

New Brunswick

PROVINCIAL CONTEXT



Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	6,500
1	6,400
2	7,000
3	7,000
4	6,500
5	6,700
6	6,900
7	6,900
8	8,600
9	7,700
10	8,100
11	8,700
12	8,800
Total	95,800

Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	19,900
3-5	20,200
6-12	55,700
Total	95,800

Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	1,085	230	10	0	30	1,350
5-9	1,340	220	20	0	20	1,610
10-14	1,215	205	15	20	40	1,495
Total	3,640	645	45	20	90	4,455

Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	550	1.6
5-9	1,670	4.4
10-14	2,460	5.6
Total	4,680	4.0

Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)

Age	Number of children
0	4,400
1	3,900
2	4,300
3	4,500
4	4,200
5	4,500
6	4,900
7	4,700
8	6,000
9	5,700
10	5,900
11	5,800
12	6,400
Total	65,100

Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)

Age	Number of children
0-2	12,600
3-5	13,200
6-12	39,400
Total	65,100

Number of children by marital status of families (2006)

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	27,140	7,090	6,245	840
5-9	29,815	8,665	7,370	1,295
10-14	34,340	10,240	8,405	1,835
Total	91,295	26,000	22,025	3,975

Number of children by mother tongue (2006)

Age	English	French	Non-official language
0-4	23,920	8,925	615
5-9	27,290	10,085	580
10-14	31,060	11,925	710
Total	82,270	30,935	1,905

Number and percentage of children living in families below the LICO (2006)

Age	Number	Percent (%)
0-2	n/a	n/a
3-5	n/a	n/a
6-12	8,000	15.1
Total	16,000	16.7

Note: Sufficient data for all age breakdowns not available.

Workforce participation of mothers by age of youngest child (2007 rounded estimate)

Age of youngest child	Number of mothers	Participation rate (%)
0-2	13,100	75.7
3-5	9,600	76.8
6-15	35,500	82.9

FAMILY-RELATED LEAVE

Maternity leave

Seventeen weeks.

Parental leave

(Child Care Leave) 37 weeks may be shared between the parents. The combined total of maternity leave and Child Care Leave taken by one or both parents cannot exceed 52 weeks.

Family-related leave

Three days per year.

Births and EI maternity and parental claims (2007)

Number of births: 6,918

Birth rate per 1,000 population: 9.2

Number of initial maternity claims allowed: 4,650

Average length of maternity claim: 14.4 weeks

Number of parental claims: 5,140

Average length of parental claim: 28.5 weeks

Number of adoptive parent claims: 70

Average length of adoptive claim: 20.5 weeks

Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.

KINDERGARTEN

LEGISLATION

New Brunswick. Legislative Assembly. *Education Act*, 1997. c.E-1.12

Sections of the *Education Act* specific to kindergarten are: Section 8 (school privileges), Section 15 (compulsory attendance), and Section 16 (exceptions).

PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

Kindergarten contact anglophone sector

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KINDERGARTEN SERVICES

KINDERGARTEN

Kindergarten is delivered in public schools and is compulsory. The kindergarten program in New Brunswick is a full school-day program; the number of instructional hours must be a minimum of four hours and a maximum of 4.5 hours per day. Currently, school districts report that the kindergarten programs operate at the maximum hours of instruction. There are approximately 841 instructional hours per year; this is based on 187 days of instruction. Most kindergarten classes are single grade but there some are K-1, and K-1-2 combined classes resulting from local circumstances or from a purposeful decision to provide multi-aged groupings.

Independent schools may offer a kindergarten program. If parents choose to send their child to an independent school or to home school their child for kindergarten, they must write to the Minister of Education requesting an exemption from the public school system.

AGE ELIGIBILITY

To attend kindergarten, a child must be five years of age on or before December 31. If a child turns five on or after September 1, the child may, at his/her parents' discretion, enter school that year or the following year. If parents decide to delay kindergarten entrance for a year, the child must enter the public education system the following year through the kindergarten program.

CLASS SIZE

Provincial class size limits are specified within the Agreement between Board of Management and the New Brunswick Teachers' Federation. The current agreement (2008-2012) stipulates a maximum kindergarten class size of 22 pupils. A kindergarten class which is combined with any other grade shall not exceed 17 pupils.

Overall average class size (2007/08)

Provincial: 18.2

Anglophone sector: 18.8

Francophone sector: 17.2

There are no specific requirements for kindergarten teachers beyond that required for other elementary teachers. According to provincial officials, school districts are likely to give preference when hiring to a teacher who has some early childhood courses.

There is no legal requirement for the on-going updating of credentials. Teachers attend professional development sessions offered by schools and school districts throughout the year.

Responsibility for certification: Office of Certification, Department of Education.

Representation: New Brunswick Teachers' Federation/La Fédération des Enseignants du Nouveau Brunswick.

Teacher salaries (2008-2012): Entry level salary \$43,085; average salary \$60,826.

In 2007/08, there were 429 teachers who were responsible for kindergarten students. Of this number, 247 (anglophone) and 124 (francophone) had single kindergarten classes; 29 (anglophone) and four (francophone) had kindergarten/Grade 1 classes; and 22 (anglophone) and three (francophone) had kindergarten/Grade 2 classes.

CHILDREN WITH SPECIAL NEEDS

In 1986, Bill 86 established the policy that all New Brunswick children will attend their neighbourhood school. To meet the mandate of this policy and to ensure all children receive equal access to education, New Brunswick provides supports such as physical accommodations (e.g., ramps or elevators), assistive technology, development of special education plans, and teacher assistants and school intervention workers. If a child's needs warrant, a Teacher Assistant may be provided. (See CLASSROOM ASSISTANTS below for details.)

KINDERGARTEN ENROLMENT (2007/08)

Number of children enrolled in kindergarten (the year before Grade 1): 7,138

4,966 anglophone students

2,172 francophone students

Enrolment in kindergarten by age (as of September 30, 2007)

4 years old: 1,562

5 years old: 5,450

6 years old: 125

9 years old: 1

CLASSROOM ASSISTANTS

Title: Teacher Assistant.

Qualifications: Grade 12.

Role: Teacher Assistants support classrooms that include a child identified with special needs. Positions include Interventionist, Teaching Assistant and Student Attendant which carry different responsibilities and are paid at different rates. Duties include providing assistance in classrooms; assisting with the supervision of students; assisting with the preparation of teaching aids; assisting with maintaining records and generally assisting teachers with functions designed to fulfill instructional, social and/or behavioural goals and objectives.

Teacher Assistants are represented by CUPE 2745.

In 2007, a new agreement guaranteed all permanent school-based employees a minimum 39 weeks of work. In 2007/08, the average hourly wage of a teacher assistant increased to \$16.21 with a minimum of 26.25 hours/week. In 2008, the minimum guaranteed weekly hours increased to 28, and the salary advanced to \$17.00/hour.

KINDERGARTEN TEACHERS

Qualification requirements: Two undergraduate degrees and a New Brunswick Teacher's Certificate are required.

In addition, Kindergarten Support Workers are funded through an agreement with the Department of Training, Employment and Development, for kindergarten classes with more than 20 students. They are paid minimum wage and work for 30 hours/week for 20 weeks. They assist teachers with the overall kindergarten classroom. In 2007/08 approximately 260 Kindergarten Support Workers were placed in kindergarten classes with over 20 students.

CURRICULUM

The provincial kindergarten curriculum (anglophone sector) was revised in 1999 with some components revised in 2005 and 2008. It addresses cognitive, social, emotional and physical development. It is student-centred and advocates developmentally appropriate practices within an activity-based approach to learning. The curriculum identifies specific curricular outcomes across a variety of subject areas.

MONITORING AND ASSESSMENT

The Department of Education also has a school educational review process. The process includes both an internal and an external review of a school's performance in 21 distinct areas, using a detailed instrument. The 21 areas are clustered into seven specific standards: school climate, school leadership, school management, staff performance, partnerships with parents, growth and improvement, and teaching and learning.

Kindergarten programs are also monitored by school administrators and other school district personnel.

SOURCES OF FUNDING FOR KINDERGARTEN

100% provincial funding from general revenues.

Individual schools may charge parents a "reasonable" amount for supplies.

There is no public funding of independent schools.

PUBLIC SPENDING ON KINDERGARTEN 2007/08

Average spending per kindergarten student: \$7,857.

Total spending on kindergarten

Information not available.

SPECIAL FEATURES

The Department of Education provides a one-time ESL grant of \$600 per student for the provision of English tutoring.

During the 2006/07 fiscal year, the Department of Education allocated funding to school districts to support transition to school initiatives. Some of this funding was dedicated to hiring individuals to organize and carry out such efforts. In the spring of 2007, each school district was allocated one FTE position to coordinate and conduct transition to school initiatives; the transition to school positions were maintained in 2008/09.

When Kids Come First is a government plan that outlines three goals: every child will arrive at kindergarten ready to learn; every child will leave Grade 5 having mastered the tools to learn — reading, writing, and numeracy; and every child will graduate from high school having had the opportunity to discover his or her personal strengths and to find something he or she loves to do. Within these goals, two of the eight commitments pertain to kindergarten: to ensure school readiness; and to work urgently on literacy, numeracy, and science.

Following several opportunities for parents, during the month of May or June, preschool children are invited to attend a two-hour orientation to kindergarten/school. This session tends to last approximately two hours and children have the opportunity to become familiar with the kindergarten classrooms, are exposed to some of the types of learning experiences in which they will be involved in the fall, and have the opportunity to take part in a bus safety session during which they participate in a short drive on a bus.

In the 2008/09 school year, all preschool children who register early for kindergarten will be invited to participate in the *Early Years Evaluation: Direct Assessment* (EYE-DA). Based on results, some children are offered interventions prior to beginning school. Approximately 2,160 preschool children were assessed in January/February 2008 and results were shared with parents. The assessment focuses on the following domains: awareness of self and the environment; cognitive skills; language and communication; and physical/motor.

KINDERGARTEN DEVELOPMENTS

1991 Kindergarten was implemented in public schools throughout the province.

1997 Kindergarten attendance became compulsory.

2006/07 During the fiscal year, the Department of Education allocated funding to school districts to support transition to school initiatives. In the spring of 2007, each school district was allocated one FTE position to coordinate and conduct transition to school initiatives.

2007 The government launched the new education plan, *When kids come first*, a plan outlining three goals to promote student achievement (see SPECIAL FEATURES).

2007/08 During the school year the Department of Education began implementation of the *Early Years Evaluation: Direct Assessment (EYE-DA)* (see SPECIAL FEATURES)

2008

April The Department of Social Development launched the *New Brunswick Curriculum Framework for Early Learning and Childcare*. The document was created by the Early Childhood Research and Development Team, Early Childhood Centre, University of New Brunswick. It is a values-based curriculum that includes goals for early learning and care developed around the following areas: well-being, play and playfulness, communication and literacies, and diversity and social responsibility.

The *New Brunswick Curriculum Framework for Early Learning and Childcare* is currently being implemented in preschools and child care centres around the province. The transition-to-school coordinators within each of the school districts have been introduced to the document and have a copy for use in their duties. A parent-friendly version of the *New Brunswick Curriculum Framework for Early Learning and Childcare* is planned.

■ REGULATED CHILD CARE

LEGISLATION

New Brunswick. Legislative Assembly. *Family Services Act*. 1980.

New Brunswick. Legislative Assembly. *Family Services Act and Day Care Regulations*, 83-85, as amended.

PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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CHILD CARE SERVICES

UNREGULATED CHILD CARE

Unregulated family child care

Maximum number of children of mixed ages, 0-12 years permitted: Five, including the caregiver's own children under 12 years.

Maximum if all are 2-5 years: Four.

Maximum if all are school-age: Eight.

No more than two infants are allowed.

REGULATED CHILD CARE

Day care centres

Part-time or full-time care for less than 24 hours/day for four or more infants, six or more preschoolers, 10 or more children aged 6-12 years, or seven or more children from birth to 12 years.

Nursery schools

Part-day programs for preschool-age children.

School-age child care centres

Centre-based care outside school hours for school-age children up to and including 12 years.

Community day care homes

Care in a private home for no more than three children under two years, or five children aged 2-5 years, or nine children aged six years and over, or six children of a combination of ages from birth to 12 years, including the caregiver's own children under 12 years.

CHILDREN WITH SPECIAL NEEDS

Children with identified special needs may be referred for integrated child care services through the Early Childhood Initiatives (ECI) Program. To be identified as special needs, the child must fall into one of three categories: a confirmed diagnosis at birth, developmental issues after birth or family risk factors.

Facilities providing integrated day care services to children referred under ECI may receive an average of \$3,250/year/child for children age 2-5 years. The maximum payment for a child with high needs is \$5,250/year, primarily to provide a support worker. However, the funding may also be used for transportation, materials and equipment and/or additional nutritional needs of the child (see RECENT DEVELOPMENTS for increase in payments effective June 2008).

There are no additional training requirements required for support personnel who may be hired under the Early Childhood Initiatives.

ABORIGINAL CHILD CARE

New Brunswick approves child care centres on-reserve upon request from a First Nations community. Seven centres on-reserve are currently approved by the Department.* Ongoing monitoring and renewal functions are managed locally for one of these centres, the remaining are monitored and renewed by the province. On-reserve centres are not eligible for provincial funding and parents are not eligible for provincial fee subsidy. There are two off-reserve Aboriginal child care programs that are approved by the Department and receive provincial government funding.

Some Head Start programs receive funding through an agreement between the First Nations of New Brunswick and the Department of Indian and Northern Affairs (New Brunswick Head Start) and by Health Canada (Aboriginal Head Start). These programs are not licensed by the provincial government.

* In New Brunswick the term "approved" is used instead of "licensed".

SPACE STATISTICS (MARCH 2008)

Number of regulated child care spaces*

Centre-based

Infants (0-2 years) (est.)	879
Preschool (2-4 years) (est.)	7,120
School age (5-12 years) (est.)	7,162
Total centre-based spaces	15,161

Family child care spaces

Total number of regulated spaces	15,506
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Note: New Brunswick approves day care centres for a total enrolment based on usable space and does not allocate spaces according to specific age groups. The number of spaces the facility allocates per age category is collected through the Quality Improvement Funding Support Program's application process. Data for 2007/08 estimate that there are 933 infant spaces, 7,293 preschool spaces and 7,280 school age spaces.

Enrolled centre-based spaces

Age Group	Full-day	Part-day*	Total
Infants (0-2 years)	712	202	914
Preschool (2-4 years)	4,759	3,064	7,823
School age (5-12 years)		7,260	7,260
Total enrolled centre-based spaces	5,471	10,526	**15,997

* Includes enrolment in part-day programs and part-time enrolment in full-day centres.

** Enrolment could exceed approved spaces because of part-time enrolment.

Family child care

Age Group	Full-day	Part-day*	Total
Infants (0-2 years)	38	9	47
Preschool (2-4 years)	141	70	211
School age (5-12 years)		109	109
Total enrolled family child care spaces	179	188	*367

Note: The number of enrolled spaces by age group is reported through the Quality Improvement Funding Support (QIFS), which includes 466 approved facilities in the province at the time of the QIFS application.

Total number of regulated enrolled spaces : 16,364

Children with special needs in regulated child care: 322

Note: This figure represents the number of children receiving Integrated Day Care Services as of March 31, 2008. The average monthly number served for 2007/08 is 295.

In addition to the figures above, 25 school-age children were supported through the Support Worker Program.

Children receiving fee subsidies

Children receiving subsidies in regulated care: 5,424

Children receiving subsidies through the Alternative Child Care Program (unregulated care): 200

Number of centres and homes

Number of child care centres	415
Full-day	244
Part-day nursery schools/preschools	*50
Unknown	12
Stand-alone after-school programs	109
Combined nursery/school-age programs	*114

Number of family child care providers 55

** The part-day nursery school/preschools and combined/nursery school figures are estimates as the data cannot identify part-time. In addition, 12 facilities did not apply for the Quality Improvement Funding Support program; information on the part-day/full-day nature of their operations is not available.*

Sponsorship of full-time regulated centre spaces

Approximately 33% are nonprofit and 67% are for-profit.**

***Estimates provided by provincial officials.*

STANDARDS AND REGULATIONS**REGULATED CENTRES****Maximum centre size**

60 spaces.

Note: Child care programs are approved for a maximum of 60 spaces; however, those approved before 1983 that had more than 60 spaces were grandfathered.

Maximum staff:child ratios and group sizes

Age	Staff:child ratios	Max. group sizes
Under 2 years	1:3	9
2-3 years	1:5	10
3-4 years	1:7	14
4-5 years	1:10	20
5-6 years	1:12	24
6-12 years	1:15	30

Staff qualification requirements

The Director or his/her designate or one in four staff is required to have a one-year community college ECE certificate or equivalent. New applicants for child care centres must meet this training requirement prior to approval. Existing centres that did not meet the requirement were provided with funding and access to training, and were expected to meet the requirement by April 1, 2006. The one-year certificate program, in addition to being offered as a full-time day program, was offered through the Distance Education Training Initiative over a three-year period. Under this initiative, 100% of the tuition costs to complete the training were paid on behalf of the students through contracts directly with the New Brunswick Community College, managed by the Association of Early Childhood Care and Education NB/Soins et éducation à la petite enfance.

All facilities not meeting the staff qualification requirement by the 2006 date were required to submit to their ECS Coordinator an action plan detailing how they would meet it. Many are still working to achieve this.

Staff must be at least 16 years old; 16-19 year olds are required to be supervised by a primary staff member who must be at least 19. All staff must have first-aid training and Prior Contact/Criminal Record Checks.

Individuals with out-of-province early childhood credentials that are a) accepted by other provinces in Atlantic Canada, or b) a certificate level or higher from a

community college that is a member of the Association of Community Colleges of Canada, are recognized as having equivalent qualifications.

New Brunswick also accepts a Bachelor of Education (Primary or Elementary) from New Brunswick universities.

There are no qualification requirements for staff working in stand-alone school-age programs.

Parent involvement

Nonprofit centres are required to be managed by a board of directors whose members include at least two parents of enrolled children. There is no requirement for parent involvement.

Licensing, monitoring and enforcement

Fifteen regional Early Childhood Services coordinators are responsible for monitoring compliance with the regulations. Regional coordinators must have an ECE credential or equivalent. Child care centres receive one annual inspection and may receive up to three unannounced monitoring visits per year. The schedule of monitoring visits is linked to the facility's Quality Improvement Assessment (QIA) rating. Centres determined to be in non-compliance with standards are given a time frame in which to comply. Where the child care service is considered necessary and where the Minister is satisfied that the requirements will be met within the designated period of time, the regulation permits the issuance of a temporary approval for a period not to exceed six months. The *Family Services Act* provides the Minister with the authority to investigate, recommend changes, suspend the operation or terminate the approval of a child care facility. Effective September 2005, the authority to issue certificates of approval and renewal was delegated to the supervisor level of the Department's regional offices. Terminations (i.e., directives for closure) have not been delegated and may only be issued by the Minister.

REGULATED FAMILY CHILD CARE (COMMUNITY DAY CARE HOMES)

Regulation

Individually licensed.

Maximum capacity

Infants: Three

2-5 years old: Five

6 years and over: Nine

Combination of ages: Six

The capacity maximums include the provider's own children under 12 years.

Provider qualification requirements

No early childhood education training or experience is required. Providers must be at least 19 years old and have first aid training. Training requirements implemented in April 1, 2003 do not apply to operators of community day care homes.

Providers are required to have a Prior Contact/Criminal Record Check.

Licensing, monitoring and enforcement

The regional Early Childhood Services Coordinators are responsible for licensing and monitoring community day care homes. Community day care home providers are issued an initial licence and must make an annual request for renewal. The regional coordinators spot-check homes to ensure compliance with the regulations. Effective September 2005, the authority to issue certificates of approval and renewal was delegated to the supervisor level of the Department's regional offices. Temporary approvals may not be issued for community day care homes. Terminations (i.e., directives for closure) have not been delegated and may only be issued by the Minister.

FUNDING

CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to service providers on behalf of eligible parents through the Day Care Assistance Program. Eligibility is determined through a needs and income test which is administered by the Department of Social Development.

Subsidies are payable to any regulated nonprofit or for-profit child care centre or community day care home.

The provincial fee subsidy budget is not capped. Allocation of spaces is based on financial and social need not geography, program, and/or child/group-at-risk criteria assessment.

Eligibility for fee subsidy (2007/08)

	Turning point	Break-even point
1 child, 2 years and older	\$22,000	\$41,000
1 child, under 2 years	22,000	41,000

The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.

Maximum subsidy by age of child (2007/08)	
0-2 years	\$22.00/day
2-6 years	20.00/day
6-12 years and part day preschool rate	10.75/day

There is no minimum user fee. Programs may surcharge subsidized parents. The same subsidy rate applies to centres and community day homes.

Note: Parents who are working or training and for whom no accessible regulated child care is available due to where they live or their hours of work, may be eligible for the Alternative Child Care program. The maximum daily subsidy is \$18.50 for infants, \$16.50 for children 2 years and older, and \$9.25 for after-school care.

PUBLIC FUNDING FOR REGULATED CHILD CARE (2007/08)

One-time funding

Start-up funding

For new infant child care spaces:

- Day care centres and community day care homes (A minimum of three spaces must be created): \$2,500/space

For new spaces in rural New Brunswick Local Service Districts and Villages:

- Day care centres (A minimum of five spaces must be created): 5,000/space
- Community day care homes (A minimum of three spaces must be created): 3,000/space

For new extended hours spaces for shift workers

- Day care centres (A minimum of eight spaces must be created): 7,500/space
- Community day care homes (A minimum of five spaces must be created): 5,000/space

For seasonal child care:

- Day care centres (A minimum of five spaces must be created): 5,000/space
- Community day care homes (A minimum of three spaces must be created): 3,000/space

Training Assistance

For individuals currently employed in an approved child care facility who have completed courses as part of the one-year ECE Certificate from a recognized training institute on or after January 2007; or to individuals who completed the one-year ECE Certificate on or after January 2007 and are currently employed in an approved child care facility in New Brunswick: Up to \$3,000/individual.

English and French Early Learning and Child Care Curriculum

Funding to accredited post-secondary institutions in New Brunswick for the development and implementation of an English and French early learning and child care curriculum. The implementation includes training for all child care staff in the effective use of the new curriculum. Total allocation 2007/08: \$3.2 million.

Recurring funding

Quality Improvement Funding Support Program

The QIFS makes funding available to increase wages of child care workers, to provide professional development opportunities for all child day care staff and to purchase equipment and materials for use by children. All facilities with a valid facility ID number that apply for and are approved for QIFS before the annual deadline receive funding. There are no waiting lists for eligible applicants. In both 2006/07 and 2007/08 funding was disbursed quarterly following receipt of Quarterly Hours Report indicating number of hours worked each quarter by each eligible employee.

Special needs funding

The majority of funding is paid as grants on behalf of children directly to day care facilities for integrated day care services. Additional funding is provided under the Support Worker Project for families in the labour force whose children have relatively high support needs. It provides funding to cover up to an additional 25 hours per week of support personnel wages, beyond what is provided under the Integrated Day Care Services Program.

PROVINCIAL ALLOCATION FOR REGULATED CHILD CARE (2007/08)

Fee subsidies	\$11,400,000
One-time funding	n/a
Recurring funding	
QIFS (includes Training Initiatives)	13,000,000
Special Needs Funding	1,836,200
Total	\$26,236,200

Other funding

Alternative Child Care	\$1,000,000
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The Alternative Child Care program provides subsidies for unregulated care for parents who are in school, working and who need care on weekends or evenings, or where no regulated child care is available. The rates are paid as for regulated care. Payment is made to the caregiver who may not be a member of the child's immediate family.

SALARIES

Mean gross hourly wage for centre-based child care staff and family child care providers (full- and part-time staff combined) (2007/08)*

Trained staff	\$14.02
Untrained staff	11.01

Source: 2007/08 QIFS Program applications.

**The figure includes base wages and increases/bonuses provided through the QIFS. QIFS Wage Enhancement rate 2007/08: \$4.11 for trained employees and \$2.56 for untrained employees.*

Family child care

Data for family child care are included with centre-based staff and specific information on family child care providers is not available.

Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$17,429
Those with an ECE credential	17,942

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

FEES (2006/07)

Mean monthly parent fees for full-time centre-based and family child care (2007/08)

Infants (aged 0-24 months)	\$552 (\$25.46/day)
Preschool (aged 2 -5 years)	488 (22.54/day)
School-age	274 (12.63/day)

Source: Figures provided by the Department of Family and Community Services from information collected on facility applications for QIFS as of April 2007.

ADMINISTRATION

The Early Childhood and School-Based Services Branch under the Program Development and Monitoring Division of Social Development is responsible for policy and program development of the Day Care Services Program.

Authority for the approval and monitoring of child care programs is delegated to regional offices of Social Development.

Social Development also administers the Day Care Assistance (subsidy) Program through its regional offices.

MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no legislated municipal or other local government role.

CHILD CARE PLANNING AND DEVELOPMENT

Social Development has lead responsibility for the initiatives of the Early Childhood Development Agenda and the Early Learning and Child Care Agreement.

RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF ECEC IN CANADA 2006, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

2001 The provincial government announced its new initiative, *Greater Opportunities for New Brunswick Children: An Early Childhood Development Agenda*. This initiative was New Brunswick's response to the announcement of September 2000, in which First Ministers agreed that funding would be allocated to provinces, "so that young children can fulfill their potential to be healthy, safe and secure, ready to learn, socially engaged and responsible".

The Enhanced Day Care Services project then introduced was intended to:

- improve working conditions for staff;
- improve the overall quality of service;
- increase the availability of infant care;
- improve training and professional development for child care workers.

It included two components:

- Quality Improvement Funding Support (QIFS): to improve working conditions for staff and improve the overall quality of service delivery; and
- Training Initiative: to maintain funding for training and ongoing professional development for staff in approved child care facilities. It supported the development of distance education modules and Prior Learning Assessment and Recognition (PLAR) assessments through the New Brunswick Community Colleges, and provided for individuals to access the distance education by funding 100% of the total cost of the ECE program. The initiative was targeted to facilities that did not meet the training requirement.

May A new child care association, Early Childhood Care and Education NB/Soins et éducation à la petite enfance NB, was officially formed.

2002 Funding was provided to the New Brunswick Association for Community Living to support the project Opening the Door to Quality Childcare and Development.

2003/04 The Early Learning and Child Care funding supported four activities:

- In response to the Auditor General's report on the Day Care Services Program, standards were developed to set out policies and procedures for departmental staff in their approval, monitoring and investigation functions;
- Management of Illness Guide;
- Funding support for a conference in partnership between the provinces of New Brunswick and Prince Edward Island, established in 2000;
- A review of the Child Day Care Facilities Operator Standards.

2005

December New Brunswick received \$16,400,000 through the Early Learning and Child Care Agreement in 2005/06 and \$15 million in 2006/07. These funds are being invested in: further enhancements to the wages of child care workers; the development of the anglophone and francophone early learning and child care curricula; and in the creation of a New Brunswick Early Learning and Child Care Trust Fund; the funding was to be carried forward to fund future New Brunswick government investments in early learning and child care.

2005/06 In 2005/06, New Brunswick began the development of anglophone and francophone early learning and child care curriculum frameworks. This work lays the foundation for the development of the curricula that will support age-appropriate and stimulating programming for children from birth until the time they enter kindergarten at age five.

2006/07 An additional \$3 million was allocated to the QIFS Program to provide further increases to the wages of child care workers. The following program changes were implemented:

- Operators no longer had to calculate the wage/bonus amounts to be distributed to "eligible employees". The government now calculated the amount each employee received. New investments for wages were based on the Early Childhood Education training of eligible employees. The Department of Family and Community Services (now the Department of Social Development) set the rate for wage enhancements for "eligible employees" at:
 - \$4.11/hour for "eligible employees" who have a minimum one-year recognized Early Childhood Education training.
 - \$2.56/hour for eligible employees without recognized Early Childhood Education training.
 - A copy of a recognized Early Childhood Education certificate/diploma is required for each employee.
- Primary staff "relief workers" became eligible for wage enhancement.

Phase 4 of *Opening the Door to Quality Childcare and Development* was implemented. This phase included facilities in the northern regions of the province, plus facilities in other regions which may not have participated when the project was in their region.

RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

2007/08 New Brunswick created an Early Learning and Child Care Trust Fund (see 2004/05). The Early Learning and Child Care Project Review Board is responsible for disbursing funds from the Trust Fund to child care operators, recognized post-secondary institutions and individuals currently employed in an approved child care facility in New Brunswick. In 2007/08 the trust fund allocation was \$8 million and was designated as follows:

- Development and implementation of early learning and child care curriculum;
- Training for child care workers;
- Creation of new rural, infant, extended hours and seasonal child care spaces.

2008

June The Minister of Social Development announced *Be Ready for Success: A 10 Year Early Childhood Strategy for New Brunswick*. Thirty-nine actions are detailed across seven commitments:

1. Strengthen the capacity of parents and communities to support families and young children;
2. Support parents to ensure their children have the early experiences necessary for healthy development and success in school and in life;
3. Ensure that early learning programs and child care services are of high quality;
4. Improve the availability of early learning and child care services;
5. Improve the affordability of early learning and child care services;
6. Ensure that early learning and child care services are inclusive and meet the needs of all children;
7. Rely on early childhood research, best practices and community partnerships in planning for children and families.

As part of the 2008/09 Early Childhood Strategy Action Plan an additional \$5.7 million in Child Care Spaces Initiatives funding was allocated for the following:

- \$400,000 annually to create four demonstration sites for a three-year project to pilot test early childhood development centres;
- \$425,000 to build on the existing Early Learning and Child Care public awareness campaign;

- \$400,000 annually to family resource centres and outreach sites across the province to enhance programs and supports for parents and preschool age children;
- \$475,000 added to the QIFS Program to enhance the wages of child care staff. This will result in an increase of 39 cents/hour for child care staff with Early Childhood Education training and 19 cents/hour for staff without Early Childhood Education training, thereby raising the total wage enhancement to \$4.50/hour for staff with recognized ECE training and \$2.75/hour for staff without recognized ECE training;
- \$550,000 for hiring new community-based early learning specialists to support the implementation of the new provincial early learning and child care curriculum;
- \$800,000 to increase child care subsidy rates by up to 12%. This represents an increase of up to \$2.50 per day for full-time care and up to \$1.25 per day for part-time care (The new rates are noted below);
- \$250,000 annually in child care subsidies for social assistance clients who are recently unemployed or who have recently completed training and are actively seeking employment;
- an additional \$1.3 million for the province's community-based autism agencies to improve the wages of autism interventionists;
- \$150,000 added to the existing Support Worker program to offer support to more families and to improve the recruitment and retention of support workers;
- \$350,000 added to the existing early intervention and integrated day care services budget to permit an increase of \$150 per space annually, thereby raising the current space allocation from \$3,250 to \$3,400.

Effective June 2008, QIFS payments are made prior to hours worked and distributed monthly. Further, participating facilities must distribute the Wage Enhancement to all eligible employees as an hourly wage increase and not as a bonus or lump-sum payment. All eligible employees working at an approved facility that participates in QIFS shall receive a minimum hourly wage of \$10.31/hour (without ECE) and \$11.86/hour (with ECE or recognized training). This represents no less than NB's minimum wage rate of \$7.75 plus either \$4.11 or \$2.56/hour.

Effective September 2008 the amounts paid for wage enhancements under the QIFS increased to \$4.50/hour for those with ECE or recognized training and \$2.75/hour for those without.

October Effective October 1, 2008, the changes to the Day Care Assistance Program are as follows:

- The maximum daily subsidy rates increase to:
 - \$24.50 per day for full-time infants (0-23 months old)
 - \$22.50 per day for full-time preschool-aged children (2 years old and older)
 - \$12.00 a day for after school care or half-day care for infants and preschoolers

2008/09 \$5.7 million from the Child Care Spaces Initiatives was added to the trust fund to continue to support the initiatives above.

A public consultation was conducted on early learning and child care in New Brunswick, including parent and child care sector surveys, written briefs from interested stakeholders, and focus groups with parents, child care providers, kindergarten teachers, principals and district staff. The information was then used by a group of early childhood stakeholders and experts to develop recommendations related to a long-term plan for early learning and child care.

The public consultation findings, recommendations from experts and stakeholders and early childhood research were used to develop a draft 10-year plan on early learning and child care. This plan was reviewed and revised by a new Ministerial Committee of Cabinet on Early Childhood Development and Care. The Honourable Margaret McCain was appointed Early Learning Advisor to provide guidance to the committee.

■ KEY PROVINCIAL ECEC ORGANIZATIONS

Early Childhood Care and Education New Brunswick
Soins et Education à la Petite Enfance du Nouveau-Brunswick
334 Queen Street, Suite 204-A
Fredericton, NB E3B 1 B2
Email: sepenb.eccenb@nb.aibn.com
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Toll free: 1 - 888-834-7070
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Website: www.eccenb-sepenb.com

TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

New Brunswick Teachers' Association
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New Brunswick Teachers' Federation
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