



# Nunavut Early Childhood Development Update Report 2004 - 2007 & Early Learning & Child Care Update Report 2004-2007

Department of Education



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Ilinniaqtuliyiqikkut  
Department of Education  
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## Introduction

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As signatories to the September 2000 First Ministers' Communiqué on Early Childhood Development (ECD), Nunavut is committed to the development of an early childhood system grounded in the growing body of research that recognizes the importance of the early years. This report provides the framework for responding to Nunavut's agreement with the Government of Canada to invest in an early childhood strategy.

This document includes: a discussion of the indicators of Child Well-Being, the indicators that are currently available for Nunavut, and the update on the Early Learning and Child Care Agreement that was signed by federal, provincial and territorial governments in March of 2003.

## Environmental Scan

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### Population and Geography

Nunavut has the smallest population of any province or territory in Canada, with an estimated population of 30,850 (March 29, 2007, The Daily, Government of Canada), while the total population of Canada was estimated to be 32,777,304. The population of Nunavut lives in 25 communities spread across a geographic



area encompassing three time zones and 1,994,000 square kilometers, or approximately 20 % of Canada's total land area.

Nunavut has a very young population. The territory has had an average annual growth rate of twice the national average since its inception in 1999. Nunavut's birth rate has been fairly steady at 25 births/year (per 1,000 population) while the national average has been steady at 10.5 births/year (per 1,000 population). In July 2005 (estimated total population 29,992) there were an estimated 10,387 (34.63%) people under 15 years of age, 18,817 (62.74%) between 15 and 64 years of age, and 788 (2.63%) people who were 65 years of age or older (Statistics Canada and Nunavut Bureau of Statistics). The population of children 0 to 6 years of age was estimated at 4,313 or approximately 14.4% of Nunavut's total population.

### Culture & Language

Nunavut is the only jurisdiction in Canada where the majority of residents are Aboriginal. Inuit make up approximately 85% of the population of Nunavut. According to the 1986 Canadian Census, 92% of people whose mother tongue is Inuktitut could speak fluently. However, by 1996 this figure had declined to 84%. While the use of Inuktitut as a first language has been declining, approximately 75% of Inuit still speak various Inuktitut dialects as their first language.



Statistics available from the Office of the Commissioner of Official Languages for Canada (Source: 2001 Census) provide the following demographic linguistic data for Nunavut.

Percentage of the population with Inuktitut as their mother tongue – 69.6%

Percentage of population with English as their mother tongue – 26.8%

Percentage of population with French as their mother tongue – 1.5%

In some regions of Nunavut, the use of Inuktitut is strong and represents the first language of the majority of residents. In other areas, however, English is rapidly supplanting Inuktitut as the first language. While 85% of the population is Inuit, only about 70% of the population speaks Inuktitut or Inuinnaqtun as their first language.

## ***Part I*** **Early Childhood Development Update Report**

The Federal/Provincial/Territorial Early Childhood Development Agreement is founded on four key pillars:

- Healthy Pregnancy, Birth, and Infancy
- Parenting and Family Supports
- Early Childhood Development, Learning and Care
- Community Supports

Nunavut has several programs that support early childhood development: Public Health services, early intervention, licensed early childhood facilities, and family resource programs. However, most of these programs were developed independently of each other and continue to be financed through various funding streams and levels of government. There is still a great need for more programs that incorporate Inuit language and culture.

This Update Report focuses on the priorities for ECD investment. It is not intended to represent all children's programs and services currently offered by or supported by the Government of Nunavut or all the interdepartmental children's initiatives that contribute to the well-being of children.



### **Our Vision and Values for a Comprehensive Early Childhood Development System in Nunavut**

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**Our Vision :** To value and encourage the development of unique cultural, linguistic, physical, emotional, intellectual, spiritual and creative potential of the children of Nunavut.

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**Our Values :** Working toward this vision, we promote the adoption of the following principles:

- The uniqueness of individual children is valued: who they are today, not only for what they may accomplish in the future.
- The strengths of children and their capacity to play an active part in the society in which they live.
- The right to grow up free of abuse, discrimination, violence, and inequity.
- The opportunity for infants and children to develop to their full potential. This means access to early childhood development programs for all children and their families regardless of ability, culture, or geographic location.
- Culturally appropriate programs and services that are easy to access, and encourage public participation.
- The central role parents, elders, and extended family members play in nurturing children.
- Opportunities for families to participate in programs that promote early childhood development. These programs must be accessible and unrestricted by eligibility requirements.
- We also include the guiding principles of Pinasuaqtavut. Central to these guiding principles are the traditional beliefs, values and practices of the Inuit of Nunavut which include Inuuqatigiittiarniq - Healthy Communities; Pijarnirniqsat Katujjiqatigiittiarnirlu - Simplicity and Unity; Namminiq Makitajunnarniq - Self-Reliance; and Ilippallianguinnarniq - Continuing Learning.



## Why Invest in the Early Years?

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The early years lay the foundation for lifelong determinants of optimal health and well-being. These include learning readiness, secure attachments and identity, social engagement and competence, access to healthy foods and physical activity. Our major challenge is to identify the key areas of investment that will create the strongest foundation for infants and young children from birth to six years of age. We need to choose programs that are beneficial and serve as key linkages to other support services.

Research shows:

- Early childhood development programs must begin as soon as possible.
- Investing in their natural environments can improve outcomes for children.
- It is important to implement a system that serves children from conception to school entry.
- Quality early childhood services must be developed and delivered by the community to meet its unique needs.
- Early childhood services must incorporate the culture and language of the family and community.
- Some children will require special interventions to help them develop to their full capacity.
- Early childhood services support children, parents, employers, and local communities by contributing in many ways to create a healthy and prosperous society.





## Priorities for Investment

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Essential building blocks in a comprehensive Early Childhood Development system include:

- Home visiting programs that include health promotion and support, early identification and a direct entry point into a comprehensive early childhood development system.
- A range of quality early learning and childcare programs, including infant, toddler, and preschool programs that focus on enhancing cultural identity and promoting strong Inuit language development.
- Specialized services to enable children with special needs to reach their potential.
- Parent education and ongoing support to families and communities.



Nunavut is moving toward a community-based approach. This approach will allow a blending of public and private supports within the community to form the foundation of an early childhood development system. Respecting the role of community in planning and developing services ensures sensitivity to local characteristics, provides parental choices, encourages flexible approaches, and builds social cohesion.

### **Strategic Priorities**

The following strategic priorities were identified as integral to the development of a system-wide approach to early childhood development in Nunavut:

1. Establish a comprehensive home visiting program.
2. Stabilize and enhance the current childcare system.
3. Increase parenting and family supports, especially where there are children with special needs.
4. Develop a coordinated system of early childhood development programs that focuses on Inuit cultural and language development, such as language nests and Head Start programs.
5. Establish early screening procedures for developmental issues to ensure early identification and intervention.

The key pillars of the F/P/T Early Childhood Development Agreement: Healthy Pregnancy, Birth and Infancy; Parent and Family Supports; ECD, Learning and Care; and Community Supports: are supported by our five strategic priorities as

shown in the table below and discussed in further detail in the next pages. The Home Visiting Program and the Early Identification and Intervention priorities support all four key pillars, while the Parent and Family Support and the Coordinated ECD support two of the key pillars. The Childcare System supports the ECD, Learning and Care pillar, but could also be argued that it supports all four key pillars.

	Healthy Pregnancy, Birth and Infancy	Parent and Family Supports	ECD, Learning and Care	Community Supports
1. Home Visiting Program	X	X	X	X
2. Childcare System			X	
3. Parent and Family Support	X	X		
4. Coordinated ECD			X	X
5. Early Identification and Intervention	X	X	X	X

## 1. Home Visiting Program

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Healthy babies are most often born to healthy mothers. A healthy pregnancy increases the likelihood of a full-term, uncomplicated birth, healthy birth weight, and promotes brain development. Good prenatal care, nutrition, and healthy lifestyle choices all contribute to good birth outcomes.

The Department of Health and Social Services continue to provide a home visitation program in various Nunavut communities.

## 2. Childcare System

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Learning begins at birth and is a continuous process. The years from birth to six lay the foundation for lifelong health, competencies and learning. The care and education of young children are often considered together as a single concept. Quality childcare offers an ongoing opportunity for children's early learning while providing safe and reliable care that promotes socialization, health and a child's well being.

The Department of Education is responsible for ensuring that licensed childcare facilities in Nunavut follow the *Child Daycare Act* and *Regulations*. The Department of Education provides start-up and annual operating funding to non-profit licensed childcare facilities and family day homes.

Start-up funding is a one-time source of money to help childcare facilities purchase the necessary toys, equipment and program materials needed to open. The amount of funding a licensed childcare facility receives for start-up is based on the community as well as the type and number of licensed spaces. The annual operating funding is based on the community as well as the type and number of licensed spaces and the actual attendance of children.

Childcare facilities are inspected annually and monitored by Early Childhood Officers to ensure that they are following the *Child Daycare Act* and *Regulations*.

**Table 1: Licensed Childcare Facilities (as of March 31<sup>st</sup>)**

	Kitikmeot				Kivalliq				Qikiqtani				Total Nunavut			
	03/04	04/05	05/06	06/07	03/04	04/05	05/06	06/07	03/04	04/05	05/06	06/07	03/04	04/05	05/06	06/07
Licensed Daycares	5	3	5	4	8	8	9	9	18	18	17	16	31	29	31	29
Aboriginal Head Starts	3	3	3	3	2	2	2	2	2	2	2	2	7	7	7	7
Licensed Preschools	1	0	0	0	1	1	1	1	2	3	2	2	4	4	3	3
Licensed Afterschool	1	0	0	0	0	0	0	0	4	4	4	4	5	4	4	4
Licensed Home Day Care	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
<b>Total Programs</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>7</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>26</b>	<b>27</b>	<b>25</b>	<b>24</b>	<b>48</b>	<b>44</b>	<b>45</b>	<b>43</b>

Full-time Preschool Spaces	107	76	105	89	132	132	152	152	292	310	278	270	531	518	535	511
Part-time Preschool Spaces	73	62	70	70	49	49	49	46	76	92	78	78	198	203	197	194
Full-time Infant Spaces	26	18	29	25	41	43	43	43	87	87	83	79	154	148	155	147
Part-time Infant Spaces	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Afterschool Spaces	13	0	0	0	0	0	0	0	82	100	100	118	95	100	100	118
<b>Total Spaces</b>	<b>219</b>	<b>156</b>	<b>204</b>	<b>184</b>	<b>222</b>	<b>224</b>	<b>144</b>	<b>241</b>	<b>537</b>	<b>589</b>	<b>539</b>	<b>545</b>	<b>978</b>	<b>969</b>	<b>987</b>	<b>970</b>

Communities with Operating Licensed Facilities	5	4	5	5	7	7	7	7	12	12	11	11	23	23	23	23
<b>Total Communities</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

Percentage of Communities with Licensed Facilities	100	80	100	100	100	100	100	100	92.3	92.3	84.6	84.6	92	92	92	92
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Source: Department of Education, Government of Nunavut, May 2007

While Table 1 shows a decrease in the number of actual licensed childcare facilities from 2003-2004, the number of licensed child care spaces remained fairly stable. The actual number of child care spaces decreased by 9 spaces, but this represents a decrease of less than 1 percent. In 2004/2005, two programs re-opened their doors but another three programs temporarily closed their doors due to management issues. One facility that held three licenses (daycare, preschool and afterschool) re-structured, increasing its daycare spaces and closing the preschool and afterschool programs. The one licensed family day home operator closed the facility when they found other employment.

However, in 2005-2006, the number of child care spaces increased by 18 spaces (or an increase of almost 1.9%). One additional facility opened its doors in January 2006 increasing the number of operating facilities to 45.

In 2006-2007, we had two facilities close their doors due to low enrollment (a total of 32 spaces – 24 preschool & 8 infant spaces). At the same time, we had another facility



increased their school-age program license by 18 spaces.

Table 1 also shows us that most parents in Nunavut have a choice of licensed or unlicensed child care since almost all of the communities do have some type of licensed child care program available. The need for licensed care is met in most communities, especially the smaller ones, however in the larger communities there is still a need for more licensed care as waiting lists for the available spaces are extremely lengthy.

### 3. Parent and Family Supports

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While Nunavut is exploring and developing other options to increase parenting and family supports, especially where there are children with special needs, the primary focus continues to be on the Healthy Children Initiative.



#### Healthy Children Initiative (HCI)

This program is a response to early childhood development needs supporting children who are at risk for or are already experiencing developmental delays. Interventions range across a continuum of programs and services from primary prevention to therapeutic services.

HCI funding supports programming that includes family resource centers, teen parenting, parents and tots, prenatal nutrition, preschools, traditional culture and language, daycare, toy libraries, early intervention, parenting workshops, and family literacy.

HCI has two funding programs:

1. Community Initiatives (CI) that fund family-centred early childhood services and programs for children (0 to 6 years) and their families.
2. Supportive Services (SS) which fund additional programs and services for individual children aged 0 to 6 years requiring extra support to reach their full developmental potential.

HCI proposals must show that this is for children from prenatal to 6 years of age and their families, that parents and families are involved, it must be culturally relevant, it builds on the existing strengths of the child, parents and community, it does not duplicate any existing services, but rather enhances them, it is community driven and has an inter-agency approach where possible.

Every year, proposals are submitted by community early childhood organizations, District Education Authorities (DEAs), Hamlet offices and other interested organizations. Regional HCI Committees reviews all proposals and, if approved, agreements are signed with the appropriate organization for each initiative.

Table 2 below outlines the HCI programs in Nunavut for the 2004-2005, 2005-2006 and 2006-2007 fiscal years. Table 5, provided later in this report presents Nunavut's budget on the HCI program for those years.

**Table 2: Healthy Children Initiative**

	Kitikmeot			Kivalliq			Qikiqtani			Total Nunavut		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Approved CI Proposals	6	10	7	9	3	9	8	11	10	23	24	26
Approved SS Proposals	3	5	5	1	0	2	7	3	4	11	8	10
Approved CI and SS Joint Proposals	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Approved Proposals</b>	<b>9</b>	<b>15</b>	<b>12</b>	<b>10</b>	<b>3</b>	<b>11</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>34</b>	<b>32</b>	<b>37</b>
Communities with approved proposals	5	5	5	5	2	6	7	7	8	17	14	19
Total Communities	5	5	5	7	7	7	13	13	13	25	25	25
<b>Percentage of Communities with Approved Proposals</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>71.4</b>	<b>28.6</b>	<b>85.7</b>	<b>53.8</b>	<b>53.8</b>	<b>61.5</b>	<b>68</b>	<b>56</b>	<b>76</b>

Source: Department of Education, Government of Nunavut, May 2007

#### 4. Coordinated Early Childhood Development

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The Early Childhood Development (ECD) system envisioned for Nunavut still requires strengthening and more coordination and integration of existing programs.



Some successful examples of integrated services models are family resource centers and programs that build on existing services. While we recognize the differences between communities in terms of resources, needs, geography and existing services, we are still working on coordinating Early Childhood Development programs in all communities.

Early Childhood Development programs include:

- Canada Prenatal Nutrition Program
- Fetal Alcohol Spectrum Disorder Initiatives
- Licensed Childcare Facilities
- Early Childhood Education Programs
- Parenting Supports

Nunavut is slowly working away from a patchwork arrangement of children's services toward a more organized system that supports early childhood development. The goal of these enhancements is to support the optimal development of children and to provide support to parents, families and their communities.

With children at the center of our vision, and a commitment to collaboration at all levels, we will be successful in offering a more comprehensive and organized system of early childhood development.

## **5. Early Identification and Intervention**

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Key to the development of healthy children, ready to meet the challenges and opportunities of their future, is the environment in which they are raised. Achieving success means taking steps to ensure that the needs of each child are met as early as possible and that coordinated interventions and feedback to parents and other caregivers happens regularly.

In Nunavut we have the challenge of not having early screening tools that are culturally or linguistically appropriate for the majority of our children. Without the means to identify the children who need additional assistance and what those needs would be, the potential to intervene is diminished. The lack of appropriate resources and limited specialists readily available in Nunavut makes it difficult to

provide early identification and intervention. The Healthy Children Initiative (as mentioned earlier) is the main Early Childhood Program that offers funding and support in this area.

A few communities in Nunavut have started to use Ages and Stages, a developmental screening program. Parents fill out the questionnaires and return them to the program where the staff input the data into the computer and the screening profile is assessed. Staff will then provide learning activities to the parents and any early childhood program that help to enhance any areas that the child may be weak in. Health & Social Services are involved if there seems to be a significant area of need or delay. However, some children & parents were not familiar with some of the phrases and

activities that were part of the Ages & Stages questionnaires, so the developmental profile did not truly reflected the child's developmental stage. To make the program more reliable it has been translated into Inuktitut and the questionnaires adapted to reflect the Inuit culture and life in Nunavut. Elders were involved in this adaptation process.

### **Status of Early Childhood -Related Activities**

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The Government of Nunavut's Department of Education has been working towards building a stronger foundation for early childhood services. The foundation is constructed on the Early Childhood Program with support from the following:

#### **Nunavut's Promise to Children and Youth**

This interdepartmental initiative brings together policy and program specialists on child and youth issues from across government. Our promise is that we will work together in government and with communities to ensure that Nunavut's children and youth grow up in safe, healthy and supportive families and communities. A full-time coordinator facilitates the initiative from the Department of Education and liaises between the Officials Working Group and the Deputy Minister's Steering Committee. The group works at the community, regional, and territorial level, and building partnerships inside government and beyond.

In 2004/2005, Nunavut's Promise identified the need for a five year strategy and work plan. The group began by focusing on developing networks across the Territory and nationally, sharing information and best practices. These networks form the foundation to build a strategy that will reflect the needs of Nunavummiut.

In 2005/2006, four priorities were identified by the group for interdepartmental work. Committees were established to make significant contributions in the areas of:

- Parenting and Early Childhood Development
- Healthy Living - School Health
- Stay-in-school programs
- Getting youth involved

In 2006/2007, Nunavut's Promise to Children and Youth advanced its priority of Parenting and Early Childhood Development by partnering with Early Childhood Services to produce resource materials for children aged 0-5 across Nunavut. These materials are designed to give Nunavut children access to made-in-Nunavut educational books and games.

### Development of Kindergarten Curriculum

An Elders Committee within Curriculum and School Services in Arviat helps to ensure that the foundational principles and concepts critical to delivering a Kindergarten program are included in the development of new Kindergarten curriculum units. They also help to ensure that the curriculum reflects traditional learning and teaching and addresses the need for a strong language and cultural component that is based on Inuit values and beliefs. Curriculum units continue to be developed and implemented in Nunavut schools.



## ***Part II*** **Indicators of Child Well-Being in Nunavut**

As part of the Early Childhood Development Agreement each jurisdiction has agreed to report on a common set of 11 indicators of child well-being. In addition, there are 12 optional indicators that broaden the indicator data. The list of 11 indicators is included in Annex A. There are significant data gaps that limit the indicators Nunavut can report on; however, the data that is available do provide some valuable information on Nunavut’s children. Table 3 presents the indicators on which Nunavut currently has valid and reliable data to report. The Government of Canada and the Territories are working together to address these data gaps.

**Table 3: Indicators of Children’s Well-Being for Nunavut**

Physical Health Indicators		Year	Nunavut	Canada
<b>Healthy Birth Weights</b>				
	Percentage of low birth weights	2000	6.4	5.6
	(under 2500 grams)	2001	8.9	5.5
		2002	7.3	5.8
	Percentage of high birth weights	2000	11.8	13.8

	(over 4000 grams)	2001	12.2	13.6		
		2002	11.5	13.2		
	Percentage of pre-term births	2000	10.4	7.5		
	(under 37 weeks)	2001	11.1	7.3		
		2002	11.4	7.5		
Source: Canadian Vital Statistics – Birth Database (Statistics Canada)						
<b>Infant Mortality Rates</b>		2000	12.4	5.3		
(per 1,000 live births)		2001	16.9	5.2		
		2002	11.0	5.4		
Source: Canadian Vital Statistics – Mortality, Summary List of Causes (Statistics Canada)						
<b>Immunizations</b>		<b>Year</b>	<b>Nunavut</b>		<b>Canada</b>	
(Occurrence of Three Vaccine Preventable Diseases)			<b>#</b>	<b>Rate</b>	<b>#</b>	<b>Rate</b>
	Measles	2000	0	0.0	80	3.7
		2001	0	0.0	7	0.3
		2002	0	0.0	1	0.0
		2003	0	0.0	6	0.3
	Meningococcal Group C	2000	0	0.0	15	0.7
		2001	0	0.0	27	1.3
		2002	0	0.0	7	0.3
		2003	0	0.0	5	0.2
	Hib (Haemophilus Influenza Type B Disease)	2000	0	0.0	7	0.4
		2001	4	120.0	16	0.9
		2002	2	57.8	16	0.9
		2003	0	0.0	9	0.5
Source: Immunizations & Respiratory Infections Division, Public Health Agency of Canada						

### ***Part III***

## **Early Learning and Child Care Agreement Update Report**

In March 2003, Federal, Provincial, and Territorial Ministers responsible for Social Services agreed on a framework for improving access to affordable, quality, provincially and territorially regulated early learning and child care programs and services. The goals of this agreement are to increase the number of child care and preschool spaces, to reduce the cost of child care and preschool services for low- and modest-income families, and to improve the quality of child care and preschool services. As a partner in the agreement, Nunavut is committed to improving the quality and accessibility of Child Care and Early Learning.

### **Licensed Childcare Facilities**

As noted in Table 1, for the fiscal year 2004-2005 the availability of early learning and child care spaces was as follows: for infant spaces (ages 0-2) there were 148 spaces available, for preschool (ages 2-6) there were 721 spaces available, and for afterschool (ages 6-12) there were 100 spaces available. In total there were 969 spaces. For children aged 0-6 there were 869 spaces available. In 2004 there were approximately 4100 children aged 0-6 in Nunavut. There were daycare spaces for over 21 percent of these children.

For the fiscal year 2005-2006 the availability of early learning and child care spaces was as follows: for infant spaces (ages 0-2) there were 155 spaces available, for preschool



(ages 2-6) there were 732 spaces available, and for afterschool (ages 6-12) there were 100 spaces available. In total there were 987 spaces. For children aged 0-6 there were 887 spaces available. In 2005 there were approximately 4313 children aged 0-6 in Nunavut. There were daycare spaces for over 20 percent of these children.



For the fiscal year 2006-2007 the availability of early learning and child care spaces was as follows: for infant spaces (ages 0-2) there were 147 spaces available, for preschool (ages 2-6) there were 705 spaces available, and for afterschool (ages 6-12) there were 118 spaces available. In total there were 970 spaces. For children aged 0-6 there were 852 spaces available. In 2006 there were approximately 4382 children aged 0-6 in Nunavut. There were daycare spaces for over 19 percent of these children.

Table 5 presents Nunavut's spending for child day care for the years 2004-2005, 2005-2006 and 2006-2007.

### **Childcare Subsidies**

The Income Support Daycare User Subsidy is a positive program that enables low-income families to continue to attend school or employment by assisting them with day care costs. Barriers have been removed for individuals on income



support (social assistance) to allow them to access the subsidy even if they have a spouse remaining at home. Applicants are assessed on family size, family income and living expenses as well as day care costs in order to determine eligibility as set out under the Social Assistance Regulations.

Young Parents Stay Learning is a new parental subsidy that was implemented on April 1<sup>st</sup>, 2005. This program allows parents under the age of 18, that wish to continue on with their high school education to access a parental subsidy to help pay for licensed childcare for their children. As long as the parent is, under 18 years of age, committed to attending and doing well in school, the child is in licensed care, and there is still funding available, the parent would be eligible for this subsidy.

The maximum subsidy for both the regular Daycare User Subsidy and the Young Parents Stay Learning program is \$700 per child per month for full-time care and \$350 for part-time care at licensed facilities with lesser amounts being available for licensed family day homes and unlicensed care, such as babysitters. The Young Parents Stay Learning subsidy is for licensed care only. A subsidy is also available for after school care to a maximum of \$145 per child per month.

In 2004/2005, 274 daycare subsidy applications were approved. For 2005/2006, 246 daycare subsidy applications (including the Young Parents Stay Learning subsidies) were approved. In 2006/2007 the Department of Education approved 186 daycare subsidy applications (again including the Young Parents Stay Learning subsidies) (see Table 4).

**Table 4: Approved Childcare Subsidies**

**Income Support Program – Daycare User Subsidy Program**

Region	Licensed Child Care Facility			Licensed Family Day Home			Unlicensed Care			Total		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Kitikmeot	11	n/a	11	0	0	0	60	n/a	60	71	122	71
Kivalliq	48	n/a	29	0	0	0	31	n/a	13	79	51	42
Qikiqtani	53	n/a	36	0	0	0	71	n/a	32	124	68	68
Nunavut	112	n/a	76	0	0	0	162	n/a	105	274	241	181

### Young Parents Stay Learning – Subsidy Program

Region	Licensed Child Care Facility			Licensed Family Day Home			Total		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Kitikmeot	-	0	0	-	0	0	-	0	0
Kivalliq	-	2	2	-	0	0	-	2	2
Qikiqtani	-	3	3	-	0	0	-	3	3
Nunavut	-	5	5	-	0	0	-	5	5

Source: Department of Education, Government of Nunavut, May, 2007

### Quality Child Care

There are various indicators that help to determine the quality of child care.

The following are some of those indicators for Nunavut:

- The child/caregiver ratios and group maximums are as follows:
  - for infants (ages 0-2) the ratio is 1 caregiver for every 4 children with a maximum group size of 8,



- for preschoolers (ages 2-6) the ratio is 1 caregiver for every 8 children with a maximum group size of 16,
  - and for afterschool programs (ages 6-12) the ratio is 1 caregiver for every 10 children with a maximum group size of 30.
- The training requirements include an awareness of early childhood development theory but not necessarily formal training. Caregivers are also required to have a certificate for First Aid and CPR.

### **One Time Funding Program**

For the 2005-2006 fiscal year, all operating licensed childcare facilities received a one-time funding grant that was to be used in one or more of the following categories: equipment and toy upgrades/replacements, nutritional food for children, professional development/staff training, and building or playground maintenance. Facilities received between \$3,725 and \$36,765 with amounts varying since the funding was calculated using the number and type of childcare spaces and what community the facility was located in. Every facility that received the funding was required to submit a final report outlining how and where the money was spent. All eligible facilities appreciated the funding and the majority of facilities spent the funding on replacing toys and equipment and providing nutritional food for the children.

### **Supplementary Funding Program**

For the 2006-2007 fiscal year, all eligible operating licensed childcare facilities received a one-time supplementary funding grant that was to be used for regular operating expenses. Facilities received between \$2,798 and \$28,493 with amounts

varying using the same funding formula as the 2005/2006 One-Time Funding. Every facility that received the funding was required to submit a financial report.

### Resource Development

The Early Childhood Program along with Nunavut's Promise to Children & Youth developed a Wildlife in Nunavut theme box resource for use in all licensed childcare facilities. This theme box not only reflects wildlife in Nunavut but provides materials and activity suggestions that help to promote and strengthen the use of Nunavut's 4 official languages. The theme box includes 4 posters, 3 books, a memory game, animal footprint templates, and puzzles that were developed specifically for this. Also included in the theme box were two puppets, a music CD and flash cards. All licensed childcare facilities, schools, health centres, hamlet offices and libraries received these boxes.



**Table 5: Financial Resources**

## Early Childhood in Nunavut

Early Childhood Action Area	Budget 2003/2004	Budget 2004/2005	Budget 2005/2006	Budget 2006/2007
Child Day Care				
- Daycare O & M <sup>1</sup>	\$ 1,411,000	\$ 1,585,000	\$ 1,585,000	\$ 1,585,000
- Daycare User Subsidy <sup>2</sup>	375,000	505,000	505,000	655,000
- Young Parents Stay Learning <sup>3</sup>	--	--	150,000	150,000
- Regional Administration <sup>4</sup>	395,000	408,464	465,000	467,081
- Headquarters Administration <sup>5</sup>	--	110,281	113,000	118,000
- One Time Funding Program <sup>6</sup>	--	--	652,000	--
- Supplementary Funding <sup>7</sup>	--	--	--	503,000
- Resource Development <sup>8</sup>	--	--	--	126,000
Healthy Children Initiative	993,000	1,165,000	1,165,000	915,000
<b>Total</b>	<b>\$ 3,174,000</b>	<b>\$ 3,773,745</b>	<b>\$ 4,635,000</b>	<b>\$ 4,519,081</b>

Source: Government of Nunavut, Department of Education, May, 2007

<sup>1</sup> Daycare O & M is funding that goes directly to the daycares for operating costs. This includes start-up funding and health & safety funding.

<sup>2</sup> Daycare User Subsidy is parental subsidies for child care costs. This can be licensed or unlicensed care.

<sup>3</sup> Young Parents Stay Learning is a new parental subsidy program for parents under 18 years of age that started on April 1, 2005.

<sup>4</sup> Administration includes, wages, travel, office supplies, equipment and other office and administrative expenses for the 4 regional Early Childhood Officers.

<sup>5</sup> Was not reported on for 2003/2004, but includes administration (as listed above) for the Headquarters' Early Childhood Developmental Manager.

<sup>6</sup> One Time Funding was a one-time grant given to all operating licensed childcare facilities to be used for equipment and toy upgrades/replacements, nutritional food for children, professional development/staff training, and building or playground maintenance.

<sup>7</sup> Supplementary Funding was a one-time grant given to all eligible licensed childcare facilities for regular operating expenses.

<sup>8</sup> Resource Development was a one-time funding opportunity to develop a theme box on Wildlife in Nunavut.

## **Annex 1:**

### Common Indicators of Children's Well-Being

**Physical Health and Motor Development:** Is defined by the child's general state of health and gross motor skills, and includes:

1. Healthy Birth Weight (between 2500 and 4000 Grams)
2. Invasive Meningococcal Immunization
3. Measles Immunization
4. Haemophilus Influenza B Immunization
5. Infant Mortality Rates
6. Physical Health and Motor Development \*

**Emotional Health:** Is defined by the child's self esteem, coping skills, and overall emotional well-being and includes:

7. Emotional Problem/Anxiety \*
8. Hyperactivity \*

**Social Knowledge and Competence:** Refers to the way children behave and are able to communicate feelings and wants, and includes:

- 9. Physical Aggression and Conduct Problems \*
- 10. Personal-Social Behavior \*

**Cognitive Learning and Language Communication:** Refers to the ways children perceive, organize and analyze information provided by their social and physical environment and their ability to communicate.

- 11. Language Skills \*

\* Data is currently not available for Nunavut.

The Definitions for the above indicators are based on Applied Research Branch Paper (HRDC) No. R-97-8E, “Zero to Six – The Basis for School Readiness”, G. Doherty, 1997.

The source for much of this data is the National Longitudinal Survey for Children and Youth (NLSCY), which is a large longitudinal study, designed to increase our understanding of children and youth across Canada. This study started in 1994 and was conducted in the Yukon and the Northwest Territories. The data is collected every two years and where possible, the same children and youth are studied in each cycle. For the three Territories, the sizes of the data samples are not large enough to report on the results for each jurisdiction. The three territorial governments agree that reporting on the combined data for the three territories would not increase our knowledge of the children and youth living in each jurisdiction.



