



Department of Education and Lifelong Learning
ANNUAL REPORT
2019-2020



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Minister's Message

The Honourable Antoinette Perry
Lieutenant Governor of Prince Edward Island
P.O. Box 2000
Charlottetown, PE C1A 7N8

May it Please Your Honour:

I have the honour to submit herewith the Annual Report of the Department of Education and Lifelong Learning for the fiscal year ending March 31, 2020.

During the reporting period, the Honourable Brad Trivers served as Minister of Education and Lifelong Learning.

Respectfully submitted,

A handwritten signature in blue ink that reads "Natalie Jameson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Natalie Jameson
Minister



Deputy's Message

The Honourable Natalie Jameson
Minister of Education and Lifelong Learning

Madam:

I am pleased to submit the Annual Report of the Department of Education and Lifelong Learning for the fiscal year ending March 31, 2020.

The report outlines the department's activities from April 1, 2019 to March 31, 2020.

Respectfully submitted,

A handwritten signature in blue ink that reads "B MacLeod".

Bethany MacLeod
Deputy Minister

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Department Overview

The overarching goals of the Department of Education and Lifelong Learning (DELL) are to develop and deliver high quality education in English and French for Island children from birth to grade 12, and to encourage and promote skills development and learning opportunities throughout all stages of life. The department operates within a structure that is partitioned into the following:

Division	Full Time Equivalents
Early Childhood Development	24.00
Educational Services	32.50
English Education, Programs and Services	47.70
Finance and Administration	4.00
French Education, Programs and Services	25.00
Libraries & Archives	59.03
Post-Secondary and Continuing Education	14.00
Skills PEI/Workforce Development	42.00

Through the above structure, the Department provides the following services:

• Assessment of students	• Library and archival services
• Certification of instructional personnel	• Planning and evaluation
• Development of department specific legislation	• Post-secondary and continuing education
• Distribution of learning materials	• Recorded information management
• Early childhood curriculum development	• Private Training Schools
• English curriculum development	• Research and evaluation
• French curriculum development	• School athletics
• Funding and coaching for autism	• School health
• General and financial administration	• Student well-being
• Grants to early childhood centres	• Student Financial Services
• Instructional development	• Support for preschool children with exceptional needs
• Leadership for early learning centres	• Technology support
• Legislation coordination	• Workforce development

Department Restructure

On May 9, 2019, with the swearing in of the Progressive Conservative Government under the leadership of the Honourable Dennis King, the Ministry of Education moved beyond the pre-school to grade 12 system to encompass learning across the lifespan. This included a move of the Post-Secondary and Continuing Education Division, and Skills PEI from the former Department of Workforce and Advanced Learning to this Ministry. As a result of that change in scope, the name of the department changed from the Department of Education, Early Learning and Culture to the Department of Education and Lifelong Learning.

In the summer of 2019, three divisions were merged under one Director: Leadership and Learning; English Innovation, Education and Programs; and Achievement and Accountability. The previous structure had been in place since 2016 when curriculum delivery services of the English Language School Board were integrated into the Department of Education.

It was expected that the new structure would lead to:

- increased efficiency and communication from the department to the education authorities
- a more systematic and unified approach to teacher professional development and student achievement
- better quality of service to teachers
- greater focus on the front line

Most staff continued to do the same work but under new reporting relationships within the new division. The re-organization supported government's commitment to reduce the number and frequency of assessments. It did not impact French Education, Programs and Services.

On October 11, 2019 the Department of Education and Lifelong Learning received its first mandate letter from the Premier outlining the priorities for the department. A review of those priorities revealed the importance of communication between government and community, as well as, intergovernmental collaboration. The priorities indicated the department's commitment to a number of important issues in education:

- the importance of the critical early learning period from birth to age three in shaping the future of our children
- the value of providing a voice to all stakeholders in our children's education
- building an educational framework to provide an achievable model for inclusion to meet the diverse and complex needs of our students
- making post-secondary education affordable for low and middle income families
- providing individuals, at many stages of life, with the skills to successfully transition into, re-enter, or progress through the workforce
- making entry into the trades, and upgrading within a trade, more accessible and affordable

In the following section the success in meeting the priorities of the department is reviewed. However, before reviewing the priorities it is important to note that with the onset of COVID-19 restrictions in mid-March 2019-20, the department was required to adapt existing programs to meet the delivery

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requirements of the on-line and at-home environments, and to develop new programs. Examples include:

- planning and program development to assist the early childhood sector
- development of remote learning plans for the kindergarten to grade 12 system
- adaptation of post-secondary supports

All of this occurred while maintaining focus on the priorities set out in the mandate letter.

Key Priorities 2019-2020

1. Work with the private and public sectors to ensure that the delivery of child care services is accessible and responsive to the needs of all Islanders.

In partnership with the Federal Government, the department continued to work with communities and businesses to offer accessible child care to meet the needs of families. Additionally, existing licensed early childhood centres were supported to expand to continue to meet the needs of children and families. The following table illustrates that there was an 8.5 percent increase in the number of licensed childcare spaces between 2018-2019 and 2019-2020.

Table 1: Child Care Spaces 2018-2019 and 2019-2020						
Centre Type	Number of Centres		Number of Licenses		Number of Licensed Spaces	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Designated Early Years	49	49	50	50	2,329	2,419
Non-designated Early Years	29	30	29	30	1,147	1,209
Family Home	3	3	3	3	19	19
Preschool	10	10	10	10	169	176
School-Age Child Care	55	59	55	59	2,004	2,325
TOTAL	146	151	147	152	5,668	6,148

2. Establish a youth school-to-workforce transition taskforce so that our young graduates are properly prepared for employment.

The Youth School-to-Workforce Transition Pilot Project

The Government directed the Department of Education and Lifelong Learning to work at solving some of the challenges students face during their transition from school to the workforce. Making successful transitions from high school is a challenge that is not unique to Prince Edward Island. Indeed, a review of some of the literature indicates that many other Canadian and international jurisdictions identify youth transition as a pressing concern.

To meet the challenge, the department initiated a two-year pilot project with the French Language School Board to build a framework to address issues related to school-to-workforce transition. The Youth School-to-Workforce Transition Pilot Project resulted in the hiring of a provincial coordinator and a case worker to assist students in addressing educational gaps, and in developing individualized plans to ensure successful transitions.

The project is in collaboration with the Department of Education and Lifelong Learning, Skills PEI and RDÉE PEI. A review of the pilot project will occur in the 2020-2021 school year, and recommendations will be provided.

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3. Ensure that all stakeholders have a voice in the delivery of education, including parents, grandparents, guardians, and students.

District Advisory Councils

District Advisory Councils (DACs) give parents/guardians and students a direct voice in public education. Their role is to identify priorities and opportunities in their families of schools and provide advice directly to the Minister.

Some characteristics of the District Advisory Councils include the following:

- There are seven DACs which encompass nine families of schools (Morell/Souris and Kensington/Kinkora are combined).
- There are 71 members including 50 parents, 13 students and eight Home and School Directors.
- Each DAC includes one parent member of the Home and School Council/Home and School Association from each school, two high school student representatives, and the Regional Director of the PEI Home and School Federation.
- DACs meet with the Engagement Officer (the liaison between the department and the DACs) to coordinate agendas based on their priorities such as student choice, zoning, learner supports, experiential learning opportunities, school food, and homework.
- DACs typically meet a minimum of three times a year with one of the meetings being held with the Minister of Education and Lifelong Learning.
- Several DACs have established subcommittees and working groups to deal with specific issues.
- DACs play a key role in policy development such as those surrounding Bring Your Own Device and Medical Assistance.

Some of the priorities identified by the Councils include the following:

- Bluefield - resource allocation, homework policy, project based learning, and distance education
- Charlottetown - zoning, resource allocation, and class composition
- Kensington/Kinkora - zoning enforcement and resource allocations to small schools
- Montague - late French Immersion and school food
- Morell/Souris - student and teacher well-being, partnering on school goals, and parent engagement
- Three Oaks - assessments, school food, and student mental health
- Westisle - transportation, student choice, and assessments

Making Technology Accessible

The department is mindful that the educational process impacts the entire family, and, consequently, it is important to listen to the concerns of all stakeholders. Furthermore, the use of technology in education increases the necessity for student caretakers, and others who support students in their learning, to navigate as straightforwardly as possible the technological environment that is connected to the school system.

Based on feedback received from school community groups, such as the PEI Home and School Federation, school web sites are in the process of being migrated to a standardized format. As a result,

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parents/guardians who have students in more than one school will see the same website format for each of the schools that their children attend. Website standardization will facilitate access to school information for parents/guardians and others who support students during their learning journey in the education system.

Bring Your Own Device Advisory Committee

In December 2019, a Bring Your Own Device Advisory Committee was created that consisted of parent, student, school board, department, Information Technology, and PEI Teacher's Federation stakeholders. The mandate of this Advisory Committee was to provide recommendations for the deployment of student wireless access to support student achievement. The recommendations are now guidelines in providing wireless access for students.

4. Review educational funding and program models, such as the inclusive education model, and make practical adjustments to meet the complex and diverse needs in our Island classrooms.

Currently, the public education system serves almost 20,000 students in the English and French systems throughout the province. Over the last decade, as the educational needs of Island students evolved, Island classrooms experienced many changes in the areas of diversity, inclusion, special needs, behaviours, mental health, and programming. Throughout these times, our schools, school authorities and the province have found ways to address some of the challenges and provide high level supports to students. Some of the initiatives have included:

- behaviour resource teachers
- flex scheduling
- Foundations pilot project
- increased psychologist positions
- itinerant resource teachers
- kindergarten to grade 3 writing project
- literacy intervention programs
- PATHS Program
- Student Well-being Teams

In the fall of 2019, in an effort to support the dynamic needs of our schools, the Department of Education and Lifelong Learning, in coordination with Information Technology Shared Services and school authorities, introduced a new wireless network, EDU_Secure, that is designed to support school devices. The devices on this network are predominantly used as assistive technology supporting the diverse needs of students within schools. To date, more than 300 school devices are being supported on this wireless network.

In addition to the above initiatives, targeted projects have been directed to schools with specific concerns to directly support their growing classroom composition requirements.

Glen Stewart Primary and Westwood Primary Three-Pronged Approach to Resource Support

At Glen Stewart and Westwood Primary schools, a three-pronged delivery approach to resource support was implemented for both English and French Immersion students who struggled in a number of areas. It was determined that some students required small group support for behavioural, academic

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and skill-based needs, and could benefit from a high level of direct instruction in non-academic areas such as self-regulation, social emotional skills, play skills, functional skills, and pre-kindergarten developmental skills. Occupational Therapists, Speech-Language Pathologists, Inclusive Education Consultants, and Autism Consultants provided expertise to develop programming and interventions for these children.

School Climate Project

School climate refers to the quality and character of a school for all individuals involved in the school including students, parents/guardians and school personnel. It reflects the norms, goals, values, teaching and learning practices, interpersonal relationships, and organizational structure within a school. In the 2019-2020 school year, the Public Schools Branch worked with three schools (Montague Intermediate, Stonepark Intermediate, and St. Louis Elementary) on School Climate Projects to address three important areas of school climate: staff wellness, student wellness, and attendance and engagement.

Alternative School Sites

A+ and Alternative Education programming are available for students who are not achieving success in the regular school setting. Through an application process that indicates that intervention has been appropriately applied at the school level before considering an alternative setting, students can be referred to a grade specific A+ or Alternative Education program. Generally, six students per site are accepted in the A+ program for grades three to six, and 12 students per site are accepted in the intermediate/senior level program.

There are now four A+ sites; these sites are in Montague, O'Leary, Summerside and Charlottetown. Additionally, there are eight intermediate/senior high school Alternate Education sites; these sites include Charlottetown Senior, Charlottetown Intermediate, Birchwood Enhanced Learning Plan, Montague Intermediate-Senior, Westisle Intermediate-Senior, Summerside Intermediate-Senior, Souris Intermediate-Senior and the Provincial Adolescent School. As well, a new Primary Enhanced Learning Plan program is scheduled to begin in the Charlottetown area.

Review of Inclusion Model

A joint committee was formed to review the education inclusion model currently in place. Participants included the Teachers' Federation, La Commission scolaire de langue française, the English Public Schools Branch, and the Department of Education and Lifelong Learning. The committee identified the need to re-examine the existing staffing model used to fund education authorities to ensure it more accurately represents the changing needs within the school system. A report, including recommendations, was presented to the Minister in January 2020.

5. Identify skill gaps and emerging employment sectors and work with our Island educators and institutions to deliver programming to address these opportunities including the expansion of technology-related post-secondary programs.

Identifying skills gaps and emerging employment sectors is an ongoing priority for the Government. It involves working with our post-secondary institutions to identify programs that address current labour market needs. Over the past year, the department has been working with Holland College to respond to

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increased workforce demand for Resident Care Workers, Early Childhood Educators and Human Service Workers.

6. Lead and implement universal public half-day community-based pre-kindergarten for Island four-year-olds.

In 2018, a report by researchers at the Atkinson Centre in Ontario rated PEI's early childhood education as the best in the country. The Department of Education and Lifelong Learning is building on that achievement by adding a publicly funded pre-kindergarten program that will further strengthen early childhood development and school readiness. The program will be implemented in early childhood centres that are staffed by trained early childhood educators who use a provincial curriculum framework and a play-based approach. The pre-kindergarten program will be free to all families. It will operate 15 hours a week and will be linked to the current kindergarten program.

An Early Years Advisor is leading the work. Consultations have been held with the sector to gather information about the programs that are currently available, and to determine adjustments and additions that will be required to strengthen the experiences for the children during this important period of development. A transition plan to support children moving to kindergarten will be developed and will include a portfolio of each child's progress.

7. Reduce the financial burden for Island post-secondary students through direct funding and innovative solutions such as open-textbook initiatives.

To promote this priority, the Department supported funding for an open education resource initiative with UPEI/Robertson Library, and the UPEI Student Union. The government continued its support of two bursaries which reduce the financial burden for PEI post-secondary students, the Island Advantage: Low and Middle Income Needs-based Bursary and the Debt Reduction Grant.

Island Advantage: Low and Middle Income Needs-based Bursary

PEI residents attending the University of Prince Edward Island, Holland College, Maritime Christian College, or Collège de l'Île may be eligible for the *Island Advantage: Low and Middle Income Needs-based Bursary* (IAB). When combined with the George Coles Bursary, and/or the Canada Student Grant for Full-Time Students (CSG-FT), the cost of tuition could be fully covered for Island students in low and middle income families. A total of 1237 students from our post-secondary institutions were eligible for the IAB totaling approximately \$2,165,000 for the 2019-2020 academic year.

Debt Reduction Grant

The Debt Reduction Grant provides Island graduates with debt relief on their provincial student loans. If students meet the residency requirement they are eligible for up to \$3,500 per academic year effective August 1, 2018, and \$2,000 for each year of study before July 31, 2018. The \$2,000 per year grant will eventually be phased out in favour of the \$3,500 per year grant that will increase over time.

If a student graduated in an academic year that began prior to July 31, 2019, the application deadline is within one year of their graduation date. If they graduated in an academic year that began after August 1, 2018, the application deadline is three years after their graduation date.

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In 2019-20, 210 students received this grant totalling \$1,017,206.

Community Service Bursary

The Community Service Bursary encourages students in grades 10-12 to volunteer in their communities. It provides young islanders with the opportunity to develop skills, gain work experience, meet new people, and develop social skills. Financially, the bursary helps students pay for college or university at the institution of their choice on or off PEI. Provincially, the volunteer hours assist the development of a more skilled workforce that also helps to grow the economy and strengthen communities. Furthermore, the bursary gives students exposure to viable careers they may not have considered without the volunteer experience.

Table 2 illustrates the participation and financial compensation related to the Community Service Bursary.

Table 2: Community Service Bursary Participants and Payments			
Fiscal Year	# of Students	Average Amount per Student	Total Bursary Amount
2019-2020	242	\$ 556	\$ 134,645
2018-2019	265	\$ 528	\$ 140,000
2017-2018	255	\$ 424	\$ 108,170
Total	762	\$ 503	\$ 382,815

George Coles Bursary

Depending on the post-secondary institution/program of study, eligible students will receive from \$2,200 to \$8,800 in non-repayable funding over the duration of their post-secondary programs at the University of Prince Edward Island, Maritime Christine College, Holland College and Collège de l'Île. The award is available for the first degree, diploma or certificate program only. There is no application process; eligible students automatically receive this expanded bursary.

Island Skills Award

Students registered in a full-time program for 24 continuous weeks at Holland College or Collège Acadie î.-P.-É., who meet all the eligibility criteria, will receive a \$1,000 Island Skills Award in their first, second and third year of study. There is no application for this award. The school the student attends will determine eligibility and the award will be automatically posted to the student's account in January of the academic year.

8. Reinstate school boards that have elected representatives and encourage further collaboration and communication between school boards, the department and education and community stakeholders.

To encourage further collaboration and communication between school boards, government and community stakeholders, in December 2019, the government committed to reinstating school boards that have elected representatives. The current French Language School Board is already elected, and will continue to operate as is. The purpose of the elected model is to ensure school boards are representative of the Island population. The goal is for Islanders to have a stronger voice in decisions about the operation of their public education system, and more input into how to best support student

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learning. Consultations with Elections PEI, education partners and Islanders to seek their input on the best elected school board model is underway. A scan of models in other provinces was completed to support these discussions. Consultations will also consider the role of the District Advisory Councils in an elected school board model. In the interim, teachers will be added to the District Advisory Councils to give them a voice in suggestions to improve education in their families of schools.

9. Review the standardized testing process to ensure the appropriate assessment tools are being utilized, educational authorities are responsive to the results, and educators and learners are supported to address and improve individual outcomes.

In response to teacher and parent feedback, the department decided to revise the Provincial Assessment program. In the future, the number and frequency of assessments will be reduced. New goals for student assessment will be to:

- assess children earlier and support them as soon as possible
- provide results to teachers and parents more expediently
- ensure that provincial assessments are consistent with the assessing that teachers do every day in their classrooms

Stakeholders, including teachers, board and department staff, school leaders, parents, and education partners will have opportunities to provide input on the purpose, timing and frequency of assessments. Alignment of provincial and class-based assessments, along with interventions and resources, is key to long-term improvement for student achievement in PEI.

10. Work with your colleague the Minister of Agriculture and Land to develop and implement a fulsome provincial school food program building on recent pilot success.

The Department of Education and Lifelong Learning, in partnership with the PEI Home and School Federation, is committed to developing a universal ‘pay-what-you can’ healthy lunch program for all kindergarten to grade 12 students. The impacts of healthy food choices have been widely researched and the results clearly indicate that healthy food has positive effects on health, wellness, education, and life outcomes for all students. The overarching goals of the proposed school lunch program are to:

- provide students with healthy food to support their learning
- help students develop food literacy from an early age
- support students with food insecurity so they can thrive along with their peers

Successful demonstrations of the program were held during the winter of 2019 and feedback on the demonstration projects was positive. As well, extensive consultations were carried out with community groups and school communities to help define the expectations of a school lunch program.

Before making a decision about the best model for full implementation, two simultaneous pilots were initiated during the 2019-20 school year. One pilot was conducted in the Kinkora Family of Schools and at École Pierre-Chiasson as part of their in-house kitchen operations. The second pilot was conducted at West Kent Elementary and Montague Regional High using private vendors to supply the school lunches. The evaluation of the pilots commenced in 2020 and will be completed in 2020-21.

As a result of the school food pilots that were underway during the 2019-20 school year, late in March 2020 the Department of Education and Lifelong Learning was able to assist the Department of Social

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Development and Housing in the planning and subsequent delivery of the School Food program directly to the homes of students impacted by food insecurity during the pandemic.

11. Work with your colleague the Minister of Transportation, Infrastructure and Energy to increase vocational opportunities in Island high-schools, and increase the participation of equity-seeking groups in our trades.

Developing the skills of Canadians is a priority for governments across the country. Actively pursuing education and training while receiving Employment Insurance (EI) benefits could potentially reduce long-term reliance on EI and encourage more long term sustainable employment.

Career Connect Program

Under the Canada-PEI Labour Market Development Agreement, the Department of Education and Lifelong Learning has the authority to provide EI eligible clients with a referral to participate in training while continuing to receive EI benefits during their entitlement period. While college students have been provided with this support, individuals enrolled at the university level were ineligible to receive a referral to participate in training. With the implementation of the Career Connect program, all unemployed workers who have not attended the public school system for 12 months and have established an active EI claim will be eligible. Through this program, more than 1,500 Islanders per year will be able to maintain their Employment Insurance benefits as they pursue full time post-secondary studies. Since similar programming was available in Nova Scotia and New Brunswick, implementation of the Career Connect program in Prince Edward Island has ensured equitable access for PEI students within the Atlantic region.

12. Work with your colleague, the Minister of Economic Growth, Tourism and Culture to review program delivery of provincial immigration, Skills PEI, Labour Market Development Agreement (LMDA) and Labour Market Agreement (LMA) to ensure their goals and deliveries are aligned.

As a result of collaboration between Skills PEI and The Department of Education and Lifelong Learning, two important training programs have been introduced to support the trades in PEI.

Apprenticeship Harmonization

The Apprenticeship Training program provides high quality apprenticeship training to assist Islanders in acquiring the necessary skills to enter, re-enter, and progress through the workforce. The purpose of the National Harmonization Initiative is to align apprenticeship systems across Canada by making apprenticeship training requirements more consistent in the Red Seal Trades. The harmonization initiative will allow apprentices to complete their training and work experience anywhere in Atlantic Canada, and will remove barriers to mobility across these jurisdictions. Ultimately, it will benefit all trades in Atlantic Canada through the alignment of apprenticeship systems across the region.

The Apprenticeship Blended Learning Initiative

Partnerships between industry, education and government encourage training and certification in skilled trades to fill labour demands and grow the economy. Blended learning is an education-training platform that combines online digital media with traditional classroom methods. Blended learning allows for the physical presence of both teacher and student while incorporating online self-study and

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student control over time, place, path, and/or pace. Blended learning is a training tool that can be modified, monitored and customized to suit specific learner needs or situations.

Apprenticeship PEI has been successful in obtaining Employment and Social Development Canada funding to pilot a three-year \$1,536,000 program designed to address apprenticeship-training needs in two skilled trades, specifically welders and machinists. The funding will impact approximately 55 apprentices.

Apprenticeship training in the selected high-volume trade of welder will be available in both Traditional Block Release and Blended Learning. The dual training models will provide measures to gauge the success of the Blended Learning Pilot against Traditional Block Release results. The second low volume trade, machinist, will be offered exclusively in a blended learning format.

Blended learning is being implemented in New Brunswick, Nova Scotia and Newfoundland as a solution to the barriers apprenticeship stakeholders face. The blended learning initiative of PEI goes one step further in removing the requirement for the participant to be laid off from his/her job during training; this approach will provide job and financial continuity for the apprentices.

13. Work with your colleague, the Minister of Health and Wellness, to implement the first 1000 days initiative.

In April 2019, the Government announced the First 1000 Days Initiative. The initiative places a new focus on strengthening programs that care for the physical, mental and emotional development of children during the first 1000 days of life. The first 1000 days is a period of rapid physical growth and accelerated mental development, and offers a unique opportunity to build lifelong health and intelligence. This critical time in a child's life can shape their future.

Highlights and Accomplishments 2019-2020

In addition to the priority directives indicated in the mandate letter, the department continued to address and advance the usual work of the various divisions and sections that include the following:

- Early Childhood Development
 - Autism Services
- English Education, Programs and Services
- English Public Schools Branch
- Educational Services
 - Certification and Standards
 - English as an Additional Language/French as an Additional Language
 - International Education
 - Pan-Canadian Joint Consortium for School Health
 - PEI School Athletic Association
 - Provincial Learning Materials Distribution Centre
 - Research and Corporate Services
 - School Health
 - Student Well-being Teams
 - Technology
- Finance and School Board Operations
- French Education, Programs and Services
- Libraries and Archives
- Post-Secondary and Continuing Education
- Skills PEI
- Human Resources

Early Childhood Development

The Early Childhood Development Division provides policy, program and funding advice and direction to ensure Island children and families have high quality experiences in the early years. Responsible for the early learning and child care system of PEI, the division provides curriculum development and program support to both English and French early years centres, and private regulated early childhood centres. The division is responsible for the implementation of the Canada/PEI Bilateral Agreement in Early Learning and Child Care.

The division administers the following funding programs:

- Best Start
- Direct Funding
- Pre-School Autism Funding
- Special Needs Funding

As well, under the Canada/PEI Bilateral Agreement in Early Learning and Child Care the division administers:

- Handle with Care
- Dès la naissance

Through the Autism Services section, the Early Childhood Development Division also provides high quality services for pre-school and kindergarten children with autism spectrum disorder and their families. Evidence-based practices with demonstrated effectiveness form the foundation of the assistance provided to families.

The division also has responsibility for the Early Learning and Child Care Act and the Early Learning and Child Care Act Regulations. Under these guidelines the Early Childhood Development Division oversees certification of early childhood educators, licensing and inspections of early childhood programs, and provision of resource support to the Early Learning and Child Care Board.

AUTISM SERVICES

The Government is committed to early interventions and a continuum of supports for all children with special needs. Autism Services maximize learning and inclusion for children on the autism spectrum. Intensive Behavioural Intervention (IBI) is provided for children in early childhood centres who have been diagnosed with autism, and Intensive Kindergarten Support (IKS) provides interventions for children in kindergarten. Better coordination of Autism services is being directed through the new Autism Coordination Act Working Group which is now identifying priorities and direction.

Areas of focus 2019-2020:

- Delivered the Intensive Behavioural Intervention (IBI) program to 81 children with Autism Spectrum Disorder (ASD).
- Provided consultative or direct support to 35 children with ASD in public kindergarten through the Intensive Kindergarten Support (IKS) program.

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- Provided consultative support to 20 children with ASD in grades 1-12 in the French Language School Board.

Educational Services

The Educational Services Branch is responsible for advising the Deputy Minister and Minister on matters related to external education programs and services. The branch oversees the management of research, corporate services, school health, certification of and standards for teachers, policy, legislative development and the implementation of major departmental initiatives. The branch is also responsible for providing English as an Additional Language/French as an Additional Language programming.

The branch carries out its work through the following sections:

CERTIFICATION AND STANDARDS

The Certification and Standards Section is comprised of the Registrar and a part-time Administrative Assistant. The Certification and Standards Section is responsible for three main areas: 1) teacher certification, 2) educational assistant authorizations, and 3) private school inspections.

Teacher Licensure

The *Education Act* prescribes that only holders of a valid PEI teacher's license may be employed to teach. The purpose of teacher licensing is to protect the public interest in ensuring that those persons who are authorized to teach, by the Minister, possess the required academic and professional qualifications. The Registrar is appointed by the Minister under the *Education Act* to evaluate the academic and professional credentials of provincial, regional, national, and international applicants for a PEI teacher's license. Criteria for teacher licensing is developed and reviewed by the minister-appointed Teacher Certification and Standards Board (TCSB). The work of the Registrar with respect to teacher licensure is framed by the *Education Act*, Teacher Certification and Standards regulations, Instructional Personnel regulations, and Teacher Discipline regulations.

Aside from the initial issuance of teaching licenses, the Registrar tracks and approves teaching service, processes applications for upgrades in certification level, and evaluates requests for additional designations. Additionally, the Registrar evaluates all applications for a Temporary Permit to Substitute for a Teacher from persons who do not hold a PEI Teacher's License. PEI-licensed teachers seeking licensing outside of the province require a *Statement of Professional Standing* issued by the PEI Registrar. These are issued at the written request of teachers who hold a valid and subsisting PEI teacher's license.

A database on teaching certificates that have been suspended or revoked across Canada is maintained by the Office of the Registrar in keeping with the Protocol on Procedures relating to the Suspension or Cancellation of Teaching Certificates signed by the Ministers of Education on September 29, 1999. Every new applicant for a PEI teacher's license is screened through this database.

The Registrar liaises with the Registrars for Teacher Certification Canada (RTCC), an organization which falls under the auspices of the Council of Ministers of Education, Canada (CMEC). Provincial and territorial RTCC representatives work on issues and projects of common interest and strive to achieve full labour mobility compliance under *Chapter Seven of the Agreement on Internal Trade*. The Registrar is involved in two major projects which include 1) the creation of an Online Language Proficiency Tool for Internationally Educated Teachers, and 2) the creation of a Pan-Canadian

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International Credential Evaluation Centre for the teaching profession.

The Registrar works closely with the UPEI Faculty of Education. Annually, a presentation is made to the Bachelor of Education program cohort on the process involved in obtaining a PEI teacher's license with the aim of providing a PEI Teacher's License to all graduates who qualify at Convocation.

An important function of the Registrar is to provide information to prospective teachers and to in-service teachers as they consider post-secondary educational pathways. The Registrar advises prospective teachers on teacher education programs that are recognized and advises teachers seeking to upgrade their certification level on viable graduate level programs. Teachers planning on further studies are recommended to submit a Pre-Approval Form to the Registrar prior to commencing post-graduate studies for upgrade purposes.

This year, changes were made to the *Education Act* that were related to the work of the Registrar:

- The evaluation fee was removed from the Temporary Permit to Substitute Application, with a view to increase the number of substitute teachers in the province.
- Career and Technical teacher licenses were re-instated after a four-year absence from the *Act*

Educational Assistants

The Registrar evaluates applications for Educational Assistants and Substitute Only Educational Assistants, and issues authorizations on behalf of the education authorities. The evaluation fee for the Substitute Only Educational Assistant Application was removed in 2020.

The Registrar fields queries from individuals interested in receiving human services training and vets proposed programs of study to determine if they meet provincial requirements, while maintaining a list of approved post-secondary human services programs and equivalents. The Registrar sits as a member of the Human Services Advisory Board at Holland College providing input into Holland College's two-year Human Services programs.

Private and International Schools

As the appointed Private School Inspector, the Registrar inspects and monitors the functioning of the Island's private schools and vets applications for persons seeking a license to operate a private K to 12 school in the province. The Registrar also liaises with the Canadian International Schools in Tokyo, Japan and Jinling, China for the purposes of ensuring that teachers hired to teach in the schools hold a PEI Teacher's License as required by the contractual arrangement between government and the operators of the international schools. The Registrar also works with an organization known as CanTeach to license teachers who complete their teacher education program abroad.

Teacher Licenses and Authorizations Issued

- The Office of the Registrar issued 360 teacher licenses during 2019-2020: 307 were new licenses, 44 were upgrades in qualification level, 4 were conditional licenses, and 5 were interim licenses.
- A total of 237 Statements of Professional Standing were issued; of that total, 60 percent were sent to Ontario and 11 percent were sent to British Columbia.
- A total of 629 authorizations to substitute teach were issued: 330 were for licensed teachers while 299 were to Temporary Permit holders.
- A total of 414 authorizations for educational assistants were issued: 55 were for Regular Educational Assistant Authorization and 359 were for Substitute Only Educational Assistant

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Authorization.

- A total of 19 administrative certificates, 8 additional designation in inclusive education, and 3 additional designation in school counselling were issued this year.

ENGLISH AS AN ADDITIONAL LANGUAGE / FRENCH AS AN ADDITIONAL LANGUAGE

The English as an Additional Language (EAL) / French as an Additional Language (FAL) section supports the language acquisition needs of immigrant students who were born outside of Canada or who speak a language other than English, French or Mi'kmaq. The successful integration of immigrant students into our K-12 school system is a priority.

Recognition of the importance of language acquisition to settlement and population growth has resulted in significant growth in the EAL/FAL section over the past few years. Itinerant teachers travel to schools across the province to provide language support and EAL/FAL Youth Service Workers are in place in some Island schools to support transition and integration of new language learners into our school system. Additionally, Educational Assistants have been allocated to EAL and FAL students with exceptional needs.

Assessment Specialists were very busy this year, completing intakes and assessments with more than 575 new EAL/FAL learners. Much time was spent in the spring of 2020 learning how to implement, administer, and report on two new language proficiency assessment tools.

Our EAL Teacher Support Specialist was very active supporting teachers of new EAL learners and EAL learners with exceptional needs. A significant amount of time was spent observing EAL students in the classroom and during non-instructional times in order to make recommendations for teaching and learning. Professional development was targeted at the specific needs of individual and small groups of teachers.

During the Covid 19 shutdown, our EAL/FAL team was very active in supporting the home learning of EAL/FAL students. Itinerant teachers continued with language support through Google Classroom, telephone calls, emails, home visits, etc. Several itinerant teachers and our EAL Teacher Support Specialist were involved in compacting the EAL curriculum for home learning and Summer Learning. In addition, our EAL/FAL team created Language 4 Vous which was aired on Eastlink. Language 4 Vous, a series of eight 30-minute videos, offered an engaging program for students who wanted to improve their English/French language in a fun and interactive way. The response from our EAL/FAL learners and their families as well as other students was very positive.

The work of the EAL/FAL team supports administrators, teachers, support staff and board-based staff through consultation, observation, co-teaching and professional development.

Two significant highlights of the year are important to note:

In September of 2019, we were honoured to have Dr. Samuel Ortiz share his expertise with our K-12 school system and community professionals. Dr. Ortiz's two-day professional learning opportunity focused on the distinction between "difference" and "disorder" as related to culturally and linguistically diverse learners. The learning gained from this professional development has been vast and has

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transferred into the day to day work of School Psychologists, Speech Language Psychologists, Resource Teachers, Administrators and our entire EAL/FAL team.

In December, 2019, we presented a professional learning opportunity to Colonel Gray High School staff, students and school community. The focus was on immigration, population growth, diversity and cultural awareness. Orlando Bowen, keynote speaker, brought a powerful message to all in attendance, highlighting the importance of One Voice, One Team. The engagement of everyone involved in this learning was fantastic and the carry-over has been significant.

The work of the EAL/FAL team constantly evolves as new students arrive. The use of evidence-based research and practice has insured that the service delivered to new language learners is relevant and progress oriented. The success of EAL/FAL learners in our school system and our community is the ultimate goal.

Table 3 (below) illustrates the growth in the number of EAL/FAL learners over the past three years.

Table 3: Number of EAL/FAL Students by Education Authority			
	Number of Students		
Education Authority	2017-2018	2018-2019	2019-2020
Public Schools Branch	1,599	2,141	2,305
French Language School Board	26	51	53
Total	1,625	2,192	2,358

EAL/FAL students 2019-2020

- Welcomed 575 new EAL/FAL students during the 2019-20 school year
- Provided educational service to 223 refugee students
- Provided 747 EAL/FAL learners with itinerant teacher support
- An additional 83 EAL learners received EAL courses at the high school level

INTERNATIONAL EDUCATION

The International Education section is responsible for internationally affiliated schools and international fee-paying students.

Affiliated Schools

The department has developed Affiliated Schools Guidelines outlining the requirements of international schools who wish to offer PEI kindergarten to grade 12 curriculum. International schools that have applied to use PEI kindergarten to grade 12 curriculum and meet the rigorous program requirements may become PEI Affiliated Schools. Students who meet PEI's graduation requirements at the end of grade 12 are issued a PEI high school certificate.

The Canadian International School (CIS) in Tokyo, Japan is a private school with a long standing affiliated schools partnership that offers PEI's grade 1 to grade 12 curriculum. Student enrolment for 2019-2020 was 341. Nanjing Jinling High School, Hexi Branch No. 60 is a public school in Nanjing,

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China that entered into an affiliated school agreement in September of 2015. Jinling High School offers PEI public school curriculum in grades 10 to 12 with a student enrolment for 2019-2020 of 137.

A school in Ganzhou, China offers PEI/China curriculum to students in grades 10 and 11. Students who successfully complete those courses attend school in PEI in grade 12 and, if successful, are granted a PEI high school certificate. In 2019-2020, 18 international students attended PEI high schools with 22 students enrolled in grades 10 and 11 in China.

Discussions and negotiations are ongoing with potential partners who have expressed interest in offering PEI Affiliated Schools programs.

International Fee-Paying Students

The department operates a program (Prince Edward Island International Student program) for accepting international fee-paying students. There were 153 international fee-paying students in the PEI school system in 2019-2020.

Table 4 (below) indicates the number of students attending PEI international schools and international fee-paying students enrolled in PEI schools over the past three years.

Table 4: International Schools & International Fee-paying Students			
International Students	Number of Students		
	2017-2018	2018-2019	2019-2020
Canadian International School - Tokyo, Japan (Grades K-12)	271	304	341
Nanjing Jinling High School, Hexi Branch No. 60, China (Grades 10-12)	119	125	137
Ganzhou, China (Grade 10-11) - Enrolled in China		31	22
Ganzhou, China - Enrolled in PEI for Grade 12		14	18
Prince Edward Island International Student program (fee-paying students attending school in PEI)	181	136	153

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LEGISLATION

The Department of Education and Lifelong Learning is responsible for the development and administration of the following legislation:

• <i>Apprenticeship and Trades Qualification Act and Regulations</i>	• <i>Maritime Provinces Higher Education Commission Act</i>
• <i>Archives and Records Act and Regulations</i>	• <i>Private Training Schools Act and Regulations</i>
• <i>Autism Coordination Act</i>	• <i>Post-Secondary Institutions Sexual Violence Policy Act and Regulations</i>
• <i>Early Learning and Child Care Act and Regulations</i>	• <i>Public Libraries Act</i>
• <i>Education Act and Regulations</i>	• <i>Student Financial Assistance Act and Regulations</i>
• <i>Hairdressers' Act</i>	• <i>Teachers' Superannuation Act</i>
• <i>Holland College Act and Regulations</i>	• <i>University Act</i>
• <i>Island Regulatory and Appeals Commission Act</i>	

The department issued the following Minister's Directives for the 2019-2020 fiscal year:

- MD 2019-01: School Calendar for 2020
- MD 2019-02: Education Authority Staffing and Funding program for the 2019-2020 School Year
- MD 2019-03: Responsible Use of Communication and Information Technology

PAN-CANADIAN JOINT CONSORTIUM FOR SCHOOL HEALTH

Established in 2005, the Pan-Canadian Joint Consortium for School Health (JCSH) is a partnership of federal, provincial and territorial governments working together to promote the health, well-being and achievement of children and youth in the school setting. Recognizing that every province and territory has initiatives in place to foster healthy school environments, JCSH brings together key representatives of government departments responsible for health and education to:

- Strengthen cooperation among ministries, agencies, departments and others in support of healthy schools
- Build the capacity of the health and education sectors to work together more effectively and efficiently
- Promote understanding of, and support for, the concept and benefits of comprehensive school health initiatives

Moreover, JCSH's work benefits from and is informed by relationships with research, policy and practice partners across the country. The Consortium has partnered on national research and resource development projects with Queen's University, University of New Brunswick, University of Waterloo and a number of national agencies, including Promoting Relationships and Eliminating Violence

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Network (PREVNet), The Students Commission, the Canadian Centre for Substance Use and Addiction, and the National Centre for Truth and Reconciliation.

In 2020, the Provincial and Territorial Ministers of Education and Provincial and Territorial Ministers responsible for Health and/or Wellness committed to the current five-year JCSH mandate (2020-2025).

Highlights 2019-2020:

- Participated on the Federal, Provincial and Territorial Working Group on Concussions, which has led to ongoing collaboration with a number of partners to support best protocols and to optimize student learning and physical health.
- Participated on a working group led by the Sex Information and Education Council of Canada, to revise the *Canadian Guidelines for Sexual Health Education*.
- Supported the *Health Behaviour in School-aged Children* (HBSC) study, a 30-year-long cross-national study which is collected every four years. JCSH supported this research by collaborating to expand the sample size to a provincial and territorial level, resulting in jurisdiction-specific assessments.
- The Truth and Reconciliation Commission's 94 Calls to Action have been studied and considered as JCSH provides ongoing review and additions to its Operational Plan. In 2019, the JCSH Reconciliation Working Group developed the JCSH Statement on Reconciliation. It has been translated into French, Inuktitut, and Inuinnaqtun.
- JCSH has planned to build an Indigenous module as part of its Positive Mental Health Toolkit. After consultations within member provinces and territories and supported by Indigenous colleagues, initial procedures are underway to develop this module.
- JCSH's commitment to ongoing monitoring, evaluation, and accountability has culminated in an Evaluation Report to reflect the collective work from this mandate. The 2019 Evaluation Report reflects the complex nature of JCSH; comprising diverse jurisdictions with different needs, the Consortium's role as the government voice of comprehensive school health, and the multifaceted nature of capacity building.
- Originally housed at/maintained by the Propel Centre at the University of Waterloo, the JCSH Healthy School Planner is a self-assessment planning tool for schools based on the four components of comprehensive school health. The tool was revised and improved a few years ago with a Foundational Module focusing on the process involved in building a healthier school community using a comprehensive school health approach. It also features "express" and "detailed" modules on four key topics: healthy eating, physical activity, tobacco use, and positive mental health. As a result of the end of the maintenance contract with Propel/University of Waterloo effective March 31st, 2019, the Healthy School Planner is now being housed on the JCSH website, and maintained by the JCSH Secretariat.
- As the JCSH looked to a renewed mandate early in 2020, plans were changed by the global, national, and provincial/territorial responses to the COVID-19 pandemic. For this partnership of Ministries of Health and Education, supported by the Public Health Agency of Canada, the consequences of COVID-19 are at the forefront of the JCSH's work going forward. The

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health, well-being, and learning successes of all Canadian students are both fundamental goals of the JCSH and key to post-COVID-19 responses.

PEI SCHOOL ATHLETIC ASSOCIATION

The PEI School Athletic Association (PEISAA) is the body responsible for the administration of school sport in PEI according to the rules and expectations of the department and the provincial school boards, under the auspices of the *Education Act*. Projects for 2019-2020 included:

- September 2019 - PEISAA Policy and Procedures Manual updated with three new additions that included: Fair Play & Sportsmanship (including Artificial Noisemakers), Submitting Rosters, and Schedule Changes and Forfeits
- September 2019 - Increased sponsorship of PEISAA including three new sport sponsors
- September 2019 - As per PEISAA Policy Manual, all coaches that participate in PEISAA must take “*Making Headway*”, an online concussion course offered by the National Coaching Certification program
- October 2019 - For the first time, PEISAA held all levels of Soccer Provincials on the same weekend at Cornwall Turf. This was a great event and drew large crowds
- November 2019 - Senior Basketball implemented a new format that saw teams play a seeding round after which they were placed in AAA, AA or A leagues for league play and play offs. This was very well received by all participants
- March 2020 - PEISAA announced that all spring sports were cancelled due to COVID 19

School Sport Highlights 2019-2020:

- PEISAA is the only provincial school sport organization that offers competition to all levels of students in the Province across six age classifications
- Provided extracurricular interscholastic competition for 66 member schools
- Offered over 90 Provincial Championships for more than 10,000 student athletes and 17 team and individual sports
- Support provided by over 500 volunteer coaches, convened by 24 sport commissioners, and a volunteer executive

PROVINCIAL LEARNING MATERIALS DISTRIBUTION CENTRE

The Provincial Learning Materials Distribution Centre (PLMDC) orders learning materials on behalf of all publicly funded schools Island wide. The PLMDC also orders materials for English and French Consultants in the department, and supplies home schoolers with resources.

The materials are sourced from publishers throughout the country and distributed through the PLMDC warehouse. The PLMDC is responsible for shipping materials to schools and for maintaining an inventory of materials at schools and in the warehouse.

RESEARCH AND CORPORATE SERVICES

The Research and Corporate Services section provides support, guidance and advice to the department and to educational partners in the areas of applied research, program evaluation, performance measurement, implementation and analyses of surveys, and data management. The section fulfills the department's responsibility in provincial, regional and national data collection initiatives that compare education systems across Canada and internationally. It is responsible for all aspects of copyright related to education, including compliance monitoring, fair usage, and advocating for user rights. The section also coordinates and maintains content on the department website.

Highlights 2019-2020:

Special Needs Models and Funding in Early Childhood Education

The section began a provincial/territorial comparative review of program models and funding in child care settings that support children with special needs. Components included:

- Workforce credentials
- Training
- Grants and funding
- Policies and programming

Work will continue in 2020-2021. This initiative supported the work of the Early Childhood Development Division.

Alternate Hours Child Care Surveys

Conducted two surveys to determine the demand for extended child care hours beyond the regular hours of 7 AM to 5 PM. Employees of Health PEI sites who work in 24/7 shift environments provided feedback on their child care needs. This initiative supported the work of the Early Childhood Development Division.

Student Well-being Program Evaluation

A formative evaluation of Year 2 (2018-2019) of the Student Well-being program was undertaken and a report was produced in October 2019. Key elements evaluated included:

- Provision of services
- Promotion and awareness of the program
- Training
- Referral and intake protocols
- Communication
- Supervision and management roles
- Comprehensive data collection and reporting

The report provided a series of recommendations that addressed these various elements of the program. Going forward, the results will inform the work of the program.

Survey and Data Analysis for Kindergarten Review

As one component of the department's Kindergarten Review, surveys were conducted with all Kindergarten teachers and their principals at PSB and CSLF schools. Topics included:

- Teaching experience

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- Training and professional development
- Class composition
- Classroom transitions
- Use of time for indoor and outdoor experiences and activities
- Learning centres and equipment/resources

Findings from these surveys were provided to the Kindergarten Review coordinator and incorporated into the final report (July 2020).

SCHOOL HEALTH

This section provides leadership, coordination and partnership development related to a variety of health and wellness initiatives for schools.

Highlights 2019-2020:

- Provided \$200,000 in financial support for 85 breakfast/snack programs within 67 schools and alternative education settings across PEI. These programs provided 43,000 breakfasts/snacks to 10,000 students each week.
- In partnership with the Department of Health and Wellness, hosted multiple presentations for education system staff and parents, regarding cannabis legalization and our collective efforts to prevent youth substance use including vaping awareness and prevention.

STUDENT WELL-BEING TEAMS

In our PEI schools, Student Well-being Teams work within schools to help bolster parenting skills of families with school aged children. The teams help students build strength in the areas of mental, social and physical health. They support children and youth in dealing with issues related to anxiety, sleep, exercise, food, screen time, family and relationships. Teams offer evidence-based programs in key areas such as self-regulation, anxiety, social skills and parental support.

Using programs like Triple P Parenting and Positive Parenting from Two Homes, our well-being teams work with families to build strong parenting skills. The following table indicates the level of parent participation in the Student Well-being Teams program (SWT).

Table 5: Number of Parents Participating in the Student Well-being Teams Program			
Measure	School Year		
	2017-2018	2018-2019	2019-2020
Number of parents participating in well-being activities	227	3,379	1,967
Number of parents participating in group activities	50	147	47
Total number of parents participating in the SWT program	277	3,526	2,014

** The school year is defined as September to August of the following year.*

TECHNOLOGY

- Work began to select the best provider for a more effective and technologically current student information system for the province. During the year a Request for Proposals (RFP) was issued to solicit proposals for a new system. It is expected that a decision on the successful provider will be made in 2020-21.

English Education, Programs and Services

The English Education, Programs and Services Division is responsible for providing leadership, coordination and support in developing quality English language curricula. The division provides support services and resources for teachers and students from kindergarten to grade 12. Successful attainment of this goal requires the effective completion of the following objectives:

- Deliver services and resources to improve achievement
- Deliver services and resources to support educators
- Develop high-quality curriculum

Renewal of curriculum begins with the common understanding that kindergarten to grade 12 students must be educated to participate in a world of rapid and complex change. This dynamically evolving environment requires that students develop multiple literacies, increasing their depth of knowledge, and acquiring a range of twenty-first-century skills and abilities. Students must also develop a desire for personal and collective achievement and a willingness to collaborate for the well-being of themselves and others.

The goals of curriculum renewal are achieved through:

- Clarifying expectations, outcomes, standards and benchmarks for students
- Ensuring relevance and consistency for all students across grade levels and areas of study
- Focusing on central tenets and developing deep understanding within the areas of study
- Incorporating effective research-based instruction and assessment practices while providing ease of access and use for teachers

CURRICULUM INITIATIVES 2019-2020

When considering curriculum renewal, department staff meet with many organizations and groups to increase awareness and perspectives regarding the many issues that must be considered to ensure equitable access to learning for our diverse student body. Following are just a few examples that illustrate collaborations with a wide array of community experts who contribute to the development of new curriculum.

Arts, Music and Creativity Curriculum

- The Music Education Curriculum Renewal Committee focused on diversity, inclusion, well-being and technology through musical expression and development. Individuals from Holland College, UPEI, Nova Scotia Department of Education, PEI Newcomers Association, Creative PEI, the Indigenous community and the Town of Stratford participated in this initiative.
- The department's Arts/Music/Creativity Leader collaborated with directors and faculty at Holland College and UPEI on the identification of music skills and knowledge that promote the cultivation of student competencies for the Arts and Cultural industries.
- CreativePEI in partnership with Holland College, KKP Design and Print Centre, and Thinking Big Digital Services offered a one-day professional development conference, entitled Dot Gain, specifically tailored to the creative community on PEI. Dot Gain has three tracks: Design, User Experience, and Arts and Creativity Education. CreativePEI hosted the Education track that

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attracted 150 teachers, students and Department staff with an interest in shaping the future of arts and creativity curriculum on PEI. A number of global industry leaders presented at this event.

Elementary Integrated Curriculum

- Integrated curriculum incorporates different disciplines in education into a holistic approach to learning. It shifts the focus from memorizing facts and skills to using facts and skills to understand concepts. It provides ways to transform learning into real-life experiences in which teachers become coaches and facilitators of meaningful learning. The Elementary Integrated Curriculum Steering Committee was comprised of individuals from the Mi'kmaq Confederacy of PEI, PEI Department of Education and Lifelong Learning, PEI Department of Health and Wellness, PEI Human Rights Commission, PEI Teachers' Federation, University of PEI, and the Canada Research Chair in Young Lives, Education, and Global Good.
- The Grades 1-3 Integrated Curriculum Committee was comprised of a representative group of teachers, as well as individuals from the Mi'kmaq Confederacy of PEI, Native Council of PEI, and several Curriculum Leaders with the PEI Department of Education and Lifelong Learning. The committee worked collaboratively to develop supporting units of study with embedded Indigenous knowledge and content and specific cross-curricular links to literacy, numeracy, and the Essential Graduation Competencies.

English Language Arts (ELA)

- In grades 7 and 8, a new ELA curriculum was piloted in 2019-20. Students and teachers were asked to provide feedback during this process. Outside agencies such as the Mi'kmaq Confederacy of PEI provided suggestions regarding the new curriculum.
- In grades 10 through 12 ELA 'whole class novels' were reviewed. Feedback from teachers and students was collected. Community based organizations such as the Human Rights Commission, the Mi'kmaq Confederacy of PEI and the Black Cultural Society also participated in the review.

Chemistry

- For Chemistry 521A and 621A, staff collaborated with UPEI colleagues to identify gaps and opportunities that could be addressed regarding transition to post-secondary chemistry. Opinions of students were also incorporated into the decision making process.

Computer Studies

- In consultation with UPEI and Holland College, the department completed the curriculum renewal of Grade 12 Computer Studies.

Physical and Health Education

- The Curriculum Renewal Steering Committee worked in partnership with the Human Rights Commission, PEERS Alliance, Inter-ministerial Women's Secretariat, Department of Health and Wellness, the Mi'kmaq Confederacy of PEI, The Women's Network, and the PEI Physical Education Association to develop a pilot program. Teacher and student feedback was gathered during the pilot.

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Science

- Professional learning opportunities were provided by the Center for Ocean Ventures and Entrepreneurship (COVE), and the Agriculture Sector Council related to how science, technology, engineering and mathematics (STEM) are critical in the study of ocean habitats and communities, and the importance of incorporating STEM into environmental curriculum at all grade levels.
- In collaboration with Learning for a Sustainable Future, UPEI Climate Lab, and the Climate Change Secretariat, grade 7 science teachers were given a professional development opportunity related to transformative teaching practices in the areas of climate and sustainability.

Social Studies

- The Indigenous Education Advisory Committee involved Indigenous stakeholders to help direct the addition of Indigenous history, culture, knowledge, and ways of learning into the Social Studies curriculum.

Pandemic Response to All Curriculum

- In March 2020, with the arrival of COVID-19 on PEI, planning for and execution of remote learning began in both the English and French systems. Teachers worked to implement remote learning solutions.

SCHOOL TO WORKFORCE TRANSITION INITIATIVES

While creating and renewing curriculum is of utmost importance, English Education, Programs and Services must also consider student preparedness for the workforce. Though a number of programs students can complement their education to meet some of these demands:

- Career Exploration and Opportunities (CEO) Curriculum Outcomes support student exploration of pathways through high school and beyond, including school-to-workforce planning.
- The grades 10 to 12 English Language Arts (ELA) Bridging program supports students in developing essential literacy skills to help successfully transition to post-secondary and/or the workforce. English 671A and English 671C were implemented in 2019-20.
- The department provided \$70,000 for tools and equipment for Career and Technical Education (CTE) programs, including carpentry, automotive and welding, and \$90,000 for equipment for foods and culinary programs. Additionally, the department implemented a \$50,000 School Grant program to further support the purchase of tools and equipment for CTE.
- The Provincial Forest Envirothon is part of the international education program known as the National Conservation Foundation Envirothon. In partnership with PEI's Forests, Fish and Wildlife Division, and local forestry industry partners, interested Island high school students learn how people depend on and interact with the natural world.
- Sanofi BioGenius Challenge, in partnership with the PEI Biotech Sector Cluster, is the premiere biotechnology competition in Canada. Under the mentorship of professional experts participants tackle university-level research topics from cancer and Alzheimer's disease to

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agriculture and the environment. Students have the opportunity to build experience as scientists and innovators, all before graduating from high school.

INITIATIVES TO DEVELOP PERSONAL INTERESTS

The department also provides students with opportunities to showcase their personal interests and expand their educational repertoire with skills that will contribute to their overall quality of life in the present and into the future. Following are some of the programs that meet these objectives:

- Destination Imagination is a volunteer-led, educational non-profit organization that teaches "21st century" skills in science, technology, engineering, arts, and math (STEM) to kindergarten through university level students by collaborative problem solving challenges in an on-line platform. In PEI, the program involves support from Home and School Associations; Parents for French; Holland College; UPEI; Confederation Centre for the Arts; the Culinary, Artistic, Engineering, Agricultural, Creative Arts and Environmental communities; local businesses and parents.
- The Premier's Student Art Garden Exhibition, located in the reception area of the office of the Premier, showcased the creativity and talent of student artists from English, French and Indigenous schools.
- ArtsSmarts is the largest education initiative in Canada dedicated to improving the lives and learning capacity of Canadian children by injecting arts into academic programs. The importance of engaging young people in artistic activity is critical to their evolution as creative thinkers. In 2019-20, in conjunction with UPEI, the program focused on projects related to human rights, diversity, inclusion, and Indigenous and social justices. A variety of authors, visual artists, musicians and journalism students helped to expose children to a greater understanding of these important issues through artistic endeavours.
- On December 10, 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights. Each year, since that time, December 10 is observed as Human Rights Day. A number of PEI schools celebrated this important occurrence through artistic presentations of music, art and storytelling.
- The PEI Heritage Fair program is a student-centered, inquiry-based learning opportunity that allows students to explore PEI and Canadian history within the context of the social studies curriculum. Annually, 27 to 30 schools and about 1700 students participate. Approximately ten percent of students move on to represent their schools at the Provincial Heritage Fair.

LEADERSHIP AND LEARNING

Leadership and Learning refers to the professional learning of instructional staff within the English Public Schools Branch; it includes optimization of practices, processes and systems to support student achievement. While staff at all grade levels receive professional development throughout the school year, following are some of the foci and highlights from 2019-2020.

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LITERACY

Literacy: Kindergarten - Grade 6

Foundations is a multisensory and systematic literacy program that teaches the foundational skills required to support reading, writing, and language development. The foundational skills include:

- phonemic awareness
- phonics
- high frequency word study
- reading fluency
- vocabulary
- comprehension strategies
- handwriting
- spelling

The program also provides small group setting programming for early intervention.

In the 2019-2020 school year a Foundations pilot project was carried out in kindergarten to grade 2 in two primary schools in PEI. The pilot project included 24 teachers and 251 students. A program evaluation is underway, but early evidence indicates a positive impact.

Additionally, all kindergarten teachers received professional development in gross and fine motor skills development in young children, and information about the connection of these physical attributes to academic success. The training provided guidance to teachers on how to make adjustments in their classrooms to ensure the development of these skills.

Building on work that began in 2016, professional development for teachers in grades 1 through 6 focused on teaching writing using the Writing Workshop model. The Writing Workshop is a high yield instructional framework designed to increase writing achievement for all students while allowing teachers to address individual students' learning gaps in a timely and effective manner.

Literacy: Grades 7-9

Grade 9 teachers were introduced to new foundational outcomes as part of a curriculum refresh. They were also provided with professional learning outlining a process for monitoring those outcomes and intervening instructionally in a timely manner when a student is not having success in key areas.

Literacy: Grades 10-12

A significant number of high school language arts teachers completed professional development in the program called 4 Seasons of Reconciliation. 4 Seasons of Reconciliation is a series of bilingual online resources which promote a renewed relationship between Indigenous Peoples and Canadians. The program promotes anti-racism education through transformative and engaging learning. It helps teachers to be culturally responsive in the classroom, particularly when supporting students with curriculum outcomes and resources with Indigenous content.

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NUMERACY

Numeracy: Kindergarten - Grade 6

All grade 5 math teachers in the province began a 3-year professional development program in Mastery Learning in Mathematics. The program focusses on how to effectively and efficiently identify and remediate skill gaps in mathematics prior to consolidation of elementary math curriculum concepts and procedures in grade 6.

Numeracy: Grades 7-9

To support effective corrective instruction for students with significant gaps, an anchor resource was purchased to be field-tested in Island schools. It will provide teachers with a common resource to identify where remediation from earlier grades is needed. With guidance and support from the teacher, the anchor resource is self-paced and facilitates inclusive education within the grade level setting. As field-testing progresses, decisions will be made regarding further adjustments or full implementation.

Numeracy: Grades 10-12

Professional learning for high school math teachers focused on aligning curriculum and assessment. Cognitive level training allows teachers to effectively assess outcomes at the prescribed cognitive level, thereby increasing student achievement in higher level concepts.

OTHER HIGHLIGHTS

Beginning Teacher Induction Program

Approximately 100 probationary teachers received professional development (PD) on the high yield instructional practices on which our education system is grounded. Additionally, the teachers learned about mental health issues particular to the first year of the profession. The PD included information about how to access support in both of these areas. Beginning teachers were also connected with a coach to support their ongoing professional development.

Senior High Department Heads

Professional development for senior high department heads focused on working with adult learners and aligning curriculum, instruction, and assessment through cognitive leveling of assessment tasks. This will allow department heads to support teachers in their schools as we move forward with professional development on assessment practices. Student achievement will increase as a result of this alignment.

English Public Schools Branch

The Public Schools Branch (PSB) was officially proclaimed and launched as the school authority in August 20, 2016. It represents all English language public schools on Prince Edward Island. The PSB serves more than 20,000 students from kindergarten through grade 12 in 56 English schools. The PSB is governed by a Board of Directors, and is administered and served by branch-based staff operating from various sites across the province, with primary offices in Stratford and Summerside.

The Public Schools Branch offers elementary and secondary students an education that is enriched with diverse program choices and activities to complement curriculum requirements, while supporting achievement, well-being and the overall success of every student. The PSB offers full-day kindergarten to give children an enriched start to their learning. Elementary students are introduced to several unique programs in the Arts and French Immersion. Secondary students are offered a variety of programs including International Baccalaureate that assist students in making a successful transition to the workplace, apprenticeship, university or college.

Altogether, the PSB has approximately 4,000 employees who work to support the unique needs, strengths, interests, and learning styles of our students; foster personal development, respect and social responsibility; and inspire a passion for life-long learning that prepares students for the opportunities and challenges ahead. The work of the PSB focuses on student achievement and supporting all students to succeed. Working with educators, support staff, Board of Directors, community partners and parents, the PSB is dedicated to the success of every student. It is committed to improving student achievement; ensuring equity, inclusion and well-being; as well as enhancing engagement, accountability and sustainability.

The following includes a few highlights from 2019-2020 that illustrates the importance of school and community communication and collaboration:

Safe & Caring Learning Environments

The Safe & Caring Learning Environments policy and procedures continue to provide a foundation on which the PSB bases its expectations for creating and maintaining a safe, caring, respectful and inclusive climate for learning and working. Training has been ongoing and is augmented through the use of supplementary resources.

Charity Christmas Dinner

Montague Intermediate's Christmas Dinner tradition continued in 2019. Every year, supplies are donated by the community. Attendees pay five dollars for dinner and all proceeds are donated to the Southern Kings & Queens Foodbank in Montague.

Inspire Award

The Inspire Award recognizes members of the PSB community for inspirational acts that help make our schools great places to work and learn. In 2019-2020, over 430 Inspire Awards were given out across the PSB. Nominees, who can be an employee, student, volunteer, parent or community member, received a small recognition package and a note of thanks for their contribution to the PSB community.

EDUCATION and LIFELONG LEARNING

Students Sing Their Way to Top 10

Students at Gulf Shore Consolidated, who participate in the Shark Attack After-School program, were among the top ten finalists in CBC's Canadian Music Class Challenge. Singing the song Snowbird by Gene MacLellan, the students were nominated in the Junior Vocal category and joined more than 50,000 students from across the country in participating in the annual event.

Vaping Resources for Schools

Vaping products have now surpassed tobacco as the most common nicotine containing products used by Canadian and PEI youth. PSB worked with DELL, Health PEI, CSLF, PEI Home and School, and the PEI Lung Association to create a Vaping Resources for Schools Toolkit that focuses on what schools can do to address student use of e-cigarettes and other vaping products. The resources include links to reliable websites, infographics, fact sheets and other information that can be used when speaking with youth about vaping.

Stratford Elementary

Stratford Elementary has now become a grades 3 to 6 school, the first of its kind in PEI, thanks to its new addition. Glen Stewart Primary School, located next door, has become a K to 2 school. With grade 3 students having moved to the elementary school, there is now more space for students and staff at Glen Stewart.

Finance and Administration

The Finance and Administration Branch provides administrative and financial support services to the department and public school system in compliance with legislation and established government and department policies. The division is responsible for budget development and control, accounting, purchasing, payroll support for education authorities, the School Construction and Repair program and liaison with education authorities. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to the education authorities.

Its primary responsibilities include:

- Financial management including budgeting, accounting, procurement and payroll
- Public school staffing and funding
- School construction and repair

French Education, Programs and Services

The French Education, Programs and Services Division provides leadership, coordination and support in the development of French language curricula. The division is responsible for the maintenance of quality programs and providing support services and resources for French First Language and French Second Language programs for students from kindergarten to grade 12. The division also provides opportunities for teachers and students to promote French education.

Areas of focus 2019-2020:

French First Language: Language Arts Curriculum

- New Language Arts curriculum pilot for Grades 5-6
- Developing teaching and learning resources to support oral language development
- Provided Foundations in Literacy for new Grades K-6 teachers
- Coordinated and supported the Francisation program
- Added new resources for classroom libraries for Grades K-12

French Immersion: Language Arts Curriculum

- Provided Foundations in literacy for new teachers in Grades K-6
- New curriculum implementation follow-up for new or new to grade level teachers in Grades 1-6
- Mid-Immersion curriculum implemented in Grades 4-6
- Implemented new French Immersion Grade 7 Program Delivery Model
- Piloted new French Immersion High School Curriculum

Core French

- Supported new Core French teachers from Grades 4-9 with three workshops: Pearson Resources and Curriculum, Writing Document, and Neurolinguistic Approach
- Continued to support all Core French teachers in Grades 4-9 with coaching/mentoring
- Continued the development of new curriculum for Core French in Grades 10-12

Mathematics (French First Language and French Immersion)

- Professional Learning Initiative for Grade 5 teachers (4 days)
- Supported numeracy goals
- One day math Professional Development for new teachers
- Program adjustments and implementation for Math 521M and Math 521N

Science (French First Language and French Immersion)

- Completed changes to Grade 7 Immersion Science program
- Grades 7-9 lab equipment - small lab refresh completed
- Updated Grade 9 Late French Immersion Science program
- Implemented Environment 621 and Forestry 521
- Adjusted curriculum for Grades 11 and 12 Chemistry
- Piloted Robotique at École-sur-Mer
- Completed the new Atlantic Canada School Science Safety Document

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Social Studies (French First Language and French Immersion)

- Developed PEI Acadian history book
- Piloted model lessons in geographical and historical thinking
- Implemented Law and Sociology curriculum
- Participated in initiatives related to reconciliation: Orange Shirt day, School visits to Lennox Island, Elder school visits
- Reviewed Social Studies outcomes in Grades 4-6

Literacy Intervention Programs (French First Language and French Immersion)

- Coordinated Reading Recovery© program delivery in French (IPLÉ)
- Coordinated Primary Intervention Program (PIP)

Information Technology (French First Language and French Immersion)

- Integrated technology into new curriculums
- Provided coordination and support for distance education
- Provided support for integration of technological tools and systems

Other Curriculum

- Piloted Integrated Units in Grade 3

High School Renewal

- Development of recommendations from the working group *Secondaire renouvelé*

French Cultural Development

- Coordinated PPL French Language Support for FSL teachers (10 participants)
- Coordinated the French Monitor program
- Developed French Cultural programming for schools
- Supported a variety of French cultural initiatives: Arts Smarts, Destination Imagination, Rendez-vous, Discovery Days, French for the Future, Drama Festival, School cultural grant
- Provided a bursary program for teachers and students
- Administered the French Language teachers Oral Competency Evaluation

Libraries and Archives

The Library and Archives Division is responsible for the administration and operation of PEI's Province-wide public library system. In a partnership between the Government of PEI and participating communities, Library and Archives provides direct delivery of public library services, and is responsible for administration, strategic planning, management, automation, collections development and technical services.

Communities have the responsibility of providing and maintaining library facilities and providing library equipment and furnishings. Library and Archives headquarters, located in Morell, provides administration and technical services for all provincial libraries. This office manages the ordering, processing, cataloguing and distribution of materials for the public libraries.

PUBLIC LIBRARY SERVICES

- 98,600 Islanders carry library cards
- 46,700 people attended library programs for children and adults
- 610,000 physical items borrowed
- 114,000 ebooks and audiobooks borrowed
- 315,500 books, dvds, e books available in 26 public libraries
- Library of Things - public libraries are now lending more than books. Musical instruments, telescopes, fitness kits, snowshoes, autism sensory kits, light therapy kits, and coding technology kits are free to borrow with a library card
- Launched Early Learning and Child Care Centre Book Delivery Service delivering to 50 centres across the province
- Launched Sunlife Musical Instrument Lending Collection
- Launched Stack Attack: Public Library Services Podcast
- Elimination of all overdue fees
- Gift of Reading - Donations of gently used books for Holiday Hampers
- Monthly Online Newsletter
- Partnership with Museum and Heritage Foundation offering free Discover PEI Heritage Pass

PUBLIC ARCHIVES AND RECORDS OFFICE (PARO)

- *Archives Move to New Facility*

The year was dominated by planning and carrying out a move to the new Archives facility. Full public service was maintained until November when the Archives closed to allow staff time to prepare the collection for transportation. Originally slated to reopen in January 2020, the Archives was still closed as of 31 March due to a combination of construction delays and a government-wide closure in response to the COVID-19 pandemic. The new Archives facility, located in Charlottetown's Atlantic Technology Centre, consists of a public reading room, staff offices, and collections storage area.

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- *Preservation and Conservation Activities*

In preparing for the move, staff rehoused approximately 10,800 items in archival-quality boxes. The new storage space also includes more advanced environmental monitoring. PEM2 data loggers and eClimate Notebook software are some of the tools being used to monitor and track environmental conditions in the new collection storage area.

- *Social Media: New PARO Twitter Account*

In early 2020 Archives staff decided to engage in social media as another way to interact with patrons, disseminate information, and provide access to material in the collection. The Archives chose Twitter as its first social media channel and @PEIPubArchives was launched on 31 March 2020, the last day of the fiscal year. Only three posts were made during the 2019-2020 fiscal year. These posts received over 4,000 combined impressions and the Archives gained three followers.

- *New Vital Statistics Records Available Online*

Approximately 4,069 new death registrations (1965-1968) have been entered and uploaded to the PARO Collections Database.

- *RIM Strategy and Three-Year Plan*

PARO successfully coordinated the implementation of the province-wide RIM strategy through its third and final year.

Post-Secondary and Continuing Education

The Post-Secondary and Continuing Education Division is responsible for programs and services relating to post-secondary education, student financial assistance, private schools' training, and adult learning in Prince Edward Island. Within the division, there are three areas of responsibility: Post-Secondary Education, Student Financial Services, and Continuing Education - Private Training Schools, and Adult Education (GED, Literacy and Essential Skills). All of the work for the Division occurs in Charlottetown at 176 Great George Street, the Atlantic Technology Centre.

The Division provides significant funding to the Island's public post-secondary institutions (UPEI, Holland College, and Collège de l'Île). The Atlantic Veterinary College is under the umbrella of UPEI, but has its own interprovincial funding agreement with the other Atlantic Provinces.

This funding is used to support the institutional operations and targeted initiatives/programs aimed at advancing post-secondary education on Prince Edward Island. We have been mandated to develop long-term plans for higher education to provide stable, predictable, and long term funding. In doing so, the Division works with our post-secondary institutions to maximize the value of investments in the post-secondary education system. The funding over the last five years is noted in the chart below:

The Provincial Budget in 2018-19 provided for a 2% increase in the operating grant (as shown above) with a commitment for multiyear funding to our institutions until 2020-21.

Student Financial Services

This section provides loans, bursaries and grants to students wishing to pursue further post-secondary education. The divisional staff works on the student financial assistance programs, which are disbursed through the PEI Student Financial Assistance Corporation ("SFAC").

The SFAC is responsible for administering federal and provincial loan and grant programs. The SFAC has a Board of Directors comprised of three Deputy Ministers (chaired by Deputy Minister of ELL), and the Executive Director of the Division is the CEO. Financial statements are audited each year, and an Annual Report is tabled in the Legislative Assembly.

In recent years, the division implemented a number of initiatives to increase financial assistance and repayment assistance to PEI post-secondary students.

Private Training Schools

The Administrator of the *Private Training Schools Act* regulates the operation of private training schools on Prince Edward Island. The *Act* governs individuals interested in providing career training, and occupational private training on Prince Edward Island. The Administrator, under the *Act*, provides guidance regarding registration, registration renewal and maintenance of private training schools, ensuring that such things as instructor qualifications, equipment, course curriculum and facilities, meet the requirements set out in the Regulations. The Administrator also oversees the student protection

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fund, guaranteeing that some form of deposited money is forfeited to the Department if the school does not live up to its obligations to students.

Adult Basic Education and Upgrading Program (ABE)

The Division contracts with Holland College to manage and deliver the Adult Basic Education and Upgrading Program (ABE) to adult Islanders who did not complete Grade 12 in their earlier years. The program also provides the opportunity for people who already have grade 12 to earn academic credits that are pre-requisites for post-secondary training. The program includes both the academic credit program for Islanders who need specific academic credits for certification and/or employment and the General Educational Development (GED) preparation program.

GED Testing Service

The GED Testing Service manages and administers the 5 GED Tests, Language Arts Reading, Language Arts Writing, Social Studies, Science and Math to approximately 250 adult Islanders annually. There are over 25 group-testing sessions annually administered by Holland College as well as one on one testing administered by the Department, as needed, for candidates requiring special accommodations (hearing/sight impairments, autism, mobility issues, and mental health issues).

SkillsPEI

The department, through SkillsPEI, continues to support Islanders on their educational pathway to employment by offering programs and services to enhance labour force participation. SkillsPEI has offices in six locations across PEI including Charlottetown, Summerside, Montague, O’Leary, Souris and Wellington. Services to clients and organizations are provided in both official languages.

Ensuring Islanders have the skills and experience to participate to their full potential in the PEI economy was a priority for the province. A combined investment of \$31,475,938 from the Labour Market Development Agreement (LMDA), Workforce Development Agreement (WDA), Federally Funded Targeted Measures (Steel & Aluminum and Seasonal Industries), and provincial funding enabled SkillsPEI to offer relevant and timely employment and skills training supports. These initiatives provide employers with a skilled and work ready labour force, and enable Islanders to build a more prosperous future. In the 2019-2020 fiscal year, funding for programs and services resulted in the following outcomes:

- Assisted Islanders in the development of the necessary skills to prepare for, find and keep employment
- Provided continued support for persons with disabilities to gain and maintain meaningful employment
- Increased labour market inclusion by re-engaging older workers and engaging newcomers and underrepresented groups
- Provided employers with access to a skilled and diverse workforce
- Ensured communities in PEI were able to respond effectively to labour market opportunities and challenges.

STAKEHOLDER ENGAGEMENT and OUTCOMES

During the 2019-2020 fiscal, staff of SkillsPEI continued to partner with stakeholders across the province to ensure programs and services offered through the labour market transfer agreements continued to meet the labour market needs of job seekers and employers.

SkillsPEI engaged in community outreach activities that included both formal and informal discussions with employers, industry associations, chambers of commerce, community based organizations, post-secondary institutions, and individuals. Engagement with key stakeholders provided an opportunity to learn first-hand about the labour force challenges and opportunities that employers and job seekers encounter. In the ever-changing world of work, it was essential that the department continued to work closely with industries in every sector to ensure employers had access to workers with the appropriate skills to meet labour market demands.

In 2019, SkillsPEI hosted engagement sessions with employers and industry/business groups resulting in the identification of the following key themes:

- Lack of access to a skilled workforce negatively impacts continued growth

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- Lack of a skilled workforce may prevent businesses from choosing to locate in PEI and/or Canada
- An aging workforce will make access to a skilled workforce even more challenging in the future
- Employers, industries and the PEI economy will be negatively impacted.

On March 11, 2020, SkillsPEI, on behalf of the Department of Education and Lifelong Learning, held a Stakeholder Engagement Roundtable on Workforce Needs in Prince Edward Island. The goals of the engagement were to build on the key findings from the smaller sessions that were held in the winter of 2019, and to identify new challenges and/or issues.

Approximately 70 employers and representatives of industry and business groups, service providers, and post-secondary institutions participated in the Roundtable. Key findings from this stakeholder engagement process included:

- Alignment of flexible and relevant education and training to meet industry needs
- Skills development, including transferrable skills and management
- Attraction, integration and retention of newcomers, youth and underrepresented groups
- Support for human resource capacity for PEI's employers and industries
- Opportunities for pilots, flexible funding and supports that best reflect industry needs
- Flexible, modern workplaces that incorporate intergenerational and cultural awareness, accommodations, and development opportunities
- Continuation of discussions to enable the sharing of priorities, best practices and lessons learned

Through this collaborative effort, SkillsPEI ensured programs and services were responsive, timely, and relevant and aligned with the labour force needs of PEI's key economic sectors. This engagement process also informed the development of the 2019-2020 LMDA and WDA Annual Plans and had an impact on the design and delivery of labour market programs.

CANADA-PRINCE EDWARD ISLAND LABOUR MARKET TRANSFER AGREEMENTS: LABOUR MARKET DEVELOPMENT AGREEMENT & WORKFORCE DEVELOPMENT AGREEMENT

SkillsPEI, through the Department of Education and Lifelong Learning is responsible for the administration, design and delivery of labour market development programming funded through the Labour Market Development Agreement (LMDA) and the Workforce Development Agreement (WDA). In the 2019-2020 fiscal, the department received a combined annual contribution of \$30,272,109 from the two agreements to deliver labour market programming to assist individuals to obtain and maintain employment and to ensure employers had access to a skilled, reliable and available workforce. Provisions outlined in the WDA stipulate that a portion of the funding is to be used to support programming that helps remove barriers to employment and assists persons with disabilities to gain and maintain employment in the labour market. As such, the Department of Education and Lifelong Learning allocated \$1,877,125 of the \$3,917,290 WDA funding received from the federal government to the Department of Social Development & Housing to support the delivery of relevant and effective programs to meet labour force needs of persons with disabilities.

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Table 6 illustrates client outcomes of the LMDA and WDA initiatives administered by SkillsPEI.

Table 6: 2019-2020 Client Outcomes		
Federal Agreement	Clients Served	Clients Employed*
Labour Market Development Agreement	5,637	3,022
Workforce Development Agreement	678	458

**Note: Employed results exclude clients participating in another intervention, unemployed clients and clients not actively seeking employment (i.e., medical reasons, etc.)*

FEDERAL INVESTMENTS IN TARGETED FUNDING

Federal investments in targeted funding of \$500,000 supported workers directly and indirectly affected by the steel-aluminum trade dispute to transition to sustainable employment through wage subsidies, self-employment and skills development training. In addition, the province received an allocation of \$525,000 to support workers impacted by the seasonal nature of employment in a number of PEI's key sectors.

PROVINCIAL FUNDING

The province invested \$2,056,000 to support recent post-secondary graduates, post-secondary students and under-represented groups to participate in group based training with wage subsidies to ensure the continued growth and development of a highly skilled workforce.

In the 2019-2020 fiscal year, the Department of Education and Lifelong Learning, through SkillsPEI, fulfilled all obligations of its federal/provincial agreements including the submission of annual plans, adherence to performance accountability requirements, and compliance with financial audit requirements.

Human Resources

The Public Service Commission (PSC) provides human resources (HR) leadership and services that support performance excellence and help build the capacity of the Civil Service to deliver government's programs and services. The PSC has many sections. Through the *Civil Service Act* the Public Service Commission is mandated to provide advice, assistance, and programs in the following areas:

- Human resources management and planning
- Employer/employee relations
- Employee and organization learning and development (including French language training and diversity programs)
- Human resources processes and systems (including staffing, classification, and payroll administration)
- Human resources legislation, policies and collective agreements
- Employee health, safety and well-being

In addition to the above, members of the PSC are assigned to government departments to lead, support and provide direction on day to day human resource issues and operational initiatives. In 2019-2020, the HR team assigned to the Department of Education and Lifelong Learning:

- Processed payroll for approximately 361 employees during the 2019-2020 fiscal year
- Facilitated the classification of twenty positions
- Supported 75 internal and external competitions in the fiscal year
- Hired 92 employees throughout the year that included casual, contract and permanent positions, along with multiple secondments, Public Service Commission casuals and Public Service Commission temporary assignments

The team supported senior management and employees with important human resource functions such as HR planning, compensation, benefit and pension information, classification of positions, Treasury Board and Executive Council submissions, employee training and development, union grievances, workplace investigations, performance management, occupational health and safety and employee engagement.

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School and Student Enrolment Information 2019-2020

Number of Schools by Board by Category								
Board	Primary	Elementary	Elementary	Intermediate	Consolidated	Senior High	Other	Total
	K-3	K-6	4-6	7-9	K-9	7-12	K-12	
PSB	2	22	2	8	12	9	1	56
FLSB	0	1	0	0	0	0	5	6
Private	0	0	0	0	0	0	4	4
Total	2	24	2	8	12	10	8	66

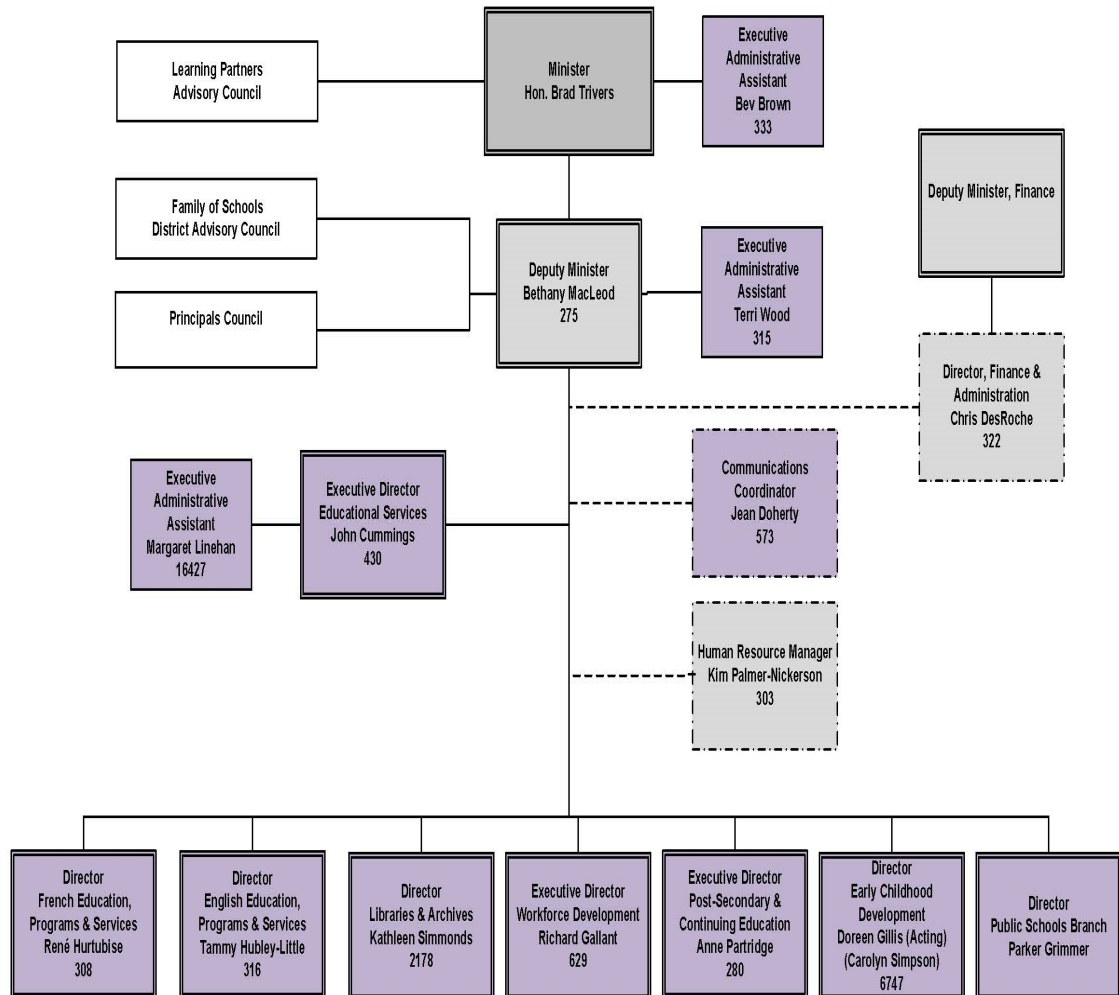
Number of Students by Board by Grade														
Board	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PSB	1403	1413	1321	1494	1438	1523	1592	1558	1537	1483	1826	1618	1484	19,690
FLSB	124	105	107	106	98	82	79	64	75	60	48	47	49	1044
Private	19	36	24	29	29	41	31	35	43	44	60	44	39	474
Total	1546	1554	1452	1629	1565	1646	1702	1657	1655	1587	1934	1709	1572	21,208

French Immersion Enrolment by Grade and Gender														
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total	426	404	338	340	364	365	339	540	537	447	476	398	292	5,271

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Department of Education and Lifelong Learning

Temporary – white
Excluded – purple
Central services assigned - grey



Revision Date: October 2019

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Financial Statements

Performance Against Budget & Full-Time Equivalents			
	2019-2020	2019-2020	Resources (FTE)
Description	Budget Estimate	Forecast	
Achievement & Accountability	1,266,500	666,500	9.50
Apprenticeship & Training	1,719,600	1,993,400	6.00
Autism Services	1,435,700	1,435,700	10.00
EAL/FAL	548,600	548,600	4.00
Early Childhood Development	18,178,800	18,253,800	14.00
English Education, Programs & Services	2,321,500	2,321,500	15.50
External Relations & Educational Services	1,171,500	1,171,500	12.00
Finance & Administration	2,593,300	2,687,300	4.00
French Education, Programs & Services	3,198,400	3,298,400	25.00
Leadership & Learning	3,917,200	4,417,200	32.20
Pan-Canadian Joint Consortium for School Health	530,000	530,000	4.00
Post-Secondary and Continuing Education Operations	720,600	653,600	8.00
Post-Secondary Grants	98,075,500	101,130,500	0.00
Provincial Learning Materials Distribution Centre	993,400	993,400	3.00
Provincial Library Services	2,931,100	3,031,100	41.53
Public Archives & Records Office	1,095,000	1,095,000	17.50
Skills PEI	<u>30,435,700</u>	<u>30,953,200</u>	<u>42.00</u>
Student Financial Assistance			
Department Budget Total	171,132,400	175,180,700	248.23
Revenue (all sources)	<u>48,975,900</u>	<u>48,415,200</u>	
Net Department Budget	<u>122,156,500</u>	<u>126,765,500</u>	
Island Regulatory & Appeals Commission	1,400,300	1,400,300	
Grants to Public Schools	247,694,200	247,644,200	

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Capital Project Budget, 2019-2020		
Capital Budget Area	Budget Estimate 2019-2020	Forecast 2019-2020
School Construction/School Repairs	\$20,012,000	\$12,130,000
School Bus & Vehicle Replacement	\$2,050,000	\$4,400,000
Department Capital Budget Total	\$22,062,000	\$16,530,000
Trades Training Capital	\$250,000	\$250,000
Classroom Equipment	\$2,700,000	\$2,200,000
Total Equipment Capital	\$2,950,000	\$2,450,000
Total Department Capital Budget	\$25,012,000	\$18,980,000