

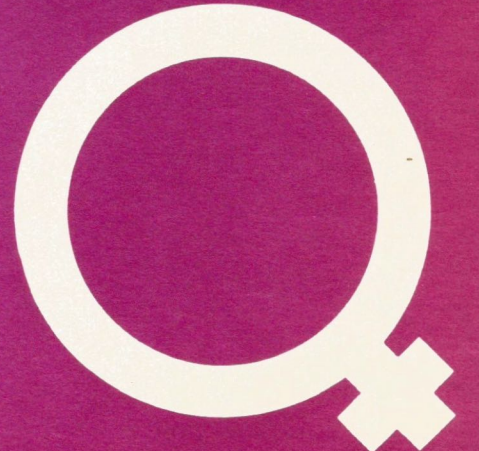
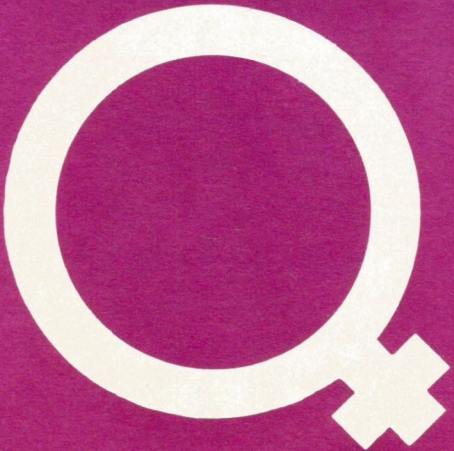
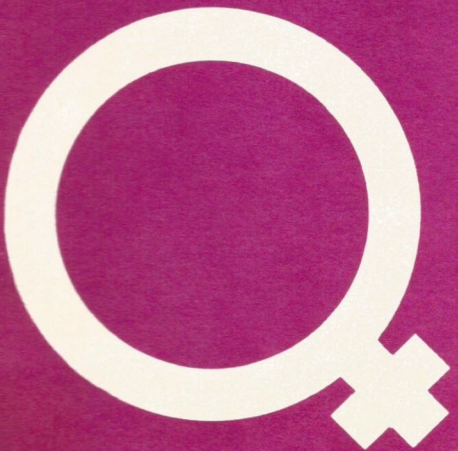
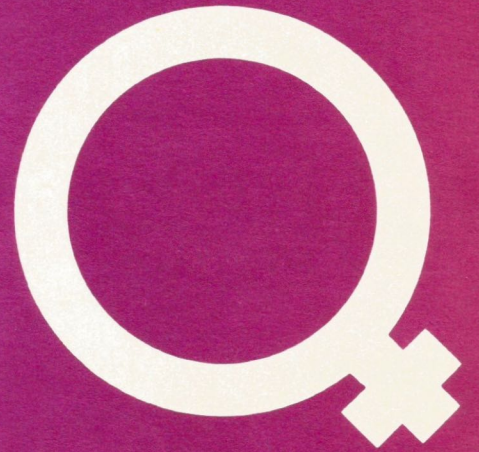
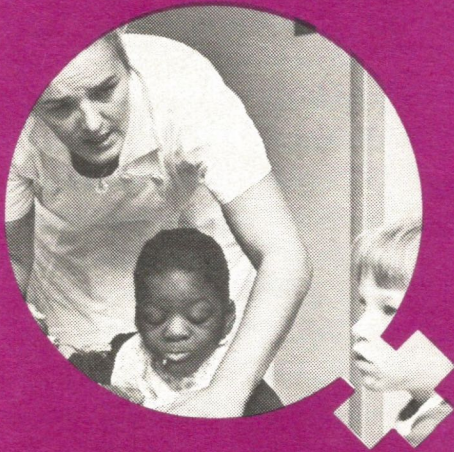
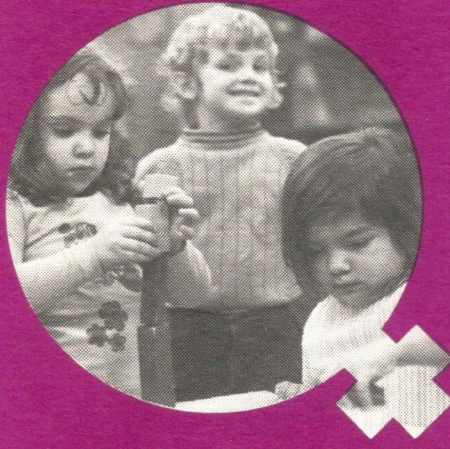
A Study by the  
Women's Bureau  
Department of Labour  
Province of Manitoba

August, 1976



MANITOBA

# Employment in Day Care

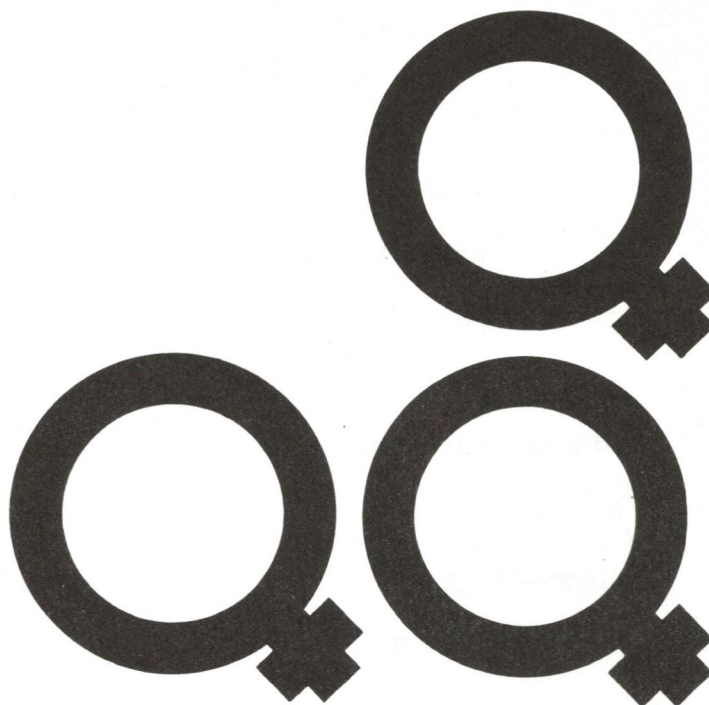


August, 1976

## Employment in Day Care

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**A. (Russ) Paulley,**  
Minister

**Study Commissioned by:**

The Women's Bureau,  
Department of Labour and  
Planning and Priorities  
Committee of Cabinet Secretariat  
through the Student Temporary  
Employment Program.  
Manitoba Provincial Government

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EMPLOYMENT IN DAY CARE

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## PREFACE

This project was conducted during the summer of 1975 by the Women's Bureau under the auspices of the Planning Secretariat of Cabinet and the Department of Labour, Manitoba Employment Programme.

Five students were employed to work on three studies, assisting in the design, implementation, and compilation and analysis of the data for each study. The students, Syd Enns, Clive Hjorliefson, Cathie Raths, Joan Simpkins and Linda Wallace, worked under the supervision of Mary Eady, Director, Women's Bureau.

We would like to express our appreciation to Ethel Kolochen who so patiently typed and re-typed the pages of this report.

## INTRODUCTION

A number of studies have been done in the area of day care. Generally, however, the objectives of such studies have been to examine either the need for day care or the effect that day care has on society.

The Women's Bureau, as a division of the Manitoba Department of Labour, is concerned about day care from another point of view - the day care worker. Though not really a new field, the rapid expansion of employment in this area has been met with several courses of training open to the individual in Manitoba. There is an early childhood education course at the University of Manitoba as well as a course at Red River Community College for child care workers.<sup>1</sup> Combined, these two courses last year turned out approximately 60 graduates.

The objective of this study, then was to investigate the employment situation of the day care worker as answers were found to the following questions:

- 1) Are the day care centres in Manitoba being staffed by trained personnel?
- 2) What does day care offer in the way of a career path for trained personnel?

As the directors of day care centres were contacted they were asked a number of questions including the number, qualifications, and salary of the workers as well as the employment situation of day care workers in regards to fringe benefits. Also determined were the number of children, the ratio of children to workers, and whether the centre was operating at capacity or has a waiting list. Of a more general nature we surveyed the opinion of the directors concerning the various child care training programmes.

1. For a description of the courses at R.R.C.C. and the University of Manitoba see Appendix B.

Through the examination of the information gathered the Women's Bureau offers a composite picture of the situation of the day care worker in Manitoba at present. Hopefully, some insight into the future situation might be gained, thereby enabling planning to be conducted by the appropriate agencies.

## METHODOLOGY

A combination of the interview and questionnaire methods was employed in the day care study. Interviews were more desirable but due to the distance factor any day care centres outside of Winnipeg were contacted by means of a mail-out questionnaire.

The interview schedule/questionnaire was developed by the members of the work team and the staff of the Women's Bureau. A description of the various day care facilities was wanted along with the classifications of employees and their qualifications. Questions were included on a number of aspects of employment such as opportunities for advancement, benefits offered, and the handling of employee grievances. (See questionnaire/interview schedule; Appendix A).

A listing of day care facilities was obtained by combining lists from several sources: the Provincial Day Care Office, Winnipeg Licensing Department, and the West End Co-operative Resource Centre. Questionnaires were mailed to those facilities outside of Winnipeg along with a letter of explanation. Respondents were invited to submit any additional comments they felt were relevant.

The facilities in the Winnipeg area were divided among five members of the work team. A letter of introduction was mailed out to each centre informing them that they would be contacted by phone in order to arrange a suitable interview time. Interviews were conducted throughout the months of June, July and August.

Several of the day care facilities were found to have been discontinued and unfortunately quite a few were not running during the summer months. Of the 120 centres on the original list, a total of 60 were successfully contacted; 43 in Winnipeg and 17 in other regions of Manitoba.

### Data Analysis

The data from the interview schedules were coded, recorded, and placed on computer cards. A frequency distribution of the variables was obtained with the use of the SPSS (Statistical Package for the Social Sciences) computer programme.



## THE DAY CARE CENTRES

Sixty centres responded to the study conducted by the Women's Bureau. Although ten percent of the centres responding had been established in 1975, over one third began in 1970 or earlier. Over half of the centres (58.3%) were year-round operations. Of the centres responding, 38.3% were closed for the summer months. It can be expected, however, that this percentage should actually be higher as many of these centres could not be contacted at the time of the survey.

The size of the centres varied greatly, with a few having less than ten children, and others having over one hundred. About 45% of the centres had between 20 and 40 children. Few centres accepted children under two years of age or over seven. Almost two-thirds of the centres cared for subsidized children; some centres had twenty or more such children. Only a small percentage (16.9%) of the centres provided any form of transportation.

Many day care centres availed themselves of volunteer help. Parent volunteers worked in 41.1% of day care centres, elderly volunteers in 13.0%, child care students in 23.2%, high school students in 30.9% and other types of volunteers in 32.1% of the centres. Opinions expressed by the directors regarding volunteer help were mixed. Several centres had discontinued accepting such help as they found the help they received inconsistent and unreliable.

The cost of care also varied from centre to centre. Although nearly one half of the centres charged the maximum per diem rate (\$5.00 per child) set by the government for those receiving grants, another 25.9% charged under \$2.50 for care. Of the centres responding, 45.8% were operating at capacity, with many other centres having a waiting list.

Funding for day care centres came from a variety of sources including government grants, united appeal, parental

fees, private funds, etc. Parental fees provided money for 91.4% of day care centres and the government granted money to two-thirds of the centres.

#### SOURCES OF FUNDING FOR DAY CARE CENTRES

Government Grants	66.7%
Parental Fees	91.4%
United Appeal	11.1%
Private Funds	13.0%
Other Sources	21.4%

The Board of Directors was the most popular form of organization for the day care centre with over half (57.9%) of the centres in the survey adopting this method. The director alone organized the centre in 21.1% of cases.

#### TYPES OF ORGANIZATION

Board of Directors	57.9%
Director	21.1%
Family Organization	3.5%
General Office	5.3%
Other	12.3%

Parents took an active part in the running of 51.7% of the centres.

## EMPLOYMENT IN DAY CARE

Day care centres vary considerably in the number of workers they employ. Nearly one half (47.5%) of the centres included in the study hired three workers or less and a number of those employed were part-time workers (19.8%). The total number of workers: directors, teachers, assistants, cooks, etc., employed by the centres surveyed was 324. Of these 260 were full-time and 64 were part-time.

### NUMBER OF WORKERS EMPLOYED BY DAY CARE CENTRES

Number of Employees	Number of Centres	Total Number of Workers
1	9	9
2	9	18
3	9	27
4	9	36
5	5	25
6	4	24
7 or more	<u>14</u>	<u>185</u>
	59	324

The largest group working in day care were the 117 teachers who constituted 37.9% of the workers. In addition, there were 51 directors, 80 teaching assistants, 12 cooks and 49 other workers.

Most day care centres had directors and some hired more than two. Of the workers in the sample, 16.5% were directors displaying a variety of qualifications:

- (15) 34.1% had University
- (14) 31.7% had R.R.C.C. or equivalent
- (24) 54.5% had previous experience
- ( 9) 20.5% had other qualifications <sup>1</sup>

Despite the fact that the directors were often required to put in long hours of overtime in administrative work, their salaries were very low, generally between \$400 and \$700 per month.<sup>2</sup>

1. The total percentage may be over 100% due to the fact that many had more than one type of qualification.
2. At the time of the survey, the Manitoba minimum wage was \$2.30 per hour for all workers 18 years of age and over.

SALARIES OF DIRECTORS

Salary Range (per month)	Frequency	%
under \$300	1	4
300 - 399	1	4
400 - 499	4	16
500 - 599	8	32
600 - 699	9	36
700 - 799	2	8
over \$800	0	-
	<u>25</u>	

There were 117 teachers in the sample and their qualifications were as high as those of the directors.

QUALIFICATIONS OF TEACHERS

- (51) 43.6% had University
- (42) 35.9% had R.R.C.C. or equivalent
- (54) 54.5% had previous experience
- (14) 12.0% had other qualifications

The wages paid teachers, however, were lower than those paid directors, with most receiving between \$400 and \$600 per month.

SALARIES OF TEACHERS

Salary Range (per month)	Frequency	%
under \$300	0	-
300 - 399	3	3.2
400 - 499	35	37.6
500 - 599	25	26.9
600 - 699	13	14.0
700 - 799	14	15.1
over \$800	2	3.2
	<u>93</u>	

Eighty day care workers were employed as assistants, comprising 25.9 of total workers. The training that the assistants had received was less formal and more of an experiential nature.

QUALIFICATIONS OF ASSISTANTS

- (9) 11.3% had University
- (19) 23.8% had P.R.C.C. or equivalent
- (30) 37.5% had previous experience
- (3) 3.8% had other qualifications

Despite the fact that 35.1% of the teaching assistants had academic qualifications and 37.5% had previous related experience, their salaries tended to be very low. The majority, 80.3%, earned between \$300 and \$499 a month which is an annual salary of less than \$6,000.

SALARIES OF ASSISTANTS

Salary Range (per month)	Frequency	%
under \$300	7	9.9
300 - 399	26	36.6
400 - 499	31	43.7
500 - 599	6	8.5
600 - 699	0	-
700 - 799	11	1.4
over \$800	0	-
	<u>71</u>	

Approximately half (50.9%) of all the workers employed in the field of day care had opportunities for advancement, and 54.5% had opportunities for upgrading. Thus, it seems that there are opportunities in the field of day care in terms of career development. However, the salaries paid to day care workers are very low. While opportunities exist, financial incentive does not.

There are many services in the community that are available to give assistance to agencies, such as child care centres, that either cannot afford these services on a full-time basis or do not deem it practical to offer them full-time. Such community services include health and nutrition experts, family counsellors, psychologists, sight and hearing specialists, and early childhood specialists. When utilized, these services can be very helpful in ensuring a high caliber programme. This survey found that health experts, usually public health nurses, were the most frequently used of the community services available.

SUPPORT SERVICES UTILIZED BY THE  
DAY CARE CENTRES

Service	% utilizing the service
Nutrition Experts	56.4%
Health Experts	78.2%
Family Counsellor	46.3%

Staff meetings give employees the opportunity to pool their ideas and offer constructive input into the functioning of the centre. In many cases such meetings serve as grievance committees where disputes may be settled. Nearly two-thirds of the centres surveyed had regular staff meetings and another 17.5% had such meetings on an

irregular basis. Many centres recognized the need for regular meetings and planned to institute them in the near future.

As was already mentioned, staff meetings were one way of handling employee grievances. Such discussion groups were employed in this manner by 18.2% of day care centres. The director was the sounding board for grievances at 30.9% of the centres, the Board of Directors at 25.5% and other means were utilized in 18% of cases. <sup>1.</sup>

1. 7.3% of centres found this question did not apply to their situation. These centres would be one person or family operations.

## DISCUSSION AND CONCLUSION

The early years of a child's life are extremely important. According to Dr. Benjamin Bloom, fifty percent of a person's intellectual development occurs in the first four years of life.<sup>1</sup> Despite widespread agreement on the importance of the 'critical years' in a child's life, those entrusted with the responsibility of child care are very poorly paid. The Women's Bureau was appalled at the low salaries being received by qualified day care personnel.

Why are day care workers so poorly paid? Surely no one can say that caring for small children is an easy task - ask any parent. The job of the day care worker, with the long hours required, is both physically and emotionally draining.

It may be that the role of the day care worker has been confused with that of the babysitter. It must be realized that, for the most part, day care workers are trained and experienced specialists. These specialists provide the child with an enrichment programme rather than just custodial care.

Another reason for the low wages may be that day care is seen as an extension of the female role in the home. The child care specialist is seen as a temporary parental substitute and as such is given little financial reward. This is typical of many predominantly female occupations.

Possibly the fact that many people fail to see the necessity of day care, provides another clue to the poor wage situation for day care personnel.

The time is past when society can refuse to provide community child care services in the hope of dissuading mothers from leaving their children and going to work.<sup>2</sup>

1. Report of the Royal Commission on the Status of Women in Canada. Ottawa: Information Canada, 1970, p.262.
2. Ibid. p. 263.

Fortunately more recognition is being given to the need for adequate child care facilities. The Federal Minister of National Health and Welfare stated recently that, the government "failed to acknowledge for a long time, that adequate day care at reasonable costs is an important service required in families where parents work".<sup>3</sup> However, this view has changed and it is now recognized that

The availability of a wider range of child-caring facilities is now only critical to equalized changes for women with marketable skills or for those who seek to attain them, but important as a developmental service to children.<sup>4</sup>

Funding for day care involves all three levels of government. The Manitoba Department of Health and Social Development is responsible for the provincial day care programme.

The child day care programme....provides subsidies to parents with low incomes who require day care services for their pre-school children. It also provides start-up and maintenance grants for day care centres and their staff, and information and advice for persons interested in providing day care service.<sup>5</sup>

Minister Laurent L. Desjardins, the Minister in charge of day care, has recently announced changes in the child day care programme. The forthcoming changes will reduce the cost of care to non-profit centres as well as increasing the number of families eligible for a subsidy. The previous income levels above which parents were required to contribute to day care costs were relatively low and with a 50 percent reduction rate, subsidies decreased rapidly from the maximum income eligibility level.<sup>6</sup>

3. From Notes for an address by the Honourable Marc Lalonde to Social Planning Council of Metropolitan Toronto Seminar on "Family Security Issues". Monday 8th, 1975
4. Ibid.
5. News Service, Information Services Branch, Manitoba Government November 21, 1975
6. Idem.



As has become evident from this study, day care centres show a great amount of variation in their staffing and programming. The Provincial Day Care Programme which was started in the fall of 1974 is still in the developmental stages and guidelines are being set to ensure a standard of high quality in the child day care centres in Manitoba.

Through the development of a growing day care programme, child care may become less of a low paying dead-end job. Opportunities for training, advancement and promotion must be incorporated into the system. The child care specialist must be assured of a viable career path and remuneration that will adequately reflect the skill, training, and commitment involved.

A P P E N D I X A

- 15 -  
DAY CARE

1. Type of facility \_\_\_\_\_

2. Date established \_\_\_\_\_

3. Duration (ie. 12 months operation) \_\_\_\_\_

4. Number of children \_\_\_\_\_

5. Age Grouping:

under- 12mos.	1	2	3	4	5	6	7	8	9	10	11	12	13	14

6. Number of subsidized children \_\_\_\_\_

7. Do you provide transportation for the children, if necessary?

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

8. What is the cost per child?

(a) for care \_\_\_\_\_

(b) for transportation \_\_\_\_\_

9. Are you operating at capacity?

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

10. Do you have a waiting list?

Yes \_\_\_\_\_ Number on List \_\_\_\_\_

No \_\_\_\_\_



13. What is your opinion concerning the early childhood programs offered by the Universities or Community Colleges?

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

14. Are there opportunities for advancement for employees?

Yes \_\_\_\_\_; Specify \_\_\_\_\_

No \_\_\_\_\_; Why Not \_\_\_\_\_

\_\_\_\_\_

15. Are your employees offered opportunity for up-grading?

Yes \_\_\_\_\_; Specify \_\_\_\_\_

\_\_\_\_\_

No \_\_\_\_\_; Why Not \_\_\_\_\_

\_\_\_\_\_

16. Does the staff usually consult with

(a) Health experts: Yes \_\_\_\_\_ No \_\_\_\_\_

(b) Nutrition experts: Yes \_\_\_\_\_ No \_\_\_\_\_

(c) Family counsellor: Yes \_\_\_\_\_ No \_\_\_\_\_

17. Does your staff meet as a group to discuss any problems which may arise in the day-to-day operation of your centre. \_\_\_\_\_

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

18. How are employee grievances handled? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Do you have volunteer workers?

\_\_\_\_\_ Yes, If Yes, who are they?

\_\_\_\_\_ No

\_\_\_\_\_ Parents

\_\_\_\_\_ Elderly

\_\_\_\_\_ Child care

\_\_\_\_\_ Students

\_\_\_\_\_ High school  
Students

\_\_\_\_\_ Others; Specify

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

20. How is your facility funded?

\_\_\_\_\_ Government grants

\_\_\_\_\_ United Appeal

\_\_\_\_\_ Privately raised funds

\_\_\_\_\_ Parental Fees

\_\_\_\_\_ Other; Specify \_\_\_\_\_

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

21. (a) How is your facility administrated (ie. Organization of the Board)? \_\_\_\_\_

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

(b) Do parents take an active part in your operations?

Yes \_\_\_\_\_ Specify \_\_\_\_\_

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

No \_\_\_\_\_

22. Comments: \_\_\_\_\_

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

A P P E N D I X B



RED RIVER COMMUNITY COLLEGE  
CHILD CARE SERVICES\*

Red River Community College offers a course in child care services of two years duration. If a student wishes to take the option of completing only the first year in which case a certificate of attainment will be awarded.

**Course Outline**

**TERM 1**

SUBJECT NO.		HOURS/WEEK	CREDIT HOURS
CCSC-102	Forum and Field Placement 1 .....	8	6
CCSC-107	Philosophies of Child Care .....	4	4
CCSC-106	Child Behavior & Development .....	4	4
CCSC-108	Creativity and Children .....	2	2
ENGL-112	Children's Literature 1 .....	2	2
SOCL-106	Self Understanding & Social Feeling 1 .....	4	4
*ENGL-102	Oral Communication .....	3	3
		27	26

\*option

**TERM 2**

CCSC-205	Forum & Field Placement 2 .....	12	9
CCSC-206	Nutrition & Physical Care of the Child .....	2	2
CCSC-207	Family Influences on the Child .....	3	3
CCSC-208	Self Expression in Art .....	2	2
CCSC-209	Elements of Music for Children .....	3	3
ENGL-215	Children's Literature 2 .....	3	2
SOCL-206	Self Understanding & Social Feeling 2 .....	4	4
		29	25

**TERM 3**

CCSC-302	Forum and Field Placement 3 .....	12	9
SOSC-301	Exceptional Children .....	6	6
CCSC-301	Curriculum Planning .....	3	3
CCSC-303	Movement Education .....	2	2
CCSC-306	Family Systems .....	3	3
CCSC-307	Science for the Pre-School Child .....	2	2
		26	25

**TERM 4**

CCSC-402	Forum and Field Placement 4 .....	17	12
CCSC-403	Developmental Drama .....	3	3
CCSC-404	Child Care Service Implementation .....	4	4
CCSC-405	Issues in Child Development and Child Care .....	4	4
CCSC-407	Basic Accounting .....	2	2
		30	25

\* Information from the 1975/77 Calendar for Red River Community College.

UNIVERSITY OF MANITOBA

EARLY CHILDHOOD CERTIFICATION PROGRAM \*

The University of Manitoba offers a one-year programme, subsequent to completion of first-year Education or first-year university standing in other faculties, leading to general certification and preparing teachers for the nursery school and kindergarten.

<u>Course Outline</u>	<u>Credit Hours</u>
63.401/81.401	Student Teaching 9
63.402	Curriculum and Instruction- elementary and early childhood (a) Humanities and Social Science 6
81.402	Curriculum and Instruction- Elementary and early childhood (b) Mathematics and natural sciences 6
43.204	Psychology of early childhood 3
37.203	Comparative study of child rearing 3
	One education elective 3
	<hr/> 30

\* Information from the 1975-76 Calendar for the Univeristy of Manitoba

PUBLICATIONS OF THE WOMEN'S BUREAU

Mothers in The Labour Force: Their Child Care Arrangements.	1974
Women's Place in Manitoba: Their Legal Rights	1975
Revised	1976
Career Selector. Available at the Queen's Printer Office, 200 Vaughan Street, Winnipeg, Manitoba. Cost - \$2.00	1976
Vocational and Educational Aspirations of High School Youth.	1976
Women in the Community.	1976
Counselling Service: Profile and Follow-up.	1976
Women in the Community.	1976
Employment in Day Care.	1976
A Study of Part-time Employment.	1976