

Licensed School-Aged Child Care in the Lower Mainland of British Columbia

Services, Gaps and Future Directions

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
1. INTRODUCTION	6
Child Care in British Columbia: An Overview	6
Licensed School-Aged Children in the Lower Mainland	7
Licensed School-Aged Programs: The Challenge of Engaging Preteens.....	9
2. CURRENT FOCUS.....	10
Purpose.....	10
Method	10
Report Overview.....	12
3. SCHOOL-AGED CHILD CARE IN THE LOWER MAINLAND.....	13
Section Overview	13
Howe Sound.....	15
West Vancouver/Bowen Island.....	17
North Vancouver	19
Vancouver	21
Richmond	23
Delta.....	25
Surrey/White Rock	27
Langley.....	29
New Westminster	31
Burnaby.....	33
Coquitlam	35
Maple Ridge/Pitt Meadows.....	37
4. SCHOOL-AGED CHILD CARE: SYNTHESIS OF FINDINGS.....	39
Overview of School-Aged Child Care in the Lower Mainland	39
Strengths in School-Aged Child Care	49
Conclusions and Recommendations	52
References.....	55
APPENDIX A: Board of Education Rental Policies	56
Howe Sound.....	56
West Vancouver	56
North Vancouver	57
Vancouver	58
Richmond	58
Delta.....	59
Surrey.....	59
Langley.....	60
New Westminster	60
Burnaby.....	61
Coquitlam	62
Pitt Meadows/Maple Ridge.....	62
APPENDIX B: Global Challenges in School-Aged Care - Conversations	63

EXECUTIVE SUMMARY

Introduction

Presently in British Columbia, it is estimated that there are licensed child care spaces for only 7% of school-aged children. The current report paints a representative picture of *licensed school-aged child care* in the Lower Mainland by examining aspects of programs across twelve geographical areas (Howe Sound; West Vancouver; North Vancouver; Vancouver; Richmond; Delta; Surrey/White Rock; Langley; New Westminister; Burnaby; Coquitlam; and Maple Ridge/Pitt Meadows). Challenges in addressing the shortage of licensed school-aged child care are outlined and highlight the many factors that contribute to the current school-aged child care environment.

There are three key sections in this report:

1. Information on various aspects of school-aged child care programs' service structure (i.e., non-profit or for-profit status, physical location, capacity, fees and hours of operation) obtained from licensed school-aged child care programs in the Lower Mainland (n = 433); the programs were asked to participate in a 5-10 minute telephone survey between December 2007 and March 2008. Representatives from 90% of the programs participated in this survey. In cases of non-participation, some information was accessed through other sources (e.g., licensing, websites). An analysis of strengths and gaps for each area is outlined.
2. Synthesis of findings from the above data collection with regard to licensed school-aged child care in the Lower Mainland.
3. Recommendations for future directions.

School-Aged Child Care Programs in the Lower Mainland

Throughout the Lower Mainland, the presence of licensed child care programs for school-aged children varies tremendously. When considering the number of children enrolled in the public school system and the spaces available for licensed school-aged child care, the number of children who can be served ranges from 3% in Surrey to 15% in New Westminister. Furthermore, the presence of programs within schools varies as well, with 12% of schools in the Surrey School District and 64% of schools in the New Westminister School District having a school-aged program in or beside the school. Most school districts support the rental of space to school-aged child care programs only after the needs of the district and early learning programs are fulfilled. Finally, the range of fees for different programs (e.g., before and after school care; afterschool care only; Kindercare etc.) differ significantly both among non-profit and for-profit providers and among the different areas of the Lower Mainland.

Synthesis of findings

Overall, the school-aged child care system in the Lower Mainland is a patchwork of programs due to a lack of coordinated planning at the community level.¹ Differences in program capacity, locations (e.g., near school or not), subsidies, and program fees give rise to the need for significant changes in licensed school-aged care in order to move toward more coordinated efforts with the goal of better meeting the needs of families.

¹ Note that the City of Vancouver does have a process in place for community planning around child care issues.

Some of the key challenges that currently exist are:

- Program sustainability: The cost of operating programs, the growing number of families that are unable to afford child care, the child care worker recruitment and retention problems, and the low wages of child care workers make it difficult to develop and implement an overall sustainable child care plan. In order to build capacity, greater funding is needed for programs.
- Limited partnerships: There are not enough solid working relationships between governmental bodies, the Boards of Education, and both non-profit and for-profit sectors. Stakeholders must come together and plan for their communities in a coordinated manner. Traditional divisions between non-profit and for-profit need to be addressed so that more collaboration can occur with the goal of benefiting families and ultimately communities.
- Parental financial strain: A growing number of Canadian families are slipping into the “Working Poor” group. Low parental income, high costs of child care and lack of access to governmental subsidies make it challenging for the children to participate in programs. Families and/or child care programs need greater financial assistance in order to alleviate the financial burden of child care fees.
- Issue of program quality: Beyond basic licensing requirements, there is not a process in place to monitor overall program quality as it relates to child care. There needs to be the development of a quality assurance monitoring system to encourage the provision of the highest quality school-aged child care programs in B.C..
- Increasing capacity and access: There are a limited number of accessible and affordable spaces for school-aged children. Most programs *do not have* available openings. Efforts need to be made to create more affordable spaces for school-aged children.
- Specific community needs: Specific communities are experiencing different degrees of unmet needs in regard to the shortage of school-aged care. For example, New Westminster reported waitlists which indicated that 21% of school-aged children are waiting for care, in Vancouver 7% are waiting for care, and in Burnaby and North Vancouver 4% are waiting for care. In these communities, specific strategies to increase capacity are required in order to keep up with the needs of families.

Despite the challenges B.C. faces within school-aged child care, some programs have been successful in employing dedicated staff, accommodating families with reasonable fees and access to child care spaces, and better utilizing available physical locations for programs. They also offer an array of activities for children, which focus on developmentally appropriate programming. Specific individual communities and larger non-profit providers have invested time and effort to make initiatives involving strategic partnering and/or the development of a hub model approach successful.

Recommendations for Future Directions

It is recommended that stakeholders build upon existing strengths to form a foundation for a sustainable and successful school-aged child care system in each community. General and specific action-orientated recommendations are suggested:

- Child care programs: Examine program availability and waitlists, develop a quality assurance system, and develop a forum (e.g. website) for school-aged programs to connect with one another and the community in order to streamline communication.

- Child care workers: Increase training opportunities, and promote the child care field.
- Government: Create working partnerships in all school districts with community representatives, and examine ways to create affordable child care which meets the demands in each community.
- Best practices for children in school-aged programs: Examine existing programs and best practice literature to highlight factors that attract children to stay in school-aged care; promote positive healthy development, and in turn develop new programs based on these best practices.
- Families: Explore the support needs of struggling families and provide their children access to a rich experience during out-of-school time.
- Society: Provide more public education about the important role school-aged child care programs can play in the lives of children.

For the Lower Mainland, immediate action is warranted in New Westminster followed by Vancouver and Burnaby to increase capacity for children. Specifically, given the long waitlists, particularly in New Westminster, it is critical that the capacity building occur in order to meet the needs of families in this community.

Given that addressing the needs of school-aged care is complex due to limited available space and a lack of qualified staff available, there must be parallel efforts in each community so progress will be realized. Such actions include:

- Assessing available physical space for school-aged child care program in each community and uncovering untapped locations for programs.
- Developing opportunities for partnerships between non-profit providers and for-profit providers in order to build capacity in the licensed school-aged care field.
- Providing incentives for staff training (e.g., scholarships for study in school-aged care).
- Developing additional programs, aside from licensed child care, for school-aged children that can meet some of the demand for care and enriching activities during out-of-school time.
- Striving for high quality and ensuring that an evaluation component is in all programs to support ongoing program improvement.

1. INTRODUCTION

Child Care in British Columbia: An Overview

British Columbia is home to 4,113,485 residents. According to the 2006 Statistics Canada data², 679,605 residents in British Columbia are between the ages of 0-14. As of November 2007, there were 83,300 licensed child care spaces in the province.³ These child care spaces serve children from birth to twelve years of age.

When considering only school-aged care (children in Kindergarten through grade seven) in *British Columbia*, there are approximately 26,000 *licensed* spaces dedicated to this age group⁴. A closer look at the Kindergarten to grade 7 children enrolled in public and independent schools in the 2007/2008 school year reveals that there were 316,903 children enrolled in the public school system and 43,066 children enrolled in the independent school system⁵, for a total of 359,969 children. An additional 3,600 children (K-12) are enrolled in the governmentally funded Francophone School system (exact numbers of these children for each area and age group are not readily available). Although we must be mindful of the constantly shifting numbers due to changes in school population and programs, we can estimate that out of the 359,969 children in independent and public school Kindergarten to grade seven, there are school-aged child care spaces available for 7% of these children in British Columbia.

Licensed Child Care

In British Columbia, for an out-of-school child care program to be deemed a *licensed* program, several standards of care must be met. These standards are in the areas of staff training, staff to child ratios, maximum number of hours a child can be in child care, amount of indoor and outdoor space per child, furniture specifications and first aid training, just to name a few.⁶ Also, due to recent changes (November 2007), staff who work in school-aged school care programs are now required to have 20 hours of training related to children in this age group. All of these standards are then evaluated through an application process with the regional health authorities and programs are subject to periodic inspection in order that they can maintain their license.

2

www12.statcan.ca/english/census06/data/highlights/agesex/pages/Page.cfm?Lang=E&Geo=CMA&Code=59&Table=1&Data=Count&Sex=1&StartRec=1&Sort=2&Display=Page&CSDFilter=5000

³ November 2007 Newsletter from Minister Linda Reid's office

www.mcf.gov.bc.ca/minister/reid/newsletter/reid_report_nov_2007.pdf

⁴ Personal communication with a representative from the Provincial Government. Given the format of the database, Kindercare numbers was not able to be readily extracted as separate from K-7.

⁵ Data obtained from www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.xls

⁶ For a complete listing of all licensing for licensed school-aged child care requirements, see www.qp.gov.bc.ca/statreg/reg/C/CommuCareAssisted/332_2007.htm

Licensed School-Aged Children in the Lower Mainland

The Lower Mainland is a diverse and growing area of Canada. The Lower Mainland's boundaries, for the purposes of this report take in the following areas⁷:

- Howe Sound (including Squamish, Pemberton, Whistler)
- West Vancouver (including Bowen Island, Lions Bay)
- North Vancouver (including District and City of North Vancouver)
- Vancouver
- Richmond
- Delta
- Surrey (including White Rock)
- Langley (including City and Township of Langley)
- New Westminster
- Burnaby
- Coquitlam (including Anmore, Belcarra, Port Moody, Port Coquitlam)
- Maple/Ridge and Pitt Meadows

The following table presents the number of children by grade attending public school in each school district.

⁷ For an map of the Greater Vancouver, see www.gvrd.bc.ca/about/pdfs/GVRDMunicipalBoundaries.pdf

Number of Children Attending Public Schools by District and Grade (2007/2008 school year)⁸

Area	# of Kindergarten Children	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	TOTAL # of students
Howe Sound	274	291	303	304	299	311	318	310	2,410
West Vancouver	344	390	378	389	452	441	466	470	3,330
North Vancouver	978	987	1,102	1,184	1,163	1,238	1,334	1,401	9,387
Vancouver	3,593	3,625	3,838	3,803	3,713	3,895	4,041	4,097	30,578
Richmond	1,329	1,444	1,432	1,407	1,537	1,574	1,715	1,790	12,228
Delta	1028	981	1,047	1,012	1,167	1,145	1,249	1,331	8,960
Surrey	4,286	4,386	4,363	4,500	4,888	4,966	5,037	5,419	37, 845
Langley	1,227	1,276	1,242	1,341	1,291	1,343	1,515	1,513	10,748
New Westminster	430	463	463	430	454	457	491	492	3,250
Burnaby	1,544	1,548	1,581	1,597	1,657	1,677	1,758	1,863	13,225
Coquitlam	1,884	2,024	1,999	2,069	2,096	2,264	2,402	2,527	17,306
Maple Ridge/Pitt Meadows	937	901	948	949	1,026	1,078	1,219	1,226	7,402

⁸ These statistics represent the most recently published Ministry of Education data (January 2008) www.bced.gov.bc.ca/reporting/levels/sd-bas.php

Licensed School-Aged Programs: The Challenge of Engaging Preteens

When considering children from Kindergarten to grade 7 (ages 5-12), the developmental range is vast and striving to meet these varying needs is a great challenge for programs. Most children in licensed school-aged care programs are in primary grades with enrollment steadily declining as children reach grade five (Shumow, 2001). The development and sustainability of a high quality program is of paramount importance and hence quality must be a focus, particularly in the face of evidence that older children are increasingly going into self-care (Granger, Durlak, Yohalem & Reisner, 2007). This drop off in older children's participation is concerning yet understandable as it is not uncommon for programs to be more effective with younger children. With younger children, programs are able to provide a rich array of activities and support that are developmentally appropriate. On the other hand, programs often have difficulties meeting older children's needs, both in terms of activities and emotional support (Halpern, 1999).

"School age care often seems like the forgotten cousin of preschool."

(Canadian Child Care Federation, 2006)

High quality programs provide children with the opportunities to explore new skills, uncover talents and enjoy being with others while doing fun activities (Miller, 1995). By engaging with others in meaningful ways, children have the opportunity to develop self-esteem as well as resourcefulness, responsibility and reliability (Roman, 1998). Depending on the child's supports in his/her life, the decision to no longer attend a school-aged program may represent a shift to other activities not readily available in school-aged programs (e.g., sports teams, music lessons). However, older children who do not have a shift in focus and lack supervision appropriate to their developmental stage are at greater risk for academic and behavioral problems (Metz, Goldsmith, & Arbreton, 2008). Placement in low quality programs has been shown to exacerbate pre-existing behavioral problems (Halpern, 1999). Characteristics of low quality programs include: large numbers of children and few staff to provide appropriate levels of attention and care, lower levels of staff education, greater number of negative staff-child interactions, and a limited variety of engaging activities. Programs that are high quality are developmentally appropriate, offer a wide range of interesting activities, have well-trained staff and ample staff to interact with children in positive ways. These high quality programs keep all children engaged and contribute to their overall well-being (Rosenthal & Lowe Vandell, 1996).

The middle childhood years (ages 6-12) present important developmental tasks that, if mastered, increase the likelihood of success and overall well-being in the next developmental phase – adolescence. In order to assist in tackling these developmental challenges, the guidance and support of caring adults who involve the children in meaningful activities is critical.⁹ Consider the fact that when the B.C. government had a fee of \$7/day for out-of-school care under the Funding Assistance Program (FAP), enrollment increased and more spaces were created to meet this growing enrollment.¹⁰ Unfortunately, this initiative was cancelled in 2001. The research evidence is clear that children thrive in high quality school-aged child care programs.

⁹ See the Search Institute outline of developmental assets for middle childhood www.search-institute.org/assets/40AssetsMC.pdf

¹⁰ For critique of BC Government position on child care, see www.cccabc.bc.ca/cccabedocs/pdf/schoolage_subsidy_sept07.pdf

2. CURRENT FOCUS

Purpose

The purpose of this document is fourfold:

1. To provide an environmental scan of the current *licensed* school-aged child care programs (Kindercare and out-of-school care) that serve children ages five to twelve.
2. To examine where there exists strengths in meeting the child care capacity needs of communities
3. To examine where there are gaps in services for *licensed* school-aged child care.
4. To provide recommendations for future directions in the field of *licensed* school-aged child care.

Method

Participants

The participant pool consisted of 433 licensed school-aged programs¹¹ in the Lower Mainland (see page 7 for the list of all municipalities included). Lists of all these programs were obtained in the fall of 2007 from either the local health authority or the local child care resource and referral office. This represents 100% of all programs that are licensed for school-aged child care. Of the 433 child care programs, 53% are registered non-profit organizations. However, the percent of non-profit child care programs varies tremendously across the Lower Mainland municipalities (from 17% to 96%).

Survey

A brief telephone interview was developed in order to capture critical pieces of information that relate to the location of child care program, non-profit vs. profit status, child care capacity issues, cost, hours of operation, and child care staff-child ratios. The telephone survey was designed to take no more than five to seven minutes per child care program. The length was deemed an important consideration given the time constraints that staff has in typical programs.

Procedures

Telephone interviews with representatives from the school-aged programs took place between December 2007 and early March 2008. All 433 child care programs were contacted at least three times in the event that the first two attempts were not successful. Voicemail messages were left on the second and third call with a call back number and a brief message about the purpose and length of the survey. In the event that the child care program wished to have the questions in writing, the survey was sent via fax, mail or email.

¹¹ Please note that all school-aged programs referred to in this report are licensed programs. This report does not address issues and programs that are unlicensed.

Results

Response Rate

Of the 433 licensed school-aged child care programs in the Lower Mainland 90% (n=390) participated in the survey.¹² Of the 10% non-participants, reasons for non-participation included: 1) a lack of interest 2) a lack of time 3) no contact established (no voicemail device and/or no answer) or 4) the provider did not return voice messages. Non-participants (reasons 3 and 4) were called at least three times.

General Overview Issues

The twelve geographical areas considered in this report highlight the diversity of service structure for school-aged child care. Several key issues emerged in this area. First, child care operators are either registered as non-profit or for-profit providers. Second, physical locations of child care programs vary a great deal and five key physical location categories have emerged in this report: public schools (in or on the property), independent schools, recreation or community centres (including Neighbourhood Houses), churches and “other” (e.g., private homes, commercial buildings, and buildings dedicated to child care programs). Third, the issue of non-profit and leasing of spaces comes into play in certain municipalities, such as Vancouver, where only non-profit organizations can run programs out of public schools.

Through the process of collecting information, it was brought to light that although many Montessori programs have a school-aged child care license, the license is not for the purposes of providing child care. Rather, the license allows the programs to offer “extended day Kindergarten.” In the few cases that a Montessori Kindergarten did offer “kindercare” or out-of-school care, these programs were included in the survey.

Hours of operation for child care programs vary slightly for children in grades 1-7, but generally run from 7:00 a.m. until the beginning of school (generally between 8:45 and 9:00 a.m. and then from school dismissal to 6:00 p.m. In areas outside of Vancouver, hours tend to start somewhat earlier and end slightly later, taking into account the extra time parents may need to travel to and from work. However, there are program that only offer after school care only.

Kindercare essentially covers the part of the school day in which a child is not in his/her Kindergarten class. Kindergarten lasts 2.4 hours in length (either in the morning or afternoon)¹³ with the other 3.75 hours spent in Kindercare. Many Kindergarten-aged children stay until 6 pm and this is considered Kindercare and out-of school care. It appears that there are many Kindergarten-aged children enrolled in group daycare (ages 3-5) as opposed to school-aged child care throughout the Lower Mainland. This care is more costly but may be more readily accessible to some families given the wide gaps in Kindercare and the need for all day care for working families.

¹² Montessori program that have a school-aged license solely for the purposes of offering an extended Kindergarten day are not included in this report.

¹³ School districts do offer full day Kindergarten for children who are Aboriginal, ESL or have special needs.

Overall, the majority of care offered is full-time but several centres offer part-time care and an even smaller number of cases offer drop-in care. Part-time care is sometimes contingent upon a match between two children who, given their child care need schedules, occupy one full-time space. Drop-in care is most prevalent in independent schools where there are a small number of children who actually attend the program on a regular basis yet staff is available daily to accommodate the needs of parents.

There is a wide range in fees for service and the costs of operating programs vary a great deal (e.g., cost of rental space, transportation needs etc.) Fees vary a great deal among non-profit and for-profit child care services. In addition, what is included in these fees varies as well. Cost of transportation, inclusion of care for professional development days, winter/spring breaks and early dismissal are examples of what may or may not be included in child care fees. Many of the programs offer some form of care during all or part of the spring and winter break periods, leaving some families having to search for alternative care if their regular child care program chooses to close during these periods.

An overview of the B.C. Child Care subsidy for out-of-school care¹⁴

In order for parents to qualify for a full or partial child care subsidy, several criteria must be met in addition to the criteria that a family earns no more than \$38,000 net/year. In 2007, the Province increased the subsidy rate system for kindergarten and school-age children. This was the first raise in 13 years.

- For children in out-of-school care for four hours or less per day, the rate increased to \$170 per month, up from \$147.56.
- For children in out-of-school care for more than four hours per day (morning and afternoon care), the rate increased to \$200 per month, up from \$173
- For Kindercare children, the maximum subsidy per month is \$340 per month
- For those who qualify, there is a \$150/month special needs supplement

Finally, the lack of affordable care in several areas became quickly apparent as will be seen throughout this report. Waitlists for certain programs and across certain areas are so long that children are unlikely to get a space in the program during the time they require it for their out-of-school time.

Report Overview

The remainder of this report is as follows:

Section 2: An overview of Kindercare and out-of-school care in the school districts throughout the Lower Mainland. Factors such as number of programs and spaces, governance, locations, costs and waitlists are synthesized for each school district based on collected data. Further to this, strengths and gaps for each area are outlined.

Section 3: Based on all the information gathered for this report, a synthesis of the findings is presented which paints a picture of Kindercare and out-of-school care in the Lower Mainland. Recommendations for future directions are outlined.

Please note that information pertaining to school board licensing policies in regards to licensed school-aged childcare programs can be found in Appendix A.

¹⁴ For full description of subsidies see www.mcf.gov.bc.ca/childcare/eligibility.htm#

3. SCHOOL-AGED CHILD CARE IN THE LOWER MAINLAND

Section Overview

The following section outlines key statistics from each of the twelve school districts. These statistics should be considered *a snapshot in time* as enrollments and waitlists change on a regular basis. Fees may also change.

Following each table is an analysis of the strengths and gaps in services. This information relates to issues regarding child care capacity and child care planning. For the purposes of this analysis, the following meaning is implied:

Gap: factors that contribute to the disparity between child care services available and child care needs (or potential needs) of a particular community.

Strength: factors that contribute to the effectiveness in meeting the needs for school-aged child care in a community.

Gaps in services specific to each area of the Lower Mainland are outlined in this section. However, there are global gaps (or challenges) in the school-aged child care field that apply to all areas throughout the Lower Mainland. Six key gaps have emerged during the course of this environmental scan.

1. There is a shortage of qualified applicants who choose to enter and remain in the field of school-aged care.
2. There is a critical shortage of affordable rental space in which programs can offer school-aged care.
3. There is no central waitlist system. Some programs do keep a waitlist for children to enter the program, while others do not. Even among those programs that have a waitlist, the list is often not current as parents may place their name on a waitlist and continue to seek an alternative placement. Alternatively, parents may become discouraged by the long waitlists and opt not to add their child's name to the list. This fragmentation creates significant challenges in truly being able to assess the demand for school-aged care throughout the Lower Mainland.
4. In the Lower Mainland, 53% of the programs are run by registered non-profit societies. Given that 47% are for-profit programs, there is a need for the two sectors to work together in a more collaborative manner to better serve the needs of school-aged children and families. Currently, there appears to be a lack of collaboration between the two sectors and with the exception of Vancouver, in which 96% of the school-aged care programs are operated by the non-profit sector, other municipalities rely on a combination of non-profit and for-profit run.
5. The majority of the municipalities in the Lower Mainland do not have a school-aged child care strategic plan¹⁵ to assist in guiding the community planning process.
6. The rate of availability of school-aged child care programs in schools vary a great deal among the school districts. In those schools in which there are no school-aged child care programs, demand is unable to be assessed.

¹⁵ An exception to this is Vancouver where there is dedicated municipal staff to child care planning. Other areas are in the process of developing plans: North Vancouver (District and City); West Vancouver, New Westminster

When reviewing the tables that provide the statistics for each area, several general issues should be considered:

- Some spaces are shared between two or more children. This means, for example, a centre that has space for 20 children may have 26 children registered. In some cases this meets the needs of those parents who only require part time care. In other cases, due to a shortage of full-time space, parents have opted to take the part-time space and make alternate arrangements for the remaining time. It is very difficult to tease out the exact number of children sharing spaces and to find out if according to parents this is their ideal situation or one in which is a result of affordability or availability.
- Many centres either do not keep waitlists, or they keep one for the fall of each year (particularly for Kindercare). Numbers in the tables are a mix between fall and current waitlists. Many centres have noted that waitlists are often ineffective and unreflective of true numbers as parents will put themselves on several waitlists in hopes of securing child care. Some parents will find child care elsewhere while others will make arrangements outside the licensed child care realm. Some parents do not opt for childcare due to the cost or deterrent of long waitlists.
- Although there are many children cared for in licensed school-aged programs, this report does not address the children who are cared for in licensed family care, license not required (LNR) care, group care (Kindergarten children) and unregulated child care.
- Centres may be licensed for a certain number of children but due to transportation limitations, staffing, or insufficient space (due to renovations/construction), they can not accept children to their full capacity.
- Some Kindergarten children take up two “spaces” in child care because in some programs, a Kindercare specific program is run for the whole day whereas in others, Kindercare ends at 3 pm. For example, a Kindercare space may exist to provide care until 3 pm, at which point an out-of-school space covers the period from 3-6 p.m.
- Because Kindergarten is one year in duration, student turnover occurs annually. Alternatively, out-of-school care generally experiences less of a turnover in the primary grades (older children leave the programs more readily). The challenge is for children to transition out of Kindercare and into an out-of-school care program as they enter grade one. Children who are enrolled in Kindercare programs that also provide care for grades one and up have priority to any vacant spaces that emerge. Once these Kindercare children fill these vacant spaces, there are very few or no spaces left for children who are new to the program. This makes it extremely difficult for some families to get care for their children.
- Generally, children seem to phase out of out-of-school care in grade four or five depending on the nature of the program (whether it is designed for pre-teens or whether they are mixed in with the primary children) and other factors (e.g., parental work schedule, family finances, desire to be with their peers etc.) The majority of children reflected in the statistics are in grades one through three.
- The variability in cost can be due to several factors (e.g., cost of rental space, transportation needs etc.) therefore one must keep in mind the higher operational costs of some programs will be reflected in the fees.
- The issue of program quality is not considered in the analysis and hence issues related to quality would need further exploration in order to determine the overall school-aged child care climate at the community-level.

Howe Sound	
Communities served	Squamish, Whistler, Pemberton
School District	Howe Sound
Number of public elementary schools	10 + 3 French Schools
Number of children (K-7 Howe Sound School District)	2,410
Number of full-time school-aged child care spaces	175 (spaces for 7% of children)
Total number of licensed school-aged child care programs	8
Total number of respondents providing complete data for this survey	8 (100%)
Number of programs with Kindercare specific programs	3
Number of programs in which Kinders are combined with group daycare (ages 3-5)	1
Number of Non-profits child care programs	5 (63%)
Number of For-profit child care programs	3 (37%)
Locations of child care programs <i>Percent of public schools with a child care program = 15% (65 spaces)</i>	Public School = 2 Independent School = 0 Community Centre = 3 Church = 2 Other = 1
Range of cost of non-profit before school care only (one program)	\$250
Range of cost of for-profit before school care only	n/a
Range of cost of non-profit after school care only (three programs)	\$223- \$340 (median = \$260)
Range of cost of for-profit after school care only (one program)	\$280 (\$14/day is charged)
Range of cost of non-profit before & after school care (two programs)	\$300 & \$440
Range of cost of for-profit before & after school care	n/a
Range of cost of non-profit Kindercare (two programs)	\$305 & \$310
Range of cost of for-profit Kindercare (one program)	\$500
Range of cost of non-profit Kindercare and out-of school (two programs)	\$580
Range of cost of for-profit Kindercare and out-of-school (one program)	\$500
Current number of children enrolled (175 spaces)	148
Children receiving government subsidies	24
Children receiving agency subsidies	0
Number of reported children on waitlists	53
Hours of operation	8-6/ 8:15-5:30/ 6:30-6:30/ 6:45-5:30/11:25-6/3-6
Staff-Child Ratio	1:8 (2 program) 1:10 (6 programs)
Programs in which there is an extra cost for holiday care (6 offer holiday care)	4 (\$11 or \$20 extra/day; \$35/\$39 flat rate for the day)
Programs in which there is an extra cost for ProD days (4 offer care on prod days)	2 (\$11 or \$20 extra/day; \$35/\$39 flat rate for the day)
Transportation (if extra charge is applied)	No extra charge

Comments:

- One program is academic in nature and has very low part-time enrollment. It is only available during the after school period. Operator is having challenges attracting children to the program.
- One program is offered for tourists at the Westin Resort and Spa. This program is not included in this table as it is not a traditional child care program.

Howe Sound

Spaces available for 7% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none">∞ Dedicated community resource agency “Sea-to-Sky Community Services Society” that operates programs even in the face of tremendous financial challenges.∞ Discussions are underway by the Board of Education in regards to creating a plan to develop school-aged child care policies in the district.∞ One program is open for a long day to accommodate parents who must travel a significant distance for work.	<ul style="list-style-type: none">∞ Only 2 out of 13 schools have a school-aged child care program beside it. This program is operated by “Sea-to-Sky Community Services Society.” The reported waitlist is 20 children.∞ Programs in Whistler area offer after school only care.∞ Given the variable hours in the resort industry, child care in Whistler is not designed to meet these needs. <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

West Vancouver/Bowen Island

Communities served	West Vancouver, Bowen Island, Lion's Bay
School District	West Vancouver
Number of public elementary schools	14
Number of children (K-7 West Vancouver School District)	3, 330
Number of full-time school-aged child care spaces	368 (spaces for 11% of children)
Total number of licensed school-aged child care programs	10
Total number of respondents providing complete data for this survey	10 (100%)
Number of programs with Kindercare specific programs	5
Number of programs in which Kinders are combined with group daycare (ages 3-5)	0
Number of Non-profits child care programs	5 (50%)
Number of For-profit child care programs	5 (50%)
Locations of child care programs <i>Percent of public schools with a child care program = 57% (248 spaces)</i>	Public School = 8 Independent School = 2 Community Centre = 0 Church = 0 Other = 0
Range of cost of non-profit before school care only (2 programs)	\$105 & \$115
Range of cost of for-profit before school care only (2 programs)	\$95 & \$129
Range of cost of non-profit after school care only (4 programs)	\$225 - \$400 (median = \$285 & \$300)
Range of cost of for-profit after school care only (5 programs)	\$241 - \$320 (median = \$241)
Range of cost of non-profit before & after school care (2 programs)	\$330 & \$415
Range of cost of for-profit before & after school care (5 programs)	\$371 - \$415 (median = \$371)
Range of cost of non-profit Kindercare (2 programs)	\$290 & \$335
Range of cost of for-profit Kindercare (3 programs)	\$285 (all the same provider)
Range of cost of non-profit Kindercare and out-of school (2 programs)	\$725 & \$750
Range of cost of for-profit Kindercare and out-of-school (3 programs)	\$561
Current number of children enrolled (368 spaces)	507
Children receiving government subsidies	39
Children receiving agency subsidies	8
Number of reported children on waitlists	0
Hours of operation	7:30-6/7:30-5:30/8-6/3:30-6/2:40-6:10
Staff-Child Ratio	1:10 (8 programs) 1:15 (2 programs)
Programs in which there is an extra cost for holiday care (7 offer care)	7 programs (\$20-\$30 extra/day)
Programs in which there is an extra cost for ProD days (7offer care)	7 programs (\$20-\$30 extra/day)
Transportation (if extra charge is applied)	No extra charges

Comments

- Most Kindercare is provided within group daycare (ages 3-5) settings.
- At one independent school, after-school care is free for students attending the school.

West Vancouver/Bowen Island

Spaces available for 11% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none">∞ Overall the West Vancouver/Bowen Island area has good coverage when compared with other areas. There is no reported waits for any of the programs.∞ One private provider operates three of the largest programs. This provider works toward meeting the needs of the families by providing part-time, drop-in as well as full-time care. A newer private provider also offers flexible care for children.	<p>Currently there are no reported waitlists.</p> <p>There are no programs located in community centres.</p> <p>SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

North Vancouver

Communities served	City and District of North Vancouver	
School District	North Vancouver	
Number of public elementary schools	28 + 1 French School	
Number of children (K-7 North Vancouver School District)	9,387	
Number of full-time school-aged child care spaces	889 ¹⁶ (spaces for 9% of children)	
Total number of licensed school-aged child care programs	36	
Total number of respondents providing complete data for this survey	34 (94%)	
Number of programs with Kindercare specific programs	19	
Number of programs in which Kinders are combined with group daycare (ages 3-5)	4	
Number of Non-profits child care programs	16 (44%)	
Number of For-profit child care programs	19 (53%) (one unknown)	
Locations of child care programs	Public School	= 10
Percent of schools with a child care program = 34% (370 spaces) (one school has two programs)	Independent School	= 5
	Community Centre	= 2
	Church	= 7
	Other	= 11
(one unknown)	(Home = 4/Child care centre = 1/ Commercial bldg = 4/District owned bldg = 1/ Portable on District land = 1)	
Range of cost of non-profit before school care only (7 programs)	\$100 - \$177 (median = \$125)	
Range of cost of for-profit before school care only (9 programs)	\$95 - \$300 (median = \$ 195)	
Range of cost of non-profit after school care only (9 programs)	\$250 - \$400 (median = \$340)	
Range of cost of for-profit after school care only (10 programs)	\$210 - \$450 (median = \$340)	
Range of cost of non-profit before & after school care (12 programs)	\$280 - \$400 (median = \$392)	
Range of cost of for-profit before & after school care (16 programs)	\$268 - \$550 (median = \$450 & \$475)	
Range of cost of non-profit Kindercare (7 programs)	\$275 - \$508 (median = \$395)	
Range of cost of for-profit Kindercare (5 programs)	\$350 - \$490 (median = \$280)	
Range of cost of non-profit Kindercare and out-of school (7 programs)	\$500 - \$640 (median = \$585)	
Range of cost of for-profit Kindercare and out-of-school (8 programs)	\$550 = \$770 (median = \$695)	
Current number of children enrolled (889 spaces)	937	
Children receiving government subsidies	125	
Children receiving agency subsidies	2	
Number of reported children on waitlists	390	
Hours of operation	6:30-6/7-6/7:15-5:30/7:15-5:45/ 7:30-5:30/7:30-6/8-5:30/11:45-3/2-6	
Staff-Child Ratio	1:8 (2 programs) 1:10 (21 programs) 1:14 (1 program) 1:15 (7 programs)	
Programs in which there is an extra cost for holiday care (29 offer care)	15 (\$10 - \$30 extra/day)	
Programs in which there is an extra cost for ProD days (31 offer care)	15 (\$10 - \$30 extra/day)	
Transportation (if extra charge is applied)	\$15 - \$45 per month	

Comments:

- Compared to other areas, there are more providers who report charging an extra fee for transportation

¹⁶ Although complete data is missing for four centres, capacity data is accurate.

North Vancouver

Spaces available for 9% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none"> ∞ The North Shore Neighbourhood House operates five school-aged programs in various locations. This non-profit organization is able to utilize the infrastructure of the agency in order to allocate resources for school-aged care. ∞ Westview Elementary, which is a new school in North Vancouver, has developed a model of providing group care and school-aged care thereby offering a more seamless transition for children between their different environments. 	<p>Long waitlists (51-99 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Braemer Elementary* 2. Ridgeway Elementary <p>Waitlists (20-50 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 3. Cleaveland Elementary 4. La Garde de L'Ecole 5. Dorothy Lynas Elementary** 6. Seymour Heights Elementary*** <p>*Served by a program at Delbrook Community Centre ** Served by a program at Parkgate Child & Family Centre *** Served by a program at Seymour Heights Elementary</p> <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Vancouver

Communities served	Vancouver
School District	Vancouver
Number of public elementary schools	75 main schools & 16 annexes + 2 French Schools = 103
Number of children (K-7 Vancouver School District)	30,578
Number of full-time school-aged child care spaces	3,536 ¹⁷ (spaces for 12% of children)
Total number of licensed school-aged child care programs	94
Total number of respondents providing complete data for this survey	91 (97%)
Number of programs with Kindercare specific programs	37
Number of programs in which Kinders are combined with group daycare (ages 3-5)	0
Number of Non-profits child care programs	90 (96%)
Number of For-profit child care programs	4 (4%)
Locations of child care programs Percent of schools with a child care program = 50% (2,275 spaces) (5 schools have more than one child care program)	Public School = 51 Independent School = 4 Community Centre = 19 Church = 11 Other = 4 (Free standing bldg= 2/ apartment = 2)
Range of cost of non-profit before school care only (24 programs)	\$60 - \$140 (median = \$100)
Range of cost of for-profit before school care only (2 programs)	\$85 & \$135
Range of cost of non-profit after school care only (40 programs)	\$30 ¹⁸ - \$420 (median = \$255)
Range of cost of for-profit after school care only (2 programs)	\$205 & \$285
Range of cost of non-profit before & after school care (68 programs)	\$195 - \$388 (median = \$285)
Range of cost of for-profit before & after school care (3 programs)	\$260 - \$350 (median = \$300)
Range of cost of non-profit Kindercare (24 programs)	\$210 - \$465 (median = \$350 & \$357)
Range of cost of for-profit Kindercare (0 programs)	n/a
Range of cost of non-profit Kindercare and out-of school (35 programs)	\$275 - \$710 (median = \$470)
Range of cost of for-profit Kindercare and out-of-school (1 program)	\$550
Current number of children enrolled (3536 spaces)	3248
Children receiving government subsidies	681
Children receiving agency subsidies	52
Number of reported children on waitlists	2278
Hours of operation	6:30-6/7-5:30/7-7/7:15-6/7:30- 5:30 /7:30-5:45/7:30-6/7:30-6:30/7:45-6
Staff-Child Ratio	1:5 (1 program) 1:6 (2 programs) 1:7 (2 programs) 1:8 (7 programs) 1:9 (1 program) 1:10 (59 programs) 1:12 (5 programs) 1:15 (4 programs)
Programs in which there is an extra cost for holiday care (82 offer care)	47 (\$11-\$35 extra/day)
Programs in which there is an extra cost for ProD days (86 offer care)	15 (\$11-\$30 extra/day)
Transportation (if extra charge is applied)	\$15-\$58 per month

Comments:

- Majority of agency subsidies come from two providers: Ray Cam Community Centre and Strathcona Community Centre
- There are extremely long waitlists at certain schools in the city (e.g., French immersion)
- Due to civic strike in fall 2007, many families had to find alternative care for the year

¹⁷ Although complete data is missing for three centres, capacity data is accurate.

¹⁸ This program is unique in that the cost is extremely low. The next lowest fee is \$205/month

Vancouver

Spaces available for 12% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none"> ∞ The Vancouver Board of Education only rents space to non-profit organizations and in Vancouver and is mainly larger non-profit organizations that run multiple programs and work to utilize their resources in the most efficient way possible to meet the needs of children and families (note that 96% of school-aged programs are offered by non-profit organizations). ∞ The Vancouver Board of Education is dedicated to utilizing the community school hub model in order to develop programs to meet the needs of the school community ∞ The City of Vancouver has municipal staff that oversee the development and implementation of a City child care strategy. ∞ In several schools, the demand for child care is met through school-based programs and community centre/neighbourhood house based programs. These school-community partnerships have increased the overall capacity for school-aged care in a coordinated manner. 	<p>Extremely long waitlists (100 + children on the waitlist) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Champlain Heights Community Elementary (over 200 waiting) 2. L'Ecole Bilingue (over 300 waiting) 3. Queen Elizabeth Elementary 4. Elsie Roy Elementary 5. University Hill Elementary 6. Queen Mary Elementary <p>Long waitlists exist (51-99 children) near the following public schools:</p> <ol style="list-style-type: none"> 7. Hastings Community School 8. Jules Quesnel Elementary 9. Tennyson Elementary 10. Nootka Community Elementary 11. Trafalgar Elementary <p>Waitlists exist (20 – 50 children) near the following public schools:</p> <ol style="list-style-type: none"> 12. Graham Bruce Community Elementary 13. Dickens Elementary 14. Edith Cavell Elementary 15. McQuinna Elementary 16. Douglas Park Elementary 17. Hudson Elementary 18. Jamieson Elementary 19. Kerrisdale Elementary 20. Weir Elementary 21. Gordon Elementary 22. Laura Secord Elementary 23. McBride Elementary 24. Lord Selkirk Elementary 25. Strathcona Elementary 26. Quilchena Elementary 27. Kingsford-Smith Elementary 28. Oppenheimer Elementary 29. General Wolfe Elementary <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Richmond	
Communities served	Richmond
School District	Richmond
Number of public elementary schools	38 + 1 French School
Number of children (K-7 Richmond School District)	12, 228
Number of full-time school-aged child care spaces	1,094 ¹⁹ (spaces for 9% of children)
Total number of licensed school-aged child care programs	32
Total number of respondents providing complete data for this survey	30 (94%)
Number of programs with Kindercare specific programs	22
Number of programs in which Kinders are combined with group daycare (ages 3-5)	0
Number of Non-profits child care programs	22 (69%)
Number of For-profit child care programs	10 (31%)
Locations of child care programs	Public School = 24
<i>Percent of public schools with a child care program = 62% (909 spaces)</i>	Independent School = 2
	Community Centre = 3
	Church = 2
	Other = 1
Range of cost of non-profit before school care only (10 programs)	\$135 - \$195 (median = \$125)
Range of cost of for-profit before school care only (5 programs)	\$100 - \$165 (median = \$165)
Range of cost of non-profit after school care only (5 programs)	\$180 - \$260 (median = \$250)
Range of cost of for-profit after school care only (6 programs)	\$285-\$325 (median = \$290)
Range of cost of non-profit before & after school care (21 programs)	\$220 - \$397 (median = \$310)
Range of cost of for-profit before & after school care (7 programs)	\$176 ²⁰ - \$375 (median = \$315)
Range of cost of non-profit Kindercare (11 programs)	\$220 - \$430 (median = \$300)
Range of cost of for-profit Kindercare (3 programs)	\$390
Range of cost of non-profit Kindercare and out-of school (14 programs)	\$450-\$630 (median = \$480)
Range of cost of for-profit Kindercare and out-of-school (5 programs)	\$500-\$550 (median \$500)
Current number of children enrolled (1094 spaces)	1104
Children receiving government subsidies	149
Children receiving agency subsidies	20
Number of reported children on waitlists	238
Hours of operation	7-6/7:30-5:30/8-6/8:30-6
Staff-Child Ratio	1:6 (3 programs) 1:8 (2 programs) 1:10 (21 programs) 1:12 (2 programs)
Programs in which there is an extra cost for holiday care (17 offer care)	16 (\$18 to \$30 extra a day)
Programs in which there is an extra cost for ProD days (26 offer care)	4 (\$18 or \$30 extra a day)
Transportation (if extra charge is applied)	\$58 per month

¹⁹ This does not include 30 spaces at a program that is for children with special needs and is not a traditional child care model and serves mostly adolescents. Although two programs did not participate, capacity is accurate.

²⁰ This program is a shorter day: one care in the morning and 2.25 hours in the afternoon.

Richmond

Spaces available for 9% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none"> ∞ Two non-profit providers (Tomorrow's Top Kids and the YMCA) operate 13 of the school-aged child care programs. These providers are able to utilize resources within their respective programs to meet the needs of children at the schools they serve. For example, if Kindercare is not able to be offered at one location, the organization can transport those children to a nearby location and combine Kinders from two schools. ∞ South Arm Community Centre, Hamilton After School Care and RPC Church have separate programs for school-aged children based on their age (three age groups). 	<p>Waitlists (20-50 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Gilmore Elementary 2. Bridge Elementary* 3. Whiteside Elementary* 4. Walter Lee Elementary* 5. DeBeck Elementary* 6. Maple Lane Elementary* 7. Anderson Elementary** 8. Cook Elementary** 9. General Currie Elementary** 10. Homma Elementary <p>*served by programs at South Arm Community Centre **served by programs at RPC Church</p> <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Delta	
Communities served	Delta, Ladner
School District	Delta
Number of public elementary schools	26 + 1 French School
Number of children (K-7 Delta School District)	8,960
Number of full-time school-aged child care spaces	690 ²¹ (spaces for 8% of children)
Total number of licensed school-aged child care programs	24
Total number of respondents providing complete data for this survey	19 (79%)
Number of programs with Kindercare specific programs	15
Number of programs in which Kinders are combined with group daycare (ages 3-5)	0
Number of Non-profits child care programs	4 (17%)
Number of For-profit child care programs	19 (79%) (one unknown)
Locations of child care programs	Public School = 13
Percent of schools with a child care program = 48% (345 spaces)	Independent School = 1
	Community Centre = 0
	Church = 3
	Other = 7
	(Home =4/ Commercial Bldg = 3)
Range of cost of non-profit before school care only (2 programs)	\$100 & \$105
Range of cost of for-profit before school care only (9 programs)	\$100 - \$320 (median = \$180)
Range of cost of non-profit after school care only (2 programs)	\$160 & \$200
Range of cost of for-profit after school care only (7 programs)	\$190 - \$330 (median = \$252)
Range of cost of non-profit before & after school care (3 programs)	\$270 - \$305 (median = \$288)
Range of cost of for-profit before & after school care (16 programs)	\$290 - \$500 (median = \$350)
Range of cost of non-profit Kindercare (0 programs)	n/a
Range of cost of for-profit Kindercare (4 programs)	\$385 - \$500 (median = \$400)
Range of cost of non-profit Kindercare and out-of school (2 programs)	\$420 & \$550
Range of cost of for-profit Kindercare and out-of-school (13 programs)	\$440 - \$920 (median = \$550)
Current number of children enrolled (690 spaces)	589
Children receiving government subsidies	87
Children receiving agency subsidies	8
Number of reported children on waitlists	173 (one program had 100 on list)
Hours of operation	6-6/6:15-6/6:30-6/6:30-6:30/7-5:30/ 7-6/7-6:30/3:00-5:30
Staff-Child Ratio	1:10 (18 programs); 1:14 (1 program) 1:15 (1 program)
Programs in which there is an extra cost for holiday care (19 offer care)	15 programs (\$14-\$35 extra/day)
Programs in which there is an extra cost for ProD days (19 offer care)	3 programs (\$14 day extra)
Transportation (if extra charge is applied)	\$20 - \$30 per month

²¹ Although complete data is missing for five centres, capacity data is accurate.

Delta

Spaces available for 8% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none">∞ Hilltop Christian Child Care Centre has different programs for school children based on their age.	<ul style="list-style-type: none">∞ Two programs have waitlists. One is for an independent school and the other is a church-based program (Hilltop Christian Child Care). Hilltop Christian Child Care serves Boundary Beach Elementary, Cougar Canyon Elementary, Pinewood Elementary, Sunshine Hills Elementary and McCloskey Elementary. For Hilltop Christian Child Care, the waitlist is for the Kindergarten/grade one program.∞ There are no programs at community centres. <p>SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Surrey/White Rock

Communities served	Surrey, White Rock, Cloverdale	
School District	Surrey	
Number of public elementary schools	100 + 1 French School	
Number of children (K-7 Surrey School District)	37,845	
Number of full-time school-aged child care spaces	1309 ²² (spaces for 3% children)	
Total number of licensed school-aged child care programs	60	
Total number of respondents providing complete data for this survey	50 (83%)	
Number of programs with Kindercare specific programs	35	
Number of programs in which Kinders are combined with group daycare (ages 3-5)	3	
Number of Non-profits child care programs	18 (30%)	
Number of For-profit child care programs	37 (62%) (5 unknown)	
Locations of child care programs	Public School = 12	
Percent of schools with a child care program = 12% (264 spaces)	Independent School = 4	
	Community Centre = 14	
	Church = 5	
	Other = 20	
	(Home = 9/Own facility = 6/ City owned bldg = 2/ Child care centre = 2/ Commercial bldg = 1)	
Range of cost of non-profit before school care only (6 programs)	\$94 - \$280 (median = \$100)	
Range of cost of for-profit before school care only (10 programs)	\$97 - \$350 (median = \$150 & \$173)	
Range of cost of non-profit after school care only (7 programs)	\$197 - \$300 (median = \$275)	
Range of cost of for-profit after school care only (10 programs)	\$130 - \$350 (median = \$250)	
Range of cost of non-profit before & after school care (14 programs)	\$250 - \$400 (median = \$320)	
Range of cost of for-profit before & after school care (33 programs)	\$235 - \$400 (median = \$330)	
Range of cost of non-profit Kindercare (2 programs)	\$340 & 356	
Range of cost of for-profit Kindercare (3 programs)	\$295 - \$497 (median = \$300)	
Range of cost of non-profit Kindercare and out-of school (6 programs)	\$455 - \$625 (\$586 & \$600)	
Range of cost of for-profit Kindercare and out-of-school (27 programs)	\$415 - \$650 (median = \$550)	
Current number of children enrolled (1309 spaces)	1171	
Children receiving government subsidies	199	
Children receiving agency subsidies	9	
Number of reported children on waitlists	535	
Hours of operation	6-6/6:30-6/6:45-6/6:45-6:15/7-5:30/ 7-6/7:30-5:30/7:30-6/8:30-6/SD-6	
Staff-Child Ratio	1:18 (6 programs) 1:9 (1 program) 1:10 (32 programs) 1:12 (3 programs) 1:14 (1 programs) 1:15 (7 programs)	
Programs in which there is an extra cost for holiday care (41 offer care)	39 (\$10 - \$35 extra/day)	
Programs in which there is an extra cost for ProD days (47 offer care)	19 (\$10 - \$30 extra/day)	
Transportation (if extra charge is applied)	\$3 day (one program)	

Comments:

- Only two child care programs are available in the White Rock area

²² Although complete data is missing for ten centres, capacity data is accurate.

Surrey/White Rock

Spaces available for 3% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none"> ∞ Discussions are underway at the school district level as to how the overall capacity of school-aged child care can be increased within the school district. ∞ There are 14 programs located at community centres. 	<p>Waitlists (20-50 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Mary Jane Shannon Elementary* 2. Holly Elementary* 3. Riverdale Elementary* 4. Bonaccord Elementary* 5. Lena Shaw Elementary** 6. Latimer Road Elementary*** 7. Hillcrest Elementary*** 8. Martha Currie Elementary*** 9. Don Christian Elementary*** 10. Frost Road Elementary 11. Walnut Road Elementary**** 12. Frost Road Elementary**** 13. Serpentine Heights Elementary**** 14. Semiahmoo Trail Elementary***** 15. Laronde Elementary ***** 16. Chantrell Creek ***** 17. White Rock Elementary***** 18. Peace Arch Elementary***** 19. Bayridge Elementary***** 20. Harold Bishop Elementary 21. Cambridge Elementary***** 22. McLeod Road Elementary***** <p>*served by Bonnie Castle Out-of-School Care **served by Cedar Grove Child Development Centre ***served by Cloverdale Heights Daycare Centre ****served by Helping Hands Children's Centre *****served by Seaview Child Care Centre *****served by Biggest Little Preschool & Childcare</p> <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Langley

Communities served	Langley City, Aldergrove, Brookwood, Murrayville, Walnut Grove
School District	Langley
Number of public elementary schools	32 + 1 French school
Number of children (K-7 Langley School District)	10,748
Number of full-time school-aged child care spaces	682 ²³ (spaces for 6% of children)
Total number of licensed school-aged child care programs	30
Total number of respondents providing complete data for this survey	28 (93%)
Number of programs with Kindercare specific programs	21
Number of programs in which Kinders are combined with group daycare (ages 3-5)	1
Number of Non-profits child care programs	8 (27%)
Number of For-profit child care programs	22 (73%)
Locations of child care programs	Public School = 18
Percent of schools with a child care program = 55% (419 spaces)	Independent School = 3
	Community Centre = 2
	Church = 1
	Other = 5
(1 unknown)	(Elks Hall, Heritage Building, Child Care Centre; Own building)
Range of cost of non-profit before school care only (2 program)	\$100 & \$135
Range of cost of for-profit before school care only (2 programs)	\$263 & \$225
Range of cost of non-profit after school care only (2 program)	\$235 & \$265
Range of cost of for-profit after school care only (2 programs)	\$163 & \$260
Range of cost of non-profit before & after school care (6 programs)	\$300 - \$350 (median = \$344)
Range of cost of for-profit before & after school care (21 programs)	\$200-\$575 (median = \$330)
Range of cost of non-profit Kindercare (1 program)	\$385
Range of cost of for-profit Kindercare (1 program)	\$300
Range of cost of non-profit Kindercare and out-of school (4 programs)	\$465-\$590 (median = \$500 & \$575)
Range of cost of for-profit Kindercare and out-of-school (18 programs)	\$400-\$725 (median = \$500 & \$550)
Current number of children enrolled (682 spaces)	659
Children receiving government subsidies	95
Children receiving agency subsidies	3
Number of reported children on waitlists	161 (one provider had a list of 50)
Hours of operation	6am-7/6:30-5:30/6:30-6/7-6/7:30-5/7:30-5:30/7:30-6/8-6/3:30-5:30
Staff-Child Ratio	1:6 (3 programs); 1:8 (2 programs); 1:10 (19 programs); 1:15 (3 programs)
Programs in which there is an extra cost for holiday care (26 offer care)	10 programs (\$10-\$40 extra/day)
Programs in which there is an extra cost for ProD days (26 offer care)	6 programs (\$10-\$40 extra/day)
Transportation (if extra charge is applied)	n/a

²³ Data missing from 2 child care programs.

Langley

Spaces available for 6% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none">∞ One private provider operates three school-based programs in the District which allows for some coordination.∞ Compared to other areas, Langley has a large number of programs that offer drop-in care.	<p>Waitlists (20-50 children) exist near the following public schools:</p> <ol style="list-style-type: none">1. Willoughby Elementary*2. RC Garnett Elementary*3. Langley Meadows Elementary* <p>*served by Covenant Kids Christian Daycare</p> <p>SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

New Westminster

Communities served	New Westminster
School District	New Westminster
Number of public elementary schools	9 elementary + 2 middle schools
Number of children (K-7 New Westminster School District)	3,250
Number of full-time school-aged child care spaces	478 ²⁴ (spaces for 15% of children)
Total number of licensed school-aged child care programs	18
Total number of respondents providing complete data for this survey	16 (89%)
Number of programs with Kindercare specific programs	8
Number of programs in which Kinders are combined with group daycare (ages 3-5)	2
Number of Non-profits child care programs	14 (78%)
Number of For-profit child care programs	3 (17%) (one unknown)
Locations of child care programs	Public School = 7
<i>Percent of public schools with a child care program = 64% (250 spaces)</i>	Independent School = 1
<i>(one program is located at a middle school)</i>	Community Centre = 0
	Church = 4
	Other = 4
<i>(2 unknown)</i>	(Home = 2; Multi-use bldg = 2)
Range of cost of non-profit before school care only (0 programs)	n/a
Range of cost of for-profit before school care only (0 programs)	n/a
Range of cost of non-profit after school care only (0 programs)	n/a
Range of cost of for-profit after school care only (0 programs)	n/a
Range of cost of non-profit before & after school care (12 programs)	\$260-\$375 (median = \$310) ²⁵
Range of cost of for-profit before & after school care (2 programs)	\$275 & \$350
Range of cost of non-profit Kindercare (3 programs)	\$269 (all the same provider)
Range of cost of for-profit Kindercare (0 programs)	n/a
Range of cost of non-profit Kindercare and out-of school (7 programs)	\$555-\$610 (median = \$565)
Range of cost of for-profit Kindercare and out-of-school (1 program)	\$700
Current number of children enrolled (478 spaces)	379 ²⁶
Children receiving government subsidies	66
Children receiving agency subsidies	0
Number of reported children on waitlists	698
Hours of operation	6:30-5:30/6:45-6/7-5:30/7-6
Staff-Child Ratio	1:7 (2 programs) 1:8 (2 programs) 1:10 (11 programs) 1:15 (1 program)
Programs in which there is an extra cost for holiday care (16 offer care)	5 programs (\$16-\$40 extra/day)
Programs in which there is an extra cost for ProD days (16 offer care)	3 programs (\$15-\$35 extra/day)
Transportation (if extra charge is applied)	n/a

²⁴ Although complete data is missing for two centres, capacity data is accurate.

²⁵ The one independent school was not able to provide a monthly fee as they operate on a case by case basis and generally they do not have students who attend the child care full time.

²⁶ This is an interesting finding. Although there is a *dire* shortage of care in New Westminster, there is one; program in which only 12 spaces out of 50 are taken. One program is also licensed for 40 but they are reducing to 20 due to space issues; one program can not find staff in order to fill to capacity.

New Westminster

Spaces available for 15% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none"> ∞ Municipality has recently undergone a child care needs assessment ∞ Westminster Children’s Afterschool Society (WCAS) operates seven programs in the municipality providing a more coordinated effort. ∞ One program is located at a middle school and serves students to grade seven. 	<p>Extremely long waitlists (100 + children on the waitlist) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Glenbrook Middle School 2. Herbert Spencer Elementary* 3. John Robson Elementary 4. Lord Kelvin Elementary 5. Lord Tweedsmuir Elementary <p>Long waitlists (51-99 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Richard McBride Elementary* <p>*These two schools have one on-site provider and one off-site provider. On-site is WCAS and off-site is Kolumbia Inn Daycare.</p> <ul style="list-style-type: none"> ∞ There are no programs in community centres. <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Burnaby

Communities served	Burnaby
School District	Burnaby
Number of public elementary schools	40
Number of children (K-7 Burnaby School District)	13,225
Number of full-time school-aged child care spaces	1116 ²⁷ (spaces for 8% of children)
Total number of licensed school-aged child care programs	35
Total number of respondents providing complete data for this survey	30 (86%)
Number of programs with Kindercare specific programs	20
Number of programs in which Kinders are combined with group daycare (ages 3-5)	1
Number of Non-profits child care programs	26 (74%)
Number of For-profit child care programs	6 (17%) (3 unknown)
Locations of child care programs	Public School = 19
Percent of schools with a child care program = 48% (677 spaces)	Independent School = 0
	Community Centre = 0
	Church = 4
	Other = 7
(5 unknown)	(SFU = 2/Commercial Bldg = 3/ Home= 2)
Range of cost of non-profit before school care only (6 programs)	\$100- \$200 (median = \$165)
Range of cost of for-profit before school care only (0 programs)	n/a
Range of cost of non-profit after school care only (8 programs)	\$190 - \$330 (median = \$260 & \$275)
Range of cost of for-profit after school care only (0 programs)	n/a
Range of cost of non-profit before & after school care (25 programs)	\$260 - \$405 (median = \$329)
Range of cost of for-profit before & after school care (5 programs)	\$280 - \$350 (median - \$310)
Range of cost of non-profit Kindercare (9 programs)	\$285 - \$372 (median = \$285)
Range of cost of for-profit Kindercare (0 programs)	n/a
Range of cost of non-profit Kindercare and out-of school (16 programs)	\$425 - \$625 (median = \$540)
Range of cost of for-profit Kindercare and out-of-school (4 programs)	\$500 - \$600 (median = \$565 & \$590)
Current number of children enrolled (1116 spaces)	868
Children receiving government subsidies	169
Children receiving agency subsidies	7
Number of reported children on waitlists	970
Hours of operation	6:30-6/7-6/7:30-6
Staff-Child Ratio	1:15 (2 programs) 1:8 (7 programs) 1:9 (1 program) 1:10 (12 programs) 1:12 (1 program) 1:15 (7 programs)
Programs in which there is an extra cost for holiday care (31 offer care)	18 (\$12-\$18 extra/day)
Programs in which there is an extra cost for ProD days (31 offer care)	5 (\$12-\$15 extra)
Transportation (if extra charge is applied)	\$10 - \$40 month

²⁷ Although complete data is missing for five centres, capacity data is accurate.

Burnaby

Spaces available for 8% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none"> ∞ Kingsway Christian Children’s Centre and South Burnaby Neighbourhood have different programs based on ages of the children. ∞ South Burnaby Neighbourhood House operates six programs and the YMCA operates four programs. This allows for greater coordination. 	<p>Extremely long waitlists (100 + children on the waitlist) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Brentwood Park Elementary 2. South Slope Elementary <p>Long waitlists (51-99 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Malborough Elementary*** 2. Sperling Elementary* 3. Inman Elementary*** <p>Waitlists (20-50 children) exist near the following public schools:</p> <ol style="list-style-type: none"> 1. Clinton Elementary 2. Maywood Community School 3. Stride Avenue Elementary <p>*served by SFU Childcare Society **served by three separate programs – one on-site and two off-site (Kingsway Christian Children’s Centre and Nelson Avenue Church) ***served by Kingsway Christian Children’s Centre</p> <ul style="list-style-type: none"> ∞ There are no programs at community centres. <p style="text-align: center;">SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Coquitlam

Communities served	Coquitlam, Port Coquitlam, Port Moody, Anmore, Belcarra ²⁸
School District	Coquitlam
Number of public elementary schools	45 elementary & 13 middle schools
Number of children (K-7 Coquitlam School District)	17, 306
Number of full-time school-aged child care spaces	1969 ²⁹ (spaces for 11% of children)
Total number of licensed school-aged child care programs	63
Total number of respondents providing complete data for this survey	57 (90%)
Number of programs with Kindercare specific programs	32
Number of programs in which Kinders are combined with group daycare (ages 3-5)	14
Number of Non-profits child care programs	10 (16%)
Number of For-profit child care programs	52 (83%) (one unknown)
Locations of child care programs	Public School = 31
Percent of schools with a child care program = 53% (1,205 spaces) (one in middle school) (Two elementary schools have two programs)	Independent School = 2
	Community Centre = 0
	Church = 9
	Other = 18
(One unknown)	(Private home = 8/ Child Care Centre = 4/Professional Bldg 2/Other = 4)
Range of cost of non-profit before school care only (3 programs)	\$150-\$165 (median = \$152)
Range of cost of for-profit before school care only (14 programs)	\$100- \$300 (median =\$155)
Range of cost of non-profit after school care only (3 programs)	\$152-\$275 (median =\$250)
Range of cost of for-profit after school care only (15 programs)	\$170-\$300 (median = \$260)
Range of cost of non-profit before & after school care (10 programs)	\$300-\$395 (median = \$320)
Range of cost of for-profit before & after school care (45 programs)	\$255-\$500 (median = \$300)
Range of cost of non-profit Kindercare (3 programs)	\$370-\$470 (median = \$450)
Range of cost of for-profit Kindercare (11 programs) ³⁰	\$250-\$445 (median = \$295)
Range of cost of non-profit Kindercare and out-of school (6 programs)	\$450-\$600 (median =\$575)
Range of cost of for-profit Kindercare and out-of-school (23 programs)	\$420-\$700 (median = \$525)
Current number of children enrolled (1969 spaces)	1713 (NB: Missing data from 6 centres)
Children receiving government subsidies	303
Children receiving agency subsidies	10 (report from one provider)
Number of reported children on waitlists	295
Hours of operation (Total of 18 different hours of operation. Earliest opening = 6am and latest closing = 6:30 pm)	6-6/6:30-5:30/6:30-6/7-5:30/7-6/7:30-5:30/7:30-6
Staff-Child Ratio	1:8 (4 programs) 1:9 (2 programs) 1:10 (36 programs) 1:12 (4 programs) 1:13 (1 program) 1:15 (8 programs)
Programs in which there is an extra cost for holiday care	33 programs (\$5-\$30 extra/day)
Programs in which there is an extra cost for ProD days	28 programs (\$5-\$30 extra/day)
Transportation (if extra charge is applied)	\$30-\$80 month

Comments:

- Kinders are often combined with group daycare in this area.

²⁸ There are no licensed child care programs in Anmore or Belcarra

²⁹ Although complete data is missing for six centres, capacity data is accurate.

³⁰ . Above statistics do not factor in group care fees and Kindercare children who are in group child care

Coquitlam

Spaces available for 11% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none">∞ Step-by-Step Child Development Centre offers inclusive program with all meals included for school-aged children∞ One program is located at a middle school. All other programs that are school-based only care for children until they are grade five.	<p>Waitlists (20-50 children) exist near the following public schools:</p> <ol style="list-style-type: none">1. Riverview Elementary2. Pinetree Way Elementary3. Moody Elementary <p>∞ There are no programs at community centres.</p> <p>SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p>

Maple Ridge/Pitt Meadows

Communities served	Maple Ridge; Pitt Meadows
School District	Maple Ridge-Pitt Meadows
Number of public elementary schools	21
Number of children (K-7 Maple Ridge/Pitt Meadow School District)	7,402 ³¹
Number of full-time school-aged child care spaces	517 (spaces for 7% of children)
Total number of licensed school-aged child care programs	23
Total number of respondents providing complete data for this survey	19 (83%)
Number of programs with Kindercare specific programs	9
Number of programs in which Kinders are combined with group daycare (ages 3-5)	3
Number of Non-profits child care programs	10 (43%)
Number of For-profit child care programs	13 (57%)
Locations of child care programs	Public School = 4
Percent of schools with a child care program = 19% (80 spaces)	Independent School = 2
	Community Centre = 4
	Church = 3
	Other = 8
	(Home =4/portable = 1; Child care centre= 1/Old school = 1; Own facility = 1)
Range of cost of non-profit before school care only (0 programs)	n/a
Range of cost of for-profit before school care only (3 programs)	\$150 - \$350 (median = \$245)
Range of cost of non-profit after school care only (4 programs)	\$200 - \$280 (median = \$250 & \$280)
Range of cost of for-profit after school care only (2 programs)	\$320 & \$350
Range of cost of non-profit before & after school care (4 programs)	\$350 - \$500 (median = \$360 & \$435)
Range of cost of for-profit before & after school care (9 programs)	\$300-\$475 (median = \$400)
Range of cost of non-profit Kindercare (0 programs)	n/a
Range of cost of for-profit Kindercare (1 program)	\$350
Range of cost of non-profit Kindercare and out-of school (5 programs)	\$500 - \$590 (median = \$500 & \$585) ³²
Range of cost of for-profit Kindercare and out-of-school (4 programs)	\$550 - \$625 (median = \$575 & \$625)
Current number of children enrolled (517 spaces)	450 (missing data from 4 centres)
Children receiving government subsidies	96
Children receiving agency subsidies	3
Number of reported children on waitlists	40
Hours of operation	5:30am-7/6-6/6:15-6/6:30-6/7-6/7:30-5:00/SD-6
Staff-Child Ratio	1:5 (1 program); 1:7 (2 programs) 1:8 (2 programs); 1:9 (1 program) 1:10 (11 programs);1:15 (2 programs)
Programs in which there is an extra cost for holiday care (13 offer care)	5 programs (\$5 - \$45 extra/day)
Programs in which there is an extra cost for ProD days (12 offer care)	4 programs (\$5 - \$12.50 extra/day)
Transportation (if extra charge is applied)	n/a

Comments:

- Four afterschool only programs are run by the District of Maple Ridge/Pitt Meadows. They recently closed two programs at two local schools due to low enrollment.
- This area has 6 programs that provide afterschool only care

³¹ Although complete data is missing for two centres, capacity data is accurate.

³² One independent school charges by the hour only (\$5 per hour)

Maple Ridge/Pitt Meadows

Spaces available for 7% of school-aged children

Strengths	Gaps
<ul style="list-style-type: none">∞ The District of Maple Ridge and Pitt Meadows have been active in assessing demand for afterschool only programs in the area. They operate four programs in four different schools.∞ There are programs at four different community centres.	<p>SEE 6 GLOBAL GAPS IN THE INTRODUCTION OF THIS SECTION.</p> <p>Currently there are no reported substantial waitlists.</p>

4. SCHOOL-AGED CHILD CARE: SYNTHESIS OF FINDINGS

Overview of School-Aged Child Care in the Lower Mainland

The twelve regions examined in the Lower Mainland present a varied picture of licensed school-aged care in the Lower Mainland. Although licensing through the local health authority provides a framework of the implementation of regulations, much of what goes on in the world of licensed school-aged child care is up to individual child care providers. Child care providers have a great deal of control over many aspects of their program such as the fees that they charge, the quality of care they provide, the quality of staff that they hire, and staff-child ratios. Granted, fees are in large part driven by the cost of operating a program (e.g., rental fees, child care staff wages). The issue of rental rates is challenging as there is no standard rental rate that programs can rely on (See Appendix A for an overview of school district rental policies that highlight the variation in rental fees across the Lower Mainland for school-based care). Childcare wages are already very low and do not vary a great deal unless one compares union to non-unionized employees. Even then, wages remain low.³³

More cohesion does appear to exist however in areas in which there are larger numbers of non-profit organizations that have an understanding of the community, have established partnerships with schools and are able to work toward being responsive to the changing needs of the particular communities in which they serve. At this level, there is more long-term planning in a coordinated way. This is particularly the case in Vancouver where the development of a coordinated system of child care has been underway for quite some time at the municipal level. Although these efforts are evident in the greater level of coordination that can be seen throughout the city when compared to other areas, the demand for child care far outweighs the existing resources.

Some children and families are receiving the services that they need – they have child care in a stable program with a fee that the family can afford. The area of great concern is all the children and families who are waiting for child care, or have decided due to circumstances, to not pursue child care despite their need of assistance in this area. We know from the labour market in Canada that that the majority of parents are working parents. For example, according to Statistics Canada (2001):

- 63% of lone female parents, with children under the age of 16) work
- 71% of two parent families with children under the age of 16) parents work
- 56% of lone female parents with children between 3-5 years of age work
- 78% of lone male parents work (regardless of the age of their children)
- Overall, 75% of mothers (lone and in partnerships) with children between the ages of 6-15 work

In Canada, with so many parents in the workforce³⁴, the limited number of child care spaces available for school-aged children is surprising. When looking across the Lower Mainland, child care space availability for public school children from Kindergarten to

³³ The low childcare wages are problematic as many people are not able to make a viable living as a frontline worker in school-aged childcare.

³⁴ See <http://www.oecd.org/dataoecd/29/61/38752721.pdf> for a comparison of Canada to other OECD countries.

grade seven ranges from 3% to 15%. Child care providers and school staff have ample anecdotal examples of children who need child care because no one is at home to be with the child or because care could greatly benefit these children by enhancing their development.

What follows are two summary tables that allow an “at-a-glance” regional look at:

1. Program capacity, locations and subsidy issues
2. Program fees

The Twelve School District Areas At-A-Glance: Capacity , School Location and Subsidies

School District	# of public and French Schools	# of children enrolled in Local School District ³⁵	# of Licensed spaces	Spaces for X% of children	# of programs	% of non-Profit programs	% of schools with program in or beside ³⁶	# of children enrolled ³⁷	# of reported children On the waitlist	# of children on Gov't subsidy	# of children on agency subsidy
Howe Sound	13	2,410	175	7%	8	63%	15%	148	53	124	0
West Vancouver	14	3,330	368	11%	10	50%	57%	507	6	39	8
North Vancouver	29	9,387	889	9%	36	44%*	34%	937	390	125	2
Vancouver	103	30,578	3,536	12%	94	96%	50%	3,248	2,278	681	52
Richmond	39	12,228	1,094	9%	32	69%	62%	1,104	238	149	20
Delta	27	8,960	690	8%	24	17%*	48%	589	173	87	8
Surrey	101	37,845	1,309	3%	60	30%**	12%	1,171	535	199	9
Langley	33	10,748	682 ³⁸	6%	30	27%	55%	659	161	95	3
New Westminster	11 ³⁹	3,250	478	15%	18	78%	64%	379	698	66	0
Burnaby	40	13,225	1,116	8%	35	74%	48%	868	970	169	7
Coquitlam	58 ⁴⁰	17,306	1,969	11%	63	16%	53%	1,713 ⁴¹	295	303	10
Maple Ridge/Pitt Meadows	21	7,402	517	7%	23	43%	19%	450 ⁴²	40	96	3

* indicates that data re: profit vs. non-profit status is not known.

** indicates data for providers re: profit vs. non-profit status is not known.

³⁵ Note that this figure does not include French School system or independent schools.

³⁶ Note that this includes the French School System

³⁷ Note that where the number enrolled exceeds the # of spaces, this is an indication of shared/part-time spaces

³⁸ Data missing from two providers.

³⁹ There are nine elementary and two middle schools.

⁴⁰ There are 45 elementary and 13 middle schools.

⁴¹ Enrollment data missing from 6 programs.

⁴² Enrollment data missing from 4 programs.

The Twelve School District Areas At-A-Glance: Median Cost of School-Aged Care
P= For Profit NP= non-profit

Area	NP before school only	P before school only	NP after school only	P after school only	NP before and after school	P before and after school	NP Kinder	P Kinder	NP Kinder & out-of-school only	P Kinder & out-of-school only
Howe Sound	\$250*	n/a	\$260	\$280*	\$300 & \$440**	n/a	\$305 & \$310**	\$500*	\$580**	\$500*
West Vancouver/Bowen	\$105 & \$115**	\$95 & \$129 **	\$285/\$300	\$241	\$330 & \$415**	\$371	\$290 & \$335**	\$285	\$725 & \$750**	\$561
North Vancouver	\$125	\$195	\$340	\$340	\$392	\$450/\$475	\$395	\$280	\$585	\$695
Vancouver	\$100	\$85 & \$135**	\$255	\$205 & \$285**	\$285	\$300	\$359/\$357	n/a	\$470	\$550
Richmond	\$125	\$165	\$250	\$290	\$310	\$315	\$300	\$390	\$480	\$500
Delta	\$100 & \$105**	\$180	\$160 & \$200**	\$252	\$288	\$350	n/a	\$400	\$420 & \$550**	\$550
Surrey/White Rock	\$100	\$150/\$173	\$275	\$250	\$320	\$330	\$340 & \$356**	\$300	\$586/\$600	\$550
Langley	\$100 & \$135**	\$225 & \$263**	\$235 & \$265**	\$163 & \$260**	\$344	\$330	\$385*	\$300*	\$500/\$575	\$500/\$550
New Westminster	n/a	n/a	n/a	n/a	\$310	\$275 & \$350**	\$269	n/a	\$565	\$700*
Burnaby	\$165	n/a	\$260/\$275	n/a	\$329	\$310	\$285	n/a	\$540	\$565/\$590
Coquitlam	\$152	\$155	\$250	\$260	\$320	\$300	\$450	\$295	\$575	\$525
Maple Ridge/Pitt Meadows	n/a	\$245	\$259/\$280	\$320 & \$350**	\$360/\$435	\$400	n/a	\$350*	\$500/\$585	\$575/\$625

* indicates one program only
** indicated two programs only

Challenges in School-Aged Care

1. Sustainability Challenges

For the most part, the licensed school-aged child care system in the Lower Mainland is currently fragmented within the various municipalities. A small number of municipalities are working toward the development of an overall child care plan for children ages 0-12, whereas others currently have no current plan to meet the present and future needs of its' children and families. Further to this, school-aged care is generally the lowest priority, after the various types of care for children in the early years.

School-aged child care and indeed, child care in general, is fraught with financial challenges, which manifest themselves in following key ways:

Programs:

1. The high fees some programs charge in order to remain financially viable.
2. Programs that close due to an inability to be financially viable after all expenses are taken into account.
3. The challenge in contemplating the opening and/or expanding of a program due to the difficulty in finding a suitable space that is affordable.
4. The reports of non-profit programs that write off substantial amounts of debt as a result of unpaid fees due to families not being able to make ends meet after all other family bills are paid.
5. The need for programs to continually look for way in which expenses can be lowered within a budget that is already very trim.
6. The high cost of providing transportation for school-aged children.

Families:

7. The growing number of families who are the "working poor" and can not afford to have their children attend out-of-school care programs.
8. The limited availability and low amount of subsidy which is available to struggling families.

Child care workers

9. The low wages that are paid to child care providers (school-aged care is even lower than group daycare).
10. The limited interest people have towards the school-aged child care field because of the difficulty in making a viable living.
11. The lack of professional development opportunities for school-aged staff.

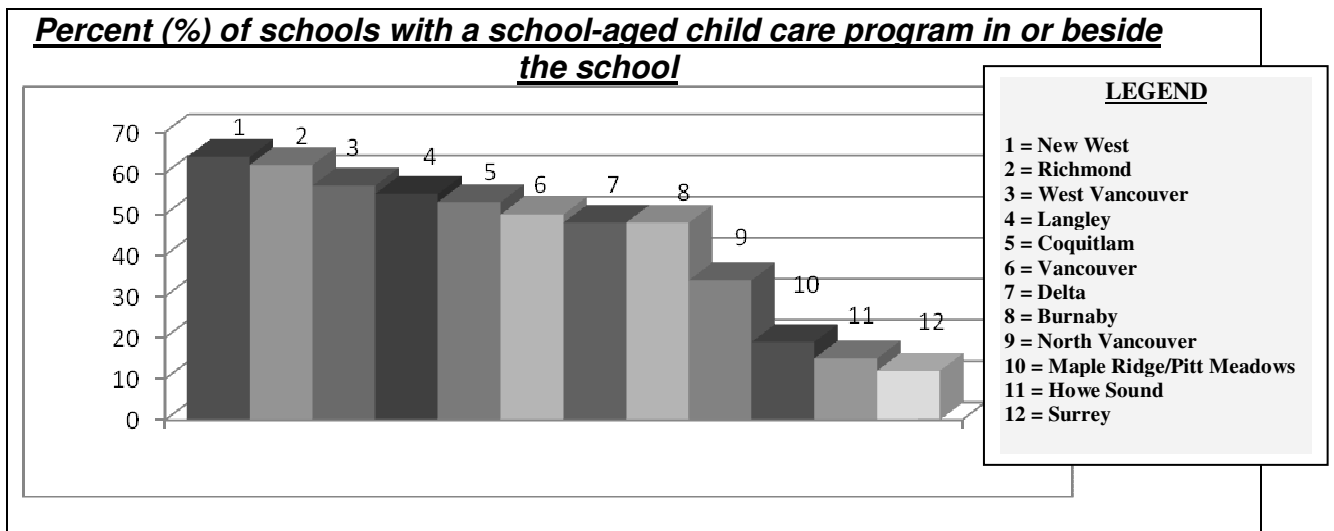
Childcare programs are constantly looking at ways in which they can trim their budgets. This activity points to the need to examine the financial stress under which child care providers work and how this stress ultimately relates to overall program quality (e.g., the need to increase wages to attract staff yet for some programs this is not possible). One comment from a child care provider provided insight into this – "It's not that I am picking someone who is the best of the applicants, it's that I am picking out the least poorly qualified." People entering the field may have great potential but proper training (and adequate pay) must be in place for child care workers. Although there were many programs that reported having outstanding staff, there were just as many who reported spending a constant chunk of time on hiring because of high turnover.

2. The Need for Partnerships

The limited number of working partnerships that exist within the government and communities between child care providers and school districts make the challenge of addressing the needs of children even greater. Partnerships are formal agreements or commitments between two or more parties. In the case of child care a partnership may be a school providing low cost space in exchange for an agreement that their students receive first priority for spaces in a child care program. There needs to be concerted efforts in every district to work towards a plan that meets the needs of children and families in the community. Creative and sustainable partnerships in an era of limited resources can assist in this endeavor. These partnerships must capitalize on the existing resources in the given community.

For example, although the Maple Ridge/Pitt Meadows area does not have an abundance of child care, there does exist a partnership between the Parks and Leisure Board and the Maple Ridge/ Pitt Meadows School District in which all school rent is waived for the after-school only programs that exist within the schools. In exchange for the free rental, the Parks and Leisure Department waives fees for schools groups to go skating and swimming.

Currently, when we look across the school districts and examine what percent of schools have school-aged child care available, the range is from 12% (Surrey) to 64% (New Westminster). It must be remembered that school-aged care not only helps children and families during out-of-school hours, but ultimately, will help schools and communities to reap rewards as well by addressing the social needs of children which impact learning and development.



Surprisingly, throughout the Lower Mainland the use of community centres/places appears to be underrepresented. After school-based care, community centres would seem to be the next logical place for programs due to their availability to provide activities which could greatly enrich the lives of children during their out-of-school hours. Furthermore, as children age, the community centre is a natural meeting point for groups of children, in particular pre-teens, to hang out with each other in a supervised

environment. In the Lower Mainland, school-aged child programs are more likely to be located in churches (both non-profit and for profit).

Programs located on a community/recreation centre and churches

(Note: 10 out of 430 locations unknown)

Area	Number of programs located in a community or recreation centre (% of overall programs for area)	Number of programs located in a church (% of overall programs for area)
Howe Sound	3 (38%)	2 (40%)
West Vancouver/Bowen	0 (0%)	0 (0%)
North Vancouver	2 (6%)	7 (19%)
Vancouver	19 (20%)	11(12%)
Richmond	3 (9%)	2 (6%)
Delta	0 (0%)	3 (13%)
Surrey/White Rock	14 (23%)	5 (8%)
Langley	2 (6%)	1(3%)
New Westminster	0 (0%)	4 (22%)
Burnaby	0 (0%)	4 (11%)
Tri-Cities	0 (0%)	9 (14%)
Maple Ridge/Pitt Meadows	4 (17%)	3 (13%)
OVERALL NUMBER	47 programs located in a community centre/recreation/ neighbourhood house.	51 programs located in a church

With the creation of partnerships comes opportunity to weave a program that is rich in activities and can be designed to be as affordable as possible for children and families. It is partnerships such as these that will allow programs to operate and be financially viable.

There is also a lack of collaboration between non-profit and for-profit organizations. Given that 53% of the programs are operated by non-profit organizations and 47% are operated by for-profit, there is a need for greater collaboration between these two sectors. By working together in community planning, the needs of communities will be much better served and resources more efficiently utilized. The first step is for providers in the different communities to come together in order assess readiness for a collaborative approach. Given that there has not been a history of collaborative work between the two sectors, small steps must be taken to begin the process. For example, there may be a for-profit provider who operates a school-aged program out of their home near a large non-profit provider. There may be opportunities for partnership if there is agreement in philosophy, fee structure etc.⁴³

3. Parental Financial Strain

With the growing number of Canadians slipping into the “Working Poor” group, fees of programs need to be addressed. This is of course a challenging area as there are no further ways to trim costs in child care. Consideration for families who, after all their other monthly expenses, can not afford child care must be examined. Subsidies do provide some relief for some families, however even after the subsidy there is often a substantial gap for some families between the subsidy and the program fee. Parents can’t

⁴³ Although for-profit implies a profit is being made, fees in these programs are not necessarily higher than non-profits. One of the key differences between the two is the governing structure of the organization.

necessarily access the program that is most affordable due to waitlists and locations. It maybe that one program that accommodates the school in which a child is enrolled, also happens to be one of the more expense programs.

The maximum subsidy parents can receive (If they qualify) is \$200/month for children grades one and up and \$340 for Kindergarten age children.

In *Burnaby*, the most expensive out-of school program (grades one and up) is \$405 (-\$200 subsidy) = \$205

In *North Vancouver*, the most expensive out-of school program (grades one and up) is \$550 (-\$200 subsidy) = \$350

In *Coquitlam*, the most expensive Kindercare/out-of-school care program is \$700 (-\$340 subsidy) = \$360

In *Surrey*, the most expensive Kindercare/out-of-school care program is \$650 (-\$340 subsidy) = \$310

We don't know how many parents there are who really want their children to be in child care but can not afford it. Similarly we don't know how many parents have their children in child care and the cost of doing so requires them to sacrifice other life necessities in order to pay child care fees.

Highest and Lowest Median Cost of School-Aged Care

(NP= Non-profit P= Profit)

Type of Care	Highest Median Cost	Lowest Median Cost
NP Before School only	Sea-to-Sky (\$250)	Langley, Surrey, Delta, White Rock (\$100)
P Before School only	Langley (\$225)	Vancouver (\$85)
NP After School only	North Vancouver (\$340)	Delta (\$200)
P After School only	North Vancouver (\$340)	Langley (\$163)
NP Before and After School	North Vancouver (\$392)	Vancouver (\$285)
P Before and After School	North Vancouver (\$450)	New Westminster (\$275)
NP Kindercare	Tri-Cities (\$450)	New Westminster (\$269)
P Kindercare	Sea-to-Sky (\$500)	North Vancouver (\$280)
NP Kindercare and Out of School Care	West Vancouver (\$725)	Delta (\$420)
P Kindercare and Out of School Care	New Westminster (\$700)	Sea-to-Sky, Richmond, Langley (\$500)

NB: Where there are two median rates, the lower one is utilized.

4. Issue of Program Quality

“Results from a number of studies demonstrate that child care quality matters. In fact, the importance of child care quality is one of the most robust findings in developmental psychology. Children who experience high quality care have higher scores on achievement and language tests, show better social skills and fewer behavioral problems [than children who experience low quality care].”

McCartney, 2004

Program quality is an issue for child care at all ages. Beyond licensing requirements which address basic issues of staffing, space, hours etc., it is hard to know which programs offer high quality care. This is a critical issue since we know from past research on early childhood that low quality care has detrimental effects on child development. A child who must spend time in a toxic environment (e.g., where bullying occurs, where self-esteem is eroded, where no caring adults intervene in an effective manner during problematic situations) will suffer. Currently, school-aged programs in B.C. programs lack adequate processes to ensure that the care offered is of high quality.

A recent publication by Private Public Ventures (PPV) has addressed the issue of quality of care for pre-teen children, an area that has received little attention. Although quality care results from the interaction of multiple factors, Metz, Goldsmith and Arbretton (2008)⁴⁴ identified six key components of quality school-aged care programs that lead to positive outcomes for school-aged children:

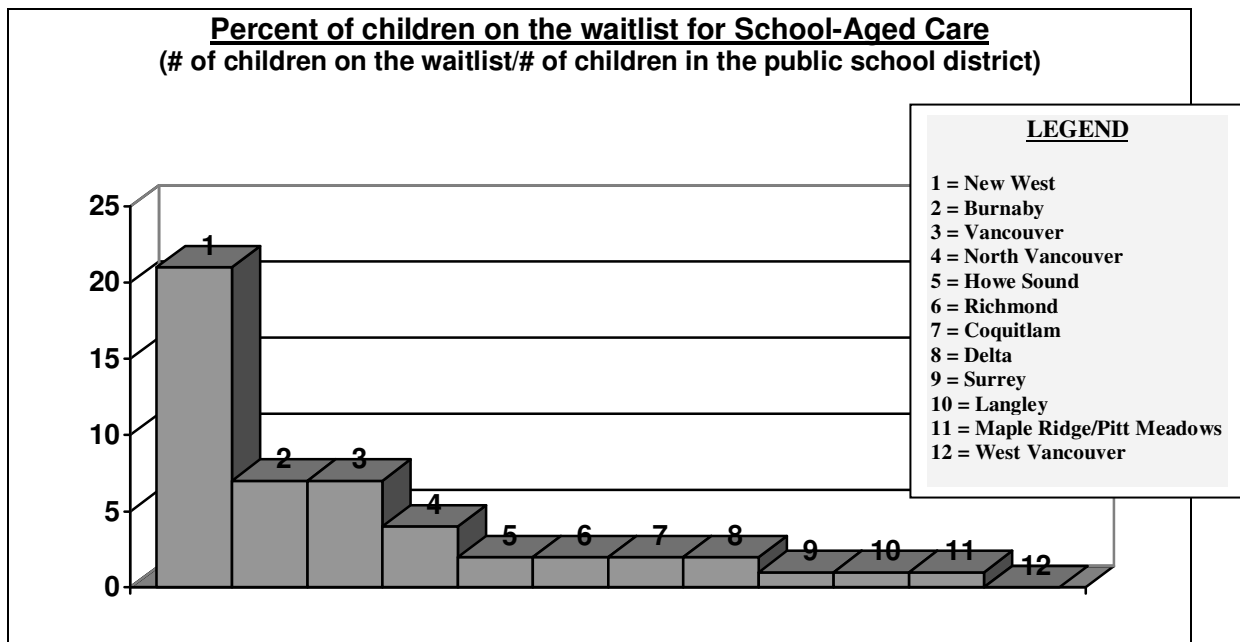
- 1) Programs have a focused and intentional strategy (clear set of goals, targeting specific skills), and carefully plan all aspects of the program with a youth development framework in mind.
- 2) Programs provide children with a sufficient number of hours per week over an extended period of time to engage in a variety of activities. These overall goals of the program activities match program outcome goals.
- 3) Programs emphasize positive adult-youth relationships regardless of the activities.
- 4) Programs work to include families through various strategies (e.g., clear communication, welcoming environment).
- 5) Programs have diverse staff whose backgrounds are reflective of participants and who create practices and policies that serve a variety of populations and help participants understand and value different cultures.
- 6) Programs continue to enhance quality through an ongoing and integrated process of staff training, coaching, monitoring, data collection and analysis.

⁴⁴ See www.ppv.org/ppv/publications/publications_description.asp?search_id=20&publication_id=234 for copy of the complete guide.

5. Limited Capacity and Challenges of Assessing Demand

There simply are not enough spaces for children in the Lower Mainland which can be seen by the number of children waiting. Even though the current waitlists are crude numbers, they do offer an indication of the need throughout the Lower Mainland and at present, this is the best data that we have available. These are children whose parents have placed their children on a waitlist knowing what the fees are going to be for care (as opposed to the parents who do not consider child care due to cost or lengthy waitlists).

The challenge is, we have incredibly limited and accessible space that is affordable. Consider that there are 3,248 children on the waitlist in Vancouver alone; 1,713 in the Tri-Cities area; 1,171 in the Surrey/White Rock area and 1,104 in the Richmond area. These numbers are a snapshot time and are bound to swell as the fall 2008 school year approaches. Further to this, there are several programs that offer school-aged care but not Kindercare. This year can be challenging as parents work to find care for the hours in which the child does not attend school. There is much work in looking at how school districts, municipalities and associated partners can work together to create affordable spaces. Just in examining the school district cost of space (see section two of this report), the range is wide, from a token contribution for space to near market value cost.



In reviewing the waitlists, it became apparent that a small number of programs that have space. The question is why.....

- Is it because their location is not workable for parents (i.e., too far from the school, no transportation offered)?
- Is there no need in that area?
- Is it related to quality of program?
- Is the cost far too high for parents in that area?

Taken together, school-aged child care has many challenges to overcome. These challenges need to be tackled in a collaborative and coordinated way. Continuing to work in silos will not result in the needed change that will allow our children to develop in the most optimal way possible. At the same time families need to be provided with societal support in order that they can successfully raise the next generation of Canadians

6. Specific Community Needs

Not all communities throughout the Lower Mainland have the same level of need for school-aged child care. Furthermore, within the communities, the need varies across neighbourhoods. As can be seen by the graph above, examining the reported waitlist reveals that New Westminster is desperately in need of increasing their capacity. At present, there is 21% of the school-aged population on waitlists for childcare. Although 64% of schools have a child care program on-site, the demand for care at certain schools is high.

Burnaby and Vancouver are both in second place in terms of reported waitlists. Both communities have 7% of school-aged children on waitlists. While both communities have half of their schools with child care programs (48% in Burnaby and 50% in Vancouver), the demand for more spaces is still present.

Finally, North Vancouver has 4% of school-aged children on a waitlist and 34% of schools have a school-based program.

Strengths in School-Aged Child Care

Through the course of this environmental scan, it was clear that despite the tremendous challenges in school-aged care, some programs successfully:

- Employ dedicated staff working hard to support children in their development.
- Engage in far-reaching efforts to accommodate families in terms of fees and part time spaces.
- Provide opportunities to children so that they can engage in a rich array of activities (particularly true for younger children)
- Attend children's basic needs (breakfast, snacks, and lunch) given the assessed needs of the community.

In addition, the following strengths were evident.

1. Steps are happening in different communities that indicate an investment in school-aged children. Examples of these are:

Vancouver: Vancouver has a department within City Hall that is responsible for overseeing child care planning. The results of this focused effort can be seen in the existence and continued development of Community Hubs. These hubs, under the direction of non-profit organizations with affiliated partners, aim to create a system which is more user-friendly from the perspectives of families and more responsive to the needs of the various communities within

the municipalities. Although Vancouver continues to have significant capacity issues, it is moving in a positive direction⁴⁵.

North Vancouver (City and District) and West Vancouver: After the completion of a recent child care needs assessment (June 2007), these three municipalities are examining ways and taking steps to increase child care capacity.

New Westminister: This municipality is undergoing a process of collecting feedback from the community in order that it can develop a new Child Care Strategy.

2. There is a strong presence of large non-profit providers who have been able to provide a stronger “network” in certain areas for school-aged children. Examples of these are:
 - The YMCA in the Vancouver, Richmond and Burnaby.
 - Tomorrow’s Top Kids in Richmond
 - Association of Neighbourhood Houses in Vancouver
 - New Westminister Child Care Afterschool Society in New Westminister
 - South Burnaby Neighbourhood House in Burnaby.
3. There are some communities in which over 50% of the schools have school-based programs operating within them. These include:
 - West Vancouver
 - Vancouver
 - Richmond
 - Langley
 - New Westminister
 - Coquitlam

By increasing in-school programs, more children can have access to programs and as a result, challenges such as transportation can be minimized. Children can be in a familiar environment in a community where they spend a significant amount of time.

4. The use of community centres as a location for child care programs has many advantages, particularly for older children who require a greater variety of activities, more physical space and who can benefit from forming relationships with available staff as they enter their high school years. Some communities, such as Vancouver and the Surrey/White Rock area are making good use of such neighbourhood centres.
5. Children in upper elementary school have not been served well overall in school-aged programs, yet there are a handful of programs throughout the Lower Mainland that aim to provide developmentally appropriate programming and grouping for older children. These programs recognize that older children require different experiences apart from younger children.

⁴⁵ For more information, see www.city.vancouver.bc.ca/commsvcs/socialplanning/initiatives/childcare/index.htm

6. In all but two districts in the Lower Mainland, elementary school begins at Kindergarten and concludes at grade seven. In Coquitlam and New Westminster, middle schools begin at grade six. The result for school-aged care is that most programs are only available for students grade five and under. However, there is one middle school in each community in which there is a school-aged program that addresses the needs of these older children.

Conclusions and Recommendations

We know the importance of environmental influence in child development. We also know, from a recent survey conducted in the Lower Mainland of children in grades 4-7, that children want to be with others doing activities (Schonert-Reichl, Buote, Jaramillo, Foulkes, Rowcliffe, Calbick & Cleathero, 2007)⁴⁶. They want connection. At the same time, children are experiencing increased social isolation and as result, higher rates of physical and mental health problems. Investing in out-of-school time is an opportunity to positively influence child development. It is a critical investment, both for the quality of life that children experience day-to-day and as a foundation for them as they enter adolescence.

We need to take the strengths that currently exist in the Lower Mainland and build on those strengths so that over time, we can ensure that children are well-served. Just as children crave connections to grow, the childcare field needs connections and partnerships that will form the foundation for a sustainable and successful school-aged child care system. The task is not simple as it is not merely a question of opening more programs. Currently we are faced with a number of challenges that require parallel efforts. Among these key challenges are:

- A lack of adults who view school-aged child care as a viable career option
- A lack of available affordable spaces
- An inadequate foundation of partnerships among community partners
- Increasing costs of programs that result in the exclusion of some children
- An absence of clear quality measures in the Lower Mainland

General Recommendations:

Child Care Programs

1. Examine those programs with long waitlists in order to determine reasons for parental choice of these programs (This may uncover issues around perceived quality, affordability or it may be related to lack of choice for parents).
2. Determine the reasons behind why certain programs having spaces available.
3. Develop a survey in order that communities can conduct needs assessments at the school level. This data can then be used to determine need at the school and municipal level as well as paint a picture of the overall need in the Lower Mainland.
4. Develop a website that is specific to school-aged care in the Lower Mainland. This website would allow for posting of training opportunities, staff recruitment, volunteer recruitment, and other information that could assist school-aged programs (e.g., ideas for activities, articles around high quality care).
5. Develop a quality assurance system for school-aged care that is able to assist in developing and maintaining high quality programs. One approach that has proven to be successful in Ontario is a voluntary peer-review system for early childhood care called "Raise the Bar"⁴⁷. B.C. could develop a similar program for school-aged child care which involves yearly assessments of indicators in three

⁴⁶ For a copy highlights, visit http://www.uwlm.ca/NR/rdonlyres/30F68468-06AE-4FF6-B28D-2E03D416B99B/64033/UWayMidChild_FINAL_LowRez.pdf

⁴⁷ For an overview of the "Raise the Bar" peer review quality assurance system, see http://www.ascy.ca/docs/RTB_Brochure.pdf

- areas: program quality, staff professional development and best practices in child care.
6. Examine ways in which the waitlist process can be more accurate and efficient. This will ultimately assist childcare providers and families and allow better monitoring of need in each of the communities.

Child Care Workers

7. Increase access to training opportunities (e.g., professional development) for school-aged child care staff. This training should not only address the requirement for school-aged child care staff to have 20 hours of additional training related to school-aged children, but go beyond this requirement to improve overall staff development.
8. Encourage or develop programs that promote more attraction to the school-aged child care field.

Best Practices for Children in Child Care Programs

9. Examine programs that have established age groupings for out-of-school care in order to determine what activities/environments attract children to stay in out-of-school care, which children are more likely to continue in out-of-school care beyond grade four and if programs have experienced success in their diversity of programming.
10. Develop a pilot program, with an evaluation component, for pre-teen children. This program could provide tremendous insight into the needs of this much overlooked group.

Families

11. Explore the needs of the families who are considered the “working poor”. Find ways to address this gap caused by lack of government support for child care for these families.

Government (municipal and provincial)

12. Create working partnerships (in all school districts) with representatives from the child care communities and the School districts in which child care providers and schools and can work together on key issues in child care (e.g., leasing of space, examining the needs at each of the District schools from the perspective of the parents).

Society

13. Provide more public education on the role of school-aged child care staff and the benefits of out-of-school programs for elementary-aged children.

Specific Recommendations:

Given that New Westminister, followed by Vancouver and Burnaby have the greatest reported need, examine ways to increase capacity in those areas. As New Westminister is by far the area that has the most need, it may be wise to begin with this community in order to learn from the capacity-building process so that this learning can positively impact future work in other communities. Throughout the process, document best practices in community development of school-aged programs. It is suggested to include the following activities in this process.

1. Enlist the assistance of experts in the area of community capacity building to assist in guiding the process.
2. Examine those schools that have the largest waitlist to determine present time need. Conduct a needs assessment at the school level. This needs assessment should consider issues such as: parental need for child care, parental ability to pay for child care, and level of awareness of the importance of out-of-school time. In partnerships with the schools, municipalities, larger non-profits and supportive for-profit providers, develop a strategy to increase capacity of quality school-aged care in these high need areas.
3. In partnership with municipalities, conduct an environmental scan to determine the availability of feasible and affordable space that could be used for school-aged child care programs in the different communities (e.g. community centres, municipal spaces, school spaces).
4. Develop greater opportunities for partnerships between non-profit providers and for-profit providers.
5. Offer scholarships in order that adults who are interested in working in school-aged care can engage in adequate training (e.g., Certificate program in school-aged care).
6. Address the importance of quality school-aged programs. Using what we know about the components of high quality care, examine highly regarded programs throughout the Lower Mainland. Seek the input of youth and parents as to their current experience of programs. Highlight outstanding programs in order that others can learn from these cases in best practices.
7. Consider alternative forms of afterschool programs for older children such as community centre activities that are offered daily, are low in cost, have a balance between structured and unstructured and involve the presence of caring and consistent adults.
8. In all development of programs, conduct planning with quality guidelines at the forefront. Continually refine programs based on evaluation.

In the end, what is required is a concerted and coordinated effort by all stakeholders invested in school-aged child care in order that positive change can occur over time.

"Each of us must come to care about everyone else's children. We must recognize that the welfare of our children is intimately linked to the welfare of all other people's children. After all, when one of our children needs life-saving surgery, someone else's child will perform it. If one of our children is harmed by violence, someone else's child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people's children".

- Lilian Katz, Director of the ERIC Clearinghouse for Early Childhood Education and Professor of Early Childhood Education at the University of Illinois

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APPENDIX A: Board of Education Rental Policies

The following tables incorporate available information regarding rental policies of each Board of Education. Note that all spaces must be approved by the local health authority before a program can begin to operate. Providers must satisfy all health authority licensing requirements. Rentals are dependent on schools having extra space available.

Howe Sound			
Number of spaces in public schools = 95 Percent of schools with school-aged programs = 15%			
Rental Cost	Custodian Cost	Insurance	Key Policies
See comment below			

Comments: Currently the Howe Sound School District has one program in a school and one program in a portable beside a school. The school district is in the process of discussing the provision of child care in schools, but no specific policies currently exist regarding school-based, school-aged child care.

West Vancouver			
Number of spaces in public schools = 248 Percent of schools with school-aged programs = 57%			
Rental Cost	Custodian Cost	Insurance	Key Policies
<i>Non-profit and child care hourly rental rates:</i> Classroom - \$3.80 Library - \$3.80 Cafeteria - \$10.45 Gym - \$14.80 <i>Commercial Use hourly rental rates:</i> Classroom - \$15.20 Library - \$15.20 Cafeteria - \$41.80 Gym - \$59.20	No extra charges for custodial etc. unless the hours are outside regular working hours (school-aged child care is not considered out of the normal working hours)	Providers must carry a minimum of 2 million in liability insurance.	Rental for child care programs have priority in the West Vancouver School District directly after rentals for "Alternative uses for School District 45" Lower rates for non-profit groups vs. commercial rates.

Comments: Information above is the general rental policies however child care providers receive a discounted rate. For policy information see:

www.sd45.bc.ca/board/policy-manual/10-facilities-equipment.html

North Vancouver

Number of spaces in schools = 370
Percent of schools with school-aged programs =34%

Rental Cost	Custodian Cost	Insurance	Key Policies
<p><i>Non-profit and profit care hourly rental rates:</i> Classroom - \$5.30 Library - \$5.30 Activity Room - \$11.10 Gym - \$14.85</p> <p><i>For profit child care pays a higher rate unless there is a partnership of some kind. Commercial rates are as follows:</i> Classroom - \$14.88 Library - \$18.56 Activity Room - \$31.32 Gym - \$42.00</p> <p>Long term rentals are subject to different fees that are individualized based on the area, space and community need. The School District puts out RFPs for providers and has a target rate they strive to achieve which is as close to fair market value for the property.</p> <p>Where there are significant partnerships (e.g., Westview Elem) the lease would be very different.</p>	<p><i>For rentals,</i> If the child care is in an area of the building that is maintained in the normal course of work and during typical opening hours, then there is no extra charge.</p> <p><i>For leases,</i> providers are responsible for their own custodial fees.</p>	<p>Providers must carry a minimum of 5 million in liability insurance and 2 million automobile liability insurance</p>	<p>Fees are on a continuum with the lowest fees for preschool and school-age activities and the highest fees for private and commercial activities. Emphasis is on early learning.</p> <p>From School District website: <i>Community Use of Schools for Pre-School or Day Care Programs</i> "Any group wishing to use school facilities in an operating school for pre-school or day care programs must first obtain the written approval of the Director of Facilities and Planning who will assure that the needs of the regular school operation are recognized and addressed prior to granting such approval. The organization or group concerned must next obtain necessary licenses and meet all requirements of municipal and provincial authorities. Following receipt of the necessary licenses, the organization must make application through the Board's rentals office. The rental is subject to the same rental fees and rules of use which apply to other community groups using school facilities. The renting organization must adhere to the requests of the principal with regard to matters of supervision, time and procedures of assembly and dismissal, and use of facilities and equipment. The group must agree to vacate the room within a month's notice if the classroom is required for school purposes. Requests for the use of space in a vacant or surplus school building shall be made to the Superintendent."</p>

Comments: For policy information see:

www.nvsd44.bc.ca/Home/Administration/PoliciesAndProcedures/Series800/Policy%20801.aspx

Vancouver

Number of spaces in public schools = 2,275
Percent of schools with school-aged programs = 50%

Rental Cost	Custodian Cost	Insurance	Key Policies
<p><i>Hourly rental rates</i> depend on licensing size (# of children)</p> <p>Current range is from: \$1.65/hr (for up to 20 children) \$2.75/hr (for up to 30 children) \$4.95/hr (for up to 50 children) \$8.80 (for up to 80 children)</p>	<p>During school breaks (winter, spring and summer), there is an additional charge for custodian time.</p> <p>This charge is: For programs with less than 40 children, 30 minutes of custodian is charged. For programs with more than 40 children, 1 hour custodian time is charged.</p> <p>During non-instructional days, there is also an extra charge for heat.</p>	<p>Providers must carry a minimum of 5 million in liability insurance.</p>	<p>Rent to non-profit only</p>

Comments: The VSB works with licensing so that the space needed per child is met. In the case of a program that has 80 children, several rooms in the school would be in use. The hourly rental fee would still be \$8.80/hr.

Richmond

Number of spaces in public schools = 909
Percent of schools with school-aged programs = 62%

Rental Cost	Custodian Cost	Insurance	Key Policies
<p>\$6.25 per hour</p> <p>(increase to \$6.50 per hour as of July 1, 2008)</p> <p>* one month rental as deposit required</p>	<p>No cost if custodian is already on duty. However there must always be one on duty so child care programs must pay for other times that the custodian would not otherwise be at the school. (rate is \$23.50/hr)</p>	<p>Provider must have Comprehensive General Liability insurance of no less than \$1,000,000 with specific scope of inclusion criteria</p>	<p>Will rent to non-profit and for-profit organizations for child care.</p>

Comments: Richmond has general rental policies with a specific note for child care programs which is the hourly rate for one room which is substantially lower than their regular rental rates. For policy information see:

<http://public.sd38.bc.ca/sdweb/facilities/facilityrentals>

Delta			
Number of spaces in public schools = 345 Percent of schools with school-aged programs = 48%			
Rental Cost	Custodian Cost	Insurance	Key Policies
\$700 month per classroom (must sign lease)	No extra cost	Providers must carry a minimum of 2 million in liability insurance.	Child care rentals take priority (given space) as they are leased rather than hourly. There is no difference in rate between non-profit and for-profit providers.

Comments: For policy information see <http://web.deltasd.bc.ca/main/FacilityRentals.asp>

Surrey			
Number of spaces in public schools = 264 Percent of schools with school-aged programs = 12%			
Rental Cost	Custodian Cost	Insurance	Key Policies
Hourly rental rates are as follows: Classroom: \$11 Library: \$14 Small activity room \$16 Gym \$22 Cafeteria/hub/courtyard \$20 If a program is run by the City of Surrey, the cost is \$7/hr for a classroom.	Providers must cover the cost of one hour of custodial time per week. During regular hours (9 am – 3 pm) there is not an extra fee for school access (custodian is present) however if the school needs to be opened earlier, a charge applies (\$500 year for a security pass).	Providers must carry a minimum of one million in liability and property insurance.	There are four rates for rentals. Child care programs are the second highest rate. Priority is given to Ministry of Education programs followed by City of Surrey programs. School-aged child care programs are considered after the first two needs are met. The School District is moving toward a community school model. Currently, there are 13 community schools with plans to increase that number over time. Discussions are underway regarding a different fee structure/arrangements for these schools.

Comments: For full description of rental policies, see <http://www.sd36.bc.ca/Board/Policies/10000/10400.1-CommunityUseofFacili.pdf>

Langley			
Number of spaces in public schools = 419 Percent of schools with school-aged programs = 55%			
Rental Cost	Custodian Cost	Insurance	Key Policies
Langley has four different rates for rentals. <ul style="list-style-type: none"> • subsidized • nominal • base • full Child care appears to be in the “base” rate range. The following are the fees for a three hour period. Each additional hour is \$5.00: Classroom: \$ 30 Staffroom: \$ 30 Library: \$ 30 Gym: \$ 60 (half gym)	Custodial fees determined by the principal of the school. A cost-recovery rate is charged.	Providers must carry their own insurance deemed adequate for their program.	Rent to both profit and non-profit.

Comments: For policy information see, http://www.sd35.bc.ca/district/maintenance/rentals/Policy%20%234006_2004.pdf

New Westminster			
Number of spaces in public schools = 250 Percent of schools with school-aged programs = 64%			
Rental Cost	Custodian Cost	Insurance	Key Policies
See note below (individualized contract with New Westminister Child Care Afterschool Society)	See note below	See note below	No policies in place No set rates

Comments: For policy information see: www.sd40.bc.ca/sbo/Policies/9032.htm . Work only with one provider, New Westminister Child Care Afterschool Society. They receive many requests from providers but due to lack of space, they do not rent to others and they have no other child care programs in the schools.

Burnaby

Number of spaces in schools = 677

Percent of schools with school-aged programs =48%

Rental Cost	Custodian Cost	Insurance	Key Policies
<p>Hourly rental rates for non-profit providers:</p> <p>In operating school or portable on grounds: \$4.35/square foot per year*</p> <p>If child care provider owns modular portable, the school district assists with all the installation and then the lease is \$10/year (will be raised to \$25/yr)</p> <p>If space is rented in a school that is no longer in use, the cost is higher (\$7-\$8 sq/ft) due to extra resources needing to be put in (heat, light) that otherwise would not be needed.</p>	<p>Included in rental fee</p>	<p>Providers must carry a minimum of two million in liability and property insurance</p>	<p>Rental of space to non-profits is the priority. Space to non-profit providers is rented at a significant lower fee than for-profit providers.</p> <p>Any surplus school space that is not needed by any board activity is used for early learning activities (including child care for ages 0-5) and then school-aged care. However, this policy is flexible and the school district works to be responsive to the needs of the community.</p>

Comments: * e.g., If a provider rents a space of 800 square feet (800 x 4.35 = \$3480 for the year). Burnaby's goal is to have some form of child care in every school (group care, preschool, school-aged care). The district strives to make decisions based on need and avoiding duplication of services within the community. Currently Burnaby has a shortage of portables that can be used a child care due to the need for the portable use by schools due to seismic upgrading projects. At the same time, some of the school grounds can not accommodate portables and hence space for child care is an issue as some schools have no extra space.

Coquitlam

Number of spaces in public schools = 1,205
Percent of schools with school-aged programs = 53%

Rental Cost	Custodian Cost	Insurance	Key Policies
<p>Hourly rate:</p> <p>Classroom \$9.25</p> <p>If child care is in a portable, then there is a lease. (moratorium on portables for child care)</p>	<p>Child care programs are responsible for all aspects of custodial work and may not use school district staff.</p>	<p>Providers must carry a minimum of two million in liability and property insurance.</p>	<p>Prices do not differ for non-profit versus profit.</p> <p>If child care is for profit, provider is responsible for part of the property taxes. If provider is non-profit, the provider may ask the relevant municipality in the Coquitlam area for an exemption.</p> <p>For portables, all expenses (light, sewage, heat etc. must be covered by the provider).</p>

Pitt Meadows/Maple Ridge

Number of spaces in public schools = 80
Percent of schools with school-aged programs = 19%

Rental Cost	Custodian Cost	Insurance	Key Policies
<p><i>Non-profit hourly rental rates:</i></p> <p>Classroom - \$1.00 Gym - \$5.00</p> <p><i>Commercial Use hourly rental rates:</i></p> <p>Classroom - \$15 Gym - \$25</p>	<p>No extra charge</p>	<p>Providers must carry a minimum of 2 million in liability insurance.</p>	<p>Rent to non-profit only in the past but they are considering renting to for-profit (under discussion)</p> <p>Parks & Leisure has free rental in exchange for free skating and swimming and skating for district schools. They operate afterschool only programs in three schools. Currently there are no morning child care programs in any of the schools. This arrangement is part of a Partnership Agreement.</p>

Comments: For some rentals, the District has waived all rental fees in the past depending on the group being served and the organization providing the service.

APPENDIX B: Global Challenges in School-Aged Care - Conversations

Through the process of gathering information for this report, key issues of concern in child care emerged through discussions with child care providers. These issues, many longstanding, speak to the ongoing challenges in the field of school-aged care and for the most part, span the Lower Mainland. Each key issue is summarized below, followed by various comments made by child care providers and ongoing issues that have been discussed in the child care field.

Staffing Issues: The vast majority of child care programs are continually trying to recruit and retain workers who are highly motivated, qualified and committed to the field. It appears that larger programs who have the ability to provide higher wages or are able to offer somewhat of a different experience (e.g., experience with a special population, chance for advancement etc.) incur slightly less stress in this area but not without considerable efforts. This constant cycle has proven difficult both in the hours spent recruiting and in the impact short staffing has on the program. When a regular staff member is ill, finding a substitute is very difficult. In addition, staff turnover is hard on the children, many of whom form important positive relationships with specific staff members. It was noted by several providers that school-age staff, along with infant/toddler staff, are the most difficult to find in the current market. Furthermore, many school-aged child care staff view the job as a temporary position and move onto higher paying jobs in the child care field (e.g., Special Education assistant or ECE with Strong Start) or further education. Some providers did report that they had long term staff who supplement their salary with additional jobs. This arrangement seemed to work as between two jobs, they were able to make it financially.

- Wages are very low in school-aged care (and in child care in general)⁴⁸. In today's job market, young adults who are often the main group of employees have access to higher paying and lower stress jobs.
- The hours are difficult and fall short of full time work in school-aged care. Hours are generally 7a.m. – 9 a.m. in the morning and then 2 p.m. – 6 p.m. in the afternoon. This split shift is unappealing for many individuals.
- Finding high quality staff can be challenging and some providers reported they often hire someone who is thought to be better than the other applicants, but not necessarily someone ideal for the position. The applicants are often limited to a handful of people.
- New licensing requirements (as of November 2007) require that school-aged staff have 20 hours of education in the area of child development/child care. This requirement will be fully enforced by September 2008. On the one hand, this move is positive as it has the potential to increase the quality of care to some degree. On the other hand, it will make hiring even more difficult by deterring young adults from applying. This is because they will be able to walk into another job without any prerequisites. In a weaker labour market, the impact may not be felt as much. One provider stated that ten years ago, she had several applicants for each position but now she has two or three at the most.
- Working with school-aged children is emotionally taxing and according to a few providers, less rewarding than working in the group daycare (ages 3-5)

⁴⁸ For an overview of wages on the North Shore, see pg 30 www.cccabc.bc.ca/res/pdf/ns_report_aug07.pdf

environment. Reasons cited for this was the fragmented nature of care (limited hours) and the increasingly challenging issues that school-aged children bring to the child care program. Whereas in group care, the child care workers plan the day and have the opportunity to really get to know the children's schedule and habits, in school-aged care, the children come after having just experienced six hours in school to which the child care worker is not privy. The increasing complexity in the child's development as he/she moves within different environments requires child care staff to have more skills and resources to effectively interact with school-aged children.

- For the most part, there are very few providers who offer any type of benefit packages (extended medical, dental etc.)
- Due to the fact that funding for child care is based on enrollment, planning is more challenging. First enough children need to be enrolled in order to justify hiring another staff member. This leaves some families in a bind as they are waiting for the enrollment numbers to rise. Then, once the numbers rise, providers need to quickly hire someone before children drop off the waitlist due to parents having found alternative care.

Education and Training: Currently, there is a paucity of education and training for school-aged child care staff. Many programs hire people who may have some ECE training thereby addressing the needs of younger children. Other programs however, have hired young adults with little or no training due to the difficulties in recruitment. In order to increase the quality of school-aged care, and to legitimize it as a professional field, staff training and education requires attention. (At the same time, there needs to be increased wages in order to make it possible for people to stay in the field.) All of these issues are linked, creating challenges in the field of school-aged care.

- One certificate program exists at Douglas College⁴⁹ but there are barriers to accessing this program, including the cost (consider the low wages that school-aged child care staff earn), and the popular view that school-aged child care is a stepping stone to other careers rather than a career in its' own right. This view inhibits people from investing time and money into training.
- There is a desperate need for more training around working with challenging children. Staff is often ill-equipped and some children are asked to leave programs due to the program not being able to accommodate the needs of the child.

Opening, Coping with Capacity and Expanding: Finding space throughout the Lower Mainland is very difficult. For operators who want to open or expand, this is a huge barrier.

- Municipal bylaws limit areas where child care programs can exist.
- The cost of leasing space is very high in the Lower Mainland.
- The option of purchasing an older building and then renovating it to meet the child care standards is extremely difficult due to cost.
- There is a lack of concurrent child care planning in property development as communities expand. In particular, several areas throughout the Lower Mainland are seeing a rise in high density housing into which families are moving. This

⁴⁹ See Douglas College for an overview of this program at www.douglas.bc.ca/programs/continuing-education/programs-courses/cfcs/ss_school_aged.html

- increase in children and families in communities without adequate planning leads to critical shortages in child care.
- Overall, the Lower Mainland as a whole and individual communities (an exception is Vancouver which is the most cohesive in their planning with a focus on hub model development; a handful of other communities are at the beginning stage of work in this area) lack a strategic plan for school-aged child care so fragmentation and lack of coordination of services is common.

Financial Issues in Operating a Program: Making a child care program financially successful is very challenging. There is often no margin between child care fees and the actual cost of running the program. In fact, some non-profits are running the programs at a deficit but choose to keep it running due to the need in the community. Some of the factors that lead to financial concerns are:

- The cost of maintaining vehicles in order to provide transportation for children. Some programs also pay for some staff to get their class 4 drivers' license which is required for transporting children in a minivan.
- Several providers stated that it can be challenging to collect fees and this often results in late or uncollected fees. One non-profit noted writing off over \$50,000 in uncollected fees during the past ten years.
- Smaller providers do not have the infrastructure to manage financial challenges, which can result in the program closing. In areas where there are many smaller providers, this can lead to an unstable child care environment.
- The fees for care do not match the rate of inflation so programs have to constantly look for ways to reduce their expenses in an already tight budget.
- There can be a time lag for parents applying for subsidy and programs actually receiving these funds from the government. Programs must factor in this wait despite their ongoing expenses.
- Although there are some grants for which programs can apply, smaller programs and for-profit programs struggle to find these opportunities.

Quality: The cost of care is one key issue but the quality of care is another. There is no standardized way of knowing which programs offer high quality care and which programs offer low quality care. There are also no existing quality assurance guidelines (beyond licensing which does not deal with programming issues) for child care providers working with school-aged children. One provider, after looking for care, decided to start her own program at a school due to her disappointment in the program choices for school-aged children. Child care providers did note that there were both good programs and less than ideal programs.

- School-aged child care planning is very involved given the developmental stages of school-aged children. Children need age-appropriate activities. The older the children, the more demanding their needs, and the harder they are to entertain. An example of trying to provide affordable and age appropriate activities is illustrated by a provider in Delta. The Municipality of Delta gives every grade five child a membership to the municipal recreation centres for them to access swimming, skating, gym equipment, etc. This provider uses the recreation centres a great deal in her planning. Children can also get a membership pass in grade six if they used it in grade five. The membership passes are beneficial for children as otherwise doing these activities on a regular basis would be costly.

Challenges in Working with Public Schools: The tensions existing throughout various regions with regards to child care providers and school districts can not be overstated. School districts are at varying stages with respect to having school-aged care available throughout their districts. The percent of schools within each school district that have child care available ranges from 8% to 64%. School Districts vary on whether providers must be non-profit in order to lease space. In some cases, space is an issue because municipalities are growing and schools are bursting at the seams. In other areas, enrollment is declining. Still in other cases, given the demographics of the area, the need for out-of-school care has been deemed unnecessary. Overall, the relations between school districts and child care provider's needs attention.

- There is a lack of coordination between schools with regards to early dismissal, professional development days etc. This makes it very difficult to coordinate pick ups and drop offs, staffing, planning for providers who are not school-based or for providers who draw from more than one school. An example of this tension is the situation in which one provider received a letter, prompted by the Union representative from the school, addressing her lateness in picking up the Kindercare children. This lateness was due to serving more than one school, all with similar dismissal times.
- Some providers report receiving no support in their efforts to run a program in a school space.
- More often than not, schools were and continue to be built without child care provisions in mind (an example of an exception is a recent partnership in North Vancouver, Westview Elementary) and this can cause challenges in implementing a program that meets the licensing requirements.
- School districts charge varying amounts for rental and according to some providers, the costs make it difficult to run the program as they can not continually increase parent fees.
- Space can be fragile in that school enrollment changes from year to year and if the school needs the space, the child care program must find alternative space. One issue faced by a small number of providers is the seismic upgrading that is taking place in some schools. As a result, they must leave the school but have no place to go to continue to run the program.

*The Need for Greater Understanding of the Important Role that School-Aged Programs Play in the Lives of Children and Families: During the elementary years, children focus on finding their strengths and coping with challenging areas in order that they can develop a strong sense of self and purpose. This is a different developmental period of focus than that of ECE programs (although ECE training forms a solid foundation upon which one can build). During this period children are voicing their opinions more and more, becoming aware of their likes and dislikes and developing intimate friendships. In order to navigate this time period, they need to be given opportunities to grow within the context of caring relationships with adults. **High quality** out-of-school care is not babysitting but rather is ripe with opportunities. It is also full of opportunities to support families in their child's development.*

- Child care staff often become allies of families. Staff are often aware of challenges that families must face as they raise their children, deal with financial stress and/or experience other life challenges. The way in which professional child care staff interacts with parents can make the world of difference in the lives of families and children.

- As a society, we tend to focus on encouraging the independence of children. However, this sometimes occurs at a cost of maintaining close connections with the child's everyday world. One program made it policy that the parent had to come in the building to pick up the child versus waiting in the car. This allowed staff a greater opportunity to connect with the family and in turn the family was able to gain a sense of how and with whom their child spent their out-of-school hours.
- Working with outside agencies to care for children who have special needs (agreement on approach, etc) can be difficult when there is a lack of coordination or different levels of knowledge about the child. There needs to be greater time spent on thoughtful programming and appreciating the knowledge that child care staff have in regards to the needs of specific children.
- The Lower Mainland boasts a diverse cultural population. It would be of great benefit to provide education for new immigrant families about the importance of care for children during their out-of-school time. .

Cost of child care: For many families in the Lower Mainland, child care causes financial strain. It may be that the family has a limited income or that after all the other bills are paid at the end of the month, there isn't any money leftover. Consider the cost of having even one of Kindergarten age in childcare. This can be as high as \$700 a month. Overwhelmingly, providers throughout the Lower Mainland stated that the majority of parents who are struggling are working families, but work at low paying jobs. Coined "The Working Poor"⁵⁰, these parents are a growing segment of the population. Providers stated that unfortunately, these families don't quite qualify for any subsidies despite their struggling efforts to keep up with their monthly costs. Many providers noted trying to assist in informal ways with these struggling families, such as lowering fees, forgiving unpaid fees or providing one time bursaries. These measures, although helpful, do not constitute a long-term solution to a growing problem.

- Many programs charge extra fees during holiday times and some charge extra for professional development days. On top of the regular monthly costs, this adds an extra burden to families.
- Children who would benefit from being in an out-of-school program are being pulled out at increasingly younger ages due to the financial strain on the family. They then undergo self-care or are sometimes cared for by siblings who are sometimes also of elementary age. Providers noted that some children were visibly distraught by their removal from the program.
- There are no places for families to turn if they do not qualify for a subsidy.

Accessing child care subsidies: Although designed to assist some families in the province, many families who could greatly benefit from a subsidy do not qualify. Subsidy applications do not take into account all of the other expenses that a family has before paying for child care. This leaves many families ineligible. Furthermore the Universal Child Care Benefit ends at age six, despite the need for children to have care beyond this age.

⁵⁰ There has been a greater focus in North America on the "Working Poor." See <http://economics.ca/2005/papers/0240.pdf> and www.cerforum.org/conferences/200406/papers/fortin.pdf for a Canadian perspective on this growing problem.

- When the Ministry for Children and Family Development took over the allocation of subsidies (October 2006), many people lost their subsidy due to the information not being transferred between Ministry of Employment and Income Assistance and MCFD. This caused a great deal of frustration and stress for families. As a result, many families had to withdraw their children from child care and lost their space.
- The application process for subsidies is not user-friendly and is fraught with problems for parents who have literacy issues.
- Families are required to continually reapply which adds additional stress.
- If parents have had Ministry involvement in the past, they are sometimes wary of applying for the subsidy due to information flowing to the Ministry.
- Subsidies does not cover increased costs of spring break and winter break

Accessing Child Care Spaces: There are many children waiting for out-of-school care in all communities across the Lower Mainland. Finding space in a location that is workable with times the parent requires at an affordable fee can be frustrating. Dealing with accessing programs and waitlists is problematic.

- For some areas, there are no programs and/or there is no chance of securing a space due to huge waitlists. Some centres reported existing waitlists for the fall of 2009 and 2010.
- Waitlists can act as a deterrent for parents if they are told that the list is long. At the same time, waitlists do not appear to be updated on a regular basis at most centres. Parents may have placed their child on several lists or may have found alternative care. Given the ad hoc waitlist process, it is truly difficult for parents, child care providers and communities to know how much care is needed.
- Some programs do not encourage part-time spaces or morning only etc., as it has proven to be challenge when parceling a full-time space into part time slots. Some programs will only take part time children if they can match the needs of two families. In that way one space is full. Many providers stated that they do not advertise part time spaces for that reason. This may result in families not being able to have the care they need for their child.
- Once a child is able to access a program, they have priority to move up through the years. This is ideal for that child. The other side of this situation is that families who move into the area may find it impossible to get into a space as very few open up and the waitlist may be long.