



**BOARD OF EDUCATION  
SD NO. 40 (NEW WESTMINSTER)  
Education Policy and Planning Committee  
AGENDA**

**Tuesday, June 4, 2019**

**7:30 pm**

**Connaught Heights Elementary School  
2201 London Street, New Westminister**

The New Westminister School District recognizes and acknowledges the Qayqayt First Nations, as well as all Coast Salish peoples on whose traditional and unceded territories we live, we learn, we play and we do our work.

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	<b>Pages</b>
<b>1. <u>Approval of Agenda</u></b>	<b>(7:30pm)</b>
<div style="background-color: #cccccc; padding: 10px;"><b>Recommendation: THAT the agenda for the June 4, 2019 Open Education Policy and Planning Committee meeting be adopted as distributed.</b></div>	
<b>2. <u>Presentations</u></b>	<b>(7:32pm)</b>
a. Connaught Heights Elementary School Learning Plan (Students & Teachers)	
b. Coalition of Child Care Advocates of BC (S. Gregson)	<b>(7:52pm)      3</b>
<b>3. <u>Comment and Question Period</u></b>	<b>(8:10pm)</b>
<b>4. <u>New Business</u></b>	
a. BC Universal Child Care (Trustee Gifford)	<b>(8:20pm)      45</b>
b. Child Care New Spaces Funding Update (Trustee Gifford)	<b>(8:25pm)</b>
c. Sanctuary Schools Update (Trustees Gifford & Russell)	<b>(8:30pm)</b>
<b>5. <u>Reports from Senior Management</u></b>	
a. Student Voice (Students)	<b>(8:35pm)</b>
b. School Nourishment Program Update (Q. Gamblen & C. Adams)	<b>(8:55pm)      60</b>
c. Special Education Review June Update (M. Naser & B. Cunnings)	<b>(9:40pm)</b>

6. General Announcements

(9:50pm)

7. Adjournment

(9:55pm)



**10**

**New Westminster SD#40  
Education Policy & Planning Committee**

# Lack of Access for Families

575,000 children in BC

363,800 mothers in the  
workforce

106,400 licensed child  
care spaces



10

# Unaffordable for Families

\$1200+ for infants

\$850+ for 3-5 year olds

Up to \$2200 per month for 1  
child

High fees don't mean high  
wages for early childhood  
educators!



10

# Children's Vulnerability

- Early Development Instrument measured by UBC is population health of all 5 years olds
- Vulnerability scales: Physical, Social, Emotional, Language, & Communication
- Provincial average = 32.2%
- SD#40 = 30% vulnerability
- No meaningful change from 2004/2007

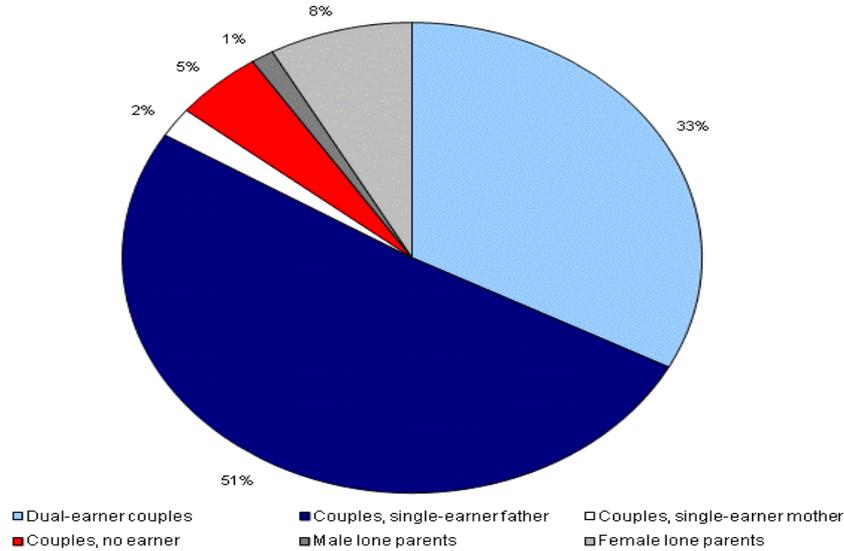
# Wave 6 of the EDI in SD#40

Figure 7. Wave 6 neighbourhood results for New Westminster

	Total Count	Physical	Social	Emotional	Language	Communication	One or More Scales	# Vulnerable
Queens Park	99	6	9	7	8	15	22	22
Queensborough	95	6	11	9	5	12	24	23
Uptown	119	9	9	14	8	13	28	33
Sapperton	85	7	13	15	5	16	29	25
Connaught Heights	69	17	13	9	7	17	32	22
Downtown – Stewardson	83	17	18	25	8	18	48	40

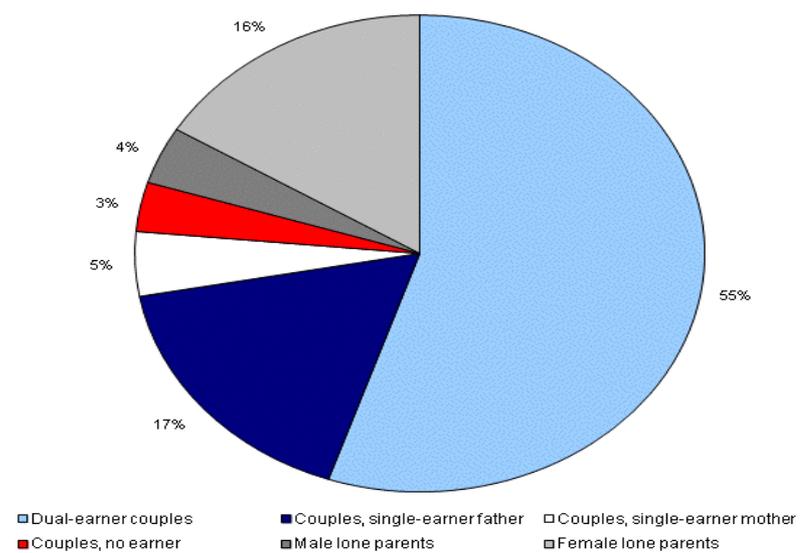
# Families – 1976 to 2014

**Chart 1.1**  
Distribution of families with at least one child under 16, by employment status, 1976



Source: Statistics Canada, Labour Force Survey, 1976.

**Chart 1.2**  
Distribution of families with at least one child under 16, by employment status, 2014



Source: Statistics Canada, Labour Force Survey, 2014.

# \$10aDay Plan

- Early Care and Learning Act
- Indigenous Approach to Indigenous ECE
- Move Child Care to Ministry of Education
- New role for School Districts
- Provincial and Federal Funding
- Fees capped at \$10aDay
- No fees for families with annual incomes less than \$45,000
- ECE wages average of \$25/hr (adjusted for inflation)
- Invest in education of ECE workforce

# What about Quebec?



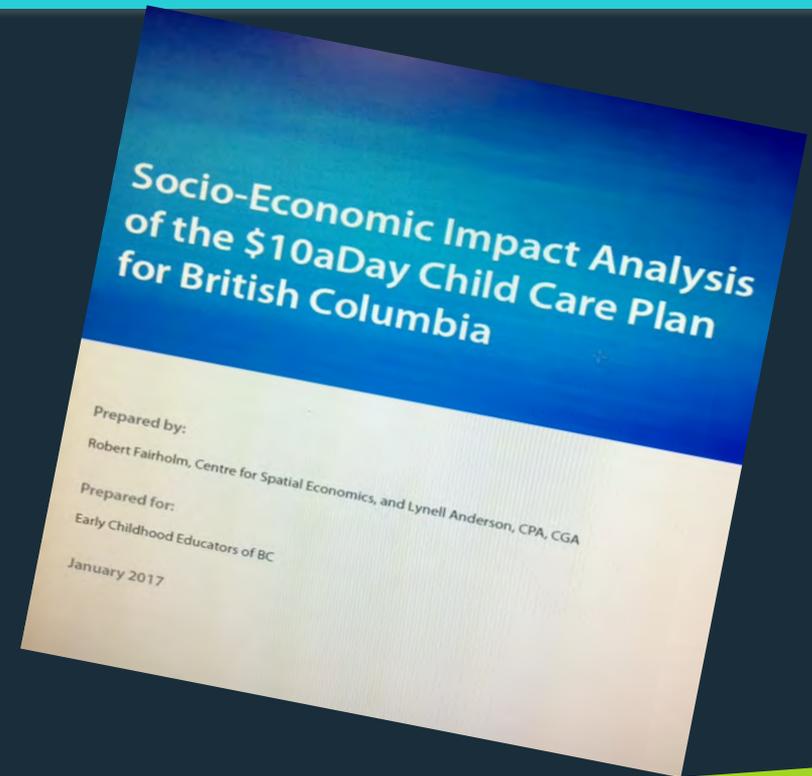
The number of single-parent families on welfare dropped, from 99,000 in 1996 to 45,000 in 2008.  
A 55% decrease

Quebec system more than pays for itself,  
70,000 more women working  
Dr. Pierre Fortin  
Economics Professor at University of Quebec



# Socio-Economic Impact Analysis

The increase to GDP is close to 2% or **\$5.787 billion** on full implementation, employment increases by 2.8 per cent, or **69,100 net new FTE jobs**



Fairholm and Anderson, 2016

# Political Support

All major political parties in BC are committed to significant investment into child care:

- BCNDP government committed \$1 billion over 3 years
- BC Liberals committed \$1 billion in June 2017 Throne Speech
- BC Greens voting in favour of child care

Federal Government transferring \$51 million per year to BC for child care

# New Provincial Investments

- Fee Reduction Initiative
- Affordability Benefit
- 24,000 New Licensed Spaces
- \$2/hour Wage Enhancement for Educators
- Bursaries & Professional Development \$\$
- \$10 a day Prototypes

# \$10aDay - 2 Million+ Supporters & Growing

- 56 municipal / regional governments
- 31 School Districts
- Credit Unions and United Way
- UBCM, Boards of Trade, Chambers of Commerce
- Union of BC Indian Chiefs
- Academics, Community, Labour, Business and Women's organizations
- Early Childhood Development experts
- 19,000+ petition signers

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# Advocacy Continues....

- Expand Prototype sites
- Use a universal approach
- Provincial wage grid for Educators
- Modular buildings for public partners



# Please Support \$10aDay

New Westminster would be the 32nd school district to support the \$10aDay Plan

**The \$10aDay Plan is making a real difference for BC children, women, families and the economy. We urge the provincial government to continue working with communities to implement this quality affordable child care system for BC.**

# COMMUNITY PLAN FOR A PUBLIC SYSTEM OF integrated early care & learning

# \$10aDay.ca

On our way to affordable child care



8th EDITION | FEBRUARY 2019



**ECEBC** | early childhood  
educators of BC

COALITION OF  
**child care  
advocates**  
OF BC

# Together We Are Making History!

The 2019 edition of the \$10aDay Plan comes at an exciting and historic time for child care in BC. For the first time in a generation, we are on the road to a quality, affordable public child care system.

Thanks to the efforts of parents, grandparents, educators and allies across the province, we achieved broad and ongoing public support for the \$10aDay Plan — the solution to BC's child care chaos. As a result, child care was a key issue in the 2017 provincial election. And, with a new government in place, 2018 will go down in history as Year 1 of child care system building in BC.

Key elements of the \$10aDay Plan are leading the way. One year into a three year budget of over \$1 billion in new federal and provincial child care funding, parent fees are lower, educators' wages are going up and new licensed spaces are underway.

Here's just some of what is already working.

## LOWER PARENT FEES

Families of more than 50,000 children in licensed child care across BC are saving up to \$350 per month under the Child Care Fee Reduction Initiative<sup>1</sup> and an exciting 18 month initiative, funded by provincial and federal governments, is funding 53 diverse licensed child care sites across BC caring for more than 2,000 children to become Universal Child Care Prototypes.<sup>2</sup> The prototypes receive public funds to bring fees down to a maximum \$10/day (\$200/month) for all families — as recommended in the \$10aDay Plan. They will inform the future implementation of universal child care.

In addition, the new Affordable Child Care Benefit<sup>3</sup> is providing further affordability relief for the low and middle income families of 38,000 children throughout BC.

## HIGHER EDUCATOR WAGES & EDUCATION

Under the new Recruitment and Retention Strategy,<sup>4</sup> BC's early childhood education (ECE) professionals will receive two wage lifts over the next two years (each \$1 per hour, or approximately \$2,000 annually) plus a range of enhanced education supports,

including expanded bursaries, paid practicums, professional development opportunities and more post-secondary ECE spaces.

## MORE LICENSED SPACES THAT MEET DIVERSE FAMILY NEEDS

Capital funds are committed to create 24,000 new licensed spaces over the next three years — with a priority on spaces created with public partners like school boards and local governments. Funds are also available for local planning, maintaining existing facilities, moving unlicensed spaces into the licensed sector, expanding options for families who work non-standard hours, young parent programs, and services for children with additional support needs.<sup>5</sup>

BC's government has also confirmed its commitment to Indigenous-led child care through support for the Indigenous Early Learning and Child Care Framework, signed by the Assembly of First Nations, Inuit Tapiriit Kanatami, the Métis National Council and Government of Canada<sup>6</sup> and initiated an expansion of Aboriginal Head Start<sup>7</sup> both on and off reserve.

## With these first steps from \$10aDay in place, we are on the way to quality affordable child care in BC!

The \$10aDay Plan charts the course ahead.

But, BC's child care chaos can't be solved overnight. It will take 10 years of sustained system building and increased funding to achieve high quality, affordable child care for all families who choose it.

This 2019 edition of the Plan reflects our new reality and includes lessons learned in Year 1. Yet, its key principles and strategies remain sound and still provide the best blueprint for building BC's child care system.

## We are excited about working with you to sustain and secure the historic first year of progress until the job is done.

# \$10aDay.ca

On our way to affordable child care

## Community Plan for a Public System of Integrated Early Care and Learning

8th edition February 2019  
(first edition April 2011)

Photos by Shawn Nygren, Josh Berson, and Trish Burleigh. Thanks to \$10aDay supporters for sharing their photos for the front cover.

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**We are grateful to the BC Aboriginal Child Care Society for their significant contribution to the \$10aDay Plan.**

Our offices are located on ancestral and traditional Coast Salish territory, including the lands belonging to the x<sup>w</sup>məθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səl̓ílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations.

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## INTRODUCTION

# The \$10aDay Plan

### The Plan evolves through community dialogue and reflection

In 2010, CCCABC and ECEBC initiated an extensive engagement and consultation process about our emerging plan. This included an online survey, written responses, community presentations, and visits to communities across BC. The Plan we released in 2011 was stronger as a result of this broad-based input and clearly resonated with diverse communities and sectors. The message was clear. While communities were doing the best they could to innovate and meet community needs — system change was required.

The \$10aDay Plan charts the way to build the system and make quality affordable services the common daily experience for children and families across British Columbia.

Since its initial release, we continue to actively engage in community dialogue and visits, with new editions to reflect changing contexts. As of today, the Plan has the support<sup>8</sup> of 51 local governments, 31 school districts, community organizations, unions, businesses and individuals representing more than 2 million British Columbians.

As government continues to implement the Plan and to work with British Columbians to build the system BC needs, we will reflect on the emerging successes, lessons and challenges.

### The Plan builds on well-established evidence

An ever-expanding body of research clearly demonstrates that:

- Public spending on the early years is a wise social and economic investment;
- Quality child care is early learning;
- High quality early years programs promote healthy development;
- Children and families need, and have a right to, quality early care and learning; and
- Sound public policy builds universal systems that meet the diverse needs of today's families.

### The Plan is a “made in BC” solution

This Plan grew out of the lived experience in BC and builds on our strengths. It also owes much to lessons learned elsewhere. Based on the evidence, it rejects commercial big-box child care as the answer to the current child care chaos and instead looks to public systems that work well — systems that integrate child care and education under one lead ministry (commonly Education), and where early learning and child care come together as strong and equal partners.<sup>9</sup>

### The Plan responds to conflicting realities

BC families have access to a world-class publicly funded and publicly delivered school system for children in kindergarten through Grade 12. This system, while not perfect — particularly for children with special needs — serves children in every community across the province, has infrastructure, facilities and well-educated teachers who have public respect and are relatively well-compensated. Through legislation, all children have the right to participate in our public education system with no user fees for families.



However, BC families still face chaos in accessing quality, affordable early childhood education (child care) for children before they start kindergarten, and for school-age child care. Government has taken initial bold steps to lower fees and has started to raise ECE wages and create more licensed spaces. But much more remains to be done. Fees are still high and wait lists are too long with licensed spaces for less than 20 per cent of children. And, the wages of college trained early childhood educators are still so low, many are forced to leave the field to earn a living wage.

### The Plan incorporates the best of child care and public education

The Plan focuses on creating a system for child care programs currently regulated under the Community Care and Assisted Living Act, Child Care Licensing Regulation. This includes licensed family child care, multi-age programs, preschool, group child care for infants, toddlers and 3 to 5-year-olds, and school age care. The Plan also includes recommendations for better integration of early care and learning in kindergarten and Grade 1.

This focus, which flows from the mandates and expertise of CCCABC and ECEBC, affirms the pivotal role child care plays in supporting families. Licensed BC child care providers interact, on a regular basis, with the families of more than 100,000 children monthly, making child care the largest front line support service for BC families with young children. Given the child care chaos experienced by many families, child care is a top priority.

We support strong family policies and comprehensive services including a poverty reduction plan, enhanced maternity and parental leave, pre/post-natal health services, family resource and parent education programs, and early intervention services—just to name a few. We remain committed to working with the broader early years' services sector and beyond to meet the needs of all families and children.

**Government has taken initial bold steps to lower fees and has started to raise ECE wages and create more licensed spaces. But much more remains to be done.**

### The Plan has already started

Change is never easy—perhaps least of all for child care providers who have faced years of instability, low wages, and broken promises. Yet, in Year 1 of implementing the new system, the child care sector came on board with 90 per cent of eligible providers voluntarily applying to opt in to the new Child Care Fee Reduction Initiative. This demonstrates an openness to learn and a generosity of spirit: all values at the core of quality early care and learning programs. We are confident that with these values early childhood educators will continue to help change the world for children, their families and the workforce as the new system evolves.



## Moving Forward and Learning

We value opportunities to further engage with and learn from Indigenous peoples: First Nations peoples wherever they live, peoples of the Métis Nations, and Inuit peoples. We respect and support the inherent right of Indigenous peoples to control Indigenous education.

As the new system develops, key elements require deeper analysis and refinement. These include a provincial wage grid for educators, aligning the child care regulatory framework with the new system, integrating Supported Child Development and Child Care Resource and Referral, embedding early childhood practices into kindergarten and Grade 1, strengthening the school age child care component of the Plan, recognizing diverse experiences and cultures of children and families new to Canada, and coordinating implementation with public partners.

We and many others acknowledge there are fundamental differences between child care and other early years programs. Other early years programs receive public and/or philanthropic operating funds, are delivered by non-profit organizations or public institutions, and are available to families, regardless of income, at little or no cost. All programs and services for young children need these elements to thrive. To date, child care has not fully benefited from these conditions. That is why fundamentally different approaches are required to fix the child care chaos.

Finally, the \$10aDay Plan continues to generate unprecedented interest. Policy makers have embraced the vision of universality. There is a commitment to implementation, and elements of the Plan are in progress. We stand ready, willing and able to help.

### A note on language

For the purpose of the \$10aDay Plan, Indigenous refers to First Nations peoples wherever they live, peoples of the Métis Nations, and Inuit people.

With the exceptions of forms of Indigenous family and child supports, and respecting the autonomy of their ongoing development, use of the term 'child care' should be considered to include licensed group care, licensed family child care, licensed multi-age programs, licensed preschool, and licensed school-age child care.

The terms 'early care and learning' and 'early childhood education' are used interchangeably with the term 'child care'.

# The Big Picture

## Conditions Needed to Support the \$10aDay Plan

This Plan includes three conditions to support a child care system: government commitment to strong family policy, Indigenous control over services for their communities, and adequate and stable funding.

### Federal and Provincial Government Commitment to Strong Family Policy

The 2015 report *Make BC's Young Children and Families a Priority: A Call to Action*, published by First Call: BC Child and Youth Advocacy Coalition, summarized extensive research confirming that governments need to take decisive action to meet our collective responsibilities to all families with young children, including Indigenous families and communities.<sup>10</sup>

Population-wide, families with young children are currently squeezed for time, incomes and/or services — the three key elements of strong family policy.<sup>11</sup> Communities cannot reduce this pressure on their own. Only senior levels of government can introduce, fund and sustain policies and programs at the scale and scope required to help young children and their families thrive.

Action on these issues will honour the commitment Canada has made to protect and advance the rights of young children and their families through a number of UN conventions, including the Convention on the Rights of the Child and the UN Declaration on the Rights of Indigenous Peoples. Substantial and meaningful public investments will also provide social and economic benefits across the province.

The good news is that both the federal and BC governments have recently taken some action in all three family policy areas:

**FAMILY TIME:** The federal government has made parental leave benefits available to both parents, in two parent families, and lengthened the benefit period so that maternity and parental leave can now be extended to 18 months, as this Plan recommends. However, the benefit payments have not increased, and eligibility requirements remain a significant barrier to access, so many families are not able to or cannot afford to fully utilize this essential program.

**FAMILY INCOMES:** In 2016, one in five BC children was growing up in poverty. While child and family poverty in BC has been far too high for years, First Call's *2018 BC Child Poverty Report Card*<sup>12</sup> expressed cautious optimism for the future. A more generous federal Canada Child Benefit is already reducing the depth and rate of family poverty, and in 2018 the federal government tabled a Poverty Reduction Plan. However, no new spending initiatives were attached to their Plan. Also in 2018, the BC government's Poverty Reduction Strategy Act was passed unanimously by the BC Legislature. The Act includes specific targets, timelines and other requirements for the implementation strategy, due in 2019.

**CHILD CARE SERVICES:** The \$10aDay Plan supports a continuum of early years programs and services to meet the diverse needs of BC children, families and communities. Yet, the lack of access to quality, affordable child care in BC has reached crisis proportions for families. First Call: BC Child and Youth Advocacy Coalition endorsed the \$10aDay Plan and, together with its many partners, consistently advances the Plan as the solution to BC's child care chaos.



The current BC government's commitment to implement \$10aDay Child Care, and its substantial policy and funding actions to date, are detailed in this Plan. These provincial actions are supplemented by the federal government's recent budget commitments to transfer early learning and child care funds annually to provinces and territories. BC, like other provinces, has signed a bilateral agreement for three years of federal funding (approximately \$51 million annually until March, 2020). The federal government has committed funding at this level, at a minimum, for 11 years in total.

The federal government's level of child care funding, while welcome, is not yet sufficient to achieve its stated commitments to gender equality or family affordability. Nor is \$51 million annually consistent with the projected returns to the federal government from \$10aDay Child Care, which are estimated to reach almost \$700 million annually on full implementation.

Nonetheless, the absence — or weakness — of a federal funding commitment does not absolve BC of the responsibility of implementing the \$10aDay Plan.

## Indigenous Self-Determination

We recognize the significance of the Truth and Reconciliation Commission (TRC) of Canada, and specifically the TRC's Final Report and Calls to Action. TRC principle of reconciliation #1 identifies the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation "at all levels and across all sectors of Canadian society."<sup>13</sup> Further, Call to Action #12 calls upon "the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families."<sup>14</sup>

By Indigenous laws, Indigenous peoples are responsible for the care and raising of Indigenous children. This is affirmed as Indigenous rights, and state obligations, by the UN Declaration on the Rights of Indigenous Peoples, to which federal and provincial governments have committed. Through the new Indigenous Early Learning and Child Care Framework (co-developed by the Government of Canada and First Nations, Métis and Inuit representatives, and supported by the BC government), Indigenous peoples will be supported to restore their own authorities for their children, families and communities' futures in ensuring that every Indigenous child and family in BC has access to spiritually enriching, culturally relevant, high quality early childhood development and care services.

We fully support and respect these rights and processes, and call on the federal and BC governments to ensure Indigenous peoples have the resources required to restore their own authority for their children and thereby, for the futures of their families, communities, and nations.

We recognize that we have a responsibility to initiate decolonizing transformations in non-Indigenous communities and we will continue to seek appropriate opportunities to support our Indigenous colleagues in assuming their rightful leadership roles in the Indigenous governance of child and family supports.

Our full support for the rights of Indigenous communities to restore their authority for their children's early development and care does not absolve the rest of the early care and learning system of its responsibility to provide culturally relevant and affirming programs within new ethics of learning to better inherit the histories of these places.

As government begins to expand and update ECE educational opportunities, we will work to ensure that all ECEs are educated about the history, cultures and practices of Indigenous peoples (as appropriate) and about colonialism's continuing impacts. Educators can then carry out their responsibility to implement these learnings in the programs they develop and provide for all children. All will benefit in relations of reciprocity and justice, mostly in ways few have yet begun to imagine.

## Adequate and Stable Funding

The transformation of child care services from a "user fee" market system to a publicly funded and delivered system is critical to the success of the Plan. Achieving BC's stated public goal of universality will require significant additional public funding and a fundamental change in the way these funds are delivered. BC Budget 2018 began this process.

Based on multiple costing models, the estimated additional operating cost for a universal, quality, inclusive child care system for BC children under the age of 6 is \$1.5 billion annually (\$2017). As this Plan also includes services for elementary school age children, the full operating costs would be somewhat higher. Yet, economists also identify multiple benefits that offset these costs and the experience from Quebec demonstrates that its \$7 per day system more than pays for itself.

The CCPA-BC report *Solving BC's Affordability Crisis in Child Care: Financing the \$10 a Day Plan*<sup>15</sup> confirms that the near-term benefits, solely from increased labour force participation that access to child care creates, almost pays for the cost of the Plan.

The benefits associated with public investment in the \$10aDay Plan were also further confirmed in 2017 by the Centre for Spatial Economics in its report *Socio-Economic Impact Analysis of the \$10aDay Child Care Plan for BC*.<sup>16</sup> This report concluded that full implementation of the Plan will generate sufficient government revenues to pay for the government spending required to build and operate the system. The Plan's proposed implementation strategy requires annual increases in government funding, ideally from both federal and BC governments, with a commitment to stable, long-term funding. A complementary capital budget to retrofit existing and create new quality publicly-owned spaces will be required, as will a higher level of investment in ECE post-secondary education. Public funding must be tied to clear system accountability measures with transparent monitoring to ensure it is used to achieve public goals.

**The Plan welcomes in all existing child care services who are prepared to meet accountability measures for new public funds. The successful, new Child Care Fee Reduction Initiative demonstrates that funding can be delivered to existing providers through contracts for service.**

The Plan welcomes in all existing child care services who are prepared to meet accountability measures for new public funds. The successful, new Child Care Fee Reduction Initiative demonstrates that funding can be delivered to existing providers through contracts for service.

As boards of education develop new programs to meet demonstrated needs, these programs will be funded directly by boards of education as is the kindergarten to Grade 12 system.

# From a Patchwork to a Democratic System

## Legislative and Policy Change

Historically, the development of child care in BC has depended on the initiative of community groups and individuals. However well-intentioned, this has resulted in a patchwork of isolated programs, high levels of operational fragility and no guarantee that programs exist where they are most needed. While ad hoc development has not worked for children, families or communities, it is no surprise that some providers value the autonomy they now have over their operations.

The shift from stand-alone programs, no matter who operates them, to a cohesive, democratic system will take time — perhaps a generation. With the right elements in place the next generation of early childhood educators will enter a system in which they are respected and supported by the communities to whom they are accountable.

The Plan includes initiatives that are the foundation of a democratic system: legislation, a new home in the Ministry of Education, a new role for boards of education, and inherent Indigenous rights.

### An Early Care and Learning Act for BC

A new Early Care and Learning Act will turn international commitments to honour children's, families' and Indigenous rights to quality early childhood programs into law — for which government can and will be held accountable.

The proposed new Early Care and Learning Act will enshrine the rights of:

- All young children, from birth to kindergarten, to access high quality, integrated care and learning services that respect their unique developmental needs;<sup>17</sup>
- All children, from kindergarten to age 12, to access high quality school aged care before and after school and during school breaks that responds to and respects their developmental needs;
- All families, on a voluntary basis, to access quality, affordable care for their children;
- Families to be actively engaged in their children's early care and learning programs;
- Indigenous peoples to govern, develop, and deliver early care and learning services that meet the needs of their children, families, and communities;
- Children with extra support needs to be fully supported and included; and
- Children from families facing economic, social or cultural barriers to be fully supported and included.

The Early Care and Learning Act will also define how the system is governed and funded, and set out the regulations within which services operate. This Act will replace the current provision for "early learning programs" in the BC School Act, which narrowly defines Ministry of Education early learning programs as those designed to "improve readiness for and success in kindergarten" and restricts access to only those children whose parent or designated caregiver can attend with them.<sup>18</sup> The Act will expand the current School Act language requiring boards to establish a policy promoting the use of board property by licensed child care providers. The Early Care and Learning Act will also ensure new child care in or on school grounds is delivered by public or non-profit bodies.

Enshrining access to early care and learning as a right equal to the right to public education will help overcome the historic divide between relatively well-funded, universal public education services and relatively poorly funded, poorly regulated, privatized child care services.

An Early Care and Learning Act would bring "child care" to the table as a strong and equal partner with public education and help protect against a downward extension of a narrowly defined academic readiness approach to programs for young children.

## A New Home for Child Care in the Ministry of Education

While BC's public schools face challenges, a new home in the Ministry of Education provides a historic opportunity to extend the strengths of the public education system to a public system of child care. These strengths include:

- **Universal entitlement for all children.** The School Act provides this for children from age 5 and up; the new Early Care and Learning Act would provide this for children from birth to 12 years of age.
- **Public funding.** BC law requires that no user fees be charged for kindergarten to Grade 12 education.<sup>19</sup> This Plan proposes a move to affordable access to child care with no user fee for families with household incomes under \$45,000 annually, with the majority of costs covered, as in the education system, through public funding.
- **Democratic control.** Elected boards of education can strengthen civic engagement in, and ownership of, a public child care system.
- **Public understanding and support.** Just as the public expects and accepts schools in every community, they will come to accept and expect child care as well.
- **Respect and fair compensation for the workforce.** The Plan proposes a way for early childhood educators to increase their education and strengthen their profession.
- **Infrastructure to deliver.** Rather than create new administrative structures, this Plan proposes to make use of the existing infrastructures and mandates of the Ministry of Education and boards of education including the resources and expertise to plan, build, and operate publicly owned schools in communities across BC. The Ministry of Education already has the mandate for early learning, yet responsibility for 'child care' remains within the Ministry of Children and Family Development. It's time to end this false divide between early care and learning because, quality child care *is* early learning.



**A new home in the Ministry of Education provides an historic opportunity to extend the strengths of the public education system to a public system of early care and learning.**

A home in education does not mean children would start school at a younger age or that all new child care programs would necessarily be located in schools. Rather, this Plan calls for the Ministry of Education to be responsible for a system of community-based child care and school age child care programs for children from birth to 12 years. Children will still start school at age 5 when they enter kindergarten.

To fulfill this new mandate, the existing Child Care Branch within the Ministry of Children and Family Development with a Minister of State for Child Care will move into the Ministry of Education. This will ensure that existing child care expertise and political responsibility for child care are well represented within Ministry of Education. Over time, child care related functions, such as licensing, in other ministries will also move to the Ministry of Education.

## A New Role for Boards of Education

With a new home in the Ministry of Education, elected boards of education would be mandated and funded to plan, develop, and govern the delivery of a range of child care programs in their districts — whether these programs are located in community or school facilities. This new mandate builds on the commitment to children and youth, engagement with stakeholders and the relevancy boards of education have within their communities.

To undertake these new responsibilities, school districts would be required to:

- Establish a Child Care Council with membership including senior representatives of public partners in the community; local government Councillors, Community Care Licensing, Medical Health Officer, Chief Librarian, Parks & Recreation, Economic Commission, Labour, and the child care sector.
- Develop capacity-supporting linkages and reciprocal partnerships supportive of Indigenous leadership in and for Indigenous early care and learning.
- Using a template provided by the province, work with the local Child Care Council to develop and implement child care plans. With annual targets and reporting benchmarks, these plans would guide the integration of existing child care services into the education system and the development of new child care services to meet unmet needs, within a 10-year implementation strategy.
- Designate at least one elected board of education trustee as an early care and learning liaison.
- Create dedicated senior staffing positions for early care and learning within the district.
- Ensure that all child care programs operate in stable and appropriate quality spaces, whether in schools, on school grounds, or in the community.
- Provide professional development for school district administrators and staff about the board's new responsibilities and programs.

Local governments also have an important role to play in ensuring that child care is encouraged in their communities. In 2019, planning and capital grants will be distributed through the Union of BC Municipalities and from Ministry of Children and Family Development (MCFD) to local governments to develop child care plans and create new spaces. In order to ensure that these initiatives create greater cohesion, rather than fragmentation, local government should partner with school boards and other public partners in Child Care Councils that are described above.



**With a new home in the Ministry of Education, elected boards of education would be mandated and funded to plan, develop, and govern the delivery of a range of child care programs in their districts — whether these programs are located in community or school facilities.**

# Children and Families Come First

## Child Care Services

The central goal of the new public child care system is to meet the needs of children and families. While the policy environment and governance structure outlined above lay a foundation for that system, it is the services this foundation supports that matter on a daily basis for children, families and educators

With a well-functioning system, families can access quality care and learning services when and where they need them, without having to worry about the infrastructure that makes it possible. This Plan provides an innovative set of services that build on the strengths of the public education system and quality early childhood education.

### Putting Care at the Core

Initially, the Plan suggested that all child care programs participating in the new system be designated as Early Years Centres. However, as the previous government used the term Early Years Centres to describe a very different concept, the term became confusing. So, in this edition of the Plan, we return to using 'child care' as the common terminology for licensed group care and licensed family child care, licensed preschool, licensed school-age and licensed multi-age programs. The Plan continues to recommend that, at the neighbourhood level, child care programs affiliate into Neighbourhood Networks

**The central goal of the new public child care system is to meet the needs of children and families.**

### Child Care Programs

These include programs currently licensed under the Child Care Licensing Regulations, e.g. group care for infants, toddlers, and 3 to 5-year-olds, family child care, multi-age and school-age programs and preschools for 3 to 5-year-olds. While existing programs could keep their current name, the names of all new programs will include 'child care' or 'preschool'.

The vast majority of existing child care programs are demonstrating their willingness to be part of the new evolving system. They have opted into the Child Care Fee Reduction Initiative and agreed to be accountable for the new public funds they receive. This is consistent with the Plan's recommendation that the new system begin by building on existing strengths.

Over time, new child care programs will be developed and delivered by boards of education who will have the mandate and resources to fund and operate services, employ the staff and maintain the facilities — just as they do for the K–12 public education system.

Both existing and new child care programs will have common elements. They will be:

- Staffed by qualified early childhood educators, family child care providers, school-age child care providers;
- Play-based programs where children have opportunities to develop physically, socially, emotionally, morally, spiritually, culturally, cognitively and creatively, where each child's self-esteem is enhanced, and a warm, loving atmosphere is maintained;



- Places that support a partnership between families and early childhood educators through positive and respectful relationships;
- Diverse enough to offer a range of pedagogical approaches to early childhood education (Reggio Emilia, Montessori, etc.);
- A BC way to meet the developmental needs of children that puts “care at the core” and also meets the needs of working families, including shift workers;
- An alternative to pre or junior kindergarten which is typically limited to school day hours in a classroom context; and
- Be in respectful and supportive engagement with processes pursuant to the realization of Indigenous rights in early learning and child care.

These elements reflect a shift from independent operations to participation in a democratic system and as programs meet the new accountability requirements they will affiliate, at the neighbourhood level, with other providers into a Neighbourhood Network (see below).

### Child Care Program Funding and Accountability

Child care programs will provide the core services delivered by the new public system. This approach is partially demonstrated by the new \$10 a day prototype sites province-wide.

As such, they will receive operational funding, through new public investments in child care to meet five system accountability measures:

1. Cap parent fees at \$10 per day for full-time, \$7 per day for part-time, and no user fee for families with an annual income of less than \$45,000;
2. Meet improved staff education and wage levels at an average of at least \$25 an hour plus 20 per cent benefits (*the \$25 average was originally established in 2009 and requires updating to current dollars which reflect the increase in the cost of living and comparative equity across professions*);
3. Welcome all children, including those with extra support needs;
4. Address demonstrated community need; and
5. Offer play-based programs that are consistent with the BC Early Learning Framework or Indigenous Early Learning and Child Care Framework.

Existing child care programs that opt into the new system will continue to be funded through enhanced contracts as with the Fee Reduction Initiative and Wage Enhancement. As child care moves into the Ministry of Education, management of these contracts will move from the MCFD to local boards of education. New child care programs developed by boards of education and other public partners will be funded directly by those boards just like kindergarten. A formula to recognize differences in regional operating costs will be required.



Child care programs will be accountable for public funds through mechanisms such as open financial records, filed financial statements, audits, tax returns and other transparency measures consistent with the approach incorporated into the \$10 a Day prototype sites.

During the transformation period to the new system, the current child care subsidy program, called the Affordable Child Care Benefit as of September 2018, will remain in place to support families who do not yet have access to an affordable licensed space in a child care program. As fees come down for all participating programs, the need for this benefit will be reduced over time.

During the transformation period, approved fee increases will be reasonable and transparent with full disclosure to parents of the rationale for the increase.

Providers who choose not to opt-in to the system will be able to continue to operate independently, if they meet licensing requirements; however, they will not receive the new public funds.

## Neighbourhood Networks

Neighbourhood Networks are proposed clusters of existing licensed child care programs that have opted-in to the new system and new programs developed as part of that system.

These networks will integrate individual programs into a child care hub at a neighbourhood level—offering a range of programs from which families can select the ones that meet their needs.

Through Neighbourhood Networks, early childhood educators, school age providers, and family child care providers will be part of a collegial team, learn from and with each other, share resources and pursue career paths.

As a partner in the services delivered by boards of education, Neighbourhood Networks will have close working relationships with the schools in their community—easing the transition for children and sharing resources.

Neighbourhood Networks will also be key players in a coordinated and integrated broader system of early years' services through representation on their local Child Care Council to help determine unmet needs and plan for growth in the system.

Just like individual child care programs, Neighbourhood Networks will first evolve from existing providers who are participating in the new system. Boards of education will then be responsible for developing and integrating new child care programs into neighbourhood based Networks in response to the needs identified in their early care and learning plans.

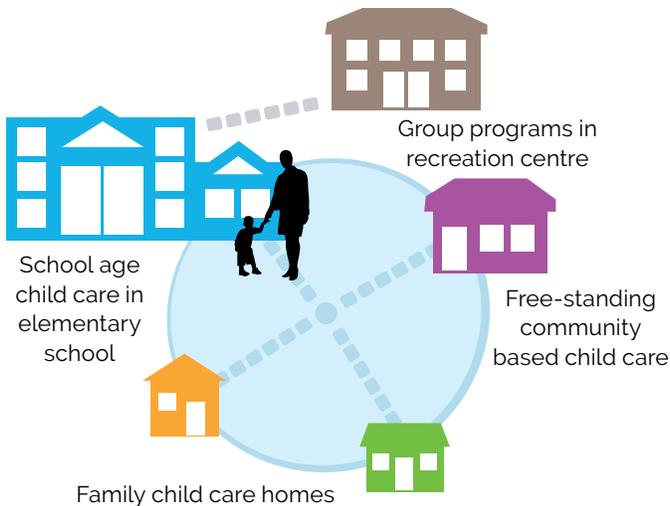
Over time, Neighbourhood Networks will exist in every community—just like elementary schools exist across BC, including in rural communities.

For examples of how Neighbourhood Networks might look, see page 16.

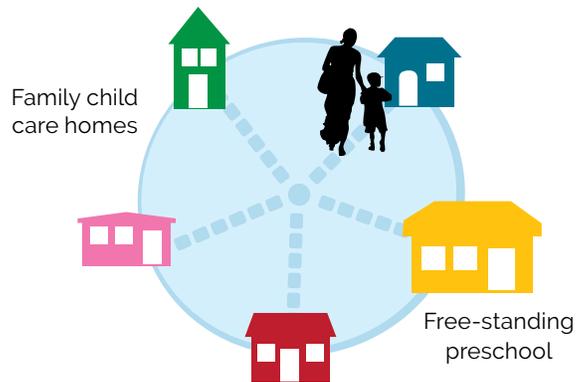
# Neighbourhood Networks: Some Examples

## Evolving Neighbourhood Networks from existing providers

An **urban** Neighbourhood Network that brings together existing:

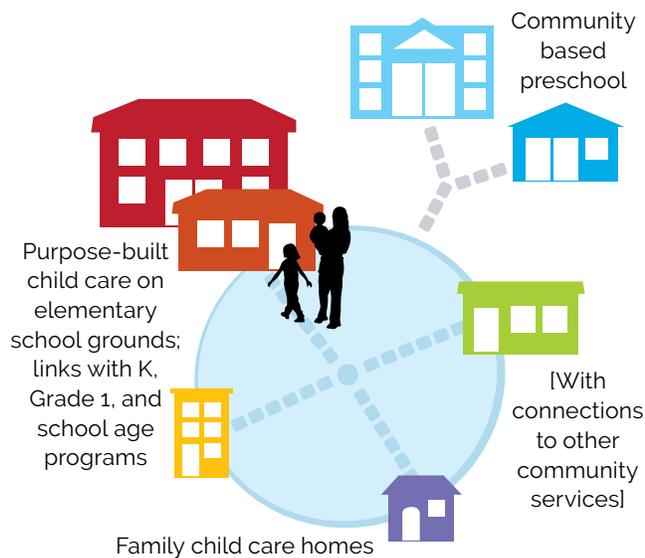


A Neighbourhood Network in a **small community** that brings together existing:

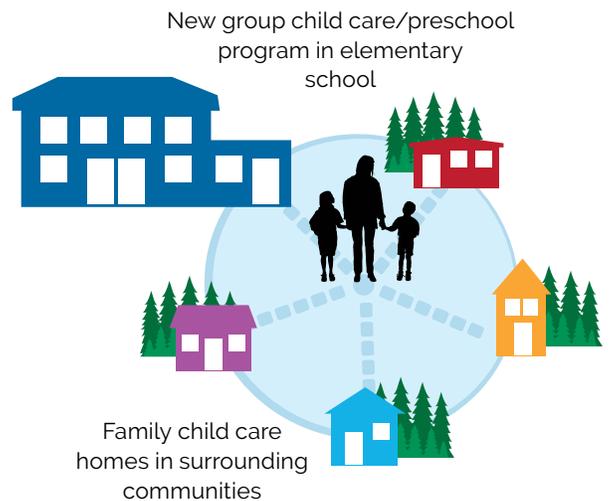


## Creating new Neighbourhood Networks to meet demonstrated needs

A new **urban** Neighbourhood Network that includes:



A new **rural** Neighbourhood Network that includes:



## Kindergarten and Grade 1

Quality early care and learning programs are critical to children's development and, whether in child care, kindergarten or Grade 1, share many common features. While school entry will still begin at age 5, and kindergarten and Grade 1 will continue to be governed by BC's School Act, this Plan integrates the first two years of school into the system of early care and learning.

To offer children optimal care and learning experiences, this Plan enhances kindergarten and Grade 1 by:

- Having qualified early childhood educators (ECEs) work with teachers as professional colleagues in order to support full school day, play-based programs, acknowledging the need for protected class size and composition so that the addition of ECEs enhances current ratios;
- Offering an extended full day and full year program for working and other families who want or need it, at the same location and with stable adult/child relationships;
- Respecting the vital role played by education assistants (EAs) in public schools and working with them to support the successful inclusion of children with extra support needs; and
- Enhancing early childhood education expertise and perspectives within the kindergarten to Grade 12 system.

## School Age Care

Quality school age care plays a critical role in supporting children's development through the important middle years. While at work or study, families rely on school age care for their children. Consistent, genuine and caring relationships with qualified school age care educators who support children's growing independence are an essential element of an effective early care and learning system.

Licensed school age programs will offer before and after school care and full day care during non-instructional days and school breaks for children from Grade 2 to the end of Grade 7. School age programs will work in cooperation with other community services to provide care that meets the full spectrum of children's developmental needs throughout the year.

Like other child care programs:

- Boards of education will be responsible for providing quality school age programs wherever there is an unmet need.
- School age care programs will receive public operating funds to meet the five system accountability measures:
  - » Cap parent fees at \$10 per day for full-time, \$7 per day part-time, no user fee for families earning less than \$45,000 annually;
  - » Meet improved staff education and wage levels at an average of \$25 per hour plus 20 per cent benefits (*updated to current \$*);
  - » Welcome all children, including those with extra support needs;
  - » Address demonstrated community need; and
  - » Offer programs that support children's holistic development.
- Existing school age providers who want to be part of the new system and agree to meet these accountability measures will be welcomed in to the new system and funded through contracts for service or similar funding mechanisms with boards of education.

# Building Capacity

## Investing in the Workforce

Successful implementation of the \$10aDay Plan depends on investing in a diverse, respected, well-educated and fairly-compensated workforce.

This will:

- Enhance the quality of child care programs by raising educational standards for all providers;
- Build on ECEs' ethical commitment to pursue, on an ongoing basis, knowledge, skills and self-awareness to be professionally competent;<sup>20</sup>
- Respect the culture, values and expertise of the field of early childhood education;
- Move ECEs toward parity with teacher credentials and remuneration; and
- Recognize and act on additional responsibilities for capacity development to Indigenous peoples per UNDRIP.

A comprehensive workforce development strategy and initial wage enhancement have been launched by the provincial government in conjunction with the Early Childhood Educators of BC. Yet, much remains to be done to build the ECE workforce. Lack of adequate compensation remains a serious concern and needs to be addressed through accelerated wage enhancements and the development of a provincial wage grid to support the move towards an average wage of at least \$25 an hour plus benefits (*Updated to current \$*).

This Plan also recommends three educational investments for building workforce capacity: a Bachelor of Early Childhood Education as a new educational standard, a diploma as a minimum credential for providers, and support for existing ECEs and providers to upgrade their qualifications.

### Bachelor of ECE as the Educational Standard

Bachelor of Early Childhood Education (BECE) degrees should reflect the breadth and depth of knowledge required to support all aspects of the new system, including care for children from birth to age 12 in a variety of settings, care for children in mixed age groupings, support for children with extra needs, and partnering with teachers and other staff members in kindergarten and Grade 1 classrooms. Articulation with related degrees in fields such as Child and Youth Care would be required. Post-baccalaureate diploma programs with early childhood education specialties for teachers and other professionals should also be available.

After five years of *full* implementation of the \$10aDay Plan, the goal is that at least one early childhood educator in every child care program, kindergarten, and Grade 1 class, will hold a Bachelor of Early Childhood Education degree or a bachelor's degree with an early years specialization from a closely related field. It is recognized that BC needs a continued increase in public post-secondary opportunities in early childhood education, including more distance and online learning. To accomplish this goal BC needs a substantial and sustained public investment into the ECE recruitment and retention strategy, including public post-secondary investments.



## Diploma as the Minimum Credential for Providers

This Plan includes establishing a diploma as the minimum credential for all child care providers working in licensed programs, including those working in family and school age care. This goal recognizes that current educational requirements for ECEs, as well as family and school age providers, are not commensurate with the importance and value of their work and relegate the sector to low wages and recruitment and retention problems.

This standard builds on existing ECE diploma and certificate programs, the Good Beginnings Program for family child care, the Responsible Adult Course, and other courses related to school age care. Diploma programs would address the work done across the sector, including the specific work done in family and school age care, and be articulated with BECE degrees so that diploma graduates enter a bachelor's program at year two or three.

## Support for Providers to Upgrade Qualifications

The goal of supporting existing ECEs and providers to upgrade their qualifications recognizes that while future practitioners will enter the sector with new educational standards in place, existing practitioners may need support to upgrade their education. This process is underway through the new provincial workforce development strategy and includes professional development funding and enhanced bursaries.

Existing training and experience will be recognized in a new provincial wage grid and the Plan's costing model includes annual funds for practitioners to upgrade their education while they continue to work. Educational opportunities must be available across the province and made accessible for all. Public post-secondary institutions across BC are already working to strengthen their capacity to offer increased educational opportunities in early childhood education. We continue to stress that the long term vision of this Plan will inform these developments. Strategies to welcome ECEs who have left the field back into the new system are also required.

Mature providers who may not want to upgrade their education to the new standards will be able to remain in their current positions, with their current qualifications, until they decide to retire or move on.



**Mature providers who may not want to upgrade their education to the new standards could remain in their current positions, with their current qualifications, until they decide to retire or move on.**

# Secure the Progress, Sustain the Momentum, Build the System

In 2018, Year 1, the new provincial government focused on immediate and concrete actions. This was the right way to go. But, as we enter Year 2, it's time to clearly articulate a vision of the system we need to build. Only then can we ensure that every step BC takes over a 10 year implementation process leads in the best direction.

The international evidence is clear: in countries with universal access to child care, the majority of services are publicly funded and delivered with low maximum parent fees and some amount of free provision. BC has made progress by funding new child care prototypes and young parent programs to ensure low and capped fees. Yet, for the most part, BC is still far from reaching the goal of universal access — with spaces for less than 20 per cent of children, very few of which are publicly delivered. The \$10aDay Plan articulates a clear vision and the system building steps required to get us there. The ability of the Plan to achieve its vision depends on a system-wide commitment to Indigenous early learning and child care.

Here are the system building steps that government should take to lock in the progress and build on the success of Year 1.

## Step 1: Enact Legislation

As all three major BC political parties now support action on child care, it is time for them to pass an Early Care and Learning Act within the Ministry of Education that enshrines the rights of children and families to quality, affordable child care and the rights of Indigenous peoples to Indigenous-led services. This will provide a stable legislative and regulatory framework for system building and imbed child care as a key responsibility of governments now and into the future.

## Step 2: Ensure Stable and Accountable Funding

The initial new provincial commitment of more than \$1 billion over three years was the largest single investment in child care in BC's history! It made it possible to begin fixing BC's child care chaos. Now, as the system grows over the next 10 years, current and future governments will need to invest incrementally — about \$200 million a year — until we reach quality, affordable, universal access for those families that chose to use child care services.

As public investment grows, accountability measures must be strengthened to ensure that public funds achieve public goals. To start, participation in the Child Care Fee Reduction Initiative by eligible services should be a pre-condition for receipt of all other provincial funding.

Child care funding then needs to be aligned with funding mechanisms used for other public services. This requires separate operating and capital budgets. This did not occur in Year 1 when all funding — including funds to create new spaces — was in the Ministry of Children and Family Development's (MCFD) child care operating budget. MCFD made significant progress using the tools it has available. Yet, Year 1 demonstrates that relying on reactive, one-off grants limits government's ability to develop a long term capital plan or ensure that public funds build public assets.



## Operating Budget for Child Care

With separated budgets in the place, the child care operating budget would focus on affordability and investing in the workforce as follows:

### AFFORDABILITY

There were two big affordability successes in Year 1.

- Universal Child Care Prototype Sites, where public funding is bringing fees down to a maximum of \$10aDay for all families in 53 diverse child care sites across BC.
- Child Care Fee Reduction Initiative, where public funds are lowering fees by up to \$350 a month benefiting over 50,000 families. To date more than 90 per cent of eligible programs have opted-in to the new system.

Both of these programs build on key elements of the \$10aDay Plan. They welcome in existing providers, hold them accountable for using new funds to lower fees, limit future fee increases and lower fees for all families.

### A note on public policy

Universal Child Care Prototype Sites and the Child Care Fee Reduction Initiative are both good public policy and chart the way forward.

The other affordability measure, the Affordable Child Care Benefit, (ACCB) is less effective. As recommended by the \$10aDay Plan, it helps eliminate fees for low-income families. It also offers some short term affordability relief for others. But, beyond that, it is essentially an expanded income-tested subsidy.

Subsidies are NOT the way<sup>21</sup> to build or fund a public system. It's not the way we fund schools, libraries, hospitals, or other BC early learning programs like Strong Start. In fact, there are no international examples of universal, affordable, quality child care systems that fund child care through fee subsidies and program grants.



The \$10aDay Plan calls for direct, accountable operating funds to child care programs to bring fees down for all families (as in the Child Care Fee Reduction Initiative) rather than investing significant public funds in income-tested subsidies.

In coming budget years, government should:

- Accelerate the expansion of Universal Child Care Prototype Sites, ensuring they serve all regions of the province; and
- Ensure that the Fee Reduction Initiative grows at a rapid rate so that fees come down in all licensed programs, thus reducing the need for subsidies.

The federal government must continue to fund the expansion of Indigenous early learning and child care as directed by Indigenous leadership.

### INVESTING IN THE WORKFORCE

One of the most significant challenges to building a quality child care system is recruiting and retaining qualified early childhood educators. While some steps were taken in Year 1—much more remains to be done if we are to have the well-educated and fairly compensated workforce we need to sustain existing, and open new, child care programs.

The \$10aDay Plan calls for raising educational levels of ECEs and increasing wages to an average of at least \$25 per hour plus benefits (updated to current dollars).

In coming budget years, government should:

- Accelerate the wage enhancements it provides to ECEs and develop and implement a provincial wage grid;
- Increase ECE educational opportunities and access to public post-secondary institutions; and
- Continue to strengthen the ECE comprehensive labour force development strategy.

### Capital Budget for Child Care

The separate capital budget will focus on growing the system so that public funds are used to develop and own public assets in a planned way. As public assets, new child care facilities will be financed the same way we pay for the construction of public hospitals, schools and roads. Like these public services, capital expansion of child care would be an integral part of the provincial capital budget with new licensed spaces planned for and developed on a multi-year frame.

## Step 3: Focus on Public Mandate to Plan, Develop and Deliver

As recommended in the \$10aDay Plan, Year 1 implementation built on the strengths of the current child care sector. Government welcomed all existing providers who were prepared to be accountable for new public funds into new affordability and wage enhancement measures. New spaces, delivered by all types of providers, with a priority on expansion with Indigenous and public partners, started to receive new public funds.

Government also offered grants to Indigenous communities, school districts, local governments and other public partners for local planning and child care development.

Yet, the experience during Year 1 makes clear that, without a clear public mandate to plan, develop and deliver child care, BC runs the risk of creating more rather than less fragmentation.

To achieve universal access in an integrated system, it is now time to focus on 'public' planning, development and delivery by acting on key elements of the Plan:

### A Mandate in the Ministry of Education

After extensive research, the \$10aDay Plan continues to recommend that BC follow the international and national trends and evidence by moving child care into the Ministry of Education. This remains the most effective way to achieve a high quality, affordable public system. Progress in Year 1 will bring child care into the Ministry of Education as a stronger partner in an existing, public universal system that is democratically governed, publicly funded and delivered.

The previous provincial government used the Ministry of Education to implement its biggest investment in young children during its years in office—the extension of half day kindergarten to full-school day kindergarten as a universal, publicly funded, free service. A growing number of school districts recognize that the future of early childhood education is within the MOE and are ready to start planning for that transition.

The \$10aDay Plan outlines the measures required to ensure that child care moves into the Ministry of Education as a strong and equal partner. Now is the time for government to establish a clear timeline and process for this move.

**There are no international examples of universal, affordable, quality child care systems that fund child care through fee subsidies and program grants.**

### Local Planning and Development

In Year 1, government recognized the need to purposefully plan for child care and, in partnerships with Indigenous communities and the Union of BC Municipalities, offered grants to local governments to create community based plans. This is a great first step! Now it's time to consider how best to implement these plans.

The \$10aDay Plan proposes that school boards work with local governments and child care community to plan for and develop child care services. To ensure this happens in a coherent way—it is time to create local child care councils that bring together all the key public and community partners. Under the leadership of the school board, these councils would have the responsibility and resources to plan and develop child care over the next 10 years and beyond.

This approach avoids fragmentation, facilitates efficient use of all public resources available in the community and consolidates child care development expertise in one place.



## Public Delivery

Currently, child care in BC is delivered by a mix of non-profit, for-profit (sole proprietors, partnerships, corporations), First Nations, and a small number of public providers. In the absence of a system, this mixed delivery developed on an ad hoc basis.

As we move from this patchwork to a system, it is time to focus on how best to support the growth of public delivery — a key condition for achieving a quality, universal system.

The \$10aDay Plan recommends that, over time, school boards assume responsibility for delivering new child care services on and off school sites. They would have the mandate and resources to operate and fund the services, employ the staff and maintain the facilities — just as they do for the K-12 public education system. In fact, many already deliver early learning programs that employ early childhood educators and some already deliver licensed child care.

Child care currently delivered by existing providers would be welcomed into this network, and, over time, some could move to public delivery. This ensures that existing child care services are not lost to the community because of individual decisions made by providers.

Child care programs currently located in schools could remain there and school boards could then contract with existing non-profit child care providers to deliver child care in their new public facilities. This builds on the expertise and community trust held by community organizations and ensures that public assets are not used for private gain.

Beyond that, as much as possible, school boards would deliver child care services directly — starting with the new child care facilities that are created as we move towards a universal system.

**TAKING THESE SYSTEM-BUILDING STEPS** incorporates the progress in Year 1, 2018, where families and educators have benefited from new public investments and lays out the map for how Years 2 to 10 can build on these initial successes so that over time all families will have the access they need to quality affordable child care, all educators will be well-educated and fairly compensated for their important work. If the \$10aDay Plan is to be realized, the Indigenous Early Learning and Child Care Framework must not be marginalized. These public investments respect a commitment to children's, women's, and Indigenous rights — and will benefit children's development, gender equality, and the economic health of our communities.

# Notes

- 1 Province of BC, "Child Care Fee Reduction Initiative," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/child-care-operating-funding/child-care-fee-reduction-initiative-provider-opt-in-status](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/child-care-operating-funding/child-care-fee-reduction-initiative-provider-opt-in-status)
- 2 Province of BC, "Universal Child Care Prototype Sites," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/universal-child-care-prototype-sites](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/universal-child-care-prototype-sites)
- 3 Province of BC, "Affordable Child Care Benefit," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-funding/child-care-benefit](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-funding/child-care-benefit)
- 4 Province of BC, "Supporting Early Childhood Educators & Care Providers," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/recruitment-retention-strategy](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/recruitment-retention-strategy)
- 5 Province of BC, "Childcare BC New Spaces Fund: Create New Spaces," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund)
- 6 Government of Canada, "Indigenous Early Learning and Child Care Framework," accessed January 15, 2019, [canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html](http://canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html)
- 7 BC Government news release, "Expansion of programs aid Indigenous children under six and their families," May 24, 2018, [news.gov.bc.ca/releases/2018CFD0036-001007](http://news.gov.bc.ca/releases/2018CFD0036-001007)
- 8 See our growing list of supporters and add your organization's name to the plan at [10aday.ca/endorse](http://10aday.ca/endorse)
- 9 A BC example of the integration of early care and learning is the Education Department of the Stz'uminus First Nation which operates the Nutsumaat Lelum Child Day Care.
- 10 First Call, *Make BC's Young Children and Families a Priority: A Call to Action*, March 2015, [firstcallbc.org/publications/make-bcs-young-children-and-families-a-priority-a-call-to-action/](http://firstcallbc.org/publications/make-bcs-young-children-and-families-a-priority-a-call-to-action/). This section of the Plan includes both direct and summarized extracts from *A Call to Action*.
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- 19 *Ibid.*, *School Act*, Section 82, page C-73.
- 20 Early Childhood Educators of BC, *Code of Ethics*, 2008.
- 21 See \$10aDay Policy Briefing Note, *Fee Subsidies Are Not the Answer: Increasing Fee Subsidies for Families Will Not Solve BC's Child Care Chaos*, October 2017, [d3n8a8pro7vhmx.cloudfront.net/10aday/pages/86/attachments/original/1509139380/10aDay\\_policy\\_briefing\\_note\\_SUBSIDIES\\_Oct\\_2017\\_web\\_3.pdf?1509139380](http://d3n8a8pro7vhmx.cloudfront.net/10aday/pages/86/attachments/original/1509139380/10aDay_policy_briefing_note_SUBSIDIES_Oct_2017_web_3.pdf?1509139380)

Note: CCCABC and ECEBC advance the Plan in ways that are consistent with their respective mandates and regulatory requirements. Both organizations individually and jointly provide public education about the Plan. As a registered charity, ECEBC also engages in a limited amount of permitted non-partisan advocacy which is directly connected to its charitable public education work. As a registered non-profit society, CCCABC advances the Plan through its advocacy campaign, and at [www.10aDay.ca](http://www.10aDay.ca).

# Moving The Plan Forward

Together we can make affordable child care a reality in BC

Our \$10aDay Plan, the *Community Plan for a Public System of Integrated Early Care and Learning in BC* offers a concrete, innovative and ambitious way forward. It provides a framework for significant and lasting system change. The support it has generated is unprecedented and only continues to grow.

We all have a role to play in promoting the Plan and ensuring it frames the ongoing public dialogue about child care. Let all elected officials know we want and expect the \$10aDay Plan to be implemented in BC. Support the \$10aDay Plan at [www.10aDay.ca](http://www.10aDay.ca):



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## School District Support for the \$10aDay Plan

If your district is not yet on the list, contact us for assistance in bringing it on board.

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[SD 23 Central Okanagan](#) – Endorsement letter

[SD 28 Quesnel](#) – Endorsement letter

[SD 35 Langley](#) – Endorsement letter

[SD 39 Vancouver](#) – Trustees and representatives support the Plan

[SD 41 Burnaby](#) – Report from meeting

[SD 42 Maple Ridge-Pitt Meadows](#) – Endorsement letter

[SD 43 Coquitlam](#) – Letter of support

[SD 44 North Vancouver](#) – Endorsement letter

[SD 45 West Vancouver](#) – Endorsement letter

[SD 46 Sunshine Coast](#) – Submission to Finance Committee

[SD 47 Powell River](#) – Meeting minutes (p. 3)

[SD 48 Sea to Sky](#) – Letter of support

[SD 50 Haida Gwaii](#) – Endorsement letter

[SD 52 Prince Rupert](#) – Endorsement letter

[SD 53 Okanagan Similkameen](#) – Endorsement letter

[SD 61 Greater Victoria](#) – Meeting minutes

[SD 64 Gulf Islands](#) – Letter to Minister Abbott

[SD 67 Okanagan Skaha](#) – Endorsement letter

[SD 68 Nanaimo-Ladysmith](#) – Endorsement letter

[SD 69 Qualicum](#)

[SD 70 Port Alberni](#) – Endorsement letter

[SD 71 Comox Valley](#)

[SD 72 Campbell River](#) – Meeting minutes

[SD 79 Cowichan Valley](#)

[SD 84 Vancouver Island West](#) – Endorsement letter

[SD 93 Conseil scolaire francophone de la Colombie-Britannique](#)

# Local Government Support for the \$10aDay Plan

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- City of **Campbell River** / 46
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We appreciate the financial and in-kind support of many individuals, organizations, trade unions, foundations and others, including:





# Childcare BC Universal Prototype Sites Frequently Asked Questions



**Updated: November 9, 2018**

Starting November 1, 2018, Childcare BC Universal Prototype Sites will begin testing a new funding and operational support model to move British Columbia towards a universal child care system. Parents with children enrolled at a prototype site will pay \$200 a month – or less – per child for full-time enrolment during regular business hours. For low-income families, child care could be free.

More than 50 prototype sites have been selected to represent the diversity of British Columbia’s geography, population and program types. They also reflect a range of operational models, including both non-profit and private organizations, so the Province can gain a deeper understanding of how best to support quality, licensed child care.

Around 2,500 licensed child care spaces are included in the prototype sites. Priority for the sites was given to those that provide licensed infant/toddler (under 36 months) spaces, though some prototype sites provide licensed child care for older children (aged 3 years to Kindergarten and school- aged).

Prototype sites are operational between November 1, 2018 and March 31, 2020.

For a [list of prototype sites](#) please see the website.

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## General Questions

### 1. What is a prototype site?

Prototype sites are child care facilities that receive operating funding from the Province to offer low-cost quality child care in communities across the province.

The sites are being introduced to test funding models and operational supports required to move British Columbia towards a universal child care system. More than 50 licensed child care facilities were chosen through an open expression of interest process and will operate as prototype sites from November 1, 2018 to March 31, 2020. These facilities will offer child care at a maximum cost of \$200 a month per child for full-time enrolment during regular business hours.

The purpose of these prototypes is to gather valuable information about how well the model works for families and child care providers, and to inform the Province's plan to build a universal child care system over the next ten years.

### 2. What advantage is there for parents to with children at a prototype site?

The positive financial impact on parents with children enrolled at a prototype site is significant. Parents will pay no more than \$200 a month per child for full-time enrolment during regular business hours. For some low-income families, child care could be free.

Parents will also benefit from investment in the quality of child care services at these sites. Child care providers will receive a one-time Quality Improvement Grant to enhance programs, initiatives, and/or facility requirements, and some sites have been chosen to participate in an Inclusion Pilot that will explore new approaches to including children with extra support needs in child care settings.

### 3. Where is the funding coming from to pay for the prototype sites?

The Province is investing \$60 million over the next two years to fund these prototype sites. This investment comes from the [Early Learning and Child Care Agreement](#) between the Governments of Canada and British Columbia, which was signed in February 2018.

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## Prototype Site Selection

### **4. How were the prototype sites selected?**

Prototype sites were selected through an open expression of interest process, supported by an expert panel to ensure that key criteria— like the diversity of British Columbia’s geography, population, program types and operational models — were considered, and that the range of sites would provide the Province with a deeper understanding of what contributes to quality care, a sustainable and engaged workforce, and effective organizational structures that support universal child care.

### **5. How many child care providers applied to be prototype sites?**

There were more than 300 applications to the Province’s expression of interest.

### **6. Who was eligible to apply?**

Applications were open to licensed facilities that are currently providing licensed child care for infants and toddlers under 36 months (the facility could also provide other licensed child care programs), have been enrolled in Child Care Operating Funding (CCOF) Program for the past two consecutive years, and have been accepted into the Child Care Fee Reduction Initiative at the time of their application. The licensed facility must also be in good standing with their Health Authority.

### **7. Why did providers need to be enrolled in the province’s CCOF program for two consecutive years to be part of this initiative?**

We were looking for experienced and stable providers to participate in the prototype sites. Two years of continuous CCOF enrolment was required to ensure that applicants are established, in good standing and familiar with government’s reporting requirements.

### **8. What was the largest number of eligible spaces you were willing to consider through one organization?**

There was no maximum number of eligible spaces per site. Each site must offer licensed child care for infants and toddlers under 36 months, but can also include other types of licensed child care programs.

### **9. Could operators with more than one site apply to have several facilities become prototype sites?**

Operators with multiple locations were able to submit single applications for any of their locations that met the eligibility criteria. Sites were selective on an individual facility basis, rather than by application. The selection committee sought to select prototype sites throughout the province that represented a variety of child care organizations and service delivery models.

### **10. Were sites that operate full days but don't operate for the full week (i.e. Monday to Thursday) eligible?**

Yes. As part of the selection process, the ministry wanted to have a range of child care service delivery models, including those with different service terms and hours as part of the prototype site initiative in order to help gain a more fulsome understanding of the many options that make up the child care sector in B.C.

### **11. Did the ministry consider the policies of a child care facility in making selections?**

The ministry reviewed applicants' policy guides/handbooks to verify that facilities have comprehensive, transparent, and inclusive policies in line with the principles and objectives of the initiative. Examples of inclusive policies may include commitments to diversity and social inclusion, a commitment or list of services and/or supports for children with additional support needs, and the role of families in the facility.

### **12. If a child care provider has been selected as a prototype site, can they apply for a second licence and have these spaces funded as part of this initiative?**

Only spaces licensed at the time of application will be considered for funding during the term of this initiative.

### **13. Will there be more opportunities to apply to become a prototype site?**

These sites will run from November 1, 2018 to March 31, 2020. At this time, there is no consideration of future intakes. Once we have evaluated prototype sites, the objective is to use this information to determine next steps in the transition towards a universal child care system.

## Prototype Site Funding and Operations

### **14. How much funding are prototype sites getting?**

The total amount of funding will be customized to each facility, accounting for the variation in costs and organizational models in the child care sector. The individualized funding payment is based on a facility's reported revenues, with the exception of a maximum parent fee of \$200 a month per child for full-time enrolment during regular business hours, fund-raising, in-kind supports and other non-provincial government operational funding. The base payment will be supplemented with an administrative top up of 5% in recognition of additional administrative requirements.

Following the first stage of evaluation in March 2019, the prototype sites will receive a one-time Quality Improvement Grant to implement recommended site-specific enhancements. The grant can be used to implement programs, initiatives and facility improvements aimed at supporting the delivery of quality child care. The amount of the grant and specific permissible uses will be informed by the recommendations from the evaluation process.

### **15. Are prototype site operators required to stop all fundraising efforts?**

No. Providers who fundraise for special circumstances can continue with those activities. The new operating funding provided to prototype types sites does not replace monies raised by fundraising efforts. The only type of revenue information relevant to determining government funding for sites is operating revenue, which in most cases comes from parent fees and government operational funding (CCOF/CCFRI, and the Affordable Child Care Benefit).

### **16. Are prototype sites also eligible for New Spaces Funding?**

No. The prototype site initiative and related funding are limited to the number of spaces identified at the time of application.

### **17. What if a prototype site needs repairs not anticipated when the operator applied?**

Prototype sites remain eligible for the Childcare BC Maintenance Fund (formerly the Child Care Minor Capital Funding Program) to help with needed repairs or the replacement of equipment to ensure the facility complies with licensing requirements.

### **18. What happens if a prototype operator's rent goes up during the contract period?**

Anticipated costs are built into the contract, but prototype site operators will be able to have the amount of their contract reassessed if they experience extraordinary circumstances outside of their control that lead to a significant increase in operating expenses.

### **19. What is the Quality Improvement Grant?**

The one-time Quality Improvement Grant, following the first stage of the evaluation, is to implement site-specific quality enhancements that are recommended by an external evaluator. The grant can be used to implement programs, initiatives and facility improvements aimed at supporting the delivery of quality child care. The amount of the grant and uses will be informed by the recommendations of the evaluation process.

### **20. Does a prototype site need to maintain full enrolment of licensed child care spaces while participating as a prototype site?**

Under the terms of the prototype site contract, sites will be required to inform the ministry of the number of children enrolled in the facility in each care type. Where possible, a child should be enrolled in all child care spaces in receipt of prototype site operating funding, including both full-time and part-time spaces. Where a child care space becomes vacant, the provider should work toward enrolling another child in the vacant space as soon as possible. In cases where a child care space in receipt of prototype site funding has been vacant for an extended period of time, adjustments to the contract may be required.

While prototype sites may offer drop-in/occasional child care, these spaces will not be eligible to receive operating funding under the prototype sites contract.

### **21. What happens if an operator of a prototype site wants to withdraw before the end of the contract?**

There is a 30-day exit clause in the contract to enable a smooth transition out of the initiative, if required by the prototype site operator. In the event the prototype site is found to be in default under the terms of the contract, the Province may end the agreement with 90 days' notice.

### **22. What happens at the end of the 18-months? Will providers continue to charge parents \$200 a month, or go back to charging full fees and not get any further help from government?**

Information from the prototype sites will inform decision making regarding the future expansion of universal child care and the ministry will seek continued support from the Government of Canada for these sites when we renew our Early Learning and Child Care bilateral agreement.

If the ministry is able to continue with this initiative, current prototype sites will continue under a new funding mechanism.

However, if the ministry is unable to continue with this initiative, prototype sites will revert to their previous operational funding models, including market-based parent fees, and the ministry will restore previous levels of child care funding.

### Prototype Site Parent Fees

#### 23. How much will a parent pay for a child care space at a prototype site?

Monthly parent fees for all types of care at a prototype site are as follows:

- Full days (4 hours or more), full time (M-F):<sup>1</sup> \$200/month
- Full days, part time (e.g. full day, 3x per week): \$10/day to a maximum of \$200/month
- Half days (four hours or less), full time (M-F): \$140/month
- Half days, part time (e.g. half day, 3x per week): \$7/day to a maximum of \$140/month

Prototype sites must accept families eligible to receive the Affordable Child Care Benefit, previously called Child Care Subsidy. The Affordable Child Care Benefit may further reduce the above fees for eligible families.

Under the new benefit, households with an annual income of \$111,000 (or more depending on factors like the type of child care, child's age, and the family income) could be eligible. Families earning \$45,000 or less per year may be eligible to receive a benefit up to \$10/day (which will result in their receiving free child care), while families earning \$45,000 to \$111,000 (or more depending on individual circumstance) may be eligible to receive a pro-rated benefit, resulting in them paying less than \$10/day.

For more information about the [Affordable Child Care Benefit](#) please visit the website.

#### 24. Will parent fees be increased at a prototype site?

Parent fees are capped at \$200 a month per child for full-time enrolment during regular business hours for the duration of the contract with the ministry. Prototype sites were required to include any anticipated cost increases as part of their application and the process to finalize their contract. If a provider has costs that increase unexpectedly during their participation as a prototype site, there is a mechanism to have their funding reassessed and adjusted at the Province's discretion.

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<sup>1</sup> full time as per existing hours of service; does not include extended hours (Before 6 am, after 7 pm, or overnight service)

However, prototype sites may charge additional fees for extended hours and optional programming such as meal plans, or optional extra-curricular lessons/programming. Those fees are set by the facility and the ministry is not involved in setting or overseeing optional child care fees.

### **25. Will prototype sites offer extended hours?**

Extended hours are times outside of the standard operating hours of a child care program and would not be included in the regular parent fee. Routinely, hours before 6 a.m. and after 7 p.m., weekends and statutory holidays are considered extended hours.

The hours that prototype sites offer may vary from site to site, and will for most sites, remain as they were prior to selection as a prototype site.

### **26. Can a prototype site charge parents if they pick their children up late?**

If a facility currently charges late pick-up fees, they can continue to do so and would collect those fees themselves. Those additional fees are not covered under the ministry's prototype site contract.

### **27. Can a facility charge a waitlist fee while participating as a prototype site?**

No. Prototype sites receive additional funding in recognition of the increased administrative requirements associated with being a prototype site. This funding is intended to cover any costs associated with managing waitlists, and therefore prototype sites cannot charge waitlist fees from parents during the course of their contract term.

A prototype site may charge families a deposit for applying to the facility's waitlist (in accordance with the facility's existing policy), which must be applied to the family's initial child care fees or refunded prior to enrolment at the request of the parent.

### **28. Why don't you just directly provide parents with the funding to bring down their child care costs?**

Affordability is one of Government's top priorities, as demonstrated through the recent introduction of the Child Care Fee Reduction Initiative – which provides a benefit to families regardless of income – and the new Affordable Child Care Benefit, which is income-tested to target funding to low and middle-income families.

The Province is looking at new child care models that support early learning, parents and providers, and have the necessary mechanisms in place to ensure accountability for public funding.

The prototype site initiative allows the Province to partner with child care providers to look at different ways of providing care within a universal model and to inform future expansion of universal care.

### **29. If a prototype site owner has their own child enrolled in one of the licensed child care spaces where they provide direct care, will they receive funding for their child?**

One objective of the prototype sites is to gain more information on the costs of providing child care in a universal system. To achieve this, all child care spaces accepted for this initiative are eligible to receive funding, including spaces occupied by a facility owner's child. Facility owners in these circumstances have been required to disclose to the ministry how many spaces are occupied by their own children prior to entering into the contract.

### **30. Can parents, with children enrolled at a prototype site, contact the ministry if they have questions?**

If families have questions about the operation or programming at their child care facility they should speak directly with the operator of the prototype site. The ministry is not involved in the day-to-day operations of the prototype sites.

If a parent has a concern about enrollment or fee policies at a prototype site, they can contact the ministry at [MCF.Prototype@gov.bc.ca](mailto:MCF.Prototype@gov.bc.ca).

## **Evaluation of Prototype Sites**

### **31. Will there be an evaluation of the prototype sites?**

The ministry will be evaluating the prototype sites to help inform the development of universal child care over the next ten years. An external evaluator will be secured to collect and review information on the outcomes of reduced child care fees, program quality, and provider and family experience. The information will be used to inform B.C.'s transition to a universal child care system.

### **32. What will the evaluation involve?**

The ministry will require monthly reports, which will include information such as enrollment, vacancies, the number of families served, operating expenses, staffing, and the demographics of families and children served.

Part of the evaluation will involve a review of prototype sites' business information in order to gain a better understanding of the cost of child care within various program models. The

information is being gathered and stored using confidential methods consistent with the requirements under the *Freedom of Information and Protection of Privacy Act*.

Government also wants to understand how the prototype sites work for families, children and communities, and that is where parents can contribute. Parents will be invited to participate in surveys to inform the Province on the potential long-term benefits, and key considerations, of offering universal child care across B.C.

## Inclusion Pilot: FAQs

### 1. What is the purpose of the Inclusion Pilot?

The purpose of the Inclusion Pilot is to explore and evaluate additional approaches to funding inclusion of children with extra support needs in child care programs.

The overall intention is NOT to find a model to replace the existing Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs, rather, it is to learn more about the strengths and challenges of different funding models within different child care settings, and within the context of moving towards universal child care.

Despite the important supports and services provided through the SCD and ASCD programs, we know many families across B.C. still face challenges in accessing inclusive child care, and child care operators face challenges in building capacity for inclusive child care. For example, the majority of child care operators have termination policies for challenging behaviour, which reflects the need to enhance capacity for supporting children with challenging behaviours. Government's commitment to universal child care compels policy makers to examine barriers and explore interventions that can help families access affordable, high quality, inclusive care for their children with extra support needs.

### 2. What are the two additional models of funding inclusive child care that are being piloted?

- a) The Inclusion Coordinator Funding Model involves government providing funding to child care operators to hire an Inclusion Coordinator to work within their program. This role involves:
  - Providing learning opportunities about inclusive approaches for all staff through modelling/shared knowledge
  - Provide an inclusion lens to program design
  - Provide an inclusion lens to physical space set-up
  - Enhance staffing to child ratio to support the program as whole, enabling increased opportunities for direct support to children that may need this. This enhanced ratio is intended to reduce reliance on direct 1:1 support for children with extra support needs and increase emphasis on shared support and full integration into the program.
- b) The Inclusion Support Funding Model involves child care operators collaborating with families to apply directly to government for inclusion support funding for an individual child. This funding includes two streams: base funding that is intended to enhance the capacity of all staff in meeting the extra support needs of children in their care and creating a fully inclusive child care environment; and additional funding for children who would benefit from increased opportunities for direct support throughout the duration of the child's participation in the program.

**3. How were the additional funding models developed?**

The models were developed by the Inclusion Supports and Services Policy Team and informed by a jurisdictional review of other models in Canada and the historic B.C. experience. The Inclusion Coordinator model uses key elements from the B.C. Aboriginal Head Start program model. The Inclusion Support model has elements of the Inclusion Grant Model in Saskatchewan. The evaluation of these models will help us better understand their strengths and limitations.

**4. A version of each of these additional models has already been used in parts of B.C. Why is government testing them out again?**

The additional models that are being tested do have some elements that have been used before in B.C. However, there is added emphasis on increasing capacity to meet the needs of all children in the child care program as a whole, and a movement away from significant reliance on direct 1:1 support. Both models do acknowledge that there will be some children with more complex-support needs that will require this direct 1:1 support.

**5. How were sites chosen to be included in each additional model?**

A sampling of child care operators who were selected as *Prototypes of Universal Child Care Sites* were invited to pilot additional models of inclusion funding. These invitees were chosen based on their expressed interest in the Inclusion Pilot and on having some current capacity for inclusion. The sampling was determined using the following representation requirements: representation from all five health authority regions, representation from both rural and urban areas and representation from some Indigenous agencies. In the remainder of the Prototype sites, the existing program models will be evaluated.

**6. How many Prototype child care operators will be piloting the additional models?**

Approximately 15-18 child care Prototype operators from across the province will be piloting an additional model of inclusion funding. Government is still in the process of confirming the participation of some of these sites.

**7. How will the models be evaluated?**

Both the existing program and pilot models of funding inclusive child care are being evaluated as a component of a larger evaluation of the Prototypes of Universal Child Care. This evaluation will be conducted by a third-party evaluator who will examine the sustainability and cost effectiveness of each model, the perception and experiences of families and child care operators, and the efficiency for families in accessing and maintaining quality child care. The measures and methodology used in this evaluation have not yet been determined. Government will be engaging with representatives from the sector, including the Supported Child Development and Aboriginal Child Development programs, regarding the evaluation methodology and the review of the subsequent findings.

**8. When does the Inclusion Pilot start and end?**

The Inclusion Pilot will start in December 2018 for some child care sites and as late as February 2019 for some sites. It will end on March 31, 2020 and will not be extended.

**9. Is there a specific age focus for the Inclusion Pilot?**

The Inclusion Pilot includes infant toddler, preschool-aged, and in some sites, school aged care.

**10. Does the term “pilot” suggest that government plans to roll out one or more of these additional models more broadly when the pilot period ends?**

No, the pilot models will not be rolled out more broadly at the end of the pilot period. Instead, the evaluation of these models will be one component of ongoing learning and engagement that will inform strategies for inclusive universal child care. These findings will allow government to consider a variety of approaches and potentially a blending of different models. It is unlikely government will find a single model that addresses the needs of all children and child care operators in B.C. – the intention of any pilots is to inform the development of a made-in-B.C. approach to fully inclusive universal child care.

**11. Will Supported Child Development (SCD) or Aboriginal Supported Child Development (ASCD) continue to support children who are enrolled in centres that are piloting one of the additional models?**

For the duration of the pilot, sites will not have access to enhanced staffing supports through the Supported Child Development Program or the Aboriginal Supported Child Development Program, in addition to the funding supports available to them through the pilot. Child care operators will still be able to access limited consultative services through these programs. SCD/ASCD programs that are supporting sites that are invited to participate in the pilot will be asked to continue with the following:

- Facilitating intake processes. Intake meetings should still occur, so ASCD/SCD programs can prepare for caseload demands at the end of the pilot.
- Supporting kindergarten transition. We are asking ASCD and SCD programs to continue with any kindergarten transition planning for children who are beginning kindergarten in the fall of 2019 in all pilot sites.
- Supporting cultural connection. We are asking ASCD programs to continue with any consultation they are providing regarding cultural connection.
- Any local workshops or training. We are asking SCD and ASCD programs to include these pilot sites in any broader training for child care operators they may have planned.

While it is our intention to learn as much as possible about additional models for funding inclusion supports, we are committed to ensuring no child who is currently receiving service will receive less service or be “worse off”. We are also committed to ensuring that the transition in and out of the pilot is as smooth as possible for families, child care operators, and SCD/ASCD programs.

**12. What Professional Development supports are provided through the additional models of inclusion?**

For the Inclusion Coordinator model, positions are funded at 40 hours per week. Sites may choose to fill these positions at a minimum of 35 hours a week, and use the remaining funds for

professional development opportunities. For the Inclusion Support model, base inclusion funding is intended to provide opportunities for professional development. An example of how a site might use this funding is to hire a therapist to provide site-specific training.

**13. Are families able to choose whether or not they participate in the Inclusion Pilot?**

The decision to participate in the Inclusion Pilot rests with the child care operator, and they are encouraged to consider the individual needs of the children and families in their decision. For the Inclusion Support Funding Model, families decide whether or not they want the child care operator to put forward an application on their behalf. This process involves collaborate with families to fill out the application. Government will be providing a letter about the Inclusion Pilot to share with families. In addition, families will be engaged in the evaluation.

**14. When will communication with Supported Child Development (SCD) and/or Aboriginal Supported Child Development (ASCD) occur?**

SCD and ASCD programs have been informed of the Inclusion Pilot. Once contract modifications are in place with individual child care operators, MCFD will connect directly with the SCD and/or ASCD program that is providing supports to that site to plan for the transition. Until this planning has occurred, current supports through SCD and ASCD will be status quo.

*FAQ's Specific to the Inclusion Coordinator Model:*

**15. What is the wage for the Inclusion Coordinator?**

The wage for this position is specific to each child care site and is based on their existing wage for an Early Childhood Educator with special needs certification. The positions are funded at 40 hours per week.

**16. Does the funding for the Inclusion Coordinator position include benefits?**

The funding for the Inclusion Coordinator position includes 18% in lieu of benefits.

**17. Is the Inclusion Coordinator position eligible for the ECE Wage Enhancement?**

Yes, provided all the standard eligibility requirements for the ECE Wage Enhancement are met.

**18. Will Government be providing a job description for the Inclusion Coordinator position?**

Child care operators will be responsible for creating a job description for the Inclusion Coordinator specific to their facility. Government has detailed overarching vision and recommended qualifications for the position in the contract, but child care operators have some flexibility in how they choose to structure the role. This is an opportunity to assess how the capacity for inclusion within the centre can be enhanced through a dedicated position. It is recognized that there will be some variation between communities regarding the qualifications of applicants.

**19. What if child care sites have challenges recruiting an Inclusion Coordinator?**

It is recognized that there may be recruitment challenges in some communities and this issue will be important to the evaluation. For individual child care sites, this issue will be addressed on a case-by-case basis. Funding from Supported Child Development and/or Aboriginal Supported Child Development will not be paused until this position is in place.

*FAQ's Specific to the Inclusion Support Funding Model*

**20. How does a child care operator apply for Inclusion Support Funding?**

Participating Inclusion Support Funding model sites will receive an application for funding. Child care operators are asked to work with families to complete an application for each child with extra support needs in their care. This application involves documenting the child's specific needs and strategies to meet those needs, working with the family to obtain a professional declaration from a child development or health care provider, and obtaining consent from the child's caregiver to disclose the information to the Ministry of Children and Family Development (MCFD). Once MCFD has received the applications for a given site and adjudicated these applications, a contract modification will be drafted to facilitate the funding. These contract modifications will be reviewed in March 2019 to determine if the level of funding is meeting the need.

**21. Does the child need to have a diagnosis to be eligible for funding?**

No, a diagnosis is not required. A professional declaration is required indicating that the child, for physical, cognitive, social, emotional, communicative or behavioural reasons, requires support or services beyond that required by children in general.

**22. How are the applications for Inclusion Support Funding adjudicated?**

A team of Inclusion Supports and Services Policy staff at MCFD as well as SCD and ASCD regional advisors will be reviewing the applications and determining the level of funding.

**Supplement to:** EDUCATION POLICY & PLANNING COMMITTEE

**Date:** June 4, 2019

**Submitted by:** Quirina Gamblen, Director of Programs and Planning

**Item:**            **Requiring Action**    **Yes**        **No**                **For Information**   

**Subject:**            School Nourishment Program Update

This report is provided to the Board of Education as an update on the implementation of the School Nourishment program and to consider the:

1. budget impacts of the district wide implementation;
2. potential growth and interest of families in participating a district wide lunch program;
3. impact on vulnerable students;
4. impact on student health and wellness; and
5. the next steps for implementation in the district.

*Our goal is to “feed hungry children without stigma”.*

**Background:**

The current school nourishment program was implemented in three New Westminister schools – Queen Elizabeth Elementary (QE), Queensborough Middle School (QMS) and École Qayqayt Elementary School (QQ) starting February 2019. Although we are still in the early rollout stages, the implementation thus far provides some valuable data and information to guide our next steps.

Components of the program include:

1. Multiple hot and cold menu options daily;
2. Gluten free and allergy free selections;
3. Culturally diverse menu options;
4. Shelf stable items to accommodate field trips or students who may have forgotten to bring their own lunch from home;
5. Subsidies for families in need (self-declared and verified by school principal);
6. Meals provided for Parent Advisory Committee (PAC) fund raising opportunities;
7. Caterer delivery directly to the classroom;
8. Online ordering platform.

The program has been well received by the families who are currently ordering the food and by the school PAC’s. Parents appreciate:

1. The choice and diversity of the menus;
2. Increased food and vegetable options that have been added in;
3. Quality of the food;
4. Responsiveness of the school district team;
5. Support for online access and menu selection;
6. Appreciation from families on subsidies;
7. Response to requests for adjustment in portion sizes to meet student needs.

### **Next Steps**

We are currently engaged in a Memorandum of Understanding with the Caterer until June 2019. This was done purposefully, in consultation with the Director of Capital Projects, to enable the school district and the caterer to determine the best model for implementation. We are now planning our next phase of the implementation (Phase 2) and are in contract negotiations with the caterer. Based on our experiences this year both parties are considering making changes to the current model. The caterer is asking for a five-year contract period to assist them in making capital investments to support this program.

To ensure that we have a sustainable model for delivery and to support our model the parties are proposing a cost-sharing model that includes:

1. District to cover the following operating costs:
  - a. Hot holding equipment (approximately \$15,500 – one-time cost).
2. District to support streamlining the current delivery to classroom model:
  - a. Prepared lunches sorted by division;
  - b. Delivery driver setting out lunch bins at a central location for pick up in each school;
  - c. Students collect their division lunch bin and deliver to the classroom;
  - d. Students return bins to central pick up point; and
  - e. Caterer picks up bins after lunch.
3. Cost-sharing delivery model:
  - a. From September 3, 2019 to October 21, 2019:
    - i. A district \$60/day delivery fee waived if an average of \*200 meals are ordered district wide/day (this will include any school or district catering orders);
  - b. Starting October 22, 2019:
    - i. A district \$125/day delivery fee waived if an average of 550 meals are ordered district wide/day (this will include any school or district catering orders). While our current projections do not meet the minimal revenue needed to waive the delivery fee, we anticipate that the program will grow to meet these minimums. This is based on growth we have seen at École Qayqayt Elementary School where participation has doubled since program inception;
    - ii. \$5.25/meal (entrée & side of fruit or vegetable); parents pay \$5.75 which includes a \$0.50 donation to subsidy.
4. As of January 1, 2020, if the monthly average for daily sales falls below a predetermined meal per day for two consecutive months (we are considering 350 meals/day average), either party has the option to end the contract with a six-month notice period.
5. Contract to include:
  - a. 5-Year Contract;
  - b. Caterer will:
    - o provide daily hot and cold lunches for eleven schools in the district which includes all elementary schools and three middle schools;
    - o provide extended service to the board in the form of board, staff lunches, PAC fundraisers, professional development events, and shelf stable items; administer hot lunch ordering platform and menus in consultation with school district;
    - o maintain Fuel Up! program branding;
    - o solicit partners, suppliers and clients for sponsorship/donation for subsidy in consultation with the school district;
    - o no minimum order requirements; and
    - o provide “cold holding” equipment.

*\*Please see estimates below for potential monthly subsidy to caterer. We are currently delivering 95 – 110 meals per day. From the initial survey feedback we expect an additional 276 meals per day if we implement in the rest of our schools.*

### Proposed Rollout

The proposed Phase 2 implementation will add eight more elementary and middle schools and effectively be district wide with the exception of New Westminister Secondary School, POWER, Royal City Alternate and Hume Park Home Learners:

School Nourishment Program Proposed Rollout Phase 2			
DATE	SCHOOLS	Anticipated Number of Meals Ordered (average) by School(s)	Anticipated Number of Meals Ordered (average) across District
September	QMS, QE, QQ	90	
24-Sep-19	Glenbrook	70	
25-Sep-19	Howay	13	
26-Sep-19	Spencer	52	
27-Sep-19	Fraser River Middle Schoc	53	
<i>Anticipated Daily Delivery (September) – Delivery Fee Waived</i>			<b>278</b>
22-Oct-19	McBride	46	
23-Oct-19	Tweeds	38	
24-Oct-19	Connaught	18	
18-Nov-19	Kelvin	75	
<i>Anticipated Daily Delivery (September) – Delivery Fee Implemented assuming no growth in other schools</i>			<b>455</b>

### Cost Breakdown and Projections

The table below shows the current participation and costs of the program in our three Phase 1 schools:

<i>(Three schools implemented February 2019)</i>	Daily Average Meals Served	Daily Average Donations from Food Cost	Daily Subsidies Requested	Daily Cost of Subsidized Meals	Daily Subsidy Cost to District Minus Donations	Annual Total	*Previous Meal Program Costs 2016-2017
<b>QE (443)</b>	10 - 20 3.40%	0	15	70.25	70.25	14,050.00	\$33,833.00 <i>(30 – 35 meals served)</i>
<b>QMS (321)</b>	20 - 25 7.20%	6.5	10	46.5	40	9,300.00	\$50,749.00 <i>(30 – 35 meals served)</i>
<b>Qayqayt (512)</b>	50 – 60 10.70%	18	19	82.75	64.5	16,550.00	\$69,618.00 <i>(65 meals served)</i>
<b>Totals</b>	80 - 105	24.5	44	\$199.50	\$174.75	<b>\$39,990.00</b>	<b>\$154,200.00</b>

*\*District cost for daily lunch programs (staff and food)*

**Phase 2 Proposed Rollout September 2019 - December 2019 Projected Costs (based on current participation and principal projections)**

*Assumes: unchanged participation rates for next year*

Eight schools implementing September - December 2019 (Enrollment)	School Enrollment	Daily average number of meals served	Daily average donations from food cost	Daily number of subsidies requested	Daily cost of subsidized meals	Daily subsidy cost to district minus donations	Annual total	*Previous meal program costs 2016-17
<b>Connaught Heights</b>								
Assumes 7.5% participation	174	13.1	\$2.03	9	\$42.93	\$40.91	\$8,181.00	
Assumes 9% participation	174	15.7	\$3.33	9	\$42.93	\$39.60	\$7,920.00	
Assumes 10.7% participation	174	18.6	\$4.81	9	\$42.93	\$38.12	\$7,624.20	
<b>Fraser River Middle School</b>								
Assumes 7.5% participation	490	41.0	\$0.00	41	\$195.57	\$195.57	\$39,114.00	
Assumes 9% participation	490	44.1	\$1.55	41	\$195.57	\$194.02	\$38,804.00	
Assumes 10.7% participation	490	52.4	\$5.72	41	\$195.57	\$189.86	\$37,971.00	
<b>Glenbrook Middle School</b>								
Assumes 7.5% participation	684	51.3	\$16.65	18	\$85.86	\$69.21	\$13,842.00	
Assumes 9% participation	684	61.6	\$21.78	18	\$85.86	\$64.08	\$12,816.00	
Assumes 10.7% participation	684	73.2	\$27.59	18	\$85.86	\$58.27	\$11,653.20	
<b>FW Howay</b>								
Assumes 7.5% participation	104	18.0	\$0.00	18	\$85.86	\$85.86	\$17,172.00	

Eight schools implementing September - December 2019 (Enrollment)	School Enrollment	Daily average number of meals served	Daily average donations from food cost	Daily number of subsidies requested	Daily cost of subsidized meals	Daily subsidy cost to district minus donations	Annual total	*Previous meal program costs 2016-17
Assumes 9% participation	104	18.0	\$0.00	18	\$85.86	\$85.86	\$17,172.00	
Assumes 10.7% participation	104	18.0	\$0.00	18	\$85.86	\$85.86	\$17,172.00	
								\$55,753.00 (75 lunches served)
<b>Lord Kelvin</b>								
Assumes 7.5% participation	490	75.0	\$0.00	75	\$357.75	\$357.75	\$71,550.00	
Assumes 9% participation	490	75.0	\$0.00	75	\$357.75	\$357.75	\$71,550.00	
Assumes 10.7% participation	490	75.0	\$0.00	75	\$357.75	\$357.75	\$71,550.00	
<b>Richard McBride</b>								
Assumes 7.5% participation	426	32.0	\$10.48	11	\$52.47	\$42.00	\$8,399.00	
Assumes 9% participation	426	38.3	\$13.67	11	\$52.47	\$38.80	\$7,760.00	
Assumes 10.7% participation	426	45.6	\$17.29	11	\$52.47	\$35.18	\$7,035.80	
<b>Herbert Spencer</b>								
Assumes 7.5% participation	470	35.3	\$8.63	18	\$85.86	\$77.24	\$15,447.00	
Assumes 9% participation	470	42.3	\$12.15	18	\$85.86	\$73.71	\$14,742.00	
Assumes 10.7% participation	470	50.3	\$16.15	18	\$85.86	\$69.72	\$13,943.00	
<b>Lord Tweedsmuir</b>								
Assumes 7.5% participation	371	27.8	\$9.41	9	\$42.93	\$33.52	\$6,703.50	

Eight schools implementing September - December 2019 (Enrollment)	School Enrollment	Daily average number of meals served	Daily average donations from food cost	Daily number of subsidies requested	Daily cost of subsidized meals	Daily subsidy cost to district minus donations	Annual total	*Previous meal program costs 2016-17
Assumes 9% participation	371	33.4	\$12.20	9	\$42.93	\$30.74	\$6,147.00	
Assumes 10.7% participation	371	39.7	\$15.35	9	\$42.93	\$27.58	\$5,516.30	
<b>Combined total from 3 pilot schools</b>		80 - 105	\$24.50	44	\$199.50	\$174.75	\$39,990.00	\$154,200.00
<b>Total cost of previous meal program ( 4 schools)</b>								<b>\$209,953.00</b>
<b>DISTRICT POTENTIAL COSTS 2019-2020</b>								
Below Threshold Delivery fee (if applicable)							\$20,240.00	
Hot Holding Equipment (one time cost)							\$15,500.00	
<b>TOTAL POTENTIAL DISTRICT COSTS 2019-2020</b>								
Assumes 7.5% participation		386.4	\$71.69	243	\$1,148.73	\$1,076.79	<b>\$256,138.50</b>	
Assumes 9% participation		421.4	\$89.18	243	\$1,148.73	\$1,059.31	<b>\$252,641.00</b>	
Assumes 10.7% participation		465.8	\$111.40	243	\$1,148.73	\$1,037.08	<b>\$248,195.50</b>	

Phase 2 projections are based on:

- Current average number meals per day at the three Phase 1 schools;
- Principal predictions, multiplied by a factor of 177% as the data shows that the principals are lower than actual needs (average based on current experience with 3 pilot schools); excluding Kelvin where projection are based on current number of subsidized meals provided.
- Average subsidy cost of 4.77/meal. In current schools 52% are full subsidies; 48% are partial (2.50 and 4.25 cost to district).

The previous lunch program cost the district \$209,953.00 annually for four schools. With the current model we expect the cost to the district will be \$233,156 annually for all eleven schools based on the 10.7% participation rate.

### **Survey Results**

Feedback from families and the Phase 1 school principals indicates that the cost of the lunch is the only real barrier for families (see Appendix “A”). We have determined that if we can reduce the cost of the lunch program for ALL families, we will likely increase the volume of orders (see Appendix “B”).

### **Additional Phase 2 Rollout Costs**

At each school rollout we offer a parent information night which includes a tasting event. We anticipate that this will cost the district approximately \$2,000. This is a cost-sharing event; the caterer provides tastings for \$2.00 per adult and \$1.00 per child.

### **Risks**

As this program is new and has been implemented in only three schools over a short period of time. We expected that there would be risks that would surface as the implementation moved forward:

Risk Factor	Severity of the Risk (High - red, Medium - orange, Low - green)	Mitigation Strategy
Participation will not fully support the subsidy program.		<ul style="list-style-type: none"> <li>🌱 Attending parent teacher night to promote the program</li> <li>🌱 Providing more communication to PAC and DPAC to help communicate with parents</li> <li>🌱 The caterer is supporting district events to help with promotion</li> <li>🌱 Parent Information Nights and Student Tasting events</li> <li>🌱 Our community partners (firefighters, NRPD are promoting the program by participating and tweeting events.</li> </ul>
Participation will not fully support the subsidy program.		<ul style="list-style-type: none"> <li>🌱 Alternate sources of funding including community funding and community LINK funding can be applied.</li> </ul>



Risk Factor	Severity of the Risk (High - red, Medium - orange, Low - green)	Mitigation Strategy
The cost of services increases.	High (Red)	🌱 A five-year contract will be negotiated with the caterer.
Even with all the best preparation and monitoring a student with a food allergy may be given the wrong food.	High (Red)	🌱 Food is individually labelled with the student name and divisions, which is a strength of the program. Catering staff is regularly trained.
Some schools may resist this change.	Medium (Orange)	🌱 Education and awareness and continued relationship building.
There is not enough data to provide a robust evaluation of the program.	High (Red)	🌱 This is a concern for the team as we are making decisions based on minimal experience and participation.
Food safety: if, due to a short lunch period, students save their leftovers some food may become tainted.	High (Red)	🌱 Further education and awareness of food safety considerations in schools and with parents.
The caterer wants to enter into a contract with the school district in order to gain capital funding for the growth of the model.	High (Red)	🌱 A decision is required before the end of June when the Memorandum of Understanding ends at the end of June.

**Opportunities and Challenges**

Entering into negotiations with the caterer for a more permanent contract has caused us to reflect on the opportunities and challenges in the current model.

**Challenges:**

- The current delivery model is expensive and time intensive model that requires significant resourcing from the caterer.
- The district needs to raise the profile of the program in order to engage more parents.
- Our school nutrition coordinator is leaving the district for other opportunities at the end of June.
- The caterer wants to negotiate costs of delivery and supplies into a new long-term contract.
- After some inquiry we know it will be difficult for the district to acquire services that will provide the quality that we have enjoyed and the attention to service for students with specific dietary needs.

**Opportunities:**

- The caterer shows keen interest in becoming more involved in supporting school events and functions (i.e. PAC fundraisers, school and district events).
- The caterer has offered to work towards increasing awareness and sign up for the program by attending one parent/teacher event (or similar event) once per school per year. The caterer will provide cookies and answer questions that parents may have about the program, including how to place orders.
- The caterer has, in good faith, worked with the district team to ensure that our model is of high quality and serves parents and students in a respectful way reducing the stigma for students who require subsidy.
- We continue to provide food for our vulnerable student population. The difference is that now we are able to offer a meal without stigma as other children and staff in the school are receiving identical lunches.

**Conclusion**

The District has been extensively engaged with the caterer in order to commit to a long-term working relationship that is mutually beneficial. Staff continue to implement the Board's recommendation passed in March 2018, which included developing a phased-in rollout with timeline.

There is considerable provincial and national interest in supporting school nutrition programs, and potentially providing provincial or federal funds to support such program. We believe that the growth and development of our model will help to inform other districts and the national conversation. New Westminister is in a unique leadership position in this arena.

## Appendix “A” – Survey Results

The follow surveys were conducted:

1. Survey of parents in schools where the program is not yet implemented;
2. Survey of Principals at QQ, QMS and QE.

The UBC research team will conduct an evaluation of the program with parents at QQ, QMS and QE who have experienced our current program; this evaluation will form the baseline for our ongoing implementation.

### **Survey 1 (Parents in schools where the program is not yet implemented):**

- 🌈 # of parents responding: 603
- 🌈 647 students would participate in the program
- 🌈 This would result in an increase of 1384 orders per week or an average of 277 meals per day across the district
- 🌈 103 students would require full or partial subsidy
  - 21 would require full subsidy
  - 12 would require 4.25 subsidy
  - 70 would require 2.50 subsidy
- 🌈 79 respondents indicated the cost was too high
- 🌈 27 respondents were concerned about “packaging waste”
- 🌈 73 respondents indicated they prefer to send food from home
- 🌈 Overall responses indicate:
  - respondents want the program to be implemented in their school
  - of 603 respondents 79 indicated the price is too high

*Due to the number of responses received, the comments below are based on common themes:*

Parents responded:

- 🌈 *“I think it’s a great initiative. I am really glad that families in need will also have access to the program”;*
- 🌈 *“If possible, it is great to have at least two options on the amount of food, or maybe two or more choices, e.g., we could choose one less kind of food so that small kids could finish them without wasting”;*
- 🌈 *“I would like to know how optional it is. My child won’t eat his lunch most days and doesn’t like most of the things in the sample menus. Based on the meal samples I saw, I expect he would like and maybe eat 3 or 4 things a month. Can he just have meals once and a while? I don’t want to have to commit to paying every day”;*
- 🌈 *“It’s a very nice program and I’m happy that kids can eat warm lunch and parents can save time”;*
- 🌈 *“It’s too expensive”;*
- 🌈 *“If the food is not enough and the kids want more, can we have additional serving and we will pay for extra? This is an excellent program, can’t wait for this to be implemented. Thank you*
- 🌈 *“Would there be an opportunity to give suggestions for lunch ideas”;*
- 🌈 *“The packaging/waste needs to be strongly considered. Packaging that can be recycled is a start but is still very problematic”;*



- 🌈 *"Love the idea. My child would need a Gluten Free, Dairy free, Food dye-free meal to purchase it. I would be happy to support a child's meal if needed";*
- 🌈 *"Ways should be explored to ensure that children that need lunch daily on a subsidized basis cannot be identified. If the food program is not mandatory or does not require a minimum number of days of participation per week, then it may become easier to see kids that get served lunch every day. I will buy lunch for my child so that this can be avoided for subsidized children. I am very excited about this program being offered in New West schools as so no child should have to go to school hungry. Thank you for all your hard work to implement this initiative!!!"*

### **Survey 2 (Survey of principals in the three current pilot schools):**

Principals were asked for their challenges in implementation and how the program was being received by parents and staff. They were also asked to provide feedback on the impact of the program and if the needs of vulnerable students are being met. Principals overall feedback:

- 🌈 *Excellent quality meals; "students and parents like the food"*
- 🌈 *Vulnerable student population is reached; "kids that are needing food are being taken care of"; "we are doing a good job of feeding the vulnerable kids"*
- 🌈 *Shelf stable items are good and support kids who may have forgotten a lunch; "shelf stable items are really helpful to us"*
- 🌈 *Excellent response from caterer and district staff to issues and problems*
- 🌈 *"delivery and organization has been excellent"*
- 🌈 *Program was implemented and ongoing delivery has worked out better than expected "no real concerns"*
- 🌈 *Subsidy is a bonus and parents really appreciate it*
- 🌈 *Price is a barrier; principals feel that if price could be decreased then we would get more families ordering*
- 🌈 *"online program is not a barrier" and assistance is provided to parents who need it*
- 🌈 *Principals identified that the previous lunch programs were losing money and therefore not sustainable in the district; they recognize that even though the price for students was low the programs were losing money and that it was not universal*
- 🌈 *Principals identified the need to make changes to the current delivery model and indicated they would prefer pickup in a central location rather than delivery to a classroom*

Principals in our current schools were asked if they would prefer to return to the previous lunch delivery model or to make changes to this new model. The principals indicated they would like to see the district stay with the current model as the "food quality is much better" and "things I worried about haven't happened". They indicated that the previous food waste was "horrendous" and now the students are consuming and enjoying their lunches. On a final note the principals are very supportive of the current program; they indicated that ". . . the food quality is better . . . I love that I'm not responsible. . . it's not taking away from everyone else and the lunches are better quality". "We are serving the kids we need to serve".

**Appendix “B”**

Parent and principal feedback indicates that the current cost of a meal is a barrier for many families, particularly families with more than one child.

This scenario examines the potential impact and cost to the district if the price of the meal could be modified. Based on feedback we also included a growth factor of 30%, which we anticipate if the price is reduced.

<i>Fixed price for a meal is \$5.75 which includes a .50 donation to subsidy</i>	Average Daily # of meals	# of subsidized meals	Total parent paid meals	Parent donations	Cost of subsidized meals	Daily cost to district of all meals	Anticipated Monthly Cost	Anticipated Annual Cost	Previous Annual Cost for 4 schools	**Additional Cost to District
Current Projection (CP)	425	243	182	\$ 91.00	\$ 1,159.11	\$ 1,068.11	\$ 21,362.20	\$ 213,622.00	\$ 209,953.00	\$ 3,669.00
Modified Price (4.75)	425	243	182	\$ 91.00	\$ 1,159.11	\$ 1,250.11	\$ 25,002.20	\$ 250,022.00	\$ 209,953.00	\$ 40,069.00
Modified Price (4.75) + 30%										
increase in orders	592	243	349	\$ 174.25	\$ 1,159.11	\$ 1,333.36	\$ 26,667.20	\$ 266,672.00	\$ 209,953.00	\$ 56,719.00
*Increased District Cost						\$ 265.25	\$ 5,305.00	\$ 53,050.00		
Modified Price (4.25)	425	243	182	\$ 91.00	\$ 1,159.11	\$ 1,341.11	\$ 26,822.20	\$ 268,222.00	\$ 209,953.00	\$ 58,269.00
Modified Price (4.25) + 30%										
increase in orders	592	243	349	\$ 174.25	\$ 1,159.11	\$ 1,507.61	\$ 30,152.20	\$ 301,522.00	\$ 209,953.00	\$ 91,569.00
*Increased District Cost						\$ 439.50	\$ 8,790.00	\$ 87,900.00		
*By reducing the cost of a meal;										
**Difference between cost of previous lunch program and Fuel Up! Projections										

*Reducing the cost of the meal to \$4.25 would be the best option for families. However, this will increase the district anticipated annual cost by \$90,900.00*