



## PROVINCIAL CONTEXT

### Number of children 0-12 yrs (2003 rounded estimate)

Age	Number of children
0	6,500
1	7,800
2	7,500
3	8,200
4	7,700
5	7,800
6	8,400
7	9,400
8	8,000
9	8,400
10	9,600
11	9,100
12	9,600
Total	108,000

### Number of children 0-12 years (2003 rounded estimate)

Age	Number of children
0-2	21,800
3-5	23,700
6-12	62,500
Total	108,000

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**Children 0-12 yrs with mothers in the paid labour force (2003 rounded estimate)**

Age	Number of children
0	3,800
1	4,600
2	4,500
3	4,800
4	5,200
5	4,800
6	5,200
7	6,100
8	5,200
9	5,300
10	6,300
11	6,000
12	6,500
Total	68,300

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**Number of children 0-12 years with mothers in the paid labour force (2003 rounded estimate)**

Age	Number of children
0-2	12,900
3-5	14,800
6-12	40,600
Total	68,300

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

Age	North American					Total
	Indian	Metis	Inuit	Multiple	Other	
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

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**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

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*Note: Total may not add up due to rounding.*

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**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

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**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

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**Number and percentage of children in families living below the LICO (2002)**

Age	Number	Percent (%)
0-2	2,900	13.1
3-5	2,600	11.2
6-12	10,200	16.6
Total	15,700	14.7

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**Workforce participation of mothers by age of youngest child (2001 rounded estimate)**

Age of youngest child	Number of mothers	Participation rate (%)
0-2	12,900	70.1
3-5	11,200	75.2
6-15	35,000	78.7

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## 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 (2003)

Number of births	6,927
Birth rate per 1,000 population	9.3
Number of initial maternity claims allowed	4,430
Average length of maternity claims	14.4 weeks
Number of parental claims	4,850
Average length of parental claim	21.7 weeks
Number of adoptive parent claims	120
Average length of adoptive claim	26.6 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 \$413/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. Programs in New Brunswick for five year olds operate for a full primary day (approximately 9:00 a.m. - 2:30 p.m.) in both French and English communities. There are 832.5 instructional hours per year. 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.

Kindergarten is compulsory in New Brunswick. Parents may defer kindergarten enrolment until the next school year if the child is not five years old on or before September 1st of the given year.

In dependent schools may offer kindergarten. These schools fall under the Education Act.

### AGE ELIGIBILITY

Five years old by December 31st

### CLASS SIZE

Provincial class size limits are specified within the Agreement between Board of Management and the New Brunswick Teachers' Federation and cannot exceed 20 students. The current agreement is under negotiation.

Overall average class size 2003/04: 19.9

(Anglophone sector: 20.6, Francophone sector: 18.3)

### CHILDREN WITH SPECIAL NEEDS

The *Education Act* mandates the inclusion of exceptional pupils. A policy on Special Education is under development. 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 the child's needs warrant it, a Teacher Assistant may be provided (see CLASSROOM ASSISTANTS below for details).

In 2003/04, approximately 422 students with identified special needs were in the regular kindergarten program.

### **KINDERGARTEN ENROLMENT (2003/04)**

Number of children enrolled in kindergarten (the year before Grade 1): 7,836  
(5,567 Anglophone students, 2,269 Francophone students)

### **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 two years including practicum)

There are no specific requirements for kindergarten teachers. However, 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 requirement for on-going professional development. School districts may require attendance at particular initiatives.

Responsibility for certification: Office of Certification, Department of Education

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

Teacher salaries (2003/04): Entry level salary \$33,033;  
average salary \$56,503

In 2003/04 there were 388.7 kindergarten teachers (264.7 Anglophone and 124.0 Francophone)

Note: These include combined K-1, K-2 and K-1-2-3-4 classes (in rural and low-enrolment schools); 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 is coordinated with other professional development occurring at a given time.

Teacher assistants are represented by CUPE 2745.

In 2003/04 the average hourly wages of a teacher assistant was \$14.80. The majority of assistants work an average of 25 hours per week.

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.

### **CURRICULUM**

There is a provincial *Kindergarten Curriculum*, 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.

### **MONITORING AND ASSESSMENT**

The *Kindergarten Curriculum* is reviewed on a regular basis to ensure it reflects current research. Over the past three 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 2005/06 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<sup>1</sup>

Individual schools may charge parents a “reasonable” amount for supplies, to a maximum of \$30/year.

There is no public funding of independent schools.

## PUBLIC SPENDING ON KINDERGARTEN 2003/04

### Average spending per kindergarten student

Information not available

### 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.

“Ready Set Go,” part of the Quality Learning Agenda, provides information to parents on helping four year olds become ready for school.

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

A review of inclusive education was launched November 2004; recommendations are expected by the fall of 2005.

## 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 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 schools<sup>2</sup>

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

1 Canadian School Board Association. *Education Governance in Canada: Trends and Implications*. Last updated 1999.

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 license. 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.

### 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 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 \$3,150/year/child for children age 2-5. The maximum payment for a child with high needs is \$5,150/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 four centres on-reserve currently approved by the Department and in 2004 applications were pending from two others. Ongoing monitoring and renewal functions are managed locally. Licensed centres on-reserve 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.

### SPACE STATISTICS (2003/04)

#### Number of regulated child care spaces

Centre-based	11,747
Family child care	150
Total regulated spaces	11,897

New Brunswick approves day care centres for a total enrolment based on usable space and does not allocate spaces according to specific age groups.

#### Enrolled spaces by age group

	Full-time	Part-time
<i>Child care centres</i>		
Infants	451	162
Preschool	3,432	2,688
School-age	3,669	1,178
<i>Family child care</i>		
Infants	12	5
Preschool	46	37
School-age	24	15

*Note: The number of enrolled spaces by age group is reported through the Quality Improvement Funding Support which includes 338 of the 357 licensed centres in the province.*

#### Children with special needs in regulated child care 589

*Note: This figure represents the number of children receiving Integrated Day Care Services.*

#### Children receiving subsidies 2,652

#### Number of centres and homes

Number of child care centres:	357
- Full day	216
- Part-day nursery schools/preschools	33
- Stand-alone after-school programs	76
- Combined nursery school/school-age programs	13
- Other*	19
- Number of family child care providers	25

*\* There are 19 centres that did not apply to receive the Quality Improvement Funding Support and information on the part-day/full-day nature of their operations is not available.*

#### Sponsorship of full-time regulated centre spaces

Data are not available but according to provincial officials, approximately 70% are for-profit and 30% non-profit.

### Openings and closings

New child care centre licenses issued in 2003/04	0
Number of child care centre closures in 2003/04	0
Number of new licenses issued to individual family child care providers in 2003/04: Information not available	
Number of family child care providers who ceased providing care: Information not available	

## 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 were to have been 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.

The one-year certificate program is offered through distance education over a three-year period. Eligible students receive 80% of the tuition costs to complete the training.

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

Nine 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. 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.

### REGULATED FAMILY CHILD CARE (COMMUNITY DAY CARE HOMES)

#### Regulation

Individually licensed

#### Maximum capacity

Infants: Three

2-5 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 in 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 license 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 capped. Allocation of spaces is based on geography, program, and/or child/group-at-risk criteria assessment.

#### Eligibility for fee subsidy (2003/04)

	Turning point	Break-even point
All family sizes	\$15,000	
1 child, 2 yrs and older	15,000	\$23,100
1 child, under 2 years	15,000	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.*

*Note: See RECENT DEVELOPMENTS for changes to subsidy eligibility and subsidy rates effective September 2004.*

#### Maximum subsidy by age of child (2003/04)

0-2 yrs	\$18.50/day
2-6 yrs	16.50/day
6-12 yrs and part day preschool rate	9.25/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 (2003/04)

### Recurring funding

#### Quality Improvement Funding Support Program (QIFS)

The objective of QIFS is to assist child care facilities improve their quality of service delivery. Facilities must use a minimum of 73% 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. Of the funds, 18% must be used to support ongoing professional development for all staff and 9% may be allocated to materials and equipment for the children's programs.

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. The funding is limited to primary staff members and directors who spend at least 75% of their time working directly with children.

#### 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 80% of the tuition costs. The initiative was first 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 that met the training requirement and wanted to have a second staff enrol.

#### Special needs funding

The majority of funding is paid on behalf of children directly to day care facilities as grants 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 (2003/04)

See RECENT DEVELOPMENTS for recent changes to the funding allocation

<b>Fee subsidies</b>	*\$6,300,000
<b>One time funding</b>	None
<b>Recurring funding</b>	
Quality Improvement Funding Support Program	4,400,000
Special needs funding	<sup>3</sup> 2,175,000
Training Initiative	1,025,000
<b>Total</b>	<b>\$13,900,000</b>

\*See RECENT DEVELOPMENTS for increase in subsidy allocation effective September 2004

**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 or working or who need care on weekends or evenings, or where no regulated child care is available. The same 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 (full- and part-time staff combined) (2003/04)\***

All eligible teaching staff:	\$8.44
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Source: 2003/04 Quality Improvement Funding Support Program applications

\*The figure includes base wages and increases/bonuses provided through the QIFS including 93% of centres.

**Family child care**

Information not available

FEES

**Median monthly parent fees for full-time centre-based and family child care (2003/04)**

Infants (Age 0-12 mos)	\$502	(\$23.20/day)
Toddlers (Age 12 mos-2 yrs)	490	( 22.60/day)
Preschool (Age 3-5.11 yrs)	425	( 19.65/day)
School-age	217	( 10.00/day)

Source: Figures provided by the Department of Family and Community Services from information collected on facility applications for Quality Improvement Funding Support as of April 2003.

**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.

**MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE**

There is no legislated 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.

The Department is currently working on a child care plan.

<sup>3</sup> The allocation for special needs funding was reported in error in ECEC in Canada 2001 as \$2,623,000. The correct figure was \$1,600,000.

## **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** In March, *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** In August, 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 80% of the total cost of the ECE program. The initiative was targeted to facilities that did not meet the training requirement.

## RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

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

**2002** Since 2002, funding has been 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. Phase One has been completed. Results of Phase One demonstrate an increase in overall quality of participating centres from 4.1 at baseline to 5.77 at project end. Phase Two is in progress and Phase Three began in the fall of 2004. By the end of Phase Three, day cares in each of the department's eight regions of the province will have had the opportunity to participate.

**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 an additional five ECS Coordinators.

Additional funding was allocated to the child care subsidy budget from the province's ELCC funds. The eligibility turning point for all family sizes was raised from \$15,000 to \$22,000, with a new break-even point (the point at which partial subsidy ends) of \$41,000.

The fee subsidy rates effective September 1, 2004 are noted below.

**Maximum subsidy by age of child**

0-2 yrs	\$22.00 full-time and \$11.25 part-time
2-6 yrs	20.00
6-12 yrs and part day preschool rate	10.75/day

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.

New Brunswick Teachers' Federation  
Federation des Enseignants du Nouveau-Brunswick  
650 Montgomery St.  
P.O. Box 1535  
Fredericton, NB E3B 5G2  
Telephone: 506-452-1736  
Facsimile: 506-453-9795  
Website: www.nbtf-fenb.nb.ca

**KEY PROVINCIAL ECEC ORGANIZATIONS**

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  
Email: edcc@nb.aibn.com  
Telephone (506) 382-8143 or 1-888-834-7070  
Facsimile (506) 854-8533

**TEACHERS' ORGANIZATIONS AND ASSOCIATIONS**

Association des Enseignantes et des Enseignants Francophones du Nouveau-Brunswick  
650, rue Montgomery  
C.P. 712  
Fredericton, NB E3B 5B4  
Telephone: 506-452-8921  
Facsimile: 506-453-9795  
Email: aefnb@nbnet.nb.ca  
Website: www.aefnb.nb.ca

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