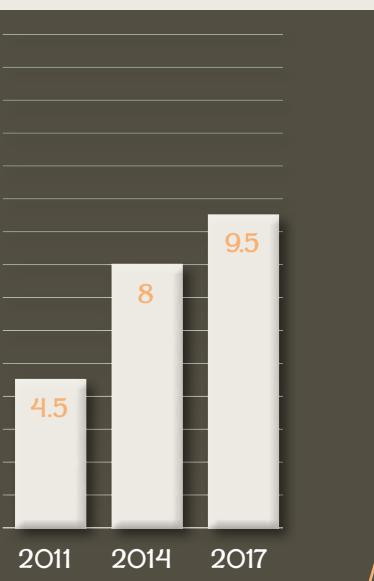


NEW BRUNSWICK PROFILE 2017

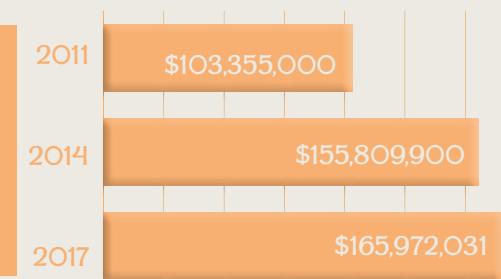


TRENDS IN ECEC FROM 2011-2017

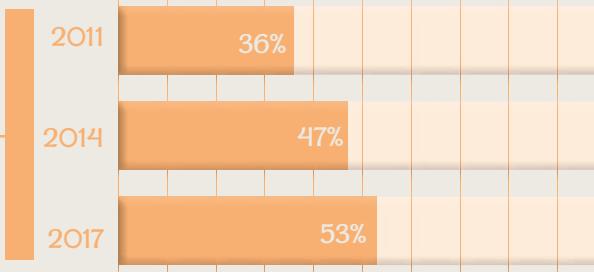
ECE REPORT BENCHMARKS



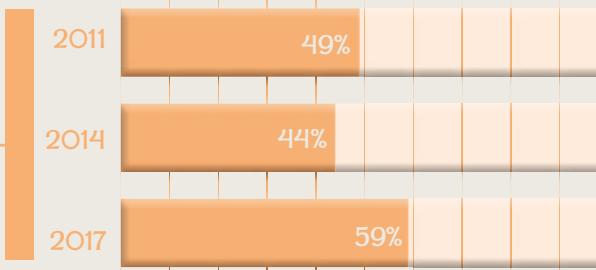
CHANGE IN ECEC SPENDING



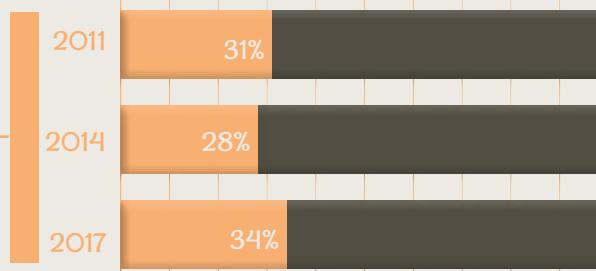
PERCENTAGE OF CHILDREN 2-4 YEARS
ATTENDING ECEC



ECE SALARIES AS A PERCENTAGE OF
TEACHER SALARIES



PERCENTAGE OF FACILITIES
(NON-PROFIT / PROFIT)



I. GOVERNANCE

Table 1.1 New Brunswick Governance Structure for Early Childhood Education

Lead Ministry/Department	Department of Education and Early Childhood Development
Related Ministry/ Department	
Policy Framework	<i>Everyone at Their Best</i> ¹ <i>Donnons à nos enfants une longueur d'avance</i> ²
Common ECE Supervisory Unit	Early Childhood Development Division
Legislation	<i>Family Services Act</i> (1983) ³ <i>Education Act</i> (S.N.B. 1997, c. E-1.12) ⁴
Related Legislation	<i>Regulation 83-85 (1983), Family Services Act</i> ⁵ <i>Child Day Care Facility Operator Standards</i> ⁶
Local Service Delivery	7 District Education Councils (4 Anglophone, 3 Francophone) responsible for local planning of K-12 education. ⁷ Each district has a director of early childhood services who is part of the management team for the school districts.
Community/ Sector Oversight	Francophone and Anglophone early childhood service networks

NEW DEVELOPMENTS

On August 30, 2017, the governments of Canada and New Brunswick signed a three-year, bilateral early learning and child care agreement, which will see the federal government invest almost \$30 million to improve early learning and child care for preschool-aged children. The province will contribute an additional \$41 million, for a total of \$71 million.⁸

Investments will transform at least 300 current child care providers into designated New Brunswick Early Learning Centres, which will provide more quality spaces, have lower fee structures and implement inclusion policies and guidelines for francophone minority communities. Funding will also be used to provide professional development opportunities for early child care educators and to support other initiatives to improve early learning and child care in the province.

In April 2017, the provincial government announced new investments of \$1 million to support the Early Learning and Child Care Trust Fund. The Trust Fund is an arm's length body that supports child care development and educator training.

The *Early Childhood Services Act*⁹ is waiting proclamation.

DEPARTMENT ORGANIZATION

The Department of Education and Early Childhood Development (EECD) is responsible for early childhood services and public education. The Early Childhood Development division organizes the planning, design, monitoring and delivery of all departmental early childhood programs and services. These programs and services include prenatal and postnatal programs, licensing and monitoring of regulated child care, the Day Care Assistance Program, the Alternative Child Care Program, Enhanced Support Worker Program, services for preschool children with autism, the Early Language Development program, the Quality Improvement Funding Support Program, Communities Raising Children, the Early Intervention Program, Developmental Child Care Services, Excellence in Parenting and the Early Childhood Development Centres.¹⁰

EECD has two streams of early childhood services, one in French and one in English. Both official language communities plan and deliver services.

Local early childhood services delivery areas are consistent with the seven school districts to provide integrated oversight and to establish a learning continuum from birth onward.

POLICY FRAMEWORK

The provincial education plans *Everyone at Their Best* and *Donnons à nos enfants une longueur d'avance* and implementation strategies developed for the anglophone and francophone sectors support the department's commitment to the successful integration of the two sectors—early childhood and school. Early childhood education remains a department priority.

In May 2015, a Child Care Review Task Force was established with a mandate to provide recommendations for creating quality child care that is accessible, affordable and inclusive and that supports parents' participation in the workforce. Their report, *Valuing Children, Families and Childcare*,¹¹ released in August 2016, outlined 30 recommendations related to quality, accessibility, affordability, quality and inclusion that will help guide future early childhood policy and initiatives.

SERVICE DESIGN

Education Programs

Kindergarten: All children who turn 5 years of age by December 31 participate in a full-day kindergarten program delivered by schools. Kindergarten is a mandatory part of the school system, except for children who are 4 years old on September 1, in which case the child may enter school the following year.¹²

Regulated Child Care

Educational care is provided in child care centres, nursery schools and community day care homes for children 12 years of age and younger. Programs are regulated under the *Family Services Act*, inspected yearly and monitored by EECD.¹³ Facilities are operated by private organizations, both not-for-profit and for-profit.

- Day care centres may care for seven or more children in a group setting.
- Community day care homes may care for six or fewer children in the caregiver's home.

Unregulated Child Care

A licence is not required for a home with five or fewer children younger than 12 years (including the caregiver's own children). It is not legal to operate a nursery school or child care centre without a licence.¹⁴

Child/Family Services

Family Resource Centres: Thirteen centres are funded through the Community Action Program for Children (CAPC) and managed by community boards. The centres offer a variety of programs and activities for families and children from birth to 6 years, including drop-in programs, parent education and support, toy and resource lending services and literacy programs. EECĐ provides additional funding to expand services, particularly to rural communities.¹⁵

Intervention services: As part of its integration efforts, EECĐ contracts with seven approved community-based, non-profit early intervention agencies responsible for screening, assessment, intervention and case management services for families with children up to age 8 years who are at risk of developmental delays. The agencies provide a number of parenting supports, including the Parent-Infant Attachment program. They are also responsible for conducting the EYE-DA at school registration and providing interventions for children who have been identified as at risk of delays.¹⁶

Services for preschool children with autism spectrum disorder: In 2017, the department introduced an enhancement to its Preschool Autism Program. The new model is aligned with the seven school districts to ensure that all children receive services by the agency in their school district, supporting a smoother transition to school. The program is delivered through seven contracts managed by one external agency. The department has launched preschool autism online training, which all behavioural interventionists must complete prior to initiating services.

Excellence in Parenting: This government-maintained website provides information and resources about child development.¹⁷

LOCAL SERVICE DELIVERY

Each region/district has an early years director who provides leadership to governmental and community agencies and to the school system in the delivery of services for children from birth to 8 years of age. The directors are part of the management team to facilitate an integrated approach to services and a smoother transition for children into school.

The directors' responsibilities include: creating and supporting local early childhood services networks; managing contracts with early intervention and other agencies; supervising the licensing and monitoring of regulated child care; and interfacing between early childhood development and integrated service delivery.

COMMUNITY INVOLVEMENT/OVERSIGHT

The anglophone and francophone networks of early childhood services bring together the provincial partners that work with children from birth to 8 years of age and their families.

They are responsible for the development and implementation of strategic frameworks for early childhood in New Brunswick.

2. FUNDING

Table 2.1 New Brunswick Provincial Allocations for Regulated Child Care to March 31, 2017¹⁸

Child care fee subsidies (Daycare Assistance Program)	\$16,044,000
Direct funding (quality improvement funding support)	\$26,796,300
Special needs funding	\$3,307,300
ELCC Initiatives	\$5,602,900 ^a
Total	\$51,750,500
Training assistance for child care staff (ELCC Trust Fund)	
New child care spaces (ELCC Trust Fund)	
Total trust fund spending	\$1,000,000

a Includes the Trust Fund budget, which is an annual allocation from ELCC initiatives and is managed outside government by the Early Learning and Child Care Project Review Board Inc.

Table 2.2 New Brunswick Funding Early Childhood Education/Child Care to March 31, 2017

Kindergarten ^a	\$86,234,731
Regulated child care	\$51,750,500
Family support initiatives	\$25,986,800
Early years literacy training	\$2,000,000
Total ECE spending	\$165,972,031
Total provincial budget spending estimate	\$9,057,485,000
ECE as a percentage of provincial budget	1.8%

a Based on September 2016 enrolment of 7,069 kindergarten students enrolled in publicly funded schools¹⁹ times per pupil funding of \$12,199.²⁰

3. ACCESS

Table 3.1 New Brunswick Child Population 0–5 years (2016)^a

Child population 0–5 years	42,350
O–1 year	13,606
2–4 years	21,383

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Table 3.1 New Brunswick Child Population 0-5 years (2016)^a

(continued)

5 years	7,361
Total population of New Brunswick	756,780
Children 0-5 years as percentage of total population	5.6%

a Statistics Canada. Table O51-0001 - Estimates of population, by age group and sex for July 1, 2016 Canada, provinces and territories (accessed: April 24, 2017).

Table 3.2 New Brunswick Labour Force Participation of Mothers by Age of Youngest Child (2016)

	Number mothers in labour force by age of youngest child ^a	Labour force participation rate of mothers by age of youngest child ^b
O-1 year	8,600	73%
2-4 years	10,800	80%
5 years	3,400	86%
Total mothers in labour force with child 0-5 years	22,800	
Average labour force participation of mothers with youngest child 0-5 years		80%

a Source: Statistics Canada, Labour Force Survey, custom tabulation O517_29 Table 1.ivt.

b Source: Statistics Canada, Labour Force Survey, custom tabulation O717_O4 Table 1.ivt.

Table 3.3 New Brunswick ECE School Programs

Children attending 5-year-old kindergarten ^a	7,069
Child population of 5-year-olds	7,361
% of children attending kindergarten	96%

a September 30, 2016²¹

Table 3.4 New Brunswick Licensed Child Care Programs to March 31, 2017²²

Spaces by age group	
Infant	2,184
Preschool-aged	10,975
School-aged	14,531

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Table 3.4 New Brunswick Licensed Child Care Programs to March 31, 2017²² (continued)

Total spaces in centre-based programs	27,690
Number of centre-based programs	641
Family child care/community day care homes	188
Total number of child care facilities	829
Child care centres by auspice	
Not-for-profit	219
For-profit	422
Facilities by language (includes Family child care)	
English	456
French	307
Bilingual	66

Table 3.5 New Brunswick Percentage of Children Attending ECE Programs by Age Group

Child ages	Number of children ^a	Child care spaces ^b	Kindergarten enrolment ^c	Other ECE programs ^d	% children attending ECE program
0-1 year	13,606	2,184			16%
2-4 years	21,383	10,975		426	53%
5 years	7,361		7,069		96%

a As of July 1, 2016, Statistics Canada.

b As of March 31, 2017.

c As of September 30, 2016. Numbers do not include children attending schools operated by First Nations. All children are entitled to attend kindergarten the year they turn 5 years old, however parents have the option of delaying attendance for children who are 4 years old on Sept. 1.

d There is one Aboriginal Head Start program off-reserve.²³ Six schools operated by First Nations offer culturally responsive programming to 4-year-olds.²⁴ Twelve Aboriginal Head Start programs on First Nations reserves provide structured programs for children 3 to 6 years old.²⁵

AFFORDABILITY

Table 3.6 New Brunswick Estimated Daily Fee Schedule for Full-Time Care²⁶

Fee Schedule 2017	
Infant	\$33.89
Preschool	\$28.91
School Age	\$16.22

Families with an annual income less than \$30,000 are eligible for the full subsidy. Partial subsidies are available to families with incomes up to \$55,000. The maximum daily subsidy for infants (birth to 24 months) is \$28.50 and for preschoolers (2 to 5 years) \$24.25. As of March 31, 2016, 6,007 children in approved child day care facilities benefited from the Day Care Assistance Program.²⁷

Parents or guardians without access to a child day care facility may be eligible for private child care fee support through the Alternative Child Care Program.

INCLUSION

Children in grades K-12 identified with special needs are entitled to supports and accommodations in order to participate in regular classes.

In the francophone sector, children identified as at-risk have a Plan d'intervention and are provided with supports according to their needs.

The Developmental Child Care services program supports child care facilities to accommodate for children with additional developmental needs.²⁸ As of March 31, 2017, an estimated 541 children had participated.²⁴ In addition, the Enhanced Support Worker Program supports children with additional needs and disabilities to attend child care facilities if their parents are working, studying or in training. As of March 31, 2017, 137 preschool and 157 school age children were supported under this program.

A community-based facilitation program provides training to staff in child care facilities to support the inclusion of children with special needs.

4. LEARNING ENVIRONMENT

Table 4.1 New Brunswick Curriculum Frameworks

Program	Framework Document
Kindergarten ²⁹	Curriculum: Each of New Brunswick's language sectors has its own curriculum with a framework for art education, social studies, language arts, mathematics, physical education and music education. Both sectors provide Reading and Writing Achievement Standards for kindergarten.
Regulated child care (anglophone)	<i>New Brunswick Curriculum Framework for Early Learning and Child Care: English (2008)³⁰</i> Early learning and child care facilities (both centre-based and home-based) serving infants to children 5 years of age are required to use the framework. A number of support documents have been developed to facilitate the application of the framework. ³¹

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Table 4.1 New Brunswick Curriculum Frameworks

(continued)

Program	Framework document
Regulated child care (francophone)	<p><i>Le Curriculum éducatif pour la petite enfance francophone du Nouveau-Brunswick: Français</i> (2008)³²</p> <p>Early learning and child care facilities (both centre-based and home-based) serving infants to children 5 years of age are required to use the framework.</p> <p>A number of support documents have been developed to facilitate the application of the framework.</p>

WORK ENVIRONMENT

Kindergarten class size: The maximum class size is 21 except when a class is combined with another grade, in which case the class size is capped at 16.³³ In 2016, the average kindergarten class size was 17.3.³⁴

Child care program size: A regulated child care centre may have a maximum of 60 spaces per approval.

Table 4.2 New Brunswick Group Size and Staff/Child Ratio in Child Care Centre³⁰

Age of child	Staff:Child Ratio	Class Size
0-2 years	1:3	9
2 years	1:5	10
3 years	1:7	14
4 years	1:10	20
5 years	1:12	24
6-12 years	1:15	30

Community day care homes (also referred to as family day care homes) may provide care for a maximum of:

- Three Infants (up to age 24 months), or
- Five children ages 2 to 5 years, or
- Nine children ages 6 years and older, or
- Six children ages 5 years and under and 6 years and over, including those of the operator. (If there are six children, at least one must be age 6 years and over and no more than two may be under the age of 24 months.)³⁵

EDUCATORS

Table 4.3 New Brunswick Educator Qualifications

Kindergarten Teachers	Early Childhood Educators
A Bachelor's Degree in Education and a New Brunswick Teaching Certificate are required. Degree must include course work and at least one practicum experience. ³⁶	The minimum qualification is a one-year community college ECE certificate or its equivalent from a recognized training institution. ³⁷

Table 4.4 New Brunswick Professional Requirement and Development

	Qualified Teachers	Qualified ECES
Professional Requirement	Teachers must be certified by the Teacher Certification Branch of the Department of Education and Early Childhood Development, which evaluates all applications for teacher certification in both the anglophone and the francophone sectors. ³⁸	No formal recognition.
Professional Development	PD is incorporated into the school year and is mandatory. School districts, the EECD, the New Brunswick Teachers' Association and universities also offer professional development opportunities.	All directors and primary staff members working in centre-based facilities with infants to children 5 years of age must complete 30 hours of online training in the designated early learning curriculum, which is facilitated by department personnel.

Table 4.5 New Brunswick Density of Qualified Staff in Child Care Centres

The child care facility director, a designate or one-in-four staff members are required to have an ECE certificate, plus 30 hours of training in the provincial curriculum.

Table 4.6 New Brunswick Teacher and ECE Average Annual Salaries

Teachers ^a	Early Childhood Educators ^b	ECE Salary as a % of Teacher Salary
\$61,916	\$36,379	59%

^a Based on 2016 FTE median reported earnings. Equivalent to Level 5, 5 years on Schedule 2 G-2 Salary Payments, September 1, 2016 to February 28, 2017. In Agreement between Treasury Board and the New Brunswick Teachers Federation/La Fédération des Enseignants du Nveau-Brunswick, March 1, 2016 to February 28, 2021.³⁹

^b 2017 full time @ \$17.49, the average hourly rate for trained staff in facilities receiving QIFS funding.⁴⁰

The Quality Improvement Funding Support Program (QIFS) provides funding to support the wages of child care staff.

In 2016–17, the QIFS provided the following funding for a maximum of 44 hours per week:

- \$5.00/hour for eligible employees who have recognized ECE training or a completed university degree in any discipline from a recognized Canadian institution
- \$3.15/hour for primary staff members and/or administrators who do not have ECE training or a university degree
- \$2.75/hour for administrators and relief staff without recognized training

The program benefits staff in approved child day care facilities. Since June 1, 2015, owners of for-profit day care centres are no longer eligible for QIFS wage enhancement. For-profit day care centre employees continue to be eligible for QIFS. Community Day Care Homes were not impacted by this policy change. On April 1, 2016, the provincial minimum wage increased to \$11.00/hour, influencing the base wage of many child care staff.

5. ACCOUNTABILITY, MONITORING AND EVALUATION

Progress Reports: The Department of Education and Early Childhood Development reports publicly on developments, including annual updates on the status of schools (2016) and of child care (2016), in addition to an annual report on the overall work of the ministry (2016).

Program Standards: The department's website provides a list of approved centres and family day care homes, including up-to-date inspection reports.⁴¹

Population Monitoring: The Early Years Evaluation (EYE) is used across the province to assist educators in assessing the skills and abilities of children ages 3–6 years as they transition to school. The EYE consists of two complementary components: the EYE-Teacher Assessment (EYE-TA), a teacher rating scale, and the EYE-Direct Assessment (EYE-DA). The EYE-DA assesses four key areas of development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Gross and Fine Motor Skills. A web-based tool calculates each child's scores, provides separate reports for each child and summarizes the results with graphical reports at the school, district and provincial levels.⁴²

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