



Business Plan

2020–21

*Department of Education and
Early Childhood Development*



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Budget 2020–21: Business Plan
Finance and Treasury Board
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Message from the Minister

I am pleased to present the Department of Education and Early Childhood Development's Business Plan for 2020-21.

In 2020-21, the department will continue to invest in the Nova Scotia public education system so that students, families, and educators get the resources and support they need to succeed. As the department continues to advance improvements to the early years and public education systems in Nova Scotia, the priority for 2020-21 will be on inclusive education. The province introduced its first inclusive education policy in 2019. The policy will come into full effect in September 2020. The policy ensures that a high-quality, culturally and linguistically responsive, equitable education is available to every student.

We have already invested over \$300 million in the education system to ensure students have access to the best education possible. This includes an investment of \$30 million over the past two years to support inclusive education. These investments helped create over 1,300 additional teaching and student support positions, including 364 inclusive education support staff. New supports, such as autism specialists and child and youth practitioners, are helping our students succeed every day. We have also hired more staff for Alternative Education Sites, more African Nova Scotia and Mi'kmaq support workers, more SchoolsPlus facilitators, and are providing more funding for professional development for teachers.

In 2020-21, the department will achieve its goal of full implementation of play-based pre-primary programming in all school catchment areas across Nova Scotia. This means that all 4 years olds in our province will have access to this program that fosters the educational, social, and emotional development of children and supports their learning and growth the year before they start school.

Government will invest approximately \$17.5 million this year to complete the pre-primary expansion, bringing the total annual investment for pre-primary this year to \$51.4 million. The Pre-primary Program is expected to employ close to 900 early childhood educators. In addition to universal pre-primary, the province will also roll out phase two of busing making it available for all eligible pre-primary children in September 2020.

In September 2019, the department introduced the Technology Advantage Program (TAP) pilot in selected Grade 9 classrooms. TAP is an experiential learning program designed to spark interest in a variety of technology jobs and fields. Students who participate in the program can earn a high school diploma and a tuition free Nova Scotia Community College diploma in an information technology (IT) field, while simultaneously gaining valuable industry experience. Many of these students will continue in the TAP pilot in the next 5 years.

Government has made a commitment to inclusive education and the changes needed to implement it. But we recognize that there is still more to do. Going forward, we are committed to working with our partners to create a re-invigorated, coherent, and responsive education system for the benefit of Nova Scotian students, with a focus on inclusive education and strategic excellence in teaching and leadership.

Honourable Zach Churchill
Minister, Education and Early Childhood Development

Vision, Mission, and Mandate

Vision

All children and students are confident and proud, maximizing their potential and contributing to a thriving society.

Mission

The department will lead the transformation of the early years and public education system. We will do this by designing an innovative curriculum, facilitating excellence in teaching and learning, ensuring equity throughout the system, and working closely with our partners in education. This will provide children, students, and families with a strong foundation for success.

Mandate

The Department of Education and Early Childhood Development has a broad mandate that includes responsibility for early childhood development and the education of children and youth through the public school system. The department's mandate is carried out through:

- child, youth, and family-centered programs and services
- early learning and care programs for children from birth to school entry
- high-quality educational programs and student services in both of Canada's official languages
- strong assessment and evaluation services
- a focus on creating a more culturally responsive and inclusive education system
- a progressive and responsive policy environment
- effective financial management, facilities planning, and comptrollership
- teacher education and certification, with a focus on high standards of excellence in teaching and leadership
- effective opportunities for ongoing, high-quality professional learning for teachers and principals
- educational research and partnerships

A number of actions and initiatives are currently underway to advance the department's mandate. Through these actions the department will:

- Continue work to support inclusive education in Nova Scotia to deliver meaningful change
- Finalize the implementation of universal full day pre-primary for four-year olds.
- Continue to support Reading Recovery and ensure all elementary schools with grade 1 have access to the program.
- Continue to ensure that waitlists for speech and language help, and psychological services remain manageable
- Continue the expansion of Skilled Trades Centres in high schools and continue to enhance skilled trades learning in the school system

Improving Early Childhood and P-12 Education

Government continues to invest in the Nova Scotia public education system so that students, families, and educators get the resources and support they need to succeed. The work of the department in 2020-21 will focus on inclusive education, student learning, and well-being.

In 2020-21, the department will continue to build on the investments made in 2019-20 such as supports required for successful inclusive education, including access to the appropriate curricula, teaching and specialized staff, integrated services and instructional settings. These will include new student and classroom supports.

In 2020-21, the department will also continue implementation of the Inclusive Education Policy Framework and Multi-Tiered System of Supports (MTSS), including new behaviour, mental-health, and autism strategies, and interagency programs and services

INCLUSIVE EDUCATION

A key focus for Education and Early Childhood Development is creating a more culturally responsive and inclusive education system. A number of initiatives have been established to support inclusive education in Nova Scotia to deliver meaningful change. These include:

- Inclusive Education Policy
- Network Schools
- Supporting MTSS in schools
- Culturally Responsive Pedagogy
- Partnership with the Youth Project
- African Nova Scotian Education Framework
- Treaty Education
- Physically Active Framework
- Partnership with Youth Project

Inclusive Education Policy – The province introduced its first Inclusive Education Policy to support students in 2019. The policy will come into full effect in September 2020. The policy established guiding principles and directives to ensure a high-quality, culturally and linguistically responsive, equitable education is available to every student.

Network Schools – Through an application process, school teams have developed an action plan focused on supporting the principles and directives in the Inclusive Education Policy. Teams with similar inquiries are connected through a network in order to share and benefit from their collaborative learning journeys. Lessons learned through this process will help inform the full implementation of the policy in 2020.

MTSS – The department is continuing to develop and implement MTSS. It is an integrated school-wide approach, which provides a structure for effective instruction, assessment, and support for all learners with a focus on well-being and achievement. It requires the collaboration and coordinated efforts of learners, teachers, families, guardians, parents and community partners in providing the appropriate programs, settings, supports, and services. MTSS recognizes the inherent worth of all learners and strengthens the importance of well-being and achievement, inclusive of all learners in our classrooms, schools, and communities.

Culturally Responsive Pedagogy (CRP) – CRP is a research-based pedagogy that enhances the learning environment and the educational outcomes for all students. CRP results in teaching that connects a student's social, cultural, family, or language background to what the student is

learning; it nurtures that cultural uniqueness and responds by creating conditions in which the student's learning is enhanced.

African Nova Scotian Education Framework (ANSEF) – The goal of this framework is to provide system leadership to support the positive wellbeing and academic success of African Nova Scotian/Black learners, remove barriers to learning and address the systemic factors which foster disproportionality of outcomes for African Nova Scotian/Black students.

- The department will continue to support alternative and innovative education programs, such as the Auburn High School Africentric Math Cohort. These programs promote student achievement and help encourage underrepresented students to enroll in these courses.
- African Nova Scotian history is now embedded in the renewed Social Studies curricula for grades 7 and 8. The resources being developed for these courses seek to explore African Nova Scotian and African Canadian experiences as part of our shared history and to tell the stories in ways that honour the communities and their legacies.

Treaty Education – With a goal of growing an understanding among all students of Mi'kmaw teachings and culture, the department will increase access to Treaty Education resources. This will help Mi'kmaw and Indigenous students gain a strong sense of identity, pride, and belonging through their participation in the public education system, and developing an appreciation and respect for the diverse, rich cultures in Nova Scotia.

Physically Active Framework – Physical activity and nutrition (Food and Nutrition policy) have always been cornerstones of good health and now we also understand more about the critical importance of these for mental health. The Physically Active Framework will promote daily activity and support the overall government Let's Get Moving strategy.

Partnership with Youth Project – Government entered into a new funding agreement with The Youth Project to partner with EECD to create more inclusive schools for LGBTQ2S+ students in Nova Scotia. The three-year, \$750,000 investment will support the delivery of programs, training and workshops for youth, teachers and staff.

STUDENT WELL-BEING AND ACHIEVEMENT

Education and Early Childhood Development is committed to improving school programs, services and policies to support students' achievement and well-being. A Student Survey was administered April and May 2019 and replaced many of the region/board surveys. 54,000 students from grades 4-12 participated. The survey focused on students' experiences in Nova Scotia schools from both a well-being and academic perspective. The information from the survey will help inform Student Success Planning.

The department will work to identify well-being indicators to support the achievement of African Nova Scotian students, and will develop an anti-racism and discrimination leadership module for principals and vice-principals to support staff in enhancing schools as culturally safe spaces for all learners.

Student Success Planning and Regional Improvement Plans

All schools are required to set targets for improvement and to submit annual reports on their progress towards the goal areas. Schools are required to have a: mathematics goal, literacy goal, and a well-being goal. Schools can choose to have other curriculum area goals at the secondary level. Conseil scolaire acadien provincial schools also have a school community goal.

Regional Centres for Education and CSAP base their Regional Improvement Plans on the information gathered through the school Student Success Plans. The regions develop math,

literacy, and student well-being goals based on the achievement data and student survey data for their regions. They report on these plans annually to the department.

Student Supports and Transitions

Education and Early Childhood Development works closely with other departments, agencies, and organizations to provide supports to students, to ensure they have timely access to a wide range of services, including mental health and physical well-being.

Priorities related to student supports and transitions include:

- Enhancing SchoolsPlus services through collaboration with our partners.
- Continue to operate ACHIEVE sites (post-secondary transition year programs for graduating high school students with special needs).

EARLY CHILDHOOD DEVELOPMENT

The Government of Nova Scotia committed to implementing a free, universal pre-primary early learning program for four-year-olds that will set them on the road to success by helping them be confident learners as they transition into the school system. Full implementation of the program will take place by the 2020-21 school year. In 2018-19, more than 4,550 four-year-olds registered for the program.

Government will continue to support access to the Pre-Primary Program through the Nova Scotia Before and After Pre-Primary Program (NS-BAP) and expanded bussing options for eligible pre-primary children.

EARLY LEARNING AND CHILD CARE AGREEMENT

In January 2018, Nova Scotia signed a three-year, \$35-million child care funding agreement with the federal government to strengthen the early years system across the province. The agreement, currently in its final year, focuses on providing families more affordable, accessible, quality, and inclusive regulated child care while supporting early childhood educators to participate in training and professional development opportunities.

Highlights of actions from the Early Learning Child Care Agreement include:

- Changes to the Child Care Subsidy Program resulting in more than 720 families benefitting from the maximum subsidy per diems and more than 600 children receiving a higher subsidy rate, saving Nova Scotian families more than \$5 million.
- The creation of over 580 child care spaces, 61% of which are in rural and vulnerable communities.
- Additional funding to Early Childhood Development Intervention Services to extend their reach into more Acadian and Francophone, African Nova Scotian, and Indigenous communities.
- Training eight coaches and 20 Master Cadre professional development specialists to promote social-emotional competence in infants and young children through the Pyramid Model framework
- Development and implementation of a recognition of prior learning process for early childhood educators to receive a higher level of training classification.
- Tuition support to students in the two-year ECE diploma program at one of three private career colleges in the province to help reduce the cost of tuition.
- The creation of the First Nations Early Childhood Educators workplace learning pilot which enables Mi'kmaq educators working in First Nations communities throughout the province

- to participate in an ECE program delivered by a Mi'kmaq instructor, using curriculum that has been modified to reflect Mi'kmaq culture, history, and language.
- A cultural bursary program providing grants to African Nova Scotian, Acadian and Francophone, Indigenous, and newcomer communities for individuals to enroll in a two-year ECE diploma program.

A priority for the department in 2020-21 will be to work with the federal government to negotiate a new bilateral agreement.

Early Development Instrument

The department participates in the Early Development Instrument (EDI) which is a teacher-completed questionnaire, that measures developmental health in populations of young children at school entry in five domains and is considered to be a reliable predictor of adult health, education, and social outcomes. Schools, school regions, government, researchers and community partners can use this data together with other indicators to identify vulnerable populations of children and mobilize resources to support young children and their families as well as to inform planning to support populations of children as they progress through school. Nova Scotia has three cycles of EDI data – 2013, 2015, and 2018. The next cycle will be in 2020.

P-12 EDUCATION

The department continues to review the Public School program and is focused on providing relevant and renewed curriculum and programs in the public education system.

Literacy Strategy and Reading Recovery

Student outcomes in literacy achievement show that our entire education system needs to do more to support our students and their teachers. The goal of the Nova Scotia Provincial Literacy Strategy is for students to achieve a high level of literacy so that they can thrive in school and beyond. By 2022, the target goal for reading and writing will be an increase of 8% in the number of students who perform at or above expectations, measured by provincial assessments.

Reading Recovery is a short-term intervention that provides individually designed and delivered lessons to grade one students having challenges with early reading and writing. In-classroom literacy programming continues. Access to Reading Recovery was reinstated in all elementary schools with grade 1 for the 2019-20 school year. In 2020-21 Reading Recovery Teacher Leaders and Reading Recovery Teachers will be trained to support Reading Recovery in French Immersion.

Mathematics Strategy

The department continues to review supports for mathematics and to consult with experts in this area. The development of a strategy will form a foundation to support increased achievement in mathematics for all students, to focus on mathematics essentials and to provide teachers with resources and approaches to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Skilled Trades and Experiential Learning

Skilled Trades Education supports an approach that provides exposure to a wide range of careers, engages students in authentic learning in the community and immerses students in the realities of skilled trades work. In 2017, Government committed to adding 7 new Skilled Trades Centres to the 18 that already existed. In 2019-20, government achieved that goal, and a further 5 new Skilled Trades Centres were announced. Three of these new centres will open in 2020-21: North Nova Education Centre, Liverpool Regional High School, and École secondaire de Par-en-Bas. The department will continue to work to:

- Increase the number of students participating in skilled trades learning

- Increase the number of schools offering skilled trades courses
- Expand offerings in the suite of skilled trades courses

Technology Advantage Program (TAP) Pilot

The Technology Advantage Program (TAP) pilot is an experiential learning program designed to spark interest in a variety of technology jobs and fields. TAP is based on the Pathways in Technology Early College High Schools program (P-TECH) by IBM and brings together elements of high school, college, and the professional world. Participants have the opportunity to earn a high school diploma and a tuition free NSCC diploma in an information technology (IT) field, while simultaneously gaining valuable industry experience.

TAP was introduced in seven Grade 9 classrooms in September 2019. There are currently 142 students registered in the program. The department is working with St. Francis Xavier University on an ongoing evaluation of the pilot. This information will help not only to inform the pilot and any possible future cohorts but can also be effectively used to inform the public school program renewal in grades 9-12.

Performance Measures

Student Assessments

The Department administers the Program of Learning Assessment for Nova Scotia (PLANS), which includes provincial, national and international assessments, in English and French. The results for these assessments can be found at: <https://plans.ednet.ns.ca/results>

Nova Scotia Assessments: Mathematics

The Nova Scotia Assessment for Mathematics is used to measure student learning and achievement in math for students in grades 4 and 6. The target for this measure is to maintain or increase the percentage of students meeting expectations over the baseline year.

Percentage of Students Meeting Math Expectations				
Nova Scotia Assessment: Mathematics				
	2015-16*	2016-17	2017-18	2018-19
Grade 3	N/A	N/A	N/A	72%
Grade 4	76%	77%*	N/A	N/A
Grade 6	68%	70%	70%	71%
Grade 8	62%	N/A	56%	57%

* Baseline **N/A**: Mathematics in Grade 4/Mathématiques en 4^e année was discontinued in 2017-18 and replaced with Mathematics in Grade 3/Mathématiques en 3^e année in 2018-19.

Nova Scotia Assessment: Reading and Writing

The Nova Scotia Assessment for Reading and Writing is used to measure student learning and achievement in literacy for students in grades 3, 6, and 8. Students in the Conseil scolaire acadien provincial (CSAP) participate in the English-language Nova Scotia Assessment in Reading and Writing in grade 6 and 8. French-language provincial assessments in reading and writing are administered to students in grades 3 and 6 attending school in CSAP. The target for these measures is to maintain or increase the percentage of students meeting expectations over the baseline year.

Assessment: Reading

Percentage of Students Meeting Reading Expectations				
Nova Scotia Assessment: Reading				
	2015-16	2016-17	2017-18	2018-19
Grade 3	67%	68%	N/A	70%
Grade 6	73%	73%	74%	74%
Grade 8	74%	N/A	75%	74%
L'Évaluation de la Nouvelle-Écosse : lecture (Conseil scolaire acadien provincial)				
	2015-16	2016-17	2017-18	2018-19
Grade 3	70%	68%	N/A	67%
Grade 6	72%	71%	69%	73%
Grade 8	72%	N/A	74%	74%

*Baseline **N/A**: The fall Reading and Writing in Grade 3 and Lecture et écriture en 3^e année were discontinued in 2017-18. A new assessment, Literacy in Grade 3/Littératie en 3^e was administered in spring 2018-19.

Assessment: Writing

Percentage of Students Meeting Writing Expectations					
Nova Scotia Assessment: Writing					
	2014–15*	2015-16	2016-17	2017-18	2018-19
Grade 3					
Ideas	76%	73%	73%	N/A	66%
Organization	60%	59%	58%	N/A	51%
Language Use	64%	63%	63%	N/A	55%
Conventions	53%	51%	53%	N/A	43%
Grade 6					
Ideas	76%	78%	72%	74%	70%
Organization	61%	62%	57%	59%	55%
Language Use	66%	67%	63%	64%	59%
Conventions	58%	61%	53%	57%	53%
Grade 8					
Ideas	N/A	89%	N/A	89%	78%
Organization	N/A	77%	N/A	80%	66%
Language Use	N/A	80%	N/A	82%	70%
Conventions	N/A	69%	N/A	71%	59%
L'Évaluation de la Nouvelle-Écosse : écriture					
	2014–15*	2015-16	2016-17	2017-18	2018-19
Grade 3					
Ideas	65%	67%	68%	N/A	66%
Organization	60%	59%	58%	N/A	50%
Language Use	64%	63%	63%	N/A	47%
Conventions	53%	51%	53%	N/A	37%
Grade 6					
Ideas	71%	75%	73%	72%	69%
Organization	59%	67%	59%	65%	56%
Language Use	56%	61%	60%	59%	51%
Conventions	43%	47%	44%	42%	38%
Grade 8					
Ideas		70%	N/A	67%	79%
Organization		63%	N/A	58%	71%
Language Use		57%	N/A	55%	67%
Conventions		50%	N/A	40%	45%

*Baseline **N/A**: The fall Reading and Writing in Grade 3 and Lecture et écriture en 3^e année were discontinued in 2017-18. A new assessment, Literacy in Grade 3/Littératie en 3^e was administered in spring 2018-19.

Nova Scotia Examinations

Nova Scotia Examinations (NSE) are administered in the following courses: English 10, Mathematics 10 and Français 10 (CSAP). NSEs are designed to evaluate student achievement in relation to selected curriculum outcomes for each course. The examination results contribute 20% to students' final course mark. The target for these measures is to maintain or increase the percentage of students meeting expectations over the baseline year.

Mathematics 10

Percentage of Students Meeting Mathematics Expectations				
	2015-16	2016-17	2017-18	2018-19
	71%	<i>Not administered</i>	71%	70%

English 10

Percentage of Students Meeting Reading Expectations				
	2015-16	2016-17	2017-18	2018-19
	76%	<i>Not administered</i>	75%	75%

Français 10

Percentage of Students Meeting Reading Expectations				
	2015-16	2016-17	2017-18	2018-19
	80%	<i>Not administered</i>	73%	73%

Examination: Writing

Percentage of Students Meeting Writing Expectations				
Nova Scotia Examinations: Writing				
	2015-16	2016-17	2017-18	2018-19
Ideas	66%	<i>Not administered</i>	75%	69%
Organization	61%	<i>Not administered</i>	65%	58%
Language Use	62%	<i>Not administered</i>	67%	61%
Conventions	59%	<i>Not administered</i>	62%	56%
Examen de la Nouvelle-Écosse: écriture				
	2015-16	2016-17	2017-18	2018-19
Idées	78%	<i>Not administered</i>	85%	78%
Structure du texte	83%	<i>Not administered</i>	81%	69%
Style	74%	<i>Not administered</i>	69%	63%
Conventions de l'écrit	49%	<i>Not administered</i>	46%	42%

National and International Assessments

The department also participates in two international assessments: Programme for International Student Assessment (PISA) and Pan-Canadian Assessment Program (PCAP). The (PISA) results are used to measure 15-year-old students' performance in reading, mathematics, and science and allow for comparison across jurisdictions. The Pan-Canadian Assessment Program (PCAP) results are used to measure student performance in reading, mathematics, and science in grade 8.

Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) results are used to measure 15-year-old students' performance in reading, mathematics, and science and allow for comparison across jurisdictions. The PISA assessment is one of the measures for a desired outcome of increased student learning and achievement in literacy and mathematics. Each assessment includes questions from all three subject areas with a focus on one subject area each time the assessment is administered. The major focus of the 2015 PISA assessment was science and the 2018 PISA assessment was reading. The target for this measure is an increase over the 2009 baseline data by the next reporting period.

PISA Results												
	Reading				Math				Science			
	2009	2012	2015	2018	2009	2012	2015	2018	2009	2012	2015	2018
NS Average	516	508	517	516	512	497	497	494	523	516	517	508
Canadian Average	524	523	527	520	527	518	516	512	529	525	528	518
OECD Average	493	496	493	487	496	494	490	489	501	501	493	489

*2009 is baseline

Pan-Canadian Assessment Program (PCAP)

The Pan-Canadian Assessment Program (PCAP) results are used to measure student performance in reading, mathematics, and science in grade 8. The target for this measure is an increase over the 2007 baseline data in the next reporting period.

PCAP Results	2007 Results		2010 Results*		2013 Results		2016 Results	
	NS Average	Canadian Average	NS Average	Canadian Average	NS Average	Canadian Average	NS Average	Canadian Average
Reading	483	500	489	500	488	508	498	507
Math	N/A	N/A	474	500	488	507	497	511
Science	N/A	N/A	489	500	492	500	499	508

*adjusted baseline

Reading Recovery

In 2017-18 there were 192 schools with Reading Recovery. In 2018-19, 247 schools had Reading Recovery programs. The target of this measure was to have access to Reading Recovery reinstated in all elementary schools with grade 1 by the 2019-20 school year. This target has been met.

SchoolsPlus Expansion

In September 2019-2020 SchoolsPlus is supporting 372 schools through 56 hub sites, in every county, with 41 Facilitators (social workers) and 84 Community Outreach Workers. We are serving an additional 45 schools beginning in Sept 2019. We have met our target for all schools to have access to SchoolsPlus support by the 2019-20 school year.

SchoolsPlus has several service components, however it is important to note that not of all the service components (mental health clinicians) are available to all schools, based on resources. 54 FTE positions are funded for SchoolsPlus Mental Health Clinicians (6 new for 2019-20). They are employed by either the NSHA or the IWK and co-located in schools.

Pre-Primary Program

Pre-Primary began in 2017-18, in many schools across Nova Scotia. This program is available to 4-year olds in the year before they enter school and will provide them with access to a quality play-based experience based on Nova Scotia's first ever Early Learning Curriculum Framework.

Phase 1 of the program saw 54 pre-primary classes in 46 school communities with over 800 four-year olds accessing the pre-primary program in the province. Phase 2 of the program began in September 2018 and added 99 more schools for a total of 145 school communities and 185 pre-primary classes in 2018-19. The target for this measure is that all school communities will have access to the pre-primary program by the 2020-21 school year. Full implementation will see 253 school communities receive pre-primary.

Pre-primary Program (100% implementation over 4 years)			
	2017-18	2018-19	2019-20
# of school communities with access to the Pre-primary Program (cumulative)	46	145	205
% of total school communities	18%	57%	81%

Early Learning and Child Care Agreement

There are several measures to show progress in priority areas, these are shown in the table below. The baseline has been set as 2017-18, with targets increasing over the baseline data for each measure.

Affordability, Accessibility, Quality and Inclusion in Child Care			
	2017-18*	2018-19	2019-20
Increase in number licensed spaces	17,250	17,356	Available April 2020
Increase number of new family home day care sites	254	281	
Increase number of children benefitting from maximum subsidy rates	2551	3255	
Increase number of staff working in licensed child care who are engaging in course work towards a credential (Continuing Education)	145	155	
Increase number of licensed child care centres accessing funding to build capacity for inclusion	220	264	
Increase ECEs in licensed child care receiving inclusion training in the Pyramid Model	200	150**	
Increase in individuals receiving ECE training grants/bursaries from under-represented populations (Acadian/Francophone, African Nova Scotian, Indigenous, Immigrant and Newcomer)	0	32	

*baseline

** Pyramid model training was launched with 23 demonstration sites. Training in the Pyramid Model has begun and will be ongoing for approximately 150 ECEs. In addition, 20 Professional Development Trainers have been trained and 7 Pyramid Model Coaches trained.

Departmental Financial Summary

Departmental Expenses Summary (\$ thousands)			
<u>Programs and Services</u>	<u>2019-2020</u> <u>Estimate</u>	<u>2019-2020</u> <u>Forecast</u>	<u>2020-2021</u> <u>Estimate</u>
Senior Management	1,164	1,127	1,194
Strategic Policy, RCE Liaison and Research	3,820	3,745	3,815
Early Learning	36,240	35,238	53,225
Childcare and Licensing	79,969	77,523	78,244
Centre for Equity in Achievement and Well-Being	3,829	3,685	3,834
Education Innovation Programs and Services	15,470	16,314	15,569
Student Services and Equity	2,209	2,288	2,220
African Canadian Services	5,977	5,940	5,981
Mi'kmaq Services	1,087	1,260	1,093
French Programs and Services	10,187	10,121	10,187
Corporate Services	4,529	5,284	4,531
Public Education Funding	1,097,955	1,100,400	1,133,483
Teachers' Pension	91,911	91,911	92,063
School Capital - Amortization	74,995	75,389	73,863
Total Departmental Expenses	1,429,342	1,430,225	1,479,302
Ordinary Recoveries	25,144	28,852	24,514
<u>Funded Staff (# of FTEs)</u>			
Department Funded Staff	207.8	194.3	207.8
Note:			
For Ordinary Revenues, see Estimates and Supplementary Detail Book, Chapter 2			
For TCA Purchase Requirements, see Estimates and Supplementary Detail Book, Chapter 1			