

Newfoundland and Labrador

PROVINCIAL CONTEXT

Number of children 0-12 years (2007 rounded estimate)

Age	Number of children
0	4,300
1	4,400
2	5,100
3	4,600
4	4,500
5	5,100
6	5,100
7	5,500
8	4,900
9	5,500
10	5,700
11	5,000
12	5,600
Total	65,300



Number of children 0-12 years, aggregated (2007 rounded estimate)

Age	Number of children
0-2	13,800
3-5	14,200
6-12	37,300
Total	65,300

Children 0-14 years identifying with an Aboriginal group (2006)

Age	North American Indian	Métis	Inuit	Multiple	Other	Total
0-4	505	425	325	15	175	1,445
5-9	595	505	380	35	295	1,805
10-14	775	545	405	45	380	2,145
Total	1,875	1,475	1,110	95	850	5,395

Children 0-14 yrs with disabilities (2006)

Age	Number of children with disabilities	Rate of children with disabilities (%)
0-4	440	1.9
5-9	1,040	4.0
10-14	1,530	5.2
Total	3,010	3.9

Number of children 0-12 years with mothers in the paid labour force (2007 rounded estimate)

Age	Number of children
0	2,200
1	2,500
2	3,000
3	3,100
4	2,400
5	2,900
6	2,800
7	3,500
8	3,200
9	3,300
10	3,600
11	3,200
12	3,800
Total	39,400

Number of children 0-12 years with mothers in the paid labour force, aggregated (2007 rounded estimate)

Age	Number of children
0-2	7,700
3-5	8,400
6-12	23,400
Total	39,400

Number of children by marital status of families (2006)

Age	Children in couple families	Children in lone parent families	(with lone mothers)	(with lone fathers)
0-4	17,900	4,770	4,265	500
5-9	20,405	5,510	4,935	580
10-14	22,840	6,285	5,385	900
Total	61,140	16,565	14,585	1,980

Number of children by mother tongue (2006)

Age	English	French	Non-official language
0-4	22,285	45	415
5-9	25,335	50	385
10-14	28,785	55	450
Total	76,405	150	1,250

Number and percentage of children living in families below the LICO (2006)

Age	Number	Percent (%)
Total	10,000	16.7

Note: Sufficient data for age breakdowns not available.

Workforce participation of mothers by age of youngest child (2007 rounded estimate)

Age of youngest child	Number of mothers	Participation rate (%)
0-2	8,100	65.9
3-5	6,600	74.2
6-15	23,100	79.7

FAMILY-RELATED LEAVE

Maternity leave

Seventeen weeks.

Parental leave

Thirty-five weeks available to both parents.

Adoption leave

Seventeen weeks of adoption leave to which can be added 35 weeks of parental leave.

Births and EI maternity and parental claims (2007)

Number of births: 4,386

Birth rate per 1,000 population: 8.6

Number of initial maternity claims allowed: 2,610

Average length of maternity claim: 14.6 weeks

Number of parental claims: 2,810

Average length of parental claim: 29.5 weeks

Number of adoptive parent claims: 30

Average length of adoptive claim: 35.0 weeks

Note: Maternity, parental and adoption leaves are determined by provincial and territorial legislation. The federal government pays for up to 15 weeks for maternity leave and 35 weeks for parental and adoptive leave for eligible parents at 55% of earned income to a maximum of \$447/week (2009). See FEDERAL ECEC PROGRAMS for more information.

KINDERGARTEN

LEGISLATION

Newfoundland and Labrador. House of Assembly. *Schools Act*. 1997. (Amended 1999, 2000, 2001). S.N.L 1997 c. S-12.2.

The legislation applies to both public and private schools.

PROVINCIAL RESPONSIBILITY FOR KINDERGARTEN

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KINDERGARTEN SERVICES

KINDERGARTEN

Kindergarten is delivered in public and private schools (there are seven private schools). There are 475 instructional hours a year (i.e., one half of the regular instructional time of 950 hours for grades 1-Level III).

Kindergarten is not compulsory in Newfoundland and Labrador. Access is legislated; the right of access mandates kindergarten in every school.

Hours of attendance: an average of 2.5 hours of instructional time per day. Many schools have children rotate between morning and afternoon attendance on a bi-weekly or monthly basis.

AGE ELIGIBILITY

Five years old before December 31.

CLASS SIZE

There is a provincial class size limit of 20.

CHILDREN WITH SPECIAL NEEDS

There is an expectation that all children will be included in the regular kindergarten classroom. Students identified with special needs are supported in regular classrooms, as needed, by special education teachers and student assistants who provide support for personal care and behaviour management. An Individual Education Plan outlines the supports and services that the child requires within the educational setting. In addition, students who access direct services from two or more agencies and/or government departments have an Individual Support Services Plan (ISSP). This plan, which is a component of the Model of Coordination of Services to Children and Youth, ensures that the child's needs, as identified by an ISSP team, are met within all settings.

The number of Kindergarten children with special needs in 2007/08: 320.

ENROLMENT (2007/08)

Number of children enrolled in kindergarten (the year before Grade 1): 4,751.

KINDERGARTEN TEACHERS

Qualification requirements: B.Ed. or a B.A. plus one year of post-degree study in education.

Responsibility for certification: Registrar of Teachers, Department of Education, Government of Newfoundland and Labrador.

Representation: The Newfoundland and Labrador Teachers' Association.

Salary (2007/08): Entry-level salary for all teachers (including kindergarten teachers) with certificate 5 (a Bachelor's degree in primary /elementary education) is \$42,118 with a Master's degree and 10 years experience \$72,265.

In 2007/08 there were approximately 188.5 full-time equivalent kindergarten teachers and a total of 368 classes with kindergarten.

CLASSROOM ASSISTANTS

Title: Student Assistant.

Qualifications: Minimum of a high school graduation diploma.

Role: Student assistants help children with special needs with personal care and behaviour management under the direction of a teacher.

Salary scale per hour - effective April 1, 2006: Step 1 - \$13.53; Step 2 - \$14.04; Step 3 - \$14.52.

CURRICULUM

There is a provincial curriculum guide, *Early Beginnings*; it is specific to Newfoundland and Labrador and is just for kindergarten. The focus is on a holistic approach with an emphasis on hands-on experiences. There are defined outcomes for all academic and developmental areas. New curriculum guides have recently been developed for mathematics, religion, art, and social studies and they are in separate guides. These subject-specific guides have replaced their content areas in *Early Beginnings*. *Early Beginnings* is currently under revision to incorporate all content areas within one document.

MONITORING AND ASSESSMENT

At the school level, monitoring is done by principals and/or district office specialists visiting classrooms to evaluate teachers and their program delivery. New programs are monitored through a pilot teaching process and are later followed up by program specialists. Monitoring is also done through school development plans. At the Department of Education, the Evaluation and Research Division compiles annual statistics about kindergarten enrolment, kindergarten teachers and trends that affect enrolment and program delivery.

SOURCES OF FUNDING FOR KINDERGARTEN

Kindergarten is entirely funded by the province from general revenues.

PUBLIC SPENDING ON KINDERGARTEN (2007/08)

Average spending per kindergarten student

The provincial government allocates funds to each school district to the amount of \$10,610 per full-time equivalent K-12 student. Each district then sets its spending priorities and disburses funds to individual schools.

Total spending for kindergarten

This information is not available for Newfoundland and Labrador since spending per student is not specific to grade levels.

SPECIAL FEATURES

Under provincial policy, English as Second Language teachers are provided by the provincial government to school districts which may deploy them at their discretion.

In 2007, the provincial *Excellence in Mathematics Strategy* provided 25 numeracy support teachers to support best practices in the teaching of mathematics in districts throughout the province.

KinderStart is a program for children and their parents/caregivers, which is provided the year prior to kindergarten entry. It is an orientation to kindergarten offered at the discretion of school districts and consists of a maximum of eight one-hour orientation sessions. A KinderStart program guide has been provided to schools throughout the province along with activity resources for kindergarten classrooms. During the first KinderStart session, children and their parents/caregivers are provided with an activity resource bag and suggestions for home activities. Approximately 5,000 children participated in KinderStart in 2007/08.

DEVELOPMENTS IN KINDERGARTEN

2002

September KinderStart, a kindergarten orientation program for children and families/caregivers was introduced.

2005

January The Division of Early Childhood Learning was created to focus on the learning needs of preschool children, and to develop and implement programs that will support young children and families before school entry. Early Childhood Learning Program Grants and the KinderStart Program are managed under this division.

2006

September The Government of Newfoundland and Labrador increased the instructional grants to schools so that parents no longer have to pay the traditional school fees (which covered the costs of materials and resources to supplement the curriculum/program). School administrators may choose to implement voluntary fundraising activities for a specific purpose with the prior approval of the local school council. There is no public funding for private schools.

REGULATED CHILD CARE SERVICES

LEGISLATION

Newfoundland and Labrador House of Assembly. *Child Care Services Act*. - SNL 1998, chapter c-11.1, amended 1999 c22 s6, 2001 c36.

Newfoundland and Labrador House of Assembly. *Child Care Services Regulation* 37/99, revised March 2007.

PROVINCIAL RESPONSIBILITY FOR CHILD CARE

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CHILD CARE SERVICES

UNREGULATED CHILD CARE

Unregulated family child care

Maximum number of children permitted: Four, including the provider's own children under 13 years. If all are under 24 months, maximum is three children.

Unregulated group programs

Programs for not more than six children for not more than nine hours a week, or for an unspecified number of children for not more than six hours a day for fewer than eight weeks in a 12-week period, are not regulated.

REGULATED CHILD CARE

Child care centres

Centre-based care for more than six children under 13 years, between the hours of 6:30 a.m. and 8:30 p.m. Care may be full- or part-day.

School-age child care centres

Centre-based care outside school hours for school-aged children under 13 years.

Family child care

Care in the home of the provider for up to eight children including the provider's own children not attending school on a full-time basis. Care for the seventh and eighth child requires special permission from a regional director of child care services. Not more than three children may be under 36 months; of these, no more than two may be under 24 months. Care must be for fewer than 24 consecutive hours.

Family child care homes may be approved by a licensed family child care agency or may be individually licensed.

CHILDREN WITH SPECIAL NEEDS

Newfoundland and Labrador does not have a written policy regarding children with special needs.

One regulated centre works exclusively with approximately 45 at-risk children and their families. The centre receives core funding and parents, who pay no fees, are not income tested.

The Inclusion Initiative provides human and financial supports to licensees who require this to include children with special needs in the regular programming of the centre/home. The supports depend on the ability of the licensee to meet the needs of the children.

Each Health and Community Services Region has a Child Care Services Inclusion Consultant available to advise and support licensees on how to include children with special needs. The licensee and the Inclusion Consultant work together to adapt the existing program and/or materials as needed. The licensee also has access to funding to employ a staff member in addition to the minimum staff-child ratio requirements if recommended by the inclusion consultant. This additional person is expected to meet all requirements for staff as contained in the regulations. The licensee may also be funded to have a vacant space to reduce the number of children in the room. There may also be a child-specific support employed by the licensee where the child requires such a service to be included in the regular programming of the centre/home.

Parents whose children require additional support to attend typical child care programs may receive the Special Child Welfare Allowance if they meet eligibility requirements under a means test. The allowance is paid directly to the parent who hires an individual to provide

support to the child in a child care setting. The setting may include a child care centre, family child care home or unregulated home. Parents who do not meet eligibility requirements for the special welfare allowance must pay for additional supports themselves.

Implementation of a new initiative in 2006 to improve inclusive practices in child care has begun. Funding is available for substitute staff to allow regular staff to attend meetings related to a child with special needs. Funding is also available for an additional staff position if the special needs of a child require significant staff time. The additional staff position must meet all the training and other requirements for staff of child care centres.

There are no special training requirements for staff working with children with special needs. A training plan is being developed to support and enhance inclusionary practices in child care and equipment grants for materials that support inclusionary practices.

ABORIGINAL CHILD CARE

In January 1998, the first on-reserve child care centre was licensed for the Miawpukek First Nation at Conne River, the only reserve in Newfoundland and Labrador. It was the choice of Conne River Health and Social Services to apply for a provincial licence and comply with provincial regulations. The centre is licensed for 16 children aged 2-12 years. A second centre (not licensed) was opened at Conne River in 2001. There is also a centre in Hopedale under First Nations/Inuit funding, and centres serving largely Innu and Inuit communities in coastal Labrador at Sheshatshui, Nain, Rigolet, Postville and Natuashish. First Nations and Inuit child care centres that are licensed receive the same funding as other centres in the province and parents are eligible for subsidy.

Aboriginal Head Start funds projects in Hopedale, Sheshatshui, and Happy Valley-Goose Bay.

On December 1, 2005, Nunatsiavut was established pursuant to the self-government provisions of the Labrador Land Claims Agreement. The Nunatsiavut government's administrative home is in Nain, while the legislative centre is in Hopedale. There are Nunatsiavut government offices in Rigolet, Hopedale, Postville, Makkovik, Happy Valley-Goose Bay and St. John's. The province continues to license centres, which have the same rights and responsibilities as other centres in the province.

SPACE STATISTICS (MARCH 2008)

Number of regulated child care spaces			
<i>Centre-based</i>			
Age group	Full-day	Part-day	Total
Infant (0-24 months)	54	-	54
Preschool (24 months-school entry)	4,167	619	4,786
School-age	-	735	735
Total centre-based spaces	4,221	1,354	5,575
<i>Family child care spaces</i>			397
Agency approved			320
Individually licensed			77
Total number of regulated child care spaces			5,972
Children with special needs in regulated child care			
Not available.			
Statistics are not kept on total number of children with special needs attending typical child care facilities but approximately 311 children with special needs received a fee subsidy.			
There are also 50 children with special needs at Daybreak Parent/Child Centre, which receives core funding.			
Children receiving fee subsidies			2,078
Number of centres and homes (2008)			
<i>Number of child care centres</i>			172
Full day			122
Part-day nursery schools/preschools			28
Stand-alone after-school programs			22
<i>Number of family child care agencies</i>			2
<i>Number of family child care providers</i>			67
Sponsorship of regulated centre-based spaces			
Nonprofit			1,683
For-profit			3,892
Total			5,575
Sponsorship of full-time regulated centre-based spaces			
Nonprofit			686
For-profit			3,535
Sponsorship of part time and school age regulated centre-based spaces			
Part-time nonprofit			437
Part-time for-profit			182
School age nonprofit			560
School age for-profit			175

STANDARDS AND REGULATIONS

REGULATED CENTRES

Maximum centre size		60 spaces
Maximum staff:child ratios and group sizes		
Age of child	Staff:child ratio	Max. group size
0 to 24 months	1:3	6
25 to 36 months	1:5	10
37 to 69 months	1:8	16
57 to 84 months and attending school	1:12	24
85 to 144 months	1:15	30

Staff qualification requirements

Certification levels:

- *Entry Level Child Care Services Certification* requires completion of an orientation course of 30-60 hours, depending on the age group with which the staff will be working.
- *Level One Certification* requires a minimum of a one-year certificate in Early Childhood Education. Staff are certified to work with particular age groups (see note below).
- *Level Two Certification* requires a minimum of a two-year diploma in Early Childhood Education. Staff are certified to work with particular age groups (see note below).
- *Level Three Certification* requires Level Two certification plus an ECE-specific or an ECE-related post-diploma specialization.
- *Level Four Certification* requires an ECE-specific university degree or a university degree plus an ECE diploma.

Applicants from out of province are required to have their course work and practicum requirements compared to the Post-Secondary Program Standards and a determination made as to equivalency.

Note: Prior to 1997, the focus of early childhood training was on children aged 2-12. After that time, training included an infant care component. Since certification was introduced, individuals with ECE qualifications received before 1997 are certified to work with children 2-12. Those wishing to be certified to work with infants must complete a 50-hour self-study program. Graduates of community college and some private ECE training programs after 1997 are certified to work with children 0-12. ECE graduates from private colleges that choose not to include infant care in their course content are required to complete the 50-hour self-study program if they wish to be certified to work with infants.

Centre operators must have Level Two certification in the age groups for which the centre is licensed and two or more years experience working with children in those age groups, or its equivalent from another jurisdiction.

ECE instructors and program consultants are required to have Level Four.

One staff person with each group of children is required to have Level One certification for the age group in which the staff is assigned and a minimum of one year's experience in that classification.

All other staff who are included in the staff/child ratio must have Entry Level certification (30-60 hour orientation course).

Note: There is no entry level certification for infant care; the minimum qualification is Level One infant care.

A minimum of 30 hours of professional development every three years is required to keep any certification level valid.

The Department of Health and Community Services contracts with the Association of Early Childhood Educators of Newfoundland and Labrador to certify staff and to deliver the orientation courses at no cost to the individual.

A director may waive the educational or experience qualifications if satisfied that persons who meet the qualifications cannot be reasonably obtained by the child care service in the area in which the service is operated, and if the licensee meets conditions set out in the Regulations. The person is required to be actively upgrading to the minimum level of the position.

Parent involvement

Parent involvement is not specified.

Licensing, monitoring and enforcement

Regional staff employed by the four Regional Integrated Health Authorities (RIHAs) carry out monitoring and enforcement of standards. Each of the four regions has a Director of Child Care Services, one or more child care services consultants, social workers, inclusion consultants and capacity consultants. The child care consultants must have Level Four child care certification and three years experience.

Centres are inspected at least once per year. Regional child care services staff visit centres regularly (monthly where possible) and are available upon request to provide support, advice and direction.

Fire/life safety and health inspections are done annually by officials of the provincial Government Service Centre, Department of Government Services, Labour and Lands.

Minor infractions of the regulations result in a verbal warning. More serious infractions result in a violation order to the centre requesting immediate compliance. If the infractions are not remedied within the designated time, or if the infraction is considered to be sufficiently serious, a conditional licence may be issued, the licence may be suspended or may be cancelled.

REGULATED FAMILY CHILD CARE

Regulation

The RIHAs license nonprofit family child care agencies that enter into contractual arrangements with providers to provide child care in compliance with the regulations. The RIHAs also license individual providers.

Maximum capacity

Care for up to six children including the provider's own children not attending school on a full-time basis. Not more than three children may be under 36 months; of these, no more than two may be under 24 months. Under exceptional circumstances (and with director's approval), the provider may add two school-age children if she has two children of her own who are younger than school age. With director's approval, a seventh child may be added for a maximum of 1.5 hours per day, or for a maximum of 12 continuous hours once a week.

A provider may care for three children under 24 months if there are no other children being cared for at the same time.

Provider qualification requirements

Providers who work under the supervision of an agency or who are individually licensed are required to have Entry Level certification in family child care (30-60 hour course). A minimum of 30 hours of professional development every three years is required to keep the certification valid.

Providers must be at least 18 years old, have Criminal and Child Protection Records Checks and hold a valid first aid certificate.

Licensing, monitoring and enforcement

In agency-based family child care, home visitors make both announced and unannounced visits at least once a month to monitor the home and provide support to the provider. Home visitors also conduct annual inspection visits at least once a year, at which time a written evaluation of the child care service and related requirements is completed. In addition, annual fire/life safety and health inspections are conducted by Government Services Centre inspectors.

Home visitors are responsible for a maximum of 20 homes and are required to have at least Level Two certification in family child care and two years experience in a family child care setting.

Agencies are inspected annually by staff of RIHAs.

Individually licensed homes are monitored and supported through monthly visits (where possible), and receive annual inspections from staff of regional Health and Community Services boards. In addition, annual fire/life safety and health inspections are conducted by Government Services Centre inspectors.

FUNDING

PUBLIC FUNDING FOR REGULATED CHILD CARE

One-time funding

Bursaries for those who graduated from a full-time recognized ECE program in Newfoundland and Labrador in 2006 or later, and who are working in a child care centre or regulated family child care immediately following graduation, for a minimum of two years: \$5,000.

Bursaries for on-campus field placements for ECEs and regulated family child care providers who are upgrading through distance delivery: \$1,200/placement.

Recurring funding

Early Learning and Child Care Supplement

For staff with Level I certification	\$3,330/year
For staff with Level II-IV certification	6,660/year
Licensees and family child care providers with Level I CCS certification	2,330/year
Licensees and family child care providers with Levels II-IV CCS certification	4,660/year

CHILD CARE FEE SUBSIDY PROGRAM

Fee subsidies are paid directly to nonprofit and for-profit service providers on behalf of eligible parents.

Families on social assistance have been needs tested and no other testing is done. Other families are income tested. Child development is considered in the eligibility criteria for subsidy whether or not the parent is in the paid labour force or training.

Any licensed nonprofit or for-profit child care program is eligible to enrol children receiving subsidies. There is no minimum user fee but programs may surcharge subsidized parents above the maximum subsidy rates.

Application for Child Care Services subsidy may be done in person or by mail.

Eligibility for fee subsidy (net income, 2008)

	Turning point	Break-even point
1 parent		
(one child in child care)	\$27,500	\$37,000
2 parents		
(one child in child care)	27,840	37,600

The turning point is the income level up to which full subsidy is available. Partial subsidy is available up to the break-even point, at which income subsidy ceases.

Maximum subsidy rates (centres and family child care)

<i>Full-day (8.5 hours/day)</i>	
0-24 months	\$35.00/day
2-12 years	24.00/day
<i>Part-day (up to 4.5 hours)</i>	
0-24 months	18.50/day
2-12 years	12.75/day
<i>School-age (up to 4.5 hours)</i>	11.00/day

PROVINCIAL ALLOCATIONS FOR REGULATED CHILD CARE

Fee subsidies *\$12,280,250

One time funding

Family child care start-up grants	\$4,500
ECE Bursaries	250,000
Summer Institute Bursaries	24,000

Recurring funding

Equipment and inclusion grants (centres and homes)	\$384,600
Supports to infant centres in high schools	84,000
Family child care agencies	253,765
ELCC supplement**	2,844,000
Quality enhancement	418,000
Inclusion initiative	1,586,000
Child Care Capacity Initiative	1,715,000
Total	\$19,844,115

*Includes funding to Daybreak Centre, a fully subsidized centre for at-risk children.

** Supplements are paid directly to staff in child care centres working directly with children and who have the requisite academic qualifications for the age group in which they are working. Two amounts apply — \$3,330 a year for those with Level One certification and \$6,660 for those with at least Level Two certification.

Other funding

Certification and training	\$120,000
Early Childhood Education Project***	1,500,000

***Funding provided to the College of the North Atlantic to put their full-time program training on-line.

Families on income support who need child care and for whom a suitable regulated space is not available may receive \$325/month for the first child and \$125/month for each additional child. The money goes directly to the parent and is the same amount regardless of the age of the child. In 2003/04 \$853,320 was spent for approximately 350 children/month. More recent information is not available.

SALARIES

Median full-time, full-year employment income for centre-based Early Childhood Educators and Assistants (2005)

All	\$15,884
Those with an ECE credential	18,608

Source: Custom tabulations, 2006 census data on National Occupational Classification for Statistics E-217, Early Childhood Educators and Assistants.

FEES (1998)

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

Infants (age 0-17 months)	\$975	(\$45/day)
Full-time	455	(\$21/day)
Part-time	250	(\$11.50/day)
School-age		not available

Note: Monthly fees were calculated on the basis of 260 days per year divided by 12. Source: Child Care Services Needs Assessment (November 2003) More recent information is not available.

Average daily fee in family child care

Information not available.

ADMINISTRATION

The Department of Health and Community Services establishes standards and allocates public funds to Health and Community Services Regions to support families and child care services. The four Regional Integrated Health Authorities make decisions about opening centres, issue and monitor licences and approve staff to work in child care programs.

MUNICIPAL OR OTHER LOCAL GOVERNMENT ROLE

There is no municipal or other local government role in regulated child care other than to provide municipal approval.

CHILD CARE PLANNING AND DEVELOPMENT

There is no formal plan for the development of child care.

■ RELATED PROGRAMS

Family Resource Programs

In 2007/08, the province through the Department of Health and Community Services via the Regional Health Authorities provided core funding to 16 family resource programs and enhancements to five programs through the National Child Benefit (NCB) and the Early Childhood Development Initiative (ECD). In 2007/08, the NCB programs provided support to 2,370 families (2,640 parents/caregivers and 2,960 children) from 160 communities; the ECD programs provided support to 2,000 families (2,770 parents/caregivers and 2,750 children) from 207 communities.

In addition, there are nine family resource programs funded by the Public Health Agency of Canada through the Community Action Program for Children (CAPC) and the Canadian Prenatal Nutrition Program (CPNP), and three military family resource programs funded by the Department of National Defence.

■ RECENT HISTORY OF CHILD CARE AND OTHER ECEC SERVICES

FOR HISTORY BEFORE 2000, SEE THE RELEVANT PROVINCIAL/TERRITORIAL SECTION OF *ECEC IN CANADA 2006*, available online at: <http://www.childcarecanada.org/ECEC2006/> or in print.

2001 The first two family child care agencies were funded as pilot projects.

One-time funding was provided for centre renovations in order to meet the requirements of the new legislation and for existing staff to meet the new training requirements. Equipment grants were introduced and subsidy eligibility levels were increased.

2001/02 Approximately \$2 million of the \$5.2 million in Early Childhood Development Initiative funding was allocated to child care. The allocation for regulated child care in the first year was as follows:

- \$1 million toward increased fee subsidies;
- \$790,000 toward educational supplements for all centre-based staff with a Level One or Two certification. Quarterly payments were made directly by the govern-

ment to individual staff. Staff with a Level One certification received \$1,040/year in year one, increasing to \$2,080 by year three. Staff with Level Two certification received \$2,080/year, increasing to \$4,160 by year three;

- \$20,000 toward equipment grants for family child care.

2002/03 An evaluation of the Educational Supplement was conducted. The final report, *Evaluation of the Educational Supplement: An Early Childhood Development Initiative*, prepared for the Department of Health and Social Services by Atlantic Evaluation Research Consultants, was completed in January 2003.

2003/04 A child care services needs assessment was conducted. The final report, *Child Care Services Needs Assessment Newfoundland and Labrador*, was completed.

An evaluation of the child care services certification and orientation course was conducted. The final report, *Child Care Services Certification and Orientation Course Formative Evaluation*, was completed in January 2004.

2005/06 Newfoundland and Labrador received \$11.3 million through the Early Learning and Child Care Agreement in 2005/06 and \$10.3 million in 2006/07.

2006

June The Early Learning and Child Care plan was announced, with funding allocated to the following initiatives:

- An increase in the eligibility level for child care fee subsidies and subsidy rates;
- Income enhancement funding for low income ECEs working in centres. Staff with Level Two certification earning less than \$25,000/year receive \$2,000; those with Level One certification receive \$1,000. Staff earning between \$25,000-\$35,000 are eligible for a smaller amount;
- Bursaries for eligible ECE students. Part of a recruitment/retention strategy, graduates receive \$5,000 after completion of an ECE program, if they agree to work in the field for two years;
- Establishment of community-based child care in rural and under-serviced areas of the province;
- Equipment grants of between \$250 and \$800/year for centres and homes to purchase materials that support children with special needs;
- Staffing support for centres and homes that require this to enrol children with special needs. This includes funds for additional staffing, grants for materials and subsidies to enable staff to attend meetings;
- Human resources at the regional level to support these services.

2006/07 Grants of up to \$500 annually became available for those working in child care and upgrading to Level One Child Care Services Certification.

Support provided to College of the North Atlantic to make ECE Diploma Program accessible online.

Start-up funding and, where necessary, ongoing funding for the establishment of child care centres and regulated family child care in rural and under-serviced areas of the province.

■ RECENT DEVELOPMENTS IN CHILD CARE AND OTHER ECEC SERVICES

2007/08 Summer Institute Bursaries: Staff of centres who are upgrading by distance education are required to attend institutes at College of the North Atlantic. A bursary of \$1,200 for each institute is provided.

ELCC Supplement: The Income Enhancement and Educational Supplement combined to form the Early Learning and Child Care (ELCC) Supplement, and increased by \$250 for Level One and \$500 for Level Two annually.

■ KEY PROVINCIAL ECEC ORGANIZATIONS

Association of Early Childhood Educators of
Newfoundland and Labrador (AECNL)
33 Pippy Pl, Suite 102
St. John's, NL A1B 3T1
Telephone: (709) 579-3028 or 1-877-579-3028
Facsimile: (709) 579-0217
Email: aecnl@nfld.net
Website: www.aecnl.ca

TEACHERS' ORGANIZATIONS AND ASSOCIATIONS

Newfoundland and Labrador Teachers' Association
3 Kenmount Road
St. John's, NL A1B 1W1
Telephone: (709) 726-3223 or 1-800-563-3599
Facsimile: (709) 726-4302 or 1-877-711-6582
Website: www.nlta.nf.ca

