



Business Plan

2019–20

*Department of Education and
Childhood Development*



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Budget 2019-20: Business Plan
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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 2019-20.

In 2019-20, 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 2019-20 will be to continue to implement recommendations from the Commission on Inclusive Education, the Education System Administrative Review, and the Council to Improve Classroom Conditions. We have already invested nearly \$300 million in the education system to ensure students have access to the best education possible. These investments have helped create over 1,300 additional teaching and student support positions. New supports, such as autism specialists and child and youth practitioners, are helping our students succeed every day.

At the end of March 2018, the Commission on Inclusive Education released a comprehensive report that includes measurable education goals for implementing inclusive education, with specific recommendations for improving teaching and learning conditions in support of the goals. The department started a 5-year plan in September 2018 to implement the recommendations of the Commission on Inclusive Education. This plan will be a significant change to the education model that will require collaboration and cooperation from all education partners, so that we can better meet the needs of children in Nova Scotia. The changes for 2019-20 will include a new policy for inclusive education and annual reporting to the public to report on progress. The department is working with Inclusive Education Canada, who are supporting our work in the implementation of these changes.

In 2018-19, Government invested \$103 million to help create a comprehensive early years system for Nova Scotia. This funding supports both the regulated child care sector and universal pre-primary program for four-year olds. In 2019-20, the department will continue to implement play-based pre-primary programming in schools across Nova Scotia. This program is available to 4-year olds, providing them with access to high-quality early learning programs based on Nova Scotia's first ever Early Learning Curriculum Framework. The department is planning to expand the pre-primary program with new locations for September 2019. By the 2020-21 school year, all school catchment areas will offer pre-primary.

As we continue to review the public-school program, we will be consulting with our stakeholders and partners including the Provincial Advisory Council on Education, the Council to Improve Classroom Conditions, the Minister's Youth Advisory Council, and School Advisory Councils to assist in directing how the province will continue to invest in classrooms.

It is important that we recognize that our education system has not fundamentally changed in over 20 years. We are in a time now of great change for the education system in Nova Scotia. We need to work together to create a re-invigorated, coherent, and responsive education system for the benefit of Nova Scotian students, with a focus on 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
- Continue to implement universal full day pre-primary for four-year olds
- Continue to reinstate Reading Recovery.
- Continue to ensure that waitlists for speech and language help, and psychological services remain manageable
- Continue to implement recommendations coming from the education system administrative review
- Continue to expand the SchoolsPlus program to all schools by 2019-20
- Continue the expansion of Skilled Trades Centres in high schools and continue to enhance vocational options 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 2019-20 will continue to be guided by the recommendations from the Commission on Inclusive Education and the Education System Administrative Review, along with stakeholder consultations.

A three-person Commission on Inclusive Education was established in 2017 to examine the status of inclusive education in public schools in Nova Scotia. The Commission conducted a research-based overview of the current practice and policy and provided recommendations on how the implementation of inclusive education can be improved, with a focus on funding, resources, and professional development.

In March 2018, the Commission released their report, *Students First* which made a case for change in how the province supports an inclusive public education system. Recommendations were made related to funding/resources, professional learning opportunities, student-centered interagency collaboration, home-school partnerships, and the updating of relevant guidelines/policy documents.

In 2019-20, the government will:

- Continue to build on the investments made in 2018-19 such as supports required for successful inclusive education, including access to the appropriate curricula, teaching specialized staff, integrated services and instructional settings. These include new student and classroom supports such as parent navigators, school psychologists and speech-language pathologists, autism specialist and behaviour support teachers.
- Begin implementation of the Inclusive Education Policy Framework and Multi-tiered system of supports, including new behaviour, mental-health, and autism strategies, and interagency programs and services
- Continue to expand Tier 2 and Tier 3 supports.
- Align the SchoolsPlus model with inclusive education.

In 2017-18, the Province completed a comprehensive education system administrative review of Nova Scotia's education system with the assistance of Dr. Avis Glaze. The purpose of the review was to examine and make recommendations to improve the administrative structure of the education system, including the role of elected school boards and their central office administration, and the administration at the Department of Education and Early Childhood Development.

The result of the review conducted by Dr. Glaze has led to one of the most transformative times for public education in at least the last 20 years in our province. Government accepted the spirit and intent of the recommendations in Dr. Avis Glaze's report, *Raise the Bar: A Coherent and Responsive Education Administrative System for Nova Scotia*. In April 2018, Nova Scotia moved to a structure with seven regional centers for education, led by a regional executive director reporting directly to the Deputy Minister Education and Early Childhood Development. This will ensure that best practices are employed in every part of the province and help ensure that student achievement levels are consistent from one end of the province to the other, and more resources are put in the classroom.

In 2019-20 the government will:

- Continue to enhance the role and influence of School Advisory Councils (SACs) for all schools, with funding to respond to school priorities related to the SAC mandate.
- Continue to support the Provincial Advisory Council on Education which includes 15 representatives from all regions, and diverse communities and backgrounds.
- Support the Public-School Administrators Association of Nova Scotia which consists of principals, vice-principals, and other supervisory staff that were moved from the Nova Scotia Teachers Union (NSTU)
- Support the implementation of a Common Services Bureau which will support efficient administration and operations in the education system.

The Council to Improve Classroom Conditions was established in March 2017 to improve the teaching and learning environment in Nova Scotia classrooms. In 2017-18, the Council established class caps for both junior high and senior high school classes. They added 139 new teachers to classrooms. The Council also worked closely with the department to develop the first even, provincewide attendance policy, which principals have reported is already working to help improve student attendance.

In 2018-19, the Council continued to play an important role in the work of the department, with complex classroom or priority school grants. Teacher workload also decreased as a result of improvements to software and work processes. One of the Council's priorities for 2019-20 is a focus on a provincial assessment policy. The department will work with its partners in education, including the Council to develop an assessment policy, with the goal of having the policy in place for the 2019-20 school year.

EARLY CHILDHOOD DEVELOPMENT

In 2017-18, the department introduced play-based pre-primary programming in a number of 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 high-quality early learning programs based on Nova Scotia's first ever Early Learning Curriculum Framework. Phase 1 of the program saw 54 classes, 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 97 more schools for a total of 143 school communities and 185 pre-primary classes. All school communities will have access to the pre-primary program by the 2020-21 school year.

There is a need for families to have access to high quality, conveniently located programming before and after pre-primary. A pilot program was launched in January 2019 in partnership with Communities, Culture and Heritage to provide Pre-primary children and their families access to high quality before and after care programming which recognizes the importance of outdoor play, movement and physical literacy. Eight locations across the province were identified as pilot sites. The pilot will run from January 2019 to June 2019. Sites selected fell within one of the following model types: (1) existing before-and-after care in the school that accommodates pre-primary children, (2) existing before- and after- care that does not accommodate pre-primary children, (3) no on-site before- and after- care program. An evaluation of the pilot program will be incorporated into the Early Years Centres and Pre-primary Program evaluation, supported by the

Margaret & Wallace McCain Family Foundation and led by Dr. Jessie-Lee McIsaac, Mount Saint. Vincent University, and Dr. Sara Kirk of, Dalhousie University.

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 which will support more affordable, accessible, quality, and inclusive regulated childcare and strengthen the early years system. This bilateral agreement builds on the Multilateral Early Learning and Child Care Framework, signed by all provinces and the federal government in June 2017.

The department recognizes the importance of investing in high quality programs for children and is committed to a vision where all children in Nova Scotia have access to high-quality, affordable, and inclusive early learning and child care programs. The new early learning framework “Capable, Confident and Curious” provides a pedagogical framework to guide all early childhood educators in the delivery of programs that reflect quality, best practices, inclusion, and innovation. This forms the foundation for Nova Scotia’s approach to early childhood development.

In January 2018, Nova Scotia introduced a new funding model for child care centre employers to ensure stronger accountability for the province’s investments in regulated child care. *Quality Matters* centres on continuous quality improvement and is the foundation for the new funding model. It ties funding to outcomes within the areas of programming which includes leadership, qualifications, learning environment, relationships, and inclusion; compliance; and accountability. In 2019-20 all child care centres will receive a Quality Matters rating which will inform their commitment under the new funding model to engage in continuous quality improvement and reflective practice.

Through the ELCC agreement, the province has and will continue through 2019-20 to invest heavily in ensuring that the regulated child care sector is well-positioned to respond to the child care needs of families and developmental needs of children. By 2020, up to 1000 new regulated child care spaces will be created with a focus on increasing the number of infant, toddler, preschool (3 year olds) spaces and before and after care for pre-primary children through targeted and strategic investments under the agreement.

The early learning and child care agreement identifies 3 priority areas where actions will be undertaken from 2017 to 2020:

- making child care more accessible, affordable, and flexible for families;
- achieving high-quality early learning programs through the development of well-trained ECEs and child care centre directors who have access to ongoing professional learning opportunities and resources; and
- embedding inclusion in early learning and child care environments through improved supports for children with complex needs and implementation of the Pyramid Model for Supporting Social emotional competence in toddlers and young children.

P-12 EDUCATION

Public School Program (PSP)

The renewal of the PSP began in 2015 with a research review and has continued with over 1,800 individuals involved in consultations. A draft PSP has been completed and further vetting with stakeholders was completed in 2018-19. It is expected that the renewed document will be released in 2019.

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. The supplementary support promotes literacy skills and fosters the development of reading and writing. Specially trained Reading Recovery teachers deliver 30-minute lessons daily, which include reading familiar books, story writing, assembling stories using cut-up sentences, and reading new books. Lessons are offered daily for approximately 12–20 weeks.

Reading Recovery teachers receive extensive training and professional support on the design and implementation of Reading Recovery lessons, the documentation of teaching and learning, and the collection of data track student progress and inform lesson design and delivery. In-classroom literacy programming continues. In 2019-20 there will be an increase in Reading Recovery teachers and additional Reading Recovery Teacher Leaders will be trained. The goal is to have Reading Recovery reinstated in all elementary schools by the 2019-20 school year.

Mathematics Strategy

The department plans to develop and release a new Mathematics Strategy in 2019-2020. This 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 2018-19, there was a total of 22 high schools with Skilled Trades Centres.

In 2019, the department will be working with partners, including IBM and the Nova Scotia Community College (NSCC) to introduce the new Technology Advantage Program. This program is inspired by Pathways in Technology Early College Highschool (P-TECH) program. Graduates of the P-TECH program can earn a high-school certificate, an NSCC diploma, and gain valuable industry experience. Students graduate with the skills and knowledge needed to transition to further studies

or step seamlessly into competitive jobs in the IT sector. This will be a pilot program in selected areas of the province. The department will be working with Unama'ki in Membertou to determine opportunities for Cape Breton Victoria Regional students to participate in their P-TECH pilot.

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.

The department is also working to further promote cultural awareness and equity for all students by building knowledge of the Treaty Education Framework, implementing provincial professional development on culturally responsive pedagogy, and infusing new and existing curricula with outcomes, resources and strategies that address and reflect our diverse student population.

Priorities related to student supports and transitions include:

- Expanding SchoolsPlus to more schools across the province and collaborating with our partners to enhance services. By the 2019-20 school year, there will be SchoolsPlus coverage in all schools.
- Continue to operate ACHIEVE sites (post-secondary transition year programs for graduating high school students with special needs) with an accommodation fund to be added to support equitable access for students who require additional supports.
- Developing 4 Integrated School-based Youth Health pilots which are rooted within the health component of the SchoolsPlus model.

Performance Measures

STUDENT ASSESSMENTS ¹

The following changes have occurred to the Program of Learning Assessment for Nova Scotia:

- Reading and Writing in Grade 3 (RW3) and Mathematics/Mathématiques in Grade 4 (M4) assessments were not administered in 2017–2018. They were re-introduced in 2018–2019 as the Nova Scotia Assessment: Reading, Writing, and Mathematics/Mathématiques in Grade 3 (RWM3) which will be administered in spring 2019. Baseline and targets for Grade 3 will be established with data from the 2018-19 administration.

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 4	76%	77%	N/A	N/A
Grade 6	68%	70%	70%	71%
Grade 8	62%	N/A	56%	<i>Results will be available Fall 2019</i>

* Baseline **N/A**: Mathematics in Grade 4 and Mathématiques en 4e année were not administered in the 2017-18 school year.

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 targets for these measures is to maintain or increase the percentage of students meeting expectations over the baseline year.

¹ The reporting years for assessment results reflect the school 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	Results will be available Fall 2019
Grade 6	73%	73%	74%	74%
Grade 8	74%	N/A	75%	Results will be available Fall 2019
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	Results will be available Fall 2019
Grade 6	72%	71%	69%	73%
Grade 8	72%	N/A	74%	Results will be available Fall 2019

*Baseline *N/A*: Reading and Writing in Grade 3, and Lecture et écriture en 3e année were not administered in 2017-18 school year.

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	Results will be available Fall 2019
Organization	60%	59%	58%	N/A	
Language Use	64%	63%	63%	N/A	
Conventions	53%	51%	53%	N/A	
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%	Results will be available Fall 2019
Organization	N/A	77%	N/A	80%	
Language Use	N/A	80%	N/A	82%	
Conventions	N/A	69%	N/A	71%	
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	Results will be available Fall 2019
Organization	60%	59%	58%	N/A	
Language Use	64%	63%	63%	N/A	
Conventions	53%	51%	53%	N/A	

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%	<i>Results will be available Fall 2019</i>
Organization		63%	N/A	58%	
Language Use		57%	N/A	55%	
Conventions		50%	N/A	40%	

*Baseline *N/A*: Reading and Writing in Grade 3, and Lecture et écriture en 3e année were not administered in 2017-18 school year.

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 Reading Expectations				
	2015-16	2016-17	2017-18	2018-19
	71%	<i>Not administered</i>	71%	<i>Results available Oct'19</i>

English 10

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

Français 10

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

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%	<i>Results available Oct'19</i>
Organization	61%	<i>Not administered</i>	65%	
Language Use	62%	<i>Not administered</i>	67%	
Conventions	59%	<i>Not administered</i>	62%	
Examen de la Nouvelle-Écosse: écriture				
	2015-16	2016-17	2017-18	2018-19
Idées	78%	<i>Not administered</i>	85%	<i>Results available Oct'19</i>
Structure du texte	83%	<i>Not administered</i>	81%	

Style	74%	Not administered	69%	
Conventions de l'écrit	49%	Not administered	46%	

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. The next administration of PISA was done in Spring 2018 and the major domain assessed was reading. The results will be available in December 2019.

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	Results release Dec 2019	512	497	497	Results release Dec 2019	523	516	517	Results release Dec 2019
Canadian Average	524	523	527		527	518	516		529	525	528	
OECD Average	493	496	493		496	494	490		501	501	493	

*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 will have Reading Recovery programs. The target of this measure is to have Reading Recovery reinstated in all elementary schools by the 2019-20 school year.

SchoolsPlus Expansion

In the 2017-18 school year SchoolsPlus supported 273 schools, or approximately 73 percent of all schools, through 31 hub sites, in every county, with 30 Facilitators, 51 community outreach workers, and 37 Mental Health Clinicians. The target for this measure is for all schools to have access to SchoolsPlus by the 2019-20 school year.

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 45 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 97 more schools for a total of 143 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.

Pre-primary Program (100% implementation over 4 years)		
	2017-18	2018-19
# of school communities with access to the Pre-primary Program (cumulative)	45	143
% of total school communities	18%	47%

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 of increasing over the baseline data for each measure.

Affordability, Accessibility, Quality and Inclusion in Child Care		
	2017-18*	2018-19
Increase in number licensed spaces	17,250	17,356
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.

Early Development Instrument

The Early Development Instrument (EDI) 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 where it is most needed. Nova Scotia has three cycles of EDI data – 2013, 2015 and 2018.

Children who fall in the “vulnerable” category, are children who score below the 10th percentile cut-point² of the comparison population on any of the five domains. The target is to reduce the percentage of children who are vulnerable in future EDI cycles.

Percentage of Nova Scotia Children Vulnerable in 3 Cycles of EDI				
EDI Domains	2013 (NS Baseline) *	2015	2018	% change 2015-2018
Physical Health and Well-Being	10.3%	9.8%	11.3%	+1.5%
Social Competence	9.9%	9.1%	11.2%	+2.0%
Emotional Maturity	9.7%	9.0%	10.5%	+1.5%
Language and Cognitive Development	10.4%	10.8%	11.8%	+0.9%
Communication Skills and General Knowledge	10.7%	10.6%	11.7%	+1.1%
Vulnerable on least one domain	25.5%	25.5%	28.8%	+3.2%

* The 2013 EDI data are considered to constitute the NS “baseline” and used to determine the 10th percentile cut-points for subsequent reporting. The NS baseline is used as a comparison for reporting purposes for the 2015 results and moving forward.

The percent change from 2015 to 2018 in the rate of vulnerability on each domain and overall the rate vulnerability on at least one domain is considered statistically meaningful.³

² Cut-points are the actual scores marking the 10th percentile; vulnerable children are those who fell below this mark.

³ Based on the application of “critical difference”, a methodology developed by the Human Early Learning Partnership (HELP) at the University of British Columbia to help users make informed judgements about meaningful change in EDI vulnerability over time.

Departmental Financial Summary

Departmental Expenses Summary (\$ thousands)			
<u>Programs and Services</u>	<u>2018-2019</u> <u>Estimate</u>	<u>2018-2019</u> <u>Forecast</u>	<u>2019-2020</u> <u>Estimate</u>
Senior Management	1,165	1,154	1,164
Strategic Policy, RCE Liaison and Research	3,678	3,649	3,820
Early Learning	26,030	25,427	36,240
Childcare and Licensing	83,193	81,521	79,969
Centre for Equity in Achievement and Well-Being	4,374	4,313	3,829
Education Innovation Programs and Services	16,662	16,544	15,470
Student Services and Equity	4,822	4,450	2,209
African Canadian Services	5,926	5,959	5,977
Mi'kmaq Services	992	979	1,087
French Programs and Services	9,980	10,029	10,187
Corporate Services	5,389	5,592	4,529
Public Education Funding	1,068,078	1,069,432	1,097,955
Teachers' Pension	91,160	91,640	91,911
School Capital - Amortization	76,333	76,126	74,995
Total Departmental Expenses	<u>1,397,782</u>	<u>1,396,815</u>	<u>1,429,342</u>
Ordinary Recoveries	28,592	28,092	25,144
<u>Funded Staff (# of FTEs)</u>			
Department Funded Staff	205.8	193.1	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

