



What We Heard: Early Learning and Child Care Engagement



Message from the Minister

The delivery of early learning and child care programs in Yukon is a priority for our government, and we are committed to working with Yukoners to build a system that is responsive to the needs of children, families and communities.

In order to determine priorities for early learning and childcare in Yukon, the Department of Health and Social Services engaged with key stakeholders in 2018 and 2019 through a series of surveys, meetings and email correspondence. This engagement was made possible by funding through the Canada-Yukon Early Learning and Child Care agreement.

The results of that engagement are presented in this report, **What We Heard: Early Learning and Child Care Engagement**.

The Canada-Yukon Early Learning and Child Care provided Yukon with more than \$7 million in funding from 2017 to 2020. As always, we are grateful for this Government of Canada funding.

We recently signed a one-year renewal of this agreement for the 2020-21 fiscal year. We are looking forward to negotiating a further multi-year agreement with the Government of Canada to continue supporting affordable, accessible, inclusive, innovative and high-quality early learning and child care for Yukoners.

The funding received from this agreement was allocated to address many of the priorities identified during our engagement, including:

- Access to high-quality child care guided by a curriculum framework tailored to meet the needs of our population.
- Sustainability of licensed child care in rural communities.
- More affordable early learning and child care opportunities.
- Early Childhood Educator training and staff continuity.
- Additional services such as drop-in, extended hours and weekends.

We are also taking action on the concerns that are identified in this report.

We have engaged with Yukon First Nations and other stakeholders on a curriculum framework. We are working towards a new framework that complements the Department of Education's primary curriculum, allowing for more seamless services and transitions to school.

We developed and implemented a bursary program to provide further training opportunities to early childhood educators. Additional funding was provided to Yukon College to provide early learning and

child care training in communities. Funding was also provided to the Yukon Child Care Association to offer two-day training seminars for early childhood educators.

Engagement with Yukon First Nations and other rural stakeholders identified rural sustainability as a priority. We have developed and implemented a funding strategy for two non-profit licensed child care centres in Yukon: Watson Lake Daycare and Little Blue Early Child Care and Learning Centre in Dawson. The two-year pilot program was implemented in July 2020, and provides funding for operational expenses and caps parent fees.

We recognize that the costs associated with providing licensed child care are high, and in response we increased the Direct Operating Grant to provide additional funding directly to licensed child care programs.

Yukoners have also expressed a desire for some form of universal child care. As Premier Silver announced on July 15, 2020, we are in the early phase of developing a universal child care plan that will ease the financial burden for families and caregivers and increase availability and accessibility of high quality early learning and child care programs.

The detailed Action Plan in this report will guide the department as it works to enhance and expand existing programs and to design and implement meaningful programs and services. Additional opportunities to address recommendations will be forthcoming.

This report is the result of ongoing engagement and collaboration with Yukon First Nations, community stakeholders, parents, caregivers, Early Childhood Educators, as well as owners and operators of early learning and licensed child care programs. My thanks to all for their contribution.

I also want to express my appreciation to the Government of Yukon staff who worked to develop and conduct the survey and analyze the resulting data, and to the team at Child Care Services Unit for their dedicated work on the projects that were launched as a result.

Mahsi.

A handwritten signature in black ink, appearing to read 'Pauline Frost', written in a cursive style.

The Honourable Pauline Frost
Minister of Health and Social Services

Executive Summary

The Canada-Yukon Early Learning and Child Care Agreement (2017) provides more than \$7.173 million to implement early learning and child care initiatives in Yukon between 2017 and 2020.

Initiatives draw from the following principles:

- High quality;
- Accessibility;
- Affordability;
- Flexibility; and
- Inclusivity.

In order to develop initiatives that are meaningful to Yukon, the Department of Health and Social Services engaged Yukon First Nations, households, operators of licensed early learning programs (including daycares and day homes), early childhood educators (ECEs), and community stakeholders through a series of surveys, meetings, and email correspondence.

Results from this engagement are summarized by theme, and full survey results, not including additional comments, can be seen in the [Appendix](#).

Numerous initiatives supporting these principles and the data obtained from this engagement have been implemented to date (see [Action Plan](#)) and further initiatives will be explored to ensure optimal use of funding.

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Introduction

The Canada-Yukon Early Learning and Child Care Agreement (2017) outlines a shared commitment to work towards a long-term vision where all children experience an environment of quality learning and child care that supports their development. This framework has enabled a process where the Canadian government worked with the Department of Health and Social Services (the department) to develop an agreement specific to Yukon's needs, based on mutual priorities. The Government of Yukon's enduring priorities, that "*Our people-centred approach to wellness helps Yukoners thrive*" and "*Our strategic investments build healthy, vibrant, sustainable communities*", bear congruence with the values placed on early learning and child care by the federal government. The Government of Yukon has committed to "*invest in our children and ensure our actions as government are coordinated to maximize the benefits for children.*" This agreement saw the department receive approximately \$7.173 million over three years, from April 1, 2017 to March 31, 2020.

This agreement has provided funding to conduct engagement with households, licensed child care operators, and early childhood educators (ECEs). The results from this engagement are explored throughout this report, with the commitments the department has made to date included in the [Action Plan](#). The engagement results will also inform the next multi-year funding agreement with the Government of Canada.

Engagement

All 14 Yukon First Nation governments were invited to provide input regarding the needs of children and families in their communities.

The following stakeholder groups representing parents, operators, and educators were invited to provide feedback:

- l'Association franco-yukonnaise
- Yukon Child Care Association
- Yukon College
- Child Development Centre;

- Yukon Child Care Board
- Network for Healthy Early Human Development

The department met with Yukon First Nation governments and stakeholders throughout the engagement process. In-person meetings or communications in the form of email or letters from Chief and Council or other department directors provided input into the engagement process. These engagements were held between September and October 2018. The department continues to receive input from Yukon First Nations.

The Yukon Bureau of Statistics (YBS) assisted the department in designing three questionnaires: one for households with children aged 12 or under, one for child care program operators (operators), and one for ECEs.

Yukon Bureau of Statistics conducted a telephone survey with a stratified random sample of in-scope households from November 13, 2018, to December 3, 2018. In total, 273 households were interviewed as part of this survey. The results from this survey have been weighted so that they can be generalized to the entire population of in-scope households in Yukon.

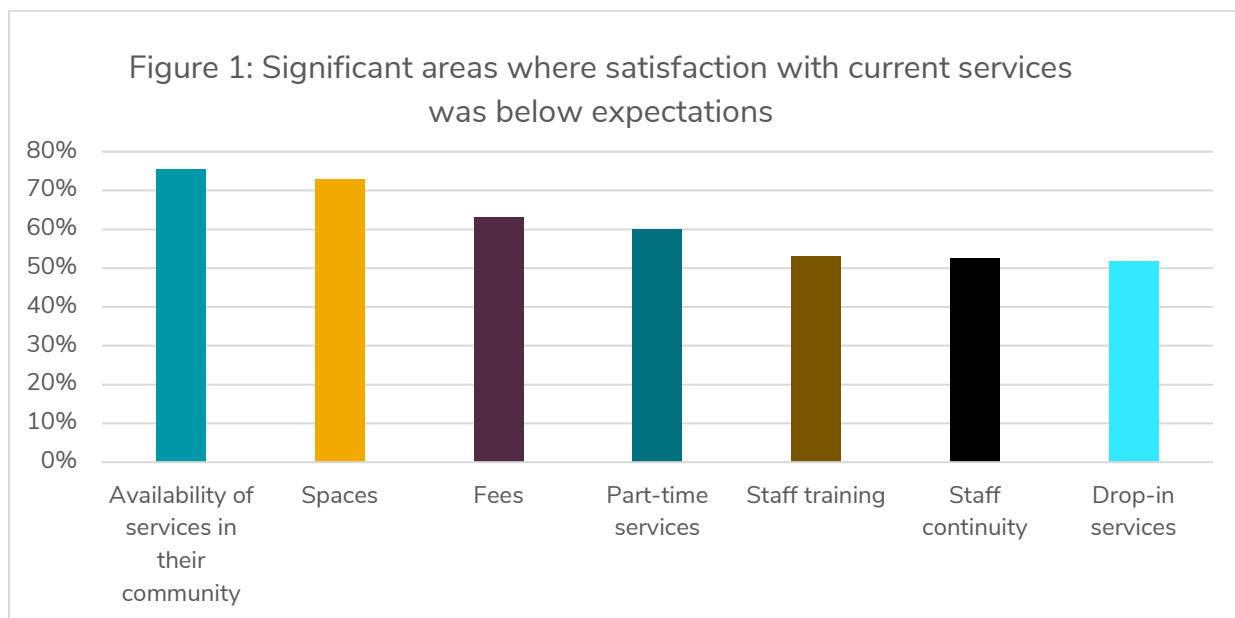
Early childhood educators were invited to complete the survey online, or on paper, if necessary. Invitations to participate in the survey were sent by email and mail to 274 potential respondents. In total, 113 ECEs responded during the survey period of December 3 to 21, 2018.

Operators were invited to complete the survey either online, or on paper, if necessary. Invitations to participate in the survey were sent by email and mail to 56 potential respondents. In total, 29 operators responded during the survey period of December 3 to 21, 2018.

Results from all three surveys, exclusive of open-ended comments, can be found in the Appendix.

Results

Surveyed households were asked to identify areas that they felt were most important and were then asked to rate their satisfaction levels on several factors (see Figure 1). Figure 1 shows the areas of highest importance to households where the satisfaction with services offered at the time of the survey were below expectations.



Programs and Services

Some surveyed households have voiced concerns over the lack of or limited availability of key services that may present barriers to accessing licensed child care. This may include: the hours of service, as extended hours, drop-in, and part-time services are often not available; access to non-standard hours such as weekend and overnight care; and transportation to and from licensed child care programs. Some households commented that there can be very long wait lists for licensed child care in their communities.

After-school programming was a highlighted concern in the comments provided by households. Some respondents indicated there were limited options for school aged children and available options were often difficult to access due to transportation challenges. Households report having to leave work to transport children after school to

after-school programs. Some comments reported that licensed child care programs were also not always the best fit for older children not yet old enough or able to be home alone. Licensed programs for after school care were outside of the scope of this engagement.

“An early childhood curriculum with a lot of focus on social and emotional learning...”

- ECE comment

Curriculum frameworks are currently being used in most jurisdictions in Canada, offering structure and guidelines to strengthen learning outcomes for children in licensed child care programs. All groups that participated in this engagement identified the need for the development and implementation of standardized programming or an early learning curriculum framework specific to the different cultures and values within Yukon while incorporating best practices within the ELCC field.

“...would like to see First Nation culture and French language built in to the child care system.”

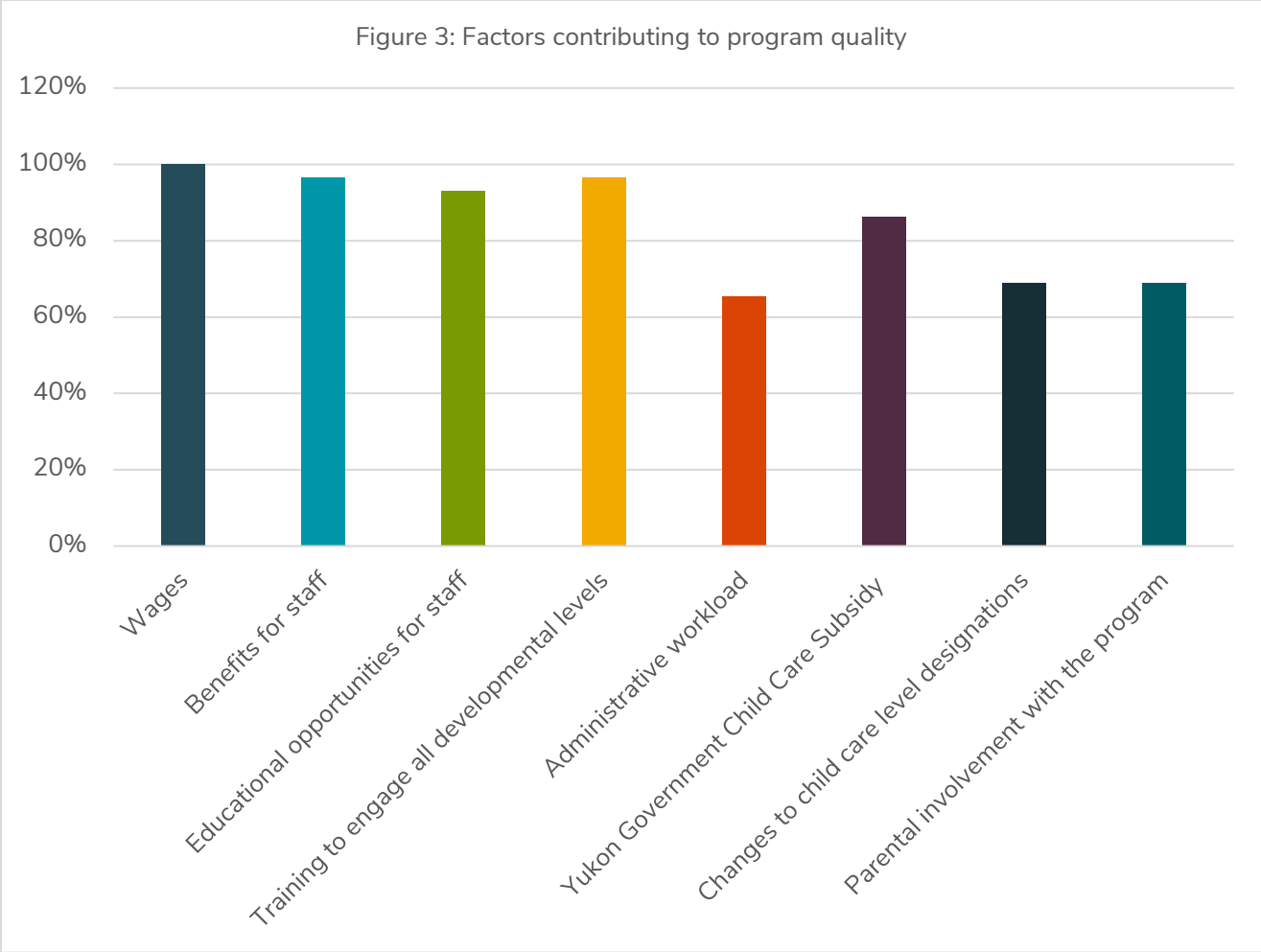
- Household comment

Participants added that there is a need to incorporate Yukon First Nations teaching methods into every day programming within licensed child care settings.

“Families need to know what quality care looks like so that they can make informed decisions about where to send their kids”

- Licensed child care program operator comment

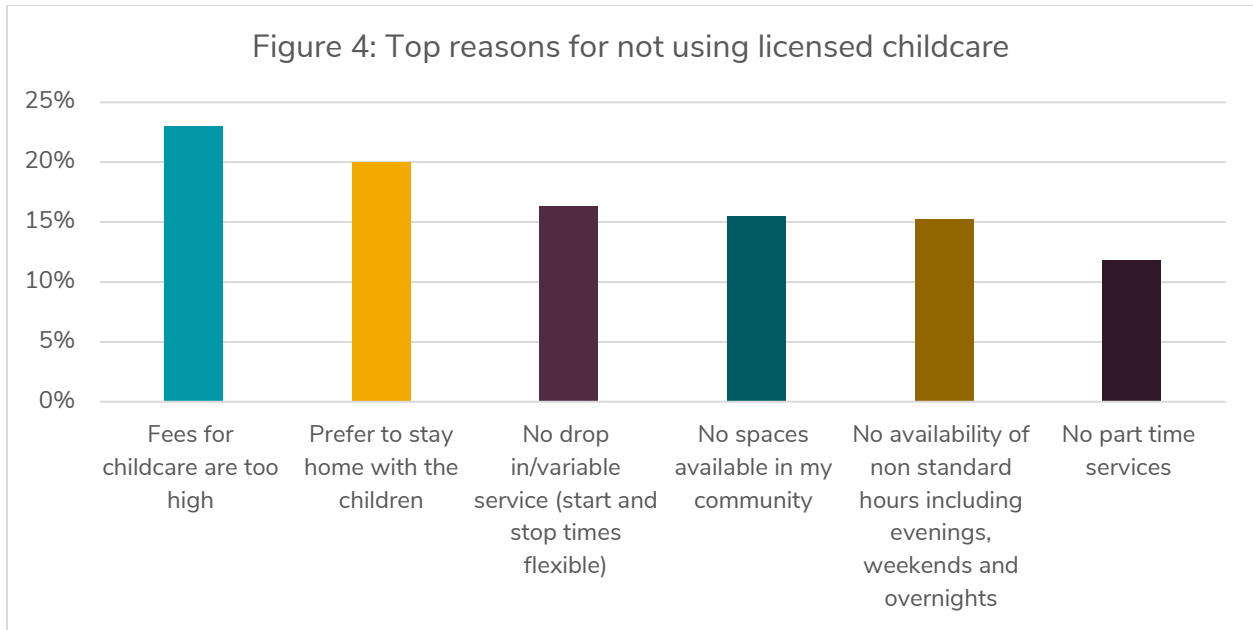
When asked about program quality, operators identified several factors affecting the quality of services they are able to offer and the factor's level of importance. More than one selection was possible. Results can be seen below in Figure 3. Many of these themes are directly related to costs and funding of licensed child care programs.



Costs of Child Care

Through the engagement process, the department heard from some households that the costs of child care are too high.

Of those households surveyed, 25% reported using a licensed day care and 34% reported that a parent stayed home to care for children. There were several reasons listed for staying home to care for children (see Figure 4).



The department offers a child care subsidy for low income households. Of all households surveyed, 22% reported accessing the subsidy. Households have reported the application process for the subsidy is sometimes difficult and some felt an online form may be easier to navigate. Some households felt subsidy thresholds should be revised to be more inclusive.

“...lower costs for parents so that they can actually afford to put their children in child care”

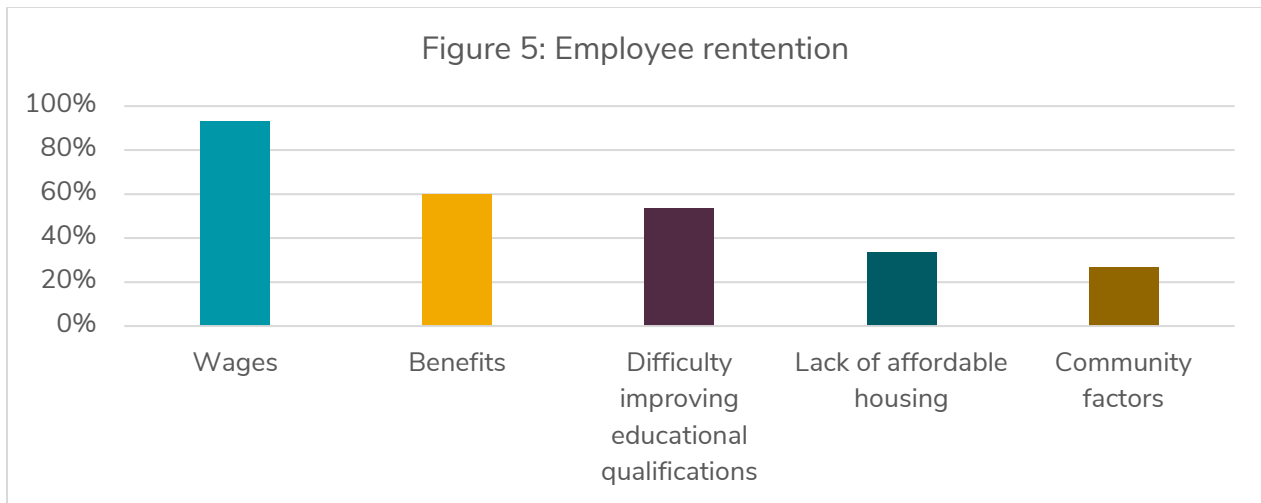
- Household comment

Operators and households have asked for increased funding to provide enhanced services to children and their families including improving subsidies for wages and benefit packages to ECEs.

Many other areas noted have substantial impacts on the costs of licensed child care: training, professional development, program services, staffing, and rural sustainability, which are explored throughout the results.

Staffing

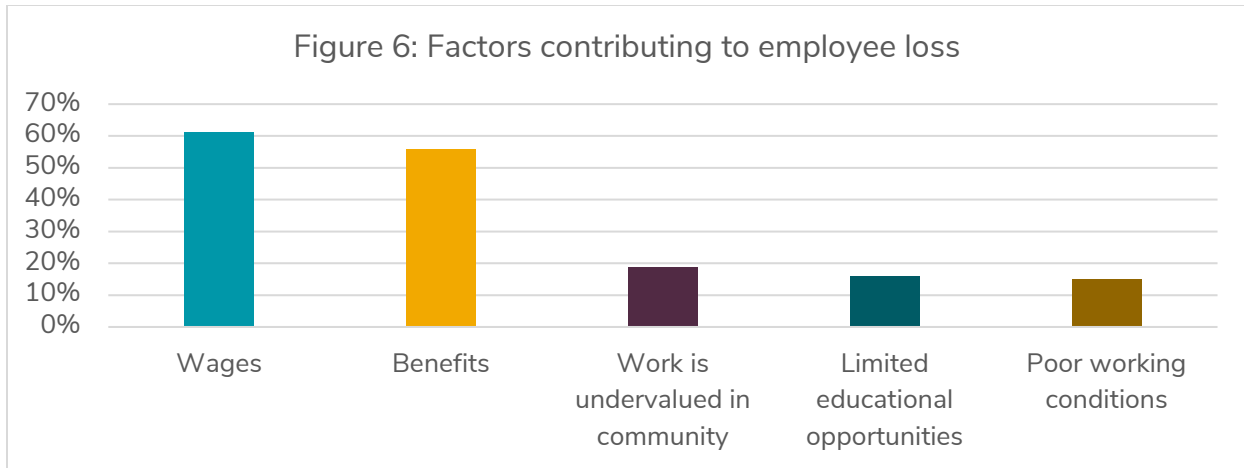
Most of the operators surveyed reported recruitment of qualified staff to be a challenge. Applicants are often not qualified to work in licensed child care programs. Operators reported applicants may also experience difficulties securing affordable housing and are seeking employment with higher wages and/or benefits packages. Half of operators reported difficulties retaining staff, as outlined in Figure 5, largely due to perceived low wages and a lack of benefits.



“Child care is a profession and I think that wages should reflect that.”

- ECE comment

Early childhood educators reported wages and benefits as the two most significant factors contributing to a decision to leave their jobs as ECEs. Other reported factors contributing to decisions to leave the ELCC field were a poor working relationship with the operator and/or coworkers, working with undertrained staff, difficulty accessing training, and poor working conditions such as inconsistent breaks and no substitute staff being available (Figure 6).



Surveyed ECEs reported factors which contributed to staying within the ELCC field: they enjoy working with children and feel they make a difference in children’s lives.

Stability of staffing within licensed child care programs was a concern for parents. Staff turnover may impact continuity of services offered to children and their families and impact program consistency.

Training, Education, and Professional Development

Concerns that were raised throughout the engagement process surrounded the need for highly trained staff in licensed child care settings. Households want to ensure their children are receiving the best quality of care possible. Operators and ECEs reported struggling to ensure ongoing training and professional development as well as the recruitment and retention of well trained staff. Training and professional development for ECEs living and working in communities was identified as a main priority during the engagements with Yukon First Nations and community stakeholders.

- Of those ECEs surveyed, most reported they had sufficient education in the field to do their jobs (89%).
- Both ECEs and operators identified several barriers to accessing additional training: costs, time constraints, difficulties accessing training, and the language of the training.

Early childhood educators and operators reported a need for specialized workplace training in order to address areas such as supported child care, infant and toddler care,

as well as school aged care to ensure the needs of all developmental levels were properly met.

There are community partners that offer training and professional development, and the ELCC community reported accessing those services.

- The Yukon Child Care Association (YCCA) offers an annual professional development conference that is well attended.
- The Child Development Centre (CDC) offers several programs including the Ages and Stages Questionnaire, Handle with Care, and supported programming initiatives.
- Yukon College offers ELCC education.
- Healthy Families offers services to licensed child care programs.
- Partners for Children offers services to French language licensed child care programs.

Other community organizations were mentioned in the comments and were accessed for specialized services, such as Autism Yukon. See the [Community Partners and Programs](#) in the Appendix for program descriptions. Of the training and professional development that has been offered, ECEs and operators alike reported that there were added benefits to the licensed child care programs. Yukon College courses and other online courses were accessed by half of the surveyed ECEs within the last five years and reported to be useful in skill development.

“Everyone in the child care sector should continue to update their education”

- ECE comment

There were some comments relating to changing the Yukon Childcare Worker designation requirements. Some respondents felt that ongoing training past a level-three should not be required while others reported that ongoing training and professional development throughout employment was necessary to keep informed of best practices.

Professional Recognition

Professional recognition for this profession was reported to be low. Early Childhood Educators reported being referred to as or feeling like “babysitters”. Many ECEs commented that the community and often parents do not recognize or appreciate the work that is done within licensed child care settings. Most ECEs reported achieving at minimum a level-one Yukon Child Care Worker Certificate (only 10% reported not having achieved a level) and 40% indicated they have been employed in the ELCC field for more than seven years, showing dedication to working with children.

“I feel our work is under rated sometimes and considered just babysitting”

- ECE comment

Rural Sustainability

Rural ELCC programs are integral parts of the community. Stakeholders identified the same needs as those in larger centres; however, meeting the needs in a rural context presents unique challenges. Recruitment and retention of qualified staff in communities can be difficult, particularly with low wages and limited access to training and professional development opportunities. Small communities may be lacking in affordable housing and other amenities. Costs associated with operating licensed child care programs is reported to be higher than in Whitehorse.

Summary

The department has heard a number of concerns and suggestions for ensuring quality care for children continues to improve and evolve for Yukon families. This care needs to reflect the diverse needs of Yukon First Nations, community stakeholders, parents, operators, and ECEs. The department has taken the time to review every comment provided from households, operators and ECEs. This report reflects the most commonly occurring themes.

Common themes throughout the engagement process included the need to stabilize costs for licensed child care and to improve service flexibility while balancing the need for increased wages and benefits packages for ECEs. Increasing funding available to licensed child care programs to keep wages competitive and to maintain affordable, quality services to families is a priority of all engaged groups going forward.

Operators, ECEs, First Nations and stakeholders all advocated for increased availability of training and professional development for ECEs to ensure children are receiving the best possible care, rooted in industry best practices. Although all groups reported barriers to accessing training, many of those ECEs and operators surveyed reported high levels of Yukon Child Care Worker certification.

All groups who engaged acknowledged the need for a curriculum framework.

Some surveyed households expressed the need for more services for school aged children. Licensed child care for this age group was outside of the scope of this engagement; however, the department would like to recognize the importance to households.

A common concern voiced by many ECEs and operators was the need to be recognized for the important work that happens in licensed child care programs. Many ECEs reported the community perceives workers as “babysitters”, not recognizing that they are trained professionals working in their chosen career. This is part of a larger issue surrounding public perception of ECEs, which was not explored in detail during this engagement.

Action Plan

The department is using these results to enhance and expand existing programs and to design and implement meaningful programs and services.

The Direct Operating Grant (DOG) was increased by 14.5% in Whitehorse and 34.5% in rural licensed child care programs using funding from the bilateral agreement, for a total of \$1.7 million. The intended result is that fees for licensed child care programs will stabilize and ECE wages will increase. Currently, the DOG supplements wages at

different rates depending on the level of Yukon Child Care Worker certification achieved and whether the ECE is employed in a Whitehorse program or a rural program. As ECEs increase their level designation, the employer is eligible to apply for increased wage subsidy through the DOG. Wage subsidy rates can be seen in the [Yukon Child Care Worker Level Certifications](#) section of the Appendix. Currently, there are no existing accountability measures in place to monitor allocation of funds once disbursed to operators.

First Nations governments were provided with \$15,000 each, for a total of \$210,000, to conduct their own review and identify specific child care needs and challenges. These reviews are underway. The results of these reviews and needs identification continue to be reported back to the department.

La garderie du petit cheval blanc was provided with \$10,000 in funding to conduct a review of the needs of the francophone community. This report has been completed and identifies the need for more French language ELCC spaces. Several options are being explored to expand capacity.

Accessibility of training for ECEs is imperative. Yukon College received \$120,000 to offer training in Old Crow, Mayo, Pelly, and Carmacks. Funding in the amount of \$30,000 for the annual YCCA conference has been offered and will continue. Bursaries for part-time and full-time studies are available to students studying ELCC at an accredited program. The annual budget for this initiative is currently \$30,000.

Funding has been provided to the CDC in the amount of \$216,000 per year to provide program supports for licensed programs in Yukon by mentoring staff and improving environments through evaluation for developmentally appropriate practice. Another resource offered through this increase in funding from the CDC was for Handle with Care training to be provided to licensed child care programs. The third program offered by the CDC is the Ages and Stages Questionnaire training for all educators in licensed childcare enabling them to identify and support developmental goals for children.

An early learning curriculum framework is being developed in consultation with First Nations governments and an advisory board comprised of members from the YCCA,

CDC, Council of Yukon First Nations, Montessori Borealis, Network for Healthy Human Development, as well as several local and rural child care program directors and a day home operator. This curriculum framework is currently being reviewed by our education partners.

The development of additional, high quality licensed child care programs was a shared area of concern for all those involved in this engagement. Child Care Services Unit has budgeted \$30,000 to provide start up funding to new programs upon licensing. Additional funding has been allocated to facilitate rural start up of licensed child care programs.

As safety of children is a priority for the department, an enhancement fund budget of \$97,000 was implemented to provide financial support to licensed child care programs to address safety concerns including radon remediation measures.

The enrichment fund was also developed to provide additional support to operators to purchase culturally and/or developmentally appropriate toys and equipment to enrich ELCC environments. A total of \$319,400 was budgeted for this initiative.

The department has developed and implemented innovative programs to meet needs of Yukon households. This includes a grandparent grant that offers funding to grandparents for licensed child care to those grandparents acting as primary caregivers for grandchildren. This initiative received \$16,000 in funding. A teen parent grant of \$9,000 was created to provide funding for children to attend licensed child care while their parents attend school. A budget was created for intensive treatment spaces grant which provides full time licensed child care for children whose parents are accessing treatment for addictions. Currently, two spaces in Whitehorse, two in Dawson and one in Teslin are being reserved for parents accessing mental health or addictions services. A total of \$46,000 was budgeted for this initiative.

Table 3 provides a full outline of action items.

Table 3: Action Plan Summary

Item	Status	Description
Increase the Direct Operating Grant by 14.5% in Whitehorse Increase the Direct Operating Grant by 34.5% for rural programs	Ongoing	Provides funding to licensed child care programs for operational requirements with the intention of stabilizing fees
Grandparent Grant	Ongoing	Provides funding for full time child care for grandparents providing care for their grandchildren
Teen Parent Grant	Ongoing	Provides funding for full time child care for parents completing secondary school coursework
Increases to the Supported Child Care Program	Ongoing	Provides funding to children requiring additional supports within licensed child care settings
Creation of Intensive Treatment Spaces	Ongoing	Provides funding for full time child care for caregivers accessing addictions treatment
Enrichment Fund	Completed	Provided funds to all licensed child care programs to purchase culturally and/or developmentally relevant toys and equipment
Enhancement Fund	Ongoing	Provides funding to enhance health and safety within licensed

		child care programs with a focus on radon testing and remediation
Bursaries	Ongoing	Provides funding to students pursuing part-time or full-time studies in ELCC
Yukon College Community Trainers	Ongoing	Provides funding to Yukon College to provide ELCC training in communities
First Nation reports to identify needs of ELCC in their community	In process	Provided funding to all First Nations governments to review their ELCC programs and identify needs
French language feasibility study for ELCC	Completed	Funding was provided to review francophone ELCC
Development of an early learning curriculum framework	In process	Funding was provided to develop a curriculum framework specific to Yukon
Yukon Child Care Association conference funding	Ongoing	Funding was provided to facilitate the annual YCCA conference
Start Up Grant/Enhanced Rural Start Up	Ongoing	Funding was allocated to ease the costs of new licensed child care programs
Supportive Programing	Ongoing	Trained mentors work with licensed child care programs to ensure developmentally appropriate learning environments

Handle with Care	Ongoing	Designed to promote well being in children using a strengths-based approach
Ages and Stages Questionnaire	Ongoing	An evaluative tool used to screen for developmental delays in children

Conclusion

The department is looking forward to receiving further feasibility and needs assessments from Yukon First Nation governments' priorities for families in ELCC over the coming months.

The first Canada-Yukon Early Learning and Child Care Bilateral Agreement (2017) expired on March 31, 2020. The Government of Canada offered a one-year extension of this agreement to ensure there are no gaps in service. The department is currently in discussion with federal officials on the next multi-year agreement (2021-2024) and will enter into negotiations in the coming months.

Appendix

Household Data

Table 1: Amount of Yukon households w/ children 12 years old or younger with at least one child in each of the following age ranges:

Age Range	Frequency	Percent
0-17 months old	202	5.4
18 months to less than 3 years old	748	19.9
3 years old to 12 years old	1,007	26.8
5 years old to 12 years old	2,811	74.8

Table 2: Amount of in-scope households that used each of the following types of child care services:

Type of Child care	Frequency	Percent
Daycare	955	25.4%
Licensed day home	102	2.7%
Unlicensed day home	12	0.3%
Nanny/au pair	7	0.2%
Family caregiver	561	14.9%
Stay at home parent/guardian	1,283	34.1%
Other	860	22.9%
None of the above	834	22.2%

Table 3: Reasons why daycare/day home was not used:

	Frequency	Percent
Fees are too expensive	626	23.0%
Prefer to stay home with children	543	20.0%
No drop-in/variable service (start and stop times flexible)	443	16.3%
No spaces available at the child care service provider(s) operating in my community	422	15.5%

No service available during non-standard hours (evenings, overnight, weekends)	413	15.2%
No part time service available	322	11.8%
No child care service provider in my community	158	5.8%
Staff are not trained sufficiently	107	3.9%
Not satisfied with programming/curriculum offered	95	3.5%
Transportation is too expensive or not available	85	3.1%
Too much staff turnover (no continuity in staffing)	79	2.9%
No supports available for children with additional needs	16	0.6%
Meals are not provided	9	0.3%
Meals are not satisfactory	9	0.3%
No French language programming available	0	0.0%
No First Nations programming available	0	0.0%
No gender inclusivity policy, training or capacity	0	0.0%
Other	*	*

*Due to a technical issue, the "Other" responses were not recorded properly and are therefore suppressed.

Table 4: Households receiving child care subsidy:

Response	Frequency	Percent
Yes	231	22.2%
No	797	76.5%
Prefer not to say	14	1.3%
Grand Total	1,041	100.0%

Table 5: Importance vs. Satisfaction - Amount of in-scope households who feel each factor is below expectations:

Factor	Frequency	Percent
Availability of child care services in my community	2,839	75.5%
Spaces	2,735	72.8%
Fees	2,376	63.2%
Part-time services	2,256	60.0%
Staff training	1,996	53.1%

Staff continuity	1,976	52.6%
Drop-in services	1,947	51.8%
Non-standard hours	1,670	44.4%
Supports for children with additional needs	1,521	40.4%
First Nations programming	1,505	40.0%
Transportation	1,436	38.2%
Curriculum	1,349	35.9%
Meals	1,087	28.9%
French language programming	1,056	28.1%
Gender-inclusive approach	812	21.6%

Table 6: Amount of in-scope households by number of parents/guardians in household:

Response	Frequency	Percent
1	608	16.2%
2	3,066	81.5%
More than 2	69	1.8%
Prefer not to say	17	0.5%
Grand Total	3,760	100.0%

Table 7: Identified Gender: *

	Frequency	Percent
Female	2,881	76.6%
Male	844	22.5%
Other	17	0.5%
Prefer not to say	17	0.5%
Grand Total	3,760	100.0%

*This question was asked to the individual respondent but the frequencies and percentages are weighted to the household level. As a result, these results should be treated with caution.

Table 8: Household employment status (number of parents/guardians) - Amount of in-scope households with at least one parent/guardian in each employment category:

Employment Type	Frequency	Percent
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Employed or self-employed, and currently working	3,448	91.7%
Employed or self-employed, but not currently working (e.g. on leave)	25	0.7%
Temporarily laid off from work	68	1.8%
Unemployed and looking for work (job seeker)	108	2.9%
Not currently working or looking for work, but able to work	331	8.8%
Not currently working or looking for work, and unable to work	136	3.6%

Table 9: Full or part time employment (number of parents/guardians) - Amount of in-scope households with at least one parent/guardian in each employment category:

Employment Type	Frequency	Percent
Full-time [30 hours a week or more]	3,278	94.7%
Part-time [less than 30 hours a week]	738	21.3%
Other arrangement	184	5.3%

Table 10: Household employment (number of parents/guardians) - Amount of in-scope households with at least one parent/guardian in each employment category:

Employment Type	Frequency	Percent
Permanent	3,357	97.0%
Temporary or term	200	5.8%
Casual or on-call	39	1.1%
Seasonal	36	1.0%
Contract	109	3.2%
Something else	222	6.4%

Table 11: Household employment schedule (number of parents/guardians) - Amount of in-scope households with at least one parent/guardian in each employment category:

Employment Type	Frequency	Percent
Regularly scheduled weekday hours (Monday to Friday, between 7AM and 6PM)	2,912	84.1%
Regularly scheduled hours, but including evening (later than 6PM) or weekend hours	537	15.5%

Variable schedule (shift work or on-call)	776	22.4%
Other	210	6.1%

Table 12: Amount of in-scope households with at least one parent/guardian in each age range:

Age Range	Frequency	Percent
Under 18 years old	0	0.0%
18-24 years old	14	0.4%
25-34 years old	943	25.1%
35-44 years old	2,369	63.0%
45-54 years old	830	22.1%
55-64 years old	75	2.0%
65 or older	113	3.0%

Table 13: Respondent gross household income:

Income Range	Frequency	Percent
Less than \$25,000	75	2.0%
\$25,000 to \$49,000	240	6.4%
\$50,000 to \$74,000	558	14.8%
\$75,000 to \$99,000	628	16.7%
\$100,000 to \$149,000	750	19.9%
\$150,000 to \$199,000	595	15.8%
\$200,000 or over	215	5.7%
Don't know	178	4.7%
Prefer not to say	521	13.9%
Grand Total	3,760	100.0%

Table 14: Amount of in-scope households by demographics:

Household Characteristic	Frequency	Percent
Households with at least one parent/guardian of First Nations status	682	18.1%
Households with at least one parent who identifies as LGBTQ2S+	74	2.0%

Households with at least one child with First Nations status	704	18.7%
Households with at least one child who identifies as LGBTQ2S+	14	0.4%

Table 15: Respondent primary language:

	Frequency	Percent
English	3,250	86.5%
French	85	2.3%
Tagalog	100	2.7%
Other	290	7.7%
Prefer not to say	34	0.9%
Grand Total	3,760	100.0%

Table 16: Respondent community:

	Frequency	Percent
Whitehorse	2,722	72.4%
Non-Whitehorse	884	23.5%
Not answered	106	2.8%
Prefer not to say	48	1.3%
Grand Total	3,760	100.0%

Early Childhood Educator Data

Table 17: Community:

	Frequency	Percent
Whitehorse	98	86.7%
Another Yukon community	15	13.3%
Grand Total	113	100%

Table 18: Respondent's primary language:

	Frequency	Percent
English	93	82.3%
French	8	7.1%
Other languages	8	7.1%
Prefer not to say/No response	4	3.5%
Grand Total	113	100.0%

Table 19: Length of time worked as an ECE:

	Frequency	Percent
Less than 1 year	18	15.9%
1-3 years	27	23.9%
4-6 years	22	19.5%
7-10 years	11	9.7%
10 years or more	34	30.1%
Prefer not to say	1	0.9%
Grand Total	113	100.0%

Table 20: Level of Yukon Child Care Worker certificate achieved:

	Frequency	Percent
0 (no level)	11	9.7%
1	16	14.2%
1A	5	4.4%
2/2A*	9	8.0%
3	66	58.4%
Prefer not to say/No response	6	5.3%
Grand Total	113	100%

*Combined due to low response counts

Table 21: ECEs reporting they have a sufficient educational background early childhood education to perform in the job:

	Frequency	Percent
Yes	100	88.5%
No	13	11.5%
Grand Total	113	100%

Table 22: Areas ECEs report wanting more training:

	Frequency	Percent
Supported child care	8	61.5%
Infant/toddler care	8	61.5%
School age care	5	38.5%

*Question asked only if response was "No" to "Do you feel you have enough of an educational background in early childhood education to do the job expected of you as an ECE?"

Table 23: Barriers to taking additional educational opportunities in early childhood education:

	Frequency	Percent
Financial	60	53.1%
Time constraints	66	58.4%
Difficulty accessing training	30	26.5%
Language of training	7	6.2%
Lack of interest	4	3.5%
None of the above	26	23.0%

Table 24: ECEs reporting receiving sufficient training at your workplace to do the job expected as an ECE:

	Frequency	Percent
Yes	94	83.2%
No	18	15.9%
No response	1	0.9%
Grand Total	113	100%

Table 25: Areas in which ECEs want more training: *

	Frequency	Percent
Supported child care	10	8.8%
Infant/toddler care	4	3.5%
School age care	4	3.5%

*Question asked if response was "No" to "Do you feel you have received sufficient training at your workplace to do the job expected of you as an ECE?"

Table 26: ECEs reported having sufficient knowledge regarding Yukon's current rules and guidelines about child care:

	Frequency	Percent
Yes	102	90.3%
No	11	9.7%
Grand Total	113	100%

Table 27: ECEs reporting the rules and guidelines help with their job:

	Frequency	Percent
Yes	91	89.2%
No	10	9.8%
No response	1	1.0%
Grand Total	102	100%

*Question asked if response was "yes" to previous question

Table 28: Reported rates of ECEs' familiarity with locating information regarding Yukon's current rules and guidelines about child care:

	Frequency	Percent
Yes	8	72.7%
No	3	27.3%
Grand Total	11	100%

Table 29: ECEs who have taken any ELCC courses through Yukon College in the last 5 years:

	Frequency	Percent
Yes	58	51.3%
No	55	48.7%
Grand Total	113	100%

Table 30: ECEs' ratings of the courses taken at Yukon College in helping their work as an ECE:

	Frequency	Percent
Very helpful	21	36.2%
Helpful	28	48.3%
Not very helpful	7	12.1%
No response	2	3.4%
Grand Total	58	100%

Table 31: ECEs who have taken any ELCC courses online, other than from Yukon College, in the last 5 years:

	Frequency	Percent
Yes	15	13.3%
No	98	86.7%
Grand Total	113	100%

Table 32: ECEs' ratings of the online courses in helping their work as an ECE:

	Frequency	Percent
Very helpful	9	60.0%
Helpful	4	26.7%
Not very helpful/No response	2	13.3%
Grand Total	15	100%

Table 33: Professional development workshops and/or conferences attended in the last three years through:

	Frequency	Percent
Yukon Child Care Association	52	46.0%
Child Development Centre	38	33.6%
None of the above	36	31.9%

Table 34: ECEs' ratings of those workshops/conferences in improving ability to perform as an ECE: *

	Frequency	Percent
Very helpful	26	35.6%
Helpful	44	60.3%
Not very helpful	3	4.1%
Grand Total	73	100%

*73 respondents checked at least one of the options in the previous question other than "None of the above".

Table 35: ECEs actively participating in developing program activities to meet the developmental needs of the children in the program:

	Frequency	Percent
Yes	99	87.6%
No	13	11.5%
No response	1	0.9%
Grand Total	113	100%

Table 36: ECEs reporting sufficient contact with parents of the children in programs:

	Frequency	Percent
Yes	97	85.8%
No	15	13.3%
No response	1	0.9%
Grand Total	113	100%

Table 37: ECEs' ratings a scale from 1 to 5, if their current salary reflects what is expected in the job: *

	Frequency	Percent
1	16	14.2%
2	20	17.7%
3	39	34.5%
4	21	18.6%
5	16	14.2%
No response	1	0.9%
Grand Total	113	100%

*1 indicates the salary does not at all reflect what is required of the job and 5 means it fully reflects job requirements.

Table 38: Factors contributing to retention in the early childhood education field:

	Frequency	Percent
Wages	25	22.1%
Benefits	14	12.4%
I feel I make a difference in children's lives	84	74.3%
I enjoy working with children	106	93.8%
I feel valued at work (by my employer)	58	51.3%
I feel that my work is valued in my community	45	39.8%
I have ongoing training opportunities	16	14.2%
I like the option of working flexible hours	18	15.9%
There are few other job opportunities in my community	5	4.4%

Table 39: Factors which may contribute to employees leaving their jobs as ECEs:

	Frequency	Percent
Wages	69	61.1%
Benefits	63	55.8%
I do not feel I make much of a difference in children's lives	3	2.7%

I do not really enjoy working with children	2	1.8%
My work is not valued in my workplace	13	11.5%
My work is not valued in my community	21	18.6%
Limited educational opportunities	18	15.9%
Poor working conditions other than wages or benefits	17	15.0%
Other:	26	23.0%

Please describe the poor working conditions other than wages or benefits that might make you consider leaving the ECE field.

Please add any comments below about ways you think early learning programs can be improved in Yukon. What do you see as the future direction of our Early Learning and Child Care programs? Where will/should they be in 5 years?

Operator Data

Table 40: Location of programs surveyed:

	Frequency	Percent
Whitehorse	22	75.9%
Another Yukon community	7	24.1%
Grand Total	29	100%

Table 41: Operators reporting current rules and guidelines about child care provide sufficient guidance in program operation:

	Frequency	Percent
Yes	21	72.4%
No	8	27.6%
Grand Total	29	100%

Table 42: Programs with processes in place to ensure staff are aware of and are following the *Child Care Act* and related regulations:

	Frequency	Percent
Yes	28	96.6%
No	1	3.4%
Grand Total	29	100%

Table 43: Programs reporting difficulties hiring qualified staff:

	Frequency	Percent
Yes	25	86.2%
No	4	13.8%
Grand Total	29	100%

Table 44: Recruiting difficulties faced by programs:

	Frequency	Percent
No qualified applicants typically apply	18	72.0%
Qualified applicants want higher wages/benefits	17	68.0%
Qualified applicants have trouble finding affordable housing	9	36.0%
It takes a long time to find qualified applicants	20	80.0%

Table 45: Programs identifying difficulties retaining staff:

	Frequency	Percent
Yes	15	51.7%
No	14	48.3%
Grand Total	29	100%

Table 46: Factors which contribute to difficulties with staff retention:

	Frequency	Percent
Wages	14	93.3%
Benefits	9	60.0%
Difficulty in improving educational qualifications	8	53.3%

Lack of affordable housing	5	33.3%
Community factors (e.g. lack of community facilities/amenities)	4	26.7%
Poor working conditions	0	0.0%

Table 47: Operators reporting staff have sufficient specialized training to ensure that children with different developmental levels are included in program activities:

	Frequency	Percent
Yes	16	55.2%
No	13	44.8%
Grand Total	29	100%

Table 48: Specialized training identified which would benefit the program:

	Frequency	Percent
Supported child care	12	92.3%
Infant/toddler care	9	69.2%
School age care	3	23.1%

Table 49: Use of the following resources/supports to assist in ensuring programs can meet the individual needs of all the children in the program:

	Frequency	Percent
Ages and Stages program through Child Development Centre	19	65.5%
Handle with Care program through Child Development Centre	21	72.4%
Partners for Children	10	34.5%
Healthy Families	5	17.2%
Yukon College	21	72.4%
Yukon Child Care Association	8	27.6%
None of the above	1	3.4%

Table 50: Staff attending professional development workshops and/or conferences in the last three years through:

	Frequency	Percent
Yukon Child Care Association	18	62.1%
Child Development Centre	14	48.3%
None of the above	4	13.8%

Table 51: Respondents reporting professional development workshops and/or conferences benefit the program:

	Frequency	Percent
Yes	22	88.0%
No	2	8.0%
Not answered	1	4.0%
Grand Total	25	100%

Table 52: Barriers identified for staff in taking additional educational opportunities in early childhood education:

	Frequency	Percent
Financial	20	69.0%
Time constraints	21	72.4%
Difficulty accessing training	7	24.1%
Language of training	5	17.2%
Lack of interest	5	17.2%
None of the above	4	13.8%

Table 53: Staff involvement in making programming/ suggestions to improve programs:

	Frequency	Percent
Yes	26	89.7%
No	3	10.3%
Grand Total	29	100%

Table 54: Importance of the following factors in ensuring programs offer the best developmental environment possible:

Wages for staff	Frequency	Percent
4	5	17.2%
5 - Very important	24	82.8%
Grand Total	29	100%

Benefits for staff	Frequency	Percent
3 - Neutral	1	3.4%
4	8	27.6%
5 - Very important	20	69.0%
Grand Total	29	100%

Educational opportunities for staff	Frequency	Percent
2	1	3.4%
3 - Neutral	1	3.4%
4	7	24.1%
5 - Very important	20	69.0%
Grand Total	29	100%

Training for staff to engage with children with different developmental levels	Frequency	Percent
3 - Neutral	1	3.4%
4	9	31.0%
5 - Very important	19	65.5%
Grand Total	29	100%

Administrative workload	Frequency	Percent
1 - Not at all important	2	6.9%
3 - Neutral	8	27.6%
4	6	20.7%

5 - Very important	13	44.8%
Grand Total	29	100%

Yukon government Child Care Subsidy program	Frequency	Percent
1 - Not at all important	2	6.9%
3 - Neutral	2	6.9%
4	8	27.6%
5 - Very important	17	58.6%
Grand Total	29	100%

Changes to child care policies, rules and guidelines	Frequency	Percent
3 - Neutral	7	24.1%
4	8	27.6%
5 - Very important	13	44.8%
Not answered	1	3.4%
Grand Total	29	100%

Changes to child care level designations	Frequency	Percent
2	2	6.9%
3 - Neutral	7	24.1%
4	5	17.2%
5 - Very important	15	51.7%
Grand Total	29	100%

Parental involvement with program	Frequency	Percent
1 - Not at all important	1	3.4%
3 - Neutral	8	27.6%
4	4	13.8%
5 - Very important	16	55.2%
Grand Total	29	100%

Please tell us what changes are needed in the rules and guidelines about child care so that they provide sufficient guidance in operating your program.

How could we change funding (such as the Direct Operating Grant, child care subsidies or other types of funding) to better support child care programs? Please be as specific as possible.

Please add any comments below about ways you think early learning programs can be improved in Yukon. What do you see as the future direction of our Early Learning and Child Care programs? Where will/should they be in 5 years?

Yukon Child Care Worker Level Certifications

There are five levels of certification:

Level 1 60 hours of coursework, or equivalent, in early childhood development

Level 1A Minimum 45 hours in the Health stream
Minimum 60 hours in the Child Development stream
Minimum 45 hours in Professional Practice in Early Learning and Child Care stream
Minimum 45 hours in the Methods stream
Minimum 135 hours in the Field Placement stream (1 field placement, 1 seminar)

Level 2 Minimum 45 hours in the Health stream
Minimum 90 hours in the Child Development stream
Minimum 45 hours in Professional Practice in Early Learning and Child Care stream
Minimum 90 hours in the Methods stream
Minimum 390 hours in the Field Placement stream (1 field placement, 1 seminar)

Level 2A Minimum 90 hours in the Health stream
Minimum 135 hours in the Child Development stream
Minimum 90 hours in Professional Practice in Early Learning and Child Care stream
Minimum 135 hours in the Methods stream
Minimum 645 hours in the Field Placement stream (1 field placement, 1 seminar)

Level 3 Minimum 135 hours in the Health stream
Minimum 225 hours in the Child Development stream
Minimum 135 hours in Professional Practice in Early Learning and Child Care stream
Minimum 180 hours in the Methods stream
Minimum 900 hours in the Field Placement stream (1 field placement, 1 seminar)
Minimum 45 hours in the English stream

To receive a child care worker level 3, applicants must have a completed two-year Early Learning and Child Care diploma or two-year Early Childhood Development diploma.

Table 54 : ECE hourly wage subsidies:				
Yukon Child Care Worker level designation	Previous hourly rate Whitehorse area	New hourly rate Whitehorse area	Previous hourly rural rate	New hourly rural rate
Level 0	Not applicable	Not applicable	Not applicable	\$1.85
Level 1	\$1.85	\$2.12	\$1.85	\$2.49
Level 1A	\$3.50	\$4.01	\$3.50	\$4.71
Level 2	\$4.75	\$5.44	\$4.75	\$6.39
Level 2a	\$6.95	\$7.96	\$6.95	\$9.35
Level 3	\$9.00	\$10.31	\$9.00	\$12.11

Community Partners and Programs

- Ages and Stages Questionnaire is a tool administered by parents and/or professionals to screen for developmental milestones and identify delays or other concerns in children before they start school.
- Handle with Care is an evidence-based program for parents and caregivers of young children. It promotes positive mental health and well-being using hands-on interactive activities and discussion. This program is offered by the CDC.
- Partners for Children is an organization that offers support to caregivers and parents.

- Healthy Families is a program that provides support to families who are expecting a baby up until the child is school-age.
- Yukon Child Care Association provides advocacy for early childhood as well as professional development.
- Yukon College provides courses and programs specific to ELCC.