



City of Kamloops

# COMMUNITY CHILD CARE PLANNING PROGRAM



Canada's Tournament Capital





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# 1 | DEFINING TERMS

**Licensed Child Care:** daycare spaces regulated and overseen by the provincial government

**Registered Child Care:** daycare spaces registered with the Child Care Resource and Referral (CCRR) program but not licensed/monitored

**Home/Family Based Daycare:** operate out of a home, 7-8 spaces maximum, may not require licence

**Group/Commercial Daycare:** operate in a commercial space, no maximum number of spaces, licensed

**ECE:** Early Childhood Education Certificate, requirement to work in a licensed group child care facility

**IT:** Infant and Toddler Education Certificate, required to work in a licensed group child care facility with children aged 3 and under

**ECEA:** Early Childhood Education Assistant Certificate; must be supervised by an ECE

**Wrap-Around Supports:** Social supports like housing, food security, counselling, childhood development services that, in this case, are offered in conjunction with child care services

**Child care age:** aged 0-12 -meets Union of BC Municipalities (UBCM) grant requirement, aligns with BC government child care licensing ages, aligns with elementary school age

**Child care:** refers to licensed and registered child care spaces

**Community of Practice:** A group of people who share a concern or a profession and come together in common pursuit of improved practice.

*Of note: Licensed and registered child care spaces are considered early learning care spaces as they must ascribe to early childhood development practices and early learning frameworks. They must also operate in accordance with provincial licensing requirements regarding health and safety protocols. They differentiate from unlicensed, unregistered and informal childminding spaces.*

## 2 | INTRODUCTION

### A. THE COMMUNITY OF KAMLOOPS

Kamloops is a community of approximately 90,000 people and is situated at the confluence of the South and North Thompson Rivers in BC's Interior. The community has a diverse economic base, with the local school district, health authority, academic institutions, and mining as its top employers. Young families are choosing Kamloops as an affordable and desirable community to set down their roots, noting its desirable climate and geography, strong educational opportunities, vibrant healthcare system and varied employment opportunities<sup>1</sup>.

With growing representation of families with children aged 12 and under, appropriate child care has become increasingly difficult to secure. Similar circumstances are noted across BC and Canada, and the shortage of licensed child care spaces impacts families inequitably in a variety of ways and intensities—particularly when we examine socioeconomic status, geographic location, and other demographic variables, which will be discussed more in this report.

### B. EXISTING CHILD CARE STUDIES IN KAMLOOPS

A community-wide child care needs assessment has never been completed in Kamloops before now. Some factors related to the child care need have been examined, such as child care costs and community service usage as compiled by the Make Children First Kamloops group in the 2013 [State of the Child Report](#)<sup>2</sup>. Information relating to licensed and registered child care facilities and family subsidy applications is also gathered by the CCRR program. However, this information has not been compiled and tabulated with local survey data and academic research in order to inform government at the provincial and municipal government levels.

### C. COMMUNITY CHILD CARE PLANNING PROJECT

With a \$25,000 investment from the UBCM and an in-kind contribution from the City of Kamloops, a year-long project was undertaken to provide a snapshot baseline of Kamloops child care needs in 2019. Using *four guiding questions* to examine an inventory of all existing licensed and registered child care spaces for children aged 12 years and under, this report identifies the gaps that exist in our child care system and begins to examine recommendations that impact child care space creation in the community.

These recommendations require collaboration among partners, sustained funding sources, and examination of current or proposed policies and practices. The information and recommendations shared in this report are a starting point, from which actionable items and timelines can be created through community partnership and shared vision.



## D. CHILD CARE INVESTMENT: WHY IT MATTERS

Much like the social determinants of health, early learning programs and care spaces are key to a healthy community. Access to quality child care is directly linked to better later-life outcomes for children, is a vital factor to achieving gender equity and contributes to overall economic health in communities.

### Economic Impacts

The Government of BC's Community Child Care Planning Program, which is administered by the UBCM, has provided an opportunity for our community to leverage resources and bring key partners to the table. This has allowed the City of Kamloops to examine an urgent community need that impacts a variety of community wellness factors.

In Canada, child care is an \$8 billion industry<sup>3</sup> that employs over 140,000 people across the country.

The results of this project demonstrate that approximately 8,700 children are not able to access licensed or registered child care spaces due to a supply shortage. This represents a potential economic impact of \$6.8 million based on an average child care cost of \$800/month.

Additionally, Venture Kamloops<sup>4</sup> projects that women will increase their participation in the labour market in 2020 from 56.6% to 57.9%. This finding is significant as the Thompson-Okanagan Development Region has proportionately more women compared to the provincial average. A child care shortage could mean fewer family members, women in particular, returning to the work force when children enter their lives, which would lead to a decreased local skilled labor force.

### Gender Inequity

Returning to work after starting a family is a decision with personal, professional and practical implications. Values, beliefs, finances, and occupational outcomes factor into families' choices on whether or not to seek professional child care for their children. However, the current lack of accessible options means that families are left to make alternative decisions that have the potential to impact their careers and the economy in general.

According to recent [Statistics Canada data](#)<sup>5</sup>, almost one in 10 parents of children aged 0–5 (9%) changed their work schedule because they had difficulty finding child care, with nearly 13% working fewer hours or postponing their return to work.

When families are unable to find child care, women are disproportionately leaving the workforce entirely or returning to work part-time in order to care for children, as women account for 90% of stay-at-home parents.



Staying home—fully or partly—negatively impacts a woman’s financial well-being and career path. The [impact](#)<sup>6</sup> of starting a family combined with a lack of appropriate child care for women means:

- earning lower wages as a result of working less, or having to work in lower-paying part-time roles
- being considered less for higher paying promotions
- difficulty returning to work after a five-year absence from the professional world
- missing out on several years of pensionable earning
- financial inequality in a marriage or marriage-like relationship

[New research](#)<sup>7</sup> shows that it takes 12 years for Canadian moms—outside of Quebec—to attain an income level similar to that of women who do not have children. A similar pay differential can be seen in the child care industry, where 97% of child care workers are women, they earn 40% less than similarly educated women in other sectors. The challenges in child care negatively impact both women who are attempting to return to work, and women who work in the child care field. Conversely, new fathers actually see an [increase in earnings](#)<sup>8</sup>.

### Early Childhood Development and Social Inequity

The years from birth to age 5 are viewed as a [critical period](#)<sup>9</sup> for developing the foundations for thinking, behaving, and emotional well-being. As we found in our research, marginalized groups like those from lower socioeconomic standing, Indigenous cultures and new immigrants are disproportionately underserved in our current child care spaces. Much like other social determinants of health, the unequal distribution of a child development resources results in inequitable later-life outcomes.

[Child development experts indicate](#)<sup>10</sup> that it is during these years that children develop linguistic, cognitive, social, emotional, and regulatory skills that predict their later functioning in many domains, and quality childhood education is positively linked to [measures of success](#)<sup>11</sup> in adult life.

Kids who enter intensive preschool programs are less likely to be arrested, more likely to graduate, and less likely to struggle with substance abuse as adults.

[One study](#)<sup>12</sup> that included a subsequent follow-up when the students were in their mid-30s found that they were also likelier to eventually attend and complete college.



### 3 | STAKEHOLDERS

This project relied on input from a variety of stakeholders in the community. These varied from parents/child guardians, industry experts, and school district staff. These stakeholders and the manner in which they were engaged include the following:

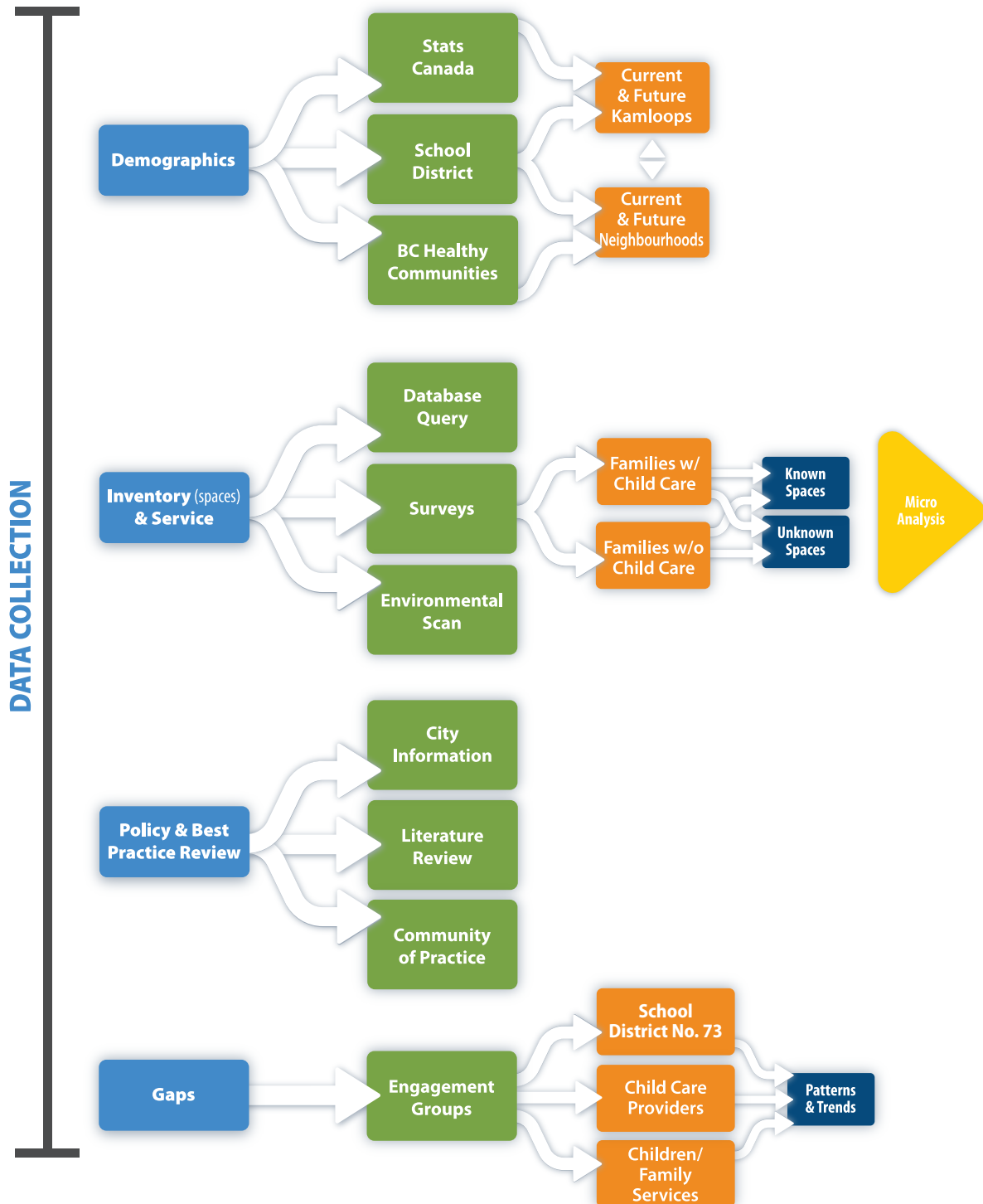
Participant Type	Data Collection Method	Distribution Method
Families With Child Care	Survey	Direct email from child care providers invited their families ("known parents") to complete a survey  Social media marketing, School District No. 73 communication channels, CCRR communication channels; invited "unknown" parents (who have care but were not reached through their child care providers) to complete a survey
Families Without Child Care	Survey	Social media marketing, School District No. 73 communication channels, CCRR communication channels; invited parents who do not have adequate child care to complete a survey  Direct contact at community survey booths at North Shore and South Shore public libraries, Strong Start programs, John Tod Centre, Thompson Rivers University and the Tournament Capital Centre
Child Care Providers	Survey	Direct email and social media marketing inviting child care providers to complete a survey and attend a stakeholder engagement session
	Engagement Session	
Child and Family Service Organizations	Engagement Session	Direct email inviting local child and family service providers to attend a stakeholder engagement session
School District No. 73	Engagement Session	Direct contact was made with key stakeholders from School District No. 73 including: Assistant Superintendent-Elementary, Director of Facilities/Transportation, Secretary Treasurer, Director of Instruction, Early Learning Years Coordinator

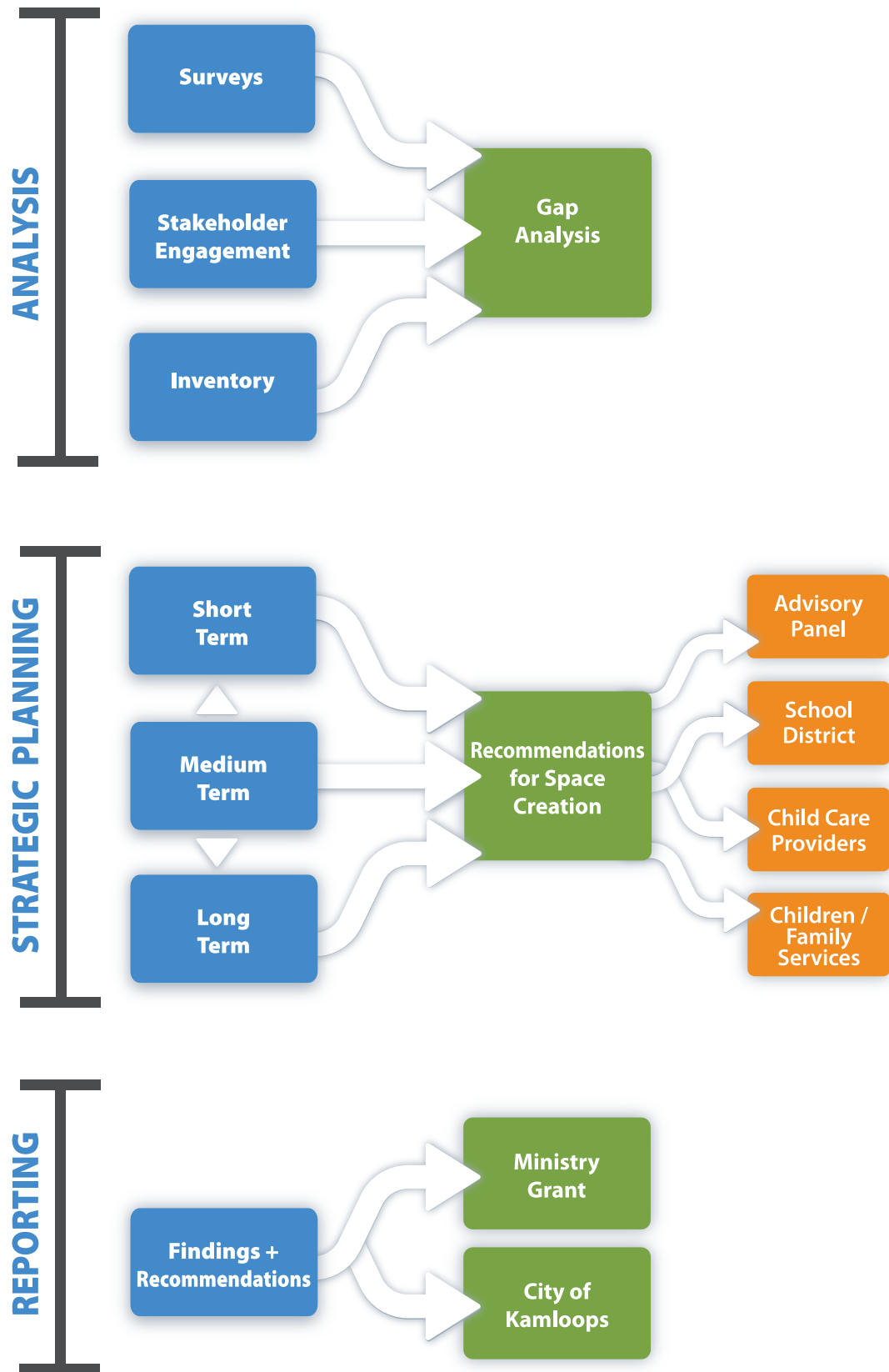


# 4

## PROCESS

### A. STRATEGIC PROJECT MAPPING





## B. CHILD CARE ADVISORY GROUP

A key factor to the success of this project was the involvement of community experts from the outset. This group was initially borne of the local Poverty Reduction Strategy group, which is made up of senior representatives from local organizations that deal with the impacts of poverty on members of our community. As it was, the group had strong representation from agencies that primarily serve families, women and children and had a high level of investment in the issue of child care in Kamloops.

From the Poverty Reduction Strategy group, the Child Care Advisory group formed to include representatives from the following groups:

Traci Anderson	Boys & Girls Club of Kamloops
Maureen Doll	YMCA/YWCA Child Care Resource and Referral
Cathy Balatti	Aboriginal Child Care Society
Marianne Vande Pol	School District No. 73
Karolyn Hendra	Thompson Rivers University, ECEBC
Kristi Rintoul	United Way Thompson Nicola Cariboo
Cassandra Schwartz	Kamloops & District Elizabeth Fry Society
Dee Dee Michaels	Interior Community Services
Val Janz	Interior Community Services
Judy Treherne	YMCA/YWCA Early Childhood Development
Marian Hardy	Cariboo Childcare Society
Kelly MacDonald	City of Kamloops – Social Development
Claire Macleod	Contract Consultant

This group of advisors contributed a wealth of historical and contextual knowledge about the child care landscape in Kamloops. Many at the table had been involved in the field long enough to see the creation and dissolution of Make Children First and the fluctuating industry standards and culture. This group's experience and expertise of this group contributed to further stakeholder engagement; informed the engagement and survey processes; provided feedback on the examination and interpretation of the collected data; and provided a well-informed, experienced lens to the creation of the recommendations in this report.



## C. DATA COLLECTION

In addition to the results of the surveys that were disseminated in the community to collect feedback from parents with and without care and from child care providers themselves, statistical data was collected and tabulated from a number of government sources.

### Key Demographics

It was a priority to gain an understanding of how the supply of child care in our community impacts our most underserved populations, including families with children who have extra needs, young parents aged 25 and under, Indigenous families, refugee families, single-parent families, and minority language or minority culture families.

Additionally, the project needed to be informed by current populations and population growth, specifically of children who are within the age of care according to Interior Health (aged 0–12 years), and the proportions of children who fall in the various age groups for care provision. These groups are discussed below in the following tables.

- The Ministry of Children and Family Development provided the child care utilization rates.
- Statistics Canada provided information on the key demographics listed above, which could be compared to the existing supply of services and wrap-around supports to assist these groups in the community.
- The Ministry of Health (Interior Health) provided inventory data regarding the number of child care spaces in the community, their location, hours of operation, and the age groups they serve.
- Ministry of Education (School District No. 73) provided data on child enrolment rates by grade and neighbourhood.
- PLAYKamloops, in partnership with BC Healthy Communities, provided Kamloops neighbourhood profiles, including culture, family status, and low-income status

### Access to Early Learning and Care Spaces Versus Child Minding

Measuring “need” is an almost impossible task. Obtaining information from every family in a community of 90,000 people is a daunting task, and transient, ad hoc care would rarely remain constant and would be very challenging to try and assign a regular schedule (time, days, etc.). Additionally, informal care, such as friends, family, or neighbours, may be used because families cannot find licensed or registered spaces (representing a need and non-need simultaneously). Families may also be “choosing” to have a parent/guardian stay home because they are unable to find a care alternative or because child care is unaffordable. Again, there is lack of clarity if this represents a need because care is wanted but unattainable or does not represent a need, because there is an arrangement in place. It should also be noted that care obtained in licensed and registered spaces must abide by provincial requirements. Licensed spaces are staffed by certified early learning educators, follow best early learning theories and strategies and are under provincial oversight in terms of health and safety. Alternative care arrangements are not bound by the same regulations or regularly inspected to ensure the health, development, and safety for children. We differentiate the types of care by labelling licensed and registered spaces as early learning and care versus child minding. Going forward in the report we simply refer to these licensed and registered early learning program and care spaces as “child care”.

## Challenges with Incongruent Data Sources

The varied sources of data used in this study created some challenges when it came to data analysis. Statistics Canada, specifically for the 2016 Census report, groups ages in data ranges that do not align with the age ranges that Interior Health utilizes for care types and licensing. Interior Health facilitates the [Child Care Licensing Regulations](#)<sup>13</sup> under the Community Care and Assisted Living Act. The age groupings for each of these sources, for the purposes of licensing child care spaces and collecting local demographic data, are demonstrated in table C.1. below:

### C.1.

Interior Health Authority	Statistics Canada
0–36 months old	0–4 years old
30 months to school age	5–9 years old
5–12 years old ('school age')	10–14 years old

In order to make effective and accurate comparisons between demographic populations, custom data sets were acquired from Statistics Canada. This allowed the project to form accurate and informative interpretations about the local child care supply and our child and family populations.

### C.2. Kamloops Monthly Average Utilization, 2018/2019

Care Type	Utilization Rate
Group 0–3	86.42%
Group 3–5	76.86%
Group Preschool	21.24%
Group School Age	67.22%
Family Spaces	76.84%

Child care utilization rates are an indicator of the degree to which families may be able to access a child care space. Generally, higher utilization rates correlate with lower accessibility. Utilization rates above 80% indicate difficulty finding a child care space and where provider waitlists are likely commonplace. However, this type of data is not 100% accurate and is partly based on a series of assumptions. For example, facilities with multi-age child care are not included in the utilization rates, as it is impossible to determine the ages of the children enrolled in these programs. As such, we used this information only to give us with a starting point to understanding of the child care needs in Kamloops.





## Child Care Spaces

Using the required UBCM Child Care Inventory template, a complete inventory of licensed, registered child care spaces was compiled. That inventory was compiled and cross-referenced with the CCRR program, Interior Health data, and using social media and web search engines.

In light of the constantly fluctuating supply of child spaces due to centres opening or closing, the Child Care Inventory was completed in June 2019 and not altered after that date. This allowed the project to rely on a constant, unchanging source of information on which to base the findings and recommendations. It is recognized that the number of child care spaces in our community has likely changed at the time of publication of this report.

## Wrap-Around Supports

The project also undertook an examination of social “wrap-around” supports for children and families offered in conjunction with child care. These wrap-around supports include services such as meal assistance, health supports, housing supports, counselling, transportation supports, and service referrals.

Input was gathered from a variety of child and family services providers, to understand which, if any, of these supports are available to families in the community who require them. Very few of these supports exist in the community, but it should also be noted that according to our survey results, very few are sought or demanded by parents.

## Review of Best Practices

In order to develop an understanding of practices that successfully address the child care shortage felt across the country, policies and practices were examined across BC, Alberta, and in Ontario and were supplemented by a review of literature from experts in the field. This research considered the role of the private market; educators; professional associations; social services; funding from provincial governments; and municipal bylaws, planning, and policies.

As dozens of communities undertook the same studies across BC under the Community Child Care Planning Program grant, this project prioritized forming an ad hoc community of practice to share early findings, challenges and opportunities. This was intended to increase the depth and breadth of knowledge to inform local reporting, and share perspectives from differing licensing authorities and municipal leadership across the province.

## D. DATA MANAGEMENT

### Qualitative Data

Following the extensive survey and stakeholder engagement processes, the qualitative data was transcribed, tabulated in spreadsheets, coded, and sorted by theme. These **themes** related to either a **barrier to space creation or sustaining existing spaces** or a possible **solution to such barriers** from the perspective of the given stakeholder. The total data collected from the stakeholder groups is demonstrated in table D.1. below:

D.1.

Stakeholder Group	Data Source Type	Total Data Collected
Parents With Child Care	Survey	548 respondents
Parents Without Child Care	Survey	304 respondents
Child Care Providers	Survey	57 respondents
Child Care Providers	Engagement Session	67 participants, 262 unique themes
Child and Family Service Organizations	Engagement Session	17 participants, 69 unique themes
School District No. 73	Engagement Session	5 participants, 28 unique themes

### Quantitative Data

In addition to the qualitative data that was collected through stakeholder engagement, the child care provider surveys supplemented the Child Care Inventory by verifying the existing child care provider information from Interior Health. This ensured the Inventory catalogued the most up-to-date numbers of child care spaces and types, as well as the services offered by the provider, including extended hours, care on statutory holidays, and overnight care.



## E. GAP ANALYSIS PROCESS

**For the purposes of this project, four guiding questions were identified as the core of the research.**

These guiding questions drove the examination of the data collected in the surveys and stakeholder engagement sessions. It was then compared to the populated Child Care Inventory and to local demographics to identify gaps in our community.



# 5 | GAPS IN SERVICE

## AND RECOMMENDATIONS FOR SPACE CREATION

### A. GAPS

After examining the child care needs and child care availability in the community, the information could be distilled into 6 key gaps in service that impact families in Kamloops. These gaps are:

**12,025**

Children 0–12 years

**3,314**

Licensed & registered spaces

**BIGGEST NEED**

INFANT/TODDLER (0–3 YRS) &  
BEFORE/AFTER SCHOOL (5–12 YRS)



Group/Commercial Spaces

**3,047**



Home/Family Based

**294**



COMMERCIAL SPACE IDENTIFIED  
AS PREFERRED CARE SETTING

**Underserved Populations:**

- **Low income**
- **Indigenous**
- **Immigrants**
- **Refugees**

**22** out of **24**

neighbourhoods have  
insufficient licensed &  
registered space  
for children living there

FAMILIES PREFER CARE CLOSE TO HOME,  
WORK, AND SCHOOL



**Specialized  
Programs &  
Wrap-Around  
Services** rarely  
offered in conjunction  
with child care

TRANSPORTATION SUPPORTS NOTED  
AS VERY OR EXTREMELY IMPORTANT

Lack of

**flexible,  
extended,  
or weekend  
hours**  
offered





## B. THE FIVE FACTORS

In all, five major factors were identified as attributing to the child care shortage in our community, and this is where we focus our recommendations. Each of these five factors are interdependent and cannot be addressed in isolation. In order to effectively and positively impact change in the child care sector, the barriers relating to appropriate space, available funding, the labor market, local coordination and effective tools must be addressed holistically.

## C. BARRIERS

The five main *factors that impact space creation* can be further segmented into subthemes, or barriers to space creation, which in turn, informed the recommendations for space creation. This process is demonstrated in the following graphic:





## Coordination

### Decentralization

With the dissolution of Make Children First, Kamloops is currently without an early years lead, which has left a void in the child care field. Currently, child care policies and administration are overseen provincially by the Ministry of Children and Family Development, with call centre support located in Kelowna and local licensing officers employed by the Interior Health. There is tremendous industry support for local child care coordination in Kamloops and a move away from centralized services. Provincially written and mandated policy does not always reflect the local need, or provide enough support or flexibility for child care providers to adhere to such requirements. The need for local coordination from a lead agency and dedicated coordinator position was heard from local stakeholders and is advocated for in the academic literature on the topic.

### Local Leadership

In Ontario, the provincial government delegates some child care decision making to municipalities. These responsibilities include local policy, funding, and design and delivery of service through the Consolidated Municipal Service Manager<sup>14</sup>. Forty-seven municipalities are allocated provincial funding for designated roles that are responsible for planning and managing child care services, administering fee subsidies, and allocating additional resources relevant to healthy early years development<sup>15</sup>. Because the City of Kamloops prioritizes community health and livability among its strategic goals, and early childhood education and child care can be considered a social determinant of health, a rationale to adopt a similar approach to child care could be made. Similar to the City of Kamloops' current, federally funded Program Manager of Housing and Homelessness position, a provincially funded early years and child care coordinator role, formalized with terms and conditions set-out in legislation, could help to deliver services for Kamloops families that are currently outside the scope of municipal government mandate.

This role could help to facilitate a number of opportunities identified in our research—for example by acting as a key point of contact for child care development in Kamloops. Child care providers are experts on early learning theories and strategies and providing care to children. However, it was identified that navigating the opening a new facility, or expanding an existing location was not something most care providers in this report were familiar with or comfortable doing. Specifically, they articulated that because the development process, including interpretation of zoning bylaws or undergoing the rezoning process were outside the scope of their practice this was noted as a barrier to space creation in our community. A child care coordinator position at the City of Kamloops could act as the key point of contact for child care providers looking to add space through development and help them better understand licensing and City requirements for doing so. The coordinator could help to streamline and align the development, permitting, business licensing, inspection or zoning for child care providers, by providing local expertise and acting as the one point of contact. The creation of this role could alleviate workload pressures of existing system components, without duplicating the work of existing Development, Engineering, and Sustainability Department staff.

The coordinator could also act as the liaison between relevant provincial bodies, the municipality, the school board and child care providers. In such a role, this coordinator could help to coordinate Interior Health licensing and City of Kamloops inspections of new or expanded facilities to make scheduling easier and more efficient for all parties involved. Child care providers are often required to obtain letters of support or official information about community need in order to apply for provincial funding. The coordinator position could act in those capacities. Additionally, conversations regarding land use could benefit from a municipal staff member with knowledge of the local child care landscape and need.

This role would also provide a partnership bridge between early learning, child care stakeholders and schools through the creation and facilitation of a regional early learning advisory council



involving municipal staff, school staff, daycare sector staff, and higher learning staff. Successful examples exist in Ontario, where an established council works with the Consolidated Municipal Service Manager to develop a regional priority service plan. This plan allows local partners to advocate to provincial government levels, strategize about local need, distribute small grants, develop resources/tools, provide professional development opportunities, and interpret provincial policy for implementation at the local level to meet community need<sup>16</sup>.

Finally, the coordinator can facilitate the creation of a community table or community of practice that would include child care leaders, wrap-around support service providers, School District No. 73 staff, and members of local government. This group would share and develop resources and professional development opportunities, discuss what support services are needed locally, and strategize the delivery of services in conjunction with child care. The community has seen previous success resulting from Make Children First-led initiatives, which is no longer funded by the Province. Currently, the local CCRR program does some administrator networking, but it has identified that the community needs additional funding to drive these partnerships to the desired outcomes identified above.

## Funding

The need for additional funds in the community impacts nearly all of the recommendations put forward by our research. While there are ways that funds could be invested in our community to impact the supply of child care, there are also current investments which could be examined to ensure best use of provincial dollars.

Advocates in the child care sector have been making the argument for universal child care for decades. The 53 Universal Child Care Prototype sites received provincial funding to offset child care costs for families and parents for three years (2018–2020). Forthcoming analysis of the provincial Universal Child Care Prototype pilot project must explore the ways that families pay for child care, as according to our community conversations, current subsidy rates and processes are far from adequate. At minimum, the provincial government should review and revise current child care subsidies to address any potential misuse of funds, minimize short-term financial deficit for care providers due to process lag time, and reduce the uncertainty of consistent funding. As heard from our stakeholders, provincial child care subsidies (including the Affordable Child Care Benefit, Child Care Fee Reduction Initiative and Young Parent Program) are well utilized locally. It is recommended that the Province of BC continue to offer subsidies to families that meet eligibility criteria and consider some modifications to improve factors for those who are most underserved. Feedback from child care providers and parents with children using child care suggests a review of subsidy application processes to identify and address challenges. These include technological difficulties, poor response time, communications about eligibility requirements, and challenges with the application and renewal processes. The Province of BC may also want to consider the impact of rate differential between home-based vs. centre-based and between age groups, in order to create greater impact for families in need and smaller centres.

## Capital Infrastructure

As mentioned above in the Coordinator section of this report, the Province of BC could follow Ontario's example and support a local authority role with a provincial-municipal funding agreement to allow for local administration and infrastructure for creating new or enhancing child care spaces in the community through capital funding and grants like the BC Government Quality Improvement Grant and Space Creation Grants. At the municipal level, the City of Kamloops could prioritize early learning as part of its strategic planning in order to address family and child poverty, and commit efforts to ensure that quality child care (including culturally sensitive curriculum and standardization of care) is accessible and affordable for families.

## Operational Costs

There is opportunity for additional funds to directly impact operations at both home-based and group centre care, which would improve services that are needed by local families. Funds could enhance service provision at centres for families that are underserved by purchasing additional learning materials, providing additional fee reductions, and developing culturally appropriate training or resources. In particular, when discussing wrap-around services demanded locally, Kamloops families specifically identified the need for transportation to and from schools for children aged 5–12 and need for extended hours. For example, Alberta provides an Extended Hours Child Care Subsidy of up to \$100/month per family.

While funding directly to families has an impact for those who cannot afford services, it is also necessary that the required services exist in the community. An investment at the centre-level can help child care providers implement practices that allow for additional wrap-around services and extended operating hours, both of which are at a deficit in the community. Examples of investments include subsidizing creative human resources practices (e.g. job sharing, sub pools, overstaffing, and floaters); wage enhancements for those who pursue additional certifications to serve the infant/toddler age group or for children with special needs or for those who work outside regular business hours (dependent on licensing exemptions or revision); subsidizing education costs for child care workers (including grants, bursaries, and interest-free loans); and funding specifically to home-based child care centres to offset staffing costs, capital costs, and operational costs.

Funding could also be allocated to community-based support service agencies to increase their capacity, allowing for agency staff to provide outreach services on-site at child care centres. Successful examples include the family navigator, direct support worker and Ministry of Education early years coordinator roles. However, local stakeholders have identified that the capacity of these positions, in addition to the existing supported child development programs and other similar programs, need to be increased. We heard that existing programs are challenged to keep up with the high acuity and complexity of our local children and families. Possible use of additional funds could include assessing the waitlists for therapies and increasing prevention work in schools.

## Space

An increase of child care services in our community requires physical space to house the services. The space must meet permitting and licensing requirements, be accessible (in amenity and in location), and accommodate a reasonable number of children and staff to alleviate the space shortage in the community. A number of opportunities related to space creation or maintenance were identified in our research, and recommendations can be made to multiple stakeholders to respond to those challenges.

## Policies/Processes/Plans

The City of Kamloops has the opportunity to impact shortages by examining the development processes that effect child care providers, and by facilitating community partnerships that will create space. A number of existing City of Kamloops bylaws and policies refer to the role of the municipality with respect to community service, partnership, and strategic land use, which are relevant to the child care issue. Municipalities could consider striking a committee of internal and external partners to examine changes to zoning bylaws and potential revenue streams to help offset costs for operators.

Presently, in communities like Victoria, Squamish, Kimberly, and Langley, zoning bylaws are being reviewed to reflect community child care needs. On the table are relaxing parking bylaws to favour child care tenants and allowing small commercial centres in residential neighbourhoods without rezoning permissions. Fast tracking of development applications, such as social housing initiatives in recent years, is another way that municipalities can help to expedite the creation



of new child care spaces, whether they are new start-ups or expansions of existing spaces and satellite programs. Prioritization of child care business license, development, and rezoning applications for the creation of infrastructure in the areas of our community identified as having the greatest need could be considered. For example, the shortage of licensed and registered spaces in Brocklehurst or Westsyde accounts for 34% of the total shortage in Kamloops.

Similarly, development cost savings, tax incentives, grants, and low-lease rates could be considered by local governments for those child care providers who offer services at the hours or days as demanded by parents without care and child care facilities that offer additional wrap-around services to underserved families who need them.

To offset costs for similar initiatives, communities like Waterloo and Toronto have implemented revenue streams by placing development levies on new construction, and by charging an extra fee for developers who do not comply with current zoning regulations as a contribution to community amenities in exchange for re-zoning approval. These options could also generate revenue for capital and operational grants for non-profit child care centres.

### **Location**

According to community stakeholders, availability of appropriate space is at a premium in our community. Licensing requirements and municipal bylaws limit the number of locations for child care facilities. Though not without its challenges, according to local experts and literature on the subject, co-location of child care in schools is considered the premier opportunity for space creation and the best possible place for child care—specifically, before and after school care. Co-location allows for a smoother transition of care for pre-kindergarten to school age allows the Ministry of Education to link directly to early childhood education and development through care providers and reduces capital, operational and staffing costs. Although facility use for the School District No. 73 is currently considered to be at capacity, there is opportunity for the addition of portable buildings (as seen in Victoria and in one successful example in Kamloops through the Boys & Girls Club), retrofits or modifications, and for the inclusion of child care space in future builds and planning.

From the perspective of the municipality, there is opportunity to prioritize co-location of child care in schools as a key method of creating more commercial spaces for children aged 0–4 and 5–12, specifically recognizing schools as the ideal space to accommodate before and after school care.

There is also opportunity for the Province of BC to examine and redesign the Ministry of Education mandate and budget streams to ensure child care space is allocated to each new build, redevelopment or land acquisition, and modular child care centres could be placed on existing school district properties. Understanding that this may require a review and revision of the *Child Care Act* and existing child care regulations to ensure compatibility of service provision within schools.

## TOTALS CHILDREN 0–12 YEARS

Neighbourhood	Total Number of Spaces	Neighbourhood # Kids Aged 0–12	# Kids Without Registered or Licensed Child Care
Aberdeen	388	1,230	842
Barnhartvale	35	480	445
Batchelor Heights	39	510	471
Brocklehurst	120	2,005	1,885
Campbell Creek	16	125	109
Dallas	8	425	417
Downtown	377	225	0
Dufferin	7	250	243
Heffley Creek	0	80	80
Iron Mask	0	40	40
Juniper Ridge	103	725	622
Lower Sahali	20	300	280
Noble Creek	0	50	50
North Kamloops	644	1,370	726
Pineview	93	415	322
Rayleigh	45	305	260
Rose Hill	0	35	35
Sagebrush	40	260	220
Southgate	0	5	5
TRU	74	0	74
Upper Sahali	493	1,235	742
Valleyview	538	375	0
West End	0	265	265
Westsyde	301	1,315	1,014
<b>Totals</b>	<b>3,341</b>	<b>12,025</b>	<b>8,684</b>

Refer to [Appendix A](#) for a complete breakdown of child care spaces by neighbourhood in Kamloops.





## Staffing

### Policies and Wages

Attracting candidates to the field, recruiting certified staff to open positions and retaining staff in the industry were identified as significant factors in the child care shortage. In combination with appropriate space, increased funding and local coordination, improvements in staffing are key factors in child care space creation. This requires a coordinated effort towards effective human resources management practices, quality and accessible education and training, and enhanced wages and earning potential.

There is a need for a strengthened child care coalition to advocate for local need at a provincial level, coordinate industry supports and possibly administer subsidies to local industry members. These subsidies could provide ongoing educational opportunities and specialized training in the community to increase staff and centre capacity. These investments could improve industry earning potential and incentivize training by offering flexible training options to obtain certifications (such as online, part-time, and evening) to improve accessibility, and government-subsidized wage enhancement for those possessing increased training credentials.

With local leadership and coordination, it is possible to create and facilitate a community staffing pool. This would provide supports to group centres to offer additional spaces and extended hours and would be crucial for home-based centres in order to alleviate the burden of sole proprietors and reduce child care closures for families.

### Education and Industry

There is also opportunity to examine the implementation of educational subsidies modelled after Trade School (offering concurrent earning through Employment Insurance (EI), bursaries upon completion, additional grants for specialization and subsidized professional development). This model may require the registration of a provincially or nationally-recognized early childhood education apprenticeship program to standardize qualifications and allow access to EI benefits and bursaries while in school.

This coalition should also intentionally share knowledge and data with educational partners to inform their curriculum design in order to increase the talent development. Industry leaders should consider creating a holistic certification that includes both core competencies and value-add electives that are demanded by family need. Core competencies should include early childhood education, infant/toddler specialization, supported child development training, and cultural safety training. Electives should include Aboriginal supported child development training, Indigenous cultural programming, adaptive technology training, and minority language training. The provincially funded inclusion pilot, which explores new approaches to including children with extra support needs in child care settings, is one such model that should be analyzed for best practice and then expanded across the province.



## Tools

### **Business Administration**

There are a number of resources currently available to service providers that help them to operate a child care centre and best support the children in their care. However, feedback from the community (through community engagement sessions and surveys) shows that there is a lack of locally relevant and easy-to-navigate material to support child care providers. It is recommended that under local leadership a community-specific digital and print resource guidebook for child care providers be created and maintained. The resource could outline and direct to community-based supports, drawing on local examples of successful wrap-around support programs (e.g. First Steps and Boys & Girls Club) to identify opportunities for replication and expansion. This resource guide should be updated and distributed annually to child care providers (e.g. with licence renewal).

### **Resource Navigation**

The Province of BC could also build on existing industry resources to meet demand that has been identified locally. In particular, industry members are seeking a regionally relevant, plain language guidebook, that directs how to operate a successful child care facility, implement effective human resources practices and administrative policies, and simplify system navigation for administrators of child care centres. This could include information on best practices, including overstaffing, staggered start times to increase hours of operation, avoiding staff burnout, and accessing and utilizing wage enhancements. This content could also be added to standardized curriculum to ensure all employees entering the industry are well informed.



## D. RECOMMENDATIONS

Data collected from the stakeholder engagement sessions was reviewed alongside municipal policies, processes, best practices, and innovative solutions from across Canada and the US. This comparative research process generated a list of recommendations that address the *root barriers to creating solutions* to the child care gaps in our community. Each of the recommendations that was generated through this process also identifies the key partner or sector that holds primary responsibility to initiate or lead change.

The findings of this project, including the gaps, best practices, and recommendations, were shared with the advisory group, City staff, child care administrators, and local school district administration. These groups provided a final review through their professional and experiential lens, and further refined the findings of the project.

**The following 10 recommendations summarize the findings of this report.**

**Partners in the child care industry should:**

1. Continue to recognize early learning programs and child care as part of the City of Kamloops' strategic priority of Livability, by ensuring community planning and development processes and documents are informed by local child care needs.
2. Advocate for local, provincially funded leadership.
3. Create a community table of local stakeholders and experts to develop, advocate for, and oversee the execution of a locally informed child care service plan.
4. Improve access and optimize education processes to early childhood education training programs and examine existing curriculum to standardize graduate qualifications and increase the number of candidates entering the field.
5. Continue to offer subsidies to families as a strategy to make child care affordable.
6. Increase provincial funding to child care providers for staff wages and operational and capital costs.
7. Review and revise current child care subsidy policies and processes to improve efficiency and effectiveness.
8. Increase funding levels to support the delivery of specialized programming and wrap-around supports offered in conjunction with child care.
9. Build on existing digital and print resources to support child care providers in their roles as early childhood educators and facility owner/operators.
10. Prioritize and adequately fund co-location of child care in schools as a key method of creating more child care spaces.

Recommendations not listed in ordered of priority.

## Five Factors: Recommendation Summary

The resulting 40 recommendations address each of the gaps by taking into account the five factors and associated barriers and considering the roles and responsibilities of each stakeholder group—provincial and municipal governments, industry leaders (e.g. professional associations and educators), and child care providers.



See [Appendix B](#) for a full list of recommendations with Action Plan timeline and space creation targets.



## 6 | CONCLUSION

This project represents a snapshot of the child care landscape in Kamloops, which has not previously been examined in depth. The difference between the number of children aged 0–12 and the corresponding child care spaces is an issue that cannot and should not be ignored. The timing is right to take action towards rectifying this critical social issue, with public support, government funding, and community partnerships gathering momentum and creating opportunities for positive change. The breadth of data collected and the subsequent recommendations serve as a blueprint for action going forward. Further work needs to be done in terms of advocating to all levels of government, examining feasibility, and mobilizing collective action to ensure that all families are able to access affordable, licensed, and registered child care.





## 8

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# 7

# APPENDICES

## APPENDIX A: NEIGHBOURHOOD STATISTICS

### TOTALS CHILDREN 0–12 YEARS

Neighbourhood	Number of Spaces	Neighbourhood # Kids Aged 0–12	# Kids Without Registered or Licensed Child Care
Aberdeen	388	1,230	842 (68%)
Barnhartvale	35	480	445 (93%)
Batchelor Heights	39	510	471 (92%)
Brocklehurst	120	2,005	1,885 (94%)
Campbell Creek	16	125	109 (87%)
Dallas	8	425	417 (98%)
Downtown	377	225	0
Dufferin	7	250	243 (97%)
Heffley Creek	0	80	80
Iron Mask	0	40	40
Juniper Ridge	103	725	622 (86%)
Lower Sahali	20	300	280 (93%)
Noble Creek	0	50	50
North Kamloops	644	1,370	726 (53%)
Pineview	93	415	322 (78%)
Rayleigh	45	305	260 (85%)
Rose Hill	0	35	35
Sagebrush	40	260	220 (85%)
Southgate	0	5	5
TRU	74	0	74
Upper Sahali	493	1,235	742 (60%)
Valleyview	538	375	0
West End	0	265	265
Westsyde	301	1,315	1,014 (77%)
<b>Totals</b>	<b>3,341</b>	<b>12,025</b>	<b>8,684</b>

## INFANT/TODDLER

Neighbourhood	Spaces for Kids Aged 0–3	Number of Kids Aged 0–3	# Without Registered or Licensed Child Care
Aberdeen	40	355	315
Barnhartvale	0	130	130
Batchelor Heights	0	140	140
Brocklehurst	0	595	595
Campbell Creek	0	45	45
Dallas	0	120	120
Downtown	82	85	3
Dufferin	0	60	60
Heffley Creek	0	25	25
Iron Mask	0	10	10
Juniper Ridge	8	185	177
Lower Sahali	0	85	85
Noble Creek	0	15	15
North Kamloops	92	460	368
Pineview	24	135	111
Rayleigh	0	85	85
Rose Hill	0	10	10
Sagebrush	0	80	80
Southgate	0	0	0
TRU	24	0	24
Upper Sahali	69	340	271
Valleyview	104	130	26
West End	0	105	105
Westsyde	24	355	331
<b>Totals</b>	<b>467</b>	<b>3,550</b>	<b>3,083</b>



## PRESCHOOL

Neighbourhood	Spaces for Kids Aged 30 mos–School Age	Neighbourhood #of Kids Aged 3–4	# Without Registered or Licensed Child Care
Aberdeen	108	195	87
Barnhartvale	0	60	60
Batchelor Heights	0	80	80
Brocklehurst	16	305	289
Campbell Creek	0	20	20
Dallas	0	60	60
Downtown	141	45	0
Dufferin	0	40	40
Heffley Creek	0	15	15
Iron Mask	0	5	5
Juniper Ridge	25	120	95
Lower Sahali	0	40	40
Noble Creek	0	10	10
North Kamloops	170	205	35
Pineview	25	70	45
Rayleigh	0	45	45
Rose Hill	0	5	5
Sagebrush	10	45	35
Southgate	0	0	0
TRU	50	0	50
Upper Sahali	139	185	46
Valleyview	156	70	0
West End	0	40	40
Westsyde	55	210	155
<b>Totals</b>	<b>895</b>	<b>1,870</b>	<b>975</b>

## SCHOOL-AGED

Neighbourhood	Spaces for School-Aged Kids (5–12)	Neighbourhood # of Kids Aged 4–12	# School-Aged Kids Without Registered or Licensed Child Care
Aberdeen	117	875	758
Barnhartvale	20	350	330
Batchelor Heights	0	370	370
Brocklehurst	30	1,410	1,380
Campbell Creek	0	80	80
Dallas	0	305	305
Downtown	78	140	62
Dufferin	0	190	190
Heffley Creek	0	55	55
Iron Mask	0	30	30
Juniper Ridge	35	540	505
Lower Sahali	20	215	195
Noble Creek	0	35	35
North Kamloops	215	910	695
Pineview	24	280	256
Rayleigh	20	220	200
Rose Hill	0	25	25
Sagebrush	10	180	170
Southgate	0	5	5
TRU	0	0	0
Upper Sahali	131	895	764
Valleyview	155	245	90
West End	0	160	160
Westsyde	82	960	878
<b>Totals</b>	<b>937</b>	<b>8,475</b>	<b>7,538</b>



## APPENDIX B: RECOMMENDATIONS TABLE AND SPACE CREATION TARGETS

Each of the following recommendations are driven by one of the five key factors identified in bold—Coordination, Space, Funding, Tools, or Staffing—and have been identified as either short (1-2 years), medium (3-5 years), or long term (6-10 years) actions.

**IDENTIFIED GAP:** 8,711 children are not able to access early learning programming and care spaces. There is highest need in infant/toddler and before and after school care.

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
1	Municipal Government	<b>Coordination:</b> Provide a partnership bridge between early learning and child care stakeholders and schools (Ontario example) through the creation of a regional Early Learning Advisory Committee facilitated by a local authority, involving municipal staff, school staff, daycare sector staff, and higher learning staff, to meet local need and ensure prioritization of equitable access, health and social outcomes. This council would develop a regional priority service plan to: advocate to provincial government levels, strategize about local need, distribute small grants, develop resources/ tools, provide professional development opportunities (financial management, HR, facility design), and interpret provincial policy for implementation at the local level to meet community need.	Short-term	0
2	Municipal Government & Provincial Government & Industry Stakeholders	<b>Space:</b> Prioritize co-location of child care in schools as a key method of creating more commercial spaces for 0-3 and 5-12 year olds. The municipal government supports schools as the ideal space to accommodate before and after school care, and ensures collaboration with School District No. 73, other key community partners, and child care providers to enable the development, operation, and maintenance of space.	Medium-term	96
3	Provincial Government	<b>Tools:</b> Create (a) regionally relevant, plain language guidebook(s) for child care providers which explains effective HR practices and administrative policies, and simplifies system navigation for owners/operators of child care centres.	Short-term	0

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
4	Provincial Government	<b>Funding:</b> Provide government funding to address staffing shortages, specifically to: subsidize education costs for child care workers (including grants, bursaries, interest-free loans); enhance wages for child care workers who pursue additional certifications to serve 0-3 or special needs children; enhance wages to close the gap between public and private ECE employment, and; allow centres to employ staff in order to offer flexible operating hours for shift workers (before 7am and after 6pm, overnight, weekend or flexible schedule).	Medium-term	TBD

**IDENTIFIED GAP:** Indigenous families, refugee and new immigrant families, and families who earn less money are less likely to have child care.

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
5	Municipal Government	<b>Funding:</b> Invest in and prioritize early learning as part of its strategic planning to address family and child poverty, and commit efforts to ensure that quality child care (including culturally sensitive curriculum and standardization of care) is accessible and affordable for families, through advocacy and strategic partnerships.	Medium-term	TBD
6	Provincial Government	<b>Funding:</b> Build on and expand the Universal Child Care Prototype program to ensure all BC families are able to afford child care regardless of family income, child age, or type of care being accessed (home-based or centre-based).	Short-term	0
7	Provincial Government	<b>Funding:</b> Review and revise current child care subsidy policies to address the potential for misuse of funds, short-term financial deficit for care providers due to process lag time, and the uncertainty of consistent funding over time.	Short-term	0
8	Provincial Government	<b>Funding:</b> Review subsidy application processes to identify and address technological difficulties, improve response time, communicate more clearly and consistently about eligibility requirements, and simplify the application/renewal processes.	Short-term	0



**IDENTIFIED GAP:** Specialized programming is not often offered in the child care setting, and wrap around supports offered in conjunction with child care are limited.

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
9	Administrators	<b>Staffing:</b> Create a Community of Practice group to examine local examples of successful wrap around support programs (ie. First Steps and Boys & Girls Club) to identify opportunities for replication and expansion, and share information with industry professionals via tables/meetings or in print/online resources.	Short-term	0
10	Industry Leaders (professional associations, unions, educators)	<b>Staffing:</b> Improve earning potential and incentivize training by: <ul style="list-style-type: none"> <li>▪ Offering flexible training options to obtain certifications—online, part-time, evening, etc.—to make obtaining specialized certification more accessible</li> <li>▪ Examining educational subsidies modelled after Trade School (concurrent earning through EI, bursaries upon completion, additional grants for specialization, subsidized professional development)</li> <li>▪ Government subsidized wage enhancement for those possessing increased training credentials</li> </ul>	Long-term	80
11	Industry Leaders (professional associations, unions, educators)	<b>Staffing:</b> Intentionally share knowledge and data with educational partners to inform their curriculum in order to increase the talent development. Review existing curriculum and consider creating a holistic certification that includes core competencies and value-add electives: <ul style="list-style-type: none"> <li>▪ Core competencies: ECE, IT, SCD, Cultural Safety training</li> <li>▪ Electives: Aboriginal Supported child development, Indigenous programming, adaptive technology training, minority language training</li> <li>▪ Locally relevant scope and sequence for entering Kindergarten in School District No. 73</li> </ul>	Long-term	0
12	Industry Leaders (professional associations, unions, educators)	<b>Staffing:</b> Mobilize/strengthen a child care coalition to advocate for/subsidize ongoing educational opportunities and offer specialized training in the community to supplement training and staff capacity	Short-term	0



Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
13	Industry Leaders (professional associations, unions, educators)	<b>Coordination:</b> Create a community table/Community of Practice group including child care leaders, wrap around support service providers, School District No. 73 and local government to share and develop resources and professional development opportunities, inform what support services are needed, and strategize the delivery of services in conjunction with child care. This group can also advocate for and inform curriculum development.	Short-term	0
14	Municipal Government	<b>Space:</b> Consider prioritization (fast-track processes, tax incentives, funding/grants, low-lease rates) for child care facilities that offer additional wrap around services to families.	Medium-term	TBD
15	Provincial Government	<b>Tools:</b> Build on existing industry resources to include best practices for child care around early childhood development, including appropriate wrap around services and supports.	Short-term	0
16	Provincial Government	<b>Funding:</b> Provide additional funding to enhance service provision at centres for families that are underserved (ie. additional learning materials, transportation subsidy, fee reduction, culturally-appropriate training or resources)	Short-term	0
17	Provincial Government	<b>Funding:</b> Provide funding opportunities for child/family service providers to offer wrap around supports in conjunction with child care, specifically addressing the need for transportation to and from schools for children 5-12.	Medium-term	0
18	Provincial Government	<b>Funding:</b> Allocate funds to community-based support service agencies to increase capacity, allowing for agency staff to provide outreach services on site at child care centres. For example, additional Family Navigator, direct support worker and Ministry of Education Early Years Coordinator roles.	Medium-term	0
19	Provincial Government	<b>Tools:</b> Create and maintain a community-specific digital and/or print resource guidebook for child care providers that outlines and directs to community-based supports, distributed annually to child care providers (for example, with license renewal).	Short-term	0



## IDENTIFIED GAP: There is a lack of flexible, extended, and weekend hours.

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
20	Industry Leaders (professional associations, unions, educators)	<b>Tools:</b> Add to ECE curriculum or licensing/ CCRR handbook about operating a successful child care facility (information on best staffing practices including: over staffing, staggered start times, avoiding burnout, accessing/ utilizing wage incentives for longer hours)	Short-term	0
21	Municipal Government	<b>Space:</b> Develop strategies and information to better understand the process of development applications, business licensing, new development, re-zoning/zoning	Short-term	TBD
22	Provincial Government	<b>Funding:</b> Government to offer additional wage enhancements to staff for services offered outside regular business hours (dependent on licensing rules on hours of service).	Short-term	TBD
23	Provincial Government	<b>Funding:</b> Provide funding to families for extended hours care. For example, Alberta provides an Extended Hours Child Care Subsidy of up to \$100/month per family.	Short-term	0
24	Provincial Government	<b>Funding:</b> Increase funding to support creative human resources practices (job sharing, sub pools, overstaffing, floaters).	Medium-term	0

## IDENTIFIED GAP: We don't have enough home-based child care.

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
25	Municipal Government	<b>Coordination:</b> Advocate for the creation of a provincially-funded, centralized coordinator position within a lead organization, intended as the key point of contact for development, permitting, business licensing, inspection or zoning for child care providers, reducing complexity of process and bureaucracy.	Medium-term	0
26	Provincial Government	<b>Funding:</b> Provide funding specifically to home-based child care centres to offset staffing costs, capital costs, and/or operational costs.	Medium-term	104
27	Provincial Government	<b>Staffing:</b> Register a provincially and/or nationally-recognized early childhood education apprenticeship program to standardize qualifications and allow access to EI benefits and bursaries while in school.	Long-term	0
28	Provincial Government	<b>Staffing:</b> Based on best practice in early learning education, the Early Learning Advisory Council could establish a baseline level of education and core competencies with the goal of achieving a standardized qualification requirement in the local community for all early childhood educators.	Long-term	0

## IDENTIFIED GAP: We need more commercial child care space located close to homes and schools.

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
29	Municipal Government	<b>Space:</b> Ensure the inclusion of suitable green space and play spaces in municipal urban planning processes, specifically in prioritized or targeted (underserved) neighbourhoods.	Short-term	TBD
30	Municipal Government	<b>Space:</b> Review municipal bylaws and development processes in order to: <ul style="list-style-type: none"> <li>streamline the rezoning/development of child care centres</li> <li>consider fast-tracking infrastructure development that meets the highest need in the community (ie. address child care deserts first),</li> <li>fast tracking application and permitting processes</li> <li>prioritized development of suitable child care centres/green spaces</li> </ul>	Short-term	160



Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
31	Municipal Government	<b>Space:</b> Examine the feasibility of revising or relaxing zoning bylaws to favour child care tenants, to allow for improved application process, ease of operation, and prioritized development of suitable child care centres/ green spaces. Zoning bylaws should be informed by and reflect community-need evaluation and reports.	Short-term	TBD
32	Municipal Government	<b>Space:</b> Consider implementing new development revenue streams that support community amenity.	Medium-term	14
33	Municipal Government	<b>Space:</b> Examine the possibility of municipal or provincial incentives for the development or co-location of child care centres, such as tax breaks or development cost savings, in prioritized or targeted (underserved) neighbourhoods.	Medium-term	TBD
34	Provincial Government	<b>Funding:</b> Support a local authority role with a provincial-municipal funding agreement to allow for local administration and infrastructure (capital costs and grants) for creating new or enhancing child care spaces in the community (looking at examples from the Government of Ontario).	Medium-term	TBD
35	Provincial Government	<b>Coordination:</b> Consider delegating some decision making to a local authority in terms of local policy, funding, and design and delivery of service (similar to the Consolidated Municipal Service Manager (CMSM) in Ontario). This delegated localized regional management role will be formalized with terms and conditions set-out in legislation or regulation to clarify roles and responsibilities, outline quality standards, accessibility and affordability.	Medium-term	0
36	Provincial Government	<b>Coordination:</b> Designate a lead community entity to drive partnership between the school district, local government, and child care providers.	Short-term	0
37	Provincial Government	<b>Space:</b> Examine and redesign Ministry of Education budget streams to ensure child care space is prioritized and included in future land use and capital planning. Investments should be sustained and include operational, capital and maintenance costs.	Long-term	0

Number	Sector Responsibility	Recommendation	Short, Medium & Long-term Actions	Space Creation Target
38	Provincial Government	<b>Space:</b> Examine and redesign Ministry of Education mandate to ensure child care space is allocated to each new build, redevelopment or land acquisition. Modular child care centres could be placed on existing school district properties where possible (Victoria example). This mandate should require school district staff to consider how these buildings impact future student enrolment numbers and capital planning.	Medium-term	40
39	Provincial Government	<b>Space:</b> Review the Act and child care regulations to ensure compatibility to offer service within schools.	Medium-term	0
40	Provincial Government	<b>Space:</b> Fast-track recognised and licensed service providers through licensing application process for faster start up of programs. Long serving organizations should not have to provide a full application for satellite programs.	Short-term	TBD





# COMMUNITY CHILD CARE PLANNING PROGRAM

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