

Education and Early Childhood Development

Annual Report
2018–2019



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Annual Report 2018-2019

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Transmittal letters

From the Minister to the Lieutenant-Governor

The Honourable Brenda Murphy
Lieutenant-Governor of New Brunswick

May it please your Honour:

It is my privilege to submit the annual report of the Department of Education and Early Childhood Development, Province of New Brunswick, for the fiscal year April 1, 2018, to March 31, 2019.

Respectfully submitted,



Honourable Dominic Cardy
Minister

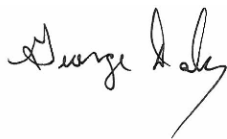
From the Deputy Minister to the Minister

Honourable Dominic Cardy
Minister of Education and Early Childhood
Development

Sir:

I am pleased to be able to present the annual report describing operations of the Department of Education and Early Childhood Development for the fiscal year April 1, 2018, to March 31, 2019.

Respectfully submitted,



George Daley
Deputy Minister, Anglophone Sector

From the Deputy Minister to the Minister

Honourable Dominic Cardy
Minister of Education and Early Childhood
Development

Sir:

I am pleased to be able to present the annual report describing operations of the Department of Education and Early Childhood Development for the fiscal year April 1, 2018, to March 31, 2019.

Respectfully submitted,



Marcel Lavoie
Deputy Minister, Francophone Sector

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Minister's Message

Ensuring that New Brunswick's children and youth receive a world-class education to prepare them for the future is critical to the prosperity of our province.

Learning begins at birth and is a process that carries through the rest of our lives. Our goal is to instill a love of learning in our pupils and to support learners who are passionate about their education.

Last year, we rolled out the New Brunswick Early Learning Centre designations across the province and introduced Early Learning Homes. The department also worked closely with our many stakeholders to implement several strategic priorities identified in the 10-year education plans, *Everyone at their Best* and *Donnons à nos enfants une longueur d'avance*.

This report reflects the hard work carried out in our schools, school districts, child care centres, and in the department. Together, we have made progress by supporting literacy and promoting essential skills.

I look forward to continuing working with parents, community members, school staff, district education councils, school districts and early childhood partners over the next year. Your contribution is invaluable and greatly appreciated. Together, we will build on the past year's achievements to provide New Brunswickers with the tools they need to become successful lifelong learners.



Honourable Dominic Cardy
Minister of Education and Early Childhood Development

Deputy Minister's Message

Our goal at the Department of Education and Early Childhood Development is to create exceptional educational experiences for all children across New Brunswick. Our department works closely with school districts, District Education Councils, all school staffs, First Nations, early childhood stakeholders, parents and students, to ensure schools and child care centres are environments where all learners have the tools needed for success.

With early childhood imbedded in the education plan, the value of children's early learning and its critical impacts on development is recognized as a system priority. In August, the New Brunswick Early Learning Centres designation was launched, and rolled out across the province in September. Further, the designation for licensed early learning and childcare homes was also introduced. The designation is a voluntary process granted to licensed early learning and childcare facilities that offer equitable and affordable access to higher quality early learning and child care services to preschool children aged five and under.

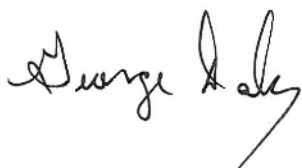
The improved parent subsidy saw a 62 per cent uptake by parents now receiving free child care, who did not benefit from financial aid in the past. The Early Childhood Services Portal was launched in July. This tool allows parents to search for licensed early learning and childcare facilities based on location, ages of children served and language of preference, and learn about the Parent Subsidies.

The department has also been working towards better alignment between provincial and First Nation educational goals. We continued to develop the Mi'kmaq and Wolastoqey Advanced Language curriculum. The MyBluePrint guide for First Nations students was completed and the new Indigenous Studies curriculum was launched.

In partnership with the New Brunswick Community College (NBCC) and the Department of Post-Secondary Education, Training and Labour, the Essential Skills program was developed and piloted. Within the program a dual credit opportunity with NBCC was made available. Students in this program engaged in on-line courses at NBCC while in high school.

The department developed a Student Exit Profile that explains the desired outcomes of education and how these relate to engagement and the global competencies. The result is an exciting document entitled *Portrait of a Learner: Future Ready! Self-Determined and Capable*.

We are proud of the accomplishments and achievements we made with our partners over the past year. Over the next year, we will continue to work to ensure New Brunswick's learners are instilled with the necessary skills for current and future success.



George Daley
Deputy Minister, Anglophone sector

Deputy Minister's Message

Over the past year, the Department of Education and Early Childhood Development continued to work on implementing the 10-Year Education Plan, whose vision is that each person, from early childhood to adulthood, develops and realizes his or her full potential; becomes an engaged citizen who is open to the world; and contributes to the vitality, the development, and the influence of the Acadian and Francophone community and New Brunswick society.

Many new initiatives were launched, and work continued on several others in order to address the priorities set out in the 10-Year Education Plan.

We continued to invest in and develop the early childhood sector during the previous year (2017-2018). The roll-out of the New Brunswick Early Learning Centre designation across the province aims to provide access to quality, affordable childcare services in a stimulating and enriching environment to better prepare children for when they enter school. These services make it possible to eliminate barriers linked to family income, children's abilities and needs, language, and minority settings.

One of the areas of intervention where a considerable amount of effort has been invested, are the initiatives already well underway in connection with the Life and Career Plan, in particular, the development of best teaching practices and resources to support the educational staff.

In the school setting, work already underway has continued to advance the following initiatives: positive mental health in schools, literacy, First Nations' history, and the rollout of a common provincial primary report card.

With respect to inclusive education, a pilot project was developed to help students with special needs make an easier transition to the labour market. A support services management platform, monAPPUI, was also put in place.

We have invested to promote and support the teaching of Acadian literature in high school and to improve instructional resources, training, and activities to raise awareness among New Brunswickers about the history and culture of First Nations.

As you read our report more closely, you will note that considerable effort has been made to improve learning and the learning environment for Francophone students. This was done by working with stakeholders and partners to better prepare our young people to become the independent and productive adults of tomorrow.



Marcel Lavoie
Deputy Minister, Francophone sector

Top 6 Priorities

Strategy and Operations Management

The Government of New Brunswick (GNB) uses a Formal Management system built on leading business practices to develop, communicate and review strategy. This process provides the Public Service with a proven methodology to execute strategy, increase accountability and continuously drive improvement.

The development of the strategy, using the Formal Management system, starts with our governments roadmap for the future of New Brunswick that focuses on key priorities and the importance of public accountability

Our Top Priorities:

Affordable and Responsive Government

Getting our financial house in order will make it possible for government to be responsive and provide sustainable high-quality public services for all New Brunswickers.

Dependable Public Health Care

New Brunswickers deserve a sustainable, high-quality health-care system where they are able to access the services they need when they need them.

World-class Education

New Brunswick's young people need access to a world-class education, so they can make the most of their lives and compete in future job markets.

Energized Private Sector

All New Brunswickers benefit from a thriving private sector. Increasing private sector investment, growing our labour force and being home to successful businesses of all sizes is good for our province.

Vibrant and Sustainable Communities

Vibrant communities are places people want to call home. More vibrant and sustainable communities make for a more resilient province.

High-performing Organization

All New Brunswickers benefit when engaged and empowered civil servants use their talents and skills to make our province a better place.

Highlights

During the 2018-2019 fiscal year, the Department of Education and Early Childhood Development focused on these strategic priorities through:

Early Childhood Services

- Rolled out the designation of New Brunswick Early Learning Centres and Homes across the province.
- Improved the parent subsidy such that there was an increase of 62 per cent uptake by parents who had not benefit from financial aid in the past and 827 parents are accessing free child care.
- Established two Centres of Excellence in Preschool Education, one French and one English, promoting professional development to early childhood educators.
- Launched the Early Childhood Services Portal of the childcare registry.
- Released two parent literacy guides based on the framework for early childhood literacy.
- Developed a transition plan to the labour market or post-secondary education for special needs students.
- Invested new resources in Acadian literature in high school.
- First official administration of the new writing assessment in Grade 4, then reading and writing in Grade 7.
- Continued rollout of a new, unique provincial report card.
- Continued implementation of the recommendations of the Truth and Reconciliation Commission of Canada through the purchase of instructional resources, training, and awareness-raising activities.
- Continuation of the Taking the Next Step initiatives through four social innovation labs that focused on engaging students in school.

Anglophone Educational Services

- Implemented Grade 2 French Immersion in 68 schools; and continued development of the Grade 3 curriculum and of the program for French Language Opportunities for Rural Areas (FLORA) and added seven pilot sites. (Continued from Grade 1 French Immersion entry)
- Developed Post-Intensive French online course (PIF 120) to ensure access for all high school students.
- Developed a Student Exit Profile to explain the desired outcomes of education and how these relate to engagement and the global competencies.
- Finalized the implementation of the updated Provincial Assessment Program.
- Implemented MyBlueprint software in schools and produced a guide specifically for First Nation students.
- Launched the pilot of the new Mi'kmaq community language course.

Francophone Educational Services

- Continued provincial rollout of the Life and Career Plan and the Exit Profile by developing the best teaching practices and resources needed to support school staff.
- Implemented a new support services management platform, monAPPUI.

Autism Learning Partnership

- The introductory online autism training provided to preschool autism agencies and personnel was made available to New Brunswick parents/guardians of children and youth with autism.
- Launched the Supporting Student Success Series within anglophone school districts to support the ongoing practical skills development of educational assistants, and other school staff.

Policy and Planning

- Updated Policy 309 – French Second Language Programs to reflect the reinstatement of French immersion in Grade 1.
- Revised Policy 711 – Healthier School Food Environment establishing the minimum requirements for creating a Healthier School Food Environment in New Brunswick's public schools.

Corporate Services

- Implemented an Initiatives Management framework to provide better oversight of the Department's portfolio of projects.

Performance measures

A world-class Education	Long-term measures (10-year Education Plan)	Short-term measures (2016-2018)
Ensure all pre-school children develop the competencies they need to be successful in school and in life. (Anglophone sector)	Increase the number of children who demonstrate an appropriate level of development at the pre-kindergarten assessment.	Percentage of children registered at birth.
Improve literacy skills for all learners. (Anglophone sector)	Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.	Percentage of K-2 teachers using the nine components of the Balanced Literacy Approach.
		Percentage of K-2 teachers using formative assessment to inform and guide instruction and learning.
Improve numeracy skills for all learners. (Anglophone sector)	Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.	Percentage of K-2 teachers using formative assessment to inform and guide instruction and learning.
Ensure that all students develop the competencies they need to achieve their career and life readiness plan. (Francophone sector)	Percentage of Grade 8 students who indicate that their time in elementary school helped them identify their strengths and areas of interest.	Percentage of school principals in the francophone education sector who say that they fully understand the vision and basic concepts of the skills-based approach,
Improve learners' literacy skills.(Francophone sector)	Percentage of students who attain at least the expected level in provincial Grade 2 reading assessments.	Percentage of Garde 2 classroom teachers in targeted schools who assess the reading level of their students using the GB+ evaluation kit, at least once per semester.

Energized private sector	Long-term measures (10-year Education Plan)	Short-term measures (2018-2020)
Increase percentage of children aged 0-5 who are attending a New Brunswick Early Learning Centre	Not applicable	Increase percentage of children aged 0-5 who are attending a NB Early Learning Centre from 0 per cent to 10 per cent by 2020.
	Not applicable	Increase number of licensed child-care spaces for infants from 2184 to 2384 by 2020.
	Not applicable	445 children benefiting from a subsidized space in a New Brunswick Early Learning Centre by 2020.

A world-class education

Ensure all pre-school children develop the competencies they need to be successful in school and in life.

Objective 2 of the 10-year Education Plan (Anglophone Sector)

Objective of the measure

Implement a new process by which children will be registered to school at birth to ensure early identification and appropriate interventions support children global optimal development prior to school entry.

Measures

Long-term measure (10-year Education Plan)

Increase the number of children who demonstrate an appropriate level of development at the pre-kindergarten assessment.

Short-term measure (2016-2018)

Percentage of children registered at birth.

Description of the short-term measure

This measure tracks the percentage of newborns in the province who are registered. The intent is to register the newborns as part of an existing registration process.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

This project was put on hold during this reporting period in order to focus on the database and parent portal as well as the implementation of the early learning centres and subsidy model.

Overall performance

This project was put on hold during this reporting period in order to focus on the database and parent portal as well as the implementation of the early learning centres and subsidy model.

Why do we measure this?

Registry at birth will provide a single point of entry for parents to access resources and receive information on available support. The expectation is that earlier access to available support resources will increase the number of families participating in early childhood programs. This should, in turn, improve child development.

Improve literacy skills for all learners.

Objective 3 of the 10-Year Education Plan (Anglophone Sector)

Objective of the measure

To ensure children have the solid foundation in literacy to be successful in subsequent grades.

Measures

Long-term measure (10-Year Education Plan)

Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.

Short-term measure (2016-2018)

Percentage of K-2 teachers using all components of the Balanced Literacy Approach.

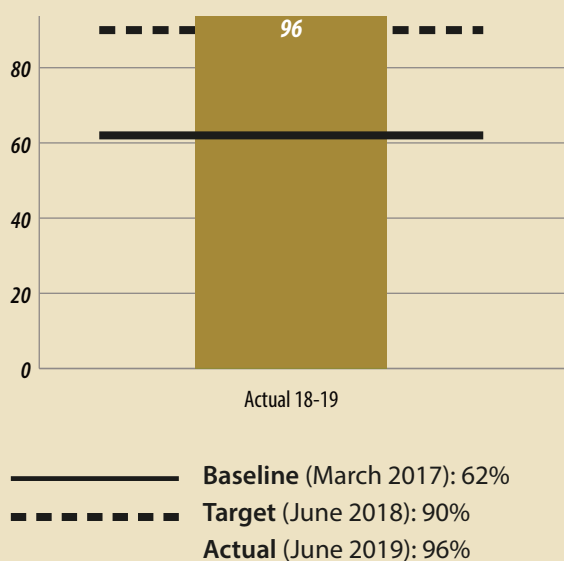
Description of short-term measure

This measure tracks the percentage of teachers who routinely use all components of a Balanced Literacy approach in their classroom. By doing so, teachers can provide students with a range of authentic literacy experiences that impact the development of foundational skills for communication and learning. In addition, teachers are tracking the level of integration of these practices across all curricular areas.

The components of balanced literacy include: Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modelled Writing, Shared Writing, Independent Writing, Word Work and Oral Language.

Overall performance

The actual data has exceeded the target of 90% of teachers intentionally using the components of balanced literacy instruction.



Why do we measure this?

Research in reading achievement reveals the positive impact a Balanced Literacy Approach can have when teachers use these approaches to target instruction to individual student need.

Using a balanced approach to literacy, teachers are able to integrate authentic reading, writing, oral language and word work into student learning to provide a wide range of experiences for students. Along with targeted support, this will positively impact literacy achievement of students.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

Districts were provided funding to offer professional learning and coaching support for teachers in implementing the Balanced Literacy Approach in the primary grades.

Improve literacy skills for all learners.

Objective 3 of the 10-year Education Plan (Anglophone Sector)

Objective of the measure

Increase the use and effectiveness of formative assessment in classrooms.

Measures

Long-term measure (10-Year Education Plan)

Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.

Short-term measure (2016-2018)

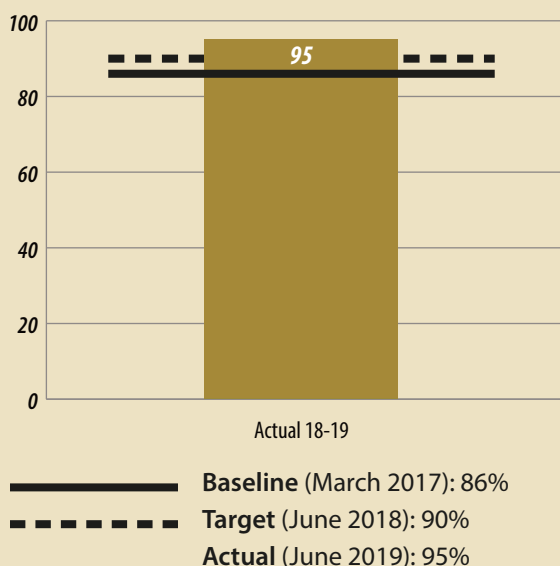
Percentage of K-2 teachers using formative assessment to inform and guide instruction and learning.

Description of the short-term measure

This measure tracks the percentage of K-2 teachers using formative assessment as an integral component of literacy instruction. Teachers use the Formative Assessment Learning Scale to self-report their current level of use of this practice. There are six levels on the scale: knowing, willing, learning, improving, doing, and sustaining. With support from their principals and lead teachers, the teachers reflect on which level best describes their use of formative assessment in their classrooms and record it on the scale.

Overall performance

The actual data, which includes teachers at the “Improving” level and above, has exceeded the target of 90 per cent of teachers using formative assessment. However, to achieve the goal of full implementation of formative assessment in K-2 classrooms, teachers need to reach the level of “Doing” which is described as: “I am regularly doing all parts of the formative assessment cycle with all of my students.”



Why do we measure this?

Through the use of formative assessment, teachers are able to collect detailed information that is used to improve instruction and student learning. This allows teachers to provide effective, consistent and intentional instruction and support to students. This will have an overall positive impact on student achievement and reduce learning gaps.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

Funding has been provided to districts to support teachers in becoming familiar with the resources and tools like the process map and the learning cycle (e.g.,

tasks to use to check for prior learning and curriculum expectations, data collection tools, tasks to extend learning).

K-3 literacy teachers receive job-embedded, timely, and personalized professional learning from Literacy Leads who are deployed at a low ratio. The leads provide Instructional coaching to enhance the practices of K-3 literacy teachers focusing on balanced literacy and the teaching process map.

Improve numeracy skills for all learners

Objective 4 of the 10-Year Education Plan (Anglophone sector)

Objective of the measure

Increase the use and effectiveness of formative assessment in classrooms.

Measures

Long-term measure (10-Year Education Plan)

Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.

Short-term measure (2016-2018)

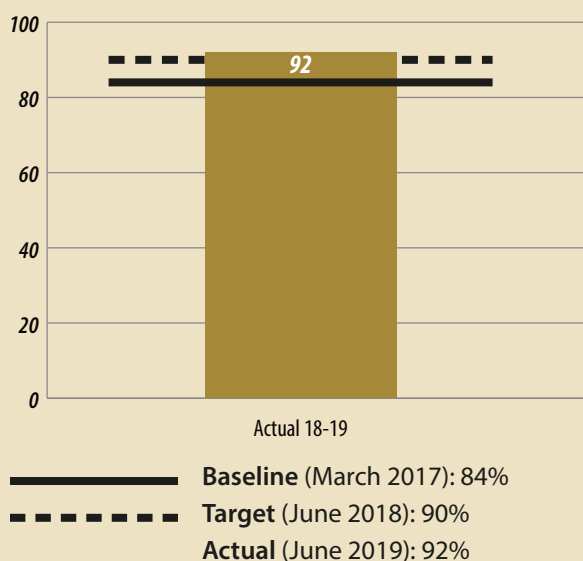
Percentage of K-2 teachers are using formative assessment to inform and guide instruction and learning.

Description of the short-term measure

This measure tracks the percentage of K-2 teachers using formative assessment as an integral component of literacy instruction. Teachers use the Formative Assessment Learning Scale to self-report their current level of use of this practice. There are six levels on the scale: knowing, willing, learning, improving, doing, and sustaining. With support from their principals and lead teachers, the teachers reflect on which level best describes their use of formative assessment in their classrooms and record it on the scale.

Overall performance

The actual data, which includes teachers at the “Improving” level and above, has exceeded the target of 90 per cent of teachers using formative assessment. However, to achieve the goal of full implementation of formative assessment in K-2 math classrooms, teachers need to reach the level of “Doing” which is described as: “I am regularly doing all parts of the formative assessment cycle with all of my students.”



Why do we measure this?

Through the use of formative assessment, teachers are able to collect detailed information that is used to improve instruction and student learning. This allows teachers to provide effective, consistent and intentional instruction and support to students. This will have an overall positive impact on student achievement and reduce learning gaps.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

Funding has been provided to districts to support teachers in becoming familiar with the resources and tools like the process map and the learning cycle (e.g., tasks to use to check for prior learning and curriculum expectations, data collection tools, tasks to extend learning).

K-2 numeracy teachers receive job-embedded, timely, and personalized professional learning from Numeracy Leads who are deployed at a low ratio (approximately 1:15). The leads provide Instructional coaching to enhance the practices of K-3 math teachers focusing on the teaching process map, math expertise, and pedagogy.

Ensure that all students develop the competencies they need to achieve their career and life readiness plan

Objective 1 of the 10-year education Plan (Francophone Sector)

Objective of the measure

Ensure that all students develop the competencies they need to achieve their career and life readiness plan.

Measures

Long-term measure (10-Year Education Plan)

Percentage of Grade 8 students who say that their time in elementary school helped them identify their strengths and areas of interest.

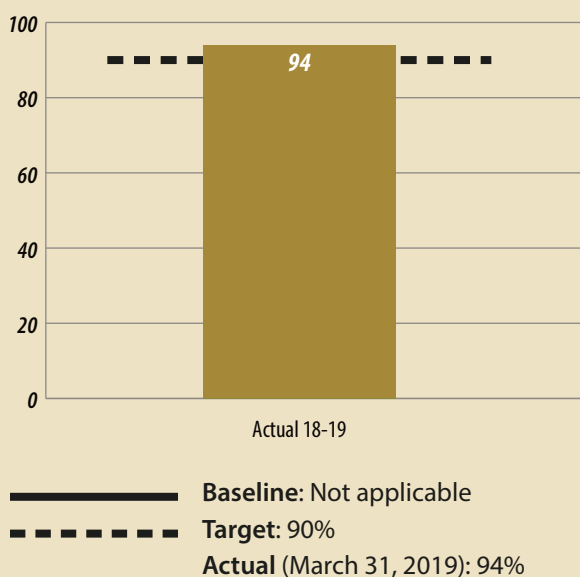
Short-term measure (2016-2018)

Percentage of school principals in the Francophone sector who say that they fully understand the vision and basic concepts of the skills-based approach.

Description of the short-term measure

School principals play an important role in the management of the planned change: through their enlightened leadership, the vision and basic concepts of the skills-based approach can be deployed to the classroom level. They must therefore communicate these essential elements effectively to their staff.

Overall performance



Why do we measure this?

This measure is related to the competency-based approach action area under Objective 1 of the 10-Year Education Plan, the objective of which is to help all students, all along their education, to develop in learning environments that promote a competency-based approach and regularly help students carry out complex, context-specific and meaningful tasks.

The move to focus on the development of competencies is a significant paradigm shift that requires an in depth assessment and close collaboration between schools, school districts and the Department.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The Francophone sector launched three provincial initiatives to foster the advancement of Objective 1 of the 10-year Education Plan: Development of competencies, career and life readiness strategy, and implementation of change. The Francophone sector also held a provincial meeting to raise Francophone school principals' awareness of career and life readiness and develop a common vision.

Numerous resources were developed to support increased awareness in all Francophone schools of the career and life readiness plan. The active participation of students in prototype schools in learning situations is promoting the development of the competencies in the *Student Profile in New Brunswick's Acadian and Francophone School System*.

Improve learners' literacy skills.

Objective 7 of the 10-year Education Plan (Francophone Sector)

Objective of the measure

Improve learners' literacy skills.

Measures

Long-term measure (10-Year Education Plan)

Percentage of students who attain at least the expected level in provincial Grade 2 reading assessments.

Short-term measure (2016-2018)

Percentage of Grade 2 classroom teachers in targeted schools who assess the reading level of their students using the GB+ evaluation kit, at least once per semester.

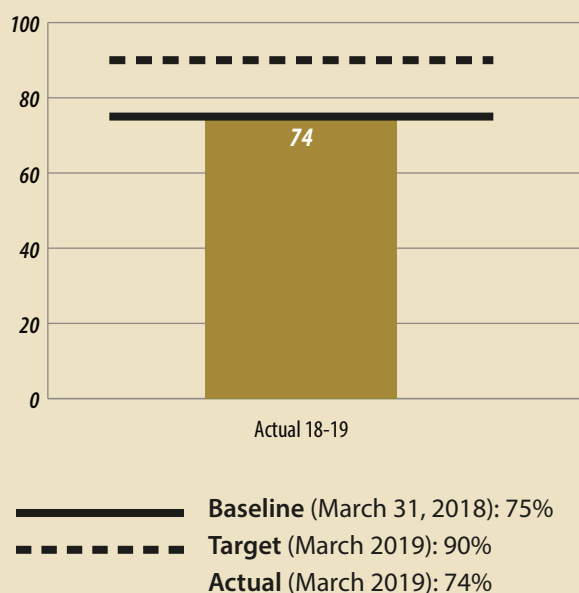
Description of the short-term measure

All Grade 2 classroom teachers are asked to participate in a survey three times during the school year in order to check whether they have conducted evaluations using a diagnostic tool with all of the students in their classes using the GB+ evaluation kit, and if not, identify obstacles preventing them from doing so.

Overall performance

As of March 31, 2019, 74 per cent of Grade 2 teachers said that they had conducted at least one evaluation using the diagnostic with all their students during the second semester of the school year.

The percentage of teachers who conducted evaluations using the diagnostic tool with all their students is slightly lower than the baseline established in the previous fiscal year.



Why do we measure this?

Miscue analysis diagnostic tool is a proven practice in literacy. It makes it possible to identify specific reading problems that students are having, allows for the teacher to take measures to correct the specific problems, and ensure that young readers are reading within their zone of proximal development.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The survey helped teachers express their needs in terms of using the diagnostic tool (e.g., kits not available, lack of training, and class management problems). The Department and the school districts implemented initiatives to meet the identified needs. For example, the Department provided GB+ evaluation kits for teachers who said they did not have one.

Energized private sector

Increase percentage of children aged 0-5 who are attending a New Brunswick Early Learning Centre

Objective of the measure

Offer equitable and affordable access to higher quality early learning and child care services by removing barriers linked to family income, children’s ability and needs, language, and minority settings. The focuses on the four goals of the Early Learning and Child care Action Plan are to improve quality, accessibility, affordability and inclusion.

Measure

Long-term measure (Not applicable)

Short-term measure (2018-2020)

Increase percentage of children aged 0-5 who are attending a New Brunswick Early Learning Centre from 0 per cent to 10 per cent by 2018.

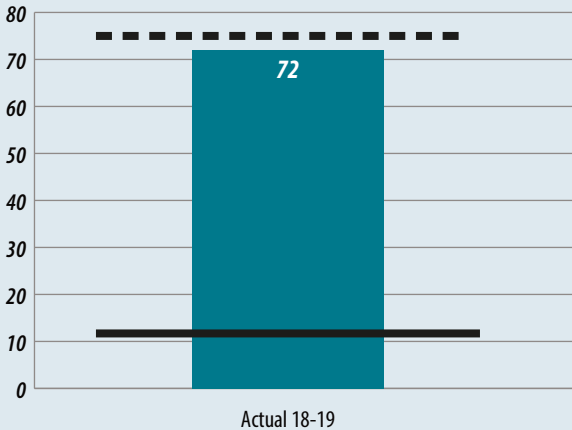
Description of the short-term measure

The percentage of children aged 0-5 who are attending a designated New Brunswick Early Learning Centre in comparison to the number of children aged 0-5 attending all licensed facilities. Not all licensed facilities will be designated.

Overall Performance

As of March 2019, the provincial roll out of the new “New Brunswick Early Learning Centre” and “New Brunswick Early Learning Home” was completed.

79% total uptake from all eligible early learning and childcare centres in the program across the province. The overall initial performance for this initiative has been deemed a success.



- Baseline (March 2018): 11.7%
- - - Target (March 2020): 75% of children are registered in a New Brunswick Early Learning Centre
- Actual (March 2019): 72% of the 13,490 available spaces in New Brunswick Early Learning Centres across the province

Why do we measure this?

The licensed facilities which will apply and receive the new designation as a New Brunswick Early Learning Centres will be higher in quality due to annual assessments and quality improvement plans; therefore, it is important to measure the percentage of children attending NB ELC since these centres will have quality measured.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The provincial government has signed a three-year bilateral agreement under the Early Learning and Child Care federal framework. The provincial and federal funding resulted in the creation of New Brunswick Early Learning Centres through which families access affordable quality child care. Grants to help pay for the cost of

providing quality child care is provided through EECD directly to the New Brunswick Early Learning Centres and New Brunswick Early Learning Homes.

In 2018-2019, government rolled out the designation of New Brunswick Early Learning Centres across the province and introduced the designation for licensed early learning and childcare homes. These facilities can become designated through a voluntary application process to offer higher quality services to preschool children aged five and under.

- With a target of 300 New Brunswick Early Learning Centres designated by March 2020, 331 New Brunswick Early Learning Centres received their designation, representing a 79 per cent total uptake from all eligible early learning and childcare centres in the program across the province.
- 89 New Brunswick Early Learning Homes were designated representing a 55 per cent total uptake.
- With a target of 9,880 child care spaces available in a designated centre by March 2020, 11,207 childcare spaces were available in these facilities.

Increase number of licensed child-care spaces for infants

Objective of the measure

As part of the New Brunswick Child Care Review Task Force Report, parents have voiced their concerns over the lack of licensed infant spaces and of the high cost of infant care. The focuses on the four goals of the Early Learning and Child care Action Plan are to improve quality, accessibility, affordability and inclusion. This initiative offers equitable and affordable access to higher quality early learning and child care services by removing barriers linked to family income, children's ability and needs, language, and minority settings.

Measures

Long-term measure

Maintaining an adequate number of infant spaces.

Short-term measure (2018-2020)

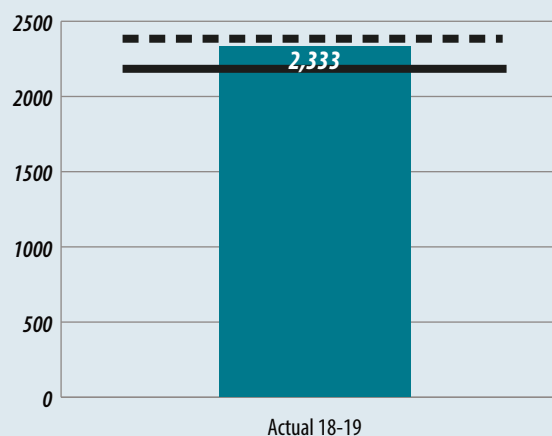
Increase number of licensed child-care spaces for infants from 2184 to 2384 by 2020.

Description of the short-term measure

Measuring the increase in the number of infant spaces created during the time period.

Overall performance

With a target of 200 infant spaces created by March 2020, 156 infant spaces had been created, growing from 2,184 to 2,339 spaces. The overall initial performance is well underway to meet the March 2020 target.



— Baseline (March 2018):
2,184 infant spaces

- - - Target (March 2020):
2,384 infant spaces

Actual (March 2019):
2,333 infant spaces

Why do we measure this?

The Child Care Review Task Force Report recommended an increase in infant spaces, given there are significant challenges with the viability of early learning and child-care centres, particularly with spaces for children from birth to age four, especially with infant spaces. The recommendation called for consistent incremental increases in public investments to build a sustainable early learning and childcare system for children from birth to age four.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The New Brunswick Early Learning Designation Program is intended to provide incentives to centres and homes to increase the number of infant spaces.

- Monthly grants in the amount of \$10/infant spaces are being provided to New Brunswick Early Learning Centre to help maintain the current number of infant spaces and to assist with the creation of new spaces.
- Monthly grants in the amount of \$2.50/preschool spaces are being provided to New Brunswick Early Learning Homes to help maintain the current number of infant spaces and to assist with the creation of new spaces.

Subsidized space in a New Brunswick Early Learning Centre

Objective of the measure

Make child care more affordable to families.

Measures

Long-term measure (Not applicable)

Short-term measure (2018-2020)

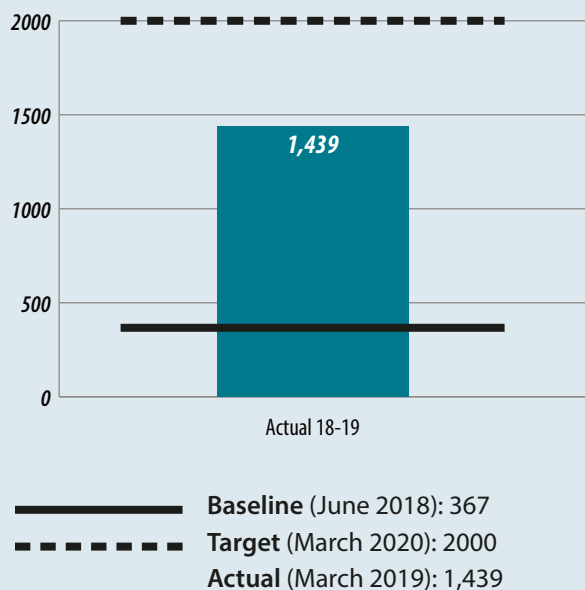
445 children benefiting from a subsidized space in a New Brunswick Early Learning Centre by 2020.

Description of the short-term measure

As early learning and childcare facilities become designated centres, families with children aged 0-5 attending these New Brunswick Early Learning Centres will have access to the new Designated Centre – Parent Subsidy program. This measure tracks the number of children benefiting from this program.

Overall performance

The results are positive and are heading in an upward trend.



Why do we measure this?

The new Designated Centre – Parent Subsidy program provides free child care to families with a gross income of \$37,500 or less. There is a sliding scale for the new subsidy which begins at the Market Fee Threshold for families with an annual family income of \$37,501 and above.

What initiatives or projects were undertaken in the reporting year to achieve the outcome?

The Designated Centre – Parent Subsidy is financial support provided by the Government of New Brunswick for low and middle-income families to help pay for the costs of child care. The subsidy for children attending a designated centre ensures affordable childcare to New Brunswick families.

The Designated Centre – Parent Subsidy results in two outcomes:

1. No family in New Brunswick will pay more than 20 per cent of their gross annual family income to cover child care costs while their child is attending a New Brunswick Early Learning Centre. This increase supports families with multiple children under five years of age.
2. Free childcare for preschool aged children for families with a gross annual income under \$37,500 attending a New Brunswick Early Learning Centre, regardless of the location and fee charged by the operator.

Overview of departmental operations

The Department of Education and Early Childhood Development’s vision is to make a difference in classrooms and early learning environments that are diverse by focusing on strategic services to support the learning and development of all children and students. The department’s role is:

- to provide public education (Kindergarten through Grade 12);
- to oversee, support and regulate early childhood services for the province; and
- to ensure the public’s interest in the safety, security and healthy development of children up to age 12 who attend regulated daycares.

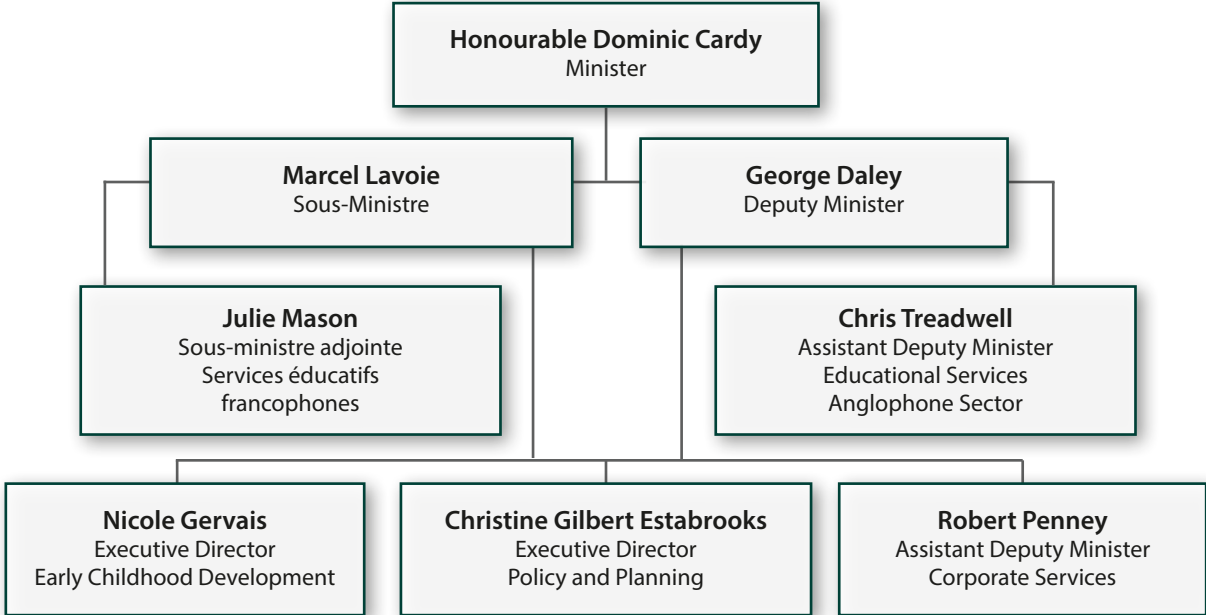
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students.

Serving Canada’s only officially bilingual province, New Brunswick’s education system offers students the opportunity to learn in English and French through two parallel, but separate education systems. Each linguistic sector of the department is responsible for its curriculum, student services and assessment.

The public education system has seven school districts – four anglophone and three francophone. District Education Councils (DECs), consisting of publicly and locally elected members, are responsible for establishing the direction and priorities for their respective district and for making decisions as to how the districts and schools are operated, under the leadership of the Superintendent.

Early childhood services and programs are mainly delivered through community-based organizations. However, services are aligned according to the different geographical zones and the Official Language used in the local school district. The department plays a crucial role in regulating the services through legislation and standards. While the department delivers some programs and services, most early childhood programs are contracted to community-based organizations or to private agencies that offer services such as the preschool autism program or the early intervention program for families with children who are at risk of developmental delays. Programs and services also include a network of 850 licensed daycares.

High-level organizational chart



Division overview and highlights

Early Childhood Services Division

HIGHLIGHTS

- ◆ Government rolled out the designation of New Brunswick Early Learning Centres and Homes across the province.
- ◆ The improved parent subsidy saw an increase of 62 per cent uptake by parents who had not benefit from financial aid in the past and 827 parents are accessing free child care.
- ◆ The establishment of two Centres of Excellence in Preschool Education, one Anglophone and one Francophone, promoting professional development to early childhood educators.
- ◆ Launched the Early Childhood Services Portal of the childcare registry.
- ◆ Release of two parent literacy guides based on the framework for early childhood literacy. The resource is designed to provide a variety of tips that promote literacy through daily learning and playing that can easily be incorporated into the life of busy families.
- ◆ A separate branch for licensing and monitoring of the early learning and child care facilities was created under Corporate Services of EECD.
- ◆ Launch of a new licensing and permitting technological solution to improve monitoring capacity, consistent reporting of data on licensed facilities across the province and improved online inspection reports for the public.

The Early Childhood Services Division is responsible for leading the strategic planning and delivery of all provincial early childhood programs and services as well as the strategic alignment of early childhood services and education services to ensure a continuity programs and services to support the success of all children in the province.

The Early Childhood Development Division leads, directs, oversees and supports the following programs and services:

- Prenatal Benefit Program,
- Early Learning and Childcare Licensing and Monitoring Services,

- Early Learning and Child Care Curriculum Frameworks,
- New Brunswick Early Learning Centre designation,
- Professional Learning for early childhood educators,
- Parent Subsidies,
- Services for Preschool Children on the Autism Spectrum Disorder,
- Quality Improvement Funding Support Program,
- Enhanced Support Worker Program,
- Early Language Development and Early Literacy,
- Excellence in Parenting / Communities Raising Children,
- Early Intervention Services and Developmental Child Care, and
- Welcome to Kindergarten Program.

Key Performance Indicators

- 1,512 new licensed early learning and childcare spaces were created, bringing the total number to 30,363. The coverage of licensed daycare spaces for the province is at 32 per cent, up from 29.9 per cent (7 per cent growth) from the previous year.
- As of March 31, 2019, the province surpassed the target goal of 30,000 spaces across the province.

As of March 2019:

- 1,439 children were receiving an approved subsidy for childcare in New Brunswick Early Learning Centres and New Brunswick Early Learning Homes. Of these:
 - 827 children were receiving free childcare.
 - 612 more children were receiving subsidized childcare.
- With a target of 300 New Brunswick Early Learning Centres designated by March 2020, 331 New Brunswick Early Learning Centres received their designation, representing a 79 per cent total uptake from all eligible early learning and childcare centres in the program across the province.
- 9,697 children were enrolled in a New Brunswick Early Learning Centre, representing 72 per cent of the 13,490 available spaces in New Brunswick Early Learning Centres across the province.
- 89 New Brunswick Early Learning Homes were designated representing a 55 per cent total uptake.

- 286 children were enrolled in a New Brunswick Early Learning Home, representing 39 per cent of the 735 available spaces in New Brunswick Early Learning Homes across the province.
- With a target of 200 infant spaces created by March 2020, 156 infant spaces had been created, growing from 2,184 to 2,339 spaces.
- With a target of 9,880 child care spaces available in a designated centre by March 2020, 11,207 childcare spaces were available in these facilities.
- In 2018-2019, 474 facilities who were eligible for designation benefited from the Quality Improvement Grant.
- As of March 31, 2019, a total of 4,146 parents signed up to the Early Childhood Services Portal.

Anglophone Sector

- As of March 31, 2019, 92 per cent (309/337) of the early learning and childcare facilities participated in the Exploring Literacies project and provided literacy resource kits containing children's books and mark-making materials.
- 42 per cent (1002/2377) of educators in early learning and childcare facilities participated in Exploring Literacies professional learning workshops.
- 161 additional early childhood professionals represented by Family Resource Centres, Family and Early Childhood Agencies and public libraries participated in Exploring Literacies professional learning.
- The results of the Early Years Evaluation – Direct Assessment (EYE-DA) demonstrated that 87.9 per cent of children entering kindergarten in September 2018 were assessed at appropriate development.
- In 2018-2019, 96 per cent (225/234) of the designated New Brunswick Early Learning Centres were assessed using the Early Childhood Environment and the Infant Toddler Environment Rating Scales. On this 7-point scale, the average quality score was 4.85.
- As part of the Center of Excellence initiatives, a three-day Reflective Practice Institute was held in February 2019, followed by two communities of practice professional learning events per district in March.

Francophone sector

- As of March 31, 2019, 90 per cent (206/230 targeted) of early learning and child care facilities took part in the training and received on-site support in early childhood literacy.
- 36 per cent (528/1486) of early childhood educators completed the 6-hour Early Childhood Literacy Training.
- The results of the Early Years Evaluation-Direct Assessment (EYE-DA) for children enrolled to enter kindergarten in September 2018 demonstrated that 74.2 per cent of children enrolled in kindergarten in the Francophone school districts were evaluated at appropriate development.
- In 2018-2019, 96 per cent (138 of 144) of the designated New Brunswick Early Learning Centres were assessed using the Infant Toddler and Early Childhood Environment Rating Scales (ITERS – ECERS). The average quality score for these is 4.22 on a scale of 7.
- As part of the Center of Excellence initiatives, three regional professional development forums were held in February 2019, 401 francophone educators participated in the two days of professional learning.

Anglophone Educational Services Division

HIGHLIGHTS

- ◆ Implemented Grade 2 French Immersion in 68 schools and continued development of the Grade 3 curriculum.
- ◆ Continued development of the program for French Language Opportunities for Rural Areas (FLORA) and added seven pilot sites.
- ◆ Developed Post-Intensive French online course (PIF 120) to ensure access for all high school students.
- ◆ Offered systemwide professional learning to support and strengthen social emotional learning.
- ◆ Developed a concept paper for curriculum redesign and supported districts to explore the New Brunswick Global Competencies and personalization mindset in schools, including assessment indicators.
- ◆ Developed a Student Exit Profile to explain the desired outcomes of education and how these relate to engagement and the global competencies.
- ◆ Completed literacy modules for professional learning about foundational literacy.
- ◆ Completed the research phase for updates to the Middle School Health curriculum.
- ◆ Finalized the implementation of the updated Provincial Assessment Program.
- ◆ Established a new process for determining English language proficiency of students enrolled in offshore schools purchasing the New Brunswick curriculum.
- ◆ Piloted the Essential Skills program in partnership with the Department of Post-Secondary Education, Training and Labour (PETL) and the New Brunswick Community College.
- ◆ Piloted a dual credit opportunity with NBCC. Students in this pathway engaged in on-line courses while in high school.
- ◆ Continued rollout and implementation of ESS Connect. This electronic platform supports the creation, management, resourcing, and follow-up of Personalized Learning Plans (PLP).
- ◆ Implemented MyBlueprint software in schools and produced a guide specifically for First Nation students. This portfolio tool helps students become self-determined learners, find purpose, and develop a plan,
- ◆ Provided a digital collection of nearly 5,000 eBooks and audiobooks. Students in grades K-8 in 55 schools read for over 6,100 hours from Oct 2018-July 2019.
- ◆ Piloted the New Brunswick Provincial Improvement Framework in seven schools. The framework will help to ensure common expectations and collaboration with districts in implementing the Education Plan.
- ◆ Launched the pilot of the new Mi'kmaq community language course.
- ◆ Partnered with Elsipogtog First Nation and provincial trades teachers to build a house on the community.
- ◆ Continued high school welding lab upgrades and an equipment inventory was completed of all Skilled Trades Labs to inform planning.
- ◆ Held summer welding camps on First Nation communities.
- ◆ Hosted an OECD international policy forum entitled, "Strength through Diversity" to discuss the promotion of social emotional learning in newcomer students.
- ◆ Continued participation in the OECD international collaborative community focusing on promising practices in indigenizing education.

The **Anglophone Educational Services Division** is responsible for the establishment of provincial public education standards, programs (including French Second Language) and services for the K-12 education system. The division contributes to the development, IMPLEMENTATION, and monitoring of the provincial education plan and public accountability processes. The division works with external partners and provincial, regional and national stakeholders to improve learning and service delivery for students.

The division was reorganized this year for greater focus on systemic improvements, innovation, and strategic partnerships. It now consists of the following five branches: **Assessment, Analysis and Design Services** which includes responsibility for the Provincial Student Assessment Program, measurement and analysis services, and design and development of online courses and print materials; **Change Leadership**, which includes responsibility for applied research, virtual learning and strategic partnerships; **Education Support Services**, which includes oversight for supports for learning and responsibility for career pathways and experiential learning; **Learning and Achievement**, which includes responsibility for curriculum and instruction and French

Second Language programs; and the **Office of First Nation Education**, which supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

Provincial Assessment Data

- The following Provincial Assessments were completed in 2018-2019:
 - Grade 4: Reading (English and French Immersion), Mathematics, Science
 - Grade 6: Reading (English, Post-Intensive French and French Immersion), Mathematics, Science
 - Grade 9: English Language Proficiency Assessment (ELPA)
 - Grade 10: Reading (Post-Intensive French and French Immersion), Mathematics, Science
 - Grade 6 and Grade 12: French Second Language Oral Proficiency Interview (OPI)
- The results from these assessments can be found on the Department website: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/reports_on_achievement/provincial.html

Pan-Canadian Assessment Program (PCAP)

- This national assessment is administered every three years to Grade 8 students to assess their knowledge and skills in: reading, mathematics and science.
- The 2016 results were released in the spring of 2018. Reading was the major domain so performance level data were available for this domain.
- Results have been variable since 2010.
- The results from this assessment can be found on the Department website: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/reports_on_achievement.html

Programme for International Student Assessment (PISA)

- This international assessment is administered every three years to 15 year-old students to assess their knowledge and skills in: reading, mathematics and science.

- The 2015 results were released in the spring of 2018. Reading was the major domain so performance level data were available for this domain.
- The results from this assessment can be found on the Department website: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/reports_on_achievement.html

Inclusive Learning Environments

Each year, a random sample of Personalized Learning Plans-Modified (4 per cent) is reviewed by the Educational Services Support team (department and districts) to assess the quality of key components of the plans. The goal is for 100 per cent of plans to meet the identified expectations. This includes:

Personalized Learning Plan (Modified Plans) components	2017-2018*
• PLPs have current and up-to-date justification statements	49%
• PLPs have current SMART goals (specific, measurable, action-oriented, realistic, time bound)	58%
• PLPs have current outcomes to achieve learning goals	79%
• Specific information about instructional strategies is included	64%
*Next results will be available in 2019-20 once ESS Connect is fully implemented.	

Improve First Nation cultural understanding

Cultural Immersion Camps were offered through the partnership with Mi'kmaq Wolastoqey Centre at the University of New Brunswick, and First Nation community members.

Anglophone school districts

The English-language public education system consists of four anglophone school districts, each governed by a District Education Council (DEC), whose members are publicly and locally elected. Each DEC hires a superintendent to oversee the leadership of the school district. The Anglophone school districts are responsible to ensure:

- implementation of provincial educational policy;
- development of district education and expenditure plans;

- identification of school district priorities;
- implementation of provincial curricula and related programs and services; and
- establishment of local policies to address its needs.

HIGHLIGHTS

- ♦ *For highlights about each school district, please consult: <http://www.gnb.ca/0000/SchoolDistricts.asp>*

Francophone Educational Services Division

HIGHLIGHTS

- ♦ *Continued provincial rollout of the Life and Career Plan and the Exit Profile by developing the best teaching practices and resources needed to support school staff.*
- ♦ *Implemented the new support services management platform, monAPPUI.*
- ♦ *Developed a transition plan to the labour market or post-secondary education for special needs students.*
- ♦ *Invested new resources in Acadian literature in high school.*
- ♦ *First official administration of the new writing assessment in Grade 4, then reading and writing in Grade 7.*
- ♦ *Continued rollout of a new, unique provincial report card.*
- ♦ *Continued implementation of the recommendations of the Truth and Reconciliation Commission of Canada through the purchase of instructional resources, training, and awareness-raising activities.*
- ♦ *Continuation of the Taking the Next Step initiatives through four social innovation labs that focused on engaging students in school.*

The Department's **Francophone Educational Services** are responsible for:

- Defining the expectations in terms of what the students must learn from kindergarten to Grade 12;
- Providing the various stakeholders at both the

provincial and local levels with information about the degree of success in terms of student learning;

- Offering school programs and learning support services to promote the inclusion and educational success of all students;
- Delivering online courses; and,
- Encouraging the cooperation and collaboration of education partners in order to implement the education plan of Acadian and Francophone schools.

Key performance indicators:

Literacy and numeracy

Targets

- 90 per cent of students attain at least level 3 (expected) on provincial Grades 2 and 3 reading tests;
- 85 per cent of students attain at least the appropriate level on provincial elementary school French and math tests; and
- 80 per cent of students attain the appropriate level on provincial Grade 10 math and Grade 11 French tests.

Current measures :

- 75 per cent of students attain at least level 3 (expected) on Grade 2 oral reading assessment.
- 62 per cent of students attain at least level 3 (expected) on Grade 3 reading assessment.
- 76 per cent of students attain at least level 3 (expected) on Grade 4 reading assessment.

- 67 per cent of students attain at least level 3 (expected) on Grade 7 reading assessment.
- 69 per cent of students attain at least level 3 (expected) on Grade 7 reading assessment.
- 55 per cent of students attain the appropriate level in Grade 11 French (regular).
- 81 per cent of students attain at least the appropriate level on the Grade 3 math assessment.
- 72 per cent of students attain at least the appropriate level on the Grade 6 math assessment.
- 74 per cent of students attain at least the appropriate level on the Grade 8 math assessment.
- 55 per cent of students attain the appropriate level in Grade 10 math (path A) and 77 per cent of students attain the appropriate level in Grade 10 math (path BC).
- 79 per cent of students attain at least the appropriate level on the Grade 8 science and technology assessment.

Francophone School Districts

The public-school system has three Francophone school districts administered by district education councils whose members are elected publicly and locally. Each district education council hires a superintendent. The Francophone school districts are responsible for the following:

- Ensuring compliance with provincial education policies;
- Establishing the directions and priorities for their district;

- Preparing education and expenditure plans;
- Implementing curricula, policies, and provincial services, and
- Establishing local policies to better meet the needs of their respective school districts.

HIGHLIGHTS

- ◆ *To find out all the highlights about each school district, please go to <http://www.gnb.ca/0000/DistrictScolairef.asp>.*

Integrated Service Delivery (ISD)

HIGHLIGHTS

- ◆ *Organized and participated in a strategic planning exercise designed to bring together the key players in the ISD and service continuum to discuss the current status of the situation and identify opportunities for improvement.*
- ◆ *Created an ISD document hierarchy to reach a common understanding of the different types of ISD documents and their relative hierarchical position.*
- ◆ *Identified the priorities that the team has relied on in recent months, including the planning of a new ISD governance structure and the revision of the ISD's framework to target vision, mission, guiding principles, and components of the ISD model.*
- ◆ *Began a process of standardizing ISD documents (consent form, common plan, service access forms, etc.) by consulting the regions and various groups to establish the minimum requirements for each document and arrive at a standardization consensus.*
- ◆ *Developed an ISD standards document to help regions align with the components of the ISD model.*
- ◆ *Lead a working group responsible for defining the roles of Child & Youth teams and its members and continues to participate in youth, family and First Nations consultation groups.*
- ◆ *Organized a provincial meeting bringing together all regional operations committee members and provincial directors (about 60 participants), creating opportunities for the exchange and sharing of solutions. The team also organized an interdepartmental meeting to discuss human resource issues on the multidisciplinary teams.*

Integrated Service Delivery (ISD) is a local and regional governance and service delivery framework that enables partners to better work together to meet the needs of children and youth at risk. It aims to fill the gaps in early assessment and intervention services for children, youth and families and is central to the provincial government's response to various reports highlighting the system's challenges.

The goal of ISD is to enhance the system capacity to respond in a timely, effective and integrated manner to the strengths, risks and needs profiles of children, youth and their families (right service intensity at the right time). Integrated Service Delivery is intended to ensure the vitality and well-being of all children and youth with multiple needs, through the impact of the collaborative and integrated work of government and community partners.

The ISD model was created to provide a comprehensive platform for departments and agencies (Education and Early Childhood Development, Health, Social Development, and Public Safety, seven school districts, the two Health Networks) for the sharing of service activities and communications to improve outcomes for New Brunswick's children and youth with multiple needs. ISD was rolled out at the provincial level in September 2017.

To achieve the overall goals of ISD, the provincial ISD team, consisting of a director and a provincial coordinator, must provide provincial leadership and effective change management to government and community partners across the continuum of services. This team works closely with a management analyst and a project manager from the Department of Health to help align with a common vision of the ISD and support its sustainability, to ensure the advancement of the initiatives and projects arising from the governance of ISD. In addition, the team ensures and promotes compliance with the ISD model, supports the operationalization of the model at the regional and provincial levels, supports the interdepartmental integration of services offered to children, youth, and families, provides opportunities for exchange and training of stakeholders across the service continuum, and works with governance to harmonize collaborative and integrated procedures and practices.

Autism Learning Partnership

HIGHLIGHTS

- ◆ *The introductory online autism training provided to preschool autism agencies and personnel was made available to New Brunswick parents/guardians of children and youth with autism,*
- ◆ *Consulted with parents/guardians and stakeholders to determine parent training needs moving forward.*
- ◆ *Restructured the advanced training program within the preschool autism agencies according to the needs identified by the agency to increase the intensity of training, and to provide a customized training plan for each participant.*
- ◆ *Created a Clinical Monitoring process and tool to support adherence to the Program Autism Standards.*
- ◆ *Expanded the Autism Learning Partnership advanced training to members of the Child and Youth team, who participated with resource teachers in the development of Personalized Learning Plan - Individual Behaviour Support Plans.*
- ◆ *Developed of the Comprehensive Assessment for Learning and Independence (CALI): Functional Skills for Independence, which assesses skills related to activities of daily living for individuals of varying ages and development levels who require individualized programming in the area of functional skills.*
- ◆ *Preliminary results from a study conducted in collaboration with Memorial University of Newfoundland indicated that the introductory online autism training had a significant impact on participants' confidence in their ability to recognize the key characteristics that contribute to a diagnosis of ASD, understand how the characteristics of ASD may impact learning, recognize that some interventions for learners with ASD are evidence-based and some are non-evidence-based, identify tools to support learners with ASD in an educational context, and recognize adaptation strategies that may help individual learners with ASD.*
- ◆ *Established an online presence through social media, webinars, and weekly articles, and began establishing its presence in the international market, in partnership with Atlantic Education International. New partnerships were established with St-Pierre et Miquelon, and private schools in Morocco, and Quebec to access the online training program.*

Autism Learning Partnership is a team dedicated to the development and delivery of autism training to prepare preschool and educational personnel to meet the learning and behavioural needs of learners with Autism Spectrum Disorder (ASD). The team provides services in French and English, evidence-based, high-quality professional learning and resources to support families, preschool agency personnel and educational personnel.

The branch is made up of the following three units: Provincial Autism Training, Research and Innovation, and Autism Education Outreach.

Provincial Autism Training unit supports the implementation of three levels of professional learning as part of EECD's **Autism Training Framework**. All course content is based upon the principles of Applied Behaviour Analysis, an evidence-based approach to support learners with autism. Resources and professional learning curriculum have been developed in collaboration with experts in the field, validated by a quality assurance committee.

The framework is made up of three levels of professional development:

1. **Introductory Course:**

ASD and Behavioural Interventions

This introductory level course is designed for both preschool personnel and educational personnel. The online training allows participants to gain a better understanding of the strengths and needs of learners with Autism Spectrum Disorder (ASD), as well as evidence-based teaching practices and interventions.

2. **Advanced Professional Learning:** **Learning for Teaching**

This advanced training provides participants with research-based practices and skills to develop and carry out effective programs. Through online course, on-the-job coaching, workshops, and a library of materials and resources, participants learn to conduct assessments to determine learner strengths and needs, implement evidence-based strategies for teaching essential skills for learners with ASD and provide coaching for team members working with learners with ASD.

3. Continuing Education

To maintain skills and knowledge of best practices, continuing education is offered on an ongoing basis. Examples of professional learning opportunities include workshops, consultation with a Learning Specialist and support in obtaining advanced certification in Applied Behaviour Analysis.

Research and Innovation unit develops new training content and resources and establishes partnerships with experts for validation and evaluation of training initiatives.

Autism Education Outreach unit establishes partnerships with organizations and provides access to online autism training nationally and internationally.

Key Performance Indicators

- Since September 2018, 900 parents/guardians from New Brunswick have been able to access the online course.
- In preschool autism agencies, 187 behaviour interventionists completed the introductory online training in 2018, and over 100 completed the training in 2019.
- In Anglophone school districts, 568 educational personnel completed the introductory online training (3589 in total since 2015), and 53 individuals participated in advanced training.
- In Francophone school districts, 197 educational personnel completed the introductory online training (1690 in total since 2015), and 37 individuals participated in advanced training.
- The completion rate of the online introductory training for all educational personnel is 93.6 per cent.
- Upon completion of the introductory online autism training, over 90 per cent of preschool autism agency and educational personnel have indicated that the course prepares them for their work.
- Upon completion of the advanced training, 98 per cent of educational personnel indicated that the course prepared them for their work. More specifically, participants' confidence in their ability to individualize programs for students with autism increased from 19 per cent at the beginning of training to 82 per cent by the end of the course. Participants' confidence in their ability to assess challenging behaviour increased from 52 per cent at the beginning of training to 98 per cent by the end of the training.

Policy and Planning Division

HIGHLIGHTS

- ◆ *Amended the Pupil Transportation Regulation 2001-51 under the Education Act to address restrictions placed on school bus drivers.*
- ◆ *Updated Policy 309 – French Second Language Programs to reflect the reinstatement of French immersion in Grade 1.*
- ◆ *Revised Policy 711 – Healthier School Food Environment establishing the minimum requirements for creating a Healthier School Food Environment in New Brunswick's public schools.*
- ◆ *Updated various policies to ensure student health and safety considering the legalization of cannabis in October 2018.*
- ◆ *Revised Appendix A of Policy 316 – Graduation Requirements in both the Anglophone and Francophone sectors.*
- ◆ *Formalized a partnership with the University of New Brunswick's NB Institute for Research, Data and Training for Research, Data and Public Policy and began work on agreements for research projects and the transfer of administrative data.*

The Policy and Planning Division is divided into three branches: Policy and Legislative Affairs; Corporate Data Management and Analysis; and Teacher Certification. It is responsible for strategic planning, research and best practices and reporting, policy development and advice on early childhood development and public education issues, submissions to Executive Council, legislature support and coordination and the preparation of briefing materials for key government activities. It is responsible for the administration of the Education Act, the Early Childhood Services Act, the Right to Information and Protection of Privacy Act, the Personal Health Information Privacy and Access Act, the Public Interest Disclosure Act, the Transparency in Election Commitments Act, the Copyright Act and other legislation relevant to the mandate of the department. Policy and Planning facilitates the Department's coordinated approach to interdepartmental and intergovernmental activities, including the Council of Ministers of Education, Canada.

The division collects and analyses key statistical information and develops and implements relevant data gathering instruments to ensure timely and sound information, project management, surveys, accountability tools and performance indicators. It is responsible for the management of ministerial correspondence, as well as the linguistic revision of documents to ensure quality for the department and its stakeholders.

The division is responsible for evaluating requests for initial teacher certification, Principal's Certificates, certification upgrades, granting work experience for salary purposes and for recommending disciplinary actions as they arise. The Division also coordinates departmental responses to Legislative Officers enquiries and investigations. The Division routinely works with universities on issues related to quality public K-12 education.

Key Performance Indicators (KPIs)

- 98 per cent (51 out of 52) of requests under the *Right to Information and Protection of Privacy Act* were processed within the legislated timeframe (exceeding the target of 90 per cent).

Corporate Services Division

HIGHLIGHTS

- ◆ *Provided support towards the implementation of the Department's numerous priority initiatives.*
- ◆ *Implementing an Initiatives Management framework to provide better oversight of the Department's portfolio of projects.*
- ◆ *Lead various Lean Six Sigma projects aimed to improve key department programs, services and initiatives processes.*
- ◆ *Completed phase one of a stop-arm camera project to study the effectiveness of cameras as a deterrent to motorists that are not respecting flashing red lights on school buses.*
- ◆ *Acquired alternate fuel school buses to study their viability for future acquisitions.*
- ◆ *Provided support and training to the Department's Divisions in the deployment of GNBs Formal Management System.*

The **Corporate Services Division** is responsible for providing efficient and effective support in the areas of Performance Excellence and continuous improvement, Finance and Services, Accountability and Quality Assurance, Educational Facilities and Pupil Transportation, and IT Strategy and Planning for the K-12 and Early Childhood sectors, both at the department's central office and in liaison with the school district offices. Additionally, responsibility for the assurance of service levels with Service New Brunswick, in particular for Human Resources services, Technology services, and Procurement services provided to the Department and the school districts are coordinated through this division.

The **Performance Excellence Process Branch** is responsible for the implementation of GNB's Formal Management system within the department and in collaboration with the school districts. This includes working with senior management to develop, communicate and execute the department's strategy and 10-year Education Plans, measuring departmental performance with tools like the balanced scorecard and key performance indicators, ensuring the alignment of effort and the Department's strategy through the Departmental SOMIA framework (Strategy, Objective, Measure, Initiative and Actions), identifying and carrying out Lean Six Sigma improvement projects that are aligned

with the department's strategic objectives and aimed to improve processes through the elimination of waste and variation, enabling a culture of Performance Excellence to drive results and encourage continuous improvement; and coaching and supporting department Green and Black Belts candidates in their certification training process and Lean Six Sigma improvement projects.

The **Finance and Services Branch** consists of the following units: Budget and Accounting, School District Financial Services, School District Payroll Services and Departmental Services. The branch mandate includes formulation and support on budgets for school districts and all branches of the department, accounting, effective departmental internal controls, financial reporting of district operations, payroll services for Part 2 of the Public Service as well as providing general office and administrative support services. The branch promotes accountability and is committed to the continued improvement in the management of financial and administrative support resources.

The **Accountability and Quality Assurance Branch** provides independent and objective assurance designed to improve and add value to district and departmental operations. Its activities include the assessment of existing risk management, governance and control processes, while also providing training, support, and promoting accountability. The branch is also responsible to provide project and change management support across the Department's portfolio of initiatives.

The **Educational Facilities and Pupil Transportation Branch** provides districts, the department and GNB with support and expertise in the planning and management of educational facilities and pupil transportation. The branch responsibilities include, but are not limited to, the department's major capital program, its fleet management programs and its safety, security and emergency response programs. The goal is to enable students to realize their potential through the provision of an appropriate, healthy and safe learning and working environment in a fiscally responsible manner.

The **Information Technology Strategy and Planning Branch** is responsible for IT strategy development and planning activities for the use of information technology in the public-school system. This includes responsibility for providing IT leadership, guidance and support to

the department's central office staff, early childhood development, and the IT services teams in the school districts. The branch collaborates closely with Service New Brunswick to ensure business strategies and priorities are understood and IT demand is managed to ensure effective IT service delivery to the department, districts and schools.

Operational and transactional human resources services are delivered by Service New Brunswick to Part 1 departments and agencies. In coordination with SNB's **Human Resources Services Branch**, Corporate Services develops, promotes and supports human resource programs and practices that result in a workplace culture committed to achieving a standard of excellence in education and all aspects of service delivery. The branch is responsible for providing comprehensive human resources services to the department's senior administrators, central staff and school districts.

Financial information

Departmental expenditure Status report by program/primary

Fiscal year ending March 31, 2019

	Budget (\$000)	Actuals (\$000)
Corporate and other Education Services		
Personnel Services	19,767,302	20,728,295
Other Services	19,652,765	16,368,153
Materials and Supplies	1,339,374	1,813,254
Property and Equipment	4,694,160	7,539,877
Contributions, Grants and Subsidies	8,873,500	9,053,667
Debt and Other Charges	-	60
TOTAL	54,327,101	55,503,306
School Districts		
Personnel Services	961,889,924	969,390,055
Other Services	100,040,085	105,658,090
Materials and Supplies	21,649,878	21,718,083
Property and Equipment	3,376,764	6,448,877
Contributions, Grants and Subsidies	410,766	721,697
Debt and Other Charges	250,000	5,864
TOTAL	1,087,617,417	1,103,942,666
Early Childhood Development		
Personnel Services	5,968,959	7,609,785
Other Services	4,026,378	18,740,155
Materials and Supplies	138,200	574,898
Property and Equipment	68,500	163,814
Contributions, Grants and Subsidies	107,382,110	72,127,799
Debt and Other Charges	-	30
TOTAL	117,584,147	99,216,481
GRAND TOTAL	1,259,528,665	1,258,662,453*

Note: Figures are draft and may vary slightly from information to be published in Supplementary Information Volume 2 Public Accounts.

Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the Deputy Minister of the Department of Human Resources delegates staffing to each Deputy Head for his or her respective department(s). Please find below a summary of the staffing activity for 2018-2019 for Education and Early Childhood Development.

Number of permanent and temporary employees as of December 31st of each year		
Employee type	2018	2017
Permanent	192	151
Temporary	122	81
TOTAL	314	232

The department advertised 72 competitions, including 65 open (public) competitions and seven closed (internal) competitions.

Pursuant to sections 15 and 16 of the *Civil Service Act*, the department made the following appointments using processes to establish merit other than the competitive process:

Appointment type	Appointment description	Section of the Civil Service Act	Number
Specialized Professional, Scientific or Technical	An appointment may be made without competition when a position requires: <ul style="list-style-type: none"> • a high degree of expertise and training • a high degree of technical skill • recognized experts in their field 	15(1)	0
Equal Employment Opportunity Program	Provides Aboriginals, persons with disabilities and members of a visible minority group with equal access to employment, training and advancement opportunities.	16(1)(a)	0
Department Talent Management Program	Permanent employees identified in corporate and departmental talent pools, who meet the four-point criteria for assessing talent, namely performance, readiness, willingness and criticalness.	16(1)(b)	0
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school districts) and 3 (regional health authorities) of the Public Service.	16(1) or 16(1)(c)	0
Regular appointment of casual/temporary	An individual hired on a casual or temporary basis under section 17 may be appointed without competition to a regular properly classified position within the Civil Service.	16(1)(d)(i)	0
Regular appointment of students/apprentices	Summer students, university or community college co-op students or apprentices may be appointed without competition to an entry-level position within the Civil Service.	16(1)(d)(ii)	0

Pursuant to section 33 of the *Civil Service Act*, 0 complaints alleging favouritism were made to the Deputy Head of Education and Early Childhood Development and 0 complaints were submitted to the Ombud.

Summary of legislation and legislative activity

Name of regulation	Effective date	Summary of changes
<i>Pupil Transportation Regulation 2001-51 under the Education Act</i>	July 1, 2018	Amended the <i>Pupil Transportation Regulation 2001-51</i> under the <i>Education Act</i> to update certain restrictions placed on school bus drivers.

The acts for which the Department of Education and Early Childhood Development was responsible in 2018-2019 may be found at: https://www2.gnb.ca/content/gnb/en/departments/jag/attorney-general/content/acts_regulations.html

Summary of Official Languages activities

Introduction

Following the revised *GNB Plan on Official Languages – Official Bilingualism: A Fundamental Value*, the Department of Education and Early Childhood Development is continuing to use its action plan that includes strategic means for each of the four sectors of activity identified (i.e., Language of Service; Language of Work; Development of the Two Official Linguistic Communities; Knowledge of the *Official Languages Act* and other obligations).

The Official Language policy and action plan apply to the department; however, given the linguistic duality within the education system, it does not apply to divisions of the department that have been established on the basis of one or the other of the two Official Languages. This policy does not apply within schools and school district offices.

Focus 1

- One of the objectives of the department continues to be a focus on increasing the level of participation in casual/formal second-language communication at central office.
- Employees at the department are always encouraged to speak to one another in their second Official Language to improve their second-language skills. The department is a strong proponent for second-language training as well as conducting meetings in both Official Languages, where appropriate.
- The department continues to work towards ensuring that linguistic profiles are reviewed to validate accuracy. Efforts continue to be made to maintain the linguistic profiles and ensure the department has the capability to offer quality services in both Official Languages.
- The department's annual all-staff event is simultaneously translated; speakers at the event may present in English and/or French.

Focus 2

- The department continues to create an environment where employees are free to use their Official Language of choice.

- Employee Official Language preference is contained in the Human Resources Information System (HRIS) and in the employee files.
- All performance reviews are carried out in the employee's Official Language of choice.
- All seasonal/holiday/employee appreciation activities are held in both Official Languages. For example, the Deputy Ministers have implemented a monthly "huddle" for employees to provide highlights and news of the department. Each Deputy Minister speaks in their respective language in a welcoming and engaging way. This has been one method used to inform all employees, regardless of which sector they work in, about what is going on in other sectors and branches. This has been a very successful initiative reflected by the large number of employees who frequently attend. Employees who do not work at head office are able to call in and listen to these "huddles" as well.

Focus 3

- The department's annual report contains a section dealing with Official Languages and provides a status report where activities are reflected.
- The department continues to identify solutions to ensure Official Languages policies are being followed and that service is provided in both Official Languages.

Focus 4

- As part of the annual performance review, employees are required to read and review the policy on Official Languages.
- iLearn modules on Language of Work and Language of Service policies are mandated and completion rates are monitored and reported quarterly. Any new employee who is hired is also required to complete these modules within their orientation period.

Summary of recommendations from the Office of the Auditor General

Section 1 – Includes the current reporting year and the previous year.

Name and year of audit area with link to online document	Recommendations
	Total
School District Purchase Cards (https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2017V5/Agrepe.pdf) Chapter 2, pages 8 to 47	2

Adopted Recommendations	Actions Taken
We recommend the Department of Education and Early Childhood Development coordinate work on the implementation of our recommendations by all school districts.	The Department has acted as the liaison for this exercise.
We recommend the Department of Education and Early Childhood Development’s internal audit function audit and report on school district purchase cards on a regular basis.	The internal audit function is commencing this exercise in fiscal 2019-20.

Name and year of audit area with link to online document	Recommendations
	Total
Improving Student Performance: A New Brunswick Challenge (https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf), Chapter 2, pages 13 to 84)	14

Adopted Recommendations	Actions Taken
Maintain the current 10-year provincial education plans until they expire in 2026, to allow the education system to stabilize and allow for evaluation of progress. Any adjustments to the plans should be collaborative.	The Department intends to maintain these education plans to expire in 2026.
Prior to implementing major changes that impact student performance, including changes to the French immersion program, prepare a detailed implementation plan with: <ul style="list-style-type: none"> • a realistic schedule; • consideration of all supports that need to be in place for the change to be successful, such as human resources, curricula, teacher training, tools and methodologies; • adequate funding; and • a comprehensive risk assessment of the change’s impact on operations and other ongoing initiatives at department, school district and school levels, as well as risk mitigation strategies. 	Ongoing

Adopted Recommendations	Actions Taken
<p>Stabilize the provincial assessment programs to allow for trend analysis of student performance results for decision-making.</p> <p>In collaboration with the school districts, analyze results of provincial assessments to identify root causes of poor performance and take corrective action to improve student performance in reading, math and science.</p> <p>Work with school districts, other departments and community-based organizations where applicable to:</p> <ul style="list-style-type: none"> • identify and address the challenges to achieving the provincial targets for reading, math and science; • present to government options to address the challenges; • develop standards for student absence tracking and measurement to better monitor student attendance; and • take corrective action to improve student attendance. <p>Facilitate the sharing of successes and best practices between the Anglophone and Francophone sectors.</p> <p>In collaboration with the school districts:</p> <ul style="list-style-type: none"> • ensure school improvement plans are prepared and reviewed annually as required by the Education Act, • demonstrate school improvement plans align with the provincial education plan, and • monitor the extent to which school improvement goals are being met. <p>In collaboration with the District Education Councils, ensure District Education Councils self-evaluate their performance annually.</p> <p>In consultation with school districts, review the Education Act in light of the current operating environment to ensure expectations are clear, relevant and realistic.</p>	<p>The Anglophone sector has completed a review of its assessments and subsequent adjustment of the Grade 6 assessments. In the Francophone sector, a new provincial assessment program has been proposed to better meet the needs of the school environment.</p> <p>The Anglophone sector is working with district Data and Accountability Supervisors to determine a process to better analyse and use available data. Work on the development of new data products was begun in the fall of 2019 and is nearly completed. In addition, in the Francophone sector, each school establishes a school profile using provincial evaluation results and other available data. This profile informs the initiatives included in the school improvement plan, showing trends and areas requiring more focus and support.</p> <p>The Department is working with school districts and reporting on a quarterly basis to government about measures related to student achievement, particularly for Kindergarten-Grade 2 literacy. A process for student attendance tracking and sharing the results with schools monthly was instituted in the Anglophone sector in 2018-19.</p> <p>Currently, staff from the two sectors at the Department work closely together on areas of shared interest such as integrated service delivery, assessment and evaluation, autism training and interventions, and policy development. The Department will work with school districts to facilitate opportunities for further sharing of best practices at the school and district levels.</p> <ul style="list-style-type: none"> • Target date for implementation: September 2020 <p>DECs already perform debriefing and self-evaluation through their governance policies to ensure continued improvement. This exercise is typically done on a semi-annual or annual basis.</p> <p>The Department is committed to ensuring its legislation always remains modern, relevant and responsive to the needs of an education system in constant evolution.</p>

Adopted Recommendations	Actions Taken
<p>Track, receive, review and take action on school district plans and reports, and hold all parties accountable as required by the Education Act.</p> <p>Develop standards for teacher performance and tools to support the school districts in:</p> <ul style="list-style-type: none"> evaluating staff performance regularly as required by the Education Act; and taking action to improve staff performance where needed. <p>Publicly provide plans to improve when assessment results show targets for reading, math and science were not met.</p> <p>Make it easy to find the results of provincial assessments by displaying them prominently on its website.</p> <p>Publicly report New Brunswick students' performance on national and international tests on its website and inform the public when these results are available.</p>	<p>A new process has been initiated with Anglophone school districts to commit to a common planning cycle, have annual presentations of the District Education Plans, and engage in joint planning with all four districts.</p> <p>Department is committed to collaborating with school districts and developing common evaluation tools for teachers. This would be developed in consultation with relevant stakeholders. (Target date for implementation: September 2021)</p> <p>EECD's annual action plans are made public on the Department's website, as are the districts performance reports as part of their annual report on their respective websites. The 2018-19 Anglophone Education Plan Implementation Plan is on the website.</p> <p>EECD already presents the provincial assessment results publicly on its Website; however, the Department committed to ensuring the next results are linked directly on the front page in the future. (completed September 2019)</p> <p>The national and international test results are public and available on the Council of Ministers of Education, Canada (CMEC) Website. However, EECD provided a link to these results on the Department's Website. (completed January 2019)</p>

Section 2 – Includes the reporting periods for years three, four and five.

Name and year of audit area with link to online document	Recommendations	
	Total	Adopted
Administration of School Raised Funds (2015) http://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2015V3/Chap4e.pdf Chapter 4, pages 77 to 91	7	6

Report on the *Public Disclosure Act*

As provided under section 18(1) of the Public Interest Disclosure Act, the chief executive shall prepare a report of any disclosures of wrongdoing that have been made to a supervisor or designated officer of the portion of the public service for which the chief executive officer is responsible. Policy and Planning is the division responsible for overseeing such disclosures. The Department of Education and Early Childhood Development did not receive any disclosure of wrongdoings in the 2018-2019 fiscal year.

Appendix A

Grade 12 Exit Survey – Anglophone sector

How do you feel about each of the following statements?	2014	2015	2016	2017	2018
My learning is interrupted by the behaviour problems of other students.	40.9%	41.5%	39.6%	39.2%	39.4%
My school is a place where I felt like I belonged.	58.3%	57.0%	71.5%	69.0%	66.7%
Students are generally well-behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	64.7%	59.0%	62.2%	58.9%	58.5%
Discipline is managed effectively at my school.	66.3%	63.6%	66.7%	65.5%	62.3%
Students are generally well-behaved in class.	75.9%	76.0%	78.8%	78.0%	76.1%
I felt respected at my school.	78.2%	76.3%	78.0%	77.6%	77.9%
I enjoyed my school experience.	78.1%	75.4%	74.9%	73.7%	71.3%
If I had a problem, there was an adult I could talk to at my school.	80.1%	79.9%	81.0%	80.4%	80.0%
I feel safe at my school.	87.3%	87.9%	87.4%	89.3%	85.1%

Grade 12 Exit Survey – francophone sector

How do you feel about each of the following statements?	2014	2015	2016	2017	2018
My learning is interrupted by the behaviour problems of other students.	39.9%	38.0%	37.5%	41.9%	40.0%
My school is a place where I never felt like an outsider.	68.3%	61.4%	75.0%	74.4%	76.1%
Students are generally well-behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	74.7%	79.0%	78.1%	76.7%	74.2%
Discipline is managed effectively at my school.	75.8%	81.3%	79.3%	78.3%	77.8%
Students are generally well-behaved in class.	86.7%	89.0%	88.6%	87.7%	87.5%
I felt respected at my school.	84.0%	84.9%	85.1%	85.0%	87.3%
I enjoyed my school experience.	82.8%	83.3%	82.9%	81.4%	81.8%
If I had a problem, there was an adult I could talk to at my school.	87.8%	88.4%	86.5%	86.2%	88.2%
I feel safe at my school.	92.6%	92.6%	92.7%	91.7%	92.2%

Appendix B

Teacher Certification statistics

Between March 25, 2018 and April 5, 2019, the Teacher Certification processed the following:

Initial Teacher Certification (Teacher Education Completed in New Brunswick)	248
Initial Teacher Certification (Teacher Education Completed Outside of New Brunswick)	165
Interim Certificate Renewals	32
Teacher Certification Level Upgrades	212
Principal's Certificates	74
Statements of Professional Standing	217
Copies of Teacher's Certificates	33
Letters of Work Experience	198

Data is based on the Teacher Certification Branch's application fees

Teacher Certification Suspensions and Revocations

Between March 25, 2018 and April 5, 2019, the Teacher Certification made the following disciplinary actions:

Suspension	0
Revocation	3

The Teacher Certification Branch uses those dates based on mailout data (most reliable).