

# 2018 Wages and Working Conditions Survey

## Vancouver Centre-Based Child Care Programs

Prepared for the Westcoast Child Care Resource Centre and the City of Vancouver

by Dr. Barry Forer, Child Care Research Consultant

September 2018



WCCRC



**THANK YOU** to over 600 early  
childhood educators across  
Vancouver's 23 neighbourhoods  
for participating in this survey.

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# Executive Summary



**THIS REPORT PROVIDES THE FINDINGS OF A SURVEY** on wages and benefits of educators and administrators working in licensed centre-based child care facilities in Vancouver. Funded by the City of Vancouver, the survey was conducted to inform a current policy review being undertaken on the City's role in child care. The research has been conducted by Dr. Barry Forer on behalf of Westcoast Child Care Resource Centre (WCCRC).

## Methodology

An online survey was designed to be sent to all staff working in centre-based child care programs in Vancouver, with the exception of substitute/casual staff and those working in supporting roles only (e.g., cooks, cleaners). Emails were sent to the managers of all programs in the WCCRC database of centre-based programs. Family child care programs were not included in this study. Data collection took place in April and May 2018.

**Final Sample**

There were 627 surveys completed that at least reported on the respondent’s type of program and neighbourhood. The estimated overall response rate, based on estimates of the number of staff in each program, was 41%. Preschools and for-profit programs had relatively low response rates, as did licensees whose overall licensed capacity was relatively small.

The median hourly wage for those working with children only was \$20.00, versus \$23.94 for those who also had supervisory or administrative duties, and \$32.85 for those with only supervisory/administrative duties.

**Current Job Roles: Overall, and by Type of Program**

Each respondent’s job roles and responsibilities were classified into three categories: those who work directly with children only, those who have only supervisory and/or administrative responsibilities, and those whose job includes both of these. The table below shows the distribution of job roles by type of program, including those who work in more than one program. The small number of respondents who only have supervisory or administrative responsibilities (N=36) does not allow a breakdown by type of program; most actually reported working in multiple programs.

Current Job Role by Program Type			
	Percent		
	Work with Children Only	Supervisor and/or Administrator, Doesn't Work with Children	Supervisor and/or Administrator, Works with Children
<b>Overall</b>	<b>49.8</b>	<b>6.3</b>	<b>43.9</b>
Group infant/toddler	69.2	1.0	29.8
Group 3 to 5	55.2	3.1	41.7
Preschool	38.7	2.7	58.7
School age	44.4	5.6	50.0
Work in multiple programs	22.2	31.7	46.0

For the four most common program types, for each of the two common job roles, we have created a snapshot of the typical staff person on the following pages. For those with supervisory and/or administrative roles only, there is only one overall snapshot.

# Snapshots of Typical Employees at Vancouver Centre-Based Child Care Programs

## WORKS WITH CHILDREN ONLY

				
	INFANT/TODDLER GROUP PROGRAM	3 TO 5 GROUP PROGRAM	PRESCHOOL PROGRAM	BEFORE/AFTER SCHOOL PROGRAM
<b>Median:</b>				
<b>Term</b>	Full-time, 12 months per year	Full-time, 12 months per year	Full-time, 10 months per year	Part-time, 12 months per year
<b>Hours per week</b>	35 hours/week	35 hours/week	30 hours/week	20.5 hours/week
<b>Wage per hour</b>	\$21.01 /hour	\$20.00 /hour	\$20.00 /hour	\$17.00 /hour
<b>Wage per year</b>	\$39,074 /year	\$35,901 /year	\$27,708 /year	\$18,404 /year
<b>Benefits offered</b> (out of 19 possible)	9 benefits	6 benefits	5 benefits	3 benefits
<b>Age range</b>	Age 30 to 39	Age 30 to 39	Age 30 to 39	Age 20 to 29
<b>Education</b>	Two-year diploma or post-basic certificate	Two-year diploma or post-basic certificate	Two-year diploma or post-basic certificate	Courses to qualify as a responsible adult
<b>ECE experience</b>	9 years' experience	8 years' experience	6 years' experience	2 years' experience
<b>Years with employer</b>	5 years with employer	4 years with employer	3 years with employer	1 year with employer

**SUPERVISORY/ADMINISTRATIVE ROLE,  
PLUS WORKS WITH CHILDREN**

**SUPERVISORY/  
ADMINISTRATIVE ONLY**

INFANT/TODDLER GROUP PROGRAM	3 TO 5 GROUP PROGRAM	PRESCHOOL PROGRAM	BEFORE/AFTER SCHOOL PROGRAM	ALL PROGRAM TYPES
Full-time, 12 months per year	Full-time, 12 months per year	Full-time, 10 months per year	Full-time, 12 months per year	Full-time, 12 months per year
37.5 hours/week	37.5 hours/week	35 hours/week	35 hours/week	35 hours/week
\$24.55 /hour	\$24.00 /hour	\$23.88 /hour	\$21.55 /hour	\$32.85 /hour
\$46,722 /year	\$44,881 /year	\$38,060 /year	\$33,932 /year	\$62,062 /year
11 benefits	9 benefits	6 benefits	8 benefits	7.5 benefits
Age 30 to 39	Age 40 to 49	Age 40 to 49	Age 30 to 39	Age 40 to 49
Two-year diploma or post-basic certificate				
8 years' experience	18 years' experience	19.5 years' experience	8 years' experience	23 years' experience
4 years with employer	11 years with employer	8.5 years with employer	6 years with employer	16.5 years with employer



Though I find my job emotionally rewarding and I currently have a great employer with decent pay and benefits, I struggle to make sure to pay bills and thus, am severely stressed. This city and its suburbs are not forgiving. I am an adult who has to rely on co-habiting or not being able to afford a home to live in. I have had second jobs and worry that I might run into a situation that will leave me financially destitute.



### Wages by ECE Experience, ECE Education, and Auspice

The median hourly wage for child care staff:

- Increased modestly with additional years of experience in the ECE field — \$19.00 for those with under five years' experience to \$25.00 for those with 20 or more years
- Increased slightly with additional ECE-related education — \$19.58 for those without a 1-year certificate to \$21.99 for those with a 2-year diploma or post-basic certificate
- Was higher in non-profit programs than for-profit programs (\$21.50 vs. \$19.62), though the mean hourly wage was about the same.

### Staff Benefits Overall

Respondents were shown a list of 19 benefits (financial benefits, compensation for work tasks, professional development) and asked to report on which ones were offered by their employer.

The benefits offered to a majority of respondents were: paid sick days (84%), extended medical (70%), paid staff meetings (65%), financial assistance for ECE workshops and conferences (60%), and financial assistance for First Aid certification (59%).

The benefits that were reported as least likely to be offered: top up of EI parental leave benefits (4%), top up of EI maternity leave benefits (7%), reduced child care fees (12%), and RRSP contribution (20%).

With regards to paid vacation, 16.5% of respondents reported receiving pay in lieu of vacation, while the rest reported a mean of 19.8 days of vacation annually.

### Benefits by Program Type, Job Role, and Auspice

Each of the 19 benefits has its own distinct pattern of results across the various subgroups of respondents. A complete description of these patterns can be found in the full report. However, some notable highlights include:

- Those in part-day programs (preschool and school age) were less likely than their full-day counterparts to have extended medical, life/disability insurance, RRSP contribution, and leave top-ups
- Those working only with children had a smaller likelihood of being offered all of the most common financial benefits compared to those with supervisory and/or administrative responsibilities
- Those working in for-profit programs were much less likely than those in non-profit programs to be offered financial benefits (e.g., paid sick days, pension plan contribution, RRSP contribution).

### Staff Working Conditions

For each of the seven aspects of working conditions, a majority of respondents reported being provided with that work condition. The two most likely to be provided were written contracts/employment letters (86%) and having an Operating Policies and Procedures Manual (85%). The two least likely were having a regular written job performance appraisal (55%) and having an on-site staff room (56%).

### Professional Development or Skills Training in the Past Year

Ninety-two percent reported some professional development or skills training in the past year. The top two providers of professional development were the employer (71%) and WCCRC (40%). The most common reasons for participating were to keep current professionally (70%) and for personal interest (66%).

**92% of respondents overall were female; the proportion of male staff was highest, at 22%, in school age programs. The estimated median age of respondents was 38; about one-quarter were under 30 and one-quarter were 50 or older.**

### Demographic Characteristics of Staff

- 92% of respondents overall were female; the proportion of male staff was highest, at 22%, in school age programs
- The estimated median age of respondents was 38; about one-quarter were under 30 and one-quarter were 50 or older
- 44% of respondents were not born in Canada, representing 60 other countries
- 61% lived in Vancouver
- 58% of respondents lived with a spouse or partner, increasing from 39% of those under age 30 to 67% of those age 50 and older. Those under 30 were most likely to live with other relatives (likely parents) and unrelated adults (likely roommates).

## Key Findings and Conclusions

Working in centre-based child care is financially stressful, given the wages relative to the high cost of living in Vancouver. Using the 2018 Living Wage for Vancouver (\$20.91) as a benchmark, a sizeable proportion of child care staff, perhaps one-third, have earnings below the local living wage.

Wage rates are similar across the main program types, with the median hourly rate varying by less than \$2. Many staff across all program types have educational credentials beyond what is legally required; for example, half of those working in full-day group programs or preschools have a two-year diploma or post-Basic certificate, and 15% have Bachelor degrees. Almost everyone

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participates in ongoing professional development, and 13% are currently enrolled in a post-secondary program. Despite this commitment to learning, wages are only modestly higher for those with higher educational attainment. Years of ECE experience was relatively more remunerative than education.

Our analysis of the relationship between fees and wages suggests that there is a stronger relationship between fees and wages for those with supervisory and/or administrative responsibilities than for those who work solely with children.

Reliable comparisons of for-profit and non-profit programs was hampered by a much lower response rate in the for-profit sector. The survey results show strong differences, with those working in for-profit programs earning less, being offered fewer benefits, attaining

less ECE-related education and certification, and having less ECE experience than those working in non-profit programs. In terms of total capacity of licensee, those with the smallest and largest total capacities tended to have the best wages and benefits.

Staff in programs receiving City of Vancouver Enhancement Grants had very similar wages to those in non-profit programs that did not receive the grant. This suggests that any concerns about wages being suppressed based on the fee criterion for grant eligibility are unfounded. This particular result, together with the rest of the results of the survey, will inform the ongoing policy review of the City's role in child care. It will also provide important baseline information for the provincial government's and the City of Vancouver's current and future initiatives relating to child care.

# Survey Results



## 1.0

# Introduction

**THE INITIAL IDEA FOR A CITY OF VANCOUVER** (CoV) Centre-Based Child Care Wages and Working Conditions Survey came about during a comprehensive policy review being conducted by Jane Beach on the City's role in child care. Lack of data on staff wages and benefits made it difficult to effectively examine the impact of City grants on various child care programs. As a result, social planners at CoV, approached the Executive Director of Westcoast Child Care Resource Centre (WCCCRC) about the possibility of Westcoast undertaking such a survey. The project was approved by City Council at the end of 2017, and funds made available shortly thereafter. Dr. Barry Forer, a child care researcher, was contracted in February 2018 to conduct and analyze the survey, write this report, and make two presentations on the results. Jane Beach provided expert advice throughout the project, from the design of the survey, to data cleaning, analyses and reviewing drafts of the report.



Lack of data on staff wages and benefits made it difficult to effectively examine the impact of City grants on various child care programs.

## 2.1 Survey Construction

Several survey planning and development meetings were held at Westcoast in February and early March 2018. As a result of these meetings, a current list of centre-based child care programs in Vancouver was identified, the topic areas to be covered in the survey were mapped out, the initial draft survey items were created, a group of informal survey advisors was gathered (mainly from members of the Child Care Administrator Network, which consists of large child care organizations in Vancouver), and a data collection strategy was formulated.

Westcoast's up-to-date list of centre-based child care programs in Vancouver (i.e., group infant/toddler, group 3 to 5, preschool, before/after school, multi-age care, and occasional care) was used to establish the population of programs whose employees were to be surveyed. Family child care programs were not included in this survey. The list contained 479 programs, each cross-referenced by licensee, licence type, licensed capacity, auspice, and Vancouver neighbourhood.

One early decision was to use an online survey only (i.e., no paper version of the survey). The main considerations for this decision were production/ mailing costs and difficult distribution logistics for paper surveys directed at individual staff, and the current ubiquity and availability of email addresses. SurveyMonkey was chosen as the online platform for the survey.

One key aspect of the survey design was identifying the exact centre-based program where each respondent worked. If asked only as an open-ended question (i.e., "What is the name of the program where you work?"), this would allow some difficult-to-interpret answers, such as incomplete names (e.g., Kids Club) that would be insufficient to identify a particular program, or naming the licensee rather than the program, etc. To avoid these problems, respondents were asked to identify the licence type of their program and the Vancouver neighbourhood where it is located. A map of Vancouver neighbourhoods was included to help those unsure of where their program is located. After choosing a licence type and neighbourhood, the survey then directed the respondent to a close-ended question that only included the (relatively few) programs of that licence type in that particular neighbourhood. An "other" option was always included, in case the respondent chose the wrong licence type or neighbourhood. Those working in multiple licence types and/or neighbourhoods were directed to an open-ended question to identify their workplace(s).

The draft survey went through several rounds of revisions during March 2018 as a result of feedback from the members of the informal advisory group. The penultimate

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version of the survey was formally pretested by 17 volunteers, mainly from members of the CCAN network. After incorporating their feedback, the survey was finalized in early April 2018 and launched on April 12<sup>th</sup>. The survey questions are listed in Appendix A, without the 103 items corresponding to each unique combination of licence type and neighbourhood.

## 2.2 Data Collection

The survey was launched by sending an email from Westcoast to the email address of the manager of each centre-based program in the Westcoast database. The text of this email (see Appendix B) explained the project, asked the manager to disseminate the email to all staff members and encourage them to complete the survey, and included a direct link to the survey. There was also an attachment to the email of a project poster (see Appendix C) to be displayed on the centre's bulletin board. The poster included all of the pertinent information, including the survey link and a QR code to allow staff to access the survey using smartphones and tablets.

As expected, there were a few emails that bounced back as undeliverable. The managers of these programs were contacted to get their current email information, and the survey email was re-sent to them. Essentially all of the Vancouver centre-based programs in the database eventually were included in the call to complete the survey.

An initial deadline of April 30<sup>th</sup> was set for completing the survey. As this deadline approached, a reminder email was sent out, with a revised "final" deadline of May 11<sup>th</sup>. There were also other efforts made during the data collection period to increase the response rate. Emails were also sent out from the City of Vancouver, as the official sponsor of the research. Friends of Westcoast's Facebook page were also made aware of the survey, with at least two messages sent about the survey. Finally, members of the CCAN network were kept abreast of the progress of the survey and provided their support in encouraging their employees to participate.

## 2.3 Data Cleaning

The final survey data was downloaded for cleaning and analysis a few days after the May 11<sup>th</sup> deadline. There were 723 non-pretest responses to the survey at this point; this represents the number of times that the survey was entered, either through the link or the QR code. Of these, 47 respondents were screened out of the survey proper, based on three exclusion criteria: they reported that their work is on a casual/substitute basis, or their work is only in a supporting role (e.g., cook), or because they reported not working in a Vancouver centre-based program. There were a few responses that were dropped where the respondent passed this screener but later reported employment in a program outside of Vancouver. Other responses were dropped because the respondent stopped the survey before answering both of the questions on program type and neighbourhood, or the respondent created duplicate records by entering the survey more than once. In the latter case, only the most recent response (i.e., the most complete) was retained. In the end, there were 627 valid surveys remaining, including the pretest surveys.

The survey was designed to be as user-friendly as possible, to encourage participation and completion. For example, by providing their program’s licence type and neighbourhood, respondents only needed to then check off their specific program in the next item. However, if they got the licence type or neighbourhood wrong, their program would not be on the list; in this case, they were asked to write in the name of their program. It was then necessary to clean the data by situating that respondent in their correct combination of program type and neighbourhood. Similar detailed analyses of results were also done for items relating to highest education and ECE certification, and roles and responsibilities—to correct contradictory or implausible answers. Cleaning was also necessary to ensure that “other” responses (e.g., for education, or professional development) really were distinct from the close-ended choices offered. Also, where numbers were requested (e.g., number of vacation days per year, or number of years living in Canada), some responses needed to be changed to numbers only (e.g., “15” instead of “15 days”), or only one number rather than a range (e.g., changing to the average number of hours worked in a second job, when respondent provided a range).

Other data cleaning was needed where responses to questions were not plausible. For example, when calculating the hourly wage for those who didn’t report it directly, it was necessary to combine information on hours worked per week, pay period, and gross pay per pay period. Occasionally, this resulted in an hourly wage that was unrealistically too low or too high. By examining the individual components of the calculation, it was usually possible to identify the mistaken response (e.g., reporting hours per day, rather than per week).

## 3.0 Final Sample

### 3.1 Representation Across Neighbourhoods

Responses were received from all 23 Vancouver neighbourhoods. Table 1 shows the number of respondents from each neighbourhood, as well as a rough lower-bound estimate of the total number of actual staff per neighbourhood. The latter is based on the licensed capacity of each program and the required child:staff ratio for each licence type. Thus, the estimated response rates (% of staff who participated in the survey) are biased upwards, since they do not take into account staff not in the ratio. The overall response rate was 41%, with the highest response rates in Riley Park (64%) and Hastings-Sunrise (59%), and the lowest rates in Oakridge (5%) and Arbutus Ridge (15%).

**The overall response rate was 41%, with the highest response rates in Riley Park (64%) and Hastings-Sunrise (59%), and the lowest rates in Oakridge (5%) and Arbutus Ridge (15%).**

**Table 1. Representation by Neighbourhood**

Neighbourhood	Number of Respondents	(Low) Estimate of Number of Staff	(High) Estimate of Response Rate
Arbutus Ridge	4	27	14.8
Downtown	43	129	33.3
Dunbar-Southlands	20	60	33.3
Fairview	32	90	35.5
Grandview-Woodland	15	44	34.1
Hastings-Sunrise	44	75	58.7
Kensington-Cedar Cottage	47	106	44.3
Kerrisdale	8	16	50.0
Killarney	24	46	52.2
Kitsilano	32	85	37.6
Marpole	23	84	27.4
Mount Pleasant	51	103	49.5
Oakridge	2	44	4.5
Renfrew-Collingwood	51	97	52.6
Riley Park	25	39	64.1
Shaughnessy	17	41	41.5
South Cambie	31	91	34.1
Strathcona	18	58	31.0
Sunset	13	37	35.1
Victoria-Fraserview	26	49	53.1
UBC	58	118	49.2
West End	23	51	45.1
West Point Grey	6	29	20.7
Multiple neighbourhoods	5		
I'm not sure	9		
<b>Total</b>	<b>627</b>	<b>1,519</b>	<b>41.3</b>

## 3.2 Representation Across Program Types

As Table 2 shows, response rates were similar across the most common licence types (at 38% to 41%) with the exception of preschool programs where response rates were only 25%. Response was poor for those working in occasional care programs, while the high rate for multi-age care was mostly the result of respondents' confusion about their program type.

Table 2. Representation by Program Type

Program Type	Number of Respondents	(Low) Estimate of Number of Staff	(High) Estimate of Response Rate
Group infant/toddler	112	274	40.9
Group 3 to 5	202	498	40.6
Preschool	82	329	24.9
Before/after school	144	374	38.5
Multi-age	7	8	87.5
Occasional care	3	36	8.3
I work in more than one program type	77		
<b>Total</b>	<b>627</b>	<b>1,519</b>	<b>41.3</b>

## 3.3 Representation Across Auspice

Only about one in six staff in for-profit programs participated in the survey, much lower than the response rate of 43% for those in non-profit programs. Missing auspice information mostly occurred when respondents stopped the survey before identifying their program.

Table 3. Representation by Auspice

Auspice	Number of Respondents	(Low) Estimate of Number of Staff	(High) Estimate of Response Rate
Non-profit	537	1,252	42.9
For-profit	44	267	16.5
Missing	46		
<b>Total</b>	<b>627</b>	<b>1,519</b>	<b>41.3</b>

### 3.4 Representation Across Total Licensed Capacity of Licensee

Another important aspect of child care programs is whether they are stand-alone, part of a relatively small organization with a few programs under the same licence (e.g., Mount Pleasant Community Centre Association), or part of a much larger association of programs (e.g., YMCA of Greater

**Using the database provided by Westcoast Child Care Resource Centre, the overall capacity of each licensee was calculated; these were used to create four categories of licensee capacity: 30 children or less, 31 to 85 children, 86 to 400 children, and more than 400 children.**

Vancouver). Using the database provided by Westcoast Child Care Resource Centre, the overall capacity of each licensee was calculated; these were used to create four categories of licensee capacity: 30 children or less, 31 to 85 children, 86 to 400 children, and more than 400 children. The smallest licensee capacity was seven children (Vancouver Community Mental Health Services), and the largest was 1,006 children (YMCA of Greater Vancouver). While these categories are somewhat arbitrary, they each represent at least 20% of all programs, and make breakdowns possible (e.g., on wages and benefits) by size of organization. It also allows us to estimate our response rate by organization

size (see below). Response rates tended to be higher in programs with larger organizational capacity.

One caveat to this is that, since our estimates of number of staff are based on child:staff ratios only, they do a better job of estimating numbers for the standalone programs, since they are much less likely to have staff who are not in the ratio. Large organizations, in contrast, need to have staff whose roles are completely supervisory and/or administrative.

**Table 4. Representation by Total Capacity of Licensee**

Total Organizational Capacity	Number of Respondents	(Low) Estimate of Number of Staff	(High) Estimate of Response Rate
30 children or less	110	331	33.2
31 to 85 children	86	344	25.0
86 to 400 children	197	421	46.8
More than 400 children	173	418	41.4
Missing	61	5	
<b>Total</b>	<b>627</b>	<b>1,514</b>	<b>41.3</b>

## 4.0

# Respondent Personal Characteristics

The main topic of this research project is to summarize, characterize and contextualize wages and working conditions for staff at Vancouver centre-based child care programs. Before reporting on the main results, it is therefore important to “set the stage” by reporting on the demographic characteristics, both personal and work-related, of the survey participants. Many of these characteristics (particularly the work-related ones) will be used for subgroup analyses of the main results. Others provide important contextual information about the workforce.

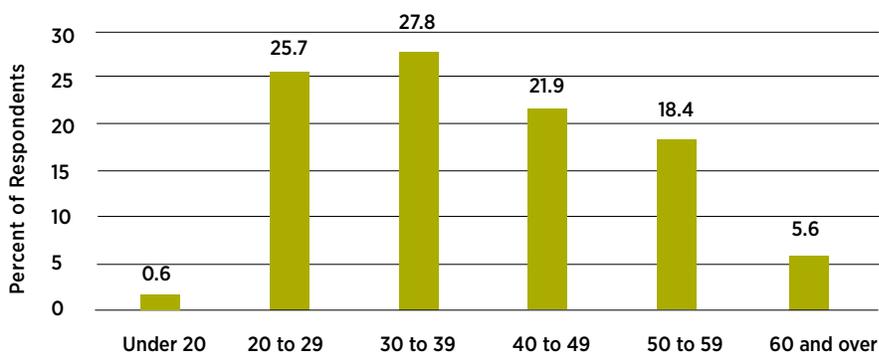
### 4.1 Gender

The proportion of males was highest for those working in school age care (22%), those whose formal education does not include a 1 year ECE certificate (18%), and those who have been in the ECE field for under five years (14%).

### 4.2 Age

Figure 1 below shows the age distribution of the survey respondents. Just over one-quarter (27%) were under 30, just under one-quarter (24%) were aged 50 and older, leaving about half (49%) between the ages of 30 and 49. The estimated median age of respondents is about 38. The median age was not the same across program types – for school age programs it was 29; it was 36 for group infant/toddler programs; 40 for group 3 to 5 programs; and 42 for preschool programs. Not surprisingly, the median age for those only working with children (34) was younger than for those with supervisory/administrative roles in addition to working with children (40) and those with supervisory/administrative roles who do not work with children (47). In terms of auspice, those working in non-profit programs had a higher median age (38) than those working in for-profit programs (32).

Figure 1. Age Group of Respondents



“

Wages are terrible!!! Can barely survive in Vancouver. Certainly can't raise a family on this wage. A very physically demanding job that can cause great harm to one's body and yet we barely make a living wage. Hard to do this job as you get older (physically) and are looking to retire (financially). No wonder people leave in droves after a few years.

”

### 4.3 Born in Canada vs. Elsewhere

Overall, 44% of the respondents reported that they were not born in Canada. There were 60 countries of birth represented in the results, with the largest contingents coming from the Philippines (26 respondents), China (22), Hong Kong (19), Japan (15), South Korea (11), USA (11), and Taiwan (10).

The following subgroups of respondents were most likely to not be born in Canada: those who are aged 60 and older (64%), those working in group infant/toddler programs (59%), and those whose job role is to only work with children (54%). The subgroups who were most likely to be born in Canada were: those whose job roles are supervisory or administrative without working with children (77%), those aged 20 to 29 (70%), and those working in school age programs (67%).

Using the mean as a comparison, those born in Canada have longer tenures in the ECE field (13.9 years vs. 11.4 years), working for the current employer (9.3 years vs. 7.8 years), and in the current position (6.5 years vs. 5.7 years). However, the median length of time for each was the same for those born in Canada vs. those born elsewhere (nine years in the field, five years with the current employer, three years in the current position).

### 4.4 Where Respondents Live

Sixty-one percent of respondents live in Vancouver. Burnaby (12%), Richmond (7%), the Tri-Cities (6%), and Surrey (6%) were the next most likely home communities for the respondents. The following subgroups of respondents were most likely to live in Vancouver: those working in school age programs (71%), those under age 30 (68%), and those working with children only (64%).

## 4.5 Household Membership

Table 5 shows the percentage of respondents in terms of their household membership, both overall and by age categories. While 58% of respondents reported having a spouse/partner at home, this was true for only 39% of those under 30. For this youngest age category, living with other relatives (likely parents) was just as common as living with a spouse or partner. Respondents aged 30 to 49 were about twice as likely to have children 0 to 5 at home compared to those under 30. More than one-third of respondents aged 50 and older lived with children 13 and older, vs. 22% of those aged 30 to 49. Living with unrelated adults was most common for the youngest respondents; these are most likely to be roommates.

Table 5. Household Structure, Overall and By Age Group

	Percent			
	Overall	Under 30 years old	30 to 49 years old	50 years old and over
Live alone	15.6	11.1	15.0	22.3
Spouse or partner	57.5	38.9	62.1	66.9
One or more children under 3	4.5	3.2	6.7	0.8
One or more children 3 to 5	3.8	2.4	5.5	0.8
One or more children 6 to 12	10.7	2.4	18.2	3.3
One or more children 13 or older	20.8	4.0	21.7	35.5
Other relatives	19.6	38.9	16.6	6.6
Other unrelated adults	6.1	15.1	2.4	4.1

“

If I wasn't married and lived with my in-laws there would be no way I would be able to afford to live in Vancouver where I have lived my whole life.

”

## 5.0

# Respondent Work Characteristics

### 5.1 Current Job Role(s)

Respondents were asked about their current position in two ways – first, their job title in their program, and second, a multiple response checklist of different job responsibilities that they were asked to complete. Job titles alone are not particularly helpful, given the many name variations that exist; this survey was similar to existing child care surveys (e.g., You Bet I Care!) in that dozens of different job titles were reported. However, these titles are useful as contextual information for the second question that asked about particular job roles. This question essentially asked respondents whether they work with children in the child:staff ratio, whether they work specifically with children with special needs, whether they have supervisory responsibilities, and whether they have administrative responsibilities. The answers to this checklist were combined into a three-category version of each respondent’s roles and responsibilities: working with children only (50% of respondents), working as a supervisor and/or administrator but also working directly with children (44% of respondents), and working as a supervisor and/or administrator but not directly with children (6% of respondents). The few (N=7) respondents who work only with children with special needs were not included in the first category, given the special requirements of their role.

### 5.2 Current Job Role(s) by Program Type, Auspice, and Age Group

As Table 6 shows, the likelihood of working with children only was highest for those working in group infant/toddler programs and those under 30 years old. Working in a supervisory and/or administrative capacity only was (not surprisingly) most common for those working in more than one program, and those aged 50 and over. There was no notable difference by auspice across the three roles and responsibilities categories.

“

Child Care staff deserve to work for employers whose goal is to promote and create the best early care and education possible for our city’s youngest members. Employers need to aspire to find and develop the best staff to ensure they have the capacity and desire to build strong relationships with the children, their colleagues and the families. The work is difficult and requires highly skilled and professionally supported people who are well compensated for their work.

”

**Table 6. Current Job Role by Program Type, Auspice, and Age Group**

	Percent		
	Work with Children Only	Supervisor and/or Administrator, Don't Work with Children	Supervisor and/or Administrator, Work with Children
<b>Overall</b>	49.8	6.3	43.9
<b>Group infant/toddler</b>	69.2	1.0	29.8
<b>Group 3 to 5</b>	55.2	3.1	41.7
<b>Preschool</b>	38.7	2.7	58.7
<b>School age</b>	44.4	5.6	50.0
<b>Work in multiple programs</b>	22.2	31.7	46.0
<b>Non-profit</b>	49.9	6.1	44.0
<b>For-profit</b>	45.2	7.1	47.6
<b>Age under 30</b>	63.0	0.7	36.3
<b>Age 30 to 49</b>	49.2	6.6	44.1
<b>Age 50 and over</b>	35.8	11.4	52.8

### 5.3 Full-time vs. Part-time Position in the Current Program

Staff were counted as full-time if their weekly hours of non-overtime work was 30 or higher. Overall, 76% of respondents worked full-time hours, with a mean of 36.7 hours per week. The 24% of respondents who were part-time worked 19.6 hours per week. The following subgroups were most likely to work part-time: those working in school age programs (49%), those in ECE field for under five years (41%), those under age 30 (36%), those working in preschool programs (34%), and those who only work with children (33%).

### 5.4 Current Position vs. Starting Position

Respondents were asked if they are currently in the same position as they were when they started working for pay for the employer. Overall, this was true for 47% of respondents. This did not vary much by type of program, ranging from 43% for those in group infant/toddler programs to 51% for those in school age programs. There were differences, however, by job role, auspice, and years

working for the employer. Sixty percent of those working only with children were still in their starting positions, compared to 25% of those working in supervisory and/or administrative roles only. For those working in for-profit programs, 74% were still in their starting positions, vs. 45% of those in non-profit programs. Finally, 60% of those working for their employer for less than five years were still in the starting position, compared to those with longer tenure with the employer (39% for 5 to 9 years, 37% for 10 to 19 years, 28% for 20 years or more).

Of those whose starting job role was to work with children only, 31% were now doing both supervision and/or administration in addition to working with children, and 3% were now doing supervision and/or administration only. Of those whose starting role included both supervisory/administrative responsibilities and working with children, 8% were now no longer working with children, and 3% were only working with children. For the few respondents (N = 13) whose starting role was supervisory/administrative only, 12 were in the same position, and one was now also working with children.

## 5.5 Years Working in the Field, Program, and Current Position

Given that years working in the field, program, and current position are all positively skewed, the average length of time for all three will be reported using the median, with the mean sometimes also provided. Respondents had been working in the ECE field for nine years (mean 12.5 years), working for their current employer for five years (mean 8.4 years), and working in their current position for three years (mean 6.0 years). The longest reported tenure in the field was 46 years; for tenure with the current employer and in the current position, the longest was 40 years for both.

With regards to differences by program type, those working in preschools were in the field the longest (median 15 years), while those in school age care were in the field the shortest time (median four years). In terms of years with the same employer, those working in group 3 to 5 and preschool programs were highest (median six years). These two program types also had the highest tenure in the same position (median four years).

**With regards to differences by program type, those working in preschools were in the field the longest (median 15 years), while those in school age care were in the field the shortest time (median four years).**

There were strong differences by job role. Using the median, those working in supervisory and/or administrative roles had been in the field for 23 years, compared to 14.5 years for those doing both supervisory/administrative roles and direct work with children, and six years for those who work with children only. These strong differences were maintained for average time working for the current employer (16.5 years vs. eight years vs. three years). For time working in the current position, the corresponding medians were six years vs. four years vs. two years.

There also were tenure differences relating to auspice. Those working in non-profit programs reported working in the ECE field for a median of nine years, vs. five years for those in the for-profit sector. This difference was maintained for time with the current employer (five years vs. three years); however, the median time in the current position was the same for both (three years). Although the

numbers are relatively small, it is interesting that in the for-profit sector, the median time working for the employer and in the current position were the same, suggesting less promotion within the program than in the non-profit sector.

## 5.6 Permanent vs. Temporary Position

Overall, 91% reported that their positions were permanent, with 7% in a temporary position (e.g., leave replacement), and 2% not sure. Those whose role is to work with children only were most likely to be in a temporary position (9%) or not sure (5%). Almost 13% of those who work in multiple programs reported being temporary.

## 5.7 Union Membership

Overall, 37% of respondents reported being a union member. This differed by job role—44% of those who only work with children, 34% of those who do both supervision/administration and work with children, and 14% of those who do supervision/administration only. (None of the unionized respondents working in a supervisory/administrative role were doing administrative work only.) Those working in group infant/toddler and group 3 to 5 programs were much more likely to belong to a union (65% and 52%, respectively), compared to those working in preschools or school age programs (13% and 14%, respectively).

“ My position is the only full-time benefited position. My staff are permanent part-time so they receive nothing... just 12% in lieu. They come to work sick, don't get paid for days off or school closures. All of us have very low pay for the work we do, including myself (after 26+ years). Both of my staff are leaving in the fall, as they have both been here several years with no hope of increases in benefits or hours. I will be hiring 2 new staff in the fall but am very concerned that no one will work for the pay we are offering. ”

## 6.0

# Education and Certification

### 6.1 Highest Education

Respondents were asked to report on their highest ECE-related educational attainment. As Table 7 shows, 42% had a two-year diploma or post-Basic certificate. Eighteen percent reported a Bachelor's degree or a post-Bachelor's credential, though it is unlikely that these were specific to ECE.

Respondents with only Supervisory and/or Administrative duties were less likely for their highest education to be a 1-year ECE certificate, and more likely to have a Bachelor's degree. Not surprisingly, those working in a group infant/toddler centre were most likely to have a 2-year diploma/post-Basic certificate (67%) and those working in school-age programs were most likely to have qualifications as a responsible adult (42%). Having a two-year diploma or post-Basic certificate was the most frequent highest education across all age groups. One-year certificates were more likely for those aged 40 and above (20%) than for those under 40 (14.5%), while having a Bachelors degree was less likely for those 40 and above (8%) than for those under 40 (16%). Forty-four percent of those working in non-profit programs had a 2-year diploma or post-Basic certificate, compared to 19% of those working in for-profit programs.

Table 7. Highest Education Related to Early Childhood Education

	Percent
None	0.7
Courses/workshops to qualify as a responsible adult	10.5
One or more college courses towards ECE certificate/diploma	8.1
1 year certificate	16.3
2 year diploma (or Post-Basic certificate)	41.8
Bachelor's degree	11.2
University certificate, diploma, or degree above bachelor	6.9
Other	4.6

“ I feel that child care wages and benefits are lower than many other occupations which require equal or less experience and education. It is hard to earn a wage to keep up with the cost of living in Vancouver in this field. ”

## 6.2 Current Certification

As shown in Table 8, almost three-quarters of respondents (across all program types) reported having their ECE certification, with 36% certified as an infant/toddler educator, and 27% certified as a special needs educator.

Table 8. Current Certification, Overall

Current Certification	Percent
None	3.3
ECE Assistant	12.2
ECE	72.9
IT Educator	36.2
SN Educator	27.3
Responsible Adult	16.5
Other	5.8

Breaking the results down by program type (see Table 9) reveals that over 95% of those working in group 3 to 5 programs have their ECE certification. For those working in group infant/toddler programs, 88% have their IT educator certification, and 42% have their SN educator certification. Two-thirds of those working in school-age programs are certified as Responsible Adults; 16% have their ECE certification.

Table 9. Current Certification by Program Type

Current Certification	Percent				
	Overall	Group I/T	Group 3 to 5	Preschool	School age
None	3.3	0.0	0.0	0.0	11.8
ECE Assistant	12.2	13.1	15.5	13.0	2.4
ECE	72.9	89.7	95.4	93.5	15.7
IT Educator	36.2	87.9	34.0	19.5	7.1
SN Educator	27.3	42.1	34.0	27.3	4.7
Responsible Adult	16.5	0.9	1.0	1.3	66.1
Other	5.8	3.7	3.6	6.5	7.9

In terms of job role (Table 10), there were no large differences, though those working as Supervisors and/or Administrators were somewhat more likely to have their IT and SN educator certifications than those in other job roles.

**Table 10. Current Certification by Job Role**

Current Certification	Percent			
	Overall	Work with Kids Only	Supervise or Admin Only	Both Supervise/Admin and With Kids
None	3.3	2.1	8.3	3.2
ECE Assistant	12.2	15.1	0.0	9.7
ECE	72.9	72.2	69.4	75.8
IT Educator	36.2	36.3	44.4	35.1
SN Educator	27.3	25.7	36.1	29.0
Responsible Adult	16.5	16.2	16.7	16.5
Other	5.8	3.5	11.1	7.7

The greatest differences were by auspice (Table 11), where those working in non-profit programs were more likely to have their ECE certification, and much more likely to be certified as Infant/Toddler or Special Needs educators.

**Table 11. Current Certification by Auspice**

Current Certification	Percent		
	Overall	For Profit	Not For Profit
None	3.3	4.5	3.1
ECE Assistant	12.2	27.3	11.4
ECE	72.9	63.6	73.6
IT Educator	36.2	9.1	38.0
SN Educator	27.3	9.1	28.8
Responsible Adult	16.5	15.9	16.6
Other	5.8	11.4	5.4

## 6.3 Current Enrolment in Formal Educational Program

Thirteen percent of respondents were currently enrolled in a formal education program. All of these were either working only with children or doing supervisory/administrative tasks as well as working with children. At 19%, those working in school age programs were most likely to be currently enrolled, compared to 5% for those working in preschool programs. It is likely that many of those working in school age care are primarily students doing this work on the side, rather than the other way around. Younger respondents were more likely to be currently enrolled in formal education (27% of those under 30, compared to 8% of those 30 and older). There were no differences by auspice.

Of those currently in school, 60% were in a degree program, and 29% in a certificate program. For those taking degrees, they were most often in the fields of ECE, Education, or Child and Youth Care. For those taking certificates, almost all were in ECE.

## 7.0 Other Paid Work

### 7.1 Other Child Care-Related Jobs

In addition to the current primary child care job, 7% of respondents reported that they also work at other child care programs on a regular basis. Subgroups where a second job was most common were: those working in for-profit programs (16%), and those working in preschools (13%). The number of weekly hours worked in this second program ranged from 4 to 40, with a mean of 16.8 and a median of 10. For 70% of those working two child care jobs, the job role was the same across both jobs.

### 7.2 Other (non-ECE) Paid Work

About 20% of the respondents reported having other paid work, other than working in ECE programs. This percentage was highest for those working in school age programs (33%) and those under 30 years old (31%). The types of other work reported was quite diverse, ranging from acting to property management. The most common other types of work were: child care/babysitting, teaching/tutoring, retail sales, and restaurant work. The number of weekly hours in this other paid work ranged from 1 to 40, with a mean of 11.5 and a median of 10.

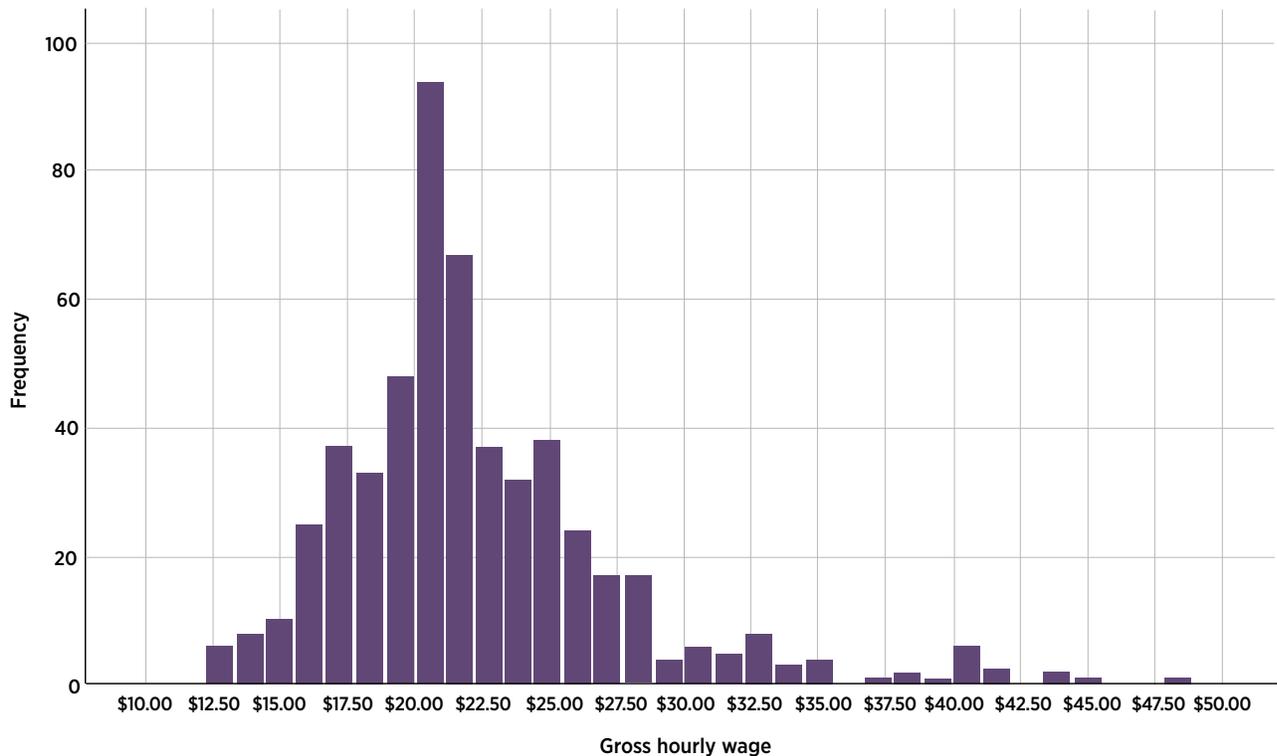
## 8.0

# Wages

Wages will be summarized in two complementary ways — gross hourly wages and gross annual wages.

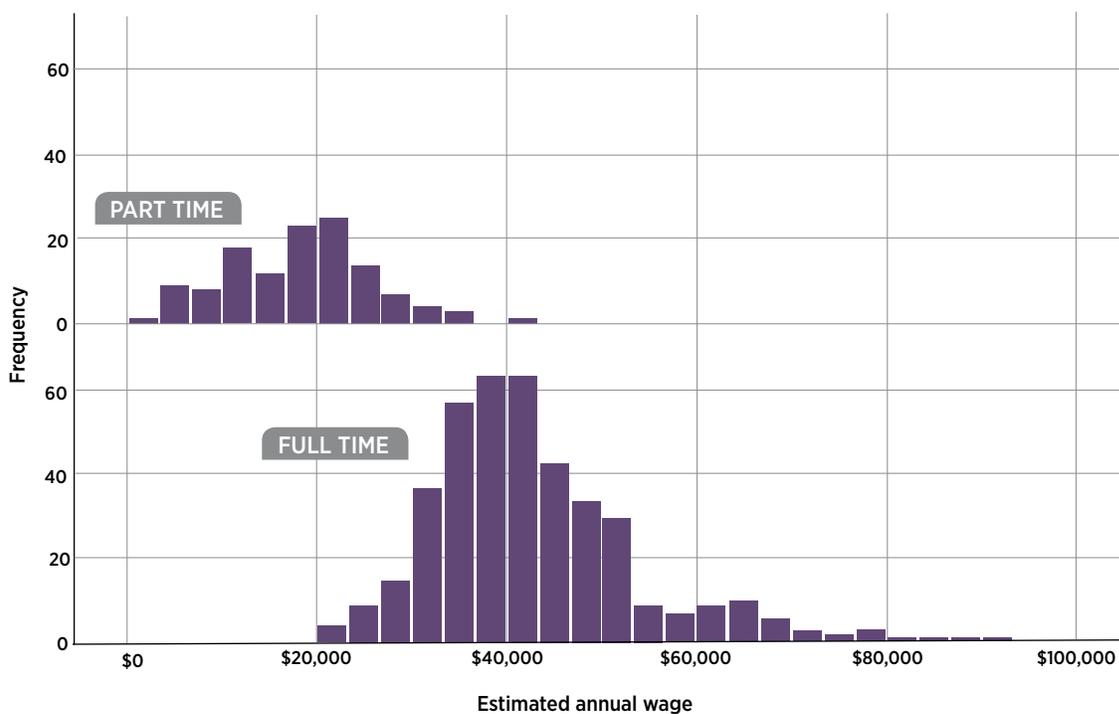
We report on both the mean and median hourly wages, since the results are fairly skewed (see Figure 2 below). Of the 541 respondents who provided valid wage information, 75% reported their hourly wage directly, while for the other 25%, their hourly wage was calculated based on information they provided on their gross pay, pay period, and regular weekly hours. Overall, the median hourly wage was \$21.15, with an inter-quartile range (i.e., 25<sup>th</sup> percentile to 75<sup>th</sup> percentile) of \$19.11 to \$24.70. The mean hourly wage was \$22.56 with a standard deviation of \$6.55. Hourly wages ranged from \$13.00 to \$100.00. Two respondents reported wages over \$50 per hour (\$65/hour and \$100/hour); both seem plausible given the respondents' other information. These two extreme data points are excluded from Figure 2, to simplify the visualization, but are included in all analyses.

Figure 2. Distribution of Hourly Wages Overall



For overall annual wages, we again report both the median and mean, and separate the part-time and full-time wage earners. Figure 3 shows the distribution for each group. For full-time workers, the median annual wage was \$41,175, with an inter-quartile range of \$35,570 to \$48,087. The mean annual wage was \$43,461 with a standard deviation of \$13,459. Annual full-time wages ranged from \$21,930 to \$172,000. As was the case for hourly wages, the two highest annual wages are included in all tables that follow but have been excluded from the histogram (Figure 3) to simplify the visualization. For part-time workers, the median annual wage was \$19,006, with an inter-quartile range of \$12,710 to \$22,796. The mean annual wage was \$18,449 with a standard deviation of \$7,599. Annual part-time wages ranged from \$3,245 to \$40,850.

**Figure 3. Distribution of Annual Wages Overall, by Part-time vs. Full-time Hours**



### 8.1 Wages by Program Type

The median and mean hourly wages were above the \$20 mark for all types of programs (see Table 12a), with relatively little difference between the different types. Those who reported working in multiple programs were much more likely to have supervisory and especially administrative roles, which accounts for their significantly higher wages. Results for those working in multi-age or occasional care programs are not reported, due to the low number of respondents. As Table 12b shows, annual wages were lowest in preschool and school age programs, due to the much larger percent of staff working part-time.

**Table 12a. Hourly Wages by Program Type**

Type of Program	Median	Mean	Lowest	Highest	Number
Group care, infant/toddler	21.91	21.75	13.00	27.81	98
Group care, 3 to 5	21.14	22.06	13.64	40.22	181
Preschool	22.05	23.85	13.88	100.00	70
School age care	20.14	21.16	13.25	45.10	120
Work in multiple programs	25.99	27.11	14.08	65.00	63

**Table 12b. Annual Wages by Program Type**

Type of Program	Median	Mean	Lowest	Highest	Number	Percent Full-Time
Group care, infant/toddler	39,876	39,702	10,140	57,533	97	90.7
Group care, 3 to 5	39,194	39,500	6,002	88,886	180	87.8
Preschool	32,161	34,668	10,320	172,000	70	67.1
School age care	26,690	30,141	3,245	83,200	118	51.7
Work in multiple programs	47,302	48,228	9,030	118,300	63	84.1

## 8.2 Wages by Job Role

In addition to the three categories of job role used for this report, those in the category of working only with children (except those working in school age care or occasional care) can further be subdivided into those with their ECE certification, and those who are certified as assistants. There were only nine assistants in the dataset, so their specific results are not reported. Instead, the results for those who only work with children are reported with the assistants included. Looking at the results in Table 13a, those who only work with children had the lowest hourly wages, at about \$20. Those doing only supervision and/or administration (and not working with children) had the highest wages at \$32 to \$33 per hour. Annual wage differences between job roles are affected both by differences in hourly wages and the greater likelihood of those working with children only to have part-time hours (see Table 13b).

**Table 13a. Hourly Wages by Job Role**

Job Role	Median	Mean	Lowest	Highest	Number
Only work with children	20.00	19.75	13.00	40.00	267
Supervisor and/or Administrator, also regularly works with children	23.94	24.46	13.88	100.00	233
Supervisor and/or Administrator, does not regularly work with children	32.85	32.00	17.00	65.00	34

**Table 13b. Annual Wages by Job Role**

Job Role	Median	Mean	Lowest	Highest	Number	Percent Full-time
Only work with children	34,580	30,898	3,245	62,400	263	67.3
Supervisor and/or Administrator, also regularly works with children	42,882	42,821	8,223	172,000	233	88.4
Supervisor and/or Administrator, does not regularly work with children	62,062	57,055	12,605	118,300	34	79.4

### 8.3 Wages by Auspice

Given the relatively low overall number of responses from the for-profit sector, all trends for that group must be interpreted with caution. As Table 14a shows, the mean hourly wage was essentially the same for respondents from for-profit programs and from those from not-for-profit programs. However, there was a difference of almost \$2 in the median score, indicating that the wages distribution is more skewed for the for-profit respondents. In other words, there is a greater percentage of those working in the for-profit sector that earn lower wages. Differences in annual wages essentially reflect the hourly wage differences (see Table 14b).

**Table 14a. Hourly Wages by Auspice**

Auspice	Median	Mean	Lowest	Highest	Number
For profit	19.62	22.63	14.00	100.00	40
Not for profit	21.50	22.56	13.00	65.00	485

**Table 14b. Annual Wages by Auspice**

Auspice	Median	Mean	Lowest	Highest	Number	Percent Full-time
For profit	36,859	37,926	3,245	172,000	40	80.0
Not for profit	38,384	37,561	4,301	118,300	485	76.5

## 8.4 Wages by Total Capacity of Licensee

Table 15a shows hourly wages by licensee capacity. Hourly wages were highest for licensees with the smallest organizational capacity, mainly represented by standalone facilities. Licensees with the largest organizational capacity had the next highest wages. Table 15b shows that median annual wages were highest in the smallest and largest licensees, but higher for the latter.

**Table 15a. Hourly Wages by Total Capacity of Licensee**

Total Capacity of Licensee	Median	Mean	Lowest	Highest	Number
30 children or less	23.00	23.64	13.00	100.00	103
31 to 85 children	20.11	21.80	14.33	47.95	78
86 to 400 children	20.62	21.80	13.25	41.25	175
More than 400 children	21.91	23.10	13.64	65.00	155

**Table 15b. Annual Wages by Total Capacity of Licensee**

Total Capacity of Licensee	Median	Mean	Lowest	Highest	Number	Percent Full-time
30 children or less	37,894	39,442	6,240	172,000	103	79.6
31 to 85 children	35,714	34,972	5,089	92,055	78	71.8
86 to 400 children	37,265	37,002	3,245	85,800	175	77.7
More than 400 children	39,876	38,831	4,301	118,300	155	78.1

## 8.5 Wages by Highest ECE-Related Education

Highest ECE educational credential has a relatively modest effect on wages (see Table 16a). While there was a \$1.56 increase in median hourly wage associated with achieving a one-year ECE certificate, there was only an 85-cent increase (or less) associated with having a two-year diploma, post-Basic certificate, or a university degree. Table 16b shows that those yet to achieve a one-year ECE certificate not only earn the least per hour, but earn significantly less per year, as only 50% work full-time hours.

**Table 16a. Hourly Wages by Highest ECE-Related Education**

Highest ECE Education	Median	Mean	Lowest	Highest	Number
Less than 1 year ECE certificate	19.58	20.56	13.25	47.95	107
1 year ECE certificate	21.14	21.92	13.00	35.00	88
2 year diploma or post-Basic	21.99	22.91	14.37	65.00	222
Bachelor's degree or higher	21.91	24.54	13.64	100.00	98

**Table 16b. Annual Wages by Highest ECE-Related Education**

Highest ECE Education	Median	Mean	Lowest	Highest	Number	Percent Full-time
Less than 1 year ECE certificate	27,438	29,319	4,301	92,055	106	50.0
1 year ECE certificate	39,000	39,038	10,140	69,243	87	86.2
2 year diploma or post-Basic	40,190	39,992	8,223	118,300	222	86.5
Bachelor's degree or higher	38,872	40,378	3,245	172,000	96	76.0

## 8.6 Wages by Years of Experience in the ECE Field

As Tables 17a and 17b show, increasing years of experience in the ECE field, in contrast to increasing ECE educational attainment, is associated with a steady (though still modest) improvement in both hourly and annual wages. With more experience, hourly wages improve, as does the likelihood of working full-time hours.

**Table 17a. Hourly Wages by Years of Experience in the ECE Field**

Years of Experience in ECE Field	Median	Mean	Lowest	Highest	Number
Under five years	19.00	19.08	13.25	40.00	153
Five to nine years	20.91	21.61	14.50	100.00	121
10 to 19 years	22.38	22.92	13.00	38.00	134
20 years or more	25.00	27.11	16.25	65.00	127

**Table 17b. Annual Wages by Years of Experience in the ECE Field**

Years of Experience in ECE Field	Median	Mean	Lowest	Highest	Number	Percent Full-time
Under five years	30,282	27,965	3,245	67,600	152	59.9
Five to nine years	36,163	36,031	10,320	172,000	120	79.2
10 to 19 years	41,126	40,369	8,223	67,340	132	83.3
20 years or more	44,608	47,509	11,726	118,300	127	87.4

## 8.7 Wages by Job Role, Comparing Auspices

Again, keeping in mind the low for-profit numbers (and the need to be very cautious), there were some clear wage trends when looking at job roles broken down by auspice. (We only show the job role/auspice combinations with at least 10 respondents.) The hourly and annual results, seen in Tables 18a and 18b, suggest that wages were lower in the for-profit sector for those whose jobs are only working with children directly. For those who also have supervisory and/or administrative roles, the median wage was lower for respondents in for-profit programs, but the mean wage was higher. Those working in this role in for-profit programs were twice as likely as those in non-profit programs to earn \$30 per hour or more.

**Table 18a. Hourly Wages by Job Role, by Auspice**

Job Role	Auspice	Median	Mean	Lowest	Highest	Number
Only work with children	For profit	18.00	17.98	14.00	25.00	18
	Nonprofit	20.00	19.93	13.00	40.00	239
Supervisor and/or Administrator, also works with children	For profit	22.22	27.65	17.00	100.00	18
	Nonprofit	23.97	24.25	13.88	45.10	211

**Table 18b. Annual Wages by Job Role, by Auspice**

Job Role	Auspice	Median	Mean	Lowest	Highest	Number	Percent Full-time
Only work with children	For profit	31,313	27,057	3,245	39,480	18	72.2
	Nonprofit	34,766	31,212	4,301	62,400	239	66.9
Supervisor and/or Administrator, also works with children	For profit	42,803	49,378	18,060	172,000	18	94.4
	Nonprofit	43,100	42,410	8,223	88,886	211	88.2

## 8.8 Wages by Type of Program, Comparing Auspices

There are only two program types for which there were 10 or more respondents from for-profit programs – group 3 to 5 and preschool. As such, Tables 19a and 19b shows only two program types with a breakdown of wages by auspice. It is also difficult to make clear-cut comparisons in this way, as there may be a different mix of job roles for each type of auspice; it is not helpful doing a further breakdown by job role, as the number of for-profit respondents in each category would be well under 10, too small for reasonable comparisons. Given these caveats, we see that for those working in group care 3 to 5 programs, the wages are higher in the non-profit sector. For those working in preschools, the median hourly wage is the same for both auspice types, but the mean hourly wage is higher for the for-profit sector. However, if the one for-profit respondent reporting an hourly wage of \$100.00 is removed, then the mean wage becomes \$22.74, essentially the same as for those in non-profit programs. It is interesting that for those working in preschool programs, those in the for-profit sector were much more likely to work full-time, resulting in a higher annual wage.

**Table 19a. Hourly Wages by Program Type, by Auspice**

Program Type	Auspice	Median	Mean	Lowest	Highest	Number
Group care, 3 to 5	For profit	19.23	21.60	17.00	35.00	13
	Nonprofit	21.33	22.17	13.64	40.22	163
Preschool	For profit	22.00	28.69	16.00	100.00	13
	Nonprofit	22.15	22.82	13.88	41.53	107

**Table 19b. Annual Wages by Program Type, by Auspice**

Program Type	Auspice	Median	Mean	Lowest	Highest	Number	Percent Full-time
Group care, 3 to 5	For profit	37,499	38,291	19,500	60,200	13	84.6
	Nonprofit	39,520	39,612	6,002	88,886	163	87.7
Preschool	For profit	43,680	48,726	13,056	172,000	13	84.6
	Nonprofit	31,833	31,736	10,320	68,640	56	64.3

## 8.9 Wages by Type of Program, Comparing Job Roles

When examining hourly wages by both program type and job role, not all categories of each can be reported, due to low numbers. These are multi-age and occasional care programs (for which there are under 10 respondents even before doing a job role breakdown), and the job role consisting of those who are Supervisors and/or Administrators and do not work with children.

Table 20a below shows that hourly wages for those working with children only are similar for all program types, except for school age care, where the wage is about \$3 less per hour. It is also clear from the table that those working as Supervisors and/or Administrators (but not with children) earn \$3 to \$5 more than those who only work with children. By far the lowest annual wages are for those working only with children in school age programs; this reflects both their lower median hourly wage, and that only 16% work full-time hours. (see Table 20b).

**Table 20a. Hourly Wages by Program Type, by Job Role**

Program Type	Job Role	Median	Mean	Lowest	Highest	Number
Group care, infant/toddler	Kids only*	21.01	20.77	13.00	25.66	67
	Kids plus+	24.55	23.90	17.00	27.81	29
Group care, 3 to 5	Kids only*	20.00	20.20	13.64	28.84	100
	Kids plus+	24.00	24.36	15.34	40.22	74
Preschool	Kids only*	20.00	21.00	16.11	38.00	27
	Kids plus+	23.88	25.95	13.88	100.00	40
Before and/or after school care	Kids only*	17.00	17.36	13.25	40.00	52
	Kids plus+	21.55	22.66	10.96	45.10	59
Work in multiple programs	Kids only*	20.00	18.94	15.00	22.85	13
	Kids plus+	26.48	26.52	14.08	41.25	30

\*Work only with children

+Work as Supervisor and/or Administrator, but also with children

**Table 20b. Annual Wages by Program Type, by Job Role**

Program Type	Job Role	Median	Mean	Lowest	Highest	Number	Percent Full-time
Group care, infant/toddler	Kids only*	39,074	37,376	10,140	50,037	66	89.4
	Kids plus+	46,722	45,047	21,425	57,533	29	96.6
Group care, 3 to 5	Kids only*	35,901	34,917	6,002	54,600	99	84.8
	Kids plus+	44,881	45,967	26,255	88,886	74	94.6
Preschool	Kids only*	27,708	27,558	10,320	46,800	27	55.6
	Kids plus+	38,060	40,064	12,384	172,000	40	77.5
School age care	Kids only*	18,404	18,298	3,245	62,400	51	15.7
	Kids plus+	33,932	36,850	8,223	83,200	58	81.0
Work in multiple programs	Kids only*	28,283	27,157	9,030	39,302	13	53.8
	Kids plus+	47,993	49,078	13,104	85,800	30	96.7

\*Work only with children

+Work as Supervisor and/or Administrator, but also with children

## 8.10 Wages for Those Receiving City of Vancouver Enhancement Grants

Nineteen percent of respondents (N=118) worked in programs that receive financial support from the City of Vancouver in the form of Enhancement Grants. Overall, their median hourly wage was \$21.55, slightly higher than those in non-profit programs not receiving this funding (\$21.33). The mean hourly wage showed the opposite trend (\$21.98 for grant recipients vs. \$22.71 for non-recipients). These seemingly contradictory trends are due to the greater number of respondents in the non-recipient category whose hourly wages were relatively high.

As Table 21a shows below, there are different trends by program type. Grant recipients working in group infant/toddler programs earned about 60 cents per hour less than non-recipients. In group 3 to 5 programs, however, median hourly wage was slightly higher for grant recipients while mean hourly wage is higher for non-recipients. For those in school age programs, grant recipients' median and mean wages were higher than for their non-recipient counterparts. Table 21b shows the same trends for annual wages. There were too few grant recipients in preschool programs to allow any comparisons.

**Table 21a. Hourly Wages by Program Type, by Recipient of CoV Enhancement Grant or Not**

Type of Program	Grant Status	Median	Mean	Lowest	Highest	Number
Group care, infant/toddler	No grant	21.91	22.08	13.00	27.81	71
	Grant	21.33	21.25	16.25	27.66	22
Group care, 3 to 5	No grant	21.29	22.31	13.64	40.22	118
	Grant	21.56	21.80	15.90	28.80	45
Before and/or after school care	No grant	19.58	20.73	13.25	45.10	78
	Grant	21.55	22.32	15.90	37.00	29

**Table 21b. Annual Wages by Program Type, by Recipient of CoV Enhancement Grant or Not**

Type of Program	Grant Status	Median	Mean	Lowest	Highest	Number	Percent Full-time
Group care, infant/toddler	No grant	40,768	41,026	10,140	54,093	71	94.4
	Grant	39,512	36,584	21,425	57,533	22	77.3
Group care, 3 to 5	No grant	39,440	40,089	6,002	88,886	118	88.1
	Grant	39,731	38,361	12,402	52,416	45	86.7
School age care	No grant	25,800	29,529	5,089	83,200	78	52.6
	Grant	30,958	30,988	7,521	67,340	29	44.8

There were also differences based on job roles, as shown in Tables 22a and 22b. For respondents who only work with children, grant recipients had a slightly higher hourly wage, while for those who have administrative and/or supervisory responsibilities in addition to working with children, the grant recipients earned a little less. There were too few grant recipients working only in an administrative and/or supervisor role to allow comparisons.

**Table 22a. Hourly Wages by Job Role, by Recipient of CoV Enhancement Grant or Not**

Job Role	Grant Status	Median	Mean	Lowest	Highest	Number
Only work with children	No grant	20.00	19.85	13.00	40.00	188
	Grant	20.50	20.26	15.90	28.00	51
Administrator/Supervisor, works with children	No grant	24.29	24.47	13.88	45.10	163
	Grant	23.71	23.50	19.00	30.50	48

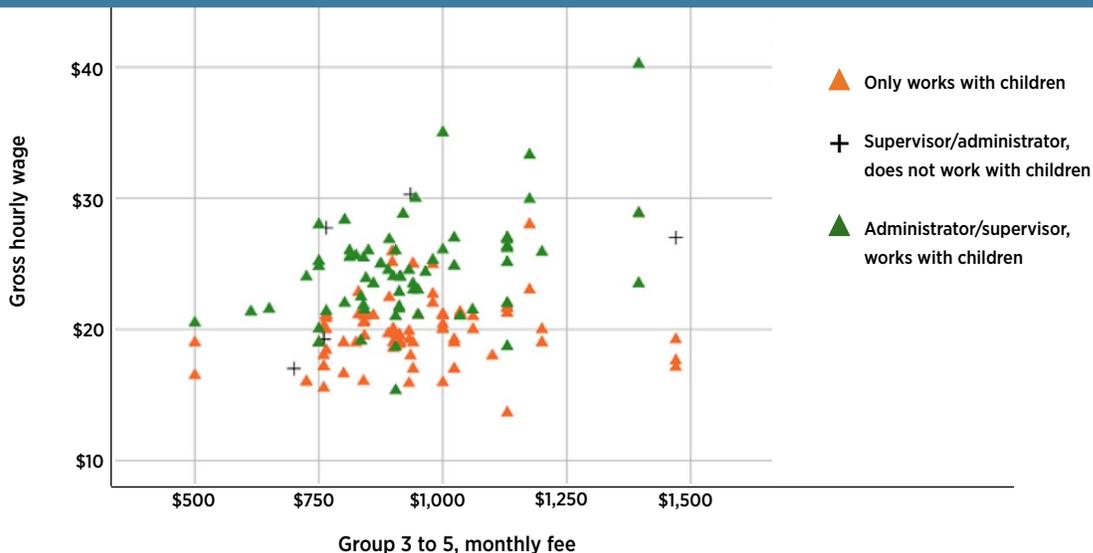
Table 22b. Annual Wages by Job Role, by Recipient of CoV Enhancement Grant or Not

Job Role	Grant Status	Median	Mean	Lowest	Highest	Number	Percent Full-time
Only work with children	No grant	35,115	31,078	4,301	62,400	188	67.6
	Grant	33,800	31,707	7,521	46,722	51	64.7
Administrator/ Supervisor, works with children	No grant	43,134	43,222	11,726	88,886	163	89.6
	Grant	41,694	39,651	8,223	57,533	48	83.3

### 8.11 Wages Relative to Program Fees

A preliminary analysis of the association of wages and program fees was conducted, but only for those working in group 3 to 5 programs. These are the only type of child care program for which a single full-time fee can be assigned. For other program types, fees can depend either on the child’s age or the number of sessions attended. Fee information was obtained from the WCCRC database, as is based on their 2017 fee survey. Most, but not all, Vancouver programs responded to that fee survey. Of the 202 respondents who reporting working in group 3 to 5 programs, both wage and program fee information were available for 163 respondents. Figure 4 shows the scatterplot for these respondents, colour-coded by their job role. Overall, there was a modest correlation of .28 between fees and wages. However, this differed strongly by job role. For those only working with children, the correlation was even more modest, at .21, while for those with supervisory/administrative roles in addition to working with children, there was a much stronger relationship, with a correlation of .45. There were only five respondents with supervisory/administrative roles only, too few to report the correlation for that subgroup. This pattern suggests that program fees play a more important role in staff wages for those who have supervisory or administrative responsibilities compared to those who work solely with children.

Figure 4. Scatterplot of Hourly Wage vs. Monthly Fee, Group 3 to 5 Programs



## 9.0

# Benefits

Given the many different benefits that an employer may offer to employees, two checklists were created in the survey. The first focused mainly on financial benefits, while the second checklist of benefits was mainly focused on compensation for regular work tasks and for ongoing professional development.

### 9.1 First Benefits Checklist

Overall, as shown in Table 23, only paid sick days and extended medical coverage were offered to the majority of respondents. The next tier of offered benefits includes life/disability insurance, paid personal leave, and pension plan contributions, each offered to between 35% and 40% of respondents. One in five respondents was offered an employer's RRSP contribution, while leave top-ups were rare.

#### 9.1.1 Benefits (First List) by Program Type

When broken down by program type (see Table 23), some differences are apparent. Staff at group infant/toddler centres were more likely than others to have these benefits. Those in part-day programs (preschool and school age) were less likely than their full-day counterparts to have extended medical, life/disability insurance, RRSP contributions, and leave top-ups. Staff in preschool programs were worst-off on pension plan contributions, and those in school age care were most likely to report not having any of these benefits as well to not be sure about their benefits.

Table 23. Percent Offered Benefits (First List) by Program Type

Benefits (First List)	Percent Offered				
	Overall	Group I/T	Group 3 to 5	Preschool	School age
Paid sick days	84.2	93.8	86.0	87.3	69.4
Extended medical	69.6	82.3	74.9	57.7	52.9
Life or disability insurance	40.4	50.0	43.6	26.8	27.3
Paid personal leave days	38.0	42.7	34.6	38.0	35.5
Pension plan contribution	36.0	44.8	38.5	16.9	33.9
RRSP contribution	20.0	27.1	24.6	12.7	14.0
Top up of EI maternity leave benefits	7.1	9.4	8.4	2.8	5.0
Top up of EI parental leave benefits	3.7	4.2	4.5	1.4	3.3
None of the above	6.9	1.0	7.8	5.6	13.2
Not sure	14.5	12.5	10.1	11.3	22.5

### 9.1.2 Benefits (First List) by Job Role

As Table 24 shows, a job role working only with children was associated with a smaller likelihood of being offered most of these benefits, and the greater likelihood of either reporting having none of these benefits or not being sure. Those doing supervisory and/or administrative roles only were a little more likely than supervisors/administrators who also work with children to be offered extended medical, life/disability insurance, pension plan contribution, and leave top-ups.

Table 24. Percent Offered Benefits (First List) by Job Role

Benefits (First List)	Percent Offered			
	Overall	Work with Kids Only	Supervise or Admin Only	Both Supervise/Admin and With Kids
Paid sick days	84.2	75.7	93.8	92.7
Extended medical	69.6	61.0	84.4	78.0
Life or disability insurance	40.4	32.6	56.3	47.4
Paid personal leave days	38.0	32.6	43.8	43.1
Pension plan contribution	36.0	29.2	50.0	41.8
RRSP contribution	20.0	16.9	15.6	24.6
Top up of EI maternity leave benefits	7.1	9.0	15.6	3.9
Top up of EI parental leave benefits	3.7	3.7	15.6	2.2
None of the above	6.9	11.2	3.1	2.2
Not sure	14.5	20.5	0.0	9.9

### 9.1.3 Benefits (First List) by Auspice

Table 25 shows trends by auspice. Those working in for-profit programs were much less likely than those in non-profit programs to receive any of these benefits. The greatest gaps were pension plan contribution (33 percentage point difference), paid sick days (32 percentage points), and RRSP contribution (19 percentage points). Put another way, those working in non-profit programs were eight times more likely to have an RRSP contribution benefit, and seven times more likely to have a pension plan contribution.

**Table 25. Percent Offered Benefits (First List) by Auspice**

Benefits (First List)	Percent Offered		
	Overall	For Profit	Not For Profit
Paid sick days	84.2	55.3	87.2
Extended medical	69.6	55.3	71.6
Life or disability insurance	40.4	18.4	42.7
Paid personal leave days	38.0	31.6	39.3
Pension plan contribution	36.0	5.3	38.3
RRSP contribution	20.0	2.6	21.5
Top up of EI maternity leave benefits	7.1	0.0	7.9
Top up of EI parental leave benefits	3.7	0.0	4.1
None of the above	6.9	21.1	5.0
Not sure	14.5	18.4	14.3

**9.1.4 Benefits (First List) by Total Capacity of Licensee**

Across the four categories of licensee’s total capacity, paid sick days was the only benefit offered relatively equally (see Table 26). Those working for larger licensees were more likely to be offered extended medical, and pension plan contribution. The percentage with life/disability insurance was better for those in the largest organizations. RRSP contributions and paid personal leave days were most common in the smallest category.

**Table 26. Percent Offered Benefits (First List) by Total Capacity of Licensee**

Benefits (First List)	Percent Offered				
	Overall	Up to 30 children	31-85 children	86-400 children	Over 400 children
Paid sick days	84.2	88.0	76.6	84.0	88.2
Extended medical	69.6	58.0	50.6	79.4	77.8
Life or disability insurance	40.4	31.0	39.0	36.6	51.6
Paid personal leave days	38.0	46.0	29.9	33.1	43.8
Pension plan contribution	36.0	10.0	22.1	37.7	56.9
RRSP contribution	20.0	32.0	14.3	14.9	21.6
Top up of EI maternity leave benefits	7.1	8.0	1.3	6.9	10.5

Top up of EI parental leave benefits	3.7	4.0	1.3	3.4	5.2
None of the above	6.9	5.0	11.7	6.3	3.9
Not sure	14.5	9.0	11.7	17.7	15.0

## 9.2 Second Benefits Checklist

Overall, as shown in Table 27, a majority of respondents reported having paid staff meetings, and financial assistance for attending ECE-related workshops, conferences, and First Aid certification. Almost half reported compensation for overtime (paid or time in lieu), and paid release time for professional development. Paid breaks or documentation time, financial assistance for education, and reduced child care fees were least likely to be offered.

### 9.2.1 Benefits (Second List) by Program Type

Table 27 shows that those working in group infant/toddler programs reported the highest percentage across program types, for nine of the 11 benefits on this list, often significantly higher than other program types. For example, 71% reported having time off in lieu of overtime; other program types ranged from 27% to 49%. Those working in preschool programs were higher on the other two benefits, paid programming/prep time and financial assistance for education. Those working in school age programs were by far the most likely to not be sure about whether they are offered the benefits on this second list.

**Table 27. Percent Offered Benefits (Second List) by Program Type**

Benefits (Second List)	Percent Offered				
	Overall	Group I/T	Group 3 to 5	Preschool	School age
Paid staff meetings	65.4	82.3	61.0	45.7	67.2
Financial assistance for ECE workshops, conferences	59.6	72.9	63.3	58.6	37.7
Financial assistance for First Aid certification	58.8	71.9	64.4	50.0	41.8
Time off in lieu of overtime	47.1	70.8	49.2	27.1	34.4
Paid release time for training, workshops, conferences	46.0	60.4	47.5	37.1	38.5
Paid overtime	41.9	64.6	54.8	27.1	19.7
Paid programming and prep time	39.1	40.6	35.6	51.4	41.8

Paid breaks	31.7	51.0	35.6	27.1	13.1
Financial assistance for courses or post-basic training	26.6	28.1	20.3	30.0	25.4
Paid documentation time	21.2	32.3	16.9	18.6	21.3
Reduced child care fees	12.3	21.9	8.5	11.4	9.8
None of the above	1.9	0.0	2.3	4.3	2.5
Not sure	9.3	5.2	6.8	7.1	17.2

### 9.2.2 Benefits (Second List) by Job Role

This list of benefits can be divided into those which were more likely to be offered to those with supervisory or administrative responsibilities, and those that were more likely to be offered to staff working directly with children (see Table 28 below). Those with supervisory/administrative responsibilities were more likely to be offered: paid staff meetings, financial assistance (for ECE events, First Aid certification, and education), time off in lieu of overtime, paid release time, and reduced child care fees. Those working with children are more likely to have paid overtime and breaks. Staff with child responsibilities only were also most likely to not be sure about what their employer offers.

**Table 28. Percent Offered Benefits (Second List) by Job Role**

Benefits (Second List)	Percent Offered			
	Overall	Work with Kids Only	Supervise or Admin Only	Both Supervise/Admin and With Kids
Paid staff meetings	65.4	60.2	71.9	70.6
Financial assistance for ECE workshops, conferences	59.6	47.7	84.4	70.1
Financial assistance for First Aid certification	58.8	48.1	71.9	69.3
Time off in lieu of overtime	47.1	42.1	59.4	52.4
Paid release time for training, workshops, conferences	46.0	41.0	59.4	49.8
Paid overtime	41.9	42.1	25.0	44.2
Paid programming and prep time	39.1	35.3	15.6	45.9

Paid breaks	31.7	35.0	25.0	29.0
Financial assistance for courses or post-basic training	26.6	16.2	40.6	37.7
Paid documentation time	21.2	20.7	15.6	23.4
Reduced child care fees	12.3	8.6	21.9	15.6
None of the above	1.9	2.6	0.0	1.3
Not sure	9.3	14.3	3.1	4.8

### 9.2.3 Benefits (Second List) by Auspice

Table 29 shows that those working in non-profit programs were more likely than those in for-profit programs to report having these benefits, for nine of the 11 on the list. The difference was most pronounced for financial assistance for ECE workshops and conferences, and paid overtime. Staff in for-profit programs were more likely than those in non-profit programs to be offered reduced child care fees.

**Table 29. Percent Offered Benefits (Second List) by Auspice**

Benefits (Second List)	Percent Offered		
	Overall	For Profit	Not For Profit
Paid staff meetings	65.4	55.3	66.4
Financial assistance for ECE workshops, conferences	59.6	23.7	62.4
Financial assistance for First Aid certification	58.8	50.0	60.4
Time off in lieu of overtime	47.1	36.8	48.3
Paid release time for training, workshops, conferences	46.0	28.9	47.9
Paid overtime	41.9	15.8	44.2
Paid programming and prep time	39.1	42.1	39.8
Paid breaks	31.7	26.3	32.0
Financial assistance for courses or post-basic training	26.6	21.1	27.4
Paid documentation time	21.2	18.4	22.2
Reduced child care fees	12.3	34.2	10.6
None of the above	1.9	7.9	1.0
Not sure	9.3	2.6	10.0

## 9.2.4 Benefits (Second List) by Total Capacity of Licensee

Table 30 shows these benefits for the four categories of licensee capacity. Staff in the largest licensees (total capacity over 400 spaces) were the most likely to be offered paid staff meetings, paid overtime or time off in lieu, paid documentation time, and reduced child care fees. Those working for the smallest licensees (total capacity 30 spaces or fewer) were relatively well-served for financial assistance or paid release time for ECE-related events, and for financial assistance for education.

**Table 30. Percent Offered Benefits (Second List) by Total Capacity of Licensee**

Benefits (Second List)	Percent Offered				
	Overall	Up to 30 children	31-85 children	86-400 children	Over 400 children
Paid staff meetings	65.4	52.0	55.8	62.4	80.5
Financial assistance for ECE workshops, conferences	59.6	65.0	51.9	59.0	60.4
Financial assistance for First Aid certification	58.8	61.0	49.4	65.3	57.1
Time off in lieu of overtime	47.1	39.0	44.2	41.0	63.0
Paid release time for training, workshops, conferences	46.0	51.0	44.2	40.5	52.6
Paid overtime	41.9	42.0	28.6	38.2	52.6
Paid programming and prep time	39.1	45.0	29.9	42.8	38.3
Paid breaks	31.7	31.0	32.5	31.2	29.9
Financial assistance for courses or post-basic training	26.6	31.0	28.6	24.9	24.7
Paid documentation time	21.2	19.0	16.9	16.2	33.1
Reduced child care fees	12.3	6.0	10.4	7.5	22.7
None of the above	1.9	5.0	2.6	0.6	0.0
Not sure	9.3	2.0	11.7	9.8	11.7

“

Paid time off and paid sick leave should be a requirement as the job is very hands on in a state of constant alertness and engagement and can become draining without a break.

”

### 9.3 Paid Vacation

Overall, 16.5% of respondents reported that they receive pay in lieu of vacation. For those staff who reported receiving vacation days, the median yearly number was 20 days (equivalent to four weeks), and the mean was 19.8 days.

The median and mean yearly vacation days was calculated for each category of program type, job role, auspice, and total capacity of licensee. The overall median of 20 days held for most subgroups, with only those working in supervisory/administration roles having a higher median at 22.5 days. Three subgroups had medians of 15 days: those in school age programs, those working with children only, and those working for licensees with capacity over 400 children. Staff in for-profit programs had a median of 14 days, and also the lowest mean at 15.4 days.

The subgroups with the greatest likelihood of reporting that they receive pay in lieu of vacation were: those working with children only (41.5%), those working in preschools (33.9%), those working for licensees with capacity 31 to 85 children (32.8%), those working in for-profit programs (30.3%).

## 10.0 Working Conditions

Respondents were shown a list of seven aspects of working conditions and asked to check which ones were provided to them (see Table 31). For all seven aspects, more than half of the respondents reported being provided with that aspect. Written employment contracts/letters, having a manual for operating policies/procedures, having a written job description were the most commonplace; having regular written job performance appraisals was the lowest at 55% of respondents.

### 10.1 Working Conditions by Program Type

As was the case for many benefits, staff working in group infant/toddler programs were the most likely to be provided with the various types of working conditions relative to staff in other program types (see Table 31). Their working condition advantage was particularly large for having a human resources policies and procedures manual. Written employment contracts/letters were fairly standard across program types, a little less so for school age programs. Those working in preschools were least likely to have an on-site staff room or staff washroom.

Table 31. Working Conditions by Program Type

Working Conditions	Percent Provided				
	Overall	Group I/T	Group 3 to 5	Preschool	School age
Written job contract/letter of employment	85.8	90.5	85.3	91.4	76.0
Operating policies and procedures manual	84.5	90.5	84.7	80.0	79.3
Written job description	79.8	84.2	79.1	75.7	76.0
Separate staff washroom	66.9	80.0	66.7	50.0	60.3
Human resources policies and procedures manual	59.1	72.6	54.8	38.6	57.0
On-site staff room	56.3	77.9	62.7	27.1	40.5
Regular written job performance appraisal	54.8	60.0	51.4	44.3	54.5
None of the above	0.7	0.0	1.7	0.0	0.0
Not sure	6.4	7.4	4.5	4.3	10.7

## 10.2 Working Conditions by Job Role

As Table 32 shows, for essentially all of the different working conditions, the percentages are highest for those doing supervisory/administrative work only, followed by those who do both supervisory/administrative work and work directly with children, with those whose role is only to work with children having the lowest percentages. These differences, though consistent, were moderate.

**Table 32. Working Conditions by Job Role**

Working Conditions	Percent Provided			
	Overall	Work with Kids Only	Supervise or Admin Only	Both Supervise/Admin and With Kids
Written job contract/letter of employment	85.8	81.4	96.9	89.2
Operating policies and procedures manual	84.5	77.3	96.9	90.5
Written job description	79.8	74.2	96.9	83.1
Separate staff washroom	66.9	64.4	78.1	68.4
Human resources policies and procedures manual	59.1	53.4	68.8	64.1
On-site staff room	56.3	58.7	68.8	51.9
Regular written job performance appraisal	54.8	50.8	68.8	58.0
None of the above	0.7	0.8	3.1	0.4
Not sure	6.4	11.7	0.0	1.3

### 10.3 Working Conditions by Auspice

Working conditions were very similar for staff in for-profit and non-profit programs, with those in the former more likely to have an on-site staff room, and the latter more likely to have written job descriptions (see Table 33).

Working Conditions	Percent Provided		
	Overall	For Profit	Not For Profit
Written job contract/letter of employment	85.8	86.5	85.7
Operating policies and procedures manual	84.5	83.8	84.4
Written job description	79.8	73.0	80.2
Separate staff washroom	66.9	67.6	66.3
Human resources policies and procedures manual	59.1	54.1	59.3
On-site staff room	56.3	67.6	55.7
Regular written job performance appraisal	54.8	54.1	54.7
None of the above	0.7	2.7	0.4
Not sure	6.4	2.7	6.7

“ Wages for educators are too low resulting in early career burnout, low staff retention, low growth of workers entering the field, and overworked educators. ”

## 10.4 Working Conditions by Total Capacity of Licensee

Licensees with greater total capacity (highest two categories) were more likely to provide staff with a regular written job performance appraisal, an on-site staff room, and a separate staff washroom (see Table 34). For those in the smallest category, staff were least likely to have a written job description, but were often more likely than those in the 31 to 85 child category to have a particular work condition provided.

Table 34. Working Conditions by Total Capacity of Licensee

Working Conditions	Percent Provided				
	Overall	Up to 30 children	31-85 children	86-400 children	Over 400 children
Written job contract/ letter of employment	85.8	82.0	82.9	86.7	88.2
Operating policies and procedures manual	84.5	85.0	77.6	85.0	86.9
Written job description	79.8	63.0	78.9	80.3	88.2
Separate staff washroom	66.9	62.0	43.4	68.2	77.8
Human resources policies and procedures manual	59.1	53.0	30.3	59.0	74.5
On-site staff room	56.3	48.0	42.1	59.0	64.7
Regular written job performance appraisal	54.8	37.0	30.3	57.8	71.9
None of the above	0.7	1.0	2.6	0.0	0.0
Not sure	6.4	5.0	5.3	5.2	8.5



Working as a supervisor in a day care in Vancouver has been very rewarding and also very serious. Holding the responsibility for all the children's safety and wellbeing, the families increasing needs, staff management and wellbeing as well as licensing requirements is a monumental task and getting more challenging every year. I have been told by my very capable staff that they will not take my job when I retire. The huge responsibility does not match the pay cheque.



## 11.0

# Professional Development

### 11.1 Professional Development or Skills Training in the Past Year

Overall, 92% of respondents reported participating in professional development or skills training activities in the past year. Only those working in school age programs (77%) and those under 30 years old (80%) had a much lower rate of participation.

Table 35 shows that the respondents' employer was the most common provider of professional development (71%), followed by Westcoast Child Care Resource Centre (40%). The large number of "other" responses reflects the many different sources available to those working in child care programs. The most common "other" responses were: Vancouver Public Library, Frog Hollow Neighbourhood House, and Child Care Resource and Referral Programs.

Table 35. Providers of Professional Development

	Percent
Employer	71.1
Westcoast Child Care Resource Centre	39.8
ECEBC	17.8
Post-secondary institution	17.6
BC Centre for Ability	7.6
Other	21.7

“ We need focused, intentional, reliable time for program planning and documentation. We need wages that match the caliber of educator needed in programs. I would upgrade credentials if I had significant cost and time help. Our professional development is not enough to make an impact on these programs. My wage is too low to save enough to live on for the duration as well. ”

## 11.2 Reasons for Participating in Professional Development

Table 36 shows the reasons for participating in professional development or skills training in the past year. The two most cited reasons were to keep current professionally (70%) and for personal interest (66%). Career advancement was the option checked least often (22%), though this percentage was higher for those working in for-profit programs (31%). Another auspice-related difference was for the reason relating to collecting sufficient hours to maintain the current licence; it was checked by 49% of those in non-profit programs vs. 38% of those in for-profit programs. This reason was highest for those working in preschool programs (79%) and lowest for those in school age programs (10%).

Table 36. Reasons for Participating in Professional Development

	Percent
To keep current professionally	69.5
Personal interest	65.6
Required hours to maintain my licence	48.6
Required by my employer	41.4
For career advancement or promotion	21.5
Other	3.9

## 11.3 Reasons for Not Participating in Professional Development

The relatively few respondents reporting no professional development in the past year were asked to rank the top three reasons for this lack of participation. The top reasons were lack of time in general, followed by cost, and conflicts with family time.

“ Incentives for higher degrees would (also) be well-received. Shortage of subs makes it challenging when staff are away sick or on holidays. ”

## 12.0

# Respondents' Final Comments

Of the 627 people who participated in the survey, 276 (44%) left a final open-ended comment on wages, benefits, and working conditions for those working in centre-based programs in the City of Vancouver. These comments were coded into 17 categories (plus an “other” category), based on an analysis of the content of the verbatim responses. No categorical distinction was made between comments relating to the individual respondent (e.g., my wages are too low) and comments about the ECE field generally (e.g., ECE wages are too low). The number and percentage for each category is shown in Table 37 below. Over 70% of the comments mentioned the low wages, in keeping with a main focus of the survey. The next two categories, dissatisfaction with benefits/working conditions and the high cost of living in Vancouver, were mentioned in more than 20% of comments. Altogether, there were seven categories that were reflected in at least 10% of comments.

**Table 37. Final Comments After Coding**

Category	Number	Percent
Wages too low	196	71.0
Inadequacy of benefits or working conditions	78	28.3
Cost of living in Vancouver	60	21.7
Demands/responsibilities of the job	45	16.3
Retention issues	39	14.1
Lack of societal respect for ECE	33	12.0
Positive comment about own program or field	29	10.5
Inadequacy of wage increases	27	9.8
Recruitment issues	24	8.7
Need for government investment in ECE	23	8.3
Burnout issues	13	4.7
Need for more full-time employment	11	4.0
Shortage of substitute and casual staff	7	2.5
Need for stricter regulations, monitoring	5	1.8
Auspice- or union-related comments	5	1.8
Wages and benefits should be standardized	5	1.8
Cost of education, training, prof. development	4	1.4
Other	23	8.3

There were some striking differences in these percentages when broken down by job role, age, and program type. The largest subgroups trends were:

- None of the respondents working as supervisors/administrators and not with children mentioned benefits or working conditions, vs. 28% to 30% in the other two job roles
- Those working as supervisors/administrators and not with children were most likely to mention job demands/responsibilities (36%), as well as recruitment issues (21%)
- Those working with children only were least likely (4%) to mention the need for more government investment in ECE
- Mentions of government investment increased with age of respondent, from 4% for those under 30 to 13% for those aged 50 and older
- Comments about the need for full-time employment were almost entirely made by those working in before/after school care programs
- Those in non-profit programs were more likely to comment about benefits/working conditions (30% vs. 18% in for-profit), and less likely to comment on recruitment issues (8% vs. 29% in for-profit).

“

There are significant cost pressures to support the child care providers at the large non profit where I work. The centre carries a large deficit to maintain the wages and benefits. My hope is that in the future these costs are recognized for all ECEs and there will be significant government investment to bring these benefits to caregivers and relieve the burden on the non profit sector.

”

## Key Findings and Conclusions

### Many staff earn salaries below the Vancouver Living Wage

Many respondents commented about the financial stresses, both personal and generally for those in the ECE field, that are experienced by child care staff working in Vancouver, especially for those living in Vancouver. The best available benchmark against which the wage results of this survey can

**Many respondents commented about the financial stresses, both personal and generally for those in the ECE field, that are experienced by child care staff working in Vancouver, especially for those living in Vancouver.**

be compared is the Living Wage for Vancouver, as reported annually by the Canadian Centre for Policy Alternatives. For a family of four with two young children, each parent would need to earn \$20.91 per hour in 2018 to just be able to afford the necessities required for a reasonably stress-free standard of living for the family. In the current survey, there is no exact information about the numbers of different types of household members, nor any information about spousal income. However, the information that is

available can be used to get a rough sense of how much child care workers and their families earn relative to the Vancouver living wage benchmark. For the survey respondents who reported having both a spouse and at least one child under 6 in their household, the median hourly wage was \$21.53. Given that this is only 62 cents higher than the living wage, about one-third of these respondents may be below the living wage.

It is interesting that hourly wages do not vary much across the different program types. Across the four main types, the median hourly wage for all staff had a range of less than \$2 per hour, from \$20.14 for school age programs to \$22.05 for preschool programs. Even these small differences are related to differences across program types in education and experience.

### Educational attainment and ongoing professional development are prized, but poorly remunerated

With regards to highest educational attainment, the findings indicate that 51% of respondents working in group infant/toddler, group 3 to 5, and preschool programs had attained a two-year diploma or post-Basic certificate as their highest credential, more than are required by provincial regulations. An additional 15% of these staff had attained a Bachelor's degree. For those working in school age programs, the legal requirement is only to qualify as a Responsible Adult. Despite this, 44% had a one-year ECE certificate, two-year ECE diploma, or a Bachelor's degree.

In addition to current educational attainment, 13% of respondents overall were currently enrolled in formal education, and 92% participated in professional development or skills training over the past year. This emphasis on lifelong learning reflects the underlying belief in ECE staff that, as

professionals providing a social good, ongoing educational upgrading and professional development are a requirement.

Unfortunately, the wage-related benefits of higher educational attainment are modest at best. The median hourly wage for those with a one-year ECE certificate was only \$1.56 higher than those lacking this credential, while having a two-year diploma was associated with an increase of only 85 cents per hour (or \$1,200 per year). Years of experience in the ECE field was relatively more remunerative, with median hourly wages increasing from \$19.00 for those with under five years of experience, to \$25.00 for those with 20 years or more.

### Supervisors and administrators benefit most from higher program fees

In our current market-based child care system, salaries are largely paid out of parent fees. In a typical child care centre, staff salaries account for approximately 80% of the operating budget. Our analysis of the relationship between fees and wages in group 3 to 5 centres suggests that, for those working with children only, the relationship between fees and wages is modest at best. However, for those staff who also have supervisory and/or administrative roles, fees play a more important role in wage levels. Thus, higher parent fees seem to go toward paying these staff with additional responsibilities.

### The results show many auspice-related differences

Comparisons between non-profit and for-profit programs are hampered by the latter's much lower response rate to the survey, and the resulting low number (N=44) of responses from these programs. As a result, the many auspice-related differences found in this survey must be interpreted with an abundance of caution. With that substantial caveat in mind, the results clearly show that those working in for-profit programs were less well educated, had less ECE-related experience, were relatively underpaid (for those working with children only), and were less likely to be offered a variety of benefits compared to those working in non-profit programs. The benefits disadvantage for those in for-profit programs was particularly large for pension plan and RRSP contributions.

“

The current (status of the) field of early childhood education is extremely concerning. The amount of burnout in good ECE professionals and the lack of quality services, especially for children with developmental delays, are alarming. Early childhood educators deserve to earn livable wages that will allow them to sustain our lives. ECEs should also be better trained in child development, educational theories, and supporting children with special needs to feel competent and be effective during work.

”



It is so sad to me that we are paid so little in proportion to our responsibilities and impact. This field needs to be taken more seriously so that we can retain incredible people and so that we increase our standards overall. Thanks for gathering info on this. It gives me hope.



### The pattern of results by total capacity of licensee was mixed

We also looked at wages, benefits, and working conditions by the total capacity of licensee, to distinguish between small standalone facilities with capacities under 30 children and programs affiliated with large organizations such as the YMCA of Greater Vancouver or the Association of Neighbourhood Houses of BC, with total capacities over 400 children. The median hourly wage was slightly higher for the smaller licensees than the largest, but the annual wages showed the opposite trend. For a few benefits (e.g., RRSP contribution, financial assistance for education) the percent offered was highest for those working for the smallest licensees, while for other benefits (e.g., pension plan contribution, paid staff meetings, time off in lieu of overtime) those working for the large child care licensees were most likely to be offered the benefit.

### Wages for City of Vancouver Enhancement Grantees were similar or higher than for other non-profit programs

One last wage comparison was between those non-profit programs receiving City of Vancouver Enhancement Grants in 2017 versus those not receiving these grants. One criterion for receiving Enhancement Grants is that fees are at or below the average in the community. We examined whether this had a negative impact on wages for these programs. This did not appear to be the case. In terms of the median hourly wage across all respondents, there was very little difference — 20 cents per hour higher for those working in programs receiving the grant. Only for school age programs was

there a notable difference; grant recipients' median hourly wages were \$2 higher than their non-recipient counterparts.

**The results of this survey will provide the City of Vancouver with important current information to inform the ongoing policy review of the City's role in child care.**

The results of this survey will provide the City of Vancouver with important current information to inform the ongoing policy review of the City's role in child care. For example, the wage results can be used to understand the impact of using the Vancouver Living Wage as a consideration or even requirement for receiving Enhancement Grants. These results also provide important

baseline information that the BC provincial government can use to monitor the implementation of wage-related initiatives, and eventually to assess their impact. The auspice-related results may also be of interest to the province and the City of Vancouver as new initiatives are planned.

## The City of Vancouver Wages and Working Conditions Survey

Welcome to the 2018 Vancouver Child Care Wages and Working Conditions Survey

**Welcome to the first survey of wages and working conditions specifically for those working in centre-based child care facilities in the City of Vancouver. It is being undertaken by Westcoast Child Care Resource Centre with funding from the City. The information that you provide will assist the City in its efforts to help build a high quality, sustainable child care system.**

**Thank you for taking the time to participate in the survey. It should only take you about 10 minutes. If you are doing this survey on your own device, you can complete it over more than one session. If you are using a workplace computer, you will need to complete the survey in one session. You can stop the survey at any time, and almost all of the questions are optional.**

**The information that you provide is completely anonymous and will only be available to the project researchers. Your information will only be used to group results across different program types and job roles. No individuals or child care centres will ever be identified.**

**Please complete the survey by May 11th, 2018. If you have any questions or concerns, please email [vanchildcarewages@gmail.com](mailto:vanchildcarewages@gmail.com).**

**This salary survey is intended for full-time and regular part-time employees of licensed centre-based child care programs in the City of Vancouver (i.e., Assistants, Educators, Supervisors, Managers).**

**This survey is NOT meant for those who:**

- **work as a casual or substitute employee, or**
- **are in a support role in the organization (e.g., cook, accountant), or**
- **do not work in a licensed centre-based program in the City of Vancouver.**

\* 1. Are you currently a full-time or regular part-time employee in a centre-based child care program in the City of Vancouver?

- No, I do not work in a centre-based program in the City of Vancouver
- No, I am a substitute or casual employee
- No, my work is in a supporting role (e.g., cook, accountant, etc.)
- Yes

### Your Primary Child Care Job

**The first set of questions are about your PRIMARY job in centre-based child care, the one with the highest earnings. If you have more than one child care job, you will be asked for the details about your other jobs later in the survey.**

\* 2. In your current PRIMARY job in child care, in which type of program are you working? (Check the one best answer)

- Group care, infant/toddler
- Group care, 3 to 5
- Preschool (less than 4 hours per day)
- Before and/or after school care (kindergarten to age 12)
- Multi-age program (ages 0 to 12). This is a specific type of licensed centre with children from 0 to 12 in the same room.
- Occasional care program (ages 18 months to 12)
- I do not work in just one program; i work in multiple programs

Below is a map of Vancouver and its neighbourhoods, to help you answer the next question. Please note that UBC is included as a separate neighbourhood.

\* 3. In which Vancouver neighbourhood is your PRIMARY child care job?

- |   |   |   |
|---|---|---|
| <input type="radio"/> Arbutus Ridge               | <input type="radio"/> Kitsilano           | <input type="radio"/> Sunset                    |
| <input type="radio"/> Downtown                    | <input type="radio"/> Marpole             | <input type="radio"/> Victoria-Fraserview       |
| <input type="radio"/> Dunbar-Southlands (not UBC) | <input type="radio"/> Mount Pleasant      | <input type="radio"/> UBC                       |
| <input type="radio"/> Fairview                    | <input type="radio"/> Oakridge            | <input type="radio"/> West End                  |
| <input type="radio"/> Grandview-Woodland          | <input type="radio"/> Renfrew-Collingwood | <input type="radio"/> West Point Grey (not UBC) |
| <input type="radio"/> Hastings-Sunrise            | <input type="radio"/> Riley Park          | <input type="radio"/> Multiple neighbourhoods   |
| <input type="radio"/> Kensington-Cedar Cottage    | <input type="radio"/> Shaughnessy         | <input type="radio"/> I'm not sure              |
| <input type="radio"/> Kerrisdale                  | <input type="radio"/> South Cambie        |   |
| <input type="radio"/> Killarney                   | <input type="radio"/> Strathcona          |   |

### Where You Work

\* 4. What is the name of the program where you work?

**Questions 4 to 108, which vary for each survey respondent according to the answers above, identify the child care program location and age group.**

## Experience in Early Childhood Education and Care

109. In what year did you start working for pay in the field of early childhood education and care?

110. In what year did you start working for pay for your current employer?

111. In what year did you start in your current position?

## Education

112. What is the highest level of formal education you have completed that is specific to early childhood education?

- None
- Courses/workshops to qualify as a responsible adult
- One or more college courses towards an ECE certificate or diploma
- 1 year certificate
- 2 year diploma (or Post-Basic certificate)
- Bachelor's degree
- University certificate, diploma, or degree above bachelor level
- Other (please specify)

113. Which early childhood certifications do you have? Check all that apply.

- Early Childhood Educator Assistant
- Early Childhood Educator
- Infant and Toddler Educator
- Special Needs Educator
- No certification, but qualified as a Responsible Adult
- None of the above
- Other (please specify)

114. Are you currently enrolled in a formal education program?

No

Yes

115. Which of the following are you working towards?

Certificate

Diploma

Degree

Other (please specify)

116. In what field?

### Your Position at Your Current Main Job

**There are a variety of terms used for different job titles for those working in child care. Our questions mostly focus on your roles and responsibilities in your current main job.**

117. What is your position called at your workplace (e.g., Assistant, Educator, Supervisor, Director, Manager)?

118. Is your current position permanent or temporary?

Permanent

Temporary (e.g., leave replacement)

I'm not sure

119. In your current position, are you a member of a union?

No

Yes

I'm not sure

Prefer not to answer

120. In your current position, what are your roles and responsibilities? Check all that apply.

- I work directly with children in the staff:child ratio.
- I work directly with children, but not in the staff:child ratio.
- I work directly with children with special needs.
- I supervise other staff in my program as a day-to-day responsibility.
- I supervise staff in multiple child care programs/facilities offered by my employer.
- I have regular administrative duties in my program (e.g., hiring, payroll, billing).
- I have administrative duties in multiple child care programs/facilities offered by my employer.
- Other roles/responsibilities (please specify)

121. To whom do you directly report?

- Board of Directors
- Supervisor or Owner who works directly with me in my program
- Supervisor, Manager, Director, or Owner who oversees more than one program
- Other (please specify)

122. For which of the following administrative duties are you responsible? Check all that apply.

- Hiring staff
- Payroll
- Billing parents
- Staff scheduling
- Performance reviews
- Ordering supplies
- Submitting MCFD forms
- Writing grants
- Other (please specify)

123. When you first started working for pay for this employer, were you in the same position as you are currently?

- No
- Yes

### Your Starting Position at Your Current Main Job

124. In your starting position for this employer, what were your roles and responsibilities? Check all that apply.

- I worked directly with children in the staff:child ratio.
- I worked directly with children, but not in the staff:child ratio.
- I worked directly with children with special needs.
- I supervised other staff in my program as a day-to-day responsibility.
- I supervised staff in multiple child care programs/facilities offered by my employer.
- I had regular administrative duties in my program (e.g., hiring, payroll, billing).
- I had administrative duties in multiple child care programs/facilities offered by my employer.
- Other responsibilities (please specify)

## Your Wages in Your Current Position

The following questions about wages will help us fill in an important gap in our knowledge. Your answers are confidential and will never be used to identify you or your centre.

125. How many regular hours do you work **each week**? Do not include overtime.

126. How often do you get paid (i.e., what is your pay period)?

- Each week
- Every two weeks
- Twice a month
- Once a month
- Other (please specify)

127. How many months per year do you work in this program?

- 12 (full year)
- 10 (school year)
- Other (please specify)

128. Do you know what your hourly wage rate is, before deductions and taxes?

- No
- Yes
- Not sure

129. What is your hourly wage rate, before deductions and taxes?

130. Per pay period, what is the gross amount of your pay (i.e., before deductions and taxes)? Please estimate if you don't know the exact amount.

131. Per pay period, what is your take-home pay (i.e., after deductions and taxes)? Please estimate if you don't know the exact amount.

132. Over the past two years, how have your wages changed, if at all?

- Increased
- Remained the same
- Decreased
- Not applicable - haven't worked here for 2 years

### Your Benefits in Your Current Position

133. Which of the following benefits are paid by your employer (at least in part) in your current job? Check all that apply.

- Extended medical coverage (i.e., costs not covered by the Medical Services Plan)
- Paid sick days
- Paid personal leave days
- Life insurance or disability insurance
- Top up payments above what EI pays for maternity leave
- Top up payments above what EI pays for parental leave
- Pension plan contribution
- RRSP contribution
- None of the above
- Not sure

134. Which of the following additional benefits are available through your employer in your current job?  
Check all that apply.

- Paid breaks (above those required by law)
- Paid program planning and preparation time
- Paid documentation time
- Paid overtime
- Time off in lieu of overtime
- Reduced child care fees
- Financial assistance with First Aid certification
- Financial assistance (or a Professional Development Fund) to attend ECE-related workshops or conferences
- Financial assistance (or a Professional Development Fund) to take courses or post-basic training
- Paid release time for training, workshops, or conferences
- Paid staff meetings
- None of the above
- Not sure

135. If you have any other workplace benefits, please describe them here.

136. Which of the following are provided to you at your current job? Check all that apply.

- A written job description
- A written job contract or letter of employment
- An Operating Policies and Procedures manual
- A Human Resources Policies and Procedures manual
- Regular written job performance appraisal
- An on-site staff room
- A separate staff washroom
- None of the above
- Not sure

137. How many days of paid vacation per year do you currently receive? Enter "0" if you receive pay in lieu of vacation.

## Paid Work in Other Child Care Programs

138. Do you work at any other child care programs on a regular basis, whether for this employer or another one?

- No  
 Yes

139. What is the name of the child care program where you also work?

140. In your current position at this other program, what are your roles and responsibilities? Check all that apply.

- I work directly with children in the staff:child ratio.
- I work directly with children, but not in the staff:child ratio.
- I work directly with children with special needs.
- I supervise other staff in my program as a day-to-day responsibility.
- I supervise staff in multiple child care programs/facilities offered by my employer.
- I have administrative duties in my program (e.g., hiring, payroll, billing, submitting MCFD paperwork).
- I have administrative duties in multiple child care programs/facilities offered by my employer.
- Other roles/responsibilities (please specify)

141. How many hours per week do you work at this other child care job?

## Other Paid Work

142. Are you currently doing any other paid work (including self-employment)?

- No  
 Yes

143. Please describe the nature of this other work.

144. About how many hours per week do you spend on this other work?

### Professional Development Activities in the Past Year

145. In the past year, have you participated in any professional development or skills training activities?

No

Yes

146. Who provided the professional development or skills training that you took in the past year? Check all that apply.

My employer

Westcoast Child Care Resource Centre

ECEBC

A post-secondary institution

Other (please specify)

147. Thinking about your most recent professional development activity, what were your main reasons for participating? Check all that apply.

Personal interest

Required by my employer

To keep current professionally

To get the required hours to maintain my licence to practice

For career advancement or promotion

Other (please specify)

148. Please rank up to three reasons why you did not participate in professional development or skills training in the past year. Choose 1 for the top reason, then 2 and 3 for the next highest reasons.

<input type="checkbox"/>	Lack of time, in general
<input type="checkbox"/>	Conflicts with time to spend with my family
<input type="checkbox"/>	Could not get time off work
<input type="checkbox"/>	Cost
<input type="checkbox"/>	Lack of transportation
<input type="checkbox"/>	Not interested in what was offered
<input type="checkbox"/>	Don't need any professional development
<input type="checkbox"/>	Other

149. Please specify the "other" reason for not participating in professional development or skills training.

## About You

**We ask these last few questions to measure demographic trends in the responses. We only look at overall patterns, not at any individual information.**

150. Do you identify as...?

- Female
- Male
- Other
- Prefer not to answer

151. What is your age group?

- Under 20
- 20 to 29
- 30 to 39
- 40 to 49
- 50 to 59
- 60 or older
- Prefer not to answer

152. Which of the following are members of your household, besides you? Check all that apply.

- I live alone
- Spouse or partner
- One or more children under 3 years old
- One or more children 3 to 5 years old
- One or more children 6 to 12 years old
- One or more children 13 years old or older
- Other relatives
- Other unrelated adults
- Prefer not to answer

153. Where do you live?

154. Were you born in Canada?

- No
- Yes
- Prefer not to answer

155. In which country were you born?

156. How many years have you lived in Canada?

157. How many years have you lived in the Lower Mainland?

## Final Thoughts

158. Do you have any comments you would like to make about wages, benefits, and working conditions in Vancouver child care programs?

