



Canada-New Brunswick Canada-Wide Early Learning and Child Care

ANNUAL REPORT 2021-2022

**Canada-New Brunswick Canada-Wide Early Learning and Child Care
Annual Report 2021-2022**

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Canada-wide Early Learning and Child Care (ELCC) Agreement

**ANNUAL REPORT FOR FISCAL
YEAR 2021-2022**

SECTION 1 – INTRODUCTION

On December 12, 2021, the Government of New Brunswick and the Government of Canada signed the Canada-New Brunswick Canada-Wide Early Learning and Child Care Agreement (Canada-Wide Agreement). Through the Canada-Wide Agreement, New Brunswick will receive \$491 million in federal funding and invest an additional \$53 million over the next five years.

During the last four years, New Brunswick has transformed the early learning and child care (ELCC) sector by developing a comprehensive public policy framework that improved access, affordability, inclusion and quality by creating a new service delivery model in the designation program. Under the Canada-Wide Agreement, only designated facilities are eligible for funding. New Brunswick is proposing legislative amendments that will incorporate designation in the *Early Childhood Services Act* that will align the requirements of the designation program with the Canada-Wide Agreement.

The designation program bolsters quality of services through additional quality requirements such as adhering to a low fee policy, inclusive practices and committing to continuous quality improvement. As of March 31, 2022, 536 of the 599 licensed facilities in the province were designated and 95 per cent of licensed spaces for children aged five (5) and under are in designated facilities. At the end of 2021-2022, 221 of 536 (41 per cent) of designated early learning and childcare facilities were not-for-profit organizations. New Brunswick will continue to build on the success of its designation program to expand and continue to advance access to affordable, high quality ELCC.

The federal and provincial governments are committed to collaborating, developing and supporting community-based ELCC spaces and to ensuring that all families, regardless of location, have access to high-quality, affordable, flexible and inclusive options. This dual mission is to enhance the early education of children and support the dedicated workforce of early childhood educators (ECE) who are committed to their long-term success.

New Brunswick is committed to ensuring families have greater access to affordable and inclusive child care and offering higher-quality inclusive early childhood education. High-quality early learning services serve the dual roles of fostering the holistic development of young children, so they become healthy, self-sufficient and productive adults, and supporting the labour force attachment and training efforts of families. New Brunswick invested \$106,076,009 in ELCC in 2021-2022.

SECTION 2 – AFFORDABILITY

Current out-of-pocket parent fees

New Brunswick is committed to reducing out-of-pocket parent fees by an average of 50 per cent by December 2022. The following results have been achieved to date in working towards this goal:

- New Brunswick held consultations with parents, partners and key stakeholders on the standardized provincial parent fee grid.
- A consulting firm provided recommendations, financial projections, and delivery options for the reduction of child care fees to an average of 50 per cent.
- In March 2022, online child enrolment was implemented within the Operator and Parent Portals as part of the Childcare Portals. This laid the foundation for the reduction of child care fees for parents.
- Development of a marketing strategy for the announcement of reduction of parent fees by an average of 50 per cent.

- New Brunswick has a target implementation date of June 2022 for the first out-of-pocket reduction for child care expenses for families of preschool age children.

New Brunswick is on track to reduce out-of-pocket parent fees for designated ELCC spaces to an average of \$10/day by the end of fiscal year 2025-2026. The delivery model selected to reduce child care fees by an average of 50 per cent took into consideration the long-term goal of reaching an average of \$10/day by 2026.

The table below outlines the affordability targets and results for 2021-2022.

Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Affordability	Average daily parent out-of-pocket fee for designated child care spaces in March 2022	\$35.66	No Fee reduction	\$50.2M	\$0	No reduction in the out-of-pocket daily fees

SECTION 3 – ACCESS

In March 2022, 518 operational grants were issued to designated facilities to bolster the continuous quality improvements of facilities as well as to support the transition to new programs and policies and to improve efficiencies, quality, inclusion and access to new spaces. Funding was increased to support the quality of the services that facilities provide to New Brunswick families and in preparation for the rollout of initiatives with the Canada-Wide Agreement. This grant to improve quality was based on enrolled spaces in the amounts of \$600 per infant space and \$430 per preschool space.

As of March 31, 2022, 301 net new designated spaces have been added within the ELCC system. The net new spaces are defined as the net change in available designated licensed spaces during the reporting period as compared to the baseline of September 1, 2021. This increased the provincial coverage to 52.5 per cent using 2016 Census data.

Space Creation and Allocation

New Brunswick is developing a space allocation policy for designated ELCC facilities that will guide space growth in the regions where they are most needed and based on the needs of the community. This will ensure that federal funding is used exclusively for licenced, designated facilities and predominantly in not-for-profit facilities and ELCC homes. New Brunswick has committed that new space creation will ensure that diverse populations and vulnerable children have access to spaces equivalent to or greater than their share of the population in the province.

Wait Lists

New Brunswick’s intent is to target the funding of new designated spaces in areas of greatest needs to better respond to the needs of parents. New Brunswick does not currently maintain a province-wide waitlist for licensed ELCC spaces. New Brunswick does, however, collect data on occupancy rates for licensed facilities. The average occupancy rate for February 2022 was 73 per cent.

Under the *Early Childhood Services Act*, operators of licensed facilities must provide data for the online Childcare Portals which includes the number of available spaces by age group. Parents are then able to search availability in real time by community, space type and language via the Parent Portal. Additional information on the

Childcare Portals can be found in the *Census* section of the *Canada-wide Early Learning and Child Care (ELCC) Agreement Annual Report*.

Child-to-Staff Ratio

In New Brunswick, child-to-staff ratios are regulated by the *Licensing Regulation – Early Childhood Services Act*. Attendance records and documented inspections by licensing staff confirm that child-to-staff ratios and maximum group sizes are maintained. The table below outlines the different child-to-staff ratios.

	Early Learning and Child Care Home (only one employee works with children and this person is usually the owner/operator. As such the following ratios apply for a maximum of one educator)	Early Learning and Child Care Centre (the child-to-staff ratio for centres is one educator for each of the following groups of children of the same age receiving services at a full-time or part-time learning and child care centre)
Ratio	<ul style="list-style-type: none"> • three infants, including the children of the operator; • five preschool children, including the children of the operator; • nine school-age children, including the children of the operator; • or six children, including the children of the operator, if the children are from more than one of the groups described above 	<ul style="list-style-type: none"> • three infants or fewer; • five children or fewer who are two years of age; • eight children or fewer who are three years of age; • ten children or fewer who are four years of age or older, but who are not yet attending school; • 15 school-age children or fewer

The table below outlines the Access targets and results for 2021-2022.

Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Access	Capital Funding and Operational Grants	n/a	518 Operational Grants	\$4.0M	\$5,218,146	518 operational grants provided

SECTION 4 – QUALITY

Wage Grid

New Brunswick is in the preliminary stages of developing an Early Childhood Educator Wage Grid that will support the recruitment and retention of qualified educators and attract others to the profession. This wage grid will have steps and be based on levels of training and will recognize experience. This wage grid has a target implementation date of November 2022.

Wages

New Brunswick announced its plan to increase the wages of ECEs in designated facilities. Wage increases will be implemented in April 2022 for educators working in designated facilities through the existing Wage Support Program for Early Childhood Educators (WSP-ECE). The hourly wage increase for Level 1 ECEs will be from \$19.00/hr to \$23.47/hr; a 24 per cent increase. Entry Level ECEs will see an hourly wage increase from \$14.90/hr to \$16.90/hr; a 13 per cent increase.

Certification

Reporting on certification can be found in the *Recruitment and retention* section of the *Early Childhood Workforce Agreement Annual Report*.

New Brunswick is continuing to build on the work being done under the *2021-2025 Early Learning and Childcare Bilateral Agreement* and the *Early Childhood Educator Workforce Strategy*. Additional reporting on quality initiatives including recruitment and retention, professional development and curriculum can be found in the *Early Childhood Workforce Agreement Annual Report*.

The following table outlines the Quality targets and results for 2021-2022.

Table 4 - Quality Table						
Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
n/a	n/a	n/a	n/a	\$0	\$0	n/a

SECTION 5 – INCLUSIVITY

In the three months since signing the Canada-Wide Agreement, New Brunswick has focused on designing and planning programs and services that will respond to the needs of the children and families of New Brunswick. The following work has been ongoing to support enhancing inclusion in ELCC facilities across New Brunswick.

Inclusion Support Program

The Inclusion Support Program (ISP) provides funding to support the full wages of an Inclusion Support Worker (ISW) in licensed ELCC facilities to increase accessibility for children with additional needs who require support to meaningfully and actively participate in the daily activities of a facility. The ISP also provides training and support to ELCC facilities to enhance quality inclusive early learning environments. There are two options of support:

Shared Support Model

The Shared Support Model allows for one ISW to support more than one child (2-4) based on the individual needs of all children requiring varying level of assistance. The Shared Support Model provides a balanced level of support for child(ren) to meaningfully participate and is tailored to provide individual support only during certain times, activities, transitions, and routines as required.

Individualized Support Model

The Individualized Support (one-on-one) is in place and reserved to support only those children with the most intensive needs (i.e., those with long-term complex medical conditions). Individual support allows for an ISW to provide individualized planning and strategies that addresses a child's ongoing, intensive needs that require specific strategies and supports most of the time in order to be actively engaged and fully able to participate in facility programs and routines.

Access Project

New Brunswick is developing a prototype to provide funding for full-time quality early learning and child care for four-year-old children from low-income families or families who would not otherwise have access. Preliminary planning has begun to provide 100 four-year-old children of families living in conditions of vulnerability access to early learning and child care in 2022-2023.

Additional reporting on inclusion initiatives can be found in the *Inclusion* section of the *Canada-New Brunswick Early Learning and Child Care Bilateral Agreement Annual Report*.

The table below outlines the Inclusion targets and results for 2021-2022.

Table 5 - Inclusion Table						
Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
n/a	n/a	n/a	n/a	\$0	\$0	n/a

SECTION 6 – CONSULTATION WITH STAKEHOLDERS

New Brunswick is committed to collaborating with stakeholders to ensure that New Brunswick families have access to high-quality, affordable, and inclusive early learning and child care. In order to respond to the needs of the sector and parents, it is critical that New Brunswick is transparent, builds partnerships, and engages all those involved and impacted by the Canada-Wide Agreement.

New Brunswick is planning extensive consultations with parents, operators, ECEs, municipalities, the economic sector and other community partners to understand community and family needs and their priorities.

New Brunswick developed a comprehensive engagement strategy with three objectives: to study the early learning and child care system; to build upon a strong foundation; and to build internal capacity to manage change.

Results of the first objective are expected to identify innovative ideas, to better understand the needs of New Brunswick families, and to guide the transformation of the ELCC system to be responsive to these needs.

The second objective will ensure that New Brunswick capitalizes on an already strong foundation. The engagement activities for this objective are aimed at validating design and verifying delivery methods to ensure initiatives meet the needs of all stakeholders.

The third objective is to ensure that internal staff are ready to adapt to significant change, and to engage local stakeholders as initiatives are delivered.

SECTION 7 – CENSUS

New Brunswick did not conduct a formal childcare census in 2021-2022 as all data is being collected through the Childcare Portals. New Brunswick uses this digital tool that was implemented in 2018 to facilitate the public management of its early learning and child care system. It is legislated that all operators of licensed facilities must use the Childcare Portals. The components of the Childcare Portals which are currently active are:

Operator Portal

- Designed as a digital solution to facilitate the interactions between operators and government and used to manage programs and funding to operators.
- Operators benefit from improved administrative and payment processes via the Operator Portal. Operators report monthly on the occupancy and vacancy of their spaces. This information is used to inform parents of availability of spaces accessed through the Parent Portal.
- Operators are also able to manage and submit monthly enrolment reports for the Operational Grant and administer the WSP-ECE.

Parent Portal

- Designed to support parents in accessing child care services that best meet their family needs.
- Parents can search for available child care spaces in their community, view the facility's contact details, facility inspection reports, and information on child care subsidies and other early childhood resources.
- In March 2022, New Brunswick launched online enrolment for families, reducing effort for parents when they will transition to school as children will already be registered. As part of the online child enrolment process, children receive a unique ID called a New Brunswick Education Number (NBEN). The NBEN is a unique number assigned to each child that attends a licensed child care facility or school in the province. The NBEN will follow the child throughout their entire education from early childhood to Grade 12 graduation.
- Online child enrollment lays the foundation for the administration of payment to operators to ensure parents see a reduction of their parent's fees by an average of 50 per cent. The real-time digital capture of this information also assists government in making decision that will improve services, future fees and subsidies, and programs for early learners.

Educator Portal

- Designed as a tool to administer the WSP-ECE. Educators can view their training credentials and payment history for wage support payments.

Indigenous Communities

New Brunswick collects data on provincially licenced facilities and spaces located in Indigenous communities, however, no additional data will be collected on Indigenous children without consultation and approval from the Indigenous Community. New Brunswick remains committed to engage with First Nations organizations and communities to better understand their needs and to establish a plan for ELCC services for Indigenous children.

SECTION 8 – OTHER ADDITIONAL INFORMATION

The table below outlines the administrative costs for 2021-2022.

Funding allocated (2021-2022)	Funding Spent (2021-2022)	
\$1.6M	Consulting services	\$ 22,798.75
	Market research firm	\$ 26,779.11

	Salaries	\$ 320,646.21
	Other admin expenses	\$ 1,045.93
	Total	\$371,270.00

CANADA-WIDE ELCC INDICATORS

The table below outlines additional 2021-2022 results.

Table 7 – Canada-wide ELCC Indicators			
Principle	Outcome	Indicator	Results
Affordability	Decrease the average daily child care fee	Average daily parental out-of-pocket fee for regulated child care spaces at the end of each fiscal year	No reduction in 2021-2022
		Number of children under age six receiving fee subsidies, broken down by families receiving partial and full subsidies	Total: 3,365 children 1,800 receiving free child care and 1,565 receiving partially subsidized
Access	Increase number of ELCC spaces available	Number of ELCC spaces available during the fiscal year - broken down by age groups of child and type of setting	Infant spaces: 2,338 Preschool spaces: 14,110 Part-time (PT) spaces (2-5 year olds): 754 For-profit infant spaces: 1,610 For-profit preschool spaces: 9,378 For-profit PT preschool spaces: 281 Not-for-profit infant spaces: 728 Not-for-profit preschool spaces: 4,732 Not-for-profit PT preschool spaces: 473 Home infant spaces: 202 Home preschool spaces: 396
		Number of net new spaces created during the fiscal year - broken down by age groups of child and type of setting	Total net new spaces: 301 Total new spaces in homes: 5 Total new spaces in centres: 296 For-profit infant spaces: -30 For-profit preschool spaces: 180 For profit PT preschool spaces: 28 Not-for-profit infant spaces: 5 Not-for-profit preschool spaces: 146 Not-for-profit PT preschool spaces: 20
		Number of children on waiting lists to access regulated ELCC spaces	The Government of New Brunswick does not currently maintain a province-wide waitlist for ELCC spaces. Additional information can be found in the <i>Access</i> section of the <i>Canada-wide Early Learning and Child Care (ELCC) Agreement Annual Report</i> .

Table 7 – Canada-wide ELCC Indicators

Principle	Outcome	Indicator	Results
Quality	Increase quality ELCC	Number and percentage of staff working in regulated child care programs who fully meet the certification/educational requirements	As of March 31, 2022: Trained educators: 2,133 (44%) Untrained educators: 2,685 (56%) Total: 4,818
		Wages of the early childhood workforce according to the categories of certification, including any wage enhancements, top-ups and/or supplements (see Table 6)	Average Wage as of March 2022: Level 1 ECE (infant and preschool) \$20.86/hr Entry Level ECE (infant and preschool) \$16.18/hr Additional information on wages can be found in the <i>Quality</i> section of the <i>Canada-wide Early Learning and Child Care (ELCC) Agreement Annual Report</i> .
		Annual public expenditure on training and professional development of the early childhood workforce	No change
		Average child-to-staff ratio among licensed child care service providers	In New Brunswick, child-to-staff ratios are regulated by the <i>Licensing Regulation – Early Childhood Services Act</i> . Detailed information on ratios can be found in Table 2.
Inclusivity	Increase number of inclusive spaces	Number of inclusive spaces created/converted – broken down by age group of child and type of setting	As of March 17, 2022, 151 preschool children are receiving support under the Inclusion Support Program
		Number and proportion of centers/providers that provide flexible arrangements (i.e. non-traditional arrangements such as flexible/irregular hours, weekend and emergency services; and geographic distribution of spaces)	18 facilities (14 centres and 4 homes) This is a decrease from 20 facilities in 2020-2021.
		Number and proportion of children under age six years in flexible regulated ELCC arrangements	110 infant spaces 386 preschool spaces Large urban 87 infants 298 preschool Small urban/Rural 23 infants 88 preschool The number of children participating decreased by 14 infant spaces and 9 preschool spaces from 2020-2021.
		Number of children under age six with disabilities and children needing enhanced or individual supports that are in regulated ELCC spaces	No change
		Number or proportion of child care service providers who provide services that are adapted to the needs of children or children needing enhanced or individual supports	34% (184/536) This is an increase from the baseline of 27% 142/518

Table 7 - Canada-wide ELCC Indicators

Principle	Outcome	Indicator	Results
		Number of provincially licensed ELCC facilities and spaces in Indigenous communities	No change
		Number of racialized children, including Black children under age six in regulated ELCC spaces	Not collected



Canada-New Brunswick Early Learning and Child Care Bilateral Agreement

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SECTION 1 – ACCESS AND AFFORDABILITY

A revised Market Fee Threshold was implemented in May 2021. The 2021 fee grid reflects the new provincial fee averages, the increase to the cost of living, and has been amended to better reflect the reality within the child care sector. The new fee grid includes a new fee category for two-year-olds and the combination of rural and small urban communities. All facilities with a fee below the Market Fee Threshold were eligible for a one-time fee increase of an additional 6 per cent.

		Infant	Two-year-old	Preschool
Large Urban	Full Day	\$41.30	\$36.70	\$35.00
	Part Day	\$31.00	\$27.50	\$26.30
Small Urban & Rural	Full Day	\$37.10	\$32.60	\$31.30
	Part Day	\$27.80	\$24.50	\$23.50

Designation Program

The Early Learning Centre or Early Learning Home is a designation that is granted to licensed ELCC facilities that offer services to children aged five (5) and under, prior to school entry, through a voluntary application process. The designation program ensures that children benefit from overall improved quality services, including inclusive practices for children with additional needs and social inclusion of cultural minority groups.

The *Early Childhood Services Act* requires that all facilities create and implement an inclusion policy and that facilities are fully accessible and welcoming to all children and their families, regardless of race, religion, age, linguistic heritage, social and economic status, gender or ability. Children are entitled to inclusion in everyday activities and routines within the facility. All designated facilities must implement an inclusion policy which details how the facility promotes access, meaningful participation and support. A facility's inclusion policy must be included in the Parent Handbook and in personnel policy documents so that all staff know the policy and how it is being implemented.

Parents whose children attend a designated facility benefit from a low-fee policy that makes child care more affordable and accessible. The low-fee policy includes the Market Fee Threshold which controls the fees that an operator can charge parents. Designated facilities also benefit from greater support for educators to deliver higher quality programming. As of March 31, 2022, 536 of the 599 licensed facilities in the province are designated. Ninety-five (95) per cent of licensed spaces for children aged five (5) and under are in designated facilities.

Only designated facilities are eligible for the funding for the reduction in parent fees and for new space creation under the Canada-Wide Agreement. New Brunswick is proposing legislative amendments that will incorporate designation in the *Early Childhood Services Act*. The proposed amendments will align the requirements and obligations within the designation program and the Canada-Wide Agreement.

During the reporting period, the number of designated spaces in francophone facilities decreased. It is expected that this is a correlation with the impacts of the pandemic as families have not fully returned to early learning and child care. During the COVID-19 pandemic, a number of early learning and child care homes closed due to operators not wanting to provide in-home care due to members of their household being immunocompromised.

To ensure equitable access to affordable, quality and inclusive ELCC across the province for diverse populations, New Brunswick is developing a space allocation grid which will establish the criteria for the allocation of new

spaces within designated ELCC facilities. Within the grid, spaces will be allocated to meet the needs of both anglophone and francophone communities across the province.

Subsidies

As part of the designation program, facilities are required to follow the low-fee policy to ensure affordable services for all families accessing their centres. Families do not pay more than 20 per cent of their annual gross family income for children enrolled in a designated facility. This is established through a sliding scale, with benefits to families with an annual gross family income less than \$80,000. Families with an annual gross family income less than \$37,500 receive free child care.

The parent subsidy program sees consistent growth throughout the year and typically peaks in August. The number of families receiving subsidies drops in September when children leave child care and enter kindergarten. Due to signing the Canada-New Brunswick Early Learning and Child Care Agreement in August 2021, August 2021 data was used as baseline.

In March 2022, 3,365 children were enrolled in the parent subsidy program which shows a decrease of 183 children benefitting from subsidies when compared to the August 2021 baseline data (see Table 9 below). A more accurate comparison would be a yearly comparison of the same month. If, for example, we compared the March 2022 enrollment of 3,365 to the March 2021 enrollment numbers of 3,158 families, it demonstrates an increase in the number of children receiving subsidies by 207. Going forward, New Brunswick will be comparing annual data.

The table below outlines the parent subsidies by income level.

Child's age	Gross Family Income											Total
	\$0 - \$37,500	\$37,501 - \$42,500	\$42,501 - \$47,500	\$47,501 - \$52,500	\$52,501 - \$57,500	\$57,501 - \$62,500	\$62,501 - \$67,500	\$67,501 - \$72,500	\$72,501 - \$77,500	\$77,501 - \$80,000	\$80,000 +	
Infants	401	47	36	33	40	50	39	32	36	7	16	737
Preschool	1,479	233	201	153	98	118	107	97	81	30	31	2,628
Total	1,880	280	237	186	138	168	146	129	117	37	47	3,365
%	56%	8%	7%	6%	4%	5%	4%	4%	3%	1%	1%	

Development of Operator and Parent Portals

Reporting on the Operator and Parent Portals can be found in the *Census* section of the *Canada-wide Early Learning and Child Care (ELCC) Agreement Annual Report*.

The table below outlines the Access and Affordability targets and results for 2021-2022.

Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Grow New Brunswick Early Learning Centres and Homes - Designation	Number of designated facilities	508	Increase to 518 with an additional 10 new facilities designated (4 francophone and 6 anglophone) (funded through both provincial and federal investment)	Federal funding : \$8,709,206 Provincial funding: \$ 22M	Federal funding: \$8,817,833 Provincial funding: \$19,459,827	536 designated facilities (-3 francophone and +31 anglophone)

	Designated licensed spaces	14,517 (includes 2,283 infant spaces)	300 net new spaces francophone: 125 spaces (includes 3 infant spaces) anglophone: 175 spaces (includes 7 infant spaces)			301 net new spaces francophone: -98 spaces (-32 infant) anglophone: +399 spaces (+7 infant)
	Children benefiting from parent subsidies	3,548 ¹ (includes 2,103 with free child care)	90 additional children benefiting from parent subsidies (including 50 with free child care)			Total: 3,365 1,800 receiving free child care and 1,565 receiving partially subsidized
	Development of operator and parent portals		Completed development of operator and parent portals to facilitate management of the Designation Program, and to increase administrative efficiency			Results accomplished

SECTION 2 – INCLUSION

All facilities are required to develop and implement an inclusion policy as part of legislative amendments enacted in March 2021 to the *Early Childhood Services Act*. Due to challenges faced by the COVID-19 pandemic, not all facilities received support in developing their provincial early years inclusion policy. EECD started with centres and will continue this work in 2022-2023.

The *Tools for Inclusion* webinar series was developed by the New Brunswick Association for Community Living (NBACL) now known as Inclusion New Brunswick. The 3-part series was designed to support educators and support workers with implementing inclusive practices. Although the launch for the webinars was delayed, NBACL started offering the webinars in both the anglophone and francophone sectors in September 2021.

The table below outlines the targets and results for Inclusion for 2021-2022.

Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Inclusion Policy – Moving from Policy to Practice	Inclusion Support Workers who have completed training	0 of 240	144 of 240 (60%) (in both francophone and anglophone designated facilities)	\$0	\$0	103 of 240 (43%) (in both francophone and anglophone designated facilities)

¹ | At March 31, 2022, 3,365 children were enrolled in subsidy program, a decrease from the 3,548 August baseline in this Agreement, however a 6.5% increase from 3,158 on March 31, 2021 (full fiscal year comparison).

	Designated centres* that received support *this should have originally stated "facilities" as opposed to "centres"	31 of 508	406 of 508 (80%) (designated centres* have a provincial early year's inclusion policy) 10 of 10 new centres (100%) (designated centres* have a provincial early year's inclusion policy) 181 of 508 (35%) (designated centres* have received support: on-site consultation, communities of practice, and the development of responsive and ongoing professional learning from Early Learning Consultants) *this should have originally stated "facilities" as opposed to "centres"	\$0	\$0	408 of 536 (76%) (designated facilities have a provincial early year's inclusion policy) 28 of 28 new facilities (100%) (designated facilities have a provincial early year's inclusion policy) 237 of 536 (44%) (designated facilities have received support: on-site consultation, communities of practice, and development of responsive and ongoing professional learning from Early Learning Consultants)
	L'NU Tell Me A Story	3 centres	Initiative implemented in 7 additional designated centres	Federal Funding: \$10,000 (In-kind provincial contribution)	Federal Funding: \$8,032	Initiative implemented in 11 additional designated centres

SECTION 3 – QUALITY

Curriculum frameworks and tools

In 2021-2022, annual quality improvement plans with SMART goals were implemented in 341 of 436 (78 per cent) designated centres and in 58 of 100 (58 per cent) designated homes for a total of 399 out of 536 facilities. The quality improvement plan is an annual process. Because the timelines vary, there is not a single data point for all facilities. Restrictions and staffing issues due to the COVID-19 pandemic also impacted the ability to support all facilities in developing and implementing their SMART goals.

The anglophone sector's Collaborative Assessment Tool – Reflective Guide (CAT-RG), in combination with the Collaborative Assessment Tool (CAT), provides the context and foundation for the development of the curriculum validation tool, referred to as the Curriculum Assessment Tool – Validation (CAT-V). The CAT-V was developed in collaboration with a team of representatives from the ELCC sector and district personnel. The CAT-V was piloted in eight (8) facilities. Francophone departmental staff was trained in 2019-2020 on administering the Outil d'évaluation de l'application du curriculum éducatif. In 2021-2022, this tool was implemented in the designated francophone early learning and child care facilities.

The number of child care facilities that was assessed with the CAT-RG was not as high as anticipated due to the continued pandemic measures. Work is ongoing to increase the number of facilities implementing the CAT-RG and l'Outil d'évaluation de l'application du curriculum éducatif.

The table below outlines the Curriculum Framework and Tools targets and results for 2021-2022.

Table 12- Curriculum Frameworks and Tools						
Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Drive a culture of continuous quality improvement	Quality Improvement Plans with SMART goals	anglophone facilities: 0 of 313 francophone facilities: 0 of 195	518 of 518 (100%) (includes both francophone and anglophone facilities)	\$0 (federal funding) (Operational provincial funding)	\$0	399 of 536 (74%)
	Implemented the Collaborative Assessment Tool-Reflective Guide	anglophone facilities: 0 of 313 francophone facilities: 0 of 195	255 of 313 (80%) (anglophone facilities have implemented the Collaborative Assessment Tool-Reflective Guide) 159 of 195 (80%) (francophone facilities have been assessed with the Outil d'évaluation de l'application du curriculum éducatif)	\$0 (federal funding) (Operational provincial funding)	\$0	259 of 344 (75%) (anglophone facilities have implemented the Collaborative Assessment Tool-Reflective Guide) 144 of 192 (75%) (francophone facilities have been assessed with the Outil d'évaluation de l'application du curriculum éducatif)

Professional Development

The baseline and target data for professional development noted below in Table 13 below was based on facilities. It became apparent that capturing data by facility would not be possible because the professional learning opportunities are offered both internally and externally and have a variety of delivery methods; online or in-person. Operators and educators also keep track of their professional development hours.

New Brunswick ensured that sufficient professional development sessions were available for educators to complete at least 10 hours each in 2021-2022. The professional development hours requirement is currently 30 hours over three (3) years. New Brunswick is proposing legislative amendments that will change the 30 hours of professional development in three (3) years to 10 hours per year which will facilitate data collection and reporting on educators working with children birth to age five beginning in April 2022.

The table below outlines the targets and results for Professional Development for 2021-2022.

Table 13- Professional Development						
Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Continue to offer professional development to Early Childhood Educators	Percentage of educators, who are eligible to accumulate professional development hours, have participated in professional learning opportunities	anglophone facilities: 0 of 313 francophone facilities: 0 of 195	75% of anglophone and francophone designated facilities have at least 60% of their educators who are eligible to accumulate professional development hours 234 of 313 (75%) (anglophone facilities) 146 of 195 (75%) (francophone facilities)	\$0 (federal funding) (operational provincial funding)	\$0	160 anglophone sessions 3039 participants 128 francophone sessions 2539 participants

Language Acquisition & Cultural Identity

The pandemic impacted the ability to deliver training to operators as they were often dealing with staffing, outbreaks and other challenges. The provision of professional development training was also paused for a period of time to ease the burden on the ELCC sector which included this training. The training for these guidelines will take place in 2022-2023.

The table below outlines the targets and results for Language and Cultural Identity for 2021-2022.

Table 14 – Language and Cultural Identity						
Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Implement the Guidelines for “Language Acquisition and Cultural Identity Learning Environments”		Francophone facilities: 0 of 195 (have completed the training: Guidelines for Language Acquisition and Cultural Identity Learning Environments)	176 of 195 (90%) (francophone facilities)	\$0 (federal funding) (operational provincial funding)	\$0	60 of 192 (31%) (francophone facilities)

SECTION 4 – ADDITIONAL INFORMATION

The table below outlines the administrative costs for 2021-2022.

Table 15 – Administration Costs	
Funding Allocated (2021-2022)	Funding Spent (2021-2022)
\$957,690	\$878,326



Early Childhood Workforce Agreement

**ANNUAL REPORT FOR FISCAL
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Research demonstrates that ECEs are the single most important factor for the provision of high-quality child care that supports children's overall well-being and development. Training and on-going professional development have long been recognized as the basis for quality early childhood services. Continuity of care also supports children's overall well-being and development. Conversely, high levels of staff turnover can affect the stability and consistency of the child educator relationship and have a negative impact on children's learning.

Recognizing the importance of a stable and qualified workforce, New Brunswick has moved forward with a multi-pronged approach to bring systemic changes aimed at building the capacity of operators to recruit and retain qualified ECEs and to remove barriers all the while providing access to learning pathways to enhance the quality of current ECEs' practices. The retention of qualified educators supports not only working parents but will ensure that the facilities continue to be viable and, critically, provide rich, positive learning environments for children.

SECTION 1 – INNOVATIVE PROFESSIONAL LEARNING

Introduction to Early Childhood Education

In 2021-2022 New Brunswick increased access to the 90-hour course to help entry level educators meet minimum training criteria. To facilitate this increase, two additional early learning consultants were hired.

Micro-credentialing and Experiential Learning and Work Integrated Learning Program

In partnership with the New Brunswick Community College (NBCC) and the Collège communautaire du Nouveau-Brunswick (CCNB), innovative training models (Early Childhood Education Micro-credential and Work Integrated Learning Program) were introduced to support educators employed in designated facilities with completion of their one-year ECE Certificate while they continue to work.

The Micro-credentialing program is offered to those who have completed the 90-hour *Introduction to Early Childhood Education* course and have a minimum of three (3) years experience working in ELCC. One cohort of 160 anglophone seats was offered in November 2021 and another will be offered in June 2022. The francophone program, *Apprentissage expérientiel*, has 68 educators participating in the program

The cumulative target for 2021-2023 is 410 educators participating in the innovative learning program, including 320 anglophone seats. New Brunswick factored in that there would be an overlap in fiscal years. The first cohort offered 160 anglophone seats and 151 graduated in June 2022. The second cohort starts in July 2022 and will also offer 160 seats. The next cohort for *l'Apprentissage expérientiel* is scheduled for September 2022 for 30 seats.

The Work Integrated Learning (WIL) program and *Travail/études* support employed educators in completing their one-year ECE certificate part time, while continuing to work. The programs run from September 2021 to June 2023. Fifty (50) anglophone seats were offered and 46 educators participated. Twenty-nine (29) francophone educators are enrolled in the *Travail/études* program.

CCNB – Revision of Programs

The Department is collaborating with CCNB in conducting a full revision of their ECE certificate and ECE Diploma programs to provide a competency-based program that will support the ongoing professional development and training for educators in New Brunswick.

The table below outlines the targets and results for Innovative Professional Learning for 2021-2022.

Table 16 – Innovative Professional Learning						
Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Introduction to Early Childhood Education	Online course participation	0/800	400/800 are participating in the online course	Federal funding: \$225,000 *Included in the \$900,100 Administrative costs	\$223,427	578 educators 366 anglophone 212 francophone
Micro-credentialing/Experiential Learning	Participation in the innovative learning program	0/410	300 educators are participating in the innovative learning program	Federal funding: \$6,913,400	Federal funding: \$6,794,211 Micro-credentialing – Experiential Learning: \$3,559,298	219 educators 151 anglophone 68 francophone
Work Integrated Learning Program	Participation in the work-study program	0/90	50 educators are participating in the work-study program	Micro-credentialing – Experiential Learning: \$3,403,400 Integrated Work-Study Program: \$3,510,000	Integrated Work-Study Program: \$2,909,913 CCNB – ECD diploma development and revision of certificate: \$325,000	75 educators 46 anglophone 29 francophone

SECTION 2 – PROFESSIONAL DEVELOPMENT AND LEADERSHIP INSTITUTE

Early Childhood Educator Career Growth and Development Program

The *Early Childhood Educator Career Growth and Development Program* supports ECEs in their career path by helping educators build their professional portfolio to demonstrate their knowledge, skills and competencies. In 2021-2022, New Brunswick is working on co-developing an educator career pathway framework with educators and operators. This included defining associated competencies and will facilitate the use of professional portfolios.

Emergent Leaders Institute

This program is an in-depth professional development program designed to support the leadership of educators and operators in their field. The institute will provide two streams, one for pedagogical leadership and one for administrative leadership:

Pedagogical Leadership Stream

This stream is designed for ECEs who want to build their competencies and deepen their understanding of the curriculum to become coaches and mentors for other ECEs. In 2021-2022, New Brunswick researched and developed the pedagogical leadership stream framework in collaboration with operators and educators working in the sector. Phase 1 led to the co-creation of the document “The 6 Principles of Pedagogical Leadership” which values the capacity of every leader and educator working in the sector to be a practicing pedagogical leader. Twenty-three (23) anglophone educators were engaged and collaborated on development of the training modules and tool.

To build a sustainable model for pedagogical leadership, Phase 2 (2022-2023) will involve engaging with administrators/operators to enhance their knowledge of the 6 Principles of Pedagogical Leadership, competencies in leadership strategies, and familiarity with the structures needed to support a pedagogical leader in practice.

The Institut en leadership pédagogique co-constructed three (3) modules (Compétences en leadership, Leadership pédagogique et partage des meilleures pratiques) with a group of educators and experts. Twenty-one (21) francophone early learning and childcare educators collaborated on the development and validation of the training modules.

Administrative Leadership Stream

This stream is designed for ECEs who wish to, or who are currently, leading the administration and management of a service or facility. This stream focuses on developing the skills to manage administrative duties within an organization. In 2021-2022, New Brunswick led ongoing research and development based on best practices related to managing people in the early learning and child care workplace. Through partnership with a community partner, and under the guidance of a steering committee of operators and educators, a comprehensive human resource (HR) tool kit was developed.

New Brunswick is working on a competency dictionary for the operator and will be exploring the requirements to add the HR tool kit to the Operator Portal in the Childcare Portals in 2022-2023. From the competency dictionary and HR tool kit, training modules will be finalized. The expected rollout is March 2023.

Econocoop

New Brunswick received approval to issue a special grant in the amount of \$260,000 to Econocoop. This grant was used to help defray the cost of membership for all designated child care facilities for one year and provide support to operators. Funding provided:

- Access to a calculator tool which embeds licensing requirements and allows operators to do a financial diagnostic and financial resource management decisions
- Access to personalized support on leveraging the calculator tool
- Access to rebates for items such as food, office supplies and learning materials

The table below outlines the targets and results for Professional Development and the Leadership Institute for 2021-2022.

Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Early Childhood Educator Career Growth and Development Program		0/500	500 educators - 370 anglophone seats -130 francophone seats	\$305,000 – for all three components of the program	\$465,412	294 educators 197 anglophone 97 francophone
Pedagogical Leadership Stream		0/70	70 educators -40 anglophone seats -30 francophone seats			44 educators 23 anglophone 21 francophone
Administrative Leadership Stream		None	Development phase			Completed
Econocoop		None	N/A	\$260,000		Completed

SECTION 3 – RECRUITMENT AND RETENTION

Recruitment and retention of qualified ECEs is a top priority in New Brunswick. To ensure adequate initiatives are in place to support recruitment and retention efforts, EECD entered into a partnership with Post-Secondary Education, Training and Labor (PETL) to formally consider the ECE profession as a priority profession in New Brunswick. This included the development of a three-year action plan with key performance indicators that are reported to the Executive Council Office. This partnership extends resources beyond EECD to close the gap and ensure this sector not only has access to qualified ECEs but is equipped to retain them.

An extensive literature review was conducted to identify best practices relating to recruitment and retention in general as well as recruitment and retention in this specific field of work. New Brunswick also started an in-depth labour market analysis to better understand the current supply and demand for ECEs as well as projections for the coming years. This labour market analysis is being conducted with the assistance of Leger Marketing.

Throughout the year, both educators and operators were invited to provide essential input into the design and development of several workforce development initiatives. More than 225 ECEs and operators from across the province participated in co-developing initiatives for projects associated with the *Workforce Development Strategy*² The collaboration resulted in:

- an awareness campaign on the role of ECEs
- pedagogical leadership training and tools
- administrative leadership training and tools
- exploring the feasibility of a substitute database for educators
- career growth and professional development (career pathway)

Turnover rate

The baseline data for 2020 noted the turnover rate of 37.9 per cent. During the 2020-2021 fiscal year, New Brunswick saw an increase in turnover rate to 50 per cent which was due mainly to the impacts of the COVID-19 pandemic and ECEs leaving for higher paying jobs. In response, New Brunswick rolled out additional functionalities to the Educator Portal in October 2021 to ensure more accurate data collection. Based on six (6) months of data, the projected turnover rate from October 2021 to September 2022 is expected to be 36 per cent. The following work has been done toward reducing the turnover rate:

Engage the ELCC sector

Operators and educators were engaged to co-develop a comprehensive workforce strategy.

Create a public awareness campaign

- Engagement sessions were held with educators from the anglophone and francophone sectors to identify key messages to promote their profession and to value their profession.
- Content is being developed for the social marketing campaign based on key messages identified by educators.

2 | [Workforce Strategy Agreement](#)

Certification and recognition of qualifications

New Brunswick explored the feasibility of certifying early childhood education as a profession, including training levels related to qualifications and the competencies required. In 2021-2022, a jurisdictional review of other certification models was conducted, and recommendations were brought forward.

Substitute Educator Database

In collaboration with ELCC operators, New Brunswick explored the feasibility of implementing a database for substitute educators to facilitate access to qualified replacement staff. In 2021-2022, New Brunswick partnered with NouLab to lead this feasibility study.

Community Business Development Corporation (CBDC)

Two (2) grants were issued to CBDC to support two (2) provincial associations of licensed service operators for staff recruitment activities.

The table below outlines the targets and results for Recruitment and Retention for 2021-2022.

Program Initiative	Indicators	Baseline (2020)	Targets	Funding Allocated (2021-22)	Funding Spent (2021-22)	Results (2021-2022)
Engage the early learning and child-care sector		37.9% (1,392 ECE) turnover rate in fiscal year 2020-2021	Reduce the turnover rate by 2.9%(107 ECE) (from 37.9 % to 35%)	\$125,000	\$336,725	36% turnover rate
Create a public awareness campaign				\$650,000	\$220,526	
Certification				\$120,000	\$69,000	
Recognition of qualifications				\$25,000	\$40,500	
Substitute database				\$220,000	\$24,930	

SECTION 4 – ADDITIONAL INFORMATION

The table below outlines the administrative costs for 2021-2022.

Funding Allocated (2021-2022)	Funding Spent (2021-2022)
\$900,100	\$223,427