

**Examining the Human Resource Implications of
Emerging Issues in Early Childhood Education
and Care (ECEC) /Communications Strategy
Development**

SCHOOL-AGE CHILD CARE

April 2010

Jane Beach and Kathleen Flanagan

Table of Contents

1.	INTRODUCTION	1
	Background to the Emerging Issues and Communication Strategy Project	1
2	OVERVIEW OF SCHOOL-AGE CHILD CARE	3
	Regulated Centre-Based School-Age Child Care Spaces	3
	Growth in School-Age Child Care	4
	Organization of School-Age Child Care	5
	Funding for School-age Programs	8
3	HUMAN RESOURCE ISSUES IN SCHOOL-AGE CHILD CARE	11
	Findings from the Emerging Issues Survey	13
	Perspectives of Key Informants	16
	Human Resource Priorities in School-age Child care	17
4	CONCLUSION	19

List of Tables

1	Number of centre-based school-age spaces, school-age spaces as a percentage of all regulated spaces and estimated number of school-age staff, 2008	4
2	Staff:child ratios in school-age child care and maximum group size, by province and territory	5
3	Provincial territorial training and certification requirements for staff and directors in school-age programs	7
4	Funding for centre-based school-age child care 2008	8
5	Top HR priorities for school-age staff: employers, staff and post-secondary faculty	17

List of Figures

1	Growth in centre-based spaces for preschool children and school-age children 2001-2008	5
2	Perceptions of issues in school-age care	14
3	Employer s' views of issues in school-age care	15
4	Availability of post-secondary course specific to school-age child care	16

EXAMINING THE HUMAN RESOURCE IMPLICATIONS OF EMERGING ISSUES IN ECEC/COMMUNICATIONS STRATEGY DEVELOPMENT: SCHOOL-AGE CHILD CARE

1. INTRODUCTION

This document is one of four reports prepared for the Child Care Human Resources Sector Council as part of Phase One of the Examining the Human Resource Implications of Emerging Issues in Early Childhood Education and Care (ECEC)/ Communications Strategy Development project.

In examining the issues and trends that have emerged during the last decade, the CCHRSC has recognized the need to examine them within the context of their relevance to human resources for the ECEC sector. The CCHRSC has specifically identified the integration of ECEC and Education as a public policy issue with potential human resource implications, and is the main focus of the research component of the project. At the same time, the CCHRSC has also identified the practice of inclusion as a program policy topic to be examined for potential human resource implications, along with program delivery models of school-age and family home child care.

Preliminary research on these four topics was undertaken through a sector survey, key informant interviews, and literature searches.

Background to the Emerging Issues and Communication Strategy¹ Project

Over the past ten years, there have been considerable efforts made across Canada to advance the development and delivery of early childhood education and care (ECEC) programs at the pan-Canadian and provincial / territorial levels.

At the same time, Canada participated as one of 23 countries in the 2003 International Thematic Review of ECEC conducted by the Organization for Economic Cooperation and Development (OECD). The resulting OECD policy recommendations provided Canadian jurisdictions with an international framework of reference with respect to future ECEC policy and program directions.

The CCHRSC has recognized the need to examine emerging issues in the ECEC sector within the context of their relevance to human resources for the sector. The CCHRSC identified four issues requiring further exploration:²

- Human resource implications of integration of ECEC and Education as an emerging policy trend across Canada
- Human resource implications of inclusion in ECE (cultural diversity, special needs)
- Program delivery model of school-age child care
- Program delivery model of family home child care

The project team conducted preliminary research on these four topics through:

- a sector survey
- key informant interviews
- literature searches.

¹ The evaluation of the current CCHRSC communication strategy as well as recommendations for communication efforts for the coming years is a concurrent aspect of the work on emerging issues, and will be the subject of a separate report.

² The latter two issues represent gaps in the HR knowledge / research about the sector, vs. 'emerging' issues

Emerging issues and communication³ survey

The purpose of the Emerging Issues and Communication Survey was to gather a wide range of perspectives on the human resource implications of the identified emerging issues in ECEC and to identify priority areas for key stakeholders. The survey also helped to identify key trends and themes to be examined in further detail in key informant interviews, and provide information for reports on each of the four issues to be examined.

The survey was developed for several target stakeholder groups:

- Employers, directors and front-line staff of full-day, part-day and school-age centre-based child care programs
- Regulated family child care providers, and where applicable, family child care agency staff
- ECE provincial/territorial/pan-Canadian organizations
- Post-secondary ECE faculty
- Government officials responsible for licensing child care programs

The survey was not intended to provide a representative sample, but rather to be a preliminary look at the four identified issues, which will inform further examination.

Key informant interviews

The project team conducted a total of 30 key informant interviews regarding emerging issues in the ECEC sector. Key informants were selected from the following groups:

- Provincial/Territorial (PT) Directors of ECEC
- Pan-Canadian and PT child care organizations
- Early Childhood Education and Care (ECEC) Employers/Centre Directors
- Labour groups
- Post-secondary institutions
- Municipal policy staff
- Researchers
- School-age child care stakeholders / experts

Literature review

The project team has conducted a review of recent studies and reports available from Canadian and international sources. Relevant literature is referenced within the context of reports on each of the four identified issues.

³ Survey findings specific to communication issues are intended to inform the development of recommended communication strategies for the CCHRSC.

2. OVERVIEW OF SCHOOL-AGE CHILD CARE

There is a broad continuum of arrangements that parents use for school-age care, defined as the care and education of school-age children outside of school hours. They range from self- and sibling care, to home-based care with a relative or caregiver, to homework clubs and recreation programs, to regulated family child care, and licensed child care and out-of school centres. The focus of this report is on regulated care for school-age children in child care centres. There is no regularly collected and available pan-Canadian information on school-age children and the individuals who care for them in other settings.

There is a considerable number of school-age children who are cared for in regulated family child care settings, but again, there is no readily available information on the numbers of children, the number of providers who care for school-age children and specific HR issues related to the provision of care to school-age children in a family child care setting. A separate snapshot report on family child care has been prepared for the Emerging Issues project.

The term *school-age child care* is used throughout this report for purposes of consistency, recognizing that some provinces and territories use different terminology, including *out-of-school-care* and *before-and after -school care*.

Regulated Centre-Based School-Age Child Care Spaces

As of 2004, all provinces and territories (PTs) regulated centre-based school-age child care and as of 2009 all PTs provided some funding to school-age programs.⁴

Two provinces provide exclusions from regulatory requirements in school-age centres:

- In Saskatchewan programs located in schools that serve only school-age children are not required to be licensed.
- In Manitoba school-age programs that are operated directly by school boards are not required to be licensed.

In 2008, there were 312,857 regulated centre-based spaces for school-age children in Canada. This represents enough spaces for 12% of all children 6-12 and 17.5% of children of that age who have a mother in the paid labour force.

School-age child care accounts for 36.1% of all regulated child care spaces. Across provinces and territories it ranges from 10.9% of all spaces in Saskatchewan to 46.2% in New Brunswick. Quebec has 52% of all the school-age spaces in the country; however, there has been significant growth in several jurisdictions over the past 10 years. Table 1 provides an overview of the school-age spaces by province and territory and the percentage of all spaces that are regulated for school-age children.

⁴ Alberta amended its *Child Care Regulation* in 2004 to include child care for children in grades 1- age 12. Previously some municipalities had standards and provided some funding to school-age programs. Alberta introduced a new *Child Care Licensing Act* and *Child Care Regulation* in 2008 to include new certification requirements, including for those working with school-age children; extended accreditation program funding; and approved fee subsidies for eligible families of school-age children in 2009

Table 1. Number of centre-based school-age spaces, school-age spaces as a percentage of all regulated spaces and estimated number of school-age staff, 2008

PT	Total regulated spaces	Centre-based school-age spaces	School-age spaces as a % of all regulated spaces	Est. no. of staff in centre-based school-age programs
NL	5,972	735	12.3	49
NS	13,711	2,688	19.6	179
PE	4,424	859	19.4	57
NB	15,506	7,162	46.2	477
QC	368,909	162,992	44.2	10,866
ON	256,748	81,292	31.7	5,419
MB	27,189	7,574	27.9	505
SK	9,173	999	10.9	67
AB	73,981	19,482	26.3	1,299
BC	87,538	28,233	32.3	1,882
YT	1,262	253	20.0	17
NT	1,768	453	25.6	30
NU	1,013	135	13.3	9
Total	867,194	312,857	36.1	20,860

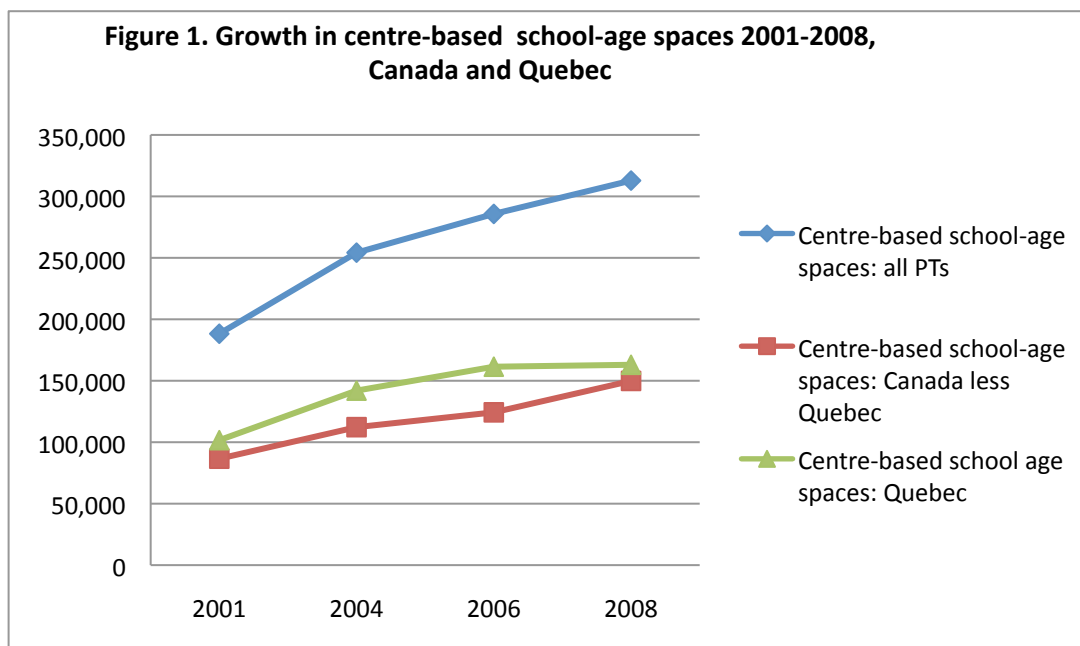
Source of data for numbers of school-age spaces: Beach, Friendly, Ferns, Prabhu & Forer. (2009) *Early childhood education and care in Canada 2008*.

Note: The estimated number of school-age staff is based on a 1:15 staff:child ratio.

Growth in School-Age Child Care

Figure 1 shows the growth in school-age child care space between 2001-2008. It shows that the number of school-age spaces in Quebec accounts for more than half the total number in Canada. However, there has been a steady increase in the number of school-age spaces in other provinces and territories, and the gap in the growth between Quebec and the rest of Canada has narrowed, particularly in the past two years.⁵

⁵ Comparative information for school-age spaces prior to 2001 is not available, as a number of provinces did not separate space data between school-age and preschool-age spaces until 2001



Organization of School-Age Child Care

School-age care is organized in various ways across and within provinces and territories. In some cases, kindergarten children may be included in school-age programs; in others they are more commonly included in a program for preschool-age children; in some situations there are stand-alone kindercare programs. The way the program is organized and particular age grouping of children has an impact on the staff:child ratios.

- Nova Scotia, Quebec, Alberta, the Northwest Territories and Nunavut have the same ratio for all school-age children age 5 and older.
- PEI, New Brunswick, Manitoba and BC have specific ratios for 5 and 6-year old children; Ontario has specific ratios for children attending Junior Kindergarten and Senior Kindergarten.
- Saskatchewan and Yukon include kindergarten children in the ratios for preschool-age children.
- Newfoundland and Labrador and Yukon include kindergarten children in the ratios for children up to age 7.
- The staff:child ratios for a 5-year old range from 1:8 in Yukon to 1:20 in Quebec.

Table 2 provides an overview of the staff:child ratio by various age categories of school-age children, and maximum group size

PT	Staff:child ratio	Maximum group size
NL	57 to 84 months and attending school - 1:12 85 to 144 months - 1:15	24 30
NS	5-12 years - 1:15	30
PE	5-6 years - 1:12 7 years and older -1:15	Not specified Not specified

⁶ Source: Beach et al (2009): *Early childhood education and care in Canada 2008*

Table 2. Staff:child ratios in school-age child care and maximum group size, by province and territory⁶

PT	Staff:child ratio	Maximum group size
NB	5-6 years - 1:12	24
	6-12 years - 1:15	30
QC	5 years and older - 1:20	Not specified
ON	44 months – 55 months - 1:10	20
	56 months -67 months - 1:12	24
	68 months – 12 years - 1:15	30
MB	5-6 years: - 1:10	20
	6-12 years - 1:15	30
SK	30 months – 6 years - 1:10	20
	Grade 1- 12 years - 1:15	30
AB	5 years and over - 1:15	Not specified
BC	If kindergarten or grade 1 children present - 1:10	20
	If all children are grade 2 and older - 1:15	25
YT	3-6 years: 1:8	16
	6-12 years: 1:12	24
NT	5-11 years: 1:10	20
NU	5-11 years: 1:10	20

School-age child care may be included as one age group in a larger centre, such as a centre caring for children 0-12, or for children 2½– 12; or it may be a stand-alone program for children 5-12, or 6-12.

Many stand-alone school-age programs are located on school premises, but they are also in a variety of other settings, either as a stand-alone program or as part of a larger centre of mixed age groups. These settings include community and recreational facilities, campuses of post-secondary institutions, purpose-built child care centres, churches and other facilities.

School-age centres are run by a variety of operators. These include the YMCA and other large non-profit providers, child care societies and agencies, parent boards, by private providers and in some cases by municipalities.

Quebec is the only jurisdiction where school-age child care must be provided where there is demand, and is all publicly operated. All school-age child care is operated by school boards, who must provide and operate a school-age program in the school when 15 or more parents express a need for it.

There is considerable variation across PTs in requirements for staff training. Staff training requirements range from none to 2/3 of staff required to have an ECE credential. In some jurisdictions the educational requirements to work with school-age children are the same as those to work with preschool-age children; in other jurisdictions, the requirements for the amount of training required or the percentage of staff who require the training are lower. Newfoundland and Labrador is the only jurisdiction that requires specific school-age training and classification. The educational requirements for staff are detailed in Table 3.

Table 3. Provincial territorial training and certification requirements for staff and directors in school-age programs⁷

PT	Training/certification requirements for centre-based school-age staff	Training/certification requirements for directors of age programs
NL	The lead staff in a room is required to have at least Level 1 certification (one year ECE certificate) in the classification that covers the age group of the children in the room. All other staff are required to have at least Entry Level certification (completion of a 30-60 hour orientation course).	Directors are required to have at least Level 2 certification (a two year ECE diploma), hold the classifications for the age groups of children the centre is licensed for, and have at least two years experience in a licensed child care centre
NS	Completion of a post-secondary ECE program, from a list of specific programs, or its equivalent is required for 2/3 of staff	Training requirements are the same as for staff. The director is included in the required 2/3 trained staff
PE	One staff person must be certified as a Type II school-age program staff (completion of a 30-hour post-secondary course in a relevant subject, two letters of reference)	The director must be certified as a Type II school-age supervisor (completion of a 30-hour post-secondary course in a relevant subject; two letters of reference)
NB	No qualifications specified for stand-alone school-age programs In mixed age centres, the director, or one in four staff require a one-year ECE certificate	No qualifications in stand-alone school-age programs In mixed age centres, the director, or one in four staff require a one-year ECE certificate
QC	No qualifications specified; however, school boards may require the lead staff to have an early childhood education diploma	No qualifications stipulated
ON	One staff person per group of children is required to have a two-year diploma in Early Childhood Education from an approved Ontario College of Applied Arts and Technology (OCAAT) or the equivalent and be registered with the College of Early Childhood Educators	Centre supervisors must have the same education as staff, be registered with the College of Early Childhood Educators and have at least two years experience
MB	One half of all staff, and at least one staff per group and who are included in the staff to child ratio shall meet the requirements of a ECE II (approved diploma in ECE) or III (an approved degree, or an approved post-diploma ECE-related certificate)	Must meet the requirements of an ECE II (approved diploma in ECE) and have at least one year's experience working with children in child care or in a related setting or an ECE III (an approved degree, or an approved post-diploma ECE-related certificate)
SK	All child care staff working 65 hours or more must meet the requirements for an ECE I (120 orientation course), 30% of staff must meet the requirements for an ECE II (1 year ECE certificate), and in addition, a further 20% of staff must meet the requirements for an ECE III (2 year ECE diploma or equivalent)	Centre directors hired after 2001 must meet the requirements for an ECE III (2 year ECE diploma or equivalent)

⁷ Source: Flanagan & Beach. (in press) *Pathways to early childhood education credentialing in Canada*.

Table 3. Provincial territorial training and certification requirements for staff and directors in school-age programs⁷

PT	Training/certification requirements for centre-based school-age staff	Training/certification requirements for directors of age programs
AB	Each primary staff member must be certified at minimum as a Child Development Assistant (58-hour orientation program) On and after September 1, 2012, one in every four of the primary staff members must be certified at a minimum as a Child Development Worker (1 year ECE certificate)	Not specified
BC	Must be at least 19 years old and able to provide mature guidance to children, have completed a 20-hour course in an approved subject	Same as staff
YT	50% of staff must meet requirements for a Child Care Worker I (60-hour orientation course); 30% of staff must meet requirements for a Child Care Worker II (1 year ECD training); and an additional 20% of staff must meet requirements for Child Care Worker III (2 year ECD training or equivalent)	Not specified
NT	None specified	None specified
NU	None specified	None specified

Funding for School-Age Programs

Table 4 provides an overview of the types and amounts of recurring funding available for school-age child care, fee subsidies and average parent fees.

Table 4. Funding for centre-based school-age child care 2008⁸

PT	Maximum fee subsidies per child ⁹	Average parent fee	Operating support for school-age programs
NL	\$11/day	Information not available	Early Learning and Child Care Supplement: ranges from \$3,330/staff/year to \$6,660/staff/year depending on staff qualifications
NS	\$15.45 for first child in the family; \$17.70/day for each additional child	\$16.51/day	Child care operating grant: \$2/day per occupied space Child care stabilization grant: \$4,500/trained staff/year; \$1,200/untrained staff /year

⁸ Source of data: Beach et al. (2009) *Early childhood education and care in Canada 2008*. Additional information for Alberta retrieved March 27, 2010 from <http://alberta.ca/home/NewsFrame.cfm?ReleaseID=/acn/200904/25702A53FE84C-02CE-6C02-51656E3BF839B7B2.html>

⁹ Rates shown are for part-day (before and after school); rates are higher during non-instructional days and school holidays. Where provinces use monthly rates for fee subsidies, daily rates have been calculated by consultants, using an average of 21 days/month, for comparative purposes only.

Table 4. Funding for centre-based school-age child care 2008⁸

PT	Maximum fee subsidies per child ⁹	Average parent fee	Operating support for school-age programs
PE	\$18/day	Information not available	Ranges from \$750/centre/year if 12 or fewer children to \$2,002/centre /year if more than 50 children
NB	\$12/day	\$12.63/day	Quality improvement Funding Support: \$4.50/hr/trained staff; \$2.75/hr/untrained staff
QC	N/A	\$7/day during school year; full cost during summer months and school breaks	Total expenditures: \$152.3 million (average \$934/space/year)
ON	Subsidies depend on the cost of care; there is a cap on the total subsidy budget and in some communities there are long waiting lists of parents eligible for subsidies	Information not available	Wage subsidy funding may be available to staff; approximately \$7,000/full time staff/year in non-profit centres; \$2,500/full time staff/year in for-profit centres
MB	\$7.60/day (in addition, a fully subsidized parent pays \$2.00/day)	Maximum parent fee in funded centres: \$9.60/day	\$1,080/space/year in funded non-profit centres
SK	\$230/ -\$275/ month (\$10.95 - \$13.10/day) depending on region of the province	\$301/month (\$14.33/day)	\$94/space/month
AB ¹⁰	\$528/month (\$25.14/day) for a kindergarten age child; \$300/month (\$14.29/day) for children in grades 1-6	Information not available	Staff Support funding, ranging from \$1.44-\$6.62/staff/hour depending on staff qualifications and whether or not the centre has received accreditation; professional development funding of up to \$600/staff/year; Quality Funding Grant of \$2,000/year to pre-accredited programs and \$3,750/year to accredited programs
BC	Kindergarten: \$340/month(\$16.19/day) for more than 4 hrs/day 6 years and over: \$170/month (\$8.10/day)	Kindergarten \$425/month (\$20.24/day) Grade 1 and up \$250/month (\$11.90/day)	Child Care operating Funding: \$1.40/space/day
YT	\$275/month (\$13.10/day)	\$275/month (\$13.10/day)	Operating grants: Unit funding- one staff/12 children: \$1,010/month Training funds range from \$1/hr/staff - \$5/hr/staff depending on qualifications Other: for each \$50/month spent on rent and utilities, the centre receives \$16; if hot lunch and two snacks/day are provided the centre receives \$120/school-age unit/month

¹⁰ Alberta information is as of 2009

Table 4. Funding for centre-based school-age child care 2008⁸

PT	Maximum fee subsidies per child ⁹	Average parent fee	Operating support for school-age programs
NT	\$7/day	Information not available	Operating funding is available to non-profit centres. Amounts vary according to the location of the program. The minimum is \$3/occupied space/day
NU	\$145/month (\$6.90/day)	\$15.75/day	\$1.93/occupied space/day and higher depending on the location of the program

Internal - For CCHRSC use only

3. HUMAN RESOURCE ISSUES IN SCHOOL-AGE CHILD CARE

Unlike the increased interest by policy makers in the early years, little attention has been paid to the needs of school-age children outside school hours. This issue is not limited to Canada. *Starting Strong*, the 2001 report of the OECD Thematic Review of Early Childhood Education and Care¹¹ noted that:

- school-age care in most countries takes the form of “wrap-around” care on school premises
- school-age child care staff tend to be paid less than staff working in other forms of early years provision
- Sweden and Denmark are the only countries that have provided enough school-age care child care to meet demand
- Sweden is the only country where children under 12 have an entitlement to school-age care
- the role of school-age care is ambiguous and there is some concern it will become an extension of school activities, with little attention given to the recreational, leisure and developmental needs of children of this age
- school-age care is often in a weak position in terms of funding, staffing and access to resources.

In Canada, a few reports that focus on or make reference to issues in school-age care have been released in the last 10 years:

- A 2006 Canadian Child Care Federation Policy Brief on School-Age Child Care¹² identified a number of issues, including:
 - A lack of understanding of the developmental needs of children in the middle years
 - A lack of funding to the infrastructure supporting school-age care, and limitations on federal-provincial-territorial funding agreements, such as the Multi-Lateral Framework Agreement on Early Learning and Child Care Services for children 0-6
 - A shortage of spaces, and some that don't adequately support the needs of working parents
 - physical and environmental challenges, including lack of access to school materials and space
 - A lack of programming opportunities and professional development, and the need for additional training for school-age care providers that addresses the specific developmental needs of school-age children

The brief concludes that a comprehensive, pan-Canadian school-age child care policy could have extremely positive benefits on the outcomes of children in their middle years.

Out of school provision for children of working parents has not been a policy priority in most countries in the review. Yet demand is high, which suggests the need for attention to the concept, organisation, funding and staffing of this form of provision.

OECD (2001) *Starting Strong: Early Childhood Education and Care* p48

¹¹ Organisation for Economic Cooperation and Development (2001) *Starting strong: Early childhood education and care* Paris: Author

¹² *Policy brief on school-age child care* Submitted to the National Children's Alliance by the Canadian Child Care Federation September 11, 2006

- In 2006, the Early Childhood Care and Education New Brunswick (*ECCENB*) released the results of a consultation¹³ to define the training needs of educators working in the “after school services network.” The report summarized the main issues related to school-age educators and recommended the development of a customized training program with alternative delivery methods, including weekend workshops, distance education and tele-education.

The report identifies a number of areas of training and professional development that could support those interested or already working in school-age programs. The topic areas included Choice Theory, Professionalism and Ethics, Program Development Strategies, Problem Resolution, Sexual Health/Hygiene, Psychology, Development of School-Age Children and Life Skills.

- The 2007 report of the CCHRSC Training Strategy Project¹⁴ found that:
 - the nature of school-age care employment is often part-time, with positions filled by high school, college and university students
 - employers in school-age programs noted in focus groups the need for different qualities and skills in staff than those identified for providing education and care for pre-school-age children
 - the issues and concerns of school-age staff regarding the provision of quality environments to older children are often lost within the wider issues of ECEC.

The report recommended that a separate project to address the specific human resource issues of staff in school-age programs, including working conditions and environments—as well as training gaps, needs and issues was needed.

- In 2005, the Board of Education in Quebec released a report on school-age child care, raising concern about the training of educators, the program for children and activities. In response, the Minister of Education struck a ministerial committee on child care with key education partners. The committee released its report in September 2008, with a number of recommendations related to human resources, including:
 - establishing a competency profile for jobs in child care
 - establishing training requirements for employment
 - optimizing the organization of work
 - improving staff:child ratios.
- In 2008 a study of licensed school-age child care in the Lower Mainland of BC, conducted for the United Way and the YMCA¹⁵ noted:
 - the low wages, which are even lower than in group child care
 - the limited interest people have towards the school-age child care field because of the difficulty in making a viable living
 - the lack of professional development opportunities for school-age staff.

¹³ *Consultation project after-school care educators report* Prepared for: Early Childhood Care and Education New Brunswick Soins et éducation à la petite enfance Nouveau-Brunswick, October 18, 2006

¹⁴ Beach, J.; Flanagan, K. (2007) *People, programs and practices: A training strategy for the early childhood education and care sector in Canada* Ottawa: Child Care Human Resources Sector Council.

¹⁵ *Licensed school-aged child care in the Lower Mainland of British Columbia: Services, gaps and future directions* June 2008 (Revised August 31, 2008). Compiled for the United Way of the Lower Mainland (UWLM) and the YMCA of Greater Vancouver by Denise Buote, PhD; Arbor Educational & Clinical Consulting Inc.

The report identified key challenges, including:

- few adults who view school-age child care as a viable career option
- a lack of available affordable spaces
- an inadequate foundation of partnerships among community partners
- increasing costs of programs that result in the exclusion of some children
- an absence of clear quality measures.

Two of the report's recommendations focussed on staff:

- Increase access to training opportunities and professional development for school-age child care staff.
 - Promote the school-age child care field.
- Developing school-age programs is explicitly addressed in the Occupational Standards for Early Childhood Educators.¹⁶ In defining the core knowledge and required skills and abilities with respect to developing kindergarten-age and school-age programs, it is specified that ECEs should know:
- child development theories
 - individual children and their families
 - related regulations, standards of practice, quality standards and licensing requirements
 - organizational values, policies and procedure
 - policies and procedures of school, school board and Ministry/Department of Education
 - principles of equity to support of each child's full participation
 - kindergarten framework/curriculum.

Findings from the Emerging Issues Survey

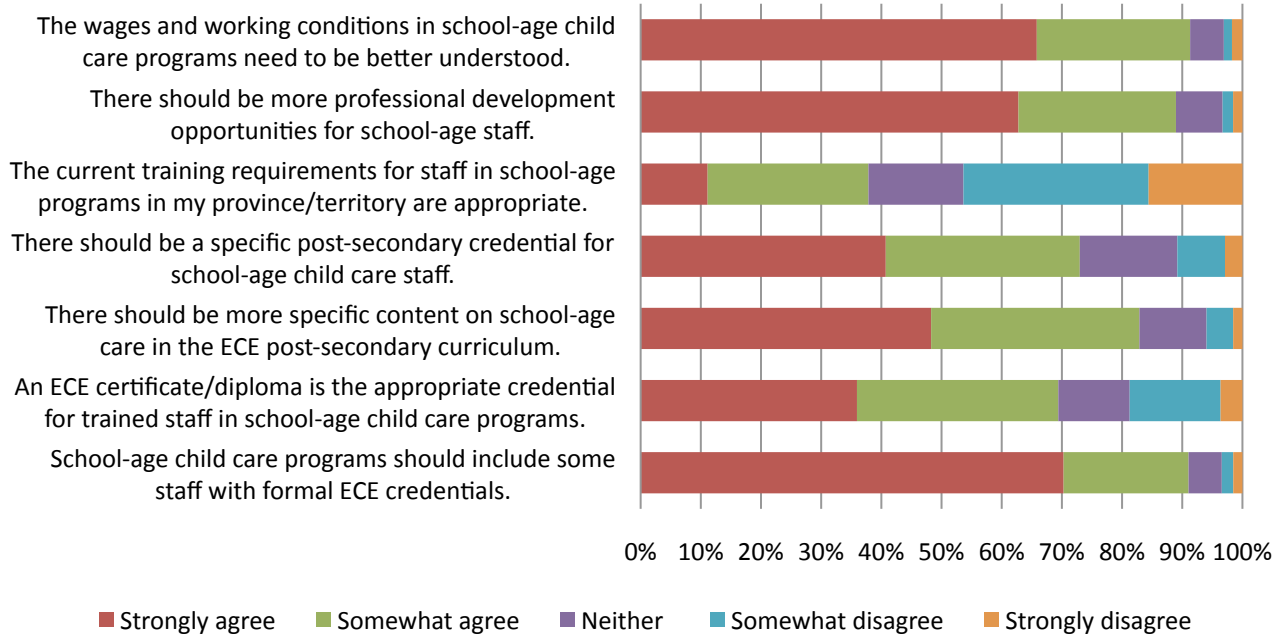
The CCHRSC sent information about the project and the survey via email to a stakeholder list compiled from their database, inviting individuals and organizations to respond, and asking organizations to circulate the survey to their members. A total of 825 individuals and organizations responded to the survey, with representation from each province and territory, and from all stakeholder groups. Approximately half the respondents worked in centre-based programs, evenly split between employers and front-line staff.

The survey provided the opportunity for respondents to answer questions about each of the four issues (integration of care and education, inclusion, school-age care and family child care), questions specific to each target group and questions about the most important HR issues to address in each issue area. (The survey findings related to the issues of integration of care and education, inclusion and family child care are contained in separate reports).

Respondents were asked to rank their agreement on a 5-point scale from "strongly agree" to "strongly disagree" on a number of statements related to school-age staff. The three areas of greatest agreement were that at least some staff should have formal early childhood credentials, that the wages and working conditions in school-age child care programs need to be better understood, and that there should be more professional development opportunities for school-age staff. Figure 2 shows the breakdown of the responses.

¹⁶ Child Care Human Resources Sector Council (2020). *Occupational Standards for Early Childhood Educators*. Ottawa, Ontario: Author 24-25

Figure 2. Perceptions of issues in school age care (n=583)

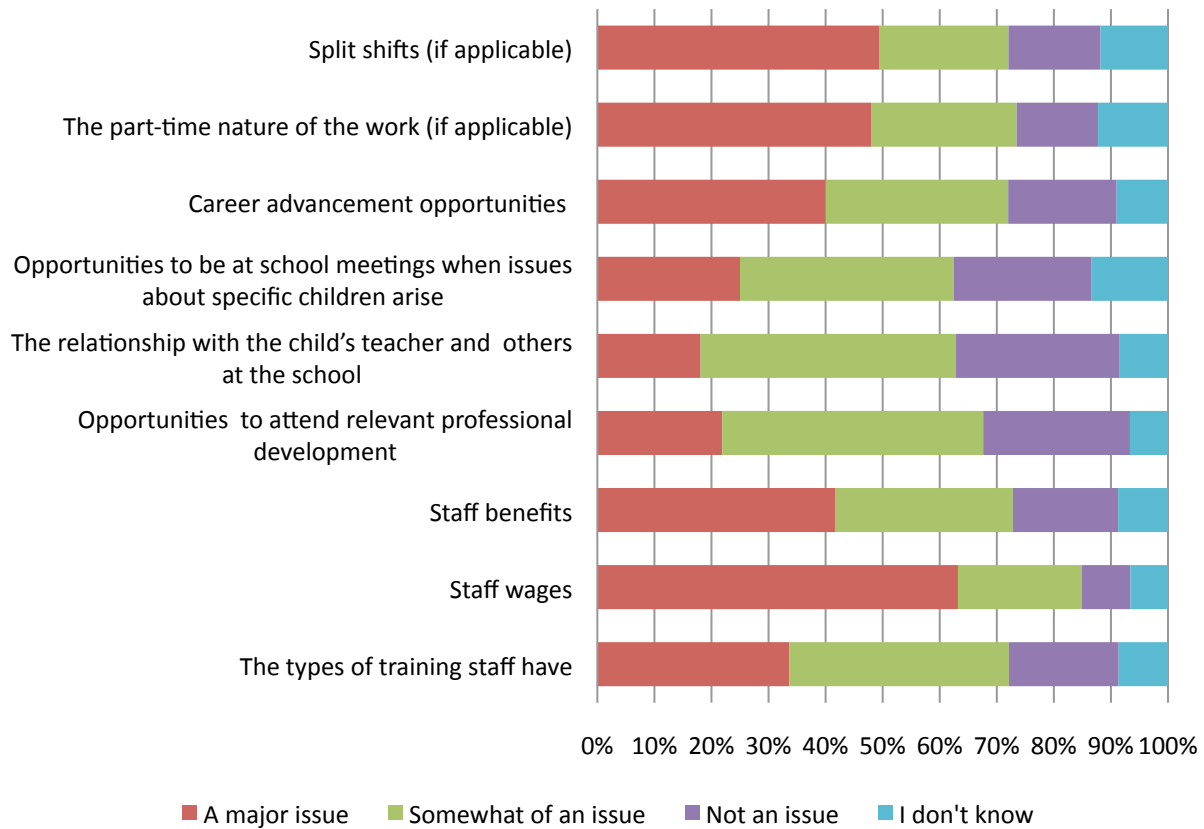


Employers were asked to consider, from a list of identified HR issues in school-age child care, what they perceived to be major issues, somewhat of an issue or not an issue. Figure 3 shows the employers' perceptions of the issues.

- Staff wages were considered to be a major issue by 63% of employers.
- Split shifts were considered to be a major issue by 50% of employers.
- The part-time nature of the work was considered to be a major issue by 49% of employers.

Internal - FOR CHRS

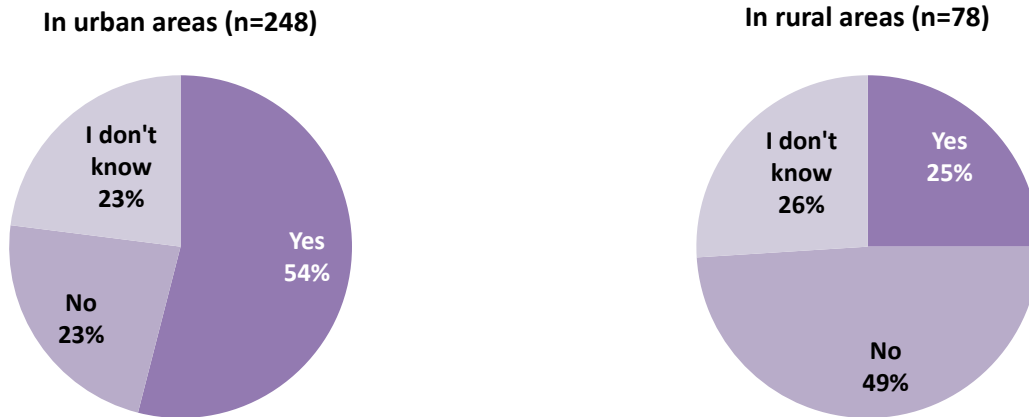
Figure 3. Employers' views of issues in school-age care (n=108)



Of the employers who have school-age staff, 60% indicated that some staff work split shifts and half said they had more difficulty recruiting school-age staff than they did three years ago. The main reasons given were split shifts/part-time work, lack of training and low wages.

Respondents were asked if there were post-secondary courses specific to school-age care in their community. Overall, 37% indicated that there were such courses. Fewer respondents in rural areas indicated that post-secondary courses specific to school-age care were available in their communities. Approximately one-quarter of respondents in both urban and rural areas did not know if courses were available.

Figure 3. Availability of post-secondary course specific to school-age child care



Perspectives of Key Informants

Key informants from across Canada were interviewed regarding their perceptions on the four issues studied for this project. Thirty key informants were selected based on consideration of their representation of different parts of the ECEC sector, geographic and linguistic representation, and their ECEC expertise. Responses regarding school-age child care varied somewhat across this group, but there were a number of common themes among the perceptions of the key human resource issues for this part of the sector.

School-age child care has been largely ignored: Most key informants thought that the high level of attention given to the importance of children's early experiences and on brain development during the first six years has supported the development of public policy and growth in public interest focussed on the 0-6 years age group. As a result, considerable attention has been given to early learning frameworks and curricula for young children, and post-secondary education programs and professional development activities for early childhood educators have responded accordingly. Curriculum for middle years children has not received the same kind of review and in many cases is lacking.

Training for school-age staff needs to be examined: ECE training was not considered by many to be the most appropriate for school-age staff, especially for those working with older school-age children. There was strong support among key informants for requiring post-secondary credentials for school-age staff, and concern was raised about the lack of educational requirements in some jurisdictions. Several key informants recommended that specific post-secondary curriculum addressing the needs of school-age children be developed. It was noted that the skills needed to support children 8-12 were particularly undefined. Some key informants noted a need to consider a balance of backgrounds in staff, such as theatre and recreation, and recognition of those credentials. Others suggested a need for a post-secondary ECE program that covers the 0-8 age range, and a separate program that covers children 9-12, with a focus on recreation and life skills. Several key informants noted the challenge of balancing the needs of younger children and the 9-12 age group.

School-age child care is not necessarily part of the ECE career ladder: Key informants indicated that employment in school-age child care is often not considered a profession. The work is often part time and with split shifts, resulting in higher turnover than among other staff. Commitment to the job is often short as it is viewed as part-time or summer work, and the wages are often lower than for early childhood educators working in other parts of the sector.

The work environment often impacts quality: School-age staff are often isolated from both other child care professionals and from school staff. Instability is created by part-time hours and work organization. Many programs, particularly those in schools, have no home base and have to set up and take down daily in shared space, which makes programming challenging and contributes to job dissatisfaction. Larger agencies can often create full-time jobs, with school-age staff working with other age groups for part of the day; work hours and organization are very different in stand alone programs.

Human Resource Priorities in School-age Child care

Stakeholder groups were asked to indicate their top three human resource priorities to address human resource issues in school-age child care. Weighted rankings from employers, staff and post-secondary faculty are found in Table 5, which compares the top five priorities by stakeholder group.

Priority ranking	Employers (127 respondents)	School-age staff (40 respondents)	Post-secondary faculty (68 respondents)
1.	Addressing work organization/hours of work	Training and professional development specific to school-age care	Training and professional development specific to school-age care
2.	Training and professional development specific to school-age care	Addressing relationships and communication with schools and school boards	Addressing relationships and communication with schools and school boards
3.	Recognition and respect	Ensuring adequate supply staff	Addressing work organization/hours of work
4.	Opportunities for relevant professional development	Recognition and respect	Recognition and respect
5.	Addressing relationships and communication with schools and school boards	Addressing work organization/hours of work	Collaboration with other educators

For the most part, similar priorities were identified among employers, school-age staff and post-secondary ECE faculty, though the order of priorities varied. The issue of supply staff was raised by staff but not the other groups. Both school-age staff and post-secondary faculty identified training and professional development specific to school-age care as the top HR priority, with it being the top priority for a considerable majority of staff.

Key informants provided the following recommendations for related Sector Council work:

- Undertake an assessment of the skills needed, particularly to work with older school-age children.
- Develop post-diploma curriculum in school-age, including understanding the needs of families and school-age children.
 - Review the developmental profiles of children in both the 5-8 and 9-12 age groups and develop practical schedules and types of activities.
- Develop recruitment and retention strategies specific to school-age.

Other activities recommended by key informants that are outside the mandate of the CCHRSC include:

- Engage the broader workforce, including employers, trainers, policymakers and representatives from the recreation sector to examine the delivery system for school-age child care programs.
- Develop resource materials for school-age programs.
- Examine how best to support children before and after school, within the context of an integrated system.

Internal - For CCHRSC use only

4. CONCLUSION

Over the last 10 years, school-age child care has been the fastest growing part of the child care sector, yet it remains largely unexamined from the perspective of programming and human resource requirements. School-age staff are often isolated from both their peers who are working with younger children and from other staff working in the school system. School-age programming is not necessarily considered or developed within the context of formal schooling, in order to provide a more integrated day for children.

The Child Care Human Resources Sector Council has begun to identify some specific skills, abilities and knowledge necessary for Early Childhood Educators in kindergarten-age and school-age child care programs, in the Occupational Standards for Early Childhood Educators. There are clearly recommendations made in both the survey and by key informants that are within the scope and mandate of the CCHRSC. The CCHRSC could play a significant role in addressing the human resource issues in school-age child care and bringing attention to this significant and growing part of the sector.

Internal - For CCHRSC use only

References

Beach, J.; Friendly, M.; Ferns, C.; Prabhu, N. & Forer, B. (2009) *Early childhood education and care in Canada 2008*. Toronto: Childcare Resource and Research Unit.

Beach, J.; Flanagan, K. (2007) *People, programs and practices: A training strategy for the early childhood education and care sector in Canada* Ottawa: Child Care Human Resources Sector Council.

Buote, D. (2008). *Licensed school-aged child care in the Lower Mainland of British Columbia: Services, gaps and future directions*. Compiled for the United Way of the Lower Mainland (UWLM) and the YMCA of Greater Vancouver. Revised August 31, 2008. Retrieved April 1, 2010 from:
http://www.vanymca.org/pdf/ymca_uw_sacc_report1.pdf

Canadian Child Care Federation (2006) *Policy brief on school-age child care* prepared for the middle childhood initiative of the National Children's Alliance. Retrieved April 1, 2010 from:
<http://www.nationalchildrensalliance.com/nca/pubs/2006/School-Age%20Child%20Care%20Policy%20Brief.pdf>

Child Care Human Resources Sector Council (2020). *Occupational Standards for Early Childhood Educators*. Ottawa: Author

Consultation project after-school care educators report Prepared for: Early Childhood Care and Education New Brunswick Soins et éducation à la petite enfance Nouveau-Brunswick, October 18, 2006

Flanagan, K.; Beach, J. (in press) *Pathways to early childhood education credentialing in Canada*. Ottawa: Child Care Human Resources Sector Council.

Friendly, M.; Beach, J. & Turiano, M. (2002) *Early childhood education and care in Canada*. Toronto: Centre for Urban and Community Studies, University of Toronto.

Friendly, M. & Beach, J. (2005) *Early childhood education and care in Canada*. Toronto: Centre for Urban and Community Studies, University of Toronto.

Friendly, M. Beach, J.; Ferns, C. & Turiano M. (2007) *Early childhood education and care in Canada 2004*. Toronto: Childcare Resource and Research Unit.

Government of Alberta (April 14, 2009). *Accreditation supports quality child care for children aged 6-12* Press release. Retrieved April 1, 2010 from
<http://alberta.ca/home/NewsFrame.cfm?ReleaseID=/acn/200904/25702A53FE84C-02CE-6C02-51656E3BF839B7B2.html>

Organisation for Economic Co-operation and Development (2001) *Starting strong: Early childhood education and care* Paris: Author