

Closing the achievement gap in New Brunswick

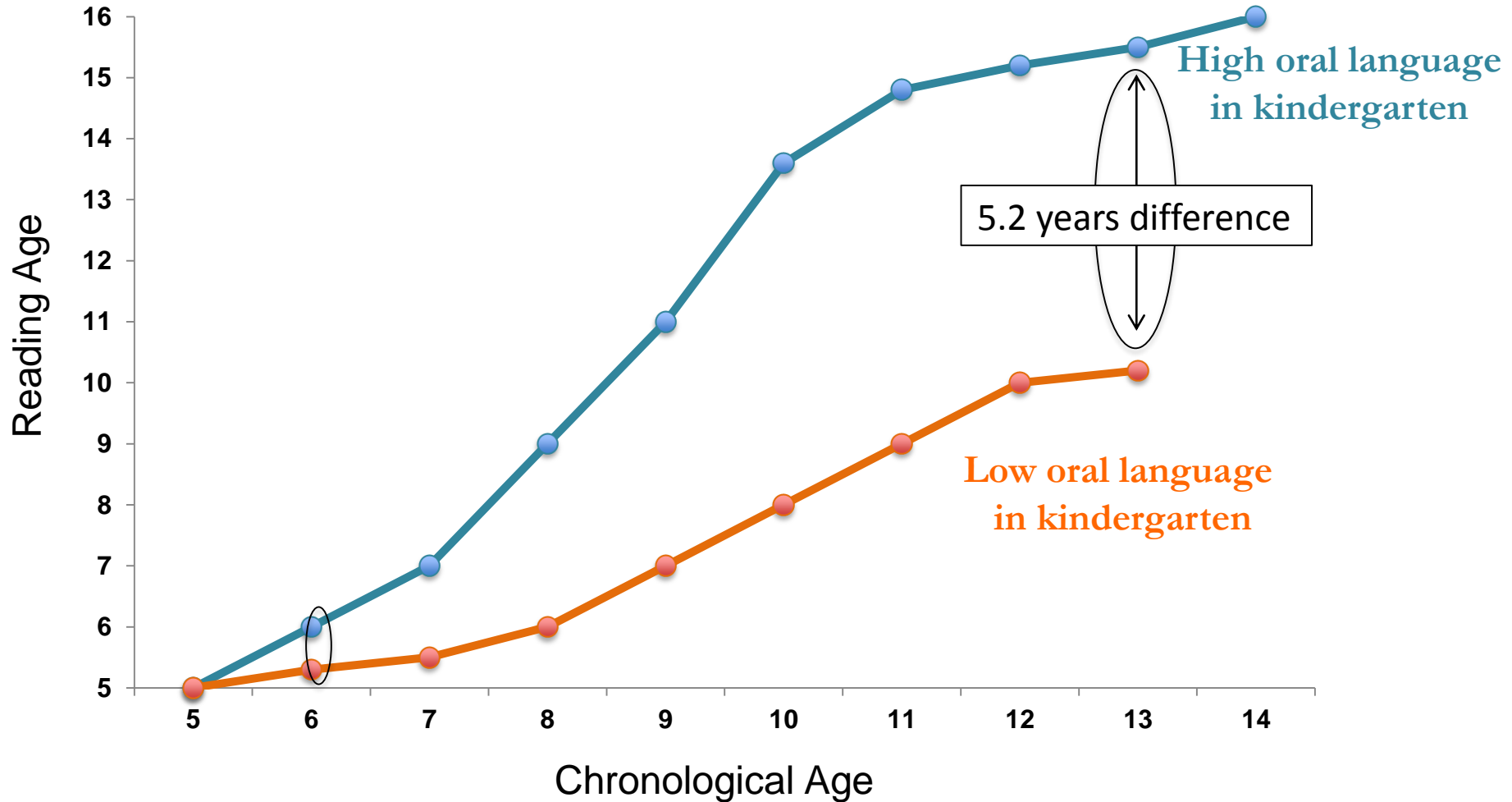
Commission on New Brunswick's 10-Year Education Plan

Honourable Margaret Norrie McCain

Fredericton, NB

November 4, 2015

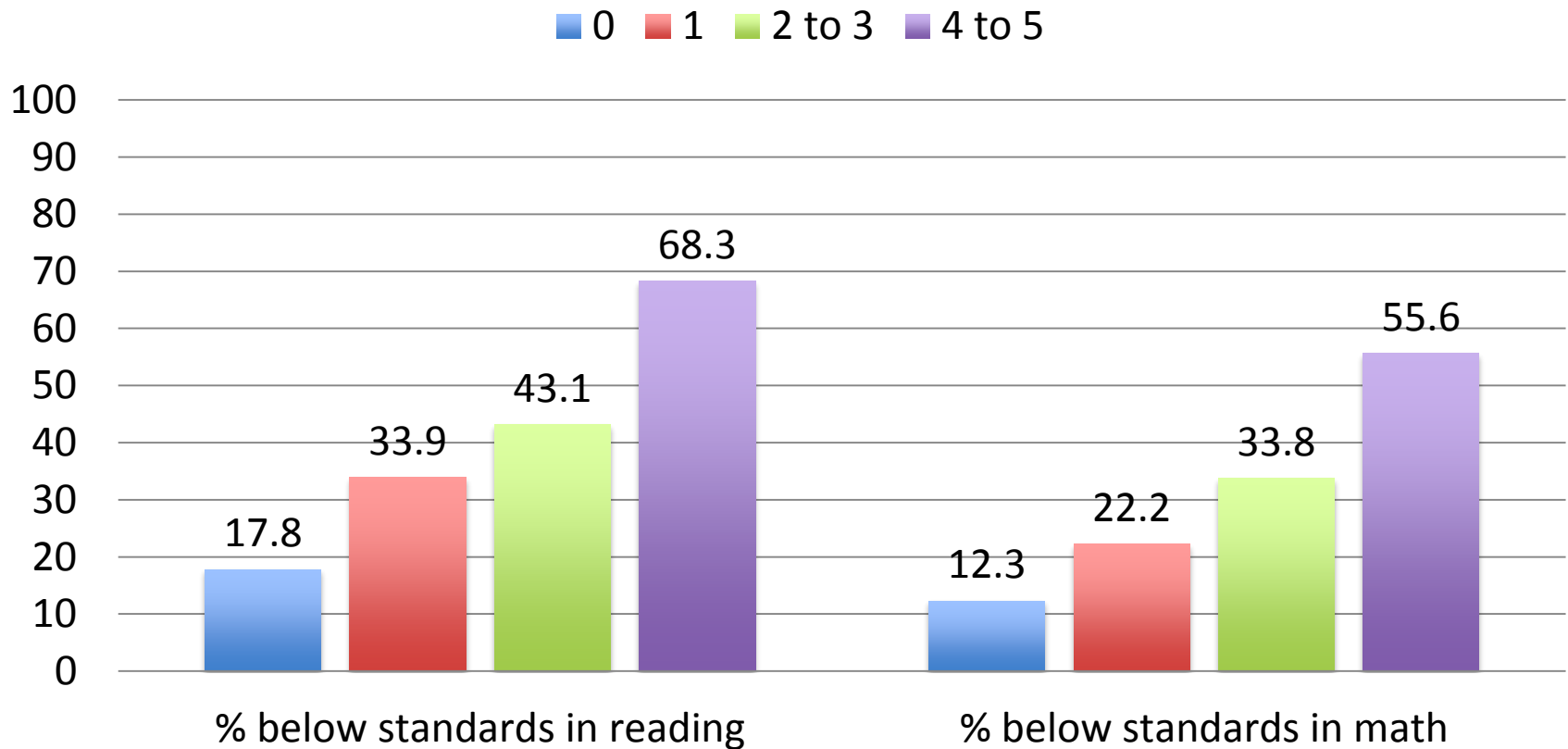
The Effects of Weaknesses in Oral Language on Reading Growth (Hirsch, 1996)



Hart & Risley, 1996

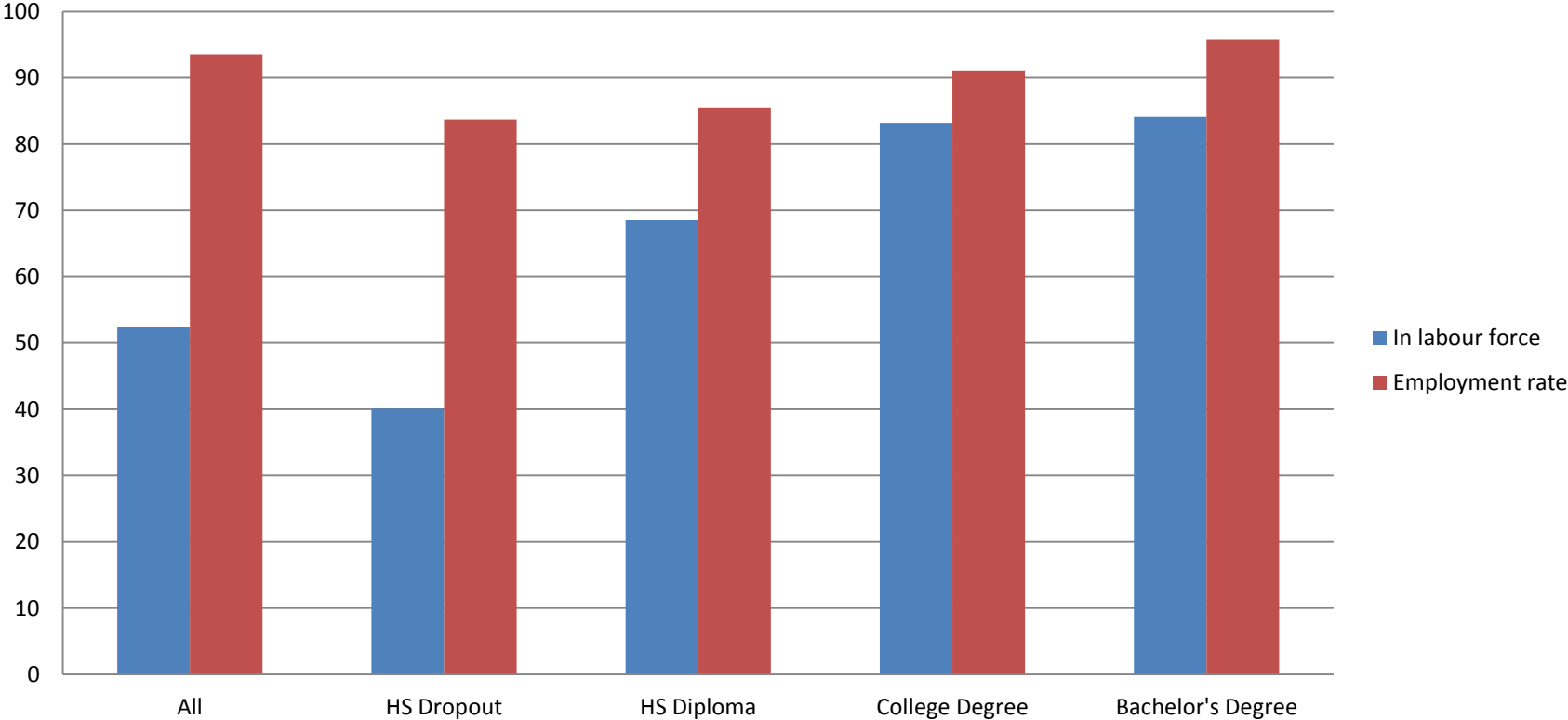
% not meeting standards on Grade 4 assessments by # of vulnerabilities in Kindergarten

Number of vulnerabilities Identified in Kindergarten



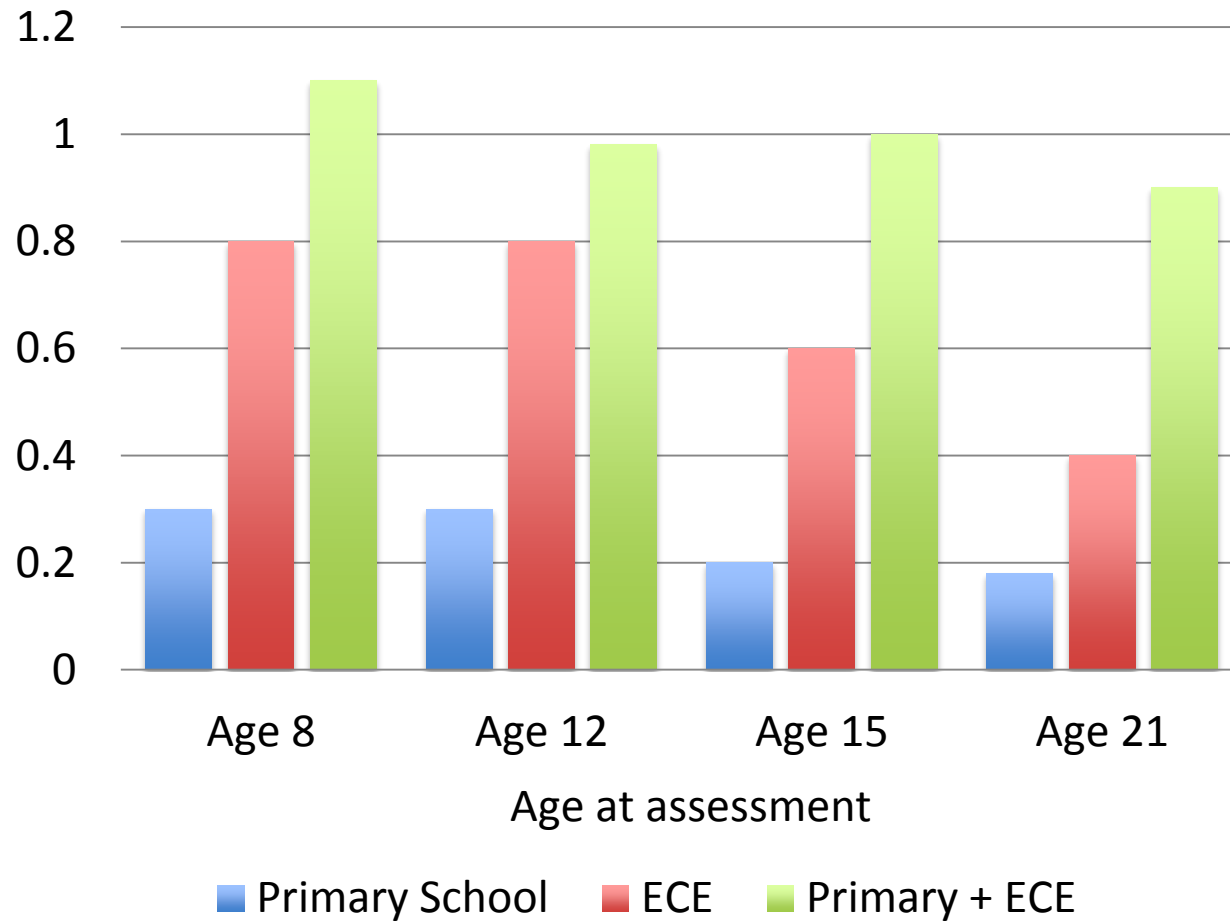
Hertzman, 2006

NB: Labour force participation and employment rate for females with at least one child 0-9 years in household by education levels



2011 National Household Survey

Effect of quality ECE, quality primary school and ECE + primary school on vocabulary – Abecedarian

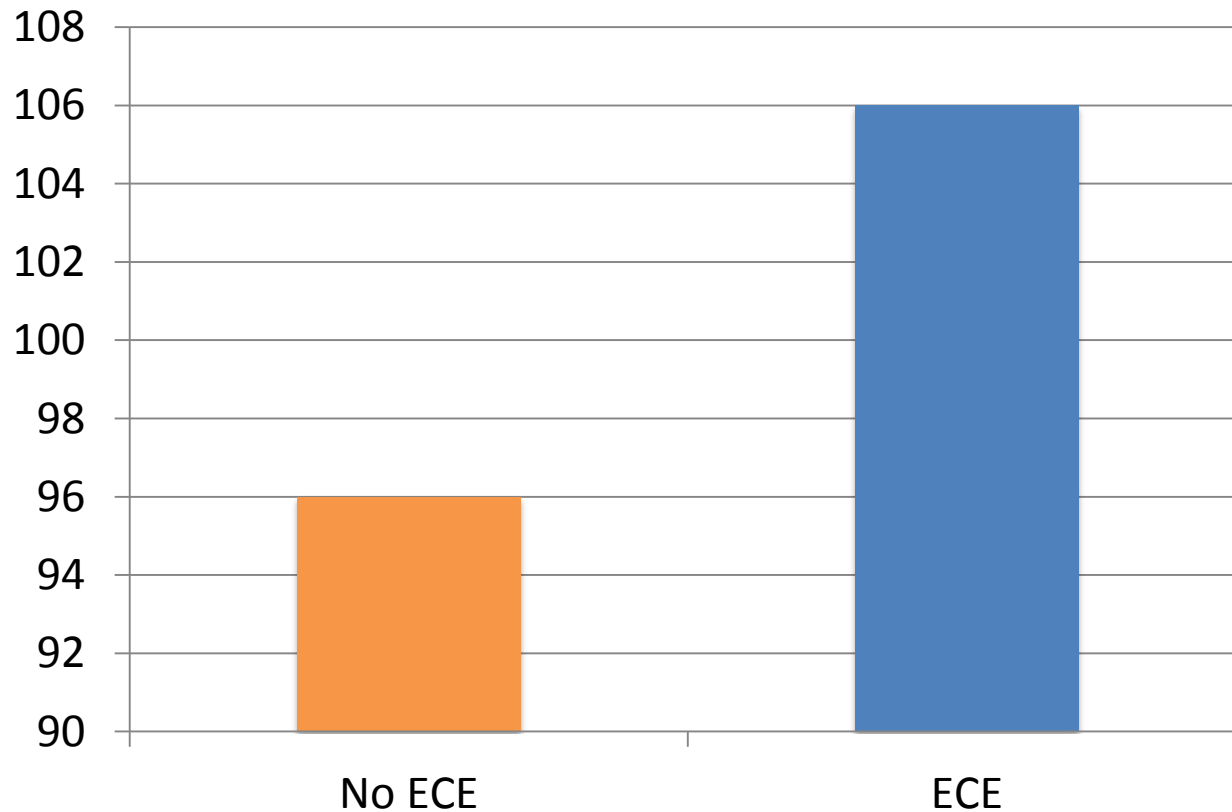


Campbell & Ramsey (2002)

Quality ECE plus quality primary education has a enduring effects on vocabulary.

Canada: Vocabulary scores at age 5 by participation in ECE at age 3

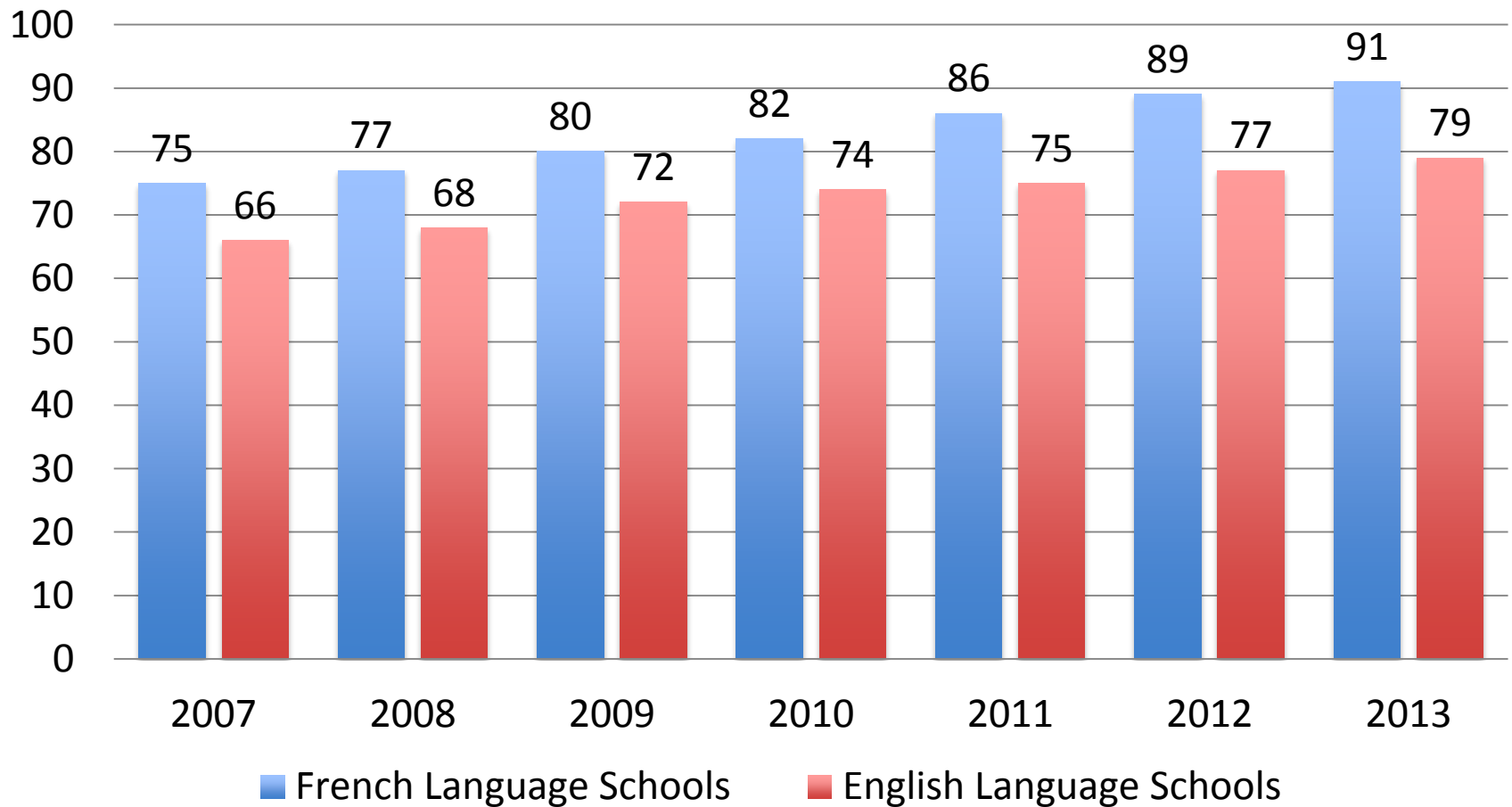
PPVT
Vocabulary



(Thomas 2006)

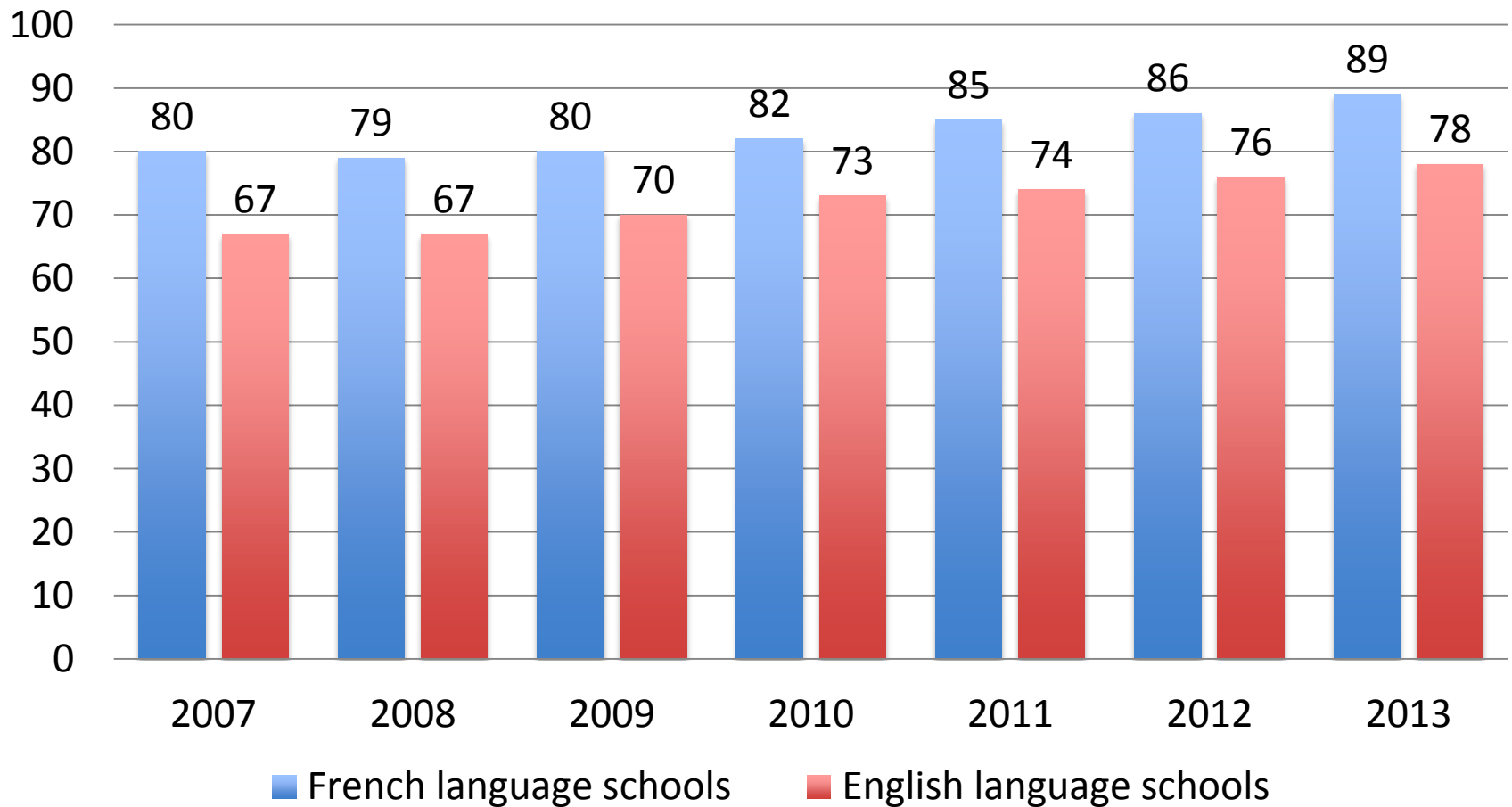
Children's participation outside the home at age 3 enhances vocabulary at age 5.

ON: Grade 6 standardized test results reading (% of students at or above provincial standards)



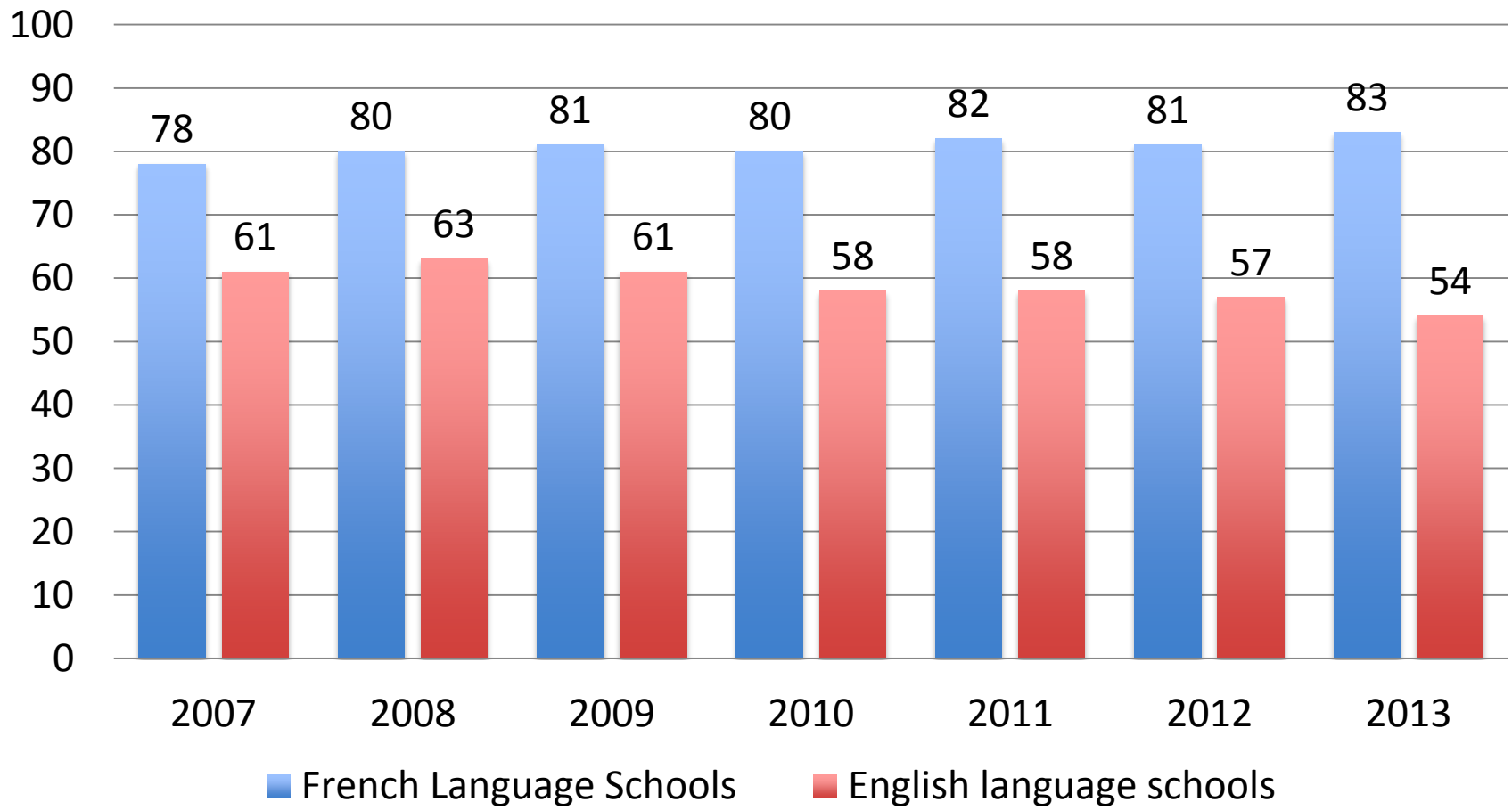
Source: Education Quality Assessment Office, Ontario

ON: Grade 6 results writing (% of students at or above provincial standards)



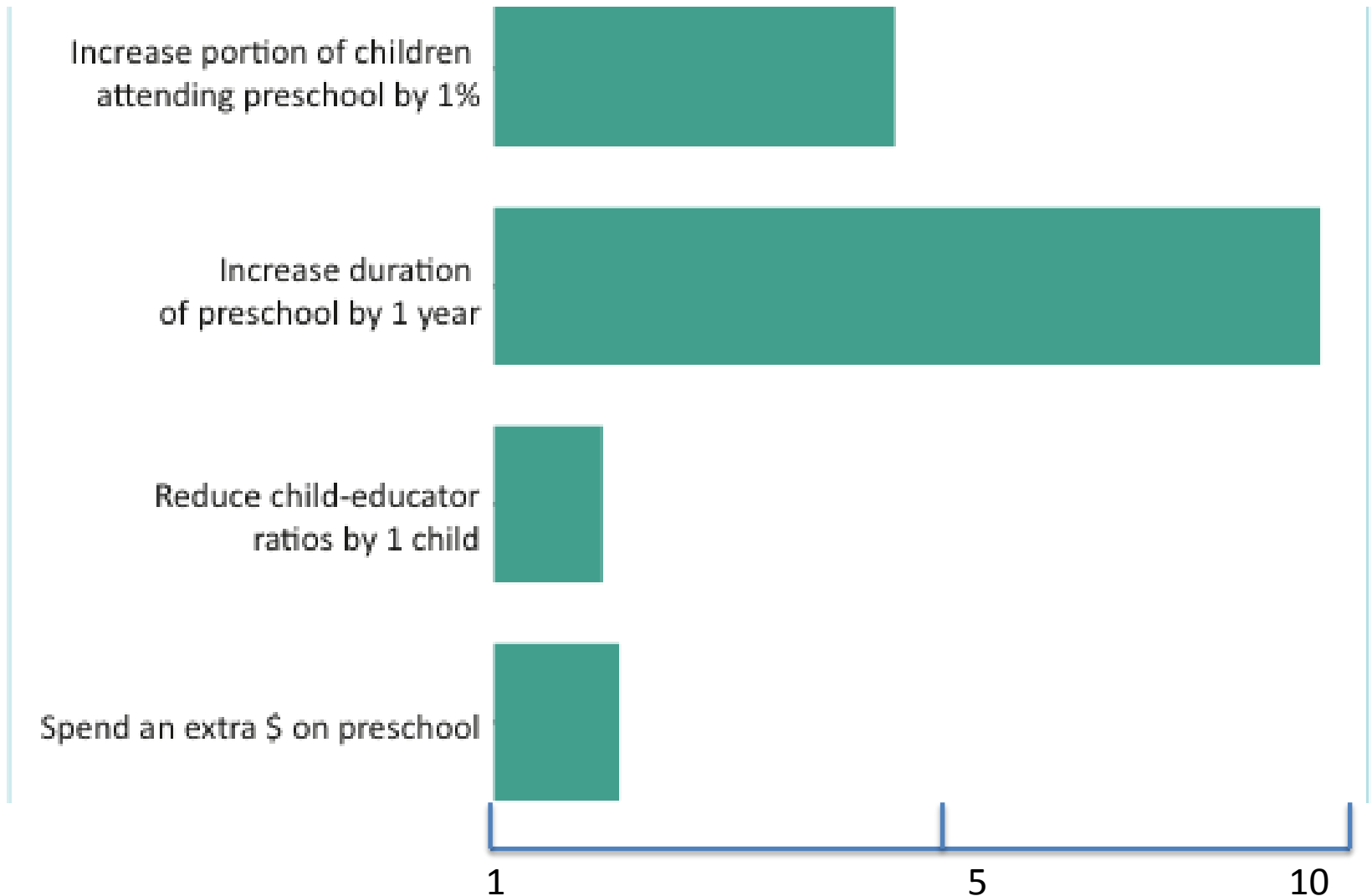
Source: Education Quality Assessment Office, Ontario

ON: Grade 6 results mathematics (% of students at or above provincial standards)



Source: Education Quality Assessment Office, Ontario

Impact of ECE on reading at age 15



Source: OECD 2009

Early childhood development centres

- 8 sites (2 French, 6 English) 2009 to 2013
- Goal to model seamless programming for children and parents by connecting kindergarten, early learning and childcare programs, parenting supports and community resources, using the school as the base
- The long-term goal to impact the capacity of children to succeed in life by providing a strong foundation during the early years.

Lessons learned

- School location minimized transitions for children and parents
- Using existing infrastructures maximized resources to serve more families in ways they wanted to be served
- Children and parents better prepared for school, and schools better prepared for children
- Quality enhanced as staff developed common approaches to programming, behaviour management, intervention supports
- Family and community engagement were enhanced by participants having a voice in planning and implementing programs and services
- Common planning time and common professional development important
- Committed and supported principals important

What does this mean for NB?

Where are NB's children prior to school entry?

Current ECE availability and predicted use based on average OECD experience

	NB preschool population	Predicted Number of Children needing ECE	Current % covered	Current ECE capacity	New slots required
0–23 months	13,792	4,138	14 %	1,970	6,994
2–4 year olds	20,688	16,550	48%	10,707	2740
5 year olds	7,449	7,471	99.7%	7,449	0
Total (0-5 year olds)	34,480	28,159		20,162	9,730

Source: Current child care capacity provided by Education and Early Childhood Development Department, NB.
Population data: Census 2011

Moving forward

- Build an early learning program open to all 4 year olds using schools as base
- Ensure decisions made about school construction, closures and other space allocations consider the demand for 0-4 year old programming.
- Build on the model of the Early Childhood Development Centres by bringing ECE programs, family and intervention supports into schools.