

Family & Early Childhood



Village of Bath



Andrew & Laura McCain Library



New Brunswick
Public Library
Service

EARLY CHILDHOOD
CARE & EDUCATION
NEW BRUNSWICK
GROWING TOGETHER



SOINS ET ÉDUCATION
À LA PETITE ENFANCE
NOUVEAU-BRUNSWICK
GRANDIR ENSEMBLE



NBCC

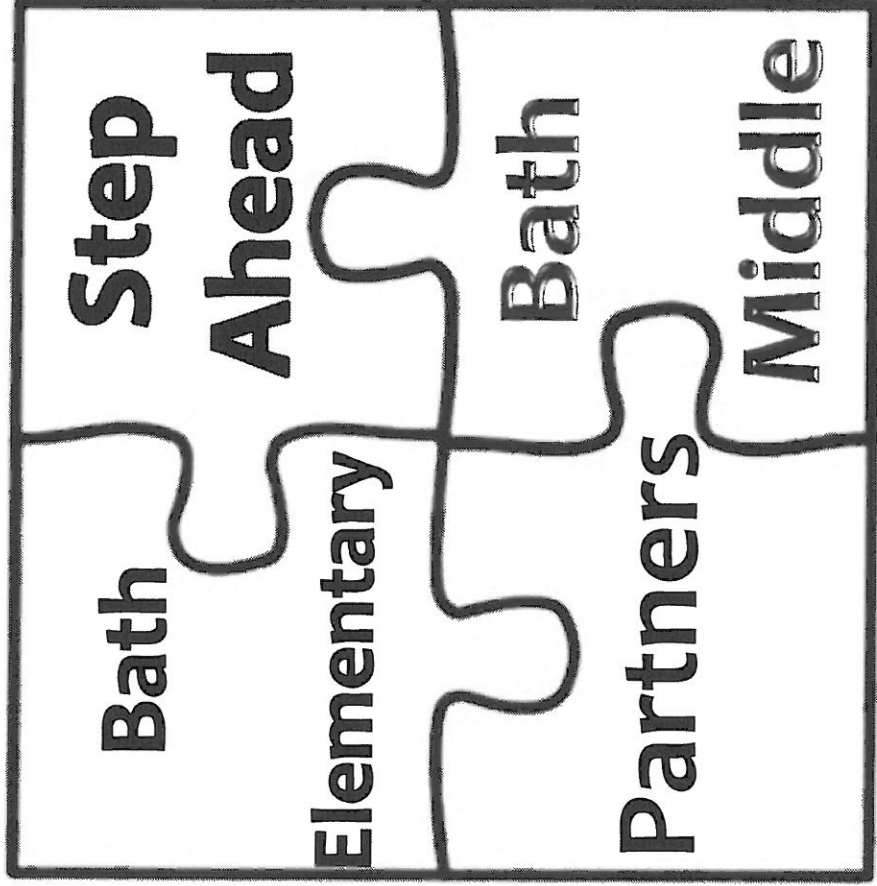


Canadian Mental
Health Association
New Brunswick



RÉSEAU DE SANTÉ
Horizon
HEALTH NETWORK

Newborn to Grade 8



Together building a strong foundation to support
our children, families and communities

Early Childhood Development Centres Pilot Project

Goals

- ✓ Licensed childcare facility
- ✓ Full-time and part-time care
- ✓ Parent supports such as playgroups and drop-in programming
- ✓ Lending libraries
- ✓ Healthy lifestyle programs

“This concept is based on the latest early childhood research and best practices in other jurisdictions. The Government of New Brunswick is one of the first in Canada to move forward with testing integrated early childhood development centres as a way to better integrate early childhood services and supports for parents and young children. Other provinces are looking at New Brunswick’s approach”

Early Childhood Development Centres Pilot Project

Goals

What is the goal of this pilot project?

The goal of the demonstration sites is to implement and evaluate the integration of early childhood services and supports to offer a seamless experience for parents and young children.

What do you expect to achieve with these centres?

We expect to achieve seamless programming for children and parents through effective integration of kindergarten, early learning and child care programs, parenting support services and community resources. This investment in high quality early learning and child care will have an impact on building a strong foundation for a child's ongoing learning and development, which impacts the extent to which he or she will succeed.

What services will be available in these centres?

Each centre will have a team of staff delivering programming to parents and children. Core programs which must be offered in all four sites include;

- Full-time childcare
- Part-time childcare
- Parent supports (ie: playgroups and drop-in programs)

Each centre will offer additional programming based on local community needs. Examples of additional programming include:

- Toy and resource lending libraries
- Immunization clinics
- 3.5 Year Old Health Clinics
- Healthy lifestyle programs

What exactly does integration mean?

At each centre families will have access to a variety of early learning programs. These are programs and services which are already available in local communities, but they aren't available in one central location. Each site will serve as a neighbourhood hub where these services can be accessed in an integrated way, under the direction of a local board of directors. The location of the four demonstration sites in local schools also facilitates a child's transition into the school system.

Services

How will one of these sites operate?

Each centre will consist of a core team of staff who will deliver programs and services to young children and their parents. Each centre will have a non-profit board of directors to oversee operations. Each centre will work with other community partners in ensuring existing community resources are available at the centre.

What programs and services will be housed in the early childhood development centre demonstration sites?

Services will include full- and part-time child care, drop-in programs and play groups, which will be integrated with other programming, such as school-based services and parenting support programs. Other services, such as immunization clinics, toy and resource lending libraries, and collective kitchens, may also be provided.

Will all the centres offer the same programs and services?

All centres will provide full- and part-time child care, drop-in programs and play groups, and parent programs and support. Each demonstration site will have the flexibility to adapt its services to the unique needs of its respective community and to offer additional supports and services to young children and families. Examples of other services that may be provided include immunizations, prenatal and post-natal services, 3.5 Year Old Health Clinic, and rehabilitation services such as speech and language pathology.

Will they offer child care services? How many spaces will be created in each centre?

Yes, regulated child care services will be offered. The number of spaces will vary in each site. However, they must provide between 12 and 60 spaces, based on the needs of their community. Flexibility between part-time and full-time spaces is required.

Will the centres offer infant spaces for children 0 to 2 years old (infants)?

A: Because this is a pilot project and it is very costly to renovate for infant child care spaces, there will not be infant child care spaces offered. However, all children and families will still be able to access the drop-in programs and play groups.

Will they be licensed and regulated like other daycares in the province?

Yes, child care service providers at each site must obtain a Certificate of Approval from the Department of Social Development and must be operated in accordance with Day Care Regulation 83-85.

Are you going to prioritize based on the needs of the family, or are you going to offer services on a "first come, first serve" basis?

Because there will be a maximum number of full- and part-time child care spaces, these programs will be offered on a first come - first serve basis. All children and families will still be able to access the drop-in programs, play groups, and parent programs and support.

Isn't it likely that there will not be enough spaces to accommodate the demands for these services?

Each demonstration site has identified the needs of their community, so they have an understanding of the demand for services. This pilot project is also testing the capacity of each site, so we will make appropriate adjustments moving forward. The sites will be providing part-time early learning programs in order to be able to include as many children as possible. The drop-in programs, play groups, and parent supports will be open to everyone.

Will all parents be able to use the resources of these centres in their local communities, or just those who have their child in child care?

Yes, demonstration sites will support parents with young children, regardless of their child care arrangements, within the four communities.

Will these centres take business away from existing daycares in the community?

These demonstration sites will provide child care spaces to children and families in need of daycare services. There is a great need for new child care spaces to be created.

How will you evaluate the success/effectiveness of the demonstration sites?

The McCain Family Foundation is donating \$300,000 for a three-year evaluation of the pilot project. The Health and Education Research Group (HERG), based out of UNB and l'Université de Moncton, will be evaluating the 3-year pilot project.

Will more demonstration sites be announced in the future? When will you make this decision?

We will wait for the results of the evaluation to determine what next steps we will take.

Funding

How much money is government providing to these demonstration sites? What will this funding be used for?

Government is investing \$400,000 annually, \$100,000 per site, to create the four demonstration sites for a three-year pilot project. Funding will be used to support the integration of quality services. Each demonstration site will provide a budget to Government detailing how they intend to make use of these funds.

Why is Government investing in this concept? Where did this idea come from? Is this unique compared to other provinces?

This concept is based on the latest early childhood research and best practices in other jurisdictions. The Government of New Brunswick is one of the first in Canada to move forward with testing integrated early childhood development centres as a way to better integrate early childhood services and supports for parents and young children. Other provinces are looking at New Brunswick's approach.

Could demonstration sites approach businesses or other potential funding sources to request their participation in assisting financially?

Government encourages creative thinking and the four demonstration sites are welcome to approach other potential partners, keeping in mind that the demonstration sites need to have potential to be replicated.

Are the services at the centres going to be free of cost to parents?

Yes, there will be a variety of free programming available to parents and families. We anticipate that centres will charge a fee for child care services, as other daycares do. Low-income families can access child care subsidies from Social Development to offset their child care costs.

What will be the cost for child care?

The sites will provide a minimum of twelve (12) and a maximum of sixty (60) regulated child care spaces twelve months of the year at a reasonable cost, to be determined by the local non-profit board of directors. Low-income families can access child care subsidies from Social Development to offset their child care costs.

Why would parents have to pay for child care spaces when the government is funding the centre's operation?

Each early childhood development centre will be a non-profit site operated by a community-based non-profit network which will determine fees for certain services. Each centre must provide regular free programming to parents and children, but child care services will likely not be free. As in the case of other child care facilities, parents will pay for child care services. Low-income families can access child care subsidies from Social Development to offset their child care costs.

How will these facilities sustain operations after the three-year period?

Government will continue to financially support the demonstration sites during the pilot phase. In the proposals, each site has established a plan regarding how they will sustain their centres after the pilots. Government, along with businesses and community partners, will support the demonstration sites in becoming sustainable.

Partners

What is the role of private/non-profit partners in the early childhood development centre demonstration sites?

All partners - government, the early learning and child care sector, schools, businesses and employers, and community-based and government early childhood service providers - will work together to ensure that the best possible supports and services are easily available to children and parents.

Role of the School

Why are these being established in local schools?

The school is often the hub of the community and is known to parents and caregivers. This will also facilitate the transition to school for these children.

What will be the relationship between the school system and these early childhood development centres?

They will operate around a shared common vision and governance. All partners must work together to ensure that the best possible supports and services are easily available to children and parents. The school principal is one of the key partners in the community network. Success of similar sites in other jurisdictions relies on strong leadership from the school principal.

Given there are educational components to these sites, how is this not just a pre-kindergarten pilot program in disguise?

During our early learning and child care consultation in 2007, parents told us they did not want pre-kindergarten services. They told us they wanted integrated services in their community – places where they can access information, help their children get ready for school, and receive help with parenting questions.

The early childhood development centres will be neighbourhood hubs where children and parents can access existing programs and services under one roof. These sites will provide a venue where families can interact with other parents and forge ties with the education, health and non-profit sectors in the local community. Having these services within local schools provides opportunities for better integration and transition into schools.

Role of Government

What is Government's role in the demonstration sites?

Government will support established community networks in the design and implementation of four demonstration test sites to test early childhood centres as a way to better integrate early childhood services and offer a seamless experience for parents and young children.

Which departments are involved?

Four departments share responsibility for the pilot project: Social Development, Education, Health, and Wellness, Culture and Sport. The Government's Early Childhood Strategy complements the new Education Plan, the provincial Health Plan and the Wellness Strategy.



Margaret & Wallace McCain
Family Foundation

What the research tells us about New Brunswick's Early Childhood Development Centres

The *Early Years Studies*, co-chaired by the Hon. Margaret Norrie McCain and Dr. Fraser Mustard¹ brought the science of early human development to the attention of policy makers and the public. Their work acknowledges that modern families need a modern support system, one that places the healthy development of children at the centre, but also strives to support a healthy balance of work and family life.

The studies called on governments to invest in the early years at the same rate as for older children and to address their developmental needs through the creation of integrated children's centres, linked to public education and sensitive to local communities. Since then, initiatives in Toronto, South Australia and the United Kingdom have used this vision to consolidate existing early childhood programs into working models to inform public policy change.

Drawing on these cumulative experiences the Government of New Brunswick with support from the Margaret and Wallace McCain Family Foundation (MWMFF), created eight demonstration sites reflecting the urban and rural, Francophone and Anglophone diversity of the province.

Features of the Early Childhood Development Centres (ECDC)

The integrated Early Childhood Development Centres (ECDC) model combines regulated child care, education, family and community health services into a single, accessible program designed to meet the needs of children and their families from the prenatal period through to the transition to elementary school. The three-year pilot project was designed to inform program practice and provide policy makers with a guide to building a comprehensive, accessible, accountable family-oriented child care and education system.

The Health and Education Research Group (HERG) at the University of New Brunswick has evaluated the ECDCs from their inception. Their findings point to benefits for children, families and educators.

1. Children

Children who regularly attended the centres were more confident in the school setting and showed less anxiety transitioning from preschool into kindergarten and school routines. The

¹ *Early Years Study* (McCain, Mustard, 1999); *Early Years Study 2* (McCain, Mustard & Shanker, 2007), *Early Years Study 3* (McCain, Mustard & McCuaig, 2011).

school site also minimized transitions for children involved in after-school programming and was found to be an effective location for children with disabilities and additional needs to build on their social skills. The Francophone centres enhanced opportunities for preschool-aged children to gain fluency in speaking French, and an understanding of their Francophone culture.

2. Parents

Parents reported strong satisfaction with the Early Childhood Development Centres. Their comfort entering the school and engaging with their children's educators increased, as did their involvement in their children's early learning. The range of on-site child care options was noted as a benefit relieving the stress of multiple drop-offs and pick-ups. The delivery of support services such as speech and language, intensive behaviour intervention for children diagnosed with autism, hearing tests, etc., eliminated extra travel and reduced time away from work. Opportunities to build social networks and the ability for families with children with disabilities and additional needs to provide mutual support were seen as particular advantages.

3. Educators

Educators working with children and families blended family-centred practice with early childhood curriculum and pedagogy. The staff team, including early intervention service providers, promoted the early identification of developmental problems in children and a timely response. Children's progress is documented and carried forward, into the formal education system. Enhanced opportunities to interact with parents has led to stronger relationships between educators and parents and contributed to shared understandings and goals for children's learning.

4. Cultural and Linguistic Literacy

Participants in the Francophone regions recognized the importance of the ECDCs in French language acquisition and preserving cultural identity through the delivery of services in French, and in Francisation support offered to any droit families.

5. Utilization and revenue:

Partnerships and efficiencies due to integration allowed all demonstration sites to increase the hours and range of services offered. Revenue for the sites was generated from five key sources: time limited funding for startup and reorganization; wage enhancement funding; fees from parents and/or child care fee subsidies; donations and fundraising. Integration played a role in reducing the average cost per hour of service from \$16.48 in year one to \$6.49 per hour of service in year 3. Over the three-year period, the four government-supported sites each received \$100,000 a year over 3 years. The four MWMFF sites received a total of \$500,000. The MWMFF provided another \$500,000 for research and evaluation.

Challenges

The evaluation identified three major challenge areas that hinder families from accessing services.

- Transportation and financial challenges were barriers to reaching the most vulnerable families. . Further, parents experiencing unemployment or struggling to meet their family's shelter and food needs, may find it difficult to focus on their children's early learning.

- Outreach was hampered by a general lack of awareness of the role quality early education and care plays in children's development. Some families are distrustful of service providers based on their own experiences, leading to fears that they may lose their children or have their parenting styles judged.
- Barriers to the development of comprehensive case plans challenged service coordination. In particular, insufficient communication among partners offering services to the same family, a lack of reciprocal understanding among service providers of each other's mandates, roles, responsibilities and eligibility requirements and a lack of provincial guidance regarding coordination at the community level.

Other challenges to access included:

- A lack of a service base in rural areas
- Space limitation in some schools
- Finding and sustaining quality services in French
- Guaranteeing the uniformity and quality of services
- Attracting and keeping qualified early childhood educators

Putting Children First; Positioning Early Childhood for the Future, the province's three year early childhood action plan released in June 2012, created the management structure for early childhood services that are supportive and responsive to both linguistic communities at the provincial and local levels. This sets the foundation for:

- Building a continuum of learning and care that begins at birth.
- Providing accessible, affordable and inclusive child care within high quality learning environments.
- Promoting the unique linguistic and cultural elements of New Brunswick communities.

The full report is available at: www.mwmccain.ca.

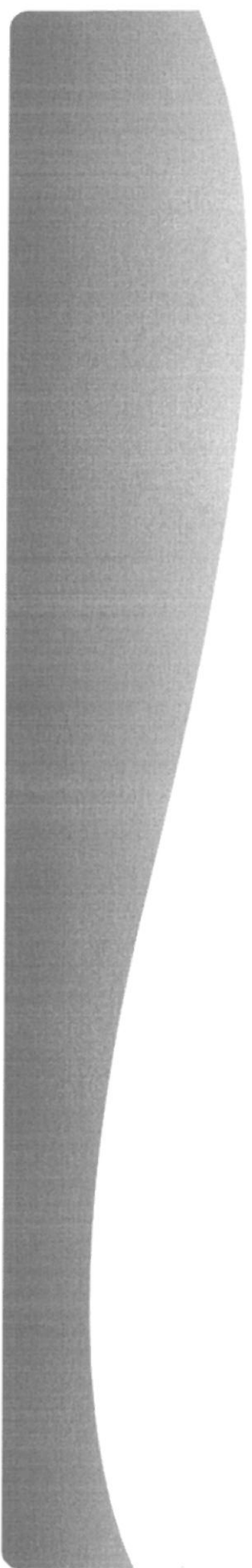
Early Childhood Development Centres and Early Years Sites

Anglophone School District West

- Bath
- Centreville
- Perth Andover
- Keswick Ridge
- Meduxnekeag Consolidated
- Townsview
- Geary Elementary
- Lincoln Elementary

Within NB

- 95 childcare facilities
- 25 preschools
- 12 ECDC/EY sites



Precedent

an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances.

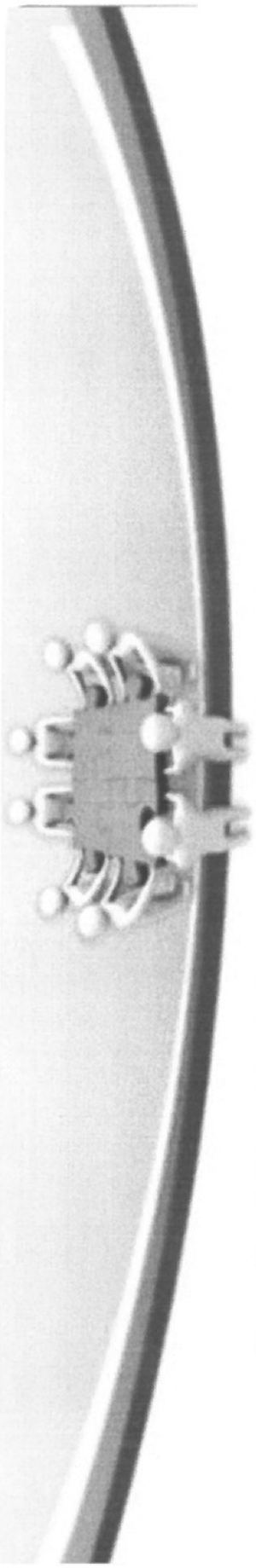
PUTTING CHILDREN FIRST

Positioning Early Childhood for the Future

Department of Education and Early Childhood Development

June 2012





Making it work

The 2010 UNESCO study *Caring and Learning Together: A cross-national study of integration of early childhood care and education*, within education offers lessons for successfully integrating the two systems of childcare and education.

- The most important lesson is that it is not sufficient merely to transfer administrative responsibility to the education sector. The system must redefine what learning is and reflect that it is not simply classroom-based.
- For integration to succeed, the system must be restructured to create a seamless continuum between pre-school services and school services and between non-governmental and governmental services. In other words, the system must fit the needs of our children, not the other way around.

For integration to be successful, all partners who work with children from birth to eight years of age must collaborate and define a common frame of reference for interacting not only with children and their families but also among themselves. All partners must have a shared vision, formally accepted by all, that reflects shared outcomes and supports joint annual planning that targets local needs. This is critically important, as all partners must ensure the efficient use of resources and avoid duplication, while maximizing the quality, availability and delivery of services in a cohesive way.

Integration of the early childhood and education sectors presents the opportunity to create a developmental and learning continuum that begins at birth and has a positive, long-term impact. It is an opportunity for rethinking and reformulating service delivery within this learning continuum.



Policy 409

5.0 GOALS / PRINCIPLES

- 5.1 Multi-year school infrastructure planning reflects the Department of Education's commitment to providing New Brunswick students with equitable educational services.
- 5.2 Recognizing that the organization of schools has budgetary, programming and infrastructure impacts, this policy provides a transparent process for multi-year school infrastructure planning.
- 5.3 The Department of Education recognizes schools are integral to the promotion and preservation of the local culture and community, especially in rural areas.
- 5.4 School sustainability studies and proposed grade reconfigurations occur in a manner which respects the principles of procedural fairness.
- 5.5 The naming of schools occurs in a consistent and transparent manner in consideration of the local community. This process is led by the DEC, in collaboration and in consultation with the local community, and the name is approved by the Minister.

Department of Education
AND
Early Childhood Development

Mission

Working together in inclusive learning environments to support
each child and student in reaching their fullest potential

ASD-West District Education Council... is it time?

To lead the conversation around school closures, policy 409, early childhood development and rural schools. This is an opportunity to welcome a new vision of schooling that recognizes rural schools as the heart of communities. **We** can demonstrate that they can be affordable, high quality and viable all the while tapping into local networks, non-profit agencies, government programs and services to support the children and families of rural villages.

Talking the Talk

Creating innovative social programs to make New Brunswick the best place to raise a family and make life more affordable

“need to find a viable alternative to school closures”

“break down silos and reduce duplication of services”

“...working toward revitalizing rural education”

to encourage rural school jurisdictions and educational institutions to work with community agencies to make their schools and facilities a hub of services for children, communities and lifelong learning”.

“Alternative uses of rural schools”

Think about...

Kids Come First

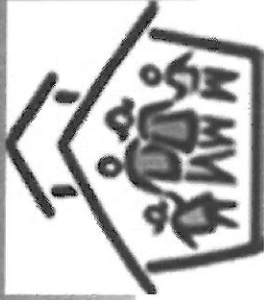
- Maintain current services and quality of education
- “Putting Children First” June 2012
- Rural children & families have the same right to services as urban

Newborn – Grade 8

- Our schools, ECDC and partners can be a model for other districts and provinces.
- No one answer, no blanket procedure or policy for everyone... identify what is special and support that.
- Policy 409 Goals 5.3
“recognizes schools are integral ... especially in rural areas”

Setting Precedent

- Bath Middle is the first school with an Early Childhood Development Centre to be under review.
- Step Ahead-Bath Family Learning Centre: A recognized model for NB, the Atlantic provinces and across Canada.



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