

New Brunswick 2014

GOVERNANCE

Table 1.1 New Brunswick: Governance structure for early childhood education

Lead Ministry/Department	Department of Education and Early Childhood Development
Common supervisory unit	Early Childhood Development
Policy Framework	Be Ready for Success (2008) ¹ Putting Children First (2012) ²
Legislation	Early Childhood Services Act ³ Education Act (S.N.B. 1997, c. E-1.12) ⁴
Related Legislation	Child Day Care Operator Standards ⁵
Local Service Delivery	7 District Education Councils (4 Anglophone, 3 Francophone) responsible for local planning of education and early childhood services
Community/ Sector Oversight	Francophone and Anglophone early childhood service networks
Public Advisory	Regional advisory committees

New Developments

In New Brunswick, the mandate for early childhood services merged under a new Department of Education and Early Childhood Development in April 2011. A new action plan, *Putting Children First*, details initiatives through to 2015 and builds on *Be Ready for Success: A 10 year Early Childhood Strategy for New Brunswick (2008)*.

Commitments included strengthening the capacity of communities to support families and young children through the integration of early childhood and family support services. In partnership with the Margaret and Wallace McCain Foundation, the Government of New Brunswick piloted Early Childhood Development Centres to inform program practice and help guide policy-makers in the building of an inclusive and accessible, family-centred child care and education system.⁶ An evaluation of the ECD Centres is now available.⁷

In 2014, the Department of Education and Early Childhood Development released *The Linguistic and Cultural Development Policy: A Societal Project for the French Education System*.⁸ This report was the result of a broad consultation to support the Acadian and Francophone community in meeting the challenges of the linguistic minority context. Considerable attention is paid to the early years (birth to age 8) when the foundations for language and learning are established. The plan commits to ensuring equal access to services in French, including a single entry point in both urban and rural areas; the creation of a single file for each child, whatever the number and type of services received; and enhanced linguistic support to the professionals working in the francophone community.

Department Organization

The Department of Education and Early Childhood Development (EECD) is responsible for both early childhood services and public education. The Early Childhood Development division leads the planning, design, monitoring and delivery of all departmental early childhood programs and services, including: 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; Early Language Development program; Quality Improvement Funding Support Program; Communities Raising Children; the Early Intervention Program; Developmental Child Care Services; Excellence in parenting and the Early Childhood Development Centers.⁹

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 establish a learning continuum from birth onward.

Policy Framework

The 2012 document *Putting Children First: Positioning Early Childhood for the Future* has guided the work of the Department of Education and Early Childhood Development. The plan commits a minimum of \$38.27 million over three years to expand access to services and to enhance quality. Underpinning the plan is the integration of early childhood services and education for children from birth to 8 years of age.

The Provincial Education Plan for 2013-2016¹⁰ retains the department's commitment to the successful integration of the two systems –early childhood and school sectors–through: examining and defining a common vision of learning; examining early years' practices; and structuring transitions to create a seamless continuum between preschool services and school services and between

non-governmental and governmental services. Each school district territory is charged with establishing early childhood networks responsible for identifying priority needs, joint planning, service delivery and public accountability.

Service Design

- **Kindergarten:** All children who turn 5 years of age by December 31 participate in a full-day kindergarten program delivered by schools during the school year. Kindergarten is a mandatory part of the school system, except for children who are 4 years old on September 1. Parents of these children may choose to delay their child's enrolment by one year.¹¹
- **Child care:** Care provided in child care centres or community (family) day care homes is regulated, inspected yearly and monitored by EECD. Facilities must meet specific standards of care such as the number of children, space per child, nutrition, health and safety.¹² Facilities are operated by private organizations, both not-for-profit and for-profit.
- **Unregulated child care:** Unlicensed providers may care for a maximum of three infants under 24 months, 4 children between 2 and 5 years, eight school-age children, or five children of mixed age with at least one school-age child with no more than one infant.
- **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. EECD provides additional funding to expand services, particularly to rural communities.¹³
- **Intervention services:** As part of its integration efforts EECD 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 who are at risk of developmental delays. The agencies provide a number of parenting supports, including the Parent-Infant Attachment program. These agencies are also responsible to conduct the EYE-DA at school registration and provide interventions for children who have been identified as at risk of delays.¹⁴
- **Services for preschool children with autism spectrum disorder:** Six approved agencies across the province deliver these services.¹⁵
- **Excellence in Parenting:** This government-maintained website provides information and resources about child development.

Local Service Delivery

Each region 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 director sits on the management team of the school districts to facilitate an integrated approach to services and a smoother transition for children into the K–12 school system.

The directors' responsibilities include: creating and supporting local early childhood services networks; managing contracts with early intervention and other agencies; overseeing 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 will 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.

FUNDING

Table 2.1 New Brunswick: Provincial Allocations for Regulated Child Care (2014–2015)¹⁶

Child care fee subsidies	\$15,544,000
Direct funding (quality improvement funding support)	\$22,456,900
Special needs funding	\$2,254,700
Training assistance for child care staff (ELCC Trust Fund)	\$600,000
New child care spaces (ELCC Trust Fund)	\$750,000
Early childhood care and education in New Brunswick/wage reimbursement program	\$275,200
Program of Professional Learning (Curriculum Implementation)	\$931,100
ELCC Initiatives	\$1,095,000
Total	\$43,906,900

Overall Funding

Table 2.2 New Brunswick: Funding Early Childhood Education/Child Care

Kindergarten ^a	\$87,302,200
Licensed child care	\$43,906,900
Family support initiatives	\$24,600,800
Total ECE spending	\$155,809,900
Total budget expenditures 2014–2015	\$8,427,214,000
ECE as a percentage of provincial budget	1.8%

^a Estimate based on September 2013 enrolment of 7,449 kindergarten students @ \$11,720 per pupil spending (2013)

ACCESS

Table 3.1 New Brunswick: Child population 0–5 years 2013

Child population 0–5 years	43,517
0-1 years	14,087
2-4 years	21,959
5 years	7,471
Total population of New Brunswick	756,050
Children 0–5 years as percentage of total population	5.6%

Statistics Canada. Table 051-0001 - Estimates of population, by age group and sex for July 1, 2013 Canada, provinces and territories (accessed: August 20, 2014)

Table 3.2 New Brunswick: Workforce Participation of Mothers by Age of Youngest Child (2013)

	Number mothers in workforce (000s) by age of youngest child	LF participation rate of mothers in workforce by age of youngest child
0–1 years	8.6	69.5
2–4 years	10.8	78.6
5 years	3.4	80.9
Total mothers in workforce with child 0–5 years	22.8	
Average workforce participation of mothers with youngest child 0-5 years		76.3

Source: Statistics Canada, Labour Force Survey, custom tabulation [S0814_04_Tabl.ivt](#).

Table 3.3 New Brunswick: ECE school programs

Children attending 5-year-old kindergarten ^a	7,449
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^a September 30, 2013/17

Table 3.4 New Brunswick: Licensed Child Care Programs

Spaces by age group	
Infants	1,754
Preschool-aged	10,211
School-aged	12,591
Total spaces centre-based programs	24,556
Centre-based program	605
Family child care/community day care homes	151
Total number of child care facilities	756

Table 3.4 New Brunswick: Licensed Child Care Programs (con't)

Facilities by auspice	
Not-for-profit	72 %
For profit	28 %
Facilities by language	
English	55.6 %
French	34.3%
Bilingual	10.1%

*As of March 31, 2014^{18,19}**Table 3.5 New Brunswick Percentage of children attending ECE programs by age group**

Child Ages	Number of children ^a	Child care/ preschool ^b	Kindergarten enrolment ^b	Other ECE programs	% children with access to ECE programming
0-1 years	14,087	1754			11%
2-4 years	21,959	10,211			47%
5 years	7,471		7,449		99.7%

^a As of July 1, 2013; ^b As of March 31, 2014; ^c As of September 3, 2014

Affordability

The 2014 average provincial daily fee in New Brunswick was \$32.62 for infants, \$27.68 for preschool children, and \$15.79 for school-age children.

Beginning in October 2014 (the third increase in 3 years), families with an annual income less than \$30,000 will be eligible for the full subsidy. The eligibility ceiling will rise to an annual family income of \$55,000. The maximum daily subsidy for infants (birth to 24 months) will be \$28.50 and for preschoolers (2 to 5 years) \$24.25. The plan adds \$1million to the program and benefits 2,000 more families, bringing the total number of families receiving full and partial fee subsidies to approximately 7,600 in 2014.²⁰

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.²¹

Inclusion

Children in Grades K–12 identified with special needs are entitled to supports and accommodations to participate in regular classes.²² In 2012, responding to a commissioned report on special needs in schools, the province launched an action plan to increase funding and resources for children with special needs.²³

In the Francophone sector, children identified as at-risk have a Plan d'intervention and the child is provided with supports accordingly.

Developmental Child Care supports child care facilities to provide programming for children with additional developmental needs. As of March 31, 2014, 551 children had participated in the Developmental Child Care Program.²⁴ In addition the Enhanced Support Worker Programs supports children with additional needs and disabilities whose parents are working, studying or in training to attend child care facilities. As of March 31, 2014, 223 preschool and school age children had been supported under this program.

A community-based facilitation program was implemented in 2013 to provide training to staff in child care facilities to support the inclusion of children with special needs.

LEARNING ENVIRONMENT

Table 4.1 New Brunswick: Curriculum Frameworks

Program	Framework Document
Kindergarten	Curriculum: ²⁵ Each of New Brunswick's language sectors has its own curriculum. Both the Anglophone and Francophone sectors are in process of developing a framework for Kindergarten.
Transition to kindergarten ²⁶	Children sign up for Kindergarten in October of the year preceding the one in which they begin school. Children are screened using the Early Years Evaluation-Direct Assessment (EYE-DA). Children and families participate in activities to assist in the transition to Kindergarten from April to September. Plans are developed for identified children. Beginning in April 2013, the Family and Early Childhood Agencies (Early Intervention Program) assumed responsibility for the administration of the EYE-DA and follow up activities, creating greater integration of the early childhood and school sectors.

Table 4.1 New Brunswick: Curriculum Frameworks (con't)

Program	Framework Document
Regulated child care (Anglophone)	New Brunswick Curriculum Framework for Early Learning and Child Care: English (2008) ²⁷ 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. Valuing Early Learning and Child Care: A Collaborative Assessment Tool (Nov 2013). ²⁸ A companion assessment document is provided to assist educators with documentation.
Regulated child care (Francophone)	Le Curriculum éducatif pour la petite enfance francophone du Nouveau-Brunswick: Français (2008) ²⁹ Early learning and child care facilities (both centre-based and home-based) serving infants to children 5 years of age use the framework. The strategy J'imagine (2012-2014) developed a number of tools and training opportunities to support the implementation of the Curriculum éducative.
Cultural integration	Guide pour l'élaboration d'une politique d'intégration des enfants de nouveaux arrivants et de gestion de la diversité dans les services de garde éducatifs. ²⁸²⁹ Policy guide for diversity and the integration of new arrivals in child care programs.
School-based programming	School Day Services Information Document (2002). For schools providing school-aged child care services.

Work Environment

Kindergarten class sizes: The maximum class size is 22 except when a class is combined with another grade, in which case the class size is capped at 17. In 2013, the average kindergarten class size was 17.3.³⁰

Child care program size: A regulated child care centre may have a maximum of 60 spaces per approval. There may be two or more approvals per building.

Table 4.2 New Brunswick: Child: Staff Ratio by Age of Child and Class Size³¹

Age of child	Staff: Child Ratio	Class Size
0-2 years	1:3 (1:4 for 13-24 months old)	9
2 years	1:5	10
3 years	1:7	14
4 years	1:10	20
6 years	1:12	24
6-12 years	1:15	30

Educators

Table 4.3 New Brunswick: Educator qualifications

Kindergarten teachers	Early Childhood Educators
Teachers in New Brunswick are required to have at least a Bachelor's Degree in Education and a New Brunswick Teaching Certificate. To attain these two qualifications, they must complete a four- or five-year degree program that includes course work and at least one practicum in a classroom with an experienced teacher. ³²	The minimum qualification is a one-year community college ECE certificate or its equivalent from a recognized training institution. ³³

Table 4.4 New Brunswick: Professional Recognition and Development

	Qualified Teachers	Qualified ECES
Profession recognition	Teachers must be certified by the Teacher Certification Branch, which evaluates all applications for teacher certification in both the anglophone and the francophone sectors.	No formal recognition.
Professional development	PD is incorporated into the school year and is mandatory. School districts, the department of education, 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 are required to take training in the designated early learning curriculum, which at this time is 30 hours. The Department currently contacts with Early Childhood Care and Education, NB for the delivery of this program

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
\$75,241	\$33,446	44%

^aBased on category 5 maximum rate. 34; ^b2014 FTE @ \$316.08/hour, for directors and primary staff.

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

In 2014–15, the QIFS provides the following funding: ³⁵

- \$5.00/hour for eligible employees who have recognized ECE training or a completed university degree in any discipline from a recognized Canadian institution.
- \$2.99/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 756 approved child day care facilities across the province.

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 (2013) and of child care (2012), in addition to an annual report on the overall work of the ministry (2013).

Program standards: The department’s website provides a list of approved centres and family day care homes.³⁶

Population monitoring: *The Early Years Evaluation* (EYE) is used across the province to help educators assess the skills 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), which 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.

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