

**PROVINCIAL TERRITORIAL POLICIES AND PRACTICES FOR  
POST-SECONDARY REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS,  
CURRENT EARLY CHILDHOOD TRAINING INITIATIVES, AND  
LICENSING/FUNDING POLICIES FOR CHILD CARE PROGRAMS ON-RESERVE**

**OCTOBER 2008**



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**OVERVIEW OF PROVINCIAL TERRITORIAL POLICIES AND PRACTICES FOR  
POST-SECONDARY REQUIREMENTS FOR EARLY CHILDHOOD EDUCATORS,  
CURRENT TRAINING INITIATIVES, AND  
LICENSING/FUNDING CHILD CARE PROGRAMS ON-RESERVE**

**EXECUTIVE SUMMARY**

There is compelling evidence in the international literature that early childhood education and care programs led by adults with specific post-secondary qualifications in early childhood education are of higher quality in their learning environments and provide for better learning outcomes for children than those programs that do not have staff with the same type of qualifications. All levels of government in Canada are interested in pursuing these findings, and in supporting the development of such conditions in the regulated early childhood sector in Canada.

This report describes the various approaches taken to reaching this objective – both in terms of PT regulatory frameworks and classification/certification of early childhood educators, and in their efforts to increase the percentages of adults with such early childhood credentials. Although jurisdictions vary widely in their regulations, and in their approaches to defining and classifying early childhood educators, they have taken similar approaches to addressing the issue. While eligibility criteria for various funding initiatives are different, the approaches are consistent: bursaries, tuition grants, and student loan forgiveness appear to be the most popular types of incentives. The workplace model is an interesting variation on this, as it allows individuals to maintain their employment while studying. A growing trend is the recognition of the importance of developing leaders in the field, and the introduction of various funding initiatives to encourage the pursuit of post diploma, degree, and graduate level credentials.

This report also examines the relationship between PT licensing procedures and the development and delivery of child care programs on-reserve. Although provinces have no constitutional jurisdiction on-reserve, a majority of provinces do in fact have some role to play in licensing, monitoring, and/or funding for child care programs on-reserve. A majority of key informants identified the growing trend for First Nations to be interested in developing their own regulatory frameworks for child care, and in monitoring their own programs. While progress appears to be slow in these talks, a number of Directors of Early Childhood Education and Care expressed no doubt that these agreements would be finalized.

Tables 1-6 in the following report outline the results of key informant interviews held during July and August 2008 with Provincial Territorial Directors of Early Childhood Education and Care or their designates. A list of key informants may be found in Appendix 1.

As jurisdictions vary in the language they use for definitions, it should be noted that “early childhood education and care” (ECEC) programs are also referred to as “early learning and child care”, and “child care” programs. Regulated ECEC programs must adhere to provincial or territorial regulations, and are monitored by provincial government officials.

## POST-SECONDARY QUALIFICATIONS FOR EARLY CHILDHOOD EDUCATORS: PT DEFINITIONS AND REQUIREMENTS

There is a significant body of research that demonstrates that early childhood education and care programs that are staffed with adults who have specific post-secondary education in early childhood development provide high quality learning environments. As well, research has demonstrated that children who participate in early childhood programs with adults who are specifically trained in early childhood education have better learning outcomes than those who participate in other programs. And finally, research has demonstrated that the level of qualifications and leadership skills of the director of the early childhood program is a significant factor in determining the quality of the program.

With the exception of Northwest Territories and Nunavut, all jurisdictions in Canada have legislated<sup>1</sup> requirements outlining post-secondary training and/or experience required for early childhood educators (ECEs) who work in regulated early childhood education and care (ECEC) programs. However, across Canada, jurisdictions vary both in the extent or type of post-secondary credential required, and in the number of qualified ECEs who must be on staff at any given time. And, despite the strong evidence concerning the importance of the qualifications of the program director, Manitoba and Alberta have specific educational requirements for Directors.

As will be noted in following sections of this paper, recruitment and retention challenges in the early childhood sector have reached what many stakeholders are now calling “crisis proportions”. In many jurisdictions, centres have had to close spaces because they are not able to find qualified adults to employ. In some rural areas, centre directors report that they are not able to find a responsible adult – even without the required ECE qualifications. In many jurisdictions, while government and stakeholders support the ongoing development of requirements for ECE qualifications, they are reluctant to introduce such requirements, knowing that they will not be able to comply with new regulations. In some jurisdictions, government priorities for expansion of the numbers of regulated child care spaces have put officials and licensing bodies in the difficult position of needing to work with communities to facilitate the development of new programs, while at the same time supporting the recruitment of greater numbers of qualified early childhood educators. Several provinces have announced ambitious expansion initiatives, and so are also pressured to find a balance between quality and accessibility.

While it is outside the scope of this paper to document in detail PT practices regarding the administration of their legislated requirements for ECE qualifications, it is useful to note that there are numerous variations to PT practices for ECE certification and/or licensing/regulatory approval for ECEs and ECE programs:

- A post-secondary credential in ECE from one province or territory is not necessarily immediately recognized in all others. A few examples:
  - Ontario’s requirements stipulate that the credential must be awarded by a recognized Ontario post-secondary institution, in compliance with Ontario’s standards for ECE studies.

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<sup>1</sup> In New Brunswick, training requirements are enforced by policy as determined by provincial standards.

- If an individual has obtained an ECE credential from another province, application must be made to the Association of Early Childhood Educators of Ontario for assessment of the post-secondary course of study. This process is now under review, and will most likely become the responsibility of the newly established Ontario College of Early Childhood Educators.
- New Brunswick will recognize ECE certificates or diplomas from colleges who belong to the Association of Community Colleges of Canada (ACCC). As well, New Brunswick recognizes certificates from selected New Brunswick private colleges.
  - Yukon will recognize a credential from a post-secondary institution outside of the Yukon Territory if the course of study is shown to have included specific numbers of hours of study in identified areas, as defined in Yukon policy.
- Almost all jurisdictions have processes in place for “equivalency”. In these cases, individuals with post-secondary credentials in other fields of study may be considered as “equivalent” to an ECE, and approved for certification or designation at an ECE level. A few examples:
    - Alberta has recently revised the scope of other related post-secondary credentials which will be considered equivalent to ECE levels. In this province, individuals with an Alberta Teaching Certificate, a diploma or degree in Child and Youth Care, a Bachelor of Science degree in Education, a degree in Social Work, or a Bachelor Degree in Elementary or Secondary Education would all be granted Level 3 ECE Certification (highest level).
    - Prince Edward Island will recognize post-secondary diplomas or degrees in related fields provided the individual successfully completes either 2 or 4 additional courses (depending on the type of post-secondary credential) in early childhood education.
    - Manitoba has processes in place for a “competency based assessment” which allows individuals with other types of post-secondary education and/or various types of experience in working with children to be assessed in their practice, and to then begin a course of study in order to be granted ECE certification.
  - Almost all jurisdictions allow for the “Director” or an equivalent licensing body to grant exceptions of variances to the licensing requirements if an applicant demonstrates that they have made a reasonable effort to recruit a qualified person, and have been unable to do so. However, there is generally some sort of condition or provision placed on the license so that the individual who is hired must begin a course of study leading to a credential; there is also generally a time period specified for this to happen.
  - In some jurisdictions (PEI, Newfoundland/Labrador, BC) ECE certification must be renewed on a regular basis, with renewal dependent on verification of participation in ECE professional development activities.
  - There is no jurisdiction in Canada that requires all staff to have a post-secondary credential in ECE. However, several jurisdictions have recently introduced minimum “entry level” training requirements for all staff. These requirements vary from 40 to 120 hours of ECE course work.
  - At any given time, one or more jurisdictions may be in the process of phasing in amendments and/or revisions to training requirements. As of August 2008, British Columbia and Quebec are in the process of phasing in new requirements.

It should also be noted that terminology to describe the person who works in an early childhood program and the definition of an “early childhood educator” (or other term, as used by the jurisdiction)

varies from jurisdiction to jurisdiction. One of the key recommendations of the Child Care Human Resources Sector Council's Training Strategy Project (Beach and Flanagan, 2007) was for provinces and territories to agree on the use of the term "early childhood educator", and that post-secondary requirements for such a title should be defined by the relevant PT legislation, but at a minimum of a one year ECE program.

In order to understand various PT requirements for qualified early childhood educators, it is necessary to understand what is meant by a "qualified early childhood educator". Some provinces/territories also outline requirements for "levels" of certification. Therefore, in the following pages:

- Table 1 describes PT approaches to defining early childhood educators, and outlines levels where they are described by jurisdiction.
- Table 2 outlines PT regulations for post-secondary ECE qualifications for staff working in regulated ECEC programs in centres. Requirements for first aid training and/or minimum age requirements are not reflected in this information.
- Table 3 outlines ECE qualifications for adults working in regulated family child care programs. Family child care programs typically have a smaller number of children, and are offered in private home settings.

**TABLE 1: ECE DEFINITIONS BY PROVINCE AND TERRITORY**

**ECE DEFINITIONS AND CLASSIFICATION LEVELS**

Levels (entry, 1, 2, and 3) of certification vary depending on the ages of the children in the program; Level 4 is the same for all types. ECE certificate typically involves one year of study; ECE diploma typically involves 2 years of study.

**Preschool:**

Entry level: preschool orientation course

Level 1: ECE Certificate

Level 2: ECE Diploma

Level 3: ECE diploma plus post-diploma specialization or ECE certificate plus related university degree

Level 4: university degree in early childhood education or a university degree plus an ECE diploma

**School Age:**

Entry level: School age orientation course

Level 1: ECE certificate plus school age orientation course or related post-secondary certificate plus preschool orientation course and school age orientation course

Level 2: ECE diploma plus school age orientation course or related post-secondary diploma plus preschool orientation course and school age orientation course

Level 3: preschool or school age level 2 plus post-diploma school age child care specialization or an Education degree plus school age child care orientation course or related university degree plus preschool orientation course and school age orientation course

Level 4: university degree in early childhood education or a university degree plus an ECE diploma

**Infant:**

No entry level available – all ECEs working with infants must have level 1 as minimum qualification

Level 1: ECE certificate plus infant child care orientation course

Level 2: ECE diploma plus infant child care orientation course

Level 3: ECE diploma plus post-diploma infant-toddler specialization or related university degree plus ECE certificate plus infant child care orientation course

Level 4: university degree in early childhood education or a university degree plus an ECE diploma

NL

## ECE DEFINITIONS AND CLASSIFICATION LEVELS

NS

Levels are not specified.

PE

- **Early Childhood Supervisor:** requires two year ECE diploma plus two years of ECE experience; or one year ECE certificate plus three years of ECE experience; or degree in related field plus 2-4 ECE courses plus 2 years of ECE experience; or diploma in related field plus four ECE courses plus 3 years of ECE experience
- **Early Childhood Program Staff:** requires one or two year ECE certificate or diploma; or degree in related field plus 2-4 ECE courses; or diploma in related field plus 4 ECE courses

NB

Levels are not defined in regulation; however, NB's professional organization "Early Childhood Care and Education New Brunswick" has proposed a voluntary certification model which is now under review with government.

PQ

Levels are not specified – a person is considered to be recognized with either a one year Attestation certificate combined with three years of early childhood experience **or** a three year diploma (DEC) from a post-secondary CGEP.

ON

Levels are not specified – minimum education acceptable for an early childhood educator is a two year diploma from a post-secondary institution recognized by the Ontario Colleges of Arts and Technology (OCAT)



## ECE DEFINITIONS AND CLASSIFICATION LEVELS

- **Child Care Assistant:** requires 40 hours of ECE course
- **ECE II:** based upon successful completion of one of the following programs of study:
  - Competency Based Assessment (CBA), Manitoba Child Day Care; OR Competency Based Assessment / Prior Learning Assessment (CBA/PLA), Manitoba Child Day Care; **OR** ECE IEQ – CBA Program (ECE Internationally Educated Qualifications – Competency Based Assessment Program) This program which recently transitioned from Manitoba Labour and Immigration to the Manitoba Child Care Program (effective April 1, 2008) is for individuals who have related credentials from outside Canada. There is also a CBA version for family child care providers who wish to pursue an ECE II designation while providing licensed family child care **OR**
  - One of the following two-year diploma programs approved by the \*Child Care Education Program Approval Committee (CCEPAC) of the Department of Advanced Education and Training Post-secondary Training in MB.
    - Diploma in Early Childhood Education, Assiniboine Community College;
    - Diploma in Early Childhood Education, University College of the North;
    - Diploma in Early Childhood Education, Red River College;
    - Diplôme d'Éducation en services de garde, École technique et professionnelle, Collège Universitaire de Saint-Boniface;**OR**
  - A two year diploma program in early childhood education from a recognized community college outside of Manitoba (based on an educational equivalency assessment of the program)
- **ECE III:** granted upon successful completion of a currently approved ECE II program based on post October 31, 1991 requirements; **AND** one of the following specialization programs recognized by the [\\*Child Care Education Program Approval Committee \(CCEPAC\)](#) of the Department of Advanced Education and Training Post-secondary Training in MB.
  - Advanced Leadership Diploma Program, Continuing Education, University of Winnipeg.
  - The Child Care Centre Administration Certificate Program, Continuing Education, Assiniboine Community College;
  - The Infant Care Certificate Program, Continuing Education, Red River College;
  - Studies in Aboriginal Child Care Certificate Program, Continuing Education, Red River College;
  - Studies in Special Needs Child Care Certificate Program, Continuing Education, Red River College;**OR**
  - Bachelor of Arts, Major in Developmental Studies, Stream C - Child Development and Child Care, University of Winnipeg;

MB

## ECE DEFINITIONS AND CLASSIFICATION LEVELS

SK

- **“early childhood educator I”** means a person who has successfully completed: a 120-hour introductory course in early childhood education from a university, technical institute, regional college or similar post-secondary educational facility; **or** education or training that, in the opinion of the Director, is equivalent to the introductory course described above;
- **“early childhood educator II”** means a person who has obtained a one-year certificate in early childhood education from a university, technical institute, regional college or similar post-secondary educational facility; **or** has successfully completed education or training that, in the opinion of the Director, is equivalent to the certificate described above;
- **“early childhood educator III”** means a person who has obtained a two-year certificate (diploma) in early childhood education from a university, technical institute, regional college or similar post-secondary educational facility; **or** has successfully completed education or training that, in the opinion of the Director, is equivalent to the certificate described above

AB

To be eligible to work in a child care centre in Alberta, all staff must apply for certification to the Child Care Staff Certification Office. The Child Care Staff Certification Office is also responsible for the delivery of the Level One orientation course, which is contracted out to public colleges, private vocational schools, individual instructors, and is taught in some high schools for credit. Funding is provided to the institutions to deliver the course at no cost to the participant. There are three levels of child care staff certification:

- **Level One** requires completion of the government’s orientation course or equivalent course work of at least 45 hours related to ECE.
- **Level Two** requires completion of a one year ECE certificate from an Alberta public college or an equivalent level of training, which includes Bachelor Degree in Arts (psychology or sociology); Fine Arts (with early childhood education course work), Medicine, Pediatrics, or Physical Education; Degree or diploma in human services, recreation therapy or rehabilitation; diploma in education assistant, social work, teaching; certificate in school age child care; or 770 hours of education in child care which includes 400 hours of practicum.
- **Level Three** requires completion of a two year ECE diploma from an Alberta public college or an equivalent level of training, or a four year Bachelor of Education degree with a major in ECE, or a Degree in Elementary Education, Secondary Education, or After Degree; Degree or diploma in Child and Youth Care; Degree in Home Science (Child Development); Bachelor of Science degree in Education; Degree in Social Work; or 1545 hours of education in child care which includes 800 hours of practicum.

## ECE DEFINITIONS AND CLASSIFICATION LEVELS

BC	<ul style="list-style-type: none"> <li>▪ <b>Early Childhood Educator:</b> Requires successful completion of a basic ECE training program through an approved educational institution (as listed in Schedule D of the Child Care Licensing Regulation); a written reference from an educator that meets specific criteria (Section 25(c); 500 hrs of supervised work experience relevant to early childhood education or sufficient child care experience; and, proof that demonstrates that the individual is of good character, has the personality, ability and temperament necessary to work with children, and the training, experience and skills necessary to be an educator.</li> <li>▪ <b>Infant Toddler Educator:</b> Requires successful completion of a basic ECE Training Program (see above) plus a Post-basic course in Infant Toddler Early Childhood Education from an approved educational institution (as listed in Schedule D of the Child Care Licensing Regulation) and meets the other requirements to be an educator (as listed above and in s. 25 of the Child Care Licensing Regulation).</li> <li>▪ <b>Special Needs Educator:</b> Requires successful completion of a basic ECE Training Program (see above) plus a Post-basic course in Special Needs Early Childhood Education from an approved educational institution (as listed in Schedule D of the Child Care Licensing Regulation) and meets the other requirements to be an educator (as listed above and in s. 25 of the Child Care Licensing Regulation).</li> <li>▪ <b>Assistant Early Childhood Educator:</b> Requires successful completion of at least one course of a basic early childhood education training program in child development, guidance, health and safety, or nutrition through an educational institution listed in Schedule D of the Child Care Licensing Regulation); proof that the individual is of good character, and has the personality, ability and temperament necessary to manage or work with children; and, the training and experience and demonstrates the skills necessary to be an early childhood educator assistant.</li> <li>▪ <b>Responsible Adult:</b> An individual who is at least 19 years old age; is able to provide care and mature guidance to children, has relevant work experience, and has successfully completed a course(s) of at least 20 hours in duration in child development, guidance, health and safety or nutrition.</li> </ul>
YT	<ul style="list-style-type: none"> <li>▪ <b>Child Care Worker I:</b> a person who has successfully completed a 60 hour introduction to early childhood development course or equivalent;</li> <li>▪ <b>Child Care Worker II:</b> a person who has successfully completed one year of training in early childhood development or equivalent;</li> <li>▪ <b>Child Care Worker III:</b> means a person who has successfully completed two or more years of training in early childhood development or equivalent</li> </ul>
NT	NA
NU	NA

**TABLE 2: PT ECE TRAINING REQUIREMENTS FOR CENTRE BASED ECEC PROGRAMS – REQUIREMENTS APPLY TO EARLY CHILDHOOD EDUCATORS WHO ARE COUNTED IN THE CENTRE’S CHILD STAFF RATIOS UNLESS OTHERWISE SPECIFIED.**

	<b>Centre Directors – Minimum Requirements</b>	<b>Early Childhood Educators</b>	<b>Other</b>
<b>NL</b>	Child care services certification level 2 for the age groups for which the centre is licensed – 2 year ECE diploma	Child care services certification – level one: Minimum of one year ECE certificate and one year experience required for at least one staff member per group of children; group size depends on the ages of the children in the group	<ul style="list-style-type: none"> <li>All other staff must be certified at minimum of entry level; specific requirements for entry level vary depending on the age group e.g., 30 hrs required for school age, 40 hrs for preschool, or 60 hrs for infant;</li> <li>30 hrs of professional development every 3 years required for all staff;</li> <li>Child Protection Record Check and a Certificate of Conduct are required for anyone who has contact with children or access to children’s files – this includes support staff and administrative staff</li> </ul>
<b>NS</b>	Training program in early childhood education or its equivalent. In NS, "training in early childhood education" refers to the successful completion of a post-secondary ECE program from a list of specific programs, or the equivalent. <sup>2</sup> Completion of the training program or its equivalent is required for 2/3 of staff – the position of Director is included in this number.		Equivalency is currently defined in Regulation 21(A-5) of the Day Care Act Regulations; As of August 2008, policies and procedures for determining “Equivalency” are being reviewed.
<b>PE</b>	Ranges from minimum of one year ECE diploma and three years ECE experience to degree in early childhood education	Minimum of one year diploma required for at least one staff member in addition to the Director	Certification renewal requires 30 hours of professional development every three years; same requirement for untrained staff – this requirement is linked to license renewal for centre

<sup>2</sup> Approved programs include Bachelor of Applied Arts (Child and Youth Studies) degree program offered by Mount Saint Vincent University; Early Childhood Education Studies diploma program offered through the Nova Scotia Community College; Institute for Human Services Early Childhood Education diploma program; or St. Joseph's College for Early Childhood Education diploma program;

	Centre Directors – Minimum Requirements	Early Childhood Educators	Other
NB	Director <b>OR</b> his/her designate <b>OR</b> ¼ of staff are required to have a one year community college ECE certificate or its equivalent.		Prior contact and criminal record checks are required.
PQ	Since August 31.2006, regulations have been enhanced to require 2/3 of staff in CPEs and garderies to meet training requirements, which may be a one year certificate (Attestation) combined with three years of experience, or a three year diploma from a DEC program. Previously, the regulation required 2/3 trained staff in CPEs (non-profit) and only 1/3 in garderies (commercial) to have a diploma or equivalent. Les garderies will have five years to meet the new requirements.		
ON	Minimum of two year ECE diploma from an approved College of Applied Arts and Technology <sup>3</sup> and two years of experience	Minimum of two year ECE diploma from an approved College of Applied Arts and Technology required for one staff member per group – group size depends on ages of children	
MB	Minimum of post diploma certificate or college degree program from an approved post-secondary institution in Manitoba and one year experience <sup>4</sup>	Diploma in ECE from a recognized community college in Manitoba required for 2/3 of staff (for 0-6 year olds) and ½ staff for school age and nursery settings	Entry level requires minimum 40 hour course at a post-secondary level in ECE. New assistants must complete within one year of employment. All staff must give permission to release information from Child Day Care to prospective employer about any criminal record or child abuse registry record.
SK	Two year ECE Diploma <sup>5</sup> ; Centre Directors appointed after July 2001 must have Level III	30% of staff must have a one year ECE certificate, 20% of staff must have a two year diploma	All Staff: All others working more than 65 hrs must have 120 hours of ECE training Police Record Check

<sup>3</sup> The Association of Early Childhood Educators of Ontario (AECEO) reviews educational qualifications of applicants who have completed post-secondary training at colleges from outside of Ontario. If the post-secondary program meets established criteria, AECEO grants equivalency for either Director or staff training.

<sup>4</sup> For school age and nursery schools in Manitoba, directors require an ECE diploma from a recognized community college and one year of experience

<sup>5</sup> Directors appointed to a Centre Director position prior to July 2001 require a one year certificate or equivalent but must upgrade to a two year diploma if they accept employment with another centre.

	Centre Directors – Minimum Requirements	Early Childhood Educators	Other
AB	Two year ECE Diploma (level 3) or equivalent is required	One in every four staff must hold at least a one-year ECE certificate (level 2) or equivalent	The alternate program director must hold at least a one-year ECE certificate. All other staff need a 45 hour course post-secondary ECE course or the government ECE Orientation Course
BC		<p><b>Under 36 months (Group Child Care):</b> Maximum group size for this age group is 12 children. Each group of 4 or fewer children requires one infant and toddler educator. Each group of 5-8 children requires one infant and toddler educator and one other educator. Each group of 9-12 children requires one infant and toddler educator, one other educator, and one assistant.</p> <p><b>30 months to school age (Group Child Care):</b> Maximum group size for this age group is 25 children, with not more than 2 children younger than 36 months in a single group. Requirements for trained staff as per defined group sizes are as follows: each group of 8 or under requires one educator, a group of 9-16 children requires one educator and one assistant, a group of 17-25 children requires one educator and 2 assistants.</p>	Early childhood educator, infant toddler and special needs certification is for a five year period; renewal requires documentation of completion 40 hours professional development (increase to 40 hours effective November 8, 2009) and 400 hours of work experience , both relevant to early childhood education. Additional requirements may be applied if a person’s certification has been expired for a longer period of time, or if the person does not have the required number of hours of work.
YT	20% of staff must meet or exceed the Child Care Worker III qualifications (See Table 1), an additional 30% must meet or exceed the Child Care Worker II qualifications and the rest must meet or exceed Child Care Worker I qualifications.		
NT	NA		
NU	NA		

**TABLE 3: PT TRAINING REQUIREMENTS FOR REGULATED FAMILY CHILD CARE HOMES**

	Minimum Age	ECE Training or Orientation	Other Requirements
NL	18	Need entry level certification child care services in family child care - 30 – 60 hour course	30 hours of professional development every three years; certificate of conduct and child protection record check are required for all residents of the home
NS	18	None	Criminal reference check and child abuse registry check
PE	18	30 hour course	Two positive references from community members; 30 hours of professional development every three years
NB	19	None	Prior contact and Criminal Record check
PQ	Not specified	Providers are supervised by a CPE and must complete a 45 hour course	None specified
ON	18	None, although many agencies provide training	None specified
MB	18	All (existing and new) providers must complete an approved 40 hr course from community college in family child care or early childhood education within first year of operating <sup>6</sup>	Providers are assessed by Child Day Care for suitability to provide care based on recognized family child care competencies; all adults in family must have clear criminal record check
	18	40 hr course for those licensed after July 2001; 120 hour ECE course for providers in group family child care (must be completed within 3 years of being licensed)	Six hours of professional development annually.
SK	18	40 hr course for those licensed after July 2001; 120 hour ECE course for providers in group family child care (must be completed within 3 years of being licensed)	Six hours of professional development annually.
AB	18	Family day home agencies required to develop appropriate training and learning plans for providers	Providers are required to obtain training in accordance the Alberta Provincial Safety Standard #10
BC	19	Relevant work experience or a course on the care of young children	None specified
YT	18	60 hr course or equivalent	None specified
NT	19	None	Clear criminal record with regard to offenses regarding a child
NU	19	None	Clear criminal record with regard to offenses regarding a child.

<sup>6</sup> When requirement was first introduced, there had been an exemption for one year for those who were already working as family child care providers. This exemption period has now expired, and all are required to take this course.

## RECRUITMENT AND RETENTION CHALLENGES

All jurisdictions are reporting severe recruitment and retention challenges in the early childhood education and care sector. These challenges have been documented for almost ten years, since the federal government funded a Child Care Sector Study in 1998. The Sector Study's final report *From Recognition to Remuneration* outlined a number of recommendations, and was the impetus for the establishment of the Child Care Human Resources Sector Council in 2003<sup>7</sup>.

One of the challenges facing all jurisdictions is the growing demand for assessment of international credentials in early childhood education. This has particularly been noted in Quebec and in Ontario. Most provincial/territorial child care offices do not have the staff/expertise to evaluate and assess international credentials. The provincial certification office in Alberta has staff to evaluate international credentials and in some cases (e.g., BC) individuals are directed to agencies that provide the assessment, although this involves a fee which must be paid by the applicant.

In the past number of years, provinces and territories have introduced a variety of initiatives intended to address the recruitment and retention issues in this sector. In many cases, recruitment challenges are further compounded by provincial or territorial initiatives to expand the availability of regulated child care spaces (which all require additional qualified staff in order for the spaces to open). Efforts have included wage enhancements, initiatives to re-attract qualified staff who have left the early childhood sector for other employment, and training initiatives.

In 2006, the Child Care Human Resources Sector Council funded the development of a "Career Awareness and Promotion Strategy". A few provinces (Alberta and Newfoundland/Labrador) have taken the research from this work and developed Career promotion strategies within their own provinces. In Newfoundland/Labrador, the strategy focuses on high school students; the strategy in Alberta targets high school students, new immigrants, and those who are working in the child care sector but who do not have post-secondary early childhood education. Previous to the CCHRSC research, Manitoba had launched a career promotion strategy for the early childhood sector. All of these provinces have developed different types of promotional materials for the sector.

Table 4 gives an outline of current PT initiatives that are focused on training. In some cases, incentives are directed to those who are just entering the sector; in many others, incentives are directed to those who are already employed in regulated early childhood education and care programs, but who do not possess post-secondary early childhood qualifications.

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<sup>7</sup> Between 1998 and 2003, there were several different "sector based" bodies established to focus on the recommendations stemming from the Child Care Sector Study. These groups included the Sector Study follow up "group of 11", and the Child Care Human Resources Round Table.



**TABLE 4: PT INITIATIVES TO SUPPORT INCREASED QUALIFICATIONS IN THE EARLY CHILDHOOD SECTOR**

Description of Training Initiatives	
NL	<p><b>Entry Level Supplement</b></p> <ul style="list-style-type: none"> <li>▪ funding of up to \$250 per course is given to individuals who have completed courses taken for Level 1 (See Table 1); funding is up to a maximum of \$500.00 per year</li> </ul> <p><b>Bursaries</b></p> <ul style="list-style-type: none"> <li>▪ ECE Bursary of \$5000 is available for graduates of a 2 year ECE program who agree to work in a centre or family child care in NL for 2 years after graduation. This is in addition to funding of up to \$5000 from the province to eliminate the <i>provincial</i> portion of a student loan – based on study done by Department of Education, examining the gap between cost of post-secondary education and expected earnings. The \$5000 from the Child Care office can be used to eliminate any <i>federal</i> portion of a student loan, or to offset other expenses a student may have incurred.</li> <li>1. Summer Institute Bursary – As a number of students have indicated that costs associated with attending the on-site requirement of the Distance ECE Program are a barrier, the Department will now contribute \$1200 for ECEs enrolled in the ECE distance delivery program who are required to attend an on-campus field placement. These placements are generally held during summer months.</li> </ul>
	<p><b>ECE Continuing Education Program</b></p> <ul style="list-style-type: none"> <li>▪ The objective of the Continuing Education Program is to enhance the ability of child care programs to recruit and retain their staff by increasing the affordability of training to child care staff working in licensed facilities; encouraging child care staff to pursue training by addressing cost barriers; providing opportunities for child care staff who do not have their ECE diploma/degree to work towards this credential; and/or enabling child care staff to further their education and enhance their skills, specifically in the areas of special needs, administration, accounting and human resources. Funds may be used to work toward a diploma, degree, or master’s degree.</li> <li>▪ The Continuing Education Program makes funds available to all licensed child care staff and family home day care consultants working in non-profit and commercial part and full day centres and family home day care agencies. The Program is available for part-time continuing education courses or part-time training in Early Childhood Education while working in licensed child care. Funding for Early Childhood Education (ECE) full-time training is available through the Early Childhood Education Assistance Program.</li> <li>▪ Each applicant can qualify for up to a maximum of \$1000.00 per year for those in part-time employment or up to \$5000.00 per year for those in full-time employment. Applicants will be required to accumulate 750 or 1500 hours of work in licensed child care or Family Home Day Care (FHDC) agency (within a yearly period) depending on the cost of the course and part time or full time employment status. If the applicant attends training during paid working hours, the centre or the agency will be eligible for reimbursement for the hours a substitute was required.</li> <li>▪ In order to receive Continuing Education Program funding, the applicant must be currently working</li> </ul>
NS	

with children or families in a licensed child care centre or FHDC agency, non-profit and commercial, for at least six months prior to the start date of the course.

- Eligible licensed child care staff includes teachers, directors, assistant directors, special needs teachers and family home day care consultants. Family home day care providers are not eligible.
- Staff who have an ECE credential or equivalency can take any approved course. Staff who do not have their Early Childhood Education (ECE) credential or equivalency must take courses towards obtaining their ECE diploma/degree.
- The courses must be taken towards obtaining an ECE diploma, degree, post diploma, certificate or transcript in child care, business, administration, human resources or leadership related (including the Management Development for Women course offered by Mount Saint Vincent University). Professional Development Workshops under 20 hours per workshop are not eligible for reimbursement. Courses must commence on or after **1 June 2008**. Courses must be successfully completed with verification provided by the institution. Start date of the course must be after the applicant has been employed in licensed child care for six months. Courses are subject to approval by the Department.

#### **Early Childhood Education Assistance Program**

- This program will provide a debt reduction incentive to eligible Early Childhood Education graduates who successfully complete an ECE diploma/degree program from an approved ECE training program. The program is also intended to enhance the ability of licensed child care centres and Family Home Day Care (FHDC) agencies to recruit and retain staff by providing financial support to individuals interested in pursuing a career in Early Childhood Education (ECE).
- Applicants can apply to participate in the program if they have graduated from an approved full-time ECE diploma/degree program after April 1, 2008, received a student loan through the Nova Scotia Student Assistance program during the years of study in the ECE training program, and provide proof that they are employed in a licensed day care center or FHDC agency in Nova Scotia.
- For every year the applicant attended the approved post-secondary education and received a student loan for that year, the applicant will be eligible for a reimbursement of up to \$5000 per year for a maximum of four years.
- Participants in the program will be reimbursed when they complete 1500 hours in a licensed child care centre or a FHDC agency, within a 12 month period.

Eligible individuals who are employed in regulated early childhood programs and who are eligible for a Nova Scotia Student Loan are able to borrow up to \$10,000 to work toward an ECE Diploma, or up to \$20,000 to work toward a Degree in Early Childhood. Applicants must be enrolled in the ECE program full time and their graduation date must be after 1 April 2008.

PE

### **Certification Grant**

There is a \$2000 grant available for individuals who are employed in regulated ECEC programs, and who have been assessed to be in the category for certification that requires up to four post-secondary ECE courses. This would include people with post-secondary credentials in related areas, e.g., diploma in human services, degree in psychology, etc. The funding must be used by the individual to complete the four courses necessary for certification, and courses must be completed within 3 years of starting the first course or within the time the Child Care Facilities Board has given the individual permission to work in the centre and complete the required training. The individual must first apply to the Child Care Facilities Board to be assessed for their certification status in order to verify that they may be certified upon completion of the additional courses. The Child Care Facilities Board must approve the course before the individual begins the course of study.

NB

### **Early Learning and Child Care Trust Fund**

The New Brunswick Early Learning and Child Care Trust Fund provides up to \$3000 per year per individual to offset the costs of post-secondary education leading to an ECE certificate from one of NB's community colleges. This funding is also available to citizens of New Brunswick who study outside of the province. Individuals may be working and doing course work to complete and be eligible but may also be recent graduates now employed in the sector who will be reimbursed as well.

In the past few years, the Department of Social Development has provided 100% of cost of distance education for individuals enrolled in ECE certificate programs. Funding was paid directly to the college on behalf of the individual. The Department has also provided additional funding in past years to the sector's professional organization "Early Childhood Care and Education New Brunswick" in order to offset up to 75% of costs of post-secondary training in ECE. Although this program has not been renewed, some funding applications may still be approved by the professional organization depending on the remaining surplus in the program's budget.

PQ

In Quebec, regulated centres are given a "subvention de fonctionnement" or "operating grant". This is deposited monthly into the centre's account and the centre decides itself how the funding will be used. While the funds may be used to subsidize costs for training for staff, this would be done at the discretion of the centre's administrative body.

ON

**Education grants** are available to cover tuition fees related to a recognized Early Childhood Education diploma. In order to be eligible to receive funds under the grant program, an individual must:

- Be an existing employee of a licensed home- or centre-based agency in Ontario for at least twelve months,
- Be enrolled in or accepted to a recognized community college in Ontario for full- or part-time

studies towards an Early Childhood Education diploma,

- Disclose if he/she is receiving funding from other sources (excluding OSAP), and
- Be legally entitled to live and work in Ontario/Canada
- Be willing to sign a return to service agreement

The education grant is based on applicable tuition fees minus any other grants or awards, excluding OSAP. Payments are made once the program administrator receives the applicant's signed Grant Assistance Agreement. For full-time studies, grants are payable in two payments, the first at the beginning of the academic year and the second payable mid-year (after one semester) subject to confirmation from the educational institution that the applicant remains in good academic standing. For part-time studies, grants are payable at the beginning of every semester. Depending on the amount of funding received, the education grant may be taxable. Grant recipients will be issued a T4A slip at the end of every calendar year in which they received payment.

**Travel Grants** are available to assist Education Grant recipients with daily commute expenses incurred to attend classes and/or complete the placement component of their program. Applicants must be approved for an Education Grant under this program, and the educational institution and/or placement location must be more than 20 km one-way from the applicant's home. The travel grant is determined by multiplying the kilometre rate of \$0.42/km by the return distance between the applicant's home address and the educational institution/placement location and then by the number of days the person is in the classroom.

A **Training Allowance** of up to \$5,000 per semester is available to assist Education Grant recipients with living expenses and other incremental costs incurred while pursuing their ECE diploma. In order to be eligible to receive a training allowance, an individual must be approved for an Education Grant under this program. All approved Education Grant recipients (full- and part-time) are automatically assessed for a training allowance based on the number of courses taken per semester. Training allowance payments are deposited directly into the recipient's bank account. The training allowance is taxable as income. Grant recipients will be issued a T4A slip at the end of every calendar year in which they received payment.

#### **Tuition Support Program**

An Early Childhood Education Tuition Support Conditional Grant of up to \$4,000 is now available through Manitoba Student Aid to full-time ECE college students (in 2 year diploma program) to be applied toward the cost of tuition. The individual must agree to work for two continuous years in a regulated ECEC program within 90 days of graduation.

#### **Workplace Training Program**

Funding is available to regulated ECEC programs to cover substitute(s) costs in order that untrained staff are able to participate in an ECE classroom for two days per week. The individual is responsible for the cost of tuition for the ECE training, but is able to work in the centre for three days per week, attend class

MB

for two days per week, and maintain their normal salary. This agreement for workplace training is in effect with Red River College and with Assiniboine Community College. Red River is expanding the program (which up until now was only feasible for those living in Winnipeg); by September 2008, 4 sites outside of the city of Winnipeg will provide live streaming of the ECE class on-line.

#### **Annual Training Grant**

Individuals working in regulated early childhood education and care programs are eligible to apply for an annual grant of \$250 to apply toward the cost of early childhood education programs that either lead toward completion of the entry level 40 hour course requirement, or (on an ongoing basis) who wish to apply it toward the cost of achieving an ECE diploma. Currently (August 2008) the department is reviewing this program to determine whether it will be made available for those who wish to move from an ECE2 to an ECE3 level.

#### **Tuition Reimbursement Grant**

As of April 2007, individuals who are working in regulated early learning and child care programs are eligible for tuition reimbursement of \$150 per course, provided the courses taken are from a provincially accredited post-secondary institution, and the individual can demonstrate that the course taken will be credited toward a post-secondary credential (certificate, diploma, or degree), and that this credential will allow the individual to attain either Level 1, 2, or 3 ECE Certification.

#### **Education Supplement Grant**

This funding initiative was introduced in FY 07/08. All applications were due as of March 31, 2008. Funds have been disbursed, and individuals are using the funds now to complete their education. As with the Tuition Reimbursement Grant, funds must be used for courses leading to Level 1, 2, or 3 ECE Certification, and must be taken at an accredited post-secondary institution. Funding is allocated using a formula that considers number of licensed spaces and the child staff ratio. For each required staff position, funding of up to \$900 per position is available. Funding is paid to the centre; centre determines how to disburse the funds to their eligible staff. Funding may be used for tuition, books, travel costs and/or replacement staff while regular staff are attending school. These funds are to be spent over the next two fiscal years. Centres are required to submit a plan for training as part of their application process; updates are required at six month intervals. This funding is only available to individuals who are currently working in early learning and child care programs.

#### **Child Care Bursary Program**

A total of \$10,000 is available to an individual who is a leader or who aspires to be a leader in the early childhood sector. The person may use the funding over one or multiple years, and must be working toward level 1,2,3, or Master's Degree levels of Early Childhood Education. Conditions of funding depend on a letter of support from the person's employer, a letter of commitment from the applicant, and documentation that the person is currently working in the regulated ECEC sector. To date, the

SK

AB

department has awarded over 200 leadership bursaries. This funding may be combined with professional development funding (see below).

#### **Professional Development Grant**

Up to \$1000 per person per year is available in accredited or pre-accredited day care centres and contracted family day home agencies. The full grant is available for those who are employed in a regulated program for 80 hours over two consecutive months, or \$250 per year is available for those who are employed for at least 28 hours over two consecutive months. Funding may be used toward books, conferences, or credit courses.

#### **High School Child Care Career Scholarship**

As of September 2008, scholarships for high school students will be available for those who have taken the ECE orientation course while in high school. The scholarship is worth \$2500 to be applied toward college tuition for the early childhood education program. The condition for funding is completion of the orientation course while in high school and a commitment to work in the child care field for a minimum of one year following completion of the early childhood education program.

#### **Student Loan Assistance**

In recognition of the importance of recruiting and retaining qualified ECEs, the Ministry – in partnership with the Ministry of Advanced Education and Labour Market Development (AVED) – has implemented the British Columbia Early Childhood Educator Loan Assistance Program. Under this program, recent ECE graduates may be eligible for a maximum award of \$2,500 to assist in the repayment of their B.C. student loan:

- Regular full time employees in licensed child care programs may have their student loan debt reduced by up to \$1250 for each of their first and second years of employment; part time employees (2 days or less per week) will have the amount of loan assistance pro-rated according to their employment. In order to qualify; individuals must:
  - Have a BC Student loan in good standing
  - Be a full or part time regular employee in a licensed child care facility, and be employed as an ECE
  - Be a recent graduate from an approved training institution. Final year of study must be between January 1, 2007 and December 31, 2008. The graduate must have received a certificate, diploma, or degree in Early Childhood Education, Early Childhood Development, Early Childhood Education/Teacher Aide, Early Childhood Certificate, Early Childhood Post Basic Core, Early Childhood Post Basic Children with Exceptionalities, or Early Childhood Post Basic Infant and Toddler.

#### **ECE Bursary**

- The ECE Bursary Program is a partnership between Early Childhood Educators of BC (ECEBC) and the Vancity Community Foundation with funds from the Ministry of Children and Family Development. The goal is to assist ECE students with the cost of Basic and/or Post Basic Early Childhood Education Programs at approved institutions. Eligibility depends on demonstration of financial need, and

submission of transcripts from an approved post-secondary ECE program.

- Bursary amounts are \$100.00 per course to a maximum of \$500.00 per semester. Bursaries will be awarded after proof of successful completion of courses is submitted to ECEBC for the prior semester.
- Cheques will be issued after receipt of transcript; Vancity Community Foundation issues cheques to the educational institution. For those institutions that operate on a three semester system, it is possible for students to apply for the third semester even if it falls within the same calendar year. Students in this situation would receive a maximum of \$1500 in bursary funds in one calendar year.
- The Bursary is available for full/time and part/time time ECE students who are taking basic and post-basic courses at approved institutions.

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NA  
NA  
NA

## PT PRACTICES REGARDING LICENSING OF CHILD CARE PROGRAMS ON-RESERVE

In Canada, responsibility for decisions regarding the development, monitoring, funding, and delivery of early childhood education and care programs rests with provincial and territorial governments. The Government of Canada has responsibility for such programs for aboriginal children when the programs are offered/located “on-reserve”. There are a number of federal government ministries involved in programs for young children, including Health Canada (Aboriginal Head Start, on-reserve); the Public Health Agency of Canada (Aboriginal Head Start off reserve), Indian and Northern Affairs Canada (agreements with Alberta and Ontario); and HRSDC (First Nations and Inuit Child Care).

Even so, provincial and territorial governments have been involved to varying extents in early childhood programs for Aboriginal children, both on (for provinces) and off reserve. Clearly, all Aboriginal child care programs that are off-reserve (in the territories there are no reserves) fall under the jurisdiction of the provincial and territorial governments. In a number of jurisdictions, however, provincial governments have a more active role in licensing, monitoring, and/or funding for child care programs on-reserve. Key Informant Interviews (July/August 2008) with PT Directors of Early Childhood Education and Care have identified that for the most part, involvement from provincial governments in licensing on-reserve is at the invitation of the Band, and is (for the most part) felt to be linked to federal funding requirements for the Bands. Most – if not all – of the involvement on-reserve is because of licensing as per the First Nations and Inuit Child Care program. Directors explained that Aboriginal Head Start programs – whether on or off reserve – are typically not licensed, as the nature of the program does not fall into provincial definitions of what constitutes “child care”. There are, however, a few exceptions – primarily when the off reserve Aboriginal Head Start program offers care for children when parents are not on-site, or if the jurisdiction’s legislation determines that the nature of the children’s program requires a license.

Table 5 describes current provincial involvement in licensing child care programs on-reserve. Table 6 describes provincial practices regarding funding for child care programs on-reserve, with particular notes concerning whether training initiatives as outlined in Table 4 apply to early childhood educators on-reserve. ***However, while the information in these tables is presented in order to provide information about current practices in each of the provinces, it must be emphasized that the information is not intended to be used for cross country comparisons between and among provincial jurisdictions.*** Comparing regulation and funding of on-reserve services by provinces is necessarily an apples-and-oranges exercise. The reserve system is not the same across the country - the history is different, the current status and governance models are different, and as a result, the relationship between reserves/bands and provincial governments are different. Any attempt at ***comparisons*** of how the provinces relate to the reserve system would be almost meaningless



**TABLE 5: CURRENT PROVINCIAL INVOLVEMENT IN LICENSING CHILD CARE PROGRAMS ON-RESERVE**

	LICENSING ON-RESERVE				NOTES
	No	By Invitation Only	Yes	Approve Only	
NL		X	X		Land claim settlement by Inuit has resulted in their development of their own legislation for child care. The land claim agreement gives the Nunatsiavut government jurisdiction to legislate family and child care services which meet or exceed those of the province. Licensing is done by invitation in Conne River.
NS	X				Licensing is not available on-reserve. There is some involvement on-reserve with respect to post-secondary ECE programs – see Table 6.
PE	X				The Child Care Facilities Act and Regulations (PEI) do not apply to services provided on reserve. One Aboriginal Head Start Program has commenced in 2008, off-reserve, and is licensed.
NB		X		X	NB legislation uses the term “approve” when describing the process to allow child care centres to operate. All child care programs (both on and off reserve) are “approved” rather than “licensed”. With the exception of one community that has been designated with authority to conduct its own monitoring, licensed programs on-reserve are monitored by regional licensing officers.
PQ			X		Quebec’s Family Policy does not differentiate between children and families living on or off reserve. Therefore, all child care programs on-reserve are licensed and monitored by provincial authorities, and are considered to be a component of Quebec’s child care system.
ON			X		
MB		X	X		Manitoba will license on-reserve if invited. On-reserve child care was represented on the province’s Regulatory Review Committee. There have been some discussions between First Nations, Federal and Provincial governments regarding licensing as a self monitoring process, but progress has been limited.  Aboriginal Head Start programs have been exempted from licensing.

**LICENSING ON-RESERVE**

**No**   **By Invitation**   **Yes**   **Approve**  
**Only**   **Only**

**NOTES**

**SK**

**X**

*The Child Care Act (Saskatchewan)* does not apply to child care services provided on reserve as defined in the *Indian Act (Canada)*. The Federal government supports First Nations and Inuit communities to develop and implement child care programs designed to address local and regional child care needs.

**AB**

**X**

**X**

If invited by the Band, Alberta will give “approval status” and will monitor child care programs on-reserve. Child care programs on-reserve are not eligible for accreditation status. Aboriginal Head Start programs are generally licensed as pre-schools/nursery schools and are therefore not eligible for accreditation status.

**BC**

**X**

BC licenses child care programs operated on-reserve.

**Yukon, Northwest Territories, Nunavut: There are no reserves in the Territories.**

**TABLE 6: PT FUNDING PRACTICES FOR CHILD CARE PROGRAMS ON-RESERVE**

	FUNDING ON-RESERVE				NOTES
	Operating Funding	Subsidy	Start Up/Capital Grants	Other Grants	
NL	NA	If licensed	NA	If licensed	
NS	No	No	No	No	The Institute for Human Services Education in Truro Nova Scotia provides post-secondary ECE Training on-reserve in Nova Scotia as well as in New Brunswick. The provision of such training, however, is solely taken under the administration and management of the Institute, and is not an initiative of the provincial government.
PE	No	No	No	No	NA
NB	No	No	No	Yes	ECEs in NB may apply to the NB ELCC Trust Fund for up to \$3000 to be used to off set the cost of post-secondary ECE courses. This option is also available to ECEs who work in licensed child care programs on-reserve.
PQ	Yes	Yes	Yes	Yes	All funding that is available to licensed child care programs in Quebec is also available to licensed child care programs on-reserve.
ON	Yes	Yes	No	Yes	Ontario provides fee subsidies which are cost shared 80/20 with First Nations. Also, Ontario has a long standing agreement with the federal government which allows for cost sharing of aboriginal child care fee subsidy funding at approximately 93 (federal) to 7 (provincial) split. (The cost sharing ratio is calculated annually). However, this funding goes back to general revenue rather than the child care budget.  "Other" grants include special needs resourcing, wage subsidy, and family resource centres.

FUNDING ON-RESERVE					NOTES
Operating Funding	Subsidy	Start Up/Capital Grants	Other Grants		
MB	No	No	No	No	Manitoba post-secondary colleges routinely contract with First Nations communities to offer the diploma program in ECE customized to meet the needs of each First Nations community. A certificate program in Aboriginal child care is offered through Red River College.
SK	No	No	No	No	The Saskatchewan Institute of Applied Sciences and Technology (SIAST) will deliver their 120 hour ECE entry level course on-reserve.
AB	No	No	No	No	Under an agreement between Alberta and the federal government, on-reserve child care centres are eligible for federal government funding equivalent to parent subsidies when provincial licensing standards are met and centres are approved.  The Alberta ECE orientation course is offered on-reserve. The course is done in a classroom style setting, over a 7-8 day period (consecutive days). The province provides the instructor, who is an ECE consultant with an Aboriginal background; the province also supplies all training and print materials for the course. Individuals who complete the course are certified as Level 1.
BC	Yes	Yes	Yes	No	Funding is available for operating grants and capital start up grants for licensed child care operators and child care subsidy for children/families. Capital funding for start up is targeted; cost sharing formula is more generous, with a 90-10 split (for 2007/08).
<b>Yukon, Northwest Territories, Nunavut: There are no reserves in the Territories.</b>					

## **FURTHER NOTES REGARDING AVAILABILITY OF FUNDING FOR POST-SECONDARY ECE STUDIES FOR STUDENTS LIVING ON-RESERVE**

While very few PT governments extend their financial support for post-secondary studies in ECE to individuals living on-reserve, a number of PT Directors of ECEC reported that quite often, bands or boards of directors of child care centres on-reserve will support individuals to attend ECE post-secondary programs. This information was anecdotal, as none of the Directors kept official data on the extent to which Aboriginal ECEs were supported in this way.

As well, there are other sources of funding which may be used to support post-secondary education in ECE:

- 1. INDIAN AFFAIRS AND NORTHERN DEVELOPMENT (INAC)** provides financial support to eligible Status Indians and Inuit students under broad authorities of the *Department of Indian Affairs and Northern Development Act* to continue their education. Funding is available to Inuit and Status Indian students residing on or off reserve, and ordinarily resident in Canada. Programs include:
  - **Post-Secondary Student Support Program**
    - Tuition support for part-time and full-time students that may include fees for registration, tuition and the cost of books and supplies required for courses.
    - Travel support for students who must leave their permanent place of residence to attend college or university. Students may qualify for a grant to return home once every semester. This grant also covers any dependents who live with the student.
    - Living expenses for full-time students to help cover the costs of food, shelter, transportation and day care.
  - **University College Entrance Preparation Program**
    - Financial assistance for students with the cost of tuition fees, books and travel, and living allowances, when applicable.
    - Financial assistance for Status Indian and Inuit students enrolled in university and college entrance preparation programs, to help them achieve the academic level required to enter degree and diploma programs.
- 2. THE NATIONAL ABORIGINAL ACHIEVEMENT FOUNDATION (NAAF)** is a nationally registered non-profit organization dedicated to raising funds to deliver programs that provide the tools necessary for Aboriginal youth to achieve brighter futures. The NAAF supports Aboriginal students in post-secondary education through a program of bursary awards:
  - **Post Secondary Education Bursary Awards**
    - NAAF provides financial awards for studies in all academic areas of post-secondary education. The purpose of this program is to meet the increasing needs of First Nations, Inuit, and Métis students for financial support and to assist them in the pursuit of excellence in every discipline.
    - Eligible Fields of Study include: Business, commerce, science, law, engineering, information technology, education, social work, social sciences and technical studies.
    - Eligible Programs of Study include: Post-secondary programs of at least two academic years at recognized Canadian technical institutes, CEGEPs, colleges and universities.

Certificate or diploma programs, undergraduate and graduate programs are eligible for consideration.

▪ **Aboriginal Bursary**

- The purpose of the Aboriginal Bursary System is to provide Aboriginal students with a valuable tool to facilitate their pursuit of post-secondary studies. These awards are made available by various organizations and institutions.
- Applications for the Aboriginal Bursary must be made to the organization that sponsors the award. Applicants are required to conduct a search on the NAAF website (<http://pse-esd.ainc-inac.gc.ca/abs/main.asp?lang=E>) in order to specify region, discipline, and post-secondary institution. Early Childhood Education is one of the eligible disciplines.

### **TRIPARTITE AGREEMENTS FOR DELIVERY OF CHILD CARE ON-RESERVE**

A number of PT Directors of ECEC reported that discussions regarding the development of tripartite agreements with respect to the licensing, monitoring, and delivery of child care programs on-reserve were either underway, or had been underway and appeared to be stalled. In all cases, the lead on such discussions was not located with the child care office, and so Directors were reluctant to provide firm information about the progress – or lack of progress – of these discussions.

There were some common elements however:

- In all discussions, First Nations were interested in developing their own standards/legislation, and building on the existing provincial legislation/regulations for child care to do so. In some cases, draft legislation had already been completed, but discussions were ongoing.
- In a few provinces, Directors reported that First Nations were not at all interested in having provincial officials license and monitor child care programs on-reserve. In one instance, the province was asked to discontinue their practice of responding to requests from Bands; in another, an Aboriginal organization in the province has intervened to advocate against a request made by a Band for licensing
- In many instances, First Nations indicated a preference to introduce standards that were more advanced than the provincial standards, especially in reference to the level of post-secondary training needed to be an early childhood educator, as well as in the numbers of qualified early childhood educators required in a child care program.
- Even though the processes to develop such agreements appeared to be making slow progress, all Directors who commented on such processes felt that they would eventually succeed.

### **CONCLUSION**

Although provinces and territories have no constitutional jurisdiction to be involved with child care programs on-reserve, it appears that a majority do in fact have a significant amount of involvement. Out of ten provinces:

- Only three report that they do not license on-reserve, even when invited to do so. This may change, as at least one of these three provinces is considering a request.
- Five provinces provide some level of funding to child care programs on-reserve

- In at least six provinces, post-secondary institutions and/or government are involved in some manner in delivering ECE training on-reserve.

In recent years, provinces and territories have experienced severe labour shortages in the early childhood sector – a challenge that is hampering their efforts to expand the availability of regulated, quality early childhood education and care programs to families with young children. All jurisdictions have made efforts to support recruitment and retention of qualified ECEs, primarily through wage incentives (not reported on in this paper) and bursaries/grants/loans to support the acquisition of post-secondary ECE credentials. Even so, the variances in definitions of what it means to be an early childhood educator, and differences in provincial territorial regulatory frameworks outlining the need for such credentials, continue to be prevalent across the country.

## APPENDIX 1: KEY INFORMANTS

KEY INFORMANTS	
NL	<p>Christine MacLean, Child, Youth &amp; Family Programs            Department of Health &amp; Community Services            3rd Floor, Confederation Bldg, West Block            P.O. Box 8700            St. John's, Newfoundland A1B 4J6</p>
NS	<p>Virginia O'Connell, Director            Early Childhood Development Services            Nova Scotia Department of Community Services            P.O. Box 696            Halifax, Nova Scotia B3J 2T7</p>
PE	<p>Catherine McCormack            Department of Education and Early Childhood Development            P.O. Box 2000            Charlottetown, PEI C1A 7N8</p>
NB	<p>Diane Lutes            Program Consultant            Early Childhood &amp; School Based Services            Department of Social Development            P.O. Box 6000            551 King St. 2<sup>nd</sup> Floor            Fredericton, New Brunswick E3B 1E7</p>
PQ	<p>Michel Monette, Directeur            Direction de la coordination et du soutien aux opérations            Ministère de la Famille et des Aînés            600, rue Fullum            Montréal (Québec) H2K 4S7</p>
	<p>Louise Mercier, Agente de recherche            Direction de la coordination et du soutien aux opérations            Ministère de la Famille et des Aînés            (see above)</p>
ON	<p>Julie Mathien, Director,            Early Learning and Child Development Branch            Ministry of Children and Youth Services            56 Wellesley Street West 15th floor            Toronto, Ontario M5S 2S3</p>
	<p>Kathleen McColm, Sr. Policy Analyst, Child Care Unit            Early Learning and Child Development Branch            Strategic Policy and Planning Division            Ministry of Children and Youth Services            56 Wellesley St. West, 15th floor            Toronto ON M5S 2S3</p>



## KEY INFORMANTS

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