



Evaluation of Early Care and Learning Recruitment and Retention Strategy

Evaluation Technical Report 2022

JULY 2023

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Published in 2024 by the Social Research and
Demonstration Corporation

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Introduction

In 2018, British Columbia made an initial \$136m investment in an Early Care and Learning Recruitment and Retention Strategy (ECL R&R Strategy) for the province's Early Care and Learning sector. The ECL R&R Strategy is part of a larger ten-year plan ("ChildCareBC") to increase the quality, affordability, and availability of child care spaces in British Columbia.

The ECL R&R Strategy has been expanded in various ways since 2018, but it remains with its original intent, to meet the following three overarching long-term goals:

- An adequate and stable workforce comprised of qualified and skilled early care and learning professionals;
- Early care and learning as a viable, sustainable, and valued career;
- Appropriate compensation plans and human resource strategies.

The then Ministry of Advanced Education and Skills Training (AEST, now the Ministry of Post-secondary Education and Future Skills. PSFS) engaged with the Early Childhood Educators of BC (ECEBC) to lead a Sector Labour Market Partnerships project. The collaboration seeks to provide a mechanism for regular sector feedback on the overarching impacts of the ECL R&R Strategy and its many tactics (such as the wage enhancement and supports for professional development) on B.C.'s child care workforce.

ECEBC selected the Social Research and Demonstration Corporation (SRDC) to produce and implement the sector-led impact assessment framework that will measure the direct and indirect effects of the ECL R&R Strategy on the sector.

This Evaluation Technical Report is one of two evaluation reports presenting project progress from data collected in 2022. The report provides information about the project management work plan, the Sector Steering Committee activities, the evaluation methodology, and the evaluation framework. The report provides detailed tables and figures presenting results from quantitative data and a detailed narrative analysis of qualitative data collected over year. Results are ordered according to the evaluation's Key Performance Indicators. Analysis and findings from these tables are summarized in the accompanying Findings Report.



Updated Project Management Work Plan

Evaluation Workplan

The original evaluation design was based on monitoring the progress and outcomes of the ECL R&R Strategy and its tactics, as launched in 2018, to the end of 2021. SRDC drafted its original description of project tasks and activities to include in the evaluation workplan in January 2019. New initiatives and expansions of the original tactics since 2018 have enhanced provincial supports for the development of BC's ECL workforce. These developments have been embraced as far as possible in updates to the evaluation work plan since 2019.

The evaluated period since March 2020 has been subject to the direct and indirect effects of the COVID-19 pandemic and the evaluation has included additional data collection, where feasible, to identify the influence of the pandemic on workforce outcomes as distinct from those related the ECL R&R Strategy itself.

The Ministry decided in late 2021 to support a two-year extension of the evaluation to cover the fourth and fifth years of the ECL R&R Strategy. Subsequently, SRDC revised its evaluation framework and updated its evaluation tasks and activities. These were finalized in consultation with the Sector Steering Committee in June 2022 and summarized in the Updated Evaluation Methodology Report of July 2022. There have been no subsequent changes to the work plan. There have been no additions to the team of SRDC staff responsible for the project who were last described in the Evaluation Report for 2021, but Ricardo Meilman Cohn left the team and SRDC in July 2022.

Evaluation Tasks and Activities

Engaging and Consulting with Project Partners

As the evaluation partner, SRDC engages with groups overseeing and guiding the project, including the Government Working Group and the Sector Steering Committee. SRDC coordinates and consults with all partners, as well as with ECEBC, to receive input on the direction of the evaluation, its data collection activities, evaluation instruments, and reports.

Creating and Maintaining Data Management Systems

To ensure reliability across time periods, SRDC developed data management systems, including a comprehensive contact database of child care providers and their employees. SRDC established a process for developing the initial sample frame for employer and workforce surveys in October 2019. The contact database is updated every year, ahead of all subsequent cross-sectional surveys.

The aim has been to assemble the contact database in a way that also allows assessment of the changing composition of the sector each time it is updated, but inconsistencies in data provision have

prevented this use to date. SRDC will continue to seek the missing data to allow it to analyze the annual databases to quantify provider entries and exits.

Data Collection

SRDC’s evaluation relies on several data collection strategies to provide evidence along each of the project’s key performance indicators. Below is an overview of the data collection activities conducted by SRDC as part of the evaluation. A detailed description of the evaluation methodology can be found in the Evaluation Methodology section.

Table 1 Evaluation Methodology

Source	Description
News and social media analysis¹	An analysis of child care-related social media posts and news articles news in BC, from 2019 up to 2021.
Key informant interviews (KIs)	KIs have been a consistent feature of data collection for implementation research, case studies, and for the development of the ECL R&R Strategy theory of change.
Case Studies	SRDC selected in July 2019 six case study sites province-wide for onsite fieldwork. Site visits took place in September and October 2019. In 2022 as the project was being extended, three new sites were added to replace three of the original sites less keen to continue annual participation. Follow-up “virtual” visits were made in 2020 and 2021 (roughly September through December of each year). To the extent centres allow, SRDC has been resuming in-person visits in 2022. The fieldwork allows evaluators to document the impact of the ECL R&R Strategy and its tactics on varying types of child care centres.
Census microdata	For the 2019 evaluation benchmarking report, SRDC analyzed 2016 Census microdata to create a profile of the BC ECL workforce characteristics, including family background, income, earnings, credentials, location, and well-being. In late 2023, SRDC will use Census 2021 data to analyze how the workforce has changed since 2016. SRDC additionally uses Labour Force Survey data to examine trends over the lag period between Census data collection and reporting.

¹ Data collection ceased in December 2021 and will not be pursued in the final two years of the evaluation. The exercise consumed considerable resources to establish media search strings, algorithms, and analytical scope month by month, without yielding an equivalent benefit. The evidence stream has been discontinued to permit more effort to be diverted to other evaluation evidence streams.

Source	Description
Education and tax records	SRDC analyzed education data linked to tax records of individuals enrolling in post-secondary ECE programs in BC, results that are used to report on education outcomes. SRDC plans to repeat the analysis in late 2023 to take stock of changes in education participation during the initial years of the ECL R&R Strategy.
Annual cross-sectional surveys of child care employers and professionals	<p>SRDC develops, revises, and administers the annual cross-sectional surveys of child care employers and professionals. Since 2020, these surveys have been administered separately, with a staggered launch schedule. The employers' survey is launched in early-mid October; the professionals' survey is launched in late-October.</p> <p>Survey instrument drafts are presented to the Sector Steering Committee and the Government Working Group for their review, input, and recommended changes every year before the launch of the survey.</p> <p>The tasks include email reminders in the event of non-completion, SSC promotion including social media and newsletter invitations and ECEBC website publicity. SRDC staffs a helpline and email support service to fulfil requests for telephone or paper completion of the survey.</p>
Public Opinion surveys	<p>Public opinion surveys are being administered in 2019, 2022, 2023, and 2024, to a representative sample of BC adults aged 18+ years. An additional survey is administered to a sample of <i>emerging adults</i>, between 13 and 23 years of years, to gauge their career aspirations.</p> <p>SRDC designs and tests public opinion survey instruments. SRDC has commissioned an external market research firm (Maru Matchbox) to field the survey to its representative panel of British Columbians. SRDC supports and monitors fieldwork, receives and checks the quality of survey data, then undertakes analysis.</p>

Data analysis

Data analysis covers a broad range of tasks including planning for analysis, quantitative analysis of Census and linked education and labour market microdata, administrative data and the provider database, quantitative and qualitative analysis of public opinion, employer and workforce survey data, and qualitative analysis of KIIs.

SRDC is also increasing its focus on documenting the origins and destinations of ECL professionals entering and leaving the child care sector, and on understanding the reasons motivating these transitions.

This Technical Report includes tables and figures for each KPI in an attempt to better understand the situation in the province with respect to the project's many measures of recruitment and retention outcomes. Interpretations and results are documented in the Findings Report.

Since 2022, tables and figures examine differences between ECL professionals according to:

- The respondent's role and the programs offered in their centre (for example, to include those working at \$10 a day sites and at before-and-after-school programs each as a separate category), and
- The respondent's highest ECL certification.

Findings from the 2022 cross-sectional surveys are presented according to these categories and compared—whenever possible and relevant—to the baseline 2019 data to capture changes since the start of the evaluation on consistently measured outcomes.

Regression analysis

SRDC uses several regression analyses to better understand the core influences on KPI recruitment and retention outcomes. This analysis is a relatively new addition to the evaluation of the ECL R&R Strategy, undertaken to generate a deeper understanding of what factors might be the most important policy levers to improve outcomes.

Regression analysis estimates the relative effects of an independent (or explanatory) variable on an outcome, while controlling for the effects of all other independent variables in the model. Put simply, a regression model tells us which factors—among many—are responsible for differences in outcomes, and to what extent.

Some associations seen in data can be spurious and using regression methods helps to identify the strongest underlying relationships, getting us closer to understanding what is “causing” the observed outcomes.² A strong model can predict outcomes, within a margin of error, for individuals that are similar across characteristics included in the model.

Independent variables include characteristics that—at least in the short term—remain unchanged by an individual's experiences in child care (such as their demographic characteristics or their workplace working conditions) but can help understand, explain, or even exert influence on their behaviours, attitudes, and decision-making. Our analysis points to which independent variables have a non-zero effect on outcomes and whether this effect is positive or negative.

As part of this analysis, several tests were administered to determine which independent factors should be included in the regression model:

- A theoretical analysis to determine whether there are any theoretical or previously established relationships of cause and effect between potential explanatory factors and selected outcomes.

² Nonetheless, regression alone cannot attribute causality and is unable to account for unobserved factors – key influences that may not be measured in the data. More on the strengths and limitations of regression is included in the relevant report sections.

- Testing the “collinearity” between independent variables to ensure that they are not strongly correlated. This is to ensure that each independent variable included in the model independently is capable of being associated with the dependent variable (outcome). We could not include hours of work, wage, and income in the same model simultaneously, for example, because they are too closely related. Most often, we use income.
- A correlation analysis to determine whether there are any existing relationships between independent and dependent variables in the research sample.

Due to the structure of the selected outcomes, one of three different types of regression methods was used depending on the outcome:

- a **logistic regression model** (or logit) for binary outcomes like yes/no. A logistic model estimates the **odds** of an independent variable yielding the outcome. The logistic regression coefficient β_i can be transformed into an odds ratio by taking its exponent (e^{β_i}) but either can be reported to signal the direction and strength of the relationship (relative to the coefficient/odds ratio for other independent variables).
- a **multinomial regression model** for nominal (i.e., unordered categorical variable) outcomes, like occupational categories. A multinomial model conducts a similar estimation as a logistic regression but does it for every two-way comparison between the categories in the nominal outcome and the independent variable. The coefficients β_i can be transformed as a relative risk ratio by taking its exponent (e^{β_i}).
- A **linear regression model** for continuous variables, like wage rates. A linear model estimates how much a one-unit change in the independent variable will change the mean (average) of the outcome (dependent variable like wages).

Reporting and knowledge sharing

SRDC’s activities including the production of more than 30 project deliverables. All reports are submitted for review first by ECEBC, then by the SSC and finally by the Government Working Group. Feedback is integrated into final versions of the reports.

In November 2022, SRDC adopted a simplified reporting strategy to the SSC. Henceforth, SRDC will provide a Technical Report along with a Findings Report. The former will provide detailed methodological and analysis information; the latter will provide more visually engaging information, focusing on the findings and conclusions from SRDC’s analysis of the Technical Report. Both reports will align with the project’s suite of evaluation products, including presentations and infographics, in terms of their presentation, colours, and layout.

A PowerPoint presentation accompanies the annual draft evaluation report, which is presented to the SSC and Government Working Group, the board of directors of ECEBC and in a public webinar. The presentation highlights the findings of each year's evaluation.

SSC members are encouraged to identify "communication assets" from the evaluation's key findings. SRDC will develop four or five such assets each year in the form of infographics to appear on ECEBC's website while ECEBC will develop a video to promote the evaluation reports' key findings.

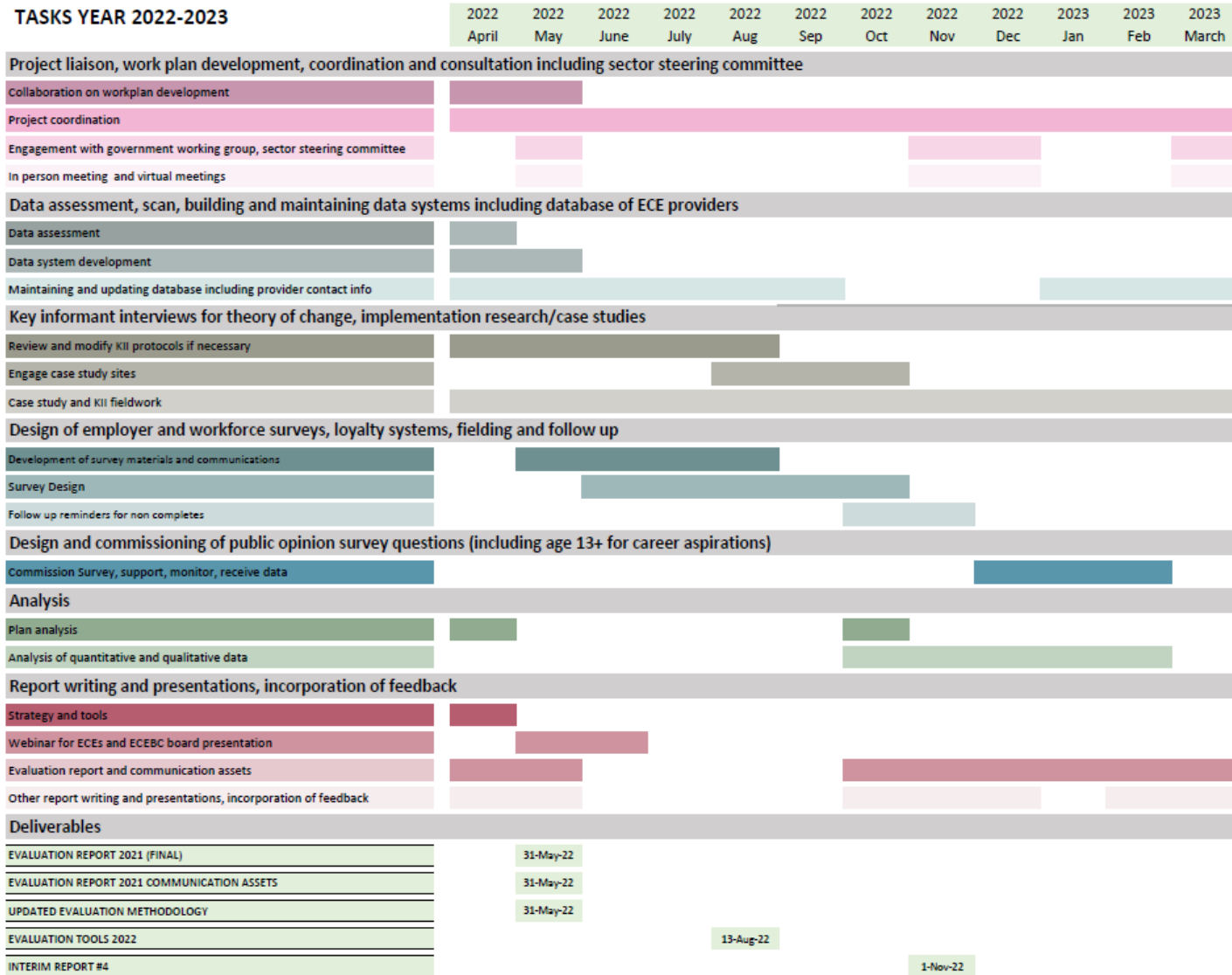
Evaluation Timeline and Reporting Schedule

Box 1 sets out the updated tasks and project activities using a Gantt chart format, with a separate page for each remaining fiscal year.

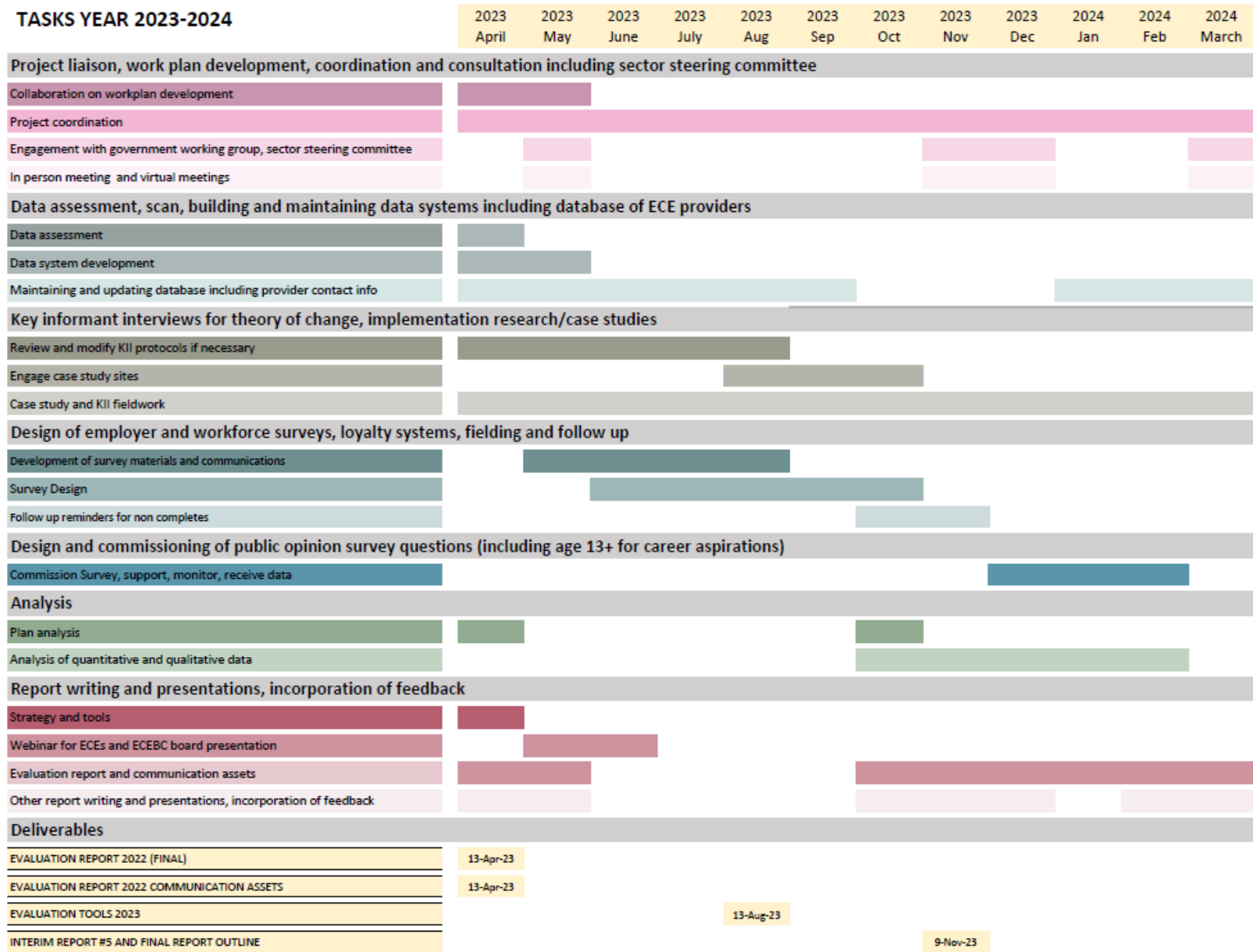
SRDC and ECEBC worked closely to develop the evaluation workplan, including determining the logical flow of evaluation activities, setting deadlines for the submission and review of deliverables, and scheduling meetings.

These charts illustrate the timeline for the principal tasks set out below and indicate when each type of activity was or will be most prevalent.

Box 1 Updated project tasks and activities by year



TASKS YEAR 2023-2024





Updated schedule for deliverables

Table 2 Remaining schedule of deliverables 2023-24

PROPOSED PROJECT DELIVERABLE/ACTIVITY TITLE	DELIVERABLE DUE DATE	
	ECEBC	Ministry
23. DRAFT EVALUATION REPORT (2022) AND PROJECT PRESENTATION (2022)	February 21, 2023	March 31, 2023
24. FINAL EVALUATION REPORT (2022) AND EVALUATION REPORT (2022) COMMUNICATION ASSETS	April 13, 2023	May 11, 2023
25. EVALUATION TOOLS (2023)	August 13, 2023	September 10, 2023
26. INTERIM REPORT #4 AND FINAL REPORT OUTLINE	November 9, 2023	December 8, 2023
27. DRAFT EVALUATION REPORT (2023) AND PROJECT PRESENTATION (2023)	February 20, 2024	April 1, 2024
28. FINAL EVALUATION REPORT (2023) AND EVALUATION REPORT (2023) COMMUNICATION ASSETS	April 11, 2024	May 6, 2024
29. DRAFT FINAL PROJECT REPORT AND PRESENTATION	May 11, 2024	June 6, 2024
30. FINAL PROJECT REPORT AND COMMUNICATION ASSETS	June 17, 2024	July 7, 2024

Sector Steering Committee Activities

Purpose

The Sector Steering Committee (SSC) was established in early 2019 for the purpose of guiding the evaluation of the ECL R&R Strategy. The SSC assists the Project Manager and ECEBC in its function of governance by providing quality control of the contract deliverables, and oversight of the contractors (SRDC) engaged to complete the project. The SSC approved Terms of Reference in March 2019 that have been updated periodically, most recently on March 8, 2022, to guide their governance function. They include committee composition, roles and responsibilities, meeting frequency and confidentiality agreements.

Engagement

The SSC held its inaugural meeting on February 20, 2019, in Richmond, BC. Twenty organizations were initially invited to appoint representatives to participate as members. Representatives from the Ministry of Post-secondary Education and Future Skills, the Ministry of Education and Child Care (MECC), the Project Manager, and SRDC also attended each meeting as ex-officio members of the committee without voting rights.

Composition

Currently, the following organizations have an appointed representative to participate as a member of the Sector Steering Committee:

- Aboriginal Head Start Association of BC
- Aboriginal Supported Child Development
- BC Aboriginal Child Care Society
- BC Association of Child Development and Intervention
- BC Family Child Care Association
- BC First Nations Head Start
- ECE Articulation Committee
- Early Childhood Educators of BC (ECEBC)
- Early Childhood Pedagogy Network³
- Métis Nation BC
- Multi-Age Childcare Association of British Columbia
- Pacific Immigrant Resources Society

³ New member, joined in 2022.

- British Columbia General Employees' Union
- Canadian Childcare Federation
- Child Care Resource and Referral
- Child Care Professionals of BC⁴
- City of Surrey
- Coalition of Childcare Advocates of BC
- Peer Mentoring for Early Childhood Educators in BC³
- Provincial Child Care Council
- School Age Childcare Association of BC
- Supported Child Development
- UBC Childcare
- Vancouver Coastal Health

Activities

Through November 2022, the SSC has met twice in person (February 2019 and May 2019), two times by phone (March and November 2019) and 12 times by Zoom (March, July, and December 2020; March 8, March 30, June 28, and November 30, 2021; March 8, June 16, and November 17, 2022; March 16 and May 4, 2023). Minutes from these meetings are available upon request. The SSC last met on May 4, 2023.

During July and August 2022, the SSC provided feedback on the 2022 Employer Survey and BC Child Care Workforce Survey, primarily via online Google Docs. These surveys were fielded in October and November 2022. In November 2022, SSC members were asked to review and approve more ambitious changes in report structure for Evaluation reports covering 2022 and 2023, to better meet the needs of ECL sector partners, as these are now permitted under the extension agreement signed on March 18, 2022.

SRDC staff responsible

As set out in the original Project Management Workplan, SRDC draws resources for this project from across its cadre of 60+ researchers and evaluators as required. Its staff possess a broad range of data collection and analytical skills, policy knowledge and disciplinary perspectives. The team has undergone some changes in recognition of the changing stage of the evaluation work involved, as well as due to SRDC experiencing the arrival of new suitable staff to SRDC and departures of existing team members.

The project lead is Dr. Reuben Ford who acts as the principal point of contact for project management and liaison with the project manager at ECEBC. Descriptions of the current staff and their roles in the project are included below.

⁴ Formerly the BC Child Care Owners Association.

Reuben Ford

Reuben Ford is a research director at SRDC and responsible for its program of work promoting access to skills development through advanced education and training. He is a Credentialed Evaluator as recognized by the Canadian Evaluation Society and has directed a wide range of evaluations. These have included determining the impacts of new grants in the form of Learning Accounts, evaluating student aid to Indigenous students and BC's Northern Skills Training Program. Dr. Ford has designed and evaluated career education workshops. Shortly after joining SRDC, he designed the evaluation for the Community Employment Innovation Project community evaluation study. This evaluated the impact of 295 locally developed social employment projects across four communities over a 5-year period. He also led the final evaluation of the Self-Sufficiency Project. Prior to joining SRDC, he worked for the Policy Studies Institute in the UK where he authored several reports on the role of child care in the labour market and gave the keynote address to the UK Government Childcare Strategy conference in 1998.

Dr. Ford is the project lead at SRDC and principal point of contact for ECEBC, committee members and other stakeholders.

Barbara Dobson

Barbara Dobson is a principal research associate at SRDC. She has worked for SRDC in various capacities since 2005. She rejoined as a permanent employee in 2020 and has been engaged in qualitative data collection and analysis on the evaluation of the ECL R&R Strategy. This includes day-to-day management responsibility for work on the key informant interviews and case studies. She has over 20 years' experience in research and evaluation and has worked on a range of program evaluations within the social policy and public health arenas. Several themes run through Dr. Dobson's career. Much of her work has involved issues around employment, health, low income, and social inequalities. In exploring these issues Dr. Dobson has worked with different groups of people including people with disabilities, seniors, those who have been unemployed for long periods of time, and families living on low incomes. Throughout her work she has tried to actively involve those who participate in her studies so that the research process is seen to be useful and interesting to all who participate in it. Barbara has designed and implemented both local and national evaluation studies, and her interest in behavioural insights lies in how to move beyond empirical findings to support positive changes in policy and practice. Dr. Dobson holds a PhD in Social Policy from the Loughborough University, UK.

Taylor Shek-wai Hui

Taylor Shek-wai Hui is SRDC's Chief Data Scientist in quantitative evaluation of social programs. His areas of interest and expertise include experimental and non-experimental methods of evaluation, human capital formation and utilization, social policies, cost-benefit analysis, as well as applied survey and statistical methodologies. Prior to SRDC, he was an Assistant Professor of Economics at the University of Winnipeg. He holds a PhD in Economics from the University of Western Ontario.

Dr. Hui is the chief advisor to other members of the team on the acquisition, development, analysis, and reporting of national and regional data sets.

Paul Lalonde

Paul Lalonde started his career with SRDC in 2008, working as a quantitative data analyst on its first child care project: the Readiness to Learn in Minority Francophone Communities Pilot Project. Since then, Mr. Lalonde has proven to be an integral part of SRDC's research team, contributing to over 50 SRDC projects of various sizes, scope, and policy areas as a skilled evaluator, data analyst, and author. He joined the evaluation of the ECL R&R Strategy team in April 2022 to work on the design, programming, and analysis of its cross-sectional surveys and more recently its report design.

Much of Mr. Lalonde's previous work has focused on improving access to services and the effectiveness of programs that facilitate the economic and social integration of newcomers to Canada, increase the essential skills of workers in various sectors of the Canadian economy, and reduce the incidence of individuals experiencing poverty in Canada. He holds a Master's degree in Public Policy and Administration, with a specialization in Policy Analysis from Carleton University, in addition to an undergraduate degree in mathematics and second undergraduate degree in International Studies and Modern Languages, both from the University of Ottawa.

Xiaoyang Luo

Xiaoyang Luo joined SRDC in February 2019. She brings significant experience working with newcomers to BC and conducting and facilitating research to support their integration. Her research experience in the settlement sector supported service providers to develop and propose responsive and client-centred programs for immigrants and refugees in Metro Vancouver. She also delivered training to settlement staff to increase their research capacity and understanding of the impacts of immigration policies on their clients and their services. Outside of the settlement sector, Ms. Luo has research experience in the K-12 and higher education sectors. Her research interests include immigration and integration, supportive family policies, and intersectionality. She is passionate about improving the economic and social outcomes of individuals and communities experiencing marginalization.

Ms. Luo holds a Master of Public Policy from Simon Fraser University and a Bachelor of Arts in Sociology from McGill University. Ms. Luo has held different project responsibilities over time including developing initial systems for social and news media monitoring, qualitative data collection, analysis, and reporting.

Jessica McQuiggan

Jessica McQuiggan joined SRDC in April 2022 as a Research Associate in the Vancouver office. In addition to a strong research background, Jessica has experience with evaluation, knowledge translation, and science policy. She is passionate about science communication and loves to explore creative ways

of disseminating and implementing research findings. Jessica also has extensive volunteer and committee experience; she enjoys pursuing upstream, permanent solutions and tends to take a systems-level approach to her work.

Dr. McQuiggan has a PhD in cognitive psychology from the University of Toronto. Her research focused on how healthy adult brains process various types of speech, and the implications for broader theories of learning and memory. She has undertaken most of the survey design, coordination, and analysis in this project since 2021.

John Sergeant

Mr. Sergeant joined SRDC from the Education Policy Research Initiative at the University of Ottawa where he had worked since 2014. He holds a Bachelor's degree (Honours) in Political Science from the University of Waterloo. He was engaged in social and news media content analysis and reporting as well as coordinating the administrative data collection and analysis.



Evaluation Methodology

Theory of change consultations

The approach outlined in the Updated Evaluation Methodology will be implemented through 2023. There have been no changes in plans nor implementation during 2022 up to this point.

Child care workforce contact information database

Purpose

A major component of the evaluation framework comprises repeat cross-sectional surveys of the ECL workforce in BC, including annual surveys of employers combined with an annual nested survey of employees within each facility. These surveys require preparation of a sample frame—a database including available points of contact for survey outreach and invitations. This contact database is intended to perform two roles in the evaluation: it represents the sample frame for the cross-sectional surveys, and it has the potential to support comparison of the universe of licensed operators each year to assess the changing composition of the sector, though this latter use has not been possible as, for various reasons, requested data has not been supplied.

Methodology implementation

SRDC's initial plan was to set up a comprehensive contact database of the ECL workforce, including directors and operators. The database was going to be built from public and private sources and ongoing tracing of additional entries. Due to the unavailability of data sources, SRDC was only able to consider inclusion of child care providers from the following sources:

- Licensed child care providers receiving the Child Care Operator Funding (CCOF)—Publicly available database
- \$10 a day ChildCareBC Sites—Data held by the Ministry of Education and Child Care
- Licensed child care providers not receiving CCOF—Data not covered above but held by health authorities. Not all have been able to release this information to SRDC in time for use in surveys.

The database is being updated on an ongoing basis. Requests to data suppliers such as health authorities are dispatched in the summer months of each year (from 2019 onwards), in anticipation of receiving the data for September of the same year. This approach has not been fully successful in any year. At least two health authorities in each year were either very late to deliver data or did not deliver any data.

Notwithstanding these challenges, SRDC used all information available to build as complete a sample frame as possible for its 2022 surveys. For employers, this meant supplementing contact information from the CCOF database and Health Authorities with the list of employers assembled in 2021.

For the workforce survey, multiple contact lists were developed, including invitations to employers (to both complete and distribute the survey), licensed family care providers, and previous respondents.

Challenges or limitations

The main limitation pertains to the scope of the database. Ideally, the database would have been exhaustive, with an equivalent number of entities as child care providers, either as individuals (as noted in the Benchmarking Report the BC workforce numbers roughly 35,000) or workplaces. Such a database, kept up to date, would allow SRDC to estimate the impact of the ECL R&R Strategy on the entirety of the sector. However, for reasons of feasibility, SRDC has had to restrict the scope of the survey sample frame to licensed child care providers, and even then due to inconsistent availability of data from health authorities, data do not consistently cover all such providers.

Next steps

For 2022, CCOF data was sought and obtained as in previous years. However, only one health authority supplied sufficiently comprehensive data files in time for the surveys' launch. Data frequently reach SRDC late. A best attempt to construct comparable annual databases will be undertaken at the end of the project to support a final assessment of changes in operators through the evaluation period. SRDC anticipates such an analysis only being possible for a subset of health authority regions.

Administrative outcomes database

Purpose

Existing administrative data provide a source of information for descriptive analysis of the pace and pattern of implementation of the ECL R&R Strategy tactics as well as enumeration of changes being brought about by the ECL R&R Strategy in the number and characteristics of child care providers.

Methodology implementation

These (mostly) publicly compiled data cover aspects of tactic delivery, education pathways and additional means to take stock of the wide variety of operators and professionals working in the sector. SRDC's work with these data this year began following MECC supplying data files starting in mid-2022. The following data sources have been received by SRDC from different sources:

- Data on \$10 a Day ChildCareBC Sites (formerly prototype sites)—received from MECC on July 11, 2022. These supplement CCOF data on certification for sites no longer included in CCOF.
- Child care job postings—SRDC has used the Labour Market Information Council's Canadian Job Trends Dashboard to obtain job postings data. The Dashboard provides access to data from online job postings collected from thousands of Canadian websites and job boards by Vicinity Jobs. The dashboard is updated weekly and SRDC recorded the number of postings for each month at the midpoint of the following month, with data collected covering up to December 2022 at the time this report was prepared. These data are used to track changes in recruitment needs to the extent these are captured in advertised vacancies.
- ECE Bursary Program—made available by ECEBC. Data have been obtained covering the period from the Fall 2018 semester to the Summer 2022 semester. These are used to monitor implementation of this tactic.
- ECE Workforce Development Fund—made available by ECEBC. Data have been obtained covering the period from the Fall 2018 semester to the Summer 2022 semester. These are used to monitor implementation of this tactic.
- Numbers of seats and students in ECE programs, including degree and higher credential programs, in BC's public post-secondary institutions annually since 2018. SRDC received a first tranche of these data from the Ministry of Post-secondary Education and Future Skills in October 2022. Headcounts and enrollments in ECE programs could not be linked to data from StudentAidBC and so proportions in receipt of student aid could not be estimated.

- Child Care Operating Fund Data—contact data obtained.
- ECE Registry aggregate data—received from MECC on November 25, 2022. These data help to track changes in certifications over time. Additional data clarifying the transitions from ECEAs to ECEs in the 2021 data were requested in April 2022, however, on November 25 MECC also informed SRDC that they are unable to determine the number of ECEAs who became ECEs using these data.
- Registered Licence-Not-Required providers (RLNR)—SRDC received a table from MECC with the number of RLNR certificates in each health region as of the beginning of the fiscal year, from 2016 to 2022.
- Members of the ECL workforce qualified as Responsible Adults—in January 2023 SRDC received CCRR data on the number of participants in Responsible Adult courses that were delivered in each health authority in 2022. But these courses do not cover all those receiving the qualification.
- New Spaces Fund data—This fund helps with the creation of 22,000 new child care spaces in BC MECC has provided to SRDC aggregated data up to September 30, 2022. These include application forms, number of approved and non-approved/withdrawn applications, type of organization, health authority region; spaces created for each type of organization, and spaces created for each age group.
- Start-up grant data—This fund assists registered licence-not-required child care providers in becoming licensed. Aggregated data have been received from the Ministry of Children and Family Development/MECC up to September 30, 2022, including fiscal years 2018-19 through 2020-21 and 2021-22 year to date.
- ECE Wage Enhancement—received first from MECC on November 25, 2022. These are used to monitor implementation of this tactic.
- The Statistics Canada Survey on Early Learning and Child Care Arrangements (SELCCA)—these annual data are also available for analysis of changes in the sources of child care parents report using in BC Initial analysis was conducted in 2021 using the 2019 data that was available at the time. No further analysis occurred in 2022 but these data will be revisited alongside newly released 2021 data in 2023.
- The British Columbia Priority Nominee Program (BC PNP)—An immigration program jointly administered by the Province and Canada under the Canada-British Columbia Immigration Agreement (CBCIA). Nominees and their families are able to apply to Immigration, Refugees and Citizenship Canada to become permanent residents of Canada. The province is allocated a set number of nominations each year and nominates applicants who can help address the province's unique labour market needs and contribute to economic development. Early childhood educator is an occupation that has newly been given priority access to the PNP through targeted draws for qualified

workers with a job offer as an Early Childhood Educator or Assistant. Weekly targeted draws sending invitations to ECEs to apply to become a permanent resident were introduced in March 2022. SRDC has collected the weekly draw results posted on welcomebc.ca.⁵

The following is a list of data sources not yet obtained by SRDC:

- Updated occupational competencies for training ECE and updated ECE standards of practice—to be obtained as and when they are released publicly.
- The number and types of complaints received by the ECE Registry with respect to the conduct/professionalism of ECEs and ECEAs over time.

SRDC also previously sought the following data source:

- Early Childhood Pedagogy Network (ECPN)⁶.

Challenges or limitations

The first limitation relates to the availability of data. Several data requests have not been successful due to lack of data availability, non-response, privacy reviews and technical problems that delay analysis (one example is the closure and restricted services at Statistics Canada Research Data Centres for COVID-related reasons, including staff quarantines). SRDC continues to connect with the various agencies to try to secure responses from pending data requests.

A second limitation relates to quality and consistency of data. SRDC is not the primary holder of data, and as such, cannot perform checks on the quality of data released. SRDC does not control how source databases are maintained and updated by their current custodians. The quality of the data obtained relies on the quality control practices and mechanisms program managers and data custodians follow. Inconsistency in the upkeep of data sources over time especially poses challenges to SRDC's ability to track changes in KPIs. Some data can only be provided in an aggregated form, which prevents linkage

⁵ The targeted draw is based on Statistics Canada's National Occupation Classification (NOC) code for Early childhood educators and assistants. On November 12, 2022, Statistics Canada switched from the four-digit NOC 2016 to the five-digit NOC 2021. From March to October, the code for Early childhood educators and assistants was 4214. Following Statistics Canada's change, the code is now 42202. It is not clear whether in practice there will be prioritization of ECEs relative to ECEAs, which could have implications for whom ultimately joins the sector workforce. Data are not reported to identify the specific credential held.

⁶ The Early Childhood Pedagogy Network is the successor tactic to the Community Early Childhood Facilitators Program. In 2021 SRDC received evaluation reports based on a survey and interviews with stakeholders but there has been no further evaluation in 2022.

reducing the utility of the information for tracking the impact of specific tactics, and the use of the data in contribution analysis related to the theory of change.

Lastly, even for publicly available data, SRDC has not always been able to receive data from the data holder in a format friendly for data cleaning and manipulation, for example, in an Excel or CSV format. SRDC writes programs to transform these data files into useable analysis files.

Next steps

SRDC has been revising and updating its database to accommodate the received data. As new data are received and the full range of eventual data becomes easier to define, SRDC is updating its analysis plan to use the supplied data to inform the ECL R&R Strategy KPIs. In most cases, administrative data provide estimates for KPIs where other data sources also exist, such as for wage levels, and these multiple data sources help to validate the trends in the sector over time, increasing confidence that changes since the introduction of the ECL R&R Strategy are genuine.

Annual cross-sectional surveys of ECL employers and professionals

Purpose

The cross-sectional surveys collectively represent one of the main evaluation activities. They seek to measure the success of the ECL R&R Strategy in making progress on its ten-year goals and three-year outcomes by providing data on the majority of the evaluation's KPIs. They also document key aspects of the implementation of the ECL R&R Strategy.

The target sample for the surveys includes operators, anyone working in child care (i.e., working directly with children or supervising staff who work directly with children), administrative staff who can provide centre staffing information, and certified ECEs/ECEAs not currently working in child care. For the 2022 Workforce survey, non-ECE/ECEA child care professionals who no longer work in the sector were also invited to respond to the survey. They are invited to respond to a newly introduced module of research questions on labour mobility.

Methodological approach

In 2022, SRDC made few changes to its methodology, opting to stay as close to the 2021 methodology as possible. The following describes its key features.

- **Two cross-sectional surveys:** The cross-sectional surveys continue to be administered in two parts. The **Employer Survey** is a workplace-level survey sent to owners, operators, and employers of child care centres, and collects aggregate data on the staff there. The **Workforce Survey** is intended for all current and former child care professionals, regardless of their position or certification. This survey collects individual-level data about child care professionals' experiences, opinions, earnings, and professional development activities over the preceding year, as well as a number of other indicators that inform the project's KPIs. The employer survey is delivered using Qualtrics, while the workforce survey is delivered using Voxco. SRDC hoped that using two different platforms would help to visually differentiate the surveys while still maintaining the same "brand." Both online surveys were pre-tested by SRDC staff.
- **Incentives:** Similar to previous years, employers are not offered an incentive for participating in the employer survey. However, the employers' organizations that participate are each entered into a draw for a \$500 Wintergreen Learning Materials or Strong Nations gift card. Workforce survey participants are offered their choice of one from up to five free professional development activities offered online. The survey was set up to redirect participants to the registration pages for these activities as soon as they complete the survey. Individual respondents to the workforce survey are also entered into a draw to win a \$500 gift card for Wintergreen or Strong Nations.

- **Survey accessibility and assistance:** Respondents can request assistance from SRDC to complete the surveys via a toll-free line or email. The online instruments are accessible using desktop/laptop computers, smartphones, and tablets. Respondents' progress with the employer survey is saved at each point to allow them to take a break and resume later, or to share with a colleague who could help provide answers. The workforce survey allows respondents to use a "Finish Later" function. Respondents can leave the survey using this function. They receive their unique survey link via email, allowing them to return and complete their survey later at the same point where they left off.
- **Changing the focus from COVID-19 and its effects:** There were few, if any, mandated workplace closures due to COVID-19 in BC in 2022. SRDC removed sections seeking to quantify the number of staff affected by closures, layoffs, and other disruptions due to the pandemic. Instead, the focus shifted to measuring the effects of the pandemic on labour mobility (e.g., professionals leaving the sector due to negative experiences during the pandemic).
- **Maintaining respondent streams:** In 2021, SRDC simplified how respondents flowed through the workforce survey by reducing the number of streams from 7 to 3. The three streams are now: (1) child care centre professionals (including owners, operators, supervisors, and professionals working directly with children); (2) home care providers (including providers offers child care services in their own home and those working in the child's home); and (3) child care professionals not currently working in child care. These streams were maintained in 2022, though the third stream (Not working in child care) now includes non-ECEs/ECEAs no longer working in child care. The purpose of pre-defined streams is to minimize errors in skip patterns and to ensure that respondents are shown questions that are relevant to their experiences. SRDC also expanded the number of questions shown to Streams 2 and 3, in order to capture more information on the experiences of home care providers and to better capture earnings information from professionals who are not currently working in child care.
- **More extensive and coherent module on Labour Mobility:** Using the 2021 workforce survey data, SRDC produced a short report assessing labour mobility within the child care sector. The analysis pointed to the need for new survey questions. SRDC modified the survey's inclusion criteria to allow for a wider range of former child care professionals to respond to the survey, and added several new questions that should capture more meaningfully the reasons why people are entering or leaving the child care sector, and where they go after they leave.

Survey design

SRDC collected feedback on draft versions of the 2022 survey instruments from the SSC through Google Docs. This approach simplified the reviewing process by asking all reviewers to share their comments in a single document and by making comments visible to all reviewers in real time, reducing redundancies and allowing subsequent reviewers to challenge or confirm previous comments.

In August 2022, SRDC received feedback from the SSC. Since the survey remained relatively similar to the 2021 questionnaire, SRDC was not anticipating significant changes to the survey questions themselves. However, there were changes to the response options. SRDC received and adjusted the survey in response to helpful feedback, such as:

- Adding “Balancing school and work responsibilities” as a reason why some professionals may be working as a substitute or casual employees;
- Ensuring consistency in the use of “First Nations, Métis and Inuit” throughout; and
- Adding ECE to both Infant and Toddler Educators and Special Needs Educators, indicating that an ECE is a requirement for these certifications.

Both instruments were subjected to rigorous internal testing in the weeks prior to launch.

Distribution

SRDC continued its practice from earlier years of deploying a two-stage approach to distribution, combining direct invitations from its sample frame with a snowball distribution asking project partners, sector stakeholders, and employers to share the survey invitation within their networks, in social media posts, and within their workplaces.

SRDC uses a sample frame for the Employer Survey that is largely constructed from the CCOF database and supplemented with information when provided from each health authority and MECC (for \$10 a Day ChildCareBC Centres). The CCOF database download took place about 3 weeks before the survey’s distribution. The Workforce Survey sample frame uses the same list as the Employer Survey, with supplements from other aspects of the CCOF database and with respondents from the 2021 workforce survey who had consented to be contacted in the future. Respondents who unsubscribed from SRDC’s email invitations for the 2021 surveys were removed from these lists.

Survey distributions and reminders for the employer survey were all managed in Qualtrics. All direct invitations and reminders for the workforce survey are sent through Voxco’s distribution function. The invitation and reminder messages have been drafted using practices from behavioural insights to increase response rates.

For 2022, reminder messages were shortened, and the survey link was highlighted to increase the probability of response. The reminders were customized for three groups: non-starters (non-employers who did not start the survey), partial respondents (personalized links to encourage those who started to return and complete their own survey), and distribution reminders (asking employers who agreed to be contacted to share the generic link to the survey with their staff).

The employer survey launched on October 4, 2022, by sending invitations to a small batch of 95 employers. Following no issues with this small test, the survey invitation was shared with an additional

3,419 employers on October 5, 2022. Respondents with incomplete surveys received a reminder on October 17th. The survey closed on November 14, 2022.

Initial invitations to the workforce survey were sent to a small batch of 152 previous respondents on October 24, 2022. Following an analysis of preliminary response data, the survey was launched to a total of 6,056 workforce professionals and employers on October 26, with social media invitations and SSC communications also beginning as of October 26. The survey closed on November 14, 2022.

Employers who happen to respond to the workforce survey first could request an email invitation to the employer survey from within the workforce survey.

Challenges or limitations

The scale of the data collection process inevitably presents challenges due to the considerable volume of activity required to develop, verify, program, implement, and monitor the surveys. Intensive activity in a short period increases the risk of errors. To mitigate these risks, SRDC's team spent a considerable amount of time ahead of the 2021 data collection period simplifying the survey structure and flow and streamlining the survey's outreach strategy. This strategy was time consuming in 2021 but yielded efficiencies in 2022. SRDC's team did not need to adjust the programming of the survey extensively this year, freeing up time for enhancements to the survey questionnaire in response to new research questions.

SRDC did not receive contact information on licensed operators from four health authorities in time to update its contact database used for emailing survey invitations, which is likely to impact the scale of responses (addresses may be more outdated than usual in the COVID-19 era). Once again, SRDC resorted to using previous years' contact information for the missing health authorities. This information is now two years old for some health authorities and is likely to be outdated.

An additional challenge this year was the change in scope of the workforce survey. It is difficult to create sampling strategies to reach credentialed individuals not currently working in child care. There is also a communication challenge to ensure such potential respondents understand that they are eligible to complete the survey. In 2022, the scope for invitations of those not working in child care widened to *anyone* who previously worked in child care. While the hope was to broaden the reach of the survey, it was difficult to ensure invitations reached a large share of this newly eligible group and to convey to them succinctly that they met survey eligibility criteria.

The above two issues are compounded by the fact that the employer survey is distributed first, before the workforce survey is available. A number of people contacted have provided feedback after receiving the employer survey to explain that their child care workplace had closed. Naturally, they request that their information be removed from the contact list. SRDC's team is responding to each individually, thanking them for the updated information and explaining that they would still be eligible to complete the upcoming workforce survey given their previous employment in child care.

Determining ECE-Certification Requirements

For the 2021 evaluation report, respondents from both the ECL employer and professional cross-sectional surveys were categorized according to their child care centre's ECE requirements. However, at that point, the surveys did not directly collect any information about whether child care centres required at least one staff member to be a certified ECE. Instead, SRDC determined the ECE-certification requirement indirectly, according to the *programs* offered by the child care centre that required at least one ECE-certified professional. This became known as the “proxy” variable for child care centres that require an ECE certification.

Respondents who selected group care under 3, group care 2.5 to school age, preschool, multi-age programs, or Seamless Day Kindergarten (in 2022) as being offered at their workplace were deemed *ECE-required* workplaces. All other workplaces were deemed *ECE not required*.

In the 2022 surveys, SRDC included a direct measure of ECE certification, asking both ECL employers and professionals whether their child care centre required at least one staff member to be a registered ECE. This question had a dual purpose:

1. To determine whether the proxy variable was a reliable measure of ECE requirement when compared to responses to a direct question, and
2. As the survey had no direct measure of ECE-required workplaces prior to 2022, it was important to determine whether the evaluation could continue to use the proxy variable in subsequent years to compare with 2019 proxy measures.

The analysis from both the ECL employer and professional 2022 cross-sectional surveys confirmed that there was a very strong association between the proxy (indirect) and direct measures of ECE-certification requirements in child care centres.

In the survey of ECL employers, there was an 89 per cent match between the two measures. Only 9 per cent of employers in 2022 responded *Yes* to the direct question (all programs require at least one staff to be a registered ECE) but were classified as a *No* using the proxy measure; and 2 per cent responded *No* but were classified as *Yes* using the proxy measure. Using the proxy, 64 per cent of employers were deemed “ECE required” compared to 71 per cent using the direct variable.

For the survey of ECL professionals, the association between the two measures was even stronger, with a 95 per cent match between both measures. Only 2 per cent responded *Yes* to the direct question but were classified as a *No* using the proxy measure and only 3 per cent responded *No* to the direct question but were classified as a *Yes* using the proxy measure. In both cases, roughly 91 per cent of the sample worked in an ECE-required workplace.

SRDC conducted further analysis by looking at differences in outcomes between types of centres when using the proxy versus the direct measure. The differences in outcomes were negligible. Taken together, these results suggest that the proxy variable is a close-enough approximation that the evaluation can

continue to use it for comparing changes over time between professionals working at different types of centre.

Profile of 2022 Workforce Survey Respondents

The workforce survey results are presented using two main categorizations to divide ECL professionals: by program/role and by highest ECL-related qualification.

Program and role categorization

Professionals working at **licensed child care centres** are divided into three more policy-relevant program categories:

- ECE certification required: child care centres (including multi-age child care), preschool, and seamless day kindergarten,
- ECE certification not required: before & after school or recreational care programs, and
- \$10 a Day ChildCareBC Centres.

Staff within these programs are further separated by role: directors (including owner operators), managers and supervisors are reported as “*Managers and Supervisors*” or *M/S* while other employees are included as *professionals or non M/S*. The sample size at \$10 a Day ChildCareBC Centres to date has been too low to permit subdivision by role.

Part of the rationale for this division of programs is the very different certification requirements for child care centres/preschool compared to before & after school/recreational care programs. Given the very low participation of Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, these responses are grouped together with those of Licensed Family Child Care under the label *Home Child Care Providers (HCPs)*. In the few analyses where sample size permits, as in Table 3, we also separate HCPs by their possession of an ECE certificate.

As before, *Certified ECE/ECEAs not in child care* form their own category. The 2022 survey also sought data from *non-ECE/ECEAs not in child care* as their own category, but due to small sample sizes, their results had to be combined with those of *ECE/ECEAs not in child care* for reporting purposes.

In Table 3, we use respondents’ job title to determine whether respondents not working in child care:

- are currently working in a field **related to early care and learning** (e.g., Aboriginal Supported Child Development consultant/coordinator, Supported Child Development consultant/coordinator, Infant Development consultant, Early Years coordinator, Child Care Resource and Referral, Strong Start educator/facilitator) or

- are currently working in a field **not related to early care and learning, are not working, or did not specify an occupation** (e.g., college instructor, teacher or teaching assistant, health care workers, caregiving for their own children, unspecified occupations, currently unemployed).

The sample size was not sufficient to maintain this split in analytical tables.

Highest ECL-related qualification categorization

The second categorization was simpler, by highest ECL-related qualification, essentially capturing respondents' answers from among those below to the survey question: Which early childhood certifications do you have?

- Infant and Toddler Educator
- Special Needs Educator
- Early Childhood Educator (5 year)
- Early Childhood Educator (1 year)⁷
- Early Childhood Educator Assistant
- I do not have certification but am qualified as a Responsible Adult.

These new categorizations are used to better differentiate understanding of trends over time in ECL R&R Strategy KPIs for different groups of ECL professionals. A similar approach was taken to break down data from the employer survey, which was collected at the level of the workplace. This report separates results from 2019 and 2022 for licensed centres where ECE certification is a *requirement* for at least one ECL professional from those where no ECE certification is required.

- **Employers with all programming ECE-certified** includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs—school age, preschool, or multi-age programs.
- **Employers with some or all programming not requiring ECE** includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (defined separately only in the 2022 survey).

⁷ ECE Registry certificates are valid for 1 year and 5 years. Anyone who graduates from an approved ECE program can apply for either certificate. But the 1 year tend to be held more often by those who are recent graduates because it can be difficult for them to accumulate the required work hours to apply for the 5-year. The 1-year certificate can be renewed once only.

Broadly, Table 3 illustrates that the Workforce survey sample composition in 2022 was similar to 2019, with a few exceptions.

- The share of respondents from \$10 a day sites had been steadily growing over time and has now reached a high of 14.4 per cent of the sample, compared to only 3.0 per cent in 2019.
- The response overall is dominated by licensed child care centres (roughly 58 per cent), which is not surprising given the sample frame used each year.
- Respondents identifying as HCPs represent a much smaller share of the workforce survey sample than in the overall workforce. The 2016 Census estimates published in the Benchmarking report imply HCPs make up close to half the ECL workforce in BC but represent only 10.3 per cent of the 2022 workforce survey sample.

When interpreting results from the workforce survey, it is important to account for the above differences in respondents' workplaces compared to the likely pattern of programs for the overall workforce. To reduce the extent to which survey results may be biased towards licensed care centres, we report nearly all results by type of program. Since the objective of the evaluation is to determine how the working conditions in the sector are changing over time since the launch of ECL R&R Strategy tactics, the representativeness of the overall sample is less important than the composition of the target groups captured in each year.

Table 3 Number and percentage of workforce survey respondents by program/role 2022, including equivalent survey shares for 2019 and 2020

Program/role	Workforce survey (Individual level)		
	2022	2019	
	No.	%	%
Child care centre (including multi-age child care) or preschool—ECE required, not \$10 a Day			
<i>Managers or Supervisors (M/S)</i>	545	27.4%	27.4%
<i>Other ECL professionals (Non M/S)</i>	620	31.2%	38.7%
Before & after school or recreational care program—ECE not required, not \$10 a Day			
<i>Managers or Supervisors (M/S)</i>	64	3.2%	3.7%
<i>Other ECL professionals (Non M/S)</i>	47	2.4%	2.8%
\$10 a Day ChildCareBC Centres			
<i>\$10 a Day ChildCareBC Centres</i>	287	14.4%	3.0%
Home Care Providers (HCPs)			
<i>HCPs ECE certified</i>	94	4.7%	6.1%
<i>HCPs not ECE certified</i>	112	5.6%	10.5%
ECEs/ECEAs and non-ECEs/ECEAs not working in ECL			
<i>Current position related to Early Care and Learning</i>	111	5.6%	5.6%
<i>Not in a position related to Early Care and Learning</i>	110	5.5%	2.2%
Total (N)	1,990	100%	100%

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

Licence-not required home based care

A group largely missed by the workforce survey every year is licence-not required home-based care, and care in the child's own home, where ECE certifications are not required. It is very difficult to obtain contact information for those providing child care in this way. They are not the direct subject of ECL R&R Strategy tactics to promote recruitment and retention, except perhaps to the extent such individuals are drawn into seeking certification and into work in licensed care programs by the tactics. Although they are an important part of the workforce, they are largely outside the scope of the evaluation of the ECL R&R Strategy.

One data source that indirectly helps to quantify the size of this group is the Survey of Early Learning and Child Care Arrangements, which Statistics Canada launched in 2019. In it, parents report their use of different child care arrangements. SRDC analyzed the first wave of survey data in last year's evaluation report. The 2021 survey will be analyzed in next year's report, meaning there are no new trends to report in the present report. Since the unit of analysis is the child and the respondents are "persons most knowledgeable" about the child in the household, usually parents, the data have limited use for evaluating sector-level working conditions, especially since only the first year of data is available and trends cannot yet be analyzed. In future years, measures of the difficulty finding care, and difficulty finding quality care, may be of value.

Workforce survey sample characteristics

The 2022 workforce sample characteristics (Table 4) were very similar to those in 2019. In 2022, we find the same proportion of women respondents compared to the 2019 workforce survey sample—96 per cent in both years. The age distribution was also the same to within two percentage points, except for the category of older professionals—50 years of age or older—where we find a 3-percentage point decline (34 per cent) compared to the 2019 sample (37 per cent).

A small proportion of respondents identified as Indigenous (First Nations, Métis, or Inuit: 6 per cent) but this represented an increase over 2019's 4 per cent. Only 4 per cent of the sample in 2022 reported having a disability, slightly higher than the 3 per cent in 2019. Slightly fewer ECL professionals in 2022 than in 2019 (31 versus 34 per cent of the sample) were born outside Canada. This proportion was again higher among HCPs (38 per cent) and lower among managers and supervisors in both child care centres (26 per cent) and in before & after school programs (22 per cent).

Table 4 Demographic characteristics of the 2022 Workforce Survey sample, compared to total sample proportions from 2019

	Women	Indigenous	Experience disability	Born outside Canada
Child care centre (including multi-age child care) or preschool				
Managers and Supervisors (M/S)	96%	7%	4%	26%
Not Managers and Supervisors (non M/S)	97%	6%	3%	37%
Before & after school or recreational care program				
Managers and Supervisors (M/S)	88%	9%	3%	22%
Not Managers and Supervisors (non M/S)	88%	12%	12%	35%
\$10 a Day ChildCareBC Centres				
\$10 a Day ChildCareBC Centres	96%	5%	6%	31%
HCPs				
ECE certified	97%	2%	2%	38%
Not ECE-certified	97%	4%	3%	31%
ECEs/ECEAs and non-ECEs/ECEAs not working in ECL				
ECEs/ECEAs and non-ECEs/ECEAs not working in ECL	96%	9%	5%	31%
2022 Total	96%	6%	4%	31%
2019 Total	96%	4%	3%	33%

Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

Table 5 Age categories of 2022 Workforce Survey sample, compared to total sample proportions from 2019

	< 18	19-24	25-29	30-34	35-39	40-44	45-49	≥ 50
Child care centre (including multi-age child care) or preschool								
Managers and Supervisors (M/S)	0%	1%	4%	13%	16%	15%	15%	37%
Not Managers and Supervisors (non M/S)	0%	6%	11%	13%	15%	13%	13%	28%
Before & after school or recreational care program								
Managers and Supervisors (M/S)	0%	2%	10%	6%	8%	15%	17%	42%
Not Managers and Supervisors (non M/S)	0%	18%	15%	15%	15%	12%	9%	18%
\$10 a Day ChildCareBC Centres								
\$10 a Day ChildCareBC Centres	0%	4%	12%	10%	11%	12%	21%	30%
HCPs								
ECE certified	0%	0%	1%	6%	11%	7%	23%	51%
Not ECE-certified	0%	1%	6%	1%	2%	15%	18%	56%
ECEs/ECEAs not working in ECL								
ECEs/ECEAs not working in ECL	0%	2%	15%	8%	16%	13%	14%	33%
2022 Total	0%	3%	9%	11%	13%	13%	16%	34%
2019 Total	0%	4%	8%	10%	13%	14%	14%	37%

Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

Workforce survey employment characteristics

When it came to contracts of employment (Table 6), 94 per cent of respondents reported permanent positions compared to only 2 per cent in temporary positions. We find a decline in the proportions of Child Care Centre (CCC) ECL Managers and Supervisors who worked as casual workers since 2019 (not shown), with no managers or supervisors in the workforce survey sample employed in casual positions in 2022.

Casual employment was more common for CCC ECL staff (non M/S). Among CCC ECL staff (non M/S), 18 per cent were unionized, compared to 23 per cent of unionized workers at before and after school care and recreational care programs, and 26 per cent at \$10 a day sites.

Table 6 Selected employment characteristics of respondents who work in licensed centres, preschools, and before-and-after-school care

	Child care centre (including multi-age child care) or preschool		Before & after school or recreational care program		\$10 a Day ChildCareBC Centres	Total
	M/S	Non M/S	M/S	Non M/S		
Job tenure						
<i>Permanent</i>	99%	90%	95%	96%	91%	94%
<i>Temporary</i>	1%	3%	3%	0%	3%	2%
<i>Casual or substitute</i>	0%	6%	0%	4%	6%	4%
Unionized						
<i>Unionized</i>	10%	18%	9%	23%	26%	17%
<i>Non-unionized</i>	90%	82%	91%	77%	74%	83%
Child-to-staff Ratio						
<i>Usually</i>	76%	92%	67%	91%	80%	84%
<i>Some of the time</i>	20%	3%	20%	2%	14%	11%
<i>No or don't know</i>	4%	5%	12%	7%	6%	5%

Respondents in 2022 were broadly similar to those in 2019 in terms of their distribution across different types of programs. For example, in 2019, 37 per cent of managers and supervisors were engaged in Group care for under 3 years old, 55 per cent in Group care for 2.5 years to school age and 36 per cent for school age. In 2022, the equivalent percentages were 44, 66 and 41. These proportions from the 2022 survey sample are shown for CCC and before and after school/recreational programs separately in the table. Importantly, the responses indicate that many professionals working in child care centres offer many different program types simultaneously.

Table 7 Types of programs offered in respondents' licensed centres, preschools, and before-and-after-school care

	Child care centre (including multi-age child care) or preschool		Before & after school or recreational care program		\$10 a Day ChildCare BC Centres	Total
	M/S	Non M/S	M/S	Non M/S		
Group care, under 3 years old	44%	46%	0%	0%	64%	45%
Group care, 2.5 years to school age	66%	57%	0%	0%	70%	58%
Group care, school age (before-and-after-school program)	32%	25%	80%	77%	47%	35%
Preschool, 2.5 years to school age	41%	44%	0%	0%	39%	39%
Multi-age	21%	23%	0%	0%	19%	20%
Occasional care	2%	2%	13%	0%	2%	3%
Recreational care	2%	2%	13%	19%	4%	3%
Seamless Day Kindergarten	1%	2%	0%	0%	1%	1%
Other	3%	5%	14%	13%	1%	4%

Source: 2022 SRDC Workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

Table 8 presents the years of experience of professionals in ECL across respondent groups. The results indicate that HCPs were the most experienced, with 59 per cent of non ECE-certified HCPs and 55 per cent of ECE-certified HCPs reporting 16 or more years' experience working in the sector.

Managers and supervisors working in CCC were also among the most experienced, with 53 per cent reporting 16 or more years' experience working in the sector, slightly higher than the 49 per cent who reported this level of experience in 2019.

On the other hand, CCC ECL professionals (non M/S) reported a wider range of work experience than the other groups, similar to their reported experience in 2019. For instance, 33 per cent of non-M/S CCC staff in ECL and 49 per cent of those in before and after school and recreational programs reported five or fewer years of experience in the ECL sector, compared to the 23 per cent average for the ECL workforce.

The experience of ECE/ECEAs not in child care who responded to the 2022 survey had shifted since 2019, with more—25 per cent—holding just one to five years' experience and 34 per cent with 16 or more years. The equivalent percentages in 2019 were 15 and 40 per cent. This is another indication that the composition of those in this group responding to the survey changed since the first year of the evaluation period.

Table 8 Proportion of respondents by years of experience in the early care and learning sector

	Child care centre (including multi-age child care) or preschool		Before & after school or recreational care program		\$10 a Day Child CareBC Centres	HCPs		ECEAs/EC Es not in child care	Total
	M/S	Non M/S	M/S	Non M/S		ECE certified	Not ECE- certified		
Less than one year	0%	5%	3%	7%	1%	0%	3%	5%	3%
One to three years	5%	15%	3%	28%	20%	9%	7%	10%	12%
Four to five years	5%	13%	12%	14%	10%	2%	5%	10%	9%
Six to ten years	17%	22%	17%	14%	17%	18%	12%	22%	19%
Eleven to fifteen years	20%	17%	24%	16%	13%	16%	14%	19%	17%
Sixteen years or more years old	53%	28%	41%	21%	39%	55%	59%	34%	41%

Source: 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care.

Profile of 2022 Employer Survey Respondents

A total of 820 employers were included in the final analysis for 2022. Most employers (80 per cent) were responding on behalf of a single facility, while 4 per cent responded on behalf of 10 or more, and less than 1 per cent represented 50 or more facilities in BC.

In terms of their current operations, 807 employers were working in child care centres that were currently operating, while 8 were working in centres that had closed but were planning on reopening, 5 worked in centres that had closed and not planning on reopening. Among those centres that had closed, 75 had closed completely at some point after November 1, 2021.

Most employers work in child care centres that require at least one ECE-certified staff for all (71 per cent) or some (11 per cent) of their programs, with most offering Group care, 2.5 years to school age (56 per cent), an increase from 2019 (49 per cent).

Table 9 Respondents to the employer survey by programs offered, 2019 and 2022

	2019	2022
Type of program		
<i>Group care, under 3 years old</i>	33%	37%
<i>Group care, 2.5 years to school age</i>	49%	56%
<i>Group care, school age (before-and-after-school program)</i>	32%	35%
<i>Preschool, 2.5 years to school age</i>	30%	33%
<i>Multi-age</i>	30%	16%
<i>Occasional care</i>	4%	3%
<i>Recreational care</i>	N/A	<1%
<i>All of the above</i>	2%	<1%
<i>Other</i>	6%	<1%
At least one staff required to have ECE certification		
<i>All programs</i>	N/A	71%
<i>Some programs</i>	N/A	11%
<i>No programs</i>	N/A	18%

Source: 2019 and 2022 SRDC employer surveys.

More than half of all employers operate a private business (51 per cent), albeit down from the 2019 sample (57 per cent). Roughly 9 per cent of employers operate a \$10-a-day ChildCareBC Centre. Employers who are not operating a \$10-a-day ChildCareBC Centre were asked whether they would want their centre to become one, if eligible. While most answered “Yes as soon as possible” (39 per cent), and another 14 per cent said “Yes but not right now,” nearly a third were unsure (32 per cent). Another 15 per cent said no.

Table 10 Proportion of employers by type of organization

	2019	2022
Type of organization		
<i>Private business</i>	57%	51%
<i>Not-for-profit</i>	37%	40%
<i>Operated by school or school district</i>	5%	3%
<i>Operated by a municipal or post-secondary institution</i>	N/A	2%
<i>Operated by a provincial or federal agency</i>	N/A	<1%
<i>Operated by First Nations or Indigenous community or org</i>	3%	3%
<i>Other</i>	5%	<1%
\$10 a day Child Care BC Centres		
<i>\$10 a day Child Care BC Centres</i>	N/A	9%

Source: 2019 and 2022 SRDC employer surveys.

Respondents to the ECL employer survey were primarily from the Fraser and Vancouver Coastal Health Authority regions (both accounting for 27 per cent of the sample). Roughly one fifth of the sample was from Vancouver Island Health Authority region (21 per cent) or from the Interior Health Authority region (18 per cent), while only a small number of respondents were from the Northern Health Authority region (6 per cent).

Table 11 Employer organizations by health authority region, 2022

Health Authority	Number of employers responding to employer survey	% of employers responding to employer survey
Fraser Health	223	27%
Interior Health	150	18%
Northern Health	52	6%
Vancouver Coastal Health	223	27%
Vancouver Island Health	172	21%
Total	820	100%

Source: 2022 SRDC employer survey.

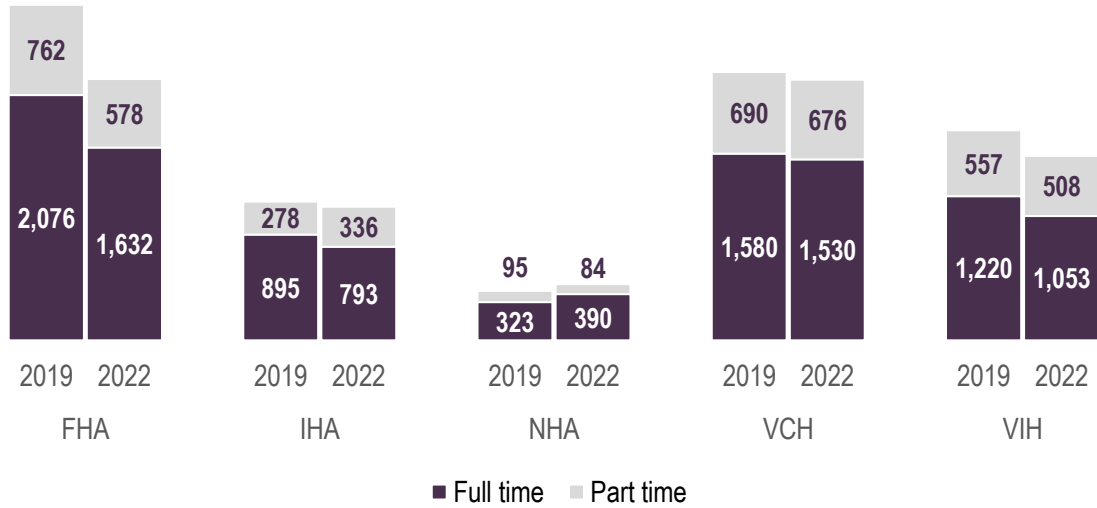
Table 12 Number of positions reported in employer surveys, 2022 and percentage point change in vacancy rate since 2019

	Full time			Part time		
	Filled	Vacant	Vacancy % (change since 2019)	Filled	Vacant	Vacancy % (change since 2019)
ECL professionals	3,556	351	9% (2)	1,808	181	9% (-2)
Supervisors	673	50	7% (4)	129	88	41% (36)
Managers	769	15	2% (1)	131	5	4% (-2)
Administrative directors	400	31	7% (4)	114	2	2% (-7)
Total	5,398	447	8% (3)	2,182	276	11% (1)

Source: 2019 and 2022 SRDC employer surveys.

Note: ECL Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Figure 1 Number of staff reported by employers in employer survey by health authority region in 2019 and 2022



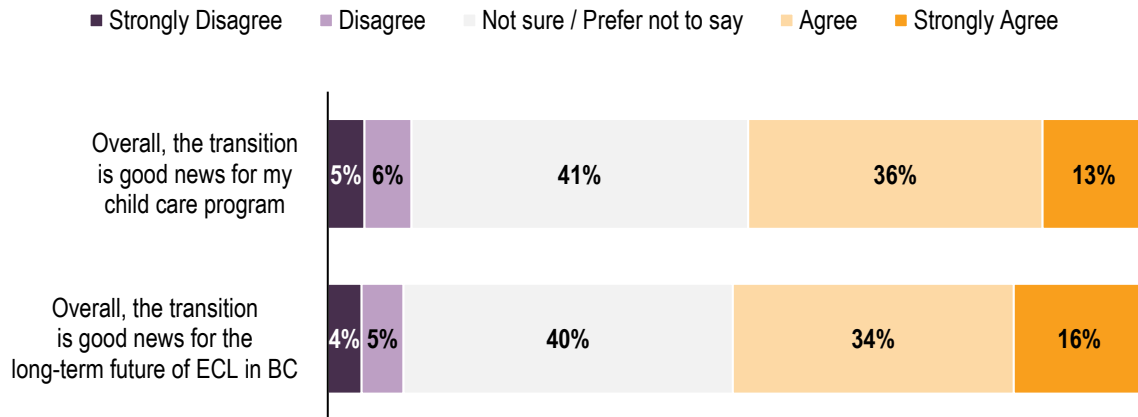
Source: 2019 and 2022 SRDC employer surveys.

Note: FHA: Fraser Health Authority; IHA: Interior Health Authority; NHA: Northern Health Authority; VCH: Vancouver Coastal Health; VIH: Vancouver Island Health.

In 2022, the government of British Columbia transferred the responsibility for managing child care from the Ministry of Children and Family Development to the Ministry of Education, henceforth becoming known as the Ministry of Education and Child Care (MECC). As part of the evaluation, employers were asked to share their opinions regarding the transition, particularly whether they thought this was good news for their child care program or whether they agreed that the transition was good news for the long-term future of ECL in BC.

Most respondents (40 and 41 per cent, respectively) were unsure or preferred not to answer these questions. This could indicate a lack of awareness within the sector regarding the change, or a lack of understanding about how this change may impact the sector over the longer term. Nevertheless, among those employers who did provide a response, we find strong agreement, indicating that most employers believe that this transition is indeed good news for the sector.

Figure 2 Employers' perspectives on transition of child care responsibilities in BC from the Ministry of Children and Family Development to Ministry of Education and Child Care, 2022



Source: 2022 SRDC employer survey.

Public opinion survey

Purpose

SRDC has developed a survey instrument to measure whether and how public opinion regarding the ECL profession changes over the duration of the evaluation period, from the perspective of both (a) the general public, and (b) of people making decisions regarding their own career. Specifically, the aim is to determine whether public confidence in the professionalism and accountability of ECL professionals is improving, and whether the value B.C. residents place on those engaged in ECL as a career and their opinions of the viability and sustainability of the ECL workforce is changing over time. The surveys have been fielded in 2019 and 2022, and are being fielded again in 2023 and 2024, to capture whether public opinion is sensitive to the effect of changes since 2018 in public policy with respect to the ECL workforce, such as increased participation in ECL education and professional development. Similarly, by comparing responses of successive cross-sections of emerging adults and others looking at a career change between survey waves, SRDC hopes to determine whether interest in pursuing a career in ECL is increasing in BC over time.

Methodology implementation

The target group for the public opinion survey is a general population sample of BC residents aged 18 and older. SRDC also developed an accompanying set of questions targeted to emerging adults (under 25 years old) and to adults 25 and over who are looking for a career change, which is fielded to respondents meeting these criteria who respond to the general population survey. Those aged 18 or older are asked whether a person aged 13-17 years is in their household and if so, the younger person is asked to complete the targeted set of questions. Skip patterns in the survey instrument determine the questions that are asked of each respondent.

SRDC contracted Maru/Matchbox to implement the survey and commissioned a proprietary population-representative survey of British Columbians aged 18+ years. Maru/Matchbox is responsible for all aspects of data collection, including programming the survey, and data cleaning and processing. SRDC receives quality checks on the survey data and receives anonymized data files after each wave in SPSS or CSV format.

The only change to the 2023 survey is in the career interest module, completed by youth and those considering a career change. SRDC shifted the focus from why youth are not sure about working in ECL to understanding the appeal of the work to those who *are* interested (in addition to probing the reasons among those *not* interested in an ECL career). This change will provide a more balanced view of interest in child care work and will help shed light on the aspects of the sector that both attract and deter potential ECL professionals.

Challenges or limitations

As with any survey, there is a potential risk of selection bias, in which the sample obtained is not representative of the general population. SRDC sought to mitigate this issue by using the services of Maru/Matchbox, who hold a panel sample representative of the BC population.

The sample of 13- to 17-year-old respondents is surveyed via their parents. That is, Maru/Matchbox asks a parent who is part of the panel to pass the survey to their child aged 13-17. There is a small risk that the parent will either refuse to pass the survey to their child or complete the survey on their child's behalf. In addition, since the parent may have an influence on the child's choice of career, and the child's responses will not necessarily be hidden from the parent, there is a risk of social desirability bias on the part of the child. This means the child might answer questions based on what they think their parents want to hear, rather than based on their own opinions. The characteristics of respondents (reported in the final benchmarking report) appeared balanced, but ultimately such sources of bias in responses cannot be entirely ruled out.

The COVID-19 pandemic poses an additional challenge to the original plan for measuring changes in public perceptions of ECL work. Responses to COVID-19 have generated an unusually high level of coverage for issues related to ECL, not least BC's designation of members of the ECL workforce as essential in some contexts. Plausibly, the views of the public on what ECL professionals do and on the attractiveness of working in ECL has changed. SRDC is aware of the challenges imposed by the pandemic on interpretation of survey results and will take into consideration these challenges when analyzing the results of each survey wave.

The public opinion survey was fielded in February 2023. In early March 2023, Maru/Matchbox delivered "cleaned" and anonymized data files to SRDC. SRDC analyzed these weighted data files and generated results on public perceptions of child care work and interest in child care as a career among youth and those considering making a career change. These were added to the April version of this report, with 2023 levels being compared to benchmark levels established in 2019 to understand the extent of the impact of the ECL R&R Strategy.

Profile of 2023 Public Opinion Survey Respondents

As in previous years, the results of 2023 public opinion survey were weighted to match male/female ratio and age distribution of the general population of BC. As a result, the respondent characteristics match those of the original 2019 benchmarking survey (see Table 13). Most characteristics are relatively consistent with the general population, though respondents without children are once again over-represented in the public opinion survey at 77 per cent.

Table 13 Respondent characteristics of the public opinion survey, 2023 and 2019

	2019	2023
Male/female		
<i>Female</i>	51%	51%
<i>Male</i>	49%	49%
Age		
<i>13-17 years</i>	10%	10%
<i>18-34 years</i>	25%	25%
<i>35-54 years</i>	30%	30%
<i>55+ years</i>	35%	35%
Parents		
<i>Yes</i>	21%	22%
<i>No</i>	78%	77%
<i>Prefer not to say</i>	1%	1%
Indigenous Identity		
<i>Yes</i>	6%	5%
<i>No</i>	93%	94%
<i>Prefer not to say</i>	2%	1%
Rural Community		
<i>Yes</i>	22%	18%
<i>No</i>	74%	76%
<i>Not sure</i>	4%	6%
Born in Canada		
<i>Yes</i>	80%	76%
<i>No</i>	20%	24%

Next steps

SRDC anticipates repeating the public opinion survey in early 2024, for inclusion in the final evaluation report.

Key informant interviews and case studies

Purpose

Initially, SRDC conducted **interviews** to collect data for the development of the ECL R&R Strategy theory of change. SRDC interviewed developers of the ECL R&R Strategy and its tactics in April and May 2019, which improved understanding of how the Strategy and its tactics were expected to bring about the anticipated improvements for the workforce.

The purpose of the **case studies**—SRDC’s next and ongoing stage of qualitative fieldwork—is to provide detailed understanding and rich information about each of six centres that have agreed to participate in this component of the evaluation. The fieldwork collects accounts of the impact of the ECL R&R Strategy and its tactics at the level of individual centres of different types and examines the successes and challenges related to the delivery and impact of the ECL R&R Strategy and the key factors that facilitate or impede its overall effectiveness, also primarily through in-depth interviews.⁸ A data collection exercise each year since 2020 has traced ECL professionals interviewed in the previous year who had ceased employment at each case study centre. These professionals are asked the reasons for leaving their employment and their current employment circumstances and plans.

To account for context, the case studies involve a thorough description of each child care workplace, including its operations, management, staff, and the families and communities it serves. (i.e., owners/operators and managers, as well as staff members).

The purpose of the ongoing **key informant interviews** (KIIs) is to gather detailed, in-depth information about the first-hand experiences of diverse stakeholders, including those who are directly affected by the ECL R&R Strategy and those who are involved in its implementation and delivery. These interviews are particularly important to obtain a comprehensive understanding of the implementation and effect of the ECL R&R Strategy and to understand the challenges experienced by ECL operators and professionals. Interviews with stakeholders, developers, and implementers of the tactics began in 2019 to support development of the theory of change. Most interviews are with operators of child care workplaces in categories not included in the case study data collection. These interviews are particularly important because the data from the 2019 case study visits suggested that on balance the case study sites appeared to represent favourable conditions in the sector. For example, all staff interviewed enjoyed

⁸ Following consultation with the SSC, SRDC selected in July 2019 six case study sites province wide for onsite fieldwork. Site visits took place in September and October 2019. Follow up “virtual” visits were made in each subsequent year (roughly September through December of each year). In 2022, three new case study sites replaced three previous sites in the same health authorities. SRDC selected and invited these sites by considering the variables listed in the Updated Evaluation Methodology July 2022 report. By doing so, SRDC ensured that the selected case study sites as a group cover a range of conditions and variations in the child care sector. In 2022, case study visits took place both virtually and in-person, based on the preferences of the centres and logistical factors.

working there, employers were supportive of career development, and staff received health and other benefits. These observations did not align with the findings for all centres in the cross-sectional survey. The key informant interviews to date with other child care centres have been providing a broader understanding of centre experiences with the ECL R&R Strategy in terms of implementation and consequences.

Methodology implementation

Qualitative data collection explores personal experiences and perceptions in relation to the ECL R&R Strategy.

Case study visits

Following consultation with the Sector Steering Committee on the best approach, SRDC selected in July 2019 six case study sites province-wide for onsite annual fieldwork. In 2019, all case study visits were conducted in-person, whereas they were conducted virtually during 2020 and 2021 due to pandemic restrictions.⁹ In 2022, case studies were conducted both virtually and in-person according to the preferences of the child care centre and other logistical factors.

SRDC invited all six case study sites to continue to participate in the extended evaluation and three sites agreed to continue to take part. Three additional sites were recruited in the summer and fall of 2022. As a group, the six sites continue to reflect the variations that exist in the child care sector. The variables considered are listed in the Updated Evaluation Methodology July 2022 report. By doing so, SRDC has ensured that the selected case study sites as a group represented a range of conditions and variations in the child care sector.

Prior to each visit, SRDC staff reviews the data from the previous year and during each interview, probes for the types of changes and the reasons for changes. In addition, interviews explore the consequences of the COVID-19 pandemic on operating status and workplace procedures. This information is vital to enable SRDC to disentangle changes that occurred because of the ECL R&R Strategy and those arising from the response to COVID-19.

SRDC works with the centres to identify members of staff to participate in the case study interviews. SRDC also contacts staff who have left the case study centres and invites them to participate in a telephone interview or survey. The purpose of this follow-up is to explore reasons for leaving and the departing staff's current employment status.

⁹ Interview protocols were amended for 2020 (and subsequent years) to include the impact of the COVID-19 pandemic.

The data collected during the case studies will remain consistent with previous years. They include:

- **In-depth, structured interviews/or focus groups** with individual owner/operators, managers, and staff using pre-designed interview guides.
- **Phone calls** conducted before, after, and/or in between site visits to gather preliminary information, verify initial findings, and increase participant retention over time.
- **Informal, conversational interviews** that occur naturally during site visits. Note that informed consent will be obtained from all participants prior to including any informal conversation “on the record” as part of data collection.
- **Review of supportive program documents** on an ad hoc basis. Documents of interest may include job postings and descriptions; number of children on waitlist; staff qualifications and credentials; adult/child ratios; history of reportable incidents and publicly available inspection reports; wages and rates of pay and guidance related to COVID-19.
- **Contextual information**, both internal and external to the program. During site visits, researchers will conduct basic observation of the internal context of the program, noting the program’s location and physical site; adult/child ratio; general atmosphere; and application of policies and practices, including human resource strategies, in a real-world setting. The purpose of observation is not to evaluate the individual child care program itself, but rather to gather insight into the context for recruitment and retention challenges in order to better understand the impact of the broader ECL R&R Strategy on the day-to-day experiences of stakeholders and the overall functioning of programs. External contextual information about the community setting of the child care program will also be noted through basic observation and through a cursory review of publicly available information about demographic characteristics, socio-economic index, and geography.

The themes explored in the data will continue to include:

- **Update and overview of centre and program**—What is the current operating capacity of the centre and programs? What are the main changes that have occurred from year to year?
- **Changes made to centre and program due to consequences of COVID-19**—How has COVID-19 affected the operations and procedures of the centre?
- **Recruitment and hiring**. How do owners/operators and/or managers approach recruitment and hiring of ECL professionals under the ECL R&R Strategy? What are the experiences of early childhood educators when searching for, applying to, and starting a new job? Have there been changes in the past year?

- **Compensation and benefits.** What experiences do individual ECL professionals have in obtaining a wage increase as a result of the ECL R&R Strategy? How does the wage increase affect personal job satisfaction, tenure, and career pathways? How do owner/operators and/or managers address compensation and benefits for staff under the ECL R&R Strategy? Have there been changes in the past year?
- **Training and development.** What are the first-hand experiences of ECL professionals in pursuing credentialing, training, and/or professional development under the ECL R&R Strategy? How do owner/operators and/or managers support the training and development of their staff under the ECL R&R Strategy? Have there been changes in the past year?
- **Qualifications, skill levels, competencies of staff.** To what extent do ECL professionals consider themselves and their colleagues to be competent and sufficiently skilled to meet the demands of the job? Has this changed in the past year?
- **Perceptions of early childhood education as a career.** What are the personal perspectives of ECL professionals about the future of their careers under the ECL R&R Strategy? Has this changed in the past year?
- **Job satisfaction.** What factors influence personal job satisfaction among ECL professionals under the ECL R&R Strategy? What are the views of individual early childhood educators on the positive and negative aspects of work in the child care sector? Has this changed in the past year?
- **Retention.** To what extent do the activities and tactics of the ECL R&R Strategy influence the decision-making of individual ECL professionals about whether to remain in their jobs? Has this changed in the past year?
- **Career pathways.** To what extent are individual ECL professionals aware of their career options and how to pursue them under the ECL R&R Strategy? To what extent do ECL professionals consider various career pathways to be feasible? Has this changed in the past year?
- **Standards and oversight.** How do individual owner/operators and managers respond to changes made to sector standards and oversights under the ECL R&R Strategy? What has changed in the past year?

Key informant interviews

SRDC has been conducting annual telephone interviews with between 10 and 16 stakeholders since 2019. SRDC has asked for and received permission to continue to invite these stakeholders to participate in annual interviews. Interviews have been conducted with representatives of licensing bodies and regulators; professors and administrators of early childhood education training programs; post-secondary students and recent graduates; owner/operators and managers of child care centres including those

which are designated licensed not required and advisors at resource centres. With KIIs, SRDC reserves the option to interview individuals more than once over the course of the evaluation if they have information about a topic of interest (such as occupational competencies) that is likely to evolve as the ECL R&R Strategy proceeds.

Prior to each interview SRDC sends a copy of the approved protocol tailored to the respondent and their informed consent is collected prior to the interview. The telephone interviews last approximately 45 minutes and each is recorded and then analyzed thematically. Those who participate in an interview receive a gift card to thank them for their time.

Similar to the approach used in the case studies, the KII participant sampling strategy is intended to ensure adequate variation and representation. Potential KII participants are identified and recruited on an ongoing basis using varied approaches, including the following:

- Based on recommendations made by members of the Sector Steering Committee, who may assist in identifying and engaging with certain key stakeholders based on their knowledge of and connections within the sector.
- Based on information gathered through the cross-section workforce survey. Survey respondents are asked to indicate their willingness to participate in additional evaluation components. Potential KII participants may then be identified based on their responses to particular survey questions of interest.
- An opportunistic approach based on early findings. SRDC researchers may purposefully target a particular group of stakeholders for recruitment in KII interviews in order to gather more information on a specific topic of interest or theme identified in other areas of the evaluation.

Analysis of Case Study and KII data

Qualitative data from interviews and focus groups is analyzed using a general inductive approach, including thematic analysis with both preset and emergent codes (i.e., codes that are determined in advance and codes that arise from analysis of the data). NVivo software is used to assist in data analysis. The qualitative data is integrated into the research reports in order to contribute understanding to the nature of changes on KPIs.

Challenges or Limitations

A significant challenge to the case studies and KII has been and remains the COVID-19 pandemic and the uncertainty this creates for child care centres and others involved in the sector. SRDC will continue to follow provincial guidelines and will negotiate with each case study site to agree whether to conduct in-person or virtual site visits.

SRDC emphasizes its role as an external, arms-length evaluator throughout the process of recruitment and engagement with case study sites and key informants. SRDC will continue to assure participants that the purpose of the project is to evaluate the ECL R&R Strategy itself and not to inspect or investigate individual child care programs, managers, or staff. Case study sites and KII participants will not be identified in any public forums. Maintaining confidentiality in this way should facilitate participant recruitment and encourage transparency and openness during data collection.

However, SRDC will continue to make the limits of confidentiality clear to all participants. Specifically, we expect that individual Sector Steering Committee members will be aware of the identity of some or all of the case study sites and KII participants because of the role the Committee has played in recruitment and engagement and because of their in-depth knowledge of the sector and its key players. The composition and role of the Sector Steering Committee is made clear to all participants in the evaluation. All have agreed to the confidentiality of materials shared in non-public documents relating to the evaluation.



Evaluation Framework

Evaluation Questions

The overarching questions the evaluation aims to answer derive from the ECL R&R Strategy goals and outcomes. They have been expressed in previous reports as nested questions relating the expected three-year outcomes (now extended as “medium-term outcomes”) and longer-term goals, as follows:

Does the ECL R&R Strategy result in the long-term goal of an **adequate and stable workforce**, comprised of qualified and skilled early care and learning professionals?



Over the medium term of the evaluation, does the strategy contribute to:

- adequate supply of ECL professionals entering the workforce?
- opportunities for career growth and development in the ECL sector?
- expanded education, training, and professional development opportunities to ensure a skilled workforce?

Does the ECL R&R Strategy result in the long-term goal of ECL being viewed as a **viable, sustainable, and valued career**?



Over the medium term of the evaluation, does the strategy promote

- public confidence in the professionalism and accountability of the ECL workforce?

Does the ECL R&R Strategy promote the long-term goal of **appropriate compensation plans and human resources strategies** to be put in place?



Over the medium term of the evaluation, do retention strategies

- support the long-term engagement of ECEs and others in the workforce, to help keep them in the profession?

Key Performance Indicators

SRDC worked with the Sector Steering Committee to identify 13 Key Performance Indicators (KPIs). As shown in Tables 12 and 13, the KPIs provide an organized structure for the evaluation's data collection strategy, linking the ECL R&R Strategy's tactics to its outcomes and its goals. Collectively, these KPIs provide a structure to develop relevant data collection instruments that will monitor changes across the child care sector in British Columbia and provide answers to specific evaluation questions on the effects of the ECL R&R Strategy. The permutations of KPIs are shown against each evaluation question in the original Evaluation Framework (see Table 14).

KPIs are “neutral,” that is, they do not describe a positive or negative change themselves. It is the change in the KPI over time that describes the consequences and impact of the implementation tactics and the achievement of the goals.

For the 2019 year, the project reported benchmarks (the benchmarking report was deliverable #9 published in July 2020). Benchmarks are derived from data from the period 2015-2019 that captured the starting point for many of the changes the ECL R&R Strategy is expected to produce. Critically, later reports—starting with the evaluation report in 2020—compare the data on indicators from 2020, 2021, 2022 and later to the benchmarking indicators reported for 2015-19. The comparison determines **change** in the KPIs. It is the specific combination of changes across the KPIs that can signal success or failure for the ECL R&R Strategy in achieving its medium-term outcomes and indicate progress towards realizing the ten-year goals.

SRDC has subdivided the second KPI to make explicit the consideration of benefits—as distinct from wages—in fieldwork and analysis. This reflects the fact that benefits are frequently bundled with salary and wages in consideration of employment compensation.

Table 14 Codes for tactics, Medium-term Outcomes, and 10 Year Goals

Tactics	Code
Compensation	1
Post-Secondary	2
Bursaries	3
Professional Networks and Supports	4
Professional Development	5
Industry Standards	6
Work-based education and training	7
Training Supports	8

Medium-term Outcomes	Code
Recruitment strategies will ensure an adequate supply of ECEs and other child care staff entering the workforce	I
Retention strategies will support the long-term engagement of ECEs and others in the workforce, to help keep them in the profession	II
Career pathways will provide opportunities for career growth and development within the early care and learning sector	III
Education, training, and professional development will be reviewed, enhanced, and expanded to ensure a competent early care and learning workforce with the skills, knowledge and abilities required to provide quality services to children and families	IV
Public confidence in the professionalism and accountability of early care and learning professionals from rigorous standards and oversight	V

10 Year Goals	Code
An adequate and stable workforce, comprised of qualified and skilled early care and learning professionals	A
Early care and learning as a viable, sustainable, and valued career	B
Appropriate compensation plans and human resources strategies	C

Table 15 Key performance indicators

No.	KPI	Tactics	Medium-term Outcomes	10 Year Goals
1	ECL professional satisfaction and perception of appropriateness of compensation	1	II	A, B, C
2A	Average real wages and salaries of ECL professionals	1	II	A, B, C
2B	[Benefits of ECL Professionals]			
3	The extent to which updated Sector Occupational Competencies are integrated into education and training programs	6	V	A
4	Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs	1 to 8	I-V	A, B, C
5	Perceptions of ECL career among those making decisions with respect to their own careers	1 to 8	I-V	A, B, C
6	Proportion of ECL workforce who self-report possession of core skills and supplementary skills	1 to 8	I-V	A, B, C
7	Awareness of ECL career pathway options, how to pursue them, and expectations of their feasibility in terms of finances and availability of training opportunities	2,3,4,5	I, III	A, B
8	Proportion of ECL workforce who self-report participation in professional development activities	4,5,7,8	II, III, IV	A
9	Hours of professional development per ECL workforce member per year	4,5,7	III, IV	A
10	Employers report of the share of their ECL workforce possessing core skills and possessing supplementary skills	1 to 8	I to V	A, C
11	Employment stability of ECL workforce, including variances for staffing for providers, work hours, job tenure, job exits	1,7	II	A
12	Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value) among those already working in the sector	1,4,5,6,7,8	II, III, IV	B, C
13	Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value of ECL work) in general population, thought leaders, mass media, youth, and parents	1,2,3,6,8	I, II, V	A, B, C

A note on the presentation of KPIs

Most KPIs draw on multiple data sources and several data sources (e.g., the cross-sectional surveys) contribute to multiple KPIs. Some data sources, such as the public opinion survey, contribute to few KPIs or even to a single KPI. Each KPI relies on multiple data points, even from a single data source. For instance, there are several ways to obtain and present information on wages and each one provides a nuanced understanding of changes over time.

Using multiple measures to track changes in a KPI improves the validity of the results and enables some level of continuity in annual reporting in a situation where not all data sources can report in every year. For example, the Census data from 2001 through 2016 included in the benchmarking report provided useful demographic information on the sector's composition and its evolution between 2000 and 2015. However, the 2022 Census data will not be released until later in 2023, so changes in the sector's composition cannot be reported on using this data source until then.

To maximize internal validity, we compare changes in KPIs over time only within the same data sources. As the reader will notice, each baseline KPI with more than one data source can have a slightly different value for each data source. This potentially confusing factor is due to definitional differences between data source measures. As an example, job posting data identify members of the child care workforce somewhat differently from the cross-sectional survey, and different again from the administrative data. Nevertheless, changes across time for each data source provide a reliable assessment of how the sector is evolving, even if those data sources cannot be compared directly.

Sample related limitations of confidence in interpreting results

Annual data from the cross-sectional surveys are drawn from a sample of British Columbia's ECL workforce. These samples are independent from each other. While there is overlap in the survey's sample from year to year, responding to the survey is voluntary and respondents are therefore free to decline the survey's invitation. Consequently, some of the variation in estimates of means and proportions can be explained, in part, by survey sampling from one year to the next.

It is important to note that increases or decreases in percentage estimates from 2019 to 2022 may be spurious where sampling error is large.

We include measures of variation (standard deviations) and statistical tests of differences to help assess whether the changes observed are statistically significant. However, these are not included throughout to avoid over-complicating tables and figures.

Consistency in repeated measures over time is one of the strongest indications of whether change over time is genuine or a consequence of sampling error. For the 2022 Evaluation Report, including the current technical report, tables were simplified to include only 2019 and 2022 comparisons for the cross-sectional surveys. Readers are invited to consult the 2021 Evaluation Report to compare 2022 evaluation trends with 2020 and 2021 data.

Evaluation Framework

The Evaluation Framework (Table 16) is presented according to the five key evaluation questions. Each evaluation question is associated to one or more of the Strategy's implementation tactics. The framework then identifies how each question will be answered through Key Performance Indicators (KPIs), from which data collection method, and at which point in time.

For example, the first KPI for the first Key Evaluation Question is the "Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs." This requires data collection on the number of ECL workforce members with credentials such as ECE and ECEA as well as the overall needs for ECL professionals in the province with disaggregation by region and Indigenous communities. Proposed data collection methods require reviews of administrative databases such as the ECE registry and centre licensing, as well as a survey of operators about their employees and their unmet workforce needs. The final column describes the timing for data collection and reporting.

The evaluation framework is based on the Theory of Change and the potential impact pathways, all of which were reviewed with the Sector Steering Committee. The evaluation framework follows careful consideration of the long-term goals of the ECL R&R Strategy with respect to BC's child care workforce development, as well as the outcomes anticipated from the implementation of its tactics.

SRDC considers each element of the Strategy's goals and outcomes separately to hypothesize expected changes resulting from the Strategy's successful implementation. The framework ties each of the Strategy's tactics to KPI data that can be collected systematically over time to determine whether the ECL R&R Strategy is on track to achieve its medium-term (five-year) outcomes and its long-term (10-year) goals. Baseline measures of outcomes for the current evaluation (denoted by the term benchmark) serve double duty as baseline measures (benchmarks) for the evaluation of long-term (10-year) goals also.

Table 16 Evaluation Framework

Key question	Implementation tactics	Key performance indicators	Data collection methods	Data collection and reporting timing
<p>1. Over the medium term of the evaluation, do recruitment strategies achieve the outcome of an adequate supply of ECEs and other child care staff entering the workforce?</p>	<p>Post-Secondary: 1,150 new spaces in ECE programs at public post-secondary institutions and an expanded dual-credit pathway for high school students.</p> <p>Bursaries: Funding through the ECE Bursary Program and Workforce Development Bursary</p>	<ul style="list-style-type: none"> ▪ Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs ▪ Perceptions of ECL career among those making decisions with respect to their own careers ▪ Proportion of ECL workforce who self-report possession of core skills and supplementary skills ▪ Awareness of ECL career pathway options, how to pursue them, and expectations of their feasibility in terms of finances and availability of training opportunities ▪ Employers report of the share of their ECL workforce possessing core skills and possessing supplementary skills ▪ Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value of ECL work) in general population, thought leaders, mass media, youth, and parents 	Cross-Sectional Surveys	Annually
			Child Care Workforce Contact Information Database	Annually
			Key Informant Interviews and Case Studies	Ongoing throughout project
			Public Opinion Survey	2019, 2022, 2023 & 2024
			Social and News Media Monitoring	Retroactive to 2016, then ongoing to 2021

Key question	Implementation tactics	Key performance indicators	Data collection methods	Data collection and reporting timing
<p>2. Over the medium term of the evaluation, do retention strategies support the long-term engagement of ECEs and others in the workforce, to help keep them in the profession?</p>	<p>Compensation: At eligible facilities, a \$1/hr wage enhancement started in early 2019, retroactive to Sept 1, 2018. A second increase of \$1/hr was effective April 1, 2020 and then another \$2/hr was added in September 2021.</p> <p>Work-based Education and Training: A pilot project to provide more options and flexibility to professionals who have considerable experience to upgrade their qualifications.</p> <p>Training Supports: Funding to help ECL professionals and employers with costs associated with continuing education and training, such as travel and paid time off.</p> <p>Incentives for transitions: Includes a recruitment and retention incentive program to encourage new ECEs who become certified through the ECE Registry to work in the sector.</p>	<ul style="list-style-type: none"> ECL professional satisfaction and perception of appropriateness of compensation Average real wages and salaries of ECL professionals Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs Perceptions of ECL career among those making decisions with respect to their own careers Proportion of ECL workforce who self-report possession of core skills and supplementary skills Proportion of ECL workforce who self-report participation in professional development activities Employers report of the share of their ECL workforce possessing core skills and possessing supplementary skills Employment stability of ECL workforce, including variances for staffing for providers, work hours, job tenure, job exits Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value) among those already working in the sector Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value of ECL work) in general population, thought leaders, mass media, youth, and parents 	Census, Labour Force Survey and other microdata analysis	Benchmark analysis in 2019, follow-up analysis in 2023
			Cross-Sectional Surveys	Annually
			Child Care Workforce Contact Information Database	Annually
			Key Informant Interviews and Case Studies	Ongoing throughout project
			Public Opinion Survey	2019, 2022, 2023 & 2024
			Social and News Media Monitoring	Retroactive to 2016, then ongoing to 2021

Key question	Implementation tactics	Key performance indicators	Data collection methods	Data collection and reporting timing
<p>3. Over the medium term of the evaluation, does the implementation of career pathways provide opportunities for career growth and development in the early care and learning sector?</p>	<p>Post-Secondary: 1,150 new spaces in ECE programs at public post-secondary institutions and an expanded dual-credit pathway for high school students.</p> <p>Professional Networks and Support: The Early Childhood Pedagogy Network to provide ECEs with more opportunities to share best practices, innovative methods, and exchange ideas related to the early years. A new online Learning Hub provides resources and learning tools so that ECEs can continue their professional development from anywhere in the province. More opportunities to share best practices through the Peer Mentoring Network.</p> <p>Professional Development: Funds to expand opportunities for members of the ECL workforce to complete ongoing professional development with inclusion support, deaf/hard-of-hearing training, and peer mentoring.</p> <p>Training Supports: Funding to help ECL professionals and employers with costs associated with continuing education and training, such as travel and paid time off.</p> <p>Incentives for transitions: Includes a recruitment and retention incentive program to encourage new ECEs who become certified through the ECE Registry to work in the sector.</p>	<ul style="list-style-type: none"> ▪ Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs ▪ Perceptions of ECL career among those making decisions with respect to their own careers ▪ Proportion of ECL workforce who self-report possession of core skills and supplementary skills ▪ Awareness of ECL career pathway options, how to pursue them, and expectations of their feasibility in terms of finances and availability of training opportunities ▪ Proportion of ECL workforce who self-report participation in professional development activities ▪ Hours of formal and informal professional development per workforce member per year ▪ Employers report of the share of their ECL workforce possessing core skills and possessing supplementary skills ▪ Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value) among those already working in the sector 	<p>Public Opinion Survey</p> <hr/> <p>Cross-Sectional Surveys</p> <hr/> <p>Child Care Workforce Contact Information Database</p> <hr/> <p>Key Informant Interviews and Case Studies</p> <hr/> <p>Social and News Media Monitoring</p>	<p>2019, 2022, 2023 & 2024</p> <hr/> <p>Annually</p> <hr/> <p>Annually</p> <hr/> <p>Ongoing throughout project</p> <hr/> <p>Retroactive to 2016, then ongoing to 2021</p>

Key question	Implementation tactics	Key performance indicators	Data collection methods	Data collection and reporting timing
<p>4. Over the medium term of the evaluation, are education, training, and professional development opportunities expanded so that the ECL workforce has the skills, knowledge, and abilities required to provide quality services to children and families?</p>	<p>Post-Secondary: 1,150 new spaces in ECE programs at public post-secondary institutions and an expanded dual-credit pathway for high school students.</p>	<ul style="list-style-type: none"> Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs 	<p>Administrative Outcomes Database</p>	<p>Annually</p>
	<p>Professional Networks and Support: The Early Childhood Pedagogy Network to provide ECEs with more opportunities to share best practices, innovative methods, and exchange ideas related to the early years. A new online Learning Hub provides resources and learning tools so that ECEs can continue their professional development from anywhere in the province. More opportunities to share best practices through the Peer Mentoring Network.</p>	<ul style="list-style-type: none"> Perceptions of ECL career among those making decisions with respect to their own careers Proportion of ECL workforce who self-report possession of core skills and supplementary skills 	<p>Cross-Sectional Surveys</p>	<p>Annually</p>
	<p>Professional Development: Funds to expand opportunities for members of the ECL workforce to complete ongoing professional development with inclusion support, deaf/hard-of-hearing training, and peer mentoring.</p>	<ul style="list-style-type: none"> Proportion of ECL professionals who self-report participation in professional development activities Hours of professional development per ECL workforce member per year 	<p>Child Care Workforce Contact Information Database</p>	<p>Annually</p>
	<p>Work-based Education and Training: A pilot project to provide more options and flexibility to professionals who have considerable experience to upgrade their qualifications.</p> <p>Training Supports: Funding to help ECL professionals and employers with costs associated with continuing education and training, such as travel and paid time off.</p>	<ul style="list-style-type: none"> Employers report of the share of their ECL workforce possessing core skills and possessing supplementary skills Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value) among those already working in the sector 	<p>Key Informant Interviews and Case Studies</p>	<p>Ongoing throughout project</p>

Key question	Implementation tactics	Key performance indicators	Data collection methods	Data collection and reporting timing
<p>5. Over the medium term of the evaluation, does the strategy promote public confidence in the professionalism and accountability of early care and learning professionals?</p>	<p>Industry Standards: Review and update of the Sector Occupational Competencies to ensure providers are delivering the highest standards of care</p>	<ul style="list-style-type: none"> ▪ The extent to which updated Sector Occupational Competencies are integrated into education and training programs ▪ Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs ▪ Perceptions of ECL career among those making decisions with respect to their own careers ▪ Proportion of ECL workforce who self-report possession of core skills and supplementary skills ▪ Employers report of the share of their ECL workforce possessing core skills and possessing supplementary skills ▪ Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value of ECL work) in general population, thought leaders, mass media, youth, and parents 	<p>Key Informant Interviews and Case Studies</p> <hr/> <p>Public Opinion Survey</p> <hr/> <p>Social and News Media Monitoring</p>	<p>Ongoing throughout project</p> <hr/> <p>2019, 2022, 2023 & 2024</p> <hr/> <p>Retroactive to 2016, then ongoing to 2021</p>



KPI 1

**ECL Professional
Satisfaction and
Perception of
Appropriateness of
Compensation**

KPI 1 Summary

Levels of satisfaction with different aspects of work in ECL are generally high across the sector. But the proportions satisfied have not increased since 2019. For many aspects, satisfied has become a more common response than very satisfied. ECL professionals are least likely to report satisfaction with their income and despite some increases from 2019 to 2020 and 2021, rates in 2022 were either similar to 2019 or lower, perhaps in part due to high price inflation in 2022.

Satisfaction with benefits followed a similar pattern since 2019. Although responsible adults' satisfaction with benefits increased substantially, for all other groups defined by their qualification or program/role satisfaction with benefits in 2022 was similar to 2019.

Regression results suggest that increasing benefits increases overall job satisfaction. As might be expected, regressions found the only factors associated with higher satisfaction with earnings and benefits were receiving higher monthly earnings or more benefits.

Motivating factors remained relatively high, increasing most for those at \$10 a day ChildCareBC sites. But there was a decline in the proportions of all groups other than HCPs feeling their job made good use of their skills and abilities.

There was an increase since 2019 in proportions feeling physically exhausted at the end of the day and who felt frustrated by their job—both indicators of burnout. Regression results suggest that earning more per month was associated with reporting these aspects of burnout.

Table 17 Rates of satisfaction with aspects of job by program/role 2022

	Child care centre (including multi-age child care) or preschool				Before & after school or recreational care program				\$10 a Day ChildCareBC Centres		HCPs		Total	
	M/S		Non-M/S		M/S		Non-M/S		Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.						
Hours of work	43%	44%	50%	36%	47%	45%	64%	22%	51%	38%	56%	26%	49%	38%
Physical indoor space of your child care workplace	41%	51%	51%	37%	45%	44%	64%	22%	57%	32%	51%	45%	49%	41%
Physical outdoor space of your child care workplace	41%	44%	51%	33%	33%	49%	57%	30%	49%	33%	44%	50%	46%	39%
Resources or equipment for the children	48%	40%	52%	29%	49%	46%	66%	21%	55%	29%	60%	39%	53%	34%
Opportunities for advancement available to you	47%	35%	50%	21%	40%	40%	55%	23%	50%	26%	55%	20%	49%	27%
Overall workload	49%	22%	57%	19%	52%	27%	61%	22%	53%	18%	60%	17%	54%	20%
Opportunities for input into decision-making	37%	53%	47%	33%	41%	54%	54%	35%	45%	33%	42%	46%	43%	41%
Opportunities for ongoing professional learning	40%	51%	51%	33%	46%	51%	55%	32%	45%	44%	52%	32%	47%	41%
Relationships with centre management	34%	57%	43%	43%	41%	55%	40%	49%	42%	44%	N/A	N/A	40%	48%
Relationships with your co-workers	34%	63%	47%	47%	34%	66%	39%	48%	41%	51%	N/A	N/A	40%	54%

	Child care centre (including multi-age child care) or preschool				Before & after school or recreational care program				\$10 a Day ChildCareBC Centres		HCPs		Total	
	M/S		Non-M/S		M/S		Non-M/S		Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.						
Relationships with families you work with	37%	62%	51%	46%	34%	66%	43%	50%	50%	47%	31%	66%	43%	54%
Philosophy of child care workplace	28%	70%	49%	44%	32%	66%	46%	43%	40%	52%	N/A	N/A	39%	56%
Job security	32%	61%	52%	39%	37%	56%	47%	47%	46%	47%	43%	40%	43%	48%
Job overall	43%	49%	52%	37%	45%	52%	57%	37%	49%	39%	57%	37%	49%	42%
Health and safety protocols	36%	60%	50%	41%	39%	59%	43%	38%	48%	46%	56%	40%	45%	49%

Source: 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care. V. Sat = proportion stating "Very Satisfied" with this aspect of their job.

Table 18 Change in work satisfaction rates by program/role 2019-2022

	Child care centre (including multi-age child care) or preschool				Before & after school or recreational care program				\$10 a Day ChildCareBC Centres		HCPs		Total	
	M/S		Non-M/S		M/S		Non-M/S		Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.						
Hours of work	2%	0%	0%	-2%	-5%	11%	8%	-12%	11%	-9%	10%	-10%	2%	-2%
Physical indoor space of your child care workplace	-2%	4%	0%	1%	10%	5%	4%	-10%	4%	-2%	16%	-18%	1%	1%
Resources or equipment for the children	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Opportunities for advancement available to you	1%	-2%	2%	-3%	8%	9%	14%	-20%	-7%	2%	14%	-15%	3%	-2%
Overall workload	-2%	2%	-6%	0%	-12%	17%	-1%	-1%	-2%	1%	5%	-8%	-4%	1%
Opportunities for input into decision-making	2%	-1%	-2%	-3%	-6%	6%	1%	-11%	2%	2%	17%	-14%	0%	-3%
Opportunities for ongoing professional learning	0%	-3%	-1%	-4%	5%	-2%	3%	-5%	3%	-1%	6%	-16%	0%	-3%
Relationships with centre management	1%	1%	3%	-5%	-6%	16%	6%	-9%	3%	0%	1%	-7%	2%	-1%

	Child care centre (including multi-age child care) or preschool				Before & after school or recreational care program				\$10 a Day ChildCareBC Centres		HCPs		Total	
	M/S		Non-M/S		M/S		Non-M/S		Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.						
Relationships with your co-workers	3%	-4%	1%	-4%	8%	0%	0%	-4%	4%	-2%	N/A	N/A	2%	-4%
Relationships with families you work with	0%	1%	1%	-3%	-4%	7%	0%	-12%	-11%	5%	N/A	N/A	0%	-1%
Philosophy of child care workplace	5%	-3%	5%	-5%	-1%	2%	-7%	0%	12%	-13%	-2%	-2%	4%	-3%
Job security	3%	-1%	5%	-5%	-3%	4%	2%	-9%	-6%	4%	N/A	N/A	2%	-2%
Job overall	-1%	0%	3%	-3%	0%	3%	-5%	4%	0%	-4%	-1%	-3%	1%	-1%
Health and safety protocols	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care. V. Sat = proportion stating "Very Satisfied" with this aspect of their job.

Table 19 Compensation satisfaction rates by program/role 2022

	Child care centre (including multi-age child care) or preschool				Before & after school or recreational care program				\$10 a Day ChildCareBC Centres		HCPs		ECEs and non-ECEs not in Child Care		Total	
	M/S		Non-M/S		M/S		Non-M/S		Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree
	Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree								
Income	38%	12%	31%	7%	55%	9%	34%	5%	34%	8%	47%	6%	40%	10%	37%	9%
Benefits	46%	15%	47%	7%	50%	13%	51%	8%	52%	11%	N/A	N/A	44%	22%	48%	12%

Source: 2022 SRDC workforce survey.

Note: Respondents were asked to provide their level of agreement with the following statements: “I am satisfied with the income that I receive for my work” and “I am satisfied with the benefits I receive.”

Table 20 Change in compensation satisfaction rates by program/role 2019-2022

	Child care centre (including multi-age child care) or preschool				Before & after school or recreational care program				\$10 a Day ChildCareBC Centres		HCPs		ECEs and non-ECEs not in Child Care		Total	
	M/S		Non-M/S		M/S		Non-M/S		Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree
	Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree	Agree.	Str. Agree								
Income	-2%	-2%	-4%	-1%	12%	-6%	-11%	-9%	1%	5%	-7%	-2%	N/A	N/A	-4%	-1%
Benefits	1%	-3%	3%	-4%	8%	-2%	8%	-5%	6%	-3%	N/A	N/A	N/A	N/A	4%	-2%

Source: 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care.

Table 21 Work satisfaction rates by ECL qualification 2022

	RA		ECEA		ECE 1yr		ECE 5yr		ECE+SN or +IT		ECE+both SN&IT		Total	
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
Hours of work	52%	52%	51%	37%	50%	38%	46%	41%	48%	37%	53%	37%	49%	38%
Physical indoor space of your child care workplace	40%	40%	48%	42%	50%	40%	51%	39%	50%	42%	50%	41%	49%	41%
Physical outdoor space of your child care workplace	39%	39%	44%	41%	54%	32%	44%	40%	45%	38%	49%	32%	46%	39%
Resources or equipment for the children	48%	48%	51%	34%	57%	32%	53%	32%	53%	33%	50%	31%	52%	34%
Opportunities for advancement available to you	46%	46%	44%	31%	52%	26%	52%	25%	50%	26%	49%	27%	49%	27%
Overall workload	52%	52%	49%	23%	55%	22%	54%	18%	54%	20%	55%	18%	54%	20%
Opportunities for input into decision-making	42%	42%	46%	38%	45%	41%	43%	41%	40%	44%	39%	40%	42%	42%
Opportunities for ongoing professional learning	45%	45%	47%	38%	49%	38%	48%	41%	42%	49%	44%	42%	46%	42%
Relationships with centre management	35%	35%	38%	52%	49%	40%	44%	45%	39%	48%	36%	48%	40%	48%
Relationships with your co-workers	39%	39%	41%	54%	43%	51%	40%	54%	39%	57%	44%	51%	41%	54%

	RA		ECEA		ECE 1yr		ECE 5yr		ECE+SN or +IT		ECE+both SN&IT		Total	
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
Relationships with families you work with	35%	35%	44%	53%	40%	55%	46%	53%	46%	52%	43%	55%	44%	54%
Philosophy of child care workplace	36%	36%	35%	57%	45%	49%	42%	53%	36%	59%	38%	57%	39%	56%
Job security	40%	40%	43%	49%	43%	44%	44%	47%	43%	49%	40%	53%	42%	49%
Job overall	47%	47%	49%	44%	51%	39%	51%	39%	51%	42%	47%	42%	50%	42%
Health and safety protocols	42%	42%	42%	51%	50%	44%	45%	48%	46%	49%	44%	49%	45%	49%

Source: 2022 SRDC workforce survey.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both SN&IT (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). V. Sat = proportion stating “Very Satisfied” with this aspect of their job.

Table 22 Change in work satisfaction rates by ECL qualification 2019-2022

	RA		ECEA		ECE 1yr		ECE 5yr		ECE+SN or +IT		ECE+both SN&IT		Total	
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
Hours of work	6%	1%	1%	-2%	7%	-3%	-1%	1%	-2%	0%	7%	-5%	2%	-1%
Physical indoor space of your child care workplace	-7%	17%	5%	-3%	2%	-5%	2%	-2%	0%	4%	-1%	5%	1%	1%
Resources or equipment for the children	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Opportunities for advancement available to you	0%	7%	5%	-6%	7%	-6%	5%	-5%	2%	-1%	-2%	2%	3%	-2%
Overall workload	-7%	5%	-5%	2%	-6%	0%	-2%	-1%	-7%	4%	-2%	1%	-4%	1%
Opportunities for input into decision-making	-3%	2%	-8%	-3%	0%	-2%	2%	-6%	-1%	0%	3%	0%	0%	-2%
Opportunities for ongoing professional learning	3%	-5%	3%	-5%	3%	-1%	-1%	-1%	-5%	1%	1%	-7%	-1%	-3%
Relationships with centre management	-2%	-1%	4%	-3%	2%	-6%	1%	0%	0%	4%	2%	-3%	1%	-1%
Relationships with your co-workers	0%	0%	7%	-8%	10%	-13%	4%	-5%	-3%	0%	0%	-3%	2%	-4%
Relationships with families you work with	3%	-3%	1%	-1%	1%	-2%	-1%	0%	-6%	5%	3%	-4%	-1%	0%
Philosophy of child care workplace	-4%	3%	0%	-1%	0%	0%	6%	-4%	7%	-7%	7%	-7%	4%	-4%

	RA		ECEA		ECE 1yr		ECE 5yr		ECE+SN or +IT		ECE+both SN&IT		Total	
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
Job security	1%	-1%	-2%	0%	8%	-9%	4%	-4%	-3%	3%	2%	0%	2%	-2%
Job overall	-3%	0%	0%	3%	1%	-4%	1%	0%	0%	0%	2%	-3%	0%	0%
Health and safety protocols	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: 2019 and 2022 SRDC workforce surveys.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both IT& SN (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). V. Sat = proportion stating “Very Satisfied” with this aspect of their job.

Table 23 Compensation satisfaction rates by ECL qualification 2022

	RA		ECEA		ECE 1yr		ECE 5yr		ECE+SN or +IT		ECE+both SN&IT		Total	
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
Income	31%	8%	29%	5%	37%	6%	35%	10%	36%	12%	51%	11%	36%	9%
Benefits	52%	11%	49%	7%	45%	10%	48%	13%	45%	14%	48%	15%	47%	12%

Source: 2022 SRDC workforce survey.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both SN&IT (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). V. Sat = proportion stating “Very Satisfied” with this aspect of their job.

Note: Respondents were asked to provide their level of agreement with the following statements: “I am satisfied with the **income** that I receive for my work” and “I am satisfied with the benefits I receive.”

Table 24 Changes in compensation satisfaction rates by ECL qualification 2022

	RA		ECEA		ECE 1yr		ECE 5yr		ECE+SN or +IT		ECE+both SN&IT		Total	
	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.	Sat.	V. Sat.
Income	0%	-1%	-5%	-4%	-12%	-6%	-2%	-4%	-1%	2%	-1%	3%	-4%	-1%
Benefits	9%	-1%	7%	-6%	5%	-5%	2%	-2%	0%	-1%	3%	-1%	3%	-2%

Source: 2022 SRDC workforce survey.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both SN&IT (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). V. Sat = proportion stating “Very Satisfied” with this aspect of their job.

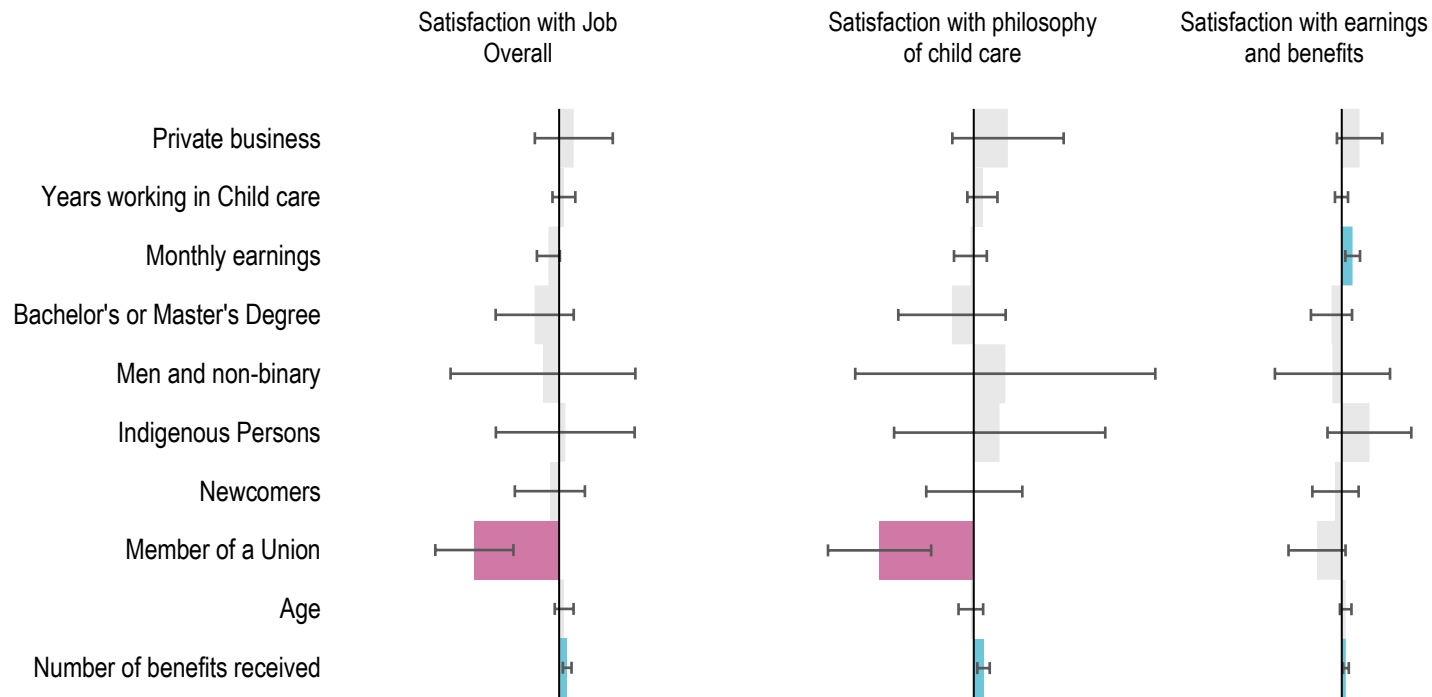
Table 25 Logistic regression results for dimensions of workplace satisfaction

Independent variables	Satisfaction with Job Overall				Satisfaction with philosophy of child care				Satisfaction with earnings and benefits			
	Coeff.	Odds ratio	SE	p	Coeff.	Odds ratio	SE	p	Coeff.	Odds ratio	SE	p
Private business	0.21	1.23	0.28	0.46	0.48	1.62	0.40	0.23	0.12	1.13	0.16	0.47
Years working in Child care (+5 years)	0.07	1.07	0.08	0.42	0.12	1.13	0.11	0.26	0.05	1.05	0.05	0.29
Monthly earnings (+ \$1,000)	-0.15	0.86	0.08	0.07	-0.05	0.95	0.12	0.69	0.31	1.36	0.06	0.00
Bachelor or Masters Degree	-0.34	0.71	0.28	0.22	-0.31	0.74	0.38	0.43	-0.19	0.83	0.20	0.34
Men and non-binary	-0.23	0.80	0.66	0.73	0.44	1.56	1.07	0.68	-0.04	0.96	0.49	0.94
Indigenous persons	0.09	1.09	0.50	0.86	0.36	1.44	0.76	0.63	-0.10	0.91	0.29	0.73
Newcomers	-0.13	0.88	0.25	0.60	0.01	1.01	0.34	0.98	-0.08	0.93	0.16	0.64
Member of a Union	-1.19	0.30	0.28	0.00	-1.32	0.27	0.37	0.00	-0.61	0.54	0.20	0.00
Age (+ 5 years)	0.07	1.07	0.07	0.30	-0.04	0.96	0.09	0.64	0.07	1.08	0.04	0.08
Number of benefits received	0.11	1.12	0.03	0.00	0.14	1.15	0.04	0.00	0.01	1.01	0.02	0.52

Source: 2022 SRDC workforce survey.

Notes: The odds ratio is calculated by taking the exponent of the regression coefficient (e^{β_i}). The significance of the coefficient is indicated by the columns p (i.e., p-value). An independent variable whose regression coefficient has a p-value of less than 5% ($p < 0.05$) is considered to have an effect on the outcome that is significantly different from 0. Significant effects are highlighted in yellow in the table. A **negative coefficient** means that, after controlling for all other factors, the independent variable has a negative effect on the outcome. A **positive coefficient** means that, after controlling for all other factors, the independent variable has a positive effect on the outcome. For more information about logistic regressions, please consult the methodology section.

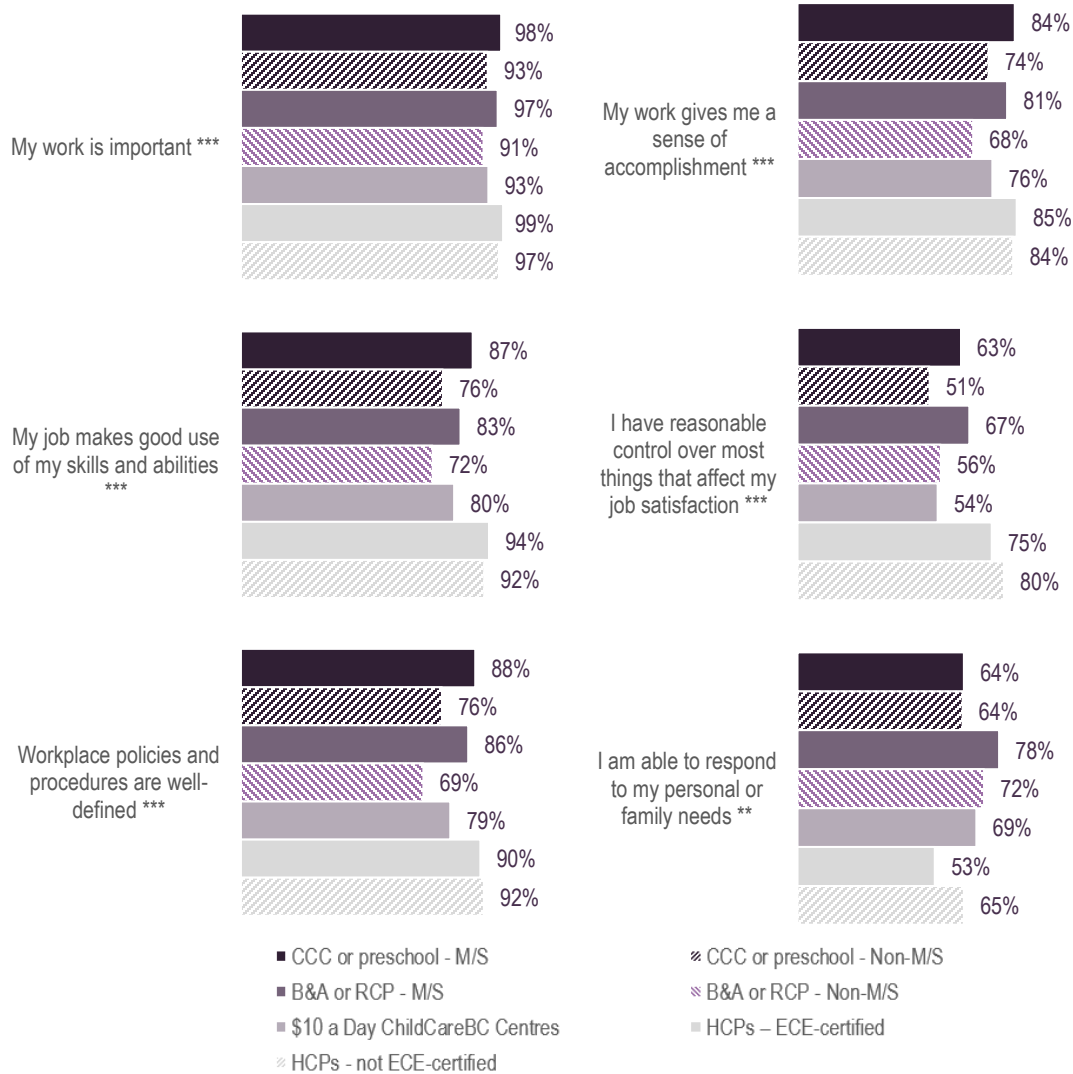
Figure 3 Logistic regression results for dimensions of job satisfaction



Source: 2022 SRDC workforce survey.

Notes: Bar graphs indicate the size of the coefficients (β) for each independent variable included in the model. Error bars indicate the 95% confidence interval for each coefficient; error bars for independent variables that have a non-zero effect on the dependent variable do not cross the 0 line. Additionally, a significantly negative effect is indicated by a red bar; a significantly positive effect is indicated by a blue bar; a non-significant effect is indicated by grey bars.

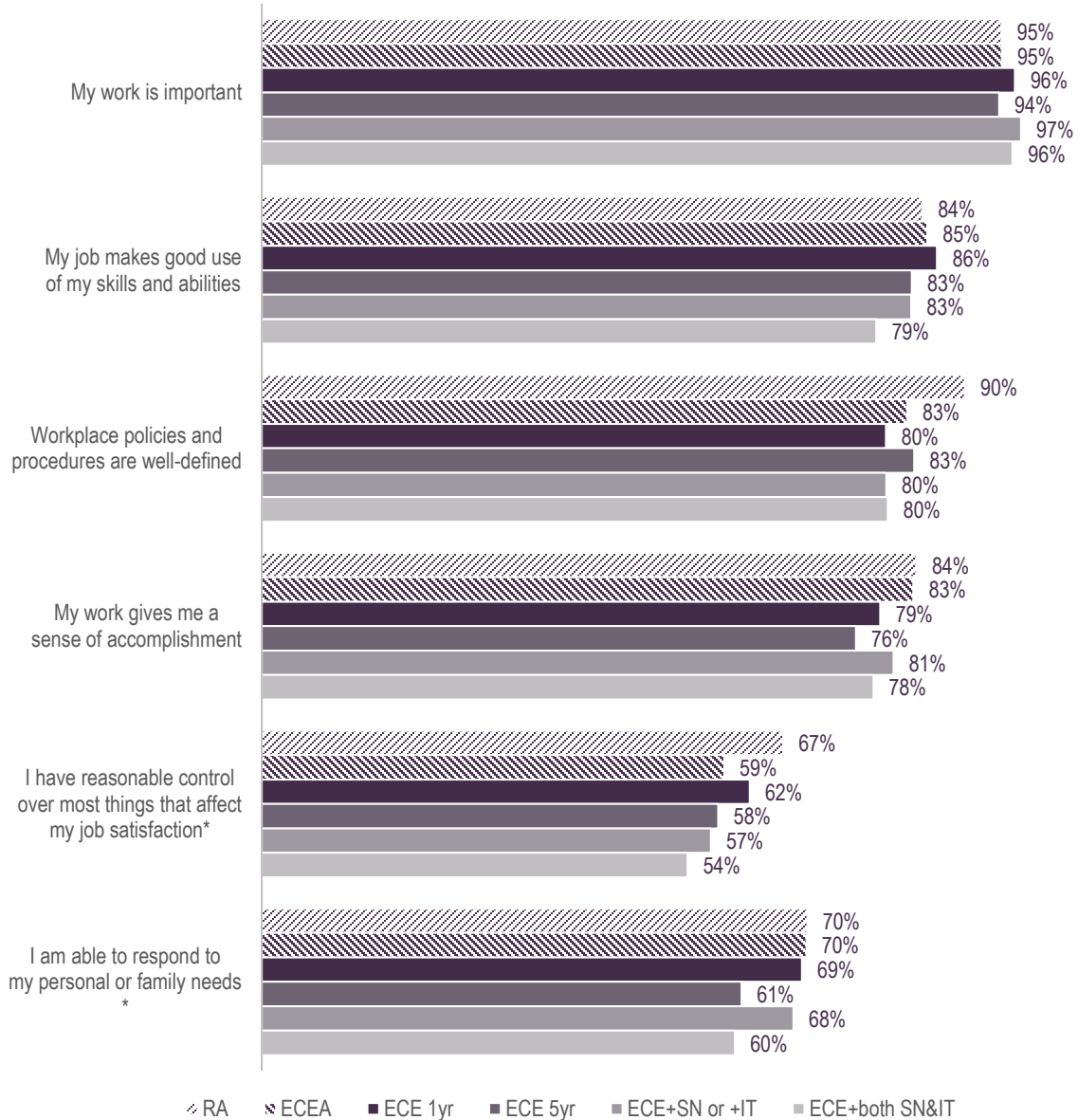
Figure 4 Proportion of respondents who *often* or *always* experienced different motivational factors in 2022 by program/role



Source: 2022 SRDC workforce survey.

Notes: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs. Statistical significance of the chi-square test of independence is denoted by asterisks: *** p < 0.01, ** p < 0.05, * p < 0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

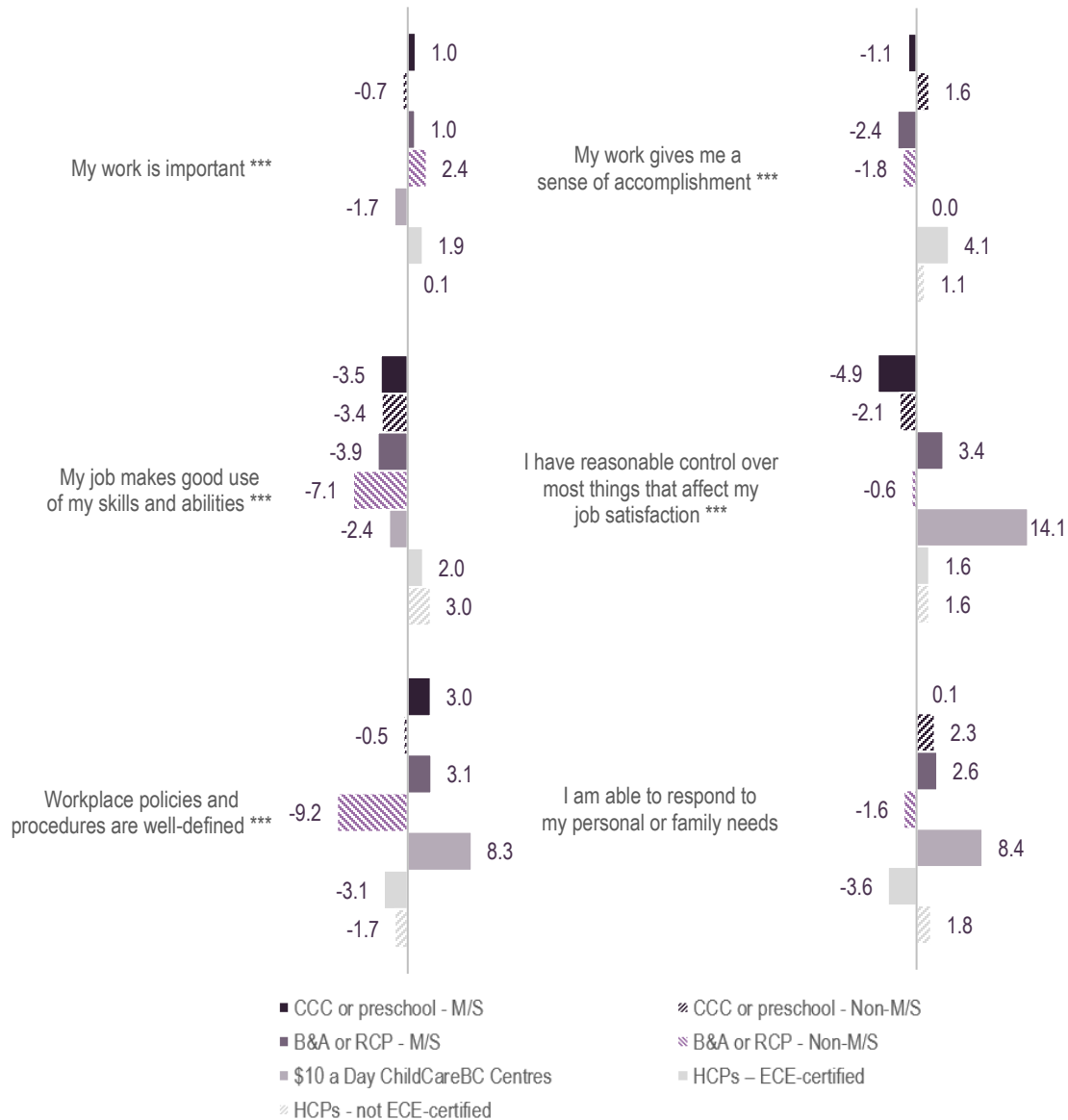
Figure 5 Proportion of respondents who *often* or *always* experienced different motivational factors in 2022 by qualification group



Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+SN or +IT (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both IT& SN (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

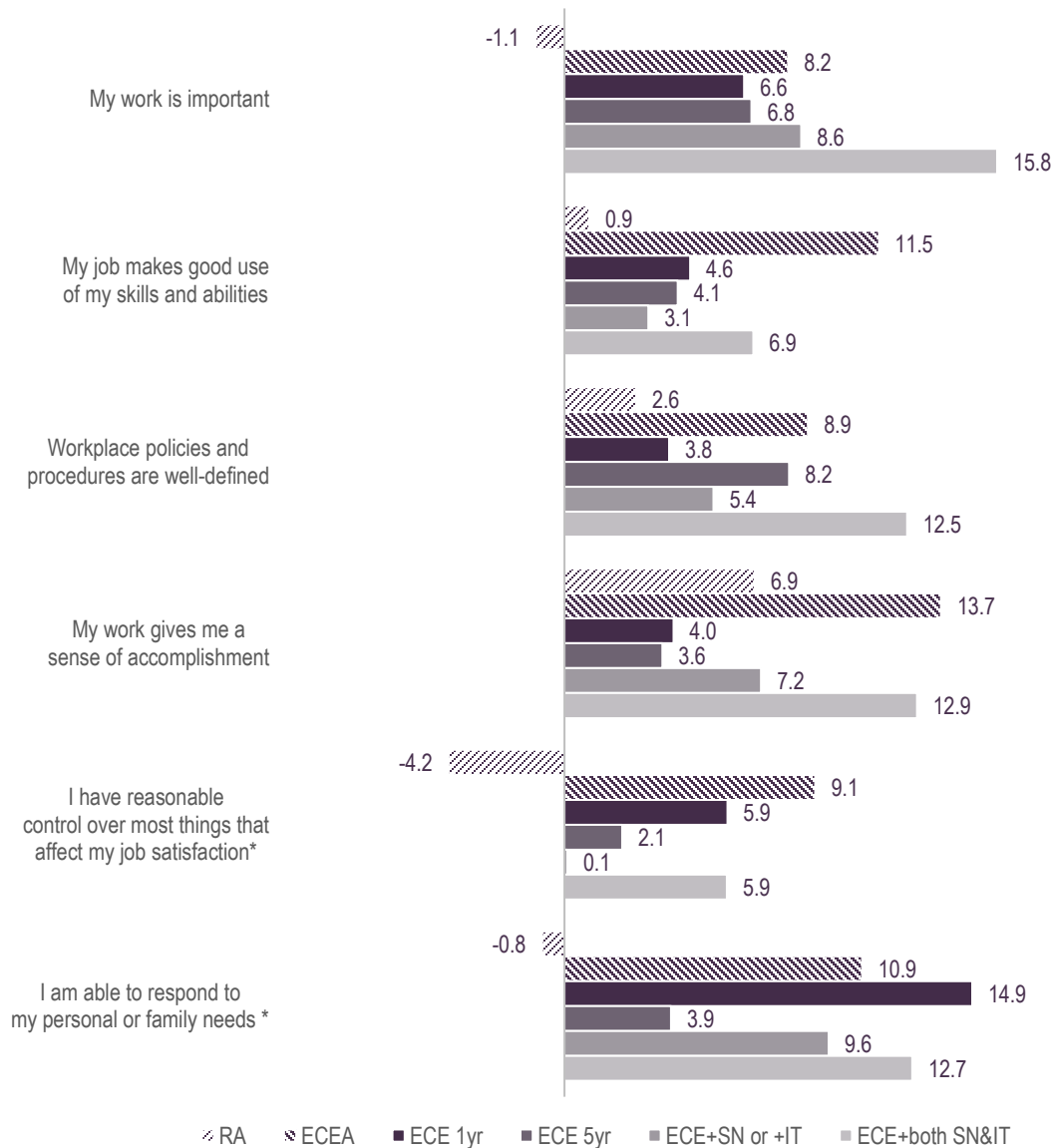
Figure 6 Change in proportion of respondents who *often* or *always* experienced different motivational factors 2019-22 (percentage points)



Source: 2019 and 2022 SRDC workforce surveys.

Notes: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs. Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

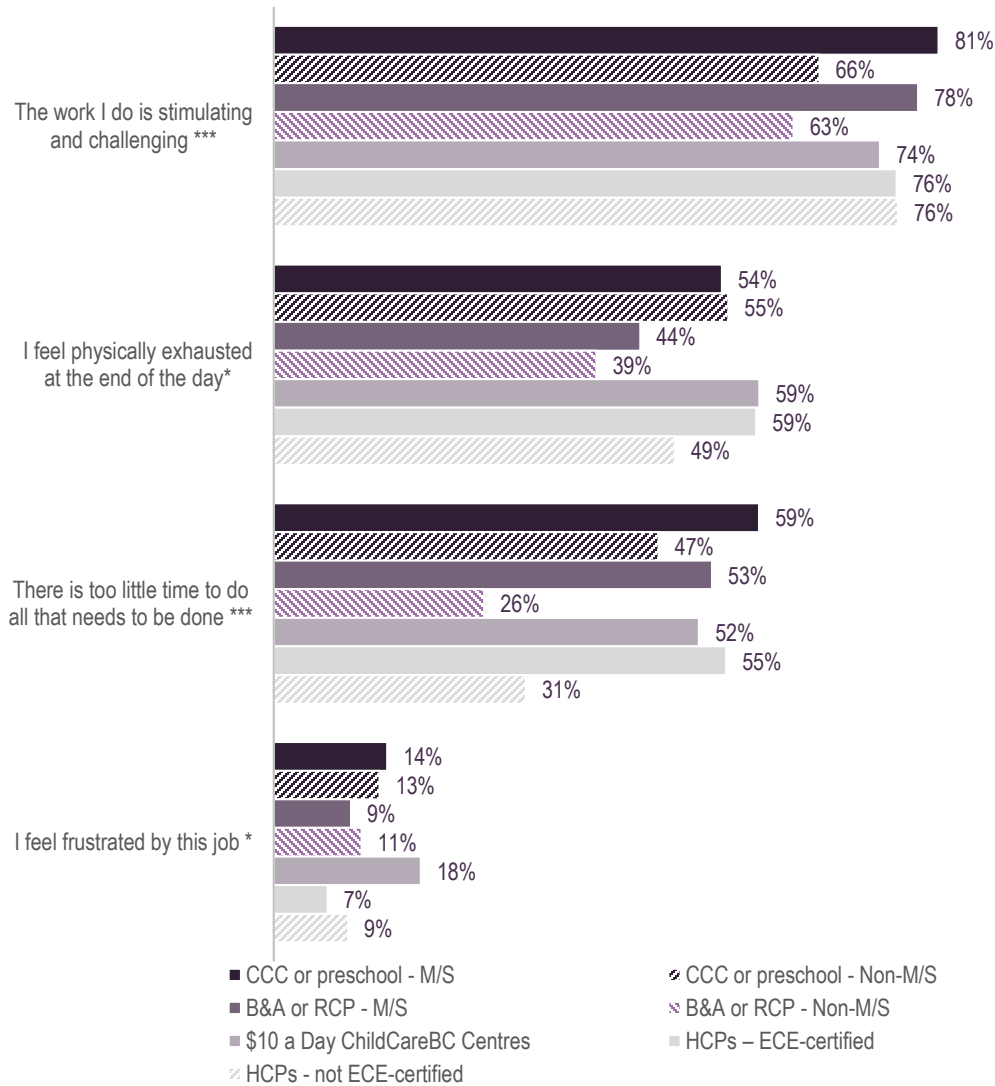
Figure 7 Change in proportion of respondents who *often* or *always* experienced different motivational factors 2019 and 2022 (percentage points) by qualification



Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+SN or IT (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both IT& SN (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

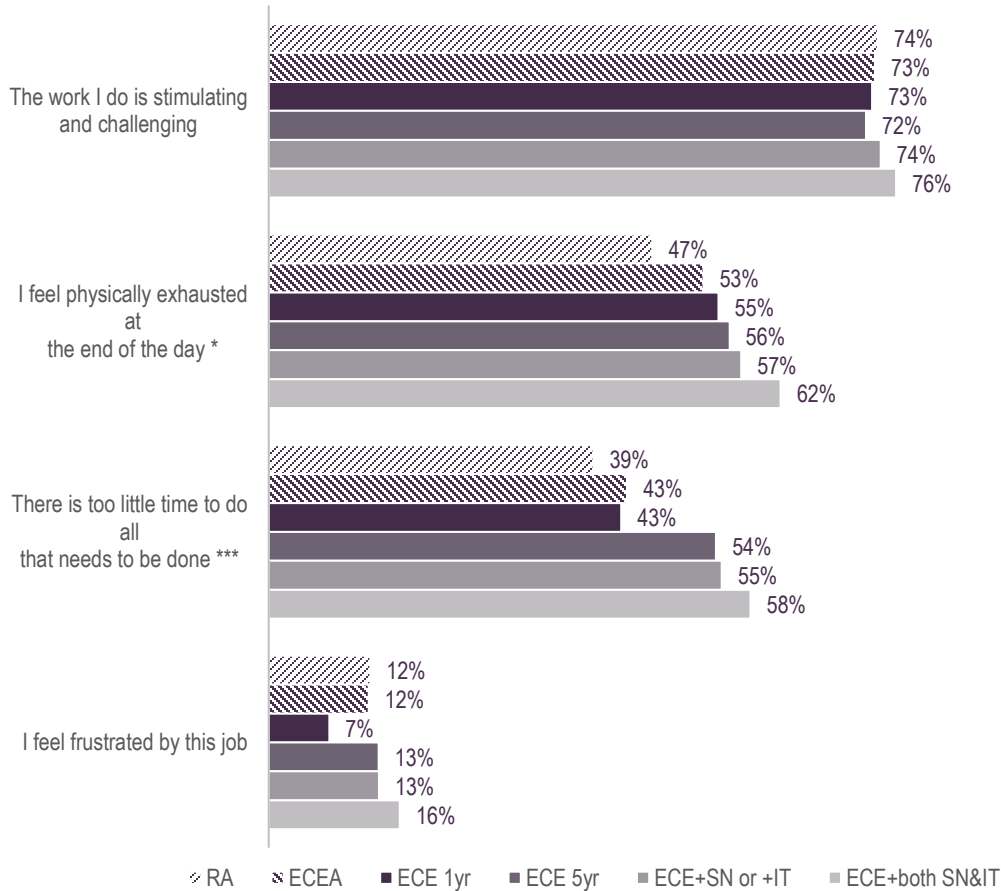
Figure 8 Percentage of respondents who often or always experienced different burnout measures by program/role in 2022



Source: 2022 SRDC workforce survey.

Notes: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs. Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

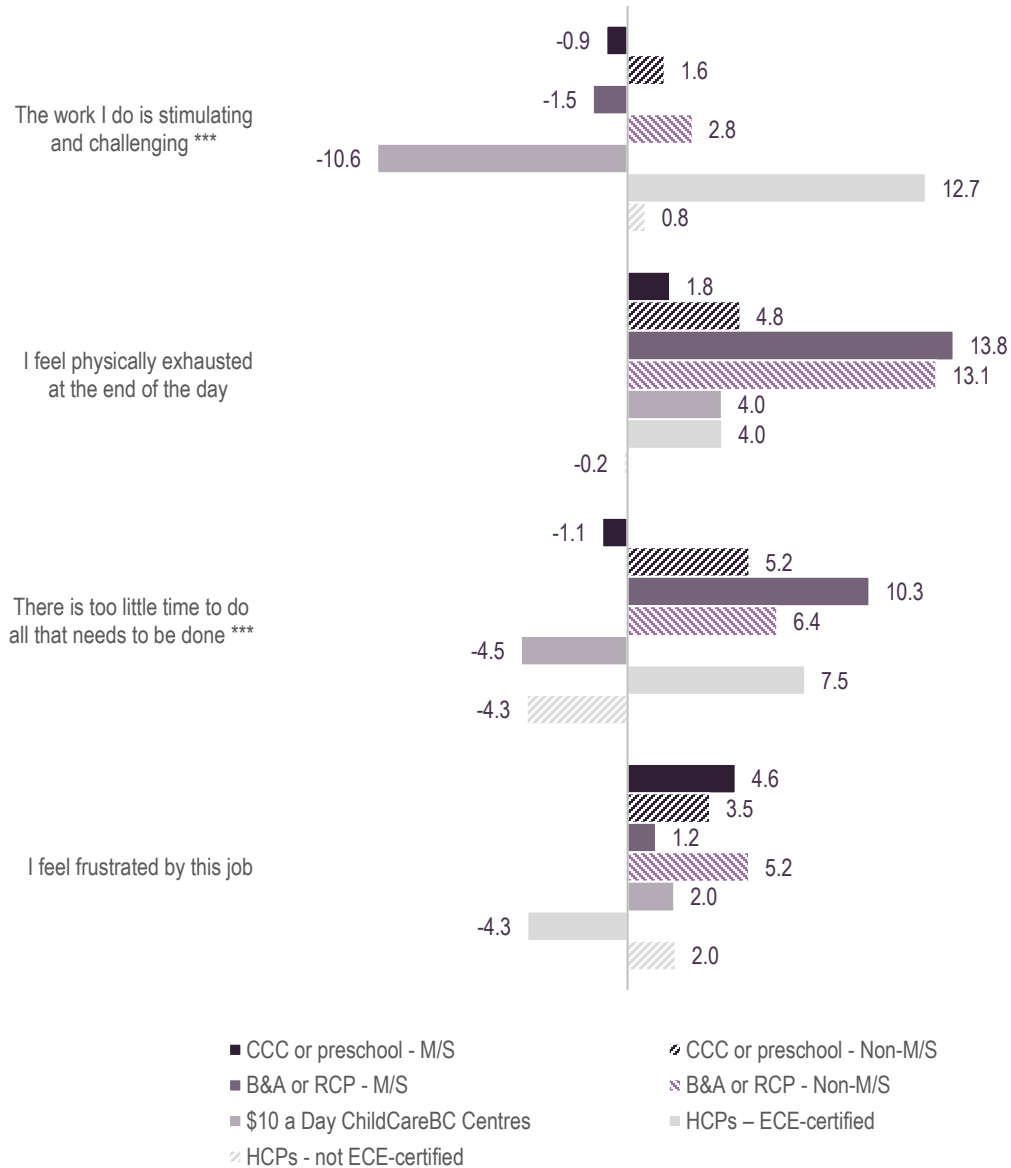
Figure 9 Percentage of respondents who often or always experienced different burnout measures by qualification in 2022



Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+SN or IT (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both IT& SN (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

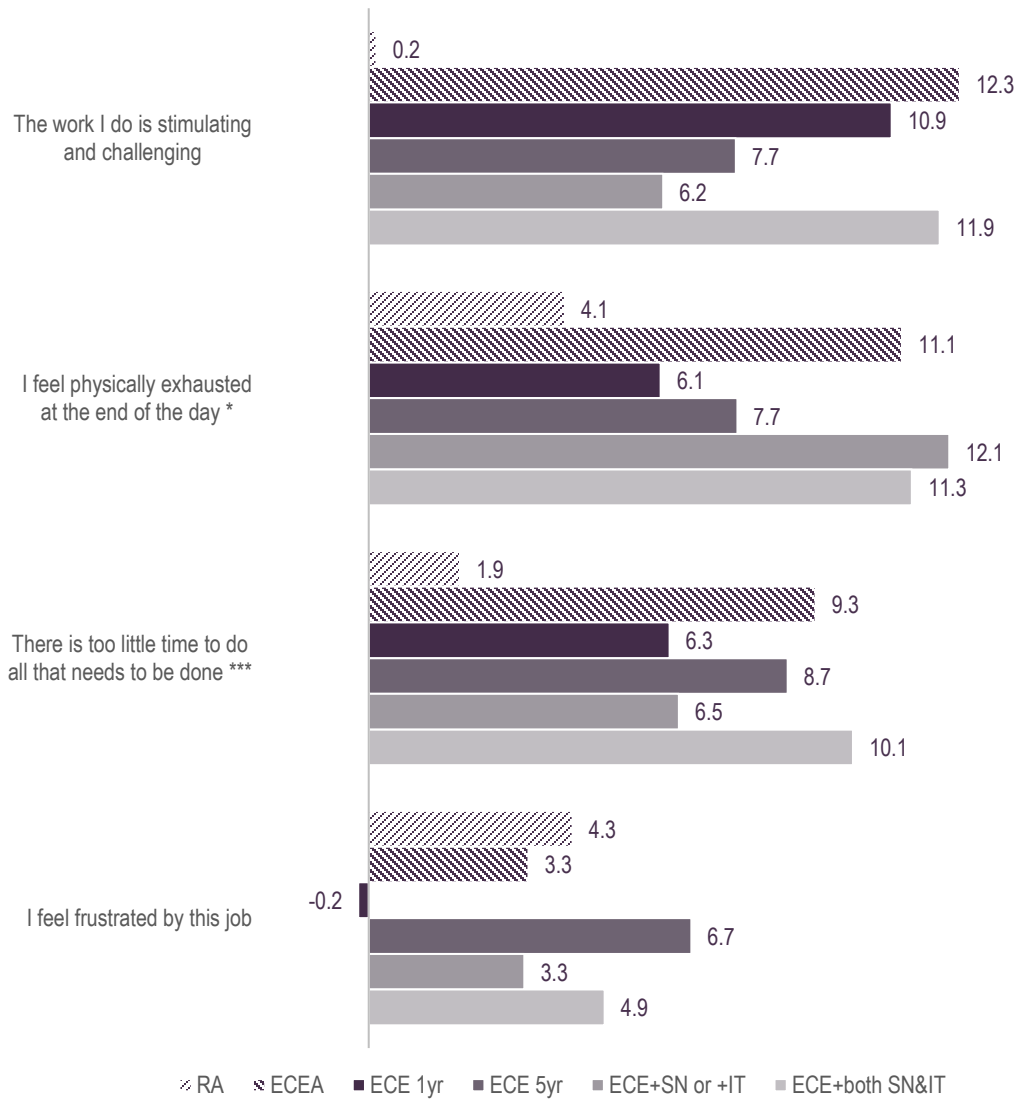
Figure 10 Change in percentage points of respondents who often or always experienced different burnout measures by program/role 2019-22



Source: 2019 and 2022 SRDC workforce surveys.

Notes: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs. Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

Figure 11 Change in percentage points of respondents who often or always experienced different burnout measures by qualification 2019-22



Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate, ECE+SN or +IT (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both IT & SN (an ECE 1 yr or 5 yr with both an Infant Toddler Educator certification AND a Special Needs Educator certification). Statistical significance of the chi-square test of independence is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups, i.e., the more significant the result is statistically.

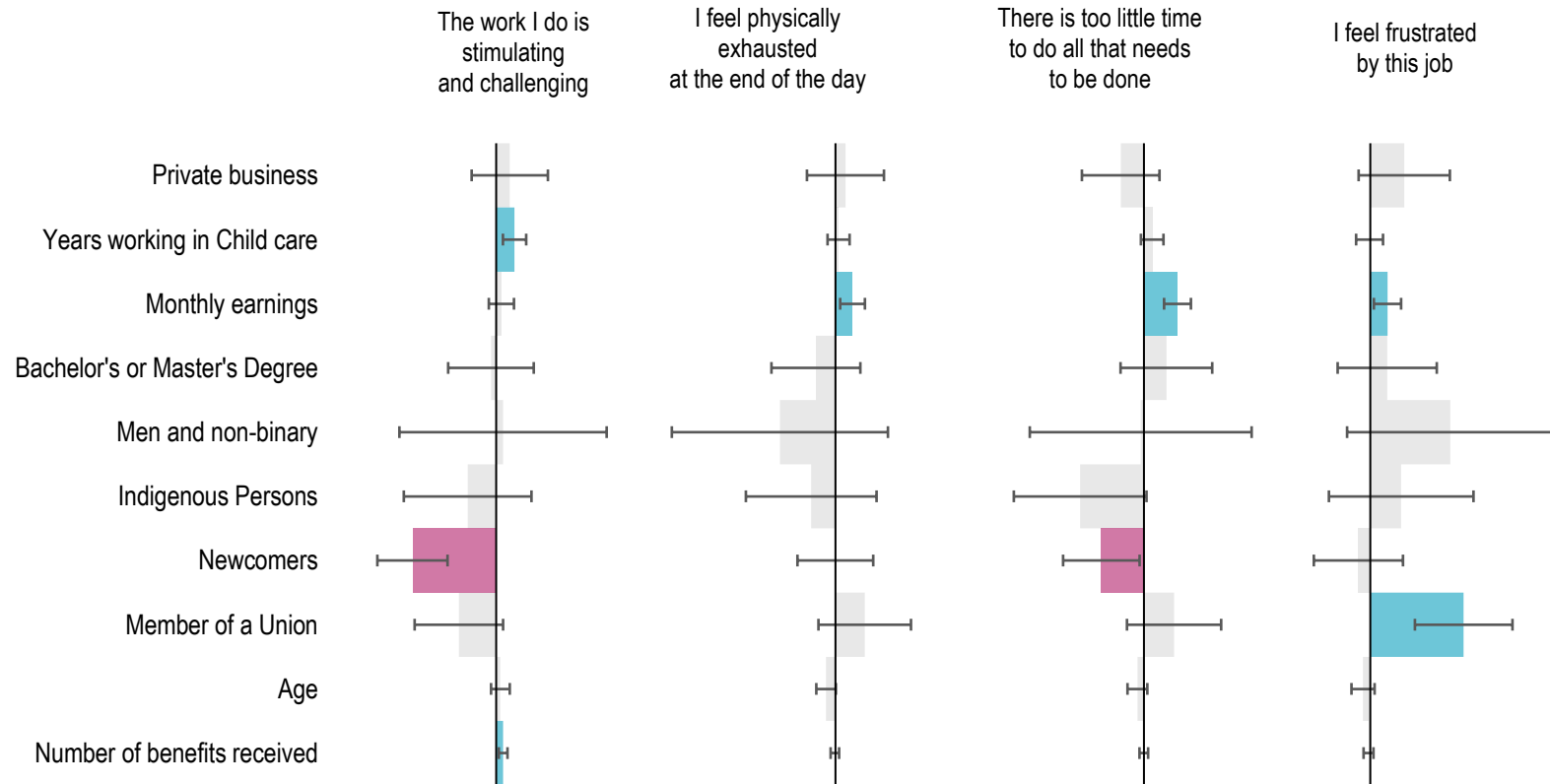
Table 26 Logistic regression results of factors contributing to burnout

	The work I do is stimulating and challenging				I feel physically exhausted at the end of the day				There is too little time to do all that needs to be done				I feel frustrated by this job			
	Coeff.	OR	SE	p	Coeff.	OR	SE	p	Coeff.	OR	SE	p	Coeff.	OR	SE	p
Private business	0.13	1.14	0.19	0.48	0.08	1.08	0.16	0.61	-0.19	0.83	0.16	0.24	0.33	1.39	0.23	0.15
Years working in child care (+5 years)	0.18	1.20	0.06	0.00	0.03	1.03	0.05	0.58	0.07	1.07	0.05	0.15	-0.01	0.99	0.07	0.92
Monthly earnings (+ \$1,000)	0.05	1.05	0.06	0.42	0.14	1.15	0.05	0.01	0.27	1.31	0.06	0.00	0.17	1.18	0.07	0.01
Bachelor's or Master's Degree	-0.05	0.95	0.21	0.81	-0.16	0.85	0.18	0.39	0.18	1.20	0.19	0.34	0.16	1.18	0.25	0.50
Men and non-binary	0.07	1.07	0.51	0.90	-0.45	0.64	0.45	0.31	-0.03	0.97	0.46	0.95	0.78	2.18	0.51	0.13
Indigenous persons	-0.28	0.76	0.32	0.38	-0.20	0.82	0.27	0.47	-0.52	0.60	0.27	0.06	0.30	1.35	0.36	0.40
Newcomer status	-0.82	0.44	0.17	0.00	0.00	1.00	0.16	1.00	-0.35	0.71	0.16	0.03	-0.12	0.89	0.22	0.60
Member of a Union	-0.36	0.70	0.22	0.10	0.24	1.27	0.19	0.22	0.24	1.28	0.19	0.21	0.91	2.48	0.24	0.00
Age (+ 5 years)	0.04	1.04	0.05	0.38	-0.08	0.93	0.04	0.06	-0.05	0.95	0.04	0.20	-0.07	0.93	0.06	0.22
Number of benefits received	0.07	1.07	0.02	0.00	0.00	1.00	0.02	0.78	0.00	1.00	0.02	0.95	-0.02	0.98	0.02	0.48

Source: 2022 SRDC workforce survey.

Notes: The odds ratio (OR) is calculated by taking the exponent of the regression coefficient (e^{β_i}). The significance of the coefficient is indicated by the columns p (i.e., p-value). An independent variable whose regression coefficient has a p-value of less than 5% ($p < 0.05$) is considered to have an effect on the outcome that is significantly different from 0. Significant effects are highlighted in yellow in the table. A **negative coefficient** means that, after controlling for all other factors, the independent variable has a negative effect on the outcome. A **positive coefficient** means that, after controlling for all other factors, the independent variable has a positive effect on the outcome. For more information about logistic regressions, please consult the methodology section.

Figure 12 Logistic regression results of factors contributing to burnout



Source: 2022 SRDC workforce survey.

Notes: Bar graphs indicate the size of the coefficients (β) for each independent variable included in the model. Error bars indicate the 95% confidence interval for each coefficient; error bars for independent variables that have a non-zero effect on the dependent variable do not cross the 0 line.

Additionally, a significantly negative effect is indicated by a red bar; a significantly positive effect is indicated by a blue bar; a non-significant effect is indicated by grey bars.

Findings from qualitative data

As in previous years, ECL professionals at case study sites reported a high level of satisfaction in their work. The main source derived from their passion for working with young children and seeing them grow and develop.

“The joy that I get is watching the development of these children and like tiny little things that I can see. I had some sort of small, microscopic fingerprint on their development in a positive way... That’s pretty, pretty awesome to witness. Them learning and becoming more independent and having those boosts of confidence once they level up communicatively. We like those little moments: those little nuggets we get to witness.”

For profit Case Study Site

“Watching the children grow up and watching them learn, and seeing where they came from and how they are now. And that’s one thing that I love.”

Not for Profit Case Study Site

This passion for early years development and working with young children is the reason many entered and remain in the sector. As the pandemic restrictions have been removed, ECL professionals welcomed, once again, being able to interact with parents and guardians in person as drop-off and pick-up policies allowed for children to be dropped off in their classrooms. Four of the six case study sites continued to use apps to update parents and guardians on activities and events. Although these were recognized to be very useful, information tended to flow one-way from the childcare centres to the parents. The informal drop-off and pick-up conversations allowed for an exchange of information, concerns, and suggestions and were appreciated by staff. These conversations were particularly important in the transition of some ‘Covid kiddos’ (Not for Profit Case study site) who had experienced fewer opportunities for socialization outside the home and where the move to ECL was more challenging for all involved: parents, children, and staff. Being able to liaise with parents to best support these children to make a successful transition was also a source of great satisfaction.

ECL professionals identified a further source of satisfaction in the support they received from their organization and their colleagues. All acknowledged working in the sector was demanding and all appreciated being able to rely on their colleagues for support and advice. Across the six case study sites, those interviewed recognized the importance of an open and transparent approach to management. Staff welcomed being able to have an open dialogue with managers to raise concerns and issues as well as to share ideas for improving programming. For many ECL professionals, this increased their commitment as they felt personally invested in the organization as well as the children.

“We all get along really well, but we’ve got this close-knit staff network sort of thing going on here, where we all care about each other, understand each other’s feelings and listen to each other.”

Not for Profit Case Study Site

The workforce survey closed with an open-ended question: “If you would like to share any additional information or if you have any questions regarding the evaluation of the Early Care and Learning Recruitment and Retention Strategy, please do so in the box below.” Similarly, the employer survey asked: “If you have any questions, suggestions, or additional information you would like to share regarding the ECL Recruitment & Retention Strategy, or anything else, please do so below:”. Respondents were free to write in any response in their own words. Among the open-ended questions of all respondents in both the workforce and employer surveys, roughly four per cent used the space to express their high level of satisfaction and passion for their work. Some participants suggested that their passion for their work was/is the main thing keeping them in the ECL field, given their other frustrations related to compensation and staffing.

In previous years, respondents at case study sites emphasized how the additional cleaning protocols and changes to programming required as a result of the pandemic had added to their workloads and increased staff stress levels. By 2022, the case study sites had incorporated enhanced cleaning protocols into their usual routines. These were no longer considered as stressful as previously. Programming had generally returned to pre-Covid early years learning activities: sensory and other activities were reintroduced. Staff also associated this with reduced stress and increased satisfaction.

Conversely, shortages of qualified ECEs continued to present a considerable source of stress for managers and ECE professionals. Two case study sites had opted to close some programming or not to open up spaces because they did not have enough ECEs to remain in ratio. Managers at all case study sites reported recruitment remained extremely challenging and some speculated about where all the ECE graduates were, following recent investments in training.

“Yeah, I’m baffled at where the people are, the ECEs, especially with all of the training that’s been offered.”

Not for Profit Case Study Site

Staff shortages also impacted professionals’ satisfaction as they tried to respond to staff sickness and absences. As in previous years, all case study sites struggled to find ECL substitutes to cover staff illnesses. Only two of the six case study sites had a list of casual staff they drew upon and most of the individuals on these lists were working to their preferred hours. The remaining four sites had recruited additional ECL staff (despite the recruitment challenges) and operated above ratio so that when a member of the team called in sick, programs could remain within ratio. In these situations, ECEs may have to move to another classroom but this was better than having to call parents and close programs. These case study sites considered this tactic financially challenging as they were operating under tight

margins but they “made the budget work” because it removed uncertainty about whether or not the program would be able to operate every day. Typically, it also improved the quality of ECL delivered and meant staff were able to take their breaks. This tactic had become more important at all the case study sites because periods of staff sickness tended to be longer and spread more throughout the centre due to COVID and the flu. Staffing above ratio helped those who were ill to feel less guilty about taking time off as they knew their colleagues and the children would be able to manage without them.

Some managers and supervisors expressed concern and anxiety about \$10 a day child care and its implications for staff to child ratios. These reactions were voiced at centres operating above ratio in order to protect the well-being of their staff and reduce burnout by enabling them to manage staff absences, as described above. Some managers and supervisors were uncertain that they would be able to continue to operate above ratio under the \$10 a day ChildCareBC program.

“I can see they’re thinking they can spread people out. There’ll be more people. We’re so short-staffed, but if you’re looking for retention in the field, you have to make it a work environment that you want to work in. You have to make it doable in the long run. Like people are like coming into the field for like one year and quitting or like a couple of years and then they’re burnt out. ... And with these changes that the government wants to make, having [to] run as a 3.5 staff, it’s like a nightmare waiting to happen because then you get someone sick, then you can’t replace that person. Now you’re totally down to bare bones and you’re running your staff at such a higher stress level and twice as much work. Like the great thing about [my centre] is that they provide five staff, which is different than a lot of other centres. And a lot of our parents come for that because of the quality of care. It’s just better because you have more staff and more one-on-one time with the kids. We can do more things with our curriculum. You don’t have as much burnout. So, my biggest concern with the changes is having to mandate that you can only have this many staff. So that causes me a lot of stress because that [day with a] three-person team was just horrible.”

For profit Case Study Site

Although ECL professionals experienced high levels of job satisfaction, the majority reported they felt underpaid for the level of responsibility they had and the work they did.

“I think it’s an exhausting job with not very high pay and you burn out so quickly like it’s, the kids are taxing, although lovely, like they make it worth it ... but I could definitely see why there’s a high burnout rate ... it is just not sustainable.”

For profit Case Study Site

Respondents in both the workforce and employer surveys reported burnout among themselves and their colleagues in open-ended responses. Some mentioned that the amount of work and responsibility required by their positions was not proportional to their wages. Some participants mentioned that the exhaustion from their work coupled with not enough money for a good quality of life contributed to burnout. Some participants mentioned regularly having to complete unpaid preparation or overtime.



KPI 2A

Average Real Wages and Salaries of ECL Professionals

KPI 2A Summary

Including the enhancement, wages increased by roughly \$5 over 2019. The real increase in wages is closer to \$2.50 after we account for the high rate of inflation in the post-pandemic period. In fact, after adjusting for inflation and excluding the wage enhancement, hourly wages in 2021-22 are at similar levels to those in 2018-19.

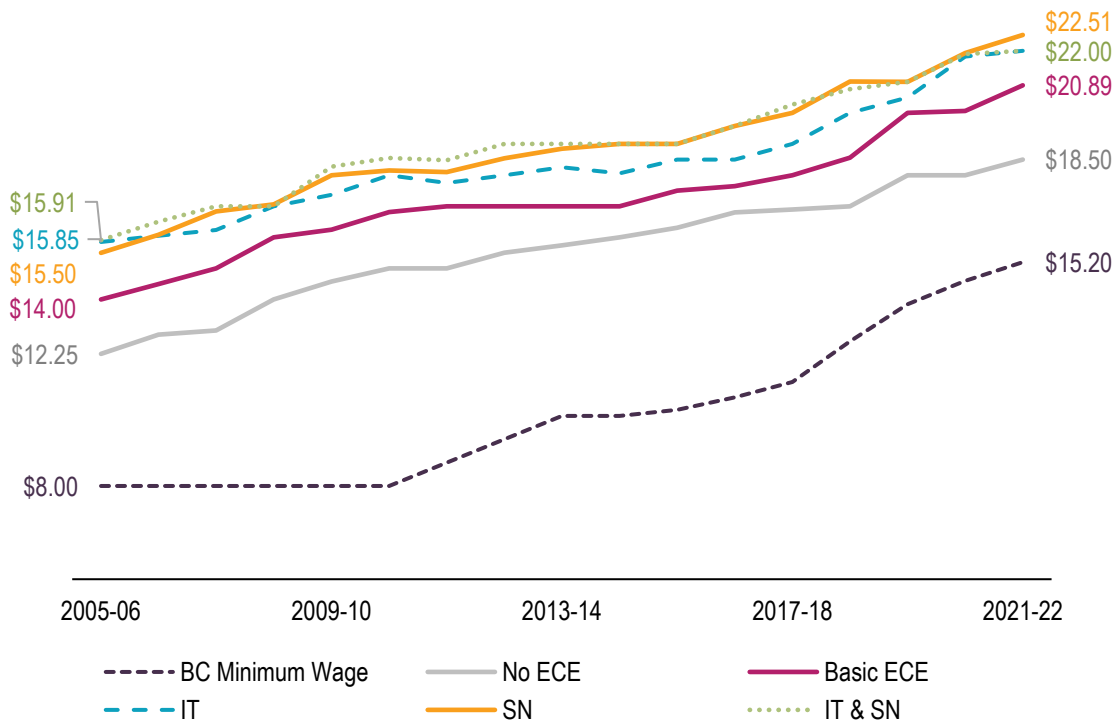
Considering the important effects of inflation on the cost of living, SRDC has adjusted financial information (e.g., wages and monthly earnings) to constant 2022 dollars using the Statistics Canada's monthly Consumer Price Index (CPI)¹⁰, in March 2019 and March 2022. Wherever relevant, SRDC uses 2019 dollars that are equivalent—and comparable—to 2022 dollars. For some analyses showing trends over time, nominal dollars (i.e., not adjusted for inflation) are used, and then contrasted with adjusted wages to demonstrate the effects of inflation on wages and earnings.

The earnings premium of basic ECEs over those with no certification has remained approximately \$2.40 per hour while the premium for IT or SN certifications has declined to between \$2.50 and \$3.00 per hour in 2021-22. Professionals considered their wages only modest recognition for their credentials and seniority. Payments of the wage enhancement began to kick in from 2019. These were worth \$4.00 per hour for payments, effective from September 2021 and received since March 2022. The number of claims for the wage enhancement and percentage of those eligible claiming have both increased since 2019. Survey estimates of the latter rate increased from 78 to 91 per cent.

Regression findings suggest Indigenous ECL professionals are less likely to receive the enhancement, all else equal. Part of the reason for this finding may be explained by funding provided to the Aboriginal Head Start program in urban areas. Its professionals are eligible for alternative wage supports and, consequently, are ineligible for the BC Wage Enhancement program. In future iterations of the survey, questions will be added to probe the receipt of a wage enhancement as part of the Aboriginal Head Start program.

¹⁰ Information regarding the CPI, including its current and historical values, can be access on Statistics Canada's website:
<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1810000401&pickMembers%5B0%5D=1.2&cubeTimeFrame.startMonth=04&cubeTimeFrame.startYear=2005&cubeTimeFrame.endMonth=03&cubeTimeFrame.endYear=2023&referencePeriods=20050401%2C20230301>

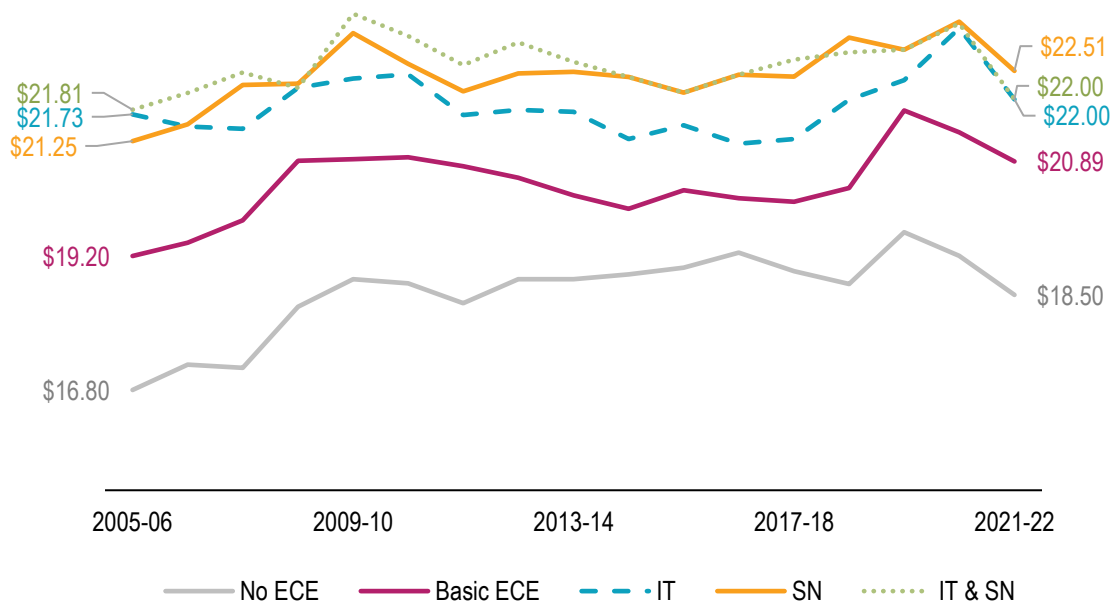
Figure 13 Median wages of BC’s child care workforce [CCOF Provider profile] (Nominal dollars—not adjusted for inflation)



Sources: British Columbia Ministry of Children and Family Development and MECC; minimum wage data compiled by Employment and Social Development Canada.

Notes: ECE: Early Childhood Educator Certificate; IT: An ECE with an Infant Toddler Educator certification; SN: An ECE with a Special Needs Educator certification; IT&SN: an ECE with both an Infant Toddler Educator certification AND a Special Needs Educator certification.

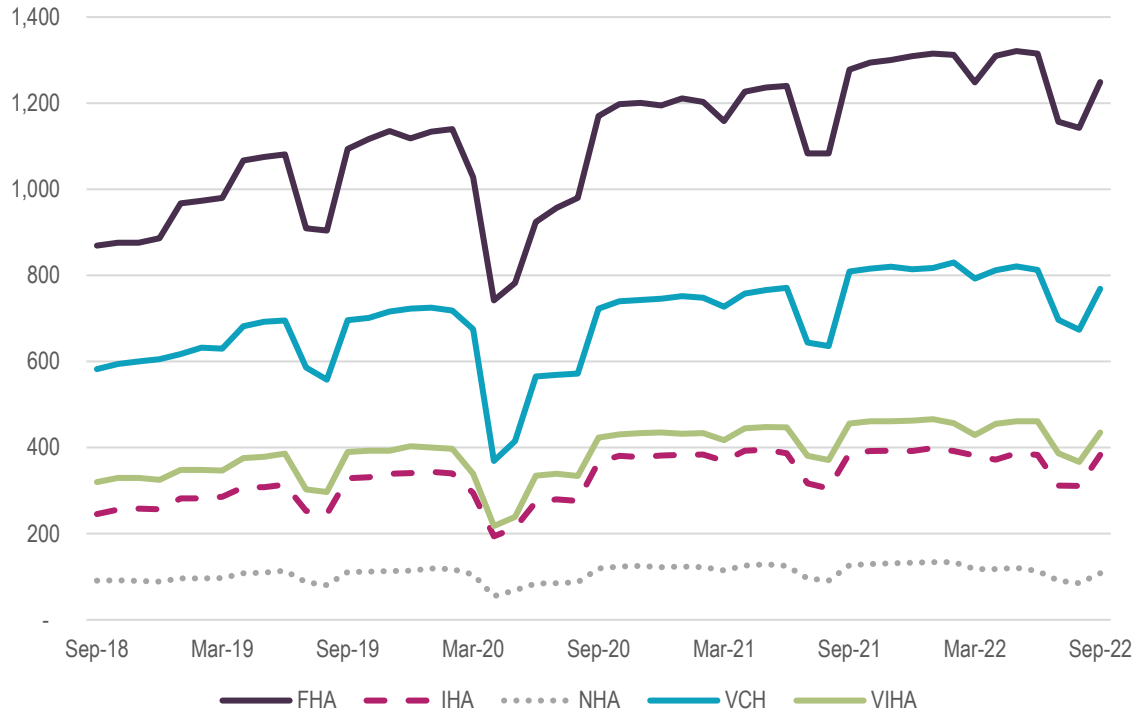
Figure 14 Median wages of BC’s child care workforce [CCOF Provider profile]—Real 2022 dollars (adjusted for inflation)



Source: British Columbia Ministry of Children and Family Development and MECC.

Notes: ECE: Early Childhood Educator Certificate; IT: An ECE with an Infant Toddler Educator certification; SN: An ECE with a Special Needs Educator certification; IT&SN: an ECE with both an Infant Toddler Educator certification AND a Special Needs Educator certification.

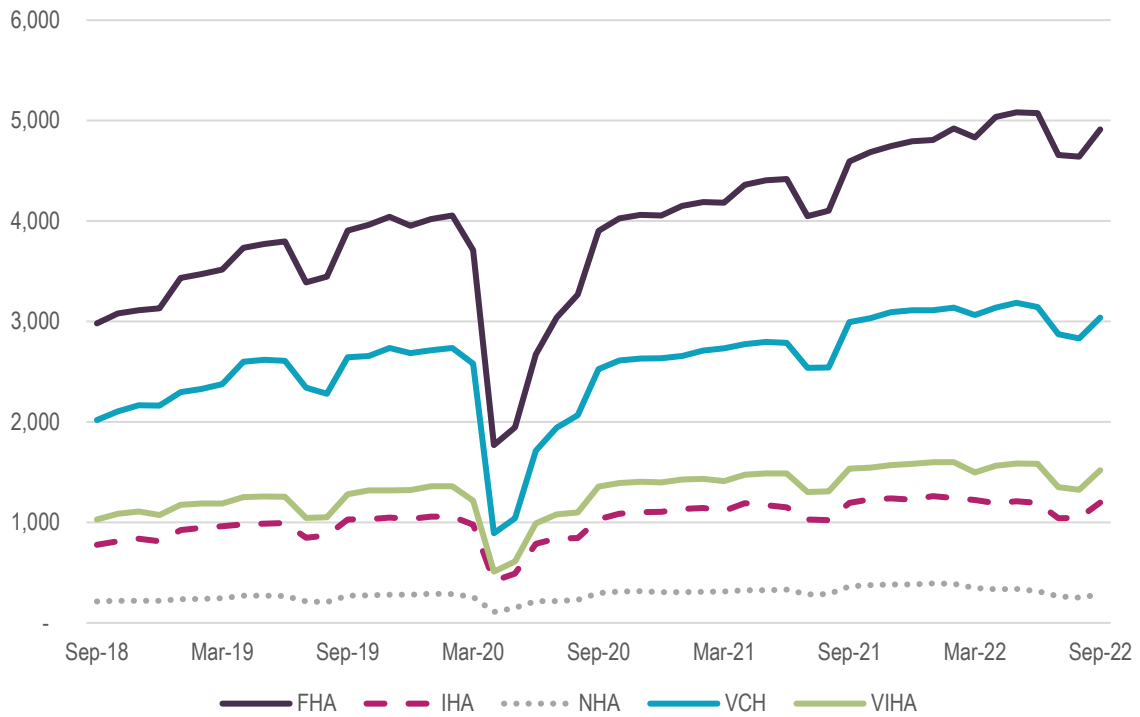
Figure 15 Facilities with wage enhancement claims by region by month



Source: British Columbia Ministry of Children and Family Development and MECC [FHA: Fraser Health Authority region; IHA: Interior Health Authority region; NHA: Northern Health Authority region; VCH: Vancouver Coastal Health Authority region; VIHA: Vancouver Island Health Authority region].

Note: Summertime closures of preschool and out-of-school programs can account for temporary drops in receipt.

Figure 16 Early childhood educators with wage enhancement claims by region by month



Source: British Columbia Ministry of Children and Family Development and MECC [FHA: Fraser Health Authority region; IHA: Interior Health Authority region; NHA: Northern Health Authority region; VCH: Vancouver Coastal Health Authority region; VIH: Vancouver Island Health Authority region].

Note: Summertime closures of preschool and out-of-school programs can account for temporary drops in receipt.

Table 27 Self-reported hourly wage rates of ECL professionals by qualification and change since 2019 (adjusted for inflation)

Qualification/Certification	Hourly wage			Change from 2019	
	N	Mean	Std. Dev	Mean	Std. Dev
Child care centre (including multi-age child care) or preschool—Managers or Supervisors					
Responsible Adult	<5				
ECEA	17	\$27.31	\$5.37	+ \$3.14	- \$1.59
ECE (1 year)	13	\$26.24	\$2.77	+ \$1.29	- \$0.87
ECE (5 year)	112	\$29.01	\$5.10	+ \$4.40	+ \$2.31
ECE + IT	47	\$28.09	\$4.15	+ \$2.40	+ \$0.62
ECE + SN	20	\$29.08	\$4.76	+ \$3.14	+ \$1.57
ECE + IT + SN	78	\$28.77	\$4.16	+ \$1.81	+ \$1.09
Child care centre (including multi-age child care) or preschool—Non Managers or Supervisors					
Responsible Adult	12	\$21.78	\$5.14	+ \$2.57	+ \$2.98
ECEA	71	\$20.53	\$2.67	+ \$1.06	- \$0.14
ECE (1 year)	32	\$23.96	\$2.71	+ \$2.30	- \$0.52
ECE (5 year)	149	\$24.42	\$3.20	+ \$2.09	+ \$0.28
ECE + IT	65	\$26.13	\$3.58	+ \$2.71	+ \$0.58
ECE + SN	10	\$24.30	\$3.50	+ \$1.98	+ \$1.82
ECE + IT + SN	85	\$26.58	\$3.05	+ \$3.61	+ \$0.58
Before & after school or recreational care program—Managers or Supervisors					
Responsible Adult	15	\$30.24	\$5.58	+ \$7.36	+ \$2.08
ECEA	<5				
ECE (1 year)	<5				
ECE (5 year)	6	\$26.93	\$2.72		
ECE + IT	<5				
ECE + SN	<5				
ECE + IT + SN	<5				

Qualification/Certification	Hourly wage			Change from 2019	
	N	Mean	Std. Dev	Mean	Std. Dev
Before & after school or recreational care program—Non-Managers or Supervisors					
Responsible Adult	8	\$20.56	\$2.03	+ \$1.57	+ \$0.54
ECEA	<5				
ECE (1 year)	<5				
ECE (5 year)	<5				
ECE + IT	<5				
ECE + SN	<5				
ECE + IT + SN	<5				
\$10 a Day ChildCareBC Centres					
Responsible Adult	5	\$22.00	\$2.20		
ECEA	26	\$22.13	\$5.86	+ \$2.75	+ \$3.28
ECE (1 year)	12	\$26.36	\$2.92		
ECE (5 year)	55	\$27.68	\$6.79	+ \$5.84	+ \$4.12
ECE + IT	43	\$27.88	\$5.23	+ \$3.74	+ \$1.75
ECE + SN	6	\$28.71	\$4.76		
ECE + IT + SN	63	\$28.60	\$6.23	+ \$4.92	+ \$3.87

Source: 2019 and 2022 SRDC workforce survey, answers include hazard pay, wage enhancement. Responses based on sample sizes below 5 are suppressed.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE + both IT&SN (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification). 2019 dollar amounts are not adjusted for inflation: increases since 2019 would be \$1.50 to \$2.00 less after allowing for inflation.

Table 28 Average hourly wage rates for non-M/S ECL professionals by membership in a union and change since 2019 (adjusted for inflation)

	Non-unionized			Unionized		
	N	Average	Change from 2019	N	Average	Change from 2019
Child care centre (including multi-age child care) or preschool						
Mean***	340	\$23.99	+\$2.08	80	\$26.20	+\$5.23
(Std. Dev)		\$3.81	+\$0.73		\$3.45	+\$0.39
<i>Responsible Adult</i>	<5			<5		
<i>ECEA ***</i>	58	\$20.35	+\$0.82	8	\$22.91	+\$2.24
<i>ECE (1 year)</i>	27	\$23.88	+\$1.82	5	\$24.37	+\$2.54
<i>ECE (5 year)</i>	124	\$24.32	+\$2.09	20	\$25.43	+\$1.78
<i>ECE+IT **</i>	46	\$25.89	+\$2.49	16	\$26.71	+\$2.87
<i>ECE+SN</i>	5	\$21.76	-\$0.60	5	\$26.85	
<i>ECE+SN+IT</i>	60	\$26.08	+\$3.16	24	\$27.97	+\$4.86
Before & after school or recreational care program						
Mean	28	\$21.80	+\$2.53	9	\$22.64	+\$2.30
(Std. Dev)		\$3.78	+\$1.97		\$2.88	-\$0.64
\$10 a Day ChildCareBC Site						
Mean	149	\$28.01	+\$5.19	59	\$25.47	+\$2.58
(Std. Dev)		\$6.92	+\$3.47		\$3.90	+\$1.04
<i>ECE (all)</i>	124	\$28.79	+\$5.05	50	\$26.36	+\$3.23

Source: 2019 and 2022 SRDC workforce surveys. Responses based on sample sizes below 5 are suppressed.

Note: Statistical significance is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. They represent the test to compare means of hourly wage between unionized and non-unionized professionals for the different categories e.g., whether the hourly wage between unionized and non-unionized members are different for ECEAs, etc. RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 29 Average hourly wage rates for non-M/S Centre ECL professionals by qualification and organization status, and change since 2019 (adjusted for inflation)

	Child care centre (including multi-age child care) or preschool						
	Sig.	N	Non-profits and others	Change since 2019	N	Private business	Change since 2019
Mean	**	220	\$24.92	+ \$2.75	195	\$21.72	+ \$0.41
(Std. Dev)			3.57	+ \$0.29		2.89	+ \$0.09
<i>Responsible Adult</i>		<5			<5		
<i>ECEA</i>	***	34	\$21.54	+ \$1.97	26	\$19.46	+ \$0.18
<i>ECE (1 year)</i>		19	\$24.25	+ \$2.33	10	\$23.75	+ \$2.58
<i>ECE (5 year)</i>		63	\$24.77	+ \$2.05	72	\$24.21	+ \$2.58
<i>ECE+IT</i>		33	\$25.69	+ \$1.94	24	\$26.49	+ \$3.73
<i>ECE+SN</i>		7	\$25.29	+ \$2.69	<5		
<i>ECE+SN+IT</i>		55	\$26.88	+ \$3.76	27	\$26.28	+ \$3.73

Source: 2019 and 2022 SRDC workforce surveys. 'Others' includes operated by Indigenous or public sector organization.

Responses based on sample sizes below 5 are suppressed.

Note: Statistical significance is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. They represent the test to compare means of hourly wage between private businesses and not-for profit & others for the different categories e.g., whether the hourly wage between private business and not for profit & others are different for ECEAs, ECE (1 year), etc. RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate, ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 30 **Lowest and highest weighted average wages of ECL professionals in centre-based ECL where all programs require ECEs by position and qualification 2019 through 2022**

	ECL professionals			Supervisors		
	N	Lowest	Highest	N	Lowest	Highest
RA 2019	52	\$17.72	\$19.93	7	\$24.73	\$28.49
RA 2020	32	\$18.09	\$18.84	<5		
RA 2021	81	\$18.61	\$19.31	<5		
RA 2022	117	\$18.80	\$19.99	5	\$25.47	\$26.07
ECEA 2019	156	\$18.39	\$19.84	6	\$22.06	\$24.11
ECEA 2020	125	\$18.99	\$20.60	13	\$22.59	\$23.02
ECEA 2021	202	\$19.52	\$21.16	13	\$23.75	\$25.34
ECEA 2022	270	\$19.41	\$21.29	23	\$23.76	\$25.30
ECE 2019	262	\$20.66	\$23.80	112	\$23.34	\$24.96
ECE 2020	207	\$21.43	\$24.04	87	\$24.12	\$25.91
ECE 2021	372	\$22.88	\$25.11	146	\$26.39	\$27.52
ECE 2022	449	\$22.31	\$25.16	157	\$25.62	\$27.10

	Managers			Directors		
	N	Lowest	Highest	N	Lowest	Highest
RA 2019	7	\$23.54	\$28.93	15	\$22.57	\$24.82
RA 2020	<5			<5		
RA 2021	<5			14	\$30.96	\$31.24
RA 2022	14	\$34.30	\$34.85	29	\$26.64	\$28.23
ECEA 2019	20	\$23.64	\$24.30	6	\$24.74	\$25.66
ECEA 2020	14	\$23.51	\$25.15	11	\$25.03	\$27.57
ECEA 2021	16	\$27.15	\$28.20	14	\$26.42	\$28.73
ECEA 2022	30	\$26.39	\$27.04	19	\$28.42	\$29.14
ECE 2019	203	\$25.14	\$26.37	51	\$25.41	\$26.41
ECE 2020	143	\$25.90	\$26.72	20	\$26.52	\$27.74
ECE 2021	222	\$27.82	\$28.79	73	\$29.02	\$31.03
ECE 2022	278	\$27.23	\$28.19	87	\$28.34	\$29.28

Source: SRDC employer survey. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs—school age, preschool, or multi-age programs. Responses based on sample sizes below 5 are suppressed.

Note: N represents the number of employers who provided wages and staffing data per category.

ECL Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Table 31 **Lowest and highest weighted average wages of ECL professionals in centre-based ECL where some or all programs do not require ECE by position and qualification 2019 through 2022**

	ECL professionals			Supervisors		
	N	Lowest	Highest	N	Lowest	Highest
RA 2019	127	\$17.43	\$19.37	40	\$22.22	\$24.78
RA 2020	111	\$17.96	\$20.43	28	\$23.25	\$24.74
RA 2021	168	\$18.80	\$20.68	33	\$22.39	\$24.36
RA 2022	214	\$18.93	\$21.13	48	\$22.77	\$24.28
ECEA 2019	145	\$18.10	\$20.16	29	\$22.60	\$25.26
ECEA 2020	95	\$18.83	\$21.44	20	\$22.24	\$23.63
ECEA 2021	157	\$19.23	\$21.55	31	\$22.16	\$23.14
ECEA 2022	169	\$19.17	\$21.27	18	\$22.81	\$24.52
ECE 2019	153	\$20.39	\$23.44	85	\$23.59	\$26.13
ECE 2020	110	\$21.45	\$23.79	63	\$24.00	\$26.37
ECE 2021	171	\$22.24	\$25.50	88	\$26.25	\$28.19
ECE 2022	193	\$22.20	\$25.25	86	\$25.09	\$27.21

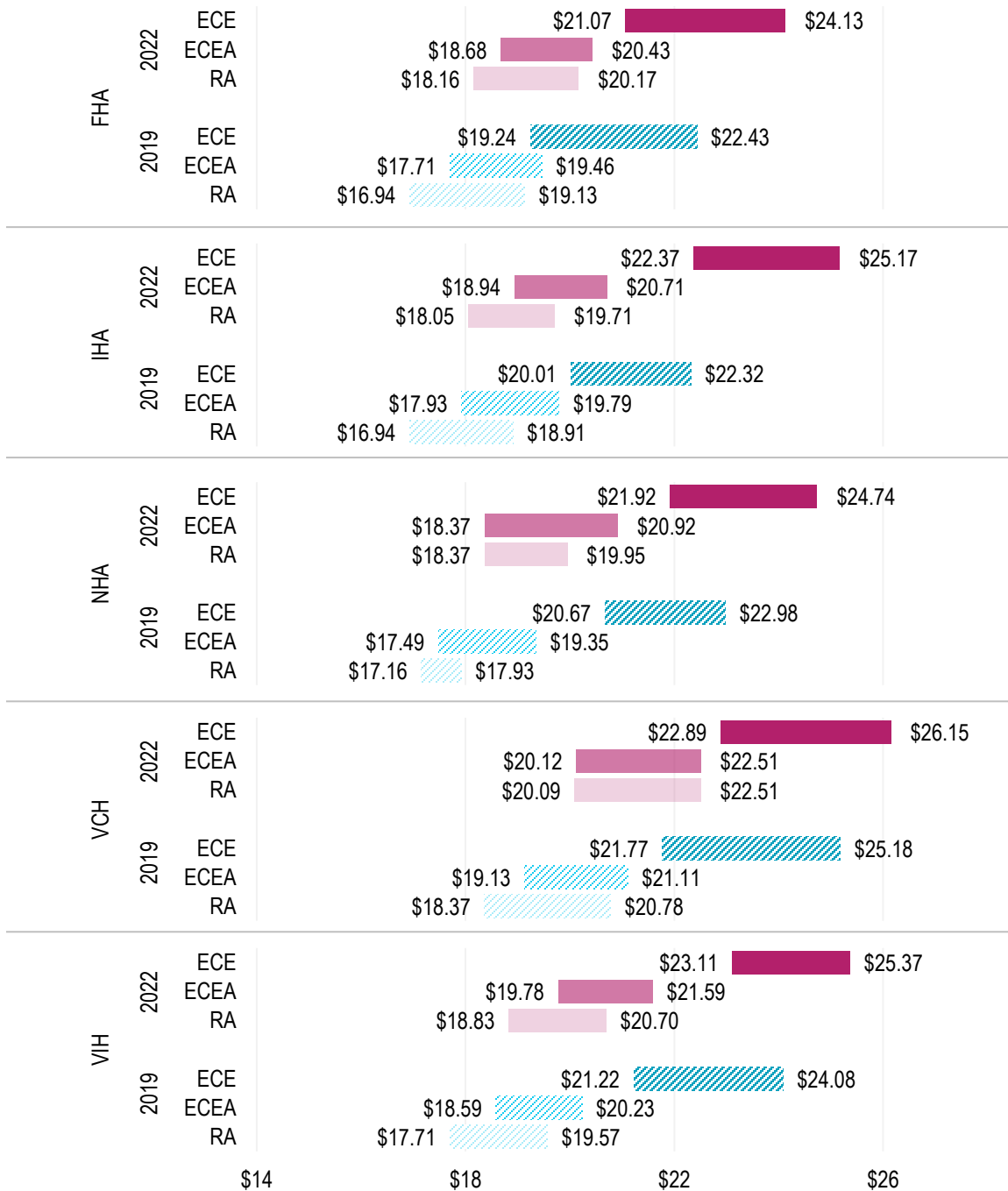
	Managers			Directors		
	N	Lowest	Highest	N	Lowest	Highest
RA 2019	38	\$23.20	\$25.60	30	\$27.86	\$31.90
RA 2020	37	\$24.19	\$27.11	22	\$28.96	\$30.59
RA 2021	52	\$25.87	\$27.09	23	\$28.77	\$30.54
RA 2022	51	\$26.56	\$28.85	42	\$28.51	\$31.29
ECEA 2019	24	\$24.23	\$26.35	8	\$25.31	\$30.55
ECEA 2020	17	\$24.09	\$26.41	12	\$26.27	\$29.82
ECEA 2021	26	\$25.80	\$28.16	13	\$32.01	\$36.36
ECEA 2022	20	\$24.40	\$26.64	21	\$28.25	\$31.81
ECE 2019	110	\$26.27	\$28.38	52	\$30.79	\$33.79
ECE 2020	59	\$26.02	\$28.85	10	\$30.79	\$36.30
ECE 2021	111	\$27.40	\$29.15	43	\$31.54	\$34.13
ECE 2022	123	\$27.67	\$29.55	38	\$31.51	\$34.13

Source: SRDC employer survey. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care.

Note: N represents the number of employers who provided wages and staffing data per category. Amounts are not adjusted for inflation.

ECL Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Figure 17 Employer-reported lowest and highest average hourly wages for ECL professionals in centre based ECL by health authority 2019 to 2022 (adjusted for inflation)



Source: SRDC employer survey.

Note: FHA: Fraser Health Authority; IHA: Interior Health Authority; NHA: Northern Health Authority; VCH: Vancouver Coastal Health; VIH: Vancouver Island Health.

Table 32 Monthly income by program/role 2019 and 2022 (adjusted for inflation)

	Child care centres (including multi-age child care) or preschool				HCPs	
	M/S		Non M/S		2019	2022
	2019	2022	2019	2022		
Mean	\$3,954.87	\$4,582.82	\$3,239.58	\$3,466.40	\$2,866.16	\$3,869.24
Std. Dev	\$872.32	\$1,513.43	\$1,163.00	\$1,287.90	\$1,379.92	\$1,758.41
N	106	425	611	486	173	101
Less than \$1,499	1%	3%	9%	7%	17%	6%
\$1,500-\$2,999	10%	6%	22%	23%	41%	28%
\$3,000-\$4,499	62%	37%	63%	55%	28%	33%
\$4,500-\$5,999	26%	43%	4%	14%	14%	21%
\$6,000 or more	0%	11%	2%	2%	1%	13%
	Before & after school or recreational care program				\$10 a Day ChildCareBC Site	
	M/S		Non M/S		2019	2022
	2019	2022	2019	2022		
Mean	\$3,485.50	\$4,602.03	\$1,544.89	\$2,631.88	\$3,293.06	\$4,191.22
Std. Dev	\$1,738.32	\$1,530.72	\$772.02	\$1,515.92	\$1,054.14	\$1,491.10
N	21	41	39	41	49	246
Less than \$1,499	14%	0%	49%	29%	8%	4%
\$1,500-\$2,999	29%	10%	46%	29%	12%	12%
\$3,000-\$4,499	38%	39%	5%	32%	73%	47%
\$4,500-\$5,999	14%	39%	0%	7%	6%	27%
\$6,000 or more	5%	12%	0%	2%	0%	9%

Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

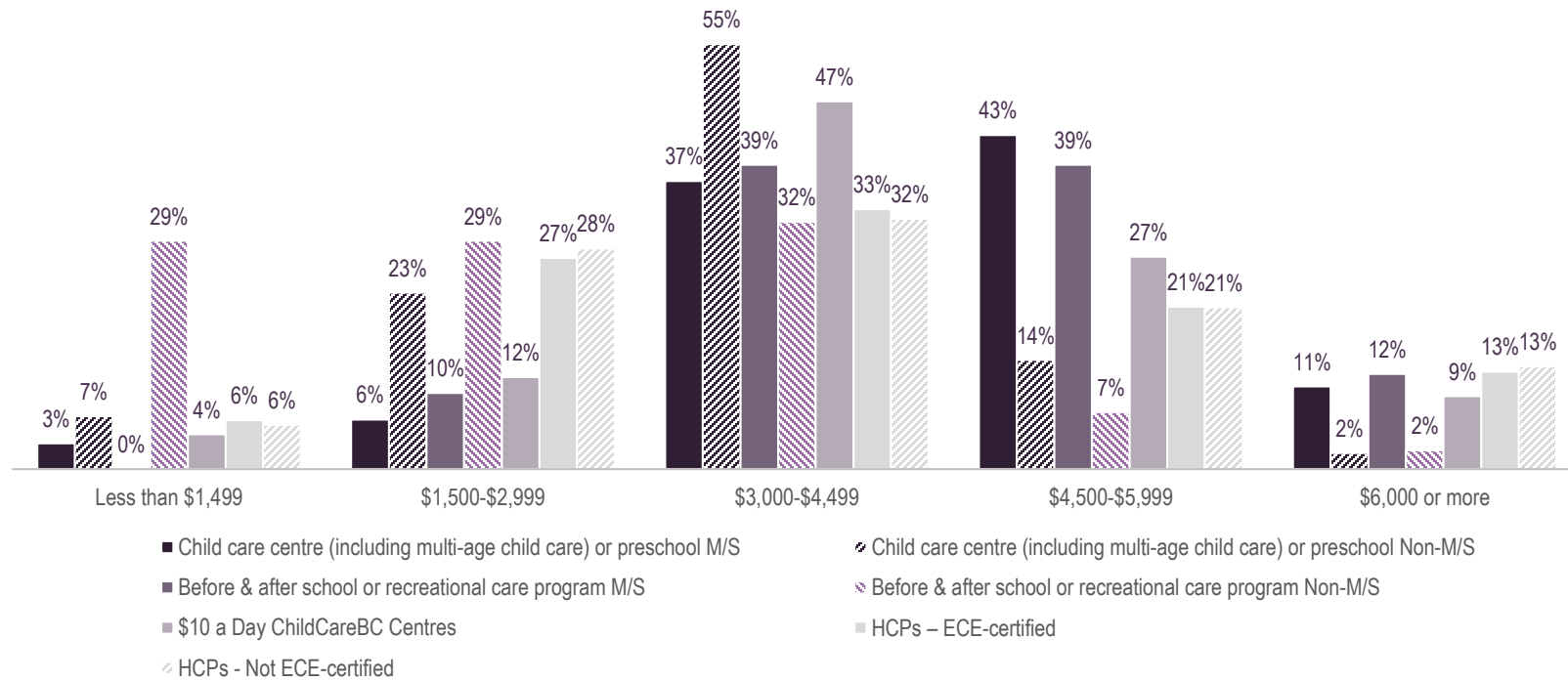
Table 33 Monthly income by ECL qualification 2019 and 2022 (adjusted for inflation)

	RA		ECEA		ECE 1 yr	
	2019	2022	2019	2022	2019	2022
Mean	\$2,484.61	\$3,782.96	\$2,850.79	\$3,186.81	\$3,240.12	\$3,858.35
Std. Dev	\$1,419.93	\$1,942.08	\$1,066.87	\$1,462.25	\$1,016.06	\$1,293.95
N	100	91	147	146	89	87
Less than \$1,499	23%	11%	9%	11%	9%	3%
\$1,500-\$2,999	47%	24%	41%	29%	22%	18%
\$3,000-\$4,499	22%	31%	44%	45%	60%	54%
\$4,500-\$5,999	7%	20%	6%	10%	9%	20%
\$6,000 or more	1%	14%	1%	5%	0%	5%
	ECE 5 yr		ECE+SN or +IT		ECE + both SN & IT	
Mean	\$3,289.29	\$4,009.96	\$3,675.95	\$4,195.52	\$3,488.93	\$4,398.35
Std. Dev	\$1,039.14	\$1,520.22	\$1,279.37	\$1,449.54	\$1,231.80	\$1,432.85
N	279	449	185	276	143	296
Less than \$1,499	8%	5%	7%	3%	8%	4%
\$1,500-\$2,999	22%	16%	11%	12%	16%	7%
\$3,000-\$4,499	63%	45%	67%	51%	65%	42%
\$4,500-\$5,999	7%	26%	12%	28%	8%	39%
\$6,000 or more	1%	7%	4%	7%	2%	8%

Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

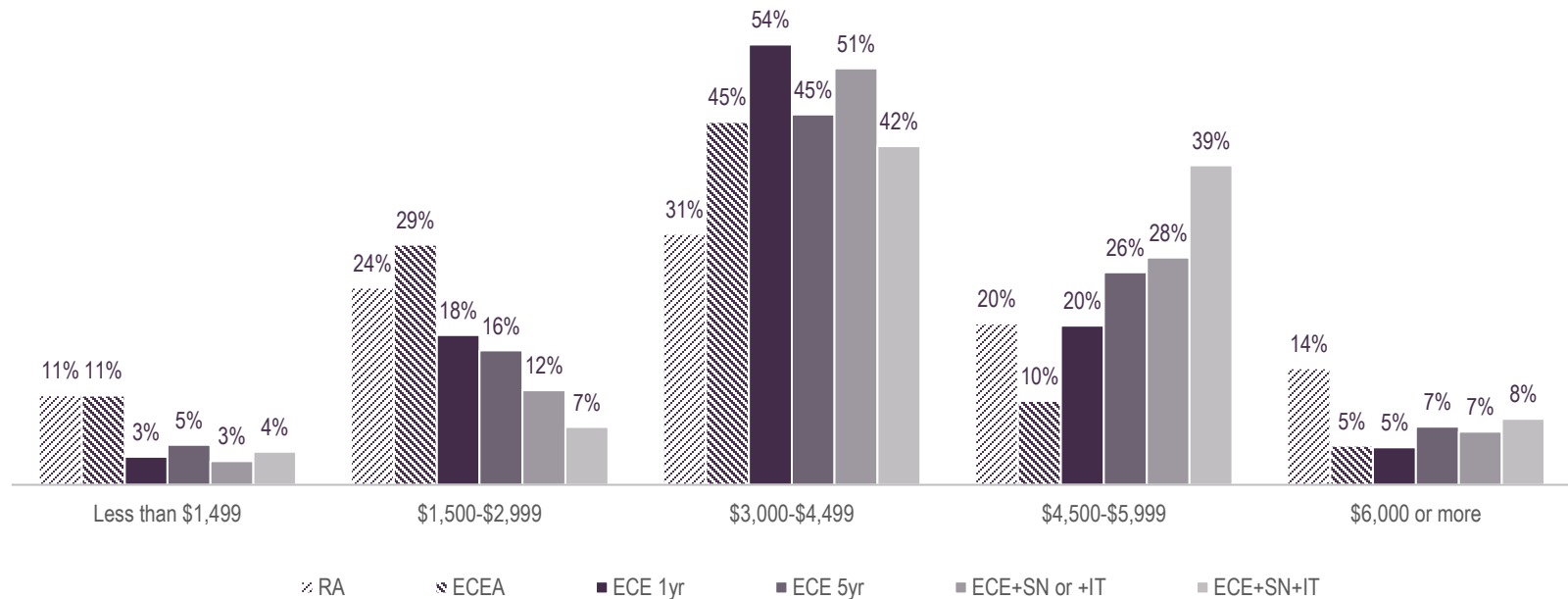
Figure 18 Monthly income (all sources) by program/role



Source: 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care.

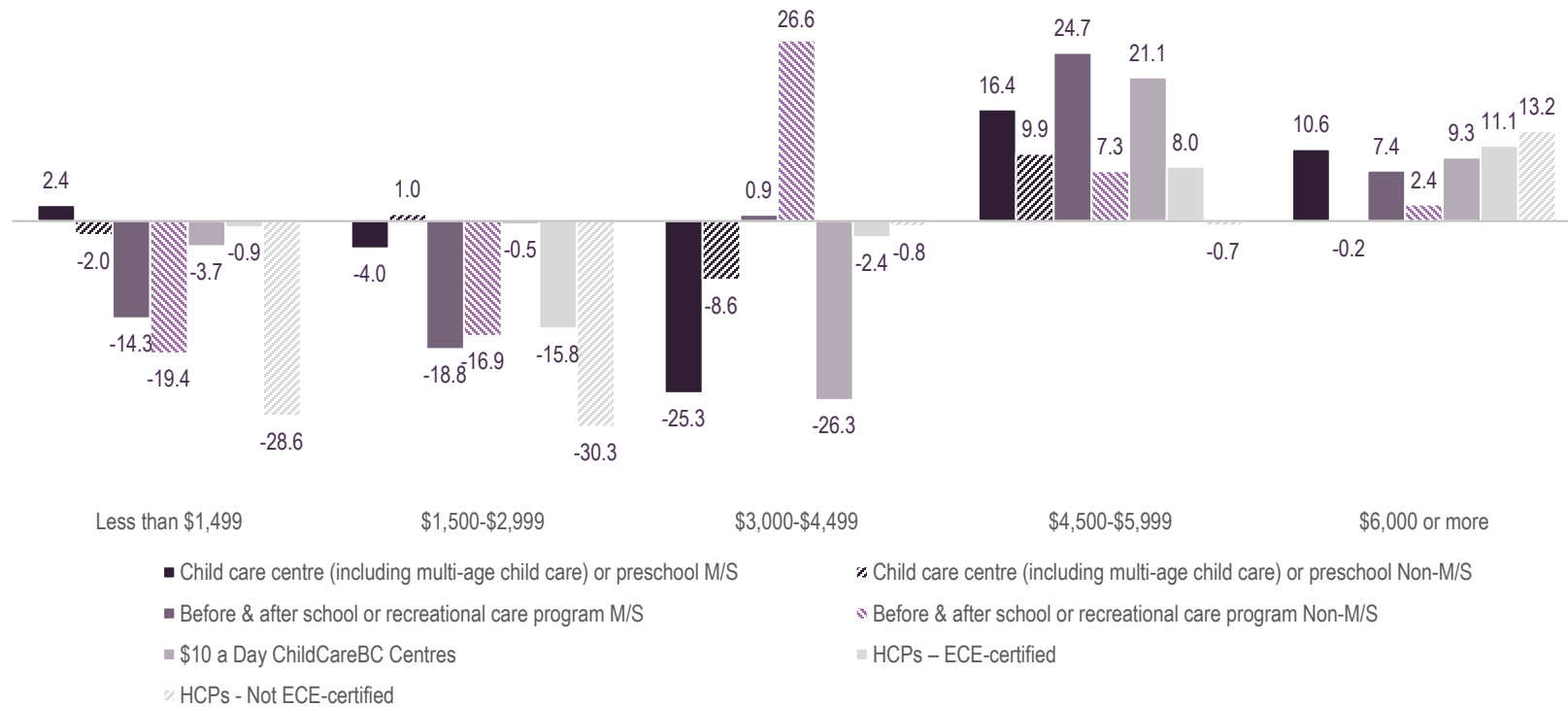
Figure 19 Monthly income (all sources) by qualification



Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

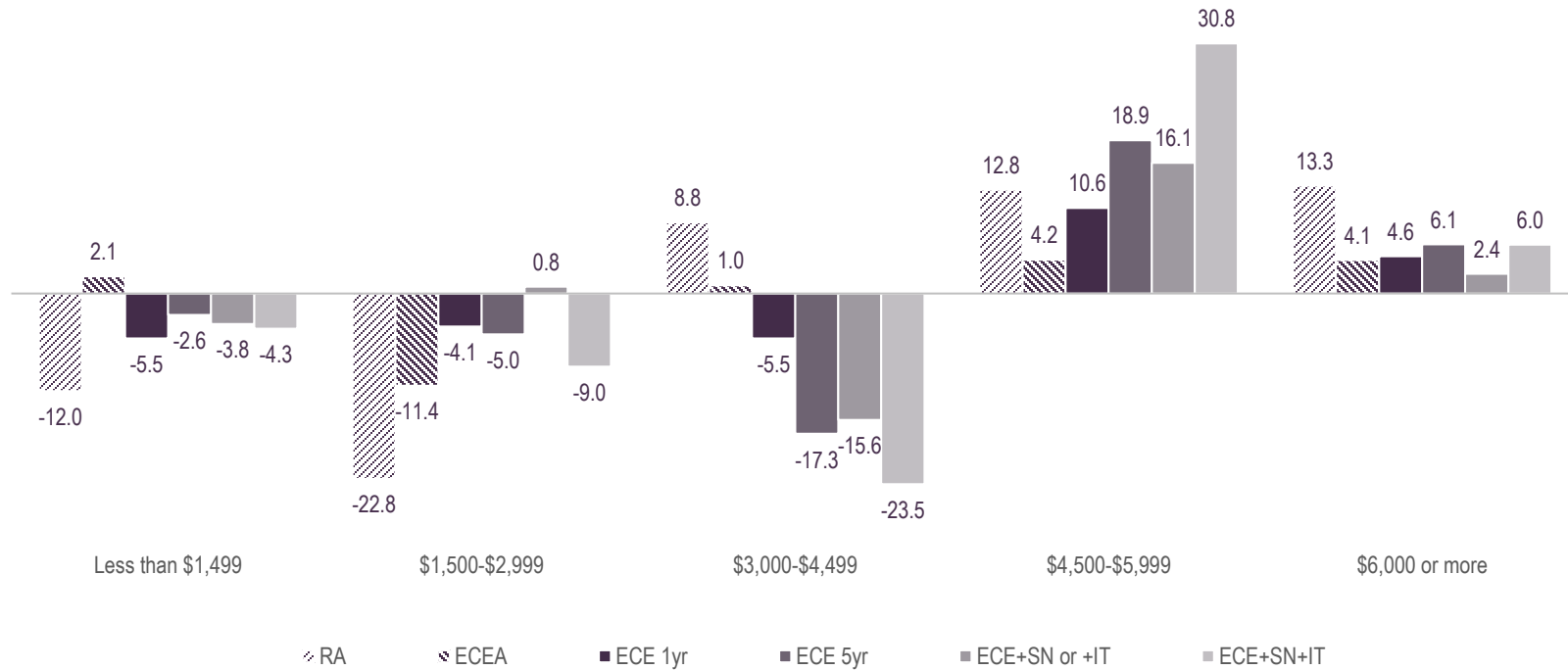
Figure 20 Percentage point change in 2022 relative to 2019 monthly income by program/role (adjusted for inflation)



Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care.

Figure 21 Percentage point change in 2022 monthly income relative to 2019 by qualification (adjusted for inflation)



Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 34 Wage enhancement recipients by program/role 2019 and 2022

	Child care centre (including multi-age child care) or preschool				\$10 a Day ChildCareBC Centres		Total	
	M/S		Non M/S		2019	2022	2019	2022
	2019	2022	2019	2022				
% "eligible"	65%	80%	74%	73%	76%	78%	71%	77%
% reporting receipt among those eligible:								
Yes	76%	89%	80%	88%	84%	95%	78%	90%
Don't know	2%	1%	5%	1%	2%	1%	4%	1%

Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties.

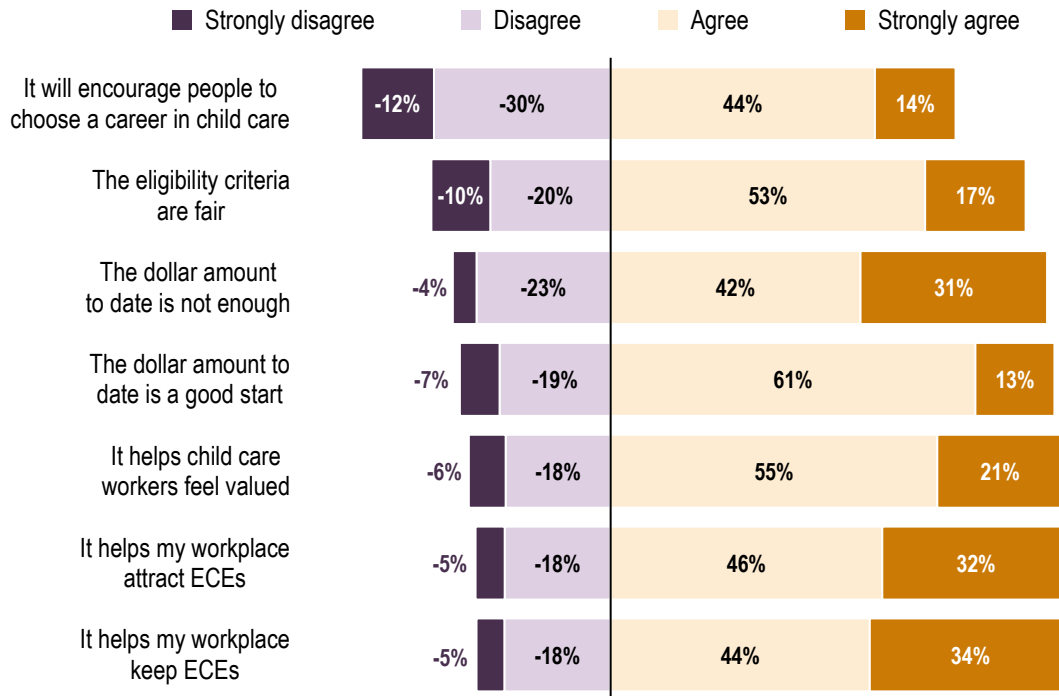
Table 35 Wages by receipt of enhancement by program/role 2019 and 2022 (adjusted for inflation)

	Child care centre (including multi-age child care) or preschool				\$10 a Day ChildCareBC Centres		Total	
	M/S		Non M/S		2019	2022	2019	2022
	2019	2022	2019	2022				
Average hourly wage among those "eligible" for WE:								
Receiving WE	\$25.63	\$28.42	\$22.63	\$25.27	\$23.32	\$28.00	\$23.09	\$27.00
Not receiving WE	\$25.83	\$29.90	\$21.94	\$21.64	<5	\$22.95	\$22.87	\$23.59

Source: 2019 and 2022 SRDC workforce surveys. Responses based on sample sizes below 5 are suppressed.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties.

Figure 22 Level of agreement by ECL professionals towards the wage enhancement, 2022



Source: 2022 SRDC workforce survey.

Table 36 Logistic regression results of factors predicting receipt of the wage enhancement

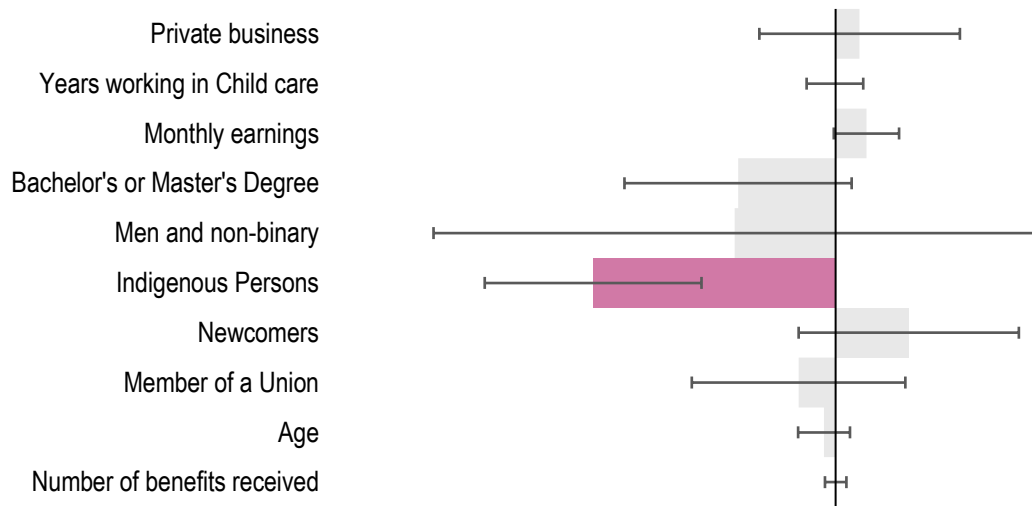
	Wage Enhancement recipients among those eligible			
	Coeff.	Odds ratio	SE	p
Private business	0.17	1.19	0.36	0.64
Years working in child care (+ 5 years)	0.00	1.00	0.10	0.96
Monthly earnings (+ \$1,000)	0.22	1.25	0.12	0.06
Bachelor's or Master's Degree	-0.69	0.50	0.41	0.09
Women	-0.72	0.49	1.09	0.51
Indigenous persons	-1.72	0.18	0.39	0.00
Newcomers	0.52	1.68	0.40	0.19
Member of a union	-0.26	0.77	0.39	0.50
Age (+ 5 years)	-0.08	0.92	0.09	0.38
Number of benefits received	0.00	1.00	0.04	0.99

Source: 2022 SRDC Workforce Survey.

Notes: The odds ratio (OR) is calculated by taking the exponent of the regression coefficient (e^{β_i}). The significance of the coefficient is indicated by the columns p (i.e., p-value). An independent variable whose regression coefficient has a p-value of less than 5% ($p < 0.05$) is considered to have an effect on the outcome that is significantly different from 0. Significant effects are highlighted in yellow in the table. A **negative coefficient** means that, after controlling for all other factors, the independent variable has a negative effect on the outcome. A **positive coefficient** means that, after controlling for all other factors, the independent variable has a positive effect on the outcome. For more information about logistic regressions, please consult the methodology section.

Context: To better understand this result, additional analyses were conducted. These analyses suggest that Indigenous respondents to the workforce survey were less likely to work in eligible child care centres than non-Indigenous respondents (83 per cent compared to 89 per cent, respectively; the result is significant at the 10 per cent level). The Aboriginal Head Start program, which provides child care spaces in urban areas, provides starting wages at \$25/hour. Its professionals are ineligible for the BC Wage Enhancement program.

Figure 23 Logistic regression results of factors predicting receipt of the wage enhancement



Source: 2022 SRDC Workforce Survey.

Notes: Bar graphs indicate the size of the coefficients (β) for each independent variable included in the model. Error bars indicate the 95% confidence interval for each coefficient; error bars for independent variables that have a non-zero effect on the dependent variable do not cross the 0 line.

Additionally, a significantly negative effect is indicated by a red bar; a significantly positive effect is indicated by a blue bar; a non-significant effect is indicated by grey bars.

Findings from case study sites

Within the case study sites in 2022, there was less variation in the salaries of ECEs mainly due to the inclusion of three new sites. The salaries for ECEs before the wage enhancement ranged from \$21 to \$26 per hour depending on individual experience. When ECEs moved to a new centre, they negotiated similar or improved hourly rates. We learned from ECL Centre managers that when discussing salaries with their staff, they are now trying to broaden the conversation to include the whole compensation package, including vacation, sick days, extended health care, training funds and either pensions or RRSPs with employer contributions. Respondents said they were adopting this approach to differentiate themselves from other centres who may offer similar hourly rates but did not have the same range of benefits.

An emerging theme from the case studies in 2022 was the difference in wages between newly qualified ECEs and experienced ECEs who had been in the sector over 10 years and who had reached the top of pay scales in their organizations. While these senior ECEs appreciated the increase in wages across the sector, they felt their experience and expertise was not being recognized. In some instances, the difference between themselves and newly graduated ECEs with no experience working in the sector was only two or three dollars. This left senior ECE staff feeling underappreciated while their managers reportedly could do little in the short term due to financial constraints. One suggested a possible solution to review the current wage enhancement model and enhance it to recognize the expertise, knowledge, and mentoring skills that senior ECEs bring to the sector.

“It’s about 30 bucks ... an hour [with wage enhancement]. Yeah, with 37 years of experience. So, yeah, I mean, I don’t know, like I sometimes I wish that I could do something else.”

For profit Case Study Site

“Somebody who’s fresh out of school ... if they start at \$21, with wage enhancement they’re making \$25. And then you have a staff member who’s been around for 10, 15, 20 plus years and they’re now making the same as someone who just came out of school. That’s tricky for them. You know, of course, you can’t go backwards, but you still want to be recognized for the time that you have put in”

For-profit Case Study Site

For many ECEs the additional income received from the wage enhancement persuaded them to stay in the sector.

“Huge. Yeah, I definitely notice it. You can always tell when it’s the wage enhancement pay cheque. When you know that that one’s coming out, that one’s great.”

For profit Case Study Site

“Yeah, because I had an idea of not staying in this field before because I felt that, you know, where would it take me because I didn’t see the future to be honest. But right now, I think being recognized by the government and also some changes within the organization, I do see, slightly hope to kind of move up and then also that within the organization, it’s been trying to promote people who are really good at their job.”

Not for profit Case Study Site

Respondents acknowledged considerable variation in salaries across the ECL sector. The wage enhancement was welcomed. But as in previous years, there was concern about the actual wages paid by some employers who might be using the wage enhancement as cover to lower their salary costs rather than to enhance their remuneration to ECEs. One respondent suggested that employers should only be eligible for the wage enhancement if wages were within a certain range.

“And it also kind of depends on what your base is: what you’re paid as well [whether it is making a real difference].”

For Profit Case Study Site

Alongside welcoming the wage enhancement, there was concern about the cost of living especially among those individuals who were not living at home or for whom the ECL pay cheque comprised the entire household income.

“I’m worried about the young people, you know, like with the amount they pay for rent, ‘Oh my gosh, you know, how are you doing?’ You know, I really worry for them [—especially if they have student debt].”

Not for profit Case Study Site

Respondents recognized the wage enhancement as an important strategy to encourage people to enter the sector. But getting people in was just the start: the challenge then becomes retention as ECEs want to purchase homes, raise families and/or save for retirement.

“I think it’s fantastic to get those into the sector. I think what a great initiative. It does show value in what we do and that it’s needed and essential... So that gets you in the door. It may not retain you past five or six years because the wage is just still an industry low wage. And so again, you’re starting with nearly really young employees coming in, you know, like, ‘Oh, children, that’s fun. That seems great. I love working with children, I will enter into this.’ And then, you know, you start to grow and maybe you’re growing your family and you want to buy a house or you want to do things with your life, investments or what have you. And you realize this job isn’t going to do that for me. I need to move to something else to get higher income and do another education to get higher income.”

For profit Case Study Site

There was considerable discussion about the limited impact the wage enhancement was having on retention. At the same time, many participants mentioned that they would leave the field if the wage enhancement ended.

“[The wage enhancement] not only does it make it easier to live, especially right now and in the way that the world is, but it also helps us feel more valued ... there’s still that stigma of people that work in daycares are just glorified babysitters and that’s not the case at all. We’re very, very important to children’s early years. And I think that government funding is helping show that. I think that it motivates people to get their ECE, but not like a great amount, maybe they get their ECE and they come into the field and then they realize: ... this is a lot of work! ... It might encourage them to come into the field, but it isn’t quite enough to make them stick around.”

For profit Case Study Site

“I think I probably quit if there’s no more wage enhancement, I think my co-workers, too!”

For profit Case Study Site

Extending eligibility of the wage enhancement to supervisors has made a significant difference when trying to promote staff to take on additional responsibilities. In previous years, supervisors’ and managers’ eligibility for the wage enhancement depended on the proportion of time they spent in the classroom. This year supervisors and managers became fully eligible for the wage enhancement, and they reported it made a huge difference financially and also provided recognition of the additional work they did to provide high quality ECL programs.

One intention underlying the wage enhancement was to encourage ECEAs to complete ECE certification. It appeared that this goal was being achieved at case study sites for younger ECEAs who had been taken on with the expectation they would complete their certification. Employers provided financial supports to enable them to achieve this either from their own funds or by using the BC Employer Training Grant. However, ECEAs were working full-time and so had limited study time which constrained the number of courses they could complete. As a result, completion of certification took longer. Yet during this study period they were not eligible for the wage enhancement and found themselves struggling financially. We estimate they averaged \$18 per hour. ECEAs suggested the wage enhancement be prorated to recognize the fact they were in the process of completing the certification, while also recognizing that implementing a fair system would be challenging.

ECEAs who had been working in the sector for more than 10 years and/or were older questioned the financial and practical feasibility of completing the ECE certification. They felt they would have to leave their job and go back to school. These ECEAs felt the time and money required to obtain ECE certification were not realistic for them to combine with their family commitments. These ECEAs suggested solutions such as a challenge exam specifically for experienced ECEAs which they could take

and pass to obtain ECE certification and eligibility for the wage enhancement. We heard more than once that Alberta had a Life Experience Equivalency Process (LEEP) for ECEAs.¹¹

During case study visits, we heard concern that the wage enhancement could be at risk of being discontinued. Those interviewed felt that there was a strong consensus within the sector that the wage enhancement was essential but speculated that a change of government could bring it to an end.

Managers advocated for a strategy or policy on the wage enhancement to make clear whether it was permanent or temporary. They wanted to make it clear to employees that the wage enhancement was a provincial initiative and not provided by individual centres. This was because managers were fearful their centre in particular would lose staff when the wage enhancement was discontinued even though its removal would actually have identical implications for remuneration province-wide.

Findings from open-ended survey questions

The most frequently mentioned topics among both workforce and employers survey open-ended responses were related to compensation, for the most part insufficient wages, concerns about the wage enhancement program and lack of employment benefits. Compensation was raised regardless of workplace type, locations, position or levels of certification. 61.0 per cent of open-ended responses in the workforce survey and 43.6 per cent of open-ended responses in the employer survey mentioned concerns related to insufficient compensation. Of these, 137 open-ended responses mentioned insufficient wages. Concerns were expressed regarding high inflation rates as well as the high cost of living in British Columbia.

“ECEs have financial dreams and goals to achieve in life too—I shouldn’t have to give up my goals and dreams just because I’m in ECE.”

Open-ended survey response

Some participants suggested the need for a provincial wage grid. Some participants mentioned that they or someone that they knew had left the field for other positions that paid more, such as retail or public education. Some participants mentioned the difficulty of being a single parent receiving low wages. Others mentioned that their wages would not be sustainable if their spouse wasn’t making more than them.

¹¹ According to the Child Care Staff Certification Guide (2012) the Alberta LEEP program recognizes the childcare competencies that child care professionals have obtained through experience and informal learning opportunities. LEEP provides a way for child care professionals to demonstrate that they have the competencies needed to advance from the Child Development Assistant level and be certified as a Child Development Worker.

“I get embarrassed when people ask where I work and how much I make for my job.”

Open-ended survey response

Many survey respondents said that although the wage enhancement was helpful, it was inadequate and needed to be higher. Some mentioned that they did not view the enhancement as reliable income because it could be taken away too easily. Some participants mentioned that employers used the enhancement as a way to pay their employees less, or that they advertised positions misleadingly with the enhancement already applied. Some participants mentioned that the enhancement should be applied more widely, and not be limited to direct contact hours worked only.

It was widely suggested that the enhancement should apply to ECEAs as well, though perhaps at a lower rate per hour than ECEs receive. Participants who suggested this reasoned that ECEAs worked just as hard as ECEs, and additionally that a wage enhancement would assist them in further education.

“ECE assistants do exactly the same work in every childcare centre as ECE’s and deserve to be compensated with the Wage Enhancement.”

Open-ended survey response



KPI 2B

**ECL Professionals'
Benefits**

KPI 2B Summary

According to employers, benefit provision has remained stable with modest increases relative to 2019. However, the proportion of employers that do not provide any benefits has decreased, down from 19-22 per cent in 2019 to 4-5 per cent in 2022, which is an improvement again over 2021. Stated differently: more employers are offering benefits to their staff. More non-manager/supervisor respondents at child care centres report receiving each type of benefit. More in before and after school care report extended health care, dental coverage, and paid sick days.

Table 37 Benefits received by ECL professionals and provided by employers by program/role 2019-2022

	Workforce survey				Employer survey			
	Child care centre (including multi-age child care) or preschool Non M/S		Before & after school or recreational care program Non M/S		Employers with all programming requiring at least one ECE		Employers with some or all programming not requiring at least one ECE	
Core benefits	2019	2022	2019	2022	2019	2022	2019	2022
Extended Health Care	43%	53%	24%	26%	55%	59%	63%	65%
Dental coverage	43%	50%	24%	33%	54%	57%	61%	61%
Life insurance	25%	31%	16%	14%	41%	42%	50%	52%
Short-term Disability	15%	19%	10%	5%	25%	21%	27%	28%
Long-term Disability	13%	17%	10%	7%	29%	23%	30%	32%
Paid sick days	51%	71%	31%	44%	61%	86%	61%	89%
Paid parental leave	N/A	20%	N/A	9%	N/A	16%	N/A	15%
Vacation or other PTO	N/A	63%	N/A	42%	N/A	79%	N/A	78%
Retirement/Pension plan	21%	26%	14%	14%	22%	23%	27%	27%
Flexible spending account/ Health spending account	4%	6%	2%	2%	4%	11%	9%	10%
Cash bonuses (other)	N/A	5%	N/A	0%	N/A	23%	N/A	25%
None of the above	25%	10%	33%	21%	22%	5%	19%	4%
I don't know	13%	8%	25%	23%	1%	1%	1%	1%

Table 37 (continued)	Workforce survey				Employer survey			
	Child care centre (including multi-age child care) or preschool Non M/S		Before & after school or recreational care program Non M/S		Employers with all programming requiring at least one ECE		Employers with some or all programming not requiring at least one ECE	
Additional benefits	2019	2022	2019	2022	2019	2022	2019	2022
Paid breaks	27%	26%	18%	12%	45%	43%	42%	40%
Paid overtime	40%	39%	20%	30%	49%	57%	61%	61%
Time in lieu for overtime	21%	21%	12%	7%	35%	33%	42%	31%
Paid staff meetings that occur outside regular work hours	50%	52%	59%	49%	61%	65%	80%	76%
Financial assistance for professional development	42%	42%	24%	40%	66%	65%	70%	74%
Financial assistance for courses or ECE-related training	18%	29%	24%	30%	34%	51%	53%	57%
Paid release time for training	18%	23%	31%	26%	38%	41%	39%	42%
Reduced child care fees	20%	20%	14%	16%	39%	36%	61%	52%
Paid documentation time	12%	10%	10%	7%	28%	28%	35%	35%
Paid programming and prep time	23%	23%	31%	26%	49%	49%	70%	59%
None of the above	14%	11%	16%	12%	12%	3%	2%	1%
I don't know	6%	5%	8%	9%	0%	1%	0%	0%

Note: “Employers with all programming ECE-certified” includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs—school age, preschool, or multi-age programs. “Employers with some or all programming not requiring ECE” includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022). Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties.

Table 38 Benefits received by ECL professionals by auspice and union membership 2019-2022

	Union Membership				Business Type			
	Non-union member		Union member		Not-for-profit, school, other		Private business	
Core benefits	2019	2022	2019	2022	2019	2022	2019	2022
Extended Health Care	37%	57%	68%	79%	52%	73%	28%	46%
Dental coverage	36%	56%	75%	79%	55%	72%	24%	44%
Life insurance	22%	38%	44%	50%	33%	50%	14%	27%
Short-term Disability	13%	21%	31%	40%	22%	34%	7%	11%
Long-term Disability	12%	22%	29%	42%	21%	37%	5%	10%
Paid sick days	43%	75%	87%	91%	68%	90%	26%	61%
Paid parental leave	N/A	19%	N/A	45%	N/A	33%	N/A	10%
Vacation	N/A	68%	N/A	84%	N/A	82%	N/A	56%
Retirement/Pension plan	16%	27%	51%	62%	31%	50%	9%	9%
Flexible spending account/ Health spending account	3%	7%	4%	12%	5%	9%	2%	6%
Cash bonuses (other)	N/A	10%	N/A	4%	N/A	9%	N/A	8%
None of the above	32%	11%	4%	4%	12%	3%	47%	18%
I don't know	12%	5%	7%	2%	13%	2%	11%	6%

Table 38 (continued)	Union Membership				Business Type			
	Non-union member		Union member		Not-for-profit, school, other		Private business	
	2019	2022	2019	2022	2019	2022	2019	2022
Additional benefits								
Paid breaks	22%	27%	54%	58%	33%	38%	22%	23%
Paid overtime	34%	37%	58%	57%	44%	42%	31%	39%
Time in lieu for overtime	16%	28%	47%	43%	31%	41%	8%	15%
Paid staff meetings that occur outside regular work hours	44%	55%	80%	72%	66%	66%	29%	45%
Financial assistance for professional development	38%	54%	55%	63%	52%	67%	27%	39%
Financial assistance for courses or ECE-related training	16%	39%	26%	31%	23%	42%	13%	33%
Paid release time for training	17%	28%	33%	44%	28%	40%	10%	17%
Reduced child care fees	23%	28%	13%	11%	19%	21%	27%	32%
Paid documentation time	12%	17%	16%	18%	16%	21%	8%	11%
Paid programming and prep time	23%	31%	26%	29%	30%	37%	16%	22%
None of the above	17%	11%	3%	4%	4%	4%	26%	17%
I don't know	6%	3%	2%	1%	5%	1%	6%	5%

Source: 2019 and 2022 SRDC workforce surveys.

Note: Auspice refers to the ownership of the ECL business.

Table 39 Benefits received by ECL professionals by ECL qualification 2019-2022

	Workforce survey											
	RA		ECEA		ECE 1 yr		ECE 5 yr		ECE+SN or +IT		ECE + both SN&IT	
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
Core benefits												
Extended Health Care	28%	51%	34%	53%	35%	53%	40%	56%	55%	69%	53%	73%
Dental coverage	26%	53%	34%	52%	31%	53%	39%	54%	56%	67%	57%	72%
Life insurance	19%	38%	23%	35%	20%	24%	23%	37%	32%	45%	34%	47%
Short-term Disability	9%	24%	8%	21%	15%	19%	15%	21%	19%	30%	26%	32%
Long-term Disability	8%	31%	10%	19%	10%	21%	13%	24%	18%	31%	24%	32%
Paid sick days	33%	68%	44%	68%	49%	73%	48%	75%	56%	85%	65%	85%
Paid parental leave	N/A	22%	N/A	18%	N/A	19%	N/A	22%	N/A	29%	N/A	32%
Vacation	N/A	62%	N/A	58%	N/A	58%	N/A	69%	N/A	76%	N/A	81%
Retirement/Pension plan	15%	29%	18%	26%	16%	26%	19%	30%	25%	39%	29%	46%
Flexible spending account/ Health spending account	4%	6%	6%	5%	3%	4%	3%	5%	4%	8%	6%	13%
Cash bonuses (other)	N/A	10%	N/A	8%	N/A	5%	N/A	7%	N/A	10%	N/A	9%
None of the above	45%	17%	28%	11%	23%	11%	27%	11%	20%	6%	18%	7%
I don't know	11%	8%	18%	13%	19%	7%	11%	5%	10%	3%	9%	2%

Table 39 (Continued)	Workforce survey											
	RA		ECEA		ECE 1 yr		ECE 5 yr		ECE+SN or +IT		ECE + both SN&IT	
Additional benefits	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
Paid breaks	21%	28%	21%	27%	27%	21%	30%	29%	31%	38%	31%	39%
Paid overtime	17%	23%	43%	35%	26%	36%	38%	39%	46%	44%	48%	46%
Time in lieu for overtime	13%	37%	17%	22%	15%	22%	18%	26%	27%	41%	33%	39%
Paid staff meetings that occur outside regular work hours	39%	45%	53%	62%	37%	48%	46%	54%	54%	60%	64%	60%
Financial assistance for ECE-related training	19%	31%	37%	39%	31%	36%	42%	36%	53%	41%	51%	40%
Financial assistance for courses or post-ECE training	19%	54%	28%	41%	14%	48%	15%	52%	21%	66%	18%	59%
Paid release time for training	21%	33%	14%	24%	19%	28%	19%	26%	23%	36%	23%	41%
Reduced child care fees	19%	21%	28%	21%	19%	16%	23%	25%	27%	27%	20%	24%
Paid documentation time	8%	19%	10%	15%	10%	17%	12%	13%	13%	22%	18%	17%
Paid programming and prep time	23%	29%	21%	26%	23%	27%	26%	29%	22%	33%	27%	27%
None of the above	28%	17%	12%	8%	15%	14%	12%	11%	11%	7%	8%	7%
I don't know	8%	5%	6%	7%	10%	5%	6%	3%	2%	2%	5%	1%

Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Findings from qualitative data

Both employers and employees at case study sites considered workers' benefits essential. All six case study sites provided paid sick leave, paid vacation, extended medical care and training funds. There were no dramatic changes in the benefits provided to employees since 2021. While centres provided mostly the same types of benefits to their employees, there were differences in the extent and amount of coverage. The most notable variation was in the amount of leave employees were entitled to. For example, paid sick days ranged from over 30 paid sick days to just 5 (the statutory minimum). One case study site provided employees with a health spending account rather than extended health benefits through a health insurance provider. The unionized sites provided the most extensive benefits to their employees.

Employers and employees stressed the importance of these benefits as they enabled those who were ill to afford to stay home and get better. This was recognition of a physically demanding job which brought professionals into close contact with young children who are frequently ill meaning those working in the sector also get ill. Concerns about COVID and flu meant that managers and supervisors wanted employees to remain at home until they were better and not to risk coming into the centres where they might infect more staff and children. However, the situation was less clear-cut for ECL professionals some of whom questioned whether they could afford to stay home or risk letting their colleagues and children down, especially when other employees were off work at the same time.

Some of those working in the sector reflected on the impact of burnout and stress on their mental health. They reported feeling that this issue merited more attention across the sector, even though it was not widely discussed within centres. Resources and supports available to those in the field could be inadequate as a result. Supervisors and managers felt that resources to support mental health and well-being of those working in the sector were difficult to find and in this respect their situation was unlike that of teachers and nurses.

“Like taking care of people’s mental health is important also. It’s not always everything physical. We get injured and all of that, but mental health is something we don’t see. I would always tell my team, ... it is always better to stay home. Take care of yourself ... and come back refreshed.”

Not for profit Case Study Site

In 2022, five of the six case study sites provided some sort of retirement package, either a pension or an RRSP with employer contributions. The remaining site was investigating employee retirement plans and planned to implement one in the coming months. For most of the case study sites, pensions and retirement plans were relatively new and, while they were appreciated by employees, those who were getting close to retiring reported that the pensions would not provide them with adequate financial supports when they did retire.

“So the RRSP started ... maybe five years ago now and that is awesome. And you have to work for the company for five years to get that. But the only thing is: all the experienced teachers who have been here for close to 20 years, it hasn’t really helped us because it was too close to our retirement.”

For profit Case Study Site

In survey open-ended responses, more than 50 respondents in both the workforce and employer surveys mentioned a need for better benefits. Many specific mentions included a pension plan as well as extended health coverage. Some participants highlighted that professionals in this field tend to be more exposed to illnesses but receive little or no paid sick time, although since January 2022 employers have been required by law to offer at least five days to most employees. Some participants also mentioned that they or their colleagues go to work when they are sick, both due to limited sick time as well as lack of staff. Other participants also highlighted that the nature of their work caused physical strain, but they received no or insufficient extended health benefits (for example, to cover physiotherapy or massage therapy) to assist with this. Some participants suggested that early childhood educators should be unionized.

“I would also like to see a pension plan brought into our sector, as we leave after 50 years with nothing.”

Open-ended survey response

KPI 4

Proportion of ECL professionals with credentials relevant to provision of child care for provincial ECL needs, including regional and Indigenous ECL needs

KPI 4 Summary

The number of active ECE and ECEA certifications has been increasing since 2018-19 with 2021-22 seeing 8,597 new certificates granted—a 54 per cent increase over 2018-19. There has been no consistent change in survey-captured proportions of ECL professionals in the workforce possessing ECL-related credentials in 2019 through 2022, however. Just 7 per cent of professionals in \$10 a day sites and 8 per cent of ECL professionals in other child care centres did not hold credentials at the college level or above.

The majority among professionals at ECE level (median qualification year 2010) and above (median qualification year 2012) had received their instructions in person. But for ECEAs (median qualification year 2020), the majority (56 per cent) had received training exclusively online, with another 11 per cent trained via hybrid delivery. Typically, half of directors, but three quarters of managers and supervisors, held an ECE certificate.

While invitations for professionals to apply to migrate to Canada for BC ECE and ECEA positions through the provincial nomination program increased dramatically from 90 in 2021 to 749 in 2022, a declining share of credentials held among 2022 survey respondents were from non-Canadian institutions. While employers who reported having children with special needs were more likely to report a higher proportion of staff with special needs certification, 45 per cent of employers with such children had no staff with SN certification, up from 40 per cent in 2021.

Table 40 Prevalence of staff with Early Childhood Education (ECE) certification/training [data from CCOF Provider profile]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ECE+	10,674	10,411	10,483	10,545	11,479	12,493
<i>Early Childhood Educator (ECE)</i>	6,675	6,410	6,363	6,474	6,959	7,572
<i>Infant Toddler Educator (IT) or Special Needs Educator (SN)</i>	3,999	4,001	4,120	4,071	4,520	4,921
Non ECE	6,345	6,373	7,240	8,033	8,482	8,838
<i>Early Childhood Educator Assistant (ECEA)</i>				3,264	3,694	3,665
<i>Responsible Adult</i>				3,630	3,653	4,117
<i>No Certification</i>				1,139	1,135	1,056
Total staff reported	17,019	16,784	17,723	18,578	19,961	21,331

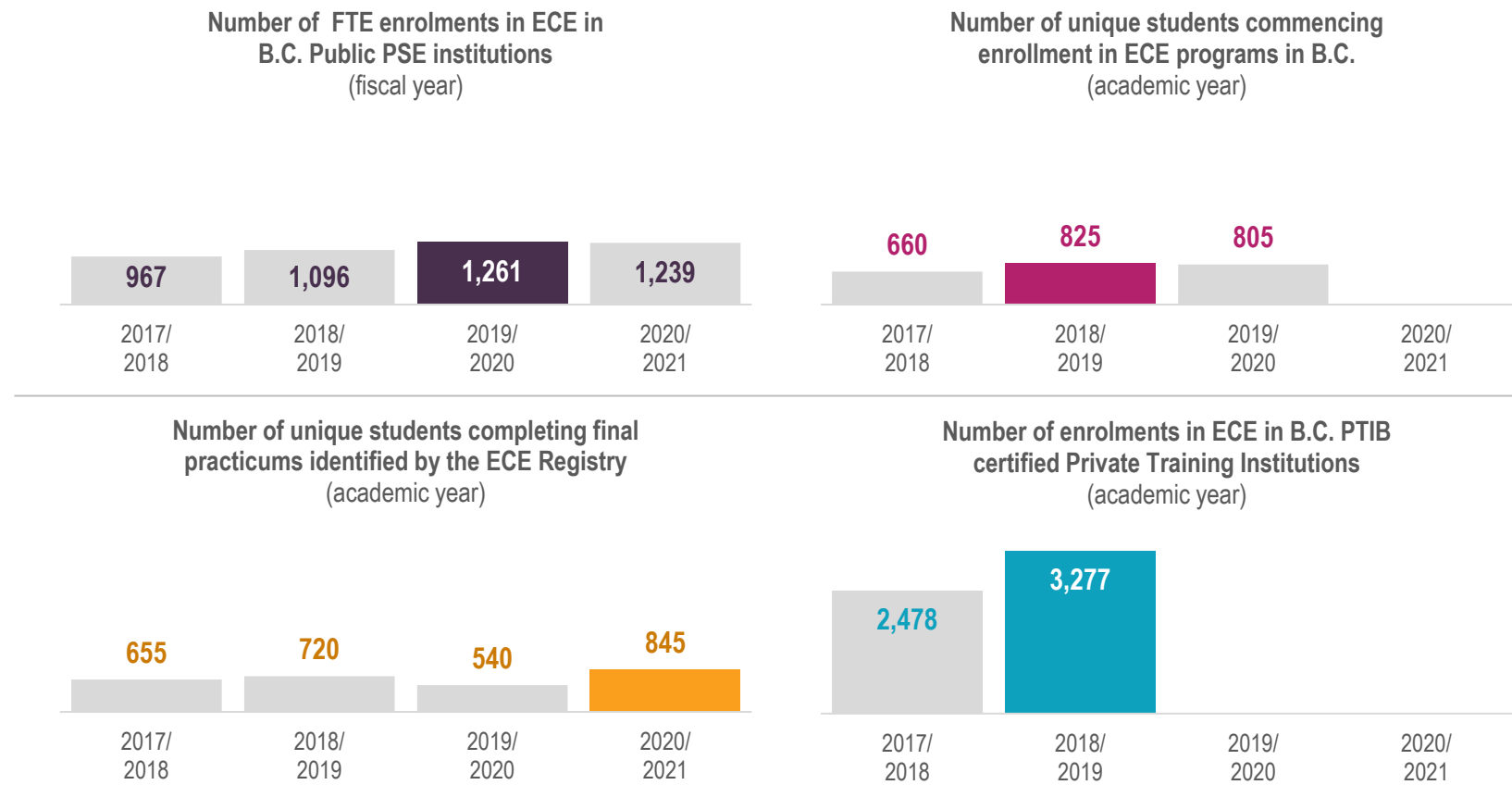
Source: British Columbia Ministry of Children and Family Development to 2021-22 and MECC 2022-23.

Table 41 Early Childhood Educator (ECE) Certifications Fiscal Years 2014/15 to 2021/22

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
New ECE Five-Year certifications	1,422	1,361	1,462	1,767	1,707	1,677	1,599	2,675
New ECE One-Year certifications	812	678	742	738	914	956	1,103	1,440
New Special Needs or Infant/Toddler Educator certifications	808	792	752	931	1,008	1,216	1,185	1,798
<i>New Infant/Toddler Educator certifications</i>		459	470	606	642	768	774	1,130
<i>New Special Needs Educator certifications</i>		297	277	319	359	445	406	666
New ECE Assistant certifications	1,789	1,424	1,524	1,865	1,953	2,457	2,212	2,684
Total New Certificates Granted	4,831	4,255	4,480	5,301	5,582	6,306	6,099	8,597
Certifications renewed	2,168	1,862	2,452	2,912	2,807	2,988	1,862	4,316
Active Special Needs Educator certifications					3,544	3,841	4,155	4,579
Active Infant/Toddler Educator certifications					5,520	6,099	6,769	7,546
Total Active ECE+ certifications					9,064	9,940	10,924	12,125
Active ECE Assistant certifications	6,029	6,163	6,316	6,765	7,073	7,920	9,022	9,159
Percentage of Active certifications for ECEAs	28%	28%	27%	27%	27%	28%	30%	29%
Total Active ECEs (Five-Year and One-Year certifications)	15,402	16,085	16,806	18,157	19,298	20,049	21,502	22,972
Total Active ECE and ECEA certifications	21,431	22,248	23,122	24,922	26,371	27,969	30,524	32,131

Source: Early Childhood Educator (ECE) Registry, Summary Report, as of March 31, 2022.

Table 42 Postsecondary enrolment and completion rates in ECE programs at public and private BC institutions



Source: Ministry of Post-Secondary Education and Future Skills.

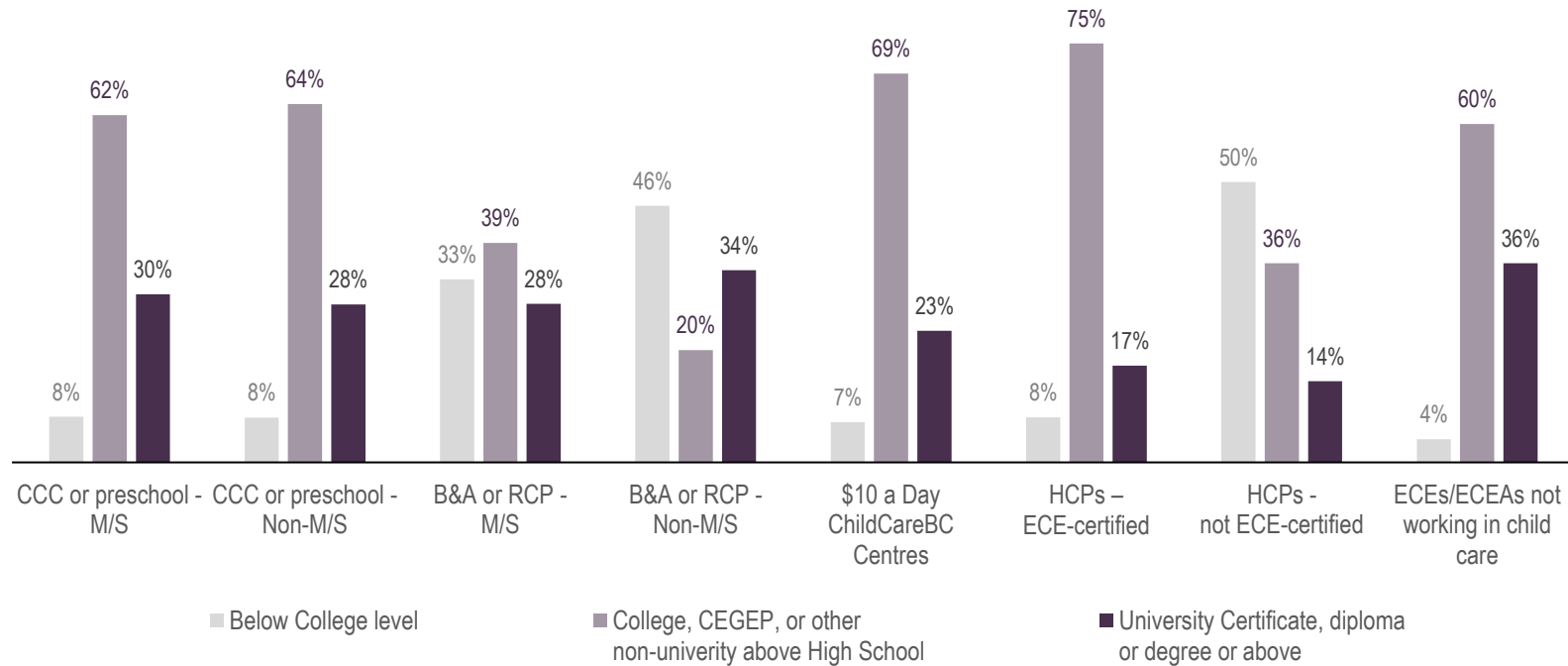
Note: The data above presents PSE enrolment data as available. There is a lag between the accessibility of the data and the evaluation reports and, therefore, data for recent years are unavailable. Fiscal or academic years with the highest numbers are presented with coloured bars.

Table 43 Participants who completed Responsible Adult courses, by Health Authority Region

	2018	2019	2020	2021	2022
Fraser Health Authority Region	112	151	94	63	101
Interior Health Authority Region	86	154	96	45	62
Northern Health Authority Region	68	77	62	45	35
Vancouver Coastal Health Authority Region	271	225	159	215	260
Vancouver Island Health Authority Region	39	39	19	0	5
TOTAL	576	646	430	368	463

Source: Child Care Resource and Referral Centres compilation.

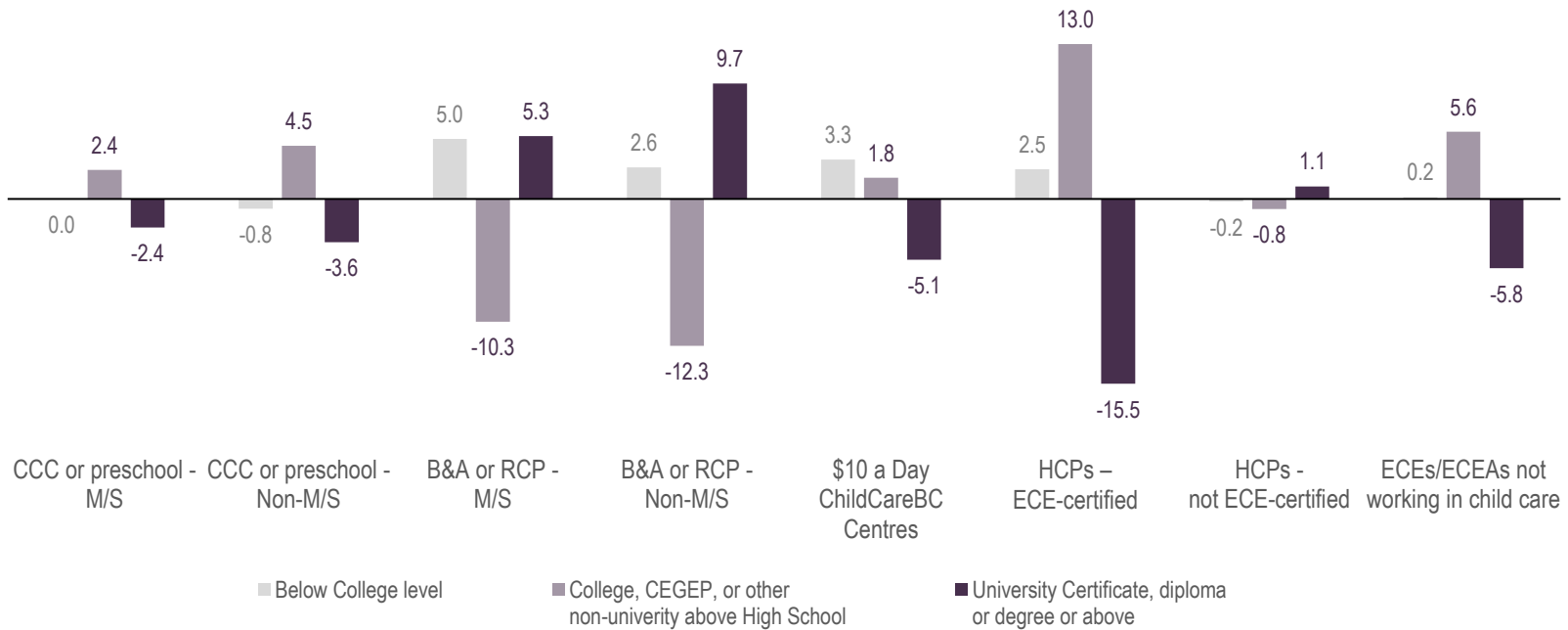
Figure 24 Highest level of education in a program specific to early care and learning by program/role 2022



Source: 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs.

Figure 25 Highest level of education in a program specific to early care and learning by program/role—change since 2019



Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs.

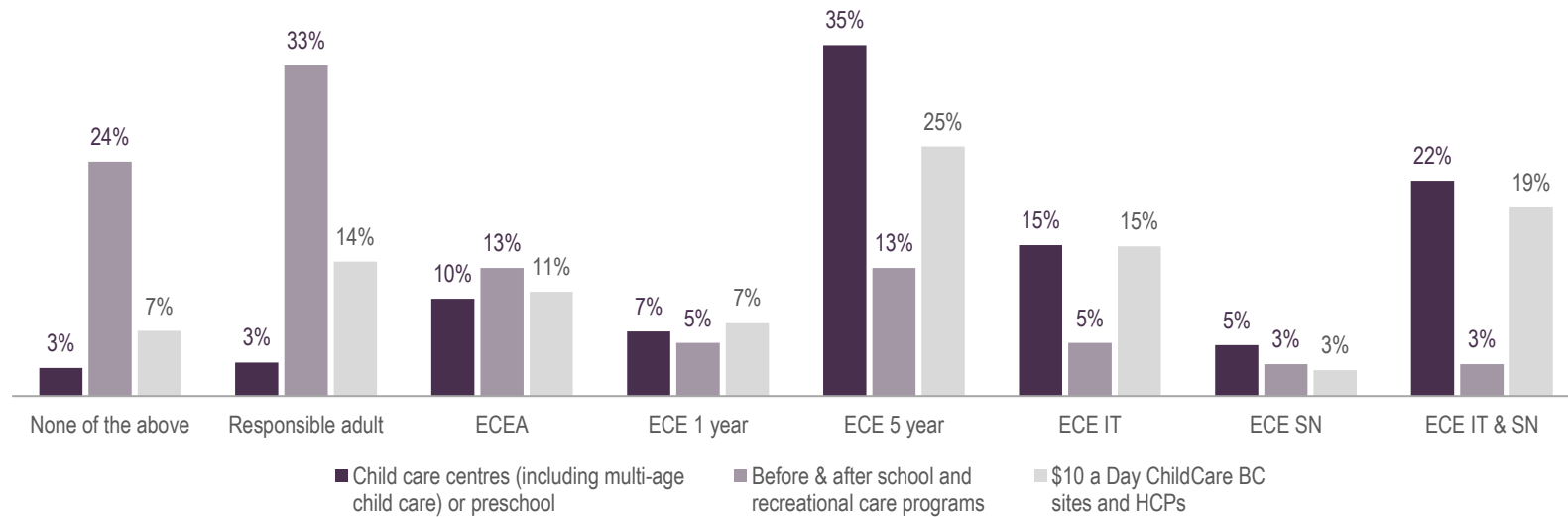
Table 44 Ratio of ECE-certified to non-ECE certified ECL professionals

	Child care centre (including multi-age child care) or preschool		Before & after school or recreational care program		\$10 a Day ChildCareBC Centres	HCPs
	M/S	Non M/S	M/S	Non M/S		
2019	7 : 1	4 : 1	2 : 5	1 : 5	5 : 1	1 : 1
2020	5 : 1	3 : 1	2 : 5	1 : 2	6 : 1	1 : 1
2021	6 : 1	5 : 1	2 : 5	1 : 2	5 : 1	1 : 1
2022	7 : 1	4 : 1	3 : 10	3 : 5	4 : 1	1 : 1

Source: 2019, 2020, 2021, and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties.

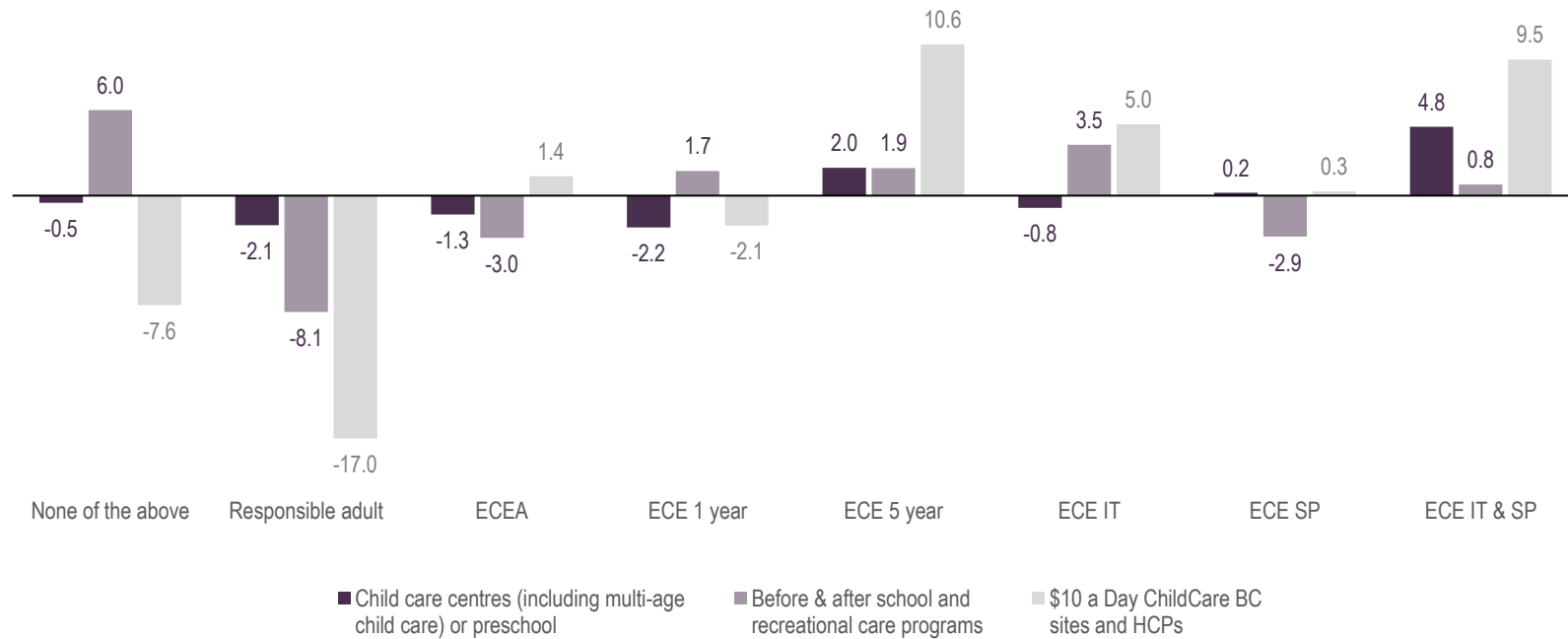
Figure 26 Qualification and training by Centre-based program 2022



Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Figure 27 Qualification and training by Centre-based program—change in percentage points since 2019



Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 45 Percentage of respondents by place where training was obtained for their ECL qualification 2022

	ECEA	ECE 1 year	ECE 5 year	Infant and Toddler	Special Needs
British Columbia <i>(change since 2019 in percentage points +/-)</i>	93.64% 0.27	94.32% 3.01	90.66% 1.18	89.13% -0.15	85.15% -1.58
Alberta <i>(change since 2019 in percentage points +/-)</i>	2.54% -0.99	1.70% -1.37	2.04% -0.79	1.65% -0.10	2.55% -0.13
Manitoba <i>(change since 2019 in percentage points +/-)</i>	0.85% 0.54	0.00% 0.00	0.37% -0.08	0.66% 0.08	0.93% 0.38
New Brunswick <i>(change since 2019 in percentage points +/-)</i>	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00
Newfoundland and Labrador <i>(change since 2019 in percentage points +/-)</i>	0.00% 0.00	0.57% 0.57	0.00% -0.08	0.00% 0.00	0.00% 0.00
Northwest Territories <i>(change since 2019 in percentage points +/-)</i>	0.42% 0.42	0.00% 0.00	0.19% 0.11	0.00% -0.05	0.00% 0.01
Nova Scotia <i>(change since 2019 in percentage points +/-)</i>	0.00% -0.26	0.00% 0.00	0.00% -0.32	0.16% 0.16	0.23% 0.07
Ontario <i>(change since 2019 in percentage points +/-)</i>	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00
Prince Edward Island <i>(change since 2019 in percentage points +/-)</i>	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00
Quebec <i>(change since 2019 in percentage points +/-)</i>	0.00% -0.26	0.57% 0.28	0.46% 0.00	0.00% -0.58	0.46% 0.09
Saskatchewan <i>(change since 2019 in percentage points +/-)</i>	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00	0.00% 0.00
Yukon <i>(change since 2019 in percentage points +/-)</i>	0.00% 0.00	0.00% 0.00	0.00% -0.08	0.00% 0.00	0.00% 0.00
Outside of Canada <i>(change since 2019 in percentage points +/-)</i>	0.42% -0.14	1.70% -0.28	2.31% -0.52	2.47% -0.64	1.86% -0.84

Source: 2019 and 2022 SRDC workforce surveys.

Notes: ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate, Infant and Toddler (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification, Special Needs (an ECE 1 yr or 5 yr with a Special Needs Educator certification).

Table 46 Percentage of respondents by the training delivery mode for their ECL qualification 2022

	ECEA	ECE 1 year	ECE 5 year	Infant and Toddler	Special Needs
Online	56%	24%	16%	25%	19%
Hybrid	11%	11%	7%	8%	8%
In person	33%	65%	77%	67%	73%

Source: 2022 SRDC workforce survey.

Notes: ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate, Infant and Toddler (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification, Special Needs (an ECE 1 yr or 5 yr with a Special Needs Educator certification).

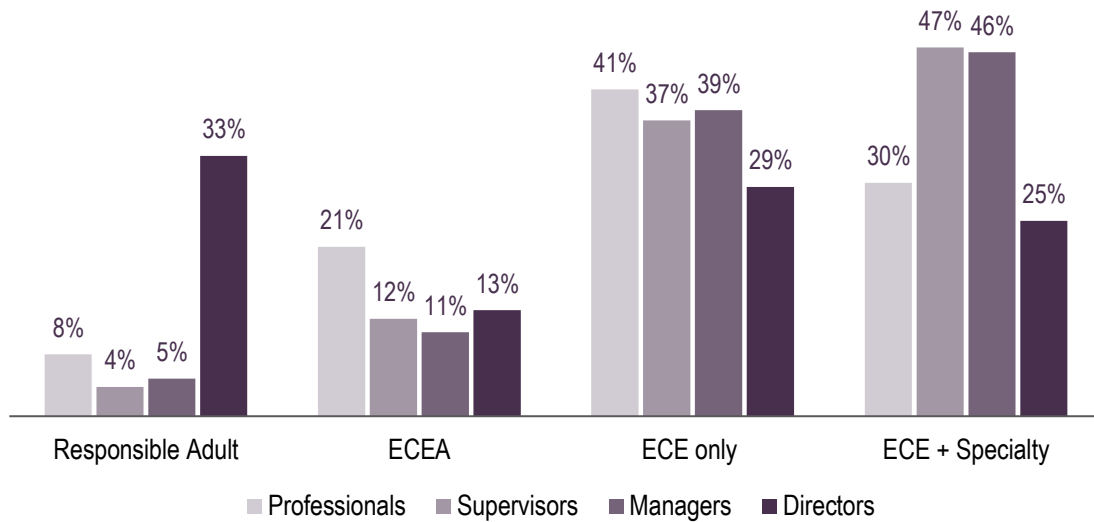
Table 47 Year of initial ECL qualification obtained

	ECEA	ECE 1 year	ECE 5 year	Infant and Toddler	Special Needs
N	232	172	1065	597	423
Earliest initial certification year	1986	1971	1971	1965	1965
Median	2020	2010	2010	2012	2012
Latest initial certification year	2022	2022	2022	2022	2022
Mean certification year	2018	2009	2007	2009	2008
Standard deviation	5.3 years	12.4 years	11.1 years	10.4 years	10.8 years

Source: 2022 SRDC workforce survey.

Notes: ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate, Infant and Toddler (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification, Special Needs (an ECE 1 yr or 5 yr with a Special Needs Educator certification. The data above does not look at the highest credential obtained, but the year at which respondents obtained their credentials.

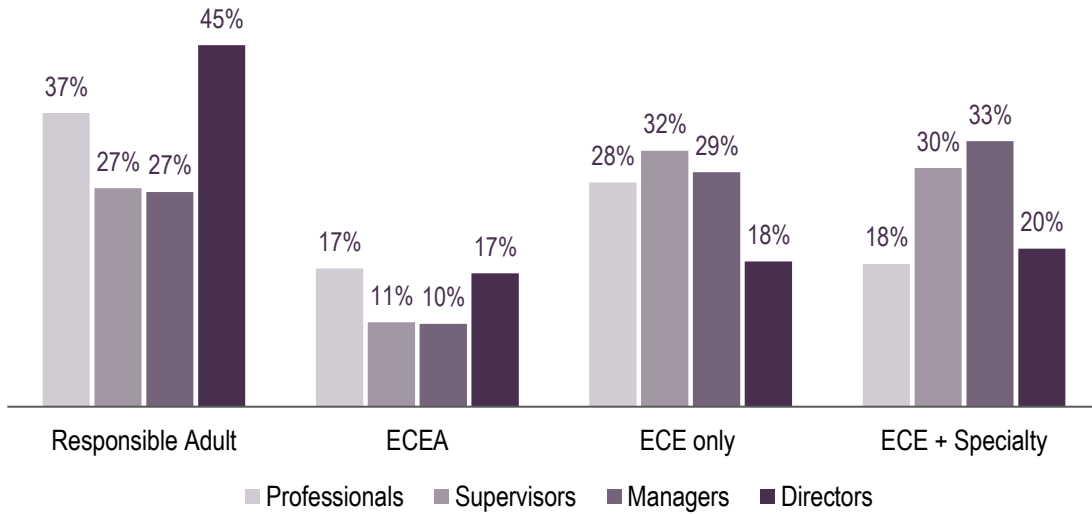
Figure 28 Certification or training by position of ECL professionals in organizations that exclusively operate programs requiring ECE certification, 2022



Source: 2022 SRDC employer survey. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs—school age, preschool, or multi-age programs.

Note: Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

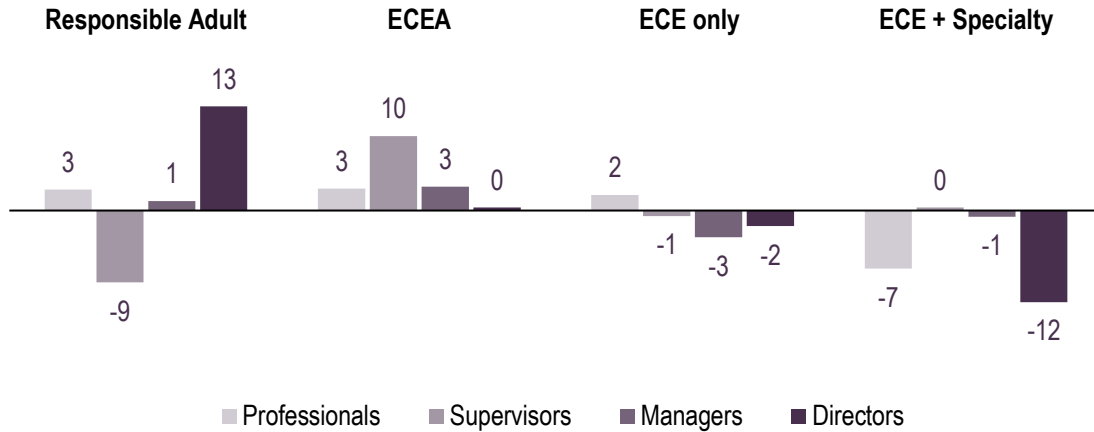
Figure 29 Certification or training by position of ECL professionals in organizations that operate at least one program not requiring ECE certification, 2022



Source: 2022 SRDC employer survey. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care.

Note: Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

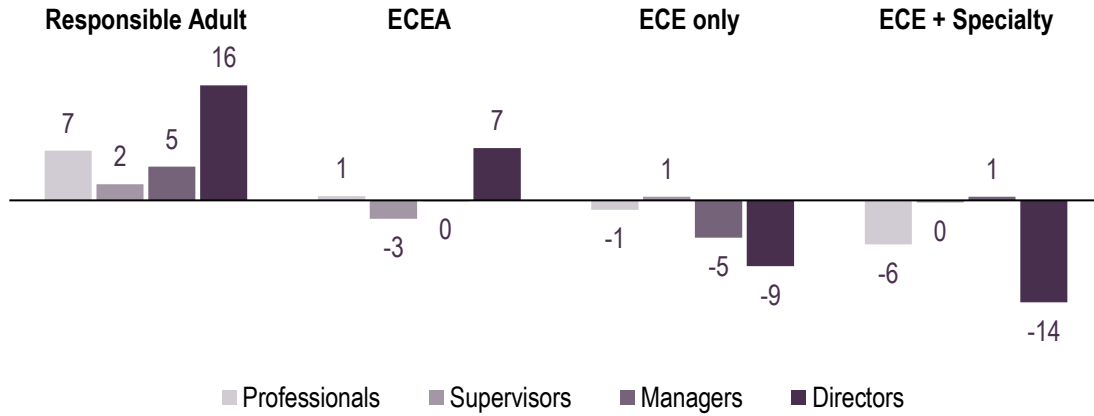
Figure 30 Change in certification or training by position of professionals in organizations that exclusively operate programs requiring ECE certification since 2019, in percentage points



Source: 2019 and 2022 SRDC employer surveys. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs—school age, preschool, or multi-age programs.

Note: Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

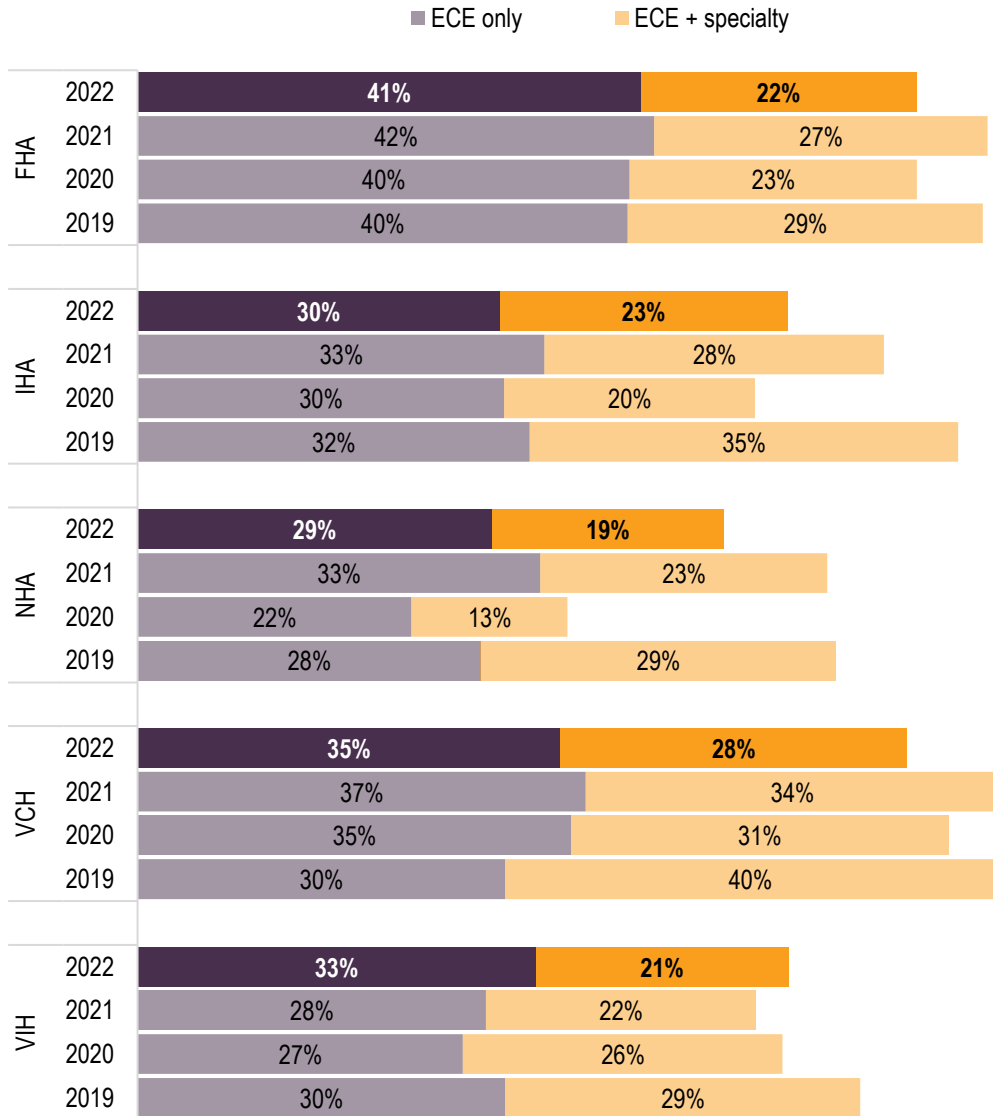
Figure 31 Change in certification or training by position of professionals in organizations that operate at least one program not requiring ECE certification since 2019, in percentage points



Source: 2019 and 2022 SRDC employer surveys. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

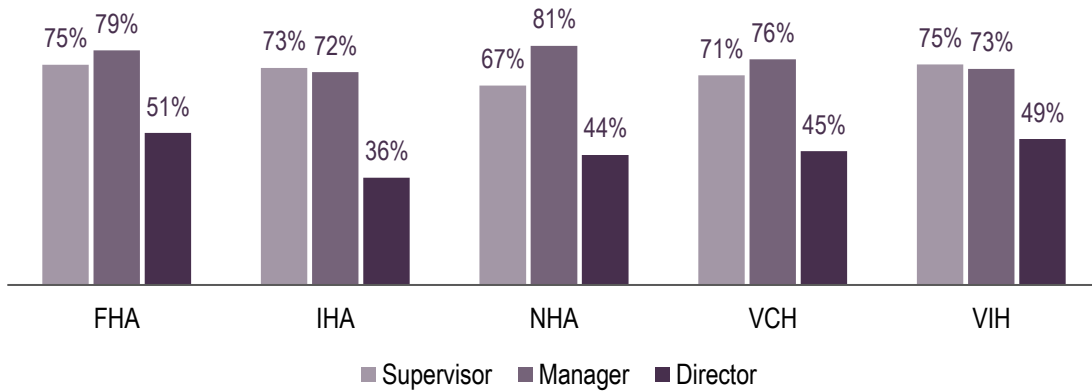
Note: Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Figure 32 Certification of professionals in licensed child care centres, preschools before and after school programs, or recreational care programs by health authority, 2019 to 2022



Source: 2019, 2020, 2021, and 2022 SRDC employer surveys [FHA: Fraser Health Authority; IHA: Interior Health Authority; NHA: Northern Health Authority; VCH: Vancouver Coastal Health; VIH: Vancouver Island Health].

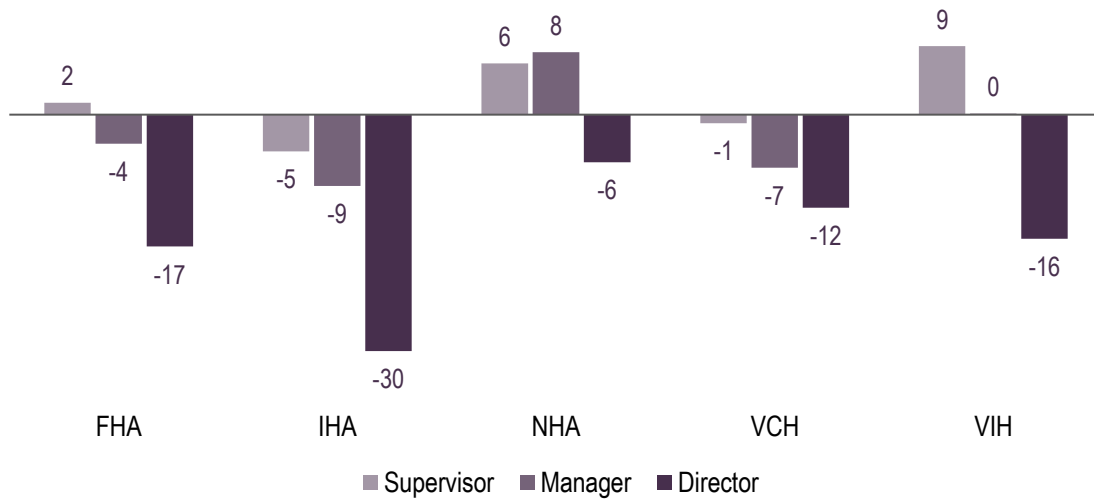
Figure 33 Proportion of senior staff in licensed child care centres, preschools before and after school programs, or recreational care programs with ECE certification by health authority 2022



Source: 2022 SRDC employer survey.

Note: FHA: Fraser Health Authority; IHA: Interior Health Authority; NHA: Northern Health Authority; VCH: Vancouver Coastal Health; VIH: Vancouver Island Health. Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Figure 34 Change in proportion of senior staff in licensed child care centres, preschools before and after school programs, or recreational care programs with ECE certification by health authority (employer survey) since 2019



Source: 2019 and 2022 SRDC employer surveys.

Note: FHA: Fraser Health Authority; IHA: Interior Health Authority; NHA: Northern Health Authority; VCH: Vancouver Coastal Health; VIH: Vancouver Island Health. Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Table 48 Proportion of workforce survey respondents reporting different children’s backgrounds and needs 2022

	Child care centre (including multi- age child care) or preschool	Before & after school and recreational care programs	\$10 a Day ChildCareBC sites
Identified special needs	60%	62%	68%
Neither English nor French spoken at home	40%	19%	40%
New immigrants or refugees	28%	23%	33%
Indigenous (First Nations, Métis, or Inuit) children	30%	28%	45%
None of the above	14%	15%	13%
I don't know	4%	9%	5%

Source: 2022 SRDC workforce survey.

Note: Proportion includes individuals who reported working with at least one child who falls in each category.

Table 49 Proportion of centre-based ECL with all programs requiring ECE reporting children’s backgrounds and needs 2019–2022

	2019	2020	2021	2022
Identified special needs	50%	57%	62%	62%
Neither English nor French spoken at home	39%	43%	44%	50%
New immigrants or refugees	33%	31%	36%	41%
Indigenous, First Nations, Métis, or Inuit children	33%	33%	37%	42%
None of the above	25%	20%	15%	14%

Source: 2019, 2020, 2021, and 2022 SRDC employer surveys. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs—school age, preschool, or multi-age programs.

Note: Proportion includes employers who reported having at least one child in their program who falls in each category.

Table 50 Proportion of centre-based ECL with some or all programs not requiring ECE reporting children’s backgrounds and needs 2019–2022

	2019	2020	2021	2022
Identified special needs	76%	76%	77%	84%
Neither English nor French spoken at home	44%	46%	39%	46%
New immigrants or refugees	43%	39%	38%	51%
Indigenous, First Nations, Métis, or Inuit children	54%	52%	43%	56%
None of the above	8%	9%	9%	6%

Source: 2019, 2020, 2021, and 2022 SRDC employer surveys. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

Note: Proportion includes employers who reported having at least one child in their program who falls in each category.

Table 51 Percentage of organizations that exclusively operate programs requiring ECE by children’s languages spoken at home and staff language skills, other than English, 2019 to 2022

Language	Children’s languages spoken at home (other than English)		Staff’s ability to speak the language of the children in centres where children speak language at home	
	2019	2022	2019	2022
Mandarin	32%	48%	57%	54%
Cantonese	31%	38%	50%	53%
French	35%	31%	47%	39%
Spanish	25%	40%	35%	33%
Punjabi	23%	33%	30%	38%
Farsi	17%	22%	42%	38%
An Indigenous language*	10%	4%	–	–
Korean	3%	5%	53%	48%
Russian	15%	5%	Small sample sizes (s.s.s.)	
Japanese	21%	4%	24%	35%

Source: 2019 and 2022 SRDC employer surveys. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs–school age, preschool, or multi-age programs.

***Note:** The proportion of centres with staff who speak the same Indigenous language as children could not be assessed in 2019. This information was collected in 2022 but no single Indigenous language reached the threshold for reporting (5%) and so the data was suppressed. The numbers in the two left columns represent the proportion of centres with at least one child who speaks *any* Indigenous language.

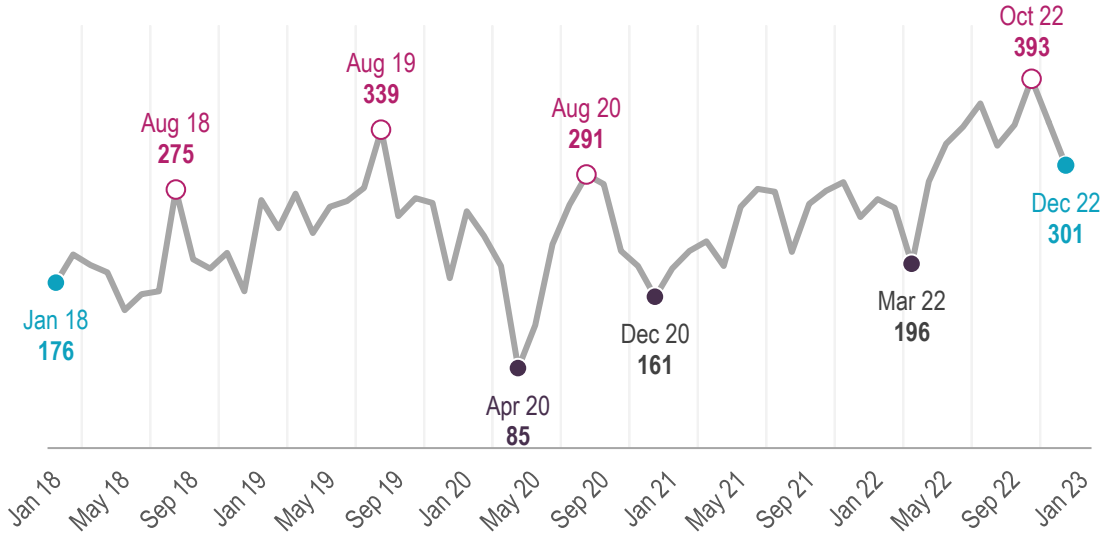
Table 52 Percentage of organizations that operate at least one program that does not require ECE by children’s languages spoken at home and staff language skills, other than English, 2019 to 2022

Language	Children’s languages spoken at home (other than English)		Staff’s ability to speak the language of the children in centres where children speak language at home	
	2019	2022	2019	2022
Mandarin	45%	48%	41%	54%
Cantonese	40%	38%	40%	53%
French	51%	31%	62%	39%
Spanish	35%	40%	55%	33%
Punjabi	32%	33%	44%	38%
Farsi	23%	22%	51%	38%
An Indigenous language*	22%	4%	–	–
Korean	2%	5%	20%	48%
Russian	26%	5%	Small sample sizes (s.s.s.)	
Japanese	33%	4%	26%	35%

Source: 2019 and 2022 SRDC employer surveys. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

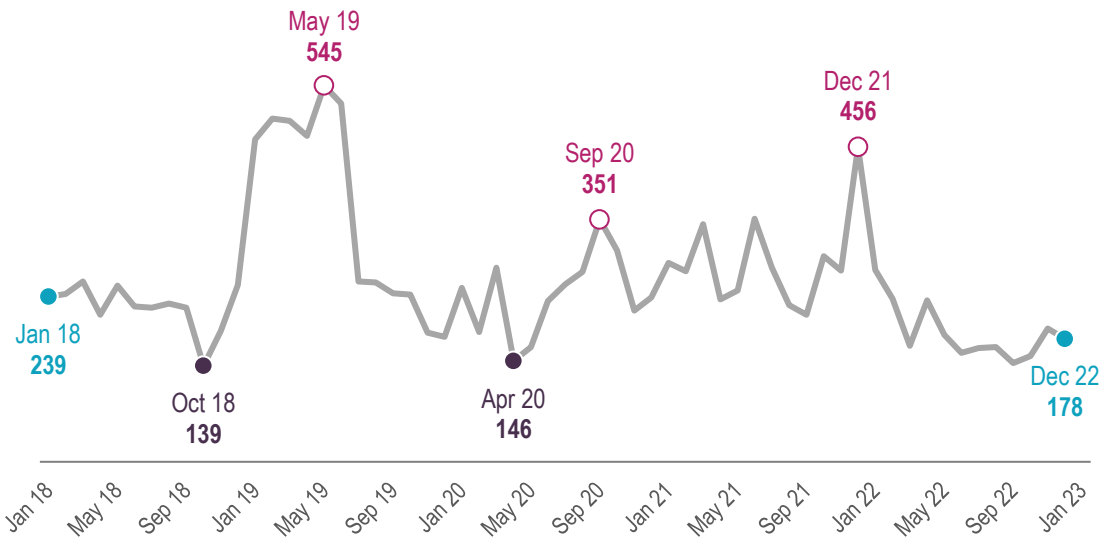
***Note:** The proportion of centres with staff who speak the same Indigenous language as children could not be assessed in 2019 and 2020. This information was collected in 2022 but no single Indigenous language reached the threshold for reporting (5%) and so the data was suppressed. The numbers in the two left columns represent the proportion of centres with at least one child who speaks any Indigenous language.

Figure 35 Monthly job postings for Early Childhood Educators and Assistants in BC



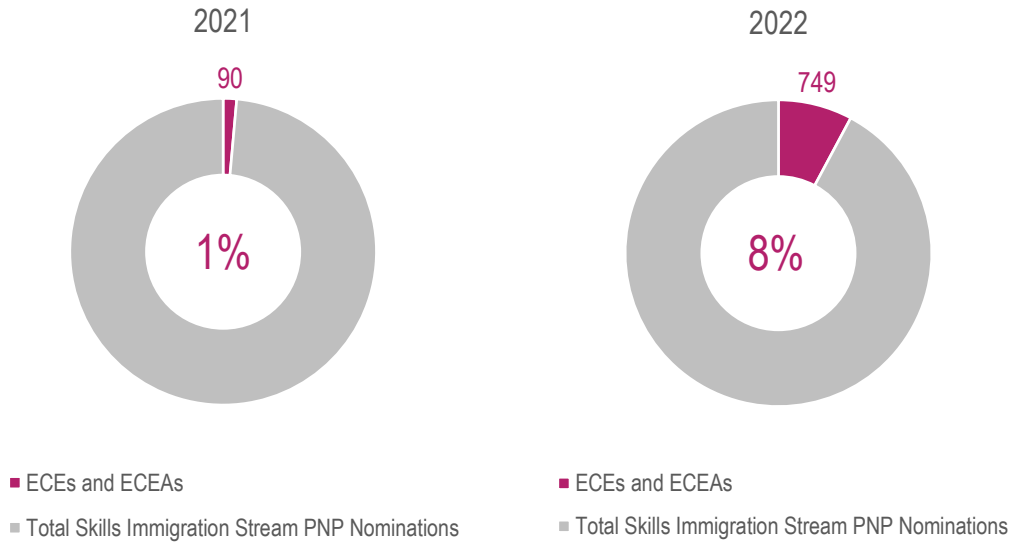
Source: Labour Market Information Council Canadian Job Trends Dashboard.

Figure 36 Monthly job postings for Home Child Care Providers in BC



Source: Labour Market Information Council Canadian Job Trends Dashboard.

Figure 37 BC Provincial Nomination Program–Invitations to Apply for Early Childhood Educators and Assistants



Source: BC Provincial Nominee Program.

Notes: The figure above captures the total annual PNP invitations for 2021 and 2022. In red are the targeted weekly invitations that nominate ECEs and ECEAs through the new PNP priority recruitment strategy for child care workers that was introduced in March 2022. This number should be considered as the minimum number of invitations involving ECEs and ECEAs, as these professionals could have been invited outside of the priority program at any time between January and December 2022. Data are not reported to identify the specific credential held. When a weekly draw is for less than five invitations, the number is reported as “<5.” The figure above assumes 2.5 invitations in those weeks.

Findings from qualitative data

Consistent with previous years, interviews at case study sites heard about the ongoing “crisis” in recruitment of ECE certified professionals. Managers at all case study sites reported that hiring ECE professionals was very challenging given a shortage of individuals with ECE certification. When recruiting new ECEs, centre managers wanted to hire professionals who they believed had the necessary skills and who would be a good fit with their existing teams. Despite this goal, managers reported that on occasion they had to settle for hiring ‘a certificate’ (For profit Case Study Site) because they needed an ECE-certified individual for their program to continue to be able to operate in ratio. Applying to licensing for variances to allow non-ECE staff to occupy positions did not resolve such situations as they did not have access to sufficient ECL professionals to fill vacant positions and being granted more time did not solve the problem caused by a shortage suitability qualified staff. Some centres had decided not to open new locations and/or to close some programming due to this inability to source qualified professionals.

Strategies reportedly used to recruit staff were similar to those in previous years. They typically involved one or more activities, including advertising locally on their own website or on job bank websites, relying on word of mouth and recruiting practicum students. The use of recruitment agencies appears to have decreased given agencies also struggle to find ECE certified professionals. When managers identified a suitable candidate, they had to make an offer quickly or risk the individual accepting an offer from a different centre.

“Why we have not opened another centre is because we don’t have the staff and [employer] has such a high standard. We’re not going to just put a body in there ... like you can pump out people with these online certificates and stuff like that, that are just looking for a job. But if you want to find somebody who’s into education, like sees the value in three- to five-year-olds... That’s a different person... Even though we have a lot of centres, they don’t open as many as they could until they have the right people first.”

For profit Case Study Site

Furthermore, managers reported the increasing difficulty they were facing hiring ECE certified professionals with the additional Infant Toddler and or Special Needs specialization. They speculated fewer ECE professionals were taking this additional training partly because the costs and investment of time would not be reflected in higher salaries.

Across all case study sites, there was concern that fee reduction and the extension of \$10-a-day programs would further increase the demand for child care space, meaning demand for certifications would outstrip supply. Managers reported parents switching from preschool programs to child care because the fee reductions made child care a less expensive option. While managers wanted to accommodate parental preferences, converting preschool programs to child care spaces was not necessarily a straightforward process given licensing requirements around the ratio of ECEs to children. The case study sites which provided preschool programming highlighted how their conversions away from this type of program would reduce parental choice.

All six case study sites held to a philosophical approach of being inclusive of all children including those with additional needs. Many of the sites had built a reputation for accepting children that other ECL providers had been unable to support. However, all six sites in 2022 reported challenges adhering to their inclusive policies.

Nearly 60 open-ended survey responses spanning both the workforce and employer surveys mentioned issues with access to or the quality of ECL education. Both the high cost and high time commitment of further education were widely mentioned by survey participants as barriers to pursuing education.

Some participants highlighted barriers to completing unpaid practicum requirements in particular, where time must be taken off work to complete this requirement with no financial compensation. Additionally, practicum requirements were cited as contributing to staffing issues, in that it was difficult to find replacements to cover staff who were completing their practicums at another location. Finally, some participants mentioned that supporting students in completing their practicums was sometimes too much extra work and time for the employer and that they were not adequately supported by the college for this burden.

Some participants felt that ECE programs did not adequately prepare students for the profession, referring to unprepared newly graduated employees who had not spent enough time in the field. Some participants highlighted concerns with online learning, suggesting it was less effective and yielded poorer acquisition of necessary skills and knowledge than in-person programs. Respondents in both the workforce and employer surveys mentioned that care quality was being negatively impacted by the lack of qualified staff. A few participants mentioned a specific lack of support for children with special needs.

Finally, some employers cited extensive administration work as a barrier to securing qualified staff, such as long wait times for ECE registration or renewal.

Nearly 100 respondents in both the workforce and employer surveys also mentioned lack of staff in their open-ended responses. Many participants expressed concern over what they saw as a severe staffing shortage in the ECL sector. More than 30 mentioned issues with recruitment. Many participants described the difficulty in hiring qualified staff.

“I feel that ECEs are being left behind and the government is just making more spots for children but don’t have the staff to fill the programs.”

Open-ended survey response

Many participants expressed frustration at the \$10 a day ChildCareBC program and government promises of more ECE spaces for children, when in their view there were too few staff to support these new spaces. Some participants cited a need for more infant and toddler specialists in particular, and some suggested there was a need for more incentives to encourage ECEs to get their IT certification.

KPI 5

**Perceptions of ECL
career among those
making decisions with
respect to their own
careers**

KPI 5 Summary

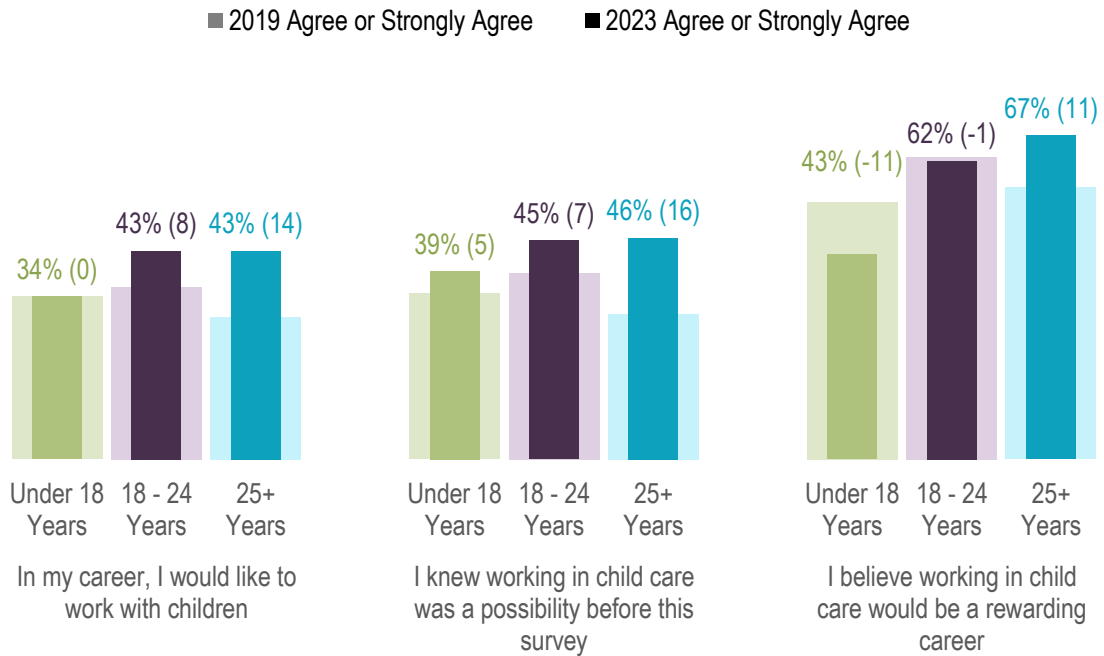
The career interest module of the public opinion survey was completed by young adults (age 13-24) as well as by adults age 25+ who are considering making a career change. Overall, 29 per cent of those under 18 years would be interested in a career in child care compared to 39 per cent of those aged 18-24 and 42 per cent of those aged 25+ who are considering a career change. Across all age groups, female respondents were only slightly more likely than male respondents to be interested in a career in child care (37 per cent compared to 33 per cent), though respondents with children were more likely to be interested compared to those without children (48 compared to 32 per cent).

Although we observed more variability across age groups this year compared to last year, it remains clear that the 25+ year old age group is most amenable to careers in child care, particularly if working conditions such as extended health benefits and flexible work hours/days are present. Despite these increases since 2019, the majority of those making decisions with respect to their careers do *not* show an interest in working with children, despite generally indicating that it would be a rewarding career.

When asked how their personal interest in child care work had changed since 2019, the majority of respondents in each age group indicated that their personal interest had not changed. However, compared to the 2019 sample of respondents, there is higher interest in child care work in 2023, especially among older adults. Changes in working conditions of child care professionals were more likely to contribute to increased interest in child care work compared to decreased interest in child care work.

When asked the minimum wage required to consider a career in child care, the model response was \$25-27 per hour. Approximately 14 per cent of respondents indicated that they would never consider a career in child care.

Figure 38 Opinions on child care as a career by age group and percentage point change since 2019



Source: 2019 and 2023 Public Opinion Surveys.

Table 53 Career opinion responses by age group and change in percentage points since 2019

		2019			2023			Change Since 2019		
	Age Group	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree
In my career, I would like to work with children	Under 18	33%	34%	34%	32%	34%	34%	-0.2	0.2	0.0
	18-24	36%	28%	36%	28%	29%	43%	-8.5	1.1	7.5
	25+	41%	29%	30%	31%	26%	43%	-10.4	-3.4	13.8
	Total	37%	30%	33%	30%	29%	41%	-7.0	-0.7	7.6
I knew working in child care was a possibility before this survey	Under 18	46%	20%	34%	33%	28%	39%	-13.1	8.5	4.6
	18-24	44%	18%	39%	32%	23%	45%	-12.2	5.5	6.7
	25+	54%	16%	30%	30%	24%	46%	-24.3	8.6	15.7
	Total	48%	18%	35%	31%	25%	44%	-16.2	7.1	9.1
I believe working in child care would be a rewarding career	Under 18	23%	24%	53%	23%	34%	43%	0.3	10.7	-10.9
	18-24	15%	22%	63%	15%	24%	62%	-0.7	1.7	-0.9
	25+	22%	22%	56%	14%	19%	67%	-8.1	-2.7	10.8
	Total	19%	22%	59%	16%	25%	59%	-2.9	2.4	0.4

Source: 2019 and 2023 Public Opinion Surveys.

Note: Strongly Disagree and Disagree were collapsed into a single category for reporting, as were Strongly Agree and Agree.

Figure 39 Interest in working in child care by age group and percentage point change since 2019 [Source: Public Opinion Survey]

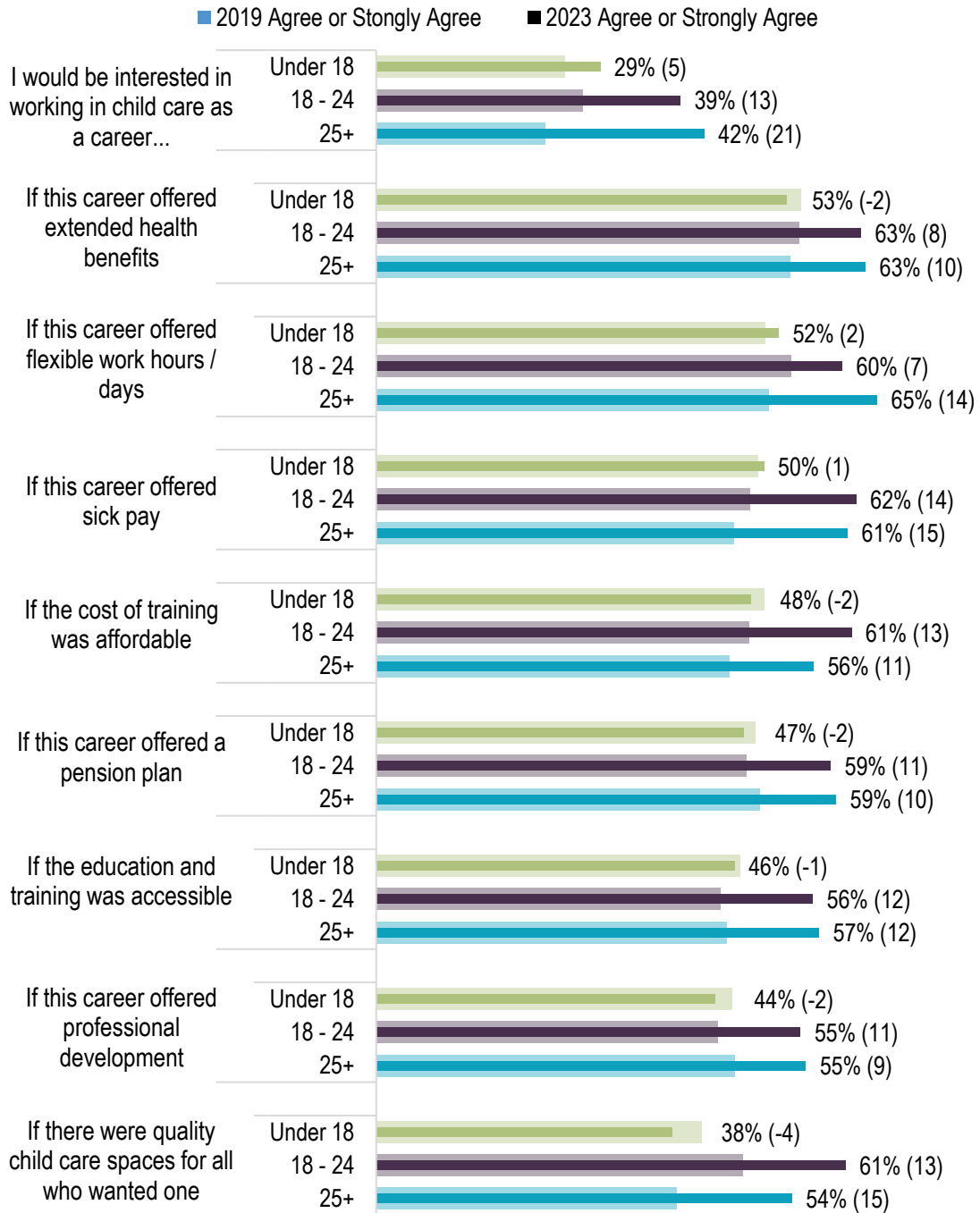


Table 54 Career interest module by age group and change in percentage points since 2019

	Age Group	2019			2023			Change Since 2019		
		Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree
I would be interested in working in child care as a career...	Under 18	49%	27%	24%	40%	32%	29%	-9.1	4.6	4.6
	18-24	47%	27%	27%	36%	25%	39%	-10.6	-1.9	12.6
	25+	54%	24%	22%	36%	21%	42%	-17.5	-3.0	20.5
	Total	49%	26%	25%	37%	25%	38%	-12.4	-0.8	13.2
... if the education and training was accessible	Under 18	36%	18%	47%	24%	29%	46%	-11.1	11.7	-0.7
	18-24	31%	24%	44%	19%	24%	56%	-12.0	0.0	11.9
	25+	38%	17%	45%	25%	18%	57%	-13.0	1.1	11.9
	Total	34%	20%	45%	22%	24%	54%	-11.8	3.1	8.9
... if this career offered flexible work hours/days	Under 18	32%	18%	50%	23%	25%	52%	-8.6	7.0	1.7
	18-24	26%	21%	54%	18%	22%	60%	-8.4	1.8	6.6
	25+	34%	16%	51%	22%	13%	65%	-11.5	-2.3	14.0
	Total	30%	19%	52%	20%	20%	60%	-9.3	1.6	7.8

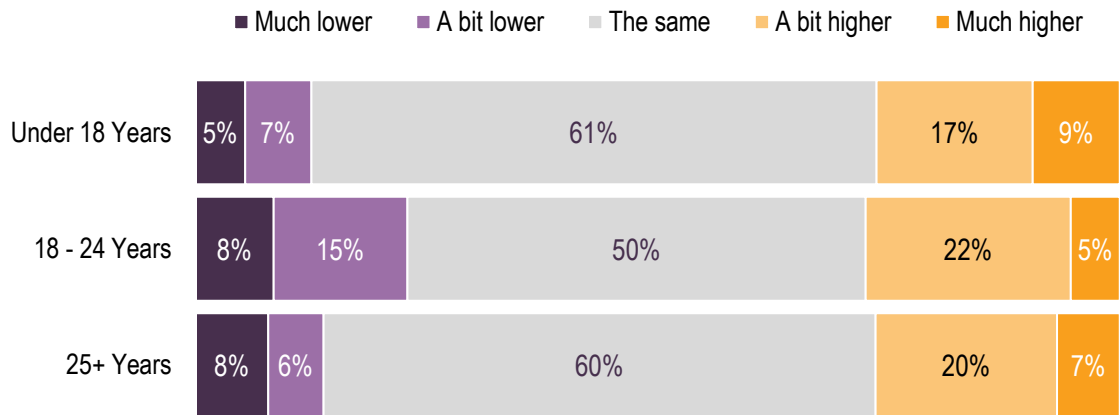
		2019			2023			Change Since 2019		
	Age Group	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree
... if this career offered a pension plan	Under 18	33%	18%	49%	22%	31%	47%	-11.4	13.0	-1.5
	18-24	27%	25%	48%	16%	25%	59%	-10.7	0.0	10.9
	25+	35%	15%	50%	23%	18%	59%	-12.6	2.9	9.8
	Total	31%	20%	49%	20%	24%	56%	-11.5	3.9	7.6
... if this career offered extended health benefits	Under 18	30%	15%	55%	22%	25%	53%	-8.1	10.0	-1.9
	18-24	26%	20%	55%	16%	21%	63%	-9.8	1.8	7.9
	25+	34%	13%	53%	22%	15%	63%	-11.7	2.1	9.7
	Total	29%	16%	54%	20%	20%	60%	-9.8	3.7	6.1
... if this career offered sick pay	Under 18	35%	16%	49%	25%	25%	50%	-10.3	9.5	0.7
	18-24	28%	24%	48%	17%	21%	62%	-11.5	-2.2	13.7
	25+	34%	19%	46%	24%	16%	61%	-10.7	-3.9	14.7
	Total	32%	20%	48%	21%	20%	59%	-10.9	0.0	10.9
... if this career offered professional development	Under 18	32%	22%	46%	23%	33%	44%	-8.4	10.6	-2.2
	18-24	27%	29%	44%	18%	27%	55%	-8.9	-1.8	10.7
	25+	34%	20%	46%	22%	22%	55%	-11.8	2.7	9.1
	Total	30%	24%	45%	21%	27%	52%	-9.6	2.5	7.1

		2019			2023			Change Since 2019		
	Age Group	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree	Disagree	Not Sure	Agree
... if the cost of training was affordable	Under 18	37%	13%	50%	27%	25%	48%	-9.8	11.5	-1.7
	18-24	29%	23%	48%	18%	21%	61%	-11.3	-1.9	13.2
	25+	37%	17%	46%	22%	22%	56%	-15.7	4.8	10.9
	Total	34%	19%	48%	21%	22%	57%	-12.2	3.4	8.7
... if there were quality child care spaces for all who wanted one	Under 18	34%	24%	42%	27%	35%	38%	-7.2	11.0	-3.8
	18-24	26%	26%	47%	17%	23%	61%	-9.4	-3.8	13.2
	25+	39%	22%	39%	24%	23%	54%	-15.4	0.5	14.9
	Total	32%	24%	43%	22%	26%	53%	-10.6	1.1	9.6

Source: 2019 and 2023 Public Opinion Surveys.

Note: Strongly Disagree and Disagree were collapsed into a single category for reporting, as were Strongly Agree and Agree.

Figure 40 Ratings of 2023 interest in working in child care compared to personal assessment of interest four years ago, among career interest module sample



Source: 2023 Public Opinion Survey.

Table 55 Minimum wage required to consider a career in child care among career interest module sample, 2023

	Expanded response options		Original response options	
	n	%	n	%
Minimum wage	15	3%	19	4%
\$16-\$18	29	6%	17	3%
\$19-\$21	58	11%	50	10%
\$22-\$24	78	15%	86	17%
\$25-\$27	90	17%	109	21%
\$28-\$30	87	17%	79	15%
\$31-\$33	41	8%	33	6%
\$34+	60	11%	51	10%
\$34-\$39	25	5%	–	–
\$40-\$45	15	3%	–	–
\$46-\$51	5	1%	–	–
\$52+	15	3%	–	–
I would never consider a career in child care	65	12%	77	15%

Source: 2023 Public Opinion Survey.

Note: In the 2023 version of the public opinion survey, we tested whether the number and range of response options available to respondents influenced the pattern of responses. Half of respondents (n=524) were provided with 12 expanded response options, shown here on the left, in which the maximum value was \$52 per hour or more. The other half (n=520) saw the 8 original response options on the right, in which the maximum value was \$34 per hour or more. Results show that the number and range of response options has no effect on the minimum wage needed to consider a career in child care; across both groups, the modal response option is \$25-27 per hour. However, the next most common option is one higher for the expanded options (\$28-30 per hour) and the option immediately lower for the original response options (\$22-24 per hour). Thus, it is possible there is a slight skewing effect that does not meaningfully impact the results. Based on this analysis, we will return to the original response options in future surveys.

Findings from open-ended survey responses

Thematic analysis of open-ended responses from the public opinion survey was conducted on three questions related to interest in child care work: why respondents would not be interested (n=381), why respondents would be interested (new question in 2023, n=404), and for those who experienced either a positive or negative change in interest in child care work since 2019, what caused this change (n=470).

The themes for this analysis were generated in previous years and approximately corresponded to intrinsic and extrinsic factors. Intrinsic factors are largely seen as having a personal or internal locus of control. An example of someone who identified intrinsic motivations for being interested in a career in child care is someone who feels they are good with children and would enjoy the work. An example of an extrinsic motivation for being interested in a career in child care is someone who feels the job offers good working conditions like being low-stress and well-paid.

Respondents who identify stable, internal motivations for not being interested in a career in child care are unlikely to be swayed by strategies and tactics designed to increase recruitment to child care. Those who identify extrinsic factors, on the other hand, are more likely to be interested in working in child care if working conditions are improved. Thus, extrinsic factors are most relevant to the ECL R&R Strategy.

Reasons for lack of interest in child care work

Respondents to the career interest module of the public opinion survey were asked why, in their own words, they would not be interested in a career in child care. Responses overwhelmingly clustered in intrinsic, or personal, factors, which highlight the lack of alignment with the respondents' personality or interests. The most common reason was simply a **preference for another type of work**, such as already being in another career or pursuing training for another field. Relatedly, another common reason was a **lack of interest in working with children**. Many of the respondents in this theme claimed to not like children, while others identified that they did not have the skills, such as patience and energy, that are required for working with children:

*"I personally don't think I'm good with kids, especially with very young children.
I'll rather leave the job to people who know how to properly take care of kids."*

Public opinion survey open-ended response

Extrinsic factors also highlighted the **skilled nature of child care work**, which, compared to intrinsic factors, focused on the demands of the job rather than a personal misalignment. The work being difficult, "too much", as well as mentally or physically demanding were common responses.

“It can be quite difficult to care for children, having to deal with parents, and working in child care sounds stressful.”

Public opinion survey open-ended response

In addition to the stress of the job, **low pay or benefits** was a common extrinsic factor. Especially prevalent this year was reference to inflation and the rising costs of living, as well as an acknowledgement of the low pay given the skills required to work in child care.

“You are paid poorly for a really hard job. Many parents don’t value child care workers enough and treat them poorly. Kids are difficult to deal with 1 on 1, 15 of them is worse. You get paid an unliveable salary.”

Public opinion survey open-ended response

“I love children and preschool age is my speciality. I would have gone the ECE route if the pay and benefits were greater but they’re not a livable wage, so I am a teacher instead.”

Public opinion survey open-ended response

Reasons for interest in child care work

A new question in the 2023 public opinion survey, respondents of the career interest module who indicated an interest in working in child care were asked to explain their reasons in their own words. Again, intrinsic factors dominated the responses, with the vast majority of comments relating to the perceived **enjoyment** of a career in child care. Respondents highlighted that they love children or working with children and that they would find the field rewarding to work in.

Perceived enjoyment from child care work described a variety of experiences, such as it being a happy environment to work in, building meaningful connections with children, and helping contribute to society.

“I think it would be enjoyable, as I love playing with kids, and rewarding since you're playing an important part in their development stage, as well as helping working parents who depend on someone reliable to watch over their children.”

Public opinion survey open-ended response

The desire to having a **meaningful career** was a prevalent notion that highlights both intrinsic and extrinsic motivations. The theme of the **importance to society** was the most prevalent extrinsic factor associated with interest in a career child care. Respondents who cited this reason described making a

difference in the lives of children and generally investing in the future, as well as supporting others to work. Some respondents also referenced the highly respected nature of the work, contrasting with those who were not interested in child care because the work is undervalued:

“I think it has benefits and you are a hero when in the field”

Public opinion survey open-ended response

In general, extrinsic factors were more prevalent among those interested in a career in child care compared to those who are not interested in child care work, highlighting an area of opportunity for ECL R&R Strategy tactics to continue attracting new talent to the field. Other extrinsic factors included the **nature of the work**, for example being an interactive, low-stress, or fun job. A small minority of respondents noted that child care work is perceived as being well compensated, and is a sustainable career that will always be in demand. Some also felt the career would fit well with their schedule and/or allow them to respond to their personal needs, such as being able to stay home when sick or needing to take care of a sick family member.

“I think the work hours would be similar to my kids school schedule and I would still be able to spend evenings with them after work.”

Public opinion survey open-ended response

Change in interest in child care work

Repeated public opinion surveys in 2019, 2022, and 2023 help us assess change over time at the population level, but do not allow us to track individuals over time. By asking about personal changes in interest since 2019, we can better understand the factors that contribute to increased or decreased interest in a career in child care within an individual.

As shown in Figure 40 above, most respondents' interest in child care work has not changed since 2019; however, of those who have experienced a change, more have experienced an increase compared to a decrease in interest. Overall, the change in perception of child care as a career choice was more likely to be cited as a reason for increasing interest (i.e., it is a positive career choice) than as a reason for a decreasing interest (i.e., it is a negative career choice).

Specifically, the **importance of child care to society** was a common reason for increased interest in a career in child care. Respondents identified this as a motivating factor both because of the desire to contribute/help others and because it means the job is in demand.

“The pay and realizing how important being a child care [worker] is not only important for yourself as a career but for the children you help in the long term.”

Public opinion survey open-ended response

These types of ‘realizations’ stemmed from respondents maturing, gaining more information, generally thinking more about their careers, and from their own personal experiences or the experiences of others. Other common extrinsic factors that have led to increased interest in child care work include **increasing wages and benefits** as well as the emphasis on **ample job opportunities**.

“I changed my interest in child care because I found out you can get sick pay which has advantage to some other jobs in my opinion.”

Public opinion survey open-ended response

Additionally, the increased perceived respect and recognition of the importance of child care professionals contributed to some respondents being more interested in a career now compared to four years ago:

“Now, child care workers are highly valuable in the society as compared to past.”

Public opinion survey open-ended response

On the other hand, those whose interest in child care work decreased over the past four years highlighted negative aspects of the job that have either changed or become more well-known among the general public. The **demands of the job** and the **low pay/benefits** were common extrinsic factors.

“BECAUSE they need more benefits and increase in their pay.”

Public opinion survey open-ended response

Responses often encompassed multiple overlapping factors, highlighting the complex situation and need for a systemic approach to child care.

“Lack of support, resources, and compensation for working in child care has become more pronounced over the years and the government has made it clear that’s not a priority for them.”

Public opinion survey open-ended response

Perhaps unsurprisingly, public health and the COVID-19 pandemic was identified as a reason for change in interest, both positive and negative, more so than a motivation for generally being interested or not in a career in child care. However, this was not a major factor among those whose interest in child care work changed since 2019.

KPI 6

**Proportion of ECL
workforce who self-
report possession of
core skills and
supplementary skills**

KPI 6 Summary

Self-assessed skills mostly dropped from 2019 to 2022, especially for ECEs. RAs were the only group to rate their skills above average or excellent more often in 2022 across the full range of skills. In 2022, 76 per cent of ECEAs felt themselves skilled at making the environment inclusive for children with special needs, up from 67 per cent in 2019. However, this skill along with demonstrating cultural sensitivity were the two lowest-rated skills overall as in earlier years. ECEs were increasingly likely to rate themselves low on demonstrating cultural sensitivity in 2022 compared to 2019. PD was sought out by members of the ECL workforce for many low-assessed skills, and there was an across-the-board increase in completion of training in relation to Indigenous children and in relation to trauma-informed practice.

Table 56 Self-assessment of core skills by ECL qualification 2022

	RA		ECEA		ECE 1 year		ECE 5 year		ECE+SN or IT		ECE+both SN&IT	
	Above average	Excellent	Above average	Excellent	Above average	Excellent	Above average	Excellent	Above average	Excellent	Above average	Excellent
Demonstrating cultural sensitivity**	39%	28%	32%	44%	30%	29%	35%	30%	39%	27%	40%	31%
Respecting diversity in their daily interactions	40%	41%	36%	50%	38%	44%	38%	39%	40%	38%	42%	40%
Building caring relationships with the children in their care	25%	71%	28%	69%	28%	63%	27%	67%	31%	64%	27%	68%
Communicate effectively with children	38%	54%	38%	55%	27%	62%	30%	60%	35%	58%	31%	62%
Communicating effectively with children's families	34%	53%	27%	51%	32%	44%	33%	48%	40%	43%	35%	49%
Taking children's stage of development into account when planning activities**	42%	49%	31%	49%	37%	47%	33%	52%	38%	51%	35%	56%
Making the environment inclusive for children with special needs***	29%	29%	31%	45%	30%	31%	32%	35%	34%	36%	38%	45%

Source: 2022 SRDC workforce survey.

Note: Statistical significance is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. This is a chi-square test. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups (i.e., the more significant the result is statistically). RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

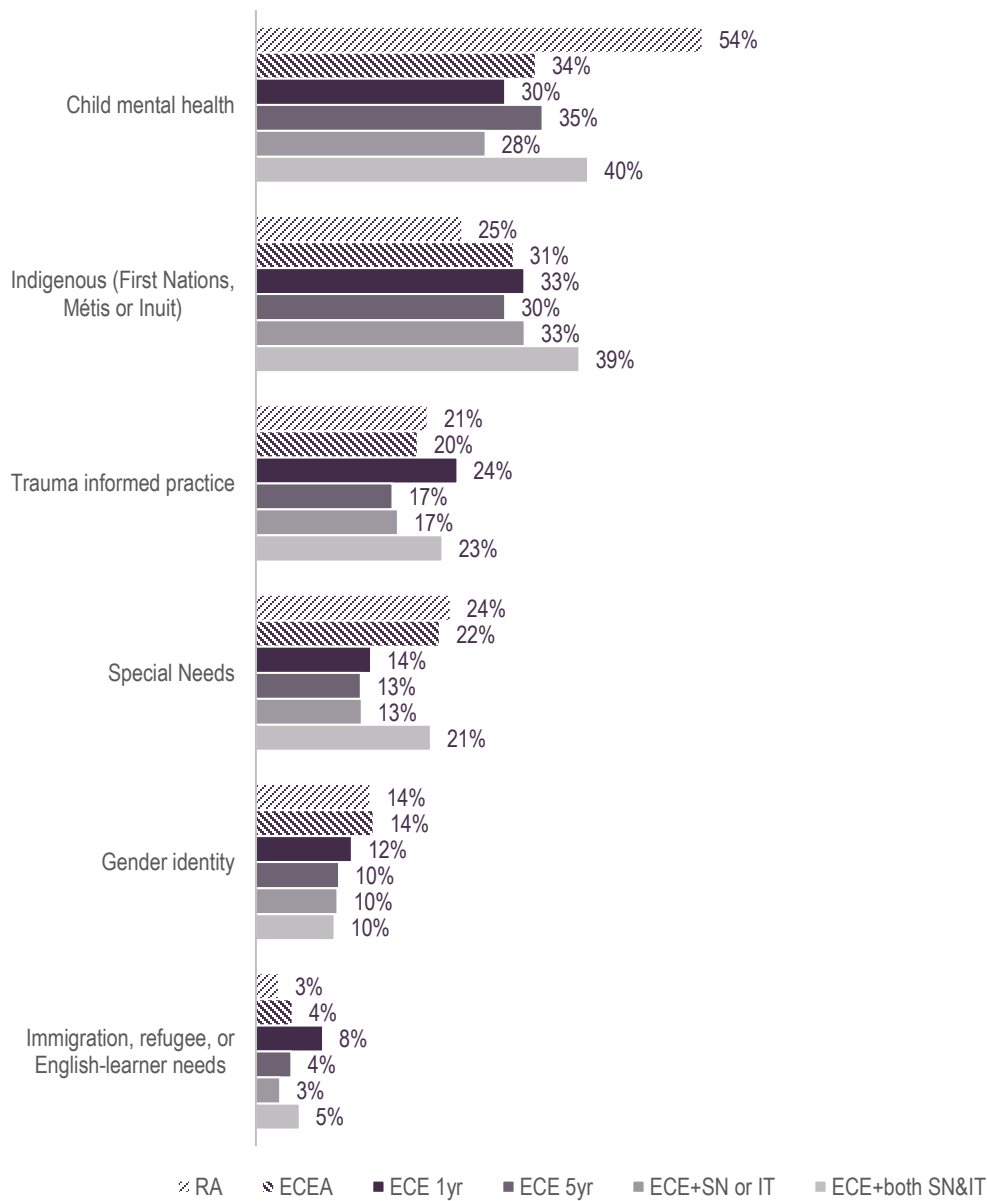
Table 57 Self-assessment of core skills by ECL qualification: change in proportion indicating Above Average or Excellent skills since 2019

	RA	ECEA	ECE 1 year	ECE 5 year	ECE+SN or IT	ECE + both SN & IT
Demonstrating cultural sensitivity	0%	3%	-16%	-11%	-13%	-6%
Respecting diversity in their daily interactions	3%	5%	-4%	-9%	-7%	-3%
Building caring relationships with the children in their care	2%	3%	-5%	-1%	-1%	0%
Communicate effectively with children	0%	0%	-3%	-4%	-4%	-2%
Communicating effectively with children's families	0%	-6%	-10%	-6%	-7%	-6%
Taking children's stage of development into account when planning activities	3%	-7%	-7%	-5%	-3%	-3%
Making the environment inclusive for children with special needs	5%	9%	-2%	-4%	-5%	2%

Source: 2019 and 2022 SRDC workforce surveys.

Note: Statistical significance is denoted by asterisks: *** p <0.01, ** p <0.05, * p <0.10. This is a chi-square test. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups (i.e., the more significant the result is statistically). RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

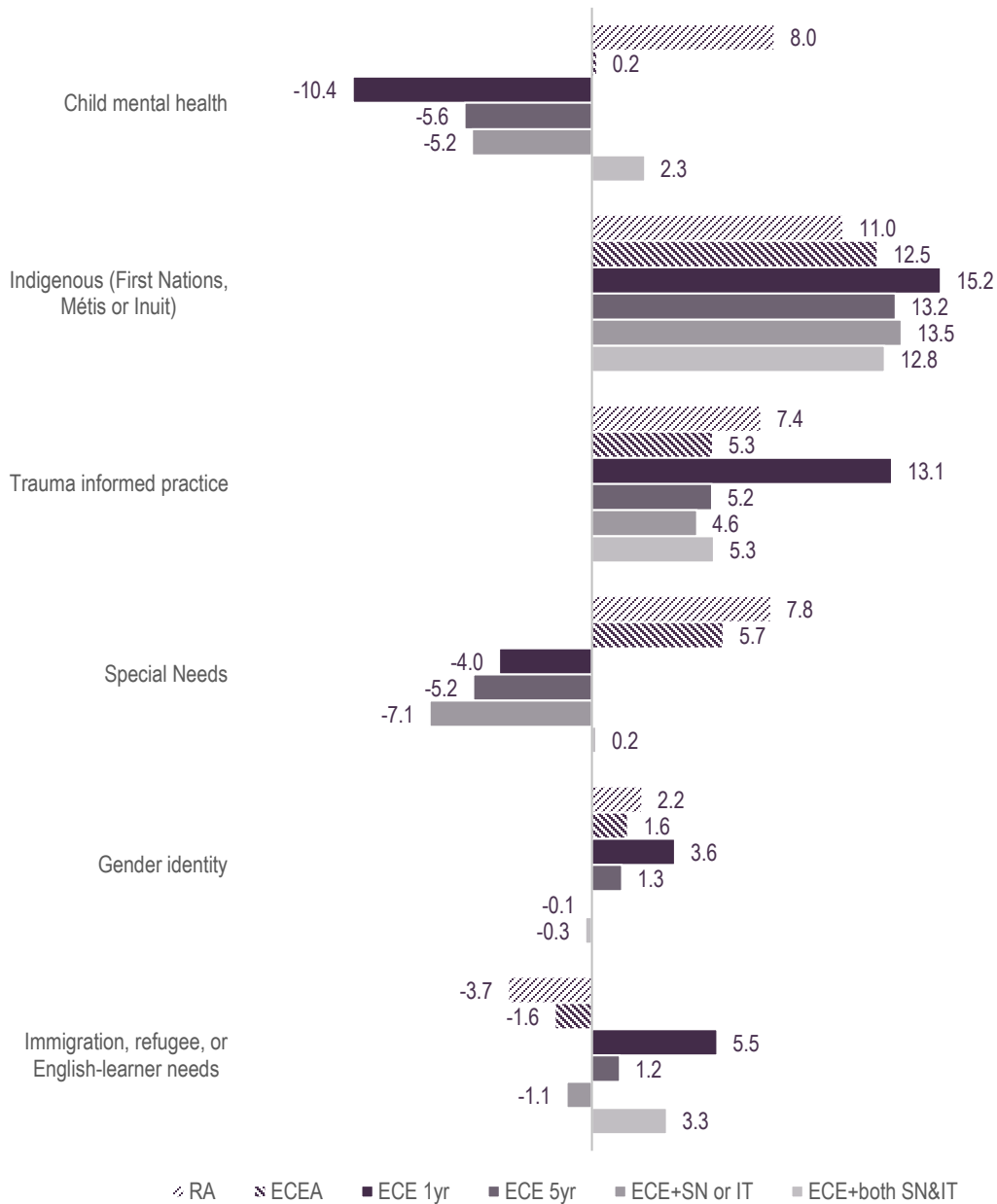
Figure 41 PD activities associated with cultural sensitivity and special needs completed in the past 12 months as a proportion of those taking any PD 2022



Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Figure 42 PD activities associated with cultural sensitivity and special needs completed in the past 12 months as a proportion of those taking any PD: change in percentage points since 2019



Source: 2019 and 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care.

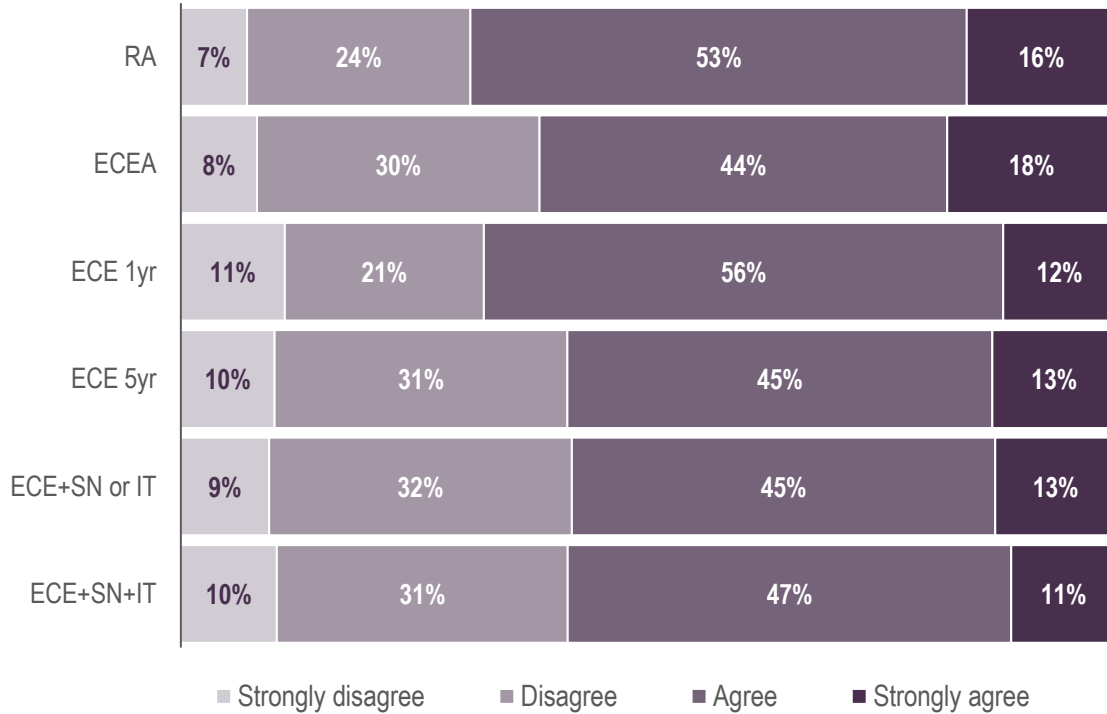
KPI 7

Awareness of ECL career pathway options, how to pursue them, and expectations of their feasibility in terms of finances and availability of training opportunities

KPI 7 Summary

Programs without a requirement for ECEs on staff were consistently slightly more likely to engage in activities to promote staff advancement than those with an ECE requirement and increasingly so since 2019. The proportion of the workforce believing that there were opportunities for career growth and development within the ECL sector remained at 2019 levels, which were also similar to 2021 levels. Employers reported providing career development supports of various types considerably more than they did in 2019. Only nine per cent applied for the workforce development bursary on behalf of their staff. The top reasons they gave for not doing so were because no staff had applied (48 per cent of employers) and employers were not aware (39 per cent).

Figure 43 Agreement with the statement “There are a variety of opportunities for career growth and development within the early care and learning sector in BC” by ECL qualification 2022



Source: 2022 SRDC workforce survey.

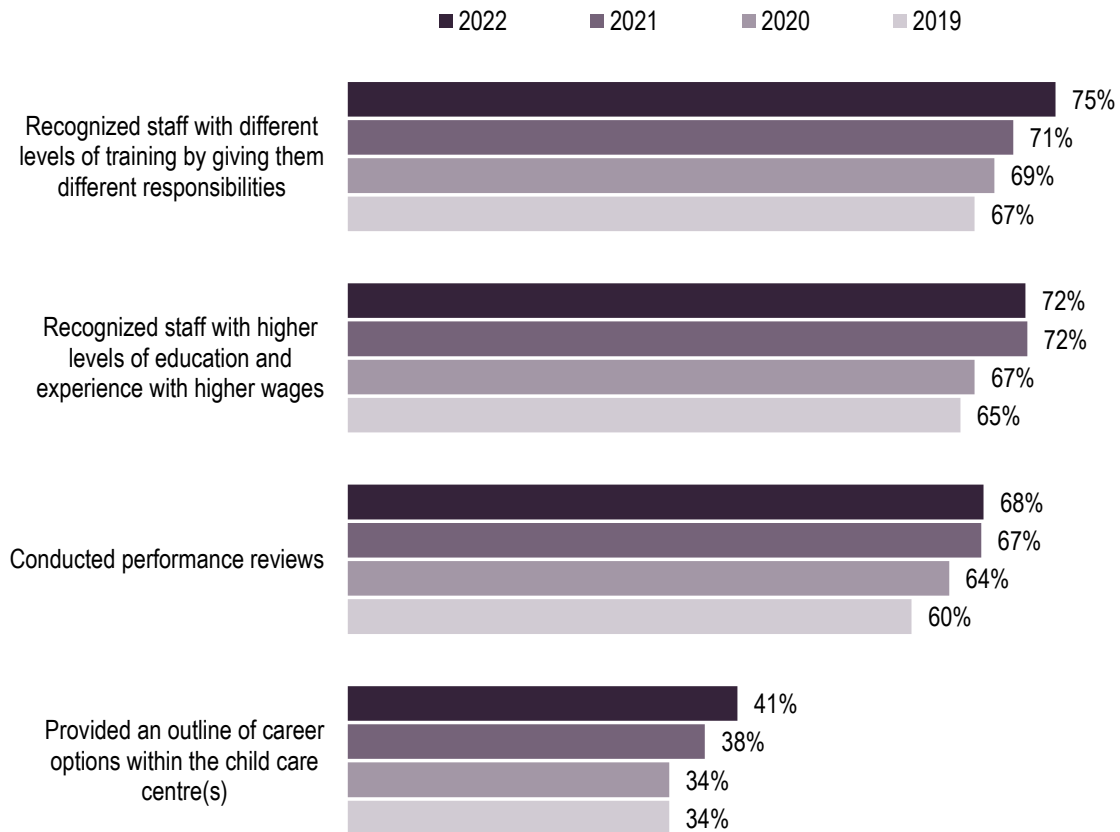
Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+SN/IT (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 58 Participation in postsecondary education (PSE) by receipt of ECE workforce development bursary 2019-2022

	Child care centre (including multi-age child care) or preschool, current ECL qualification:				Before & after school [and recreational care] programs			
	ECEs (including specialties)		Not-ECE certified		ECEs (including specialties)		Not-ECE certified	
	2019	2022	2019	2022	2019	2022	2019	2022
Not participating in PSE	89%	90%	61%	62%	97%	87%	74%	90%
Participating in PSE	11%	10%	39%	38%	<5	<5	26%	<5
<i>Received the WD bursary</i>	13%	12%	13%	22%	<5	<5	0%	<5
<i>Has not received the WD bursary</i>	87%	88%	87%	78%	<5	<5	100%	<5

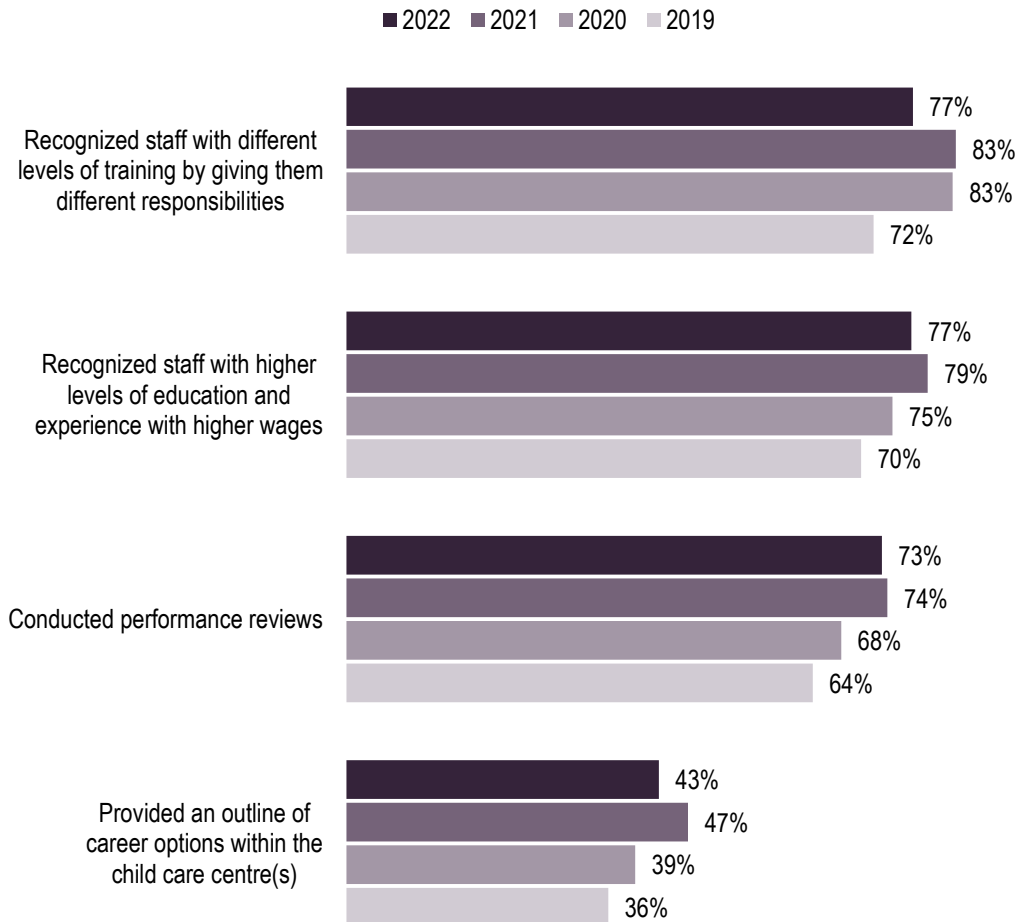
Source: 2019 and 2022 SRDC workforce surveys. Responses based on sample sizes below 5 are suppressed.

Figure 44 Proportion of employers that exclusively operate programs requiring ECE certification that have engaged in activities that promote staff’s career advancement in the last 12 months, 2022 and change since 2019



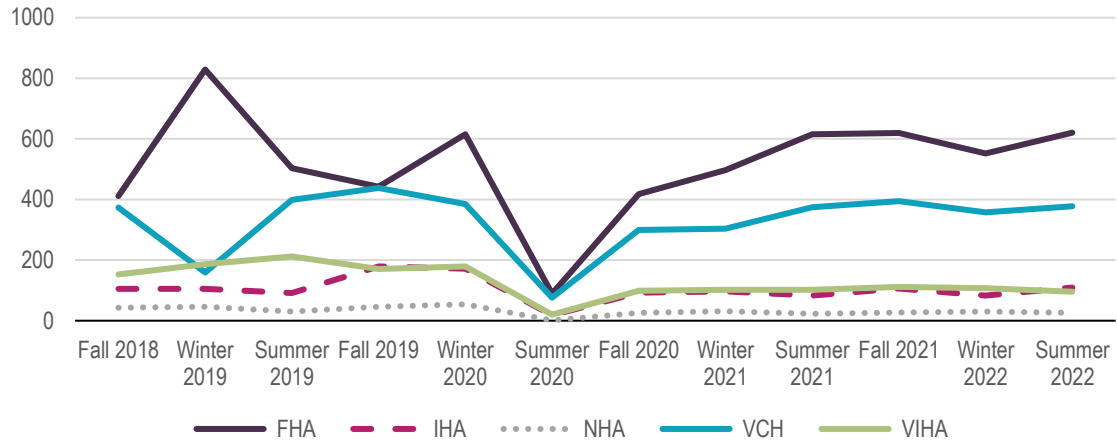
Source: SRDC employer survey. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs–school age, preschool, or multi-age programs.

Figure 45 Proportion of employers that operate at least one program that does not require ECE certification that have engaged in activities that promote staff's career advancement in the last 12 months, 2022 and change since 2019



Source: SRDC employer survey. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

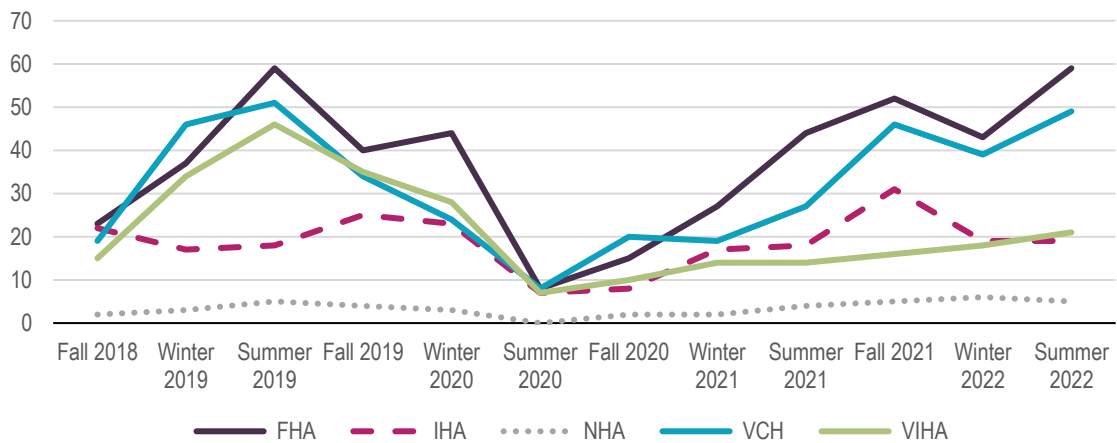
Figure 46 Student bursaries by health authority region 2018 to 2022



Source: Early Childhood Educators of British Columbia.

Note: FHA: Fraser Health Authority region; IHA: Interior Health Authority region; NHA: Northern Health Authority region; VCH: Vancouver Coastal Health Authority region; VIH: Vancouver Island Health Authority region.

Figure 47 Workforce development bursaries by health authority region 2018 to 2021



Source: Early Childhood Educators of British Columbia.

Note: FHA: Fraser Health Authority region; IHA: Interior Health Authority region; NHA: Northern Health Authority region; VCH: Vancouver Coastal Health Authority region; VIH: Vancouver Island Health Authority region.

Table 59 Reasons respondents do not intend to apply for the ECE Workforce Development Bursary by credential group

	RA	ECEA	ECE 1 yr	ECE 5 yr	ECE+SN/ IT	ECE+ SN+IT	Total
I already have all the qualifications I need	22%	17%	35%	45%	52%	76%	52%
I don't have the time to upgrade my credentials at this time	27%	17%	29%	34%	22%	9%	23%
I am not interested in updating my credentials	22%	17%		24%	17%	8%	17%
I can't afford the upfront costs of upgrading my credentials	18%	17%	16%	15%	7%	4%	11%
There's too much paperwork in the application process				6%	5%		5%
I do not qualify				4%		4%	4%
The courses I need to upgrade my credentials are not available to me						4%	2%
I was not aware of it				4%			2%

Source: 2022 SRDC workforce survey.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+SN/IT (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Each row is an independent item in the workforce survey. Respondents were asked to select from a binary (yes/no) choice. As such, each cell in the table should be interpreted as the proportion of respondents from the corresponding credential group who selected “yes” to the corresponding reason for not applying to the ECE Workforce Development Bursary. For instance, 22 per cent of Responsible Adults selected yes to “I already have the qualifications they need” as a reason for not applying to the ECE Workforce Development Bursary.

Categories with less than five respondents are left blank. The cells within a row where we find the highest proportion by credential group is greyed and bolded.

Findings from qualitative data

Case study site participants had different levels of awareness regarding where and how to pursue additional training and education. There were also differing levels of awareness in terms of the availability of bursaries and grants. Respondents suggested there should be increased promotion about the different types of education programs and financial supports available to encourage more people to upgrade their credentials.

“There needs to be more or different ways of having ECEs do their ... schooling. The ones I went through, a lot of people don’t know about it ... at least three or four colleges, universities are there doing the schooling and most people I know, [know] about two of them. If there was more information ... it would be easier to access them.”

Not for profit Case Study Site

As in previous years, those working in the sector suggested the system of providing bursaries retrospectively whereby ECE students have to pay for their training upfront and then apply for the bursary, paid on completion of the course should be changed. Older students with financial commitments and who do not have access to savings, are effectively unable to access the bursaries because they cannot meet the upfront costs. Respondents were not aware of alternative models for financial support that could be available.

More than 20 respondents in both the workforce and employer surveys also mentioned issues with the bursary program. Some participants expressed frustration at being denied the bursary despite what they felt were strong applications, as well as limited or no explanation being given for rejections. Some participants also highlighted the issue that tuition must be paid out of pocket, and not finding out about bursary application status until much later.

“It’s very frustrating to not know if I will get funding or how much until late in the semester.”

Open-ended survey response

Some participants also reported difficult application processes and limited government support as administrative barriers to the bursary.

At case study sites, for older ECL professionals who had already been in the field for a long period, going back to school seemed less feasible. They felt their years of experience were not being considered because they had not completed the “right” credential, though they had been allowed to enter the field and work in their role before credential requirements changed. They spoke of the opportunity cost of foregoing work while pursuing education to be set against the relatively small wage increase that would result being inadequate as an incentive to upgrade their credentials.

“I would be expected to go back to school, take a year leave of work and basically do what I’ve been doing. I’d be learning about teaching circles and cutting out felt stories and different things. And I’d be losing a year wage. I know there are grants. I did look into it, but at this point in my life, to lose a year of salary, really not much more of an increase. I would get \$4, but I would be paying for school as well. So I would love ... to see a challenge program or something that would allow us to show that we’re a very competent person so we can qualify for wage enhancement, not have to go back to school or make that decision at, I’m going to be 50 next year.”

For profit Case Study Site

Perception of the availability of leadership positions and advancement opportunities was mixed. While some participants saw opportunities for growth in larger centres, participants who did not see themselves taking on leadership roles or who preferred to work directly with children felt like they quickly reached a ceiling. Others did not foresee many advancement opportunities unless a vacancy emerged due to someone else leaving.

“I think some people are able to stay for a long time and they do advance in their careers if they are able to have the opportunity to become a supervisor and a manager in a leadership role. If that is their passion, then I think there’s definitely room for growth, in that avenue. But if that’s not the direction that they want to go, then I feel like your opportunities are kind of limited ... I know there are opportunities for me to grow within the organizations that are available to me. But ... a leadership role in the child care sector is not my goal ... staying in this field is kind of hard because... I am just stuck.”

Not for profit Case Study Site

“I don’t see any advancement... Like the administrator is the administrator, the managers are the managers. Unless somebody quits, there’s no way to pop up.”

Not for profit Case Study Site

Participants in case study sites reflected on the changing perceptions of the sector. Some suggested previously ECL had been regarded as a job, not a profession, that usually would provide a second income for a household. Perceptions have changed and for many in the sector, ECL may be the main source of income for their household. What has not changed is that the sector remains predominately female. Many employed in the sector are lone parents, newcomers, or other women struggling to pursue a career with a positive and sustainable trajectory.

“It’s largely predominated by struggling women I guess in the past, it’s always been thought of as a second job. It’s the job that supports the husband’s income. And that is not ... we have single moms. We have single women. The platform has changed. But how we look at it, view it, and in terms of financials, hasn’t changed, and that’s not helping anything.”

For profit Case Study Site

KPI 8

**Proportion of ECL
workforce who self-
report participation in
professional
development activities**

KPI 8 Summary

Overall participation in professional development (PD) since 2019 increased for most groups defined by qualification. Some 83 per cent reported participation within the past 12 months, identical to 2021. The only exception was a decline among those with a 5-year ECE certificate.

PD participation declined at privately run before and after school/recreational programs. Increased take up of many topics was seen, especially in PD related to Indigenous (First Nations, Métis, or Inuit) children and also personal stress management. More types of PD experienced increases than declines in participation.

Table 60 Participation in professional development activities in the 12 months preceding the survey 2022 (workforce survey)

	RA	ECEA	ECE 1 yr	ECE 5 yr	ECE+ SN or IT	ECE+ both SN&IT	Total
Participated in any professional development activity	60%	73%	84%	84%	90%	89%	83%
Participation by topic							
Child growth and development	63%	50%	51%	48%	44%	47%	48%
Outdoor play and learning	36%	30%	36%	41%	37%	36%	37%
Curriculum or program development	29%	36%	29%	35%	39%	36%	36%
Managing child behaviour	56%	37%	38%	42%	33%	35%	39%
Child mental health	54%	34%	30%	35%	28%	40%	35%
Child health, safety, and nutrition	33%	35%	27%	28%	25%	28%	28%
Indigenous (First Nations, Métis, or Inuit)	25%	31%	33%	30%	33%	39%	33%
Advocacy for children and families	17%	24%	26%	25%	25%	30%	26%
Child care policy	17%	20%	6%	19%	18%	20%	18%
Personal stress management and work-life balance	24%	14%	21%	21%	19%	25%	21%
Leadership	22%	14%	14%	14%	15%	18%	16%
Family support	24%	19%	23%	18%	18%	23%	20%
Administration and business	21%	13%	10%	13%	15%	16%	14%
Trauma informed practice	21%	20%	24%	17%	17%	23%	19%
Interpersonal communication	14%	17%	12%	15%	16%	15%	15%
Infant and Toddler care	14%	7%	12%	6%	21%	23%	14%
Special Needs	24%	22%	14%	13%	13%	21%	16%
Abuse, touching and bullying	22%	15%	16%	10%	9%	10%	11%
Professional ethics and practice	6%	13%	8%	14%	16%	17%	14%
Gender identity	14%	14%	12%	10%	10%	10%	11%
Immigration, refugee, or English-learner needs	3%	4%	8%	4%	3%	5%	4%
Other	6%	6%	6%	8%	7%	7%	7%

Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 61 Participation in professional development activities in the 12 months preceding the survey: percentage points change since 2019

	RA	ECEA	ECE 1 yr	ECE 5 yr	ECE+ SN or IT	ECE+ both SN&IT	Total
Participated in any professional development activity	+ 0.7	+ 1.1	+ 6.4	- 1.3	+ 4.6	+ 0.6	+ 3.2
Participation by topic							
Child growth and development	+ 3.4	- 3.0	- 3.5	- 6.9	- 8.9	+ 0.6	- 5.1
Outdoor play: Nature as a teacher	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Curriculum or program development	+ 2.3	+ 4.2	- 13.6	- 7.2	- 2.8	- 5.6	- 4.0
Managing child behaviour	+ 7.6	- 1.5	- 11.0	- 7.4	- 11.8	- 10.1	- 7.9
Child mental health	+ 8.0	+ 0.2	- 10.4	- 5.6	- 5.2	+ 2.3	- 3.0
Child health, safety, and nutrition	- 7.0	- 6.6	- 11.9	- 4.4	- 10.8	- 3.6	- 7.2
Indigenous (First Nations, Métis, or Inuit)	+ 11.0	+ 12.5	+ 15.2	+ 13.2	+ 13.5	+ 12.8	+ 13.8
Advocacy for children and families	- 3.8	+ 2.6	+ 8.2	+ 0.2	+ 1.3	- 1.1	+ 1.4
Child care policy	- 6.1	- 0.2	- 6.2	+ 4.8	+ 1.5	+ 4.9	+ 1.9
Personal stress management and work-life balance	+ 7.2	- 1.2	+ 0.9	+ 3.8	+ 2.2	+ 2.4	+ 3.0
Leadership	+ 8.2	+ 3.2	+ 2.6	0.0	- 6.1	- 9.4	- 1.7
Family support	+ 6.7	+ 2.2	+ 5.9	- 2.6	- 1.6	+ 1.9	+ 0.5
Administration and business	+ 4.5	+ 4.0	+ 1.8	+ 2.2	+ 1.3	- 0.7	+ 1.8
Trauma informed practice	+ 7.4	+ 5.3	+ 13.1	+ 5.2	+ 4.6	+ 5.3	+ 6.0
Interpersonal communication	- 0.7	+ 2.6	+ 1.0	+ 1.3	- 2.0	- 0.1	+ 0.4
Infant and Toddler care	- 6.0	+ 1.6	+ 2.3	- 5.2	- 2.0	+ 4.7	- 1.0
Special Needs	+ 7.8	+ 5.7	- 4.0	- 5.2	- 7.1	+ 0.2	- 2.3
Abuse, touching and bullying	+ 5.3	- 4.2	+ 3.6	- 3.8	- 1.4	- 3.3	- 2.4
Professional ethics and practice	- 6.7	+ 1.8	- 3.2	+ 0.0	+ 0.4	+ 0.0	0.0
Gender identity	+ 2.2	+ 1.6	+ 3.6	+ 1.3	- 0.1	- 0.3	+ 0.8
Immigration, refugee, or English-learner needs	- 3.7	- 1.6	+ 5.5	+ 1.2	- 1.1	+ 3.3	+ 0.7
Other	- 0.9	- 1.5	- 2.2	+ 1.9	- 0.3	- 1.4	0.0

Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 62 Participation in professional development activities in the 12 months preceding the survey 2022 (workforce survey)

	Child care centre (including multi-age child care) or preschool		Before & after school [and recreational care] programs		\$10 a Day ChildCare BC sites
	Not for profit & others	Private business	Not for profit & others	Private business	
Participated in any professional development activity	90%	76%	77%	54%	87%
Child growth and development	46%	47%	46%	50%	46%
Outdoor play and learning	36%	36%	21%	29%	37%
Curriculum or program development	36%	35%	17%	21%	42%
Managing child behaviour	39%	36%	48%	29%	39%
Child mental health	35%	35%	42%	36%	38%
Child health, safety, and nutrition	26%	27%	23%	21%	30%
Indigenous (First Nations, Métis, or Inuit)	38%	24%	35%	21%	40%
Advocacy for children and families	24%	26%	23%	21%	28%
Child care policy	18%	17%	23%	7%	20%
Personal stress management and work-life balance	24%	16%	27%	7%	24%
Leadership	17%	17%	27%	14%	17%
Family support	20%	20%	17%	21%	18%
Administration and business	13%	17%	29%	0%	16%
Trauma informed practice	22%	14%	21%	14%	21%
Interpersonal communication	13%	16%	15%	7%	20%
Infant and Toddler care	11%	17%	2%	7%	17%
Special Needs	18%	17%	13%	14%	15%
Abuse, touching and bullying	10%	13%	10%	7%	11%
Professional ethics and practice	16%	10%	17%	7%	19%
Gender identity	9%	10%	10%	14%	14%
Immigration, refugee, or English-learner needs	5%	4%	4%	0%	3%
Other	9%	8%	2%	21%	5%

Source: 2022 SRDC workforce survey.

Table 63 Participation in professional development activities in the 12 months preceding the survey percentage points change since 2019

	Child care centre (including multi-age child care) or preschool		Before & after school [and recreational care] programs		\$10 a Day ChildCare BC sites
	Not for profit & others	Private business	Not for profit & others	Private business	
Participated in any professional development activity	+ 3.5	- 0.3	+ 1.1	- 12.2	+ 4.5
Child growth and development	- 6.7	- 5.7	- 4.5	+ 3.7	- 7.1
Outdoor play and learning	N/A	N/A	N/A	N/A	N/A
Curriculum or program development	- 4.2	- 3.2	- 21.9	- 12.2	- 8.3
Managing child behaviour	- 10.2	- 13.0	+ 2.1	- 17.7	+ 2.4
Child mental health	- 8.3	- 0.2	+ 3.3	+ 2.9	+ 3.0
Child health, safety, and nutrition	- 6.0	- 8.9	- 10.3	- 12.5	+ 10.1
Indigenous (First Nations, Métis, or Inuit)	+ 12.5	+ 11.1	+ 12.6	+ 11.7	+ 12.3
Advocacy for children and families	- 1.9	+ 2.8	- 1.8	- 0.2	- 4.2
Child care policy	+ 2.3	- 1.4	+ 10.3	- 10.8	+ 1.4
Personal stress management and work-life balance	+ 2.3	- 0.4	+ 6.9	- 6.3	+ 8.7
Leadership	- 2.6	+ 1.1	+ 5.8	- 0.6	- 4.2
Family support	- 0.2	- 0.6	- 0.5	+ 0.5	- 1.8
Administration and business	- 0.2	+ 2.9	+ 18.5	- 13.8	+ 5.1
Trauma informed practice	+ 6.1	+ 3.7	+ 3.3	+ 3.8	+ 3.1
Interpersonal communication	- 3.3	+ 3.8	- 3.6	- 5.9	- 2.7
Infant and Toddler care	+ 1.4	+ 1.3	- 12.7	- 7.4	- 1.6
Special Needs	- 6.5	- 0.5	- 6.4	- 1.8	- 2.9
Abuse, touching and bullying	- 6.3	- 1.8	- 3.0	- 5.5	+ 2.4
Professional ethics and practice	- 0.1	- 3.9	+ 3.0	- 7.4	+ 0.5
Gender identity	- 1.8	+ 2.1	- 1.7	+ 9.1	- 0.7
Immigration, refugee, or English-learner needs	+ 1.2	+ 0.5	+ 0.9	- 2.2	- 2.0
Other	- 0.6	+ 1.5	- 4.0	+ 16.2	- 10.0

Source: 2019 and 2022 SRDC workforce surveys.

Table 64 Participation in professional development activities in the 12 months preceding the survey 2022 (workforce survey)

	HCPs	
	ECE certified	Not ECE-certified
Participated in any professional development activity	86%	58%
Child growth and development	63%	61%
Outdoor play and learning	47%	53%
Curriculum or program development	38%	31%
Managing child behaviour	39%	45%
Child mental health	33%	41%
Child health, safety, and nutrition	33%	45%
Indigenous (First Nations, Métis, or Inuit)	32%	22%
Advocacy for children and families	28%	18%
Child care policy	13%	16%
Personal stress management and work-life balance	22%	22%
Leadership	6%	10%
Family support	26%	20%
Administration and business	7%	16%
Trauma informed practice	21%	20%
Interpersonal communication	15%	12%
Infant and Toddler care	13%	24%
Special Needs	7%	18%
Abuse, touching and bullying	11%	22%
Professional ethics and practice	13%	8%
Gender identity	13%	12%
Immigration, refugee, or English-learner needs	7%	4%
Other	3%	2%

Source: 2022 SRDC workforce survey.

Note: Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

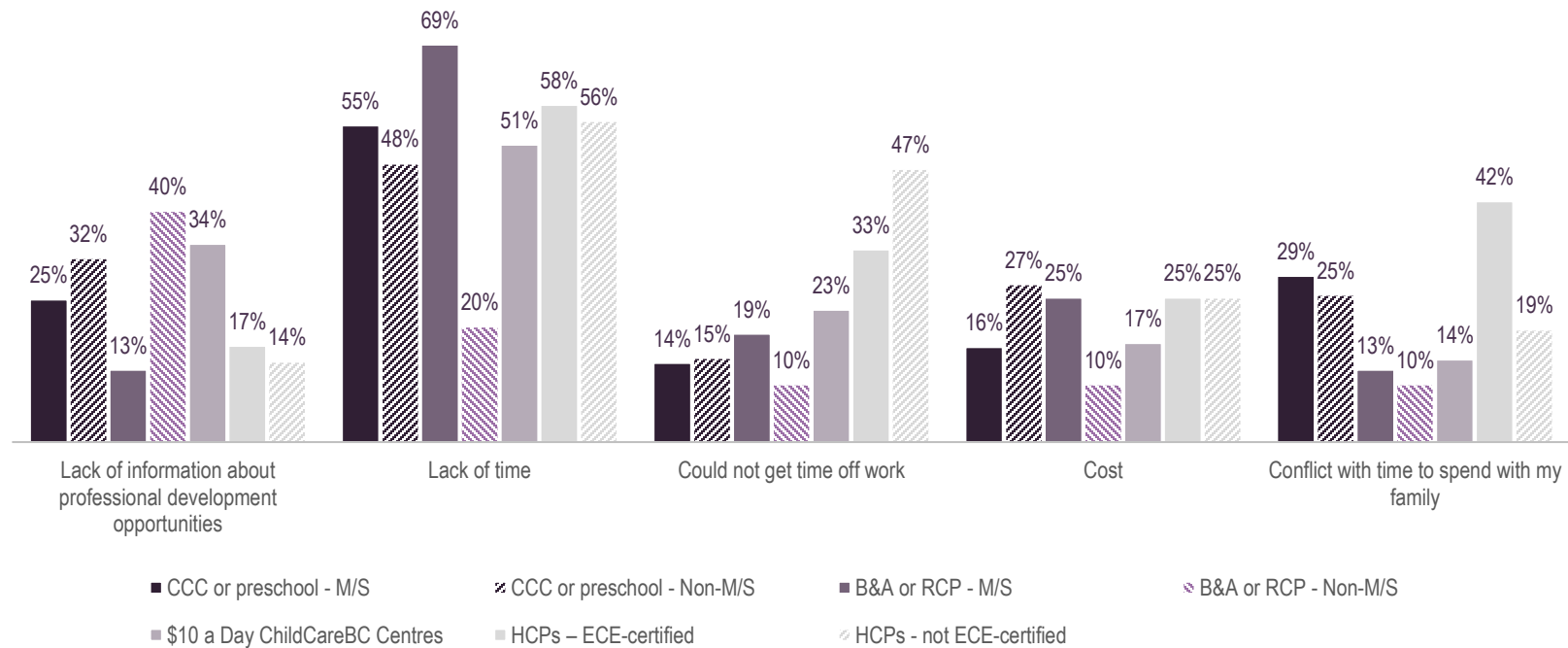
Table 65 Participation in professional development activities in the 12 months preceding the survey percentage points change since 2019

	HCPs	
	ECE-certified	Not ECE-certified
Participated in any professional development activity	+ 6.1	+ 4.0
Child growth and development	+ 4.8	+ 3.0
Outdoor play: Nature as a teacher		
Curriculum or program development	- 7.2	- 2.5
Managing child behaviour	+ 0.7	+ 3.2
Child mental health	- 4.1	+ 3.8
Child health, safety, and nutrition	- 7.3	- 7.9
Indigenous (First Nations, Métis, or Inuit)	+ 19.7	+ 8.3
Advocacy for children and families	+ 9.1	+ 1.8
Child care policy	- 1.3	- 6.5
Personal stress management and work-life balance	+ 9.2	+ 1.2
Leadership	- 3.4	+ 3.1
Family support	+ 7.7	+ 2.3
Administration and business	- 3.6	+ 2.2
Trauma informed practice	+ 14.3	+ 16.5
Interpersonal communication	+ 5.5	+ 4.4
Infant and Toddler care	- 8.6	+ 4.0
Special Needs	- 3.6	+ 8.1
Abuse, touching and bullying	+ 1.4	+ 9.9
Professional ethics and practice	+ 4.4	- 1.3
Gender identity	+ 6.0	+ 2.0
Immigration, refugee, or English-learner needs	+ 4.5	- 0.6
Other	- 6.2	- 3.5

Source: 2019 and 2022 SRDC workforce surveys.

Note: Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

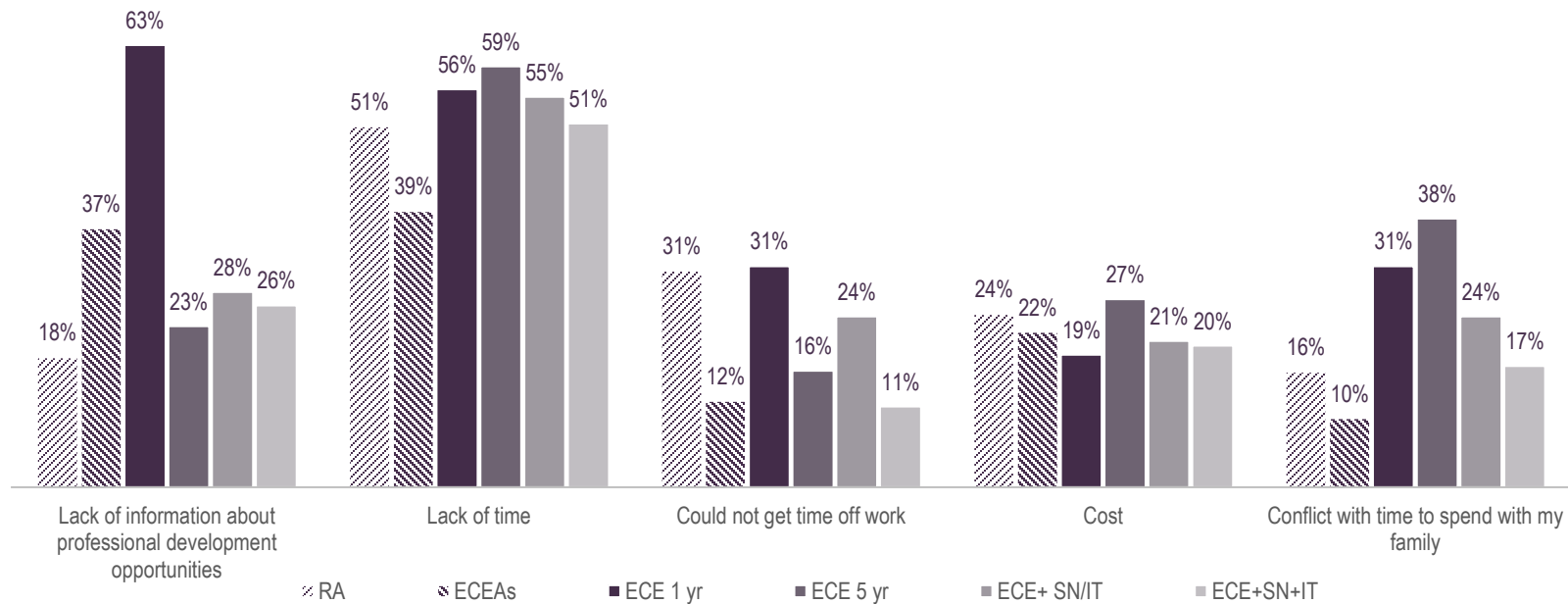
Figure 48 Main reasons for not participating in professional development activities 2022 by program/role



Source: 2022 SRDC workforce survey.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs.

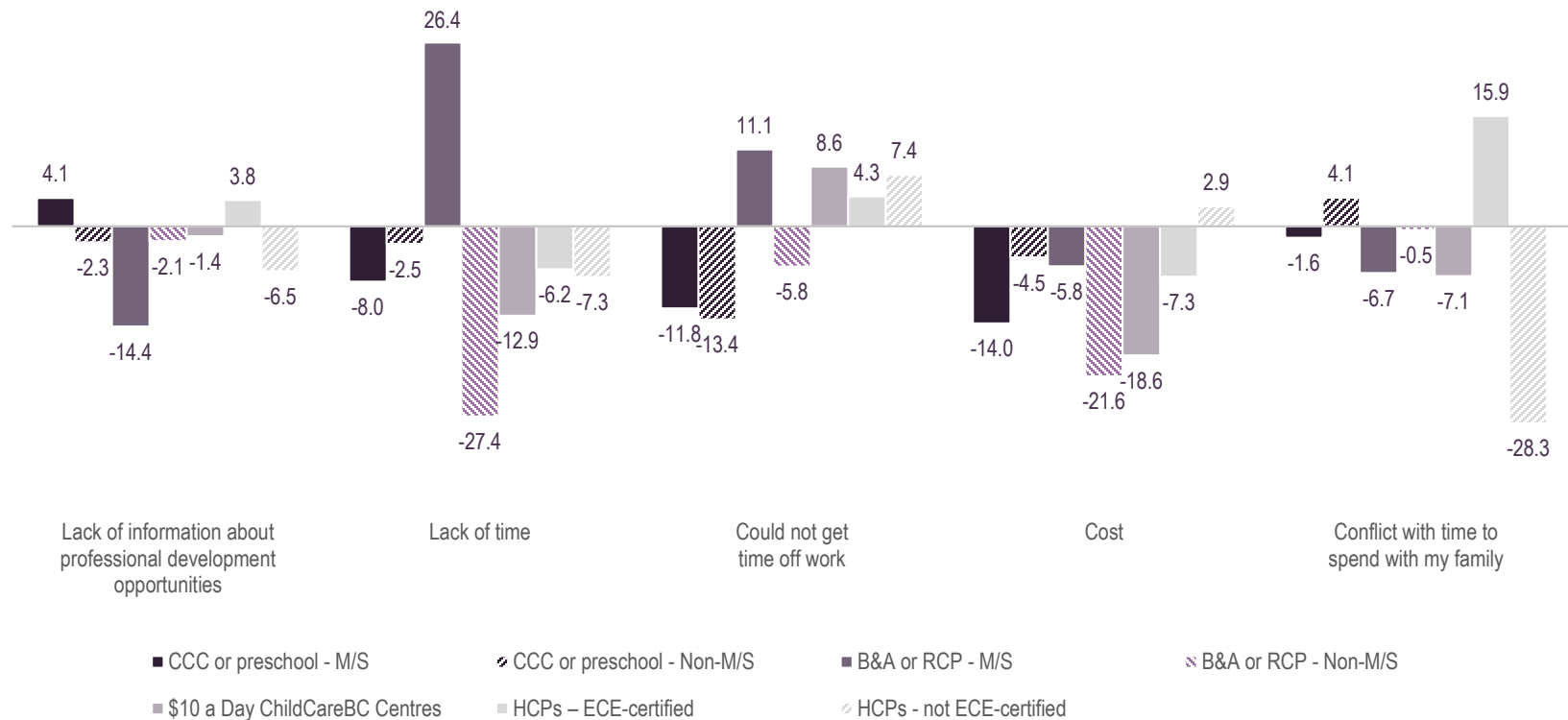
Figure 49 Main reasons for not participating in professional development activities 2022 by qualification



Source: 2022 SRDC workforce survey.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

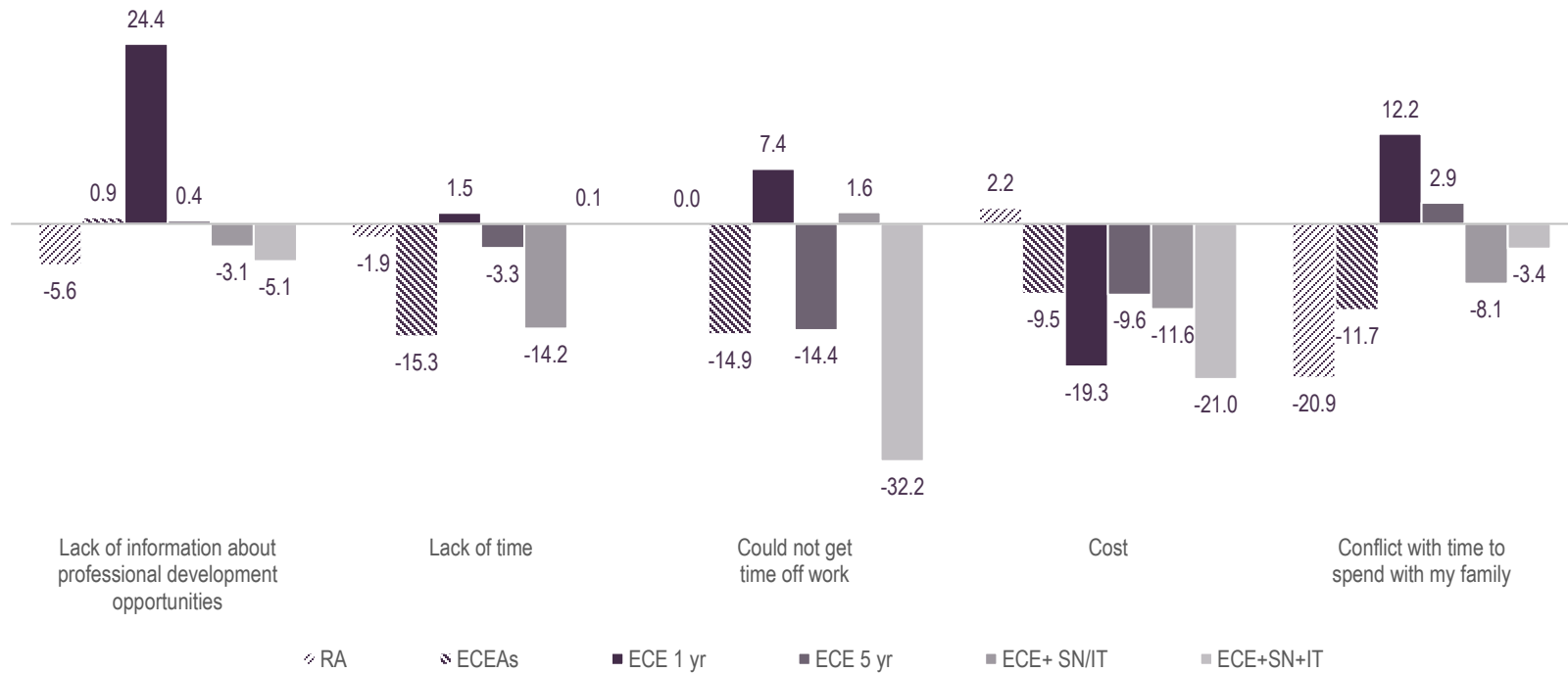
Figure 50 Main reasons for not participating in professional development activities: change in percentage points since 2019 by program/role



Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care. CCC child care centre. B&A before and after school programs. RCP recreational care programs.

Figure 51 Main reasons for not participating in professional development activities: change in percentage points since 2019 by credential group



Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

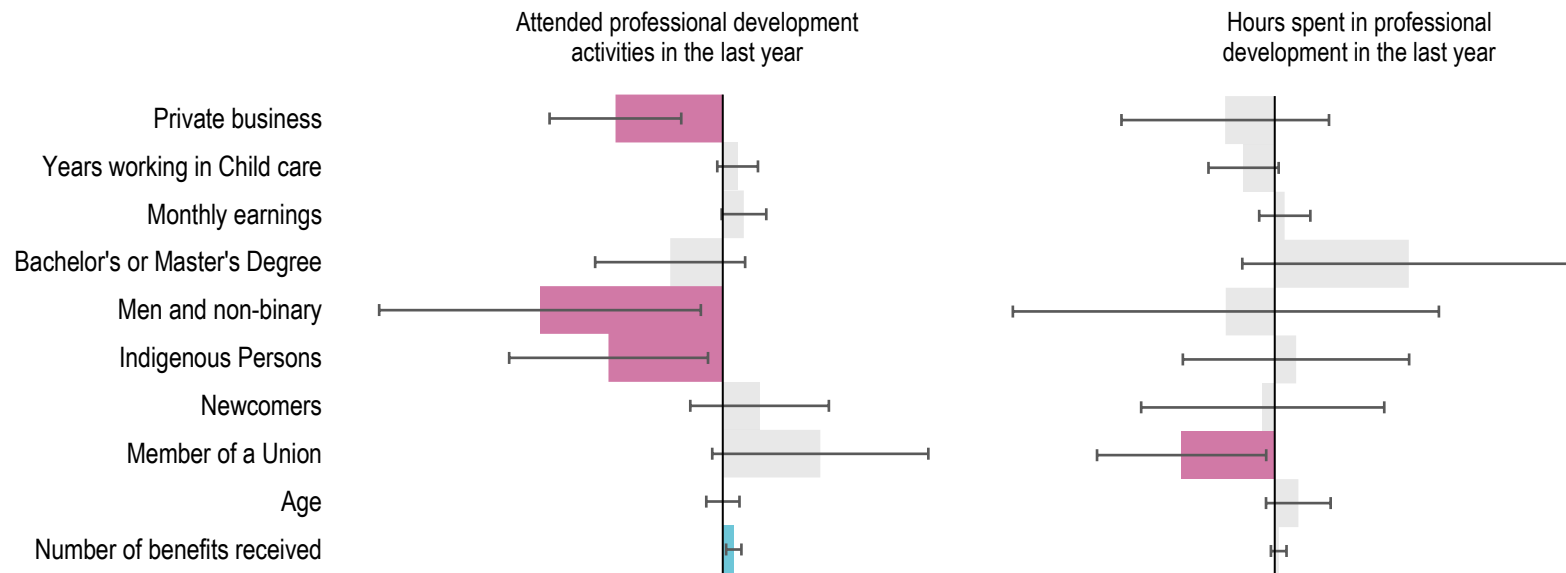
Table 66 Regression results for participation in professional development activities

	Attended PD activities in the last year				Hours spent in Professional Development in the last year		
	Coeff.	Odds ratio	SE	p	Coeff.	Robust SE	P> t
Private business	-0.71	0.49	0.22	0.00	-3.65	3.90	0.35
Years working in child care (+ 5 years)	0.10	1.10	0.07	0.15	-2.30	1.32	0.08
Monthly earnings (+ \$1,000)	0.14	1.15	0.08	0.06	0.74	0.96	0.44
Bachelor or Masters Degree	-0.35	0.70	0.25	0.17	9.90	6.26	0.11
Men and Non-binary	-1.21	0.30	0.55	0.03	-3.61	8.01	0.65
Indigenous person	-0.76	0.47	0.34	0.02	1.57	4.25	0.71
Newcomer status	0.24	1.28	0.23	0.30	-0.89	4.57	0.85
Member of a union	0.65	1.91	0.37	0.08	-6.87	3.18	0.03
Age (+ 5 years)	0.00	1.00	0.06	0.99	1.74	1.21	0.15
Number of benefits received	0.07	1.08	0.03	0.01	0.29	0.29	0.32

Source: 2022 SRDC Workforce Survey.

Notes: The odds ratio is calculated by taking the exponent of the regression coefficient (e^{β_i}). For the outcome hours spent in PD in the last year, a linear regression model was used, and odds ratio is therefore not appropriate. The significance of the coefficient is indicated by the columns p (i.e., p-value). An independent variable whose regression coefficient has a p-value of less than 5% ($p < 0.05$) is considered to have an effect on the outcome that is significantly different from 0. Significant effects are highlighted in yellow in the table. A **negative coefficient** means that, after controlling for all other factors, the independent variable has a negative effect on the outcome. A **positive coefficient** means that, after controlling for all other factors, the independent variable has a positive effect on the outcome. For more information about regressions, please consult the methodology section.

Figure 52 Regression results for participation in professional development activities



Source: 2022 SRDC workforce survey.

Notes: Bar graphs indicate the size of the coefficients (β) for each independent variable included in the model. Error bars indicate the 95% confidence interval for each coefficient; error bars for independent variables that have a non-zero effect on the dependent variable do not cross the 0 line.

Additionally, a significantly negative effect is indicated by a red bar; a significantly positive effect is indicated by a blue bar; a non-significant effect is indicated by grey bars.

The variable used to regress “Hours spent in professional development in the last year” only considers respondents who attended in at least one professional development activity in the previous year.

Findings from case study sites

Participation in professional development activities was important for all ECEs both in terms of keeping up to date with current practices but also as a requirement for renewing their ECE licence and updating first aid certification. Across the case study sites, managers and supervisors encouraged all those in the centre to participate in training and provided details of upcoming events and activities. In addition, all centres had professional development days during which they closed their programming so all employees could participate in training. Often, outside speakers were brought in to deliver training which was appreciated by those who attended. Many participants did not have to seek out additional professional development beyond what was offered at their centre to complete their 40 hours towards licensing. Offering professional development onsite during workdays also eliminated many barriers to accessing training.

“We do two Pro-D days a year, so we get a lot of great speakers... That’s another benefit is that we have to do our 40 hours every five years to get recertified. And if I just show up for my Pro-D days, I get those 40 hours ... saves me money because I don’t have to pay for it. So that’s another bonus to me. I don’t have to go outside of my time, like, I’m getting paid. It’s on a work day, so I get paid to go and then I don’t have to pay for it.”

For profit Case Study Site

During 2022, only a small number of ECL professionals attended in-person training outside of their centres despite more events being held. While those interviewed enjoyed in-person events, they regarded the time, registration costs, and travel expenses as barriers. For most, the preferred training option was online as most online PD was free and could be completed outside of work hours. Courses are often self-directed. This flexibility is appreciated, as is the ability to access completion certificates immediately.

The case study sites provided on average \$250 in annual training funds for employees. However, some sites reported these funds went unused by employees, particularly in those centres which covered the cost of first aid training. If funds were not used by individuals, other employees could request additional help with training costs.

Three case study sites had registered and paid for access to online training academies. Those employed in these centres enjoyed the range of courses available and the flexibility they allowed. Online courses could be paused and resumed repeatedly. Managers regarded these online academies as good value for money and were satisfied with the range of courses provided. They reported them to be accessible, to provide up-to-date information, and to be satisfied with the format and content. There was no cost to those who attended.

To ensure ECE licences did not expire, centres kept training logs for employees and would notify them when their licence had to be renewed. The centres would then provide a record of training completed for those applying for a licence renewal. This avoided situations where an ECE licence reached expiry leading the program to be out of ratio.

Findings from open-ended survey responses

Some 60 respondents in both the workforce and employer surveys mentioned various issues with professional development in the field. Some reported barriers with licensing, registration and renewals, administrative barriers (e.g., having to wait too long to receive certifications), or high financial costs of upgrading credentials. Some participants also mentioned limited opportunities for career advancement.

“I’m noticing for myself, and several of my local colleagues who have been in the field for many years that our careers tend to stall after the first 10 years. There are few management/supervisory roles to move into and we are limited in our ability to increase our wages or to move into new/challenging roles outside of working on the floor. This makes for well-experienced front-line workers, but little growth or challenge for the educators. Personally, I’ve done a lot of advocacy for the field to keep myself engaged and stimulated professionally but this is all unpaid work.”

Open-ended survey response

Some participants highlighted the issue of different ECE requirements across different jurisdictions (e.g., differences between provinces, countries, etc.), making it difficult to transfer credentials to work in other areas.



KPI 9

**Hours of professional
development per
ECL workforce
member per year**

KPI 9 Summary

Mean hours of PD ranged from 14.3 hours among non M/S staff at before and after school and recreational care programs to 37.6 hours among non ECE-certified HCPs. Mean hours of PD were higher in 2022 than 2019, almost doubling for responsible adults and increasing by nearly ten hours on average for those with basic ECE 1-year certificates. For those with ECE specialty certificates and ECEAs, mean hours of PD were slightly lower. Regression analysis (relating to hours but which appeared in Table 65 and Figure 52 in the preceding section) suggested a positive association between workplace benefits and attending PD, while men and non-binary and Indigenous ECL professionals as well as those working at a private business were less likely to attend PD.

Table 67 Professional development hours completed in the 12-month period preceding the survey in 2019 and 2022 by ECL qualification

	RA		ECEA		ECE 1 yr		ECE 5 yr		ECE+SN or IT		ECE+both SN&IT	
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
0.1-10	46%	28%	35%	30%	31%	36%	37%	31%	26%	32%	27%	27%
11-25	37%	35%	37%	34%	52%	33%	39%	41%	44%	36%	43%	38%
26-50	13%	19%	13%	19%	13%	23%	18%	21%	22%	25%	23%	24%
51-100	4%	9%	6%	10%	3%	4%	4%	5%	5%	4%	5%	8%
101+	1%	9%	10%	6%	1%	3%	2%	2%	3%	2%	2%	1%
Mean	19.8	36.2	43.5	37.5	23.0	32.6	24.7	25.2	31.4	27.1	28.1	26.2
<i>Standard Deviation</i>	31.9	41.2	83.1	54.7	46.4	74.8	38.2	38.9	58.3	41.6	49.9	23.9

Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Table 68 Professional development hours completed in the 12-month period preceding the survey in 2019 and 2022 by program/role

	Child care centres (including multi-age child care) or preschool				Before & after school and recreational care programs				\$10 a Day ChildCareBC sites		HCPs			
	M/S		Non M/S		M/S		Non M/S				ECE certified		Not ECE-certified	
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
0.1-10	29%	30%	35%	31%	37%	33%	61%	33%	18%	26%	38%	39%	48%	38%
11-25	43%	33%	41%	45%	42%	43%	22%	48%	44%	37%	38%	36%	33%	28%
26-50	19%	26%	17%	18%	12%	20%	15%	14%	35%	27%	18%	20%	12%	18%
51-100	6%	8%	4%	4%	7%	0%	2%	5%	0%	8%	3%	3%	4%	8%
101+	3%	3%	3%	2%	2%	3%	0%	0%	4%	2%	3%	2%	3%	10%
Mean	29.9	31.2	26.0	26.0	20.9	28.0	14.3	21.0	30.7	27.8	30.9	28.1	25.5	37.6
<i>Standard Deviation</i>	54.9	48.3	44.9	45.8	23.2	47.5	13.6	21.4	45.8	24.4	72.0	64.8	52.2	56.4

Source: 2019 and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child’s-own home providers, together with Licensed Family Child Care.

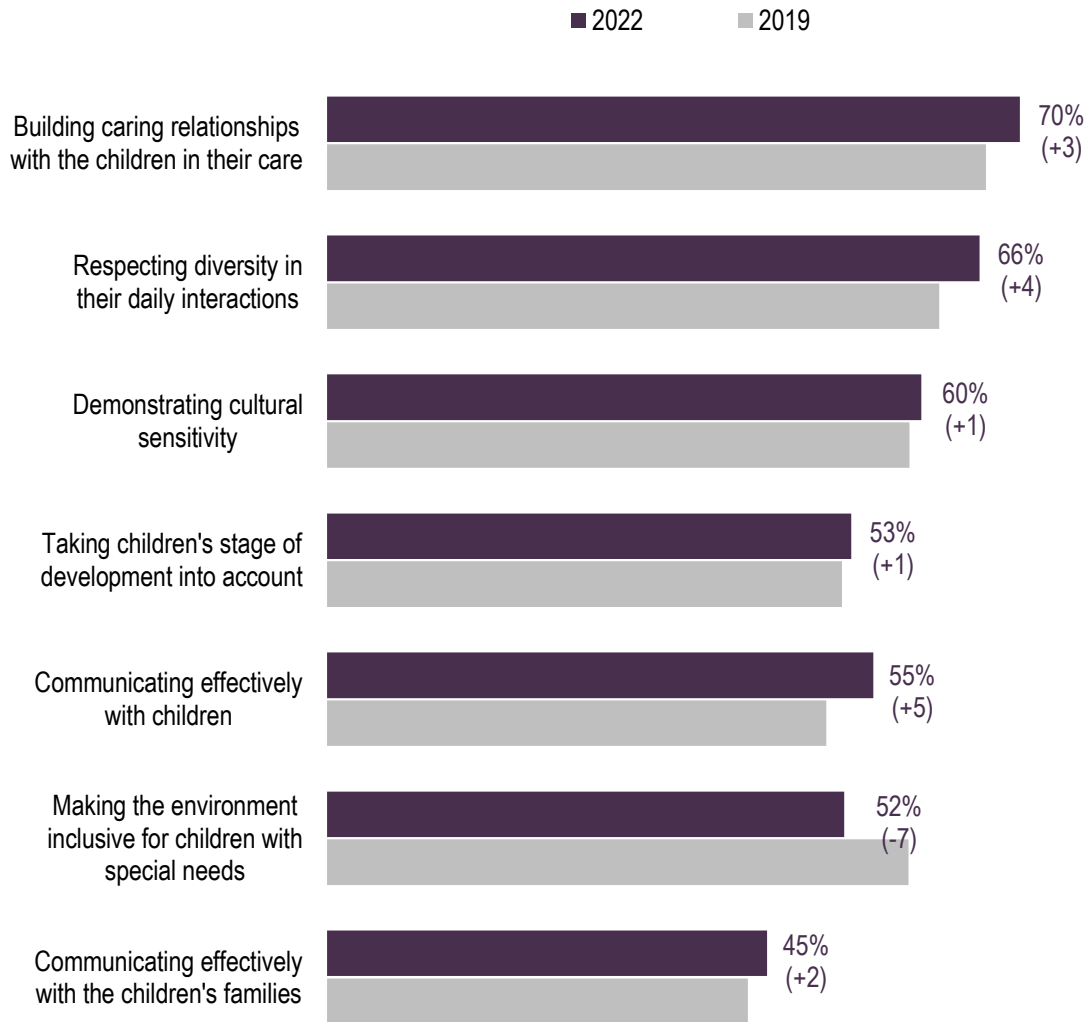
KPI 10

**Employers report of
the share of their ECL
workforce possessing
core skills and
possessing
supplementary skills**

KPI 10 Summary

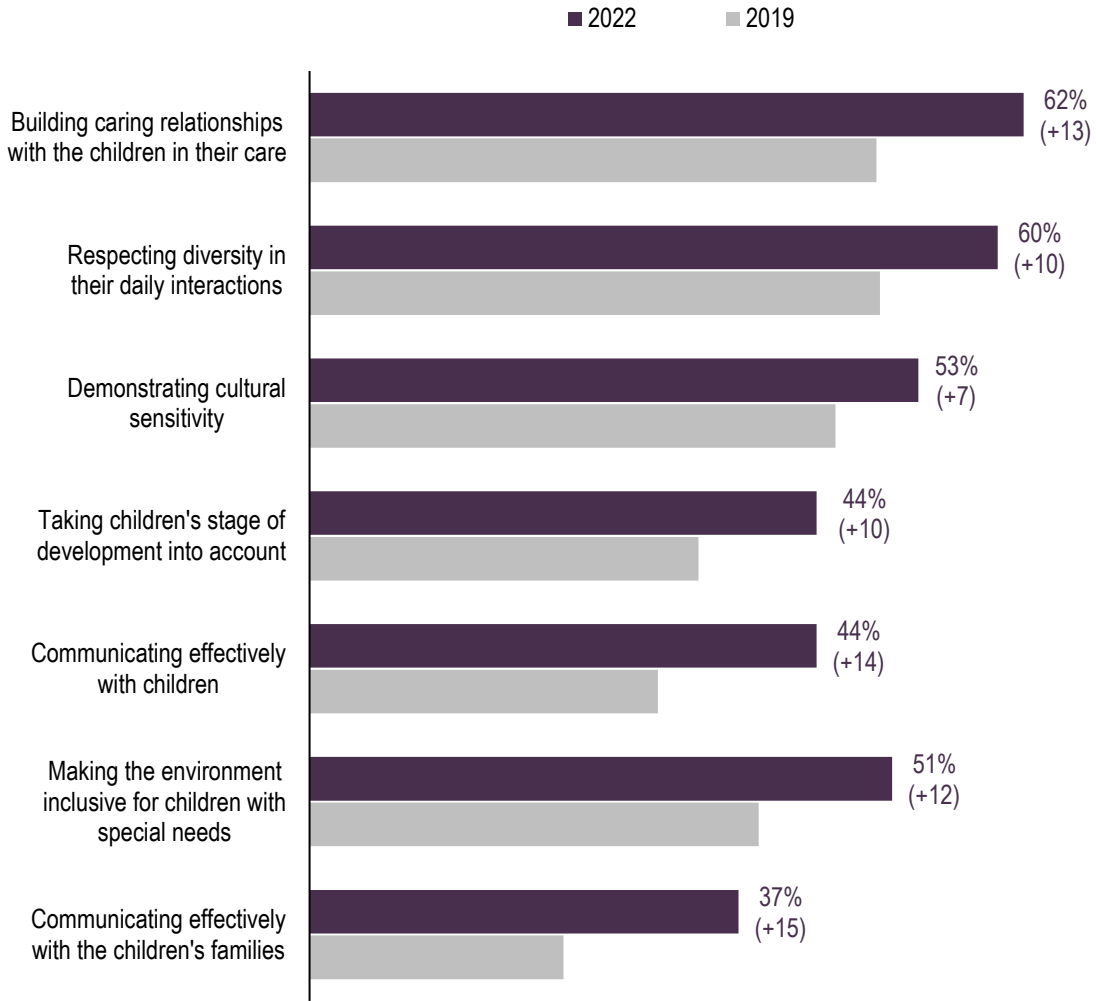
In general, employers were more likely in 2022 to report that no staff need to improve their skills than in 2019. Employers' assessment of their staff's core skills universally increased from 2019 to 2022 except employers only operating programs that require ECE certification who reported lower skill levels in making the environment inclusive for children with special needs. The overwhelming majority of employers (between 82 and 93 per cent) felt that management staff were respected by their teams and could easily handle their management responsibilities.

Figure 53 Proportion of employers that exclusively operate programs that require ECE certification who indicated none of their staff needed to improve ECL core skills, 2019 and 2022



Source: SRDC employer survey. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs–school age, preschool, or multi-age programs.

Figure 54 Proportion of employers that operate at least one program that does not require ECE certification who indicated none of their staff needed to improve ECL core skills, 2019 and 2022



Source: SRDC employer survey. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

Table 69 Proportion of employers who agree or strongly agree that management staff possess core skills, 2022

	Employers with all programming requiring at least one ECE	Employers with some or all programming not requiring ECE
Management staff are respected by their team	92%	93%
Management staff can easily handle their management responsibilities	86%	82%
New management staff are fully prepared to take on management responsibilities when they begin their role	81%	79%

Source: 2022 SRDC employer surveys.

Findings from case study sites

In 2021, managers at some centres expressed concerns about the competencies and capabilities of newly graduated ECEs. In 2022, these concerns were reported at all case study sites. Managers reported wide discrepancies in the skills of new ECEs. Some appeared ignorant of some core functions including ensuring safety, establishing an emotionally safe and nurturing climate, and communicating effectively with colleagues and families.

“... considering it’s an ECE certification that comes out of it, you would think that there would be some sort of consistency across schools, but that’s just not what we’ve seen ... it’s almost alarming with the inconsistencies in training and what people say that they’ve learned... It absolutely is integral to the sustainability of this industry to make sure that there are well-trained people.”

Not for profit Case Study Site

To compensate for the discrepancies in competencies, managers and more senior staff provided additional supervision and mentoring. While this was an effective strategy to support the development of the required competencies and improved the quality of programming provided, it represented additional work and responsibilities for experienced ECEs. Experienced professionals providing additional mentoring and supervision were irritated that new ECEs with much less experience were essentially earning the same as they were.

“I’ve worked with people who got their ECE during COVID. So their practicum was completely different because the teachers hardly came in... While they’ve got their ECEs and they qualify for the \$4 wage enhancement, we are having to pour a whole lot of time and energy in training them in sort of the most basic skills of what it actually means to be an early childhood educator... I think if the government really wants to stand behind not just affordable child care but quality child care, then they will have to align the standards for colleges... Because in terms of a metric like guiding and caring, most colleges are not meeting the most basic training in terms of what it means to teach somebody how to guide and care for young children ... we’re now retraining them plus we’re trying to run the centre with the children, take care of our families. So the role of an ECE supervisor is greater now than it was.”

For profit Case Study Site

In addition to the inconsistencies across institutions, participants reported a hierarchy in terms of the quality of post-secondary institutions providing ECE certification.

“There’s definitely three tiers [of training] where the lowest level in-house training that we’re doing through [name of college]. Lowest quality educator in terms of technical knowledge. Highest quality as far as good fit: wants to be here, all those things that we screened for, attitude, coachability, all that type of thing. Then you go to the middle ground. You’ve got your private schools, [name of institutions], really, really dependent on the school because they’re all independent [with different standards]. The top level are the universities and some of the established colleges.”

For profit Case Study Site

“I think the online schooling is not that thorough. I talked to somebody else here, though, who did their schooling [at college], and it was incredibly thorough. And I love picking her brain for information just because, like I think she has like such a wealth of knowledge that she gained... The online, I’d say, is not the best. I passed very easily with feeling like I didn’t gain all that much information in all honesty.”

For profit Case Study Site

Managers and supervisors expressed the most concern about the quality of some online ECE courses and questioned if they provided students with adequate supports and education.

“I’ve seen a dramatic change like in the quality of people too. Like since they’ve gone online with a lot of the teaching, teachers don’t know what they’re doing when they come out... Our field is so hands on. It’s like a whole language that you have to learn with guiding and caring for the children that you can’t just learn that from a computer ... a lot of the teachers that we’ve had that are taking the online, they’re missing like a lot of key components of the practical.”

For profit Case Study Site

Managers, supervisors and ECE professionals appreciated there were more opportunities to train to become an ECE; however, they were concerned the focus was on the number of ECEs in the sector rather than the quality of their training. Those in the sector who felt they had worked hard to be recognized as professionals who deliver high quality ECL were worried their efforts would be in vain if the lack of high-quality training negatively impacted the quality of the programming their programs offered.

“I’m a little more dissatisfied with the quality of early childhood educators. There’s all this push to get more educators trained, but the quality! In our community, there’s no requirements to get into the ECE program. You sign up for it. And if you’ve got like your Grade 12 English, you’re in, and a clear crim check. It’s not like if I went into nursing, there are certain requirements and skills and abilities to be able to be accepted into that program. They just want to fill seats.”

Not for profit Case Study Site

“Not as optimistic about the quality ... we want quality, right? Everybody passes and then there’s just schools popping up, every right, left and centre, and I just wonder about the oversight of all those programs.”

Not for profit Case Study Site

Managers highlighted the inconsistencies for ECE students doing their practicums. Some post-secondary institutions allow ECE students who are currently employed as an ECEA in a child care centre to do their practicum placement (or some of it) where they are employed; while other institutions do not. The practical implication is that ECEAs who have to complete their practicum at another centre have to leave their job either on a temporary or permanent basis. There are also inconsistencies in whether or not ECEAs can be paid during their practicums, which would allow them to be included in the ratio.

“If I’m an ECE student or if I’m looking at joining, and I see that one [institution] allows me to be paid for practicum and the other one’s going to require me to take a leave of absence from a job to basically do a practicum for six to eight weeks, I’m going to go with the program that allows them to be paid. So, we’re getting more and more people signing up through [name of college] ... I just don’t understand. In my worst moments, it feels a little bit sexist because, try as I might, to think of any male dominated field where women are not paid for training?”

For profit Case Study Site

KPI 11

**Employment stability
of ECL workforce,
including variances
for staffing for
providers, work hours,
job tenure, job exits**

KPI 11 Summary

More than a third (37 per cent of) employers reported that they had at least one vacant position that they have been unable to fill. 45 per cent said they had to fill a vacant position with an individual with lower qualifications than they wanted. 32 per cent said they had to refuse children in the last 12 months due to not having enough staff while 26 per cent refused children because they felt they did not have staff with the right qualifications to support the children.

The most common qualifications required but not available were an ECE certificate (73 per cent) then an IT certificate (51 per cent) and SN (37 per cent). 47 per cent of employers in programs without an ECE requirement (and 40 per cent of those with an ECE requirement) reported experiencing staff net loss across all positions in the 12 months preceding the survey. Reports of net loss increased in four of five health authority regions compared to 2019. Regression analysis found exit rates higher at centres with low average wages.

Table 70 Job retention expectations by program/role 2019 and 2022

	Child care centres (including multi-age child care) or preschool				Before & after school and recreational care programs				\$10 a Day ChildCareBC sites	HCPs	ECEAs/ ECEs not in Child Care		
	M/S		Non M/S		M/S		Non M/S						
Expect to work with current employer after 1 year?													
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2022
N	731	485	967	540	98	58	58	37	77	253	437	—	—
Yes	88%	81%	77%	69%	82%	79%	73%	62%	81%	72%	91%	N/A	N/A
Don't know	8%	15%	16%	21%	15%	17%	20%	24%	13%	23%	7%	N/A	N/A
No	4%	4%	7%	10%	3%	<5	7%	14%	5%	5%	3%	N/A	N/A
Expect to work in ECL after 1 year?													
N	731	529	1051	582	98	64	73	45	82	277	167	196	187
Yes	92%	84%	86%	80%	92%	83%	82%	62%	90%	81%	92%	84%	28%
Don't know	6%	12%	11%	16%	7%	13%	17%	24%	6%	15%	6%	11%	27%
No	2%	4%	3%	4%	1%	<5	1%	13%	4%	5%	2%	5%	44%

Source: 2019 and 2022 SRDC workforce surveys. Responses based on sample sizes below 5 are suppressed.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

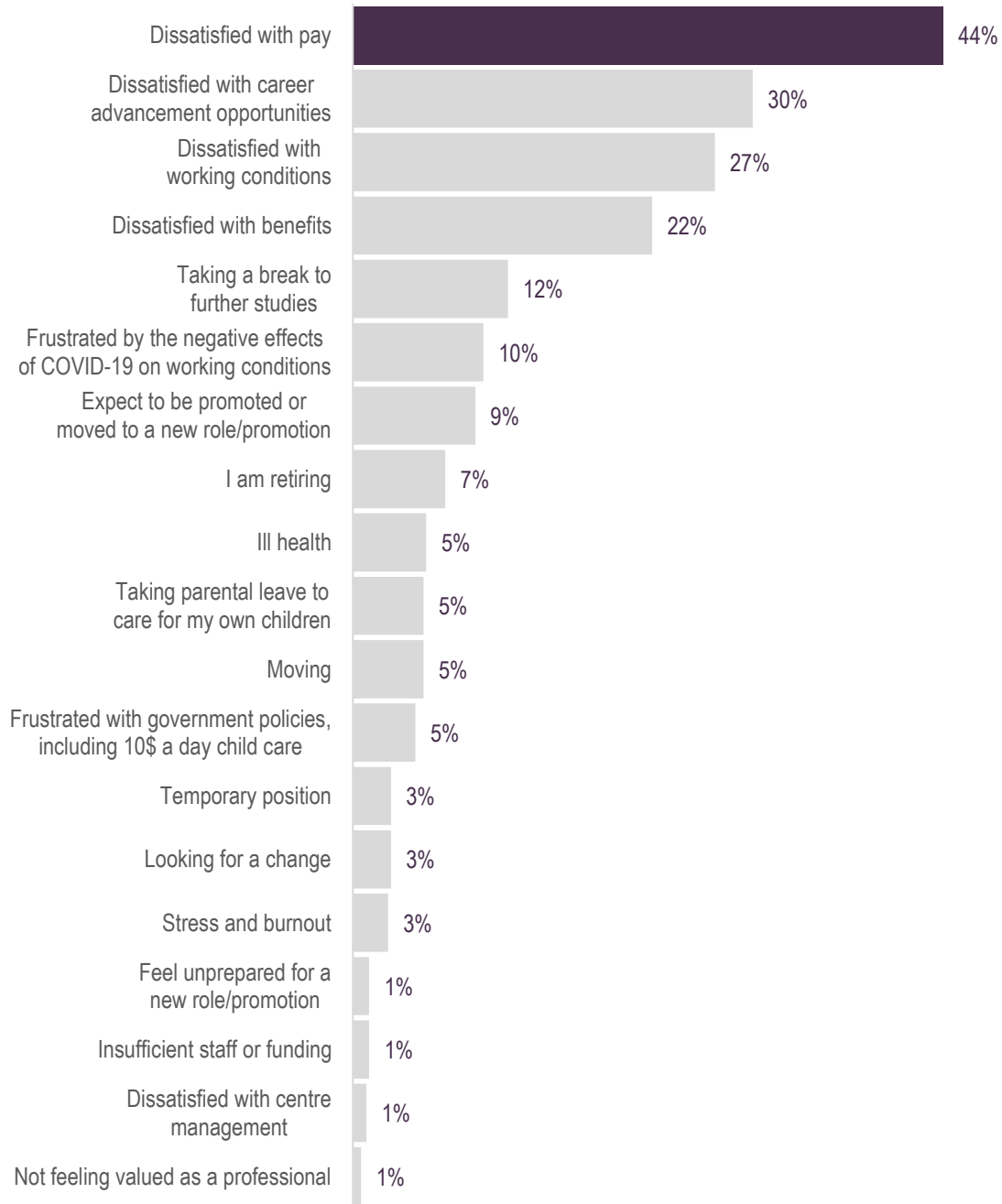
Table 71 Job retention expectations by ECL qualification 2019 and 2022

	RA		ECEA		ECE 1 yr		ECE 5 yr		ECE+SN or IT		ECE+both SN&IT	
Expect to work with current employer after 1 year?												
	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022	2019	2022
N	245	72	198	136	654	79	435	425	333	268	303	288
Yes	87%	82%	74%	80%	79%	68%	80%	75%	85%	75%	83%	72%
Don't know	8%	7%	16%	13%	13%	23%	13%	19%	11%	18%	8%	22%
No	4%	11%	8%	7%	6%	9%	4%	6%	3%	7%	7%	6%
Expect to work in ECL after 1 year?												
N	296	133	225	188	743	120	485	559	410	342	323	356
Yes	89%	85%	82%	81%	85%	76%	83%	77%	86%	77%	83%	73%
Don't know	7%	9%	15%	10%	11%	15%	10%	15%	10%	15%	8%	17%
No	3%	6%	4%	9%	5%	9%	7%	8%	5%	8%	8%	10%

Source: 2019 and 2022 SRDC workforce surveys.

Notes: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Figure 55 Reasons why ECL professionals expected to leave child care or their job in the next year



Source: 2022 SRDC workforce survey.

Table 72 Demographic characteristics of ECEs/ECEAs not in child care compared to the total 2022 Workforce Survey sample

	2022	
	ECEs/ECEAs not in child care	All survey respondents
Female	96%	96%
Indigenous (First Nations, Métis, or Inuit)	9%	6%
Experience disability	4%	4%
Born outside Canada	29%	31%
Age		
20-24	2%	4%
25-29	15%	8%
30-34	8%	10%
35-39	14%	13%
40-44	14%	14%
45-49	14%	14%
50 or older	32%	37%
Years of experience in ECL		
Less than one year	5%	3%
One to three years	10%	12%
Four to five years	11%	9%
Six to ten years	20%	19%
Eleven to fifteen years	19%	17%
Sixteen years or more	35%	41%

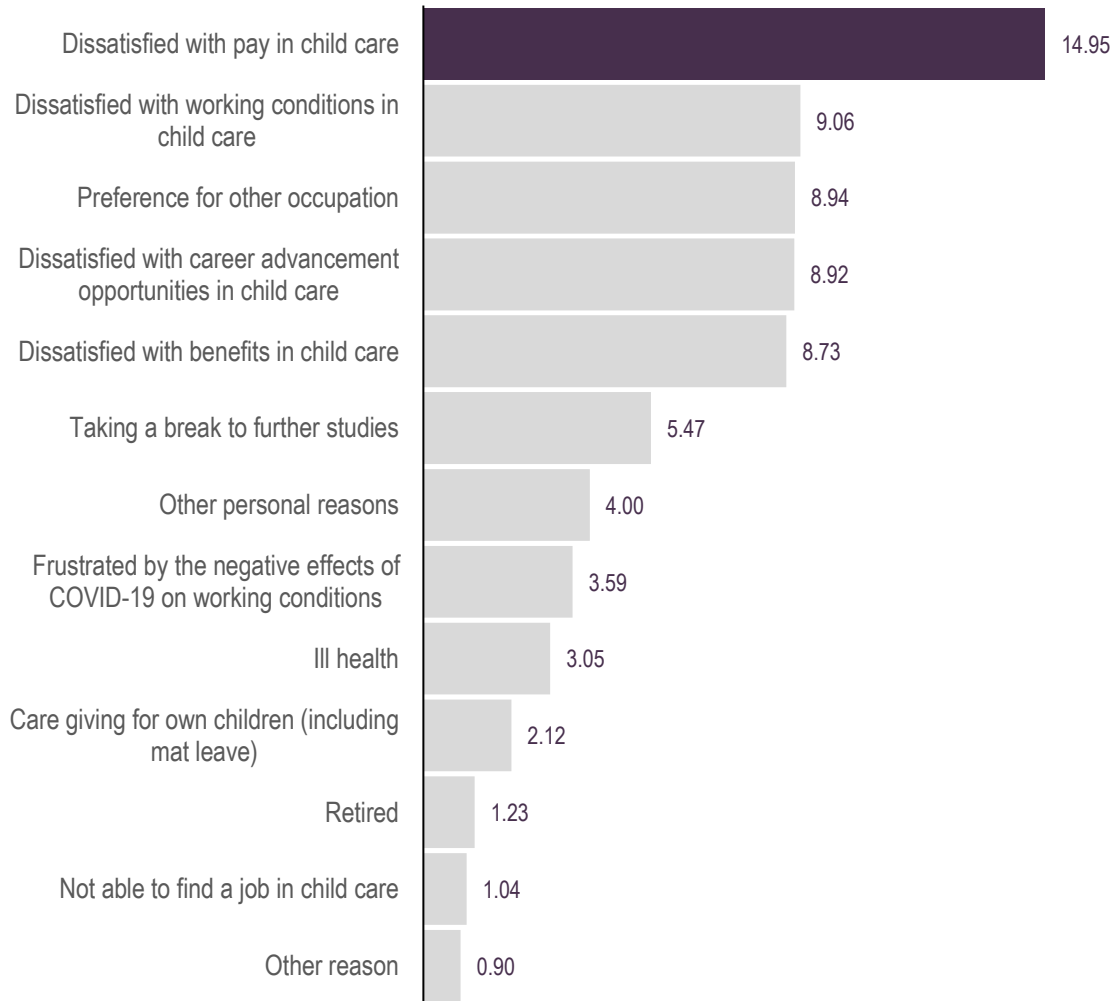
Source: 2022 SRDC workforce survey.

Table 73 Field of work of former ECL professionals employed outside of ECL

Current job title SRDC categorization	2022	
	N	%
ECE-related job (e.g., family resource program, StrongStart, Licensing Officer)	76	56%
Supported Child Development Worker	11	8%
Education-related job (e.g., K-12 teacher, Education Assistant)	19	14%
Social service job that is not ECE-related (e.g., Seniors care)	3	2%
Other employment not related to early care and learning	17	13%
Prefer not to answer	10	7%
Total	136	100%

Source: 2022 SRDC workforce survey.

Figure 56 Reasons why ECEs/ECEAs are not in child care, ranked according to weighted average



Source: 2022 SRDC workforce survey: survey respondents not in child care.

Notes: Respondents were asked to rank **all** the reasons that contributed to their decision to leave the sector, in order from most important to least important reason. The results in this figure correspond to the weighted average, a descriptive measure that provides the relative importance of each item. Each rank is associated with a decreasing weight (w_i), where the top rank is assigned a weight of 12 and the lowest rank is assigned a weight of 1. The weighted average (wA) for each item is calculated summing the product of the number of respondents (n) with the corresponding weight (w) at each rank and dividing the total by the sum of the weights, thus $wA = \frac{\sum_{i=1}^{12} w_i n_i}{\sum_{i=1}^{12} w_i}$.

Common responses shared in the “Other reason” field were considered as distinct categories (e.g., care giving for one’s own children, including maternity leave; retired; moved; burnt out; dissatisfied with management and provincial regulations; laid off). However, due to small numbers, some of these categories were omitted from the figure above.

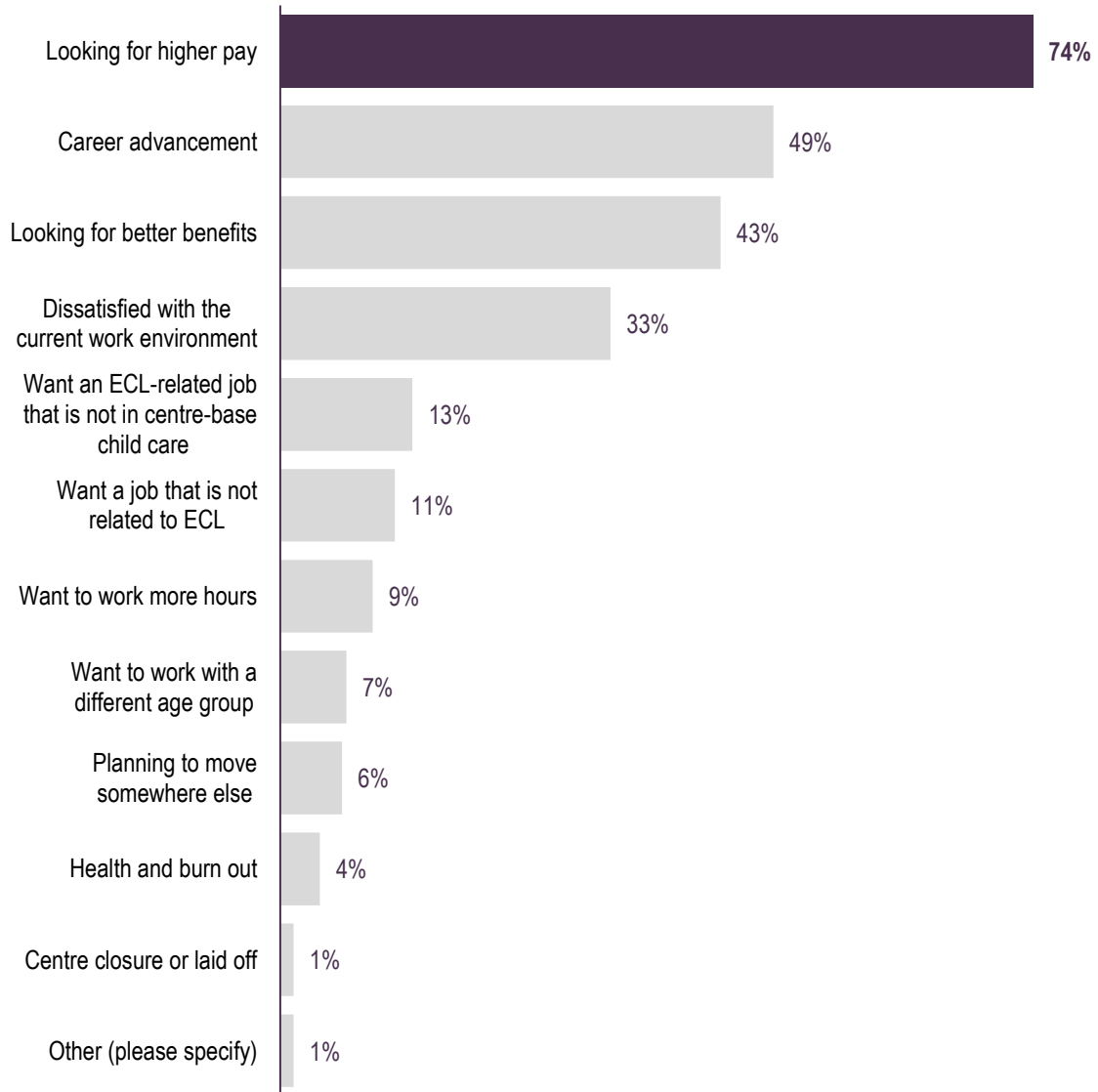
Table 74 Jobs sought by ECEs/ECEAs working in child care and looking for a new job

What type of job are you looking for? <i>[multiple answers possible]</i>	2022	
	N	%
A child care job with higher seniority	77	39%
A non-child care job elsewhere	67	34%
A similar job	47	25%
A non-child care job in a school or postsecondary institution	42	22%
I plan to open my own child care workplace	18	9%
Other	16	8%
I don't know	23	12%
Prefer not to answer	8	4%
Number of Job Seekers (% among ECEs/ECEAs in the sector)	197	14%

Source: 2022 SRDC workforce survey.

Note: Common responses shared in the “Other” category included ECE trainer or instructor, administration position within child care centres, child care licensing, positions in elementary schools, and support and counselling services for children and youth.

Figure 57 Reasons why ECEs/ECEAs currently working in ECL are looking for a new job



Source: 2022 SRDC workforce survey.

Note: Respondents who select no to job retention questions (are you expected to work in ECL with your current employer or in ECL in one year) were asked to select up to three reasons explaining why they were looking for a new job. Two additional categories were created from “Other” responses and are included in the table above: *Health and burn out*, and *Centre closure or laid off*. These categories may be added to the list of options in future surveys.

Table 75 Demographic characteristics of new entrants to ECL and experienced ECL professionals starting a new child care job

Demographic characteristics	ECL workforce survey respondents who are...	
	New to ECL (%)	Experienced in ECL, in new job (%)
Women	94%	97%
Indigenous	8%	6%
Born outside of Canada	31%	34%
Have a disability	7%	5%
Age (years)		
19-24	29%	4%
25-29	29%	10%
30-34	12%	18%
35-39	12%	17%
40-44	6%	13%
45-49	9%	11%
50 and +	3%	26%
Total	83	390

Table 76 **Qualifications of new entrants to ECL and experienced ECL professionals starting a new child care job**

Qualification	ECL workforce survey respondents who are...	
	New to ECL (%)	Experienced in ECL, in new job (%)
ECEA	40%	12%
ECE 1 year	11%	10%
ECE 5 year	17%	30%
ECE IT	6%	17%
ECE SN	1%	3%
ECE SN+IT	1%	22%
Responsible Adult	11%	4%
Total	72	362

Table 77 Workplace characteristics of new entrants to ECL and experienced ECL professionals starting a new child care job

Type of child care workplace	ECL workforce survey respondents who are...	
	New to ECL (%)	Experienced in ECL, in new job (%)
A private business	37%	39%
A not-for-profit	27%	39%
Not known	18%	8%
Programs offered at workplace		
Group care, under 3 years old	46%	47%
Group care, 2.5 years to school age	55%	56%
Group care, school age (before-and-after-school program)	41%	33%
Preschool, 2.5 years old to school age	36%	37%
Multi-age	23%	19%
Other	2%	5%
Is a \$10 a day ChildCareBC Site	20%	15%
Total	83	390

Table 78 Centre level average staff turn-over and net change, 2022

	Full Time					Part Time				
	Dismissed	Left voluntarily	Hired	Net change	Change from 2019	Dismissed	Left voluntarily	Hired	Net change	Change from 2019
Organizations where all programs require ECE										
Professional	0.24	1.07	0.61	-0.70	-0.69	0.06	0.30	0.20	-0.16	-0.19
Supervisor	0.01	0.05	0.02	-0.03	0.00	0.00	0.01	0.01	0.00	0.00
Manager	0.01	0.05	0.04	-0.01	-0.04	0.00	0.00	0.00	0.00	-0.01
Director	0.00	0.01	0.00	-0.01	-0.04	0.00	0.00	0.00	0.00	-0.01
Organizations where some or all programs do not require ECE										
Professional	0.22	0.98	0.63	-0.57	-0.40	0.12	1.37	1.08	-0.41	-0.46
Supervisor	0.03	0.08	0.04	-0.07	0.05	0.00	0.02	0.02	-0.01	-0.03
Manager	0.02	0.09	0.06	-0.05	0.05	0.00	0.01	0.02	0.00	-0.04
Director	0.00	0.03	0.02	-0.01	0.03	0.00	0.00	0.00	0.00	0.01

Source: 2019 and 2022 SRDC employer surveys. Top section includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs–school age, preschool, or multi-age programs. Bottom section includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care.

Note: Net change = Hired minus Dismissed minus Left Voluntarily; all values rounded to two decimal places. Numbers represent the average change in number of staff positions per employer in the last 12 months. Professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals]. This person can be a Responsible Adult, ECEA, or ECE.” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

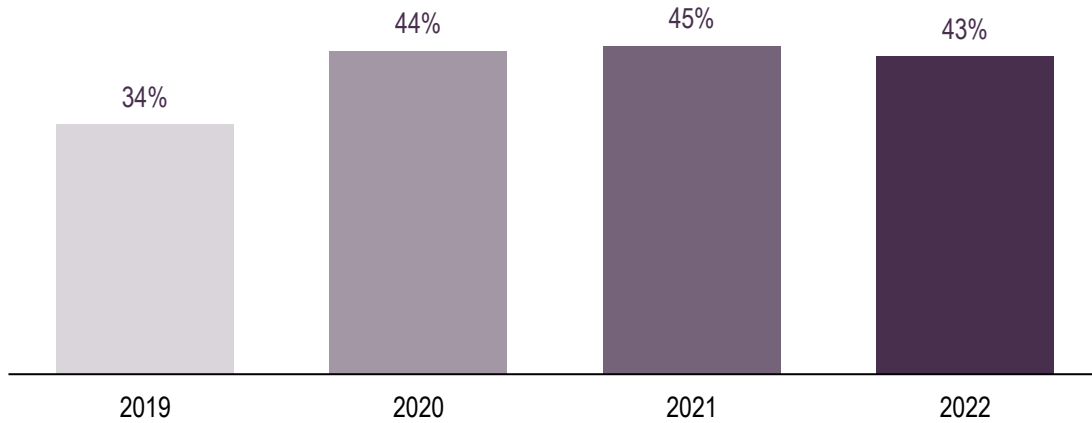
Table 79 Number and proportion of employers who reported net losses in 2022 by staffing categories and change since 2019

	Full Time		Part Time		Overall (FT+PT)	
	Number	Percentage	Number	Percentage	Number	Percentage
ECL professional	263	33% (+9)	185	23% (+3)	341	43% (+11)
Supervisor	34	4% (-1)	7	1% (0)	37	5% (-1)
Manager	37	5% (+2)	4	0% (0)	41	5% (+2)
Director	9	1% (0)	3	0% (0)	11	1% (-1)
All positions	273	34% (+7)	190	24% (+3)	347	43% (+9)
(B) Organizations where all programs require ECE (n=433)						
ECL professional	170	33% (+11)	85	17% (0)	205	40% (+13)
(C) Organizations where some or all programs do not require ECE (n=268)						
ECL professional	93	32% (+4)	100	34% (+9)	136	47% (+7)

Source: 2019 and 2022 SRDC employer surveys. Section (B) includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs–school age, preschool, or multi-age programs. Section (C) includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

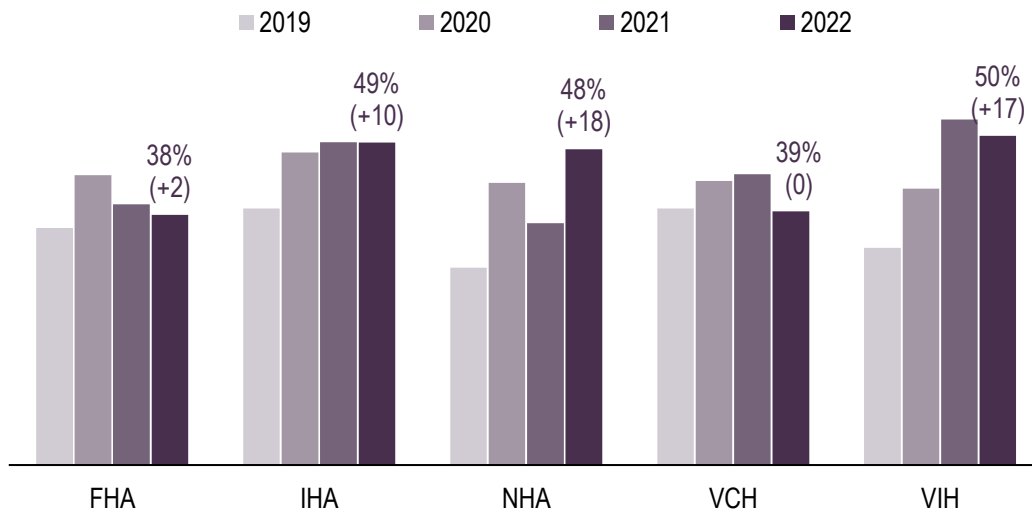
Note: Increases are shown in red as it is a negative result, indicating an increased loss of staff since 2019. ECL professional refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.” Supervisor refers to “a person who has responsibility for a group of children and supervises child care workers [professionals].” Manager refers to “a person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.” A director refers to “a person who has management or administrative duties only.”

Figure 58 Proportion of employers who experienced overall staff net loss since 2019



Source: 2019 and 2022 SRDC employer surveys.

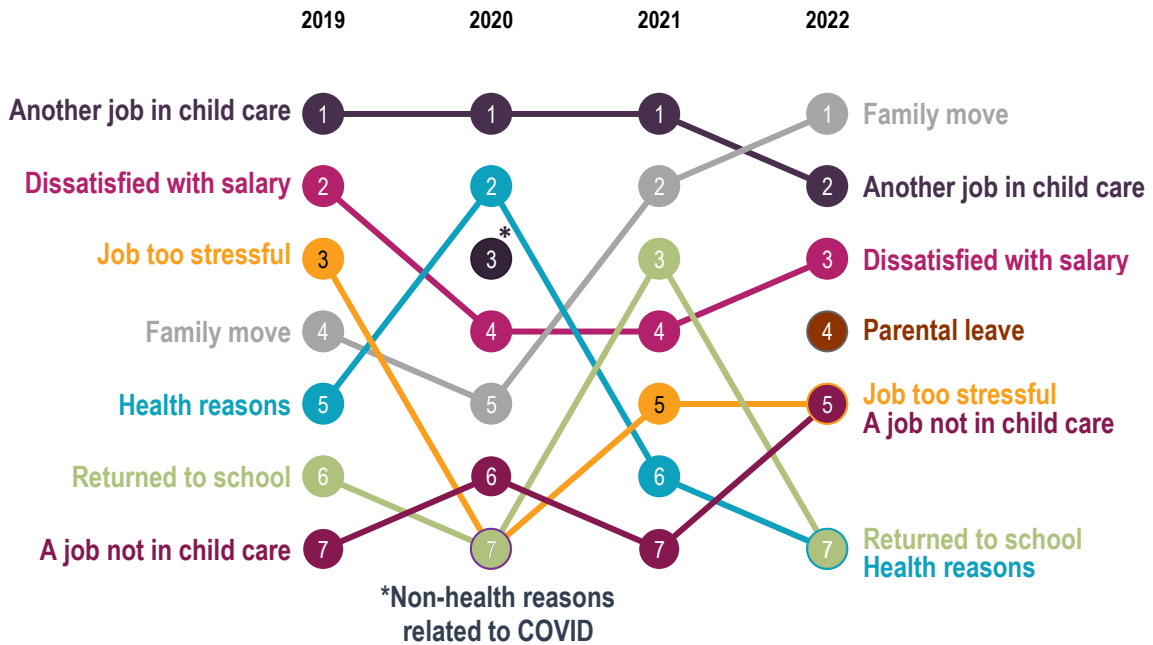
Figure 59 Proportion of employers who experienced overall staff net loss by health authority region, 2022 and percentage point change since 2019



Source: 2019 and 2022 SRDC employer surveys.

Note: FHA: Fraser Health Authority; IHA: Interior Health Authority; NHA: Northern Health Authority; VCH: Vancouver Coastal Health; VIH: Vancouver Island Health. 2019 estimates have been recalculated using 2022 methods to ensure a fair comparison across years, and a reporting error from 2020 has been corrected.

Figure 60 Employers' ranking of the main reasons for employees leaving their organizations where all programs require ECE, 2019 to 2022

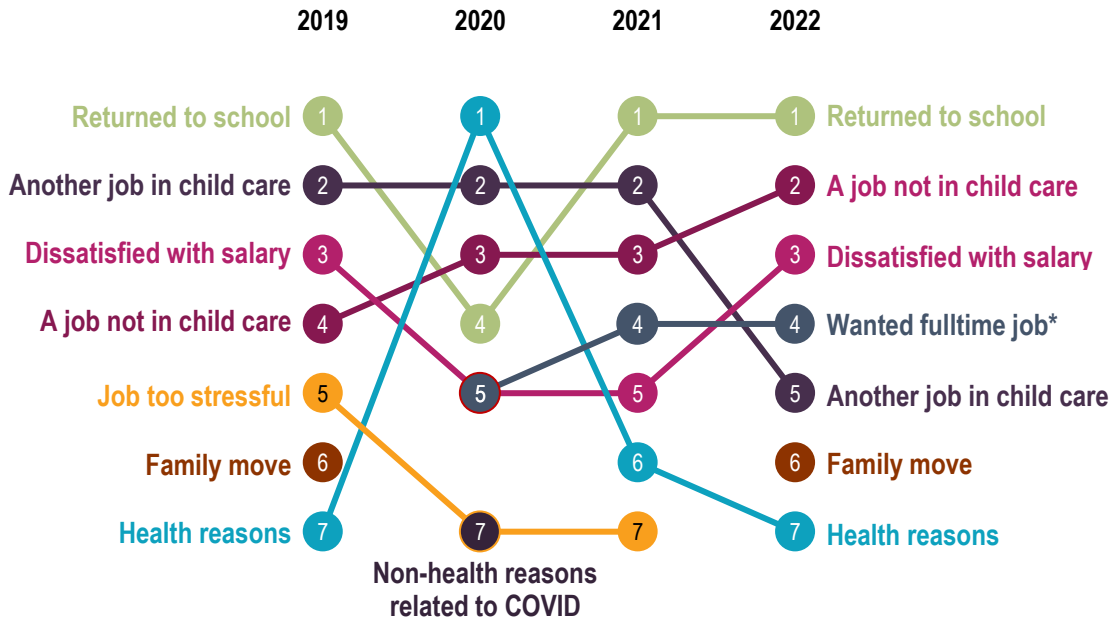


Source: 2019-2022 SRDC employer surveys. Includes employers who exclusively operate one or more of the following programs: group care under 3, group care 2.5yrs–school age, preschool, or multi-age programs.

Note: There was a tie for seventh place in 2020 between “job too stressful” and “returned to school.” There were two ties in 2022: for fifth place between “job too stressful” and “a job not in child care” as well as for seventh place between “returned to school” and “health reasons.”

* “Non-health reasons related to COVID” was not an option in 2019 or 2022. It was not a top-rated reason in 2021.

Figure 61 Employers' ranking of the main reasons for employees leaving their organizations where some or all programs do not require ECE, 2019 to 2022



Source: 2019, 2020, 2021, and 2022 SRDC employer survey. Includes employers who operate one or more of the following programs: group care school age, occasional care, or recreational care (2022).

Note: There was a tie for fifth and seventh places in 2020.

* "Wanted full-time job" and "non-health reasons related to COVID" were not options in 2019.

Table 80 Influence of key factors on staffing difficulties among ECL professionals, 2022

	Net Change			Rate of Hires in Last 12 Mos			Rate of Resignations in Last 12 Mos			Rate of Vacancies		
	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p	Coeff.	SE	p
Auspice	0.03	0.03	0.24	-0.02	0.02	0.37	-0.01	0.02	0.59	-0.03	0.02	0.14
Average wage	0.01	0.00	0.17	0.00	0.00	0.96	-0.01	0.00	0.02	-0.01	0.00	0.06
Number of ECL prof.	0.00	0.00	0.39	0.00	0.00	0.42	0.00	0.00	0.14	0.00	0.00	0.01
Wage differential	-0.01	0.04	0.88	0.00	0.04	0.94	0.02	0.03	0.51	-0.01	0.03	0.80
Receipt of WE	-0.04	0.04	0.27	-0.06	0.04	0.07	-0.05	0.03	0.09	-0.02	0.03	0.45
Number of core benefits	0.00	0.01	0.46	0.00	0.00	0.54	0.00	0.00	0.65	0.00	0.00	0.74
Number of added benefits	0.00	0.01	0.80	0.01	0.01	0.12	0.01	0.00	0.22	0.01	0.00	0.12
Senior staff have ECE	0.00	0.03	0.97	-0.03	0.02	0.28	-0.01	0.02	0.48	0.03	0.02	0.10
Staff responsibilities	-0.03	0.03	0.41	0.01	0.03	0.71	0.02	0.02	0.36	0.01	0.03	0.61
Staff recognition – wages	0.00	0.03	0.98	0.02	0.03	0.53	0.02	0.02	0.39	-0.01	0.02	0.76
Career outline	0.01	0.03	0.80	0.00	0.02	0.85	-0.01	0.02	0.65	0.03	0.02	0.12
Performance reviews	-0.02	0.03	0.38	-0.02	0.03	0.53	0.00	0.02	0.99	0.00	0.02	0.91

Source: SRDC employer survey.

Note: Coeff = coefficient (describes the impact of the independent [predictor] variables on the dependent [outcome] variables in both strength and direction); SE = standard error (indicates the variability of the estimated impact); p = estimate of statistical significance of the impact (confidence is higher when the SE is small relative to the size of the coefficient). ECL Prof. refers to “a person who has primary responsibility for a group of children. This person can be a Responsible Adult, ECEA, or ECE.”

The regression analysis included four dependent variables measured over the last 12 months: net change in ECL professionals, rate of ECL professionals hired, rate of ECL professionals who left voluntarily, and vacancy rates for FT and PT ECL professional positions. The independent variables were: auspice type (private business or non-profit/public); average ECL professional wage; differential between the highest and lowest hourly wage per workplace; whether at least one staff member at the workplace is receiving the ECE-WE; total number of core and additional benefits; whether all senior staff at the workplace have an ECE certification (yes/no); whether employers recognize staff who have different levels of training with different responsibilities (yes/no); whether employers recognize staff that have higher levels of education and experience with higher wages (yes/no); whether employers provide staff with an outline of career options at the workplace (yes/no); and whether employers conduct performance reviews with staff (yes/no). Number of ECL professionals at the workplace was also included to control for effects related to workplace size.

Findings from qualitative data

The majority of case study participants intended to remain in the ECL sector. While they enjoyed working in the field and wanted to remain in the sector due to their passion for working with children, they mentioned that the combination of low pay, low perceived respect from others outside of the sector, and the high demands of the job has created a high burnout rate.

“It’s an exhausting job with not very high pay and you burn out so quickly like it’s, the kids are taxing, although lovely, like they make it worth it. But I could definitely see why there’s a high burnout rate just in regards to pay, respect, and the environment too. Like so many people do, put in so much work outside of the daycare, like outside of work hours. It’s not sustainable.”

For profit Case Study Site

Participants felt that higher child to staff ratios, particularly for infants, negatively impacted the quality of care they could provide and their sustainability in the sector.

“The ratio that licensing has outlined for infant and toddler. It works for toddlers, maybe, but definitely not for infants! Like a one to four ratio for a group of 12, when you have a 4-month-old and then there’s a 16-month-old, there’s such a wide range. We can manage, but at what cost to our well-being and health? ... at the end of the day, our wellness and our health and our physical body really takes a toll. And then in the end, we’re not able to provide the best care. So, in the long term, who does that really benefit? It’s hard to stay in the field when your body is getting worn down.”

Not for profit Case Study Site

Participants highlighted the importance of employers providing enough support and recovery time to staff in order to reduce burnout and improve retention and career sustainability. Examples they cited included: having good communication with colleagues, having extra staff to share the workload and to cover unexpected absences, and the ability to take time off.

“It’s easy if you are able to take proper rest times and take vacations and be able to be sick and rest at home. But ... that’s a really tricky thing to make happen ... if you have a great team and you’re able to bounce off each other and you have the flexibility of extra staff and being able to financially close down for a week at a time here and there so that your co-workers and yourself can rest, you could easily stay in this field for years.”

For Profit Case Study Site

Participants who had been in the sector for a longer period of time considered that newer and younger staff tended to leave more quickly. Some have speculated that wages played a bigger role in the sector now than before, due to changes in the economy and workforce. For professionals entering the sector

without an additional income from a higher-earning partner, it was more difficult to cover living expenses relying solely on one salary from ECL work.

“You know what I saw; I’ve observed that most of the people who get into the sector and then leave as well are the younger generations. Like, I don’t know if they’re still unsure of what they want or something like that, but then like, most of the time they’ve been coming and going.”

For profit Case Study Site

“That’s why [the government] had to step in and [offer the wage enhancement]. Because, like young people who are single with the inflation and how much it costs to rent things, you just can’t live off [child care wages]. Whereas before people could do it as a couple ... it would be more sustainable and then you could work part-time.”

For profit Case Study Site

Similarly, staff speculated low wages reduced interest from men to work in the sector.

“I think for males, it’s kind of hard this kind of money. I guess here everyone is moving on, especially now because the rents, that’s super expensive.”

For profit Case Study Site

The relatively lower wage and higher demands of the job acted as “push” factors for ECL professionals to find work in other fields.

“So you kind of like think: Oh, if I’m getting the same amount with that level of stress, why would I not consider moving on to that profession?”

Not for profit Case Study Site

Managers suggested that the licensing process in general and applying for variances to licensing was a “hit and miss affair” (For profit Case Study Site). They recounted differences in the way different licensing officers implemented the regulations. Centres which spanned more than one licensing area reported different responses by different licensing officers. This made managing ECL unpredictable.

KPI 12

Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value) among those already working in the sector

KPI 12 Summary

In general, most members of the ECL workforce held positive opinions about their work in 2022. Positive views that they considered child care their chosen profession outnumbered negative ones by larger ratios than in 2019 but other positive perceptions (such as feeling comfortable telling new people that they worked in child care) were declining in frequency (albeit still in the majority). Indigenous centre-based ECL professionals tended to hold more positive perceptions than non-Indigenous professionals on most measures since 2019. However, the apparent trend for Indigenous professionals to hold increasingly more positive perceptions seemed to come to an end in 2022.

Table 81 Ratio of positive to negative comments regarding ECL work 2019 to 2022

	Survey year	Child care centres (including multi-age child care) or preschool		Before & after school and recreational care programs		\$10 a Day ChildCare		Total
		M/S	Non M/S	M/S	Non M/S	BC sites	HCPs	
Consider child care as chosen profession [agree: disagree]	2019	11 : 1	8 : 1	7 : 1	4 : 1	6 : 1	9 : 1	9 : 1
	2020	12 : 1	10 : 1	9 : 1	4 : 1	13 : 1	12 : 1	10 : 1
	2021	15 : 1	8 : 1	9 : 1	4 : 1	8 : 1	13 : 1	10 : 1
	2022	21 : 1	12 : 1	6 : 1	3 : 1	16 : 1	17 : 1	14 : 1
My current job is a stepping stone [disagree: agree] †	2019	6 : 1	3 : 1	3 : 1	1 : 1	3 : 1	6 : 1	4 : 1
	2020	6 : 1	3 : 1	4 : 1	1 : 1	4 : 1	5 : 1	4 : 1
	2021	5 : 1	3 : 1	4 : 1	2 : 1	3 : 1	5 : 1	4 : 1
	2022	5 : 1	2 : 1	4 : 1	2 : 1	3 : 1	4 : 1	3 : 1
My current job is temporary [disagree: agree] †	2019	12 : 1	4 : 1	7 : 1	2 : 1	5 : 1	8 : 1	6 : 1
	2020	12 : 1	5 : 1	7 : 1	2 : 1	7 : 1	9 : 1	7 : 1
	2021	10 : 1	4 : 1	10 : 1	3 : 1	8 : 1	16 : 1	7 : 1
	2022	8 : 1	3 : 1	7 : 1	2 : 1	5 : 1	7 : 1	5 : 1
Would recommend child care as a profession [agree: disagree]	2019	3 : 1	2 : 1	4 : 1	9 : 1	1 : 1	4 : 1	3 : 1
	2020	3 : 1	2 : 1	5 : 1	6 : 1	3 : 1	3 : 1	3 : 1
	2021	3 : 1	2 : 1	3 : 1	2 : 1	3 : 1	2 : 1	2 : 1
	2022	2 : 1	2 : 1	2 : 1	3 : 1	2 : 1	2 : 1	2 : 1
I feel comfortable telling new people that I work in child care [agree: disagree]	2019	9 : 1	7 : 1	30 : 1	9 : 1	6 : 1	14 : 1	9 : 1
	2020	9 : 1	7 : 1	13 : 1	8 : 1	9 : 1	11 : 1	9 : 1
	2021	8 : 1	6 : 1	14 : 1	12 : 1	8 : 1	7 : 1	7 : 1
	2022	7 : 1	6 : 1	14 : 1	14 : 1	5 : 1	7 : 1	6 : 1

† Responses to these statements were **reversed** to estimate ratio of positive to negative opinions.

Source: 2019, 2020, 2021, and 2022 SRDC workforce surveys.

Note: Managers or Supervisors (M/S) includes those in licensed care who identify their role as directors (including owner operators), managers and supervisors. These professionals may or may not have child care duties. Home Care providers (HCPs) includes Registered Licence not Required, Unregistered Licence not Required and in-child's-own home providers, together with Licensed Family Child Care.

Table 82 Ratio of positive to negative opinions of Centre-based ECL professionals regarding their work 2019 to 2022

	Survey year	Non-Indigenous	Indigenous	Sig.	Born in Canada	Born outside Canada	Sig.
Consider child care as chosen profession [agree: disagree]	2019	8 : 1	6 : 1	not sig.	7 : 1	9 : 1	**
	2020	9 : 1	8 : 1	not sig.	8 : 1	14 : 1	**
	2021	8 : 1	10 : 1	not sig.	6 : 1	12 : 1	**
	2022	13 : 1	11 : 1	not sig.	11 : 1	16 : 1	not sig.
My current job is a stepping stone [disagree: agree] †	2019	3 : 1	2 : 1	*	3 : 1	2 : 1	***
	2020	3 : 1	2 : 1	not sig.	3 : 1	2 : 1	*
	2021	3 : 1	3 : 1	not sig.	4 : 1	2 : 1	***
	2022	3 : 1	1 : 1	not sig.	3 : 1	2 : 1	***
My current job is temporary [disagree: agree] †	2019	4 : 1	5 : 1	not sig.	4 : 1	4 : 1	**
	2020	5 : 1	8 : 1	not sig.	5 : 1	3 : 1	**
	2021	5 : 1	6 : 1	not sig.	5 : 1	4 : 1	***
	2022	3 : 1	2 : 1	not sig.	4 : 1	3 : 1	***
Would recommend child care as a profession [agree: disagree]	2019	2 : 1	3 : 1	not sig.	2 : 1	4 : 1	***
	2020	2 : 1	5 : 1	not sig.	2 : 1	4 : 1	***
	2021	2 : 1	3 : 1	**	2 : 1	3 : 1	***
	2022	1 : 1	3 : 1	**	1 : 1	2 : 1	***
I feel comfortable telling new people that I work in child care [agree: disagree]	2019	7 : 1	9 : 1	**	7 : 1	8 : 1	*
	2020	7 : 1	8 : 1	not sig.	7 : 1	7 : 1	not sig.
	2021	7 : 1	17 : 1	*	7 : 1	7 : 1	*
	2022	6 : 1	6 : 1	not sig.	5 : 1	7 : 1	not sig.

† Responses to these statements were **reversed** to estimate ratio of positive to negative opinions.

Source: 2019, 2020, 2021, and 2022 SRDC workforce surveys.

Note: Statistical significance (Sig.) is denoted by asterisks: *** p < 0.01, ** p < 0.05, * p < 0.10. This is a t-test. In this statistical comparison of the experience of different groups, the p-value describes how likely the observed result is if the true situation is no difference between the groups. The smaller the p-value, the greater the confidence in rejecting no difference between the groups (i.e., the more significant the result is statistically).

Table 83 Ratio of positive to negative comments regarding ECL work by qualification, 2019 to 2022

	Survey year	RA	ECEA	ECE 1 yr	ECE 5 yr	ECE+SN or IT	ECE+both SN&IT
Consider child care as chosen profession [agree: disagree]	2019	5 : 1	7 : 1	20 : 1	12 : 1	13 : 1	12 : 1
	2020	6 : 1	9 : 1	13 : 1	16 : 1	12 : 1	16 : 1
	2021	5 : 1	6 : 1	8 : 1	10 : 1	12 : 1	11 : 1
	2022	10 : 1	6 : 1	20 : 1	16 : 1	33 : 1	22 : 1
My current job is a stepping stone [disagree: agree] †	2019	3 : 1	3 : 1	5 : 1	4 : 1	4 : 1	4 : 1
	2020	3 : 1	4 : 1	4 : 1	5 : 1	4 : 1	5 : 1
	2021	3 : 1	3 : 1	5 : 1	4 : 1	3 : 1	3 : 1
	2022	3 : 1	2 : 1	2 : 1	4 : 1	4 : 1	4 : 1
My current job is temporary [disagree: agree] †	2019	6 : 1	4 : 1	6 : 1	6 : 1	7 : 1	7 : 1
	2020	4 : 1	7 : 1	10 : 1	8 : 1	7 : 1	7 : 1
	2021	8 : 1	4 : 1	8 : 1	7 : 1	6 : 1	6 : 1
	2022	4 : 1	3 : 1	5 : 1	5 : 1	6 : 1	5 : 1
Would recommend child care as a profession [agree: disagree]	2019	4 : 1	3 : 1	3 : 1	2 : 1	2 : 1	2 : 1
	2020	3 : 1	3 : 1	3 : 1	2 : 1	3 : 1	2 : 1
	2021	4 : 1	3 : 1	2 : 1	2 : 1	2 : 1	2 : 1
	2022	2 : 1	2 : 1	2 : 1	2 : 1	2 : 1	1 : 1
I feel comfortable telling new people that I work in child care [agree: disagree]	2019	12 : 1	7 : 1	7 : 1	9 : 1	8 : 1	7 : 1
	2020	9 : 1	8 : 1	12 : 1	7 : 1	11 : 1	6 : 1
	2021	10 : 1	8 : 1	10 : 1	7 : 1	7 : 1	6 : 1
	2022	9 : 1	9 : 1	8 : 1	6 : 1	7 : 1	5 : 1

* Responses to these statements were **reversed** to estimate ratio of positive to negative opinions.

Source: 2019, 2020, 2021, and 2022 SRDC workforce survey.

Note: RA (Responsible Adult), ECEA (Early Childhood Educator Assistant), ECE 1 yr (One-Year Early Childhood Educator Certificate), ECE 5 yr (Five-Year Early Childhood Educator Certificate), ECE+IT or SN (an ECE 1 yr or 5 yr with either an Infant Toddler Educator certification or a Special Needs Educator certification), ECE+SN+IT (an ECE 1 yr or 5 yr with both a Special Needs Educator certification AND an Infant Toddler Educator certification).

Findings from case study sites

All those who participated in the case studies were asked if they would recommend working in the sector to friends or family members. The overwhelming majority of answers were yes, they would recommend working in the sector but as in previous years, respondents qualified their answers. Respondents mentioned four different caveats. First, those thinking about working in early care and learning should only do so if they were passionate about working with young children and supporting their growth and development:

“If you love helping children grow and creating those life tools that they need to go into the school to kindergarten and planning developmentally appropriate activities for them and just really engaging them with activities and teaching them things, then yes, I would tell people to get their ECE and work at a daycare.”

For profit Case Study Site

Second, they should understand that working in the sector was hard work both physically and mentally. Third, to be aware working in ECL was not well paid in comparison to professions which require similar training and ongoing licensing requirements. And finally recognize there were limited opportunities for career development especially while remaining working directly with children. Most career development involved moving into management positions of which there were relatively few within the sector.

As part of the interviews, participants were asked if they were optimistic about the future of the ECL sector. Responses were mixed. Some cited improvements in the sector including the wage enhancement and funding for new spaces but others said the infrastructure in the sector was unable to cope with the scale of expansion. Some felt it could take years before new policies and practices became established. In one respondent's words, the 'cart had been put before the horse' (Not for profit Case Study Site). A further issue was the perceived lack of consultation from governments and institutions with those in the sector about key issues including inconsistencies in ECE education and training, the introduction of the fee reduction, moving responsibility for the sector to the Ministry of Education and what this meant for providers, parents, and licensing. At all the case study sites we heard appeals for ECL professionals to be consulted by the government about future developments and changes to the sector.

“At some point it would be smart for the government to get 20 of us in a room for a few days, be really focused – I mean, pick the top two things. So professional development and quality training. Just pick our brains and we'll come prepared ... that's the piece where our staff ask us this regularly, and I know it'll come up at our February Pro-D Day again if it seems like in terms of quality, in terms of what it actually takes, it's like they don't really know what they're doing yet.”

For profit Case Study Site

Findings from open-ended survey responses

Approximately 45 respondents in both the workforce and employer surveys mentioned that the ECL field was unsustainable as a career. Some participants reported ECE professionals leaving the ECL field to work in public education or other sectors, for better compensation and improved working conditions. Some participants mentioned that they would not recommend ECL as a career to others, or that they would only recommend it if someone was passionate enough about the work that they could deal with the limitations in other areas.

More than 80 respondents in both the workforce and employer surveys wrote in that their work in the ECL field was undervalued by others. Some participants mentioned that K-12 teachers were much more valued than ECL professionals, even though they felt ECL was at least as important. Some participants mentioned frustration at being perceived as nannies or babysitters. A few participants expressed concern that some survey questions referred to 'child care' instead of 'early childhood education'.

"Throughout this questionnaire, you have referred to our industry as "childcare." If we want to be taken seriously in this industry, we need to continue to use Early Childhood Educator."

Open-ended survey response

Some participants expressed frustration that there was a larger focus on making ECL services more affordable for families than on fairly compensating ECL professionals. Some participants expressed frustration that years of experience in the ECL field were not valued in the same way as the right credentials or educational certifications. A few participants suggested that the fact that the field was largely dominated by women contributed to ECL professionals being undervalued.

"If ECE was an industry dominated by men, we would be paid so much more [than] we are now."

Open-ended survey response

Workforce respondents among all positions, regions and workplace types mentioned not feeling valued by others in their careers.

"Through the pandemic we were told we were "frontline workers" but treated like garbage and fast-food workers received more praise than we did."

Open-ended survey response

Feeling undervalued was not as prominently mentioned among employer survey respondents as it was among workforce survey respondents.

KPI 13

Ratio of positive to negative opinions (with respect to standards of care, viability, sustainability, and value of ECL work) in general population, thought leaders, mass media, youth, and parents

KPI 13 Summary

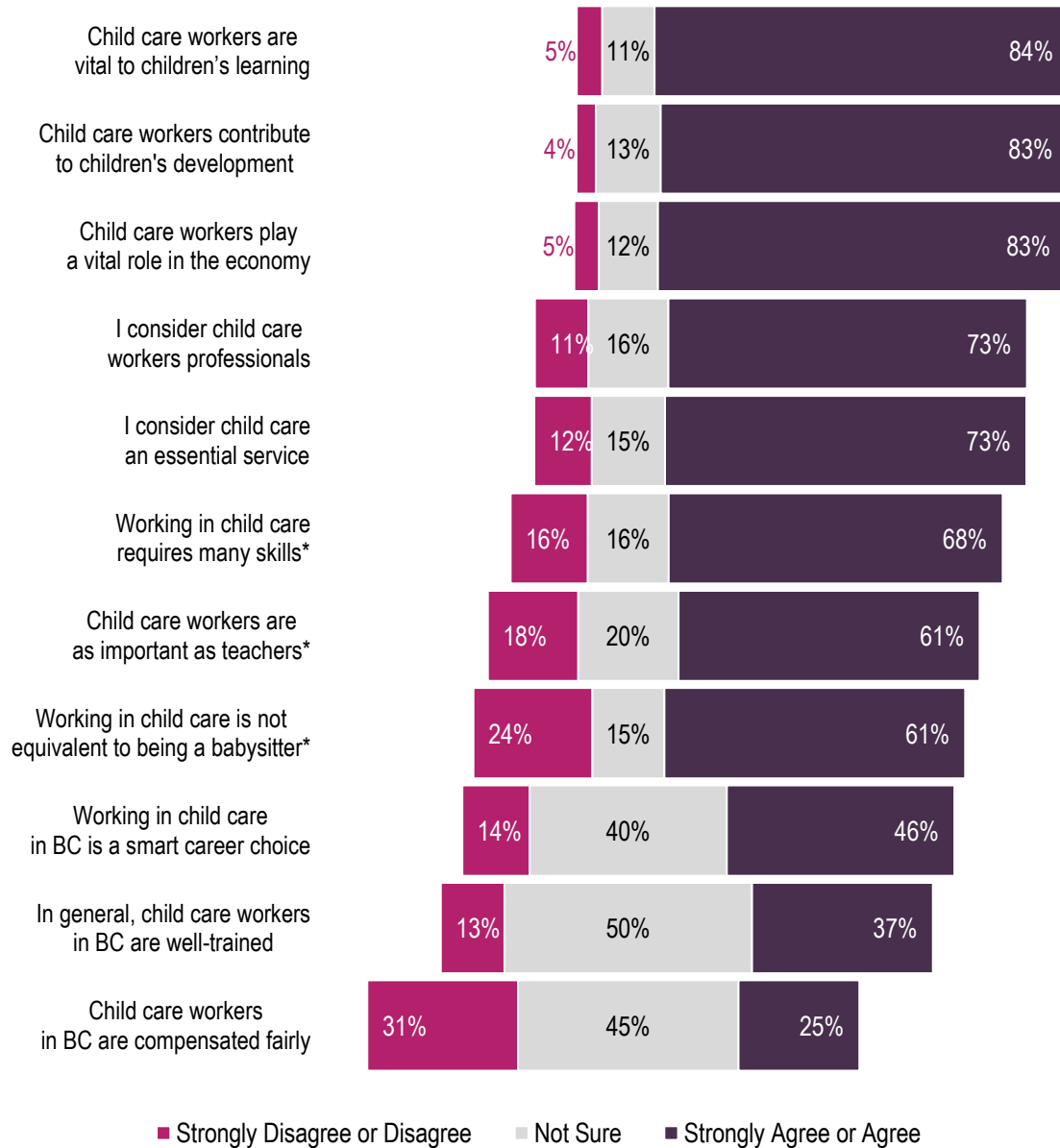
New data on opinions of ECL professionals' work among public opinion survey respondents aged 18+ show overall positive views of child care professionals, with 86 per cent of adults in BC valuing the work done by child care professionals and 10 per cent being unsure.

Overall, there were no differences between female and male respondents in ratings of value of child care work. However, female respondents were more likely to “strongly” value the work done by child care professionals compared to male respondents. Similarly, value for child care work was equivalent among parents and respondents without children; but parents were more likely to “strongly” value child care work than those without children.

There is general agreement that child care professionals are vital to children’s learning and development as well as the economy. However, the general public is unsure whether child care is a smart career choice and whether child care professionals in BC are well-trained and well-paid. There was more disagreement than agreement for the statement “Child care workers in BC are compensated fairly”.

The public sentiment towards child care professionals is generally similar to last year’s results, showing an improvement since 2019, though attitudes towards the perceived skill required to work in child care have decreased. When asked about personal opinions of child care professionals, 34 per cent of respondents indicate that they value child care professionals more than they did in 2019, with most respondents not experiencing a change in value. As may be expected, parents were more likely than other groups to value child care professionals more than they did in 2019, with 41 per cent experiencing an increase.

Figure 62 Public sentiment with respect to child care professionals, 2023



Source: 2023 Public Opinion Survey.

Note: *For this figure only, these items were reverse-coded to aid in interpretation. This means the direction of the items was flipped and the per cent agreeing and disagreeing with each statement was reversed to display consistent sentiment. Original items were: "Working in child care in BC **doesn't** require many skills", "Child care workers are **less** important than teachers", and "Working in child care **is equivalent** to being a babysitter."

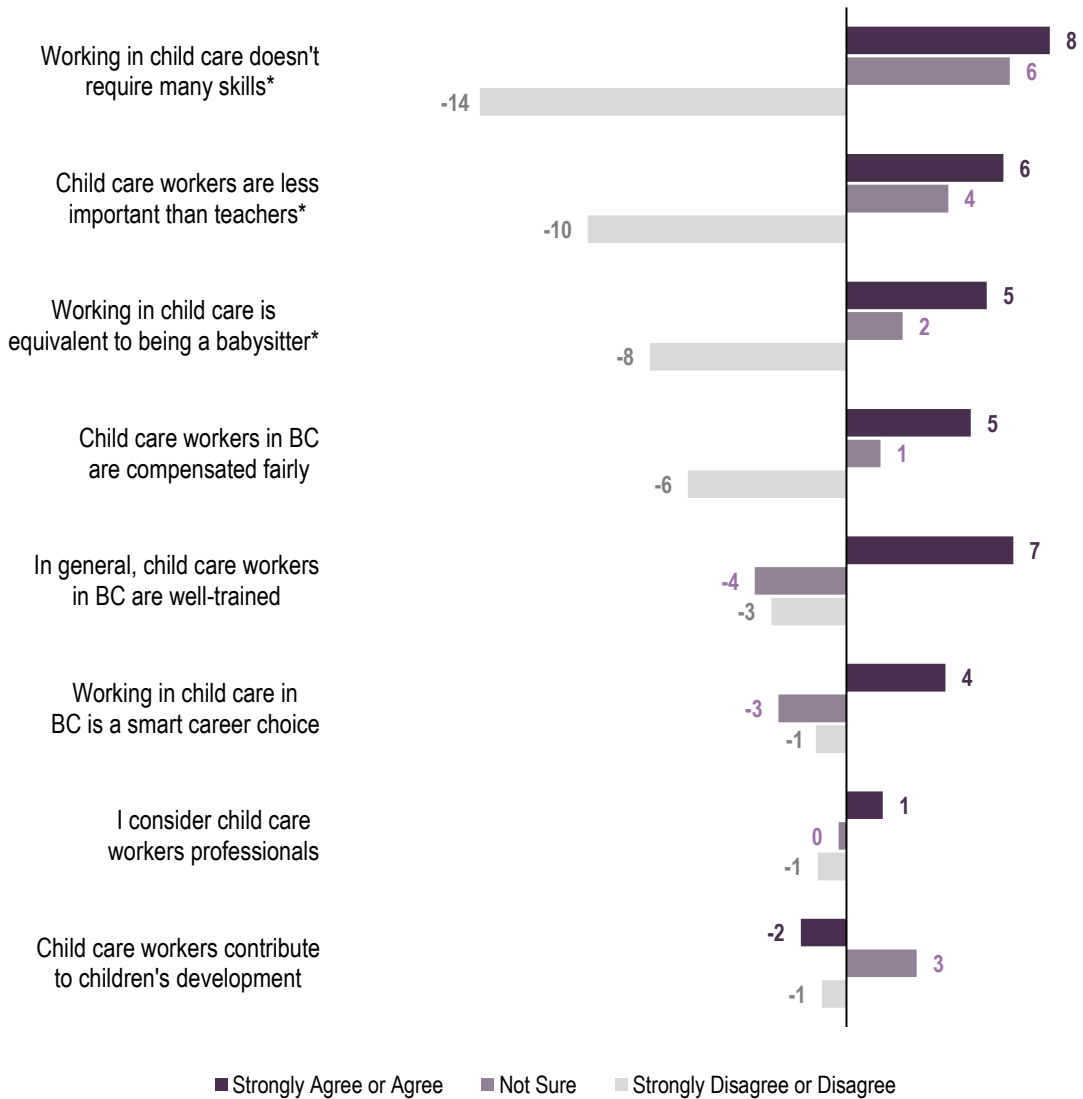
Table 84 Public perceptions of ECL professionals, 2023, and percentage point change since 2019

	2019 (n=1,904)			2023 (n=1,902)			Change since 2019		
	Disagree	Not sure	Agree	Disagree	Not sure	Agree	Disagree	Not sure	Agree
In general, child care workers in BC are well trained	16%	54%	30%	13%	50%	37%	-3	-4	7
Child care workers in BC are compensated fairly given the skills and training they have	37%	43%	20%	31%	45%	25%	-6	1	5
I consider child care workers professionals	12%	17%	71%	11%	16%	73%	-1	0	1
Child care workers contribute to the long-term development of children in BC	5%	10%	85%	4%	13%	83%	-1	3	-2
Working in child care is equivalent to being a babysitter*	69%	12%	19%	61%	15%	24%	-8	2	5
Working in child care in BC is a smart career choice	15%	43%	42%	14%	40%	46%	-1	-3	4
Working in child care in BC doesn't require many skills*	82%	10%	8%	68%	16%	16%	-14	6	8
Child care workers are less important to children's development than elementary school teachers*	71%	16%	12%	61%	20%	18%	-10	4	6
I consider child care an essential service	N/A	N/A	N/A	12%	15%	73%	N/A	N/A	N/A
Child care workers in BC play a vital role in the economy because they support others to work	N/A	N/A	N/A	5%	12%	83%	N/A	N/A	N/A
Child care workers play a vital role in children's learning and development	N/A	N/A	N/A	5%	11%	84%	N/A	N/A	N/A

Source: 2019 and 2023 Public Opinion Surveys.

Note: Strongly Disagree and Disagree were collapsed into a single category for reporting, as were Strongly Agree and Agree. Statements denoted with * represent reverse-coded statements, in which disagreement reflects a positive view of child care.

Figure 63 Percentage point change in public perceptions of ECL professionals since 2019



Source: 2019 and 2023 Public Opinion Surveys.

Note: *Disagreement reflects a positive view. The fact that the reverse-coded items have the most change since 2019 could suggest a misunderstanding by survey responses to the public opinion survey. If sentiments are generally increasing, these items should show the opposite pattern compared to the other statements (i.e., more disagreement). We will consider adjusting these items to ensure data integrity in the future.

Table 85 Agreement related to valuing the work done by child care professionals among general population of BC and specific subgroups, 2023

	Disagree	Not Sure	Agree
Male/female			
Female	3%	9%	88%
Male	5%	11%	83%
Parental Status			
Parent	4%	6%	89%
Not Parent	4%	11%	85%
Overall	4%	10%	86%

Source: 2023 Public Opinion Survey.

Note: Strongly Disagree and Disagree were collapsed into a single category for reporting, as were Strongly Agree and Agree.

Table 86 Self-reported ratings of current value of child care professionals compared to personal opinion in 2019

Compared to my opinion in 2019, I currently value child care workers...	Less	The Same	More
Male/female			
Female	4%	62%	34%
Male	7%	60%	34%
Parental Status			
Parent	8%	51%	41%
Not Parent	4%	64%	32%
Overall	5%	61%	34%

Source: 2023 Public Opinion Survey.

Note: A lot less and A bit less were collapsed into a single category for reporting, as were A bit more and A lot more.

Findings from case study sites

Although participants spoke about having good relationships with the parents of children in their care who appreciate and understand the work that they do, there were still others from outside of their work environment who they felt underestimated the value of ECL work. Feeling undervalued could negatively influence preferences to remain working in the sector.

“The parents can be very thankful at times but like all around, like people are like, ‘Oh, you’re a daycare worker, you don’t need to make that much money. What you do isn’t as important as other people.’ But like, we’re shaping the minds of little two- to five-year-olds, that is incredibly important. I think the industry deserves more respect.”

For profit Case Study Site

“We are caregivers, but we are also educators... I feel like people don’t see that unless they are in the program. So, when we feel like we’re not valued, that also kind of affects your willingness to stay in the field too.”

Not for profit Case Study Site

Participants expressed concerns that reducing educational requirements needed to work in ECL would lead to less respect for the sector.

“You know, you start to decrease the education needed for it and people start to decrease the respect that they have for it: ‘Oh you only had to do that. It’s that easy of a job that you barely need schooling.’”

For profit Case Study Site

Participants acknowledged that, while opinions were still mixed, there seemed to be a gradual increase in people outside of the sector who have realized the importance of ECL work.

“I think it’s split. One side of the board is worshipping early childhood educators and the other side just thinks of us as glorified babysitters. I don’t think there is a middle ground there. I think it’s so split... I do think that because there’s such a demand for it, that people are slowly realizing how important of a job it is and how needed it is for parents and families and communities. And I think this side of the table is growing with the amount of people that are realizing early childhood education is so important. And there’s more to the job and children need it. They learn from it.”

For profit Case Study Site

The gradual shift towards more positive perceptions may have been related to the role that ECL professionals played as essential workers during the pandemic.

“COVID hit and we were open and we were serving the doctors and all the rest of us. So that they could go to work. And then since then, the word is slowly getting out as to exactly what our qualifications are... I’m starting to hear it. But it’s still few and far between. Most people still think of us like a babysitter.”

Not for profit Case Study Site

“I do see that we’re kind of slowly making our way to people realizing what an important practice this is.”

Not for profit Case Study Site



Glossary of Terms

Career-Related

Term	Definition
Career Pathway	A progression of educational qualifications, credentials and training that build upon one another and enable members of the ECL workforce to advance in their careers. Career pathways can be flexible, with multiple entry and exit points, to allow the ECL workforce, made up of diverse learners and non-traditional students, to acquire the necessary career-related skills and knowledge.
Certification (Staff)	The process by which an individual or institution attests to or is shown to have met a prescribed standard or set of standards.
Credentials	Academic degrees, licences or certificates awarded to individuals who successfully complete state or national requirements to enter specialized roles in the ECL workforce.
ECL workforce; Members of the ECL workforce	The broad range of individuals engaged in the care and education of young children. Members of the ECL workforce may include teachers, caregivers, and administrative staff, as well as consultants, learning specialists, and others that provide training and Technical Assistance to programs.
Professional Development (PD)	Refers to a continuum of learning and support activities designed to prepare individuals for work with, and on behalf of, young children and their families, as well as ongoing experiences to enhance this work. Professional development encompasses education, training, and Technical Assistance (TA), which leads to improvements in the knowledge, skills, practices, and dispositions of members of the ECL workforce.
Retention (Staff)	Refers to the ability of programs to retain their employees over time.

Source: Child Care & Early Education *Research Connections* [Child Care and Early Education Glossary](#)

Types of Child Care Programs

Term	Definition	Source
Before or After School Program	Licensed Care provided to school age (kindergarten and up) children in a community-based facility or centre. Also applied to programs that are educational in nature and/or less than 2 hours in duration.	BC Government Understand the Different Types of Child Care in B.C.
Centre-Based Child Care	Child care provided in non-residential group settings, such as within public or private schools, churches, preschools, day care centers, or nursery schools.	Child Care & Early Education <i>Research Connections</i> Child Care and Early Education Glossary
Home-Based Child Care	Child care provided for one or more unrelated children in a provider's home setting/personal residence—may be licensed/licence-not-required, paid/unpaid, listed/unlisted. In a licensed home-based child care centre, licensee is a Responsible Adult and personally provides care, within the licensee's personal residence, to no more than 7 children.	Child Care & Early Education <i>Research Connections</i> Child Care and Early Education Glossary ; BC Government Understand the Different Types of Child Care in B.C. (see family child care)
In-Child's-Own-Home	Unlicensed care when parents arrange for child care within their own home (e.g., nanny, babysitter). Children from other families cannot be included in this arrangement and the care provider cannot be a relative who lives in the home. There are no legal requirements for monitoring this type of care and no specific qualifications for the care provider are required.	BC Government Understand the Different Types of Child Care in B.C.
Informal Child Care	A term used to describe child care provided by relatives, friends, and neighbors in the child's own home or in another home, often in unregulated settings.	Child Care & Early Education <i>Research Connections</i> Child Care and Early Education Glossary
Licence-not-Required Child Care (see also: Registered Licence-Not-Required Child Care; Unlicensed Child Care)	Providers can care for up to two children (or a sibling group) who are not related to them. Can operate legally in BC. Not registered or licensed, thus not monitored or inspected, do not have to meet standards for health and safety.	BC Government Understand the Different Types of Child Care in B.C.

Term	Definition	Source
Licensed Child Care	Child care programs operated in homes or in facilities that fall within the regulatory system and must comply with specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming. Monitored and regularly inspected by regional health authorities.	BC Government Understand the Different Types of Child Care in B.C.
Occasional Child Care	A program that provides care on an occasional or short-term basis.	BC Child Care Licensing Regulation
Preschool	Licensed programs that provide early education and care to children before they enter kindergarten, typically from ages 2.5-5 years. Preschools may be publicly or privately operated and may receive public funds.	Child Care & Early Education <i>Research Connections</i> Child Care and Early Education Glossary ; BC Child Care Licensing Regulation
Registered Licence-Not-Required Child Care	Providers do not require a license but are registered with a Child Care Resource and Referral Centre. 1 Responsible Adult per 2 children (or sibling group) who are not related to the provider. Setting is the child care provider's own home. To become licensed, operators must have completed criminal record checks, character references, home safety assessment, first aid training, child care training course or workshops.	BC Government Understand the Different Types of Child Care in B.C.
Unlicensed Child Care	Child care programs that have not been licensed by the regulator. The term often refers a program that can legally operate without a license as well as a program that illegally operates without a license.	Child Care & Early Education <i>Research Connections</i> Child Care and Early Education Glossary

Note: Links were updated in 2022 to correct broken links in previous reports; however, definitions are unchanged.

Types of Providers

Term	Definition	Source
Auspice	Auspice refers to the ownership of the ECL business (e.g., non-profit, public, etc.).	Parent Guide
Centre-based ECL professional	A person who has primary responsibility for a group of children for child care provided in non-residential group settings, such as within public or private schools, churches, preschools, day care centers, or nursery schools. This person can be a Responsible Adult, ECEA or ECE.	Report terminology
Child Care Operator	The person running the child care facility. In Centre-based care this role can be termed a director and, in some circumstances, (such as for-profit centres) is also the owner.	BC Government Understand the Different Types of Child Care in B.C.
Child Care Provider	An organization or individual legally responsible for operating ECL services. The provider is the entity that applies for the licence(s) and/or funding for facilities.	Child Care & Early Education <i>Research Connections</i> Child Care and Early Education Glossary
Early Childhood Educator Assistant (ECEA)	Graduates from an approved education program can work as an Early Childhood Assistant once they receive a certificate from the ECE Registry in MECC (formerly the Ministry of Children and Family Development). Can then work with young children in an early childhood setting under the supervision of a qualified Early Childhood Educator.	University of BC Early Childhood Education Program
Early Childhood Educator (ECE)	Often used in the literature interchangeably with employees, staff, child care workers, front-line ECEs. But to be qualified to work as an early childhood educator (ECE) in BC, you are required to complete a basic early childhood education training program from an approved training institution. Graduates from an approved training program can work as an early childhood educator or assistant once they apply to receive a certificate from the provincial government (see ECE certification below).	University of BC Early Childhood Education Program
Home Care Provider (HCP)	SRDC's cross-sectional survey definition of HCP, which denotes Home-Based Child Care (above). This group includes family child care providers, LNRs, RLNRs and nannies, but very few nannies responded to SRDC's survey.	Report terminology

Term	Definition	Source
Licensee	A licensee is a person, an organization, a company, or a partnership that has applied for and been granted a license to operate a community care facility in BC. A license is not transferable from one person to another or one facility to another. Any changes to a licensed facility, such as moving to a new location, changing managers, or making physical renovations, must be discussed with a licensing officer.	BC Government Child Care Licensing Regulation Fact Sheet
Manager	Delegated full authority to operate the child care centre. Licensee must examine manager's work history and copies of diplomas, certificates, other evidence of training and skills. Manager must be physically and psychologically capable of working with children.	Interior Health Hiring a Manager in a Licensed Facility
Owner-operators	A person who is an owner-operator, director or manager of a licensed child care centre, preschool or after-school program. This person may or may not work directly with children.	Report terminology
Responsible Adult	A Responsible Adult is a person who is at least 19 years of age, has completed at least 20 hours of training, has experience working with children, and can provide care and mature guidance to children.	BC Government Child Care Licensing Regulation Fact Sheet

Note: Links were updated in 2022 to correct broken links in previous reports; however, definitions are unchanged.

Type of ECE certification

Term	Definition
ECE (1 year)	Certification for early childhood educators without 500 hours of supervised work experience. Requires proof of graduation from a recognized basic and/or post-basic ECE program. The One-Year ECE Certificate allows a person to act in the position of a fully certified ECE while working towards their 500 hours and it can only be renewed once.
ECE (5 year)	Certification for early childhood educator with proof of graduation from a basic ECE program recognized in BC and 500 hours of work experience under the supervision of a Canadian-certified ECE.
Infant Toddler Educator	Certification for early childhood educators with an ECE (5 year) certificate and proof of graduation from a recognized ECE program recognized in BC with Infant and Toddler specific courses.
Special Needs Educator	Certification for early childhood educators with an ECE (5 year) certificate and proof of graduation from a recognized ECE program recognized in BC with Special Needs specific courses.

Source: BC Government Website–Education/training > [Become an Early Childhood Educator](#)

Type of position

Term	Definition
Child care or ECL professional	A person who has primary responsibility for a group of children in a centre. This person can be a Responsible Adult, ECEA or ECE. Not a supervisor, manager, or director.
Supervisor	A person who has responsibility for a group of children and also has supervisory responsibility for child care professionals. This person can be a Responsible Adult, ECEA, or ECE.
ECL professional–Manager	A person with management duties (which can include hiring, payroll, performance reviews, compliance with licensing requirements, etc.). This person has administrative duties and may have child care duties.
Administrative–Director	Refers to a person who has administrative duties only.

Source: Child care workforce and employer cross-sectional survey definitions.

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