

New Brunswick



PROVINCIAL CONTEXT

Number of children 0-12 yrs (2005 rounded estimate)

Age	Number of children
0	6,300
1	7,000
2	7,200
3	7,600
4	7,000
5	8,700
6	7,500
7	8,500
8	9,300
9	8,200
10	8,600
11	7,500
12	8,500
Total	102,000

Number of children 0-12 years (2005 rounded estimate)

Age	Number of children
0-2	20,500
3-5	23,300
6-12	58,100
Total	101,900

Children 0-12 yrs with mothers in the paid labour force (2005 rounded estimate)

Age	Number of children
0	4,000
1	4,100
2	4,200
3	5,100
4	4,600
5	6,000
6	4,800
7	5,600
8	5,800
9	5,800
10	6,100
11	5,100
12	6,000
Total	67,300

Number of children 0-12 years with mothers in the paid labour force (2005 rounded estimate)

Age	Number of children
0-2	12,300
3-5	15,700
6-12	39,300
Total	67,300

Children 0-14 yrs identifying with an Aboriginal group (2001)

Age	North American Indian	Metis	Inuit	Multiple	Other	Total
0-4	1,165	415	10	30	60	1,680
5-9	1,320	235	20	20	60	1,655
10-14	1,150	280	45	15	65	1,555
Total	3,635	930	75	65	185	4,890

Children 0-14 yrs with disabilities (2001)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	470	1.3
5-9	1,760	4.1
10-14	2,100	4.4
Total	4,330	3.4

Note: Total may not add up due to rounding.

Number of children by marital status of families (2001)

Age	Children in couple families	Children in lone parent families (with lone mothers)	(with lone fathers)	
0-4	30,565	7,085	6,235	850
5-9	35,290	8,475	7,340	1,135
10-14	38,535	9,505	7,995	1,505
Total	104,390	25,065	21,570	3,490

Number of children by mother tongue (2001)

Age	English	French	Non-official language
0-4	26,745	10,125	355
5-9	31,115	12,095	415
10-14	33,480	14,050	530
Total	91,340	36,270	1,300

Number and percentage of children in families living below the LICO (2004)

Age	Number	Percent (%)
0-2	2,470	13.6
3-5	4,990	19.2
6-17	17,090	16.3
Total	24,550	16.5

Workforce participation of mothers by age of youngest child (2005 rounded estimate)

Age of youngest child	Number of mothers	Participation rate (%)
0-2	12,900	71.3
3-5	12,200	79.7
6-15	33,800	81.8

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 (2005)

Number of births	6,837
Birth rate per 1,000 population	9.1
Number of initial maternity claims allowed	4,700
Average length of maternity claim	14.5 weeks
Number of parental claims	5,020
Average length of parental claim	27.2 weeks
Number of adoptive parent claims	60
Average length of adoptive claim	28.7 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 \$423/week. 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

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KINDERGARTEN SERVICES

KINDERGARTEN

Kindergarten is delivered in public schools. The kindergarten program in New Brunswick is a full school-day program; the number of instructional hours exclusive of the noon recess must be a minimum of four hours and a maximum of 4.5 hours per day, approximately 832 instructional hours per year. Currently, school districts report that the kindergarten programs operate at the maximum hours of instruction. In addition to single grade kindergarten classes, there are some K-1, and K-1-2 combined classes.

Kindergarten is compulsory. 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. Independent schools are not funded by the province, nor do parents receive any funding should they decide to home school their child.

AGE ELIGIBILITY

To attend kindergarten, a child must be five years of age on or before December 31st. If a child turns five on or after September 1st, the child may, at his/her parents' discretion, enter school that year or the following year.

CLASS SIZE

Provincial class size limits are specified within the agreement between Board of Management and the New Brunswick Teachers' Federation. The current agreement (2004-2008) stipulates a maximum kindergarten class size of 25 pupils. A kindergarten class combined with any other grade shall not exceed 20 pupils.

An announcement made by the former Conservative government in their 2006 spring budget reduced the current negotiated class size to 24 and a kindergarten class combined with another grade level to 19 pupils.

Overall average kindergarten class size

2005/2006: 20.1

Anglophone sector: 21.1, Francophone sector: 18.2

CHILDREN WITH SPECIAL NEEDS

The *Education Act* mandates the inclusion of exceptional pupils. A review of inclusive education was launched in 2004. In January 2006, a final report was released. Recommendations 36-38 called for an expanded government role in integrated preschool and early intervention services; access to inclusive child care and preschool settings for children with disabilities; and the development of a plan to provide preschool and intervention services for First Nations communities.

A policy on Inclusive Education will be developed in concert with the establishment of an official definition of inclusion currently underway with the Ministerial Committee on Inclusive Education. Extra supports include physical accommodations such as 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).

In 2004-2005, approximately 455 (3.1%) students with identified special needs were in the regular kindergarten program (Anglophone sector).

KINDERGARTEN ENROLMENT (2005/2006)

Number of children enrolled in kindergarten (the year before Grade 1): 7,451 (5,257 Anglophone students; 2,194 Francophone students)

Enrolment in kindergarten by age (as of September 30, 2005):

4 years old: 1,532

5 years old: 5,792

6 years old: 124

7 years old: 3

KINDERGARTEN TEACHERS

Qualification requirements: Two undergraduate degrees and a New Brunswick Teacher's Certificate are required and can be obtained in the following ways:

- Concurrently (work on Bachelor's degree plus B.Ed at the same time, which usually takes 5 years)
- Consecutively (obtain Bachelor's degree, then apply to work on B.Ed., an additional one to two years including practicum)

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

Responsibility for certification: Office of Certification, Department of Education

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

Teacher salaries (2005/2006): Entry level salary \$39,410; average salary \$56,708, including benefits the average salary would be \$59,615.

In 2005/06, there were 387.1 kindergarten teachers (261.6 Anglophone and 125.5 Francophone).

Note: There are combined K-1, K-2 and K-1-2-3 classes (in rural and low-enrolment schools) and the kindergarten portion of the teacher's time has been pro-rated and included in the counts above.

CLASSROOM ASSISTANTS

Title: Teacher Assistant

Qualifications: Must have completed Grade 12

Role: Teacher Assistants support children with identified 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.

Professional development and in-service training are offered on a school district basis and are coordinated with other professional development opportunities occurring at a given time. During the summers of 2005 and 2006, the Department of Education organized summer professional development opportunities for Teacher Assistants based on collaboratively identified competencies. These sessions were organized over a week period and teacher assistants were invited to participate in all or some of the sessions. Numbers have grown from around 80 to 180 participants.

Teacher assistants are represented by CUPE 2745.

In 2005/2006 the average hourly wages of a teacher assistant was \$15.10. The majority of assistants worked an average of 25 hours per week during this school year.

In addition to Teacher Assistants there are also Kindergarten Support Workers 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 for 20 weeks and assist teachers with the overall kindergarten classroom. Over 480 kindergarten support workers were placed in kindergarten classes with over 20 students (2004/05 *Education Annual Report*).

CURRICULUM

The provincial Kindergarten Curriculum (Anglophone sector) was revised in 1999. 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. One component of the Kindergarten curriculum, *You and Your World*, which incorporates outcomes from health, personal development and career planning, science and social studies curricula was revised and implemented in the fall of 2005.

MONITORING AND ASSESSMENT

The Kindergarten Curriculum is reviewed on a regular basis to ensure it reflects current research. Over the past five years, the Department of Education has completed School Educational Reviews (K-12). The process involves both internal and external reviews. By the end of the 2006/07 school year, all schools in the province will have undergone reviews.

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 2005/06

Average spending per kindergarten student

\$6,911

Total spending on kindergarten

Information not available

SPECIAL FEATURES

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

In 2003, the government announced the Quality Learning Agenda, a ten-year policy statement on improving the K-12 education system in the province. Objective 1 recommended an emphasis on preschool learning and called for the establishment of programs that promote school readiness and successful school transition.

RECENT DEVELOPMENTS

During the 2005/06 school year, the Department of Education piloted the *Welcome to Kindergarten Program* in nine Anglophone and three Francophone schools. Children and their parents attend a meeting, receive a bag of materials and learn how the materials might be used to support the development of young children.

The Department of Education is working with the community college system to establish a mandatory two-year training program for teacher assistants.

Family and Community Services have hired early childhood educators to develop an early learning document that will support preschool workers. A parent-friendly version of the early learning document will eventually be available for parents.

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 0-12 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, or seven or more children from birth to 12 years.

Nursery schools²

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.

² In the New Brunswick section of previous versions of *ECEC in Canada*, nursery schools were categorized as unlicensed except upon complaint or request. In fact, nursery schools are required to be licensed as per *Day Care Regulation 83-85* but many were operating unknown to the Department, without a licence. Once a nursery school is known to be operating, the operator must comply with the legislative requirements in the same manner as any other facility.

CHILDREN WITH SPECIAL NEEDS

Children with identified special needs may be referred for integrated day 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. 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.

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. There are seven centres on-reserve 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 fee subsidy.

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 (2005/06)

Number of regulated child care spaces

Centre-based	12,893
Infants	(est.) 681
Preschool	(est.) 6,571
School-age	(est.) 5,911
Family child care	270
Total number of regulated spaces	13,163

Note: New Brunswick approves child 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. These data for 2005/06 provide an estimate for the number of spaces by age group.

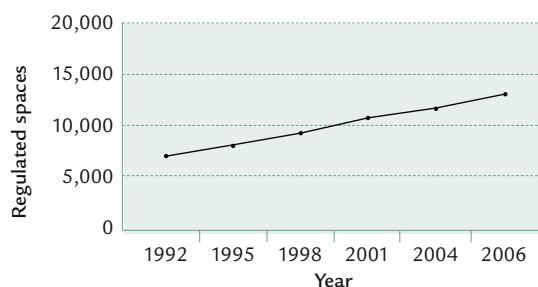
Enrolled spaces

	Full-time	Part-time
<i>Child care centres</i>		
Infants	567	109
Preschool	3,961	*2,772
School-age		5,929
<i>Family child care</i>		
Infants	22	4
Preschool	116	62
School-age		77

Note: The number of enrolled spaces by age group is reported through the Quality Improvement Funding Support (QIFS) which includes 396 of the 412 licensed facilities in the province at the time of the QIFS application.

* includes enrolment in part-day programs and part-time enrolment in full-day centres

Figure 4: Number of regulated spaces in NB, 1992–2006



Children with special needs in regulated child care 343

In addition 17, school-age children were supported through the Support Worker Program

Note: This figure represents the number of children receiving Integrated Day Care Services as of March 31, 2006. The reduction in the number of children served from 2004 was due to the way children at risk are referred. They are now required to meet the definition.

Children receiving subsidies

Children receiving subsidies in regulated care	3,621
Children receiving subsidies through the Alternative Child Care Program in unregulated care	247

Number of centres and homes (as of March 31, 2006)

Number of child care centres	361
Full day	218
Part-day nursery schools/preschools	*34
Stand-alone after-school programs	90
Combined nursery school/school-age programs	*19
Number of family child care providers	45

* The part day nursery schools and combined/nursery school figures are estimates as the data to identify part-time are not entered. There are 17 facilities that did not apply for the Quality Improvement Funding Support program and information on the part day/full day nature of their operations is not available.

Sponsorship of full-time regulated centre spaces

Approximately 64% are for-profit and 36% non-profit.

Openings and closings (April 1, 2005 – March 31, 2006)

New child care centre licences issued	49
Number of child care centre closures	33
Number of new licences issued to individual family child care providers:	11
Number of family child care providers who ceased providing care:	14

Note: Within these numbers there are some community day care homes that would have become day care centres thus would be recorded as a closing as a community day care home and an opening as a day care centre.

STANDARDS AND REGULATIONS

REGULATED CENTRES

Maximum centre size 60 spaces

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

Maximum staff:child ratios and group sizes

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

Staff qualification requirements

Effective April 1, 2003 the Director or his/her designate or one in four staff are 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 do not meet the requirement have been provided with funding and access to training and are expected to meet the requirement by April 1, 2006.

Staff must be at least 16 years old. Staff 16-19 years old are required to be supervised by a primary staff member who must be at least 19 years old. All staff must have first-aid training.

Parent involvement

Non-profit 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

Fourteen 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 rating. Centres determined to be in noncompliance 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. While the functions of approval and monitoring are delegated to regional offices of the department, the authority for openings and closings has not been delegated. Regions recommend and approvals are granted or terminated by the Minister. 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 (ie. 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

Two-five years: Five

Six 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 on April 1, 2003 do not apply to operators of community day care homes.

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.

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 Family and Community Services.

Subsidies are payable to any regulated non-profit 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 need not geography, program, and/or child/group-at-risk criteria assessment.

Eligibility for fee subsidy (2005/06)

	Turning point	Break-even point
1 child, 2 yrs and older	22,000	23,100
1 child, under 2 years	22,000	24,180

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 (2005/06)

0-2 yrs	\$22.00/day
2-6 yrs	\$20.00/day
6-12 yrs 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.

PUBLIC FUNDING FOR REGULATED CHILD CARE (2005/06)

Recurring funding

Quality Improvement Funding Support Program (QIFS)

The objective of QIFS is to assist child care facilities to improve their quality of service delivery. Facilities must use a minimum of 84% of the funds they receive on wages and benefits of staff who work directly with children either as an increase to the hourly wage or as a bonus. 10% of the funds must be used to support ongoing professional development for all staff and 6% may be allocated to materials and equipment for the children's programs. In 2005/06 the eligibility criteria were extended to include on-site administrators who may or may not work directly with children.

(See RECENT DEVELOPMENTS for program changes in 2006/07.)

The Training Initiative

The Training Initiative supports the development of distance education modules and Prior Learning Assessment and Recognition (PLAR) through the New Brunswick Community Colleges. In addition, this initiative provides funding to individuals to access distance education for 100% of the tuition costs. The initiative was initially targeted to facilities that did not meet the training requirement; 104 of an estimated 160 facilities chose to participate. As of May 2004, the remaining seats were opened to facilities meeting the training requirement wanting to have a second staff enrol.

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 (2005/06)

Fee subsidies	\$11,400,000
One time funding	none
Recurring funding	
Quality Improvement Funding Support Program	
	\$7,400,000
Special Needs Funding	\$2,175,000
Training Initiatives	\$1,500,000
Total	\$22,475,000

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.

Federal transfers

Multilateral Framework	\$5,200,000
Early Learning and Child Care Agreement	\$16,400,000

New Brunswick received \$16,400,000 through the Early Learning and Child Care Agreement in 2005/06. These funds, which are not included in the funding allocations noted above, are being invested in: further enhancements to the wages of child care workers; in 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, where funding will be carried forward to fund future New Brunswick government investments in early learning and child care. The Multilateral Framework transfer funds are included in the provincial allocation.

SALARIES

Mean gross hourly wage for centre-based child care staff (full- and part-time staff combined) (2005/06)*

All eligible teaching staff: \$9.35

**The figure includes base wages and increases/bonuses provided through the QIFS.*

Source: 2005/06 Quality Improvement Funding Support Program applications

Family child care

Information not available

FEES

Mean monthly parent fees for full-time centre-based and family child care (2005/06)

Infants (Age 0-12 mos)	\$547	(\$25.22/day)
Toddlers (Age 12 mos-2 yrs)	540	(\$24.91/day)
Preschool (Age 3-5.11 yrs)	467	(\$21.56/day)
School-age	251	(\$11.59/day)

Source: Figures provided by the Department of Family and Community Services from information collected on facility applications for Quality Improvement Funding Support.

Average daily fee in family child care

Included in above data

ADMINISTRATION

The Early Childhood and School-Based Services Branch under the Program Development and Monitoring Division of the Department of Family and Community Services 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 the Department of Family and Community Services.

The Department of Family and Community Services also administers the Day Care Assistance (subsidy) Program through its regional offices.

MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no municipal or other local government role.

CHILD CARE PLANNING AND DEVELOPMENT

The Department of Family and Community Services has lead responsibility for the initiatives of the Early Childhood Development Agenda and the Early Learning and Child Care Agreement.

HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

1970s Child care centres were established under federal Local Initiatives Project grants.

1974 Enactment of the *Day Care Act*, which included 40 staffing, health and safety, and administration regulations. It also provided for a fee subsidy program for eligible low-income families. The Act authorized the Department of Social Services to license child care centres and administer fee subsidies.

1980 The *Family Service Act* included child care services, viewing them as a child development service.

1982 One year training program for child care workers was established.

1983 *Day Care Regulation 83-85* was enacted and the *Day Care Facilities Standards* were developed.

1989 A Minister of State for Childhood Services and the Office for Childhood Services were established (these were later abolished).

1991 *Playing for Keeps: Improving Our Children's Quality of Life*, a policy framework for children's services in New Brunswick was released.

For the first time, public kindergarten programs were introduced as part of the school system.

1992 In September, the provincial government announced the Early Childhood Initiatives, designed to provide targeted services to foster the healthy growth and development of priority children and their families and to enhance family self-sufficiency.

The MicMac-Maliseet Child Care Council was established to address First Nations centre-based child care quality issues.

1993 The provincial government established a working group on child care to study the issues of staff training, wage enhancement, and standards. The provincial government initiated a review process and established a Child Care Review Committee with representation from the Early Childhood Coalition/Petite Enfance, Garde de Jour, NB Day Care Association, Departments of Health and Community Services, Income Assistance, Advanced Education and Labour, and the Executive Council.

1994 *A Policy Framework for Child Care Services in New Brunswick* was released. The report outlined three areas of discussion — quality, affordability and accessibility —

and provided an agenda for change in child care service delivery.

New Directions: Child Care Reforms was released in response to the report of the Child Care Review Committee. It outlined changes to regulated child care. The province established several working groups to make recommendations.

Operating and professional development grants to child care centres were reduced to 50%. Workplace start-up grants were eliminated.

Quality issues were to be addressed through promotion of parent awareness, strengthening regulations, implementing minimum training requirements, and enhancing community college early childhood training.

The legislation was reviewed. A new early childhood curriculum was launched.

Recurring grants were eliminated and fees increased. Subsidy eligibility levels went up (from \$11,000 annual family income to \$15,000 annual family income). Subsidy rates were increased. The number of children accessing subsidy increased from 1,363 in 1995 to 1,568 in 1998. A majority of the children accessing subsidies were welfare recipients. There was a 30% vacancy rate in centres.

1994 Student parents were required to take subsidies as part of student loans and repay them.

1998 The province increased the subsidy rates through the Day Care Assistance Program. Eligible parents who did not have access to regulated child care, including those who work evening or weekend shifts, could now also receive financial assistance for unregulated care through the Alternative Child Care Program. These subsidies were paid at the same rate as those through the Day Care Assistance Program.

1998 A national study of wages, working conditions and quality, *You Bet I Care!*, found that - based on a sample of full-time centres for children 0-6 years and regulated family child care - New Brunswick scored 4.0 on the ECERS-R (preschool rooms), 3.8 on the ITERS (infant rooms), and 4.2 on the FDCRS (family child care).

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 was introduced, 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*: 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 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 2001 A new child care association Early Childhood Care and Education NB/Soins et éducation à la petite enfance NB was officially formed.

Parents for Quality Care/ Parents pour des services de garde de qualité, a child care advocacy group, is launched.

2002 Funding was provided to the New Brunswick Association for Community Living to support the project *Opening the Door to Quality Childcare and Development*. The project offers training in the ECERS-R, support to centre staff in the implementation of the scale and ongoing professional development. Its aim is to increase the capacity of centres to include all children and to increase audio, visual, printed and human resource supports available to early child educators in selected centres.

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

- In response to the Office of the Auditor General’s report on the Day Care Services Program, Early Childhood Services Coordinator Standards were developed to set out the standards, policies and procedures that must be followed by departmental staff in their

approval, monitoring and investigation functions.

- Management of Illness Guide and relevant forms were developed to assist facilities to better report, inform and track illness.
- Funding support for the Braiding our Resources annual conference, a partnership between the provinces of New Brunswick and Prince Edward Island established in 2000.
- A review of the Child Day Care Facilities Operator Standards by the Canadian Child Care Federation and Child Care Connection-NS.

2004/05 The Department of Family and Community Services hired five additional ECS Coordinators.

Additional funding was allocated to the child care subsidy budget from the province’s ELCC funds and the eligibility turning point for all family sizes was raised.

Between March 31st and September 30th, 2004, the number of family child care providers increased from 25 to 40 – the first increase in many years. There has been no specific outreach to or recruitment of family child care providers but it has been suggested that this may be due to the new training requirements in centre-based child care; family child care remains a viable option for new operators who do not have an ECE certificate or who are unable to hire a staff with an ECE certificate.

RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

2004/05 The amount of the Quality Improvement Funding Support required to be allocated to wages increased from 73% to 84%.

2005/06 In 2005/2006, New Brunswick began the development of Anglophone and Francophone early learning and child care curriculum frameworks. This work, a collaboration between the Government of New Brunswick and the University of New Brunswick and the Université de Moncton, lays the foundation for the development of the two actual curricula that will support age appropriate and stimulating programming for children from birth until the time they enter kindergarten at age 5. The curriculum framework will be tested in 2007/08, with training on its implementation planned for 2008/09.

2005 The Quality Improvement Assessment tool was implemented as part of the approval and monitoring

process. Centres are assessed in a number of categories in the legislation as below, meeting or exceeding the requirements.

On-site administrators became eligible to receive wage enhancements from the Quality Improvement Funding Support.

December 2005 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; in 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, where funding will be carried forward to fund future New Brunswick government investments in early learning and child care.

As of June 2006, 61 students have completed their ECE Certificate through the Distance Education initiative. The remaining (estimated 55) individuals have been extended to June 2007 to complete the program with continued full (100%) tuition support.

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

- Operators no longer have to calculate the wage/bonus amounts to be distributed to “eligible employees”. The government now calculates the amount for each employee.
- New investments for wages will be calculated based on the Early Childhood Education training of eligible employees. FCS has 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 who do not have recognized Early Childhood Education training.
 - A copy of a recognized Early Childhood Education certificate/diploma will be required for each employee to confirm their training.
- Primary staff “relief workers” are now eligible for wage enhancement.

2006/07 Phase 4 of the Opening the Door to Quality Childcare and Development was implemented. This phase includes facilities in the northern regions of the province plus facilities in other regions who may not have participated when the project was in their region.

2007 Following a change in government, a province-wide consultation on the future of child care was held.

■ KEY PROVINCIAL ECEC ORGANIZATIONS

New Brunswick Child Care Coalition /Coalition des services de garde à l'enfance du Nouveau-Brunswick (previously Parents for Quality Care/ Parents pour des services de garde de qualité)

51 Williams Street
Moncton, NB E1C 2G6
Telephone: 506-855-8977
Facsimile: 866-595-3101
Email: jody.dallaire@rogers.com
Website: www.nbccc-csgnb.ca

Early Childhood Care and Education New Brunswick
Soins et Education à la Petite Enfance du Nouveau-Brunswick

30 Gordon Street, suite 103
Moncton, NB E1C 1L8
Telephone: 506-382-8143; 1-888-834-7070
Facsimile: 506-854-8533
Email: celine.cormier@nb.aibn.com
Website: www.eccenb-sepenb.com

TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

New Brunswick Teachers' Association
P.O. Box 752
Fredericton, NB E3B 5R6
Telephone: 506-452-8921
Facsimile: 506-453-9795
Email: nbtainfo@nbnet.nb.ca
Website: www.nbta.ca

New Brunswick Teachers' Federation
Federation des Enseignants du Nouveau-Brunswick
650 Montgomery St.
P.O. Box 1535
Fredericton, NB E3B 5G2
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