

Accountability Report 2017–2018

Department of Education and
Early Childhood Development

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Accountability Report 2017–2018

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Accountability Statement

The Accountability Report of the Department of Education and Early Childhood Development for the year ended March 31, 2018 is prepared pursuant to the Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the Department of Education and Early Childhood Development Business Plan for the fiscal year just ended. The reporting of the department outcomes necessarily includes estimates, judgments and opinions by department management.

We acknowledge that this Accountability Report is the responsibility of the Department of Education and Early Childhood Development management. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in the department's 2017-18 Business Plan.

Original signed by

Hon. Zach Churchill
Minister

Original Signed by

Cathy Montreuil
Deputy Minister

Message from the Minister

It is with pleasure that I present the Department of Education and Early Childhood Development's (EECD) 2017-18 accountability report. This document reports on the department's activities as outlined in EECD's 2017-18 Business Plan.

The past year saw the launch of new initiatives, all targeted at providing more supports for families of our youngest Nova Scotians. In 2017-18, EECD introduced the new pre-primary program. We know that accessible, quality, early childhood programs play an important role in their future success. Government had originally committed to establishing 30 pre-primary sites, but we went well beyond that commitment, establishing 54 classrooms in 2017-18. That means in our first year of a four year roll out of the program, over 800 children were able to access a free, early learning opportunity, that above all, is designed to ensure that children entering the P-12 system are primed to succeed.

In addition, we have invested to support the creation of over 1,000 new child care spaces in the province and enhancements were made to the child care subsidy program to make child care more affordable for eligible families. 2017-18 was an eventful and historic year for public education in Nova Scotia. The year began with the department and its partners coming together to focus on a number of challenges facing our public education system. It ended with the release of two landmark reports that build on much of the good work underway in Nova Scotia and that will continue to shape our education system into the future.

In response to many of the challenges identified by teachers over the course of late 2016-17, in March 2017, EECD in partnership with the Nova Scotia Teachers Union (NSTU) created the Council to Improve Classroom Conditions. Throughout 2017-18, the Council met, allowing us to hear directly from teachers on issues of importance to them. This ongoing partnership resulted in several positive changes for students, teachers, and families, including the implementation of class caps for all grade levels; hiring of additional teachers; increased supports for complex classrooms; and the release of Nova Scotia's first provincial attendance policy. In addition, in 2017-18, EECD created the Principals Forum as a venue to connect with, and hear directly from, Nova Scotia's principals. Both the Council and the Forum enable better communication between the department and educators working directly with our students.

Two major reviews of Nova Scotia's education system were conducted in 2017-18. First, internationally renowned education expert, Dr. Avis Glaze, conducted a full review of the province's education administrative system. Second, the Commission on Inclusive Education completed a full review of inclusive education in our province. These reviews resulted in two reports: Raise the Bar, which provides recommendations for an improved administrative model of our Province's education system; and Students First, which focuses on how we will improve inclusive education in Nova Scotia.

Government is grateful for the excellent work of both the Commission and Dr. Glaze. While my department recognizes that change can be difficult, we are excited about working with our partners to ensure that every student gets the very best education and that they benefit from the additional supports that have been put in place in the past year including reduced class sizes, increased mental health supports, increased professional development opportunities for teachers and numerous supports related to math and literacy.

The province continues to be committed to education and will invest an additional \$85 million dollars in the education system in 2018-19. This will result in a 30% increase in spending on education since 2014. We will continue to work with school staff, students and families to ensure our students have the best opportunities for success. The upcoming school year will see students benefit from the addition of numerous classroom supports including the addition of specialist positions that have been designed to support children with behavioral challenges and complex needs such as autism. New positions include parent navigators to help families access available programs and services, student health partnership nurses who will help ensure care plans for students are appropriately implemented, and child care practitioners who will work with school teams to provide services and supports to students with the goal of improving student success for those students who may need assistance because of social, emotional and/or behaviour issues.

I am excited about the work achieved to date in partnership with school staff, students and families and look forward to continuing to build on our successes and partnerships in the coming years.

Original signed by

Hon. Zach Churchill
Minister, Education and Early Childhood Development

Introduction and Structure

The Department of Education and Early Childhood Development 2017-18 Accountability Report provides information on performance measures and finances identified in the 2017-18 Business Plan.

Student Assessments as Performance Measures¹

Performance measures related to student assessments are reported as the percentage of students performing at or above provincial expectations (Level 3 or 4) in reading, writing, and mathematics.

Ongoing improvements to student assessment and evaluation are a priority for the department. In 2017-18, the Council to Improve Classroom Conditions conducted a review of all provincial and board-level assessments with the goal of streamlining them to decrease the administrative workload for teachers and students and ensure the value of assessments administered.

In 2015, the baseline year for provincial assessments was reset to 2015-16, to enable measurement against initiatives implemented through Nova Scotia's Action Plan for Education. It will take time to see the effects of the changes the department is putting in place. It is anticipated that assessments in 2020 will show measurable success with students performing at or above expectations as measured by the provincial assessments.

¹ The reporting years stated for all assessment results presented in this report refer to the academic year (September to June), rather than the fiscal year.

Financial Results

2017-18 Accountability Report: Financial Table

	2017-18 Estimate	2017-18 Actual	2017-18 Variance
Program and Service Area	(\$ thousands)		
Departmental Expenses:			
Senior Management	\$2,837	\$2,950	\$113
Strategic Policy and Research	\$2,642	\$2,358	(\$284)
Early Years	\$74,327	\$82,987	\$8,660
Centre for Learning Excellence	\$4,520	\$3,728	(\$792)
Education Innovation Programs and Services	\$15,663	\$15,274	(\$389)
Student Equity and Support Services	\$11,698	\$10,794	(\$904)
French Programs and Services	\$10,099	\$13,067	\$2,968
Corporate Services	\$4,475	\$6,014	\$1,539
Public Education Funding	\$1,020,055	\$1,020,659	\$604
Credit Allocation	\$7,313	\$7,278	(\$35)
Teachers' Pension	\$90,589	\$89,833	(\$756)
School Capital Amortization	\$73,439	\$72,988	(\$451)
Total: Departmental Expenses	\$1,317,657	\$1,327,930	\$10,273
Additional Information:			
Ordinary Revenue	0	(\$455)	(\$455)
Fees and Other Charges	(\$1,920)	(\$2,373)	(\$453)
Ordinary Recoveries	(\$13,142)	(\$21,687)	(\$8,545)
Total: Revenue, Fees and Recoveries	(\$15,062)	(\$24,515)	(\$9,453)
TCA Purchase Requirements	\$105,400	\$87,658	(\$17,742)
Provincial Funded Staff (FTEs)	197.8	192.9	(4.9)

Departmental Expenses Variance Explanation:

Education and Early Childhood Development expenses were \$10.3 million or 0.8 per cent higher than estimate primarily due to increased spending of \$6.4 million related to the Early Years federal agreement which is fully recoverable, \$2.3 million increased uptake in early years subsidies, and \$3.0 million in French Program Services related to federal complementary projects which are fully recoverable. These increases were offset by \$1.4 million in other net operational savings.

Revenue, Fees, and Recoveries Variance Explanation:

Revenues and recoveries connected to funding agreements with the federal government that were finalized during the year were greater than budgeted, as well as an increase in fees related to International Schools.

TCA Purchase Requirements Variance Explanation:

Under budget primarily as a result of delays in site selection and construction in new schools (\$28.7M) and delays in construction in A&A projects (\$2.7M). This was partially offset by an increase in capital repairs project funding (\$7.3M) and an increase in funding for school bus purchases (\$5.9M).

Provincial Funded Staff (FTEs) Variance Explanation:

Slight variance due to staff turnover and refilling vacancies throughout the year.

NOTE:

For Ordinary Revenues, see Estimates and Supplementary Detail Book, Chapter 2

For TCA Purchase Requirements, see Estimates and Supplementary Detail Book, Chapter 1

Measuring Our Performance

The Department of Education and Early Childhood Development's (EECD) 2017-18 Business Plan identified several priority initiatives to advance improvements to the early years and public education systems in Nova Scotia.

Outcome: Improve early childhood and P-12 education

Performance Measures

In 2016-17 changes to the provincial assessment schedule were made as a result of work through the Council to Improve Classroom Conditions. This means, some measurements for 2017-18 are not available and denoted as 'N/A'.

Nova Scotia Assessments: Mathematics

The percentage of grades 4 and 6 students performing at or above provincial expectations in mathematics is one of the measures for a desired outcome of increased student learning and achievement in mathematics.

These assessments are administered in the fall and measure the mathematics ability of students in grades 4 and 6. Results from these assessments are used to make broader decisions relating to curriculum, programming, and intervention strategies. Teachers and parents are provided with individual student reports that can be used to inform programming for students.

In 2015 -16 the Nova Scotia English language math curriculum and the Conseil scolaire acadien provincial (CSAP) math curriculum were aligned to ensure that math instruction received by Nova Scotia students was the same in both French and English. Following this, math assessments in both languages were revised to ensure they reflect the common curriculum.

Assessments in mathematics at the grade 4 level were not administered in 2017-18. This assessment will be re-introduced in 2018–2019 as the Nova Scotia Assessment: Literacy and Mathematics in Grade 3 (LM3) and Évaluation de la Nouvelle-Écosse : littératie et mathématiques en 3e année (LM3-FR) which will be administered in spring 2019.

Reporting on 2017-18

Results for assessments in mathematics, have remained consistent since the base year of 2015-16.

Percentage of Students Meeting Math Expectations			
Nova Scotia Assessment: Mathematics			
	2015-16*	2016-17	2017-18
Grade 4	76%	77%	N/A**
Grade 6	68%	70%	70%

* Baseline.

** Mathematics in Grade 4 and mathématiques en 4e année were not administered in 2017-18 school year.

Where do we want to go/be in the future?

EECD has placed a strong focus on building the foundations of math and literacy for grades primary to 3, ensuring the supports are in place to address the full range of students' learning strengths and needs.

In high school, an extended Mathematics 11 course was piloted in specific schools in 2016-17. In 2017-18 the course was offered in additional schools with plans for further expansion in 2018-19. This course provides students with the opportunity to engage in extended work in statistics and data and learn more about careers that require mathematics. As highlighted in *Raise the Bar*, mathematics will continue to be a priority area for public education with 2018-19 seeing an increase in math supports for students and teachers.

The department continues to provide targeted funding to Regional Centres for Education and Conseil scolaire acadien provincial for math mentors and early intervention support in math for students in grades primary to 3.

Nova Scotia Assessments: Reading and Writing

The percentage of grades 3 and 6 students performing at or above provincial expectations in reading and/or writing is measured for a desired outcome of increased student learning and achievement in literacy.

These assessments measure students' reading and writing ability in grades 3 and 6. The assessments are administered in the fall, and results from these assessments are used to make broader decisions relating to curriculum, programming, and intervention strategies. Teachers and parents are provided with individual student reports that can be used to inform programming for students.

Students in the Conseil scolaire acadien provincial (CSAP) participate in the English-language Nova Scotia Assessment in Reading and Writing in grade 6. French-language provincial assessments in reading and writing are also administered to students in grades 3 and 6 who attend schools in the CSAP.

Reporting on 2017-18

Results for the English-language Nova Scotia Assessment in Reading and Writing in grades 3 and 6 have remained consistent since the baseline year of 2015-16. EECD continues to prioritize literacy with a focus on improving outcomes in this area.

The target for this measure, as outlined in the Provincial Literacy Strategy, will be an increase of 8 per cent in the percentage of students who perform at or above expectations on these assessments by 2020.

Assessments in literacy at the grade 3 level were not administered in 2017-18. This assessment will be re-introduced in 2018–2019 as the Nova Scotia Assessment: Literacy and Mathematics in Grade 3 (LM3) and Évaluation de la Nouvelle-Écosse : littératie et mathématiques en 3e année (LM3-FR) which will be administered in spring 2019.

Percentage of Students Meeting Reading Expectations				
Nova Scotia Assessment: Reading				
	2014-15*	2015-16	2016-17	2017-18
Grade 3	68%	67%	68%	N/A
Grade 6	74%	73%	73%	74%
L'Évaluation de la Nouvelle-Écosse: lecture (Conseil scolaire acadien provincial)				
Grade 3	75%	70%	68%	N/A
Grade 6	69%	72%	71%	69%
Percentage of Students Meeting Writing Expectations				
Nova Scotia Assessment: Writing				
	2014-15*	2015-16	2016-17	2017-18
Grade 3				
Ideas	76%	73%	73%	N/A
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%
Organization	61%	62%	57%	59%
Language Use	66%	67%	63%	64%
Conventions	58%	61%	53%	57%
L'Évaluation de la Nouvelle-Écosse : écriture (Conseil scolaire acadien provincial)				
Grade 3				
Ideas	65%	67%	68%	N/A
Organization	59%	58%	60%	N/A
Language Use	58%	59%	55%	N/A
Conventions	48%	51%	46%	N/A
Grade 6				
Ideas	71%	75%	73%	72%
Organization	59%	67%	59%	65%
Language Use	56%	61%	60%	59%
Conventions	43%	47%	44%	42%

* Baseline.

** Reading and Writing in Grade 3 and Lecture et écriture en 3e année were not administered in the 2017-18 school year.

Where do we want to go/be in the future?

In 2016, EECD released the province's first P-12 Provincial Literacy Strategy to increase focus on reading and writing, and on developing oral communication skills. A Literacy Steering Committee and a Literacy Working Group were established the same year to ensure consistent monitoring and evaluation of the strategy. This included reviewing results from Reading Recovery, early literacy instruction, mentors, and achievement data. Monitoring the measures will also serve to inform provincial intervention, support, and implementation strategies.

EECD continued to invest in the literacy strategy in 2017-18, to provide more direct supports for students and support for teachers to strengthen literacy learning in all subjects and grades. Literacy will continue to be a priority area for public education in 2018-19.

International and National Assessments

Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) is a well-respected international instrument sponsored by the Organization for Economic Co-operation and Development (OECD), with over 60 countries participating. Canada has participated in PISA since its inception.

PISA is conducted every three years, providing reliable measures of the performance of 15-year-old students' in reading, mathematics, and science and allows 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 primary focus on one subject area each time the assessment is administered.

Reporting on 2017-18

The 2015 PISA results are the most current data available, and indicate that statistically, in comparison to 2009, the average performance of students in Nova Scotia did not change by a significant amount in the areas of reading and science, but were lower for mathematics at a statistically significant level.

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

Compared to the OECD average, in 2015 Nova Scotia was performing on par in mathematics, and at a higher level for reading and science. Compared to the Canadian Average, Nova Scotia scored below average in all three categories.

Pan-Canadian Assessment Program (PCAP)

The Pan-Canadian Assessment Program (PCAP) is an assessment instrument developed by the Council of Ministers of Education, Canada (CMEC). It is administered every three years and provides reliable measures of student performance in reading, mathematics, and science. The target population is students in grade 8. The average score for Canada is 500.

The PCAP assessment is one of the measures for a desired outcome of increased student learning and achievement in reading, science and mathematics.

Reporting on 2017-18

Compared to the 2013 results, Nova Scotia has seen an improvement over the 2010 assessment in the areas of math and science. Nova Scotia continues to perform below the Canadian average in all three subject areas.

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

Where do we want to go/be in the future?

EECD has prioritized streamlining the curriculum to ensure students have the skills and knowledge they need to be successful as they move on to higher grades. The province has placed a strong focus on building the foundations of math and literacy in the early grades, which will lead to greater student success in the later grades.

Nova Scotia students will continue to participate in both the PCAP and PISA assessments. It is anticipated that Nova Scotia students will participate in PISA 2018 and results will be available in 2019.

To support student assessment, evaluation, and reporting, the department will refocus on 'assessment for learning' in all subjects, integrate student assessment into all revised curricula, and provide ongoing professional development to teachers and administrators in the use of assessment for student programming and intervention.

High School Graduation Rate

The high school graduation rate is one of the measures for a desired outcome of better educated Nova Scotians. The high school graduation rate is the percentage of students receiving a high

school graduation diploma compared with the number of students that were in grade 9 three years earlier.

Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education is strongly connected to high school graduation. This is the foundation upon which an individual's future success is built.

Reporting on 2016-17

Graduation rates in Nova Scotia have been steadily increasing since the baseline year of 2009-2010. In 2016-17 the department made the commitment to further increase graduation rates. This goal was achieved with graduation rates increasing by 1.6% in 2016-17 over the previous year.

High School Graduation Rate							
2009-10*	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
86.1%	88.7%	88.6%	89.6%	89.8%	92.5%	90.7%	92.3%

*baseline

Where do we want to go/be in the future?

Although the graduation rate is strong in Nova Scotia, there are students who still require support as they transition to post-secondary training or the workforce. In response, EECD has introduced a number of initiatives that will provide students with more hands-on learning, opportunities to explore a range of career options, and will support their transition out of high school.

Early Childhood Development Intervention Services Waitlist

Early Childhood Development Intervention Services delivers programs for young children diagnosed with, or at risk for, developmental delay. The programs are designed to help both the child and the family from the time the child is born to when they enter school.

Using caseload and wait-list data from Early Childhood Development Intervention Services programs the department can monitor and report on the number of children waiting for services.

Reporting on 2017-18

Prior 2015-16 more than 300 families were on waiting lists for intervention programs. This indicated to government that a need was present to provide more streamlined and accessible services for children and their families. As a result, a new governance structure was established in October 2015. This structure has enabled Early Childhood Development Intervention Services (ECDIS) to reach all families on the waitlist identified in spring 2015, and to maintain a zero waitlist since this date.

Number of children on waitlists				
2013-14	2014-15	2015-16	2016-17	2017-18
336	332	No waitlist	No waitlist	No waitlist

The target for this measure is to maintain the waitlist at zero, with new families who are seeking services being seen within one month of referral.

[Where do we want to go/be in the future?](#)

A review of Early Childhood Development Intervention programs explored issues parents were facing and identified improvements. In 2015-16, the department prioritized the implementation of the review’s recommendations and increased the number of early interventionists in the province to eliminate the waitlists. Ensuring that no child has to wait for intervention services remained a priority for EECD for 2017-18. Work with partners to ensure that children received services required in a timely manner has continued.

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a teacher-completed questionnaire that measures children’s ability to meet age-appropriate developmental expectations across five domains that are known to be good predictors of adult health, education and social outcomes: Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge. Schools, Regional Centres for Education (RCEs), CSAP, community partners and researchers can use EDI data to see variations in children’s vulnerability across time and geography (e.g., provincial, regional, and neighborhood/school). This understanding informs decision making to help direct supports and services to families and young children where and when they are needed most, contributing to improving children’s developmental health and long-term outcomes over time.

The EDI questionnaire was first administered to grade primary students across the province in 2012–13, and again in 2014–15 with the goal of administration occurring every 2 years. The EDI was suspended during the 2016-17 year, with administration resuming in 2017-2018. Results are expected in late summer 2018.

The target for this performance measure is to reduce the percentage of children who are vulnerable in one or more EDI domains compared to the Nova Scotia baseline (2013).

EDI Reporting

Percentage of Children Vulnerable by EDI Domain			
	2012–13*	2014–15	2016-17
Physical Health and Well-Being	10.3%	9.8%	N/A
Social Competence	9.9%	9.1%	N/A
Emotional maturity	9.7%	9.0%	N/A
Language and Cognitive Development	10.4%	10.8%	N/A
Communication Skills and General Knowledge	10.7%	10.6%	N/A
At least one domain	25.5%	25.5%	N/A

Note: Data is collected every two years.

*Baseline

It should be noted that the 2012-13 baseline percentages were originally calculated using the national cut-point², which is largely populated by children living in Ontario and British Columbia. A cut-point specific to Nova Scotia results has been used to re-calculate the EDI results to more accurately report on, and track, the province's EDI results. Therefore, the 2012-13 percentages as noted in this report will not correspond to the results contained in the department's previous accountability reports.

Where do we want to go/be in the future?

EECD continues to place a strong focus on supporting children and their families to help ensure key developmental milestones are met, e.g. children are developmentally healthy. The department is committed to ensuring the right supports are in place to help every child thrive in the early years and successfully transition into school.

In 2017, 54 pre-primary program classes were opened in 46 school communities across the province with plans to ensure access for all four-year olds by 2020-21. This will be a universal, free program open to all children aged 4 when the program is fully implemented in September 2020.

² Cut-point is the value that marks the boundary for the lowest 10th percentile in the distribution. For 2012–13, cut-points specific to the Nova Scotia distribution were used to create a Nova Scotia baseline. Ongoing reporting of EDI results will use this method.

Interesting Facts

- **Class-Size Caps:** In 2017-18, province-wide class-size caps of 28 students for junior high and middle schools, and 30 students for high school were introduced. Caps at each grade level have flexibility, which allows for an additional 2 students. There are new caps at every grade level in Nova Scotia.
- **Expansion of Schools Plus:** In the 2017-18 budget, government invested \$1.8 million to expand existing hub sites for SchoolsPlus and to create three new ones. The SchoolsPlus program was also expanded to include eight new mental health clinicians this year. SchoolsPlus is now available in 280 schools across the province and will be available in all schools in the province by 2019-20.
- **Attendance Policy:** Nova Scotia released its Student Engagement and Attendance Policy in October 2017. Developed in partnership with the Council to Improve Classroom Conditions (the Council), the policy is intended to support improved attendance of students. With Funding provided by the Council, 14 attendance support workers were hired to work with students, families, and schools to understand why students are missing time, and connect them with supports and services within the school, RCEs, CSAP and community.
- **Public School Program Review:** EECD has committed to a full review of the Public School Program (PSP) in Nova Scotia to ensure the PSP is meeting the needs of all students and supporting student success.
- **Administrative Review:** In 2017-18, EECD undertook a comprehensive review of the administrative structure of education in Nova Scotia. The review is the first in more than 20 years to look at how public schools are administered, including elected school boards and their central office administration, along with administration at the Department.
- **Pre-Primary:** In 2017, EECD introduced 54 pre-primary program classes in 46 school communities across the province. This program provides Nova Scotia families with access to a free play-based, early learning experience for four-year-olds that supports young children's development and lays the foundation for school success and lifelong learning. EECD plans to provide access to the pre-primary program for every 4 year old in the province by 2020.
- **Skilled Trades Centres:** In 2017, EECD expanded the number of Skills Trade Centres to provide more high school students with access to learning that will help them prepare for careers. The centres provide students with hands-on opportunities to make links between classroom learning and the world of work and build their skills and awareness of what they need to be successful in the trades. The government plans to have 25 Skilled Trades Centres across the province by 2019-20.

- **Early Learning and Child Care Bi-Lateral Agreement:** In January 2018, the governments of Canada and Nova Scotia signed the Canada-Nova Scotia Early Learning and Child Care Agreement. Through this bilateral agreement, the Government of Nova Scotia will receive over \$35 million, over three years. As per the agreement, Nova Scotia has committed to use this funding ensuring that children from birth to school entry, and their families, have increased access to affordable, integrated, high quality and inclusive early childhood development programs, resources and supports for healthy early childhood development and improved outcomes for all children.

Appendix 1 –Disclosures of Wrongdoing received by the Department of Education and Early Childhood Development for the fiscal year 2017-18.

Department of Education – Disclosures of Wrongdoing	
Information Required under Section 18 of the Public Interest Disclosure of Wrongdoing Act	Fiscal Year 2017-18
Number of disclosures received	0
Number of findings of wrongdoing	N/A
Details of each wrongdoing	N/A
Recommendations and actions taken on each wrong doing	N/A