



THE DISTRICT OF WEST VANCOUVER

# CHILD CARE ACTION PLAN 2021-2031

APRIL 2021

*westvancouver*

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# Acknowledgements

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The District of West Vancouver (District) acknowledges that creation of the 2021-2031 West Vancouver Child Care Action Plan has taken place within the ancestral, traditional, and unceded territories of the xʷməθkʷəy̓ əm (Musqueam) Nation, Skwxwú7mesh (Squamish) Nation, and səliłwətał (Tsleil-Waututh) Nation.

The development of the District's Child Care Action Plan would not have been possible without the assistance and involvement of partners, community members, District staff, and funding from the Union of British Columbia Municipalities.

Thank you to the members of the West Vancouver Child Care Services Working Group for spearheading this project and for their ongoing support and collaboration:

Child Care Services Working Group Chair, Fran Jones, West Vancouver Board of Education Trustee Nicole Brown, Vancouver Coastal Health Senior Child Care Licensing Officer Glenda Burrows, District of West Vancouver Councillor Nora Gambioli, North Shore Child Care Resource and Referral Manager Tunde Getaneh, West Vancouver Child and Family Hub Coordinator Lea Howard, West Vancouver Schools Director of Instruction Sandra-Lynn Shortall, and community members Yilu Chen, Polly Evenden, Lesley McRae, Dani Renouf, Caroline Schier, Janos Stiasny, and Claudia Zuniga-Blaney.

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Thank you to the Project Team led by Sandra Menzer, in collaboration with Sarah Huebert from the Social Planning and Research Council of British Columbia (SPARC BC), Barry Forer and John Foster. Additionally, the three North Shore municipalities: District of West Vancouver, District of North Vancouver and the City of North Vancouver partnered to take a coordinated and integrated approach to child care planning for the whole of the North Shore. This collaboration allowed many phases of the work, most notably the engagement processes, to be done together. As a result, many parts of the three North Shore Child Care Action Plan Reports are similar and complementary, which will enhance understanding of and collaboration for the delivery of child care services on the North Shore.

Much appreciation to the parents, child care providers, family, and community organizations, as well as District of West Vancouver staff who gave their time to provide input, share insights and ideas, completed surveys and interviews, attended focus groups, and advised on various drafts of this report.

# Executive Summary

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Quality child care services are critical for the social and economic well-being of our communities. Research has confirmed the importance of child care to the economy, gender equality, social inclusion, healthy child development, and poverty reduction strategies.

In 2016 District of West Vancouver (District) staff identified that the child care and early learning landscape in the Province and across the country had changed and there was renewed interest in planning for child care. In 2017 a West Vancouver Child Care Services Working Group (CCSWG) formed with the purpose of developing a new 10-year District Child Care Action Plan. The CCSWG met in 2017 and 2018 to review the achievements of the 2010 West Vancouver Child Care Plan, outlined goals and objectives for an updated plan, completed a SOAR analysis (strengths, opportunities, aspirations and results) of child care in the District, carried out a best practices review of other municipal child care plans, and conducted a parent and caregiver survey on child care needs. In March 2019 the District received a Community Child Care Planning Program Grant through Union of British Columbia Municipalities. At the same time, the City and District of North Vancouver also received planning grants and the three municipalities agreed to work together to create efficiencies, and expand community outreach to achieve maximum community input.

The 2021–2031 Child Care Action Plan summarizes all of these efforts and makes concrete recommendations for the District of West Vancouver’s consideration.

The proposed recommendations are based on: a literature review on the components of quality child care systems and programs; a review of promising practices from other jurisdictions, interviews with District staff, key informants, and child care providers; current demographics and child care services information; and a community solutions workshop.

## Strategic Directions and Recommended Actions

It is well recognized that local governments do not have the mandate and resources to address the immense gaps in child care services on their own. Support from senior level of government and strong partnerships with others is needed.

With concerted, coordinated efforts, and a focus on land use and partnerships, the District can positively impact the current child care situation for the benefit of the whole community.

To address the gaps in service and to improve the child care situation, the Child Care Action Plan propose that four key strategic directions for actions. These are:

- i) increase accessibility;
- ii) improve affordability;
- iii) focus on quality; and
- iv) strengthen partnerships.

The District of West Vancouver Child Care Action Plan details a range of specific recommended actions within each of these directions. Some examples are:

### **Increase Accessibility**

- Create 863 new spaces over the next 10 years. Taking into account the projected population growth this means:
  - 180 new spaces for Infant-Toddlers (under 3 years) = 33 spaces/100 children
  - 275 new spaces for Preschoolers (3–5 years) = 75 spaces/100 children
  - 408 new spaces for School Ageds (6–12 years) = 33 spaces/100 children
- Prioritize locating child care in civic facilities and parks, in new developments (residential and commercial), along transit corridors, and on school properties
- Link child care to affordable housing strategies and transit expansion or improvements
- Identify and implement changes to municipal processes and regulations to reduce barriers and streamline the development of child care spaces

### **Improve Affordability**

- Advocate to senior governments for increased funding to reduce child care parent fees and increase compensation for Educators
- Consider amendments to the District's Permissive Tax Exemptions Policy to explicitly state that not-for-profit child care operations could be eligible for an exemption

### **Focus on Quality**

- Confirm a set of principles and criteria to guide the District's decisions when developing or facilitating the development of child care spaces (i.e. design expectations, operating expectations, minimum and maximum size)
- Increase the number of not-for-profit child care operations, including development strategies to encourage not-for-profit organizations to create spaces in the District

### **Strengthen Partnerships**

- Develop a combined position with North Shore municipalities and/or school district(s) for a jointly-funded community child care coordinator position that would focus on unifying goals for spaces, and identifying and organizing partnership opportunities to promote accessibility, affordability, and quality
- Increase partnership with the West Vancouver Schools to ensure child care is a part of all schools
- Joint advocacy around the child care needs on the North Shore to senior governments

The West Vancouver Child Care Action Plan concludes with suggestions for implementation, monitoring, and reporting over a 10-year period.

*Note to reader: While the set of recommendations for action within the West Vancouver Child Care Action Plan is for 2021–2031, the 10-year projections on space targets and populations are based on work done in 2020.*

# Introduction

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## Why is child care important?

Child care is a vital part of community social infrastructure and high-quality, accessible, and affordable care is essential to the well-being of children, their families, and the broader community. Children who have a good start during the critical early years, experience improved life-long benefits for physical and mental health.



Accessible, affordable child care is also critical for a strong local economy, supporting labour force participation, especially for mothers, and contributes to gender equality, social inclusion, and reduces poverty rates for families with children. The entire community benefits from the social and economic impact of child care, which helps attract young families to the District of West Vancouver (District) and is itself a source of local employment.

Recognizing the important role that child care has in the community and the challenges that face West Vancouver families, the District committed to developing a 10-year Child Care Action Plan (the Action Plan) to guide future planning and investments.

## Scope and Purpose of the Child Care Action Plan

There is a child care crisis in British Columbia (BC). There is a shortage of spaces and fees have been driven by the market economy, resulting in costs that are unaffordable for many families, especially for those with low income and more vulnerable populations. Historically low wages have also made it difficult to recruit qualified educators.

While the Provincial and Federal governments have the primary roles to play in the policy and funding of child care, the District, as a local government, does have authority over local planning and land-use, as well as the most in-depth understanding of local context, needs, and the economy.

However, the District does not have the mandate and resources to fully address the gaps in child care availability, affordability, and quality across West Vancouver on their own. Support from senior levels of government, strong partnerships with local government partners, including the District and City of North Vancouver, Skwxwú7mesh (Squamish) Nation, səliłwətał (Tsleil-Waututh) Nation, and xwməθkwəy̓əm (Musqueam) First Nations, the Métis Nation and the West Vancouver Schools, along with community agencies, and local child care providers is critical to success. By working together, with a defined plan and coordinated approach, the District can make significant progress in improving the child care situation for families.



This Action Plan will provide the District with evidence-based, concrete, and actionable recommendations to improve accessibility, affordability, and quality of child care for families. The Action Plan is informed by research and best practices in child care and is ultimately grounded in the unique needs and opportunities available to the residents and communities of the District of West Vancouver.

This 10-year plan includes actions for the short term (2021–2022), medium term (2023–2026), and long term (2027–2031).

It is important to note that this Child Care Action Plan was finalized during several important periods of uncertainty:

- The COVID-19 pandemic. While it is difficult to predict what child care will look like post-pandemic, it is now, more than ever, widely recognized that child care is critical for a full economic recovery, and therefore will remain a priority for families and communities.
- The Federal government’s preliminary announcements about developing a national child care system.
- The Provincial Government’s announcements that child care will transition from the Ministry of Children and Family Development to the Ministry of Education by 2023, along with a commitment for universal before and after school care.

## Process of Developing the Child Care Action Plan

### ▪ Review of Best Practices

The Review of Best Practices summarizes recent research and policy work to identify:

- i) elements of quality in early learning and child care at both the system and program level and,
- ii) promising practices used by local governments around the province and beyond to support child care planning and service delivery.

### ▪ Child Care Services Inventory

The Child Care Inventory incorporates data from the Ministry of Children and Family Development, Vancouver Coastal Health Community Care Facilities Licensing, and the North Shore Child Care Resource and Referral program to provide an overview of all licensed child care facilities in the community, including number of spaces by license type and location.

### ▪ Community Profile

The Community Profile highlights important data about the region to inform child care planning. Refer to **Appendix C** for the Community Profile.

In addition to these research activities, the consulting team also worked with District staff to conduct a range of community engagement activities to better understand local context, facilitate relationship-building, and allow key stakeholders to share action ideas.

### ▪ Parent and Caregiver Survey

To better understand the experiences and needs of parents and caregivers in the District, the consulting team developed and launched an online survey. The survey received a total of 464 valid responses. Results from parent focus groups held in Farsi and Mandarin are in **Appendix D**.

### ▪ Child Care Operators

The Project Team conducted an online survey of child care providers. The survey received a total of 18 valid responses. In addition to a survey, a workshop with North Shore child care operators/staff was held with 24 participants.



- **Key Informant Interviews**

The Project Team interviewed 16 individuals with experience, knowledge, and organizational perspectives that allowed them to speak to the child care needs of families and children in their community.

These key informants were asked a range of questions about the state of child care, the needs of families in their communities, and to share their suggestions for action.

- **First Nations Engagement**

The City of North Vancouver, the District of West Vancouver, and the District of North Vancouver had conversations with sə̓lilwətał (Tsleil-Waututh) Nation and S̓k̓w̓x̓w̓ú7mesh (Squamish) Nation as part of the engagement summary to develop child care action plans for the three municipalities.

The purpose of these conversations was to begin to learn from each other what work is being done in regards to child care planning with the hopes of better understanding the challenges, successes and determine if there is a role the municipality can play in supporting the Nations or an opportunity to work collaboratively.

- **Child Care Solutions Workshop**

As part of the process of developing a Child Care Action Plan for the District, a Solutions Workshop was held at the West Vancouver Community Centre with 11 participants. Participants included District staff and a Councillor, West Vancouver Schools, and Vancouver Coastal Health Community Care Facilities Licensing staff. The Solutions Workshop allowed participants to hear about the child care planning work, including looking at the key demographic information, and community engagement outcomes.

A detailed overview of the methodology and findings from the community engagement work is found in **Appendix B**.

## Policy Context

Provincial and Federal governments have the primary responsibility for child care policy and funding for programs; however, local governments also have strong roles to play, as do other local authorities (e.g. school districts, health authorities) and community child care providers.

- **Federal Government**

The Federal government provides direct child care funding support to some specific population groups, including First Nations, Métis, and Inuit children and families. It provides maternity and parental benefits to eligible parents through Employment Insurance. Additionally, the Federal government has allocated funds to implement the Multilateral Early Learning and Child Care Framework and the Indigenous Early Learning and Child Care Framework. It has identified school age care as a priority, and most recently in the throne speech (September 2020), announced plans to invest in a national child care system.

- **Provincial Government**

In 2018, the Province made a commitment to create a universal, high quality, publicly funded child care system that makes child care affordable and available for any family that needs or wants it. To meet this commitment, the Provincial government has developed a 10-year plan, Child Care BC, which included a \$1.3 billion dollar investment in the first three years. Child Care BC incorporates several initiatives to increase the number child care spaces, reduce parent fees, and improve quality.



These include capital funding for new child care spaces through the Child Care BC New Spaces Fund, reduced and subsidized child care fees through the Child Care Fee Reduction Initiative and the Affordable Child Care Benefit, not; the establishment of \$10-a-day Universal Child Care Prototype Sites, and funding for Aboriginal Head Start programs to include child care. In addition, BC has worked to address staffing challenges in the child care sector with a wage enhancement for early childhood educators and increased support for training.

While provincial responsibility for child care currently spans three ministries (Children and Family Development, Health, and Education), the Province has announced that child care will be integrated into the Ministry of Education by 2023 and they have articulated a mandate for universal school age child care, with priority for spaces on school grounds.

#### ▪ **Local Governments**

Under provincial legislation, local governments do not have a legislated role or mandate in child care, therefore, they lack the mandate and resources required to fully address child care needs. However, municipalities are the level of government closest to the community and they generally have the most in-depth and understanding of the local context. With the support of senior levels of government and in collaboration with other jurisdictions, school districts, and other community partners, there are many actions local governments can take to help improve the accessibility, affordability, and quality of child care for families in their communities.

This Action Plan incorporates promising practices used by many municipalities around the Province to support child care, as well as existing policy frameworks and local context, to identify a viable path forward on child care for the District of West Vancouver.



# Child Care Priorities and Actions

The West Vancouver Child Care Action Plan is organized around four priorities, closely aligned with the Province of BC’s child care commitments:

- i) Increase accessibility
- ii) Improve affordability
- iii) Focus on quality
- iv) Strengthen partnerships

The next sections summarize statistical information and community engagement findings that are relevant to each child care priority. This is followed by a series of recommended actions, with suggested timeframes. Many of the actions involve collaboration and partnership; key partners are noted for each recommendation where applicable.

## Priority 1: Increase Access to Child Care

Many families need but cannot access child care. When parents and caregivers cannot find care, they may stay home with their children instead, which can cause immediate financial hardship and negatively impact their employment and income prospects long-term. Parents and caregivers who need to work but who cannot access suitable child care may also be forced to rely on whatever care arrangements they can find, even if those arrangements do not fully meet their child’s or family’s needs.

▪ **Current Status**

In 2020, there were 1,374 group child care spaces in the District for a total population of 5,482 children 0 to 12-years-old, a coverage rate of 25%

Figure 1: Current Group Child Care Spaces (including preschool) vs 2020 Child Population

Age Group	Current Situation		
	Number of Children (2020) <sup>1</sup>	Number of Spaces	Current Spaces per 100 (2020 Population)
0–2 years	697	112	16
3–4 years (and half of all 5-year olds)	1,007	713	71
6–12 years (and half of all 5-year olds)	3,778	549	15
Total (0–12 years)	5,482	1,374	25

<sup>1</sup> The 2020 child population numbers are an estimate according to BC Stats Population Projections from the 2016 Census

However, child care spaces are not equally available for all age groups. While there are 71 licensed group (2.5 years to school age) spaces for every 100 children in the preschooler age groups, there are only 16 licensed group (birth to 36 months) spaces for every 100 children under 3 years, and 15 licensed group child care spaces for school age children in West Vancouver. Furthermore, many of the Group Child Care Preschooler (30 months to school age) spaces in West Vancouver exist as part-day programs only.

▪ **Location**

The child care spaces currently available in the District of West Vancouver are not evenly distributed across the District’s three planning areas used for this Plan: Ambleside-Dundarave, British Properties, and Caulfeild/West Bay/Horseshoe Bay.

The table below shows the number of group child care spaces in the three community/planning areas by license type.<sup>2</sup>

Figure 2: Licensed Group Care Spaces by Community/Planning Area <sup>3</sup>

AREA	Group Child Care Infant–Toddler (birth–36 months)			Group Child Care Preschooler (30 months–school age <sup>4</sup> )			Group Child Care School Age (5–12 years)		
	# children	# spaces	Spaces per 100	# children	# spaces	Spaces per 100	# children	# spaces	Spaces per 100
Ambleside – Dundarave	250	50	20.0	370	170	45.9	1,370	199	14.5
British Properties	145	50	34.5	290	110	37.9	890	195	21.9
Caulfeild/West Bay/Horseshoe Bay	210	12	5.7	285	151	53.0	1,155	155	13.4

▪ **Hours of Operation**

Many families struggle to access child care during hours that fit their work and commute schedules. According to the 2016 Census, only 24% of all employed residents work within the District of West Vancouver, meaning 76% commute elsewhere in Metro Vancouver or further. At the same time, there are very few options available for extended hour child care to accommodate commute times.

Parents and caregivers who work non-traditional hours face even greater challenges accessing care. There are limited options available for those who do shift work, work at night or on weekends, or who work out-of-town.

▪ **Access for All Populations**

While lack of child care spaces negatively impacts the entire community, some children and families face additional challenges to accessing care that meets their needs. In the District there is a sizeable number of immigrants and newcomers. For instance in the British Properties, 61% of residents are first generation immigrants. Immigrant populations may not speak English and may have more difficulty navigating the complex child care system as a result.

<sup>2</sup> A glossary of different types of child care in BC is found in **Appendix A**.

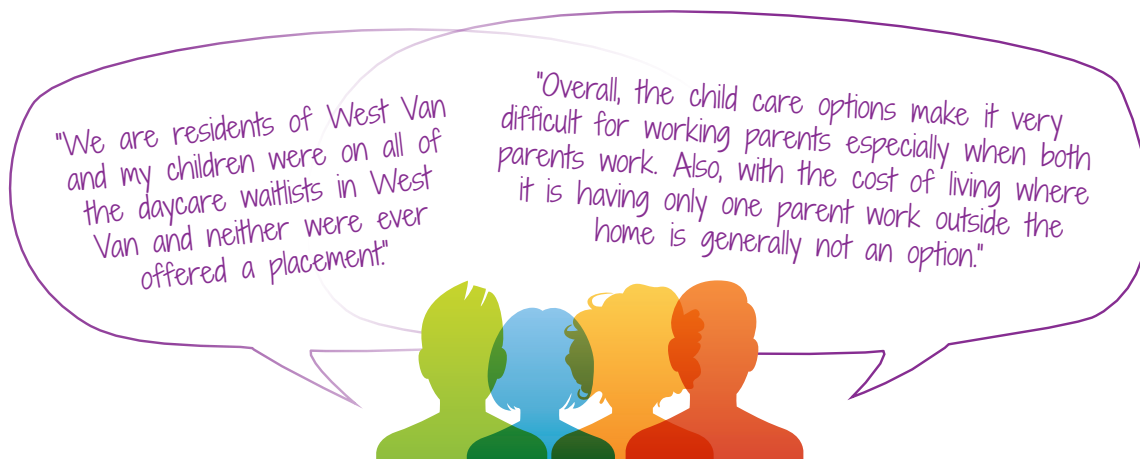
<sup>3</sup> Population numbers are from the 2016 Census.

<sup>4</sup> This category refers only to full-day group care programs for children 30 months to school age. Licensed preschool programs, which are typically only part-day, are not included here.

In addition, the University of British Columbia’s Human Early Learning Partnership’s Early Development Instrument confirms that 32% of kindergarten students in West Vancouver Schools are vulnerable on one or more scales of well-being and development, which means they may experience future challenges in school and society without additional support and care. These are children who could potentially benefit the most from high quality early childhood education.

Also, 14% of families are lone parent families. Child care is especially critical for lone parent families that are dependent on one income. However, lone parents also often face additional barriers to accessing child care, including unaffordable fees, difficulties navigating the child care system, and lack of ‘back-up’ in terms of flexibility for drop-off and pick-up times.

### What We Heard from Parents and Caregivers...



### ▪ Recommendations

The following actions will facilitate the creation of new child care spaces overall, create new spaces for the most under-served groups, and address some locational priorities. For the purposes of this section of the Action Plan, short term is defined as within 1–2 years, medium term is 3–5 years, and long term is 6–10 years.

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>1</b> Endorse the space creation targets of 863 new spaces for West Vancouver by 2031:</p> <p>Infant/Toddler: 33% coverage = 180 spaces</p> <p>Preschooler: 75% coverage = 275 spaces</p> <p>School Age: 33% coverage = 408 spaces</p>	Short	None

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>2</b> Work together with District departments and with other public or government partners i.e. Vancouver Coastal Health, West Vancouver Schools, Skwxwú7mesh (Squamish) Nation, to create an inventory of prospective opportunities for child care development by identifying:</p> <ul style="list-style-type: none"> <li>• potential land or facilities that could be used for child care</li> <li>• underutilized or vacant spaces or land, including parks or crown land that could be repurposed for child care</li> <li>• public assets (buildings and land) that are slated for capital redevelopment</li> </ul>	Short	<ul style="list-style-type: none"> <li>• Vancouver Coastal Health</li> <li>• West Vancouver Schools</li> <li>• Skwxwú7mesh (Squamish) Nation</li> <li>• not-for-profit child care organizations</li> </ul>
<p><b>3</b> Prioritize locating new child care spaces in:</p> <ul style="list-style-type: none"> <li>• municipal facilities and parks</li> <li>• new developments (especially residential and commercial)</li> <li>• along transit hubs and on school properties</li> <li>• local areas/centres that have public benefits strategies (e.g. Horseshoe Bay, British Pacific Properties, Ambleside, and Taylor Way)</li> </ul>	Medium/ Long	<ul style="list-style-type: none"> <li>• TransLink</li> <li>• West Vancouver Blue Bus</li> <li>• Vancouver Coastal Health</li> <li>• West Vancouver Schools</li> <li>• not-for-profit child care organizations</li> </ul>
<p><b>4</b> Link child care to affordable housing strategies and transit expansion or improvement:</p> <ul style="list-style-type: none"> <li>• Work with BC Housing on the provision of child care facilities as part of the development of new affordable housing buildings.</li> </ul>	Medium/ Long	<ul style="list-style-type: none"> <li>• BC Housing</li> <li>• TransLink</li> <li>• West Vancouver Blue Bus</li> </ul>
<p><b>5</b> Work with West Vancouver Schools to explore and support their increased role and mandate for child care, in particular:</p> <ul style="list-style-type: none"> <li>• develop more licensed before and after school programs (for children 5–9-years)</li> <li>• explore on-site full day school age care for school professional development days and school breaks including summer</li> </ul>	Short	<ul style="list-style-type: none"> <li>• West Vancouver Schools</li> <li>• not-for-profit child care organizations</li> </ul>
<p><b>6</b> Work with public partners, like West Vancouver Schools, Skwxwú7mesh (Squamish) Nation, and Vancouver Coastal Health to access provincial capital funding to build child care spaces and develop a structured partnership with the Province to replicate the process for multiple programs and sites.</p>	Short/ Medium	<ul style="list-style-type: none"> <li>• Province of BC</li> <li>• West Vancouver Schools</li> <li>• Skwxwú7mesh (Squamish) Nation</li> <li>• not-for-profit child care organizations</li> </ul>

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>7</b> Identify a District staff position(s)* as the child care facilitator/point person with overall responsibility for child care, including assisting applicants with the internal processes.</p> <p><i>* These responsibilities would be added on to one or more existing positions.</i></p>	Short	None
<p><b>8</b> Identify and implement changes to municipal processes and regulations to reduce barriers and streamline the development of child care spaces, including alignment with Vancouver Coastal Health Community Care Facilities Licensing, prioritization of child care in the OCPs and local area plans, and a review of bylaws to support new child care spaces.</p>	Medium	<ul style="list-style-type: none"> <li>• Interview applicants looking to open child care centres in West Vancouver about their experience related to various processes:</li> <li>• Vancouver Coastal Health</li> <li>• Internal departments with roles in approving child care programs (e.g. Bylaws, Fire)</li> </ul>
<p><b>9</b> Update and expand the District’s website to add child care information for providers who are interested in opening spaces and parents who are looking for care:</p> <p>a) ensure the information for opening spaces is based on the assumption that applicants have limited prior knowledge about child care in BC</p> <p>b) provide links to the North Shore Child Care Resource and Referral program and Ministry of Children and Family Development child care map for parents looking for child care</p>	Medium	<ul style="list-style-type: none"> <li>• Child care providers</li> <li>• Vancouver Coastal Health</li> <li>• North Shore Child Care Resource &amp; Referral Program</li> </ul>
<p><b>10</b> Work with community partners, Community Services, Cultural Services, Youth Services, West Vancouver Memorial Library, and West Vancouver Schools to develop a variety of after-school programs (not licensed child care) that support children aged 10–12 years.</p>	Medium	<ul style="list-style-type: none"> <li>• Community Services</li> <li>• Cultural Services</li> <li>• Youth Services</li> <li>• West Vancouver Memorial Library</li> <li>• West Vancouver Schools</li> <li>• West Vancouver Foundation</li> <li>• not-for-profit child care organizations</li> </ul>

## Priority 2: Make Child Care More Affordable

High costs are a major barrier for many families who need child care. As with a general lack of accessibility, high costs mean many parents are not able to participate in the labour force. Other families may be forced to rely on care arrangements that do not meet their child’s needs simply because they are not able to afford preferred alternatives.

A 2019 survey of child care costs completed by North Shore Community Resources and the North Shore Child Care Resource and Referral program, identified average monthly child care costs for licensed group child care across the North Shore. Since 2018, child care costs have increased between 18–32% while many families continue to struggle to make ends meet.

Figure 3: Average North Shore Monthly Costs for Group Child Care (2018–2019)

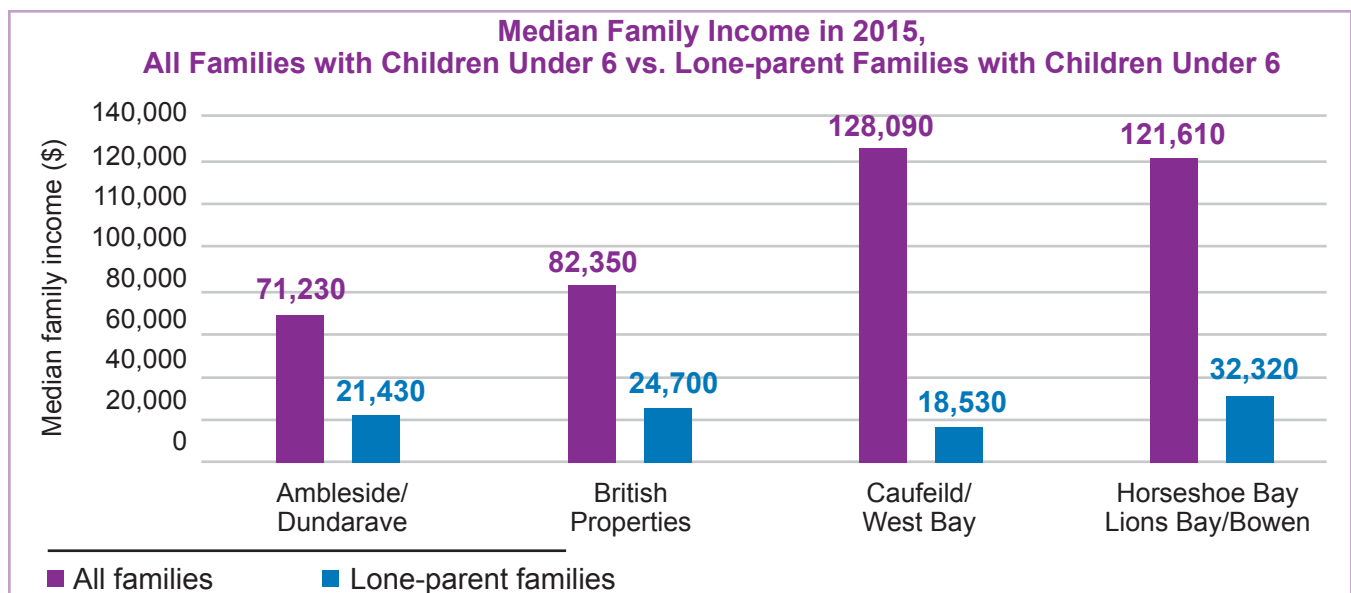
Facility Type	Infant	Toddler	30 Months to School Age	School Age
Group Child Care (2018)	\$ 1,149	\$ 1,039	\$ 949	\$ 547
Group Child Care (2019)	\$ 1,407	\$ 1,375	\$ 1,190	\$ 683
<b>Change</b>	<b>+18% (\$258)</b>	<b>+32% (\$336)</b>	<b>+25% (\$241)</b>	<b>+25% (\$98)</b>

When child care is unaffordable, families experience stress and financial strain. Unaffordable child care has disproportionate negative impacts on families with low income, lone parent families, and families with additional challenges.

The 2016 Census shows that in 2015, 20% of children in West Vancouver under 18 years lived in families with low-income.

Figure 4 shows median before-tax incomes by family type for families in the four District of West Vancouver Census tracts. There is a stark gap between median income for couple families with children and families that identified as being led by a lone parent (taking into consideration that 14% of families in West Vancouver are headed up by a lone parent).

Figure 4: Median household income (before-tax), District of West Vancouver, 2015 Census Data



▪ **Recommendations**

Local governments have limited opportunities to directly affect the cost of child care for families; key tools and responsibility rests with senior levels of government. As such, the actions that can be considered are to review internal processes, provide some supports to not-for-profit child care organizations to help to make their child care operations feasible, and to advocate to the Province for continued and expanded investments.

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>1</b> If suitable sites are found, lease local government and public spaces/land to not-for-profit child care organizations at below-market and affordable lease rates.</p>	Ongoing	<ul style="list-style-type: none"> <li>• not-for-profit child care organizations</li> </ul>
<p><b>2</b> Consider amendments to the Permissive Tax Exemption Bylaw to explicitly state that not-for-profit child care organizations could be eligible for an exemption.</p>	Short/ Medium	<ul style="list-style-type: none"> <li>• not-for-profit child care organizations</li> </ul>
<p><b>3</b> Monitor child care fees in the District of West Vancouver.</p>	Ongoing	<ul style="list-style-type: none"> <li>• North Shore Child Care Resource and Referral Program</li> </ul>
<p><b>4</b> Advocate to senior governments to reduce the cost of child care and increase compensation for Educators.</p>	Short/ Medium/ Long	<ul style="list-style-type: none"> <li>• City of North Vancouver</li> <li>• District of North Vancouver</li> <li>• West Vancouver Schools</li> <li>• North Vancouver School District</li> <li>• North Shore Child Care Planning Committee</li> </ul>
<p><b>5</b> Review the existing Community Grants Program to ensure it prioritizes child care and actively promote the program to the not-for-profit child care sector.</p>	Medium/ Ongoing	<ul style="list-style-type: none"> <li>• not-for-profit child care organizations</li> </ul>





ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>6</b> Work with the North Shore Child Care Resource and Referral program to enhance the promotion of the Affordable Child Care Benefit program so that:</p> <ul style="list-style-type: none"> <li>• More families are aware of the subsidy program that is available</li> <li>• More child care providers are aware of the program and can help parents with the application processes</li> </ul>	Short	<ul style="list-style-type: none"> <li>• North Shore Child Care Resource and Referral Program</li> <li>• Child care operators</li> </ul>

### Priority 3: Focus on Quality

The research is clear that high quality child care is linked to positive outcomes for children, while poor quality care can have negative long term effects. Moreover, parents dropping off their children at a child care centre each working day want to feel secure knowing their children will receive safe, high-quality care.

#### Quality Child Care Systems

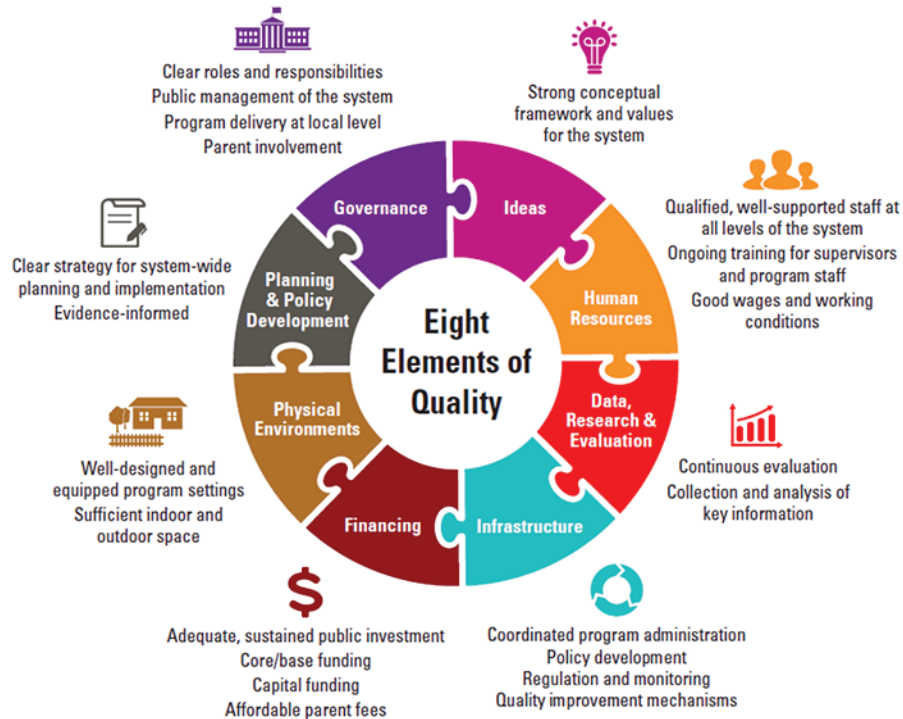
The Province has committed to an ambitious “systems” approach to universal child care with a focus on quality, affordability, and accessibility. While the direct mandate and authority to build, monitor and assess a quality child care system is within the Provincial Government’s scope, local governments can ensure that actions and investments are aligned with what research has identified as eight commonly accepted elements, as graphically represented below (see figure 5). These elements are:

1. Ideas
2. Governance
3. Infrastructure
4. Planning and policy development
5. Financing
6. Human resources
7. Physical environment
8. Data, research and evaluation



All elements are interconnected and fit together to create a strong system; individually, each component has a limited impact. Strong public policy is needed to provide the foundation to build a quality child care system that incorporates all of these components.

Figure 5: Elements of Quality Child Care System



(Source: Martha Friendly and Jane Beach, (2005). Elements of a high quality early learning and child care system. Childcare Resource and Research Unit.)

## ▪ Quality Child Care Programs

At the program level, research confirms that positive relationships between families and child care providers, among colleagues, and between children and staff is strongly indicative of quality care. Additionally, when staff have higher levels of education and training, feel appreciated, and are well-supported through remuneration and benefits, the quality of care increases. Planned programming and a strong curriculum that is tailored to meet the diverse needs of children further enhances quality. There is ample evidence that a well-designed indoor/outdoor space is critical to supporting the development of children under five years.

In order to facilitate the quality care criteria identified, special attention should be paid to the following considerations regarding staff:

- Staff should have an Early Childhood Education (ECE) Diploma.
- At a minimum, some staff should have a Special Needs-Inclusive Practices Certificate and a Infant-Toddler Certificate.
- Strive for a diverse work environment where staff have cultural competency skills, additional languages are spoken, and training on decolonization and anti-racism is available.
- Remuneration should constitute a living wage and should be commensurated with the level of education and training; health benefits, including sick time should be provided.
- There should be written policies and formal procedures, which give staff a feeling of worth and certainty, such as: job descriptions, contracts, salary schedule, performance reviews, and a staff manual.

## ▪ **Auspice**

Child care auspice (which means the financial model/organization type) is critically important to the quality of child care programs. In BC (and Canada), three types of child care auspices exist:

1. Not-for-profit child care services, including Indigenous not-for-profit organizations
2. For-profit child care services, including Family Child Care
3. Publicly operated child care services (i.e. services directly operated by a public entity such as a municipal government, board of education or Indigenous government).

While many for-profit child care centres provide high quality and reliable care to families and the community, broader research on auspice has consistently demonstrated that not-for-profit and publicly operated child care centres perform better on global evaluation scales when compared to for-profit centres. Studies in BC have found that the reliability of not-for-profit centres is much higher: not-for-profit centres are 97 times more likely than for-profit centres to continue long term operation and charge lower parent fees.

The Province has prioritized funding for public and not-for-profit child care, through a long term investment in quality child care. Municipalities in BC have restrictions under the Community Charter, Section 25, where Councils must not provide a grant, benefit, advantage or other form of assistance to a business.

Across British Columbia about 50% of the child care facilities are operated on a not-for profit or public basis. In West Vancouver, 75% of all child care spaces and programs are operated by for-profit businesses (see figure 6 below).

*Figure 6: West Vancouver Child Care Spaces and Programs by Service Type and Auspice*

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi-age care	1 (2.0%)	8 (0.6%)
For-profit operated Group Child Care (Under 36 months, 30 months to School Age, School Age Care) and multi-age care	36 (73.5%)	1,004 (73.8%)
Not-for-profit operated Group Child Care (Under 36 months, 30 months to School Age, School Age Care) and multi-age care	12 (24.5%)	348 (25.6%)
<b>Total</b>	<b>49 (100%)</b>	<b>1,360 (100%)</b>

*\*Source: Based on data from Ministry of Child and Family Development, Union of British Columbia Municipalities, and Vancouver Coastal Health.*

## ▪ **Recommendations**

The following actions will assist in promoting and influencing the quality of child care.

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>1</b> Work with, support, and encourage the not-for-profit and public sector in developing new facilities to meet the child care space targets.</p>	Medium/ Long	<ul style="list-style-type: none"> <li>• not-for-profit child care organizations</li> <li>• Sḵw̱xwú7mesh (Squamish) Nation</li> <li>• West Vancouver Schools</li> <li>• Vancouver Coastal Health</li> </ul>

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>2</b> Through joint advocacy, support the Province in its “Early Care and Learning Recruitment and Retention Strategy” initiative, which is part of a larger 10-year plan to increase access to quality, affordable child care spaces in BC.</p>	Short	<ul style="list-style-type: none"> <li>• City of North Vancouver</li> <li>• District of North Vancouver</li> <li>• West Vancouver Schools</li> <li>• North Vancouver School District</li> <li>• Child care providers</li> <li>• North Shore Child Care Planning Committee</li> </ul>
<p><b>3</b> Confirm a set of principles and values, criteria, or guidelines that will guide the District’s decisions when developing child care in civic spaces or when securing child care spaces through Community Amenity Contributions and other means.</p> <p>These guidelines should include:</p> <ul style="list-style-type: none"> <li>• Minimum and maximum size of the facility to be developed;</li> <li>• The auspice or ownership of the negotiated or built facility and the process for selecting operators;</li> <li>• Design expectations (e.g. Provincial minimums or higher) for both indoor and outdoor spaces;</li> <li>• Terms and conditions for leases; and,</li> <li>• Operating expectations (i.e. affordable, inclusivity, good wages, and working conditions).</li> </ul>	Short/ Medium	<ul style="list-style-type: none"> <li>• Vancouver Coastal Health</li> <li>• Not-for-profit child care organizations</li> <li>• North Shore Child Care Planning Committee</li> <li>• District of West Vancouver</li> <li>• Facilities and Purchasing departments</li> </ul>
<p><b>4</b> Designate one District staff person (this could be the position identified in Priority 1, Action item 7 and/or the joint position recommended in Priority 4, Action item 1) who can assist in finding/brokering quality space, both indoor and outdoor, that meets District of West Vancouver and Vancouver Coastal Health requirements.</p>	Medium/ on-going	<ul style="list-style-type: none"> <li>• Not-for-profit child care organizations</li> <li>• Vancouver Coastal Health</li> <li>• City of North Vancouver</li> <li>• District of North Vancouver</li> <li>• West Vancouver Schools</li> <li>• North Vancouver School District</li> </ul>
<p><b>5</b> Increase the number of licensed, not-for-profit, publicly funded child care operations, including consideration of strategies to recruit not-for-profit operators to come into the District.</p>	Long	<ul style="list-style-type: none"> <li>• Province of BC</li> <li>• Not-for-profit child care organizations</li> <li>• West Vancouver Schools</li> </ul>

## Priority 4: Strengthen Collaborations and Partnerships

Child care involves many organizations playing various roles, which means it requires intentional relationships and collaboration between and across jurisdictions. Local governments cannot act alone. By working in collaboration with Indigenous governments, West Vancouver Schools, Vancouver Coastal Health, community agencies, and others, the District can significantly improve accessibility, affordability, and quality of child care available to families in the region.

▪ **Recommendations**

The following actions bring focus and attention to the essential relationships and partnerships for a coordinated approach to child care that meets families’ needs.

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>1</b> Develop a combined position with North Shore municipalities and/or school district(s) for a jointly-funded community child care coordinator position that would focus on unifying goals for spaces, and identifying and organizing partnership opportunities to promote accessibility, affordability, and quality. Responsibilities could also include ongoing engagement with officials in the Province and with community partners. This position could be linked to/combined with the positions identified in Priority 1, Action item 7.</p>	Short	<ul style="list-style-type: none"> <li>• West Vancouver Schools</li> <li>• City of North Vancouver</li> <li>• District of North Vancouver</li> <li>• North Vancouver School District</li> </ul>
<p><b>2</b> Work in partnership with the School District to discuss local impacts that the recent announcements of child care moving to Ministry Education and universal before/after school may have to:</p> <ul style="list-style-type: none"> <li>• ensure child care is included in the design of all new or renovated school spaces;</li> <li>• facilitate use of school spaces and grounds for school age care operators; and</li> <li>• support the move to an enhanced role for the School District in school age child care.</li> </ul>	Short/ Medium	<ul style="list-style-type: none"> <li>• West Vancouver Schools</li> </ul>
<p><b>3</b> Advocate to senior governments to ensure that the needs of West Vancouver children are a priority for new spaces; that recruitment of ECEs is critical; lower fees for families are needed; specific funds are needed to support non-traditional hours of care; and increased resources are needed to support children with additional needs through Supported Child Development.</p> <p><i>Note: If working in collaboration with the City of North Vancouver and/or the District of North Vancouver, this goal applies to “North Shore children”</i></p>	Short/ Medium	<ul style="list-style-type: none"> <li>• District of North Vancouver</li> <li>• City of North Vancouver</li> <li>• West Vancouver Schools</li> <li>• North Shore Child Care Planning Committee</li> </ul>

ACTION	TIME FRAME	EXTERNAL PARTNERS
<p><b>4</b> Enhance collaboration with the Child Care Resource and Referral Program, the North Shore Child Care Planning Committee, and other community service organizations to:</p> <ul style="list-style-type: none"> <li>• bring child care operators and staff together for information sharing, joint training and education; and,</li> <li>• provide more information for parents about child care, how to access child care, how the child care waitlist and funding systems work, and that these actions are especially targeted towards more vulnerable populations.</li> </ul>	Short/ Medium	<ul style="list-style-type: none"> <li>• North Shore Child Care Resource and Referral Program</li> <li>• Not-for-profit organizations that support children, women and families</li> <li>• Not-for-profit organizations (general)</li> <li>• Vancouver Coastal Health</li> <li>• North Shore Child Care Planning Committee</li> <li>• West Vancouver Memorial Library</li> <li>• District of North Vancouver</li> <li>• City of North Vancouver</li> </ul>
<p><b>5</b> Host joint child care development information meetings on a regular basis with Vancouver Coastal Health for people who are interested in opening child care centres.</p>	Short	<ul style="list-style-type: none"> <li>• Vancouver Coastal Health</li> <li>• North Shore Child Care Resource and Referral Program</li> <li>• West Vancouver divisions: <ul style="list-style-type: none"> <li>◦ Bylaws</li> <li>◦ Fire Department</li> <li>◦ Parks, Culture and Community Services</li> </ul> </li> </ul>
<p><b>6</b> Create a West Vancouver Child Care Action Plan Implementation Group* that monitors the implementation of actions, and may be called upon to provide regular briefings to elected officials of the District of West Vancouver and West Vancouver Schools.</p> <p>The Implementation Group will also commit to offer an orientation on child care matters after each local election.</p> <p><i>* This role could be fulfilled by the current Child Care Services Working Group.</i></p>	Short	<ul style="list-style-type: none"> <li>• North Shore Child Care Resource and Referral Program</li> <li>• Child care operators</li> <li>• North Shore Child Care Planning Committee</li> <li>• West Vancouver Schools</li> </ul>
<p><b>7</b> Explore the feasibility of a centralized child care waitlist for the North Shore.</p>	Medium	<ul style="list-style-type: none"> <li>• City of North Vancouver</li> <li>• District of North Vancouver</li> <li>• North Shore Child Care Resource and Referral Program</li> <li>• Child care operators</li> <li>• North Shore Child Care Planning Committee</li> <li>• North Vancouver School District</li> <li>• West Vancouver Schools</li> </ul>

# Child Care Space Targets

## Purpose of targets

Targets for additional child care spaces assist with planning and prioritization to meet community needs over the coming years. Additionally, the Provincial government has requested local governments to identify targets as part of the scope of project work that was funded by the UBCM Child Care Planning grant.

Local governments do not have the mandate and resources to address child care needs alone. The child care space targets described in the West Vancouver Child Care Action Plan (2021–2031) are contingent on provincial and federal levels of government continuing to commit capital funding to child care space creation and operating support for the delivery of services. The support of Indigenous and other local governments, Vancouver Coastal Health, West Vancouver Schools, and other community agencies will also be critical to achieving these targets. It should also be noted that currently there is supportive funding from the provincial government to develop child care spaces. If this funding support declines, then it will be more challenging for the District to reach its targets.

## Process for creating targets

There are no federal or provincial standards or recommendations for child care space targets in Canada. The targets presented in this Action Plan are informed by standards in other jurisdictions, the local context in the District of West Vancouver (i.e. current and projected population), and through consultation with local stakeholders and partners at the Child Care Solutions Workshop.

For example, in the European Union, where many countries have publicly funded child care systems, the target established is 33 spaces per 100 for children under the age of three years, 90 spaces per 100 children for three years to school age, and no targets for school age children. In Quebec, the only publicly funded child care system in Canada, there is an average of 55 spaces per 100 children aged 0 to 12 years.

## Targets for District of West Vancouver

The target is to create 863 new licensed spaces over the next 10 years (by 2031) with a priority on infant and toddler spaces and school age care spaces as follows:

Figure 7: Space Targets for District of West Vancouver, 2021–2031

Program Type	Current Coverage Rate	Target Rate by 2031	Number of New Spaces Needed to Meet 2031 Target
Infant–Toddler (0–2 years)	16 spaces per 100 children	33 spaces per 100 children	180 new spaces (15 programs)
Preschooler (3–5 years)	43 spaces per 100 children	75 spaces per 100 children	275 new spaces (11 programs)
School age (6–12 years)	15 spaces per 100 children	33 spaces per 100 children	408 new spaces (17 programs)

Each age group displays a recommended number of spaces to be created in the short, medium, and long term in order to meet West Vancouver’s 10-year targets. The number of spaces proposed are for each time period with reference to the maximum group sizes for each program type as set by Licensing (i.e. 12-space infant-toddler programs, 25-space preschooler age programs, 24-space school age programs). Because of this planning method, the total number of new spaces shown in the targets below may be off by a few spaces from the numbers of new spaces required shown in figure 8.

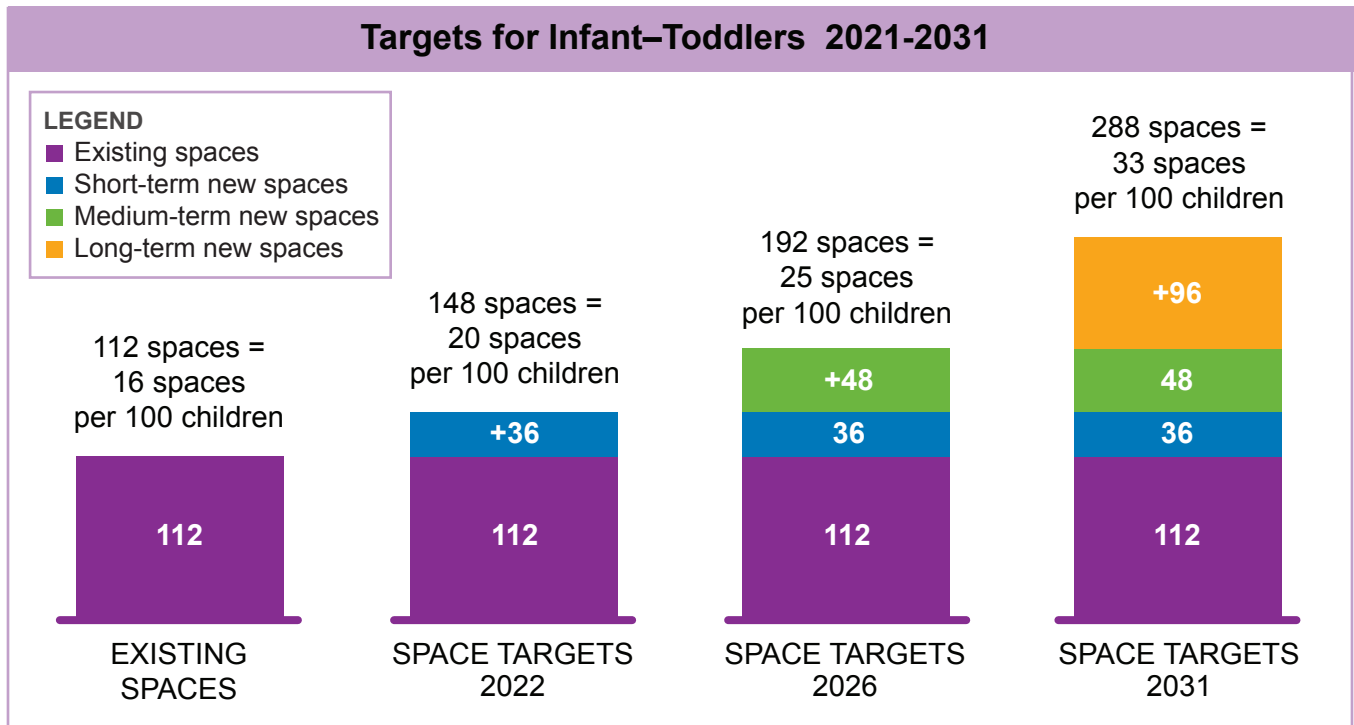


Progress towards the space targets is already underway. Notably, the District will be adding 12 infant-toddler spaces and 25 preschooler age spaces in the Ambleside/Dundarave planning area in 2021 and has recently added 20 school age spaces in the Caulfeild/West Bay/Horseshoe Bay planning area.

### Infant-Toddler Program Targets

By facilitating the creation of fifteen 12-space infant-toddler programs in the next 10 years, three in the short term (2021–2022), four in the medium term (between 2023–2026), and eight in the long term (between 2027–2031), West Vancouver could have child care spaces for 33% of children under three years by 2031.

Figure 8: Space Creation Targets for Infant-Toddlers, 2021-2031

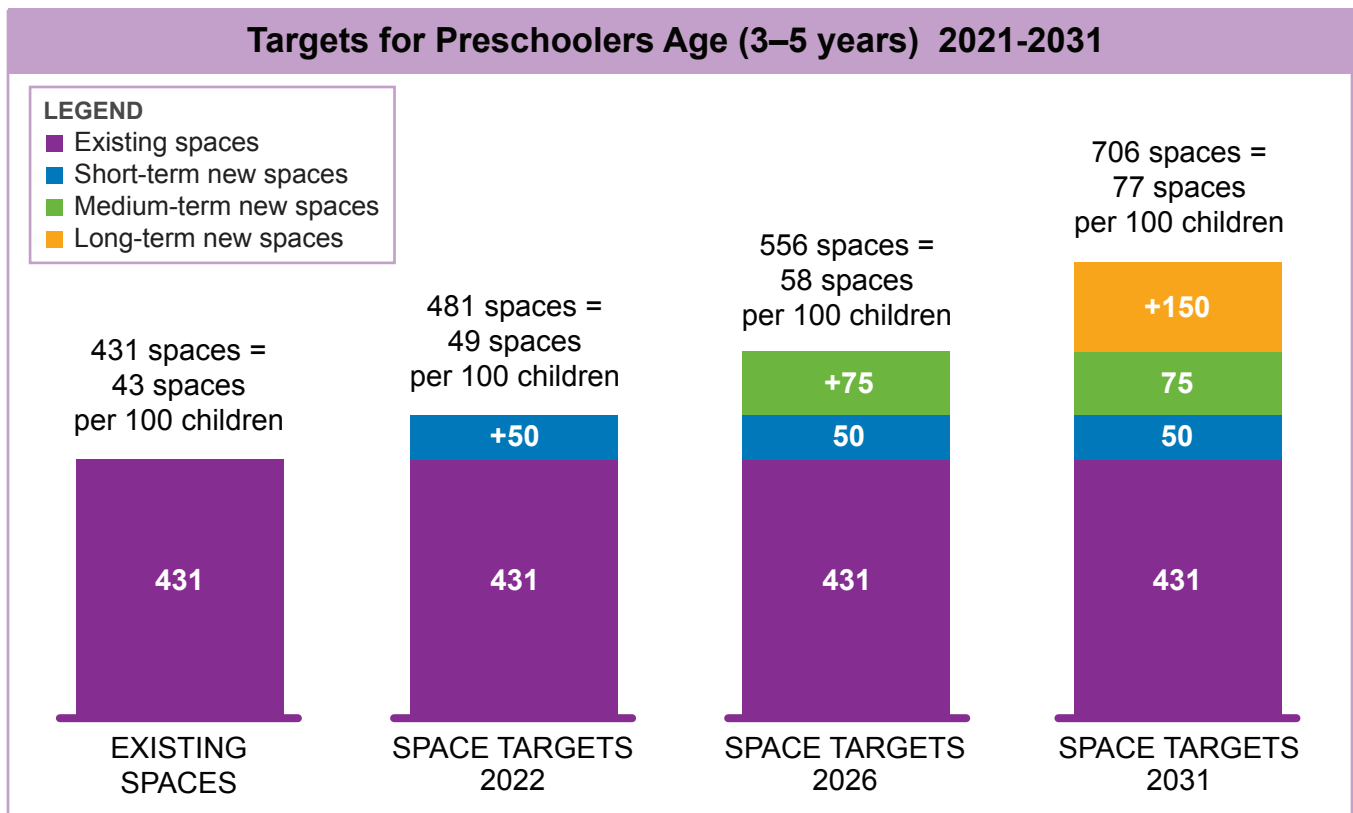




## Preschool Age (3-5 years) Program Targets

The District currently has 431 spaces for children 30 months to school age. By facilitating the creation of eleven 25-space preschool age programs in the next 10 years, two in the short term (2021–2022), three in the medium term (2023–2026), and seven in the long term (2027–2031) West Vancouver could have child care spaces for 75% of children under three years by 2031.

Figure 9: Space Creation Targets for Preschoolers (3–5 years), 2021-2031



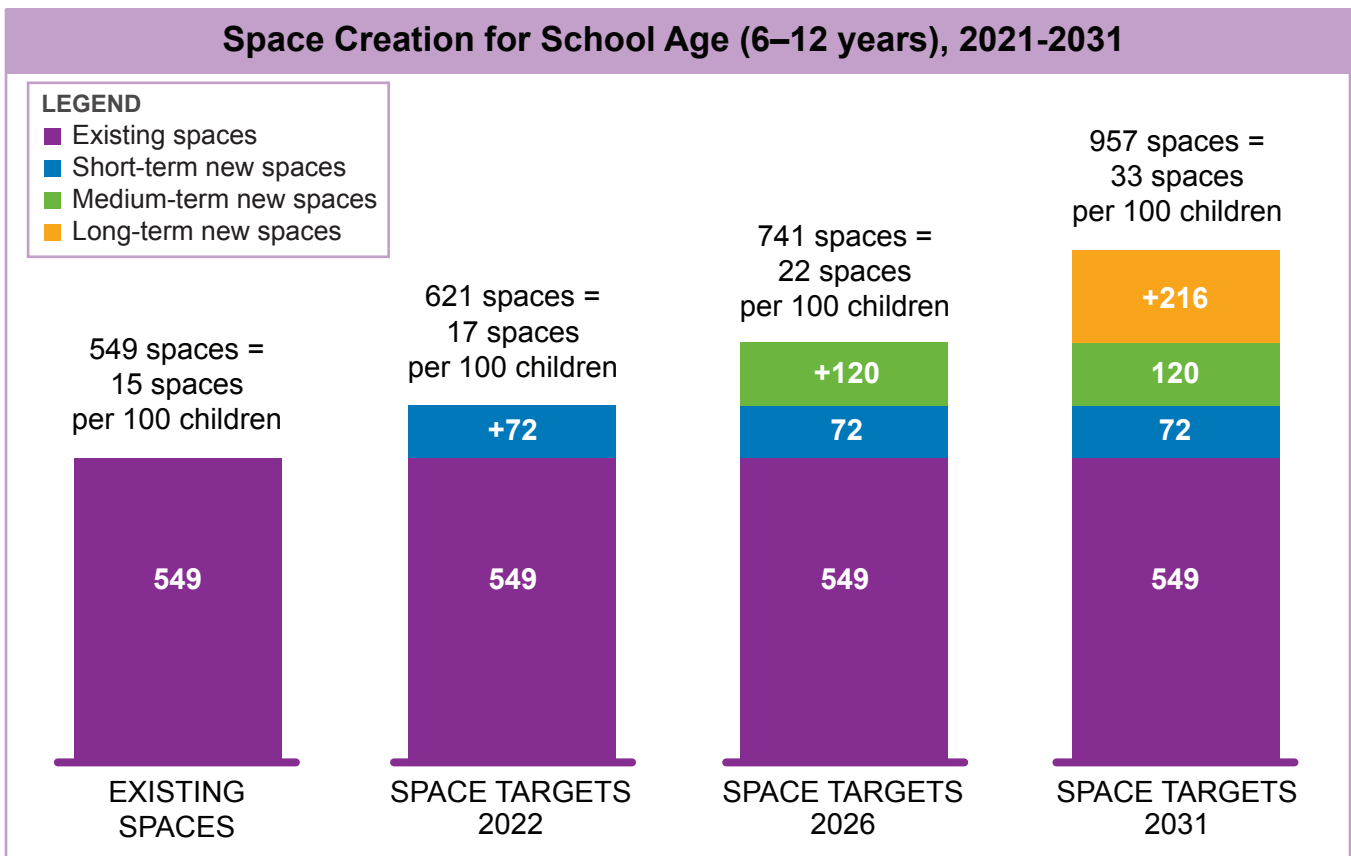


## School Age Program Targets

The District currently has 15 spaces/100 children for school age children. By facilitating the creation of seventeen 24-space school age programs in the next ten years, three in the short term (2021–2022), five in the medium term (2023–2026), and nine in the long term (2027–2031) West Vancouver could have child care spaces for 33% of school age children by 2031.

While the school age targets include spaces for children 6–12 years, the Action Plan recommends a focus only on children up to 9 years old for licensed child care as older children typically access other after school activities, such as those offered through or at West Vancouver Schools or District recreation programs and Youth Services.

Figure 10: Space Creation Targets to School Age Children (6–12 years), 2021-2031



## Monitoring and Reporting

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This District of West Vancouver’s Child Care Action Plan, developed in the context of increased commitments from senior levels of government to child care, represents an important opportunity to enhance the social and economic well-being of residents of West Vancouver and to support the healthy development of children. As the short, medium and long term actions are implemented, it will be important for the District of West Vancouver to monitor and report on progress.

The District can develop simple tools to conduct ongoing monitoring and reporting on implementation of this plan, such as an annual report from the proposed Implementation Group. The Child Care Action Plan also recommends a cross-jurisdictional staff position for the North Shore (via collaborations amongst school districts and municipalities) which would offer implementation support and monitoring capacity North Shore wide. Presently there is a small child care coordinating role in West Vancouver, supporting the West Vancouver Child & Family Hub, however new funding opportunities or the transfer of child care into the Ministry of Education may open the door for a different model.

Annual progress reports to elected officials will document successes, challenges, and learnings, with recommendations for necessary changes and updates to the Action Plan. These reports may be used to support annual budget requests needed to implement many of the recommended actions in the West Vancouver Child Care Action Plan.



# Appendices

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# Appendix A – Glossary of Types of Child Care

Child Care Type	Ages	Max Group Size	
<p><b>LICENSED CHILD CARE</b></p> <p>Licensed child care facilities are monitored and regularly inspected by regional health authorities. They must meet specific requirements for health and safety, staffing qualifications, record keeping, space and equipment, child-to-staff ratios, and programming.</p>	Group child care – under 3 years	From birth to 36 months	12 children
	Group child care – 2.5 years to school age	From 30 months to school age (Kindergarten)	25 children
	Group child care – school age (before-and-after school care)	School age (Kindergarten and up)	24 children from Kindergarten and Grade 1 or 30 children from Grade 2 and older with no Kindergarten or Grade 1 children present
	Multi-age child care	From birth to 12 years	8 children, having no more than 3 children younger than 36 months old and, of those 3, no more than one child younger than 12 months old or having no more than 3 children younger than 36 months old
	In-home multi-age child care	From birth to 12 years	8 children, having no more than 3 children under 36 months old and, of those 3, no more than one child younger than 12 months old; or having no more than 3 children younger than 36 months old
	Family child care	From birth to 12 years	7 children, having no more than 3 children younger than 48 months old and, of those 3, no more than one child younger than 12 months old; or having no more than 4 children younger than 48 months old and, of those 4, no more than 2 children younger than 24 months old
	Preschool – 2.5 years to school age	From 30 months to school age (Kindergarten)	20 children
	Occasional child care	18 months old and up	16 children if children under 36 months are present or 20 children if children under 36 months are not present

Child Care Type	Ages	Max Group Size
<p><b>REGISTERED LICENSE- NOT-REQUIRED CHILD CARE</b></p> <p>These are unlicensed care providers. They must have registered with a Child Care Resource and Referral Centre. To register, operators must have completed: criminal record checks (for everyone over age 12 living in the home), character references, a home safety assessment, first aid training, and child care training courses or workshops.</p>	<p>From birth to 12 years</p>	<p>Only 2 children or a sibling group who are not related to them</p>
<p><b>LICENSE-NOT-REQUIRED CHILD CARE</b></p> <p>These child care providers can operate legally in B.C. They are not registered or licensed and are not monitored or inspected. Unlicensed child care providers do not have to meet health or safety standards. Parents and guardians are responsible for overseeing the care and safety of their children in these care arrangements.</p>	<p>From birth to any age</p>	<p>Only two children or a sibling group who are not related to them</p>
<p><b>IN-CHILD’S-OWN-HOME CARE</b></p> <p>This unlicensed care is when parents arrange for child care at home – like a nanny or a baby-sitter. Children from other families cannot be included in this care. It is not legally required to monitor this care. No specific qualifications are required for the child care provider. Parents or guardians must decide how to screen and hire the child care provider who becomes their employee.</p>	<p>N/A</p>	<p>Children from other families cannot be included in this care.</p>

# Appendix B – Engagement Summary Report, including Survey Results

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## West Vancouver Child Care Action Plan

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### West Vancouver and North Shore Engagement Summary Report

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Social Planning and Research Council of British  
Columbia  
April 2020

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## 1. Introduction

The main purpose of the North Shore Action Planning project was to conduct an engagement summary, to engage with community, to develop new child care space creation action plans and to provide strategic directions based on best practices review. Most of the research and analysis pertains to and is of mutual interest to the three North Shore municipalities: District of North Vancouver, City of North Vancouver and the District of West Vancouver

This engagement summary is intended to inform and facilitate the North Shore Child Care Action Planning process. The work summarized here provides an evidence-based framework from which the municipalities can identify priorities for action that best reflect community needs. The report also synthesizes input from a wide range of key stakeholders in the community familiar with the existing and anticipated scope of child care services and gaps therein. Participation from these stakeholders not only helps inform the planning process but may also significantly improve community support for future stages of strategy implementation.

A major component of the project has been community engagement. This was achieved through a variety of means, namely:

- 4 surveys (1 each in the District of West Vancouver and District of North Vancouver for parents and 1 each in the District of West Vancouver and District of North Vancouver for child care providers)
- Interviews and focus groups with municipal staff, community partners, First Nations partners, child care providers and vulnerable populations.
- 3 solutions workshops.
- 1 child care provider workshop
- 1 workshop with the District of West Vancouver Child Care Services Working Group

### Surveys – Purpose

Child care operators in the District of West Vancouver and the District of North Vancouver were surveyed through an online instrument in order to understand current and projected child care service gaps, needs as well as vulnerabilities children experience. The City of North Vancouver undertook a survey in 2018 and those outcomes were also reviewed. Concurrently with the above survey, the Districts of North Vancouver and West Vancouver also administered a parental / caregiver surveys to understand current and anticipated child care needs from a caregiver perspective. The participation of parents, guardians and operators was sought through a network of stakeholders, child care operators and was publicly promoted.

### Interviews and focus groups– Purpose

The interviews and focus groups with key informants included staff from some large social service and multicultural organizations, vulnerable populations, First Nations, child care operators along with municipalities, the School District and Vancouver Coastal Health. These interviews were designed to help determine the specific issues facing those organizations currently and the issues that they

anticipated facing in the future. The interviews also elicited a list of child care targets and strategies from the perspective of frontline workers. This input will help the municipalities work toward realizing current and projected targets in terms of number of child care spaces as well as strategies to tap into tools and opportunities to meet projected targets

## Workshops – Purpose

Three solutions workshops were held with key stakeholders on the North Shore: one with the District of West Vancouver and two with the District and City of North Vancouver together. These workshops were designed to review the current state of child care, establish principles of collaboration, create action items and to discuss space creation targets.

A workshop with child care providers was also conducted in to hear directly from child care operators about the needs, strengths and gaps on the North Shore and to provide information about the various initiatives that are underway in Child Care BC.

## 2. Parent/Caregiver Survey District of West Vancouver

### Background

There were 464 valid respondents to the District of West Vancouver Parent Survey. These families reported a total of 652 children between the ages of 0 and 12 years old; 13% of these were aged under three years, 18% were aged 3 to 5 years old (but not yet in school), and 69% were school-aged children.

### Key Findings

#### ***Parent Demographic Characteristics***

- 84% of respondents were the mother of the family
- 17% of the families were single parent families
- 66% of the families live in the District of West Vancouver, with another 16% living in the District of North Vancouver and 8% living in the City of North Vancouver
- For those living in the District of West Vancouver, respondents were most likely to live in Ambleside (29%), Caulfield (17%) or British Properties (17%)
- 59% of families have lived in the Lower Mainland for more than 10 years; 13% for 2 years or less
- 2% of respondents were currently expecting a child, with another 6% planning to have or adopt a child in the next three years
- Of those expecting or planning for a child:
  - Based on a weighted score that takes all choices into account (1st, 2nd, and 3rd), the top three preferred care arrangements were: licensed child care centre (weighted score of 100), parental care (weighted score of 54), and licensed family child care (weighted score of 43)
  - The top five most important aspects of a non-parental arrangement were: program is licensed, outdoor playground, activities for the children, hours the program is open, and quality of indoor play space
- 11% of respondents had children 13 to 18 in the household, and 4% had children over 18

- Gross annual household income: 12% under \$50,000, 20% between \$50,000 and \$100,000, 25% between \$100,000 and \$150,000, 15% between \$150,000 and \$200,000, and 27% over \$200,000
- 40% of respondents were born in Canada, with another 37% who have lived in Canada for more than 10 years
- 8 respondents identified as Indigenous; 6 First Nations, 1 Métis, 1 left blank
- 78% of respondents reported that they speak English at home; other most common languages were Farsi (13%) and Mandarin (11%)

### ***Parent Work-related Characteristics***

- 77% of respondents were working for pay (62% full-time, 16% part-time); 91% of spouses were working for pay (84% full-time, 7% part-time)
- In terms of family work patterns, both (or only) parents worked full-time in 51% of families, and one or both parents were at home full-time caring for children in 18% of families
- Working respondents were more likely to work in the District of West Vancouver (47%), Vancouver (35%) and the District of North Vancouver (9%); for spouses, the most common work locations were in Vancouver (50%), District of West Vancouver (21%), and Burnaby (11%)
- For respondents working in the District of West Vancouver, the most common work neighbourhoods were Ambleside (55%) and Dundarave (30%); for spouses, Ambleside was highest (55%), followed by Dundarave (23%)
- 78% of working respondents did their work during the weekdays, vs. 79% of spouses

### ***Child Care-related Characteristics***

- Where appropriate, information on child care arrangements is reported separately for the three child age groups (under 3 years, 3 to 5 years [not in school], and school age)
- The eight types of primary care arrangements were grouped into three categories for simplicity: **parental**, **licensed non-parental** (including group child care centre, preschool, before and after school program, and licensed family child care), and **other non-parental**, (including relative, unlicensed family child care, and in-home caregiver)
- Parental care was most prominent for school-age children (48% of these children, vs. 37% of children under age 3, and 26% of preschool age children)
- Licensed non-parental care was most prominent for preschool age children (67% of these children, vs. 52% of children under age 3, and 38% of school-age children)
- Unregulated non-parental care was always the least used primary care type, ranging from 15% of school-age children (many of whom were in self-care), to 12% of children under age 3, to 7% of preschool-age children
- Parents using non-parental care as their primary arrangement were asked to check potential reasons why they chose this arrangement. For children under 3, the top three reasons were: convenience (64%), reputation (43%), and physical facilities (33%). For preschool-age children, the top three reasons were: convenience (69%), reputation (53%), and type of program offered/first program to offer me a space (both at 37%). For school-age children, the top three reasons were: convenience (81%), type of program offered (32%), and reputation (32%).
- 69% of children under 3, 63% of preschool age children, and only 29% of school-age children had been on a wait list for a child care arrangement

- Of those who were wait-listed, the most frequent category for length of time on a list, for all three age groups, was less than 6 months
- By far the most common mode of transportation to child care was by car, for all age groups of children. For school-age children, 38% walked to their care arrangement, higher than for other age groups.
- Parents were asked about their satisfaction with four aspects of their primary care arrangement: location, quality, hours of care, and cost.
  - In terms of location, the percent “very satisfied” was lowest for children under 3 (59%), vs. 67% for preschool-age children and 84% for school-age children
  - In terms of quality, the percent “very satisfied” similar across the age groups, from 64% to 69%
  - In terms of hours of care, the percent “very satisfied” was lowest for children under 3 (63%), vs. 69% for preschool-age children and 80% for school-age children
  - In terms of cost of care, the percent “very satisfied” was lower than for the other aspects – 28% for children under 3, 30% for preschool-age children and a much higher 50% for school-age children.
- Parents reported that it was “somewhat or very difficult” to find before/after school care for 31% of their school-age children
- Of the school-age children, 45% attend a before/after school program at their school
- 5% of children were reported to have a special need or disability; about one-third of these receive support from the Supported Child Development Program (with another one-third of parents not sure

### ***Parental Preferences and Related Issues***

- Parents were asked if they would change their current child care arrangement(s) if a preferred alternative became available at an affordable price. An answer of “yes” was most likely for children under age 3 (57%), compared to 46% for preschool-age children, and 33% of school-age children
- For those who answered “yes,” based on a weighted score that takes all choices into account (1st, 2nd, and 3rd), the top three preferred care arrangements were:
  - For children under age three: licensed child care centre (weighted score of 100), licensed family child care (weighted score of 36), and non-relative in my home (weighted score of 28)
  - For children aged 3 to 5 but not in school: licensed child care centre (weighted score of 100), preschool (weighted score of 83), parent (weighted score of 21)
  - For school-age children: before/after school care program (weighted score of 100), parent (weighted score of 44), non-relative in my home (weighted score of 30)
- Parents were asked to choose among potential barriers to using their preferred arrangements. The top three barriers for each age group were:
  - For children under age 3: cost (81%), hours of operation (43%), program location (38%)
  - For children aged 3 to 5 but not in school: cost (65%), availability of full-time care (39%), location of program (31%)
  - For school-age children: cost (69%), availability of part-time care (38%), hours of operation (32%)
- The monthly amount of out-of-pocket expense that parents pay for child care was somewhat bimodally distributed, with 44% paying either nothing or less than \$500, and 22% paying over \$1,400.

- 11% of parents report that they have children on a child care waitlist currently; half of these for less than 6 months
- Parents were asked to indicate which sources of information they personally used for choosing or finding child care (for those not using parental care exclusively). The top four sources were: friends/neighbours/other parents (63%), school (53%) websites or blogs (44%), and the local CCRR (29%),
- Parents not using exclusively parental care were asked to rate the importance of 12 different aspects of child care arrangements. Based on the mean score out of a maximum of 4, the top five aspects were: reputation of the program (3.67), hours of operation (3.66), program is licensed (3.62), having an outdoor playground (3.59), and the activities for children (3.58).
- The survey also asked about preferred schedules for their care arrangements. While full-day care five days per week was the preference for 65% of those with children not yet in school, there were 17% of parents who preferred full-day care for fewer than five days per week. Similarly, out of school care five days a week was the preference for 51% of parents, but 18% preferred out of school care for fewer than five days a week and 18% preferred occasional care as needed.

### 3. Child Care Operator Survey District of West Vancouver

#### Background

There were 18 respondents to the provider survey, though one only answered the items on location and job role(s) There were six respondents from facilities in Ambleside and six from facilities in Dunderave. All but one respondent (94%) reported that their role included “manager/administrator”; 78% supervised staff, 72% worked directly with children, and 56% were owners of their facility

#### Key Findings

- Of the 17 respondents who provided information on the types of licensed programs in their main facility, there were 10 different combinations:
  - Four facilities licensed for preschool only
  - Four facilities licensed for both group under 3 and group 3 to 5
  - Two facilities licensed for school age care only
  - One facility licensed for group under 3, group 3 to 5, and school age care
  - One facility licensed for group under 3, group 3 to 5, and preschool
  - One facility licensed for school age and occasional care
  - One facility licensed for group 3 to 5 and preschool
  - One facility licensed for family child care
  - One facility licensed for preschool and occasional care
  - One facility licensed for group 3 to 5 and school age care
- Seven facilities are located in a school building or on school property, with four at a District-owned building (community centre/recreation centre/library), and three housed at a religious institution building
- 14 (82%) of the facilities were reported as rented or leased
- 59% of the respondents did report one or more challenges relating to their building. For six respondents, the physical location was a challenge, and for four respondents, there were issues relating to temperature and/or ventilation in the building

- Nine of the facilities had been in the current location for 11 or more years; two had only been there for less than one year
- Relocation in the next two years was reported as unlikely by all respondents. Plans to expand were more likely, with three respondents reporting positively. Similarly, there were three respondents with likely plans to renovate, and three with likely plans to open another child care facility.
- All facilities were normally open on Mondays to Fridays, except three preschools that were closed on Fridays.
- There was only one respondent who reported not having any regular facility closures. The most common closures were for statutory holidays (82%), school winter break (53%), and summer (47%)
- Benefits provided were divided into two groups: eight that are related to pay and health, and 11 other benefits. Across all respondents (and program types), the three most commonly provided pay/health benefits were paid sick leave (77% of facilities), paid personal leave days (54%), and dental care plan and supplementary health or drug plan (each at 39%)
- In terms of the 11 other benefits, the top five most common were: financial assistance to attend ECE-related workshops (85% of facilities), financial assistance with First Aid certification (77%), financial assistance to take courses (63%), paid program planning and preparation time (54%), and paid staff meetings and paid overtime (each at 46%)
- Just over half (53%) of respondents reported that their facility participates in the Provincial Child Care Fee Reduction Initiative (CCFRI)
- Six facilities (35% of respondents) reported that some of their spaces are dedicated to part-time or drop-in care (where part-time always is relative to the whole time that a space is potentially available). Of these six facilities, all four of the main licence types were represented (group care under 3, group care 30 months to school age, preschool, school-age)
- 73% of respondents reported that they currently have a waitlist at their facility; the average wait time for a space was 7 to 12 months
- Fees were charged to be waitlisted for two responding facilities
- Only one facility reported that its staff are unionized
- 62% of respondents reported that there had been some turnover of paid staff in the past year; of those, 86% reported that at least some of the vacancies were difficult to fill
- The top four reasons for difficult-to-fill vacancies were: applicants' lack of required skills (83%), applicants' lack of related work experience (83%), few or no applicants to choose from (67%), and competition from the school system (50%)
- Four respondents reported that they are the owner, manager or director of more than one child care facility in the District of West Vancouver

## 4. Community Partner Interviews

### Background

As part of the community engagement process, SPARC BC interviewed sixteen key informants from public and non-profit organizations. This group represented all three municipalities, Vancouver Coastal Health Licensing, the School District and not-for-profits organizations. The interviewees were asked a range of questions about the state of child care in their communities and in the province, including the greatest challenges facing parents, operators, and their own organizations. Informants were asked to share their vision for child care on the North Shore and to suggest actions to be taken.

### Key Findings

The state of child care within the North Shore has been described as in crisis. Child care is not equally accessible to all population groups due to limited spaces, long waitlists, and high costs. Space requirements are particularly critical for the infant/toddler cohort and before and after care for school-age children. Most available spaces are child care for 3-5 year olds. Hours of operation are an issue, with very few operations offering anything but “traditional” hours, with little flexibility to accommodate needs for longer hours, part-time, evening and weekends.

Child care operators encounter numerous challenges on the North Shore such as, finding suitable spaces, high operating costs, and staff recruitment difficulties due to low wages, qualification and poor working conditions. Living costs within the North Shore are extremely high making it difficult to retain staff and find accessible spaces that will provide quality child care services.

The greatest challenges for parents, in addition to the basic dearth of spaces, is the lack of quality services to make them feel comfortable leaving their kids. Long waitlists make it difficult to find child care that meets the expectations of parents and is geographically located close to home. The lack of child care is also driving parents choices of where they will/can work.

## 5. Child Care Providers – Recently Opened Facilities

### Background

Two child care operators were interviewed that recently opened a program. Both interviewees have extensive experience with child care operations and both started as child care operators out of their home and subsequently expanded into larger programs.

### Key Findings

From the perspective of the interviewees, “child care on the north shore is in crisis mode.” People are starting to view child care as a commodity and a business to make a profit. As a result of this commodification, the quality of care has dropped. Also, because of the increased government funding, competition for space has increased, lease rates are “unrealistic” and a “barrier for operating.” There is presently high demand for before and after school spaces and Infant-toddler and limited demand for preschool.

When participating in the development application process at the District of North Vancouver, there were parts that went smoothly and parts that were more challenging. The communication with the District was viewed as a strength and people were seen as generally helpful. Most of the difficulties encountered were around meeting building code expectations, such as upgrading to wired in smoke detectors, installing emergency lighting and fire proof doors, having appropriate signage and upgrading outdoor space. The respondents, however, understood the need for these changes as important safety upgrades. One respondent also noted having difficulty knowing who to contact if something in the leased space owned by the District needed attention, for example, graffiti on walls or trees dropping sap on the turf resulting in increased wasp activity. An interviewee expressed having a personal contact ( a parent in their program) who was a builder that knew the process was really helpful to meet the District expectations, otherwise, they might have faced more challenges navigating the application process.

## **6. Non-Profit Service Providers Focus Groups**

### Background

In November 2019, three (3) focus groups and one (1) interview with a service provider who could not attend the focus groups was held on the North Shore with non-profit organizations to discuss child care and help the municipalities understand each organization’s perspectives on the challenges regarding child care issues. Potential improvements that can be made to current child care situation on the North Shore were established. There were twenty-three (23) participants from a wide range of non-profit organizations.

### Key Findings

Over the last 3 years participants noted several changes that have taken place with respect to child care/early childhood education programs in the community. Most positively, is the action the provincial government has taken in addressing the child care crisis. More funding is available and initiatives are being developed to alleviate the challenges faced by families and operators. There are still glaring gaps and much more can be done. Additionally, with the increase in government funding comes an increase in administrative work and the process to obtain funding can difficult to understand for operators.

Particularly on the North Shore, participants all agreed that unique challenges have arisen in the past three years. For example, traffic has increased substantially, and parents are facing longer commute times. As a result, families are not able to find child care within the hours they need in order for them to get to work on time. Also, people are having children later in life which results in parents caring both for their young children and their own parents which places undue stress on families. Parents also have a general lack of understanding about the child care system, as it can be very confusing, which ultimately manifests in misdirected frustration towards child care operators.



Operators face low wages, high staff turnover, high rent, and lack of space to operate, especially places with adequate outdoor space. There is not enough money to maintain staff and the work is not valued, which is creating a human resources crisis. Furthermore, licensing and regulations are constantly shifting and operators are struggling to keep up with the demands.

## 7. Underserved Populations Focus Groups

### Background

In December 2019, five focus groups were held, three (3) directly with underserved populations, one at North Shore Women’s Centre – Single Mom’s Support Group (8 participants), one at Pacific Post Partum Society Support Group (2 participants) and one at Thrive Family Centre Drop In Program with the Family Service of the North Shore. The other two (2) focus groups were with staff from organizations that support underserved population groups. The first was held at Avalon Recovery Society with three (3) participants, and the second was held at the Infant Develop Program through North Shore Disability Resource Centre and North Shore Supported Child Care with five (5) participants.

### Key Findings

For people who are single parents, living with addictions or mental illness, are immigrants/newcomers or have children with special needs, the challenges associated with finding and paying for child care during a child care crisis are exacerbated. Single parents noted that it is very difficult to stay out of poverty while trying to pay for child care and had to use extraordinary means to finance the care, such as using a line of credit or living in crowded spaces. Many also rely on families or informal care to support their child and family. The child care subsidy and income assistance helps, but it is not enough to meet the actual need.

Families that have children with special needs also face difficulties when securing child care. Most centres will not take children with special needs, as they do not have the qualified staff. Parents are often left with limited choices on where to send their child, which is usually in private centres that are quite costly.

Another underserved population group is immigrants and new comers. On the North Shore, there are high numbers of immigrant and newcomer families, and language barriers are common. Not speaking English can be a major challenge for families, as the child care system is complex, which causes high amounts of stress.

Ultimately, if underserved populations had access to affordable, accessible and quality child care, the system would meet the needs of the most vulnerable in the community. One parent noted that “my child shouldn’t be punished because we are poor.” Without a universal child care system, children from underserved families are not receiving the early childhood education that everyone should be able to access.

## 8. Child Care Providers Workshop

### Background

In December 2019, a workshop was held with child care providers to update them on what is happening with child care in British Columbia and to hear about the priorities, challenges and ideas for the child care action plans that are being developed for the three municipalities. A total of twenty-three (23) people participated in the workshop.

### Key Findings

The key findings from the sessions are summarized below.

If you had a magic wand to improve the child care situation on the North Shore, what are the top 3 things that you would do?

- Higher wages and better benefits
- More facilities for teachers and children
- Hiring teachers for children with special needs
- Comfortable staff room for teachers with coffee or snacks
- Have local government spend a day with us to see what we do (no cell phones)
- More local workshops that are free to attend, funding for training and continuing education
- More incentives for educators to increase retention in industry
- Increase quality of training in colleges. Not everyone should receive an ECE license
- See all children as equal. Do not treat children differently who are Indigenous, First Nations or immigrants.
- We should have access to furniture, books, educational material without problems.
- More than 60 percent of the time with children and the rest of the time without children for thinking and planning
- Assist those who are ESL to speak better English
- Creation of more child care spaces with parking and playground Space

## 9. First Nations Partners Interview Summary

### Background

The City of North Vancouver, the District of West Vancouver and the District of North Vancouver had conversations with Tsleil-Waututh Nation and Squamish Nation as part of the engagement summary to develop child care action plans for the three municipalities.

The purpose of these conversations was to begin to learn from each other what work is being done in regards to child care planning with the hopes of better understanding the challenges, successes and determine if there is a role the municipality can play in supporting the Nation or an opportunity to work collaboratively.

Squamish Nation is actively expanding their childcare centres and currently have enough childcare for all Nation members. Childcare is offered for free with transportation provided. The Nation is open to collaboration opportunities with the municipalities in the future.

Tsleil-Waututh Nation is facing similar challenges experienced across the North Shore: there is limited supply, ECE workers are facing burn out and high stress and the cost is unaffordable for families. The Nation is hoping to expand their available child care and is open to having Council to Council discussions about child care needs on the North Shore.

## 10. Solutions Workshop District of West Vancouver

### Background

As part of the process of developing a Child Care Action Plan for the District of West Vancouver, a Solutions Workshop was held at the West Vancouver Community Centre. Participants included district staff and councillor, school district staff and licensing staff. The Solutions Workshop allowed participants to hear about the child care planning works so far, including looking at the key demographic information, community engagement outcomes and some indicators of quality.

The eleven (11) participants were asked the following questions:

- What actions are already underway to facilitate new child care spaces. What new spaces are being developed? Are there 'growth neighbourhoods'?
- What do you think are the most important principles that should guide decisions about child care action?
- What space targets should the City and the District use for their Action Plan?
- What are some short (1-3 yrs), mid-term (4-6 yrs) and long term (7-10 yrs) actions? What partnership opportunities exist for sharing spaces? What opportunities exist right now to use or leverage district, school district or other public spaces for new child care?

### Key Findings

#### **What do you think are the most important principles that should guide decisions about child care action?**

- Child care operators must opt into the all government funding programs
- Priority to not-for-profit operators
- Child care is a priority for public spaces and planning
- All children must be included (could consider following the M of Ed/SD inclusion and diversity approaches)
- Child care must be integrated with other key systems and plans like transit and housing
- Income should not be a barrier to accessing child care
- Operators must participate in their community / in their hub
- Fees for child care in public spaces must be within the range of not-for-profit averages

**What are some short (1-3 yrs), mid-term (4-6 yrs) and long term (7-10 yrs) actions? What partnership opportunities exist for sharing spaces? What opportunities exist right now to use or leverage district, school district or other public spaces for new child care? Reiterating importance of this type of care?**

#### Overall

- Inventory of all public assets could be done to identify short-term and long-term opportunities
- School district to look at programming that ends at 3 pm to identify spaces
- Focus on the increasing vulnerabilities for children – children not ready for school – very hidden needs
- Review private operators that are in schools now
- Staff recruitment and retention needs to be a focus
- Priority for child care in all civic sites that are undergoing renovations or redevelopment
- Child care lens on all planning that is done
- Review the permissive tax exemptions that was provided for churches when the land is sold
- Ensure that there is a continuum of services when there is an opportunity to build child care (more age groups served in one location)
- Child care spaces should be built with flexibility in mind so as needs change, they can be adapted

#### Ambleside – Dundarave

- District owns child care facility that is old – land is valuable – could sell the land and use the \$\$ to build child care
- Local plan is being developed – child care should feature as high priority
- Dundarave Park should be looked at

#### British Properties

- Need to acquire a site for child care + school as 2000 new residential units are being built
- Hugo Ray Park: underused park that is close to schools

#### Caulfield/West Bay/ Horseshoe Bay

- Continue with dialogue on land use plan especially for co-located spaces
- Review existing public lands around Glen Eagles
- S.D has some space that could be looked at for child care
- Child Care Staff are hard to find but especially difficult in this community due to distance

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# District of West Vancouver-Child Care Action Plan

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## Community Profile

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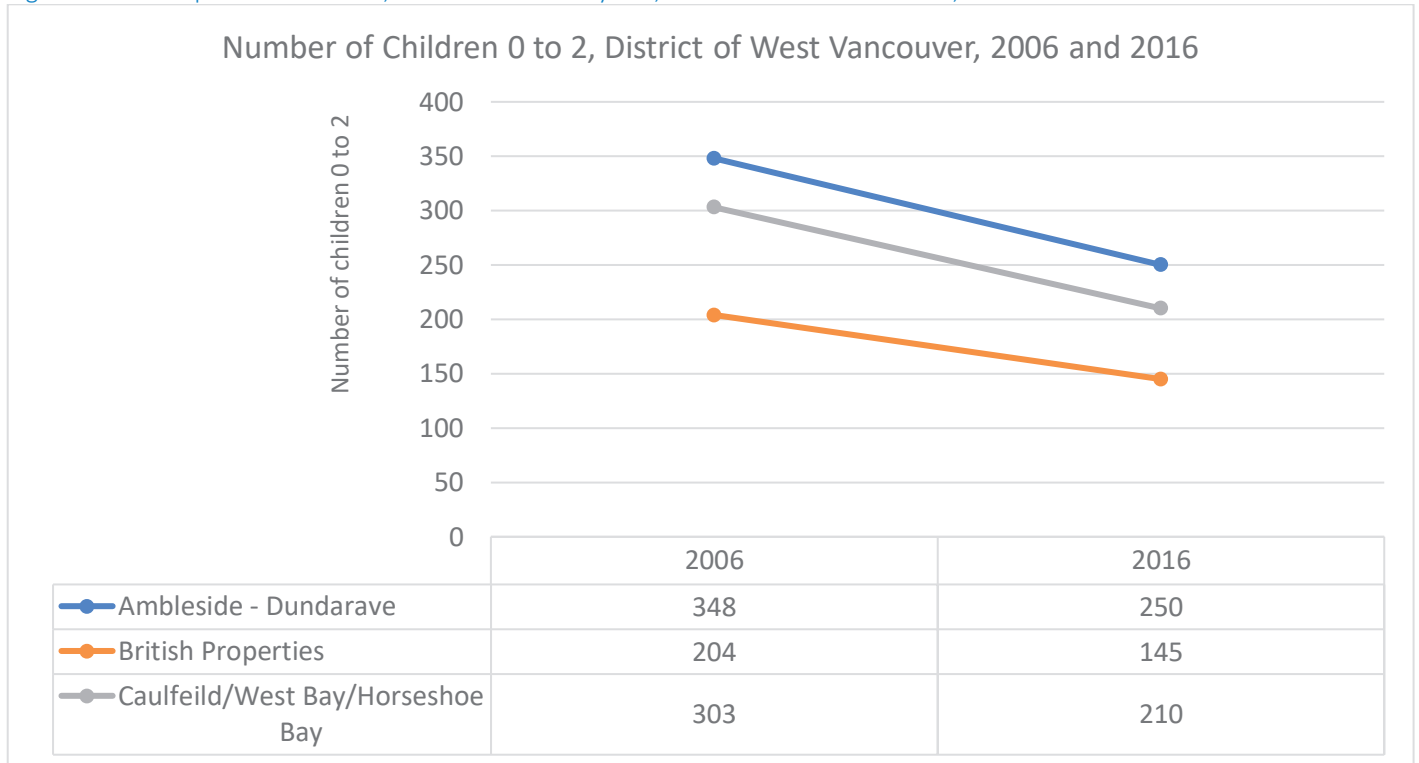
Social Planning and Research Council of  
British Columbia, April 2020

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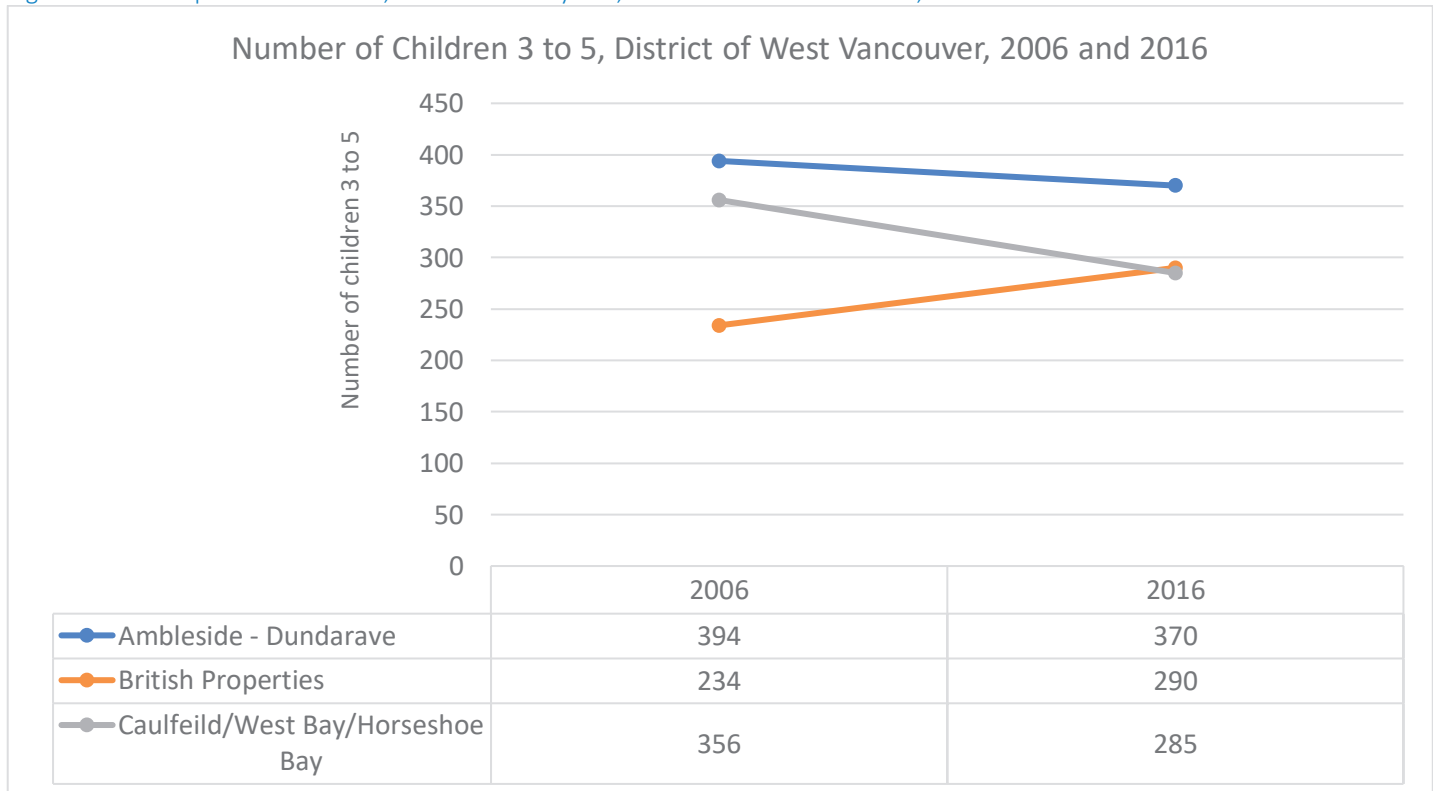
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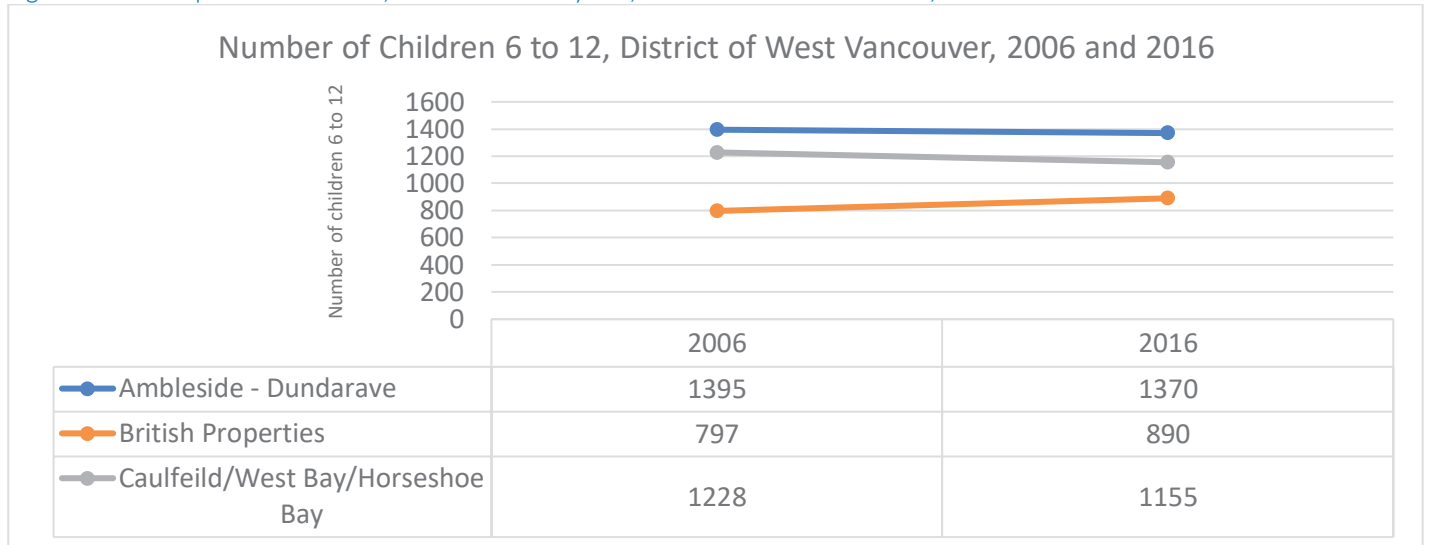
\*Source: Statistics Canada, 2016 Census of Population

Figure 2: Child Population Statistics, Children 3 to 5 years, District of West Vancouver, 2006 and 2016



\*Source: Statistics Canada, 2016 Census of Population

Figure 3: Child Population Statistics, Children 6 to 12 years, District of West Vancouver, 2006 and 2016



\*Source: Statistics Canada, 2016 Census of Population

Figure 4: Number of Children by Age Group & Planning Neighborhoods, District of West Vancouver, 2016

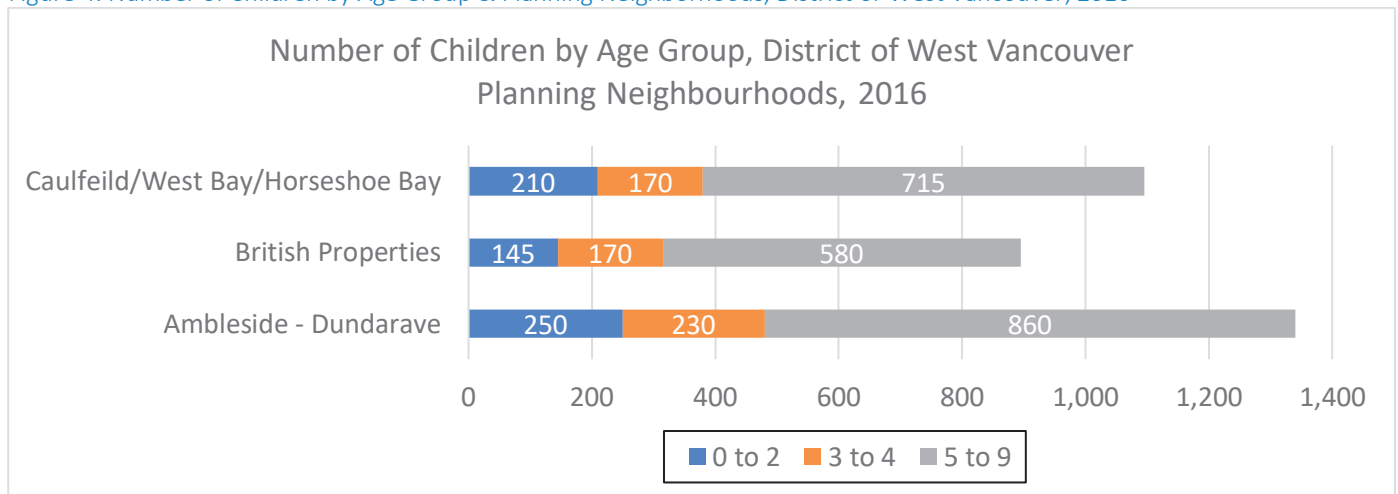


Figure 5: Population Projections, North Vancouver, by Age Group 2020 to 2035

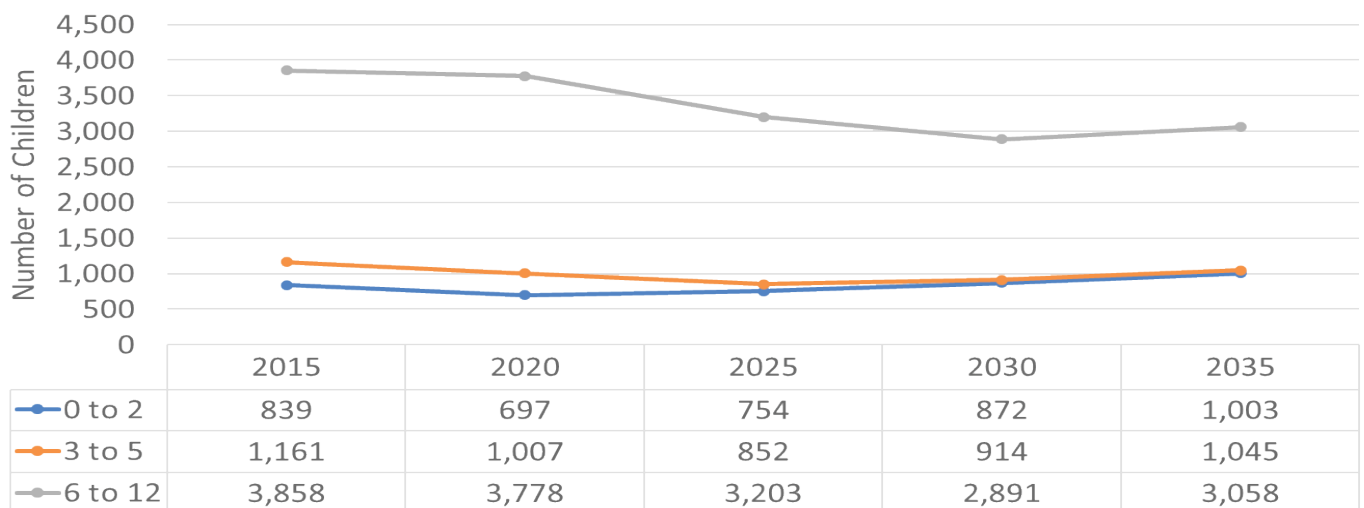




Figure 6: Number of Children in Lone Parent Families

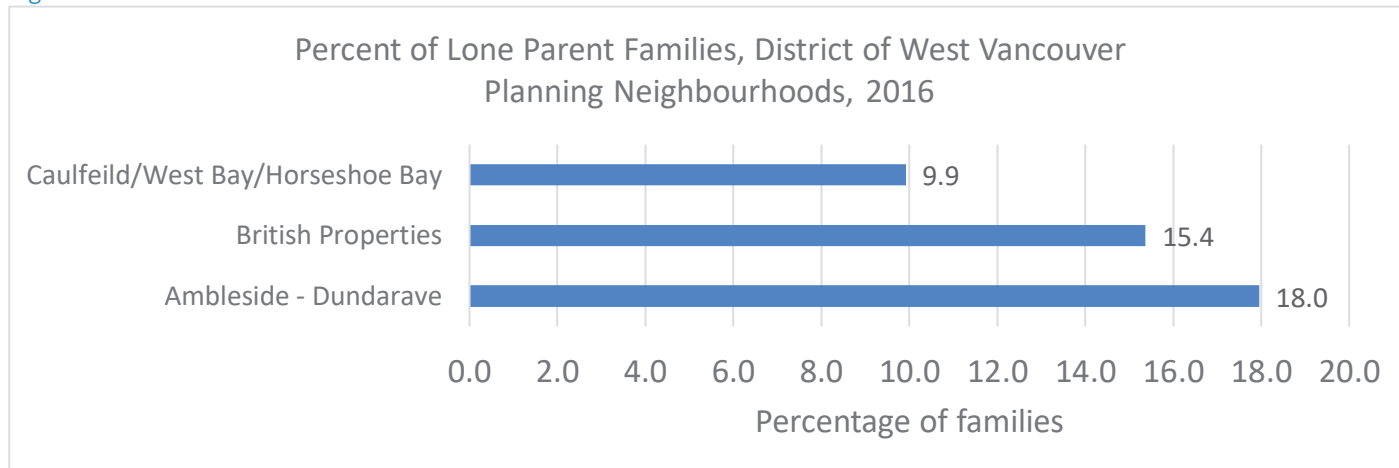


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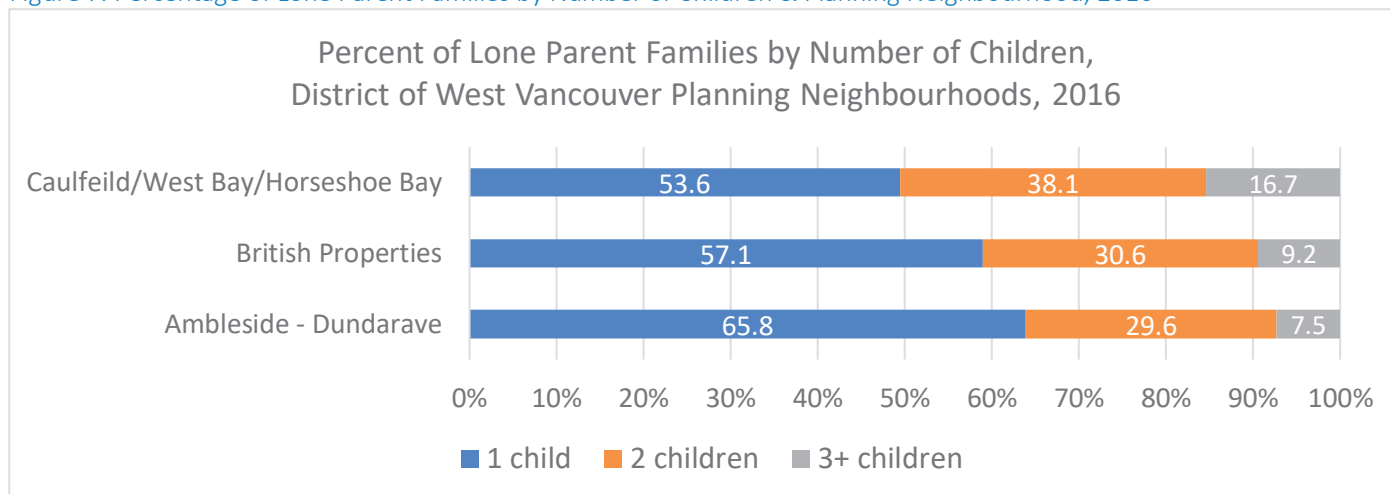


Figure 8: Median Family Income, Families with Children Under 6, HELP Neighbourhoods, 2015

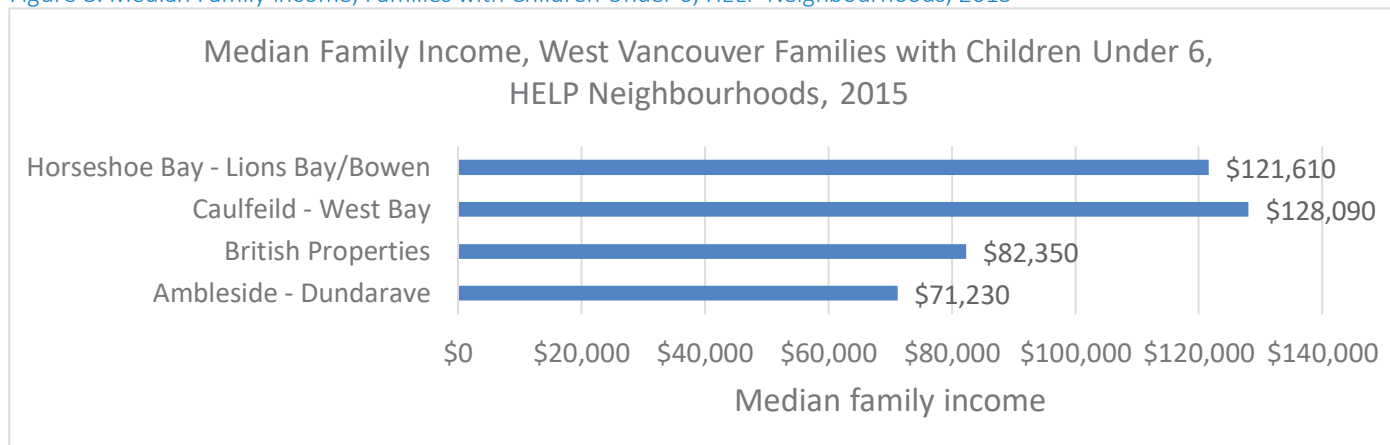


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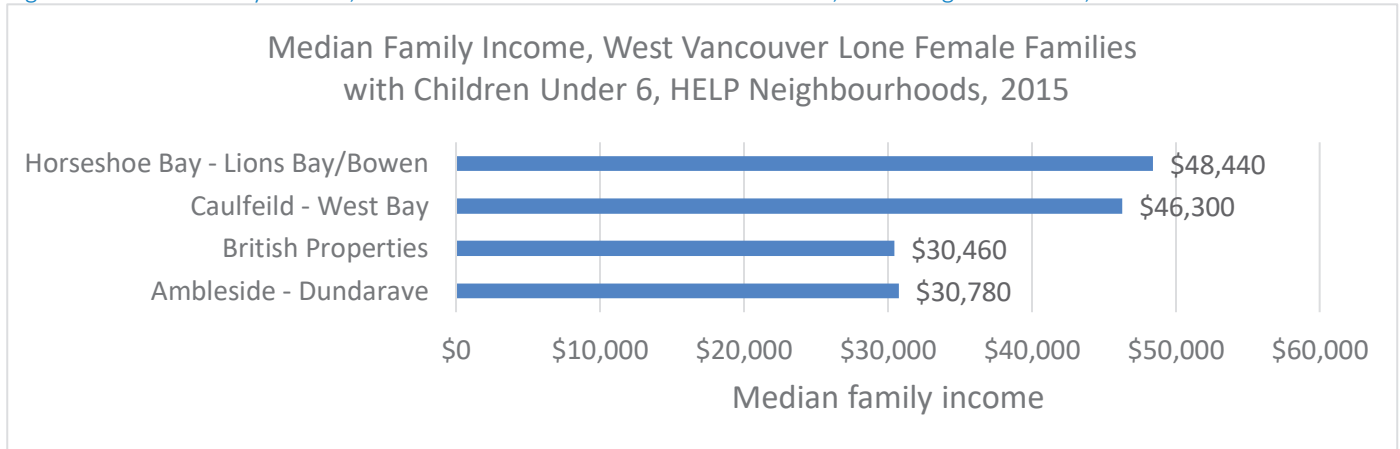


Figure 10: Low Income, based on the Low Income Measure (after-tax), HELP Neighbourhoods, 2015

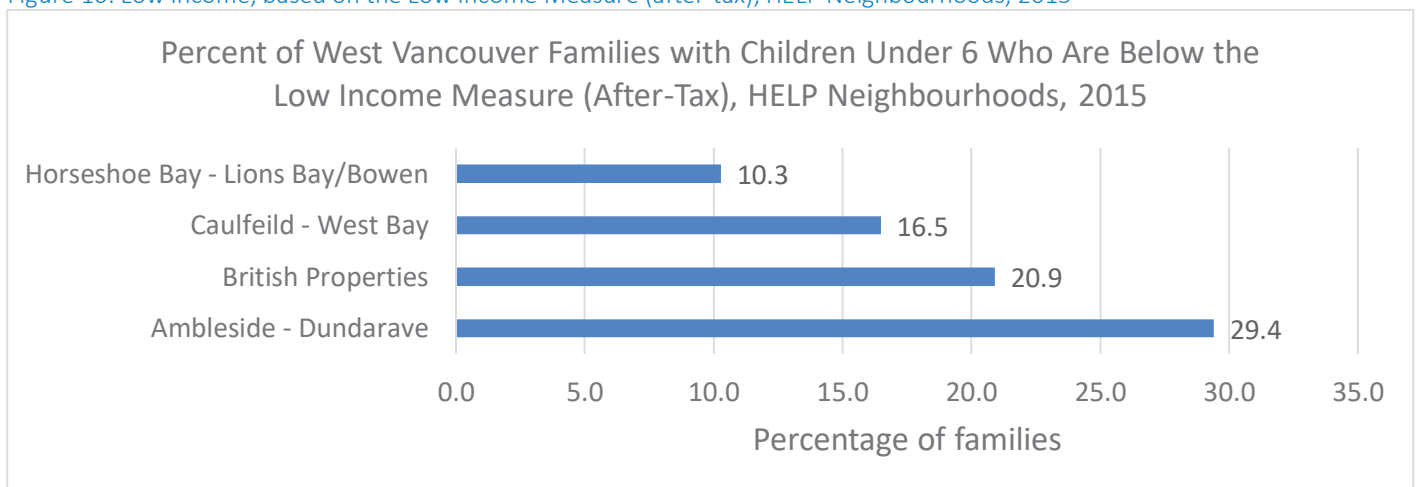


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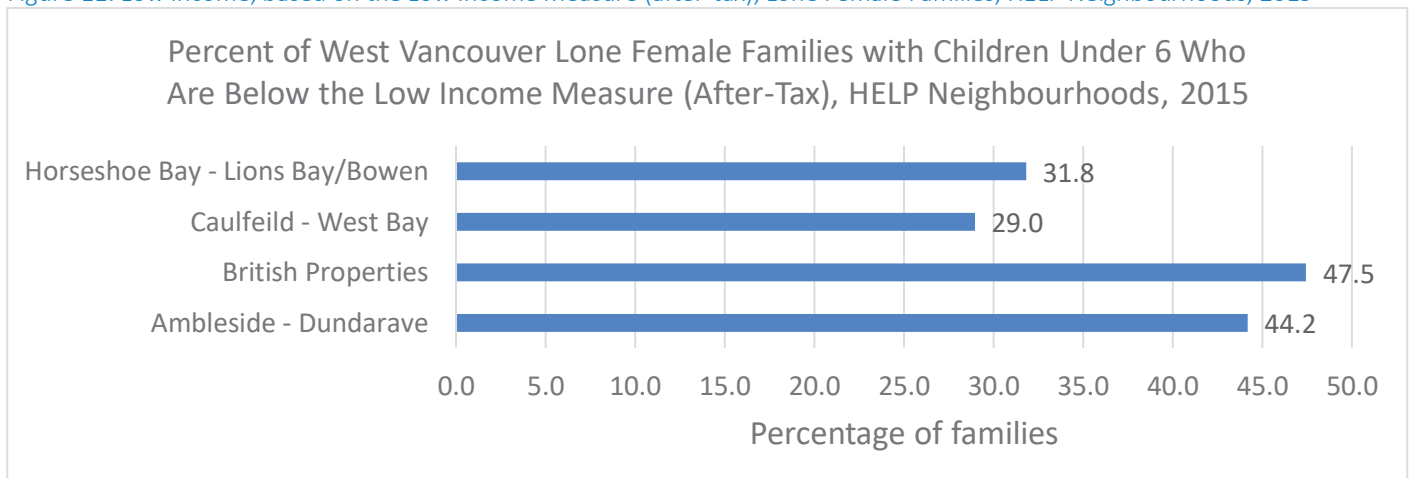


Figure 12: Percent who do not speak English or French at Home by Planning Neighbourhoods, 2016

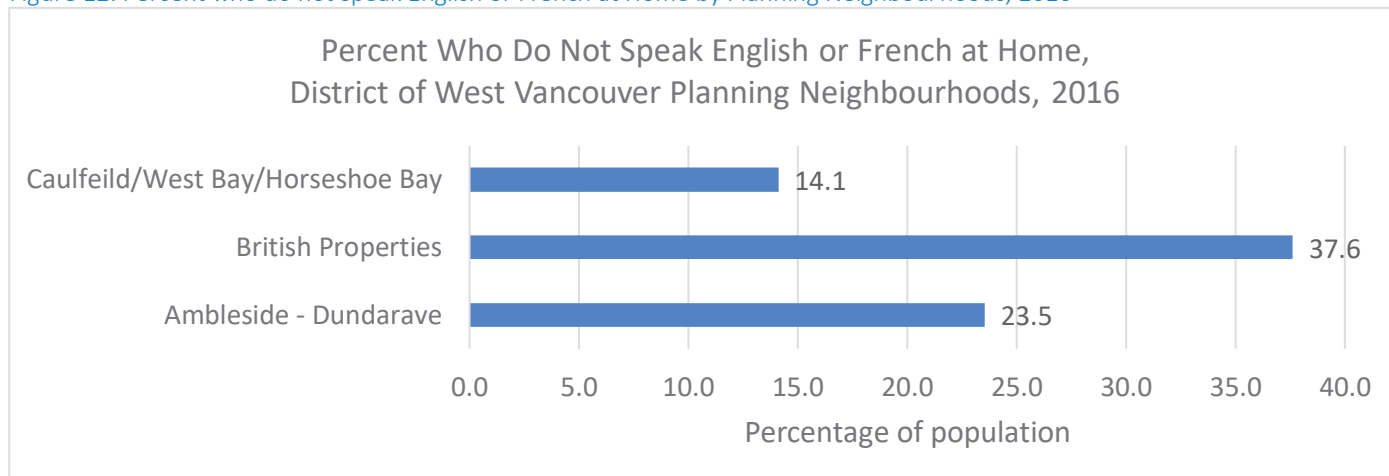


Figure 13: Owners Paying 30% or More of Income on Shelter, by Planning Neighbourhoods, 2016

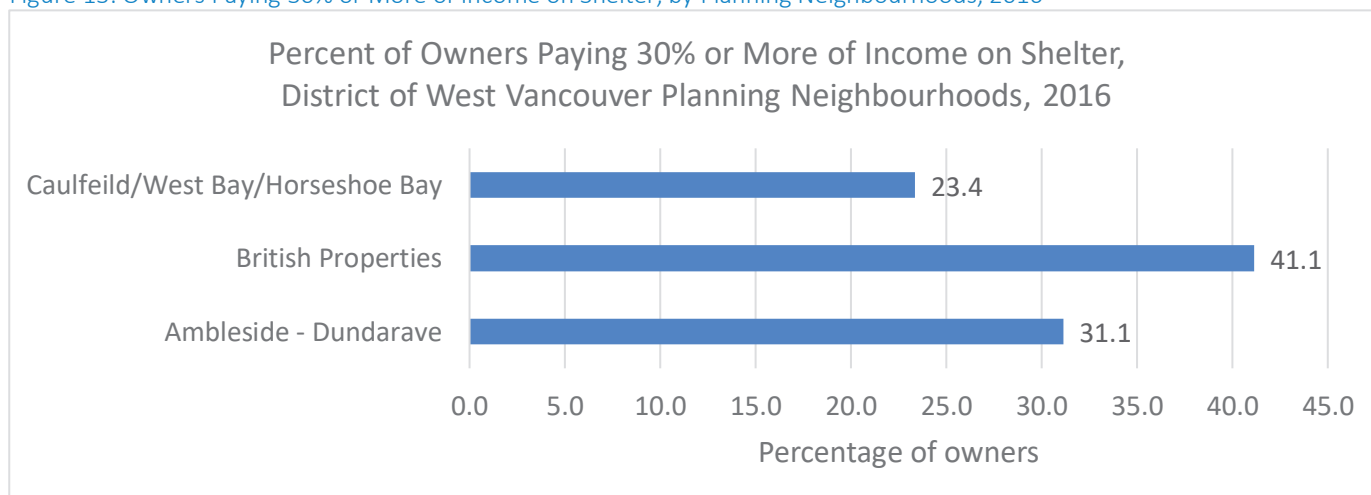


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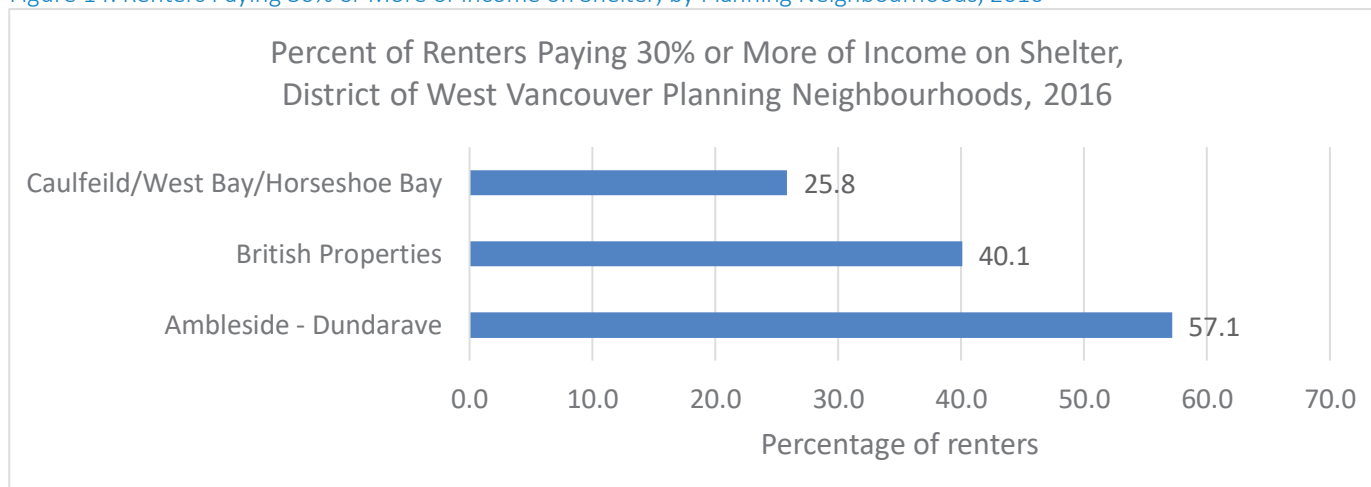


Figure 15: Indigenous population, by Planning Neighbourhoods, 2016

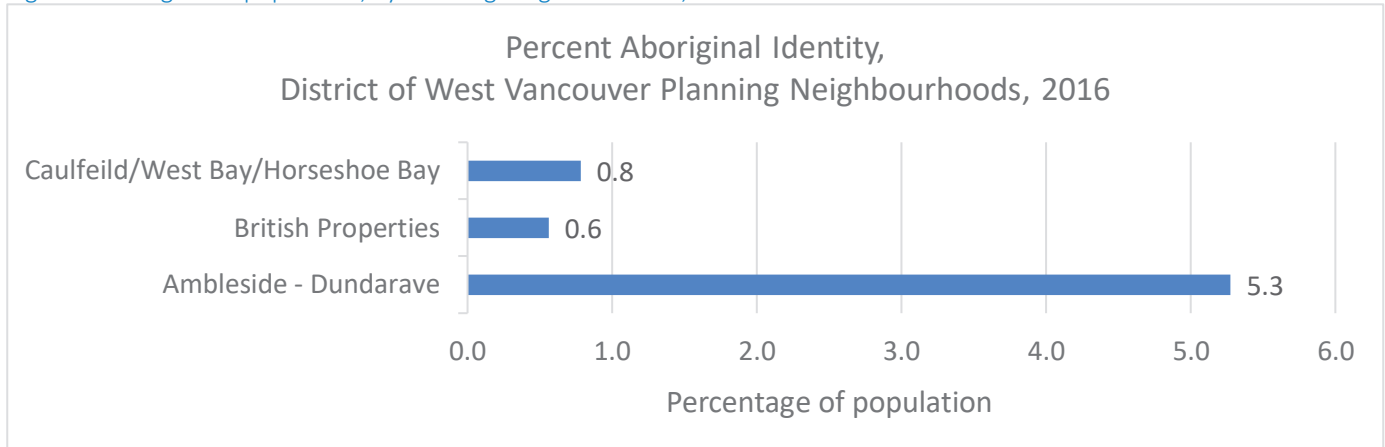


Figure 16: Indigenous population distinctions, by Planning Neighbourhoods, 2016

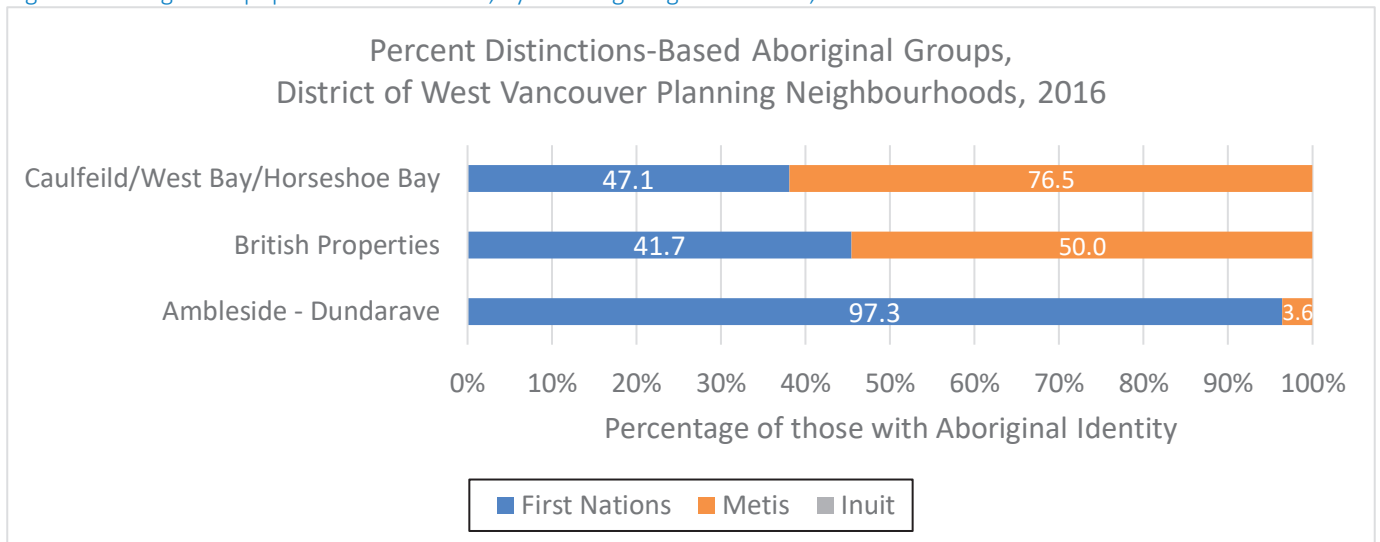


Figure 17: Percent Immigrant Population, by Planning Neighbourhoods, 2016

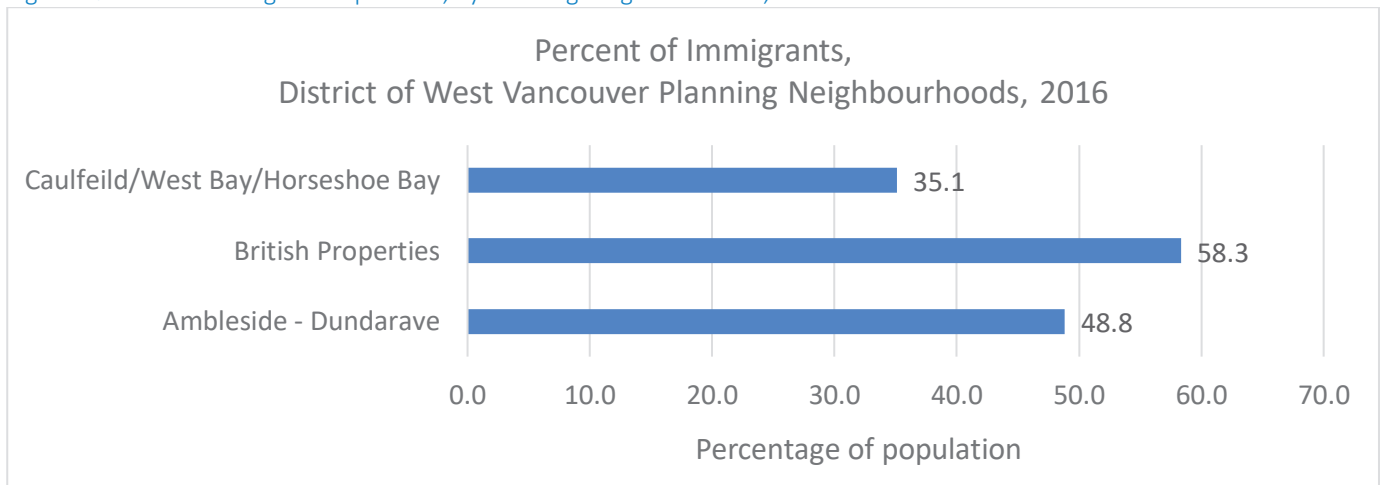


Figure 18: Immigrants Breakdown by Generation Status, by Planning Neighbourhoods, 2016

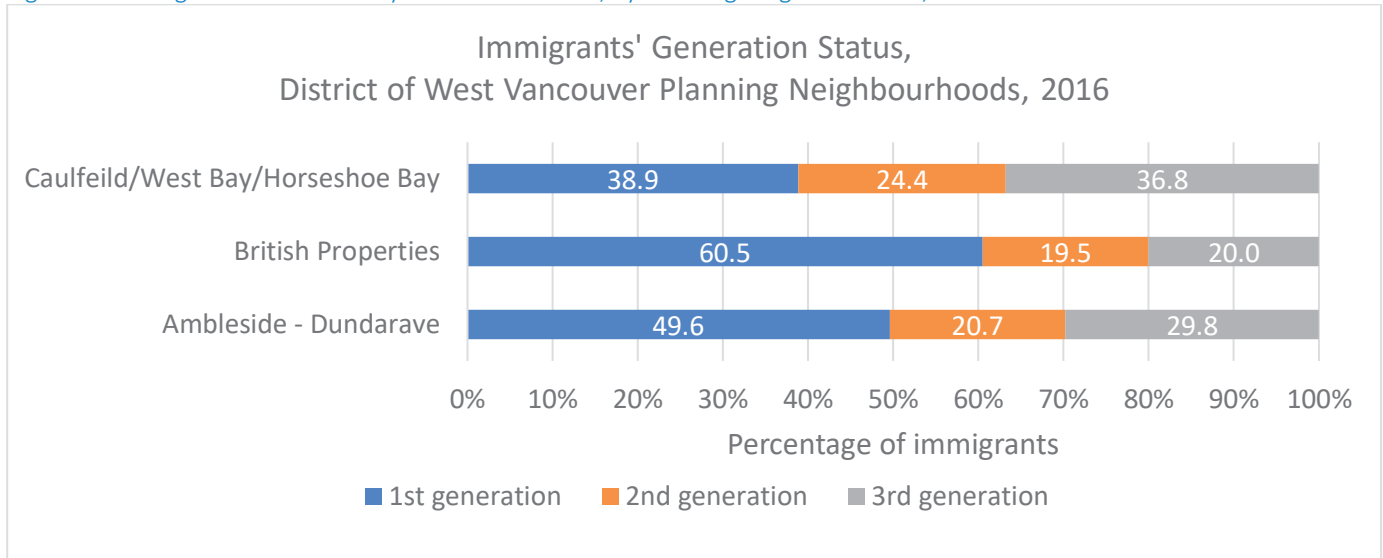


Figure 19: Percent Visible Minorities, by Planning Neighbourhoods, 2016

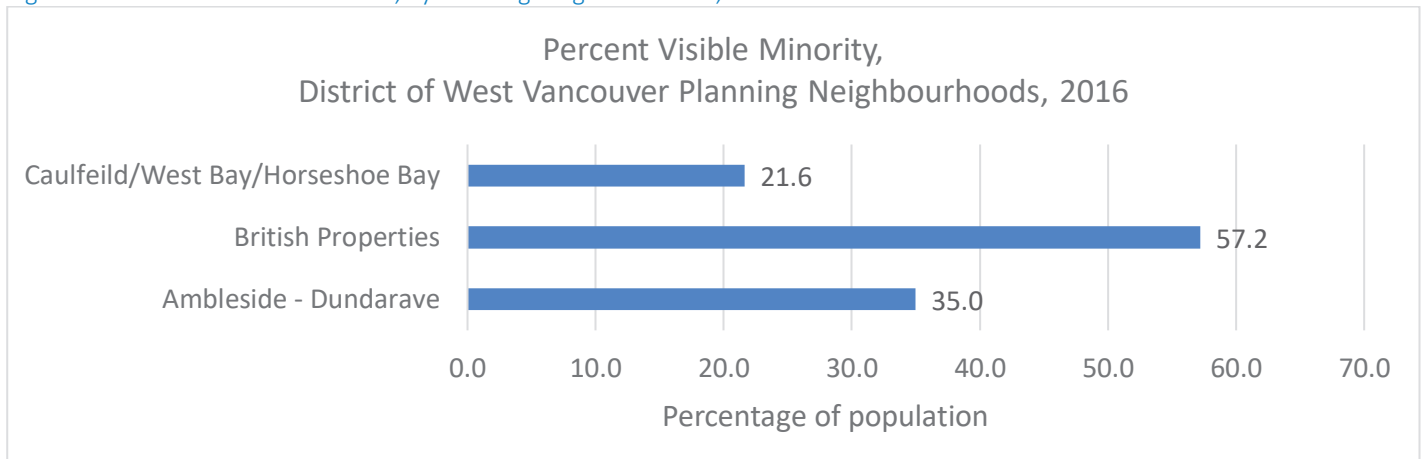


Figure 20: Visible Minority Population Numbers, by Planning Neighbourhoods, 2016

Population Numbers, Visible Minority Types, District of West Vancouver Planning Neighbourhoods, 2016			
Visible Minority	Ambleside - Dundarave	British Properties	Caulfeild/ West Bay/ Horseshoe Bay
South Asian	380	455	165
Chinese	2820	3470	1500
Black	20	30	30
Filipino	180	195	165
Latin American	140	30	60
Arab	140	60	70
South East Asian	40	10	40
West Asian	2550	1285	490
Korean	450	405	125
Japanese	185	60	140

Figure 21: People Who Work Within or Outside of the District of North Vancouver, 2016

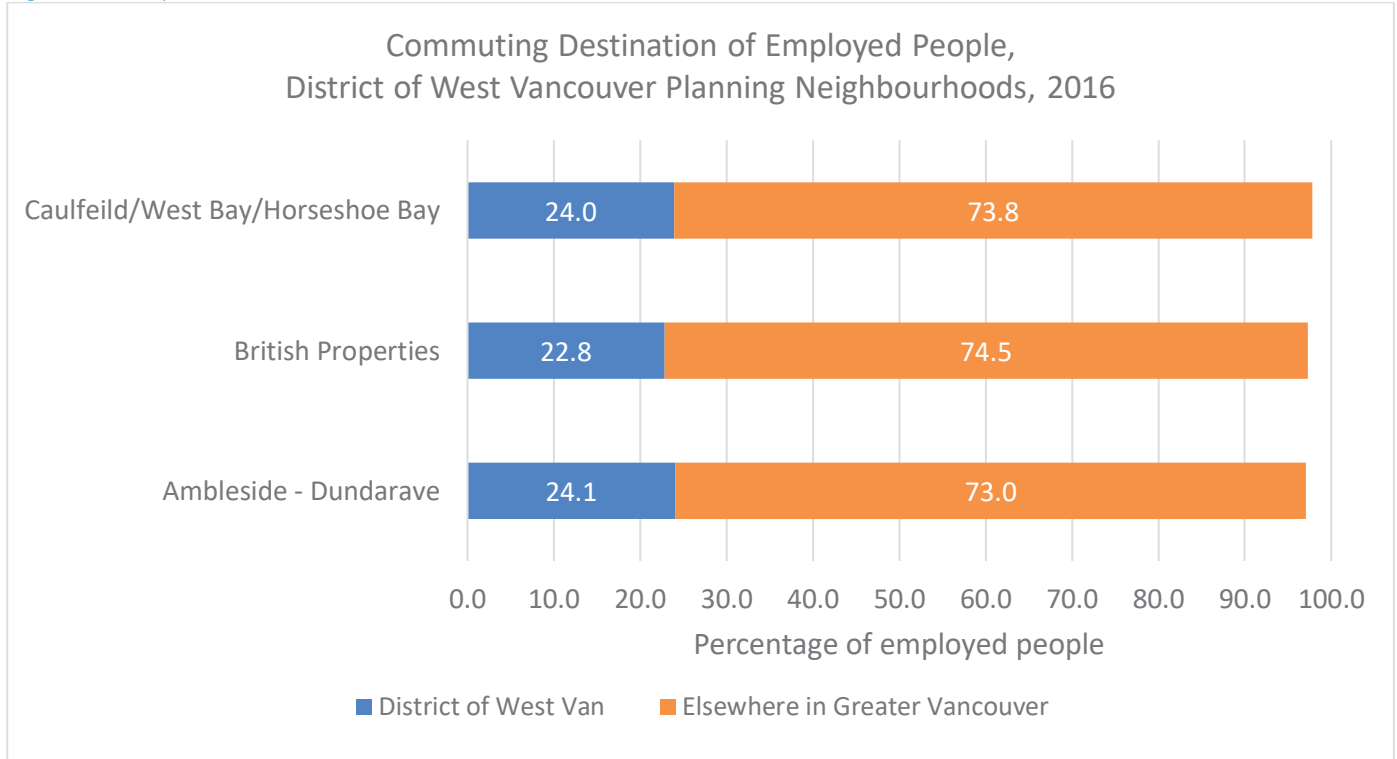
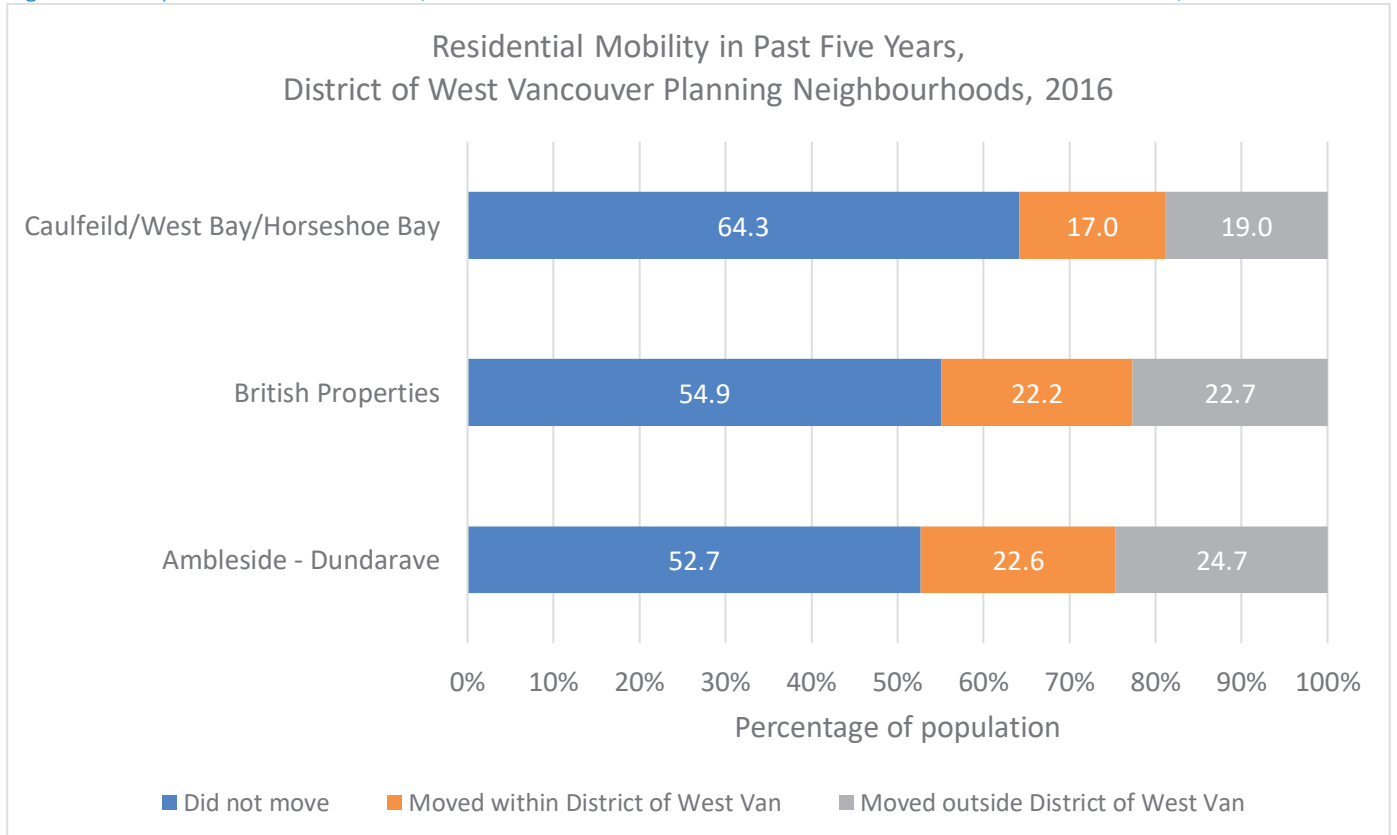
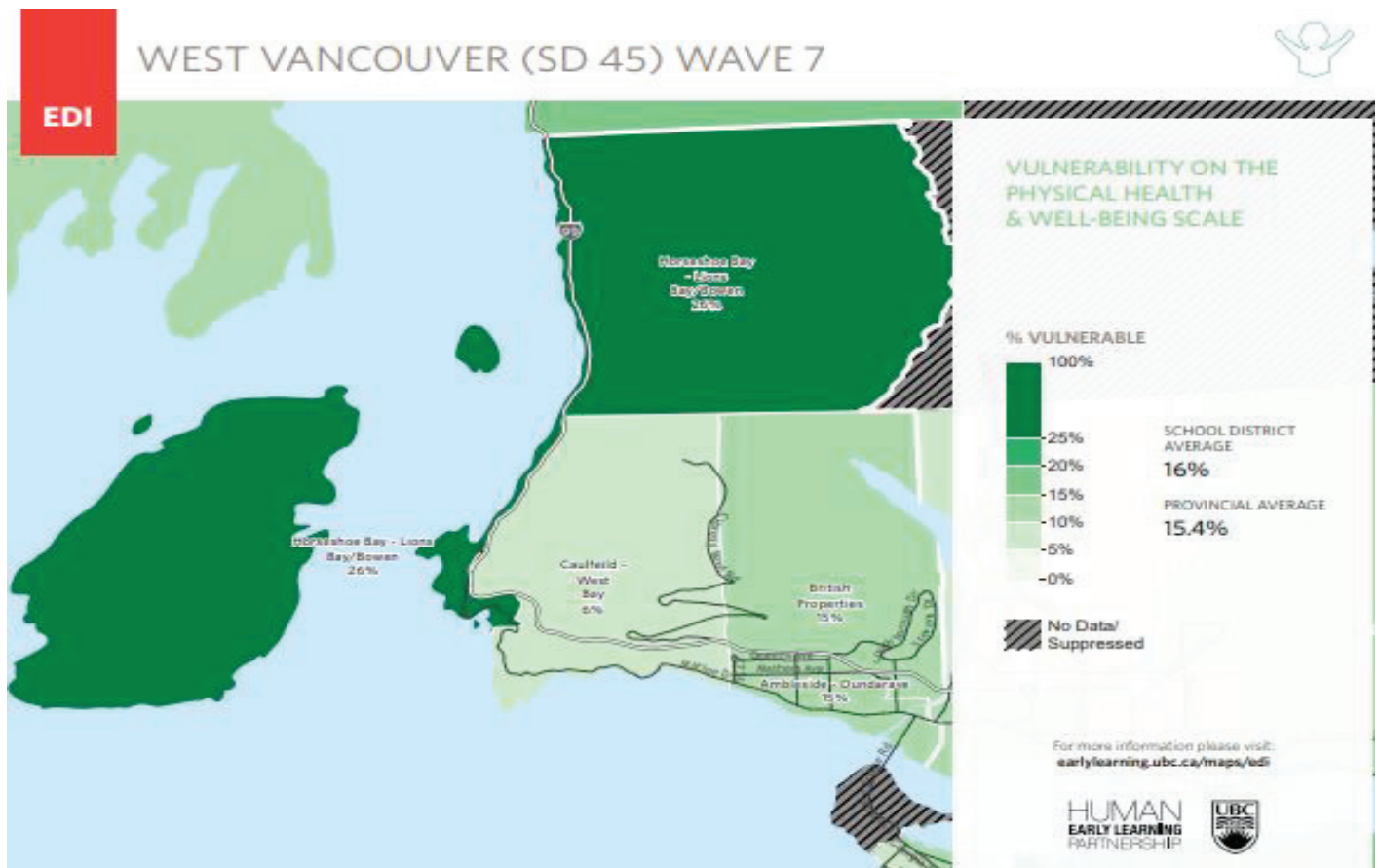
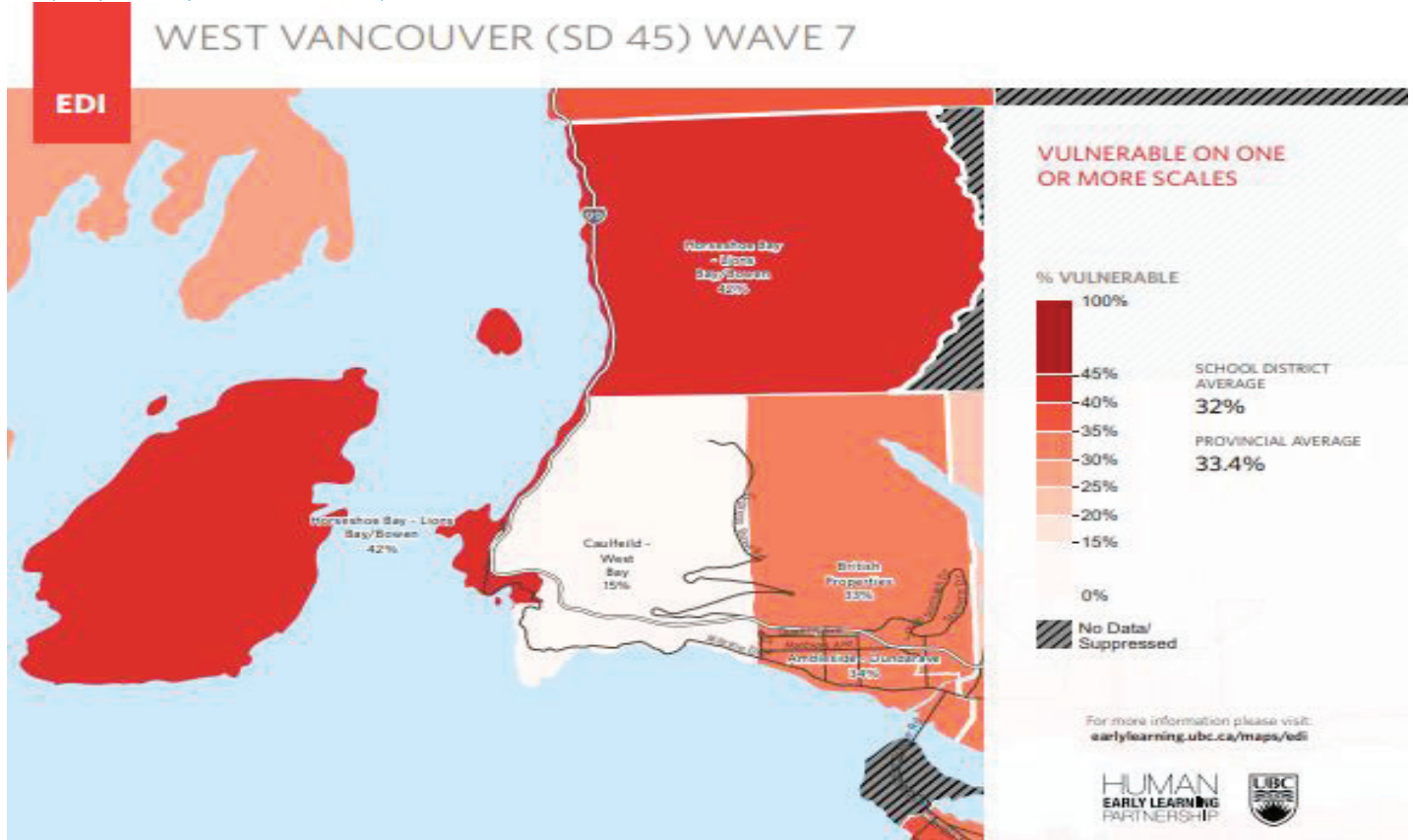


Figure 22: People Who Haven't Moved, or Who Have Moved Within or Out of the District of North Vancouver, 2016





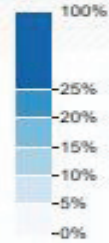
# WEST VANCOUVER (SD 45) WAVE 7



EDI

## VULNERABILITY ON THE SOCIAL COMPETENCE SCALE

% VULNERABLE



SCHOOL DISTRICT AVERAGE

15%

PROVINCIAL AVERAGE

16.1%

No Data/Suppressed

For more information please visit:  
[earlylearning.ubc.ca/maps/edi](http://earlylearning.ubc.ca/maps/edi)

HUMAN  
EARLY LEARNING  
PARTNERSHIP



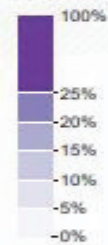
# WEST VANCOUVER (SD 45) WAVE 7



EDI

## VULNERABILITY ON THE EMOTIONAL MATURITY SCALE

% VULNERABLE



SCHOOL DISTRICT AVERAGE

17%

PROVINCIAL AVERAGE

17.7%

No Data/Suppressed

For more information please visit:  
[earlylearning.ubc.ca/maps/edi](http://earlylearning.ubc.ca/maps/edi)

HUMAN  
EARLY LEARNING  
PARTNERSHIP





# WEST VANCOUVER (SD 45) WAVE 7

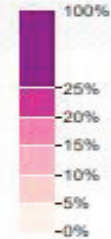


EDI



## VULNERABILITY ON THE LANGUAGE & COGNITIVE DEVELOPMENT SCALE

% VULNERABLE



SCHOOL DISTRICT AVERAGE  
**7%**

PROVINCIAL AVERAGE  
**10.6%**

No Data/  
Suppressed

For more information please visit:  
[earlylearning.ubc.ca/maps/edi](http://earlylearning.ubc.ca/maps/edi)



# WEST VANCOUVER (SD 45) WAVE 7

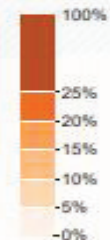


EDI



## VULNERABILITY ON THE COMMUNICATION SKILLS & GENERAL KNOWLEDGE SCALE

% VULNERABLE



SCHOOL DISTRICT AVERAGE  
**15%**

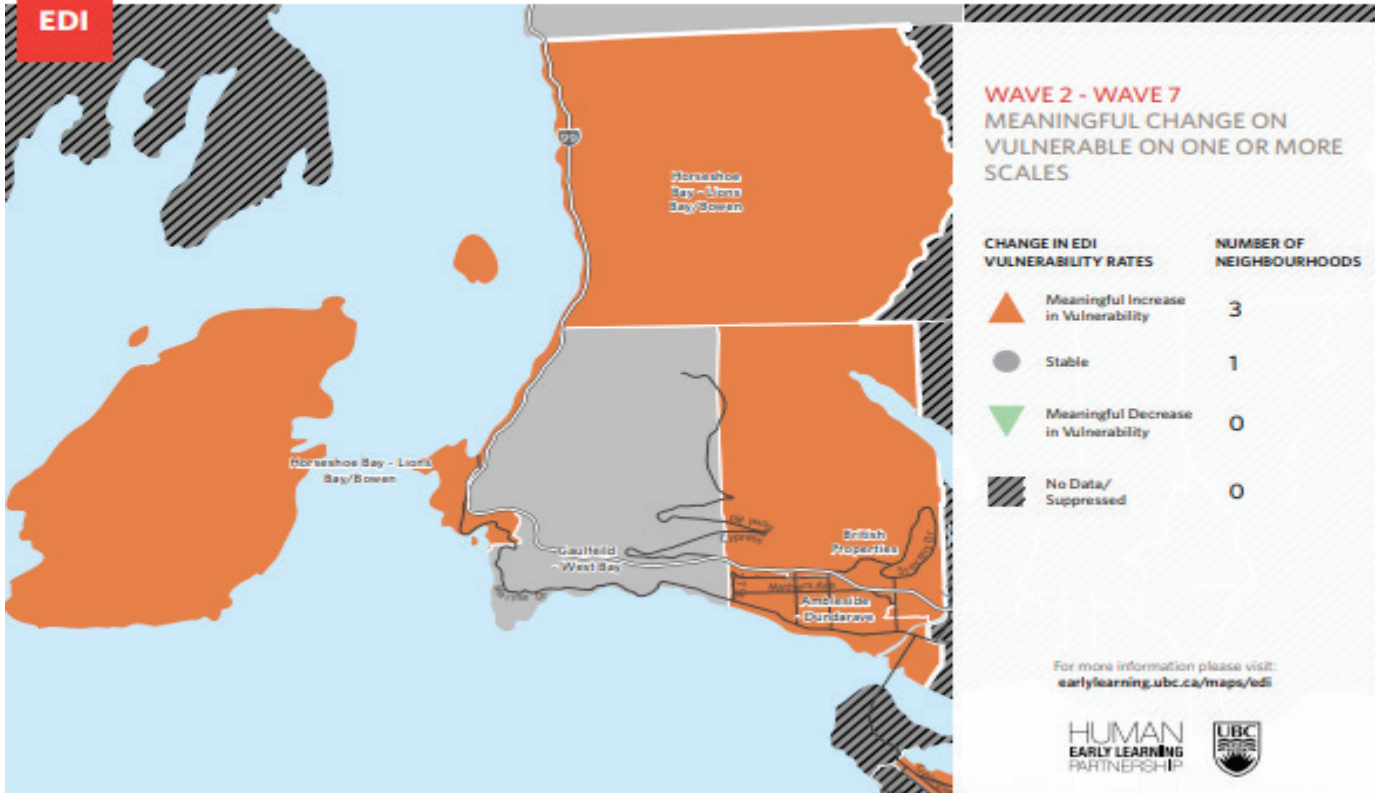
PROVINCIAL AVERAGE  
**14.3%**

No Data/  
Suppressed

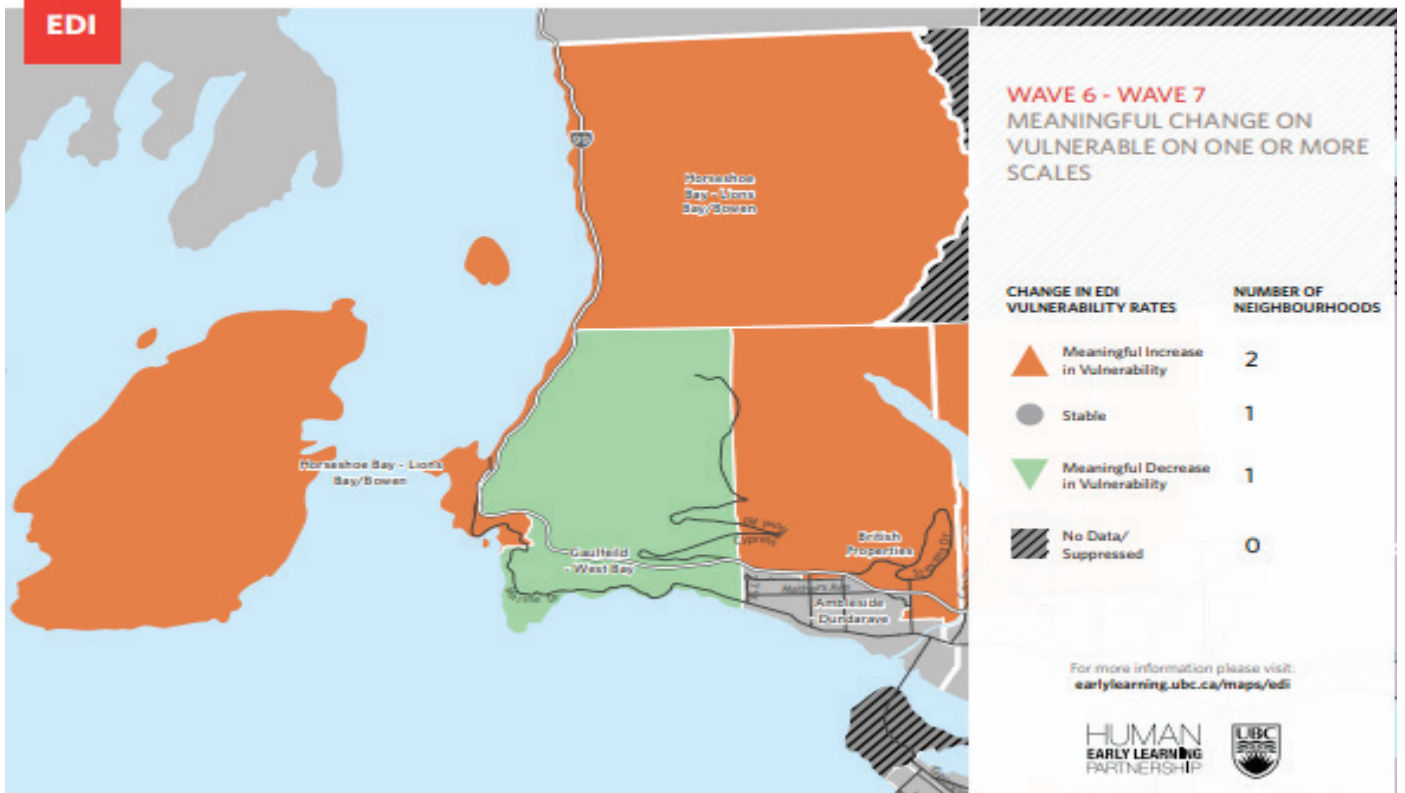
For more information please visit:  
[earlylearning.ubc.ca/maps/edi](http://earlylearning.ubc.ca/maps/edi)



## WEST VANCOUVER (SD 45) WAVE 2 - 7



## WEST VANCOUVER (SD 45) WAVE 6 - 7



## AMBLESIDE - DUNDARAVE

TOTAL NUMBER OF CHILDREN: 136

### NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	136	5.64	70	66	56	Less than 5
SD	424	5.65	228	196	131	6

### WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

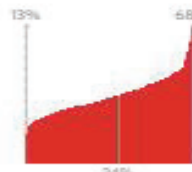
PERCENT OF CHILDREN VULNERABLE

**34%** NH  
32% SD

NUMBER OF CHILDREN VULNERABLE

**46** NH  
 **137** SD

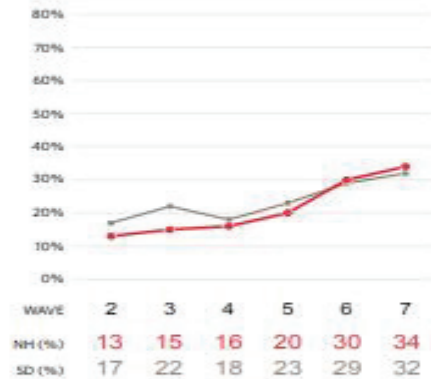
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

### WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ▲

Wave 6 - 7 Short-Term (ST) Trend ●

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

## AMBLESIDE - DUNDARAVE

PHYSICAL HEALTH & WELL-BEING

SOCIAL COMPETENCE

EMOTIONAL MATURITY

LANGUAGE & COGNITIVE DEVELOPMENT

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

**15%** NH

16% SD

**20** **65**

**15%** NH

15% SD

**20** **62**

**15%** NH

17% SD

**20** **70**

**8%** NH

7% SD

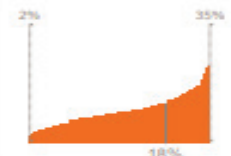
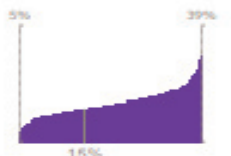
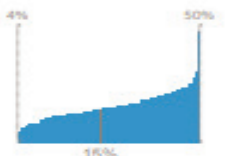
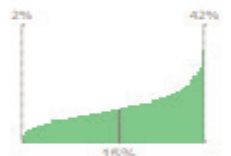
**11** **28**

**18%** NH

15% SD

**25** **62**

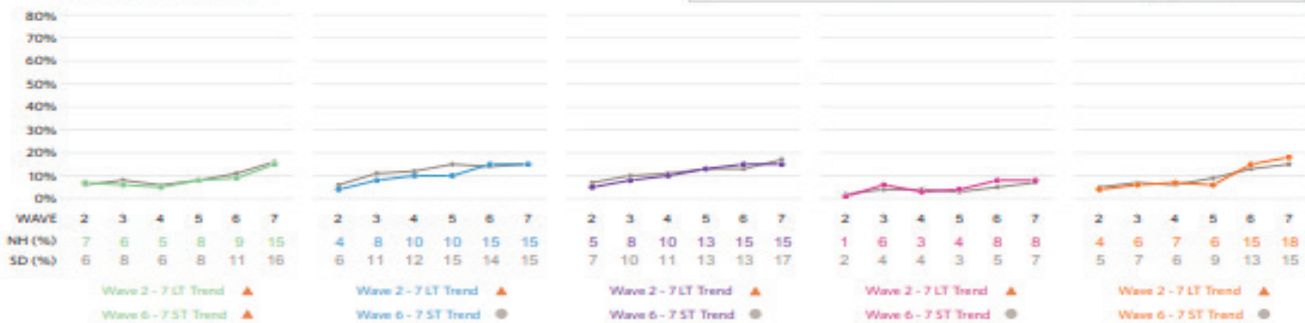
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

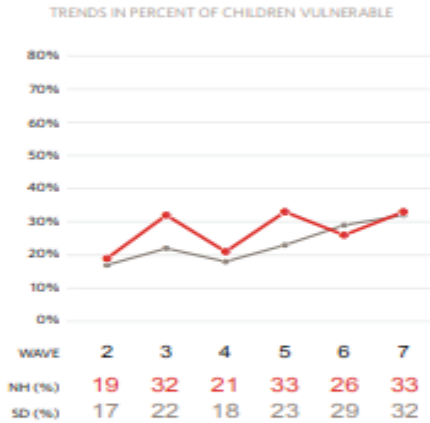
# BRITISH PROPERTIES

👤 TOTAL NUMBER OF CHILDREN: 135

## NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	135	5.64	69	66	45	Less than 5
SD	424	5.65	228	196	131	6

## WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES



## WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

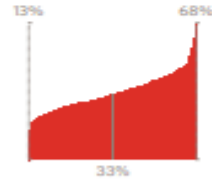
PERCENT OF CHILDREN VULNERABLE

**33%** NH  
32% SD

NUMBER OF CHILDREN VULNERABLE

👤 45 NH  
👤 137 SD

YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ▲

Wave 6 - 7 Short-Term (ST) Trend ▲

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

# BRITISH PROPERTIES

PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

**15%** NH  
16% SD  
👤 19 NH  
👤 65 SD

SOCIAL COMPETENCE

**13%** NH  
15% SD  
👤 17 NH  
👤 62 SD

EMOTIONAL MATURITY

**15%** NH  
17% SD  
👤 19 NH  
👤 70 SD

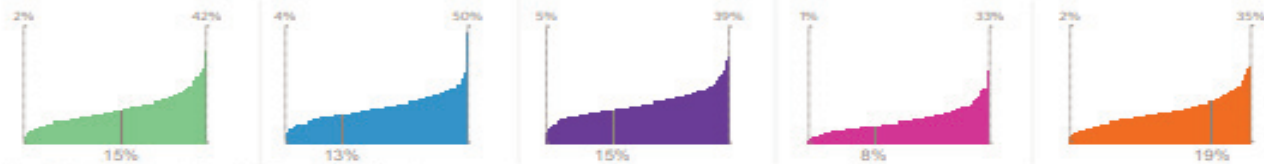
LANGUAGE & COGNITIVE DEVELOPMENT

**8%** NH  
7% SD  
👤 10 NH  
👤 28 SD

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

**19%** NH  
15% SD  
👤 26 NH  
👤 62 SD

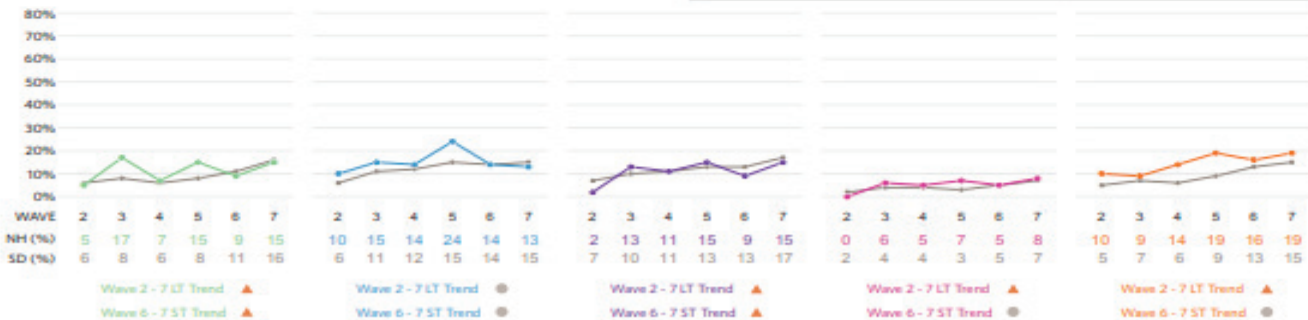
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

# CAULFEILD - WEST BAY

👤 TOTAL NUMBER OF CHILDREN: 68

## NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	68	5.67	39	29	22	Less than 5
SD	424	5.65	228	196	131	6

## WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

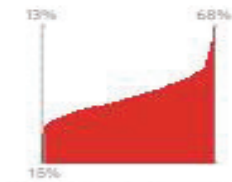
PERCENT OF CHILDREN VULNERABLE

**15%** NH  
32% SD

NUMBER OF CHILDREN VULNERABLE

👤 10 NH  
👤 137 SD

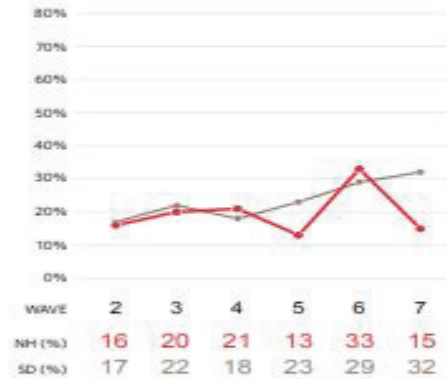
YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

## WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ●  
Wave 6 - 7 Short-Term (ST) Trend ▼

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

# CAULFEILD - WEST BAY

PHYSICAL HEALTH & WELL-BEING

SOCIAL COMPETENCE

EMOTIONAL MATURITY

LANGUAGE & COGNITIVE DEVELOPMENT

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

WAVE 7 SCALE LEVEL DATA

**6%** NH  
16% SD  
👤 4 NH  
👤 65 SD

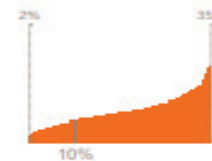
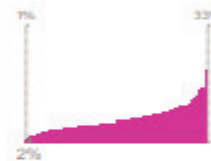
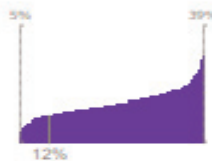
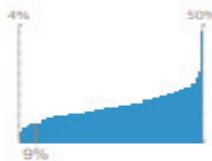
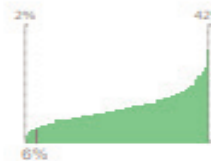
**9%** NH  
15% SD  
👤 6 NH  
👤 62 SD

**12%** NH  
17% SD  
👤 8 NH  
👤 70 SD

**2%** NH  
7% SD  
👤 1 NH  
👤 28 SD

**10%** NH  
15% SD  
👤 7 NH  
👤 62 SD

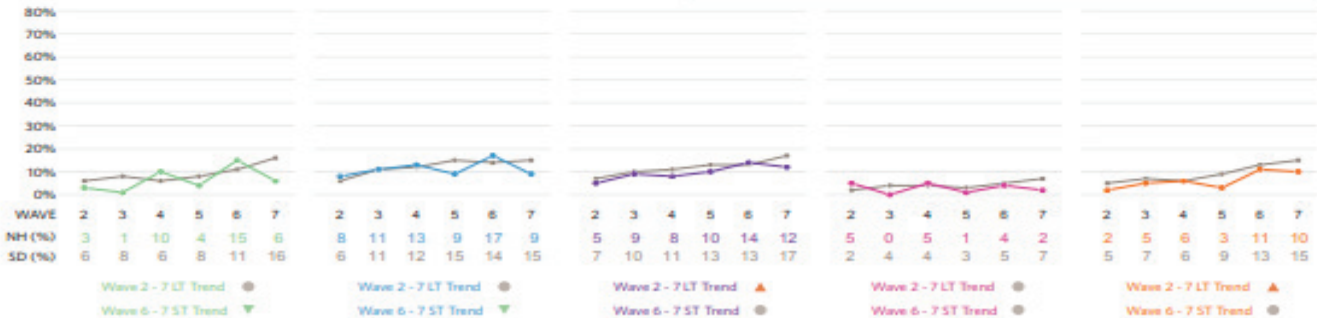
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

# HORSESHOE BAY - LIONS BAY - BOWEN

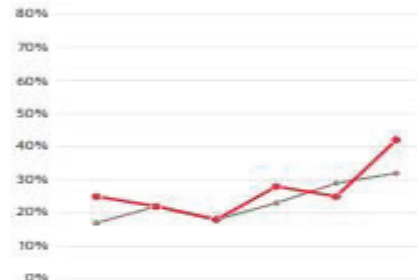
👤 TOTAL NUMBER OF CHILDREN: 85

## NEIGHBOURHOOD (NH) & SCHOOL DISTRICT (SD) DEMOGRAPHICS

	TOTAL EDI	STUDENT MEAN AGE	#MALE	# FEMALE	# OF ELL	# OF SPECIAL NEEDS
NH	85	5.67	50	35	8	Less than 5
SD	424	5.65	228	196	131	6

## WAVE 2-7 VULNERABILITY TRENDS ON ONE OR MORE SCALES

TRENDS IN PERCENT OF CHILDREN VULNERABLE



WAVE	2	3	4	5	6	7
NH (%)	25	22	18	28	25	42
SD (%)	17	22	18	23	29	32

## WAVE 7 VULNERABILITY ON ONE OR MORE SCALES

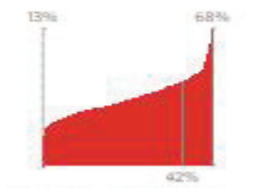
PERCENT OF CHILDREN VULNERABLE

**42%** NH  
**32%** SD

NUMBER OF CHILDREN VULNERABLE

**36** NH  
**137** SD

YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



Note: Each bar represents a single neighbourhood (NH) in the province.

MEANINGFUL CHANGE OVER TIME IN VULNERABILITY

Wave 2 - 7 Long-Term (LT) Trend ▲

Wave 6 - 7 Short-Term (ST) Trend ▲

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED

# HORSESHOE BAY - LIONS BAY - BOWEN

## PHYSICAL HEALTH & WELL-BEING

WAVE 7 SCALE LEVEL DATA

**26%** NH  
**16%** SD  
/ 👤 22 / 👤 65

## SOCIAL COMPETENCE

**22%** NH  
**15%** SD  
/ 👤 19 / 👤 62

## EMOTIONAL MATURITY

**27%** NH  
**17%** SD  
/ 👤 23 / 👤 70

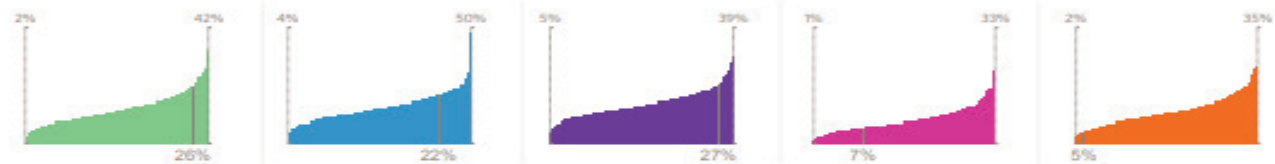
## LANGUAGE & COGNITIVE DEVELOPMENT

**7%** NH  
**7%** SD  
/ 👤 6 / 👤 28

## COMMUNICATION SKILLS & GENERAL KNOWLEDGE

**5%** NH  
**15%** SD  
/ 👤 4 / 👤 62

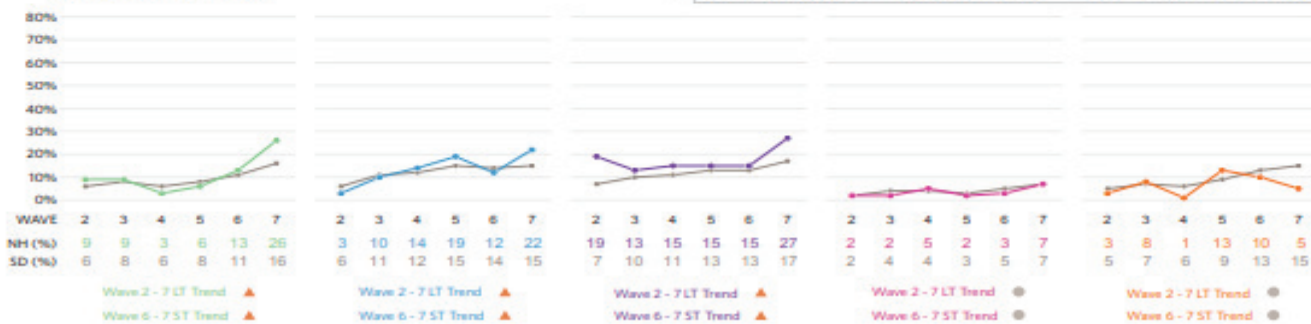
WAVE 7 VULNERABILITY IN YOUR NEIGHBOURHOOD WITHIN A PROVINCIAL CONTEXT



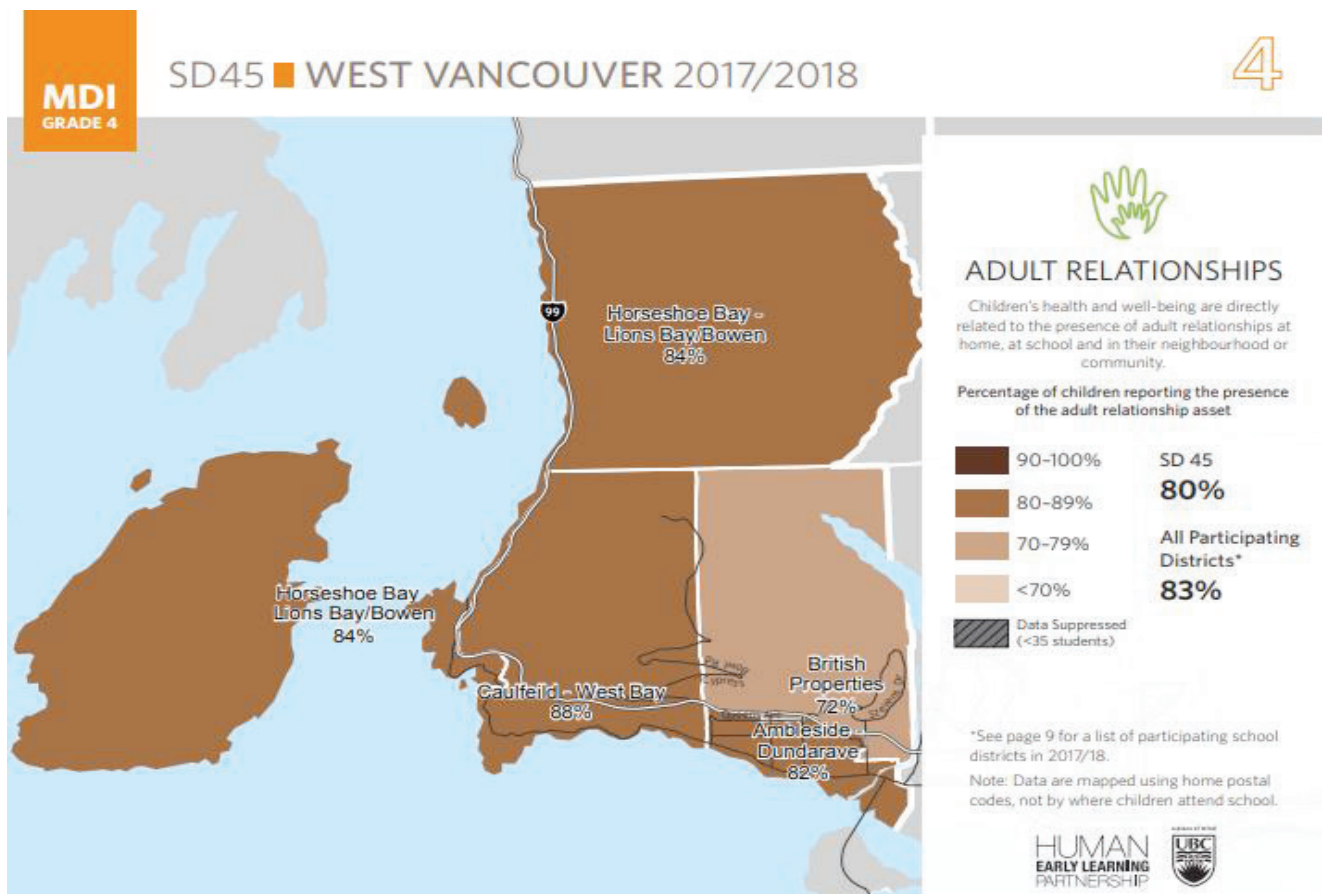
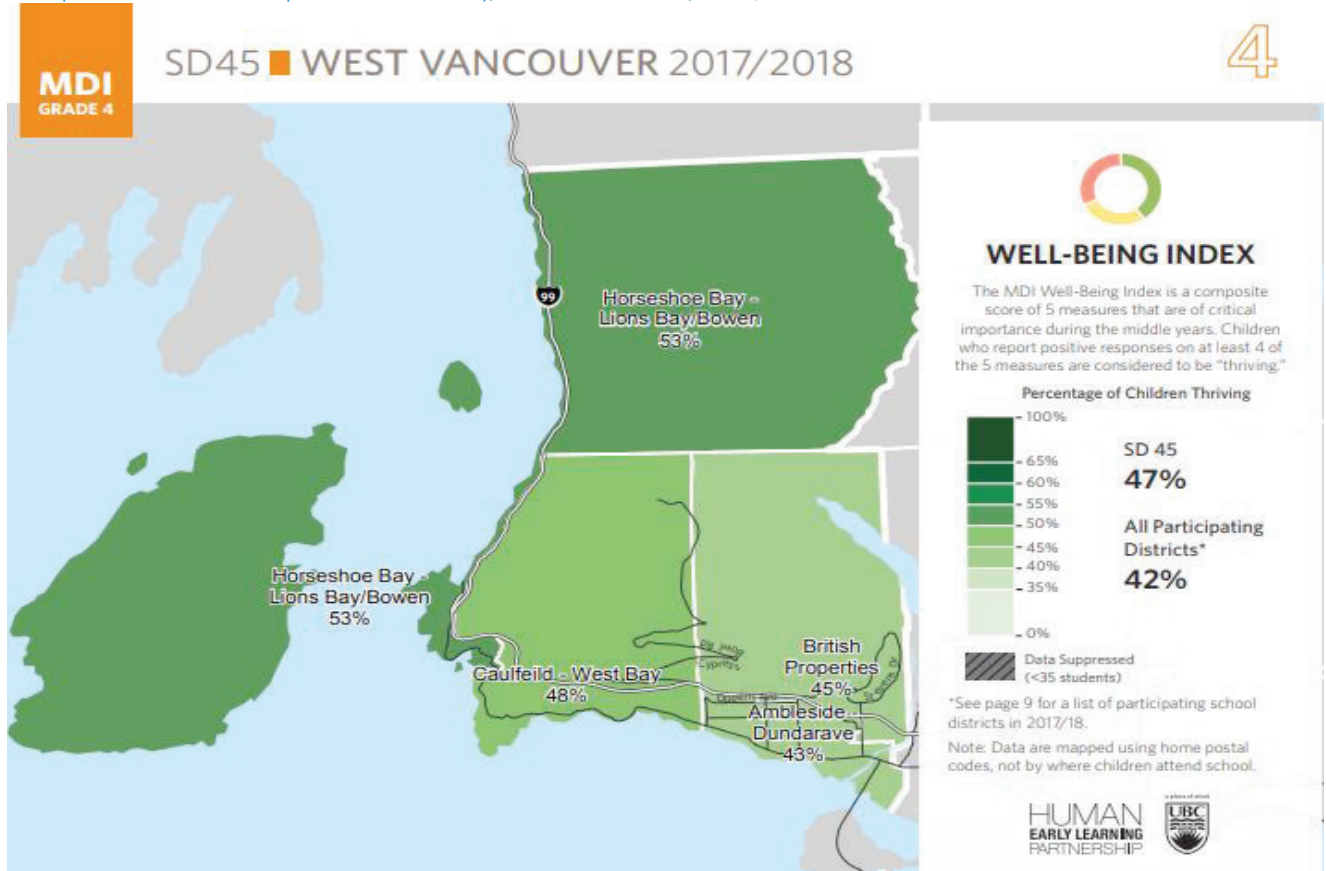
Note: Each bar represents a single neighbourhood (NH) in the province.

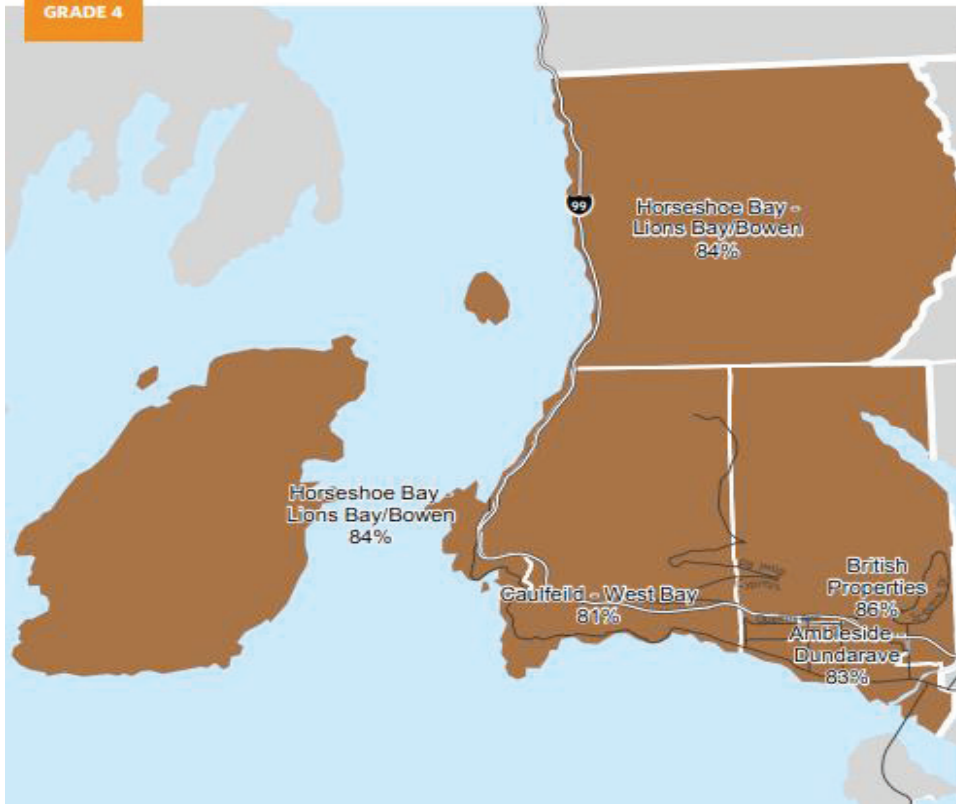
WAVE 2-7 SCALE LEVEL TRENDS

▲ MEANINGFUL INCREASE ▼ MEANINGFUL DECREASE ● STABLE NA NO DATA/SUPPRESSED



Note: Data is suppressed for waves when there are fewer than 35 Kindergarten children in the neighbourhood. For a complete table of school district and neighbourhood results, see the Appendices.

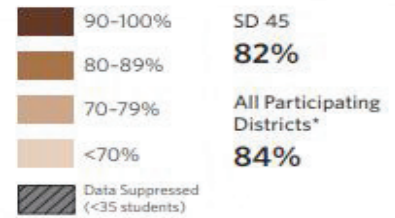




**PEER RELATIONSHIPS**

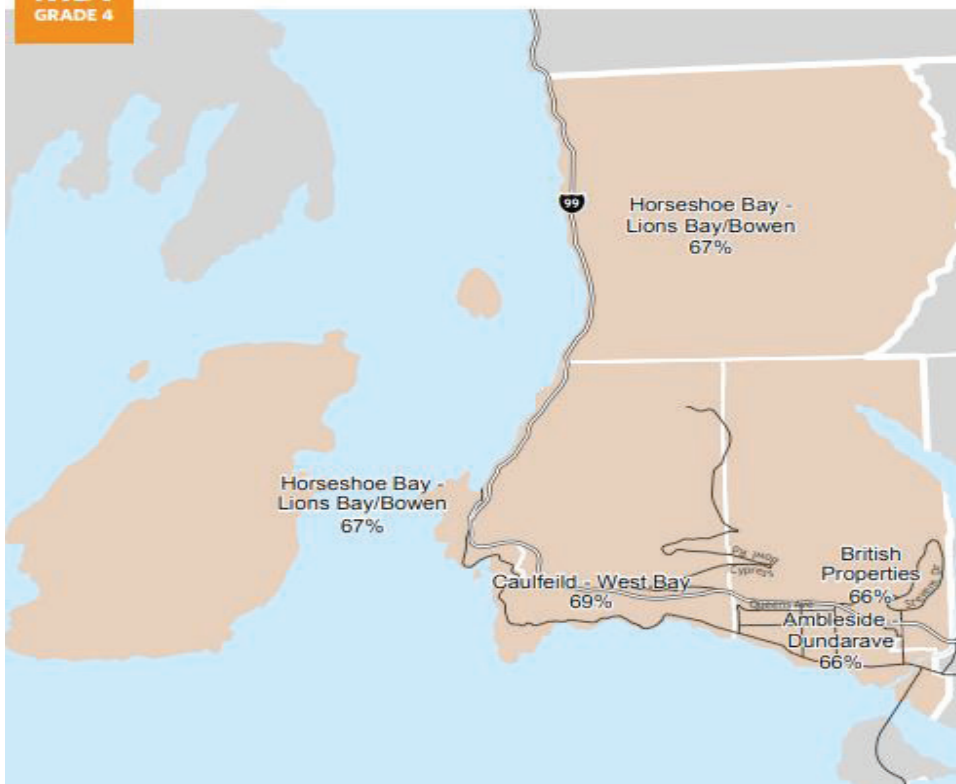
Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset



\*See page 9 for a list of participating school districts in 2017/18.

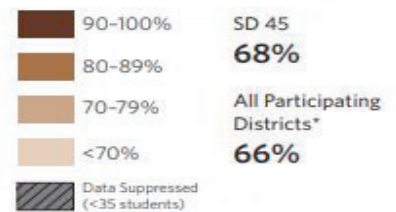
Note: Data are mapped using home postal codes, not by where children attend school.



**NUTRITION & SLEEP**

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

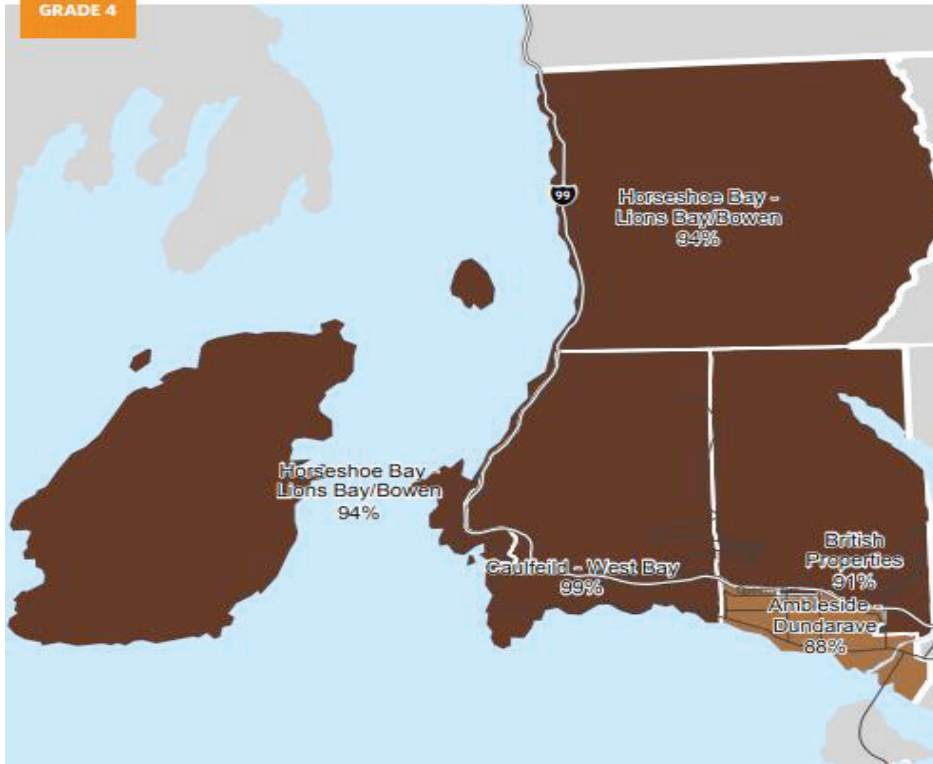


\*See page 9 for a list of participating school districts in 2017/18.

Note: Data are mapped using home postal codes, not by where children attend school.



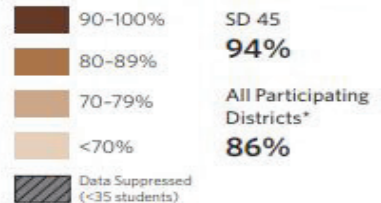




AFTER-SCHOOL ACTIVITIES

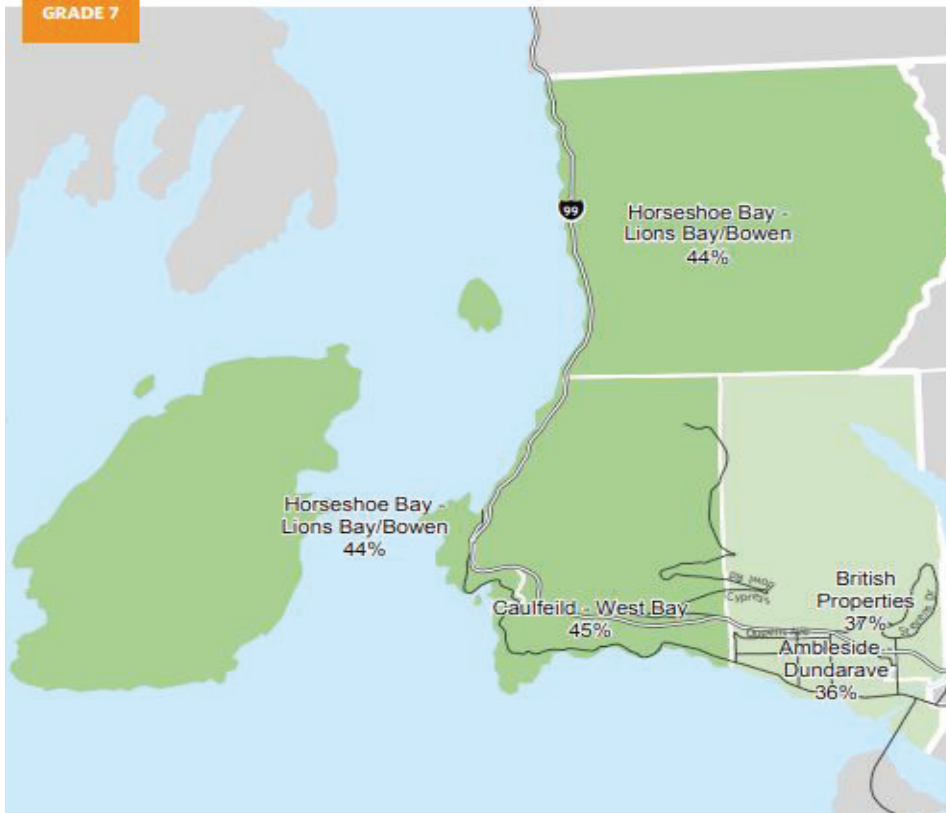
Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

Percentage of children reporting the presence of the after-school activity asset



\*See page 9 for a list of participating school districts in 2017/18.

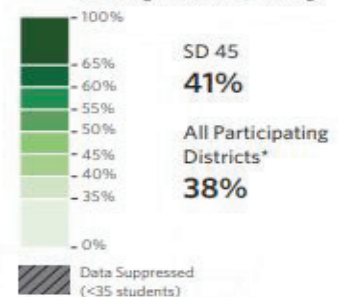
Note: Data are mapped using home postal codes, not by where children attend school.



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who report positive responses on at least 4 of the 5 measures are considered to be "thriving."

Percentage of Children Thriving



\*See page 9 for a list of participating school districts in 2017/18.

Note: Data are mapped using home postal codes, not by where children attend school.

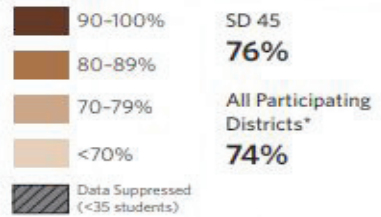




### ADULT RELATIONSHIPS

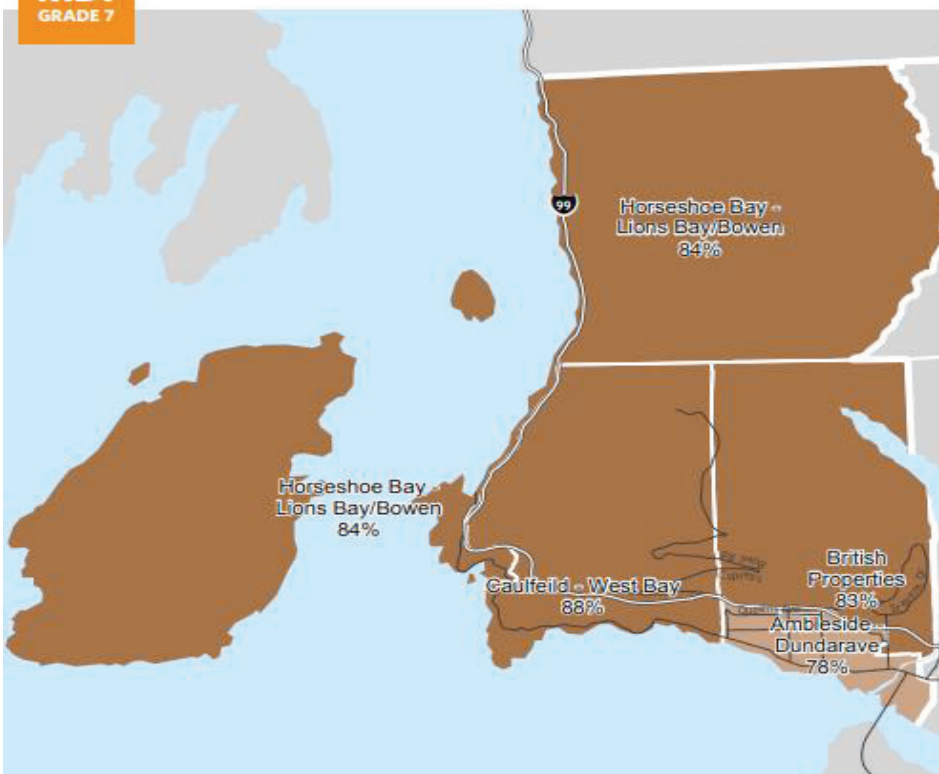
Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset



\*See page 9 for a list of participating school districts in 2017/18.

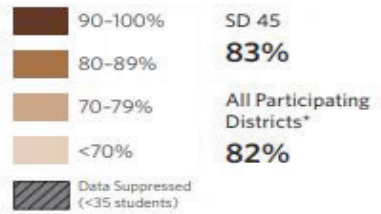
Note: Data are mapped using home postal codes, not by where children attend school.



### PEER RELATIONSHIPS

Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

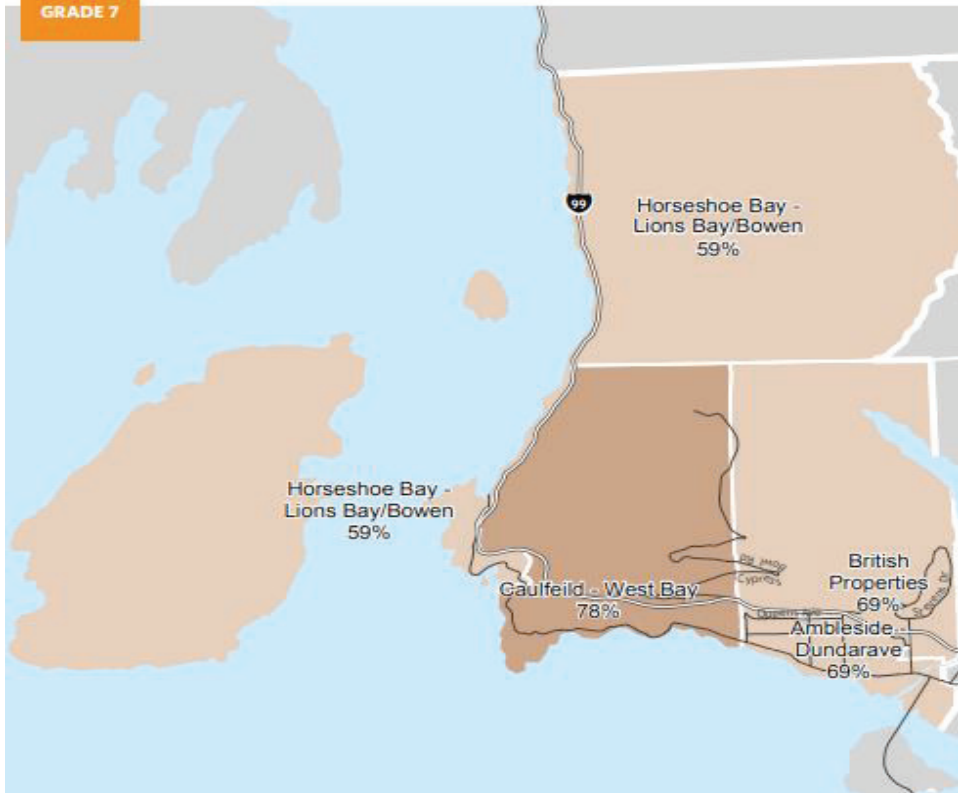
Percentage of children reporting the presence of the peer relationship asset



\*See page 9 for a list of participating school districts in 2017/18.

Note: Data are mapped using home postal codes, not by where children attend school.

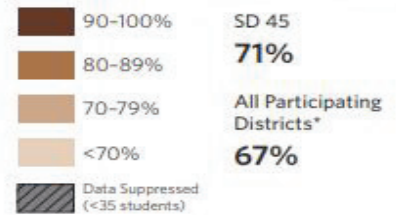




### NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset



\*See page 9 for a list of participating school districts in 2017/18.

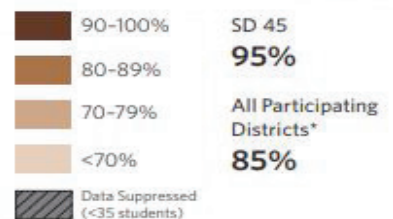
Note: Data are mapped using home postal codes, not by where children attend school.



### AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6pm.

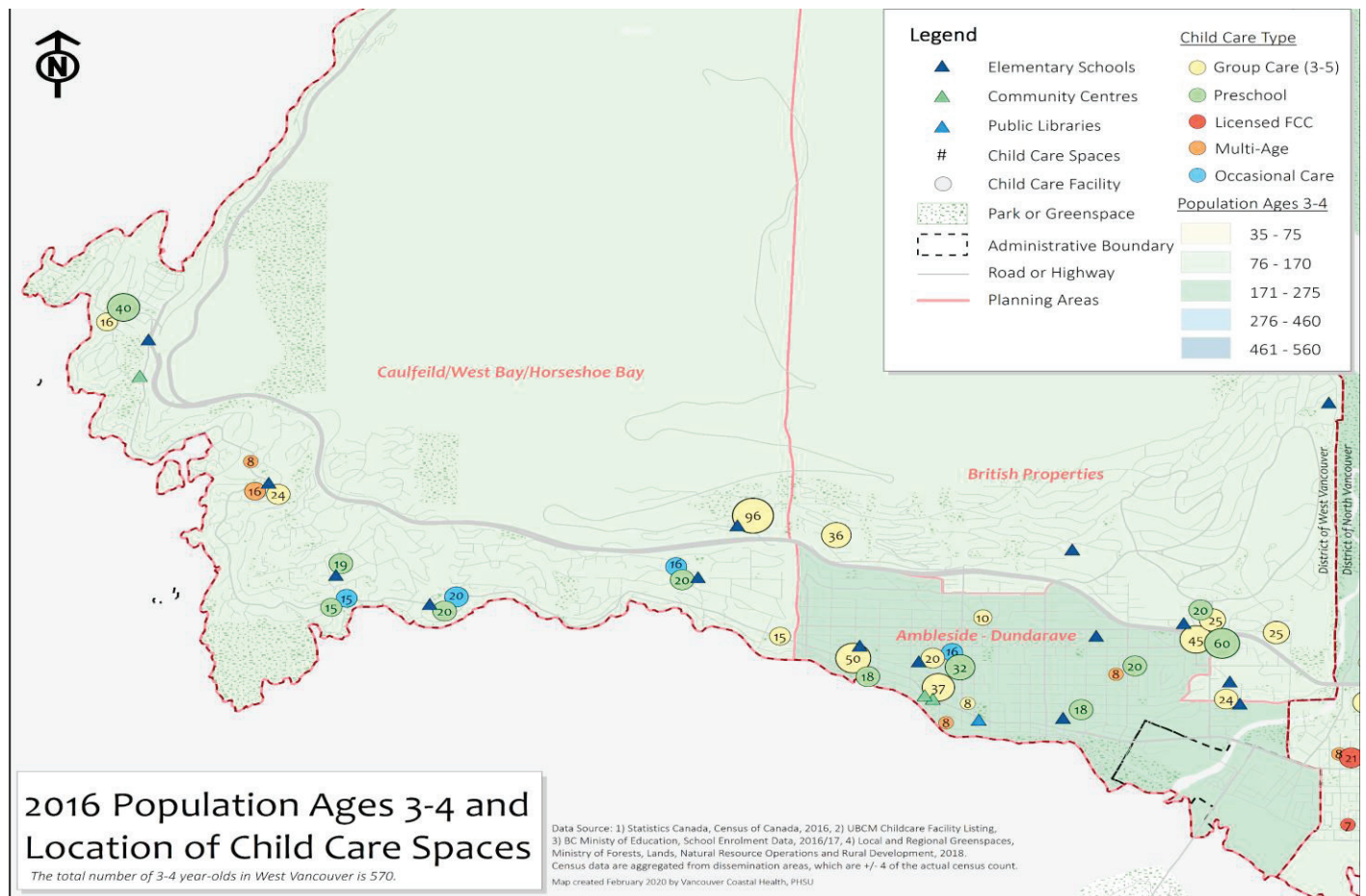
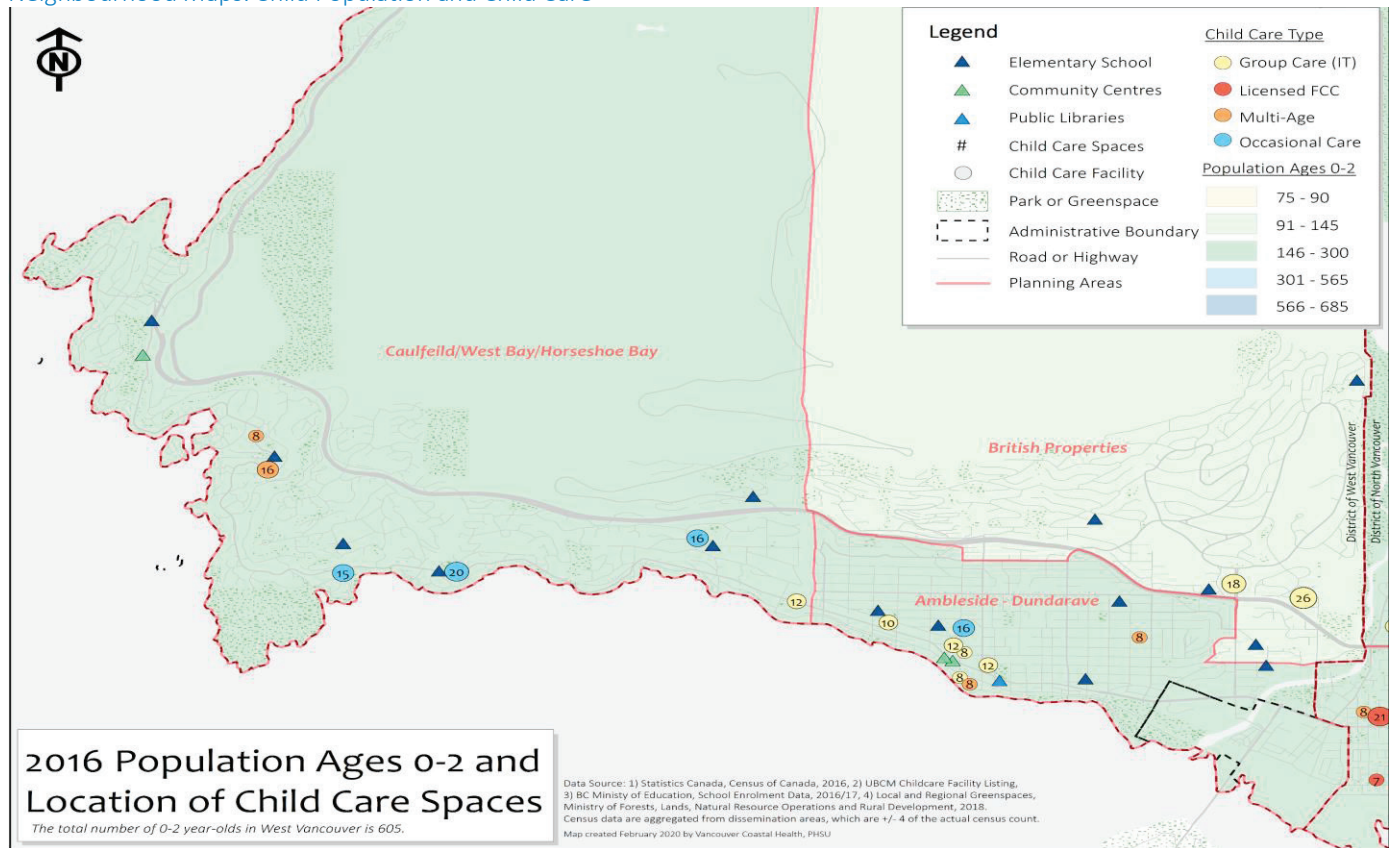
Percentage of children reporting the presence of the after-school activity asset

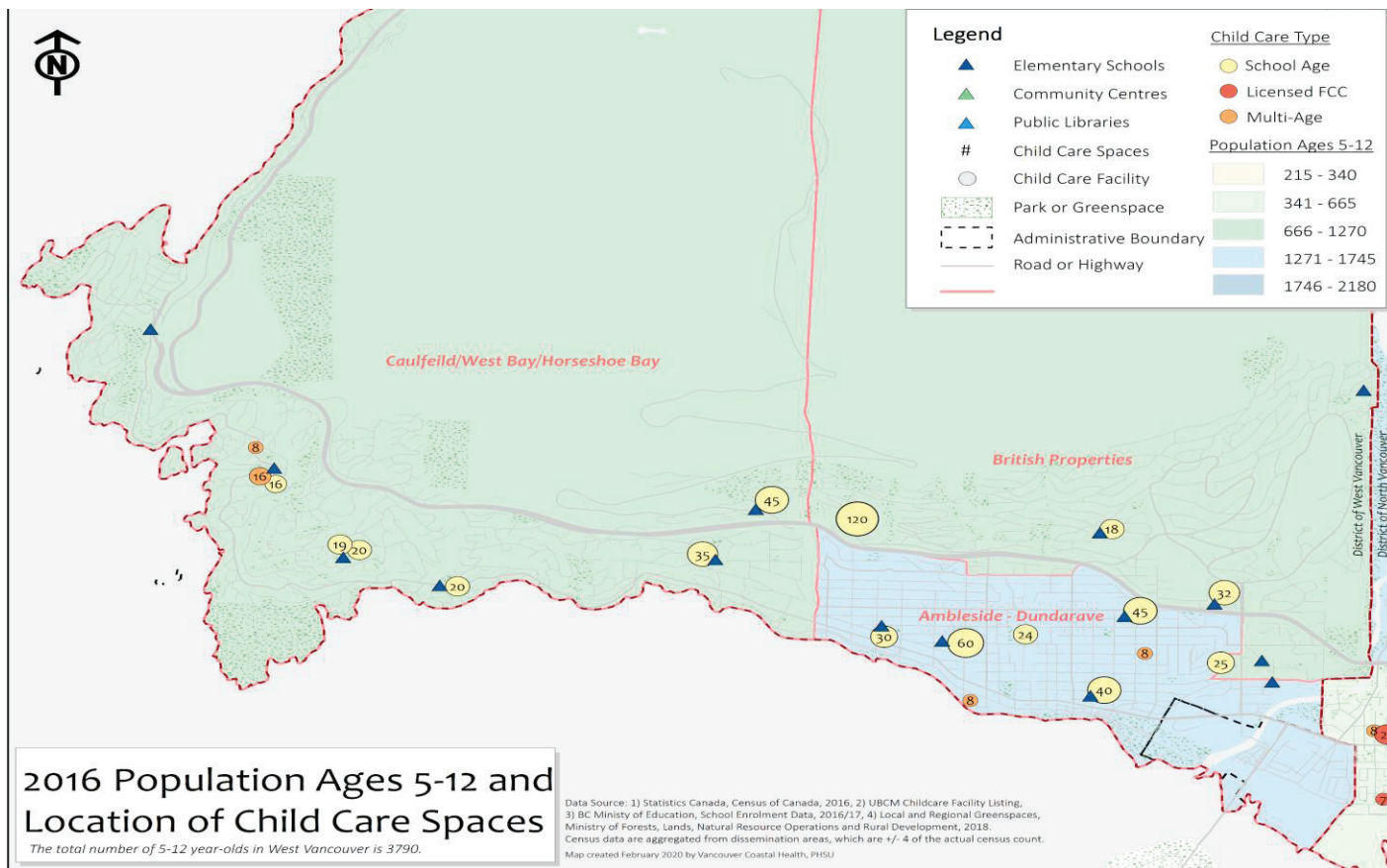


\*See page 9 for a list of participating school districts in 2017/18.

Note: Data are mapped using home postal codes, not by where children attend school.







### Child Care Spaces per Population

#### Child Care (Group) Spaces for Children 0-2, District of West Vancouver

Neighbourhood	Number of Children (2016)	Number of Spaces (2019)	Current Spaces per 100
Ambleside - Dundarave	250	50	20.0
British Properties	145	50	34.5
Caulfeild/West Bay/Horseshoe Bay	210	12	5.7
<b>Total</b>	<b>605</b>	<b>112</b>	<b>18.5</b>

Child Care (Group) Spaces for Children 3-5, District of West Vancouver

Neighbourhood	Number of Children (2016)	Number of Group Spaces (2019)	Preschool	Spaces per 100 (excluding Preschool)
Ambleside - Dundarave	250	50	148	27.0
British Properties	145	50	20	37.9
Caulfeild/West Bay/Horseshoe Bay	210	12	114	53.0
<b>Total</b>	<b>605</b>	<b>112</b>	<b>282</b>	<b>45.7</b>

Child Care (Group) Spaces for Children 6-12, District of West Vancouver

Neighbourhood	Number of Children(2016)	Number of Spaces (2019)	Current Spaces per 100
Ambleside - Dundarave	1370	199	14.5
British Properties	890	195	21.9
Caulfeild/West Bay/Horseshoe Bay	1155	155	13.4
<b>Total</b>	<b>3415</b>	<b>549</b>	<b>16.1</b>

Additional Child Care Spaces

Municipality	Licensed FCC Spaces	Multi-Age Spaces	Occasional Child Care
District of West Vancouver	0	40	67

Figure 23: Child Care programs and spaces by service type and auspice, District of West Vancouver, 2019

Service Type and Auspice	Number of Programs	Number of Spaces
Family and in-home multi-age	1 (2.0%)	8 (0.6%)
Group and multi-age: For-profit	36 (73.5%)	1,004 (73.8%)
Group and multi-age: Not- for-profit	12 (24.5%)	348 (25.6%)
<b>Total</b>	<b>49 (100%)</b>	<b>1,360 (100%)</b>

# Appendix D – Focus Group Responses from Farsi and Mandarin Speaking Families

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## DRAFT Guide and Questions for Focus Group

### Focus Group Ground Rules<sup>1</sup>

*This preamble is to be read by facilitators:*

The District of West Vancouver is doing focus groups with community members to create a child care action plan. The purpose of this focus group is to help us understand the parents and family's perspective on child care issues. This project is funded by the Union of BC Municipalities (UBCM).

The focus group will take about 60 minutes. Participating in this focus group is voluntary. Your responses will be confidential.

---

To allow our conversation to flow more freely, I'd like to go over some ground rules (can be written on a poster to be hung up in the room).

1. Try to have only one person speaks at a time.
2. Everyone doesn't have to answer every single question, but I'd like to hear from each of you today as the discussion progresses.
3. This is a confidential discussion. I will not report your names or who said what. Names of participants will not be included in the final report about this meeting. It also means, except for the report that will be written, what is said in this room stays in this room.
4. There are no "wrong answers," just different opinions. Say what is true for you, even if you're the only one who feels that way. If you do change your mind, let me know.
5. Let me know if you need a break. The bathrooms are [location]. Feel free to enjoy a beverage and a snack.
6. Are there any questions?

If everyone is comfortable to move forward with the focus group, then we will begin.

---

<sup>1</sup> University of Waterloo Guide to conducting a Focus Group.

## Guiding Questions for the Facilitator

Start with territorial acknowledgement

1. Rapport building (question can vary): Ex. What is your name? How many children do you have, what are their ages etc?
2. What are your current child care arrangements? (i.e., family members, group child care, before and after school care etc.)
3. When you think about your child care arrangements, what are you currently worried about or struggling with?
  - a. Prompt: what is your biggest barrier to accessing child care? What are your fears?
4. When you think about your child care arrangements, what are some things that are working well for you and your family?
5. If you could improve your child care arrangements, what are the top 3 things that you would do?
6. Do you have any other comments that you would like to share with us today?

## Closing Remarks

Thank you for your participation in this important work and for your time today. Your thoughts, experiences and ideas will help shape the child care plans for the District of West Vancouver and we greatly value your input. If you have further information you would like to share, please contact [insert name].

# Child Care Plan

## Focus groups for Farsi and Mandarin speaking parents of children 0-12 years

سازمان آموزش و پرورش وست ونکور در نظر دارد که به منظور آگاهی از نیازهای تربیتی والدینی که فرزندان صفر تا 12 سال دارند و در منزل به زبان فارسی یا چینی صحبت می کنند، جلسه کانونی ( جلسه گروهی متمرکز) برگزار نماید.

در این جلسه حضوری والدین می توانند نظرات، پیشنهادات، نیازها و نگرانیهای خود را اعلام تا دست اندرکاران جلسه نسبت به برگزاری کارگاههای آموزشی مورد نیاز این گروه اقدام نمایند.

لطفا برای اعلام نظرات و پیشنهادات خود در جلسه ای که به همین منظور تشکیل می گردد، شرکت فرمائید.

جلسه به زبان فارسی و چینی خواهد بود.

مکان و زمان جلسه به شرح زیر می باشد:

جمعه 7 فوریه 2020

از ساعت 3-1:30 بعد از ظهر

آدرس : کتابخانه وست ونکور

Welsh Hall, West Vancouver Memorial Library 1950 Marine Dr., West Vancouver

جهت ثبت نام لطفا با Arleta Beckett با ایمیل [abeckett@westvancouver.ca](mailto:abeckett@westvancouver.ca) و یا تلفن :

604-921-3404 تماس بگیرید.



[westvancouver.ca](http://westvancouver.ca)



westvancouver

**Question 1:**

In total we had 8 participants, the age of the children is shown as below:

- ① 4 years
- ② 5 years
- ③ 11 years and 13 years
- ④ 8 years
- ⑤ 2 years and 8 years
- ⑥ 2.5 years and 5.5 years
- ⑦ 5 years
- ⑧ 4 years

**Question 2:**

- Childcare group - Childcare group
- Childcare group - Child is being looked after at home (by mother)
- Child is being looked after at home (by mother)
- Grown up children and no need for childcare
- Child is looked after by his/her mother

**Question 3:**

- The primary concern was separation from the family environment, however, as time passed, they adjusted.
- I feel the child is not getting enough attention at the daycare.
- Hygiene is not properly practiced and they don't wash the children's hands.
- I asked about the new virus and did not receive an adequate answer. It seems they don't have any preventative plan in the daycare to prevent the virus from spreading and we don't get proper explanations.

I am concerned about my child's nutrition and growth. If a child does not like something and is not eating, they won't follow up at the daycare.

*Golnaz Aliyarzadeh*  
*Certified Court Interpreter Farsi/English & Certified Translator Farsi to English*  
*Member of the Society of Translators & Interpreters of British Columbia (STIBC)*  
*Affiliate member of the Canadian Translators, Terminologists & Interpreters Council (CTTIC)*  
گنناز علیپارزاده، عضو رسمی انجمن مترجمین برتیش کلمبیا وابسته به شورای مترجمین کانادا  
Tel: 604-839-5968 604-983-2867  
Email: [golyar@shaw.ca](mailto:golyar@shaw.ca) [www.Farsitranslations.ca](http://www.Farsitranslations.ca)

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- Social interactions in a daycare environment are a concern to me.
- Staff receiving adequate training in a daycare is a concern.
- I am concerned about people coming and going to a daycare and in particular a family daycare. For that reason, I prefer to look after my child at home and only register my child for StrongStart.
- My biggest concern is the safety of the daycare environment.
- I am concerned about daycare hours of operation and if due to my work schedule I cannot be there on time and the daycare will be closed.
- My concern is the mental health of the staff who are looking after my child.
- At one point, one of the staff told me that my child cries about one to one and a half hours a day, but they never mentioned this to me and this worries me.
- There aren't many daycares that start early in the morning and for this reason I need to ask my sister for help.
- My child has lost weight because there isn't a proper snack and lunch time schedule.
- My concern is that my child needs to go to Afterschool and is away from me and the home for a long period of time.
- I noticed that in the daycare that my daughter attends, girls and boys share the same bathroom and they change their underwear in front of each other. The staff told me that this is not an important issue for children under the age of 5.

Question 4:

- Having my child in a daycare gives me some time for myself.
- Children learn social interactions and group work and play and learn to share their toys with similar aged children.
- Newcomers don't have enough time to spend with their children because of all the challenges a newcomer faces such as employment, learning the language and understanding the new culture. Childcare staff who have ECE have better knowledge as well as time to spend with children. For example, they have dance classes and play games that I don't have time for.
- I still don't have enough trust to send my child to daycare, but of course by going to a daycare, he/she becomes familiar with the English language which makes it easier to transition to school.
- Children learn English and Canadian culture in a daycare.
- My child has learned to respect others since he/she started daycare. For example, one day, we were in an elevator and I noticed he/she kept the elevator door open for a person who was approaching and I didn't even notice the person or paid any attention.

**Question 5:**

We all do our best to raise a good child. I would like to have better communication with the daycare staff. To have a once a month meeting and talk about children's education and plan proper training.

- For me, scheduling and doing things on time is very important, I wake my child up with the sound of music, my child says: the daycare teacher told me "you can come to daycare anytime you want and there is no need to rush in the morning". They should teach timing and the importance of scheduling to children.
- It is important that parents and teachers communicate regularly, so parents have peace of mind.
- It is a good idea to have a social gathering with teachers/daycare staff and parents to know each other.
- Use parents as volunteers to help and provide after school classes such as dance and painting.
- We registered our child to a daycare after being on the waiting list for a long time, but after some time, there was a different teacher which didn't have a good outcome. It is better to have consistency.
- Why is there such a big discrepancy among daycares? Why is there a long waiting list for some of the daycares?
- I think it is a good idea to have a ranking system for daycares, so there is a competition among daycares to provide better programs.
- I don't think a ranking system is such a good idea, it creates unhealthy competition among parents.
- I do trust educational system in this country and don't agree with ranking system.

Golnaz Aliyazadeh  
Certified Court Interpreter Farsi/English & Certified Translator Farsi to English  
Member of the Society of Translators & Interpreters of British Columbia (STIBC)  
Affiliate member of the Canadian Translators, Terminologists & Interpreters Council (CTTIC)  
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- There aren't enough Afterschool programs and I have to be in a long waiting list in order to register my child.
- I would like to see parents be involved once or twice a month in the daycare to see how the daycare is working and if they do whatever they are supposed to do.
- I wish I could have a camera and see the daily activity inside the daycare.

Question 6:

- It would be a good idea if parents and daycare staff could get together once in a while on the weekend and have a field trip or a picnic.
- It would be a good idea if the daycare informs parents of other activities that are happening in the community.
- It is a good idea to teach children their mother tongue (Farsi) at daycare.

*I, Golnaz Aliyazadeh, certified translator in Farsi to English and a certified court interpreter (English/Farsi), by the Society of Translators and Interpreters of British Columbia (S.T.I.B.C.) member in good standing, and a member of the Canadian Translators, Terminologist, and Interpreters Council (by affiliation), hereby declare that I have translated the attached Farsi document (5 pages of Farsi Notes) and that to the best of my knowledge and belief, the translation accurately reflects the content and meaning of the attached document.*

Golnaz Aliyazadeh  
February 14, 2020



# Child Care Plan

## Focus groups for Farsi and Mandarin speaking parents of children 0-12 years

### 托儿计划

专注群体为 0 -12 岁儿童讲波斯语和普通话的父母  
西温哥华地区政府正在制定新的托儿计划，并寻求了解  
父母们和准父母们对当前和预期的托儿服务需求。

您在家说波斯语或普通话吗？

我们希望听到你的声音。会议将以波斯语和普通话进行

。

星期五， 2月7日， 2020 | 1:30-3 PM

Welsh Hall, West Vancouver Memorial Library  
1950 Marine Drive, West Vancouver

Sign-up with **Arleta Beckett** at [abeckett@westvancouver.ca](mailto:abeckett@westvancouver.ca)  
or **604-921-3404**.



[westvancouver.ca](http://westvancouver.ca)



*westvancouver*

# Catherine Hung

Certified Member of Society of Translators and Interpreters of BC – Canada  
Member No. 04-10-3523

Tel: 604.961.8548  
Email: h.th.catherine@gmail.com

## TRANSLATOR'S STATEMENT

I, **CATHERINE HUNG**, Certified Member of the Society of Translators and Interpreters of British Columbia, language combination Chinese to English (and proficient in the English to Chinese combination), member in good standing, member no: 04-10-3523, hereby declare that I did translate into English the attached Chinese document and that, to the best of my knowledge, the translation accurately reflects the contents and meaning of the original.

List of translated document(s):      **Focus Group for Child Care Action Plan**



This translation package comprises 5 pages including the statement page.

Catherine Hung  
Certified Translator of STIBC

[Translation]

Focus Group for Child Care Action Plan

2020-02-07 1:30-3pm

West Vancouver Memorial Library

1. Number of Participants: 3

A, a mother, has two children (age 10 and age 2 and 8 month).

B, a mother, has an 11-year-old child.

C, a father, has two children (age 9 and 6)

2. A stays at home to care for her children. She has plans to send the younger child to daycare so she'd have time to pursue further studies.

B has experience of sending her child to various daycares when her child was young.

C had lived in Quebec at one time and has experience of sending children to daycares.

3. A is concerned that the waitlists are long for many daycares. A has been on the waitlist for one daycare since September of last year and still has not been contacted. The ones with vacancies are too far away from home.

B is concerned that if the daycare teachers cannot manage their own emotions, they might be abusive to children (she had known a daycare teacher who often has mood fluctuations, and because of that experience, she begins to question the quality of the teachers).

C is concerned that there were daycares that did not allow children to speak languages other than English. And he is concerned that the daycare costs in West Vancouver is higher than that of other cities. He learned from his friends that the cost in Burnaby is not only cheaper, but also includes lunch. He had sent his children to daycares in Quebec and found the daycares to be spacious and had excellent environments. They also cost less than here.

4. Due to the fact that these three parents are not using daycare services at the present time, they are unable to answer this question.

5. A hopes the daycares are close to home with favourable environment and facilities. The teachers should have English mother-tongues, so the children can learn the correct pronunciation. Also, she hopes that the price is affordable by regular families.

B emphasizes the importance of the teacher's professional qualities and emotional management skills. Otherwise, they will have negative impacts on the children and may cause child abuse.

C hopes daycares can provide teachers who speaks Chinese, that way, on top of learning English, the children will have a chance to learn Chinese languages as well. Also, he hopes the daycares can provide skills or general interest classes, such as a class that will teach children how to express themselves or communicate.

6. Other suggestions

Suggestions for the City of West Vancouver

- Encouraging Chinese Asians to provide daycare services that meet the needs of the Chinese families in West Vancouver.
- At the same time, providing resources to assist daycare owners in dealing with the issues of high rents.
- Increasing the number of daycares. Once the supply and demand is balanced, the wait time will be reduced.
- Proposing that the community should provide daycare services on the weekends.

Issues that should be regulated with relevant policies:

- Families are required to pay a registration fee to be on the waitlist. If a family later, with a rational reason, wants to be removed from the list, the registration fee is not refundable.
- Parents are denied daycare tours before registration.

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[End of Translation]

# Appendix E – Summary of all Recommendations

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To be inserted once recommendations are finalized.