

EMERGING ISSUES:
ADDITIONAL FINDINGS FROM THE REVIEW OF THE
EARLY CHILDHOOD PROGRAM
(Action 15 – Early Childhood Development Action Plan)
Report 2 of 2

Prepared by the Department of Education, Culture and Employment
Early Childhood Development and Learning
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Emerging Issues: Additional Findings From the Review of the Early Childhood Program

INTRODUCTION

This second, companion report to the Early Childhood Program Review, identifies issues raised by stakeholders that did not directly fall within the scope of the review and which require significantly more time to research, understand and develop solutions to address them. The Early Childhood Program Review included a broad based consultation with multiple stakeholders and focused on the current model used by the Department of Education, Culture and Employment (ECE) to provide funding to subsidize costs for licensed day care centres and family day homes. For a full understanding of the Early Childhood Program's funding and actions identified as a result of the review, refer to the Review of Early Childhood Program Administrative and Funding Processes (Action 15 - Early Childhood Development Action Plan) Report 1 document.

Because the Early Childhood Program Review did not include an analysis of the level of financial supports, unlicensed child care or subsidy programs provided directly to parents for childcare, additional issues raised during conversations with stakeholders is the focus of this second report, Emerging Issues: Additional Findings from the Review of Early Childhood Program in the Northwest Territories (Report 2). This report identifies the issues raised by stakeholders and documents their comments with the intent to explore the issues further during the 18th Legislative Assembly. In order to have sound decision-making about these issues, and appropriately address the areas identified, it is important to allow more time to research and understand the implications of potential changes before determining actions.

This report is separated into the following sections:

- Background
- Funding
- Governance
- Current Initiatives
- Summary and Next Steps

BACKGROUND

Access to safe, quality and inclusive child care opportunities that promote early childhood development and learning helps to provide children with the best start in life. Investment in a child's early years is a prerequisite to that child's ability to successfully respond to the opportunities and challenges of a formal education. Research shows that high quality, licensed early childhood programs contribute to children's formative experiences.

Results from the Early Development Instrument (EDI)¹ indicate that the overall experiences of children in the Northwest Territories (NWT) during their early years, particularly in the small communities, are not supporting optimal development. In the NWT, 38% of 5-year old children are vulnerable in at least one area of development compared to 25% of children in the rest of Canada. In the small communities of the NWT, this vulnerability incidence rises to more than 50%.

The renewed *Right From the Start Early Childhood Development Framework (Framework)* and associated *Right From the Start Action Plan*, tabled during the 17th Legislative Assembly, guide the Departments of Education Culture and Employment (ECE) and Health and Social Services' (HSS) direction, actions and investments in early childhood development for 2013-2023.

¹ The Early Development Instrument (EDI) is a population-based measure that provides information on child development and the early childhood programs and services children encounter before entering the school system.

The goals of the *Framework* include:

- Increased accessibility and participation in early childhood development programs, services, and supports for children and families;
- Enhanced quality of early childhood development programs, services, and supports; and,
- Improved integration and collaboration at all levels of the early childhood development system.

FUNDING

This section is sub-divided into issues related to Licensed Early Childhood Program Subsidy Funding, Access, Quality and Inclusion. Stakeholders' comments related to each of these areas are summarized below.

Licensed Early Childhood Program Subsidy Funding:

ISSUE 1: Subsidy funding to child day care facilities has not kept up with inflation. Attendance-based funding and other factors affect ECE's ability to provide funding that best meets operators' needs.

Early Childhood Program subsidies for licensed child care facilities were first introduced in 1989 when federal funding was introduced to jurisdictions across Canada. At that time, the goals of subsidy funding were to enable parents to work or train as well as to provide a business incentive for operators to open child day care facilities. The subsidy funding provided parental subsidies, start-up assistance and operating and maintenance assistance to day care centres and family home day care providers. Although parental subsidies originated as part of the Early Childhood Program, administration moved to the Labour and Income Support Branch of ECE in the 1990s.

Child care safety, quality and inclusion are governed by the *Child Day Care Act* (Act) and *Child Day Care Standards Regulations* (Regulations) but funding of child care programs is not. ECE has ‘fund to need’ guidelines with respect to the Early Childhood Program meaning, that if more child day care spaces are created, ECE is committed to providing subsidy funding for the increased spaces even if it requires expenditures beyond the budget provided.

While funding and application processes were addressed in the Early Childhood Program Review (Report 1), there were a number of related issues raised during consultations. Comments provided by stakeholders were focused more on the limitations of current funding and a need for increased funding. All licensed, non-profit early childhood facilities are eligible for attendance-based Operational Contributions funding. Attendance-based (Operational) subsidy funding helps pay fixed operating costs for day care facilities. The largest Operational cost driver is wages.

The amount of Operational funding provided per child is calculated using the Operations Scale which outlines spending allocations per space adjusted according to the age of the child, the community and the ownership of the building in which the child care facility operates. The formula for attendance-based funding is the same for both centre child day care and family day home care. Funding for children with special needs is based on the Operations Scale, which specifies the same amount of funding for children with special needs as for infants.

Operational funding is paid out quarterly based on daily attendance registers which parents initial when they drop off and pick up their children. Funding flows from the Regional ECE offices under contribution agreements which the Regional ECE Early Childhood Consultants oversee. The amount of the yearly contribution agreement is calculated based on the number of spaces, the number of days of operation, the site of operation, and the age of children attending with estimated full attendance.

ECE provides subsidies to licensed child day care facilities via six funding streams. Please refer to the Early Childhood Program Review (Report 1) for a more detailed description of these streams. From an operator's perspective, a drawback to attendance-based funding is that when attendance falls, operators' costs do not, leaving the operators in the position of having diminished funds to pay the same overhead costs. During consultation with operators in 2014-15, stakeholders raised the issue that attendance-based funding does not address the fixed costs of running a child care facility. Operators also voiced concern that the subsidy funding had not received any increases since 2007 while operating costs continued to rise.

For example, the calculation of the Start-Up subsidy and Operational Contributions subsidy is based upon Start-Up and Operations Scales developed in 1994, and periodically increased, with the last increase occurring in 2007 (see Appendix 2). Since then, the cost of living has increased in the NWT from a Consumer Price Index of 110.8 to 129 in 2015 for an inflation rate of 16.43%. One operator noted that the lack of increased funding had translated into increased costs to parents of children in that particular program. Other comments included the need to address attendance-based funding and ongoing operating costs, as well as overall increases to offset the costs of meeting regulatory requirements.

In general, wages in centre day care facilities are estimated at 80% of O&M costs which is consistent with industry standards (Macdonald & Friendly, 2014; McCuaig, 2014). Centres attempt to attract and retain qualified staff but without increases to O&M, and in the face of other increased operating costs, stakeholders identified that it is very difficult to offer a living wage to child day care staff. Increases in operating costs may ultimately get passed on to parents, making child day care increasingly less affordable. When licensed child day care becomes unaffordable or unavailable, working parents without family members who can care for their children are faced with utilizing unlicensed child care options, which have no oversight to ensure safe, quality child care. The Early Childhood Wage Grant Program was introduced to begin to address the traditional low wages in the early childhood sector. Since it was introduced, ECE has provided

approximately 215 people working directly with young children in child day care centres with wage grants.

Another issue identified was attendance-based Operational Contributions funding. Currently, attendance in child day care facilities across the NWT (excluding Yellowknife) averages at about 50%. This attendance level utilizes the full ECP budget.

ISSUE 2: Changes to overall Early Childhood Program funding may result in changes to how other individual funding sources are accessed and utilized.

Another funding source discussed with stakeholders is the Healthy Children's Initiative (HCI) funding, which is funding available to licensed centre day care facilities and other non-profit agencies providing early intervention services for young children. HCI funding is not designed to pay operating costs in child day care facilities but, over the years, has become used for this purpose. An on-line survey of early childhood staff and operators in 2014/15 found that, in the 2013/14 fiscal year, HCI funding was used to pay wages of child care staff 80% of the time.

HCI funding is also available to non-profit organizations that are not licensed child day care facilities but which provide services that meet the HCI guidelines. Stakeholder feedback indicates that the funding scope, principles and guidelines require revision to ensure consistent funding across regions with a focus on early intervention for children at-risk for, or already experiencing, developmental delays.

The health, educational, literacy and economic benefits of investing in the early years are well presented in The Early Years Report (Flanagan, 2010). Quality licensed child day care contributes positively to child development outcomes. Early childhood education and care must be accessible, high quality and have the ability to include all children regardless of any barriers the child might experience. This requires programs that are both available and affordable.

Access:

Licensed child care in the NWT is provided largely by centre child day care facilities (75%) and by family home day cares (25%). In 2013-14, of a total of 54 family home day cares, 41 were based in Yellowknife, 12 in the South Slave region and 1 in Inuvik. Although it is not known how many parents would take advantage of child care options if they were available, based on the ratio of licensed child day care spaces for children under age two and the number of children within that age category, it is possible that some parents who would like to have child care access are not able to find it.

In 2014, there were 1,926 children under age two in the NWT with 216 licensed spaces for this age range. Assuming that half of these children are under age one and at home with a parent on parental leave, the other half of children (965 children) age one to two years have access to the 216 spaces. More research would need to be done to determine the level of need in any given region and this could change in a given year based on personal circumstances.

Caring for infants (children under 25 months of age) is costly for licensed child care facilities as legislation rules that more staff is required to safely care for infants. Currently, the *Child Day Care Act* allows an adult to infant (0-24 months) ratio of 1:4. For pre-school (25 months – 5 years) children the ratio is 1:8. (See Appendix 3 for Staff to Child Ratio charts.) The financial incentive to create child care spaces for infants is limited and best illustrated by example. To care for eight infants requires two staff while caring for eight pre-school children requires one staff. In Yellowknife, the subsidy for eight infants is $8 \times \$15.60 = \124.80 . The subsidy for eight pre-school children is $8 \times \$10.40 = \83.20 . In this example, to make the compensation for infant care comparable to pre-school children requires increasing the infant rate by $\$5.20^2$ or 33%.

² $\$5.20/\$15.60 \times 100 = 33\%$

Table 1: Infant Child Day Care Subsidy (Yellowknife), 2015

Age of child	# spaces	Subsidy/day	Total subsidy/day	# staff required	Amount of subsidy/staff
Infant	8	\$15.60	\$124.80	2	\$62.40
Pre-school	8	\$10.40	\$83.20	1	\$83.20

Source: ECE Operations & Maintenance Contribution Scale and Staff to Child Ratios as per Child Day Care Regulations, 2015

ISSUE 3: Attendance can be inconsistent in some communities and Early Development Indicator (EDI) results show that children in smaller communities are vulnerable in one or more developmental areas. Needs for each region and community varies and, in some cases, limited child day care options are available.

Accessibility and affordability are not the only factors to consider. In some communities, where licensed early childhood programs are available to parents free of charge, attendance can be inconsistent. There are 20 licensed centre child day care facilities located in small communities that are free of charge to parents. Attendance in these programs averages below 50%. The EDI results show that children in small communities are demonstrating vulnerability in one or more developmental areas. This needs to be explored further to understand the needs in terms of accessibility, quality, and affordability and how they are interrelated.

ISSUE 4: There may be multiple barriers to the establishment of new centre day care facilities which limits the ability to increase accessibility to licensed child care spaces.

The opening of new centre day care facilities is not a frequent occurrence. Consultation feedback indicates that barriers include establishing a non-profit society and oversight board for the centre and finding safe, affordable space. Establishing boards has been identified as a challenge because parents often lack the time and resources to establish and volunteer on a board. Finding safe, affordable space is a challenge and, if renovations are required, the capital cost is not funded by the Early Childhood Program.

During consultation with early childhood staff and operators, concerns regarding the physical space were raised with regard to a lack of funding for capital projects/renovations to create activity areas and storage space for materials. The on-line survey asked respondents to rate the importance of various factors of a child care facility. The two most important factors identified were the maintenance of the physical space and safety of the environment. Other areas of choice included: access to other facilities, other professionals, older children/siblings, internet, other program, parental involvement, transportation, other early childhood educators and parenting programs.

Quality:

ISSUE 5: The level of staff training in child care facilities needs to be increased, with flexible training delivery options. A process for measuring and monitoring quality of the environment of licensed child day care facilities is required.

Quality child day care is known to be based upon a number of factors as follows:

- Adequate number of staff;
- Staff that are trained in early childhood development;
- An environment that is safe, nurturing, stimulating and age appropriate; and,

- Play-based learning framework.

In licensed child day care facilities, the amount of staff is determined by legislation, with more staff required to care for younger than older children (Appendix 3).

Research shows that quality child care relates directly to the amount of training and knowledge in early childhood development possessed by early childhood educators. A large portion of child day care workers in the NWT have not completed postsecondary education in early childhood development. Responses to the on-line survey, which included child day care staff and operators, indicated that 49% of centre day care staff and 69% of family home day care operators reported having no education in early childhood development. More detailed information about educational levels of staff in centre day care facilities can be obtained via the 2014-15 Wage Staff Grant applications. This information source indicates that 76% of staff in centres have not completed postsecondary education in early childhood development.

Centre day care staff reported a high interest in training, particularly in the areas of early childhood development theory, literacy/language development, and Aboriginal culture and language. Family home day care operators reported less interest in training with a desired focus on early childhood development theory, literacy/language development, and site visits to other facilities. Both groups voiced a training preference for workshops located in their community and a need for paid staff development (i.e., release time, staff development funds).

In recognition of the experience of staff already working in child day care facilities, ECE is introducing Competency Based Assessment (CBA) that will be a process for recognition of skills and knowledge that staff have previously acquired. Through this process, staff will have the opportunity to have their experience and skills assessed to demonstrate if their skills meet occupational standards for child care workers in Canada.

Linked to low wages and lack of benefits, careers in early childhood development and learning are less popular. Legislation governing the operation of centre day care facilities states that primary staff must have post-secondary school education in early childhood development and that 50% of staff must be primary staff. Improving the level of education in child day care staff has been identified as a priority by ECE. To support this, in 2014-15, ECE introduced ten, \$5,000 scholarships to encourage students to attend postsecondary institutions and obtain a diploma or degree in early childhood development and learning.

In 2014-15, ECE also introduced a Staff Grant to enhance wages of staff working full-time in centre day care facilities. In 2014-15, Aurora College's *Introduction to Early Childhood* course was piloted as a dual credit course that saw high schools students receive credit towards their high school graduation and credits towards an Early Childhood Development Certificate.

Supporting child day care facilities in the development and provision of quality environments is a role of the Early Childhood Program. The Early Childhood Environmental Rating Scale (ECERS) is a standardized tool used to assess the environment and provide feedback and education to improve early childhood environments. Once the ECERS assessment is completed, the Early Childhood Program Consultant shares a summary report with the staff and/or operator. Through an interactive process using the summary report, the Consultant assists the staff and/or operator to develop an action plan identifying areas for improvement, activities and timelines. Training of Early Childhood Consultants in this assessment tool is planned with a view to implementing the ECERS in centre day care facilities.

Inclusion:

ISSUE 6: There is a need to re-examine current funding allocation for the resources that child day care facilities require for children with special needs.

Regulations require centre day care facilities to provide daily programs that ensure any child is able to participate, including the requirement to obtain and provide the necessary specialized equipment required for the child to participate fully in the program. The Regulations do not specify that the Early Childhood Program provide funding to facilities to support inclusion of children with special needs, nor do the Regulations specify that family home day care operators include children with special needs. Child day care facilities are provided approximately 50% more subsidy funding per space occupied by a child identified with having special needs. Funds from the Minor Health and Safety Renovations Funding can be used to make modifications to the physical environment that will increase accessibility for the child.

The total HCI funding allocation was \$1,780,395 in 2014-15. When HCI funding was originally introduced, programs such as the Healthy Family Program offered by HSS did not exist. In 2015, a review of the HCI identified that, generally, it is a worthwhile funding stream and should continue. Some concerns were noted, one of which was that approximately 80% of the HCI funding is currently used for child care staffing.

Stakeholder feedback provided through the HCI review process indicates that the funding scope, principles and guidelines require revision to ensure consistent funding across regions with a focus on early intervention for children at-risk for, or already experiencing, developmental delays. The HCI review provides recommendations to improve administration, application, funding allocation and strategic approach.

GOVERNANCE

The *NWT Child Day Care Act (Act)* and *Child Day Care Standards Regulations (Regulations)* govern the operation of licensed centre day care facilities. The Act is legislation that outlines the duties of the Director of Child Day Care Services (Director) in licensing operators of child day care facilities to maintain safe establishments for the provision of child day care. Regional ECE Early Childhood Consultants and the Early Childhood Development and Learning Division staff are responsible for ensuring that licensed child day care facilities follow the *Regulations*. Regional ECE Early Childhood Consultants conduct inspections and are responsible for supporting licensed child day care facilities by distributing subsidy funding, providing education, and conducting quality assessments of the child care environment. Information from child day care facility inspections are available to the public and reside on the ECE website.

Presently, to receive subsidy funding under the Early Childhood Program, centre day care facilities must be a non-profit society, which requires a board of directors. Establishing societies and boards is a challenge because parents often lack the time and resources to volunteer. This may be a barrier to new day care centres opening.

CURRENT INITIATIVES

Despite issues and gaps that have been identified through the review of the Early Childhood Program, and which have been included in both Report 1 and 2, there has been significant progress already in several areas related to Early Childhood.

The *Child Day Care Standards Regulations* were revised in 2013. A comprehensive handbook in both English and French was developed for licensed early childhood facility operators titled, “Understanding the Child Day Care Regulations”. Workshops on the revised *Regulations* were offered to all facility operators and copies of the “Understanding the Child Day Care Regulations” binder were distributed.

Also completed in 2013 was an additional resource for early childhood facility operators called “Responding to Emergencies: A Handbook for Early Childhood Programs”. Child care workers and operators indicate that the handbook is useful. In April 2014, ECE provided all licensed day care centres and licensed family day homes with emergency supplies recommended in the handbook, such as first aid kits, burn treatment kits, and eye wash stations.

ECE recognizes that the strength of the early childhood sector depends on having trained staff. In an effort to increase the number of trained early childhood staff, ECE initiated the following actions in 2014-15:

- Aurora College’s *Introduction to Early Childhood* course was piloted as a dual credit course in high schools in Yellowknife. This enabled high school students to receive credit towards their high school graduation and credit towards an Early Childhood Development Certificate at Aurora College. Continuation of this pilot course is planned for January 2016.
- Ten \$5,000 scholarships were awarded to students across the NWT to attend postsecondary institutions outside the NWT to obtain a diploma or degree in early childhood development and learning. The scholarship program is continuing with an evaluation planned at the end of three years of implementation.
- In acknowledgement of the low wages provided in the early childhood sector, ECE introduced an Early Childhood Staff Grant program for workers in centre day care facilities. In year one, all full-time staff, regardless of training in early childhood development, who applied for the staff grant received an increase of approximately \$2.00 per hour.

In 2015-16, applicants are eligible for an additional increase based on their qualifications:

- No completed early childhood development post-secondary education - \$1/hour for a total of \$3/hour
 - Certificate in early childhood development - \$2/hour for a total of \$4/hour
 - Diploma in early childhood development - \$3/hour for a total of \$5/hour
 - Degree in early childhood development - \$4/hour for a total of \$6/hour
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- To fulfill the requirements for primary staff as required by the Child Day Care Regulations, and in recognition of the experience of staff already working in child day care facilities, ECE is introducing Competency Based Assessment (CBA), which is a process for recognition of the skills and knowledge that staff have previously acquired. Through this process, staff will have the opportunity to have their experience and skills assessed to demonstrate if skills meet occupational standards for child care workers in Canada.
 - A multi-media, interactive educational resource designed to share the science and information about the vital importance of the early years was provided to all operators. The resource, the Science of Early Child Development, was developed by Red River College in partnership with the University of Toronto,

In 2015-16, staff in centre day care facilities and family home day cares will be offered the opportunity to take a free, on-line introductory course in Early Childhood Development.

Finally, early childhood educators know that young children learn and develop by playing. Development of a child-centred, culturally-appropriate curriculum framework supporting play-based learning is being investigated by ECE with a view to future implementation in child day care facilities.

SUMMARY AND NEXT STEPS

As part of the Early Childhood Program review, consultations with internal and external stakeholders resulted in the identification of seven underlying issues that need further exploration in order to determine reasonable solutions that will result in system reform. Depending on what is discovered as part of the next step in this process, additional financial investment in the Early Childhood Program may be required to bring the NWT to financial parity with other Canadian jurisdictions. Both the results of the Early Childhood Program review (Report 1) and the additional feedback included in this Emerging Issues document (Report 2) need to be considered as ECE moves forward with stakeholders to support quality child day care in the NWT. In the meantime, ECE is committed to continuing to improve early childhood programming and has moved forward with several initiatives identified earlier.

Stakeholder issues requiring further consideration include provision for increased training opportunities for staff, competitive wages commensurate with training and experience, funding to support inclusion for children with special needs, funding allocation that takes into consideration of the child's age (i.e., infant), and operational funding subsidies that better meet the realities of operators' increased costs. Financial and human resource investments in this area are priorities in order to ensure quality learning and care environments for the youngest residents of the territory.

The stakeholder issues identified in this document will be considered by the 18th Legislative Assembly in order to provide direction to ECE for continued support of early childhood programming in the NWT. In the interim, ECE will continue to work with stakeholders in partnership to fulfill the *Early Childhood Development Framework and Action Plan's* goals of improvements in quality, accessibility and inclusivity for children attending NWT child day cares.

Early Childhood Program
DEPARTMENT OF EDUCATION, CULTURE & EMPLOYMENT

STATEMENT OF ACTION

The Government of the Northwest Territories supports a comprehensive child care and development program that supports parents in enhancing the growth and development of children from the time they are born until they are 6 years old. The program enables parents to access employment and learning opportunities by supporting child care initiatives for children from infancy to 6 years of age, and after-school care for children up to and including 11 years of age. These programs also provide a safe, nurturing environment for children, and promote their balanced growth and development during the early, critical years of life.

PRINCIPLES

This statement of action is based upon the following principles:

1. Parents and other family members should be their children's primary care givers and teachers. For those parents who choose to access child care and development programs, the programs should support and complement them in those roles.
2. Child care and development programs should be community based and shaped by the culture of the community. They should involve parents, the community and community agencies in their design and delivery.
3. To support the maximum growth and development of each child, child care and development programs should provide a secure, nurturing environment and promote the balanced development of the child. They should be high quality and based on established standards.

The funding elements of the Early Childhood Program are:

- Start-Up funding to assist with the establishment of licensed non-profit early childhood programs.
- On-going program contributions to help licensed non-profit early childhood programs with on-going operational costs.

Appendix 2

Start-up Contributions

	Area 1 Dettah	Area 2 Enterprise	Area 3 Inuvik	Area 4 Tsiigehtchic	Area 5 Gameti	Area 6 Aklavik	Area 7 Fort Good Hope	Area 8 Holman	Area 9 Sachs Harbour	Area 10 Paulatuk
	Fort Smith	Fort Liard		Fort McPherson	(Rae Lakes)	Tulita	Wrigley	Jean Marie River	Trout Lake	Colville Lake
	Hay River	Fort Providence				Norman Wells	Deline	Wekweti		
	Yellowknife	Fort Resolution				Nahanni Butte	Lutsel'ke	Tuktoyaktuk		
	Hay River Reserve	Fort Simpson				Wha Ti				
		Kakisa Rae Edzo								
	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
Full-time Centre Rates										
Rate per Preschool Space	\$1,560	\$1,716	\$1,872	\$2,028	\$2,184	\$2,340	\$2,496	\$2,652	\$2,808	\$2,964
Rate per Infant/Special Needs Space	\$2,340	\$2,574	\$2,808	\$3,042	\$3,276	\$3,510	\$2,964	\$3,978	\$4,212	\$4,446
Part-time Rates										
Rate per Preschool Space	\$780	\$780	\$936	\$1,014	\$1,092	\$1,248	\$1,248	\$1,326	\$1,404	\$1,482
Rate per Infant/Special Needs Space	\$1,170	\$1,287	\$1,404	\$1,521	\$1,638	\$1,755	\$1,872	\$1,989	\$2,106	\$2,223
After School Rates										
Rate per Space	\$390	\$390	\$468	\$507	\$546	\$585	\$624	\$663	\$702	\$741
Rate per Infant/Special Needs Space	\$585	\$618	\$702	\$761	\$819	\$878	\$936	\$995	\$1,053	\$1,112
Full-time Family Day Home Rates										
Rate per Preschool Space	\$975	\$1,073	\$1,170	\$1,268	\$1,365	\$1,463	\$1,560	\$1,658	\$1,755	\$1,853
Rate per Infant/Special Needs Space	\$1,463	\$1,609	\$1,755	\$1,902	\$2,048	\$2,194	\$2,340	\$2,487	\$2,633	\$2,779
Part-time Family Day Home Rates										
Rate per Preschool Space	\$488	\$537	\$585	\$634	\$683	\$732	\$780	\$829	\$878	\$927
Rate per Infant/Special Needs Space	\$732	\$805	\$878	\$950	\$1,024	\$1,097	\$1,170	\$1,243	\$1,317	\$1,390
After School Day Home Rates										
Rate per Space	\$244	\$268	\$293	\$317	\$342	\$365	\$390	\$415	\$439	\$463
Rate per Infant/Special Needs Space	\$365	\$402	\$439	\$476	\$512	\$549	\$585	\$621	\$660	\$694

Operational Contributions

	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
	Detah	Enterprise	Inuvik	Tsiigehtchic	Gameti	Aklavik	Fort Good Hope	Holman	Sachs Harbour	Paulatuk
	Fort Smith	Fort Liard		Fort McPherson	(Rae Lakes)	Tulita	Wrigley	Jean Marie River	Trout Lake	Colville Lake
	Hay River	Fort Providence				Norman Wells	Deline	Wekweti		
	Yellowknife	For Resolution				Nahanni Butte	Lutsel'ke	Tuktoyaktuk		
	Hay River Reserve	Fort Simpson				Wha Ti				
		Kakisa Rae Edzo								
	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6	Area 7	Area 8	Area 9	Area 10
Full-time Centre Rates										
Rate per Preschool Space	\$10.40	\$11.40	\$12.50	\$13.50	\$14.60	\$15.60	\$16.60	\$17.70	\$18.70	\$19.80
Rate per Infant Space	\$15.60	\$17.20	\$18.70	\$20.30	\$21.80	\$23.40	\$25.00	\$26.50	\$28.10	\$29.60
Rate per Special Needs Space	\$15.60	\$17.20	\$18.70	\$20.30	\$21.80	\$23.40	\$25.00	\$26.50	\$28.10	\$29.60
Part-time Rates										
Rate per Preschool Space	\$5.20	\$5.70	\$6.20	\$6.80	\$7.30	\$7.80	\$8.30	\$8.80	\$9.10	\$9.90
Rate per Infant Space	\$7.80	\$8.60	\$9.40	\$10.10	\$10.90	\$11.70	\$12.50	\$13.30	\$14.00	\$14.80
Rate per Special Needs Space	\$7.80	\$8.60	\$9.40	\$10.10	\$10.90	\$11.70	\$12.50	\$13.30	\$14.00	\$14.80
After School Rates										
Rate per Space	\$2.60	\$4.70	\$3.10	\$3.40	\$3.60	\$3.90	\$4.20	\$4.40	\$4.70	\$5.00
Rate per Special Needs Space	\$3.90	\$4.30	\$4.70	\$5.10	\$5.50	\$6.20	\$6.20	\$6.60	\$7.00	\$7.40

Staff to Child Ratios for Day Care Centres

If children are cared for in single age groupings:

Age of Child	Minimum Staff to Child Ratio	Maximum Group Size
0-12 months	1:3	6
12-24 months	1:4	8
25-35 months	1:6	12
3 years	1:8	16
4 years	1:9	18

If children are cared for in mixed age groupings:

Age of Child	Minimum Staff to Child Ratio	Maximum Group Size
0-24 months	1:4	8
25 months – 5 years	1:8	16

Note: the number of spaces a day care centre is licenced for is confined by the square meters dimension of useable play space (2.75 sq. metres per child)

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