

# COMMUNITY PLAN FOR A PUBLIC SYSTEM OF integrated early care & learning

# \$10aDay.ca

On our way to affordable child care



8th EDITION | FEBRUARY 2019

  
**ECEBC** | early childhood  
educators of BC

COALITION OF  
**child care  
advocates**  
OF BC

# Together We Are Making History!

The 2019 edition of the \$10aDay Plan comes at an exciting and historic time for child care in BC. For the first time in a generation, we are on the road to a quality, affordable public child care system.

Thanks to the efforts of parents, grandparents, educators and allies across the province, we achieved broad and ongoing public support for the \$10aDay Plan — the solution to BC's child care chaos. As a result, child care was a key issue in the 2017 provincial election. And, with a new government in place, 2018 will go down in history as Year 1 of child care system building in BC.

Key elements of the \$10aDay Plan are leading the way. One year into a three year budget of over \$1 billion in new federal and provincial child care funding, parent fees are lower, educators' wages are going up and new licensed spaces are underway.

Here's just some of what is already working.

## LOWER PARENT FEES

Families of more than 50,000 children in licensed child care across BC are saving up to \$350 per month under the Child Care Fee Reduction Initiative<sup>1</sup> and an exciting 18 month initiative, funded by provincial and federal governments, is funding 53 diverse licensed child care sites across BC caring for more than 2,000 children to become Universal Child Care Prototypes.<sup>2</sup> The prototypes receive public funds to bring fees down to a maximum \$10/day (\$200/month) for all families — as recommended in the \$10aDay Plan. They will inform the future implementation of universal child care.

In addition, the new Affordable Child Care Benefit<sup>3</sup> is providing further affordability relief for the low and middle income families of 38,000 children throughout BC.

## HIGHER EDUCATOR WAGES & EDUCATION

Under the new Recruitment and Retention Strategy,<sup>4</sup> BC's early childhood education (ECE) professionals will receive two wage lifts over the next two years (each \$1 per hour, or approximately \$2,000 annually) plus a range of enhanced education supports,

including expanded bursaries, paid practicums, professional development opportunities and more post-secondary ECE spaces.

## MORE LICENSED SPACES THAT MEET DIVERSE FAMILY NEEDS

Capital funds are committed to create 24,000 new licensed spaces over the next three years — with a priority on spaces created with public partners like school boards and local governments. Funds are also available for local planning, maintaining existing facilities, moving unlicensed spaces into the licensed sector, expanding options for families who work non-standard hours, young parent programs, and services for children with additional support needs.<sup>5</sup>

BC's government has also confirmed its commitment to Indigenous-led child care through support for the Indigenous Early Learning and Child Care Framework, signed by the Assembly of First Nations, Inuit Tapiriit Kanatami, the Métis National Council and Government of Canada<sup>6</sup> and initiated an expansion of Aboriginal Head Start<sup>7</sup> both on and off reserve.

**With these first steps from \$10aDay in place, we are on the way to quality affordable child care in BC!**

The \$10aDay Plan charts the course ahead.

But, BC's child care chaos can't be solved overnight. It will take 10 years of sustained system building and increased funding to achieve high quality, affordable child care for all families who choose it.

This 2019 edition of the Plan reflects our new reality and includes lessons learned in Year 1. Yet, its key principles and strategies remain sound and still provide the best blueprint for building BC's child care system.

**We are excited about working with you to sustain and secure the historic first year of progress until the job is done.**



# \$10aDay.ca

On our way to affordable child care

## Community Plan for a Public System of Integrated Early Care and Learning

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# The \$10aDay Plan

### The Plan evolves through community dialogue and reflection

In 2010, CCCABC and ECEBC initiated an extensive engagement and consultation process about our emerging plan. This included an online survey, written responses, community presentations, and visits to communities across BC. The Plan we released in 2011 was stronger as a result of this broad-based input and clearly resonated with diverse communities and sectors. The message was clear. While communities were doing the best they could to innovate and meet community needs — system change was required.

The \$10aDay Plan charts the way to build the system and make quality affordable services the common daily experience for children and families across British Columbia.

Since its initial release, we continue to actively engage in community dialogue and visits, with new editions to reflect changing contexts. As of today, the Plan has the support<sup>8</sup> of 51 local governments, 31 school districts, community organizations, unions, businesses and individuals representing more than 2 million British Columbians.

As government continues to implement the Plan and to work with British Columbians to build the system BC needs, we will reflect on the emerging successes, lessons and challenges.

### The Plan builds on well-established evidence

An ever-expanding body of research clearly demonstrates that:

- Public spending on the early years is a wise social and economic investment;
- Quality child care is early learning;
- High quality early years programs promote healthy development;
- Children and families need, and have a right to, quality early care and learning; and
- Sound public policy builds universal systems that meet the diverse needs of today's families.

### The Plan is a “made in BC” solution

This Plan grew out of the lived experience in BC and builds on our strengths. It also owes much to lessons learned elsewhere. Based on the evidence, it rejects commercial big-box child care as the answer to the current child care chaos and instead looks to public systems that work well — systems that integrate child care and education under one lead ministry (commonly Education), and where early learning and child care come together as strong and equal partners.<sup>9</sup>

### The Plan responds to conflicting realities

BC families have access to a world-class publicly funded and publicly delivered school system for children in kindergarten through Grade 12. This system, while not perfect — particularly for children with special needs — serves children in every community across the province, has infrastructure, facilities and well-educated teachers who have public respect and are relatively well-compensated. Through legislation, all children have the right to participate in our public education system with no user fees for families.



However, BC families still face chaos in accessing quality, affordable early childhood education (child care) for children before they start kindergarten, and for school-age child care. Government has taken initial bold steps to lower fees and has started to raise ECE wages and create more licensed spaces. But much more remains to be done. Fees are still high and wait lists are too long with licensed spaces for less than 20 per cent of children. And, the wages of college trained early childhood educators are still so low, many are forced to leave the field to earn a living wage.

### The Plan incorporates the best of child care and public education

The Plan focuses on creating a system for child care programs currently regulated under the Community Care and Assisted Living Act, Child Care Licensing Regulation. This includes licensed family child care, multi-age programs, preschool, group child care for infants, toddlers and 3 to 5-year-olds, and school age care. The Plan also includes recommendations for better integration of early care and learning in kindergarten and Grade 1.

This focus, which flows from the mandates and expertise of CCCABC and ECEBC, affirms the pivotal role child care plays in supporting families. Licensed BC child care providers interact, on a regular basis, with the families of more than 100,000 children monthly, making child care the largest front line support service for BC families with young children. Given the child care chaos experienced by many families, child care is a top priority.

We support strong family policies and comprehensive services including a poverty reduction plan, enhanced maternity and parental leave, pre/post-natal health services, family resource and parent education programs, and early intervention services—just to name a few. We remain committed to working with the broader early years' services sector and beyond to meet the needs of all families and children.

**Government has taken initial bold steps to lower fees and has started to raise ECE wages and create more licensed spaces. But much more remains to be done.**

### The Plan has already started

Change is never easy—perhaps least of all for child care providers who have faced years of instability, low wages, and broken promises. Yet, in Year 1 of implementing the new system, the child care sector came on board with 90 per cent of eligible providers voluntarily applying to opt in to the new Child Care Fee Reduction Initiative. This demonstrates an openness to learn and a generosity of spirit: all values at the core of quality early care and learning programs. We are confident that with these values early childhood educators will continue to help change the world for children, their families and the workforce as the new system evolves.



## Moving Forward and Learning

We value opportunities to further engage with and learn from Indigenous peoples: First Nations peoples wherever they live, peoples of the Métis Nations, and Inuit peoples. We respect and support the inherent right of Indigenous peoples to control Indigenous education.

As the new system develops, key elements require deeper analysis and refinement. These include a provincial wage grid for educators, aligning the child care regulatory framework with the new system, integrating Supported Child Development and Child Care Resource and Referral, embedding early childhood practices into kindergarten and Grade 1, strengthening the school age child care component of the Plan, recognizing diverse experiences and cultures of children and families new to Canada, and coordinating implementation with public partners.

We and many others acknowledge there are fundamental differences between child care and other early years programs. Other early years programs receive public and/or philanthropic operating funds, are delivered by non-profit organizations or public institutions, and are available to families, regardless of income, at little or no cost. All programs and services for young children need these elements to thrive. To date, child care has not fully benefited from these conditions. That is why fundamentally different approaches are required to fix the child care chaos.

Finally, the \$10aDay Plan continues to generate unprecedented interest. Policy makers have embraced the vision of universality. There is a commitment to implementation, and elements of the Plan are in progress. We stand ready, willing and able to help.

### A note on language

For the purpose of the \$10aDay Plan, Indigenous refers to First Nations peoples wherever they live, peoples of the Métis Nations, and Inuit people.

With the exceptions of forms of Indigenous family and child supports, and respecting the autonomy of their ongoing development, use of the term 'child care' should be considered to include licensed group care, licensed family child care, licensed multi-age programs, licensed preschool, and licensed school-age child care.

The terms 'early care and learning' and 'early childhood education' are used interchangeably with the term 'child care'.



# The Big Picture

## Conditions Needed to Support the \$10aDay Plan

This Plan includes three conditions to support a child care system: government commitment to strong family policy, Indigenous control over services for their communities, and adequate and stable funding.

### Federal and Provincial Government Commitment to Strong Family Policy

The 2015 report *Make BC's Young Children and Families a Priority: A Call to Action*, published by First Call: BC Child and Youth Advocacy Coalition, summarized extensive research confirming that governments need to take decisive action to meet our collective responsibilities to all families with young children, including Indigenous families and communities.<sup>10</sup>

Population-wide, families with young children are currently squeezed for time, incomes and/or services — the three key elements of strong family policy.<sup>11</sup> Communities cannot reduce this pressure on their own. Only senior levels of government can introduce, fund and sustain policies and programs at the scale and scope required to help young children and their families thrive.

Action on these issues will honour the commitment Canada has made to protect and advance the rights of young children and their families through a number of UN conventions, including the Convention on the Rights of the Child and the UN Declaration on the Rights of Indigenous Peoples. Substantial and meaningful public investments will also provide social and economic benefits across the province.

The good news is that both the federal and BC governments have recently taken some action in all three family policy areas:

**FAMILY TIME:** The federal government has made parental leave benefits available to both parents, in two parent families, and lengthened the benefit period so that maternity and parental leave can now be extended to 18 months, as this Plan recommends. However, the benefit payments have not increased, and eligibility requirements remain a significant barrier to access, so many families are not able to or cannot afford to fully utilize this essential program.

**FAMILY INCOMES:** In 2016, one in five BC children was growing up in poverty. While child and family poverty in BC has been far too high for years, First Call's *2018 BC Child Poverty Report Card*<sup>12</sup> expressed cautious optimism for the future. A more generous federal Canada Child Benefit is already reducing the depth and rate of family poverty, and in 2018 the federal government tabled a Poverty Reduction Plan. However, no new spending initiatives were attached to their Plan. Also in 2018, the BC government's Poverty Reduction Strategy Act was passed unanimously by the BC Legislature. The Act includes specific targets, timelines and other requirements for the implementation strategy, due in 2019.

**CHILD CARE SERVICES:** The \$10aDay Plan supports a continuum of early years programs and services to meet the diverse needs of BC children, families and communities. Yet, the lack of access to quality, affordable child care in BC has reached crisis proportions for families. First Call: BC Child and Youth Advocacy Coalition endorsed the \$10aDay Plan and, together with its many partners, consistently advances the Plan as the solution to BC's child care chaos.



The current BC government's commitment to implement \$10aDay Child Care, and its substantial policy and funding actions to date, are detailed in this Plan. These provincial actions are supplemented by the federal government's recent budget commitments to transfer early learning and child care funds annually to provinces and territories. BC, like other provinces, has signed a bilateral agreement for three years of federal funding (approximately \$51 million annually until March, 2020). The federal government has committed funding at this level, at a minimum, for 11 years in total.

The federal government's level of child care funding, while welcome, is not yet sufficient to achieve its stated commitments to gender equality or family affordability. Nor is \$51 million annually consistent with the projected returns to the federal government from \$10aDay Child Care, which are estimated to reach almost \$700 million annually on full implementation.

Nonetheless, the absence — or weakness — of a federal funding commitment does not absolve BC of the responsibility of implementing the \$10aDay Plan.

## Indigenous Self-Determination

We recognize the significance of the Truth and Reconciliation Commission (TRC) of Canada, and specifically the TRC's Final Report and Calls to Action. TRC principle of reconciliation #1 identifies the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation "at all levels and across all sectors of Canadian society."<sup>13</sup> Further, Call to Action #12 calls upon "the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families."<sup>14</sup>

By Indigenous laws, Indigenous peoples are responsible for the care and raising of Indigenous children. This is affirmed as Indigenous rights, and state obligations, by the UN Declaration on the Rights of Indigenous Peoples, to which federal and provincial governments have committed. Through the new Indigenous Early Learning and Child Care Framework (co-developed by the Government of Canada and First Nations, Métis and Inuit representatives, and supported by the BC government), Indigenous peoples will be supported to restore their own authorities for their children, families and communities' futures in ensuring that every Indigenous child and family in BC has access to spiritually enriching, culturally relevant, high quality early childhood development and care services.

We fully support and respect these rights and processes, and call on the federal and BC governments to ensure Indigenous peoples have the resources required to restore their own authority for their children and thereby, for the futures of their families, communities, and nations.



We recognize that we have a responsibility to initiate decolonizing transformations in non-Indigenous communities and we will continue to seek appropriate opportunities to support our Indigenous colleagues in assuming their rightful leadership roles in the Indigenous governance of child and family supports.

Our full support for the rights of Indigenous communities to restore their authority for their children's early development and care does not absolve the rest of the early care and learning system of its responsibility to provide culturally relevant and affirming programs within new ethics of learning to better inherit the histories of these places.

As government begins to expand and update ECE educational opportunities, we will work to ensure that all ECEs are educated about the history, cultures and practices of Indigenous peoples (as appropriate) and about colonialism's continuing impacts. Educators can then carry out their responsibility to implement these learnings in the programs they develop and provide for all children. All will benefit in relations of reciprocity and justice, mostly in ways few have yet begun to imagine.

## Adequate and Stable Funding

The transformation of child care services from a "user fee" market system to a publicly funded and delivered system is critical to the success of the Plan. Achieving BC's stated public goal of universality will require significant additional public funding and a fundamental change in the way these funds are delivered. BC Budget 2018 began this process.

Based on multiple costing models, the estimated additional operating cost for a universal, quality, inclusive child care system for BC children under the age of 6 is \$1.5 billion annually (\$2017). As this Plan also includes services for elementary school age children, the full operating costs would be somewhat higher. Yet, economists also identify multiple benefits that offset these costs and the experience from Quebec demonstrates that its \$7 per day system more than pays for itself.

The CCPA-BC report *Solving BC's Affordability Crisis in Child Care: Financing the \$10 a Day Plan*<sup>15</sup> confirms that the near-term benefits, solely from increased labour force participation that access to child care creates, almost pays for the cost of the Plan.

The benefits associated with public investment in the \$10aDay Plan were also further confirmed in 2017 by the Centre for Spatial Economics in its report *Socio-Economic Impact Analysis of the \$10aDay Child Care Plan for BC*.<sup>16</sup> This report concluded that full implementation of the Plan will generate sufficient government revenues to pay for the government spending required to build and operate the system. The Plan's proposed implementation strategy requires annual increases in government funding, ideally from both federal and BC governments, with a commitment to stable, long-term funding. A complementary capital budget to retrofit existing and create new quality publicly-owned spaces will be required, as will a higher level of investment in ECE post-secondary education. Public funding must be tied to clear system accountability measures with transparent monitoring to ensure it is used to achieve public goals.

**The Plan welcomes in all existing child care services who are prepared to meet accountability measures for new public funds. The successful, new Child Care Fee Reduction Initiative demonstrates that funding can be delivered to existing providers through contracts for service.**

The Plan welcomes in all existing child care services who are prepared to meet accountability measures for new public funds. The successful, new Child Care Fee Reduction Initiative demonstrates that funding can be delivered to existing providers through contracts for service.

As boards of education develop new programs to meet demonstrated needs, these programs will be funded directly by boards of education as is the kindergarten to Grade 12 system.

# From a Patchwork to a Democratic System

## Legislative and Policy Change

Historically, the development of child care in BC has depended on the initiative of community groups and individuals. However well-intentioned, this has resulted in a patchwork of isolated programs, high levels of operational fragility and no guarantee that programs exist where they are most needed. While ad hoc development has not worked for children, families or communities, it is no surprise that some providers value the autonomy they now have over their operations.

The shift from stand-alone programs, no matter who operates them, to a cohesive, democratic system will take time — perhaps a generation. With the right elements in place the next generation of early childhood educators will enter a system in which they are respected and supported by the communities to whom they are accountable.

The Plan includes initiatives that are the foundation of a democratic system: legislation, a new home in the Ministry of Education, a new role for boards of education, and inherent Indigenous rights.

### An Early Care and Learning Act for BC

A new Early Care and Learning Act will turn international commitments to honour children's, families' and Indigenous rights to quality early childhood programs into law — for which government can and will be held accountable.

The proposed new Early Care and Learning Act will enshrine the rights of:

- All young children, from birth to kindergarten, to access high quality, integrated care and learning services that respect their unique developmental needs;<sup>17</sup>
- All children, from kindergarten to age 12, to access high quality school aged care before and after school and during school breaks that responds to and respects their developmental needs;
- All families, on a voluntary basis, to access quality, affordable care for their children;
- Families to be actively engaged in their children's early care and learning programs;
- Indigenous peoples to govern, develop, and deliver early care and learning services that meet the needs of their children, families, and communities;
- Children with extra support needs to be fully supported and included; and
- Children from families facing economic, social or cultural barriers to be fully supported and included.

The Early Care and Learning Act will also define how the system is governed and funded, and set out the regulations within which services operate. This Act will replace the current provision for "early learning programs" in the BC School Act, which narrowly defines Ministry of Education early learning programs as those designed to "improve readiness for and success in kindergarten" and restricts access to only those children whose parent or designated caregiver can attend with them.<sup>18</sup> The Act will expand the current School Act language requiring boards to establish a policy promoting the use of board property by licensed child care providers. The Early Care and Learning Act will also ensure new child care in or on school grounds is delivered by public or non-profit bodies.

Enshrining access to early care and learning as a right equal to the right to public education will help overcome the historic divide between relatively well-funded, universal public education services and relatively poorly funded, poorly regulated, privatized child care services.

An Early Care and Learning Act would bring "child care" to the table as a strong and equal partner with public education and help protect against a downward extension of a narrowly defined academic readiness approach to programs for young children.

## A New Home for Child Care in the Ministry of Education

While BC's public schools face challenges, a new home in the Ministry of Education provides a historic opportunity to extend the strengths of the public education system to a public system of child care. These strengths include:

- **Universal entitlement for all children.** The School Act provides this for children from age 5 and up; the new Early Care and Learning Act would provide this for children from birth to 12 years of age.
- **Public funding.** BC law requires that no user fees be charged for kindergarten to Grade 12 education.<sup>19</sup> This Plan proposes a move to affordable access to child care with no user fee for families with household incomes under \$45,000 annually, with the majority of costs covered, as in the education system, through public funding.
- **Democratic control.** Elected boards of education can strengthen civic engagement in, and ownership of, a public child care system.
- **Public understanding and support.** Just as the public expects and accepts schools in every community, they will come to accept and expect child care as well.
- **Respect and fair compensation for the workforce.** The Plan proposes a way for early childhood educators to increase their education and strengthen their profession.
- **Infrastructure to deliver.** Rather than create new administrative structures, this Plan proposes to make use of the existing infrastructures and mandates of the Ministry of Education and boards of education including the resources and expertise to plan, build, and operate publicly owned schools in communities across BC. The Ministry of Education already has the mandate for early learning, yet responsibility for 'child care' remains within the Ministry of Children and Family Development. It's time to end this false divide between early care and learning because, quality child care *is* early learning.



**A new home in the Ministry of Education provides an historic opportunity to extend the strengths of the public education system to a public system of early care and learning.**

A home in education does not mean children would start school at a younger age or that all new child care programs would necessarily be located in schools. Rather, this Plan calls for the Ministry of Education to be responsible for a system of community-based child care and school age child care programs for children from birth to 12 years. Children will still start school at age 5 when they enter kindergarten.

To fulfill this new mandate, the existing Child Care Branch within the Ministry of Children and Family Development with a Minister of State for Child Care will move into the Ministry of Education. This will ensure that existing child care expertise and political responsibility for child care are well represented within Ministry of Education. Over time, child care related functions, such as licensing, in other ministries will also move to the Ministry of Education.



## A New Role for Boards of Education

With a new home in the Ministry of Education, elected boards of education would be mandated and funded to plan, develop, and govern the delivery of a range of child care programs in their districts — whether these programs are located in community or school facilities. This new mandate builds on the commitment to children and youth, engagement with stakeholders and the relevancy boards of education have within their communities.

To undertake these new responsibilities, school districts would be required to:

- Establish a Child Care Council with membership including senior representatives of public partners in the community; local government Councillors, Community Care Licensing, Medical Health Officer, Chief Librarian, Parks & Recreation, Economic Commission, Labour, and the child care sector.
- Develop capacity-supporting linkages and reciprocal partnerships supportive of Indigenous leadership in and for Indigenous early care and learning.
- Using a template provided by the province, work with the local Child Care Council to develop and implement child care plans. With annual targets and reporting benchmarks, these plans would guide the integration of existing child care services into the education system and the development of new child care services to meet unmet needs, within a 10-year implementation strategy.
- Designate at least one elected board of education trustee as an early care and learning liaison.
- Create dedicated senior staffing positions for early care and learning within the district.
- Ensure that all child care programs operate in stable and appropriate quality spaces, whether in schools, on school grounds, or in the community.
- Provide professional development for school district administrators and staff about the board's new responsibilities and programs.

Local governments also have an important role to play in ensuring that child care is encouraged in their communities. In 2019, planning and capital grants will be distributed through the Union of BC Municipalities and from Ministry of Children and Family Development (MCFD) to local governments to develop child care plans and create new spaces. In order to ensure that these initiatives create greater cohesion, rather than fragmentation, local government should partner with school boards and other public partners in Child Care Councils that are described above.



**With a new home in the Ministry of Education, elected boards of education would be mandated and funded to plan, develop, and govern the delivery of a range of child care programs in their districts — whether these programs are located in community or school facilities.**

# Children and Families Come First

## Child Care Services

The central goal of the new public child care system is to meet the needs of children and families. While the policy environment and governance structure outlined above lay a foundation for that system, it is the services this foundation supports that matter on a daily basis for children, families and educators

With a well-functioning system, families can access quality care and learning services when and where they need them, without having to worry about the infrastructure that makes it possible. This Plan provides an innovative set of services that build on the strengths of the public education system and quality early childhood education.

### Putting Care at the Core

Initially, the Plan suggested that all child care programs participating in the new system be designated as Early Years Centres. However, as the previous government used the term Early Years Centres to describe a very different concept, the term became confusing. So, in this edition of the Plan, we return to using 'child care' as the common terminology for licensed group care and licensed family child care, licensed preschool, licensed school-age and licensed multi-age programs. The Plan continues to recommend that, at the neighbourhood level, child care programs affiliate into Neighbourhood Networks

**The central goal of the new public child care system is to meet the needs of children and families.**

### Child Care Programs

These include programs currently licensed under the Child Care Licensing Regulations, e.g. group care for infants, toddlers, and 3 to 5-year-olds, family child care, multi-age and school-age programs and preschools for 3 to 5-year-olds. While existing programs could keep their current name, the names of all new programs will include 'child care' or 'preschool'.

The vast majority of existing child care programs are demonstrating their willingness to be part of the new evolving system. They have opted into the Child Care Fee Reduction Initiative and agreed to be accountable for the new public funds they receive. This is consistent with the Plan's recommendation that the new system begin by building on existing strengths.

Over time, new child care programs will be developed and delivered by boards of education who will have the mandate and resources to fund and operate services, employ the staff and maintain the facilities — just as they do for the K–12 public education system.

Both existing and new child care programs will have common elements. They will be:

- Staffed by qualified early childhood educators, family child care providers, school-age child care providers;
- Play-based programs where children have opportunities to develop physically, socially, emotionally, morally, spiritually, culturally, cognitively and creatively, where each child's self-esteem is enhanced, and a warm, loving atmosphere is maintained;



- Places that support a partnership between families and early childhood educators through positive and respectful relationships;
- Diverse enough to offer a range of pedagogical approaches to early childhood education (Reggio Emilia, Montessori, etc.);
- A BC way to meet the developmental needs of children that puts “care at the core” and also meets the needs of working families, including shift workers;
- An alternative to pre or junior kindergarten which is typically limited to school day hours in a classroom context; and
- Be in respectful and supportive engagement with processes pursuant to the realization of Indigenous rights in early learning and child care.

These elements reflect a shift from independent operations to participation in a democratic system and as programs meet the new accountability requirements they will affiliate, at the neighbourhood level, with other providers into a Neighbourhood Network (see below).

### Child Care Program Funding and Accountability

Child care programs will provide the core services delivered by the new public system. This approach is partially demonstrated by the new \$10 a day prototype sites province-wide.

As such, they will receive operational funding, through new public investments in child care to meet five system accountability measures:

1. Cap parent fees at \$10 per day for full-time, \$7 per day for part-time, and no user fee for families with an annual income of less than \$45,000;
2. Meet improved staff education and wage levels at an average of at least \$25 an hour plus 20 per cent benefits (*the \$25 average was originally established in 2009 and requires updating to current dollars which reflect the increase in the cost of living and comparative equity across professions*);
3. Welcome all children, including those with extra support needs;
4. Address demonstrated community need; and
5. Offer play-based programs that are consistent with the BC Early Learning Framework or Indigenous Early Learning and Child Care Framework.

Existing child care programs that opt into the new system will continue to be funded through enhanced contracts as with the Fee Reduction Initiative and Wage Enhancement. As child care moves into the Ministry of Education, management of these contracts will move from the MCFD to local boards of education. New child care programs developed by boards of education and other public partners will be funded directly by those boards just like kindergarten. A formula to recognize differences in regional operating costs will be required.





Child care programs will be accountable for public funds through mechanisms such as open financial records, filed financial statements, audits, tax returns and other transparency measures consistent with the approach incorporated into the \$10 a Day prototype sites.

During the transformation period to the new system, the current child care subsidy program, called the Affordable Child Care Benefit as of September 2018, will remain in place to support families who do not yet have access to an affordable licensed space in a child care program. As fees come down for all participating programs, the need for this benefit will be reduced over time.

During the transformation period, approved fee increases will be reasonable and transparent with full disclosure to parents of the rationale for the increase.

Providers who choose not to opt-in to the system will be able to continue to operate independently, if they meet licensing requirements; however, they will not receive the new public funds.

## Neighbourhood Networks

Neighbourhood Networks are proposed clusters of existing licensed child care programs that have opted-in to the new system and new programs developed as part of that system.

These networks will integrate individual programs into a child care hub at a neighbourhood level—offering a range of programs from which families can select the ones that meet their needs.

Through Neighbourhood Networks, early childhood educators, school age providers, and family child care providers will be part of a collegial team, learn from and with each other, share resources and pursue career paths.

As a partner in the services delivered by boards of education, Neighbourhood Networks will have close working relationships with the schools in their community—easing the transition for children and sharing resources.

Neighbourhood Networks will also be key players in a coordinated and integrated broader system of early years' services through representation on their local Child Care Council to help determine unmet needs and plan for growth in the system.

Just like individual child care programs, Neighbourhood Networks will first evolve from existing providers who are participating in the new system. Boards of education will then be responsible for developing and integrating new child care programs into neighbourhood based Networks in response to the needs identified in their early care and learning plans.

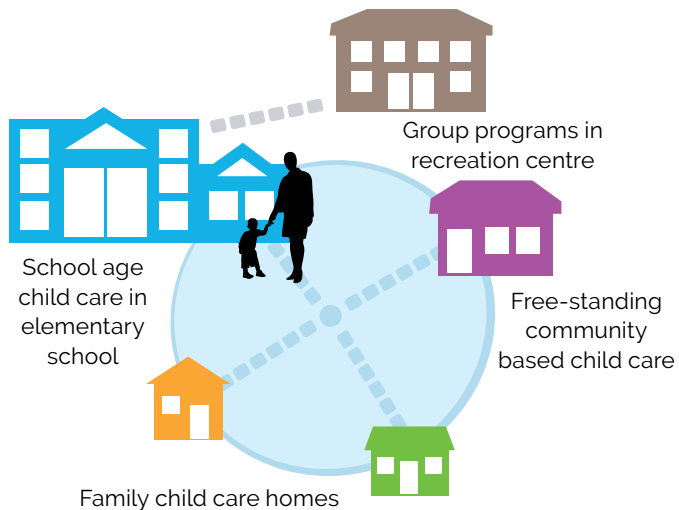
Over time, Neighbourhood Networks will exist in every community—just like elementary schools exist across BC, including in rural communities.

For examples of how Neighbourhood Networks might look, see page 16.

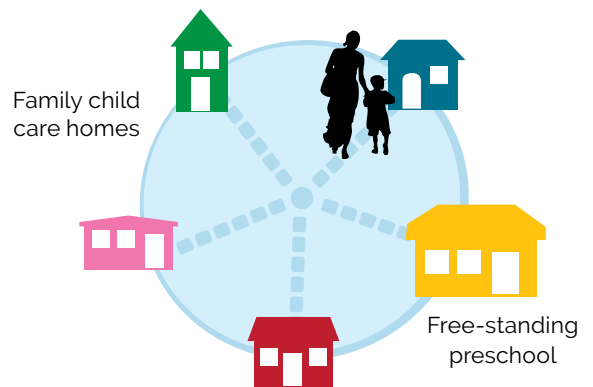
# Neighbourhood Networks: Some Examples

## Evolving Neighbourhood Networks from existing providers

An **urban** Neighbourhood Network that brings together existing:

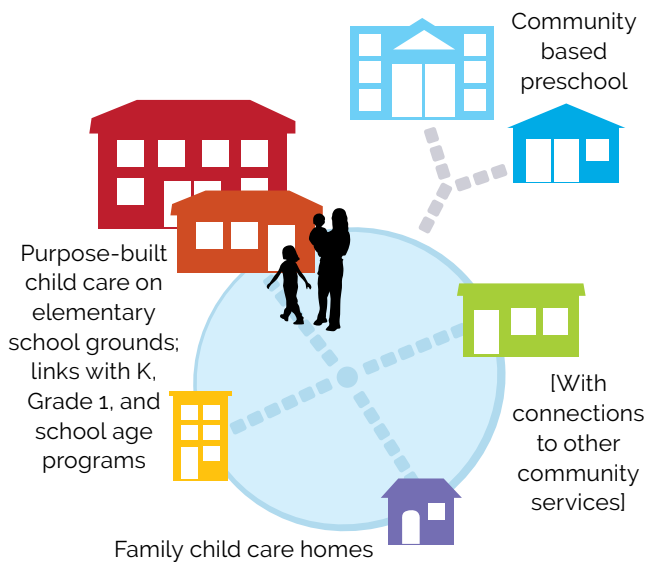


A Neighbourhood Network in a **small community** that brings together existing:

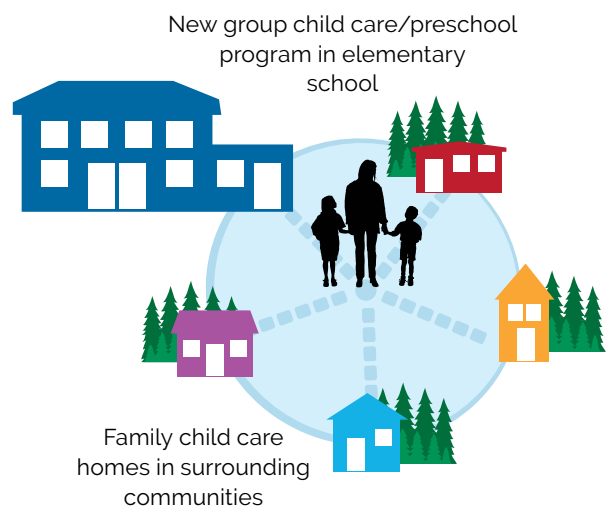


## Creating new Neighbourhood Networks to meet demonstrated needs

A new **urban** Neighbourhood Network that includes:



A new **rural** Neighbourhood Network that includes:



## Kindergarten and Grade 1

Quality early care and learning programs are critical to children's development and, whether in child care, kindergarten or Grade 1, share many common features. While school entry will still begin at age 5, and kindergarten and Grade 1 will continue to be governed by BC's School Act, this Plan integrates the first two years of school into the system of early care and learning.

To offer children optimal care and learning experiences, this Plan enhances kindergarten and Grade 1 by:

- Having qualified early childhood educators (ECEs) work with teachers as professional colleagues in order to support full school day, play-based programs, acknowledging the need for protected class size and composition so that the addition of ECEs enhances current ratios;
- Offering an extended full day and full year program for working and other families who want or need it, at the same location and with stable adult/child relationships;
- Respecting the vital role played by education assistants (EAs) in public schools and working with them to support the successful inclusion of children with extra support needs; and
- Enhancing early childhood education expertise and perspectives within the kindergarten to Grade 12 system.

## School Age Care

Quality school age care plays a critical role in supporting children's development through the important middle years. While at work or study, families rely on school age care for their children. Consistent, genuine and caring relationships with qualified school age care educators who support children's growing independence are an essential element of an effective early care and learning system.

Licensed school age programs will offer before and after school care and full day care during non-instructional days and school breaks for children from Grade 2 to the end of Grade 7. School age programs will work in cooperation with other community services to provide care that meets the full spectrum of children's developmental needs throughout the year.

Like other child care programs:

- Boards of education will be responsible for providing quality school age programs wherever there is an unmet need.
- School age care programs will receive public operating funds to meet the five system accountability measures:
  - » Cap parent fees at \$10 per day for full-time, \$7 per day part-time, no user fee for families earning less than \$45,000 annually;
  - » Meet improved staff education and wage levels at an average of \$25 per hour plus 20 per cent benefits (*updated to current \$*);
  - » Welcome all children, including those with extra support needs;
  - » Address demonstrated community need; and
  - » Offer programs that support children's holistic development.
- Existing school age providers who want to be part of the new system and agree to meet these accountability measures will be welcomed in to the new system and funded through contracts for service or similar funding mechanisms with boards of education.



# Building Capacity

## Investing in the Workforce

Successful implementation of the \$10aDay Plan depends on investing in a diverse, respected, well-educated and fairly-compensated workforce.

This will:

- Enhance the quality of child care programs by raising educational standards for all providers;
- Build on ECEs' ethical commitment to pursue, on an ongoing basis, knowledge, skills and self-awareness to be professionally competent;<sup>20</sup>
- Respect the culture, values and expertise of the field of early childhood education;
- Move ECEs toward parity with teacher credentials and remuneration; and
- Recognize and act on additional responsibilities for capacity development to Indigenous peoples per UNDRIP.

A comprehensive workforce development strategy and initial wage enhancement have been launched by the provincial government in conjunction with the Early Childhood Educators of BC. Yet, much remains to be done to build the ECE workforce. Lack of adequate compensation remains a serious concern and needs to be addressed through accelerated wage enhancements and the development of a provincial wage grid to support the move towards an average wage of at least \$25 an hour plus benefits (*Updated to current \$*).

This Plan also recommends three educational investments for building workforce capacity: a Bachelor of Early Childhood Education as a new educational standard, a diploma as a minimum credential for providers, and support for existing ECEs and providers to upgrade their qualifications.

### Bachelor of ECE as the Educational Standard

Bachelor of Early Childhood Education (BECE) degrees should reflect the breadth and depth of knowledge required to support all aspects of the new system, including care for children from birth to age 12 in a variety of settings, care for children in mixed age groupings, support for children with extra needs, and partnering with teachers and other staff members in kindergarten and Grade 1 classrooms. Articulation with related degrees in fields such as Child and Youth Care would be required. Post-baccalaureate diploma programs with early childhood education specialties for teachers and other professionals should also be available.

After five years of *full* implementation of the \$10aDay Plan, the goal is that at least one early childhood educator in every child care program, kindergarten, and Grade 1 class, will hold a Bachelor of Early Childhood Education degree or a bachelor's degree with an early years specialization from a closely related field. It is recognized that BC needs a continued increase in public post-secondary opportunities in early childhood education, including more distance and online learning. To accomplish this goal BC needs a substantial and sustained public investment into the ECE recruitment and retention strategy, including public post-secondary investments.



## Diploma as the Minimum Credential for Providers

This Plan includes establishing a diploma as the minimum credential for all child care providers working in licensed programs, including those working in family and school age care. This goal recognizes that current educational requirements for ECEs, as well as family and school age providers, are not commensurate with the importance and value of their work and relegate the sector to low wages and recruitment and retention problems.

This standard builds on existing ECE diploma and certificate programs, the Good Beginnings Program for family child care, the Responsible Adult Course, and other courses related to school age care. Diploma programs would address the work done across the sector, including the specific work done in family and school age care, and be articulated with BECE degrees so that diploma graduates enter a bachelor's program at year two or three.

## Support for Providers to Upgrade Qualifications

The goal of supporting existing ECEs and providers to upgrade their qualifications recognizes that while future practitioners will enter the sector with new educational standards in place, existing practitioners may need support to upgrade their education. This process is underway through the new provincial workforce development strategy and includes professional development funding and enhanced bursaries.

Existing training and experience will be recognized in a new provincial wage grid and the Plan's costing model includes annual funds for practitioners to upgrade their education while they continue to work. Educational opportunities must be available across the province and made accessible for all. Public post-secondary institutions across BC are already working to strengthen their capacity to offer increased educational opportunities in early childhood education. We continue to stress that the long term vision of this Plan will inform these developments. Strategies to welcome ECEs who have left the field back into the new system are also required.

Mature providers who may not want to upgrade their education to the new standards will be able to remain in their current positions, with their current qualifications, until they decide to retire or move on.



**Mature providers who may not want to upgrade their education to the new standards could remain in their current positions, with their current qualifications, until they decide to retire or move on.**

# Secure the Progress, Sustain the Momentum, Build the System

In 2018, Year 1, the new provincial government focused on immediate and concrete actions. This was the right way to go. But, as we enter Year 2, it's time to clearly articulate a vision of the system we need to build. Only then can we ensure that every step BC takes over a 10 year implementation process leads in the best direction.

The international evidence is clear: in countries with universal access to child care, the majority of services are publicly funded and delivered with low maximum parent fees and some amount of free provision. BC has made progress by funding new child care prototypes and young parent programs to ensure low and capped fees. Yet, for the most part, BC is still far from reaching the goal of universal access — with spaces for less than 20 per cent of children, very few of which are publicly delivered. The \$10aDay Plan articulates a clear vision and the system building steps required to get us there. The ability of the Plan to achieve its vision depends on a system-wide commitment to Indigenous early learning and child care.

Here are the system building steps that government should take to lock in the progress and build on the success of Year 1.

## Step 1: Enact Legislation

As all three major BC political parties now support action on child care, it is time for them to pass an Early Care and Learning Act within the Ministry of Education that enshrines the rights of children and families to quality, affordable child care and the rights of Indigenous peoples to Indigenous-led services. This will provide a stable legislative and regulatory framework for system building and imbed child care as a key responsibility of governments now and into the future.

## Step 2: Ensure Stable and Accountable Funding

The initial new provincial commitment of more than \$1 billion over three years was the largest single investment in child care in BC's history! It made it possible to begin fixing BC's child care chaos. Now, as the system grows over the next 10 years, current and future governments will need to invest incrementally — about \$200 million a year — until we reach quality, affordable, universal access for those families that chose to use child care services.

As public investment grows, accountability measures must be strengthened to ensure that public funds achieve public goals. To start, participation in the Child Care Fee Reduction Initiative by eligible services should be a pre-condition for receipt of all other provincial funding.

Child care funding then needs to be aligned with funding mechanisms used for other public services. This requires separate operating and capital budgets. This did not occur in Year 1 when all funding — including funds to create new spaces — was in the Ministry of Children and Family Development's (MCFD) child care operating budget. MCFD made significant progress using the tools it has available. Yet, Year 1 demonstrates that relying on reactive, one-off grants limits government's ability to develop a long term capital plan or ensure that public funds build public assets.





## Operating Budget for Child Care

With separated budgets in the place, the child care operating budget would focus on affordability and investing in the workforce as follows:

### AFFORDABILITY

There were two big affordability successes in Year 1.

- Universal Child Care Prototype Sites, where public funding is bringing fees down to a maximum of \$10aDay for all families in 53 diverse child care sites across BC.
- Child Care Fee Reduction Initiative, where public funds are lowering fees by up to \$350 a month benefiting over 50,000 families. To date more than 90 per cent of eligible programs have opted-in to the new system.

Both of these programs build on key elements of the \$10aDay Plan. They welcome in existing providers, hold them accountable for using new funds to lower fees, limit future fee increases and lower fees for all families.

### A note on public policy

Universal Child Care Prototype Sites and the Child Care Fee Reduction Initiative are both good public policy and chart the way forward.

The other affordability measure, the Affordable Child Care Benefit, (ACCB) is less effective. As recommended by the \$10aDay Plan, it helps eliminate fees for low-income families. It also offers some short term affordability relief for others. But, beyond that, it is essentially an expanded income-tested subsidy.

Subsidies are NOT the way<sup>21</sup> to build or fund a public system. It's not the way we fund schools, libraries, hospitals, or other BC early learning programs like Strong Start. In fact, there are no international examples of universal, affordable, quality child care systems that fund child care through fee subsidies and program grants.



The \$10aDay Plan calls for direct, accountable operating funds to child care programs to bring fees down for all families (as in the Child Care Fee Reduction Initiative) rather than investing significant public funds in income-tested subsidies.

In coming budget years, government should:

- Accelerate the expansion of Universal Child Care Prototype Sites, ensuring they serve all regions of the province; and
- Ensure that the Fee Reduction Initiative grows at a rapid rate so that fees come down in all licensed programs, thus reducing the need for subsidies.

The federal government must continue to fund the expansion of Indigenous early learning and child care as directed by Indigenous leadership.

## INVESTING IN THE WORKFORCE

One of the most significant challenges to building a quality child care system is recruiting and retaining qualified early childhood educators. While some steps were taken in Year 1—much more remains to be done if we are to have the well-educated and fairly compensated workforce we need to sustain existing, and open new, child care programs.

The \$10aDay Plan calls for raising educational levels of ECEs and increasing wages to an average of at least \$25 per hour plus benefits (updated to current dollars).

In coming budget years, government should:

- Accelerate the wage enhancements it provides to ECEs and develop and implement a provincial wage grid;
- Increase ECE educational opportunities and access to public post-secondary institutions; and
- Continue to strengthen the ECE comprehensive labour force development strategy.

## Capital Budget for Child Care

The separate capital budget will focus on growing the system so that public funds are used to develop and own public assets in a planned way. As public assets, new child care facilities will be financed the same way we pay for the construction of public hospitals, schools and roads. Like these public services, capital expansion of child care would be an integral part of the provincial capital budget with new licensed spaces planned for and developed on a multi-year frame.



## Step 3: Focus on Public Mandate to Plan, Develop and Deliver

As recommended in the \$10aDay Plan, Year 1 implementation built on the strengths of the current child care sector. Government welcomed all existing providers who were prepared to be accountable for new public funds into new affordability and wage enhancement measures. New spaces, delivered by all types of providers, with a priority on expansion with Indigenous and public partners, started to receive new public funds.

Government also offered grants to Indigenous communities, school districts, local governments and other public partners for local planning and child care development.

Yet, the experience during Year 1 makes clear that, without a clear public mandate to plan, develop and deliver child care, BC runs the risk of creating more rather than less fragmentation.

To achieve universal access in an integrated system, it is now time to focus on 'public' planning, development and delivery by acting on key elements of the Plan:

### A Mandate in the Ministry of Education

After extensive research, the \$10aDay Plan continues to recommend that BC follow the international and national trends and evidence by moving child care into the Ministry of Education. This remains the most effective way to achieve a high quality, affordable public system. Progress in Year 1 will bring child care into the Ministry of Education as a stronger partner in an existing, public universal system that is democratically governed, publicly funded and delivered.

The previous provincial government used the Ministry of Education to implement its biggest investment in young children during its years in office—the extension of half day kindergarten to full-school day kindergarten as a universal, publicly funded, free service. A growing number of school districts recognize that the future of early childhood education is within the MOE and are ready to start planning for that transition.

The \$10aDay Plan outlines the measures required to ensure that child care moves into the Ministry of Education as a strong and equal partner. Now is the time for government to establish a clear timeline and process for this move.

**There are no international examples of universal, affordable, quality child care systems that fund child care through fee subsidies and program grants.**

### Local Planning and Development

In Year 1, government recognized the need to purposefully plan for child care and, in partnerships with Indigenous communities and the Union of BC Municipalities, offered grants to local governments to create community based plans. This is a great first step! Now it's time to consider how best to implement these plans.

The \$10aDay Plan proposes that school boards work with local governments and child care community to plan for and develop child care services. To ensure this happens in a coherent way—it is time to create local child care councils that bring together all the key public and community partners. Under the leadership of the school board, these councils would have the responsibility and resources to plan and develop child care over the next 10 years and beyond.

This approach avoids fragmentation, facilitates efficient use of all public resources available in the community and consolidates child care development expertise in one place.



## Public Delivery

Currently, child care in BC is delivered by a mix of non-profit, for-profit (sole proprietors, partnerships, corporations), First Nations, and a small number of public providers. In the absence of a system, this mixed delivery developed on an ad hoc basis.

As we move from this patchwork to a system, it is time to focus on how best to support the growth of public delivery — a key condition for achieving a quality, universal system.

The \$10aDay Plan recommends that, over time, school boards assume responsibility for delivering new child care services on and off school sites. They would have the mandate and resources to operate and fund the services, employ the staff and maintain the facilities — just as they do for the K-12 public education system. In fact, many already deliver early learning programs that employ early childhood educators and some already deliver licensed child care.

Child care currently delivered by existing providers would be welcomed into this network, and, over time, some could move to public delivery. This ensures that existing child care services are not lost to the community because of individual decisions made by providers.

Child care programs currently located in schools could remain there and school boards could then contract with existing non-profit child care providers to deliver child care in their new public facilities. This builds on the expertise and community trust held by community organizations and ensures that public assets are not used for private gain.

Beyond that, as much as possible, school boards would deliver child care services directly — starting with the new child care facilities that are created as we move towards a universal system.

**TAKING THESE SYSTEM-BUILDING STEPS** incorporates the progress in Year 1, 2018, where families and educators have benefited from new public investments and lays out the map for how Years 2 to 10 can build on these initial successes so that over time all families will have the access they need to quality affordable child care, all educators will be well-educated and fairly compensated for their important work. If the \$10aDay Plan is to be realized, the Indigenous Early Learning and Child Care Framework must not be marginalized. These public investments respect a commitment to children's, women's, and Indigenous rights — and will benefit children's development, gender equality, and the economic health of our communities.



# Notes

- 1 Province of BC, "Child Care Fee Reduction Initiative," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/child-care-operating-funding/child-care-fee-reduction-initiative-provider-opt-in-status](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/child-care-operating-funding/child-care-fee-reduction-initiative-provider-opt-in-status)
- 2 Province of BC, "Universal Child Care Prototype Sites," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/universal-child-care-prototype-sites](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/universal-child-care-prototype-sites)
- 3 Province of BC, "Affordable Child Care Benefit," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-funding/child-care-benefit](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-funding/child-care-benefit)
- 4 Province of BC, "Supporting Early Childhood Educators & Care Providers," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/recruitment-retention-strategy](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/recruitment-retention-strategy)
- 5 Province of BC, "Childcare BC New Spaces Fund: Create New Spaces," accessed January 15, 2019, [gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund](http://gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/running-daycare-preschool/childcare-new-spaces-fund)
- 6 Government of Canada, "Indigenous Early Learning and Child Care Framework," accessed January 15, 2019, [canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html](http://canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html)
- 7 BC Government news release, "Expansion of programs aid Indigenous children under six and their families," May 24, 2018, [news.gov.bc.ca/releases/2018CFD0036-001007](http://news.gov.bc.ca/releases/2018CFD0036-001007)
- 8 See our growing list of supporters and add your organization's name to the plan at [10aday.ca/endorse](http://10aday.ca/endorse)
- 9 A BC example of the integration of early care and learning is the Education Department of the Stz'uminus First Nation which operates the Nutsumaat Lelum Child Day Care.
- 10 First Call, *Make BC's Young Children and Families a Priority: A Call to Action*, March 2015, [firstcallbc.org/publications/make-bcs-young-children-and-families-a-priority-a-call-to-action/](http://firstcallbc.org/publications/make-bcs-young-children-and-families-a-priority-a-call-to-action/). This section of the Plan includes both direct and summarized extracts from *A Call to Action*.
- 11 See, for example, Human Early Learning Partnership, *A New Deal for Families*, 2011, [earlylearning.ubc.ca/media/publications/Family%20Policy%20Reports%20and%20Resources/does\\_canada\\_work\\_for\\_all\\_generations\\_fact\\_sheet.pdf](http://earlylearning.ubc.ca/media/publications/Family%20Policy%20Reports%20and%20Resources/does_canada_work_for_all_generations_fact_sheet.pdf)
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- 15 Iglia Ivanova, *Solving BC's Affordability Crisis in Child Care: Financing the \$10 a Day Plan*, Canadian Centre for Policy Alternatives – BC Office, July 2015, [policyalternatives.ca/publications/reports/solving-bc%E2%80%99s-affordability-crisis-child-care](http://policyalternatives.ca/publications/reports/solving-bc%E2%80%99s-affordability-crisis-child-care)
- 16 Robert Fairholm and Lynell Anderson, *Socio-Economic Impact Analysis of the \$10aDay Child Care Plan for BC*, January 2017, [c4se.com/documents/ECEBCreportsummary.pdf](http://c4se.com/documents/ECEBCreportsummary.pdf)
- 17 While this plan supports extended parental leave of 18 months, some families will want and need infant care.
- 18 *School Act*, Revised Statutes of British Columbia, 1996, [bclaws.ca/civix/document/id/complete/statreg/96412\\_00](http://bclaws.ca/civix/document/id/complete/statreg/96412_00)
- 19 Ibid., *School Act*, Section 82, page C-73.
- 20 Early Childhood Educators of BC, *Code of Ethics*, 2008.
- 21 See \$10aDay Policy Briefing Note, *Fee Subsidies Are Not the Answer: Increasing Fee Subsidies for Families Will Not Solve BC's Child Care Chaos*, October 2017, [d3n8a8pro7vhmx.cloudfront.net/10aday/pages/86/attachments/original/1509139380/10aDay\\_policy\\_briefing\\_note\\_SUBSIDIES\\_Oct\\_2017\\_web\\_3.pdf?1509139380](http://d3n8a8pro7vhmx.cloudfront.net/10aday/pages/86/attachments/original/1509139380/10aDay_policy_briefing_note_SUBSIDIES_Oct_2017_web_3.pdf?1509139380)

Note: CCCABC and ECEBC advance the Plan in ways that are consistent with their respective mandates and regulatory requirements. Both organizations individually and jointly provide public education about the Plan. As a registered charity, ECEBC also engages in a limited amount of permitted non-partisan advocacy which is directly connected to its charitable public education work. As a registered non-profit society, CCCABC advances the Plan through its advocacy campaign, and at [www.10aDay.ca](http://www.10aDay.ca).

# Moving The Plan Forward

Together we can make affordable child care a reality in BC

Our \$10aDay Plan, the *Community Plan for a Public System of Integrated Early Care and Learning in BC* offers a concrete, innovative and ambitious way forward. It provides a framework for significant and lasting system change. The support it has generated is unprecedented and only continues to grow.

We all have a role to play in promoting the Plan and ensuring it frames the ongoing public dialogue about child care. Let all elected officials know we want and expect the \$10aDay Plan to be implemented in BC. Support the \$10aDay Plan at [www.10aDay.ca](http://www.10aDay.ca):



Visit our website to:



Sign the petition



Endorse the Plan



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10 a day child care campaign



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Share the Plan with elected  
officials in your community



Read, download and share  
resources, economic research,  
policy briefs, and progress updates

## School District Support for the \$10aDay Plan

If your district is not yet on the list, contact us for assistance in bringing it on board.

**SD 5 Southeast Kootenay** – Letter of support  
**SD 6 Rocky Mountain**  
**SD 8 Kootenay Lake**  
**SD 19 Revelstoke** – Endorsement letter  
**SD 20 Kootenay Columbia** – Resolution  
**SD 23 Central Okanagan** – Endorsement letter  
**SD 28 Quesnel** – Endorsement letter  
**SD 35 Langley** – Endorsement letter  
**SD 39 Vancouver** – Trustees and representatives support the Plan  
**SD 41 Burnaby** – Report from meeting  
**SD 42 Maple Ridge-Pitt Meadows** – Endorsement letter  
**SD 43 Coquitlam** – Letter of support  
**SD 44 North Vancouver** – Endorsement letter  
**SD 45 West Vancouver** – Endorsement letter  
**SD 46 Sunshine Coast** – Submission to Finance Committee  
**SD 47 Powell River** – Meeting minutes (p. 3)  
**SD 48 Sea to Sky** – Letter of support  
**SD 50 Haida Gwaii** – Endorsement letter  
**SD 52 Prince Rupert** – Endorsement letter  
**SD 53 Okanagan Similkameen** – Endorsement letter  
**SD 61 Greater Victoria** – Meeting minutes  
**SD 64 Gulf Islands** – Letter to Minister Abbott  
**SD 67 Okanagan Skaha** – Endorsement letter  
**SD 68 Nanaimo-Ladysmith** – Endorsement letter  
**SD 69 Qualicum**  
**SD 70 Port Alberni** – Endorsement letter  
**SD 71 Comox Valley**  
**SD 72 Campbell River** – Meeting minutes  
**SD 79 Cowichan Valley**  
**SD 84 Vancouver Island West** – Endorsement letter  
**SD 93 Conseil scolaire francophone de la Colombie-Britannique**

# Local Government Support for the \$10aDay Plan

**Alberni-Clayoquot** Regional District / 1  
 Municipality of **Bowen Island** / 34  
 City of **Burnaby** / 3  
 City of **Campbell River** / 46  
**Cariboo** Regional District / 2  
 City of **Colwood** / 48  
 Town of **Comox** / 38  
 City of **Courtenay** / 4  
**Cowichan Valley** Regional District / 23  
 City of **Cranbrook** / 5  
 City of **Dawson Creek** / 6  
 City of **Duncan** / 7  
 City of **Fort St. John** / 8  
**Greater Vancouver** Regional District / 32  
 Village of **Kaslo** / 41  
**Kitimat** Regional Council / 33  
 Town of **Ladysmith** / 39  
 District of **Lake Country** / 51  
 Town of **Lake Cowichan** / 40  
 Village of **Lions Bay** / 42  
**Lower Mainland** Local Government Assoc. / 44  
 City of **Nanaimo** / 9  
 City of **New Westminster** / 10  
**North Central** Local Government Assoc. / 45  
 Municipality of **North Cowichan** / 35  
 City of **North Vancouver** / 11  
 District of **North Vancouver** / 24  
 District of **Oak Bay** / 25  
 City of **Port Alberni** / 13  
 City of **Port Coquitlam** / 12  
 City of **Powell River** / 14  
 City of **Prince George** / 15  
 Town of **Qualicum Beach** / 50  
 City of **Richmond** / 47  
 City of **Salmon Arm** / 16  
 District of **Sechelt** / 26  
 Village of **Slocan** / 43  
 District of **Squamish** / 27  
**Strathcona** Regional District / 37  
 City of **Surrey** / 17  
 District of **Taylor** / 49  
 City of **Terrace** / 18  
 District of **Tofino** / 28

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