

# Canadian Child Care Federation (CCCCF)

## 2019 Saskatchewan Survey Report Draft 1

**October 22, 2019**

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2019 Saskatchewan Survey Results 1

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## Canadian Child Care Federation (CCCF) Saskatchewan Survey Results

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### Background

The CCCF Saskatchewan Survey was distributed to over 2,000 Early Childhood Educators (ECE) in the province of Saskatchewan and consisted of approximately 75 questions. 21 questions were general in nature and open to all respondents, with the remaining questions targeting specific role types within the child care industry. Survey results are broken into 5 sections:

Section	Details
Section 1	Demographic and general questions relating to the child care sector. All respondents are included.
Section 2	Targeted survey for Executive Directors. This section includes a summary of section 1 based on responses by Executive Directors as well as targeted questions specific to the ED role.
Section 3	Targeted survey for Centre Directors. This section includes a summary of section 1 based on responses by Centre Directors as well as targeted questions specific to the CD role.
Section 4	This section includes a summary of section 1 based on responses by all role types that did not include a targeted survey, as well as the Aboriginal Head Start Principal.
Section 5	Targeted survey for Family and Group child Care providers. This section includes a summary of section 1 based on responses by Family/Group Child Care Home providers as well as targeted questions specific to the Family/Group Child Care Home Provider.

# Section 1

## Summary of Results

602 ECE professionals responded to the survey. Not all 602 respondents completed the survey however, and three questions appear to be consistent points where respondents chose to exit the survey: question 6, question 21, and targeted survey questions.

- Questions 1-5: 602 responses
- Questions 6-20: 547 responses
- Question 21: 539 responses

### Question 6

Question 6 we see the number of respondents drops to 547, indicating that 55 individuals no longer wished to continue the survey. It is difficult to determine, but respondents were either motivated to stop the survey after they identified how long ago they immigrated to Canada (Q5) or they were motivated to close the survey after being asked to identify their level of education completed (Q6). A combination of the two questions or an overall disinterest in continuing with answering demographic questions overall may have contributed to the respondents decision to exit the survey at this point.

### Question 21

The second drop off point in responses is after at question 21, where responses fall from 547 (Q6-20), to 539. Similar to question 6, respondents either responded to the question asking to identify their role within the ELCC sector by ending the survey, or they decided after answering the previous questions they no longer wished to complete the survey.

### Targeted Survey

Fewer respondents completed the targeted surveys than selected the associated roles within question 21. The chart below provides a breakdown of how many respondents selected a role versus how many respondents completed the targeted surveys. It is possible that respondents experienced “survey fatigue” and no longer wanted to respond to detailed questions. Respondents may also not have known the answers and ended the survey as a result.

COMPARISON: ROLE SELECTION VS PERSISTENCE ON SURVEY			
ROLE	SELECTED ROLE OR TITLE	TARGETED SURVEY RESPONSES	PERSISTENCE RATE (%)
Executive Director or Director	115	97	84
Centre Director/Director/Assistant Director	77	72	95
Aboriginal Headstart Principal	1	0	0
Family/Group Child Care Home Provider	50	46	92
Group Child Care Home Provider (12 Spaces)	0	0	N/A

ROLE SELECTION (NO TARGETED SURVEY)	RESPONSES
Pedagogical Leader	7
Early Childhood Educator I	91
Early Childhood Educator II	62
Early Childhood Educator III	106
No Early Childhood Qualifications	16
Business Administrator	13
Aboriginal Head Start Home Visitor (ECE)	1
Aboriginal Head Start Teacher (ECE)	0

## General Trends

### Demographics:

AGE DEMOGRAPHICS		
Age Group	Years	Responses
Under 20	2000-2009	10
20-25	1994-1999	81
26-30	1989-1993	85
31-35	1984-1988	85
36-40	1979-1983	92
41-45	1974-1978	93
46-50	1969-1973	62
51-55	1964-1968	42
56-60	1959-1963	29
61-65	1954-1958	19
65+	1930-1953	4

AGE DEMOGRAPHICS	
Decade	Responses
1930-1939	1
1940-1949	1
1950-1959	25
1960-1969	74
1970-1979	164
1980-1989	175
1990-1999	152
2000-2009	10

- 97% of the 602 respondents are women.
- Over 23% respondents have just started working in the child care sector within the last 3 years (141 overall, with 23 under 1 year).
- 34% of respondents have 4-10 years experience; 33% of respondents have 11-25 years of experience.
- 9% of respondents identified as Indigenous (First Nation, Metis, or Inuit).
- 6% respondents identified as a visible minority.
- 18% of respondents were not born in Canada.
- Persons with a disability made up 1.5% of respondents.
- 66% of respondents did not identify with any of the provided characteristics.
- 134 respondents identified that they have moved to Canada within the past 11 years or longer. The majority of respondents moved to Canada between 6+ years ago.

QUESTION 5	
If not born in Canada, how long ago did you immigrate?	Response number
Less than 1 year ago	3
1-2 years ago	6
3-5 years ago	32
6-10 years ago	52
11 years or more ago	41

QUESTION 4	
Characteristic	Response Number
First Nations	22
Metis	28
Inuit	2
Visible Minority	39
Persons with a Disability	9
Not born in Canada	107
Prefer not to Answer	19
None of the Above	396

### Education

- 63% of the 547 respondents have a 1-2 year Post-Secondary Certificate or Diploma.
- 20% of the 547 respondents have a bachelors degree and 3.5% have Master's degrees.
- 20% of the 547 respondents are currently enrolled in classes to earn ECE certification (over 80 percent through distance courses).
- The two largest barriers respondents face to taking courses are lack of financial resources and lack of personal time. Very few respondents identified lack of support, delivery method, or Post-Secondary Eligibility Requirements as a barrier to professional development.
- 44% of the 547 respondents have attended over 10 or more hours of professional Development in the 12 months prior to filling in the survey. Approximately 18% took 1 or less hours of professional development (3% took 1 hour; 15% took 0 hours).
- 62% of the 547 respondents indicated they are not required to attend any PD hours per year.
- Based on response, on average respondents are required to take an average of 10 hours of professional development annually.

### Outside employment

100 respondents indicated that they have worked outside of ECE in the past 12 months. The results include all respondents in every type of role. The following sections provide a cross comparison between this question and the roles respondents selected in question 21. Of the 100 working outside the ECE field in past year:

- 65 respondents identified they required additional income to make ends meet.
- 18 respondents wanted a job they could use their skills and talents
- 13 respondents wanted to learn new skill
- 8 no longer wish to work in the ECE field.
- 3 respondents did not answer (ended the survey)

### Compensation

- 90% of 547 respondents identified as full time, with similar numbers reporting part time (3.5% over 65 per month, 4% under 65 per month).

- 76% of 547 respondents receive benefits. 59% receive a pension or RRSP plan.

Reported Hourly Compensation	
Type	Wage
AVG	\$18.88
Max	\$36.50
Min	\$6.00
Mode	\$15.00
Median	\$16.50

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Question 11

If you are taking courses or want to take courses, what are the challenges that stand in the way of completing your education? Please select all that apply.	Percentage and # of Respondents	
Lack of financial resources to pay tuition and fees	19.93%	109
Lack of financial resources to attend school (Loss of earning)	13.35%	73
Lack of access to post-secondary courses or programs in your region or in your delivery method of choice	6.76%	37
Lack of personal time to devote to course work	23.03%	126
Lack of support from employer to attend school	1.46%	8
Post-secondary eligibility requirements (English Language requirements)	3.47%	19
Not Applicable	57.22%	313
Other (Listed below)	4.39%	24
No financial incentive		
Lack of support from my ELCC consultant. I want to take my practicum, but it seems impossible as I run a licensed day home. Talked to my kids' parents, they're okay & support me with their whole hearts but my consultant is very picky with the person who come & watch my kids while I go for practicum.		
Shortage of staff to be able to attend workshops and courses		
I am not taking classes as have all requirements		
For ECE 2 they ask for IELTS 6.5 each band. Which is pretty difficult and the salary is not quit good. On the other hand , other province such Alberta or Ontario have opportunit� without IELTS		
Lack of my classes being offered that I need or filling up to quickly.		
Have to complete the practicums even though I have been employed at the same Child care center for the past 8 years!		
Non Transferability of ECE Classes to Other Programs		
I feel comfortable with my job right now		
no one to fill in at my job if I am away at school. The government needs to entice more people to work in the field in order to create more opportunities to further education without losing current work force in place.		
I have a young family that needs the attention more then I need the education		
Prefer distance print for learning issues and place of choice to write exams to eliminate driving and lost wages		
As an assistant director I'd like to enroll in some ECE University classes but these are not covered and finances aren't i my favor to take them. These classes would be extremely beneficial to management.		
They are getting pricey and won't be able to pay for them.		
My work payed for me to go to school i signed up for 3 classes however my dad developed a tumor in his head and it started bleeding i wasn't able to finish the course and now i owe money to my work and am trying to save 500.00 to cover a course before i get help from work again. I would rather take them in the classroom I learn better that way. I have such a hard time with distance.		
I have a diploma in child care so the next step to gain more education there is no money to be paid outside of the early learning classes so I cant afford it. If there is something please let me know and I will take some other classes.		
Too many issues with Saskpolytechnic		
No financial benefit		
Being under a worker visa e not being able to take classes		
Workload too great to be away from the office		
Hard to do distance Ed and practicum. Would have to leave place of employment for unpaid practicum is not realistic.		



## Section 2: Executive Director (ED) Results

This section starts with a cross comparison of general demographic questions (questions 1-20) and respondents that selected the Executive Director (ED) role in Question 21. After summarizing general demographics of respondents that identified as ED's, we summarize results of the targeted survey for ED's.

### Demographics

ED AGE DEMOGRAPHICS		
Age Group	Years	Responses
Under 20	2000-2009	0
20-25	1994-1999	3
26-30	1989-1993	10
31-35	1984-1988	15
36-40	1979-1983	24
41-45	1974-1978	24
46-50	1969-1973	16
51-55	1964-1968	15
56-60	1959-1963	5
61-65	1954-1958	3
65+	1930-1953	0

- 100% of ED's that responded are women.
- ED's are mostly comprised of ECE professionals with 8- or more years of experience:
  - 7% of ED respondents have worked in the child care sector less than 3 years
  - 6% for 4-5 years
  - 8% for 6-7 years
  - 10% for 8-10 years
  - 22% for 11-15
  - 18% for 16-20
  - 13% for 21-25
  - 9% for 26-30
  - 2% for 31 +
- 19 ED respondents out of 115 report being on exemption.
- 7 respondents identify as Indigenous (2 First Nations, 5 Metis), and 4 as a visible minority, and 7 not born in Canada.
- 19 respondents out of 115 identified that they are on exemption.
- Approximately 16 percent of ED respondents have worked outside the ECE field in the past 12 months (18 people). Below is a breakdown of the reasons:

Please help us understand why you were looking for work outside of the ECE field:		
Answer Choices	Responses	
I needed to supplement my income to make ends meet	61.11%	11
The hours of work in the ECE field were not suitable for my personal needs	0.00%	0
I wanted a job that would allow me to learn new skills	22.22%	4
I wanted a job that would allow me to use my other skills and talents	27.78%	5
I no longer want to work in this field	22.22%	4
Health reasons made it difficult for me to work in this field	0.00%	0
Other (listed below):	27.78%	5
Practicum placement		
The education I have to be an ECEIII does not equal the pay that other people with similar education are paid in their field. It is frustrating to have high education requirements and not be compensated for it in hourly wage and job benefits and work load.		
Direct sales – love the products, chose to sell them too		
I was burnt out after being a director in another center. The lack of support, the constant having to be “on “, to replace sick staff, hire quality staff, feeling that my level of education exceeded what I was being paid		
I was a director and became burnt out with all the expectations and workload and lack of support and the stress of having to replace sick staff and constantly hiring quality staff. I needed to do something that was less draining.		

### Education and Training

- 60% of 115 ED respondents on the general questions have a 2 year Post-Secondary Diploma.
  - 23% have a Bachelors degree.
  - 2 out of 115 have a masters and 1 has a PhD.
- 80% of ED respondents have their level 3 ECE. 10% have a level 2, 10% level 1 and less than 2% have no ECE.
- 20 respondents are currently enrolled in classes to earn ECE Certification
- 21 of ED’s taking courses are taking courses through distance learning and only 2 are taking in person, showing ED’s have a strong preference for in person courses. As described in follow up questions, largest barrier ED’s face is lack of personal time (22). Financial resources to take time off work to attend classes (11) and pay for courses (13), and lack of access to courses in region or through preferred delivery method (13).

If you are taking courses or want to take courses, what are the challenges that stand in the way of completing your education? Please select all that apply.		
Answer Choices	Responses	
Lack of financial resources to pay tuition and fees	12.17%	14
Lack of financial resources to attend school (Loss of earning)	9.57%	11
Lack of access to post-secondary courses or programs in your region or in your delivery method of choice	11.30%	13
Lack of personal time to devote to course work	19.13%	22

Lack of support from employer to attend school	0.87%	1
Post-secondary eligibility requirements (English Language requirements)	0.00%	0
Not Applicable	69.57%	80
Other (listed below)	4.35%	5
Lack of support from my ELCC consultant. I want to take my practicum, but it seems impossible as I run a licensed day home. Talked to my kids' parents, they're okay & support me with their whole hearts but my consultant is very picky with the person who come& watch my kids while I go for practicum.		
Lack of support from my ELCC consultant. I want to take my practicum, but it seems impossible as I run a licensed day home. Talked to my kids' parents, they're okay & support me with their whole hearts but my consultant is very picky with the person who come& watch my kids while I go for practicum.		
Non Transferability of ECE Classes to Other Programs		
Prefer distance print for learning issues and place of choice to write exams to eliminate driving and lost wages by writing locally.		
Too many issues with Saskpolytechnic		
Workload too great to be away from the office		

## Compensation and Benefits

### Executive Director (ED)

- 112 out of 115 ED respondents indicated they are employed full time; 2 indicated they are employed part time; and 1 reported casual employment.
- Reported wage by ED's within the survey:
  - Average hourly wage: \$26.63/h
  - Wage range: \$11-\$53.56/h
  - Most commonly reported hourly wage: \$23/h
- 75% of ED respondents say they receive benefits from their employer.
- 43% of ED respondents answered that they are offered a pension or RRSP plan.
- 22% of ED respondents selected that they are required to take a minimum number of professional development hours; 10 hours per year was the average required minimum hours required with 24 hours being the highest reported requirement.
- 56 percent of ED reported that they have taken 10 or more hours of professional development in the past 12 months; 13% reported taking between 4-5 hours in the past 12 months; 8% reported taking 0 hours of professional development.

## Targeted Survey Results for ED's

(Includes 97 Responses)

### Benefits and Compensation

- The following is the portion of health and dental benefit premiums shared with employees:
  - 17 ED's responded that they pay 100%.
  - 2 ED's responded that the employee pays 100%.
  - 53 ED's responded that they Employee and Employer both pay some portion of the benefit premiums.

- 25 ED's responded that they don't offer premiums.

Which of the following benefits do you offer to FULL TIME staff? Select all that apply:		
Answer Choices	Responses	
Life	64.95%	63
Accidental Death and Dismemberment	55.67%	54
Extended Health	64.95%	63
Dental	71.13%	69
Orthodontic	26.80%	26
Vision	50.52%	49
EDOs	23.71%	23
Mental Health Days	22.68%	22
Family Days	11.34%	11
Additional Vacation Days	24.74%	24
Short Term Disability	36.08%	35
Long Term Disability	47.42%	46
Paid Sick Days	82.47%	80
Group RRSP/RRSP Matching/Pension Plan	38.14%	37
Education Reimbursement	68.04%	66
None of the Above	4.12%	4
Maternity	0.00%	0
Education	0.00%	0
Other (Listen below)	18.56%	18
Paid education days		
We use a spending account for staff.		
Dental and health premium covered 100%		
4 paid personal/sick/use for whatever you need		
free meals and snacks/ quarterly bonus		
Emergency Leave		
Paid Professional Development (as much as they like) – Centre covers registration, pays employee for time, covers travel if necessary		
We try to be accommodating if staff needs or wants time as long as we are able to find replacement		
Personal leave and pressing Necessity		
Reimbursement from the Ministry		
Paid holiday time 10 hours retained per month		
I clicked that I receive benefits earlier on in the survey but currently I am the only one, as I am paid by the School Division. At this time, no educators have benefits.		
Government reimburses		
pressing necessity days		
Family Sick		

We pay for classes and then get reimburse from the Ministry
Staff Appreciation Days (3/yr)

Which of the following benefits do you offer to CASUAL staff? Select all that apply:		
Answer Choices	Responses	
Life	3.09%	3
Accidental Death and Dismemberment	2.06%	2
Extended Health	2.06%	2
Dental	2.06%	2
Orthodontic	2.06%	2
Vision	2.06%	2
EDOs	0.00%	0
Mental Health Days	0.00%	0
Family Days	1.03%	1
Additional Vacation Days	2.06%	2
Short Term Disability	1.03%	1
Long Term Disability	1.03%	1
Paid Sick Days	7.22%	7
Group RRSP/RRSP Matching/Pension Plan	1.03%	1
Education Reimbursement	20.62%	20
None of the Above	74.23%	72
Maternity	0.00%	0
Education	0.00%	0
Other (Listed below)	4.12%	4
dependent on amount of hours worked		
free meals		
Paid Professional Development (as much as they like) – Centre covers registration, pays employee for time, covers travel if necessary		
appropriate holidays 3/52 per year		

### Education and Training

- Only 23 ED's identified that they have a required number of professional development days staff are required to attend.
  - The average number of days reported that ECE's are required to take is 5.
  - The range of days ECE's are required to take as reported in the survey is 1-12.
- Below is a summary of the type of professional development training ED's shared they provide to staff:
  - Half day workshops: 54
  - Full day workshops: 64
  - Online courses: 66

- Ministry supported courses only: 57
- None: 4
- Other (listed below): 19
  - Our Directors association puts on workshops that our staff attend, however, with PD cut, we are not able to attend other valuable workshops due to lack of financial support and lack of coverage for staff to be away.
  - Mentorship program teacher talk
  - Not only ministry supported but those are usually the most commonly used
  - Ministry Courses, SECA Workshops, Director Association Workshops
  - webinars- in house specific training
  - We try to have some workshops hosted at our center when available
  - We want to create p.d. Opportunities but my suggestions have not received any feedback from the Ministry so we are forced to travel and spend in order to attend the events only the Ministry stamps as approved
  - A few other full day workshops, like teacher talk and other applicable, with board approval for each
  - We also facilitate 3 Centre/Org. wide PD Days each year
  - each staff gets \$50/year towards PD
  - In-house Workshops
  - We have no one to fill in
  - CARE, Therapeutic Crisis Intervention, Leadership, WHIMIS, Respectful Workplace, OH& S Level I & II, Mental Health First Aid
  - Saturday all day pay workshops
  - Overtime for Ministry supported courses, own time for all other courses.
  - Montessori
  - training done in-house during regular staff meetings
- Most common barriers ED's reported in sending their staff to Professional Development are:
  - Topics: 28
  - Cost of event: 49
  - Cost of replacing staff: 50
  - Availability of casuals to cover staff absence: 78
  - Location: 37
  - Lack of interest from staff: 34
  - When events are offered: 49
  - Other (listed below): 3
    - Other (please specify)
    - Financial, location and weekend workshops are all issues.
    - weekends
    - Language; some of my staff prefer French workshop

**What are barriers you face in attending professional development opportunities? Check all that apply**

Answer Choices	Responses
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Lack of financial support from my employer	17.39%	20
Ability to take time off from work to attend	48.70%	56
Lack of professional development opportunities in my area	44.35%	51
Professional development opportunities are on the weekend	33.04%	38
Lack of topics that interest me	13.91%	16
Currently focusing on ECE course work	5.22%	6
I face no barriers	16.52%	19
Other (listed below)	17.39%	20
We are a French center, we can't get a professional development in French.		
I do a lot of webinars and attend whatever I can. Unfortunately, I am unable to send staff due to lack of funding, no opportunities in my area, not able to cover off staff, weekend workshops and other issues with sending staff away for training.		
The distance from where we live to a class. We are in a rural community		
Travelling in the winter time, road conditions.		
Lack of funding from government to ease financial aspect		
Non-profit acquired the position with the centres financial difficulties. Can't commit to attendance for financial and staffing issues		
Professional development opportunities are during work hours		
Professional Development Opportunities often fill up before I can register.		
Lack of staff to fill the positions when others take PD		
Professional opportunities are often on week days not weekends		
Not enough relief staff to cover so that we can attend		
Not having classes in distance print and having to travel to write exams instead of being able to write under the supervision of local principal in which school our center rents space		
Limited financial support from the ministry		
cost of PD opportunities		
My employer would love to send us and encourages us to attend anything free and will pay our hours but funding to the Centre's isn't enough to send staff to a lot.		
Lack of financial support from the provincial and federal governments		
single mom raising 4 children, sometimes difficult to travel the distance and be away for longer days.		
Cost associated with this. Employer does not have enough funds to assist to travel ect.		
Lack of French development opportunities		
limited funding from provincial gov't/restrictions on PD grant		

### Centre and Staff Information

- ED's oversee on average 2 spaces (69 responses were 1 space; 28 responses were 2 spaces; 9 responses were 3 spaces; and one response for each of the following: 4 spaces, 5 spaces, 6 spaces, 7 spaces, and 80 spaces.)
- All centres combined, there is a total of 1,411 early child hood educators reported as employed:
  - 19 ED's employ between 1-4 ECE's

- 27 ED's employ between 5-9 ECE's
- 17 ED's employ 10-14 ECE's
- 17 ED's employ 15-19 ECE's
- 5 ED's employ 20-25 ECE's
- 3 ED's employ between 30-39 ECE's
- 4 ED's employ between 40-49 ECE's
- 3 ED's employ between 50-59 ECE's
- 1 ED employs 66 and 1 ED employs 70 ECE's
- Over the past 12 months, 88 ED's have hired full time staff; 49 have hired part time (over 65 hours); 58 have hired part time (under 65); and 63 have hired casual staff.
- 80 ED's have reported hiring an ECE 1's; 52 ED's have reported hiring an ECE 2; 50 ED's have reported hiring an ECE 3; 37 ED's have reported hiring a director; 76 ED's have reported hiring someone with no ECE certification (see table at end of this section on page 18 for full breakdown of numbers).
- Currently, ED's have the following spaces open:
  - Infant: 87% of respondents have space open: average number of spaces open is 4; the highest number of spaces reported is 36.
  - Toddler: 95% of respondents have space open: average number of spaces open is 6; the highest number of spaces open is 25.
  - Preschool: 92% of respondents have space open: average number of spaces open is 13; the highest number of spaces open is 59.
  - School age: 83% of respondents have space open: average number of spaces open is 5; the highest number of spaces open is 20.
- Below is a summary of the number of ED's reporting ECE's leaving their centre and the number of reported ECE's that left:
  - Unknown: 21 ED's reported staff leaving for unknown reasons. 10 ED's indicated 1 staff left in the past 12 months, 20 responses ranged between 2-6 staff leaving, and the single highest response was an ED reporting that 15 staff left for unknown reasons.
  - Different field of work: 48 ED's reported ECE's leaving for different field of work, 37 responses were between 1-2 staff leaving with the remaining 11 responses ranging from 3-8 staff leaving.
  - Employed at another Licensed Centre: 26 ED's reported staff leaving to work in another Licensed centre; 17 indicated 1 staff left; and the remaining 9 ED's responses ranged between 2 and 4 staff leaving, with one response reaching 12 staff leaving to work at another Licensed Centre.
  - Opening Up Their Own Centre: Only 3 ED's reported ECE's leaving to open their own centre. 2 ED's had 1 staff leave, 1 ED had 2 staff leave.
  - Going back to school: 48 ED's reported ECE's leave to go back to school. 36 ED's reported 1-2 staff leaving; 11 ED's reported 3-9 staff leaving, and one ED reported 98 staff leaving. There is potential this may be a typo, or they oversee a large number of centres.



- Other reasons ECE's left their centres:
  - 22 ED's reported 1-3 ECE's leaving on Maternity leave.
  - 16 ED's reported ECE's moving.
  - 15 ED's reported they had terminated employment of ECE's, typical responses were between 1-3 ECE's terminated.
  - 3 ED's reported ECE's retiring.
  - 4 ED's reported family and financial reasons for ECE's leaving.
- 63 ED's reported that they have had requests for leaves of absence from staff, below is a breakdown of how many under what reason:
  - Personal: 23
  - Medical: 29
  - Family: 12
  - Education: 3
  - Maternity: 42
  - Other: 10
- 96% of ED's responded that they have an ECE working more than 65 hours and not ECE 1 certified.
  - The average number of ECE's working more than 65 hours and not ECE 1 per centre/per ED response is 2.5.
  - The total number of ECE's working more than 65 hours and not ECE 1 reported is 147.
- 62% of ED's responded that they have a Director not certified as an ECE 3.
- All ED's reported that they had 1 Director not certified as an ECE 3, except for 3 ED's who reported they had 2 Directors not certified as an ECE 3.
  - The total number of Directors not certified as an ECE 3 is 25.
- 63% of ED's are able to meet the ministry guidelines for staffing qualifications/levels? Without using exemptions (50% ECE 1; 30% ECE 2; 20% ECE 3).
  - 37% of ED's responded they are unable to meet ministry guidelines.
- There are 97 ECE's are hired to work with Children on Inclusion and Enhanced Accessibility Grants. (E.A.s) reported through the survey.
  - The average response for ED's was 2 ECE's hired to work with Children on Inclusion and Enhanced Accessibility Grants.
  - One ED reported having 10 ECE's hired.
  - 45 ED's responded that they had hired an ECE to work with Children on Inclusion and Enhanced Accessibility Grants.

Summary of ECE Hiring by Executive Directors				
Trends	Full time	PT Over 65 (hrs)	PT Under 65 (hrs)	Casual
Average number of ECE's hired	6	2	2	3.5
Highest number of ECE's hired	48	8	8	20
# of ED's who Hired 1 ECE	18	15	24	18
# of ED's who Hired 2 ECE's	16	13	12	14
# of ED's who Hired 3-4 ECE's	19	9	7	14
# of ED's who Hired 5-9 ECE's	15	3	7	7
# of ED's who Hired 10-15 ECE's	7			3
# of ED's who Hired 16-20 ECE's	5			2
# of ED's who Hired 21-50 ECE's	4			
Trends in Type of ECE Employee Hired				
ECE 1		ECE 2		
<ul style="list-style-type: none"> <li>• Average hired: 3</li> <li>• 28 ED's hired 1 ECE 1</li> <li>• 21 ED's hired 2 ECE 1's</li> <li>• 12 ED's hired between 3-4</li> <li>• 9 ED's hired between 3-12</li> <li>• 1 ED hired 18</li> </ul>		<ul style="list-style-type: none"> <li>• Average hired: 2.4</li> <li>• 22 ED's hired 1 ECE 2</li> <li>• 10 ED's hired 2 ECE 2's</li> <li>• 7 ED's hired between 3-4</li> <li>• 7 ED's hired between 5-10</li> </ul>		
ECE 3		Director	NO ECE Certification	
<ul style="list-style-type: none"> <li>• Average hired: 2.5</li> <li>• 19 ED's hired 1 ECE 3</li> <li>• 11 ED's hired between 2-3 ECE 3's</li> <li>• 5 ED's hired between 4-9 ECE 3's</li> <li>• 1 ED hired 15 ECE 3's</li> </ul>		<ul style="list-style-type: none"> <li>• 15 ED's hired 1 director</li> <li>• 2 ED's hired 3 directors</li> </ul>	<ul style="list-style-type: none"> <li>• Average number hired: 4</li> <li>• 19 ED's hired 1</li> <li>• 14 ED's hired 2</li> <li>• 16 ED's hired between 3-4</li> <li>• 14 ED's hired between 5-9</li> <li>• 6 ED's hired between 10-20</li> <li>• 1 ED hired 22</li> </ul>	

## Licensed vs Unlicensed Spaced

How many licensed spaces combined between all centres?	
Average	60 licensed spaces
0-9	4 responses
10-19	6 responses
20-29	13 responses
30-39	13 responses
40-49	17 responses
50-59	9 responses
60-69	8 responses
70-79	6 responses
80-100	7 responses
101-199	8 responses
200-299	5 responses
Lowest Response	1 licensed space
Highest response	299 licensed spaces

How many unlicensed spaces combined between all centres?	
Average	14 unlicensed spaces
0	62 responses
1-9	8 responses
10-19	8 responses
20-29	1 response
30-39	5 responses
40-49	2 responses
50-59	1 response
80-100	2 responses
101-199	4 responses
Highest response	345 unlicensed spaces (only response outside of 101-199 range)

## Section 3: CENTRE DIRECTOR (CD) Results

This section starts with a cross comparison of general demographic questions (questions 1-20) and respondents that selected the Centre Director (CD) role in Question 21. After summarizing general demographics of respondents that identified as CD's, we summarize results of the targeted survey for CD's.

### Demographics

AGE DEMOGRAPHICS			How many years have you been working in the child care sector?		
Age Group	Years	Responses	Answer Choices	Responses	
Under 20	2000-2009	1	Still a student	1.30%	1
20-25	1994-1999	6	Less than one	2.60%	2
26-30	1989-1993	6	1-3	7.79%	6
31-35	1984-1988	19	4-5	2.60%	2
36-40	1979-1983	15	6-7	5.19%	4
41-45	1974-1978	12	8-10	18.18%	14
46-50	1969-1973	13	11-15	20.78%	16
51-55	1964-1968	3	16-20	15.58%	12
56-60	1959-1963	2	21-25	11.69%	9
61-65	1954-1958	0	26-30	7.79%	6
65+	1930-1953	0	31-35	5.19%	4
			36-49	1.30%	1

- The majority of CD's are between the ages of 31-50, with 30-40 being the largest cohort.
- 100% of CD respondents are women.
- The majority of CD's responded that they are full time, with 75 selecting that they have Full Time ECE Employment, 1 selecting Part time (over 65 hours per month), and 1 selecting Part time (under 65 hours per month)
- The majority of CD's have been working in the child care sector for 8-20 years.
- 87% of CD's shared that they have not looked for work opportunities or worked outside of the ECE field in the past 12 months. Below is a breakdown of reasons 13\$ of CD's looked for work outside of the ECE Field:
  - I needed to supplement my income to make ends meet 70%
  - I wanted a job that would allow me to learn new skills 10%
  - I wanted a job that would allow me to use my other skills and talents: 10%
  - Other (listed below): 40%
    - Just started back in childcare 1 month ago
    - Just have a part time, after childcare hours job.
    - Also wanted out of the ECE field due to the lac of respect from others & parents. Its an exhausting field and the pay was not enough for me to stay financially
    - Help offset costs of my children's sports

- CD respondents identify with the following demographics:
  - 7 indigenous (2 First Nations, 5 Metis)
  - 6 Visible minority
  - 2 Persons with a disability
  - 8 Not born in Canada
    - 1-2 years ago: 1 CD respondent
    - 6-10 years ago: 3 CD respondents
    - 11 years or more ago: 5 CD respondent

### Education and Training

- 19 out of 77 CD's have a Post-Secondary Certificate; 46 have a Post-Secondary Diploma; 8 have a Bachelors Degree, 3 have a Master's Degree and none have a PhD.
- Below is a breakdown of CD respondents highest level of Early Childhood Education Certification:
  - No ECE Certification: 1
  - Level 1: 4 respondents
  - Level 2: 15 respondents
  - Level 3: 57 respondents
- 13 of 77 CD's identified that they are enrolled in an ECE Certification.
- 13 respondents are taking Distance Education courses, 3 are taking In-Person Courses.
- 17% of CD's responding indicated that they are on Exemption (13/77).
- Barriers CD's identified through the survey for taking education courses are:
  - Lack of financial resources to pay tuition and fees: 10 responses
  - Lack of financial resources to attend school (Loss of earning) 9 responses
  - Lack of access to post-secondary courses or programs in your region or in your delivery method of choice: 6 responses
  - Lack of personal time to devote to course work: 17 responses
  - Lack of support from employer to attend school: 0 responses
  - Post-secondary eligibility requirements (English Language requirements): 0 responses
  - Other (please describe) 5.19% 4
  - For ECE 2 they ask for IELTS 6.5 each band. Which is pretty difficult and the salary is not quit good. On the other hand , other province such Alberta or Ontario have opportunit  without IELTS
  - As an assistant director I'd like to enroll in some ECE University classes but these are not covered and finances aren't i my favor to take them. These classes would be extremely beneficial to management.
  - I have a diploma in child care so the next step to gain more education there is no money to be paid outside of the early learning classes so I can't afford it. If there is something please let me know and I will take some other classes.
  - Hard to do distance Ed and practicum. Would have to leave place of employment for unpaid practicum is not realistic.

- 63% of CD's responded that they are required to take a minimum number of Professional Development per year.
  - The average number of hours CD's claimed they are required to take is 12 per year.
  - The range of hours provided was 2-30.
- 53% of CD's identified that they have attended over 10 hours of professional development in the past year; 10% responded that they have taken 0 hours; 14% responded 4-5 hours.
- Below is the breakdown of responses for barriers that CD's highlighted they faced when pursuing professional development:
  - Lack of financial support from my employer: 10 responses
  - Ability to take time off from work to attend: 38 responses
  - Lack of professional development opportunities in my area: 33 responses
  - Professional development opportunities are on the weekend: 31 responses
  - Lack of topics that interest me: 16 responses
  - Currently focusing on ECE course work: 4 responses
  - I face no barriers: 12 responses
  - Other (listed below): 9 responses
    - Child Care Centres should be able to close at least one day per year in order to provide professional development for employees just like schools do
    - we are a french daycare and nothing is offered to us in french. Some educators are not comfortable to attend professional development in English.
    - Staffing to cover.
    - Professional development opportunities are during work hours.
    - Lack of government funding to help offset the cost of Professional Development.
    - Have other job as one doesn't pay bills.
    - Some courses end up getting cancelled because of lack of interest.
    - Work load of being director and balance of taking PD.
    - Professional development opportunities are during the week.

### Compensation and Benefits

- The average reported rate of per hour pay reported by CD's was \$24.13. The range of responses was \$11.70-\$33.50.
- 88% of CD's taking the survey responded that they are offered benefits by their employer.
- 67% of CD's reported that they are offered a pension or RRSP plan, 32% responded that they are not offered a pension or RRSP plan.

### Targeted Survey Results: Centre Director

(Includes 72 responses)

#### Centre Details

- 40/72 CD's responded that they are a multi-site centre.
- CD's responded that they have the follow number of licensed child care spaces:

- 0-30: 22 responses
- 31-60: 33 responses
- 61-90: 17 responses
- 20 CD's responded that they have unlicensed child care spaces, below is the breakdown:
  - Average number of unlicensed spaces report: 26
  - Range reported was 1-90
  - The majority of respondents were either between 10-20 spaces (9 responses) or 30-40 spaces (5 responses).
- In total, there are 771 Early Child Hood Educators that CD's have claimed to have.
  - On average, CD's responded that they have 10 Early Child Hood Educators.
  - The range of responses was 3-30.
- 100% of the 72 CD's that filled in the survey currently have full time staff; 61% have part time staff; and 68% have casual staff.
  - In total, between all CD's responses there are: 612 full time staff; 85 part time staff; and 157 casual staff.
  - On average CDs reported to have: 9 full time staff; 2 part time staff; and 7 casual staff.
  - The range of staff that CD's reported to have is: 1-21 full time staff; 1-5 part time; and 1-11 casual staff.
- 68 CD's reported having Level 1 staff; 58 reported having Level 2 staff; 63% reported having Level 3 staff; and 30 reported having staff with No ECE training.

Number of Level Centre Director's Report Having				
	Level 1	Level 2	Level 3	No ECE Training
Total Reported	254	145	235	85
Average	4	2.5	4	3
Range	1-13	1-5	1-15	1-10

## Section 4: Group Results

In section 4, the term “group” is used to describe the combined results of respondents that selected the roles listed below:

- Pedagogical Leader
- Early Childhood Educator I
- Early Childhood Educator II
- Early Childhood Educator III
- No Early Childhood Qualifications
- Business Administrator
- Aboriginal Head Start Home Visitor (ECE)
- Aboriginal Head Start Teacher (ECE)
- Aboriginal Head Start Principal (due to low response numbers, results were merged with this section)

This section starts with a cross comparison of general demographic questions (questions 1-20) and respondents that selected any of the roles listed above in Question 21. After summarizing general demographics of respondents that identified as a role within the group, we summarize results of the targeted survey for group.

### Demographics

AGE DEMOGRAPHICS		
Age Group	Years	Responses
Under 20	2000-2009	7
20-25	1994-1999	61
26-30	1989-1993	57
31-35	1984-1988	37
36-40	1979-1983	36
41-45	1974-1978	35
46-50	1973-1969	21
51-55	1968-1964	18
56-60	1963-1959	10
61-65	1958-1954	6
65+	1953-1930	2

- Based on responses, the group is comprised of 276 women and 13 men.
- The majority of respondents in the group have between 1-5 years of experience. Below is a breakdown of years working in the child care sector for the group:
  - Still a student: 3 responses
  - Less than one: 17 responses
  - 1-3: 74 responses
  - 4-5: 49 responses



- 6-7: 27 responses
- 8-10: 43 responses
- 11-15: 25 responses
- 16-20: 27 responses
- 21-25: 11 responses
- 26-30: 6 responses
- 31-35: 5 responses
- 36-49: 3 responses
- 30 respondents out of 290 in the group identify as Indigenous (13 First Nations, 16 Metis, and 1 Inuit); 23 identified as a visible minority; 6 identified as a person with a disability; and 57 identified as not born in Canada.
- For respondents that identified as not born in Canada, the majority have been in Canada for 3 years or longer.
  - 1-2 years and less than 1 year ago: 5 respondents
  - 3-5 years: 21 respondents
  - 6-10 years: 26 respondents
  - 11 or more years: 20 respondents
- 78% of respondents within the group identified that they have not looked for work outside of the ECE field in the past 12 months. For the 22% that have looked for work outside of the ECE field, the following reasons were provided:
  - I needed to supplement my income to make ends meet: 43 responses
  - The hours of work in the ECE field were not suitable for my personal needs: 4 responses
  - I wanted a job that would allow me to learn new skills: 8 responses
  - I wanted a job that would allow me to use my other skills and talents: 11 responses
  - I no longer want to work in this field: 4 responses
  - Health reasons made it difficult for me to work in this field: 2 responses
  - Other (listed below):
    - No recognition or appreciation for ECE workers
    - Language barrier
    - I went back to school
    - I now work with the Early Childhood Intervention Program which offers flexible hours, better pay, benefits and a pension plan, and opportunities for professional development. All of which were not available to me working in the childcare sector.
    - I was burnt out from the lack of support and the high demands of the field. It is highly respected to work in the school but early learning centers do not have the same respect from the communities, I wanted to work somewhere that I felt had more status to society
    - working while studying to cover the expenses
    - I enjoy my other job as well
    - my other field is my passion

- had the job before I began at the daycare
- Higher wage. Less stress
- I also work in the Canadian Armed Forces as RES member in Intelligence
- I was not working in childcare until I realized we are a great fit for each other. Currently developing my career in childcare

## Education and Training

- Below is a breakdown of education attainment of respondents from 290 answers:
  - Less than high school: 1%
  - High school diploma or equivalent: 9%
  - Post-secondary certificate (1 year): 30%
  - Post-secondary diploma (2 year): 37%
  - Bachelors degree: 19%
  - Masters degree : 3%
  - PhD: 1%
- 38% of the 290 group respondents have their Level 3; 21% have their level 2; 32% have their level 1; and 9% have no ECE Certification.
- 49 of the group respondents are currently on exemption.
- 63 out of 290 of the respondents in the group are currently enrolled in classes to earn ECE Certification
  - 55 respondents are taking Distance Education
  - 15 respondents are taking In-Person courses.
  - There are 7 respondents taking courses but not working towards ECE Certification.
- Challenges that respondents in the group are facing when attempting to complete education are listed below:
  - Lack of financial resources to pay tuition and fees: 73 respondents
  - Lack of financial resources to attend school (Loss of earning): 45 respondents
  - Lack of access to post-secondary courses or programs in your region or in your delivery method of choice: 15 respondents
  - Lack of personal time to devote to course work: 63 respondents
  - Lack of support from employer to attend school: 6 respondents
  - Post-secondary eligibility requirements (English Language requirements): 13 respondents
  - Not Applicable: 147 respondents
  - Other (listed below):
    - No financial incentive.
    - Lack of financial resources to pay for textbooks
    - Shortage of staff to be able to attend workshops and courses.
    - Lack of my classes being offered that I need or filling up to quickly.
    - No one to fill in at my job if I am away at school. The government needs to entice more people to want to work in the field in order to create more

- opportunities to further education without losing the current work force in place.
- I have a young family that needs the attention more than I need the education.
  - I have a Bachelor of Psychology certificate of extended Studies from UOFR and I would like to register for Master degree program from UOFR.
  - They are getting pricey and won't be able to pay for them.
  - Being under a worker visa e not being able to take classes
- 38% of respondents within the group identified that they have participated in 10 hours or more of professional development; 22% have had 0 hours of professional development over the past 12 months; 15% have had 2-3 hours; and 9% have had 4-5 hours.
  - 64% of respondents within the group answered that they are not required to attend a minimum number of Professional Development annually (186 responses); Of those that responded they are required to take professional development hours: the average number of hours required was 11, the range reported was 2-24 hours; and the most common response was 16 hours.
  - Barriers to taking professional development opportunities identified by respondents within the group identified are:
    - Lack of financial support from my employer: 33 respondents
    - Ability to take time off from work to attend: 86 respondents
    - Lack of professional development opportunities in my area: 62 respondents
    - Professional development opportunities are on the weekend: 76 respondents
    - Lack of topics that interest me: 34 respondents
    - Currently focusing on ECE course work: 28 respondents
    - I face no barriers: 107 respondents
    - Other (listed below):
      - Gas & hotel rooms are not prepaid. I don't have income to pay ahead of time, even if the money gets refunded to me at a later date.
      - I'm not sure where to find the course but willing to take some of available classes
      - Health issues
      - Juggling a full time job & a family can make it difficult to reach my career goals through professional development.
      - Lack of understanding administrative professional development is needed, not just ECE professional development
      - Not informed of any
      - Kids
      - Poor health
      - I am a director and end up covering on the floor while staff call in sick.
      - A weekend conference that has a lot of different workshops and options similar to what Manitoba does with their MCC conference would be ideal and have the support of the government like school PD days where all staff could attend

without loss of pay or creating centers with no trained staff. Allowing centers to close like schools do for staff PD

- Not open to casual workers
- Childcare of the weekends the workshops are on.
- It all depends on how the speakers delivers the topic assigned if it is very interesting and don't feel bored listening.
- Lack of knowledge of what professional development opportunities are available.
- Hard to get info on offered courses
- lack of subs to cover my shift, lack of government funding to cover cost
- Lack of personal finances to fund the PD courses
- Lack of government PD grants/funding
- I would like to go to more perhaps its funding but learning more about my profession in all aspects interest me
- limited financial support from employer
- Lack of new information that I have not learned about earlier
- Working another job, live a busy lifestyle

### Compensation and Benefits

- Respondents within the group reported an average hourly wage of \$18.25, with the most common response being \$21 an hour. Responses ranged from a reported \$5 an hour to \$38.46 an hour.
- 246/290 respondents in the group answered that they have Full Time Employment; 14 answered Part Time (over 65), 20 answered Part Time (Under 65), and 10 answered Casual.
- 244 respondents in the group responded that their employer offers benefits.
- 201 respondents in the group answered that their employer offers a Pension or RRSP plan.

## Section 5: Family/Group Home Providers (FGH)

This section starts with a cross comparison of general demographic questions (questions 1-20) and respondents that selected either Family or Group Home Provider (FGH). After summarizing general demographics of respondents that identified with an FGH role, we summarize results of the targeted survey for the FGH roles.

### Demographics

AGE DEMOGRAPHICS		
Age Group	Years	Responses
Under 20	2000-2009	0
20-25	1994-1999	0
26-30	1989-1993	0
31-35	1984-1988	3
36-40	1979-1983	11

41-45	1974-1978	14
46-50	1969-1973	7
51-55	1964-1968	2
56-60	1959-1963	8
61-65	1954-1958	5
65+	1930-1953	0

- 98% of FGH respondents identify as woman;

2% preferred not to answer.

- 49/50 FGH respondents reporting that they have Full time employment, with 1 respondent reporting that they have Part time (over 65 hours per month).
- Only 5 FGH respondents claim they have sought work outside of the ECE field in the past 12 months. The following reasons were provided:
  - I needed to supplement my income to make ends meet: 3
  - I wanted a job that would allow me to use my other skills and talents: 1
  - Other (listed below):
    - I start my day care in March 2019, before that I was working in retail
    - I work casual with my 1st degree in nursing
- 19 FGH respondents identified as not born in Canada, 6 as a visible minority, and 1 as First Nations.
  - Of respondents identifying as not born in Canada: 9 moved to Canada 6-10 years ago, 9 moved to Canada more than 11 years ago, and 4 moved to Canada 3-5 years ago.
- The majority of FGH respondents have worked in the ECE sector for 1-3 years; the second largest group have been in the sector from 11-15 years.
  - Still a student: 0 responses
  - Less than one: 1 response
  - 1-3: 11 responses
  - 4-5: 3 responses
  - 6-7: 6 responses
  - 8-10: 5 responses
  - 11-15: 9 responses
  - 16-20: 4 responses
  - 21-25: 7 responses
  - 26-30: 0 responses
  - 31-35: 3 responses
  - 36-49: 0 responses
  - 40+: 1 response

### Education and Training

- Respondents in the FGH group mostly have Post-Secondary Certificate (1 year) or higher:
  - Less than high school: 2
  - High school diploma or equivalent: 5
  - Post-secondary certificate (1 year): 11
  - Post-secondary diploma (2 year): 10

- Bachelors degree: 16
- Masters degree: 6
- The majority of FGH respondents answered that their either have Level 1 or Level 3 Certification:
  - No ECE Certification: 7
  - Level 1: 20
  - Level 2: 9
  - Level 3: 14
- 5 FGH respondents say they are currently on exemption.
- 12/50 FGH respondents answered that they are currently enrolled in classes.
  - The preferred method identified in the following question is Distance Education, with 100% of respondents selecting Distance.
- Barriers FGH respondents face in taking courses are:
  - Lack of financial resources to pay tuition and fees: 11
  - Lack of financial resources to attend school (Loss of earning): 6
  - Lack of access to post-secondary courses or programs in your region or in your delivery method of choice: 2
  - Lack of personal time to devote to course work: 21
  - Lack of support from employer to attend school: 1
  - Post-secondary eligibility requirements (English Language requirements): 6
- 46 FH respondents identified that they are required to attend a minimum number of professional development each year:
  - Average: 6
  - Range 3-10
  - Most common response: 6
- 34% of FGH respondents reported that they have taken 6-7 hours of professional development in the past 12 months; 36% reported that they have taken over 10 hours of professional development in the past 12 months; the rest of responses were evenly dispersed through potential options.
- Barriers to taking professional development as identified by FGH respondents are:
  - Lack of financial support from my employer: 1
  - Ability to take time off from work to attend: 32
  - Lack of professional development opportunities in my area: 7
  - Professional development opportunities are on the weekend: 7
  - Lack of topics that interest me: 6
  - Currently focusing on ECE course work: 2
  - I face no barriers: 10
  - Other (listed below):
    - I lose income
    - Always offered during work hours

## Compensation and Benefits

- The average hourly wage reported by FGH respondents is \$16 an hour; the range of salaries reported was 6\$ an hour to \$46 an hour; the most common salary reported was \$15 an hour.
- 6/50 FGH respondents answered that their employer offers benefits.
- 7/50 FGH respondents answered that they are offered a pension or RRSP plan by their employer.

## Targeted Survey Results: Family and Group Home (FGH)

(Includes 46 responses)

### Centre Details

- Below is the breakdown of how long respondents family or group child care homes have been open:
  - 1-4 years: 22 responses
  - 5-10 years: 8 responses
  - 10 or more years: 16 responses
- Most FGH respondents have 12 spaces open, with 70% identifying they have 12 spaces open.
- 100% of FGH respondents have their spaces licensed by the Ministry of Education.
- 40 FGH respondents have full time staff; 7 have part-time staff; and 7 have casual staff.
  - Full time staff: There is a total of 48 reported full time staff with ECE qualifications working in group of family child care homes; the average FGH respondent identified employing 1 full time employee; responses ranged from 1-2.
  - Full time staff: There is a total of 9 reported part-time staff with ECE qualifications working in group of family child care homes; the average FGH respondent identified employing 1 full time employee; responses ranged from 1-2.
  - Full time staff: There is a total of 10 reported part-time staff with ECE qualifications working in group of family child care homes; the average FGH respondent identified employing 1 full time employee; responses ranged from 1-2.
  - FGH respondents report that they mostly have employed Level 1 staff, with 24 respondents identifying they employ Level 1, 10 employing Level 2, and 10 employing Level 3.
    - Level 1: In total there are 32 Level 1 ECE's employed in group homes identified in this survey; the average home has 1 Level 1; the range reported by FGH respondents was 1-3.
    - Level 2: In total there are 10 Level 2 ECE's employed in group homes identified in this survey; the average home has 1 Level 2.
    - Level 3: In total there are 12 Level 3 ECE's employed in group homes identified in this survey; the average home has 1 Level 3; the range reported by FGH respondents was 1-2.
- FGH's identified the follow number of spaces currently open for the following groups:
  - Infant: There is a total of 24 spaces available, out of 16 respondents there is an average of 1.5 spaces open per home; the range is 1-3 spaces per home.

- Toddler: There is a total of 30 spaces available, out of 15 respondents there is an average of 2 spaces per home; the range is 1-4 spaces per home.
- Preschool: There is a total of 56 spaces in total, out of 15 respondents there is an average of 4 spaces per home; the range is 1-8 spaces open per home.
- School age: There is a total of 47 spaces available reported; out of 25 respondents the average number of spaces available per home is 2; the range is 1-4 spaces available per home.
- A total of 35 assistants have been hired by 22 FGH respondents. The average per group home hired is 2 and the range is 1-4 hired per home.  
A total of 30 casuals have been hired by 15 FGH respondents. The average per group home hired is 2 and the range is 1-4 hired per home.
- 0 FGH respondents have assistants on exemption; 5 FGH respondents are on exemption.

### Centre Compensation and Benefits

- FGH respondents report that they are paid mostly by salary, with 27 FGH respondents answering they are paid by salary, 7 by hourly wage, and 12 by dividends.
- FGH respondents claim to offer the following benefits to themselves or their assistant:
  - Life: 5
  - Accidental death and dismemberment: 1
  - Extended health: 2
  - Dental: 3
  - Orthodontic: 1
  - Vision: 3
  - EDOs: 1
  - Mental Health Days: 0
  - Family Days: 7
  - Additional Vacation Days: 7
  - Short-term disability: 1
  - Long-term disability: 2
  - Paid sick days: 1
  - Group RRSP/RRSP matching or pension plan: 3
  - Education Reimbursement: 9
  - None of the above: 28