 - 10 years.

“Working with children every day, seeing them thrive in a setting where they know they are loved and valued as little people.”

Figure 5: Actual and Anticipated Career Challenges for Early Childhood Educators



It is encouraging that in 2019 and early 2020, provincial funding streams to support ECE students were quickly depleted; however, there is no commitment of future funding. This could suggest an increased number of ECE professionals in the years to come. Locally, only one survey participant indicated that they were interested in providing care to children in the future.

“Seeing children learn and build on their development skills, doing fun and educational activities with children, culture activities, there are so many to list”

In order to attract these recent graduates, employers will need to offer competitive job opportunities to stand out.

SOCIETAL VALUE FOR EARLY CHILDHOOD WORK

Child care has historically been, and often continues to be seen as women's work that is done without financial compensation. A recent report from Oxfam estimates that "the monetary value of unpaid care work globally for women aged 15 and over is at least \$10.8 trillion annually –three times the size of the world's tech industry" (Oxfam & Even Up, 2020, p. 6). The report goes on to state that "The dominant model of capitalism actively exploits and drives traditional sexist beliefs that disempower women and girls, counting on them to do this work, but refusing to value them for it" (Oxfam & Even Up, 2020, p. 12). Study participants frequently noted that the professional provision of child care is undervalued because it is often understood to be work done by women for no compensation.

Between the child care survey, individual interviews, and the action planning meetings, it is evident that in southern Haida Gwaii, many child care providers (past, present and future) feel there is limited community value for early childhood work. While a college diploma and significant workplace experience is required to work in this field, current care providers mentioned being referred to as "babysitters" and being questioned as to when they will find "a real job". Compensation is also often interpreted as a reflection of societal value. Low wages, particularly given the educational requirements, reinforce a lack of societal value. There seems to be limited understanding, particularly among community members who do not actively need child care, about the high degree of influence early childhood educators have over a person's cognitive development.

Interestingly, in an identical survey completed in the north end communities of Haida Gwaii, societal value for early childhood work did not rank as strongly as it did in the south. There, past, present and future ECEs were more concerned with long hours and the rate of pay. This could be as a result of less individuals working in this field in northern Haida Gwaii; or, it could be a reflection of community priorities and ECE experiences.

"While it is known we need workers at the daycare, I don't think parents and people not in the field truly value what we do for these kids. We generally love each and everyone of them, and we often go without breaks, don't take sick days, and don't take holidays to care for their children."

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At a provincial level, placing child care under the purview of MCFD and some other ministries, rather than exclusively the Ministry of Education, further devalues the field. This structure suggests child care to be a family service, rather than recognizing it as a form of education. Structurally recognizing early childhood education as learning and childcare creates opportunity to develop curriculum, review the educational experiences of children, enhance early childhood educator professional development opportunities, and establish pay parity with teachers (Meade & Podmore, 2010). In New Zealand, parent perception of ECE services also changed with this shift. With improved documentation of child learning, parents recognize that learning starts in the early years. One study found parents to be more relaxed about using ECE services - feelings of guilt and shame were greatly reduced (Meade & Podmore, 2010)

ADEQUATE SPACE

Though Skidegate Daycare has adequate space for their programs, the Child Centre's current space is small and located up a steep flight of stairs, over a kitchen. The Child Centre's current space keeps them from expanding their programming; however, their budget and available space keeps them from moving into larger, more suitable spaces.

TRANSPORTATION TO/FROM CARE

18% of parents indicated that they were dissatisfied with their current child care because of how far away the care is from their home. Licensed care is currently provided in HlGaagilda Skidegate and Queen Charlotte Daajing Giids; however, only HlGaagilda Skidegate offers full day, Monday - Friday care. Families of either community do not necessarily have the option of enrolling their children at the centre closest to them. Families in Sandspit K'il Kun Llnagaay, Tlell Tllaal, Lawn Hill Ts'uu Ts'idga and Miller Creek Ts'iina Gandlaay have no nearby facilities.

CASE STUDY: AFFORDABLE CHILD CARE IN QUEBEC

In 1997, the Province of Quebec launched the politique familiale ("family policy"), which included a new, heavily subsidized full-day, year-round child care program for all children under 5. When the system began, the fee for all families was set at \$5/day. In 2004, it was raised to \$7/day. In 2014, the province introduced a sliding scale connected to household income, with fees ranging between \$8.05/day to \$21.95/day (Quebec's daycare system at a glance, 2018). The province offers multiple forms of child care to families, including subsidized non-profit child care centers (centres de la petite enfance - CPES), private child care centres, and home-based care options. As of 2003, families received subsidies or tax credits for all systems of care (Williams, 2018). CPES are however the most sought after child care solution, and have extensive waitlists. Children are admitted to these higher quality public institutions based on a lottery system, with the rest attending less desirable private facilities, where parents receive tax credits rather than lower fees (McCluskey, 2018).

Quebec's experience over the past two decades has marked economic benefits. 80% of Quebec mothers with children 5 or younger participate in the workforce - 9 percentage points higher than other Canadian provinces (Williams, 2018). A second study estimated that the program raised Quebec's annual GDP by the equivalent of about \$3.9 billion (Williams, 2018). A number of reports also suggest that this system has resulted in fewer families depending on social benefits, which in turn, increases government savings (McCluskey, 2018).

COST OF CHILD CARE TO PARENTS

Parents indicated that the cost of child care was the leading reason (41%) for their dissatisfaction with their current care system. Cost can be perceived as the amount paid directly to care providers, or the lost income to a household as a result of both parents not being able to work at their full capacity. A small percentage (29%) of these parents currently have children enrolled at licensed facilities; the remainder use a combination of stay at home parents, nannies/au pairs, and friends or family to care for their children.

"I am currently on leave but will get back to work very soon. I anticipate the total cost for two kids will cost most of my salary. I also think the care arrangements will be temporary full time and I won't be able to go to work eventually."

Theoretically, licensed care facilities should be the most affordable option for families, as these facilities are most eligible for provincial subsidies for the care facilities and parents. Should the number of licensed care spaces increase, cost savings could be extended to more families.

"Previously both parents have had to work opposite shifts. Now we have a stay at home parent."

CASE STUDY: SWEDEN'S MUNICIPALLY-RUN CHILD CARE SYSTEM

Sweden's childcare system stemmed out of the labour shortage in the 1960s, when mothers were needed to join the workforce and support for gender equity and child development was rising (Anderssen, 2013). Child care in Sweden today is part of the state school system, and municipalities are responsible for providing child care to children ages 1 - 5, which includes parents who are unemployed or who are caring for a sibling.

Municipalities operate 73% of preschools and employ a preschool director who is tasked with administration, budgets, staffing, reporting and leadership. Non-profit, for-profit and cooperative organizations do also offer child care; however, they are funded by the municipality and are not permitted to charge fees above the municipal rates (Garvis, 2018). Fees are charged based on income: low-income families pay nothing, or very little, while the costs for more affluent parents are capped. The average maximum fee is equivalent to around \$300/month, and preschool is free for four- and five-year-olds (The Swedish Institute, 2013). The Swedish government's policy states that parents should only have to spend one to three per cent of the family's income on childcare, depending on how many children they have.

Parent fees do not cover the entire cost of child care, and as such, municipalities receive additional funds from the state, and through local taxation. Each municipality makes their own decisions about how to use their funds. (Garvis, 2018)

The state further requires that municipalities offer children a place for a minimum of 15 hours per week, ((Garvis, 2018), and that they find waitlist space within three months (The Swedish Institute, 2013). However, some municipalities are not able to meet this commitment, while others resort to large class sizes, as there are no legislated teacher-to-child ratios (Garvis, 2018). There are considerable concerns regarding teacher exhaustion as a result (Garvis, 2018). In August 2018, Sweden implemented a revised curriculum for preschools, with the intention of achieving equivalent quality across the country. This curriculum made the important adjustment of recognizing assistants and other educators who play important roles in the delivery of early childhood education (Garvis, 2018).

Today in Sweden, approximately 80% of children between the ages of 1 - 5 attend preschool, even for just a few hours a day (The Swedish Institute, 2013). In a survey of parents of 124,000 children, 90% indicated they are satisfied with their care (Garvis, 2018). In 1970, less than 10% of children in Sweden were in publicly financed child care, even though approximately 50% of mothers were working (Anderssen, 2013).

The currently available subsidies include:

- 1. Child Care Fee Reduction Initiative (CCFRI).** Licensed child care providers apply to this provincial initiative to lower the cost of child care for families.²² The care providers manage and receive the funding, extending savings on child care fees to all families. This initiative is not income based.
- 2. Affordable Child Care Benefit.** This monthly payment from the province supports families with the cost of child care. The amount of the payment is based on income, family size, and type of care. This funding is only available to children at licensed care, registered license-not-required, licensed-not-required, or in child's own home. Generally, families that earn up to \$111,000 may qualify for funding.
- 3. Canada Child Care Benefit.** All families with children under 18 are eligible for this income-based tax-free monthly payment, designed to help families with the costs of raising children.
- 4. Universal Child Care Prototype Sites.** The Province of BC piloted the operation of low-cost child care facilities across the province from Nov 2018 - March 2020. 50 sites were selected to test funding and operational models required to move BC towards a universal child care system, where families pay no more than \$200/month. There were no pilot sites on Haida Gwaii.

This study learned about the financial strains of operating child care centres under the current landscape. It also learned about the budgetary strains faced by small municipal governments. Given these considerations, extending further cost savings to parents appears to be an initiative best supported at the provincial level, through the delivery of a universal child care system.

SOLUTIONS

The following solutions were co-developed between the consulting team and the Action Planning group. In this section, we summarize all possible solutions. This study identifies 6 key focus areas, with associated actions that should receive focus over the next 10 years. In the Southern Haida Gwaii 10 Year Action Plan, these solutions are broken down into steps assigned to organizations and groups with associated timelines.

The priority areas are:

1. Local Stakeholder Collaboration.
2. Supporting Current Early Childhood Educators
3. Fostering Community Value
4. Recruiting New Early Childhood Educators
5. Space Creation
6. Advocacy for Systemic Change

²² Reductions are up to \$350/month for group infant/toddler care, up to \$200/month for family infant/toddler care, up to \$100/month for group care for children aged 3 to Kindergarten, and up to \$60/month for family care aged 3 to Kindergarten. Part-time care is pro-rated.

LOCAL STAKEHOLDER COLLABORATION

Increasing the affordability of, and access to, quality child care in southern Haida Gwaii is a complex challenge that requires collaboration amongst multiple stakeholders. Child care centres do not have the capacity, nor is it their exclusive responsibility, to increase the number of child care spaces available. We are fortunate to have a number of excellent facilities in the region; however, they require support from throughout the community to make substantial changes. It is in this spirit that the Child Care Action Planning Team (see Appendix C) was formed. This group included a diverse group of locals, each with a role to play.

THE ROLE OF LOCAL GOVERNMENTS

The Village of Queen Charlotte can play a leading role in community and islands-wide collaboration. A study exploring public child care delivery in British Columbia notes a number of key functions local governments can play in child care delivery, even if not delivering the care themselves. These functions help a community derive the benefits of public delivery, even when care is ultimately delivered by the private system. Points relevant to the Village of Queen Charlotte and other local leadership includes:

1. "Increased coordination between public and non-profit agencies to work towards a more comprehensive system of childcare delivery, marked by similar standards in quality, comparable wages and benefits for ECE's
2. (With public partners) advocate at the provincial level for increased senior government support in the funding of child care and supports for public delivery
3. Conduct feasibility studies for piloting public delivery." (Gautreaux, 2019, p. 23)

In addition to these recommendations, the Village of Queen Charlotte should work with other governments on Haida Gwaii to ensure regional coordination. Working with municipalities, Band Councils and the Council of the Haida Nation creates space to share resources and to develop a unified approach to addressing an islands-wide challenge. This could occur through an initial meeting of all island CAOs.

COMMUNITY COLLABORATION

The Child Care Action Planning Team (see Appendix C) has proven to be a unique and powerful collaboration of individuals, representing local groups and organizations with the capacity to influence change in the local child care landscape. Independently, each member of this group is pursuing important work in the childcare landscape. Working together, these groups are able to share resources and coordinate ideas, affecting local change. Thus far, the group has had three preliminary meetings, hosted by Co+Host, during which they have developed recommendations and a working team charter.

Looking forward, the administrative and organizational duties thus far assumed by Co+Host will need to be shared amongst the team. The Village of Queen Charlotte can provide a coordinating role to this group, by establishing a Select or Standing Child Care Committee. This group could meet monthly or quarterly, providing guidance to Council on the emerging child care landscape,

and strategies to meet challenges. This committee would need to establish terms of reference, a decision making structure and membership. It may include the entire Child Care Action Planning Team, or it may be a revised group reflective of capacity and interest.

Special consideration should be given to ensuring Skidegate Daycare and Skidegate Band Council are included, or informed, of this group's work. An invitation could also be extended to School District 50. This body has thus far been involved in improving child care for northern Haida Gwaii, but they may have a future role in the south as well.

SUPPORTING CURRENT EARLY CHILDHOOD EDUCATORS

Southern Haida Gwaii currently has 8 individuals working as licensed ECEs, and numerous others providing support to ECEs or informal child care. It is imperative that we support, recognize and retain these individuals so that they continue to provide essential services to our communities.

DETERMINE HAIDA GWAII LIVING WAGE

Understanding what qualifies as a living wage for residents of Haida Gwaii would complement existing provincial-level material on appropriate wages of ECEs. A living wage is the hourly amount a family needs to cover basic expenses (food, shelter, child care, clothing, transportation). With this information, employers can better understand what appropriate compensation looks like for local employees. This information may validate the wages currently paid, or it may serve as an impetus for change.

"[Care providers] are the real superheroes and should be paid more"

As a point of reference, Terrace and Kitimat have completed living wage calculations. In Terrace, a living wage is \$18.17/hour, and in Kitimat, a living wage is \$20.61/hour (Northern Development Initiative Trust, 2020).

INCREASED WAGES

Both Skidegate Daycare and the Child Centre are eligible, and are receiving, for the BC Wage Enhancement Program, which will increase salaries by \$1/hour per year, over a 2 year period. This enhancement is only available to licensed ECEs and is payable only for time spent on the floor (not sick time, vacation time, etc.). There is no commitment to provide this funding beyond the two year period.

"When wages are being based on provincial averages... and provincial averages are pathetic, how do we improve wages/attitudes/standards at the source?"

Increasing wages is a significant cost, and not necessarily one that child care centres are able to take on. To increase a full time employee's salary by an additional \$2/hour, it would cost approximately \$5,200/year per person (\$5,900 with the incorporation of a 13% estimate of mandatory employment related costs (MERCs)). It would cost approximately \$2,600/year (\$2,950.00 with MERCs) to increase a salary by \$1/hour per person.

CASE STUDY: TOFINO - MUNICIPALLY OWNED CHILD CARE CENTRE & LIVING WAGES

The Tofino Community Children's Centre is a municipally-run child care facility, licensed to care for up to 18 children, 30 months to school aged. The Community Children's Centre was founded by the District of Tofino. It was temporarily run by a small society, but the District re-assumed control when management of the centre was struggling. At present, the Child Centre is managed by the Director of Financial Services (N. Attiana, personal communication, December 19, 2019) . .

Children's Centre staff are District employees, and as such their salaries are determined through their union agreement. In setting wages, the union looked at the wages paid at other licensed facilities and paid accordingly. However, this meant that Children's Centre wages were the lowest overall in the District (N. Attiana, personal communication, December 19, 2019).

The District struggled to retain staff at these wages and had to reduce their programming at one point due to a lack of ECEs. When two new facilities announced plans to open in the Tofino area, the District realized they needed to improve wages quickly, in order to retain staff and remain competitive. The District calculated a living wage to be \$20.11/hour, plus benefits which are estimated to be another 25%. This made the District a leader in the area for wages and staffing, and consequently, the District did not lose any staff (N. Attiana, personal communication, December 19, 2019)

Further provincial or municipal funds, or external grant funding, would likely be needed to assist child care centres in increasing their wages, as their operational budgets likely do not afford it without making significant cost increases to families. This study recognizes that in small communities, municipal tax bases are small, and levying further taxes would likely be challenging.

Given this, the more feasible route may be to seek out external financial support for a pilot wage top up program. Such an initiative would validate whether increased wages would attract and retain more ECEs on Haida Gwaii.

CASE STUDY: ALBERTA WAGE TOP UP PROGRAM

In Alberta, provincially accredited child care providers (licensed day care, out-of-school care, and approved contracted family day home agencies) are eligible for staff wage to-ups up to \$6.62/hour (Government of Alberta, 2019b), and professional development grants of up to \$1,000 annually (Government of Alberta, 2019a)

Until April 2020, the province also offset the costs associated with mandatory provincial and federal employer contributions, such as statutory holiday pay, vacation pay, Employment Insurance, Canada Pension Plan, and Workers Compensation Board premiums (Government of Alberta, 2019a). In practice, this resulted in a further 16% of staff support funding. This initiative has been discontinued under new political leadership, as a fiscal management choice (Bench, 2019). There are substantial concerns within the Alberta Child Care landscape that these cuts will destabilize an already fragile system, and could result in increased fees to parents of \$20 - \$30/month or reductions in staff (Alberta child-care workers say coming budget cuts put families "on edge," 2019).

EXTENDED BENEFITS

60% of survey respondents who were qualified to work as early childhood educators but currently work elsewhere, indicated that the availability of extended benefits would encourage them to return to the profession. Skidegate Daycare and Skidegate Nursery both offer extended benefits to their employees, as a result of their relationship with the Skidegate Band Council.

ECEBC provides its members with access to extended health and medical. This coverage must be initiated through child care centres, and cannot be purchased on individual bases (Early Childhood Educators of BC, 2019). Rates range from approximately \$90 - \$145/month for an individual or \$183 - \$258/month for a family. Ranges depend on package type and annual income (Early Childhood Educators of BC, 2016).

The Child Centre could extend benefits for its staff member, perhaps with third party financial support, or the support of another organization. Alternatively, a community based or islands wide organization could develop a similar opportunity to that ECEBC has developed with an insurance provider, offering extended health and medical benefits to individuals.

Table 5: Summary of Intervention Costs

Intervention	Approximate Annual Cost Per Full Time Employee
Extended Benefits	\$1,620.00
\$1 Pay Raise (Full Time Employee)	\$2,941.91
\$2 Pay Raise (Full Time Employee)	\$5,891.82

FOSTERING COMMUNITY VALUE

While salaries and benefits are strong indicators of value for work, a number of other initiatives would further foster and demonstrate community value for early childhood education. This could include:

- **Local Awards & Recognition:** At municipal or islands wide levels, provide recognition (i.e. Order of Queen Charlotte) to licensed and unlicensed child care providers.
- **Appreciation Meals:** In 2019, the CCRR hosted an appreciation meal at the Haida House for all child care providers (licensed and unlicensed). This received very positive feedback and should be continued.
- **Celebration of Child Care Month in May:** May is Child Care Month in BC. Celebrating this month at community or islands-wide levels is an opportunity to draw attention to the important work care providers provide to our communities.
- **Nomination to Provincial & National Awards & Recognition:** A number of awards exist at the provincial and national levels that recognize early childhood educators (Prime Minister’s Award for Excellence in Early Childhood Education). Local organizations could nominate individuals in our community for these awards.
- **Authoring Child Care Articles.** Child care providers could be further highlighted through local media channels (The Village Voice, Haida Gwaii Trader, The Observer). Articles could highlight the importance of early childhood education, the training required to become an early childhood educator, and the challenges faced on Haida Gwaii. The articles could also highlight the many opportunities that exist in this field, in order to encourage individuals to enroll. Such articles could also inform the public about key developments and advancements locally.

The reorganization of child care under the Ministry of Education is another systemic strategy for increasing the perceived value of child care, as it recognizes child care as a form of early childhood education (Meade & Podmore, 2010). The Village of Queen Charlotte, in tandem with other local governments and the \$10aDay Campaign, should continue to advocate at the provincial level for this reorganization.

RECRUITING NEW EARLY CHILDHOOD EDUCATORS

Skidegate Daycare is currently recruiting staff for three vacant jobs. With all positions filled, they could accommodate up to 8 more children under the age of 3, 9 more children between 3 - 5, and 9 more children after school. Filling these positions will greatly relieve immediate child care needs for southern Haida Gwaii. If the Child Centre also expands their programming to offer an Infant Toddler program, they will also need an ITE, an ECE and possibly also an ECEA. Supporting them to fill these roles would further alleviate pressures on the child care system.

In order to fill current vacancies, and expand programming in the future, southern Haida Gwaii must also focus on supporting and recruiting future and/or non-practicing early childhood educators to the community, and to the vacant positions. The solutions offered to support current early childhood educators would tackle this program.

SUPPORTING LOCAL EARLY CHILDHOOD EDUCATION STUDENTS

Some local individuals are in the process of completing Early Childhood Education courses online. This can be a challenging, slow and isolating process. Supporting locals interested

in pursuing early childhood education would increase our local pool of candidates. Even if individuals only successfully complete a single course qualifying them to be ECEAs, this increases the number of individuals qualified to work as substitute teachers.

Bring Students Together for Courses. Historically, the CCRR has hosted gatherings where current students come together to work on course material together, with the support of the CCRR coordinator. Skidegate Daycare has also worked to bring their ECEs together to study as a group. However, both organizations noted that recent efforts to organize these groups were not met with strong participation. Competing schedules and priorities made finding a date and time that worked for many a challenge. In the medium term, it would be worth re-evaluating local interest in study groups.

Bring Courses to Haida Gwaii. Historically, Coast Mountain College has offered some early childhood educator courses on Haida Gwaii. The CCRR has also brought some of the courses required for the Responsible Adult or ECEA designations locally, as recently as 2018. With substantial external support, it could be possible to bring a full ECE program to Haida Gwaii, as was done in the late 1990s with Coast Mountain College. However, in lieu of that, the CCRR should re-explore offering single ECE courses locally in the medium term.

Offer a Haida Gwaii Scholarship for ECE Students. While there are a number of funding streams available to ECE students (ECEBC Bursaries, Gwaii Trust, Skidegate Band Council), a specific funding opportunity for Haida Gwaii residents might further incentivize locals to pursue this educational path. This funding stream could have the added benefit of increasing community value for ECEs, as it demonstrates support for the profession.

SUPPORT OFF ISLAND RECRUITMENT AT COLLEGE PROGRAMS

The CCRR, SD50, Skidegate Daycare and the Child Centre are all actively involved in recruiting early childhood educators to Haida Gwaii, for their student practicums and to fill full-time positions. Their current focus is on in-person visits to Vancouver Island. As there is a shortage of early childhood educators across the province, it is extremely competitive to recruit educators. Haida Gwaii must work together to stand out if it is to recruit a series of new educators.

Sharing Existing Job Opportunities Through Networks. Skidegate Daycare has three job postings they are actively circulating. These postings have been shared widely, but additional efforts to promote these opportunities could be helpful.

Develop Resident Attraction Packages. In order to communicate the benefits of living on Haida Gwaii to prospective residents, the Village of Queen Charlotte could, independently or in tandem with other Haida Gwaii governments, develop a resident retention package summarizing the unique value of our communities.

Financial Incentives for Accepting Child Care Jobs on Haida Gwaii. Strategies like signing bonuses and/or support for moving expenses could help child care jobs on Haida Gwaii stand out among others in the province. It is unlikely that child care providers themselves would have the cash to support an initiative like this; however, it is an opportunity for the broader community to provide one-off support. Securing funding for a pilot initiative could be done in tandem with other Haida Gwaii governments. Other municipal and state governments (see: Tulsa, Oklahoma; Candela, Italy; Santiago, Chile; Topeka, Kansas; Maine, USA) have pursued similar strategies on a more general level (Brady, 2019).

CASE STUDY: ALBERTA STAFF ATTRACTION INITIATIVE

Until April 2020, the Province of Alberta offered a Staff Attraction Initiative of up to \$5,000 for new and experienced staff who had not worked in the field for at least 6 months. Upon finding full-time employment with a pre-accredited or accredited child care program, the individuals were able to apply for this funding (Government of Alberta, 2019a). New child care employees were paid \$2,500 following their first year of employment; returning child care providers were eligible for a further \$2,500 following their second year of employment. The new provincial government has discontinued this stream as a fiscal management choice (Bench, 2019).

Facilitate finding housing for early childhood educators & students. Northern Health provides housing options for relief staff, and the Haida Gwaii Institute provides connections to housing options to their students. Given current rental housing shortages across Haida Gwaii, facilitating this process for new ECEs and practicum students could increase an individuals' willingness and capacity to move here. This process could be facilitated by the Child Care Action Planning Group, possibly in collaboration with the Haida Gwaii Institute.

Subsidized housing for early childhood educators & students. Providing practicum students and new hires with subsidized housing is a creative solution for improving the wages of early childhood educators. Particularly in the case of unpaid practicum students, affordable accommodation could increase the appeal of Haida Gwaii as a destination.

Compensate ECEs for hosting practicum students. Currently, ECEs host practicum students as part of their standard roles. While in exchange for hosting, they do receive extra support in the classroom, they are also expected to take on the additional tasks of training, mentoring and reflecting on learnings with the mentee. This adds hours and efforts to the existing role. Should permanent pay raises be out of budget, short term bonuses for providing additional training to practicum students could be an alternative.

SPACE CREATION

At present, even if Skidegate Daycare is fully staffed, there will still be a demand for care for children under the age of 3. Assuming populations continue to grow, this demand will likely increase in the years to come. Families also identified that having care proximate to their home is important. At present, the only child care available in Queen Charlotte Daajing Giids is at capacity, and provides care for half days, 4 times a week. Alicia Embree's care facility will soon provide full day care, 5 days a week for a small number of children over the age of 3. There remains a demand for full day care, 5 days a week for children under the age of 3.

The Child Centre is best positioned to meet this demand, by expanding their current work to offer a second, full-day program for children under 3. However, in order to do so, they need more physical space.

RENOVATE EXISTING SPACES FOR LICENSED CHILD CARE

The Child Centre is interested in expanding their programming but requires more physical space. A number of funding sources are currently available to renovate existing space to create new licensed care facilities. There are also a number of vacant or underused spaces in Queen Charlotte Daajing Giids that could be good candidates for such a renovation. The Queen Charlotte Community Club, specifically the former Coast Mountain College space, is particularly appealing, given that these rooms are in the same space as existing facilities, and near to other child and family services (library, playground, senior's centre, grocery store, post office).

Expanding the Child Centre requires partnership between the Queen Charlotte Community Club, the Child Centre, and likely the Village of Queen Charlotte. The Child Centre does have limited capacity, with one employee and a volunteer board. Administrative support to manage the renovations and undertake program expansion work would be an asset.

Renovations to existing community spaces could meet immediate needs.

BUILDING NEW COMMUNITY SPACES

In the event that a lease agreement between the Child Centre and the Queen Charlotte Community Club cannot be reached, and that no other physical spaces are deemed appropriate or viable, construction of a new physical space is necessary for Child Centre expansion.

While construction of a new child care facility is an option, it would likely be more sustainable and of greater benefit to the community if numerous partners joined together to build a multi-functional space, housing child care space and other community services. Multi-functional spaces can contribute to community vitality, with their capacity to draw together diverse members (Royal Roads University, 2013). This could replace an existing facility or be built on vacant land.

In Queen Charlotte Daajing Giids, multiple organizations in need of new or updated space could leverage different pockets of infrastructure funding to develop the space. There is substantial funding available currently (see Appendix A); however, this funding may not be available in the long term as provincial priorities change. This could include the Child Centre, the Vancouver Island Regional Library, the Senior's Centre, and the Queen Charlotte Community Club. Other contributing partners could be: Northern Health, Gwaii Haanas, and other large employers, as such a facility may support employee recruitment and retention. These organizations, perhaps under a new society or social venture, could then share administrative and maintenance costs once the space is operational.

The development of a multi-functional space requires substantial collaboration, funding and construction. This will not meet immediate needs but could be a long term solution to numerous challenges.

CASE STUDY: PORT CLEMENTS GAMADIIS MULTIPLEX

The Village of Port Clements is a multi-use community building, housing a school (3 classrooms and an administrative area), the municipal offices (administration and council chambers) and community spaces (library, seniors centre, daycare, commercial kitchen and shared staff room). In 1998, the Port Clements Village Council passed a motion to investigate a multiplex facility, and in 2000, a Society was formed to develop a conceptual layout based on community input, apply for funding, and coordinate construction. The Village held a referendum in 2001, and 73% voted in favour of the concept (e-Dialogues, Royal Roads University, 2013).

A building committee was then established, which included 2 Village Counselors, a community member (a member of the Multiplex Society), the Village Administrator, the School Principal, a teacher, Support Staff, DPAC Representative, a Trustee and the Secretary Treasurer. The committee raised over \$4 million in funding, from Gwaii Trust, the Ministry of Education, a Provincial Infrastructure Grant, School District 50, Community Connections and Community Funds. The Committee then hired an architect, engineers and a project manager (Port Clements MultiPlex Proposal, n.d.).

In 2007, a ground-breaking ceremony was held, and initial construction was completed by Dec 31, 2008 with as much local labour and materials as possible. The building was officially opened April 1, 2009.

This project met a wide variety of community needs. The School District was concerned about maintaining an elementary school in the community, given low enrollment and an aging building. The municipality existed in outdated facilities. Permanent spaces for daycare, youth and seniors was created. Costs for utilities and fuel were reduced for the School District and Village of Port Clements. All residents share space, including the library, gymnasium and staff room. While there were challenges related to determining ownership, maintenance responsibilities, etc., a community willingness to work together to meet a visible need helped the project succeed (Port Clements MultiPlex Proposal, n.d.).

ADVOCACY FOR SYSTEMIC CHANGE

This report has highlighted a range of case studies from communities worldwide, that illustrate different state systems for the provision of child care, that improve affordability, quality and accessibility for all. Many of these studies and examples indicate that some of the lowest cost, highest quality child care delivery systems exist under Ministries of Education, with considerable government subsidy (Sweden, New Zealand).

The Province of BC has indicated a desire to move to Universal Child Care, as detailed in Child Care BC, and evidenced by the Universal Child Care Prototype Sites. However, increased advocacy is needed, particularly to support the unique challenges and needs of remote and rural communities. Such considerations are not entirely reflected in the current provincial plan.

The Village of Queen Charlotte took an important step by endorsing the \$10aDay plan in 2019. The Village of Queen Charlotte should continue to support this movement, and their emerging recommendations targeting affordability, accessibility and quality.

Drawing on the recommendations put forth by the Union of BC Municipalities, the Village of Queen Charlotte should continue to advocate for:

1. "Incentives for students to undertake practicums in small, rural or remote communities as part of their ECE training."
2. Financial supports or incentives, such as a northern allowance, to encourage qualified child care staff to move to small, rural, remote and northern communities."
3. Allow for regional considerations in the universal Child Care BC Plan, in order to recognize the challenges for resource dependent communities, including the high cost of living and the need to pay higher wages for ECEs in those areas.
4. Provide enhanced operational funding for child care facilities in small, rural and remote communities to reduce costs and assist in regional fluctuations in the economy.
5. Provide sustained funding, above and beyond grants, to local governments who have contributed public land, services or other investments for child care." (Union of BC Municipalities and the Coalition of Child Care Advocates of BC, 2018)

In addition to these recommendations, the Village of Queen Charlotte should also advocate for:

1. Full incorporation of child care under the Ministry of Education
2. Extending and increasing current ECE wage supplements
3. Extending and increasing ECEBC Bursary opportunities

For added influence, this advocacy should occur in tandem with other municipalities on Haida Gwaii, and/or northwest or northern British Columbia.²³ Literature and advocacy tools to support this work can be found through the \$10aDay campaign.

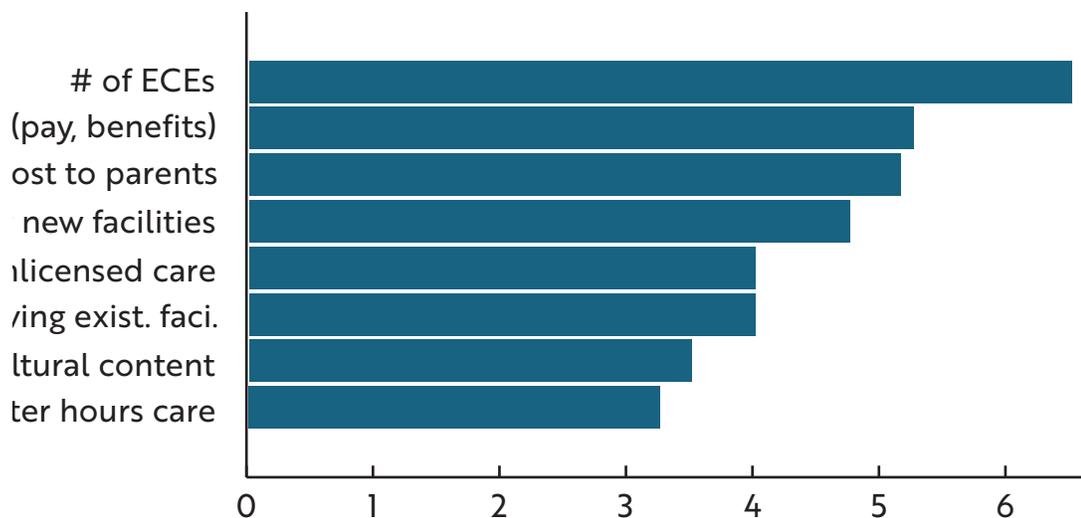
The Union of BC Municipalities Convention could be an efficient forum to advance this work, either through resolutions or hosted sessions.

COMMUNITY PRIORITIZATION OF SOLUTIONS

The Child Care survey asked participants to identify what they felt should be prioritized when improving child care for the communities of southern Haida Gwaii. Their responses are indicated in Figure 6. The prioritization emerging through this survey generally reflects the broader findings of this report and has informed the development of the 10 Year Action Plan.

²³ The Village of Masset, the City of Terrace and the City of Prince Rupert also received funding to complete Child Care Action Plans. Combined advocacy efforts could be a possibility.

Figure 6: Community Prioritization of Solutions



Top community priorities indicate a shared understanding that early childhood educators are the priority. The community's first priority is increasing the number of educators locally, and the second priority is better supporting current ECEs through increased wages and benefits. Both initiatives are not the sole responsibility of care providers: they require islands-wide collaboration, particularly in the face of increasing provincial demand for these individuals.

Cost to parents is identified as a third priority. Increasing the number of licensed child care spaces will allow more families to access provincial subsidies and supports. Further cost saving measures fell beyond the scope of this study.

The fourth priority is the creation of new spaces. This study suggests that renovating existing spaces (sixth priority) in order to expand Infant Toddler programming will meet immediate needs, and that the creation of new physical spaces could meet long term needs. However, without substantial investment into current and prospective ECEs, there will be inadequate staff to fill these spaces.

The fifth priority is increasing unlicensed care, which falls beyond the scope of this study.

The sixth priority is increasing Haida cultural content. This is an important consideration for the development of new and existing programming, particularly in Queen Charlotte Daajing Giids. As identified in the Indigenous Early Learning and Child Care Framework, citizens of the Haida Nation should be those who develop and create culturally appropriate and distinct programs and services. Initiatives such as Strong Start, Head Start, Language Nest, language assistants at Nursery School are all strong examples of this work.

The final priority is increasing after hours care. As licensed full-time, Monday to Friday programming increases, a secondary need will likely emerge for care outside business hours (evenings, weekends). Establishing this care was ranked as the last priority of the choices given.

APPENDIX

APPENDIX A

Select Child Care Current Funding Opportunities

1. **Child Care BC New Spaces Fund**

Amount: \$1.5 million for up to 90% of project costs

Application Date: Ongoing, as fund permits

Non-profit societies can apply to this fund to renovate an existing building in order to provide child care. This fund would cover direct costs, consulting services and capital purchases. It would not cover non-capital items (toys, books, games), housewares, or operational costs. Under this grant, there is a commitment to continued operation of the child care facility. Recipients of \$50,000 must operate for a minimum of 5 years (10 years for \$50,000 - \$500,000, and 15 years for over \$500,000); lease agreements are required for these time frames.

2. **Child Care Maintenance Fund**

Amount: \$10,000 - \$25,000

Fund Opens: April 1, 2020

Licensed, non-profit care providers can apply for \$10,000 - \$25,000 to support maintenance that impact's children's health, safety, and wellbeing.

3. **Child Care Space Creation Fund**

Amount: Up to \$1 million

Fund Opens: November 2020

The Village of Queen Charlotte can apply to the UBCM Child Care Space Creation Program. This program provides up to \$1 million in funding for 100% of project costs, for space creation and renovations. Eligible purchases include capital costs, consultant costs, and incremental administration costs. In order to complete an application, the property must be owned or under a long term lease agreement with the Village of Queen Charlotte.

4. **BC Gaming Grants - Capital Projects**

Amount: Up to \$250,000 with 50% - 80% in matching funding

Fund Opens: 2020 Dates not announced; applications were due July 2019 in the last intake

APPENDIX B

Types of Child Care Licenses in BC and Associated Child Ratios

1. **Licensed Child Care:** monitored and regularly inspected by regional health authorities because they must meet specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming. Licensed child care centres can provide:
 1. Group Child Care – Under 3: Birth – 36 months with a maximum of 12 children.
 - 1 – 4 children = 1 ITE
 - 5 – 8 children = 1 ITE + 1 ECE
 - 9 – 12 children = 1 ITE + 1 ECE + 1 ECEA
 2. Group Child Care – 2.5 years – school age: 30 months to kindergarten with a maximum of 25 children
 - 1 – 8 children = 1 ECE
 - 9 – 16 children = 1 ECE + 1 ECEA
 - 17 – 25 children = 1 ECE + 2 ECEA
 3. Group Child Care – school age: Kindergarten and up with a maximum group size of 24 K/G1 or 30 G2+
 - 1 responsible adult for 12 K/G1 or 1 adult for each 15 G2+
 4. Multi-aged child care: Birth – 12 years old with a maximum of 8 children
 - 8 children = 1 ECE
 5. In-home multi-age child care: Birth – 12 years old with a maximum of 8 children.
 - 8 children = 1 ECE who is the licensee
 6. Family child care: Birth – 12 years with a maximum of 7 children
 - 7 children = 1 responsible adult who is the licensee
2. **Registered License-Not-Required Child Care:** Unlicensed, but have registered with a CCRR. This care must be provided in the care-givers home.
 - Birth – 12, with a maximum of 2 children
3. **License Not Required Child Care:** Licence-not-required child care providers can operate legally in B.C. Since they are not registered or licensed, they are not monitored or inspected and they do not have to meet standards for health or safety.
 - Birth – any age with a maximum of 2 children.
4. **In Child’s Own Home Care:** This type of unlicensed care is when parents arrange for child care within their own home – like a nanny or a baby-sitter who takes care of their children.
 - Entirely regulated by parents.

APPENDIX C

Child Care Action Plan Team Members

- **Winnie Tsai.** Child Care Resource and Referral Centre, and the Child Centre Board
- **Lori Wiedeman.** Village of Queen Charlotte
- **Allison Sinkins.** Village of Queen Charlotte (alternate)
- **Sarah Pansino.** Child Centre Staff
- **Teresa Pillott.** Child Centre Board, Living & Learning Board and parent of child at the Child Centre
- **Sandra Morgan.** Northern Health, Skidegate Daycare, and Child Centre Board
- **Susan Ellis.** Skidegate Daycare
- **Alanah Mountfield.** Queen Charlotte Community Club and Misty Isles Economic Development Society
- **Chloe Clarkson.** Care Provider and ECE Student
- **Alicia Embree.** Child Care and Resource and Referral Centre Staff (on maternity leave) & possible future care provider
- **Kate Hurt.** Nanny
- **Lindsay Seegmiller.** Temporary Member - Co+Host

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