

# **Day Care: A Research Report to the Community**

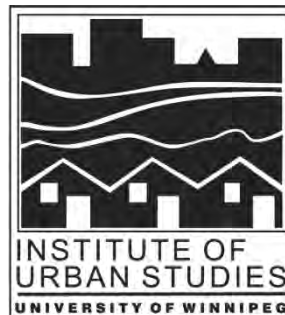
## **Day Care Study Commission**

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**by Joyce Epstein**  
**1979**

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**The Institute of Urban Studies**





THE UNIVERSITY OF  
WINNIPEG

**FOR INFORMATION:**

*The Institute of Urban Studies*

The University of Winnipeg  
599 Portage Avenue, Winnipeg  
phone: 204.982.1140  
fax: 204.943.4695  
general email: [ius@uwinnipeg.ca](mailto:ius@uwinnipeg.ca)

*Mailing Address:*

*The Institute of Urban Studies*

The University of Winnipeg  
515 Portage Avenue  
Winnipeg, Manitoba, R3B 2E9

**DAY CARE: A RESEARCH REPORT TO THE COMMUNITY DAY CARE STUDY COMMISSION**

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The Institute of Urban Studies is an independent research arm of the University of Winnipeg. Since 1969, the IUS has been both an academic and an applied research centre, committed to examining urban development issues in a broad, non-partisan manner. The Institute examines inner city, environmental, Aboriginal and community development issues. In addition to its ongoing involvement in research, IUS brings in visiting scholars, hosts workshops, seminars and conferences, and acts in partnership with other organizations in the community to effect positive change.

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In spring 1977, the United Way assembled a committee of 38 community representatives to be responsible for a study of day care in Winnipeg. The Community Committee appointed a three-member commission and hired the Institute of Urban Studies to conduct the study. The Commission members are: Ellen Gallagher (chairman), Aleda Turnbull and Harry Munro. The piece of work contained herein constitutes the report of the Institute to the Commission. The research was supported by grants from the United Way, the Mrs. James A. Richardson Foundation and the Winnipeg Foundation.

## PREFACE

This report will cover the four main areas of activity of the study:

1. Survey of published literature in the field of day care in Winnipeg and elsewhere in Canada and the U.S.
2. Survey of public and private day care centres in Winnipeg.
3. Survey of needs in day care as indicated in interviews with a random sample of households in Winnipeg.
4. The holding of public hearings in Winnipeg.

Each of these activities will be reported as a separate section. A final, fifth section, will present recommendation based on issues as raised in the literature review, survey of centres, needs survey and hearings.

The author wishes to acknowledge the contributions of Sheila Vanderhoef in conducting bibliographic research, Jean Altemeyer in organizing the hearings, Sybil Frenette in conducting interviews, Ingeborg Boyens in surveying private day care centres, Lynda Brodie and Rhonda Lambert in the telephone survey of needs, Danny Hiebert in computer programming, and the Planning Secretariat of the Provincial Cabinet in making available the raw data obtained in a survey of public day care centres. The contribution of Janice Brodie and Linda Burwell in clerical assistance is also acknowledged.

SURVEY OF  
PUBLISHED LITERATURE

This section comprises a revised and up-dated version of part of the briefing paper submitted to the Commission in October 1977. It incorporates most of the original paper, plus literature sources reviewed between October 1977 and January 1978. It is supplemented by selected personal interviews with day care officials and representatives here in Winnipeg to pursue certain points raised by the literature.

This literature survey concentrates on available published research, and not descriptive material. It is presented in five parts.

1. national day care statistics.
2. the issue of day care standards
3. the demand for day care
4. funding problems and data
5. effect of day care.

A bibliography is presented at the end of the section.



## 1. NATIONAL DAY CARE STATISTICS

Each year, the National Day Care Information Centre of the Department of Health and Welfare conducts a survey to yield a general overview of public day care services<sup>1</sup> in Canada. Following is a summary of findings for the most recent year for which information is available, 1976. (The 1977 survey will be available in February.)

As of March 31, 1976, there were 1,955 group day care centres in Canada, and 83,520 day care spaces (including spaces in licensed family day care homes.)<sup>2</sup> This represents an increase of 19% from 1975, and a sharp decrease in growth rate from earlier years. For example, from 1973 to 1974, the growth rate was 106%. The NDCIC attributes this decreasing rate of growth to two factors;

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1. The term "day care services" as employed by the Department of Health and Welfare in this national survey, embodies whatever licensed formal programs the various individual provincial authorities define as "day care" and covers children up to 16 years of age. The definition of day care employed by the Institute of Urban Studies for the purposes of this report is any service for the care of children age 12 years or younger, either in or away from their homes, during some part of the day when circumstances call for care by the parent to be supplemented.

2. No one knows for certain how many unlicensed day care homes there are, but in the U.S., Bruce-Biggs estimates there are over 30 unlicensed homes for every licensed one. There are about 50 licensed homes in Winnipeg, but a survey of only 415 random households-with-children yielded about 20 using day care homes. Multiplied by the number of households-with-children in the entire city of Winnipeg, the figure for unlicensed homes providing day care could run about 500, or 10 unlicensed for every licensed.

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1. the general environment of economic restraints, and
2. two-income families, in response to the increasing cost of day care and the fact that they are not eligible for subsidization, are making arrangements outside of provincial programs.

The availability of day care services differs according to the age of the child, with the majority (76%) of children served being between the ages of 3 and 5. Only 14% of children in day care are under 3 years, and 10% age 6 and over.

In 1976 there were 275,000 children under the age of 3 whose mothers were in the labour force in Canada. Less than 5% of these children are cared for in formal group or family day care services, no significant change from 1975.

There were 345,000 children age 3 to 5 of working mothers in Canada in 1976. Of these, 18% are in formal day care services, group centres and family homes, no significant change from 1975.

There were 1,944,000 children age 6-16 of working mothers, of which less than ½% were in provincial day care programs. The rest are often termed "latch key" children. However, lunch and after-school programs for over 6's increased by 56% over 1975.

Co-operative day care centres, which had an astounding growth rate of 423% between 1973 and 1974, have fallen off considerably, to the extent that they actually decreased between 1975 and 1976, by 13%. The overriding factor, according to the NDCIC, has been the increasing operating costs of day care centres. This has resulted in fewer middle-income families being willing and/or able to afford the full fee for the service. Thereby a significant proportion of the group who had sufficient time and skills to organize and maintain a co-op was no longer available.

Publicly owned and operated centres showed the highest rate of increase 1975-1976: 52%. Commercial centres, which had grown the fastest 1974-1975 (43%) experienced only a modest increase of 10% 1975-1976.

The NDCIC predicts that for 1977 the rate of growth in day care (all categories) will be significantly lower than in 1976.

## 2. THE ISSUE OF DAY-CARE STANDARDS

The debate over day care standards, including staff qualifications, program content, staff:child ratios, facilities and support services, focuses basically on two issues: what should they be and how should they be regulated.

First, some brief background material with regard to the Winnipeg situation. In 1974 the province introduced its day care program which included funding, under a cost-sharing arrangement with the federal government, throughout the province but regulation of standards (through licensing) only in areas outside of Winnipeg. The city had created its day care license as a legislative entity in 1972, amended in 1975 and 1976, to establish its powers to regulate facilities. There has always been a split between provincial health care and city health care, and since the city already had inspectors to oversee the day care facilities this arrangement was maintained. Although the province had no control over the standards of care, it was subsidizing Winnipeg facilities. In 1977 the Social Services Administration Act was amended to establish the province as the sole licensing authority. This amendment, Bill 68 in Section 11.1(1) lists eight types of care facilities which will be solely provincial responsibility. Thus far, only the one pertaining to family day care homes has been proclaimed (effective 5 September, 1977). The province has made the move to take over regulatory control without first fully developing standards to apply. There exists now considerable interest and concern among city day care operators as to what changes, if any, will be made. Current provincial standards differ in some respects from current city standards, and tend to be less specific. The paper will

proceed on the assumption that current Winnipeg standards pertain, recognizing however, that they rest on a somewhat uncertain base.

The Winnipeg licensed standards, as is the case with day care standards in most every location throughout Canada, are primarily concerned with the physical safety of the plant and the health of the child. Regulations pertaining to personnel and program are usually quite cursory or vague. They call, for example, for "competent" personnel without defining competence, or "appropriate" programs, without specifying the program content. Where licensing standards are more specific such as in staff:child ratios and square-footage per child, there are near universal complaints that standards are set too low.

This is a common pattern found everywhere, and manifested here in Winnipeg too: governments set minimum and non-specific standards; practitioners press for higher, more precise standards. A typical example: Alberta recently (1976) issued proposed standards and regulatory techniques. They were attacked, through formal responses, by no less than five child care associations in the province, all reiterating the same theme -- too minimal and too vague. To day care practitioners this is taken to mean that governments don't have firm day care policies and are not totally committed to the day care concept, which may in fact be so. Public and governmental attitudes toward day care to some extent still reflect the connection that a woman's place is in the home looking after her children.<sup>3</sup> But even among groups whose commitment to the day care concept cannot be questioned, there are real problems in the setting of standards.

The Canadian Council on Social Development in 1973 developed a set of national guidelines for day care services for children. These, too, remain for the most part general, especially with regard to staff and program requirements, but

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3. Surveys, from the early Ruderman work in the 60's, to the present-day, persistently tap this feeling of resistance, even hostility, toward mothers who work outside the home. See Part 3 of this Report -- Survey of Needs -- as well as bibliographic reports further down in this section.

CCSD recognized this, and identified the two reasons why any agency's standards must remain general (or as some charge, vague):

1. There is no conclusive evidence that any one specific pattern of child rearing is better than any other. The benefits of day care, and different types of program and staffing arrangements, are not known.
2. Circumstances from neighbourhood to neighbourhood, family to family, etc., vary so much that what might be desirable standards for one situation would not be in another.

These are some of the major difficulties in setting formal government standards<sup>4</sup>. Individual day care practitioners and spokesmen often have very definite ideas of what day care should be, valid from their own perspective and experience, but provable standards set for a pluralistic society are difficult to determine, much less achieve. In the U.S., federal quality standards established in 1968 specifying certain criteria remain in fact goals, not standards, since few centres (as of a 1973 report) actually live up to the federal specifications.

In Canada there are no federal required standards and a 1976 review of standards in use across the country revealed not only that paper standards vary in comprehensiveness and levels required but also that actual implementation varies, depending in part on the adequacy and number of city and provincial day care inspectors appointed to monitor the program. The review shows standards are however rising and the report by H.P. Hepworth is, perhaps significantly, subtitled "Better Day Care, Slowly But Surely".

Most of the literature on day care consists of practitioners pressing for more specific, stricter and higher standards. They point to the all-too-familiar horror stories of children being cared for under dreadful conditions -- crowded, dirty, ignored -- and call for stricter regulation of established day care standards.

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4. These, as well as an additional factor -- the cost factor -- will be discussed in greater detail further down.

There are those who argue that good quality day care cannot be legislated. Standards, licensing, credentialling, registries, etc. all represent government attempts to legislate quality and though they can, if enforced, prevent gross abuses, they do not guarantee high quality care. Certain essential components of good day care simply cannot be legislated. For example, warmth and compassion of the provider is a fundamental prerequisite for good care, but cannot be effectively legislated.

Parents, many argue, must take part of the responsibility, along with government, for monitoring and censoring day care for them. Two of the main advocates of this position are Dennis R. Young, of the Program for Urban Policy Sciences, SUNY, and Richard R. Nelson, Department of Economics, Yale University.<sup>5</sup> Parent "voice" and "exit" must be the major regulatory controls. Reliable impressions come from parents, not regulatory agencies. The only way to assure quality programs is to insist that centres permit parental overview and participation on policy making. To do this day cares must operate in a "fishbowl" environment, responsible to parent councils and paid and subsidized according to the enrollments they attract.

There are several major difficulties with relying on parents to monitor the quality of care. One is that parents do not generally have the knowledge, confidence and experience to evaluate day care. A recent study of Toronto parents (Lightman and Johnson, 1977) suggests that parents do not have the perspective required to question quality of care, at least initially, only its availability. Issues of quality were found to be less important than location and convenience, for parents who wanted but were unable to arrange day care. Another Toronto study (Johnson, 1977) suggests that once a child is in care, quality assumes greater importance, but distance continues to be "one of the key factors taken into consideration" (p. 286). Further, parents are not "in" day

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5. Young and Nelson are the authors of "Public Policy for Day care of Young Children". In it they argue for universal day care for whoever wants it; sliding scale fees; and setting parent-monitored standards that will allow widely available day care of good quality rather than very expensive care that must then be limited to only a few.

care long enough; the turnover is such that if they do become informed, their children graduate and new, uniformed parents are always around to use the service.

Young and Nelson urge that parents be permitted to be involved. But there is evidence that the problem is not one of permitting parents to be involved but rather of forcing them to be. Although the literature is replete with reports of satisfactory centre-community partnership experiences, conversations with day care operators here, and indeed some of the literature, suggest that parent inability or unwillingness to be involved in the operations of day care centres, even when invited to do so, is a major problem. Busy working parents of small children have neither the time nor physical and emotional resources to become involved in and monitor day care. However, it has been pointed out that, though not all parents would involve themselves, if encouraged or permitted, some parents would and that would be sufficient to constitute observation.

The foregoing has described difficulties in setting and regulating standards in day care. Parents cannot effectively regulate quality. Not enough is known about the effects of different standards. Quality care is difficult to legislate, and expensive to enforce. The debate over any specific issue of standards -- training, ratios, floor space, etc. -- must be placed in this overall context. There is no proof, for example, that the city standard of 25 square feet per child has a worse effect, on all kinds of children, than the 35 square feet minimum demanded by most professionals, or the 50 square feet considered as the optimum. Nor can the quality of the space be legislated. In theory, at least, it is possible to visualize 25 imaginatively planned square feet and 50 poorly planned, sterile, oppressive square feet.<sup>6</sup> The debate on staff:child ratios similarly proceeds despite any hard evidence of the differing effects of 1:6, 1:8 or 1:10 for 3- to 5-year olds. There is nothing this literature review can add to the debate on ratios, except to say that standards all over Canada are lower than practitioners would like. One of the issues in the standards debate does require fuller treatment, however. That is professionalism, although the foregoing discussion still applies as well.

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6. Richard Datner, a U.S. designer of urban play spaces for children, has demonstrated that small exciting play areas can be developed that children like.

The professionalism issue involves two interrelated factors -- image and training.

Child care workers have an image problem. They are traditionally female, and day care work may be viewed as not a "real" career by many segments of the public and even perhaps by some day care workers themselves. The interviews conducted in Winnipeg indicated that there exists this attitude problem. Day care is "viewed as a charitable service being provided by a group of 'bleeding hearts'". Workers themselves "must re-evaluate their worth... and not forced through guilt... to accept minimum salaries".<sup>7</sup>

The care of other people's children has always been a lower-class low paid activity and tends to be thought of as demeaning, too much like personal service, too much like what a woman who has raised a family has always done. Given the widely held view that "anyone can take care of kids" day care personnel have an up-hill struggle to gain public recognition of their professional status.

Minimum formal training requirements could be used as a tool in this struggle, but there is no consensus as to whether, what kind, or how much training is required. In Winnipeg, most of the directors interviewed felt there is a need for both formally trained and untrained day care workers. Here, and elsewhere, it is generally felt that such a mix of professional and non-professional staff has the advantages of being cheaper, more realistic<sup>8</sup>, and more effective, with each

7. Taken from interviews with Winnipeg day care directors.

8. At present in Winnipeg it would be pointless to insist all day care staff have even "some" formal training. The city would be left with a very serious staff shortage. As of September 1977, only 30% had completed child care courses; another 20% had done partial work toward child care certificates. Others (30%) had university educations, but unspecified as to which field. In the Alberta Standards proposals mentioned earlier, when the government suggested a 7-year lead-in time to professionalize all staff, child care spokesmen attacked this for being unreasonably slow. Question: how long would it take to upgrade all staff in Winnipeg.



providing a unique contribution to the day care service. However, the Winnipeg interviews also yielded the feeling that only trained workers could be supervisory staff. In practice, this could lead in the long run to problems, creating an untrained "underclass" of workers, who have no hope of advancement no matter how well they do their jobs. Who would want such a "career"?

In-service training programs have sometimes been tried. In a typical one reported in the literature, a community college offered 10 4-hour sessions on alternate Saturday mornings to employed, untrained day care workers. Attendance, which started very promisingly, dropped to about half by the end of the program. This is not an uncommon problem for in-service. It is quite a different thing to teach people already on the job from those who are still students. Those on the job know exactly what problems they face daily in the day care, and tend to be more impatient with and critical of traditional "book learning". We found this in the interviews with day care operators of private centres. Many reported taking courses, while they were operating their centres but being disillusioned with its usefulness and dropping out before completion.

To train or not to train is further complicated by the conviction held virtually unanimously that "the right person" was more critical for effective day care than any set of academic credentials. This came up in the literature and in the local interviews. All expressed the need for warmth, compassion, interest in children, and so on. This has led many to put forth a "competency" model, as opposed to an academic model. The latter requires the setting of formal training criteria. The competency model, however, sets out specific day care tasks and hires anyone who can perform the tasks competently, whether they have a university degree or just experience raising their own children. This requires generally a team of persons to make a judgment in each individual's case, based on performance standards. This credentialing approach is being used now in several locales in the U.S., and is instituted in conjunction with some form of in-service training program.

Another approach has been to use standard personality tests (like the MMPI, etc.) to select day care staff. This represents an attempt to get "the right person", by-pass

subjective judgments and still not rely on academic training requirements. There has been some success with this approach but it is doubtful that this is the wave of the future.

In sum, there is little agreement as to how many workers should be trained and how much. An Office of Economic Opportunity (U.S.) review of 1971 points out there is practically no research evidence on the success of various staff selection procedures and the effectiveness of formal or informal training. To set standard selection criteria and more equal staff standards from centre to centre thus represents a very elusive task.

A related issue to that of professionalism is program content. There is great demand amongst most professional day care workers to set licensing standards that will do away with "custodial" care and ensure that all programs are "developmental". There is deep conviction that developmental programs are beneficial to the child and that anyone, given a choice, would desire such programs for their children.<sup>9</sup> Most writers on the subject of day care speak disparagingly of custodial programs that "provide little more than protective care." The issue is very much tied to that of professionalism, for only professionals would have the training in Early Childhood Education required to give developmental care. Many day care professionals oppose any widespread use of family care homes for this reason -- the child does not receive developmental care.

In the published literature, though, there are a few, who are generally taking an anti-professional, pro-family day care stance, who have defended "custodial" care, prompted in large part by its lower cost.<sup>10</sup> Their position is roughly as follows:

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9. Both of these assertions -- that developmental programs are beneficial and universally desired -- have been disputed in the literature and will be dealt with further down.

10. There are economic experts (e.g. Krashinsky) who maintain that the cost advantages of family day care homes over family day care centres, due to reduced administrative and capital costs, are outweighed by the lower number of children that may be cared for by one adult under present regulations.

The terms "custodial" and developmental" are much bandied about but the distinction is not all that clear. A child grows, thrives, and develops in a warm, loving environment without benefit of Creative Playthings or formal Early Childhood Education. As developmental psychologists tell us, there is a whole host of informal activities that constitute "learning" for children. Playing is learning. The custodial or protective functions of day care have been unfairly attacked. The custodial function is one which any good parent has, and does not preclude warm, meaningful relationships in a day care setting. Custodial is not synonymous with abusive, and developmental is not synonymous with quality.

The drive amongst day care workers for professionalism, training, and developmental specialties is undoubtedly linked to the desire for higher salaries, in addition to programmatic concerns. It is a question of recognition by society of the value or worth of the role of day care workers. The question of what a person's work is worth opens up a subject beyond the scope of this report.

### 3. DEMAND FOR DAY CARE

The previous section has focused essentially on attitudes of professionals. This section turns attention more to parents. The questions here may be put: Who needs day care? How can we estimate the demand for day care? What kind of day care is needed/wanted by the public?

#### A. WHO IS DAY CARE FOR?

There are two sides to the debate, with every shade of variation in between: day care is for a "problem" group; day care should be universal.

Day care had its origins, as early perhaps as 75 years ago, as protective custody for children of poor, alone, working mothers. But as more mothers who suffered from neither marital disruption nor severe financial distress have entered the work force, day care centres' role has been taking on a somewhat different emphasis. Still its origins persist. Day care is often discussed in terms of individual or social pathology. Maternal employment itself is often regarded as pathological. The policy guidelines for the provision of day care established under the Canada Assistance Plan (1966) limited services only for children from families in financial and social need. Even the new guidelines established in 1974, which have broadened the categories of need, still focus on a "problem" group. The law does not at present permit the sharing by the federal government of the (provincial) costs of universal day care services.

Most day care writer-practitioners object to this problem orientation. One authority in the field, Florence Ruderman, concluded "our studies show that great numbers of normal, middle-class, intact, responsible families with working mothers need

day care services". Even that statement, made in the late 60's limits the service to working mothers. Others insist day care should be open to anyone who wants it, that day care is a right of children, not a need of parents. Howard Clifford, a consultant on day care to the Canadian federal government, has stated that the problem approach has created "welfare ghettos". Low standards and poor quality, lack of availability, public apathy and the absence of support -- all are claimed as the consequences of the problem-oriented focus. Clifford, like many others, calls for the acceptance of day care as a public utility, so that there is no stigma attached to the service.

#### B. WHAT IS THE DEMAND FOR DAY CARE?

How many people actually want (for whatever reasons) day care for their children, and how can the demand be estimated or predicted, for social planning purposes?

Perhaps the most common way of illustrating need for day care has been to cite labour market statistics showing the large numbers of working mothers and day care statistics showing the tiny<sup>11</sup> percentages of their children who are enrolled in group centres. Taken together these are offered as evidence of the great demand for more day care centres.

But in fact these statistics tell very little about the extent of need because surveys show that the vast majority of working mothers make non-centre, largely satisfactory (to them) arrangements for the care of their children, and possibly don't want to and wouldn't put their children in group day care centres.

Day care professionals, largely advocates of group centres, are sincerely involved in and committed to the delivery of quality group services, and what comes to their attention are those parents anxious to get their children into group centres, not those who are uninterested in group centres. So from the perspective of centre operators, there are a great many people "out there" who want day care centres; they do not hear from the ones who don't. The perceptions of day care operators thus supports the labour market statistics.

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11. For example, about 5% in 1973 in a Canadian Survey.

However, how to interpret these surveys alluded to constitutes another problem in the estimation of need. Some findings are not a matter of interpretation. It is an indisputable fact that the overwhelming majority of parents make informal, largely cost-free arrangements for friends, neighbours and, mostly, relatives to take care of their children. The question is, would they prefer to make other -- i.e., group day care centre -arrangements if they were available? And a related question of demand concerns whether there is any demand for day care amongst those people (mostly women) who do not now use any form of care, i.e., they stay home and look after their children themselves. Do they want to go to work or school but are held back by the unavailability of day care centres?

In considering the large numbers of working mothers who do not send their children to day care centres, it must be remembered that most (estimates vary up to 75%) do not pay for the child care arrangements they do make.<sup>12</sup> Advocates of more day care centres must realize that, unless they also are all completely free to users, formal day care centres will not be all that attractive to the parents. Few will switch, since the value of professional care is not widely accepted anyway (see later discussion, this section).

Most of the literature on the need for day care centres points to the disappearance of traditional extended family supports as evidence of the need for day care. This may be a phenomenon restricted to the mobile middle class, and not as relevant for the working and lower classes. In a study reported by Suzanne H. Woolsey, grandma is no longer in the household, but very often still lives near by, within walking distance. A recent (1976) I.U.S. study of Winnipeg's inner city area showed that one of the great attractions for people living there is the presence of relatives in the neighbourhood. So the extended family still has a role to play in the provision of free, or very nearly free, day care. The poorest parents are the ones most likely, in surveys, to use the extended family to care for their children (except for single parents, who tend

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12. These arrangements generally involve relatives coming to the child's home or the child being brought to the relatives home. They also include a substantial proportion of instances where mother looks after child while at work.

to be, proportionately, the main users of group centre care).

Of those working mothers who haven't got relatives to care for their children, most now make other non-centre arrangements, including a paid baby-sitter in the child's home, the child in a paid baby-sitter's home, or the child in a family day care home (licensed or unlicensed). In all, three times more parents use one of these paid arrangements than day care centres. And thus we are left with the tiny fraction who use group day care centres.

Most day care professionals interpret these alternate arrangements as evidence of day care centres' unavailability, a system failure to be quickly remedied. But there are several other interpretations possible, besides parental inability to afford or locate centres (i.e. centre unavailability) and it is in fact extremely difficult to determine why so many people make non-centre arrangements. In the Toronto study by Johnson, referred to earlier, it was found that very different kinds of parents use day care centres than, for example, relatives. In terms of ethnic origin, just to take one characteristic, 68% of Chinese and Portuguese parents use relatives to provide care, compared to only 11% of Canadians. Conversely, 19% of the Canadians and only 2% of the Chinese and Portuguese use day care centres. Affordability cannot be the only answer to explain such a striking difference, since day care centres are affordable to low income families, because of government subsidies, and there is no reason to believe Chinese and Portuguese are more middle class than Canadians. Lack of awareness may certainly be part of the problem. But there may also be deliberate preferences and differing kinship patterns at work here, so that all those people in informal unsupervised arrangements may really not want to switch to day care centres. What do parents want?

When asking parents to evaluate their degree of satisfaction with current child care arrangements, several factors must be born in mind:

1. Because of guilt, mothers may be reluctant to admit to problems, that the care may not be all that good.
2. There is a tendency to make peace with the inevitable, to rationalize. If no other arrangement is seen as possible, then "I like the one I've got".

Together, these would seem to indicate that whatever arrangement is being used would be viewed as satisfactory, and by and large this is what the surveys find, although results from study to study (mostly in the U.S.) are not entirely consistent. Fairly consistently, however, the most satisfactory arrangement has been found to be in-home (child's home) care by relatives, other than siblings. The data in the aggregate do not clearly show that day care centre parents are more satisfied with their arrangement than are parents who make other arrangements.

Besides asking working parents how satisfied they are with current arrangements, another approach to determine day care demand has been to ask them if they would use a day centre if one were available. Almost all studies show that large proportions of parents say they would. In a 1973 survey in Canada, about 15% of women called for more day care centres. Here in Manitoba, local little surveys are often conducted in neighbourhoods to determine, prior to setting up a centre, how many parents would send their children to it. One official of the provincial day care office told me that they get large positive responses on the survey and then open a centre "and six parents show up".

In a few unique experiments, all in the U.S.<sup>13</sup>, a third approach to determining day care preferences has been tried. This approach is more convincing because it is based on behaviors, not interview responses. Parents have been offered, free or at very low cost, high quality day care at group centres. In each case few take advantage of it. When given a choice between subsidized day care centres and subsidized in-home baby-sitting (by a relative or non-relative), most choose the in-home private arrangement. And when given a choice between cash allowances to make their own child-care arrangements or enrolling their children in high quality group facilities, working parents overwhelmingly elected cash allowances. A federal report of some of these experiments concluded that parents prefer privately arranged child care rather than centre care.

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13. In Vermont, Indiana, California, Pennsylvania, Washington and Colorado.



What it appears, then, is that many working people make non-centre alternate (paid or unpaid) child care arrangements, many people say they are satisfied with their arrangements, especially in-home arrangements, and that given a choice, many choose private arrangements over day care centres.<sup>14</sup>

What of the need of non-working mothers? About one-half the Canadian non-working women age 20-34 in a Statistics Canada survey of 1973 said they don't work because there are no satisfactory child care arrangements available. That survey did not attempt to define "satisfactory". It could mean group centres, homes, babysitters, grandmother care, anything. For that matter, it could mean mother's own care, i.e., the mother feels only she herself can give satisfactory care, and what "no satisfactory child care arrangement available" means is really "no child care arrangement is satisfactory". So one certainly can't assume that half the non-working women in Canada want to work and would go if centres were available.

Some studies have shown that lack of adequate child care services is not the main reason non-working women don't work. More important reasons are: inability to find a job, and the conviction that young children need their mother's care in the home, regardless of the availability of care alternatives. Further, devotion to home responsibility is a function of wages a mother can expect to earn. Many are discouraged by the low salaries they could command in relation to child care costs.

The very group for whom many activists say there is the greatest need to provide day care -- impoverished mothers -- are perhaps the ones (because of skills, class, beliefs, traditions)

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14. In regard to those experiments, where working mothers were given choices but tended to avoid group centres, I spoke in Washington to the author of a paper which reviewed the results of these studies. Most of them, unfortunately, did not ask why mothers made the choices of care that they did. But from what little information was available, I was told, tentative indications are that trust, convenience, and stigma factors might all be involved. Private in-home arrangements were more trusted and convenient, and carried with it no welfare stigma.

least likely to go to work, even if day care were available. One study in a suburb of Washington, D.C., reported in Young and Nelson, asked women if they would work, or work more, if satisfactory day care were available. Only 36% of women who said they could (or did) work as laborers said "yes", compared for example, to 80% of sales, clerical and technical women.

One final word on indicators of extent of demand for day care. The existence of waiting lists is often cited as evidence of unmet needs. There are indications that there are few waiting lists at group day care centres, public or private, in Winnipeg as of September, 1977.<sup>15</sup> Indeed, many centres are underenrolled this year. This does not necessarily mean there is no demand for day care service. It could mean there is no demand for this type of day care, or for day care where existing services are located. Or it may have nothing to do with lack of demand, but rather lack of public knowledge about what's available. Or, as a day care official explained to me, these things go in cycles -- waiting lists may be long at one time, people get discouraged and public expectation of inability to get in leads to failure even to try; waiting lists disappear; the discovery is made that there is no waiting list; everybody lines up again; waiting lists re-appear. Waiting lists may also disappear in a time when unemployment is rising -- fewer people working means more bodies at home to look after children. It may also be appropriate to point out that, in addition to unemployment rates, other emerging social trends may affect, in the long run, demand for day care services, such as the four-day work week, guaranteed annual incomes, periods of paid maternity and paternity leave, etc. Also, rising costs of day care may be involved.

#### C. WHAT KIND OF DAY CARE IS WANTED?

In part, this has already been dealt with. However, there are several other specific topics that should be discussed. They concern: program content, type, location, special needs, and older children.

##### CONTENT:

When parents are asked in surveys what they want out of day care, the first priority that comes out is cleanliness, friendly treatment and safety for their child. Next comes staff

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15. See results Centres Survey, section II of this report.

competence or expertise; then "frills" like transportation, hot meals, evening hours, and last on the list of priorities is educational or developmental components. In some studies, good staff comes out over clean, safe, friendly environment. But developmental is almost always lowest in priority amongst parents. In the interviews with Winnipeg day care directors, a discrepancy between professional goals and parent goals was freely and willingly acknowledged. In these interviews, professionals described the goals of day care in terms like developmental, learning, stimulating, etc. These professionals describe the parents' goals for day care as simply "care for their children while they are predisposed . . . a service" and they conclude there is a "drastic need" for parent education.

What is the weight and value of parent opinion, of parent's expressed needs in day care? It is clear that according to professionals, parents are misguided, that wanting a safe, clean, happy environment for their children renders them in need of education. Of course "safe, clean and happy" perhaps is developmental (see Standards discussion). But there certainly appears to be a gulf between parents and professionals. A Manitoba Department of Labour Woman's Bureau report of 1974 states "The education of parents to the advantages of day care is essential" . . . What does this mean? Are parent goals for their children so harmful that they must be altered by another authority?

#### TYPE:

A report of the Canadian Council on Social Development, of 1975 concludes ". . .there is growing evidence in Canada . . .that given a choice parents prefer family day care services . . . rather than group day care" (p. 125). But professionals are generally opposed to family day care on the grounds that the quality is poor, uncontrolled and they offer no programs.

From the parents' point of view, developmental programs are not so important, and family day care homes may suit individual parent needs much more. They are, for many, convenient (close by), home-like, and flexible. By "flexible" can be meant just about anything -- hours, food, language, etc. can in theory be made to match parents individual needs more than can day care centres. Day care homes can be of special value to immigrant families of the same culture as the care provider's.

In the fall of 1977 there were 61 licensed full-time day care centres in Winnipeg, (public and private) serving about 2,300 children, and 48 licensed family day care homes, providing care to 190 children. There are long waiting lists, both of parents wishing to place their children in homes, and of potential day care mothers wishing to operate a home. There have been no new homes licensed in Winnipeg since October 1976, when a new city zoning bylaw was passed requiring day care homes, in any district, to obtain a conditional variance. While the regulation does not outright prohibit day care homes, it makes the procedure so lengthy, cumbersome, and uncertain that according to one official, potential providers are unwilling to risk the \$75.00 non-refundable applicant fee required by the city.

There is great resentment, even hostility, toward day care homes on the part of some day care professionals. Professionals typically suspect the motives of family day care mothers. One journal article on family care put it: "as always the big question to be asked is 'why are these people into day care? Would they have been as happy running a delicatessen?" But one could ask that of a group of teachers, as well, or for that matter of anyone.

Many parents, and in fact a substantial number of day care professionals, want family care settings rather than group for their younger children especially (under 2 or 3 years of age). The Child Welfare League of America, in establishing standards, stated "children under age 3 should be cared for in a family setting, rather than a group" and for that reason refused even to set staff child ratios for under 3's. (Here they are 1:4 for infants). In ten states in the U.S., licensing regulations actually prohibit care of children under 2½ in a group centre.

Plans have been developed in some locales to upgrade and guarantee the quality of family day care homes. These include regular visits by professionals; setting up organizations of family day care mothers so that they can meet and discuss problems (there is one such group of 46 licensed family day care mothers that meets monthly here in Winnipeg); toy loan programs; pre-service and in-service training programs; and satellite arrangements with day care centres or nursery schools, whereby the centre provides equipment, staff back-up in emergencies, training, etc.

#### LOCATION:

There is a question as to what would best meet parents' needs - work-site day care or community day care centres. Many groups have called for the establishment of work-site centres as being most suited to parents. For example here in Manitoba the Ethnic Women's Conference sponsored in 1976 by the Citizenship Council and the Department of the Secretary of State called work-site day care "ideal", "would respond to the needs of the labour force . . .". But according to the Canadian Council on Social Development a consensus is emerging that day care is best provided close to children's homes. And Howard Clifford, in an article titled "Neighbourhood Need" stated ". . .the trend is definitely in favor of residential centres" and cited the advantages: tie with the community, easier for mother to drop off child without a long trip on a bus, easier to get parents in for evening programs and talks.

Most surveys shows parents prefer community-based day care, and there is evidence that work site day care is not so popular. In 1972, an American study undertaken by one investigator of day care centres set up by corporations in the 1960's revealed that nearly all had shut down for lack of enrollment. A lot of employees are needed to "feed" such a centre - a work site day care for 60 children requires at least 1,000 women employees. The one work-site day care centre operating here in Winnipeg is at Health Sciences Centre, with an employee population 5,000, 4,000 of whom are women.

#### SPECIAL NEEDS:

There is some public doubt as to whether extra-school day arrangements for children with special needs falls under the aegis of day care. Day care is most commonly thought of as care for children of working (or in-school) parents. Special needs children would be physically or emotionally handicapped or severely impoverished children, whose parents are not working but are nonetheless unable to cope adequately with their children as needed. The Canada Assistance Plan guidelines (1974) for federal subsidized day care makes clear that cost sharing of day care for special needs children is permissible, whether or not parents work. Nonetheless, there persists in the public attitude confusion and uncertainty as to whether care for such children may properly be thought of as day care.

In interviews with day care directors we asked about facilities for such children. Most said they have or have in the past accommodated children with an emotional, mental or physical handicap. Children who are deaf, blind, on crutches or in braces do not, according to the directors contacted, disrupt the program nor do they require additional staff. The other children are comfortable with such children. There are no facilities in most of these centres for children in wheelchairs. Some centres have cared for mongoloid children without any difficulty. It was the general feeling that where possible it is best not to separate these children. Obviously the degree of handicap would be a factor.

There is practically nothing in the usual day care literature sources on special needs children. Health and Welfare Canada has put out a series of pamphlets on special needs children, calling for specialized day cares with a 1:3 staff:child ratio, specially trained teachers, accessible locations, and relevant, cohesive and continuing programs. But for the most part, day care literature does not consider special needs.

#### OLDER CHILDREN

Most of the day care literature and facilities are concerned with services to children 5 years of age or younger. There has been very little study on the extent or nature of need for services for older children, age 6-12, of working parents.

In Winnipeg, as of May, 1977, the Winnipeg School Division identified 21 breakfast, lunch or after-school programs operating in the city. But most operated only sporadically or on one-year LIP grants that have since run out with the result that the services were of little comfort to working parents. There is a hot lunch program in a handful of schools operating as a demonstration project.

A 1972 study showed that school age day care is virtually non-existent there too. About half (53%) the working parents in this study had to leave the house in the morning before their children. Most are simply left without adult supervision during this period. When asked what they would prefer as an arrangement, most (81%) parents said they would like someone to come in to their home before school to care for their child, probably an unreasonable hope. Only 19% said they would like a group breakfast program.

To conclude the Needs section: "a service not delivered when and where needed is not a service at all" (Rein). Different people need and want different kinds of services. There is probably no single best system. One author urges policy planners to abandon the "either - or approach".

- either custodial or developmental centres
- either group or family care
- either community-based or work site
- etc.

It is all part of a "mindless search for the single best form of day care". We need to diversify, to build options into the system to meet the needs and desires of a number of groups.

#### 4. FUNDING PROBLEMS AND INFORMATION

In 1974 the provincial government of Manitoba introduced its day care program, partially cost-shared with the federal government through the Canada Assistance Plan. The provincial program has two parts -- maintenance and subsidy -- and applies to both group centres and family homes, both of which must be licensed. The subsidy program is the part that is cost-shared with the federal government and is nation-wide. The maintenance program is provincial and currently provides a once-only start-up grant of \$100 per child for group and \$50 per child for family facilities. There is also a yearly provincial maintenance grant of up to \$500 per child for full-time group centres, \$250 for part-time centres, \$750 for centres operating extended hours, and \$50 per child for family day care homes. The exact amount of the maintenance grant is determined by the provincial day care office depending on demonstrated expenses at each facility.<sup>16</sup>

There is a user fee charged of \$6.00 (maximum) per day per child, for full-time attendance, or \$1,560 per year. User fees may be subsidized through the CAP subsidy plan. CAP permits the use of either a needs test of an income test to determine parents eligibility for subsidy. Manitoba and three other provinces use an income test. Under the regulations, a child may be fully subsidized, 75% subsidized, 25% subsidized, or not subsidized at all, depending upon a formula which takes into account net family income, size of family, number of children in day care, and average provincial income for a same-sized family. For a "typical" 2-parent, 2-child household, if net family income is under \$9,000, then the child is fully subsidized; if income is between \$9,000 and \$15,240, then child is partially subsidized; if income is over \$15,240, family must pay full user fee.

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16. In fact, all receive the maximum. See Section II of this report.



Some other examples are:

- A single-parent mother, with one child, whose net income was \$6,000 (approx. minimum wage after standard deduction) would be charged \$290 a year for day care.
- A two-parent family with one child, where both mother and father worked, each earning minimum wage, would have to pay the full cost of day care (\$1,560 per year).
- A two-parent family with four children, two of whom were in day care, with a combined net family income of \$15,000, would pay \$1,440 for day care for both children (i.e., \$720 for each) annually.
- A two-parent family with two children, with a net family income of \$13,000 would pay \$1,400 for day care for both children, if both were in day care; when one child "graduates" leaving only one in day care, the family must then pay \$1,560 for day care for one child.

The subsidy plan refers to both public and private funded day care. In September of this year, private day care centres entered the provincial government subsidy program, but not the maintenance program. Whatever the fee normally charged by the facility, subsidized children attending private centres can be charged (to the government) no more than \$6 per day.

It is estimated that about 35% of children in day care in Manitoba are subsidized. The percent subsidized for family homes is greater -- 61%. In some individual centres, though the rate is much higher. Knox, with about 75% of children subsidized, is believed to be the highest. According to the Canadian Council on Social Development 75% of the total cost of public day care nation-wide is borne by the user and only 25% by the government.

The following table shows provincial expenditure for day care, group and family, since the program started (some of which is recouped from the federal government):

<u>Expenditure Province-Wide</u> <sup>17</sup>		
<u>Year</u>	<u>Funds Voted</u>	<u>Actually Spent</u>
74 - 5	\$1,010,000	564,000
75 - 6	3,510,000	1,152,000
76 - 7	2,621,500	2,860,000
77 - 8	3,960,000	3,960,000

17. Figures obtained from the Provincial Day Care Office. The Office does not release information on detailed expenditure, so no public understanding or accountability can exist. Rumours and distrust abound.

There is also a tax credit for day care expenses. Parents can deduct 2/3 of income or \$1,000 per child (up to a maximum of \$4,000 per family), whichever is less. (At \$6.00 per day, most people pay over \$1,500 per child per year). In order to receive the tax credit, parents must have a signed receipt from the care giver, which unlicensed family home mothers often refuse to do.

The fees charged by private day cares in Winnipeg are not greatly out of line with that charged by public centres (average \$6.18 compared to \$6.00). We have no reliable figures on total private budgets (i.e., expenditures) here, but indications are that they are considerably lower than those for public centres.<sup>18</sup>

The major cost item in day care is labour, i.e., staff salaries. As of September 1977, salaries for most public day care workers in Winnipeg were under \$10,000 per year; 45% earned \$6,000-\$7,999. Directors' salaries were usually \$9,000 to \$17,000 per year. There is no standard salary rate imposed.

Just to place the call for universal free day care in context, the cost of providing centre care for every child under the

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18. In U.S. studies of private centres were found to cost more out of parent's pockets, but to have lower per child costs than public centres. U.S. studies show that the higher the cost of services, public or private, the smaller the total percent of parent contribution to fees. A study in Toronto (Krashinsky) showed that private day cares' per diem costs were found to go up as the number of public subsidized children placed in them increased. As in Manitoba, subsidized children can be placed in private centres in Ontario. Krashinsky offers several possible explanations for the rise in costs accompanying the rise in number of subsidized children, including: absence of "market discipline"; increased wage demands; upgraded standards; and actual higher program costs because of the presence of deprived children.

age of 6 in Winnipeg would be well in excess of 30 million dollars.<sup>19</sup>

In 1974 in the U.S., it was estimated by the federal government that minimum care (defined as the level essential to maintaining the health and safety of the child, i.e. custodial) costs \$7.40 a day; acceptable care (a basic program of developmental activities plus minimum custodial care) costs \$11.00 a day; desirable (full range of general and specialized developmental activities) costs \$13.70 a day.<sup>20</sup>

Who should pay day care costs - Government? User? Employer? Other private sources? There is considerable disagreement on this issue. Most writers in the field of day care agree at least that no profit should be involved. There is deep suspicion of private day care. Profit is associated with exploitation. Perhaps this is one of the reasons for opposition to day care homes; it is estimated that a day care mother providing care to 5 children would earn \$7,800, considerably more than salaries earned by many centre workers.

Day care professionals view the presence of commercial centres as an unfortunate fact of life signifying undersupply of more adequate forms of day care. The usual controls exercised in the market place by consumer choice are not sufficient in day care, they say, because (a) the consumer is uninformed and (b) the consumer is unaware, i.e., day care is provided when parents are not present.

However several writers (Krashinsky in Canada, Young and Nelson in the U.S.) feel that profit-making day care centres have a valid role to play in adjusting supply and demand. They insist non-profit is not a guarantee of quality, that public providers can be selfish and neglectful of children; further, that small independent entrepreneurs in day care

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19. This estimate was arrived at using 1971 population figures, assuming a 1:12 staff:child ratio, \$6,000 salary, and total costs at 1.3 salary costs. Costs would of course rise considerably if higher salaries were assumed and if the smaller ratio required for younger children were considered.

20. All figures based on 5-day week, 50-week year.

generally provide low-cost care without an overwhelming greed motive. Even so, Krashinsky concedes that, where there is an overwhelming greed motive, the usual market controls will not work because the information parents have is inadequate.

Many day care writers support work-site, employer-paid day care. A 1975 review of such programs in the U.S. concluded: "for the most part industry has shied away from undertaking child-care responsibility because of the high cost involved and the doubtful benefits" (Levitan and Alderman). Studies show that the presence of work-site centres neither reduces absenteeism nor enhances the company's ability to recruit or retain workers. Job performances of workers whose children were not enrolled (in a centre for employees of the Office of Economic Opportunity) did not differ from job performance of workers whose children were enrolled. In one case (Illinois Bell Telephone) where positive benefits were demonstrated for the company, in the form of good will generated, the effort was given up because, it is surmised by the authors, as the economy weakened, industry did not have to offer incentives to retain workers.

Others, including the Royal Commission on the Status of Women, argue that it is the government responsibility to insure children get decent care (whether their parents work or not). Further, it is argued by some, the state must accept the influence it has had on the development of the present socio-economic system, a system that makes it quite difficult for many Canadian families to provide for the well-being of their children unless both parents work. In 1970 the Royal Commission concluded that, despite the necessity for government to assume responsibility for providing day care, governments at all levels are reluctant to do so on any large scale. This appears to be no less true eight years later. There is a prevailing feeling that parents are primarily responsible for their children before the age of 5 or 6 (depending on where one lives), when children start public school. Only after that arbitrary age is it felt that parents can no longer provide what children need and government responsibility takes over to a large extent.

There are many who recommend a combination of user-and government-paid care, which means in effect sliding scale fees. Under this arrangement the poor pay nothing; the rich pay a great deal, and everybody else is adjusted in

between. A sliding scale fee structure is part of the system advocated by Young and Nelson. They take a rather pragmatic approach. There is no use pretending that there are not resource constraints.<sup>21</sup> There are for all social services, so given that, you have to decide on whether you want expensive programs that fewer can pay for or more modest programs that more can afford. There is a quality/quantity trade-off problem that must be faced, and no amount of pressure from the day care sector about the importance of quality care and the inability to compromise standards will hide that fact of life. The majority of day care practitioners and parents of children in day care have interests in raising the standards and expenditure levels per child for day care. They are organized and populate parent councils, child care associations, day care groups, etc. But parents of children not now in day care (because expenses are too high or because there are too few centres) are not as vocally represented. "The constituency for quality, therefore, is stronger than the constituency for availability" (p. 97). The authors argue for more available day care of less than the most expensive type. Also, the government support should take the form of a voucher system, not a subsidy to centres, so that day cares are responsible and answerable more directly to parents, not to the state.

There is some question as to whether sliding scale user fees would generate significantly more revenue for day care centres. There is evidence (Johnson, 1977) from a Toronto study that only 25% of users of group day care centres have incomes over \$20,000 per year; about 40% have incomes under \$10,000 and about 35% have incomes between \$10,000 and \$20,000 per year. This same study however makes clear that poorer families pay far more, proportionately, for day care of all kinds than do richer families. Poorer families tend to spend 15% or more of their income on child care; wealthier families usually spend less than 5% of their income on child care. So, although

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21. The resource constraints, though, certainly are a matter of degree. For example, at a time when the province of Manitoba was spending 1/2 million dollars on day care (in 1974), Ontario was spending 16 million. The population of Ontario is not 32 times that of Manitoba.

the unfairness in user fees needs correcting, an adjustment requiring the poor to pay less and the rich to pay more would still not produce over-all, a great deal more funding for day care.

Government funding itself can take several forms. In Manitoba it takes the form of direct grants to licensed facilities and of subsidies to children in licensed facilities. Alternatives proposed in the literature include: drastically lowered tax rates for working mothers; direct cash grants to parents; and child care vouchers. Krashinsky, in arguing for lowered tax rates for working women and direct cash grants for non-working women in need of day care, makes the case that grants and subsidies to licensed facilities are both economically inefficient and socially unfair -- unfair in that government support is given for only one form of care and a very minor form in terms of use statistics. In British Columbia, subsidized parents receive vouchers which allow them to buy sit-ter care in the child's own home for \$90 a month, or in a centre for \$120 a month. Ontario has no maintenance grant, but pays municipalities 100% capital construction costs to build a new facility or 100% of the purchase price to buy a building.

## 5. EFFECTS

Expanding day care (through public subsidy) is said by day care advocates to be the key to:

- stimulating the economy
- getting people off welfare
- liberating women
- stimulating childhood development, happiness and well-being
- preventing delinquency

Expanding day care (through public subsidy) is said by day care opponents to be the key to:

- family disintegration
- childhood mental illness
- male unemployment
- delinquency
- fiscal, social and moral bankruptcy

None of these claims can be proven.

The most common claim made in favor of day care is that children benefit from it. There are studies which show that children in good quality day care programs score better than children not in day care on certain measures at the end of a specified period, but invariably this advantage is short-lived and by grade 1 or 2 there is no measurable difference between children who have been to day care and those who have not. Day care experience does not have much impact on children's development or performance later in school. The benefits of day care over parent care or babysitter care, or the benefits of one kind of day care over any other have been elusive of proof. Some children benefit; some, if not lose, gain very

little. Jerome Kagan has done a great deal of research in the area of day care effects. He concludes that good day care neither advances children nor hinders them. It just doesn't seem to make any difference. Research results tend to be confusing and confounding. For example in a recent (1976) paper Kagan studied three matched groups of children -- in full-time day care, part-time day care, and not in day care at all -- on a wide variety of measures. He found only that children in part-time day care were more emotionally mature than full-time day care children. No other differences between or among groups could be found.

Many day care people refer to the importance of the child's first five years of life, as though that constitutes proof of the value of day care (and is usually taken one step further to justify the value of very expensive day care). But they confuse that fact -- that the first years are generally regarded as crucial -- with the complete unknown of what exactly is best for children during those years. With the exception of child abuse and extreme sensory deprivation, there is, as CCSD was cited earlier for stating, no conclusive evidence that any particular pattern of child rearing is better than any other in those first five years.

However, others point out just because lasting cognitive, emotional or social benefits can't be proved that does not mean that children should not be assured a reasonably good level of care. Program quality, even if of unprovable value, is not valueless. It is held as a desirable value, proven or not, by many parents and therefore, is important. Lack of measurable educational return cannot be equated with lack of attractiveness to parents since education is generally regarded as a positive social good.

As to the argument made by some (and recently endorsed by the MCCA in a pamphlet entitled "Day Care - a wise investment in a society") that if we don't have day care today we will have children in jail tomorrow, that is unsupported by the evidence. The almost exclusive reason why children are in day care is that mothers work (or go to school). If by the above argument is meant working mothers without benefit of day care will yield delinquent children, that is absolutely false. In fact, the delinquency rate of children of working mothers, regardless of the availability of day care centres, is lower than the delinquency rate of non-working mothers. Delinquents tend to come from welfare homes, not from working homes.



As to providing day care to get homes off welfare, there is evidence that providing day care centres will not get poor, unskilled welfare mothers to go to work. Providing jobs and saleable skills is more effective.

In fact, to those who either fear or hope that providing day care centres will induce mothers to enter the labour market, there is no evidence that this is so. It would seem that women who want to work, whether economically rational or not, need day care, but day care doesn't have the effect of sending women to work. Some form of day care (not necessarily centres) is a prerequisite for work, i.e., for those who have already decided to work. Day care is an enabler, not a cause.

There are those who say day care is "damaging" to the family structure. Advocates of day care respond that the demand for day care is not a cause of change but a result of change, a result of basic demographic, technological and economic changes. The fact that there is or is not formal day care is almost incidental to present family and social structure.

To those who raise the "maternal deprivation" argument to oppose day care -- i.e., that depriving a child of mother love and attention has been proven to have serious detrimental emotional effects on the child -- day care advocates point out that separation does not constitute deprivation, and there is no evidence that temporary separation from mother leads to childhood mental illness.

As to economic consequences of day care, the benefits to society are unclear and, in some cases, the benefit to individual parents is doubtful. The argument is frequently made that it costs the public more in welfare or other support payments than it costs for day care, which frees people to go out and earn their own living. A review of the problem by Canadian Council on Social Development in 1975 concludes "Consideration of the economic functions of day care . . . requires some balancing of the contribution of working parents of children in day care against the cost to society of providing the services. Cost benefit studies of day care services generally appear to be lacking in Canada. It must also be doubted whether such an evaluative tool can adequately reflect the personal, psychological and political factors which are so bound up currently with day care services" (p.124).

A 1976 publication of the Social Planning Council of Toronto examines the economic case for public investment in day care as an alternative to welfare, and concludes that their data ". . . demonstrate unequivocally that high subsidy day care is much less costly . . . for the public than welfare" (p. 13). While Krashinsky agrees that in general day care subsidy is cheaper than welfare, he argues that economically it is not the best policy alternative (see earlier discussion), that other forms of government support to day care are still less expensive.

As to individual economic benefit, CCSD concludes that "there is usually little real economic gain in working for parents with below average or slightly above average incomes. The benefits for these parents lie much more in intangible, personal and psychological gains . . . only parents with incomes very much above the average gain very much economically from working". Most of the literature agrees with this assessment. Where income is so low that day care is provided at no cost to the user, other work-related expenses make working of little economic benefit.

Then if none of the claimed effects of day care -- benefits or disasters -- can be proved irrefutably, what are we left with that is solid? There are those analysts who take what may be considered a more rationalist approach (for ex., Levitan and Alderman), avoiding talk of consequences but simply accepting what is: it is too late for saying women should stay at home looking after children. Too much is already invested in the other side -- technical advances which give mother less work in the home but at higher dollar cost; smaller families with less time needed for pre-school child rearing; changes in male-female roles and attitudes; higher education for women; and so on. We cannot reverse these major socio-cultural economic changes. More and more women want to or have to work. The only answer now is to find ways of providing whatever (new) supports are necessary to handle a given situation. No consequences predicted.

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## 1. SURVEY OF CENTRES

During the summer of 1977 the Planning Secretariat of the Provincial Cabinet conducted personal interviews with the directors of 41<sup>1</sup> full-time public day care centres in Winnipeg, of which 7 were co-ops, to collect descriptive data on operations, staffing, and finances. The raw data were made available to this study. The interview schedule used in the survey of centres, developed by the Planning Secretariat, is given in the appendix at the end of this section .

Using the same interview instrument, the Institute of Urban Studies conducted a survey of private full-time and part-time<sup>2</sup> day care centres in Winnipeg. Eight full-time centres and nineteen part-time centres were included in this survey. No private centre contacted refused to co-operate, and the Institute obtained completed interviews at all identified private centres.

This section will present the findings of these surveys of Centres. The tables giving the actual frequency distributions for all data are presented in the appendix.

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1. There are 52 licensed full-time public centres in Winnipeg. For various reasons, interviews could not be completed at 11 of these centres (refusal to co-operate, scheduling problems, and incompleting interviews)

2. The Planning Secretariat also surveyed part-time public centres, but the data were not made available for this study.

Probably the single most striking finding to emerge from the survey is the great variation that exists among centres. Differences in facilities, administration, services, size, costs, staff, make for a very disparate group that we put under one label: day care centre. The concerns faced by the public day care centre with a full-time enrollment of 7 must be very different from those faced by the centre with an enrollment of 298, and that in fact is the range revealed in the survey.

The major part of this section will consist of comments on each of the findings, following closely the order in which items were asked in the interview. For detailed findings, please turn to the tables at the end of the section.

As already mentioned, full-time enrollment in public centres ranged from 7 to 298, with about one-quarter of the centres having 25 to 30 children each; the range was similar for private centres. Most full-time centres also have part-time enrollments. There is a widely held view in Winnipeg that part-time day care for children is lacking. The present findings would seem to contraindicate this. About a third of the centres have 1 to 4 part-time children each, and another third have 10 to 40 or more each. Of course, the part-time private centres in the survey had an enrollment that was exclusively part-time.

The survey provided no information on class size.

The enrollment and average daily attendance was lower than the licensed spaces for all three types of centres. Directors at all three reported that they felt the city licenses them for more than they can actually accommodate. However, that is only a partial explanation, for the next item indicated that only about half the public day cares have a waiting list, about half the private part-time centres, and only one lone private full-time centre had waiting lists. There are two observations to be made here: one is that there appears to be less demand to get into private than public centres. The other observation is that not all centres without waiting lists are necessarily under-enrolled; at least one reported, in another context, that no waiting list is ever maintained: placements are found somewhere in the city for all who come.

There are interesting differences among public and private centres in terms of location in Winnipeg. Almost a third of public centres are in the inner city<sup>3</sup> while none of the private full-time centres are and only one private part-time centre is.

Church basements are probably the single common distinguishing feature of day care, including public and part-time private centres. Full-time private centres tended to have better, purpose-built physical plants in which to locate. All three kinds of centres, though, may also be found in private homes and in schools, but still in the basement of these structures, for public centres at any rate.

All of the private centres began operations prior to 1974; but most of the public centres did not begin until after 1974. The full-time centres, public and private, operate for the most part 12 months a year; the part-time centres close in the summer.

All of the public centres operate with some kind of board. Most of the part-time and all of the full-time private centres do not have a board, at least not in the same sense (see Table 12). Public boards range in size from 3 to 12 or more members and include staff of the day care, parents, and community representatives, or may not include some of those groups. About one-quarter of day care boards do not include parents, and over a third do not include day care staff. It is interesting to ponder on the function and decision-making process of those boards excluding both groups with the most directly at stake in the day care.

Parents must send a bag lunch for their children in over half the public day care centres, but in only 12% of private day care centres. About a quarter of the public centres provide breakfast to the children. Tables 19 to 21 give details of all food services at the centres, and show the extent of variation. Not all the public centres provide milk, juice

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3. Roughly, bounded by the Red, Assiniboine, and Arlington; the exact street used as the northern boundary by the Planning Secretariat is unclear (approx. Dufferin)



and snack, required under the law just as lunch is. Even among centres serving lunch, some are cold, although the law specifies hot. In four of the public centres, parents have to send snacks with, for their children to eat during the course of the 9 or 10 hour day. Even among centres providing milk, juice and snack, the number of times a day varies from once a day to four or more times a day. The parent's \$6.00 certainly buys different things at different centres.

Part-time centres have very little in the way of nutrition services.

About half the public centres do not have separate rooms for taking naps. This means all children are forced to nap, whether this is what they have been used to at home or not. Almost none of the private centres have separate rooms for naps. The various paraphernalia of sleep -- mats, cots, sleeping bags, blankets -- vary in availability from centre to centre.

A very important feature, in terms of potential for parent involvement, promotion of the child's development, and interest of the centre is communication and information networks available at the centre. Here again there is considerable variability among centres, but public centres have apparently better resources to offer parents than do private centres. Public centres are more likely than private centres to publish manuals and newsletters to provide information to parents; to request that parents fill in questionnaires to provide information to the centres; and to hold private parent interviews and group parent meetings. However, by no means all public centres have these functions, and even among those that do they may be infrequently scheduled, or worse "as required". Part-time centres offer very little in the way of such liaison with parents.

With regard to various special categories of children enrolled, most public centres, fewer private full-time centres, and almost no part-time centres have immigrant children, children whose first language is other than English or French, special needs children<sup>4</sup> and kindergarten children. Only 3 public cen-

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4. Undefined here.

tres reported they had children under 2 years of age. Many more private centres than public centres had children not yet toilet trained. There is a definite selection process operating in this latter feature, and not just chance. Public day care centres usually will refuse to take a child until it is trained. Why they are more reluctant to change diapers than private centres is unclear.

Tables 30 through 37 indicate that private centres have more untrained staff that work shorter hours, with less unpaid overtime and at lower salaries than do public centres. However the range, of qualifications especially, is mind boggling. Among directors of public day care centres in Winnipeg, training runs the gamut from high school education (or less), to completed child care certificate (17%), partially completed work toward child care certificate (10%), university degree (37%), some university, teachers certificate, social work degree, master's, and other (unnamed) qualification. The different perspective that each one of these must bring to the job means each runs a different service, called day care. Child care workers at public centres tend in some ways to be better (formally) qualified than their directors. Almost a third (30%) have a child care certificate and another 21% have partial work towards a certificate. However fewer (15%) have a university degree. The larger the centre staff, the higher the proportion of trained child care workers: 75% of centre staff with 5 or more workers have special child care training, compared to 62% of smaller centres' staff.<sup>5</sup>

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5. The questionnaire only allowed space for a maximum child care staff size of 1 director, 1 supervisor, and 5 child care workers. But many centres have larger staff:

<u>no. of centres</u>	<u>no. of child care workers</u>
14	5 or more
19	4 or more
30	3 or more
37	2 or more
41	at least 1

Workers at part-time centres tend more often to have teachers' certificates than workers in full-time centres, public or private.

In view of the many undocumented references made in the Hearings (see Section IV) to high staff-turnover at day cares, some "turning over" completely out of day care it was charged, it is important to note that 40% of directors have been in day care for 3 to 5 years or more, which must create some stabilizing influence. Only 15% of child care workers have been in day care that long, but that is in the nature of things: if they are in day care long enough, they tend not to be workers but directors.

Directors at public centres work longer hours than workers (interviews, it should be noted, were done with the directors) and more extra hours without pay, some as many as 10 or more hours per week. Directors usually earn between \$9,000 and \$17,000 per year, with the most common range being \$9,000 to \$10,999. Almost three-quarters (72%) of child care workers earn less than \$8,000 a year. In private full-time day care centres, almost all staff earn less than \$7,000 a year. Jobs at part-time centres are usually part-time, and pay less than \$3,000 per year.

Tables 38 to 46 give information on other employment positions in public day care centres -- cook, maintenance worker and bookkeeper. Not all centres employ such persons, and among those that do, salaries and hours differ.

Most (90%) staff members in public day care centres got salary increases in 1977. Only 68% of workers at private centres did. There were several mentions at the Hearings of workers not receiving any cost-of-living increases in salary, and thus subsidizing day care. It appears that is not a very widespread practice, although there is no reason why even 10% should have to subsidize day care.

When asked what their working staff:child ratio was, all directors of public centres reported a ratio of 8:1 or better. In private centres, the ratios soared to 12:1 or even worse.

Most public centres reported the use of volunteers, and frequently in the form of child care students. Much fewer private centres made use of volunteers, and when they did they were often high school students or, in the case of part-time centres, parents.

A common complaint of day care directors is that the provincial funding scheme does not recognize that some children need more attention and more enriched programming than others, and that centres differ in their numbers of such children; so that funding should be allotted on a differential basis, according to these more demanding conditions. It is often difficult to tell very easily which children might have greater needs, but a good simple way could be to look at the number of children of single parents on full-subsidy. A fatherless child of a poor, working mother surely needs compensatory attention. Table 53 shows the distribution of such children in public day care centres in Winnipeg. About one quarter of the centres have few or no such children. About 60% have 5 to 14, and the remaining 15% have 15 or more such children each, some as many as 25. The programmes and staff effort required in each of these kinds of circumstances must be expected to differ widely from one another.

Table 62 provides an interesting profile of the public (full-time) day care programme in Winnipeg. Over half the children enrolled are full-fee children of two-parent families. The next largest group (at 18%) are the fully subsidized children of single parents. Less than 5% of the children in day care are children of fully-subsidized two-parent families. Clearly, policy apparently dictates that two-parent families can afford day care.

Table 63 compares the proportion of single-parent and two-parent children in public, private full-time and private part-time centres. Children of single parents comprise 40% of public enrollments, 14% of private full-time enrollments, and a mere 3% of private part-time enrollments. Each type of facility clearly serves a different parent population.

Daily fees charged by private full-time centres have a wider range (\$4.00 to \$8.00) than fees charged by public centres (where nearly all are \$6.00 but a few-19% -- have kept it at \$5.00, as of Sept. 1977), but the average for private centres (\$6.18) does not differ very much from the public ceiling.

Tables 67 to 84 deal with costs of centre operations. Most full-time private day care centres were reluctant or unable to provide information on this topic.

Rents paid by public centres vary enormously, from zero to over \$1,000 a month. Most pay between \$100 and \$500 a month. For 13 centres, rent rose in 1977 (although maintenance grant did not)

Fiscal year-end dates covered almost every month of the calendar. (The day care office has recently adapted their own procedures somewhat to accommodate each centres' fiscal year) Audits are held with varying frequencies by different centres, and at varying cost to the centre (from free to \$1,000). Bank charges ranged from none (at only one centre) to \$600 (at one centre)<sup>6</sup> Most were under \$100 per year.

All full-time centres received the full amount of the maintenance grant in 1977 (\$500 or \$750) but nevertheless 27% expected to have a deficit budget for that year; 66% said their budget would be balanced, and 7% said they would have a surplus. (38% of private full-time and 63% of private part-time centres predicted a surplus). The projected surplus was between \$5,000 and \$20,000 for public centres, and under \$5,000 for private part-time centres; most private full-time centres wouldn't say. The projected deficit was from less than \$1,000 to over \$20,000 in public centres; private full-time centres expected no deficit.

Table 84 really gives an idea of what different creatures we are talking about when we talk about "day care centre". The operating budgets range from \$10,000 to \$300,000. About half fall between \$31,000 and \$60,000.

Most public centres (55%) received no other funding, other than provincial grants and parent fees, in 1976, but in 1977 the number receiving no other support dropped to 43%, as more and more centres searched around for funds. The largest jump in support came from the various job creation programs which allow centres to hire staff. Of course, funding is only temporary for such positions, and the amount of such "extra" funds was generally small -- about half the instances amounted to \$4,000 or less for the whole year.

Two final questions were asked of directors. "Is present level of funding meeting centre needs?" Yielded 56% "yes" responses.<sup>7</sup>

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6. There was also a category on the print-out of the raw data labelled "no answer" which applied to 29% of the centres. It is possible these also had no bank charges.

7. One source states that in many cases, the directors have nothing to do with the finances, and wouldn't be aware of problems. The boards in these cases would deal with finances, and they weren't interviewed. Table 17 shows that in 42% of the centres, the director is not a member of the board. Of course, the director would not necessarily be totally uninformed about financial problems in all those cases.

"Do you feel that the criterion the government uses of actual child attendance is a good one on which to base government funding?" yielded 24% "yes", 49% "no", 17% "maybe" and 10% "what else is there?"

The data which the Planning Secretariat provided did not permit computation of cross-tabulations to pursue some very interesting avenues; for example, are waiting lists clustered in certain areas of the city? for day care with hot lunch programs? for day cares with better trained staff? Do centres with higher operating budgets provide better program components? do they have more subsidized children (as suggested by the Krashinsky study cited in Section I)? And so on. The information is at least in theory available and could be pursued at a later date.

There are some clear differences between public and private centres, only three of which favour the private: more attractive building location, more serving of hot lunches, and changing of diapers. The other comparisons favour the public centres -- better qualified, better trained and more dedicated staff, more information resources for parents, more potential for parent in-put, more devotion to the needy community, fairer labour practices -- but what are all these compared to buildings, lunch and diapers? The question is not meant to be entirely facetious. They are the much more visible, "sellable" features.

The main fact to be gleaned about public day care in Winnipeg is its great variability. To repeat an earlier comment, the \$6.00 fee certainly buys different things at different centres.

It is not really possible from the general profile drawn here to make a judgement as to the quality of care available in Winnipeg day care centres. We know nothing from these data of how a child spends her/his day, how open the day care worker is toward the children, how appropriate staff:child ratios are to the particular physical arrangements of the centre, and so on. More importantly, perhaps, nor does the form of the data permit us to learn anything about the profile of individual centres. For example, do the same day cares that don't provide juice also not provide blankets, or are they different day cares. That is, do day cares make a trade-off of different components in setting budgets, or are some very "good" and others very "bad"?

At any rate there is one final note of interest: Although there are no required national standards for day care across Canada, the Department of Health and Welfare puts out a booklet titled "Choosing a Day Care Service -- The Day Care Centre" in which they list desirable features of day care. The booklet is intended for use by parents to guide them in deciding on a good day care centre for their child and is more exhaustive than the Winnipeg by-law.

Things to look for: does the centre comply with all local health and space requirements? is the ratio 1:7 or better? do all the staff have child care training? are there regular staff-parent consultations? are there arrangements for sick children? are there separate rooms for naps? and so on. Indications are that few centres, if any, could meet even half the items on the checklist the federal government supplies parents.

APPENDIX - SURVEY OF CENTRES  
List of Tables

<u>Table No.</u>	<u>Title</u>
1	Full-Time Enrollment
2	Part-Time Enrollment
3	Average Daily Attendance
4	Licensed Spaces
5	Waiting List
6	Region of City
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Table 1  
Full-Time Enrollment

<u>Enrollment</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	under 15	7	17.0	3
15 - 19	5	12.1	-	-
20 - 24	3	7.3	-	-
25 - 29	10	24.3	1	12.5
30 - 34	3	7.3	1	12.5
35 - 39	3	7.3	1	12.5
40 - 64	4	9.8	-	-
65 or more	5	12.1	2	25.0
refused	1	2.4	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>

Table 2  
Part-Time Enrollment

<u>Enrollment</u>	<u>Full-Time Public Centre</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	none	11	26.8	3	37.5	-
1 - 4	14	34.2	1	12.5	-	-
5 - 9	8	19.2	2	25.0	-	-
10 - 14	3	7.3	1	12.5	3	15.8
15 - 19	1	2.4	1	12.5	-	-
20 - 24	-	-	-	-	2	10.5
25 - 29	-	-	-	-	4	21.1
30 - 34	1	2.4	-	-	-	-
35 - 39	-	-	-	-	1	5.2
40 or more	1	2.4	-	-	9	47.4
don't know	1	2.4	-	-	-	-
refused	1	2.4	-	-	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 3  
Average Daily Attendance

<u>Attendance</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
under 15	6	14.4	2	25.0	5	26.3
15 - 19	5	12.1	1	12.5	-	-
20 - 24	5	12.1	-	-	4	21.1
25 - 29	7	17.0	1	12.5	-	-
30 - 34	5	12.1	1	12.5	5	26.3
35 - 39	2	4.8	-	-	3	15.8
40 or more	10	24.3	3	37.5	2	10.5
don't know	1	2.4	-	-	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 4  
Licensed Spaces

<u>Licensed Spaces</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
under 25	5	12.1	2	25.0	9	47.4
25 - 29	4	9.6	-	-	3	15.8
30 - 34	7	17.0	2	25.0	1	5.2
35 - 39	4	9.6	-	-	1	5.2
40 - 64	15	36.4	2	25.0	2	10.5
65 or more	6	14.4	2	25.0	-	-
don't know	-	-	-	-	3	15.8
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 5  
Waiting List

<u>List</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
yes, or usually yes	21	52.5	1	12.5	10	52.6
no, or usually no	20	48.8	7	87.5	9	47.4
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 6  
Region of City

Region	Full-Time Public Centres		Full-Time Private Centres		Part-Time Private Centres	
	N	%	N	%	N	%
inner city*	12	29.3	-	-	1	5.2
all other	29	70.7	8	100.0	18	94.8
	41	100.0	8	100.0	19	100.0

\*north of Assiniboine River

Table 7  
Building Type

Type	Full-Time Public Centres		Full-Time Private Centres		Part-Time Private Centres	
	N	%	N	%	N	%
church	18	43.9	-	-	9	47.4
residence	3	7.3	2	25.0	6	31.6
school	6	14.4	-	-	-	-
other	11	26.8	6	75.0	4	21.0
no answer	3	7.3	-	-	-	-
	41	100.0	8	100.0	19	100.0

Table 8  
Location in Building

Location	Full-Time Public Centres		Full-Time Private Centres		Part-Time Private Centres	
	N	%	N	%	N	%
basement	22	53.6	2	25.0	12	63.2
whole building	4	9.6	5	62.5	-	-
part of building						
non-basement	11	26.8	1	12.5	7	36.8
basement and						
main floor	1	2.4	-	-	-	-
no answer	3	7.3	-	-	-	-
	41	100.0	8	100.0	19	100.0

Table 9  
Months of Operation

Months	Full-Time Public Centre		Full-Time Private Centre		Part-Time Private Centre	
	N	%	N	%	N	%
	Jan. - Dec.	40	97.6	8	100.0	-
Sept. - June	1	2.4	-	-	19	100.00
	41	100.0	8	100.0	19	100.0

Table 10  
Type of Centre

Co-op	Full-Time Public Centre		Full-Time Private Centre		Part-Time Private Centre	
	N	%	N	%	N	%
	yes	7	17.0	-	-	-
no	33	80.5	8	100.0	19	100.0
no answer	1	2.4	-	-	-	-
	41	100.0	8	100.0	19	100.0

Table 11  
Year Centre Began

Year	Full-Time Public Centre		Full-Time Private Centre		Part-Time Private Centre	
	N	%	N	%	N	%
	before 1974	6	14.4	8*	100.0	19
1974	6	14.4	-	-	-	-
1975	11	26.8	-	-	-	-
1976	16	39.0	-	-	-	-
1977	1	2.4	-	-	-	-
no answer	1	2.4	-	-	-	-
	41	100.0	8	100.0	19	100.0

\*one centre changed management in 1976

Table 12  
Size of Board

No. of Board Members	Full-Time Public Centres		Full-Time Private Centres		Part-Time Private Centres	
	N	%	N	%	N	%
no board	-	-	6	75.0	14	73.7
3	6	14.4	-	-	1*	5.2
4	1	2.4	-	-	-	-
5	5	12.1	-	-	2*	10.5
6	7	17.0	-	-	-	-
7	4	9.6	-	-	1*	5.2
8 - 12	7	17.0	-	-	-	-
more than 12	5	12.1	-	-	-	-
umbrella board	5	12.1	-	-	-	-
no answer	1	2.4	-	-	-	-
don't know	-	-	2**	25.0	1	5.2
	41	100.0	8	100.0	19	100.0

\* Of the 5 private part-time centres with boards, 3 are church and 2 are community boards; in 4 of the 5, the director is also a member.

\*\*Corporation board - - no parents, staff or community.

Table 13  
Staff on Board

No. of Staff Members on Board	No. of Public Centres	
	N	%
0	14	34.1
1	13	31.7
2	8	19.5
7	1	2.4
umbrella	5	12.2
	41	100.0

Table 14  
Parents on Board

No. of Parents on Board	No. of Public Centres	
	N	%
0	10	24.4
1	5	12.2
2	8	19.5
3	2	4.9
4	1	2.4
5 - 9	9	22.0
umbrella	5	12.2
no answer	1	2.4
	41	100.0

Table 15  
Community Representatives

<u>No. of Community Representatives on Board</u>	<u>No. of Public Centres</u>	
	<u>N</u>	<u>%</u>
0	5	12.2
1	4	9.8
2	10	24.4
3	4	9.8
4	2	4.9
5 - 9	9	22.0
10 - 15	2	4.9
umbrella	5	12.2
	<u>41</u>	<u>100.0</u>

Table 16  
Required for Quorum

<u>No. for Quorum</u>	<u>No. of Public Centres</u>	
	<u>N</u>	<u>%</u>
2	5	12.1
3	10	24.4
4	8	19.2
5 - 11	9	22.0
umbrella	5	12.1
don't know	3	7.3
no answer	1	2.4
	<u>41</u>	<u>100.0</u>

Table 17  
Director as Board Member

<u>Director on Board</u>	<u>No. of Public Centres</u>	
	<u>N</u>	<u>%</u>
yes	23	56.1
no	17	41.5
no answer	1	2.4
	<u>41</u>	<u>100.0</u>

Table 18  
Food Provided by Parents

<u>Food</u>	<u>Full-Time Public Centres</u>			<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>yes</u>	<u>no</u>	<u>no answer</u>	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>
box lunch	23	18	-	1	7	(no lunch)	
snack	4	24	13	1	7	8	11



Table 19  
Food Provided by Centre --  
Public Full-Time Centres

<u>Service</u>	<u>Provided</u>			<u>Times per Day</u>				<u>NA*</u>	<u>Hot</u>	<u>Cold</u>	<u>NA*</u>
	<u>yes</u>	<u>no</u>	<u>NA*</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>more</u>				
milk	39	2	-	22	14	3	1	1	1	3	37
juice	39	1	1	11	26	1	1	2	-	-	-
snack	37	2	2	8	30	-	-	3	2	6	33
breakfast	11	28	2	-	-	-	-	-	5	5	31
lunch	18	21	2	-	-	-	-	-	17	2	22
lunch supplement	13	19	9	-	-	-	-	-	11	4	26

\* no answer

Table 20  
Food Provided by Centre --  
Private Full-Time Centres

<u>Service</u>	<u>Provided</u>		<u>Times per Day</u>				<u>Hot</u>	<u>Cold</u>	<u>NA*</u>
	<u>yes</u>	<u>no</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>more</u>			
milk	8	-	3	5	-	-	-	-	-
juice	7	1	3	4	-	-	-	-	-
snack	7	1	-	7	-	-	-	-	-
breakfast	2	6	-	-	-	-	-	-	-
lunch	7	1	-	-	-	-	5	-	2
lunch supplement	3	5	-	-	-	-	-	-	-

\* no answer

Table 21  
Food Provided by Centre --  
Private Part-Time Centres

<u>Service</u>	<u>Provided</u>	
	<u>yes</u>	<u>no</u>
milk	5	13
juice	6	12
other beverage	5	14
snack	3	16

Table 22  
Centre Nap Facilities

Facility	Full-Time Public Centres			Full-Time Private Centres		Part-Time Private Centres	
	yes	no	NA*	yes	no	yes	no
	separate room	22	19	-	1	7	-
mats	19	22	-	4	4	10	9
cots	26	15	-	7	1	1	18
sleeping bags	4	34	3	-	8	-	19
blankets	21	20	-	3	5	-	19
child's own blanket	22	18	1	4	4	-	19

\* no answer

Table 23  
Centres' Information Services --  
Public Full-Time Centres

Service	Provided			Times per Year							NA*
	yes	no	NA*	1	2	3	4	more	as req'd		
manuals	34	6	1	33	-	-	-	-	-	8	
newsletters	30	11	-	1	1	2	7	9	9	12	
questionnaires	23	18	-	12	3	3	2	-	3	17	
nutritional info.	36	3	2	2	2	3	-	11	18	5	
private interview	40	1	-	1	7	1	-	32	-	-	
parent meeting	25	15	1	10	7	1	1	3	5	14	

\* no answer

Table 24  
Centres' Information Services --  
Private Full-Time Centres

Service	Provided		Times per Year						
	yes	no	1	2	3	4	more	as req'd	
manuals	4	4	3	-	-	-	-	1	
newsletters	4	4	1	-	-	-	2	1	
questionnaires	3	5	3	-	-	-	-	-	
nutritional info.	1	7	1	-	-	-	-	-	
private meeting	7	1	1	-	-	-	1	5	
parent meeting	2	6	-	-	-	2	-	-	

Table 25  
Centres' Information Services --  
Private Part-Time Centres

<u>Service</u>	<u>Provided</u>		<u>Times per Year</u>				<u>as req'd</u>
	<u>yes</u>	<u>no</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>more</u>	
manual	6	13	6	-	-	-	-
newsletter	9	10	2	1	1	3	2
questionnaire	9	10	8	-	-	-	1
nutritional info	3	16	3	-	-	-	-
private meeting	16	3	8	3	1	1	3
parent meetings	10	9	6	1	2	1	-

Table 26  
Special Enrollment Features --  
Public Full-Time Centres

<u>Special Feature</u>	<u>Exists</u>			<u>No. of Children per Centre</u>			
	<u>yes</u>	<u>no</u>	<u>NA*</u>	<u>&lt; 5</u>	<u>5-10</u>	<u>&gt; 10</u>	<u>NA*</u>
immigrant children	28	13	-	19	5	2	15
children whose first language not English or French	29	12	-	21	3	3	14
kindergarten children	39	2	-	14	13	6	8
special needs children	39	2	-	17	8	2	14
children under 2 years	3	36	2	-	-	2	39
children not toilet trained	11	27	3	5	2	2	32

\* no answer

Table 27  
 Special Enrollment Features --  
 Private Full-Time Centres

<u>Special Feature</u>	<u>Exists</u>		<u>Total No. of Children</u>
	<u>yes</u>	<u>no</u>	
immigrant children	3	5	7
children whose first language not English or French	5	3	17
kindergarten children	6	2	44
special needs children	6	2	4
children under 2 years	2	6	33
children not toilet trained	7	1	35

Table 28  
 Special Enrollment Features --  
 Private Part-Time Centres

<u>Special Feature</u>	<u>Exists</u>		<u>Total No. of Children</u>
	<u>yes</u>	<u>no</u>	
immigrant children	1	18	3
children whose first language not English or French	13	6	52
kindergarten children	4	15	6
special needs children	10	9	6
children under 2 years	0	19	-
children not toilet trained	2	17	0

Table 29  
Transportation Services Provided by Centre

<u>Service</u>	<u>Full-Time Public Centres</u>			<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>yes</u>	<u>no</u>	<u>NA*</u>	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>
	between centre and home	4	37	-	2	6	-
between kindergarten and centre	18	19	4	2	6	-	19

\* no answer

Table 30  
Centre Director Education

<u>Education</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	high school or less	3	7.3	-	-	-
child care certificate	7	17.1	2	25.0	3	21.4
partial work toward child care certificate	4	9.8	-	-	-	-
university degree	15	36.6	-	-	-	-
some university	3	7.3	-	-	-	-
teachers certificate	2	4.9	1	12.5	5	35.7
social work degree	1	2.4	1	12.5	-	-
masters degree	4	9.8	-	-	-	-
other qualifications	1	2.4	-	-	1	7.1
previous day care experience	-*	-	-	-	2	14.3
related experience	-*	-	4	50.0	3	21.4
no answer	1	2.4	-	-	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>14**</u>	<u>100.0</u>

\* question was not asked in this context at public centres

\*\* 5 private part-time centres have no director

Table 31  
Centre Supervisor Education

<u>Education</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	high school or less child care certificate partial work towards child care certificate	3	7.3	-	-	-
university degree	14	34.1	2	25.0	-	-
some university	2	4.9	-	-	-	-
teachers certificate	11	26.8	-	-	-	-
other qualifications	4	9.8	-	-	-	-
no supervisor	1	2.4	-	-	-	-
	3	7.3	-	-	-	-
	<u>3</u>	<u>7.3</u>	<u>6</u>	<u>75.0</u>	<u>19</u>	<u>100.0</u>
	41	100.0	8	100.0	19	100.0

Table 32  
Centre Child Care Worker Education

<u>Education</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	high school or less child care certificate partial work towards child care certificate	15	10.7	-	-	-
university degree	42	30.0	22	48.9	2	7.4
some university	29	20.7	-	-	-	-
teachers certificate	21	15.0	-	-	-	-
other qualification	14	10.0	-	-	-	-
previous day care experience	7	5.0	2	4.4	5	18.5
related experience	5	3.6	2	4.4	4	14.8
no answer	-*	-	15	33.3	5	18.5
	-*	-	4	8.8	11	40.7
	<u>7</u>	<u>5.0</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	140	100.0	45	100.0	27	100.0

\* question was not asked in this context at public centres

Table 33  
 Staff Day Care Experience --  
 Full-Time Public Centres Only

<u>Experience</u>	<u>Directors</u>		<u>Supervisors</u>		<u>Workers</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
0 - 6 mos	3	7.3	6	14.6	29	20.7
6 mos - 1 year	6	14.6	4	9.8	14	10.0
1 year	9	22.0	9	22.0	52	37.1
2 years	6	14.6	9	22.0	19	13.6
3 years	7	17.1	6	14.6	7	5.0
4 years	5	12.2	1	2.4	2	1.4
5 years or more	4	9.8	3	7.3	11	7.8
no answer	1	2.4	3	7.3	6	4.3
	<u>41</u>	<u>100.0</u>	<u>41</u>	<u>100.0</u>	<u>140</u>	<u>100.0</u>

Table 34  
 Staff Related Experience --  
 Full-Time Public Centres Only

<u>Experience</u>	<u>Directors</u>		<u>Supervisors</u>		<u>Workers</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
0	5	12.2	10	24.4	45	32.4
1 - 6 mos	1	2.4	-	-	4	2.9
6 mos - 1 year	-	-	2	4.9	4	2.9
1 year	6	14.6	5	12.2	19	13.7
2 years	7	17.1	4	9.8	10	7.2
3 years	6	14.6	8	6.0	7	5.0
4 years	-	-	1	2.4	3	2.2
5 years or more	14	34.2	7	17.1	19	13.7
no answer	2	4.9	3	7.3	-	-
don't know	-	-	1	2.4	28	20.1
	<u>41</u>	<u>100.0</u>	<u>41</u>	<u>100.0</u>	<u>139</u>	<u>100.0</u>

Table 35  
Staff Hours Worked

Hours	<u>Public Full-Time Centres</u>						<u>Full-Time Private Centres*</u>		<u>Part-Time Private Centres*</u>	
	<u>Directors</u>		<u>Supervisors</u>		<u>Workers</u>		N	%	N	%
	N	%	N	%	N	%				
under 30	1	2.4	1	2.4	16	11.4	19	34.5	39	84.7
30 - 34	2	4.9	1	2.4	5	3.6	-	-	-	-
35 - 39	9	21.6	10	24.4	34	24.3	1	1.8	2	4.4
40 - 44	23	56.1	25	61.0	82	58.6	32	58.2	-	-
45 - 49	4	9.6	1	2.4	1	0.7	3	5.5	-	-
no answer	2	4.9	3	7.3	2	1.4	-	-	5	10.9
	41	100.0	41	100.0	140	100.0	55	100.0	46	100.0

\* all levels of staff -- director, supervisor and workers

Table 36  
Staff Extra\* Hours Worked --  
Full-Time Public Centres Only

Hours	<u>Directors</u>		<u>Supervisor</u>		<u>Workers</u>	
	N	%	N	%	N	%
none	-	-	22	58.7	73	56.2
1 - 4 hrs.	11	26.8	7	17.0	42	32.3
5 - 10 hrs.	11	26.8	4	9.8	5	3.8
more than 10	16	39.0	1	2.4	3	2.3
no answer	3	7.3	7	17.0	7	5.4
	41	100.0	41	100.0	130	100.0

\* without pay



Table 37  
Staff Salary Per Year

Salary	Public Full-Time Centres						Full-Time Private Centres		Part-Time Private Centres	
	Directors		Supervisors		Workers		N	%	N	%
	N	%	N	%	N	%				
no salary	2	4.9	-	-	-	-	2	3.6	4	8.7
under \$3,000	-	-	-	-	8	5.8	-	-	23	50.0
3,000 - 3,999	-	-	-	-	1	0.7	5	9.1	6	13.0
4,000 - 4,999	-	-	-	-	1	0.7	12	21.8	2	5.6
5,000 - 5,999	-	-	2	4.9	3	2.2	3	5.5	2	5.6
6,000 - 6,999	-	-	3	7.3	27	19.7	26	47.3	4**	8.7
7,000 - 7,999	1	2.4	5	12.2	35	25.5	-	-	-	-
8,000 - 8,999	1	2.4	13	31.7	24	17.6	-	-	-	-
9,000 - 9,999	9	22.0	10	24.4	9	6.6	2	3.6	-	-
10,000 - 10,999	8	19.5	1	2.4	5	3.6	1	1.8	-	-
11,000 - 11,999	7	17.1	4	9.8	5*	3.6	1*	1.8	-	-
12,000 - 12,999	5	12.2	-	-	-	-	-	-	-	-
13,000 - 17,000	7	17.1	-	-	-	-	-	-	-	-
don't know	-	-	-	-	19	13.9	-	-	-	-
no answer	1	2.4	3	7.3	-	-	-	-	2	5.6
refused	-	-	-	-	-	-	3	5.5	3	6.5
	<u>41</u>	<u>100.0</u>	<u>41</u>	<u>100.0</u>	<u>137</u>	<u>100.0</u>	<u>55</u>	<u>100.0</u>	<u>46</u>	<u>100.0</u>

\* \$11,000 and over

\*\* \$6,000 and over

Table 38  
Other Public Centre Staff -- Cook

Status	No. of Centres	
	N	%
Paid Cook	8	19.2
Volunteer cook	1	2.4
Cook/Child Care Worker	2	4.9
Cook/Maintenance Worker	1	2.4
Part-time (summer) cook	1	2.4
No cook on staff	<u>28</u>	<u>68.3</u>
	<u>41</u>	<u>100.0</u>

Table 39  
Cook Hours -- Public Centres

Hours	No. of Centres	
	N	%
6	1	8.3
9	1	8.3
15	1	8.3
18	1	8.3
19	1	8.3
35	1	8.3
40	6	50.0
	<u>12</u>	<u>100.0</u>

Table 40  
Cooks Salary -- Public Centres

Salary	No. of Centres	
	N	%
\$3,000 - 3,999	1	8.3
4,000 - 4,999	1	8.3
5,000 - 5,999	4	33.3
6,000 - 6,999	5	41.7
don't know	<u>1</u>	<u>8.3</u>
	<u>12</u>	<u>100.0</u>

Table 41  
Other Public Centre Staff - Maintenance

Status	No. of Centres	
	N	%
Unspecified status	13	31.7
Full-Time	1	2.4
Part-Time	3	7.3
Summer	6	14.4
No maintenance person on staff	<u>18</u>	<u>43.9</u>
	<u>41</u>	<u>100.0</u>

Table 42  
Maintenance Hours -- Public Centres

Hours	No. of Centres	
	N	%
under 10 hrs.	6	28.6
10 - 29 hrs.	2	9.5
30 - 40 hrs.	5	23.8
don't know	<u>8</u>	<u>38.1</u>
	<u>21</u>	<u>100.0</u>

Table 43  
Maintenance Salary -- Public Centres

Salary	No. of Centres	
	N	%
under \$2,000	7	31.8
2,000 - 2,999	2	9.1
3,000 - 3,999	2	9.1
4,000 - 4,999	-	-
5,000 - 5,999	1	4.5
6,000 - 6,999	3	13.6
7,000 - 7,999	1	4.5
don't know	<u>6</u>	<u>27.3</u>
	<u>22</u>	<u>100.0</u>

Table 44  
Other Public Centre Staff - Bookkeeper

Status	No. of Centres	
	N	%
Paid bookkeeper	6	35.3
Volunteer bookkeeper	1	5.9
Bkkpr./Child care worker	1	5.9
Bkkpr./Secretary	4	23.5
Other	<u>5</u>	<u>29.4</u>
	<u>17</u>	<u>100.0</u>

Table 45  
Bookkeeper Hours -- Public Centres

<u>Hours</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
5	1	6.7
10	1	6.7
35 - 40	6	40.0
don't know	7	46.7
	<u>15</u>	<u>100.0</u>

Table 46  
Bookkeeper Salary -- Public Centres

<u>Salary</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
none	2	12.5
under \$3,000	4	25.0
3,000 - 7,000	-	-
7,000 - 10,000	8	50.0
don't know	2	12.5
	<u>16</u>	<u>100.0</u>

Table 47  
Other Centre Staff -- Full-Time Private Centres

<u>Staff</u>	<u>No. of Centres</u>
cook	3
maintenance	3

Table 48  
Staff Employment Procedures

<u>Procedure</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>	<u>yes</u>	<u>no</u>
	staff rotate shifts	20	21	3	5	-
salaries changed since '76	36	4	6	2	9	4
staff paid to attend meetings outside working hours	7	28	-	4	-	7

Table 49  
Staff:Child Ratio

No. of Children Per Staff Member*	Full-Time Public Centres <sup>1</sup>		Full-Time Private Centres <sup>2</sup>		Part-Time Private Centres <sup>3</sup>	
	N	%	N	%	N	%
3:1	-	-	1	10.0	-	-
4:1	2	4.9	-	-	-	-
5:1	5	12.2	1	10.0	-	-
6:1	11	26.8	-	-	2	10.5
7:1	8	19.5	2	20.0	2	10.5
8:1	13	31.7	2	20.0	-	-
9:1	-	-	-	-	2	10.5
10:1	-	-	2	20.0	6	31.6
12:1	-	-	1	10.0	3	15.8
>12:1	-	-	1	10.0	4	20.9
no answer	2	4.9	-	-	-	-
	<u>41</u>	<u>100.0</u>	<u>10<sup>4</sup></u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

\* given as "working ratio"

<sup>1</sup> includes director in 22 centres

<sup>2</sup> includes director in 5 centres

<sup>3</sup> includes director in 15 centres

<sup>4</sup> N totals more than 8 because some centres reported different ratios for different age groups.

Table 50  
Use of Volunteers

Volunteers Used	Full-Time Public Centres		Full-Time Private Centres		Part-Time Private Centres	
	N	%	N	%	N	%
yes	37	90.2	5	62.5	11	57.9
no	4	9.8	3	37.5	8	42.1
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 51  
Type of Volunteer

<u>Type</u>	<u>Full-Time Public Centres</u>	<u>Full-Time Private Centres</u>	<u>Part-Time Private Centres</u>
parents	11	1	7
senior citizens	8		
child care students	16	1	3
h.s. students	2	3	2
jr. h.s. students	3		
university students	1		
other	22*		2

\* includes dental nurses, RN's, home economists

Table 52  
Single Parents on Full Subsidy at  
Full-Time Public Centres

<u>No. of Parents</u>	<u>No. of Centres</u>		<u>No. of Parents</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>		<u>N</u>	<u>%</u>
none	1	2.4	8	4	19.2
1	1	2.4	9	1	2.4
2	6	14.4	10	2	4.9
3	3	7.3	11	2	4.9
4	1	2.4	13	1	2.4
5	6	14.4	19	1	2.4
6	5	12.1	20	2	4.9
7	3	7.3	don't know	2	4.9
				<u>41</u>	<u>100.0</u>

Table 53  
Children of Single Parents on Full Subsidy  
at Full-Time Public Centres

<u>No. of Children</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
none	1	2.4
1 - 4	9	21.6
5 - 9	15	36.6
10 - 14	10	24.4
15 - 19	1	2.4
20 - 24	1	2.4
25 - 29	2	4.9
don't know	2	4.9
	<u>41</u>	<u>100.0</u>

Table 54  
Single Parents on Partial Subsidy  
at Full-Time Public Centres

<u>No. of Single Parents on Partial Subsidy</u>	<u>No. of Centres</u>		<u>No. of Single Parents on Partial Subsidy</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>		<u>N</u>	<u>%</u>
none	2	4.9	11	1	2.4
1	4	9.8	12	1	2.4
2	4	9.8	13	1	2.4
3	4	9.8	14	1	2.4
4	3	7.3	15	2	4.9
5	1	2.4	19	1	2.4
6	1	2.4	20	1	2.4
7	1	2.4	23	1	2.4
8	3	7.3	don't know	3	7.3
9	3	7.3	no answer	1	2.4
10	2	4.9		<u>41</u>	<u>100.0</u>

Table 55  
 Children of Single Parents on Partial Subsidy  
 at Full-Time Public Centres

<u>No. of Children</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
none	2	
1 - 4	13	
5 - 9	9	
10 - 14	6	
15 - 19	4	
20 - 24	2	
25 - 29	1	
don't know	3	
no answer	<u>1</u>	
	41	

Table 56  
 Single Parents Paying Full Fees  
 at Full-Time Public Centres

<u>No. of Single Parents Paying Full Fee</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
none	7	17.0
1	7	17.0
2	6	14.4
3	5	12.1
4	6	14.4
5	2	4.9
6	1	2.4
7	1	2.4
10	1	2.4
11	1	2.4
don't know		
no answer	<u>4</u>	<u>9.8</u>
	41	100.0

Table 57  
Children of Single Parents Paying Full Fee  
at Full-Time Public Centres

<u>No. of Children</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
none	7	17.0
1 - 4	22	53.7
5 - 9	6	14.4
10 - 14	2	4.9
don't know		
no answer	<u>4</u>	<u>9.8</u>
	41	100.0

Table 58  
Two-Parent Families on Full Subsidy  
at Full-Time Public Centres

<u>No. of 2-parent Families</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
none	16	39.0
1	6	14.4
2	5	12.1
3	5	12.1
4	2	4.9
5	1	2.4
6	1	2.4
21	1	2.4
don't know		
no answer	<u>4</u>	<u>9.8</u>
	41	100.0

Table 59  
Children of Two-Parent Families on Full Subsidy  
at Full-Time Public Centres

<u>No. of Children</u>	<u>No. of Centres</u>
none	16
1	4
2	4
3	4
4	5
5	2
8	1
24	1
don't know	
no answer	<u>4</u>
	41



Table 60  
Two-Parent Families on Partial Subsidy  
at Full-Time Public Centres

<u>No. of Two-Parent Families</u>	<u>No. of Centres</u>
none	17
1	10
2	9
4	1
don't know	
no answer	4
	<u>41</u>

Table 61  
Children of Two-Parent Families on Partial Subsidy  
at Full-Time Public Centres

<u>No. of Children</u>	<u>No. of Centres</u>
none	17
1	7
2	6
3	4
4	2
5	1
don't know	
no answer	4
	<u>41</u>

Table 62  
Total Family and Subsidy Arrangement  
at Full-Time Public Centres\*

<u>Arrangement</u>	<u>No. of Children</u>	
	<u>N</u>	<u>%</u>
Full-subsidized children of single parents	326	18.2
Partially-subsidized children of single parents	288	16.1
Full-fee children of single parents	104	5.8
Fully-subsidized children of 2-parent families	86	4.8
Partially-subsidized children of 2-parent families	34	1.9
Full-fee children of 2-parent families	950**	53.1
	<u>1,788</u>	<u>100.0</u>

\* in 37 centres

\*\* this figure only approximate

Table 63  
Total Family Arrangement --  
All Centres

<u>Arrangement</u>	<u>Full-Time Public Centres</u> <sup>1</sup>		<u>No. of Children Full-Time Private Centres</u> <sup>2</sup>		<u>Part-Time Private Centres</u> <sup>3</sup>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	children of single parents	718	40.1	40	13.6	19
children of 2-parent families	1,070	59.8	255	86.4	671	97.3
	<u>1,788</u>	<u>100.0</u>	<u>295</u>	<u>100.0</u>	<u>690</u>	<u>100.0</u>

<sup>1</sup> in 37 centres

<sup>2</sup> in 7 centres

<sup>3</sup> in 18 centres

Table 64  
Fees\* Charged by Public Centres

<u>Year</u>	<u>Fee</u>			
	<u>\$4</u>	<u>\$5</u>	<u>\$6</u>	<u>NA</u>
1976	1	38	-	2
1977	-	8	33	-

\* per full-time child per day

Table 65  
Fees\* Charged by Private Full-Time Centres\*\*

<u>Year</u>	<u>Fee</u>					
	<u>\$3.50</u>	<u>\$4</u>	<u>\$5</u>	<u>\$6</u>	<u>\$6.50</u>	<u>\$7-8</u>
1976	1		3	2	1	2
1977		1		4		4

\* Per full-time child per day

\*\* Some centres charged different fees for different age groups so N > 8

Table 66  
Monthly Fee Charged by Private Part-Time Centres

<u>Year</u>	<u>No. of classes per wk.</u>	<u>Monthly Fee</u>						
		<u>\$10-14</u>	<u>15-19</u>	<u>20-24</u>	<u>25-29</u>	<u>30-34</u>	<u>35-39</u>	<u>40-50</u>
1977	5		2	3				2
	4					2		
	3			5		1		
	2	2	4	1	1			
1976	5	1	3	1		1		1
	4				1	1		
	3		1	4	1			
	2	3	3	2				

Note: some centres have more than one fee rate, depending on schedule of classes child attends

Table 67  
Monthly Rent Paid by Centre

Rent	Full-Time Public Centres				Full-Time Private Centres*		Part-Time Private Centres			
	1976		1977		1977		1976		1977	
	N	%	N	%	N	%	N	%	N	%
0	9	23.1	9	22.5	-	-	7	36.8	7	36.8
\$1 - 24	2	5.1	3	7.5	-	-	-	-	-	-
25 - 50	-	-	-	-	1	12.5	3	15.8	3	15.8
51 - 100	4	10.3	2	5.0	-	-	1	5.2	3	15.8
101 - 150	3	7.7	3	7.5	-	-	2	10.4	-	-
151 - 200	4	10.3	5	12.5	-	-	1	5.2	1	5.2
201 - 250	6	15.4	3	7.5	-	-	-	-	-	-
251 - 300	3	7.7	6	15.0	-	-	-	-	-	-
301 - 400	1	2.6	2	5.0	-	-	-	-	-	-
401 - 500	2	5.1	4	10.0	-	-	-	-	-	-
501 - 800	1	2.6	1	2.5	1	12.5	-	-	-	-
1,000 and over	2	5.1	2	5.0	-	-	-	-	-	-
no answer	2	5.1	-	-	-	-	-	-	-	-
don't know	-	-	-	-	6	75.0	5	26.3	5	26.3
	39	100.0	40	100.0	8	100.0	19	100.0	19	100.0

\* entries refer to rent or mortgage payment

Table 68  
Fiscal Year End Date

Date	Full-Time Public Centres	Full-Time Private Centres	Part-Time Private Centres
Jan.			1
Feb.			1
Mar.	7		
Apr.		1	
May			4
Jun.	5		2
Aug.		3	2
Sep.	4	1	
Nov.			1
Dec.	24	2	5
no answer	1		
don't know			3
don't have one		1	
	41	8	19

Table 69  
Date of Most Recent Audit

<u>Date</u>	<u>Full-Time</u>		<u>Part-Time</u>
	<u>Public Centres</u>	<u>Private Centres</u>	
Sep. 76	4		
Nov. 76			1
Dec. 76	19	2	3
Jan. 77			1
Feb. 77	4		1
Mar. 77	7		
Apr. 77		1	
May 77			1
Jun. 77	6		
Jul. 77		1	
Aug. 77		2	1
never had one		2	11
no answer	<u>1</u>		
	41	<u>8</u>	<u>19</u>

Table 70  
Cost of Audit

<u>Cost</u>	<u>Full-Time</u>		<u>Full-Time</u>		<u>Part-Time</u>	
	<u>Public Centres</u>		<u>Private Centres</u>		<u>Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
0	5	12.5	-	-	1	5.2
1 - 100	2	5.0	-	-	2	10.4
101 - 200	-	-	-	-	-	-
201 - 300	9*	22.5	-	-	-	-
301 - 400	2	5.0	-	-	-	-
401 - 500	2	5.0	-	-	-	-
501 - 600	3	7.5	-	-	-	-
601 - 800	2	5.0	-	-	-	-
1,000	1	2.5	-	-	-	-
don't know	6	15.0	6	75.0	5	26.3
no answer	8	20.0	-	-	-	-
never had one	<u>-</u>	<u>-</u>	<u>2</u>	<u>25.0</u>	<u>11</u>	<u>57.9</u>
	40	100.0	8	100.0	19	100.0

\* includes \$750 for 3 centres' shared total cost  
(approx. \$250 each)

Table 71  
Means of Audit

<u>Means</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	hired accountant	31	75.6	-	-	5
volunteer*	7	17.1	-	-	3	15.7
staff member	-	-	2	25.0	-	-
no answer	3	7.3	4	50.0	-	-
no audit	-	-	2	25.0	11	57.9
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

\* church member, parent

Table 72  
Bank Charges 1976

<u>Charges</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	none	1	2.4	-	-	5
\$1 - 99	12	29.3	-	-	8	42.1
100 - 199	2	4.9	-	-	-	-
200 - 299	4*	9.8	-	-	-	-
500 - 599	1	2.4	-	-	-	-
800 - 899	-	-	1	12.5	-	-
don't know	9	21.6	6	75.0	6	31.6
no answer	12	29.3	-	-	-	-
refused	-	-	1	12.5	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

\* includes \$674 for 3 centres combined  
(approx. \$225 each)

Table 73  
How Often Books Balanced

<u>How Often</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	weekly	-	-	2	25.0	-
monthly	38	92.7	4	50.0	16	84.2
yearly	3	7.3	1	12.5	3	15.8
"when needed"	-	-	1	12.5	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 74  
Accounting System Used

<u>System</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	double entry	33	80.5	1	12.5	7
single entry	3	7.3	-	-	3	15.8
own	5	12.1	5	62.5	9	47.4
other	-	-	1	12.5	-	-
don't know	-	-	1	12.5	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 75  
Child Maintenance Grant Received  
by Public Full-Time Centres

<u>Grant Per Child</u>	<u>No. of Centres</u>			
	<u>1976</u>		<u>1977</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
\$100 - 150	2	5.7	-	-
400 - 450	3	8.6	-	-
451 - 499	7	20.0	-	-
500	19	54.3	38	92.7
700 - 750	1	2.9	1	2.4
don't know	2	5.7	2	4.9
no answer	1	2.9	-	-
	<u>35</u>	<u>100.0</u>	<u>41</u>	<u>100.0</u>

Table 76  
Status of Operating Budget 1976

<u>Status</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	surplus	22	53.7	3	37.5	12
deficit	12	29.3	-	-	3	15.8
balance	3	7.3	1	12.5	4	21.1
refused	1	2.4	1	12.5	1	5.2
no answer	3	7.3	-	-	-	-
don't know	-	-	2	25.0	-	-
did not use a budget	-	-	1	12.5	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 77  
Amount of Surplus 1976

<u>Amount</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	\$500 or less	4	9.8	-	-	1
1,000 - 4,999	11	26.8	-	-	5	26.2
5,000 - 8,000	6	14.4	1	12.5	2	10.4
10,000 - 20,000	-	-	2	25.0	-	-
don't know	-	-	-	-	4	21.1
no answer	18	43.9	5	62.5	7	36.8
refused	<u>2</u>	<u>4.9</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	41	100.0	8	100.0	19	100.0

Table 78  
Amount of Deficit 1976

<u>Amount</u>	<u>Full-Time Public Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	\$500 or less	3	7.3	2
1,000 - 4,999	4	9.8	-	-
10,000 - 20,000	4	9.8	-	-
refused	1	2.4	1	5.2
don't know	2	4.8	-	-
no answer	<u>27</u>	<u>65.9</u>	<u>16</u>	<u>84.2</u>
	41	100.0	19	100.0

Table 79  
Surplus Earmarked for Expenditure

<u>Surplus Earmarked for Expenditure</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	yes	17	41.5	-	-	-
no	3	7.3	3	37.5	11	57.9
don't know	1	2.4	-	-	1	5.2
refused	1	2.4	-	-	-	-
no answer	<u>19</u>	<u>46.3</u>	<u>5</u>	<u>62.5</u>	<u>7</u>	<u>36.8</u>
	41	100.0	8	100.0	19	100.0



Table 80  
Date Received First Installment  
of Grant for 1977 - - Public Centres

<u>Date</u>	<u>No. of Centres</u>
Jan.	1
Feb.	1
Mar.	18
Apr.	16
May - June	3
no answer	1
refused	1
	<u>41</u>

Table 81  
Projected Status of Operating Budget 1977

<u>Status</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
surplus	3	7.3	3	37.5	12	63.2
deficit	11	26.8	-	-	3	15.8
balance	27	65.9	1	12.5	3	15.8
don't know	-	-	2	25.0	-	-
no answer	-	-	-	-	1	5.2
refused	-	-	1	12.5	-	-
no budget used	-	-	1	12.5	-	-
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 82  
Projected Surplus 1977

<u>Amount</u>	<u>Full-Time Public Centres</u>		<u>Full-Time Private Centres</u>		<u>Part-Time Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
under \$5,000	-	-	-	-	8	42.1
5,000 - 10,000	2	4.9	1	12.5	3	15.6
11,000 - 19,000	-	-	1	12.5	-	-
20,000 or more	1	2.4	-	-	-	-
don't know	-	-	1	12.5	1	5.2
no answer	38	92.7	5	62.5	7	36.8
	<u>41</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 83  
Projected Deficit 1977

<u>Amount</u>	<u>Full-Time</u>		<u>Part-Time</u>	
	<u>Public Centres</u>		<u>Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
under \$1,000	2	4.9	-	-
1,000 - 4,999	4	9.8	-	-
5,000 - 9,999	1	2.4	-	-
10,000 - 14,999	1	2.4	-	-
20,000 or more	2	4.9	-	-
no answer	31	75.6	16	84.2
don't know	-	-	3	15.8
	<u>41</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

Table 84  
Operating Budget 1977

<u>Budget</u>	<u>Full-Time</u>		<u>Full-Time</u>		<u>Part-Time</u>	
	<u>Public Centres</u>		<u>Private Centres</u>		<u>Private Centres</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
under \$500	-	-	-	-	2	10.5
1,000 - 1,999	-	-	-	-	3	15.8
2,000 - 4,000	-	-	1	12.5	2	10.5
6,000 - 7,000	-	-	-	-	1	5.2
10,000 - 20,000	2	5.0	2	25.0	3**	15.8
21,000 - 30,000	-	-	-	-	-	-
31,000 - 40,000	5	12.5	-	-	-	-
41,000 - 50,000	9	22.5	-	-	-	-
51,000 - 60,000	6	15.0	-	-	-	-
61,000 - 70,000	2	5.0	-	-	-	-
71,000 - 80,000	2	5.0	-	-	-	-
81,000 - 90,000	5*	12.5	-	-	-	-
91,000 - 100,000	2	5.0	-	-	-	-
101,000 - 200,000	4	10.0	-	-	-	-
201,000 - 300,000	1	2.5	-	-	-	-
don't know	2	5.0	2	25.0	6	31.6
refused	-	-	2	25.0	2	10.5
no budget used	-	-	1	12.5	-	-
	<u>40</u>	<u>100.0</u>	<u>8</u>	<u>100.0</u>	<u>19</u>	<u>100.0</u>

\* includes 3 centres with combined budget of \$256,738  
(approx. \$85,000 each)

\*\* over \$10,000

Table 85  
 Source of Other\* Funding  
 for Public Full-Time Centres

<u>Source</u>	<u>No. of Centres</u>	
	<u>1976</u>	<u>1977</u>
United Way	3	3
job creation program	1	9
fund raising	3	2
est'd groups	2	1
foundations	9	8
no other funding	<u>23</u>	<u>18</u>
	41	41

\*other than parent fees  
 and day care office grant

Table 86  
 Amount of Other Funding  
 for Public Full-Time Centres

<u>Amount</u>	<u>No. of Centres</u>	
	<u>1976</u>	<u>1977</u>
\$200 or less	3	4
201 - 500	3	-
501 - 800	2	1
1,000 - 2,000	3	3
2,001 - 4,000	6	3
4,001 - 7,000	-	12
more than 7,000	1	-
no other funding	<u>23</u>	<u>18</u>
	41	41

Table 87  
 Adequacy of Present Level of Funding  
 as Expressed by Public Centre Directors

<u>Is Present Level of Funding Meeting Centre Needs?</u>	<u>No. of Centres</u>	
	<u>N</u>	<u>%</u>
yes	23	56.1
no	14	34.1
no, not with projected staff raises	1	2.4
yes, with other sources	3	7.3
	<u>41</u>	<u>100.0</u>

Table 88  
 Adequacy of Using Child Attendance as Basis of Funding  
 as Expressed by Public Centre Directors

<u>Does Centre Feel This Criterion is Good?</u>	<u>No. of Centre</u>	
	<u>N</u>	<u>%</u>
yes	10	24.4
no	20	48.8
maybe	7	17.0
What else is appropriate?	4	9.8
	<u>41</u>	<u>100.0</u>

CENTER SURVEY INTERVIEW FORM

NAME:

ADDRESS:

PHONE NO.:

1. LOCATION

2. HOURS OF OPERATION

Good (morning, afternoon), my name is \_\_\_\_\_.

I am working on a survey funded by the Planning Secretariat of Cabinet to look into the current situation in Child Care. The results of this questionnaire will be available to those requiring specific information on child care in Manitoba. If you don't mind, I will be asking you some questions about the operations, staffing and finances of your centre. Do you have any questions before we start?

3. What type of centre is this? (primarily)

(i) day care \_\_\_\_\_

(ii) nursery \_\_\_\_\_

(iii) lunch and after 4 \_\_\_\_\_

4. Are you incorporated as a co-op?

No \_\_\_\_\_

Yes \_\_\_\_\_

5. When did your centre begin operation?

(i) prior to 1974 \_\_\_\_\_

(ii) 1974 \_\_\_\_\_

(iii) 1975 \_\_\_\_\_

(iv) 1976 \_\_\_\_\_

(v) 1977 \_\_\_\_\_

6. I'm going to give you this card, with a list of five categories. Could you please give me the answers to the following questions. How many board members does your centre have? How many of these board members are staff, parents, community representatives? What is the number of board members needed to form a quorum?

	0	1	2	3	4	5	6	7	8	Don't know
Board members										
Staff										
Parents										
Community Rep.										
Quorum										

7. Is the director a board member?

No

\_\_\_\_\_

Yes

\_\_\_\_\_

Now I'd like to ask you some questions about the size of your centre.

8. How many licensed spaces do you have?

\_\_\_\_\_

9. What is your total present enrollment?

(i) full time

\_\_\_\_\_

(ii) part time

\_\_\_\_\_

10. What is your average daily attendance per month?

\_\_\_\_\_

11. Do you have a waiting list?

No

\_\_\_\_\_

Yes

\_\_\_\_\_

12. Are you open
- (i) mornings \_\_\_\_\_
  - (ii) afternoons \_\_\_\_\_
  - (iii) full day \_\_\_\_\_
  - (iv) 11-6 and/or 7-6 \_\_\_\_\_
  - (v) Other \_\_\_\_\_

13. Which days of the week are you open?
- |                 |                |
|-----------------|----------------|
| Monday _____    | Friday _____   |
| Tuesday _____   | Saturday _____ |
| Wednesday _____ | Sunday _____   |
| Thursday _____  |                |

The following questions concern what the parents and day care provide.

14. Do the parents provide
- |  | <u>N/A</u> | <u>No</u> | <u>Yes</u> |
|--|------------|-----------|------------|
| (i) Box lunches                        | _____      | _____     | _____      |
| (ii) Are these lunches used for snacks | _____      | _____     | _____      |
| (iii) Snacks                           | _____      | _____     | _____      |

15. Does the centre provide

				# of times per day or time of year							
	N/A	No	Yes	N/A	1	2	3	More	N/A	Hot	Cold
Milk											
Juice											
Snack											
Breakfast											
Lunch											
Lunch supplement											

16. Does the centre have/use

	N/A	No	Yes	Don't Know
Special room for naps				
Mats				
Cots				
Sleeping bags				
Blankets				
Child's own blanket				

17. Does the centre provide/hold

	N/A	No	Yes	No. of Times per year							
				N/A	1	2	3	4	5	6	More
Manuals											
Newsletters											
Questionnaire											
Nutritional info											
Private Interviews											
Parent Meetings											



These questions are about enrollment and transportation:

18. Does the centre:

	<u>N/A</u>	<u>No</u>	<u>Yes</u>	<u># of children</u>
(i) (a) have any children who are new Canadians (< 3 years?)	_____	_____	_____	_____
(b) whose first language is other than French or English?	_____	_____	_____	_____
(c) other Canadian children whose first language is other than English?	_____	_____	_____	_____
(ii) accept Kindergarten children?	_____	_____	_____	_____
(iii) accept special needs children?	_____	_____	_____	_____
(iv) accept children under 2?	_____	_____	_____	_____
(v) not toilet trained?	_____	_____	_____	_____

19. Do you provide transportation to and from the Centre?

No \_\_\_\_\_  
 Yes \_\_\_\_\_

20. Is transportation provided for Kindergarten children?

N/A \_\_\_\_\_  
 No \_\_\_\_\_  
 Yes \_\_\_\_\_

If yes, who is it provided by?

School board \_\_\_\_\_  
 Parents \_\_\_\_\_  
 Day care staff \_\_\_\_\_

21. Does the centre's staff accompany any kindergarten children to and from classes?

N/A \_\_\_\_\_  
 No \_\_\_\_\_  
 Yes \_\_\_\_\_

22. For activities requiring transportation, what kind is used?

Bus \_\_\_\_\_ Parent vehicle \_\_\_\_\_  
 Van (own) \_\_\_\_\_ Staff vehicle \_\_\_\_\_  
 Van (hired) \_\_\_\_\_ N/A \_\_\_\_\_

These questions are in regard to the staff of your centre.

23. Please list the primary duty of each of your staff members and any additional jobs they perform.

Primary Duty	Super-visor	Book-keeper	Child Care Worker	Cook	Main-tenance	Other	No Additional Duties
(1)							
(2)							
(3)							
(4)							
(5)							
(6)							
(7)							
(8)							
(9)							
(10)							
(11)							
(12)							

24. I'm going to give you this card with these categories on it: staff position, education, experience in day care, experience in related areas, hours actually worked per week and salary. Please tell me the answers in each category for each of your staff members.

Staff Position	N/A	Education	Experience in Day Care	Related Exp.	Hrs./Week	Salary per annum
1. Director						
2. Supervisor						
3. Child Aid I						
4. Child Aid II						
5. Child Aid III						
6. Child Aid IV						
7. Child Aid V						
8. Cook						
9. Maintenance I						
10. Maintenance II						
11. Bookkeeper						

25. Does your staff rotate shifts?
- No \_\_\_\_\_
- Yes \_\_\_\_\_
26. Have the salaries changed since 1976?
- N/A \_\_\_\_\_
- No \_\_\_\_\_
- Yes \_\_\_\_\_
27. Are staff members paid for attending staff meetings outside of working hours?
- N/A \_\_\_\_\_
- No \_\_\_\_\_
- Yes \_\_\_\_\_
- If yes, where are the meetings held?
- \_\_\_\_\_
28. What is the average child/staff ratio working with the children?
- \_\_\_\_\_
29. Is your director counted in this child/staff ratio?
- No \_\_\_\_\_
- Yes \_\_\_\_\_
30. Does the centre make use of the services provided by volunteers?
- No \_\_\_\_\_
- Yes \_\_\_\_\_
- If yes, who are they?
- Parents \_\_\_\_\_
- Elderly \_\_\_\_\_
- Child Care students \_\_\_\_\_
- High school students \_\_\_\_\_
- Other, specify \_\_\_\_\_

31. Please list the special regular outside programs offered by your centre, e.g. swimming, science.

_____	_____
_____	_____
_____	_____
_____	_____

This final section contains questions about subsidies, finances and bookkeeping practices of your centre.

32. On this card you will find two categories:

- (a) single parents
  - (b) two parent families
- How many of your single parent families are:
- (a) fully subsidized
  - (b) partially subsidized
  - (c) paying full fees

How many children does each include? Two parent families?  
 How many children in each?

	<u>Single parent families</u>	<u>Two parent families</u>
Full subsidy	_____	_____
No. of children	_____	_____
Part subsidy	_____	_____
No. of children	_____	_____
Full fees	_____	_____
No. of children	_____	_____

33. This question is about your fees per child per day in 1976 and 1977. What was your fee in 1976? In 1977? Has/Will the fee changed in 1977? When? What is the new fee?

		<u>Δ in fee</u>					
	1976	1977	No	N/A	Yes	When	New Fee
Fees	\$ _____	\$ _____	_____	_____	_____	_____	\$ _____

34. What is your present rent? Has your rent increased from 1976?  
By how much?

	1977	1976	N/A	in rent
Rent	\$ _____	\$ _____	_____	\$ _____

35. When does the fiscal year end for the purpose of incorporation for your centre?  
\_\_\_\_\_

36. When are your books audited?  
N/A  
\_\_\_\_\_  
\_\_\_\_\_

37. When was your most recent audit?  
N/A  
\_\_\_\_\_  
\_\_\_\_\_

38. What was the cost of your audit?  
N/A  
\_\_\_\_\_  
\$ \_\_\_\_\_

39. Who audits your books?  
(i) N/A  
(ii) hired accountant  
(iii) staff member  
(iv) board member  
(v) other  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

40. What were your bank charges in 1976?  
N/A  
\_\_\_\_\_  
\$ \_\_\_\_\_

41. How often are your books balanced?  
(i) monthly  
(ii) quarterly  
(iii) semi-annually  
(iv) annually  
(v) other  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

42. Which accounting system do you use?

- (i) double entry \_\_\_\_\_
- (ii) single entry \_\_\_\_\_
- (iii) your own \_\_\_\_\_

43. How much was your child maintenance grant per child space for the fiscal year ending March 31/76? For the fiscal year ending March/77?

	Child maintenance grant	N/A	Do not know
1976 \$	_____	_____	_____
1977 \$	_____	_____	_____

44. Did your budget for 1976/operate at:

- |                     | Amount   |
|---------------------|----------|
| (i) surplus _____   | \$ _____ |
| (ii) deficit _____  | \$ _____ |
| (iii) balance _____ | \$ _____ |
| (iv) N/A _____      | \$ _____ |

45. Was your 1976 surplus earmarked for expenditures?

- N/A \_\_\_\_\_
- No \_\_\_\_\_
- Yes \_\_\_\_\_

46. When did you get your first installment of your grant? (1977)

\_\_\_\_\_

47. Will your budget for 1977/operate at:

- |                     | Amount   |
|---------------------|----------|
| (i) surplus _____   | \$ _____ |
| (ii) deficit _____  | \$ _____ |
| (iii) balance _____ | \$ _____ |

48. How much is your operating budget for 1977?

\_\_\_\_\_

49. How much funding did you get from sources other than the parent fees and the Day Care office in 1976? Please specify source and amount.

Source	Amount
(i)	
(ii)	
(iii)	
(iv)	
(v)	
(vi) None	_____))
(vii) N/A	_____

50. How much funding will you be getting from other sources in 1977? Please specify source and amount.

Source	Amount
(i)	
(ii)	
(iii)	
(iv)	
(v)	
(vi) None	_____
(vii) N/A	_____

51. Is the present level of funding meeting your needs?

No \_\_\_\_\_  
 Yes \_\_\_\_\_

52. Government funding and maintenance grants for day care is based on actual child attendance. Do you feel this criterion is a good one? Explain.

N/A \_\_\_\_\_  
 No \_\_\_\_\_  
 Yes \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**SURVEY OF NEEDS**



During November-December 1977, the Institute of Urban Studies conducted a needs survey in the city of Winnipeg to assess community demand for day care services.

The research procedure was as follows: 3,600 telephone numbers were drawn from the Winnipeg telephone directory, using a table of random numbers to select the telephone numbers. Each number was telephoned to determine a) if any children age 12 or under lived in the household, and b) if the respondent was willing to be interviewed at a later date for the study. This screening process generated a sample of 526 households eligible and willing to be interviewed. All 526 households were then mailed a letter confirming the arrangement, and informing them again that someone would call within two weeks to conduct the interview. Study interviews were then conducted by telephone<sup>1</sup> during the first three weeks in December. The results of previous studies have shown that pre-telephoning and letters of confirmation combine to produce a completion rate of nearly 95%. Therefore a sample of 526 should have yielded 500 completed interviews. During the first two weeks of telephoning, there was in fact a 95% response rate. But in the week before Christmas, the rate of co-operation dropped sharply, so that 415 completed interviews were obtained in all.

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1. Research conducted at the Urban Institute in Washington, D.C. demonstrated that telephone interviews in day care studies produce data "at least as good as, and in some cases superior to, that obtained by personal interviews" (Zamoff, 1971). In addition, telephone interviews are faster and less expensive to carry out.

This section will report on the results of the survey. See appendix at the end of the section for the interview instrument used and the tables presenting the detailed findings.

The total sample of 415 households-with-children-12-and-under included 90% two-parent families and 10% single-parent families. Over one-third of the mothers worked outside the home (36%) and another 5% had paying jobs they did from within the home.<sup>2</sup> Fifty-eight percent did no work for pay. Most of the families interviewed had only one or two children; 17% had 3 or more children. As to age of children, 312 families had pre-school children and 251 had school-age children.<sup>3</sup> About half the mothers worked at, or had formerly worked at, clerical and sales jobs; 22% held or had held professional jobs (usually nurses), 10% were classified as skilled labour (hairstresser, for example), 15% were semi-or-un-skilled (factory work) and 3% had never held a job. Just under 10% were currently enrolled in school.

Most of the mothers were between 21 and 49 years of age. Total household income was reported at \$10,000 or less for 7%, \$11,000-15,000 for 23%, \$16,000-20,000 for 21% and over \$20,000 for 23%. However, 25% would not divulge this information. Most (77%) of the mothers had an education of high school or less; 22% had some university or were university graduates. Most (81%) were born in Canada, but respondents also represented a variety of other national origins --China, Japan, India, Pakistan, various areas of Europe, the Carribean, Great Britain, South America, and others. Of immigrants, 61% had been here over five years and 18% five years or less.

Interviewees were fairly well distributed throughout the city. Most of the time, those interviewed were the mothers of the children; in 10% of the cases, father was interviewed.

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2.. These percentages correspond approximately with national statistics. Most reported statistics on work participation rates of women deal either with all women (whether mothers or not) or with women who have children 16 and under.

3. The sample probably over-represents families with pre-school children. In the initial screening telephone calls, there were numerous instances in which parents of 10-to-12-year olds refused to co-operate with the study because they felt that since they had no need for child care, they could contribute nothing to the study.

Before the interview proceeded, the first question asked was what the person thinks of when the term "day care" is mentioned. As might be expected, responses overwhelmingly --88%-- included (and most of the time were limited to) the idea of babysitting. After interviewers elicited this first response, they were instructed to say "anything else"? Usually, respondent had nothing to add.<sup>4</sup> Few actively positive features were mentioned. In about 10% of the cases respondents were able to add (or volunteered on their own) one or more of: trained staff, developmental programs, food, or fun. In less than 2% of the cases did people express an actively negative view of day care (for bad mothers, bad places, etc.)<sup>5</sup>

There were 111 households with pre-school children in which all parents present worked or went to school part-time or full-time. Table 11 shows the child care arrangements made in each of these households. In 20 of the 11 households, two different arrangements were necessary.

Five percent sent their children to a day care centre. Another 12% put their children in nursery school.<sup>6</sup> Over one-third (36%) involved situations where husband's and wife's hours differ, so there is always a parent at home to look after the child. In 18% of the cases a friend or relative cares for the child. In

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4. In 8% of the cases respondent couldn't even come up with that much. They had no idea what we were talking about when we said "day care".

5. People with these views were most certainly under-represented in the sample of 415. In the screening interviews, on hearing that this was to be a study of day care, some people expressed strong anti-day care opinions, (for example, day care is for prostitutes) and refused to be part of the study. Unfortunately, the telephoners did not keep an exact record of how many reacted this way, but it would appear to be a significant minority.

6. There is some doubt over difference in labels between "nursing school" and "day care". Amongst professionals in the field, nursery school is part-time care. Amongst parents, it is unclear how the terms are used. Of the 12% reporting nursery schools, several involved parents both of whom worked full-time. In that case, the children were probably in day care centres, but because of a lack of a positive public image for day care, (see previous item), the parents prefer the term nursery school..

10% of the cases a hired sitter comes to the house. In 15% of the cases, the mother herself cares for the child while she is working. This usually involves women who work in the home, or who do housecleaning in other peoples' homes. The rest-17%-are those who send their children to a sitter's house for care.<sup>7</sup>

Table 12 shows the cost to the parent, of these various arrangements for care of pre-school children. Over half (56%) are completely free, and another 12% are very inexpensive (\$1 to \$10 per week). There are wide variations within categories. A sitter costs anywhere up to \$35. per week, but is usually \$20. or less. Some of the arrangements are part-time.

Among school-age children of working or in-school parents, representing 112 households in the sample, 22% look after themselves, at least part of the time, when they are out of school. In 19% of the cases, an older brother or sister looks after them. In 39% of the cases, at least one parent is always home with the child when the child is not in school. Friends and relatives are used in 14% of the cases, and sitters in 13%. A mere 3% are in breakfast, lunch or after school programs. See Table 13 for further details.

Even more so than for younger children, arrangements for school-age children are free (81%). Even 2 of the school programs are. They are likely in one of the 15% of schools where children are allowed to eat their lunch, but there is no actual program for them.

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7. The distinction in the table between "day care home" and "child goes to sitter's house" is probably unnecessary. In both cases, the sitter usually is a woman who is at home looking after her own children; when the only additional children were the respondent's children, it was labelled "child goes to sitter's house", when in addition to respondent's children and sitter's children were other people's children as well, then it was labelled "family day care home". The distinction has nothing to do with licensing, but is only one of scale.

Among the remaining households, where there is at least one parent in the home who neither works nor goes to school, 21% still use some kind of regular child care arrangements for their pre-school children. The reason given is most often that the parent feels it is good for the child, and the arrangement is usually nursery school; it usually involves 6 to 10 hours per week, and the cost is very low. For school age children of a non-working parent, no other child care arrangement is usually made.

Past research has shown that simply asking a parent "are you satisfied with your child care arrangement" usually yields a high rate of "yes" responses, for various reasons having little to do with actual satisfaction (see Section I of this report). As a way of perhaps getting around it, this study asked "was the arrangement you are now using your first choice, or had you tried to make other arrangements". And in fact, a picture of less complete satisfaction was revealed. "Are you satisfied" (which we included also) yielded 85% yes; "Was it your first choice" yielded only 75% yes -- still a high rate, but it is felt a more reliable index, based as it is more on recall of behaviour rather than on expressed attitude.

When the child care arrangement used was cross-tabulated with the question on choice, an interesting finding appeared. When the parent or any related person was used to provide care, it was most likely to represent the first choice; when any other arrangement was used, it was most likely not to be the first choice, and this was especially so when the arrangement used was a family day care home. The data are presented in Table 54 and are statistically significant ( $\chi^2 = 22.81$ ,  $df = 11$ ,  $p < .01$ )

The same questions were asked regarding care arrangements for school-age children. When asked "are you satisfied" we got an 87% "yes" response; "Was it your first choice" yielded a 77% "yes" response. Again the data were cross-tabulated, and the same pattern appeared: when a parent or other relative cares for the child it was most likely to have been the first choice for care; when any other arrangement is made, including child caring for self, it was most likely not to have been the first choice. These findings also reached statistical significance ( $\chi^2 = 20.74$ ,  $df = 10$ ,  $p < .01$ ) and are presented in Table 55.



For those who stated the arrangement used was not their first choice, we asked what did they originally want and why couldn't they arrange it. The data reveal practically as many scenarios as there are people. Some wanted a day care centre, couldn't find, and settled for a sitter. Some wanted a sitter, couldn't find, and settled for a day care centre. Some wanted a day care centre, tried it and didn't like it, and chose a family day care home. Some wanted a sitter, tried it and didn't like it, and then chose something else. The following charts indicate the actual responses to these items.

For Pre-School Age Children

<u>Arrangement Desired or First Tried</u>	<u>Problem</u>	<u>Arrangement Now Used</u>
day care centre	"couldn't find a decent one"	parent while at work cares for child
nursery school	tried it, but turned out to be unsatisfactory	spouse hours differ
day care centre	not available	babysitter
send child to sitter	inconvenient	sitter come to child
housekeeper	couldn't afford it	got a woman to live with him and look after children for free
nursery school	didn't open early enough	spouse hours partly differ; when both working same time, use family day care home
sitter to come to child	couldn't find one	family day care home
sitter to come to child	sitter quit	child goes to sitter (another one)
babysitter	couldn't arrange	nursery school
sitter to come to child	couldn't find one good enough	family day care home

relative to care for both children	grandma couldn't handle both	one stays with grandma; other goes to day care centre
day care centre	mother didn't like it	family day care home
sitter to come to child	child wasn't watched properly	day care centre
sitter to come to child	couldn't find	nursery school
drop-in day care	not available	nursery school
live-in babysitter	couldn't find	sitter comes to child
sitter to come to child and to clean	couldn't find	child goes to sitter
day care centre	child too young (1½)	sitter comes to child

#### School-Age Children

<u>Arrangement Desired or First Tried</u>	<u>Problem</u>	<u>Arrangement Now Used</u>
Day care centre for breakfast	day care doesn't open early enough	child goes to sitter
day care centre	"friends discouraged me"	sitter comes to child
babysitter	couldn't find adequate one	children care for selves
babysitter	couldn't find one	children care for selves
sitter who will come when child is sick	sitter won't sit with children when sick; couldn't find another sitter	makes do with sitter who won't come when child is sick

sitter to come to child	couldn't find	child goes to sitter
lunch and after school at day care centre	couldn't find a centre to do this	child cares for self
after school care	couldn't find one	child cares for self
sitter to come to child for lunch and after school	couldn't find one	children go to sitter
after school program	was in one; got too full and child was cut off	child cares for self
send child to sitter	couldn't find one	child cares for self
live-in housekeeper	couldn't find one	relative comes to child
lunch and after school program	none available	parent while at work cares for child
send child to sitter	inconvenient	sitter comes to child
housekeeper	couldn't afford it	woman lives with him and looks after children for free
nursery school	couldn't get, as school was filled	sitter comes to children
school program	school has no program	child cares for self
"Other arrangement"	couldn't arrange transportation	parent cares for child while at work
live-in housekeeper	used to have before child started school; now that child is not home all the time, feels she can't justify the expense	sitter comes after school; sends child to private school simply so can stay for lunch.

For these people now using "second choice", when we look at what they would have preferred to arrange but could not, we find a demand for formal group programs for pre-school and especially for school-age children but also, for younger children only, a demand for private sitters in child's own home.

Whether child care arrangement used was first choice or not, parents were asked what it is about the arrangement they like and dislike. The data for pre-school children are given in Tables 23 and 24, and for school age children in Tables 27 and 28.

For pre-school children in some kind of care arrangement, the most liked feature, mentioned by 20% of the parents, was that the child was developing, learning in some way, emotionally or intellectually. Another liked feature, mentioned by 19%, was that the parent trusts or likes the care given. For 18% of the parents, what was liked was that the child was cared for by the parent. This is a rather closed argument, because it was usually the only answer given when child was cared for by the parent. What this reflects is the parents' conviction that this is the ultimate in good care, and no specific reasons have to be enumerated. Parent care is good because it is parent care. Seventeen percent said they liked the arrangement because child was happy; 15% named the competence or training of the care given; 13% named the nearness to home; 11% the affectionate nature of the care giver, and 10% the fact of the child's being cared for in her/his own home (whether by parent or sitter). Other reasons for liking the arrangement were mentioned only infrequently.

When asked what they disliked, most parents said "nothing". Perhaps their arrangements are flawless; or else this is a reflection of parental unwillingness to admit to problems in the care to which they submit their children; or it may be a lack of critical perception. Certainly parents were more abundant in their positive comments (N=246) than in their negative comments (N=146).

For school-age children, the single most liked feature of care is its low cost, mentioned by 23%. Twenty-two percent simply like the idea of a child being cared for by the parent or family, and 20% like the child to be cared for in her/his own home. Ten percent mentioned parent trust in the caregiver. Parents had less to say about liked features of school-age children than of pre-school children, and as to what was disliked, the overwhelming

majority said "nothing".<sup>8</sup>

The foregoing gives a general idea of the kinds of things parents name when asked what they like about the care of their children. Cross-tabulation were performed to see if any specific liked features were related to specific forms of care. Results overall were not statistically significant for either pre-school or school-age children, but individual items were of interest. For parents of pre-school children in day care centres, the liked feature was most often the competence of the care giver. For parents of pre-school children in a family day care home, the liked feature was most often its nearness to parent's home. Interestingly parents seldom mentioned the happiness of the child as a reason for liking a family day care, home, but it was the second-most-liked feature of day care centres.

For school-age children, parents like it when the child takes care of himself primarily for the cost (free). There was also a good deal of dissatisfaction that emerged only in the cross tab. In nearly one-fifth of the cases where child cares for self parent answered "nothing" when asked what was liked about the whole arrangement, an extremely negative view.

For the entire sample of 415, parents were presented with a series of child care arrangements and were asked whether they thought they were available to them, even if they didn't use them. The results are presented in Table 29. Probably the most remarkable thing about this table is the abundance of ignorance it reveals regarding formal group programs. Over a quarter of the parents said they didn't know if day care centres and lunch and after school programs were available. Furthermore, just because a parent answered "yes" or "no", does not mean they know whether or not a service is available. It may simply mean they are misinformed. For example, 32% said lunch and after

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8. For both pre-school and school-age children, when asked what was disliked about child care arrangement used, a small number of parents in each case named, not something to do with the arrangement itself, but dissatisfaction with having to work and to make any arrangement.

school programs are available. Clearly they are misinformed. Data to be presented further down show that, of full-time working mothers (i.e., those most in need of lunch and after school programs and therefore most likely to be aware of the lack) only 22% said such programs are available; among non-working mothers who do not feel the lack of such programs, 33% think they are available.

The "don't know" rates are much smaller for relatives', friends' and sitters' availability, and probably the yes's and no's can be accepted with much more confidence. It is unlikely that a parent would be misinformed as to whether or not someone else in the household could look after the child. Such a person is present in 25% of the households, a relative or friend is seen as available in 48% of the cases, 30% think a sitter could be found to come to the child's house and 42% think a sitter would be available to sit in her house.

A note on the meaning of "available": with regard to day care centres' availability, comments by respondents suggested that, for many, availability is equated with "in walking distance". If there is no day care centre in walking distance of home, it is "not available".

For any child care arrangement that parents identified as "available", they were asked how much they thought it would cost. The interesting thing to note here is the degree to which parents underestimate the cost of a day care centre. Apart from the fact that 57% of those who say a centre is available have no idea what it costs, 23% are misinformed and think it costs \$25. a week or less. That leaves only 20% who are approximately right in their estimate of cost. People do not generally have the idea that centres cost more than they in fact do. About half don't know what a breakfast, lunch and after school program (BLAS) would cost, and about 10% think it would be free.

Private sitters are guessed to be quite a bit more expensive than day care centres, and considerably more than what most people actually pay for a sitter (see Table 12)

Any parent who identified day care centres or BLAS programs as unavailable or as don't know if available or not, was asked if the parent would use the

service if it were available.<sup>9</sup> Results are presented in Table 31. About a third (37%) said they would use day care centres and 47% said they would use BLAS, if available.

Since the question of whether or not a parent would use a day care centre is somewhat obscure because of the fact that some of the parents answering the question have children under 6 (i.e., eligible for day care centres) and some do not and are therefore answering with we-don't-know-what in mind, a cross tabulation was done by age of children. The following results were obtained:

<u>Age of Child</u>	<u>Yes, I would use a day care centre</u>
under 6	40%
6 - 12	28%

So 40% of parents of children under 6 say that if a day care centre were available, they would use it.

But ~~among~~ among those parents of under 6's who say a day care centre is available, only about 5% actually use it.<sup>10</sup>

One cannot therefore interpret that 40% figure as reflecting a real demand level. People say "yes" to a service in theory for all sorts of reasons, but when the actual choice is there, other motives apparently come to the fore. This will be pursued in greater detail later in this section.

Finally, we asked parents two general, philosophical, questions on child rearing. First, how strongly they thought that a child age 3 to 5 is best cared for only by its own mother, and second

9. Those who perceived the programs as available, were excluded from this question. Since such programs are actually used by only a handful of people, the several hundred who said they are available are presumably non-users.

10. Cross-tabs show that 167 parents of under 6's said that a day care was available. We already know that only 8 people in the sample actually use day care (including the 2 who might be using "nursery school" to mean day care), and that is how the 5% figure was arrived at. Even if we include all the people in the sample who actually use nursery school, the total still only comes to 17%.

how they felt about day care centres' being a good experience for children age 3 to 5. Results are in Tables 32 and 33.

Almost half (44%) are very attached to the idea that children are best cared for only by their own mother. About a third disagreed with that notion. As to how beneficial day care is for children, almost one quarter disagree that it is a good experience for children; the largest single reaction to the statement (42%) was a lukewarm agreement. People frequently made the comment, in the context of answering this question, that day care is all right only if it is part-time, but not if it is full-time.

The proposition is frequently put forth that women want to work but are held back by the unavailability of day care. This report has already shown (see p. 70 ) that mothers who don't work actually think day care is more available than mothers who do work. In fact, cross-tabulations of various data yield a thought-provoking difference in profile between working and non-working women. Tables 42 through 45 present the data relevant to this discussion, and all differences are statistically significant at the .05 level or better

Mothers(of children age 12  
and under) who work

Know what is or is not  
available in child care

aware of lack of day care  
centres and BLAS programs

more likely to be professional  
or to have some saleable skills  
and therefore ready jobs

Mothers(of children age 12  
and under) who don't work

large "don't know" responses to  
what child care is available  
- have never bothered to find  
out or cannot find out

not aware of lack of day care centres  
and BLAS programs - believe they  
are available.

more likely to be semi-or-un-skilled  
or to have never worked at all -  
no saleable skills, no ready jobs

(cont'd)



more liberal child-rearing  
views: others can care for  
my child as well as me

more conservative child-rearing  
views: no one can care for my  
child as good as me

More kindly disposed toward  
day care centres

more likely to voice reservations  
about day care as a good experience  
for children

It is unlikely that providing more day care centres will render these non-working women more informed, more skilled, less proprietary toward their children, or more favorable to day care. Most women who don't work don't want day care. The point was made earlier in this report (See Section I) that women who want to work need day care, but that the presence of day care does not send more women out to work. This apparently seems to be the case in Winnipeg.

This is not to say that availability of care alternatives has no effect whatsoever on labour market participation. Examination of Table 45 shows that among working mothers, 35% have someone else in the household who can care for their child, but among non-working mothers only 19% have such a person in the household. However, differences along these lines are not found for any other care arrangement.

The strength of attachment to home and aversion to outside work among some women is not to be underestimated. For example, even among those with readily available free child care in the home, 45% still don't work. Among those women with a profession, 57% still don't work. There are a lot of determined homebodies out there.

Cross-tabulations with other demographic variables reveals further important factors in the demand-for-child-care debate.

The total household income of a family is highly related to child care used (Table 47) for pre-school children. The lower the income, the more likely the parent looks after the child. The higher the income, the more likely a day care centre or nursery school is used. Certainly the fact of parent care being free is probably the most important factor here.<sup>11</sup> But the education cross-tabs shows that education of the mother is at least partially responsible for the over-representation of the rich in day care centres. Income is highly related to education -- a well-established demographic fact -- and in this study better-educated mothers in Winnipeg were found to be philosophically less opposed to day care or to someone else's caring for their child (Table 46)

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11. Although with total subsidies available this may not be so, unless the subsidy program is not known or else is not all-inclusive enough.

than were poorer-educated mothers. To some extent, then, the poor may tend to be biased against day care concepts; the rich hold philosophies more inclined to the day care concept. This may explain why, in those American studies cited earlier (in Section III) low-income families who were offered free high-quality day care centres did not take advantage of the offer.

The above referred to the relation between income and choice of child care arrangement for pre-schoolers. It is of interest to note that no relationship could be established between income and child care for school-age children. In other words, no matter how rich or poor, child caring for himself is still the major arrangement made.

Immigrant women, especially recent immigrants, are more wedded to the concept that the mother alone should care for her children, and therefore the recent increase in immigrant population in Winnipeg is perhaps unlikely to lead to a very much greater demand for day care. Canadian women are much more likely to feel others can take care of one's child.

However, the matter of pressing financial need must be considered also. Immigrant women, or any women for that matter, may not like the idea of giving over the care of their child for even part of the time, but they may nevertheless be forced to out of economic necessity. Table 50, for example shows that the full-time work participation rate is three times higher in Winnipeg for single parents than for two-parent families. No situation demonstrates economic necessity so clearly. The women who work tend to do so out of real need, not as a frill.

Tables 48 and 49 demonstrate further attitudinal differences between single-parent and two-parent families in terms of receptivity to day care, with single-parent mothers being more inclined to day care; two-parent families less inclined. Single parent mothers are also more acutely aware of the lack of lunch and after school programs in Winnipeg, although this latter finding just misses statistical significance at the .10 level.

There is a strong age factor operating too. Table 53 shows that the younger the mother, the less likely she is to feel she alone can best care for her child. Younger mothers, and mothers with younger children, express more willingness to use formal group programs, and have more faith in the benefits

of day care, suggesting perhaps that demand is likely to increase as a new generation of women takes over.

An interesting finding arose with regard to residential tenure (length of time a person has lived at the same address). The longer a mother has lived at the same address, the better informed she is with regard to available services, or unavailable services. Women who have lived at the same address for 5 years are less likely to say "don't know" when asked if a day care centre is available, and more likely to say "no" or "yes". Clearly there needs to be some better information network for families who have just moved into a neighbourhood and haven't the five year's time to collect information by word of mouth.<sup>12</sup> It's not very efficient.

Several interesting findings emerged in the cross-tabulation involving area of city. Table 52 shows differences in mothers' work participation rates across the city. The north central area had the highest rate of full-time working mothers. Census statistics show that this area also has the lowest average income of any area in the city. Conversely, Table 51 shows that people living in the north central area, who have the greatest need for day care, also have amongst the most abysmal lack of information about formal day care facilities and report amongst the lowest rates of day care centre availability. Two things can be inferred from this pair of findings:

1. that there is insufficient day cares and/or information about day cares to meet the needs of the area;
2. where economic necessity is high, work participation rates are high, regardless of the ready availability of day care centres or information on them. Presumably, in such circumstances, mothers have a greater struggle making arrangements, but nothing deters them from working.

Other findings in Table 52 show that West Kildonan has the highest rate of part-time working women, followed by St. James. Presumably both these areas could use part-time facilities.

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12. At one hearing where a number of parents of children in day care appeared, each was asked how they had heard of this particular day care. All answered word of mouth.

Fort Garry, Transcona and St. Vital have generally lower work participation rates for mothers than do other areas of the city. South Central and Charleswood have high rates of in-home paid work (typing, tutoring, running day care homes.)

Women in Fort Garry had the highest lack of information about day care centre availability. Nearly 40% had no idea if a centre were available or not in their area.

One final comment on the data: On page 62 of this section it was stated that 20 of the 111 working households with pre-school children made more than one-arrangement for the care of their child. Nursery school is the main common "ingredient" of all these multiple arrangements. The parent makes one arrangement (be it sitter, spouse, whatever) plus a part-time nursery arrangement. The question is: why? If the parent must make two arrangements to cover a full day's care, why hassle with a sitter and nursery school, or a relative and nursery school, instead of just making arrangement for a full-day day care centre? Possible reasons which come to mind are: it's cheaper; parent values nursery school concept; parent dislikes day care centre concept. There is no information in the data to settle this, except that sitter plus nursery is unlikely to be (much) cheaper than day care centre alone.

At the conclusion of the interview, we asked the respondent if they had anything they wished to add or ask.

Following are their comments:

COMMENTS<sup>13</sup>

I don't qualify for day care. Day care centres are government funded and only can be used by people who need it. (both she and husband work)

Should be more advertizing on day care -- types and where to get day care.

Would like to send child to day care centre when older (now 2 years).

Would like a day care for school age children at lunch and after 4.

Child day care needs more flexible hours.

Need to have school care for children during 2 hour lunch break.

Can't afford day care centre (single unemployed mother of 3).

(used to have child in day care home) Liked it very much. Child learned to play with others. If anything went wrong, day care mother would phone her.

Doesn't approve of day care. Only parents -- not even an occassional sitter -- should care for children.

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13. Sometimes verbatim, but usually comments are reduced to essence, because often very long.

COMMENTS - (continued)

Need part-time day care.

Need day care for children not yet toilet trained.

Is on waiting list for a day care.

Area (Charleswood) could use a day care.

Don't believe in others taking care of my children.

Don't want others looking after my kids.

Day care is great (both children are in day care).

Don't want anyone else looking after my kids (father speaking for mother).

Want day care withing walking distance of my home.

Mothers : should stay home with their children when financially possible.

Day care is terrific (had children in day care for 2 years).

If at all possible, pre-school children should remain at home with their mothers.

All for day care, if it's someone else's children.

Children are old enough to take care of themselves (9 and 12 years).

People who earn high salaries should pay higher eosts for day care services.

Parents who are concerned should form a co-op to care for their children.

The Maples needs day care. Mini Skool is the pits. Children should be learning, not dumped for parents' convenience.

Don't believe in day care. Never let anyone not related look after my kids.

COMMENTS - (continued)

Wouldn't send child to sitter because doesn't know if can be trusted. (This woman herself runs a day care home; cares for 3 children; feels she is competent).

Day care should be available for a few hours a day not only 5 days a week.

Day care for all ages should be available through every elementary school from 8 a.m. to 6 p.m.

Need infant care close-by and evening care.

Would rather send child to sitter than have stranger in her home.

If mother worked and if her children were younger (she doesn't work and her children are 9 and 11) she would "definitely" send them to day care. Think its very good for them.

Doesn't trust private sitters. Feels they are usually de-ranked in some way or else they would obtain better jobs.

Don't like day care. Don't like babies being taken care of by strangers. Maybe O.K. at age 4 or 5.

This mother works in a day care centre but wouldn't send her own child there.

Needs transportation to get child from day care centre to kindergarten.

Thinks more working parents should leave children in private homes like hers. (She looks after 4 pre-schoolers and has 4 children of her own, one a pre-schooler).

Wants day care for children not toilet trained.

Mother and father should raise children on a full-time basis.

More and better day care facilities are needed.

This respondent thought all day care centres were free because they are "government".

COMMENTS - (continued)

Day care centres necessary for working mothers. You can't tell how they are cared for in a private home.

Children under 12 should not be left at home alone.

Day care is a good idea.

Day care should extend through school years.

Parents should stay at home with children.

Used to have children in day care centre. Worked out very well.

Plus - six parents who asked us to send them information on day care.

CONCLUSIONS

Among women who work, there is a demand for a greater variety of day care than is now being offered. In particular, working mothers would like more lunch and after school care, more flexible day care centre care (to include younger children, but not infants; part-time hours) and more available in-home private sitter care.

Among women who are not now in the labour force, there is not much demand for day care service.

Demand may rise in the future, however, as economic necessity forces more and more women on to the labour market, and as a new younger generation of women comes on the scene.

There is dissatisfaction with the level of care provided in day care homes and with the practice of leaving school-age children to care for themselves. Care by relatives is not considered to be second-best; it is the first choice for the many people who use it and they probably are not looking for some other form of care.

There is a very great need for basic information on day care services -- where is it, how much does it cost, who may send their children there, what activities go on in a day care.



APPENDIX - SURVEY OF NEEDS  
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Table 1  
Public Image of Day Care

<u>Image</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
babysitting, a place to leave child	364	87.7
developmental	54	13.0
nutrition services	29	7.0
trained staff	50	12.9
recreation	38	9.2
for poor people	4	1.0
for bad mothers	1	0.2
other negative day care image	2	0.4
nursery school	12	2.9
don't know	8	1.9
	<u>562*</u>	

\* N is greater than 415 because respondents could give up to 3 answers each. Percents are based on no. of households, 415.

Table 2  
No. of Children Under 12 in Families Surveyed

<u>No. of Children</u>	<u>No. of Families</u>	
	<u>N</u>	<u>%</u>
1	173	41.7
2	166	40.0
3	51	12.3
4	15	3.6
more	6	1.4
no answer	4	1.0
	<u>415</u>	<u>100.0</u>

Table 3  
Age of Children of Families Surveyed

<u>Age of Children</u>	<u>No. of Families</u>
Under 3 yrs.	137
3 - 5 years	175
6 - 12 years	<u>251</u>
	<u>563*</u>

\* N > 415 because of families with children in several age groups

Table 4  
Parental Composition  
of Surveyed Households

<u>Composition</u>	<u>No. of Households</u>	
	<u>N</u>	<u>%</u>
two parents	375	90.4
mother only	35	8.4
father only	3	0.7
other 2-guardian	1	0.2
no answer	<u>1</u>	<u>0.2</u>
	415	100.0

Table 5  
Mother's Work Status

<u>Status</u>	<u>No. of Mothers</u>	
	<u>N</u>	<u>%</u>
FT outside home	65	15.7
PT outside home	83	20.0
no work	242	58.3
PT in home	12	2.9
FT in home	7	1.7
no answer	<u>6</u>	<u>1.4</u>
	415	100.0

Table 6  
Mothers Occupational Level

<u>Level</u>	<u>No. of Mothers</u>	
	<u>N</u>	<u>%</u>
professional, technical	83	22.5
clerical, sales	182	49.3
skilled labour	37	10.0
semi- and un-skilled	55	14.9
never worked	<u>12</u>	<u>3.3</u>
	369*	100.0

\* Question was not asked of 42 respondents, due to interviewer error, and 4 households had no mother.

Table 7  
Mothers Enrolled in School

<u>School</u>	<u>No. of Mothers</u>	
	<u>N</u>	<u>%</u>
in school FT	3	0.7
in school PT	35	8.6
no school	370	90.5
no answer	3	0.2
	<u>411</u>	<u>100.0</u>

Table 8  
Fathers Work Status

<u>Status</u>	<u>No. of Fathers</u>	
	<u>N</u>	<u>%</u>
FT outside home	369	97.4
PT outside home	2	0.5
no paid work	4	1.1
PT in home	-	-
FT in home	4	1.1
no answer	1	-
	<u>380*</u>	<u>100.0</u>

\* 35 households had no father

Table 9  
Fathers Occupational Level

<u>Level</u>	<u>No. of Fathers</u>	
	<u>N</u>	<u>%</u>
professional, technical	97	25.8
clerical, sales	104	27.7
skilled labour	129	34.3
semi- and un-skilled	46	12.2
no answer	4	1.0
	<u>380*</u>	<u>100.0</u>

\* 35 households had no father

Table 10  
Fathers Enrolled in School

<u>School</u>	<u>No. of Fathers</u>	
	<u>N</u>	<u>%</u>
in school FT	2	0.5
in school PT	25	6.6
no school	350	92.8
no answer	3	0.8
	<u>380</u>	<u>100.0</u>

Table 11  
Child Care Arrangements for  
Pre-School Children of  
Working Parents or Parents in School

<u>Arrangement</u>	<u>Frequency of Use</u>	
	<u>N</u>	<u>%</u>
child cares for self	0	-
parent hours differ from child's out-of-kindergarten hours	2	1.8
spouses' hours differ	40	36.0
parent cares for child while at work	17	15.3
other household member	3	2.7
relative or friend comes to house	12	10.8
sitter comes to house	10	9.0
child goes to sitters house	11	9.9
child goes to house of relative or friend	5	4.5
day care home	8	7.2
day care centre	6	5.4
nursery school	13	11.7
other	2	1.8
arrangement not given	2	1.8
	<u>131*</u>	

\* There were 111 households with pre-school children in which all parents were occupied at least part time with school or work. Responses here total more than 111 because 20 households made two different arrangements to care for their pre-school children. Percents are based on 111 households.

Table 12  
 Cost of Various Child Care Arrangements  
 Made by Working and In-School  
 Parents of Pre-School Children

<u>Arrangement</u>	<u>Cost*</u>							<u>Don't Know, No Answer</u>
	<u>free</u>	<u>\$1-10</u>	<u>\$11-20</u>	<u>\$21-25</u>	<u>\$26-30</u>	<u>\$31-35</u>	<u>\$36-40</u>	
parent	59							
other hshld member	3							
rel. or frnd comes	5	1	2	2	1		1	
sitter comes		5	4			1		
child at sitters	1		5	2	1	1		1
child at rel/frnd	2		2	1				
day care home			1	3	1		1	2
day care centre				1	2	2		1
nursery school	1	9	2		1			
other	1							1

\* This is the cost per family per week, and can refer to 1 or more children, and can reflect full-time or part-time care.

Table 13  
 Child Care Arrangements for School  
 Age Children of Working Parents or  
 Parents in School

<u>Arrangement</u>	<u>Frequency of Use</u>	
	<u>N</u>	<u>%</u>
child cares for self	25	22.3
parent hours differ from child's out-of-school hours	21	18.7
spouses' hours differ	23	20.5
parent cares for child while at work	11	9.8
other household member	21	18.7
relative or friend comes to house	10	8.9
sitter comes to house	9	8.0
child goes to sitter	6	5.4
child goes to relative or friend	6	5.4
b'fast, lunch or after-school program	3	2.7
other	3	2.7
arrangement not given	<u>1</u>	<u>0.9</u>
	139*	

\* There were 112 households with school-age children in which all parents were occupied at least part-time with school or work. Responses here total 139 because 24 households made two different arrangements and 3 households made 3 different arrangements to care for their school-age children. Percents are based on 112 households.



Table 14  
 Cost of Various Child Care Arrangements  
 Made by Working and In-School Parents  
 of School-Age Children

<u>Arrangement</u>	<u>Cost</u>							
	<u>free</u>	<u>\$1-10</u>	<u>\$11-20</u>	<u>\$21-25</u>	<u>\$26-30</u>	<u>\$31-35</u>	<u>\$36-40</u>	<u>over \$45</u>
child cares for self	25							
parent	55							
other hshld member	20	1						1
rel/frnd comes	7		3					1
sitter comes		5	2			1		
child at sitter		3	1			2		
child at rel/frnd	2	1	2		1			
BLAS program	2	1						
other	2							

Table 15  
 Frequency of Use of Child Care Arrangements  
 for Pre-School Children in Households  
 Where at Least One Parent Neither Works  
 Nor Goes to School

<u>Used</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
yes	32	20.8
no	120	79.2
	152	100.0

Table 16  
 Reason for Use of Child Care Arrangement  
 for Parent Neither Working Nor in School

<u>Reason</u>	<u>Frequency</u>
parent does volunteer work	3
good for child	22
parent wants free time	8
other	1
no reason	1
	35*

\* Totals more than the number of non-working-non-school-parent households (32) because 3 parents gave 2 reasons each.

Table 17  
 Child Care Arrangements for Pre-School  
 Children in Households Where At  
 Least One Parent Neither Works  
 Nor Goes to School

<u>Arrangement</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
sitter comes to child	1	3.1
child goes to sitter	2	6.2
rel/frnd comes to child	2	6.2
child goes to rel/frnd	3	9.4
day care home	2	6.2
day care centre	1	3.1
nursery school	25	78.1
other	3	9.4
	<u>39*</u>	

\* Seven households used two arrangements.  
 Percents based on 32 households.

Table 18  
 Hours Per Week of Care Arrangement  
 for Pre-School Children in Households  
 Where at Least One Parent Neither  
 Works Nor Goes to School

<u>Hours Per Week</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
5 hours or less	11	34.4
6 - 10 hours	16	50.0
11 - 20 hours	4	12.5
21 - 40 hours	1	3.1
	<u>32</u>	<u>100.0</u>

Table 19  
 Cost of Various Child Care Arrangements Made by  
 Non-Working, Not-In-School Parents

<u>Arrangement</u>	<u>Cost</u>							
	<u>free</u>	<u>\$1-10</u>	<u>\$11-20</u>	<u>\$21-25</u>	<u>\$26-30</u>	<u>\$31-35</u>	<u>\$36-40</u>	<u>No Answer</u>
sitter comes		1						
child to sitter	1	1						
rel/frnd comes	1	1						
child to rel/frnd	3							
day care home		1	1					
day care centre		1						
nursery school	5	14	3					3
other		1	2					

Table 20  
 Frequency of Use of Child Care  
 Arrangements for School-Age  
 Children in Households Where At  
 Least One Parent Neither Works  
 Nor Goes to School

<u>Used</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
yes	4	3.0
no	129	97.0
	133	100.0

Table 21  
 Was Pre-School Child Care Arrangement  
 Parents' First Choice

<u>First Choice</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
yes	107	74.8
no	21	14.7
no answer	15	10.5
	143	100.0

Table 22  
Satisfied with Pre-School  
Child Care Arrangement Used

<u>Satisfied</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
yes	121	84.6
no	4	2.8
mixed	3	2.1
no answer	<u>15</u>	<u>10.5</u>
	143	100.0

Table 23  
What Liked About Pre-School  
Child Care Arrangement Used

<u>What Liked</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
cost (free or cheap)	12	8.4
parent trusts/likes care giver	27	18.9
individual/good attention to child	13	9.1
care giver competent, well-trained	22	15.4
care giver warm, loving	16	11.2
discipline, control	4	2.8
food	4	2.8
equipment	6	4.2
child is developing	29	20.3
child likes it, is happy	25	17.5
home-like	5	3.5
clean, safe	2	1.4
close to home	18	12.6
close to work	2	1.4
hours	5	3.5
a place to leave child	1	0.7
child should be cared for by		
parent, family	26	18.2
child in own home	15	10.5
nothing	1	0.7
don't know	5	3.5
no answer	<u>8</u>	<u>5.6</u>
	246*	

\* 75 respondents named two reasons for liking care and 36 named three reasons. Percents are based on 143 households with pre-school children in a care arrangement.

Table 24  
 What Disliked About Pre-School  
 Child Care Arrangement Used

<u>What Disliked</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
cost	1	0.7
parent dislikes care giver	1	0.7
care giver not competent	3	2.1
care giver aloof, cool	1	0.7
child not developing	5	3.5
facility too small	1	0.7
far from home	3	2.1
far from work	2	1.4
hours	2	1.4
other	6	4.2
nothing	88	61.5
no answer	33	23.1
	<u>146*</u>	

\* one respondent gave 2 reasons and one gave 3 reasons for disliking care. Percents based on 143 households.

Table 25  
 Was School-Age Child Care  
 Arrangement\* Parents' First Choice

<u>First Choice</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
yes	89	76.7
no	18	15.5
no answer	9	7.8
	<u>116</u>	<u>100.0</u>

\* for both working/in-school parents and non-working/non-school parents.

Table 26  
Satisfied with School-Age  
Child Care Arrangement Used

<u>Satisfied</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
yes	101	87.1
no	6	5.2
mixed	3	2.6
no answer	6	5.2
	<u>116</u>	<u>100.0</u>

Table 27  
What Liked About School-Age  
Child Care Arrangement Used

<u>What Liked</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
cost	27	23.3
parent trusts/likes care giver	12	10.3
individual/good attention to child	3	2.6
care giver competent, well-trained	2	1.7
care giver warm, loving	6	5.2
discipline, control	4	3.4
food	3	2.6
child is developing	6	5.2
child likes it, is happy	2	1.7
home-like	2	1.7
clean, safe	1	0.9
close to home	5	4.3
hours	1	0.9
child should be cared for by		
parent, family	25	21.6
child in own home	23	19.8
nothing	4	3.4
don't know	10	8.6
no answer	<u>11</u>	9.5
	148*	

\* 24 respondents named two liked factors and 8 named three. Percents are based on 116 households with school-age child care arrangements.

Table 28  
 What Disliked About School-Age  
 Child Care Arrangement Used

What Disliked	Frequency	
	N	%
cost	1	0.9
parent dislikes care giver	1	0.9
care giver aloof	1	0.9
not enough discipline	5	4.3
food	1	0.9
hours	1	0.9
other	5	4.3
nothing	91	78.4
no answer	10	8.6
	116	100.0

Table 29  
 Perceived Availability of Child  
 Care, for All Parents in Survey

Child Care Arrangement	Available					
	Yes		No		Don't Know	
	N	%	N	%	N	%
other household member	103	24.8	310	74.7	2	0.5
rel/frnd from outside hshld	200	48.3	192	46.4	23	5.5
sitter to come to child	124	29.9	252	60.7	39	9.4
sitter to sit in her home	174	41.9	199	48.0	42	10.1
day care centre	182	43.9	123	29.6	110	26.5
b'fast, lunch, after-school progr.	69	32.2	86	40.1	59	27.6

Table 30  
 Perceived Cost of Child Care Available

Child Care Arrangement	Cost							Over \$40	Don't Know
	free	\$1-10	\$11-20	\$21-25	\$26-30	\$31-35	\$36-40		
other hshld member	83	2	2	1		1		2	8
rel/frnd	81	4	11	18	14	3	8	5	52
sitter to come	14	10	7	9	6	3	13	9	49
sitter in her home	16	7	14	24	23	13	14	7	51
day care centre	2	6	14	21	22	9		4	109
BLAS	7	7	11	3	3	1			35

Table 31  
Willingness to Use Group Centres\*

<u>Would Use</u>	<u>Day Care Centre</u>		<u>Breakfast, lunch After-School Program</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
yes	72	36.7	56	46.7
no	119	60.7	59	49.2
don't know	<u>5</u>	<u>2.5</u>	<u>5</u>	<u>4.2</u>
	196	100.0	120	100.0

\* It was originally intended to ask this question only of parents who said the service was not available. However, due to interviewer error, in a number of cases, in BLAS, it was asked also of parents who said the service was available.

Table 32  
Parents Response to Whether  
Child Age 3 to 5 is Best Cared  
for Only by Its Own Mother

<u>Response</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
agree strongly	182	43.9
agree mildly	95	22.9
disagree mildly	80	19.3
disagree strongly	54	13.0
dont' know	<u>4</u>	<u>0.9</u>
	415	100.0



Table 33  
 Parents Response to Whether Group  
 Day Care Centres Are A Good Experience  
 for Children Age 3 to 5

<u>Response</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
agree strongly	129	31.1
agree mildly	175	42.2
disagree mildly	60	14.5
disagree strongly	34	8.2
don't know	17	4.1
	<u>415</u>	<u>100.0</u>

Table 34  
 Age of Parents

<u>Age</u>	<u>Mother</u>		<u>Father</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
under 21	8	1.9	2	0.5
21 - 29	130	31.3	76	18.3
30 - 34	124	29.9	112	27.0
35 - 49	129	31.1	161	38.8
50 - 64	12	2.9	22	5.3
65 and over	1	0.2	-	-
refused	8	1.9	7	1.7
no answer	3	0.7	35	8.4
	<u>415</u>	<u>100.0</u>	<u>415</u>	<u>100.0</u>

Table 35  
Education of Parents

<u>Highest Grade Completed</u>	<u>Mother</u>		<u>Father</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
none	1	0.2	2	0.5
K - 6	3	0.7	3	0.7
7 - 9	34	8.2	41	9.9
10 - 13	280	67.5	194	46.7
some university	40	9.6	38	9.2
university graduate	53	12.8	92	22.2
don't know	1	0.2	9	2.2
no answer	3	0.7	36	8.7
	<u>415</u>	<u>100.0</u>	<u>415</u>	<u>100.0</u>

Table 36  
Annual Income

<u>Income</u>	<u>Mother</u>		<u>Tot. Household</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
less than 2,000	21	15.6	-	-
2,000 - 4,000	24	17.8	7	1.7
5,000 - 10,000	36	26.7	23	5.5
11,000 - 15,000	9	6.7	96	23.1
16,000 - 20,000	1	6.7	85	20.5
21,000 - 25,000	-	-	54	13.0
26,000 - 30,000	-	-	21	5.1
over 30,000	-	-	24	5.8
refused	13	9.6	38	9.2
don't know	31	23.0	67	16.1
	<u>135</u>	<u>100.0</u>	<u>415</u>	<u>100.0</u>

Table 37  
Parent Interviewed

<u>Interviewed</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
mother	346	83.4
father	40	9.6
other	15	3.6
no answer	14	3.4
	<u>415</u>	<u>100.0</u>

Table 38  
Respondent Place of Birth

<u>Place of Birth</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
Canada	336	81.0
U.S.	9	2.2
China, Japan	8	1.9
India, Pakistan	3	0.7
Eastern Europe	10	2.4
Northern Europe	14	3.4
Southern Europe	3	0.7
Caribbean	7	1.7
Great Britain	21	5.1
South America	4	1.0
Other	1	0.2
	<u>415</u>	<u>100.0</u>

Table 39  
Length of Time in Canada,  
for Foreign-Born

<u>No. of Years</u>	<u>Frequency</u>	
	<u>NN</u>	<u>%</u>
5 years or less	14	17.5
over 5 years	49	61.2
refused	1	1.3
no answer	16	20.0
	<u>80</u>	<u>100.0</u>

Table 40  
Length of Time at Present Address

<u>No. of Years</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>
less than 1	52	12.5
1 - 2	96	23.1
3 - 5	127	30.6
6 - 9	72	17.3
10 or more	67	16.1
no answer	1	0.2
	<u>415</u>	<u>100.0</u>

Table 41  
Area of City Parent Lives

<u>Area</u>	<u>Frequency</u>		<u>Area</u>	<u>Frequency</u>	
	<u>N</u>	<u>%</u>		<u>N</u>	<u>%</u>
St. James	74	17.8	E. Kildonan	61	14.7
Charleswood	18	4.3	W. Kildonan	23	5.5
Fort Garry	39	9.4	North Centre	57	13.7
St. Vital	33	8.0	South Centre	33	8.0
St. Boniface	49	11.8	Tuxedo	2	0.5
Transcona	20	4.8	No Answer	6	1.4
				<u>415</u>	<u>100.0</u>

Table 42  
Mothers Occupational Level By Work Status

Mothers Work Status	Occupational Level											
	Prof.		Sales, Clerical		Skilled Labour		Semi-and Un-Skilled		No Occup.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
F-T work outside home	20	30.8	30	46.2	6	9.2	9	13.8	-	-	65	100.0
P-T work outside home	14	16.9	48	57.8	9	10.8	12	14.5	-	-	83	100.0
no paid work	47	23.6	98	49.2	17	8.5	25	12.6	12	6.0	199	100.0
in-home <sup>1</sup> paid work	2		6		2		9		-		19	100.0

<sup>1</sup> PT and FT combined for presentation purposes  
 $\chi^2 = 38.38$   
df = 16  
 $p < .001$

Table 43  
Response to Whether Day Care Centres Are A  
Good Experience for Child, by Mother's Work Status

Mothers Work Status	Response											
	Agree Strongly		Agree Mildly		Disagree Mildly		Disagree Strongly		Don't Know, No Answer		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
F-T work outside home	26	40.0	23	35.4	7	10.8	6	9.2	3	4.6	65	100.0
P-T work outside home	31	37.3	32	38.6	13	15.7	6	7.2	1	1.2	83	100.0
no paid work	63	26.0	112	46.3	36	14.9	21	8.7	9		241	100.0
in-home <sup>1</sup> paid work	9	50.0	4	22.0	4	22.0	1	6.0	-	-	18	100.0

<sup>1</sup> PT and FT combined for presentation purposes  
 $\chi^2 = 33.0$   
df = 20  
 $p < .05$

Table 44  
 Response to Whether Child Can Best be Cared for  
 Only by Own Mother, by Mother's Work Status

Mothers Work Status	Response											
	Agree Strongly		Agree Mildly		Disagree Mildly		Disagree Strongly		Don't Know, No Answer		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
F-T work outside home	16	24.6	16	24.6	20	30.8	13	20.0	-	-	65	100.0
P-T work outside home	27	32.5	23	27.7	17	20.5	15	18.1	1	1.2	83	100.0
no paid work	127	52.5	51	21.1	38	15.7	24	9.9	-	-	240	100.0
in-home <sup>1</sup> paid work	8	42.0	4	21.0	5	26.5	2	11.0	-	-	19	100.0

<sup>1</sup> PT and FT combined for presentation purposes

$\chi^2 = 31.43$

df = 20

$p < .05$

Table 45  
Perceived Availability of Child Care Arrangement,  
by Mother's Work Status

Mothers Work Status	Availability of Child Care																	
	Someone Else in Household						Relative or Friend						Sitter in Child's Home					
	Yes		No		Don't Know		Yes		No		Don't Know		Yes		No		Don't Know	
	N	% <sup>1</sup>	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
F-T work outside home % <sup>2</sup>	23	35.4	41	63.0	1	100.0	33	50.8	30	46.2	2	3.1	20	30.8	44	67.7	1	1.5
	22.8		13.4				16.7		16.0		9.1		16.3		17.8		2.8	
P-T work outside home %	29	34.9	54	65.1	-	-	44	53.0	36	43.4	3	3.6	23	28.0	48	58.5	11	13.4
	34.9		17.6				22.2		19.1		13.6		18.7		19.4		30.6	
no paid work %	45	18.6	196	81.0	1		111	46.1	113	46.9	17	7.1	74	30.8	142	59.2	24	10.0
	44.6		64.1				56.1		60.1		77.3		60.2		57.5		66.7	
in-home <sup>3</sup> paid work %	4	20.0	15	80.0	-	-	10	51.0	9	49.0	-	-	6	33.0	13	66.0		
	4.0		4.9				5.0		4.8				4.9		5.2			
$\chi^2 = 16.08$ df = 8 p < .05																		
<sup>1</sup> column %'s <sup>2</sup> row %'s <sup>3</sup> PT and FT combined for presentation purposes																		

Table 45 - (continued)  
 Perceived Availability of Child Care Arrangement  
 by Mother's Work Status

Mothers Work Status	Availability of Child Care																	
	Sitter in Her Home						Day Care Centre						Breakfast, Lunch and After School					
	Yes		No		Don't Know		Yes		No		Don't Know		Yes		No		Don't Know	
	N	% <sup>1</sup>	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
F-T work outside home % <sup>2</sup>	33	50.8	29	44.6	3	4.6	29	47.5	20	32.8	12	19.7	11	22.4	26	53.1	12	24.5
	19.1		14.9		7.7		16.0		16.7		13.2		16.2		30.6		20.7	
P-T work outside home %	33	39.8	41	49.4	9	10.8	33	40.2	30	36.6	19	23.2	16	42.1	10	26.3	12	31.6
	19.1		21.1		23.1		18.2		25.0		20.9		23.5		11.8		20.7	
no paid work %	100	41.8	114	47.7	25	10.5	105	45.7	68	29.6	57	24.8	37	32.5	44	38.6	33	28.9
	57.8		58.8		64.1		58.0		56.7		62.6		54.4		51.8		56.9	
in-home <sup>3</sup> paid work %	7	36.0	10	51.0	2	12.0	14	73.0	2	12.0	3	15.0	4	40.0	5	50.0	1	10.0
	4.1		5.2		5.1		7.7		1.7		3.3		5.8		5.9		1.7	

<sup>1</sup> column %'s

<sup>2</sup> row %'s

<sup>3</sup> PT and FT combined for presentation purposes

Table 46  
Response to Whether Child Best Cared for  
Only by Own Mother, by Mother's Education

Response	Education													
	None		K - 6		7 - 9		10 - 13		Some University		University Graduate		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Agree Strongly	-	-	3	100.0	23	67.6	129	45.7	13	32.5	13	24.5	1	100.0
Agree Mildly	-	-	-	-	3	8.8	63	22.5	16	40.0	12	22.6	-	-
Disagree Mildly	-	-	-	-	4	11.8	55	19.6	8	20.0	13	24.5	-	-
Disagree Strongly	-	-	-	-	4	11.8	32	11.4	3	7.5	15	28.3	-	-
Don't Know	-	-	-	-	-	-	1	0.4	-	-	-	-	-	-
No Answer	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-
	1	100.0	3	100.0	34	100.0	280	100.0	40	100.0	53	100.0	1	100.0

$\chi^2 = 242.37$   
 df = 30  
 p < .001



Table 47  
Household Income by Child Care Arrangement  
Used for Pre-School Children

Child Care Arrangement	Income												Refused, Don't Know	
	5-10,000		11-15,000		16-20,000		21-25,000		26-30,000		30,000+		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
spouse hrs. differ	1	25.0	15	50.0	8	40.0	7	41.2	2	20.0	-	-	7	30.0
par/child hrs. differ	1	25.0	-	-	-	-	-	-	1	10.0	-	-	-	-
par. cares for child	-	-	4	13.3	4	20.0	2	11.8	1	10.0	-	-	4	17.2
other hshld member	1	25.0	-	-	1	5.0	-	-	-	-	-	-	-	-
rel/frnd comes	-	-	4	13.3	3	15.0	-	-	2	20.0	-	-	3	12.9
sitter comes	-	-	2	6.7	-	-	1	5.9	-	-	2	40.0	2	8.6
child to sitter	-	-	1	3.3	1	5.0	2	11.8	2	20.0	-	-	2	8.6
child to rel/frnd	1	25.0	-	-	1	5.0	2	11.8	-	-	-	-	-	-
day care home	-	-	2	6.7	1	5.0	-	-	-	-	1	20.0	3	12.9
day care centre	-	-	1	3.3	-	-	1	5.9	2	20.0	1	20.0	1	4.3
nursery school	-	-	-	-	1	5.0	2	11.8	-	-	1	20.0	1	4.3
other	-	-	1	3.3	-	-	-	-	-	-	-	-	-	-
	4	100.0	30	100.0	20	100.0	17	100.0	10	100.0	5	100.0	23	100.0

$\chi^2 = 97.92$   
df\* = 77  
p < .05

\* refused and don't know columns combined only for presentation purposes

Table 48  
 Response to Whether Day Care Centres  
 Are A Good Experience, by Family  
 Composition

Family Composition	Response											
	No Answer		Agree Strongly		Agree Mildly		Disagree Mildly		Disagree Strongly		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
2-parent	2	-	107	28.5	166	44.3	59	15.7	29	7.7	12	3.2
single mother	-	-	21	60.0	7	20.0	1	2.9	5	14.3	1	2.9
single father	1	25.0	-	-	1	25.0	1	25.0	-	-	1	25.0
other male + female	0	-	1	-	-	-	-	-	-	-	-	-

$\chi^2 = 76.38$   
 df = 15  
 p < .001

Table 49  
 Response to Whether Child Should be Cared for  
 Only by Own Mother, by Family Composition

Family Composition	Response											
	No Answer		Agree Strongly		Agree Mildly		Disagree Mildly		Disagree Strongly		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
2-parent	2	-	170	45.3	88	23.5	67	17.9	47	12.5	1	0.3
single mother	-	-	9	25.7	6	17.1	13	37.1	7	20.0	0	-
single father	1	25.0	2	50.0	1	25.0	-	-	-	-	-	-
other male + female	-	-	1	100.0	-	-	-	-	-	-	-	-

$\chi^2 = 57.95$   
 df = 15  
 p < .001

Table 50  
Mothers Work Status by Family Composition

Family Composition	Work Status							
	F-T Work		P-T Work		No Paid Work		Paid Work	
	Outside Home		Outside Home				In Home	
	N	%	N	%	N	%	N	%
2-parent	5	13.7	8	21.8	222	59.7	18	4.8
single parent	14	40.0	2	5.7	19	54.3	-	-

$\chi^2 = 77.14$   
df = 8  
p < .001

Table 51  
Perceived Availability of Day Care Centre by Area of City

Area	Day Care Available					
	Yes		No		Don't Know	
	N	%	N	%	N	%
St. James	34	47.9	25	35.2	12	16.9
Charleswood	13	72.2	2	11.1	3	16.7
Fort Garry	14	35.9	10	25.6	15	38.5
St. Vital	14	42.4	13	39.4	6	18.2
St. Boniface	23	46.9	13	26.5	13	26.5
Transcona	11	57.9	4	21.1	4	21.1
E. Kildonan	22	38.6	22	38.6	13	22.8
W. Kildonan	14	66.7	4	19.0	3	14.3
North Centre	20	37.0	16	29.6	18	33.3
South Centre	14	46.7	12	40.0	4	13.3
Tuxedo	1	50.0	-	-	1	50.0

$\chi^2 = 27.14$   
df = 20  
p < .13

Table 52  
Mother's Work Status by Area of City

Area	Mothers Work Status							
	F-T Work		P-T Work				Paid Work	
	Outside Home		Outside Home		No Paid Work		In Home	
	N	%	N	%	N	%	N	%
St. James	11	15.1	20	27.4	42	57.8	-	-
Charleswood	4	22.4	1	5.6	10	55.6	3	16.7
Fort Garry	3	7.9	9	23.7	25	65.8	1	2.6
St. Vital	3	9.1	6	18.2	23	69.7	1	3.0
St. Boniface	8	16.7	10	20.8	27	56.3	3	6.3
Transcona	2	10.0	4	20.0	13	65.0	1	5.0
E. Kildonan	9	15.3	9	15.3	37	62.7	4	16.8
W. Kildonan	2	8.7	8	34.8	12	52.2	1	4.3
North Centre	16	28.6	9	16.1	30	53.6	1	1.8
South Centre	6	18.2	7	21.2	17	51.5	3	9.1
Tuxedo	-	-	-	-	2	100.0	-	-

$\chi^2 = 46.91$   
df = 40  
p < .20

Table 53  
Response to Whether Child is Best Cared For  
by Own Mother, by Mother's Age

Mother's Age	Response									
	Agree		Agree		Disagree		Disagree		Don't Know	
	Strongly		Mildly		Mildly		Strongly		Don't Know	
	N	%	N	%	N	%	N	%	N	%
under 21	2	25.0	2	25.0	3	37.5	1	12.5	-	100.0
21 - 29	47	36.2	37	28.5	24	18.5	21	16.2	-	-
30 - 34	60	48.4	22	17.7	26	21.0	16	12.9	-	-
35 - 39	61	47.3	28	21.7	26	20.2	13	10.1	1	0.8
50 - 64	7	58.3	5	41.7	-	-	-	-	-	-
65 or older	-	-	-	-	-	-	-	-	1	-
refused	4	50.0	-	-	1	12.5	3	37.5	-	-

$\chi^2 = 230.89$   
df = 30  
p < .001

Table 54  
 Child Care Arrangement Used for Pre-School Child,  
 by Whether Arrangement Was First Choice

<u>Child Care Arrangement</u>	<u>Was Arrangement First Choice</u>			
	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
spouse hours differ	35	92.1	3	7.9
parent/child hours differ	1	50.0	1	50.0
parent cares for child	10	90.9	1	9.1
other household member	2	100.0	-	-
relative/friend comes	11	91.7	1	8.3
sitter comes	6	85.7	1	14.3
child to sitter	3	42.9	4	57.1
child to relative/friend	4	100.0	-	-
day care home	4	57.1	3	42.9
day care centre	4	66.7	2	33.3
nursery school	4	80.0	1	20.0
other	-	-	1	100.0

$\chi^2 = 22.81$   
 df = 11  
 p < .01

Table 55  
 Child Care Arrangement Used for School-Age Child,  
 by Whether Arrangement Was First Choice

<u>Child Care Arrangement</u>	<u>Was Arrangement First Choice</u>			
	<u>Yes</u>		<u>No</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
child cares for self	17	70.8	7	29.2
spouse hours differ	18	100.0	-	-
parent/child hours differ	12	92.3	1	7.7
parent cares for child	6	85.7	1	14.3
other household member	15	100.0	-	-
relative/friend comes	7	87.5	1	12.5
sitter comes	4	50.0	4	50.0
child to sitter	3	75.0	1	25.0
child to relative/friend	2	50.0	2	50.0
BLAS	1	50.0	1	50.0
Other	1	50.0	1	50.0

$\chi^2 = 20.74$   
 df = 10  
 p < .01

NEEDS SURVEY

Respondent ID no.

Card 1

col	code
1	_____
2	_____
3	_____

1. We have found that different parents mean different things by the term "day care". What do you have in mind when the term day care is mentioned?

DO NOT READ LIST

(Check as many categories as respondent names. If don't know or no answer, then prod gently: "Well, what do you think day care is? What's it for?" If still no answer, go on to next question).

- |      |  |   |       |
|------|--|---|-------|
| ___0 | Don't know; no answer  | 4 | _____ |
| ___1 | Arrangement to care for children while parents work; Babysitting. Any general, non-specific answer like that.  | 5 | _____ |
| ___2 | Educational, learning, social development, developmental.  | 6 | _____ |
| ___3 | Food, nutrition.   |   |       |
| ___4 | Competent or trained staff.  |   |       |
| ___5 | Recreation, playing, fun.  |   |       |
| ___6 | For poor people.   |   |       |
| ___7 | For bad, inadequate mothers; for mothers who can't cope with their children; to discipline children.   |   |       |
| ___8 | Anything negative <u>about centres</u> ; crowded, dirty, incompetent staff (specify) _____; general negative: bad, not a good place, wouldn't like it. |   |       |
| ___9 | Other (specify) _____  |   |       |

- 2(a). How many children age 12 and under live in this household?  
No. of children \_\_\_\_\_

7 \_\_\_\_\_

- 2(b). What are their ages?

<u>pre-school (under 6)</u>	<u>school age (6 - 12)</u>
-----------------------------	----------------------------

8 \_\_\_\_\_

child 1 ___ yrs.	child 1 ___ yrs.
child 2 ___ yrs.	child 2 ___ yrs.
child 3 ___ yrs.	child 3 ___ yrs.
child 4 ___ yrs.	child 4 ___ yrs.
child 5 ___ yrs.	child 5 ___ yrs.

9 \_\_\_\_\_  
10 \_\_\_\_\_

- 2(c). Do the mother and father of the child(ren) live in this household?

- |      |                                 |
|------|---------------------------------|
| ___1 | both parents                    |
| ___2 | mother only                     |
| ___3 | father only                     |
| ___4 | other male and female guardians |
| ___5 | other female only               |
| ___6 | other male only                 |

11 \_\_\_\_\_

(Ask question 3 only as appropriate, i.e., only for parent(s) living in household)

- 3(a). Does the mother of the chil(ren) work for pay outside the home on a full-time basis, a part-time basis, or not at all?

works FT. What kind of work does she do? \_\_\_\_\_

works PT. What kind of work does she do? \_\_\_\_\_

not at all. Does she do paid work from in the home?  yes  no

- (If yes) Does she work  part-time or  full-time? What kind of work does she do? \_\_\_\_\_

- (If no) What is the occupation of the mother when she does work, or when she last worked for pay? \_\_\_\_\_

(Ask 3(b) even if mother works, but if she works then include the "also".)

- 3(b). Does the mother (also) go to school or take some other kind of training course that keeps her outside the home on a full-time basis, a part-time basis, or not at all?

school FT

school PT

no school

- 3(c). Does the father of the child(ren) work for pay outside the home on a full-time basis, a part-time basis, or not at all?

works FT. What kind of work does he do? \_\_\_\_\_

works PT. What kind of work does he do? \_\_\_\_\_

not at all. Does he do paid work from in the home?  yes  no

- (If yes) Is it  part-time or  full-time? What kind of work does he do? \_\_\_\_\_

- (If no) What is the occupation of the father when he does work, or when he last worked for pay? \_\_\_\_\_

(Ask 3(d) even if father works, but if he works then include the "also".)

- 3(d). Does the father (also) go to school or take some other kind of training that keeps him outside the home on a full-time basis, a part-time basis, or not at all?

school FT

school PT

no school

col code

12 \_\_\_\_\_  
13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_  
16 \_\_\_\_\_

17 \_\_\_\_\_

(When you come to this point, decide (confirm) which of the following situations pertain:

1. both parents train/work full-time or part-time
2. single-parent family: parent works/trains part-time or full-time
3. one parent trains/works full- or part-time; other parent not at all
4. no parent in household (whether single- or 2-parent household) works/trains at all

If situations 1 or 2 pertain, proceed to question 4; If situations 3 or 4 pertain, skip question 4 and go to question 5.

(Check back to 2(b)) to see ages of children, in order to ask 4(a) and/or 4(b) as appropriate; also, keep in mind whether parents work or go to school, and whether you're talking to husband or wife, in order to phrase these next items accordingly)

4(a). What arrangements for child care do you make for your pre-school child(ren), that is your children 5 years of age or younger, when you (and your husband/wife) are working (or in school)?

DO NOT READ LIST

(Check as many different arrangements as necessary for different children, but try to zero in on the one most usual arrangement for any one child)

Ask cost per week for each arrangement used.

		cost/wk./ child	
<u>01</u>	Child takes care of self	X	{18
<u>02</u>	Husband's and wife's hours differ	X	{19
<u>03</u>	(At least) one parent's hours do not overlap child's out-of-kindergarten hours		{20
<u>04</u>	Parent while working takes care of child	X	{21
<u>05</u>	Other member of household cares for child (relationship _____)		{22
<u>06</u>	Relative or friend from outside comes to child's home to care for child (relationship _____)		{23
<u>07</u>	Hired sitter in child's house		24
<u>08</u>	Hired sitter in sitter's house, with respondent's child the only child being looked after; not with other people's children		25
<u>09</u>	Child is cared for in home of relative or friend (relationship _____), with relative or friend looking after only respondent's child		26
<u>10</u>	Family day care home		27
<u>11</u>	Day care centre		28
<u>12</u>	Nursery school		29
<u>13</u>	Other (specify) _____		30
			31
			32

4(b). What arrangements for child care do you make for your school-age child(ren); that is, your children age 6 to 12, when they are not in school and when you (and your husband/wife) are working (or in school)?

DO NOT READ LIST

		cost/wk./ child	
<u>01</u>	Child takes care of self	X	{33
<u>02</u>	Husband's and wife's hours differ	X	{34
<u>03</u>	(At least) one parent's hours do not overlap child's out-of-school hours		{35
<u>04</u>	Parent while at work takes care of child	X	{36
<u>05</u>	Other member of household cares for child (relationship _____)		{37
<u>06</u>	Relative or friend comes to child's home to care for child (relationship _____)		{38
<u>07</u>	Hired sitter in child's house		39
<u>08</u>	Hired sitter in sitter's house, with sitter looking after only respondent's child; no other peoples' children.		40
<u>09</u>	Child goes to home of relative or friend (relationship _____) with no other people's children present		41
<u>10</u>	Family day care home		42
<u>11</u>	Group breakfast, lunch or after-school program (where: _____ day care centre _____ school _____ other (specify) _____)		43
<u>12</u>	Other (specify) _____		44
			45
			46



col code

If 3 or 4

(Check back to 2(b) to see ages of children, in order to ask question 5(a) and 5(b) appropriately. Also if as in most cases here the situation is that father works and mother doesn't, and you are speaking to mother, simply say "you" at \* in the following; if talking to father, say "your wife")

- Are }  
 5(a). Is your pre-school child(ren), that is your child(ren) age 5 or less, cared for in a nursery, or by anyone else other than you\* on a regular basis during the day?  
       \_\_\_ yes, Hours per week \_\_\_  
       \_\_\_ no

47 \_\_\_  
76 \_\_\_

- (If yes)  
 Is there any particular reason why you\* do not care for your child(ren) yourself during these periods?

## DO NOT READ LIST

- \_\_\_ 1 Busy with volunteer or charity work  
 \_\_\_ 2 Chronic parental ill health, or incapacity of some sort; can't cope with children  
 \_\_\_ 3 Good experience for child; child likes it, wants it  
 \_\_\_ 4 Parent wants time to self, recreation, freedom, or simply to do other things  
 \_\_\_ 5 Other (specify \_\_\_\_\_)  
 \_\_\_ 6 No reason, don't know.

48 \_\_\_  
49 \_\_\_

- (Still if yes to 5(a))  
 What child care arrangement do you use?

## DO NOT READ LIST

- Ask cost per week for each arrangement used.      cost/wk.
- \_\_\_ 1 Sitter in child's home  
 \_\_\_ 2 Sitter in sitter's home, with only respondent's child  
 \_\_\_ 3 Friend/relative comes to child's home  
       (relationship \_\_\_\_\_)  
 \_\_\_ 4 Friend/relative in friend or relative's home  
       (relationship \_\_\_\_\_);  
       and only respondent's child  
 \_\_\_ 5 Other member of household cares for child  
       (relationship \_\_\_\_\_)  
 \_\_\_ 6 Day care home  
 \_\_\_ 7 Day care centre  
 \_\_\_ 8 Nursery school  
 \_\_\_ 9 Other (specify \_\_\_\_\_)

50 \_\_\_  
51 \_\_\_  
52 \_\_\_  
53 \_\_\_  
54 \_\_\_  
55 \_\_\_  
56 \_\_\_  
57 \_\_\_  
58 \_\_\_  
59 \_\_\_  
60 \_\_\_  
61 \_\_\_

Is }  
 5(b). Are your school-age child(ren), that is, your child(ren) age 6 to 12 years, cared for by anyone other than you\* on a regular basis during daytime hours when they are not in school, that is before 9 in the morning, during lunch hour, or after 4 on week days?

\_\_\_ yes. Hours per week \_\_\_  
 \_\_\_ no

(If yes) DO NOT ASK THIS IF ANSWER ALREADY OBVIOUS FROM 5(a).

Is there any particular reason why you\* do not care for your child(ren) yourself during these periods?

DO NOT READ LIST

- \_\_\_1 Volunteer, charity work
- \_\_\_2 Parental ill health, incapacity to cope
- \_\_\_3 Good for child; child likes it
- \_\_\_4 Parent wants time to self; for recreation, other reasons
- \_\_\_5 Other (specify \_\_\_\_\_)
- \_\_\_6 No reason, don't know

(Still if Yes to 5(b))

What child care arrangement do you make?

DO NOT READ LIST

- \_\_\_1 Sitter in child's home
- \_\_\_2 Sitter in sitter's home; only respondent's child present
- \_\_\_3 Friend/relative in their home (relationship \_\_\_\_\_); only respondent's child present
- \_\_\_4 Friend/relative comes to child's home (relationship \_\_\_\_\_)
- \_\_\_5 Other member of household cares for child (relationship \_\_\_\_\_)
- \_\_\_6 Day care home
- \_\_\_7 Breakfast, lunch or after school program
- \_\_\_8 Other (specify \_\_\_\_\_)

col code

62 \_\_\_  
 77 \_\_\_

63 \_\_\_  
 64 \_\_\_

65 \_\_\_  
 66 \_\_\_

cost/wk

67 \_\_\_

68 \_\_\_

69 \_\_\_

70 \_\_\_

71 \_\_\_

72 \_\_\_

73 \_\_\_

74 \_\_\_

75 \_\_\_

ASK QUESTION 6 -- ALL PARTS -- OF EVERYONE IN CATEGORIES 1 AND 2, AND OF ANYONE IN CATEGORIES 3 AND 4 WHO ANSWERED "YES" TO 5(a) OR 5(b).

FOR CHILDREN AGE 5 OR UNDER

6(a). Was the particular arrangement for child care that you now use for your pre-school child(ren) your first choice, or had you tried to make other arrangements and couldn't?

\_\_\_ using first choice  
\_\_\_ tried to make other arrangements.

What did you want? \_\_\_\_\_  
Why couldn't you arrange it? \_\_\_\_\_

6(b). Are you satisfied with your present arrangements for caring for your child(ren)?

\_\_\_ yes (go to 6 c and 6 d)  
\_\_\_ no (go to 6 d and 6 c)  
\_\_\_ yes and no (go to 6 d and 6 c)

6(c). What do you like about your arrangements?

DO NOT READ LIST

- \_\_\_01 Cost (cheap, free)  
\_\_\_02 Parent trusts/likes the care giver(s)  
\_\_\_03 Staff: child ratio, lots of staff, one-to-one, individual attention  
\_\_\_04 Care giver(s) competent, well-trained good  
\_\_\_05 Care giver(s) warm, interested in child, loving  
\_\_\_06 Discipline, control  
\_\_\_07 Freedom, choice, openness  
\_\_\_08 Food, hot food, nutrition  
\_\_\_09 Toys, games, play space, facilities, equipment  
\_\_\_10 Child is learning, developing (socially, emotionally, intellectually)  
\_\_\_11 Child likes it, is happy  
\_\_\_12 Small size  
\_\_\_13 Large Facility  
\_\_\_14 Home-like  
\_\_\_15 Clean, safe, good protective care  
\_\_\_16 Convenient to home  
\_\_\_17 Convenient to work, downtown  
\_\_\_18 Hours  
\_\_\_19 A place to leave the child(ren)  
\_\_\_20 Other (specify) \_\_\_\_\_  
\_\_\_21 Nothing  
\_\_\_22 Can't say, don't know

Card 2

col code

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

- \_\_\_\_\_

7 \_\_\_\_\_

{ 8 \_\_\_\_\_

{ 9 \_\_\_\_\_

{ 10 \_\_\_\_\_

{ 11 \_\_\_\_\_

{ 12 \_\_\_\_\_

{ 13 \_\_\_\_\_

col code

6(d). What are you dissatisfied with?

- 01 Cost (too expensive)
- 02 Parent doesn't trust/like care giver(s)
- 03 Not enough staff, not enough attention to individual
- 04 Care giver not competent;  
untrained
- 05 Care giver cool, aloof, doesn't like  
children
- 06 Not enough discipline
- 07 Too much discipline, control
- 08 Food
- 09 Equipment, play space, etc.
- 10 Child not learning, developing
- 11 Child doesn't like it; unhappy
- 12 Too small
- 13 Too big
- 14 Not clean, not safe (child not protected)
- 15 Inconvenient to home
- 16 Inconvenient to work
- 17 Hours
- 18 Can't exactly say, vague, don't know
- 19 Other (specify) \_\_\_\_\_
- 20 Nothing

{14 \_\_\_\_\_  
{15 \_\_\_\_\_  
{16 \_\_\_\_\_  
{17 \_\_\_\_\_  
{18 \_\_\_\_\_  
{19 \_\_\_\_\_

FOR CHILDREN AGE 6 - 12

6(e). Was the particular arrangement for child care that you now use for your child(ren) age 6 - 12 your first choice, or had you tried to make other arrangements and couldn't?

- using first choice
- tried to make other
- What did you want? \_\_\_\_\_
- Why couldn't you arrange it? \_\_\_\_\_

20 \_\_\_\_\_  
21 \_\_\_\_\_  
22 \_\_\_\_\_

6(f). Are you satisfied with your present arrangements for caring for your child(ren)?

- yes (go to 6 g and 6 h)  
 no (go to 6 h then 6 g)  
 yes and no (go to 6 h then 6 g)

col code

23 \_\_\_\_\_

6(g). What do you like about your arrangements?

DO NOT READ LIST

- \_\_\_01 Cost (cheap, free)  
 \_\_\_02 Parent trusts/likes the care giver(s)  
 \_\_\_03 Staff: child ratio, lots of staff, one-to-one, individual attention  
 \_\_\_04 Care giver(s) competent, well-trained, good  
 \_\_\_05 Care giver(s) warm, interested in child, loving  
 \_\_\_06 Discipline, control  
 \_\_\_07 Freedom, choice, openness  
 \_\_\_08 Food, hot food, nutrition  
 \_\_\_09 Toys, games, play space, facilities, equipment  
 \_\_\_10 Child is learning, developing (socially, emotionally, intellectually)  
 \_\_\_11 Child likes it, is happy  
 \_\_\_12 Small size  
 \_\_\_13 Large Facility  
 \_\_\_14 Home-like  
 \_\_\_15 Clean, safe, good protective care  
 \_\_\_16 Convenient to home  
 \_\_\_17 Convenient to work, downtown  
 \_\_\_18 Hours  
 \_\_\_19 A place to leave the child(ren)  
 \_\_\_20 Other (specify) \_\_\_\_\_  
 \_\_\_21 Nothing  
 \_\_\_22 Can't say, don't know

{ 24 \_\_\_\_\_  
 { 25 \_\_\_\_\_  
 { 26 \_\_\_\_\_  
 { 27 \_\_\_\_\_  
 { 28 \_\_\_\_\_  
 { 29 \_\_\_\_\_

6(h). What are you dissatisfied with?

DO NOT READ LIST

- \_\_\_01 Cost (too expensive)  
 \_\_\_02 Parent doesn't trust/like care giver(s)  
 \_\_\_03 Not enough staff, not enough attention to individual  
 \_\_\_04 Care giver not competent; untrained  
 \_\_\_05 Care giver cool, aloof, doesn't like children  
 \_\_\_06 Not enough discipline  
 \_\_\_07 Too much discipline, control  
 \_\_\_08 Food  
 \_\_\_09 Equipment, play space, etc.  
 \_\_\_10 Child not learning, developing  
 \_\_\_11 Child doesn't like it; unhappy  
 \_\_\_12 Too small  
 \_\_\_13 Too big  
 \_\_\_14 Not clean, not safe (child not protected)  
 \_\_\_15 Inconvenient to home  
 \_\_\_16 Inconvenient to work  
 \_\_\_17 Hours  
 \_\_\_18 Can't exactly say, vague, don't know  
 \_\_\_19 Other (specify) \_\_\_\_\_  
 \_\_\_20 Nothing

{ 30 \_\_\_\_\_  
 { 31 \_\_\_\_\_  
 { 32 \_\_\_\_\_  
 { 33 \_\_\_\_\_  
 { 61 \_\_\_\_\_  
 { 62 \_\_\_\_\_

col code

7. (For all Respondents)

I'm going to read a list of possible ways that people can have their children cared for on a regular basis during the day. Would you tell me which of these is available to you?

READ LIST

- |  |    |     |
|--|----|-----|
| (a) Someone else in the household who could care for the child   |    |     |
| ___ yes. How much would it cost per child per week? _____  | 34 | ___ |
| ___ no   | 35 | ___ |
| ___ don't know   |    |     |
| (b) A relative or friend from outside your household.  | 36 | ___ |
| ___ yes. How much would it cost per child per week? _____  | 37 | ___ |
| ___ no   |    |     |
| ___ don't know   |    |     |
| (c) A babysitter to sit with the child in <u>your</u> home.  |    |     |
| ___ yes. How much would it cost per child per week? _____  | 38 | ___ |
| ___ no   | 39 | ___ |
| ___ don't know   |    |     |
| (d) A babysitter to sit with the child in <u>her</u> home.   |    |     |
| ___ yes. How much would it cost per child per week? _____  | 40 | ___ |
| ___ no   | 41 | ___ |
| ___ don't know   |    |     |
| (e) A day care centre.   |    |     |
| ___ yes. How much would it cost per child per week? _____  | 42 | ___ |
| ___ no. If one were available, would you use it? _____   | 43 | ___ |
| ___ don't know   | 46 | ___ |
| 8. We're almost finished now. Please tell me whether you agree strongly, agree mildly, disagree mildly, or disagree strongly with the following: |    |     |
| (a) A child age 3 to 5 is best cared for only by its own mother. Do you...   |    |     |
| ___ agree strongly   |    |     |
| ___ agree mildly   | 44 | ___ |
| ___ disagree mildly, or  |    |     |
| ___ disagree strongly  |    |     |
| DO NOT READ→ ___ don't know  |    |     |
| (b) Group day care centres are a good experience for pre-school children age 3 to 5. Do you...   |    |     |
| ___ agree strongly   |    |     |
| ___ agree mildly   |    |     |
| ___ disagree mildly, or  | 45 | ___ |
| ___ disagree strongly  |    |     |
| DO NOT READ→ ___ don't know  |    |     |

Now, just a few background questions, for statistical purposes, and I'm finished.

9. How long have you been living at your present address?

- less than one year
- 1 - 2 years
- 3 - 5 years
- 6 - 9 years
- 10 years or more
- don't know
- refused to tell

col code

47 \_\_\_\_\_

10. What is the age of the mother? (Ask only if mother is living in household).

- under 21
- 21 - 29
- 30 - 34
- 35 - 49
- 50 - 64
- 65 and over
- don't know
- refused to tell

48 \_\_\_\_\_

11. What is the age of the father? (Ask only if father living in household).

- under 21
- 21 - 29
- 30 - 34
- 35 - 49
- 50 - 64
- 65 and over
- don't know
- refused to tell

49 \_\_\_\_\_

12. What is the highest grade of school the mother has completed? (Ask only if mother living in household).

- no school
- grade school (K - 6)
- jr. high (7 - 9)
- high (10 - 13)
- some university
- university graduate
- don't know
- refused to tell

50 \_\_\_\_\_

13. What is the highest grade of school the father has completed? (Ask only if father living in household).

- no school
- grade school (K - 6)
- jr. high (7 - 9)
- high (10 - 13)
- some university
- university graduate
- don't know
- refused to tell

51 \_\_\_\_\_

	<u>col</u>	<u>code</u>
14. Were you born in Canada?		
___ yes	52	___
___ no		
___ refused to tell		
(If no) What country were you born in?	53	___
_____	54	___
(still if no) Have you lived in Canada more than 5 years?		
___ 5 years or less	55	___
___ more than 5 years		
___ refused to tell		
15. Again, for statistical purposes only, what is the total household income for this household?		
___ less than \$5,000 per year		
___ 5 - 10,000		
___ 11 - 15,000	56	___
___ 16 - 20,000		
___ 21 - 25,000		
___ 26 - 30,000		
___ over 30,000		
___ refused to tell		
___ don't know		
16. (If mother and father working in two-parent family). What is the mother's income?		
___ less than \$2,000 per year		
___ 2 - 4,000		
___ 5 - 10,000		
___ 11 - 15,000		
___ 16 - 20,000	57	___
___ 21 - 25,000		
___ over \$25,000		
___ refused to tell		
___ don't know		
<p>Thank you very much for helping us out. I have no more questions. Is there anything you'd like to ask? (Yes/No - handle as appropriate). Thank you.</p> <p>Goodbye.</p>		
17. Interview conducted with:		
___ mother of child	58	___
___ father		
___ other (specify, if you know _____)		



## 18. Area of City

___	01	St. James - Assiniboia
___	02	Charleswood
___	03	Fort Garry
___	04	St. Vital
___	05	St. Boniface
___	06	Transcona
___	07	East Kildonan, East St. Paul, North Kildonan
___	08	West Kildonan, Old Kildonan
___	09	North Central
___	10	South Central
___	11	Tuxedo

<u>col</u>	<u>code</u>
------------	-------------

{59	___
{60	___

Salaries paid to child care workers must be raised in order to attract and retain the best people to provide high quality developmental programming. Low salaries result in high job turnover and thus create an unstable environment for the young children in their care. Many day care workers leave the field altogether, because of salaries. Further, low salaries encourage the image of day care as "women's work" and are not commensurate with the training, responsibility, job content and value of day care workers.

"The inadequate funding also necessitates high child to staff ratios which creates situations which are potentially dangerous for the physical and emotional health of the children.<sup>4</sup> That is an excerpt from one of many briefs calling for lower child: staff ratios. Unfavourable ratios are seen as impediments to developmental programming. A distinction was drawn between paper ratios (number of staff hired per enrolled child) and working ratios (number of staff actually on the floor at any given time). Because day care is provided for a ten-hour day, while a staff working day is only about eight hours, with an additional 1½ hours off for lunch and breaks, the number of people hired must be considerably more than that indicated by the per-enrolled-child licensed standard.

Funding limitations prevent needed expansion of day care services. There is unmet demand for: more day care centres, better distributed day care centres, day care for infants, school age and special needs children, day care that will accommodate shift and part-time workers and temporary emergencies, day care facilities and staff for mildly ill children, work site day care, in-home day care and family day care homes. Nearly every brief called for expansion of services, but the one area evincing the most concern was day care for infants, school age and special needs children: a typical excerpt, dealing with school-age children: "There is a grave need for extensive, licensed, child care facilities for six to 13 years old. If there is any predictor of trouble, it probably

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4. From the brief submitted by Manitoba Federation of Labour, C.L.C.

begins with children coming home to an empty house. . . . An empty house is a symbol of nobody caring".<sup>5</sup> Others cited population and program figures to indicate the extent of demand for services for school-age children. For example, the submission of Barbara Wesley, for the Fort Rouge Child Care Centre Board, estimated that 4,700 children in Winnipeg require formal lunch and after-school care. The Social Planning Council of Winnipeg presented the results of a survey last year of selected schools and day care centres to demonstrate demand for lunch and after-school services.

With regard to infant care, several briefs pointed out that though public funds (U.I.C. benefits) run out after three months of maternity leave, most public day care centres do not accept children for another year-and-three-quarters (i.e., until the child is two years of age.) This inconsistency in policy leads to a great unmet demand for day care for very young children of mothers who must return to work. At one centre providing care for both under 2's and 3-to 5-year-olds, the waiting list to get into the under 2 program is much larger.

Calls for programming that would provide more services, and mostly more normalized services, to special needs children dealt with physically and emotionally handicapped children, and children from severely deprived backgrounds. Funding is a crucial factor. "It is implicit that the day care programs which admit handicapped children shall be eligible for additional financial support to offset staff costs, extra special equipment costs and transportation costs incurred as a result of the handicapped child."<sup>6</sup>

Throughout the hearings, there were calls for services for special needs children. It is evident that there is concern that such children are largely being overlooked, or mishandled by the existing day care program, and a very wide range of individuals and groups have arrived at the same awareness: Manitoba Association of Social Workers, Family Services, Children's Aid, Manitoba Teachers Society, Canadian Association for the Mentally Retarded, several medical doctors, the Manitoba Child Care Association, King Edward Community School, YMCA, Manitoba Action Committee on the Status of Women, just to name a few who discussed the subject of special needs children in their briefs.

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5. From a brief submitted by Junior League.

6. From a brief submitted by the Canadian Association for the Mentally Retarded.

Other extended program services called for in the briefs included: social workers at each centre to deal with the total family not just the child; transportation provided regularly between centre and home; and capital costs for construction of purpose-built facilities.

Although insufficient funds constitute the major limiting factor in achieving the programs desired by day care advocates, there is the related problem of an unwilling if not down-right hostile public that prevents the growth of day care. Just to take one example: most presenters of the need for lunch and after school programs framed the problem in terms of lack of funds. But there may be additional forces at work here. One or two presenters suggested there is real resistance on the part of some school principals toward lunch programs. One, a teacher herself, said that lack of space, a common reason given by principals for not allowing children to remain for lunch, is unsupported by evidence of falling enrollments. Unwillingness to change the way things have always been done is more of a factor. Only 15% of schools in Winnipeg now allow children to eat lunch in school. Some say it is a matter of funds and staffing. But in a survey of principals conducted by the Manitoba Child Care Association, 80% were in favour of lunch and after school programs, as long as they were outside the school. It is not much of a concession to say: we are in favour of a program so long as it doesn't touch us in the least. It should be noted that MCCA's report stated lunch programs should be located in the school.

There was considerable attention paid to problems in the provincial day care program's funding rules and procedures.

It was pointed out that since costs vary so much from centre to centre (due to different costs for rent, lunch, maintenance, administration, equipment, etc.) government funding should relate to actual costs at each centre, and not be based on uniform budget allotments related to enrollment. Some centres have more children for whom more expensive programming is required (i.e., special need, at risk, and behaviour problem children), and government grants should logically reflect these differences. Special needs funding could relate to specific, determined criteria, and if the centre meets these criteria, it would receive more funding.

The government ceiling is too low and does not permit fees to be set on actual costs. Fees and grants should be attached to an inflationary adjustment factor.

"Not only is funding inadequate, but the mechanism for distributing the available money is inefficient. This is felt most severely by those centres for whom government subsidy is the major source of income, i.e., centres with a large percentage of subsidized families. The province pays its portion of the subsidy 3-4 weeks after the 4-week service has been rendered. In some cases centres reported having waited 2-3 months for their subsidy monies, even though parents are expected to pay their portion of the fee before the service is rendered (i.e. the province pays 2-3 months after the parent).

". . . Delay in subsidy monies necessitates bank over-drafts and/or securing a LOAN on which interest must be paid. In one case the Centre's yearly bank over-draft and interest charges are equal to their yearly budget for equipment.

". . . These financial difficulties are generally compounded by the fact that Maintenance Grant installments are received 3 months after expenses have been incurred and paid for."<sup>7</sup>

Subsidies to parents are too low, unfair, and unrepresentative of needs. The working poor and the middle class are treated unfairly by the subsidy cut-off points and must pay a greater proportion of their income for day care than do wealthier parents. Many families are going on welfare rather than work because they cannot afford day care for their children. When poor families get a raise in salary, they are "punished" by having their day care fees go up (because of reduced subsidy levels); no similar treatment is inflicted upon wealthier day care parents when their salaries go up. There was support for abolishing the ceiling and introducing a sliding scale fee.

The staff at the day care centre should have in-put on decisions regarding parent eligibility for subsidy, and there should be some kind of appeal procedure built in based on total family needs. The subsidy formula is unclear, complex and inconsistent, the day care office is secretive about how they determine who gets subsidies and who does not, and the directors are denied access to information and explanation.

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7. Taken from a brief submitted by the Manitoba Child Care Association.

The briefs dwelt on many other points as well, not directly related to funding. Two common and interrelated themes were one, that the child's early years were the most important, most formative and two, that there is a need to educate the public on the value of day care centres for children in these crucial years. There was also some discussion of day care as part of the feminist movement, part of women's fundamental right to work and to pursue happy, satisfying careers.

For the most part, however, discussion avoided the concept of day care as a means to emotional fulfillment for women. Most presentations emphasized the economic necessities that are forcing both parents to work; that it is not a matter of choice but of real financial needs.

There were many requests that uniform standards be developed and enforced throughout the city. In particular, these standards should spell out minimum training levels for staff hired to work in day care centres.

There was a strong expression against commercial, for-profit, day care centres. Directors and parents at the hearings charged that the commercial centres provide poor quality care, even to the point of child abuse. Though parents may be aware of the poor quality, they feel they have no alternative available, and they refrain from speaking up for fear of what the staff might do to their children. There was very strong resentment expressed by many directors of public centres at the government's subsidization of children in private centres, especially, as some pointed out, in view of the vacant spaces in public centres.

Along similar lines, there were many parents who described very bad experiences with private sitters. Among those attending the hearings, sitters are seen as unreliable, greedy, and inattentive to the children. Licensing and supervision of all private sitters and day care homes was urged. There were several suggestions that family day care homes be affiliated with day care centres on a satellite basis.

There was a general, though certainly not universal, coolness expressed toward the use of volunteers in day care centres. Though no one stated outright "no volunteers wanted" there was a feeling that relying on volunteers was risky, that their usefulness was limited unless considerable staff time were devoted to training them, and at any rate, volunteers should never be used to substitute for paid staff, only to supplement.

Several of the hearings yielded the suggestion that parent sick time at work be permitted to be used toward caring for a sick child at home. It was felt that at present this was being done surreptitiously anyway, and making it official would relieve the employee of the necessity for lying. In the context of sick children, the suggestion also came that day care centres have "sick bay" for children with mild illnesses, where they could play quietly, apart from the other children, supervised by a trained staff member or nurse. Lost work days to care for children with mild infections imposes severe economic hardships on many parents.

Some briefs called for greater parent involvement in the day care centre, although the difficulties for working parents were acknowledged.

There were some suggestions for saving money -- amalgamation of low-use near-by centres; recycling centres which would receive toys and books from the public and circulate them to the centres; other toy and service sharing schemes; sharing of consultants (free) from other provincial departments,<sup>8</sup> one suggestion that the salaries of day care workers be reduced; and one suggestion, not really aimed at saving money but at making better use of existing funds: drop whichever services (centres) that cannot maintain a high standard of quality, i.e. promote better quality care for fewer children.

Suggestions that the day care service establish connections with, or even be part of, the public schools, were made several times. The benefits would lie in the schools tradition of in-service, substitutes, goal planning, and better salaries. It was pointed out also that it was a timely suggestion in view of the falling school population and emptying of classroom space.

Another issue that was discussed was the problem created by split jurisdictions. This was manifested in several ways. The public day care programs are administered and funded by the province, but fall under city jurisdiction in many ways; for example, all family day care homes seeking a license must obtain a conditional zoning variance from the city, a lengthy and undertain<sup>9</sup> process that discourages most potential care providers. Provincial Day Care Centres are required to be inspected

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8. This is being done on a small scale by some agencies. For example, the Home Economics Directorate does nutrition information work in selected day care centres.

9. The uncertainty lies in the \$75.00 non-refundable fee that applicants must pay.

by city health, fire and building inspectors, a split in jurisdiction which is not working out well, according to many day care representatives. Municipal officials are reluctant to conduct these inspections because "there is nothing we can do about it anyway," since the programs are funded by the province. Several day care directors reported that they had never had a health inspection or a fire inspection, though the by-law makes frequent mention of the necessity to maintain the facility in a condition "satisfactory to the Medical Officer." A few directors admitted candidly that their centres could not pass inspection, because there was insufficient funds to make improvements. In particular, with so many centres located in basements, ventilation is extremely poor and, in the view of the directors, unhealthy.

Another major issue discussed in the hearings dealt in various ways with information accessibility. This ran the gamut of all kinds of situations:

Parents do not know how to get information on day care that will permit them to make even the most rudimentary assessment of programs they might be considering for their children. Various federal and provincial publications and pamphlets exist to guide parents in selection, but no one is aware of them, not even the day care directors themselves. Some parents at the hearings reported they were originally at a complete loss to know how to start. Even if one knew there was a public provincial program, which is doubtful since it is not in any way an advertized service, and if one therefore know enough to look up the government of Manitoba in the telephone book, there is nothing listed there called "day care" At individual centres parents are generally too intimidated and unsure of themselves to ask questions.

In other instances, groups of parents wishing to set up lunch and after school programs were completely bewildered by lack of information on what to do. The day care office sent them to the school board; the school board said it was not their field, and in at least one case the parents finally gave up.

From another point of view, day care directors voiced concerns that there was not sufficient access to information from the day care office. This has already been touched on. Some directors charged that the day care office is not open to them, that they cannot get information on programs, policies, decisions, or detailed budget figures. As one put it "It is a closed shop."



Yet another information gap concerns the lack of information by day care workers on resources available to them. To this end, a suggestion was made "that a Resource Handbook be developed, printed and made available to all centres, providing details of human, institutional and material resources available . . . that the Resource Handbook reflect available government literature and services both Federal and Provincial, all government programs in the locale . . . special Boards . . . culture, things to do, places to go, people who will come in, thing to buy, things to get FREE. . ." 10

Another topic raised in the hearings and briefs concerned the desirability of establishing an active central support and evaluation resource for the day care centres. Far from shunning critical evaluation and inspection, many day care directors seek it, as a means of helping them provide better services. There are currently three Winnipeg area co-ordinators from the day care office who are required to make visits to each centre in their area two times annually. However so burdened are they with administrative and budgetary matters, that little if any time can be devoted to programmatic concerns and, in fact, some directors reported that the required "visit" is often made by telephone. The directors, at least those present at the hearings, are not satisfied with that. They genuinely want and need constructive help. They want more back-up and supportive services of all kinds -- from specialists in each relevant field, and from experienced people in day care -- to help them deal with the children more effectively and beneficially.

A consortium of twelve directors and former directors recommended, in their brief, that an active evaluation component be established, that would require "a minimum of two Evaluators to assess a Child Care Centre's program (The evaluators to be highly trained specialists in day care)... Evaluation should be semi-annual and of at least two hours in duration with the reports and recommendations being discussed with the Centre after each visit. It is also recommended that evaluations should be rotated on a morning-afternoon basis, and that the co-ordinator's semi-annual reports be made in person . . ." 11

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10. From a brief submitted by Manitoba Action Committee on the Status of Women.

11. From a brief submitted by Johnson, et. al.

A final recommendation, put forth by several people, was to establish some kind of body, composed of day care users, professionals, and citizens, to oversee licensing and standards of day care in Winnipeg.

Most of the assertions—of the need for certain programs, of families choosing welfare because they cannot afford day care, of the relation between low salary and high turnover, of poor quality commercial centre care, etc. -- were based on the intuition, experience and observations of day care parents and professionals, rather than on formal documentation. Several briefs, in fact called for more research in day care. Furthermore, with regard to the various new programs called for, few briefs attached dollar figures to them. There was also little in the way of suggesting source of funding except for general assertions that it should be government, or industry, or other private sector sources, or any of these combined with user fees.

It is also important to note that the ideas outlined in this section were by no means universal. There were major disagreements among day care professionals and parents on some of the most important demands.

Although most briefs called for the establishment and enforcement of uniform standards at all centres as a means of insuring quality, there were several presenters who felt that licensing standards should be flexible, because circumstances differ from centre to centre.

Some briefs stated that infants would be best cared for in family day care homes; others called for more infant spaces in day care centres.

Among the many presenters calling for more services for special needs children, there was a basic disagreement over whether these new services should integrate special needs children with "normal" children, or whether they should separate these children and provide them with specialized intensive care in a high resource environment.

Most day care professionals feel that a high level of formal training is required for day care workers, but others urged acceptance of informal criteria or performance credentialling.

One day care representative stated that those with formal training should be paid more, even if the job duties are identical to those of an untrained day care worker.

Although several briefs called for the establishment of work-site day care centres, some objected on the grounds that it ties the mother to the job.

The call for more parent involvement does not represent all view points. In one report that came to the attention of the Commission, the director of a public Winnipeg day care centre stated that centres should not be too close to parents' place of work, on the grounds that "... it would promote constant parental interference, severely handicapping the day care staff. . ."12

Amongst disagreements, there were two of major and far-reaching proportion:

The first concerns the question of who is day care for. There were those at the hearings who felt that day care should focus on deprived children. With limited funds, priority should be assigned to special needs and high risk children. One presenter went so far as to state that the whole \$4 million budget for day care should be spent in the Core area, and nothing outside of the area. And on the other side were those who insisted day care is not a welfare service for deprived children, but rather a "public utility for normal children"<sup>13</sup> of working parents. As one other day care professional present at the hearings put it, day care is an ideological question.

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No one at the hearings would actually take on an anti-needy-children stance. It is seen as a matter of priorities. Given limited funds, priorities should be assigned to . . . children of working parents/deprived children on non-working parents.

In a related vein, although the call for special needs funding was wide-spread, there are those who say with the children already in the program being served so inadequately, we should not be seeking out more children. First provide quality care for the children already in day care. Discussion will return to this important issue in greater detail in Section V.

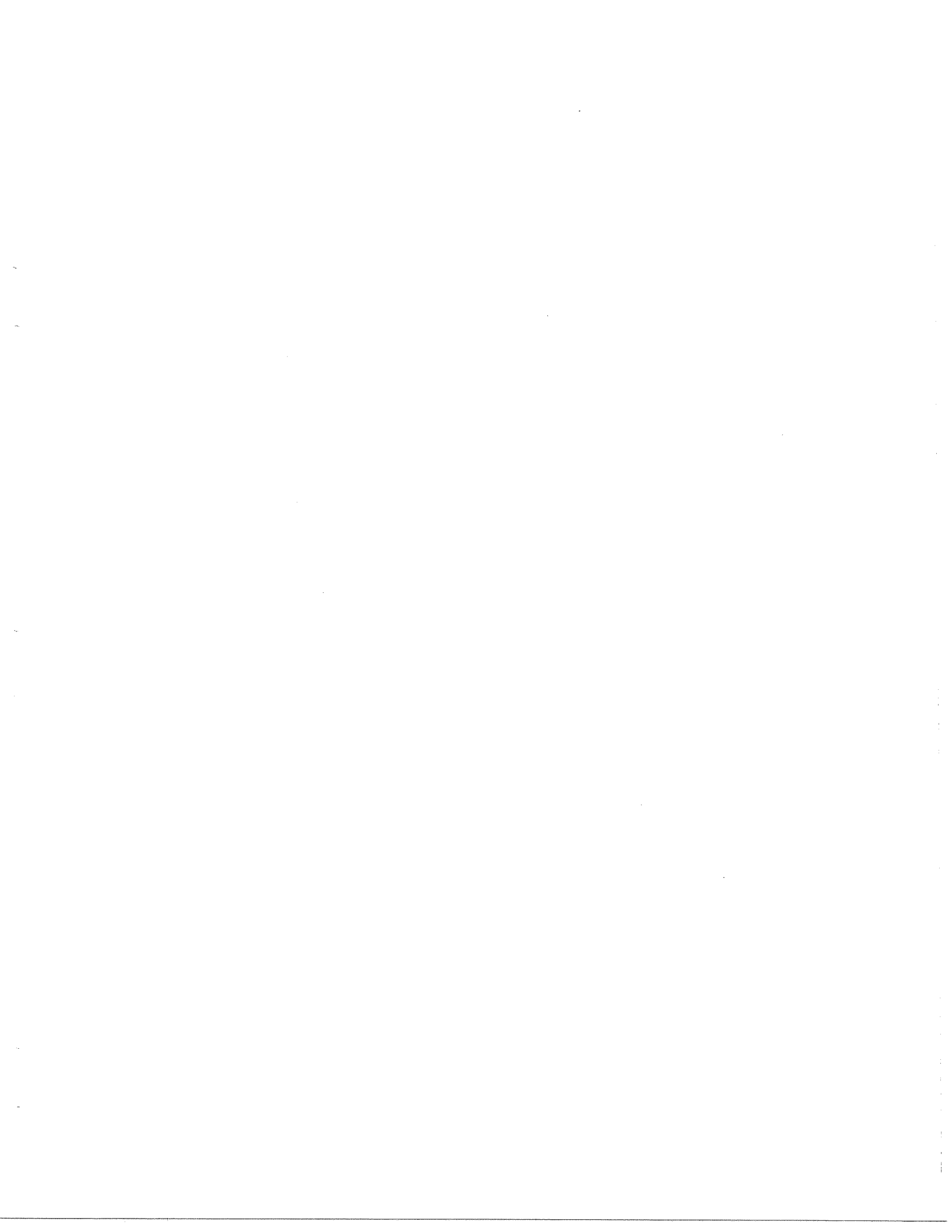
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12. From a report prepared by Manitoba Hydro for CUPE in 1976. The quoted remark was advice given by a director to the Hydro group.

13. From a parents' brief submitted by Health Sciences Centre.

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The second major disagreement revolved about the question of whether to keep or to abolish the fee ceiling. There were those who felt that the fee ceiling set low-ish permits the great majority of parents to send their children to day care. Some said that raising the ceiling would generate more revenue, especially if it were raised only for the high-income parents. Others disagreed with this proposal, saying that if wealthier parents paid more it would create a disequilibrium of centres, with some centres getting more revenue. Others felt this could be corrected by paying fees into a general fund, similar to a general tax revenue, from which money would be distributed on an equitable basis to all centres. Many pointed to the experience of Ontario, where there is no fee ceiling, and charges have reportedly skyrocketed in recent years to \$12-14 per day. In that case, only the rich and the (subsidized) poor will be able to send their children to day care, and some sources reported that in Ontario centres are emptying as middle class parents leave. Howard Clifford, a consultant to the federal government on day care, reported recently a net loss of 2,000 licensed spaces in day care in Canada over the last year, in a period when employment participation of women is reputedly rising; the loss in spaces was accounted for in large part by Ontario, and is blamed on the increase in per diem fees.



APPENDIX

Hearings were held at the following locations and dates:

<u>Place</u>	<u>Dates</u>	<u>Time</u>
YWCA, 447 Webb Place	Wed., Nov. 16	2:30 p.m.
Roblin Park Community Centre 640 Pepperloaf Cres	Mon., Nov. 21	7:30 p.m.
Lord Roberts School, 665 Beresford University of Winnipeg	Thurs., Nov. 24	7:30 p.m.
Centennial Hall, Rm 1C10	Mon., Nov. 28	9:30 a.m.
Sturgeon Creek Sec. School 2665 Ness	Wed., Nov. 30	7:30 p.m.
David Livingstone School, 270 Flora	Thurs., Dec. 1	7:30 p.m.
Norwood United Church, St. Mary's & Tache	Wed., Dec. 7	7:30 p.m.
Shaughnessy Park School, 1641 Manitoba	Thurs., Dec. 8	7:30 p.m.
Strathcona School, 233 Mackenzie		
Knox Nursery, 400 Edmonton	Wed., Dec. 14	7:30 p.m.
University of Winnipeg	Mon., Dec. 19	7:30 p.m.
Shaughnessy Park School	Tues., Jan. 3	7:30 p.m.

Briefs were received from and presentations were made by the following individuals, and individuals representing the following agencies:

Child Development Clinic  
Canadian Association for the Mentally Retarded  
Day Nursery Centre Social Worker  
Day Nursing Centre Executive Director  
Day Nursery Centre Board of Directors (2 submissions)  
Day Nursery Centre Parents  
Mount Carmel Clinic Executive Director  
David Livingston School Principal  
Mount Carmle Clinic Parent  
Consortium of 12 Directors of Day Cares  
Junior League of Winnipeg  
Manitoba Action Committee on the Status of Women  
Manitoba Child Care Association  
Manitoba Child Care Association Lunch and After School Committee

Health Sciences Centre  
Manitoba Association of Social Workers  
Fort Rouge Child Care Centre Board of Directors  
Fort Rouge Child Care Centre Staff Member  
Manitoba Federation of Labour  
Canadian Union of Public Employees, Local 1543  
Canadian Union of Public Employees, Manitoba Division  
Home Economics Directorate  
King Edward Community School Parents  
Shaughnessy Park Community School Parents Committee (BLASP Program)  
Council of Women of Winnipeg  
Provincial Council of Women of Manitoba  
Freight House Day Nursery Parents  
Knox Day Nursery Staff Member  
Knox Day Nursery Nursery Parents  
Social Planning Council of Winnipeg  
YMCA, St. Vital Day Care Centre Staff Member  
St. Joseph's Day Nursery  
YWCA  
Fort Rouge Co-op Day Nursery Parents  
Place for Kids Parents  
Family Services of Winnipeg Inc.  
Children's Aid Society of Winnipeg  
Manitoba Teachers Society  
M. Dimursky  
Janet Paxton (Berkowski)  
Sheila Hunter  
Lord Roberts Lunch and After Four  
Windsor Park Information and Resource Centre  
Norquay School  
Dufferin School  
Parents without Partners

Following is a list of the day care centres at which site visits were made:

1. Mini-Skool  
870 Scotland
2. Perimeter Day Care  
4820 Roblin Blvd.
3. Garderie de Bambins  
197 Kitson
4. Lord Roberts Lunch and After-4  
665 Beresford
5. Health Sciences Centre  
120 Tecumseh St.
6. Care-a-lot Nursery  
829 Watt St.
7. Wild Strawberry Children's Centre  
790 Banning St.
8. Children's House  
157 Rupert St.
9. Brooklands  
1950 Pacific Ave
10. Freight House  
505 Ross Ave.
11. Rossebrook  
658 Ross
12. Smith St. Day Nurseries Centre  
256 Smith St.
13. St. Josephs Day Nursery  
1476 Portage Ave.
14. Mount Carmel Clinic  
Day Nursery  
122 Selkirk





The hearings produced a demand for more government funding but accompanied by little in the way of concrete suggestions as to how programs should be funded. Calls to "make the rich pay more" are popular but unlikely to generate much additional income for day care since less than 20% of users are upper income. Another popular call was to raise the subsidy level. The level is fairly well fixed by federal guidelines and cannot be raised and still qualify for cost-sharing. Assertions were made that mothers have been dropping out of the labour market and going on welfare ever since the fees for non-subsidized users were raised by \$250 per year. If this is so, it should be documented so the extent of this very serious social consequence can be understood.

Day care is an expensive service. It will continue to get more expensive even if services remain exactly as they are. In the language of economists, day care is a labour-intensive industry with limited opportunity for productivity gains. Commitment to day care must go hand in hand with acceptance of the fact that it will always be an expensive service. Although there is little room for significant cost cutting, the manner of funding can determine how effectively resources are used. There are numerous options. Just to name a few: raise fees, introduce a sliding scale, remove ceiling, eliminate deficit funding, raise subsidies with provincial added support, raise maintenance grants, convert to needs testing, use an income-plus-needs-appeal procedure, or any of these in combination. Rhetoric is not needed. What is needed is informed economic opinion as to the exact predicted system and personal consequences and costs of each of the many options available. As well, analysis should include the effects of channelling funds into non-institutional forms of day care, and the possibilities of more major system changes, such as drastic tax reductions for working mothers, direct cash grants, and the like. Economic analysis cannot settle what is finally a political and social problem, but it is at least a prerequisite for an informed decision regarding the funding of day care.

The proposed study should be completely open and public. It should not be an in-house study conducted by a government for purposes of their own policy-making; but rather it should serve to inform all interested in day care of the exact parameters involved in decision-making concerning funding.

4. There should be an immediate stop-gap increase of 25% in the maintenance grants to full-time centres.

Day care centres are faced with immediate problems now. Although a full-scale public economic analysis is in order, it will be of little comfort to centres confronting serious cash problems in the immediate future. Simple arithmetic shows the difficulty many are in. Costs average \$35 to \$45 per child per week. Income is just under \$40 per week (\$30 user fee, \$9.60 grant). Selling chocolate bars to raise money is an inefficient use of day care staff resources.

There has not been an increase in the maintenance grant in 2 years,<sup>1</sup> although costs (rent, salaries, food, etc.) have in the meanwhile risen. A 25% increase in the maintenance grant does little more than match inflation, and permit salaries to be raised up to a level appropriate for proposed staff training requirements.

5. There should be consideration given to withdrawing the maintenance grant from part-time day care centres.

Although the Planning Secretariat data on part-time public centres was not made available, the information obtained from a number of other sources suggests that part-time centres do not serve a high-priority group, (in fact many refuse to take children on subsidy), that the maintenance grant is not necessary for their survival as centres, and there are indications that many are making considerable profit. The funds spent on part-time centres could be better used in supporting the higher need full-time centres. Subsidies to eligible children in part-time centres should still be available.

6. The day care office should establish a program-oriented central co-ordinating resource for day care centres.

There is a need for a range of support and back-up services for day care centres. The present area co-ordinators are overburdened with administrative matters. The directors should have access to a programmatic consulting resource to assist them in providing services to the children and which would provide the day care centres with a continuous evaluation and upgrading tool.

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1. Per diem fees paid by parents were increased last year.

As a resource, it would provide direct service in the form of a core group of highly trained highly experienced day care experts who could help directors in program planning and dealing with problems as they arise. It would also provide indirect service in the form of organizing consultant contacts with experts in specific fields, such as behaviour problems, speech and hearing problems, nutrition, and so on, either through an arrangement with relevant branches of the provincial government or standing arrangements with other public or private specialists. A central resource agency with authorized power would help to bring the centres to more uniform quality levels, apart from specified paper standards. There should be in addition to continuous access to help in solving problems, a mandated number of formal in-depth in-person assessments each year, for the benefit of both the centre and the day care office.

Other services could include publication of a resource handbook, establishment of toy and book exchanges, a re-cycling centre, and provision of a forum for meetings, idea exchanges, mutual group support.

7. The School Board, with assistance from the province, should fund and establish lunch and after school programs in elementary schools in Winnipeg.

There is a need for lunch and after school services for children under 11 years of age. There is not a pressing need for children age 11 and 12.

There is really no debate over who should fund such programs. There is no place more logical than schools as a locus for the service. (The children are already there; there is really no other place for them to go; churches and other make-shift facilities, when available, are usually not up to health and safety standards, as witness the problems encountered by the day care program; family homes cannot serve many and are ill-equipped) Programs operating in the schools must be under the auspices of the schools, not of other groups or agencies, in order to avoid problems in split jurisdictions and decision-making.

The service should include supervision of bag lunch eating periods and programmed recreation, and should be supported in part by user fees.

8. Family day care homes must be up-graded.

A concerted effort should be made to solve the zoning problem which is preventing further development of licensed day care homes; a publicity campaign must be launched luring unlicensed homes into the licensing system; there must be more staff available to enable closer monitoring of standards in day care

homes; family day care homes should all be brought into a satellite system revolving about day care centres.

The needs survey revealed a high level of dissatisfaction with the care children receive in the home of a sitter. The arrangement is popular though because of its convenience (nearness to parent's home). Parents tend to regard any service (centre or home) as unavailable if it is not within walking distance. Since it is unreasonable to suppose enough centres could be established to meet this criterion, the alternative of family day care homes must be pursued and upgraded to meet the evident demand for this service.

9. There should be more readily available information on the day care program.

There exists now in Winnipeg an unacceptably high level of public misinformation and lack of information on the day care program. Many people do not know if day care centres are available, how much they cost, who may attend. The province publishes a pamphlet which answers these questions but it clearly does not have an adequate distribution. Beyond that, there is nowhere a source of descriptive information on public day care centres. Parents have difficulties in determining which day care centres meet their standards and needs. Perhaps they would readily trade a lunch program for some other feature not offered in a centre that serves lunch. There should be regularly updated listings available for public examination showing the main descriptive elements of all centres (type of building, size of enrollment, class size, number and training of staff, nutrition services offered, nap facilities, special features (climbing bars, swimming pool, exercise room, outdoor playground, etc.), typical program schedule).

This should in no way be interpreted as a call for a massive public "education" program on the value and beneficial effects of day care centres. The beneficial effects of day care are yet to be proven. No one, on any grounds, should be dissuaded from using grandma or any other trusted private arrangement by saying that day care is better.

Day care centres have never been proven to be better than other arrangements, and, more to the point, they don't have to be. The work of day care centres should not be measured against specified desirable outcomes, any more than the work of mothers should be. Day care does not have to produce "better" children. Day care exists to fulfill a real need to care for children at a decent level, and should not be judged on whether they can produce superior children, or children that a principal claims he can "spot" years later.

A campaign to produce a better image for day care would be a waste of resources. If the service is upgraded and is what people want, the image will gradually take care of itself.

10. There should be an increase in the number of spaces for the care of children under 2 years of age. If family day care homes are improved in terms of level and supervision, they would be ideally suited to the feeling voiced by parents that very young children should not be cared for in centres.

The recommendations have, by intent, not directly addressed the issue of special needs or deprived children, although this was a dominant issue in the hearings -- should money be diverted for special needs children or should money be devoted to improving the service for children now being served in day care.

The overall problem is with lack of government commitment to day care and insufficient funds to back the service, whom- ever it's for.

It is not a question of special needs or no. It does not have to be reduced to an either/or situation. Nobody need be "appalled"<sup>1</sup> that special needs children are to be serviced. The demand for day care centre service is not that overwhelming. There is no reason to expect that the policy statement "special needs children are to be included" will inundate the centres. There is no basis for the belief that parents of special needs children are more disposed to send their children to day care centres than are parents of "normal" children. The centres can handle all comers, if you provide the necessary supports (recommendations 2 and 6) and you assure a highly competent

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1. In a survey of directors requesting their reaction to special needs programming in day care, one director wrote back that she was "appalled (that) . . . the Commission (would want) to seek out more children for day care when those children now being served are in jeopardy". The survey, it should be noted, would have to be considered inconclusive. Out of 83 mailed requests, only 24 were returned, most of them favorable to the concept of day care for special needs children.

staff (recommendation 1), both of which -- good supports and trained staff -- are also prerequisites for day care for "normal" children. Good day care costs money.

The day care community should be urged to stand back and get a perspective on the situation. There is no need for a narrow either/or approach. The only either/or that exists is: will we have good day care or not. Not many people want centres. The hearings were a forum for institutional advocates. None of the hundreds of thousands of people in Winnipeg who don't want a day care centre were heard from at the hearings. Right now, day care centres serve about 5% of the people. If special needs children are actively promoted, that percent will rise by a couple of points, if that much. Whether you "decree" day care is for the poor, the children of working parents, handicapped children or whatever, there is still not going to be a great beating down of the doors to get in.

What is necessary is to provide a decent service with potential for supports as needed. It is destructive to argue in theory about whom its for. Provide the framework for a functioning system that can take all who need and want it. The recommendations contained in this section are intended to do just that.

