



Learning as we grow: Evaluation of the Pre- primary Program and Early Years Centres

Family Survey - Preliminary Findings

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Prepared for the Nova Scotia Department of Education and Early Childhood Development

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Introduction

In 2013, the Nova Scotia (NS) Department of Education and Early Childhood Development established a collaboration with the Margaret and Wallace McCain Family Foundation for the development and implementation of Early Years Centres in Nova Scotia, bringing together existing programs and services that support young children and their families within a public school setting. The introduction of the Early Years Centres represents a joint effort of the Department, the Regional Centres for Education and the Conseil Scolaire Acadien Provincial (CSAP), in collaboration with community partners, service providers and families.

The Early Years Centres are located in or near schools and are designed to fit the needs of the community that they are in, aiming to provide families of young children with programs and services such as parenting supports, health services, and early identification and intervention programs. There are currently eight Early Years Centres within Nova Scotia, found in the communities of Sydney Mines, Monastery, Halifax, Yarmouth, Amherst, Cornwallis, Arichat, and New Germany. The Early Years Centre model builds on similar work across the country with a vision that over time, as the collaboration and integration of key service-providers become well developed and as programs and services become more aligned, families will have seamless access to the services they need, when they need them (Corter, Janmohamed, & Pelletier, 2012; Health and Education Research Group, 2013; Poon, Rowcliffe, Forer, Wiens, & Biferie, 2015). Previous research has shown that similar integrated service delivery models have the potential to support families and child development (McCain, Mustard, & Shanker, 2007; Patel, Corter, Pelletier, & Bertrand, 2016).

An evaluation team, comprising researchers from Dalhousie University's Healthy Populations Institute and Mount Saint Vincent University, was selected to monitor and assess the Early Years Centres as part of a comprehensive five year evaluation funded by the Margaret and Wallace McCain Family Foundation that is administered through the Nova Scotia Health Research Foundation. The first three years of the evaluation documented the key accomplishments, enablers and challenges learned through the Early Years Centres and identified opportunities for further action. One key area of success for the Early Years Centres was the play-based, no-fee, Early Learning Program for children in the year before entering school.

Starting in September 2017, the Department of Education and Early Childhood Development launched a provincial Pre-primary Program, which builds on the earlier evaluation findings from Early Years Centres and is further supported by research suggesting positive learning impacts from attending early learning programs the year before they enter school (Campbell & Ramey, 1995; Reynolds, 1994, 1998; Sylva et al., 2010, Patel, 2009). The Pre-primary Program is a voluntary, play-based, no-fee program for children who will be age 4 by December 31 of a given school year, and live within the catchment area of the elementary school that they will eventually attend. The program is currently available in 46 school communities throughout the seven Regional Centres for Education and the CSAP, and staffed by Early Childhood Educators.

To respond to the evolving policy landscape of early childhood, the evaluation team shifted focus to also encompass the Pre-primary Program in the Year 4 evaluation. A new project description and evaluation framework were prepared to reflect this progression of the evaluation. The Year 4 evaluation has been guided by the following questions:

1. To what extent were Early Years Centres and Pre-primary Program implemented as intended?

2. To what extent do Early Years Centres and Pre-primary Program reach their intended target population?
3. To what extent does the organizational structure support the implementation of the Early Years Centres and Pre-primary Program?

Purpose of this Report

This survey report is the first deliverable of the Year 4 evaluation. The purpose of the report is to share preliminary findings of a survey conducted with families with children attending the Early Years Centres and Pre-primary Program across the province. This aspect of the evaluation helps to determine the extent to which the Early Years Centres and Pre-primary Program reached their intended target population (second evaluation question). An overall report will follow that will summarize all data collection methods and results from the Year 4 evaluation.

Summary of Findings

Families who indicated accessing the Pre-primary Program and/or other services at a school with an Early Years Centre were asked a series of questions pertaining to their experience with and feelings about the Early Years Centre. The majority of families indicated that they were happy with the quality of the programs and services at the Early Years Centre and indicated that their family, especially the children, benefited from these. Many parents indicated that they felt their Early Years Centre was doing well at making parents feel valued and connected, as well as helping them to feel supported and knowledgeable about their child's learning and growth. Many respondents also indicated that the Early Years Centres were respectful of other cultures and were demonstrating an effort to include diverse cultures within their space, program and resources, an effort that will need to be emphasized going forward in order to improve this aspect of inclusion. The Pre-primary Program as part of the Early Years Centre was indicated to be the most popularly used program followed by individual services for children, however responses indicated that more flexible times for various programs would allow for higher participation in the other various Early Years Centres' services and programs.

Families who indicated participation in the Pre-primary Program were asked a series of questions about the Pre-primary Program highlighting the topics of: family needs, challenges and barriers, support for children and families, staff and curriculum, and school readiness. Respondents to the survey were also asked to provide other comments on the Pre-primary Program, including what they found to be the best aspects of the Pre-primary Program for their family and child, and what suggestions they may have to improve the program. Similar to the Early Years Centres, the Pre-primary Program was overall well received, as respondents indicated high levels of overall satisfaction with the quality, inclusion practices and staff. Most families also indicated that the Pre-primary Program was supportive of their family, parenting, and child's development, and indicated that their child expressed positive reactions towards the program. Some areas were highlighted for improvement, as families indicated that they would like to gain a better understanding of how play supports their child's learning and would like to know more about what their child does during their time at the program on a daily basis. The Pre-primary Program/school policies, regulations and schedule were also emphasized as other areas of possible improvement, as many respondents suggested changes that they feel could help to better support the families and children. Examples of these types of changes that were provided by respondents include providing before- and after-school care options, reducing playground equipment restrictions, transportation, and improving the communication between the Pre-primary Program staff and parents.

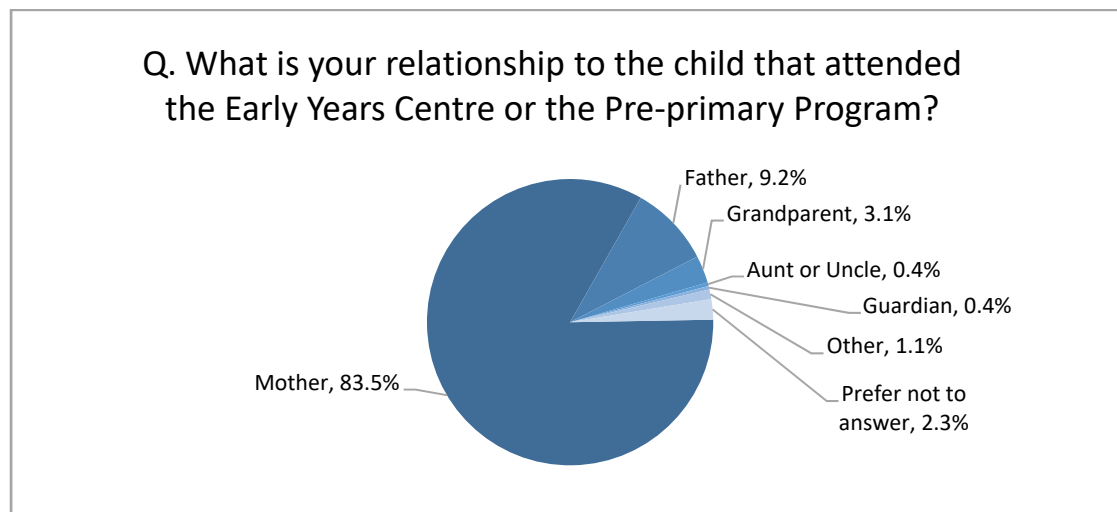
About the Family Survey

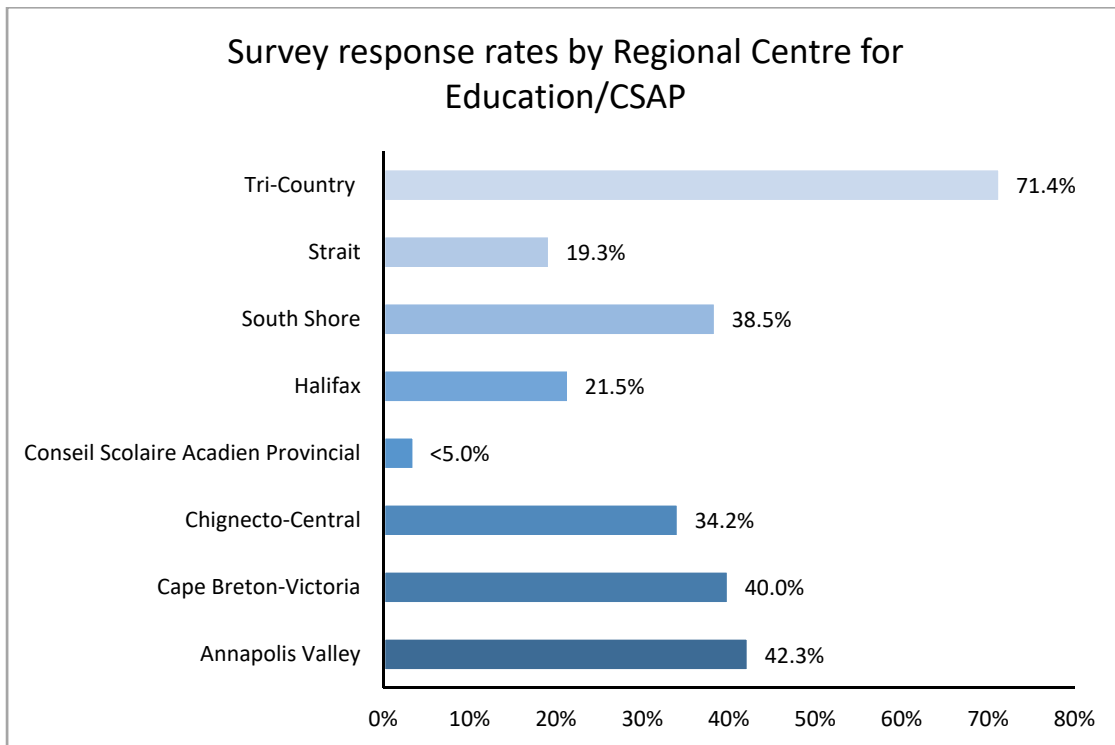
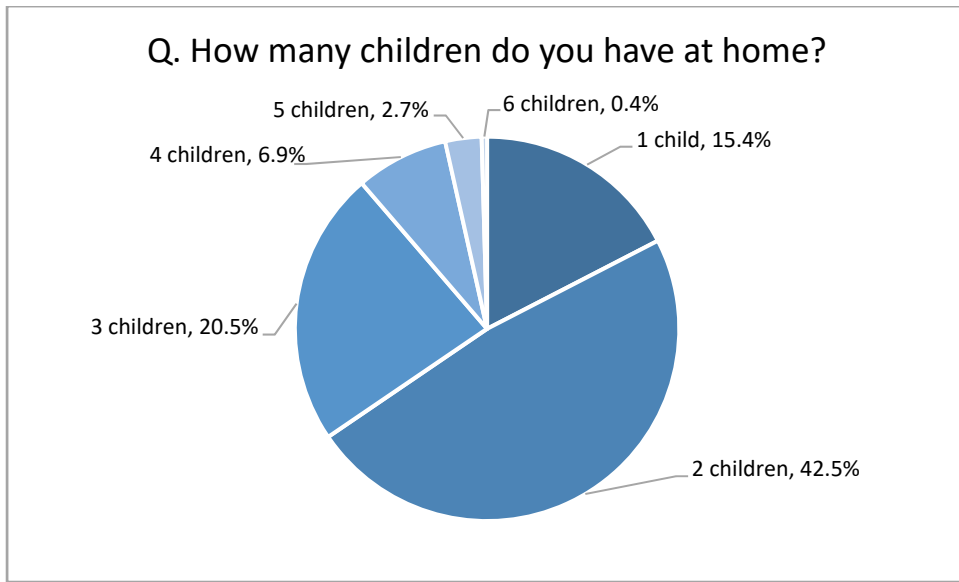
An online survey was developed by the evaluation team to learn more about families' experiences with the Early Years Centres and Pre-primary Program. The survey was informed by the Year 2 Early Year Centre family survey, a scan of the literature and contextual needs within Nova Scotia. The survey was available for completion online through a secure, university-based platform from May 3, 2018 to May 31, 2018. The online survey link was disseminated to the Pre-primary Program leads of the Regional Centres for Education and the CSAP, who further distributed the survey to 46 school communities (see Appendix for list of Pre-primary Program sites), which includes 8 Early Years Centres. Posters and leaflets were provided by the evaluation team for the Early Years Centres and Pre-primary Programs to distribute to families.

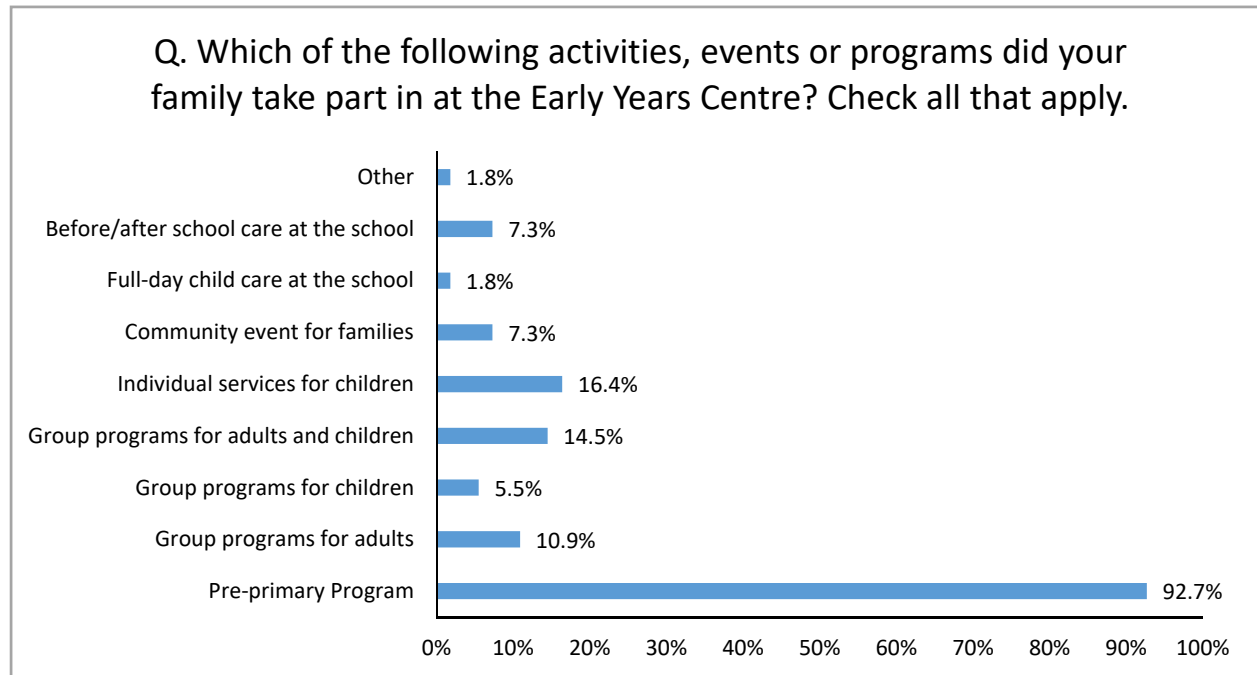
Sample Demographics

A total of 295 individuals responded to the survey, representing an overall response rate of 33.4% based on the number of families that were enrolled in the Pre-primary Program in 2017-18. Nearly all respondents (291) indicated that their child attended the Pre-primary Program, and 55 indicated that their family accessed the Pre-primary Program and/or other services at a school with an Early Years Centre.

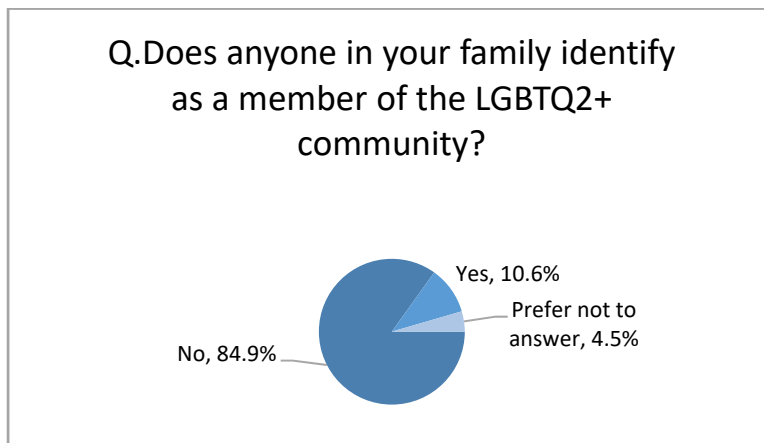
The majority of respondents to the survey identified as mothers (83.5%), having two children (42.5%), and from communities within the Tri-County Regional Centre for Education (23.4%), the Chignecto-Central Regional Centre for Education (18.0%) or the Halifax Regional Centre for Education (18.0%). The highest response rates came from the Tri-County Regional Centre for Education (71.4%), Annapolis Valley Regional Centre for Education (42.3%), and Cape Breton-Victoria Regional Centre for Education (40.0%). For families who identified an Early Years Centre location as their school, the most commonly used program/service was the Pre-primary Program with 92.7% having indicated participation, followed by individual services for children (i.e. speech and hearing, early intervention) (16.4%) and group programs for adults and children (i.e. play group, library program) (14.5%). Every family identified an Early Years Centre location indicated participating in at least one of the provided programs or services, but no families indicated participating in individual services for adults (i.e. counselling, tax services).

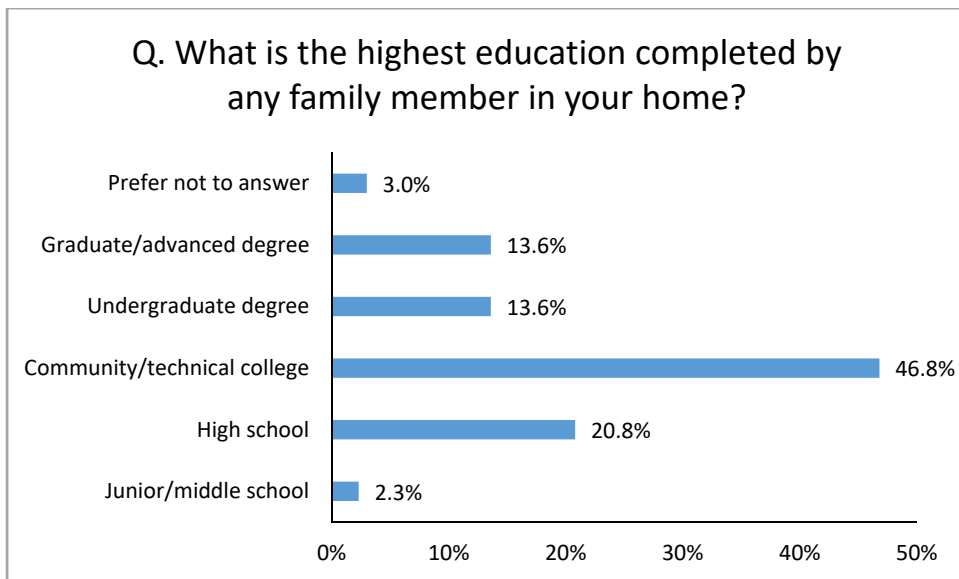
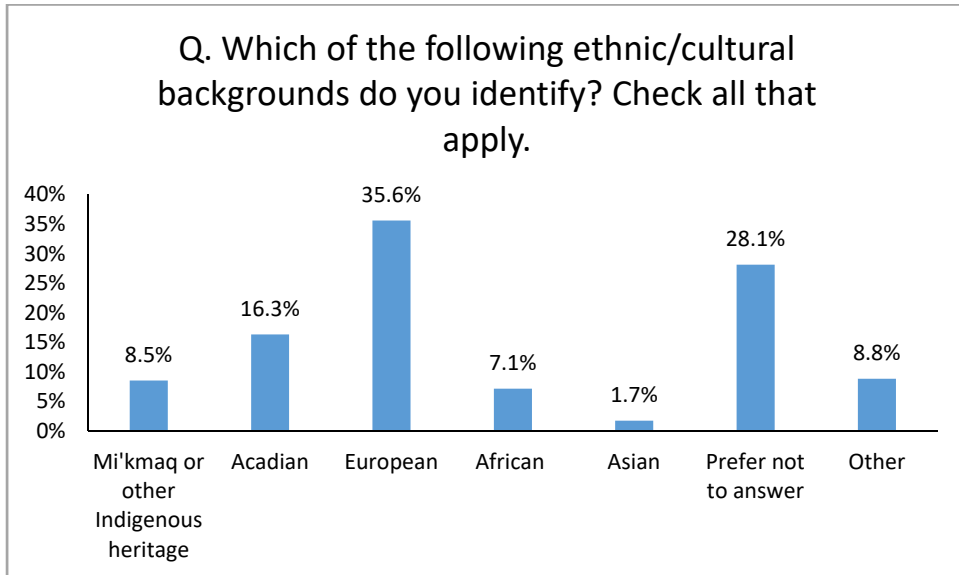


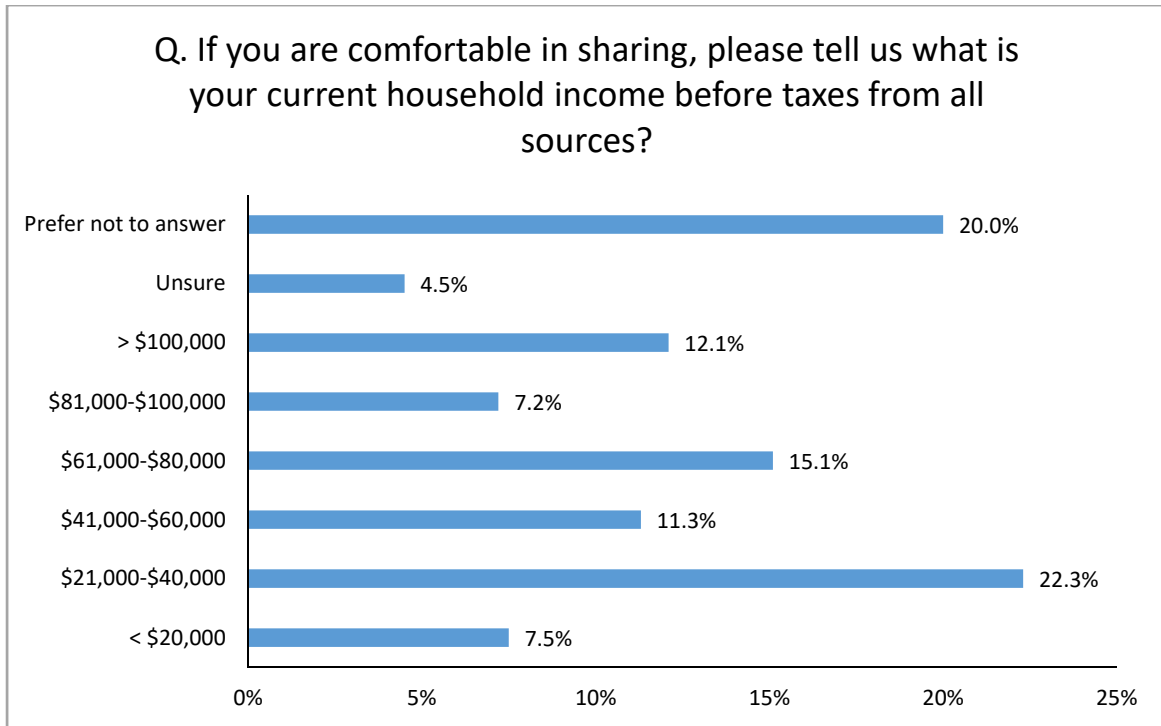




Of the 295 survey respondents, 10.6% indicated having someone in their family who identifies as a member of the LGBTQ2+ community. When respondents were asked about their ethnic or cultural background, they most frequently identified as being of European (35.6%), Acadian (16.3%), Mi'kmaq or other Indigenous heritage (8.5%), or African (7.1%) descent. When assessing the highest level of education within the family, the most common response was that at least one individual in the respondent's family completed community or technical college (46.8%), followed by a high school diploma (20.8%), a university undergraduate degree (13.6%), or a graduate/advanced university degree (13.6%), demonstrating that this sample of families was generally well-educated. When asked about annual household income, the largest proportion of families who responded to the question indicated earning \$21,000-\$40,000 per year (22.3%), followed by \$61,000-\$80,000 per year (15.1%).

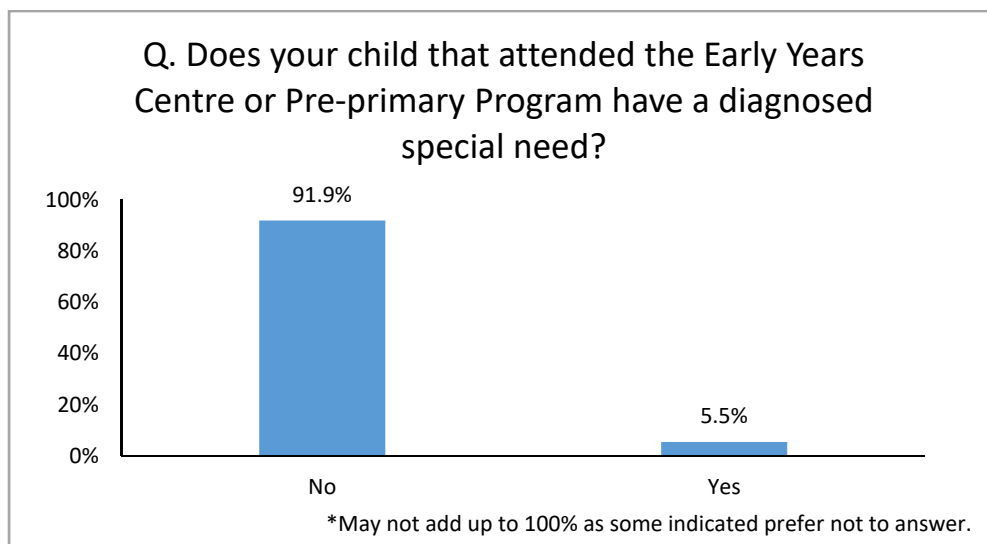




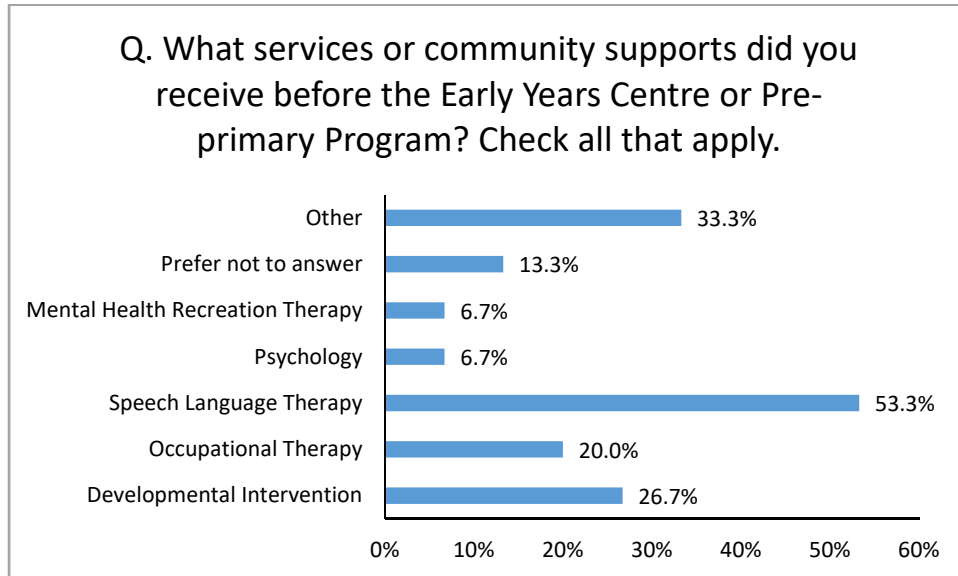


Supports for Students with Identified Needs at the Early Years Centres and the Pre-primary Program

The majority of families who responded to the question asking if their child who attended the Early Years Centre or Pre-primary Program had a diagnosed special need indicated that they did not (91.9%). Of the families who indicated that their child had a diagnosed special need, most responses indicated Autism or speech delays.



The majority of families who identified as having a child with special needs indicated using speech language therapy (53.3%), other supports that were not listed within the survey (33.3%), and/or developmental intervention (26.7%), and indicated that their child continues to receive these services while in the Pre-primary Program. For families who indicated using other supports that were not listed within the survey, the majority commented receiving support from Early Intensive Behavioral Intervention (EIBI). None of the families indicated using physiotherapy or recreation therapy.



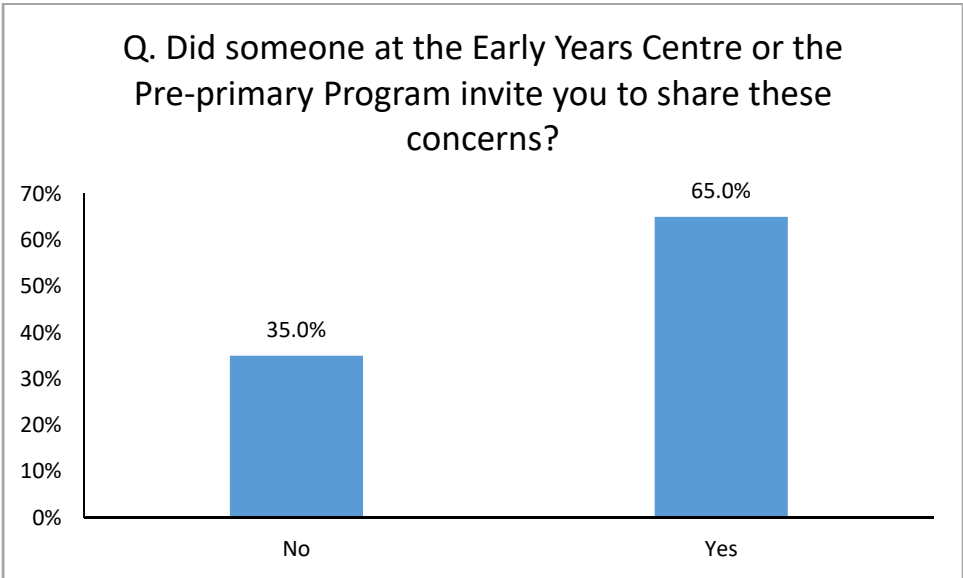
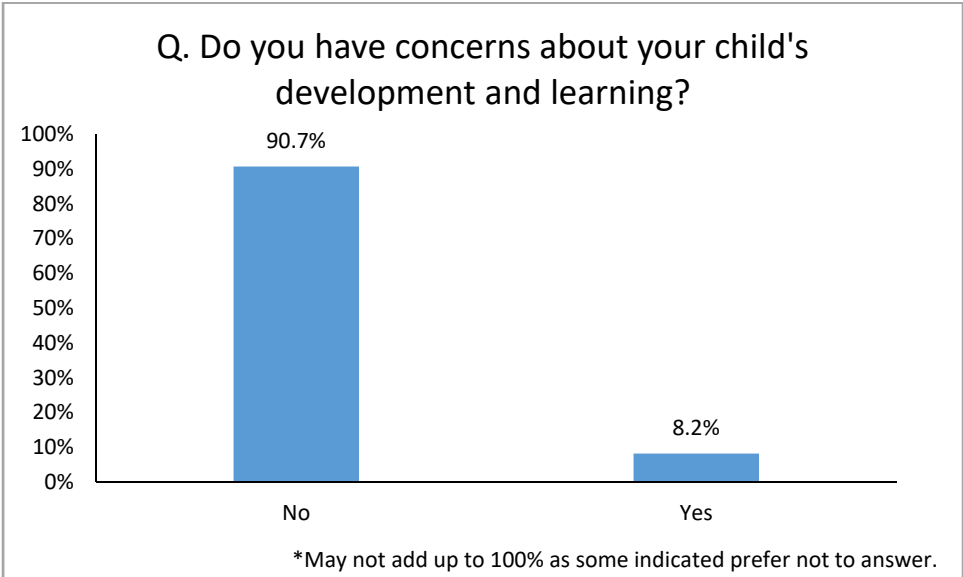
Most of these families also indicated that they feel their child's needs are being met at the Pre-primary Program, as demonstrated in the following statements:

"100% being met. I feel on all levels her needs are being met!"

"Yes. The Pre-primary program has helped with his speech development. The [educators] are patient with him as he tries to express himself and they have taught him some new techniques to communicate. His language skills have improved thanks to the work the [educators] do as well as the way he is able to observe his peers."

"Yes. The relationships between the [educators] and speech is amazing! We all work together and have seen the growth."

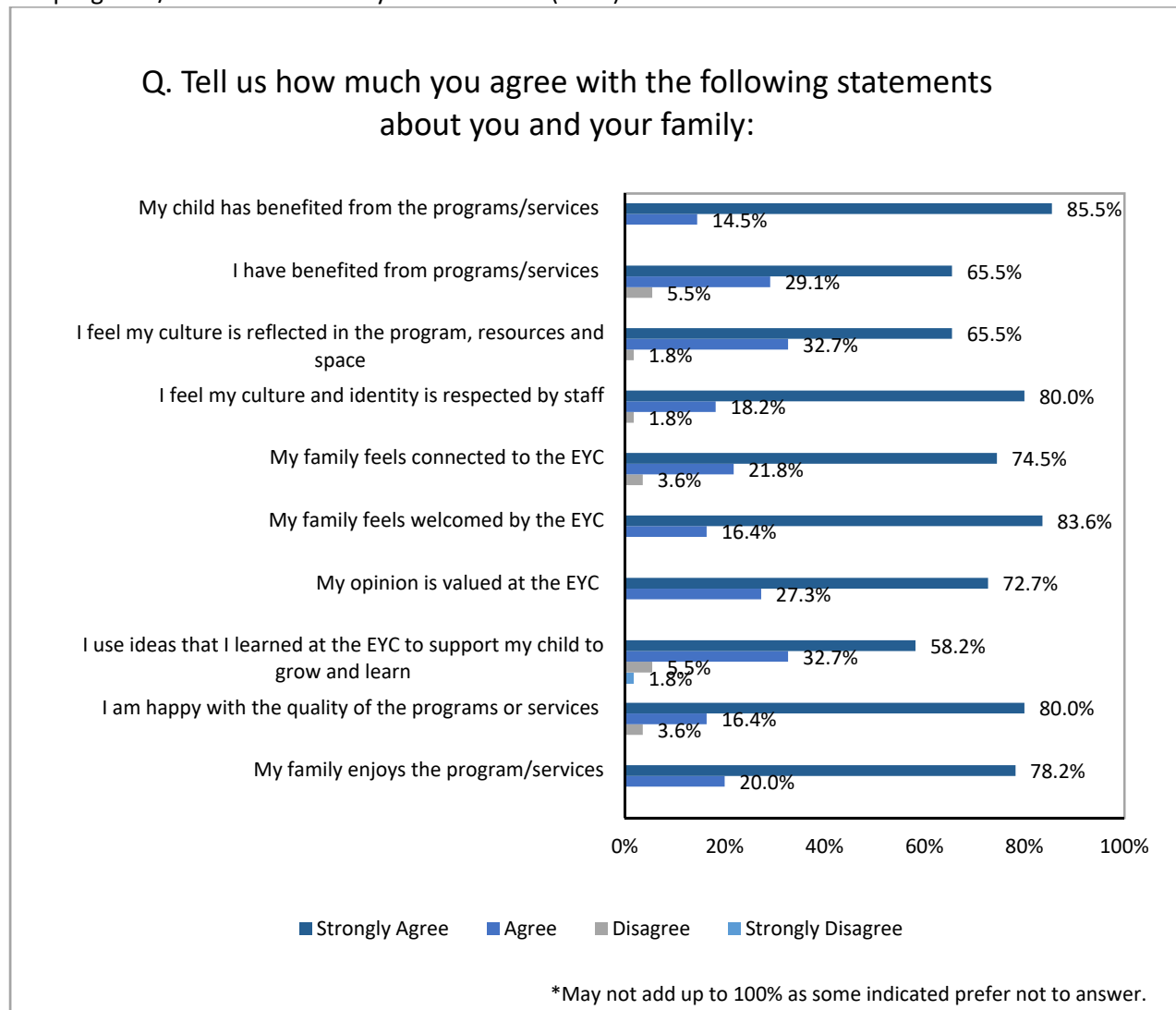
Out of the families who indicated their child did not have a diagnosed special need, the majority indicated that they did not have concerns about their child's development and learning (90.7%). Families who indicated a concern about their child's development and learning commonly described the concern as being related to communication or behavioral challenges. The majority of these families also indicated that someone from the Early Years Centre or the Pre-primary Program invited them to share these concerns (65.0%).



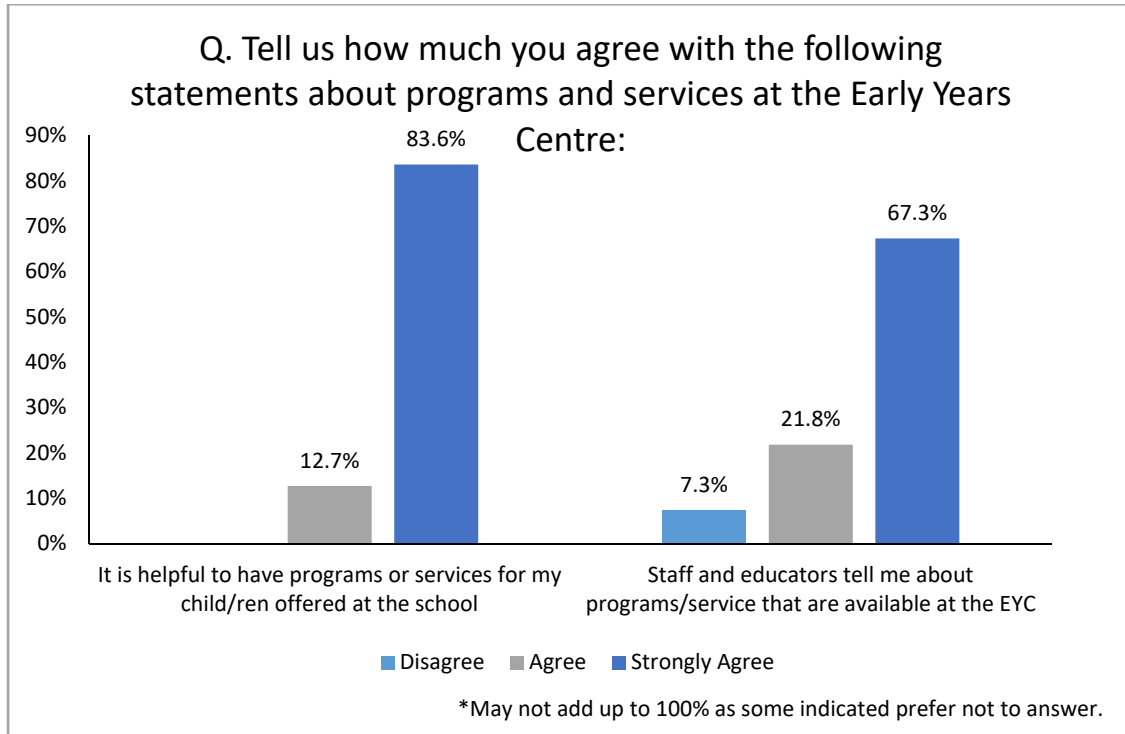
Families' Experiences of Early Years Centres

Of the 55 respondents with children attending Early Years Centres, the majority strongly agreed that both their child (85.5%) and themselves (65.5%) have benefited from the programs/services at the Early Years Centre, and that they overall enjoy (78.2%) and are happy with the quality (80.0%) of these programs/services.

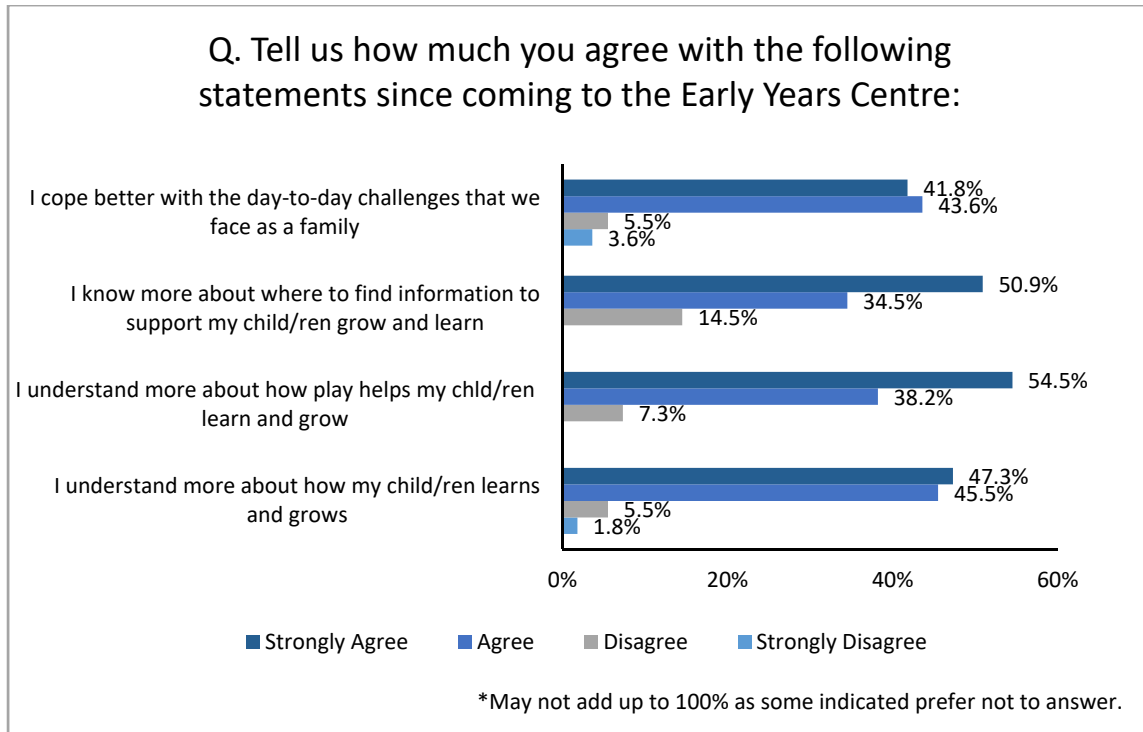
A majority (58.2%) of Early Years Centre users strongly agreed that they use ideas that they learned at their Early Years Centre, and 72.7% indicated with strong agreement that they feel their opinion is valued at their Early Years Centre. The majority of families also indicated with strong agreement that they feel connected to (74.5%) and welcomed by (83.6%) their Early Years Centre. When asked about how their culture was included within the Early Years Centre, the majority indicated with strong agreement that they feel that their culture is reflected in the program, resources and space (65.5%) and that their culture and identity is respected by staff (80.0%). The only statement in which some families indicated *strong* disagreement was the one in which they were asked if they used the ideas they learned at the Early Years Centres (1.8%); another 5.5% of families indicated they also disagreed with the statement. Some families also indicated disagreement with the statement about having benefited from the programs/services at the Early Years Centres (5.5%).



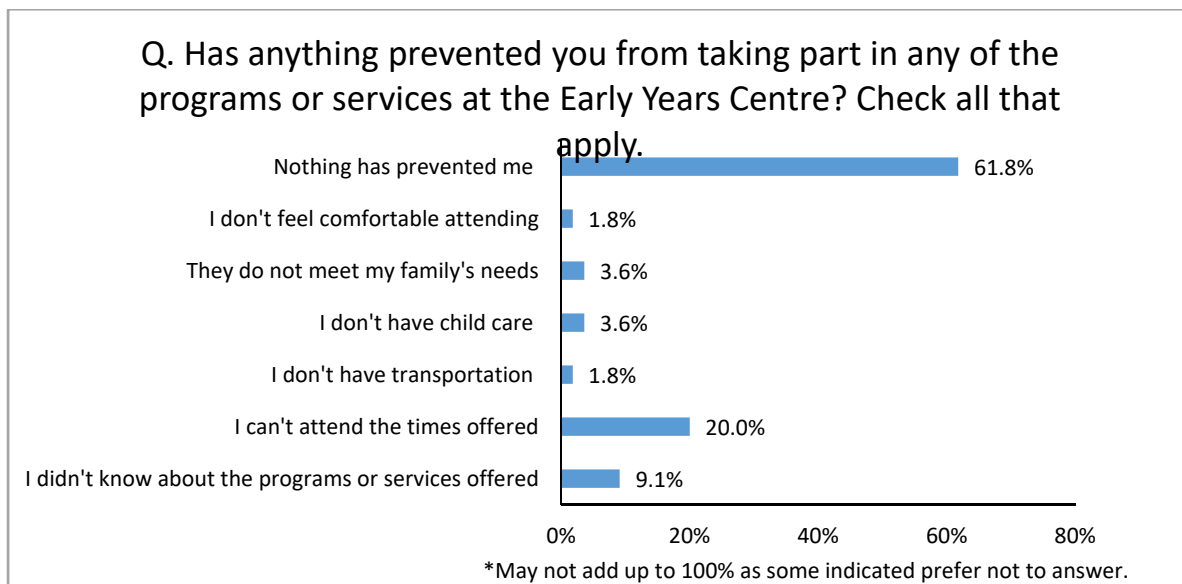
The majority of these 55 families strongly agreed that it is helpful to have programs or services for their child(ren) offered at the school (83.6%) and that the staff and early childhood educators tell them about the programs/services that are available at the Early Years Centre (67.3%).



The majority of families strongly agreed that they know more about where to find information to support their child(ren) to grow and learn (50.9%) and about how play helps their child(ren) learn and grow (54.5%) since attending the Early Years Centre. Similarly, when asked if the Early Years Centre helped them to understand more about how their child(ren) learns and grows, 47.3% indicated they strongly agree and 45.5% indicated they agree that it did. In terms of day-to-day challenges faced as a family, the majority either agreed (43.6%) or strongly agreed (41.8%) that they are better at coping with these challenges since attending the Early Years Centre.



The majority of families who use the Early Years Centre indicated that nothing has prevented them from taking part in the programs or services at the Early Years Centre (61.8%). From respondents who indicated a reason that prevented them from taking part, the majority indicated this was because they could not attend the times being offered (20.0%) and/or they did not know about the programs and services that were offered (9.1%). No one indicated that language or any other reasons aside from those provided in the survey prevented their participation at the Early Years Centre.

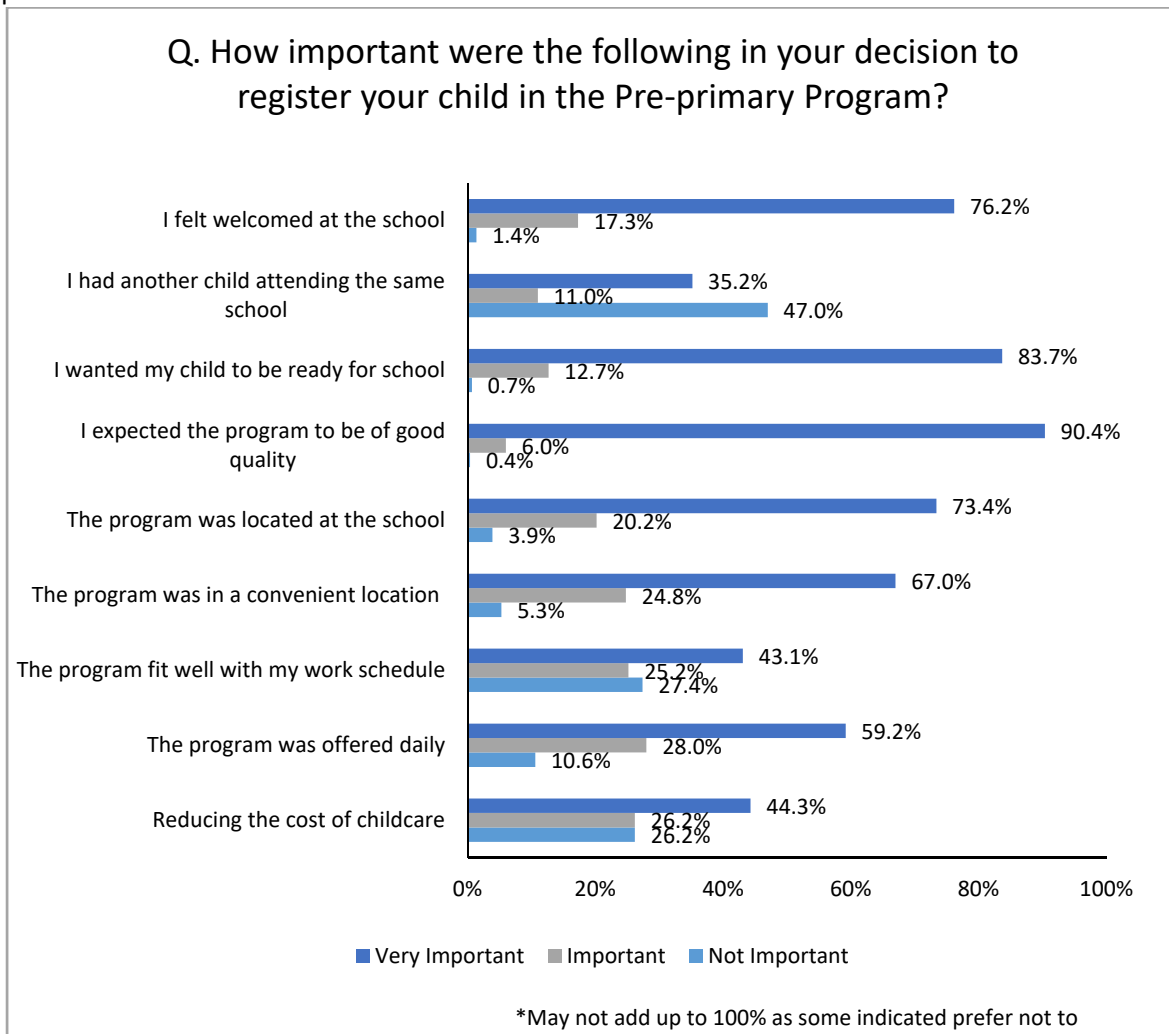


Families' Experiences of the Pre-primary Program

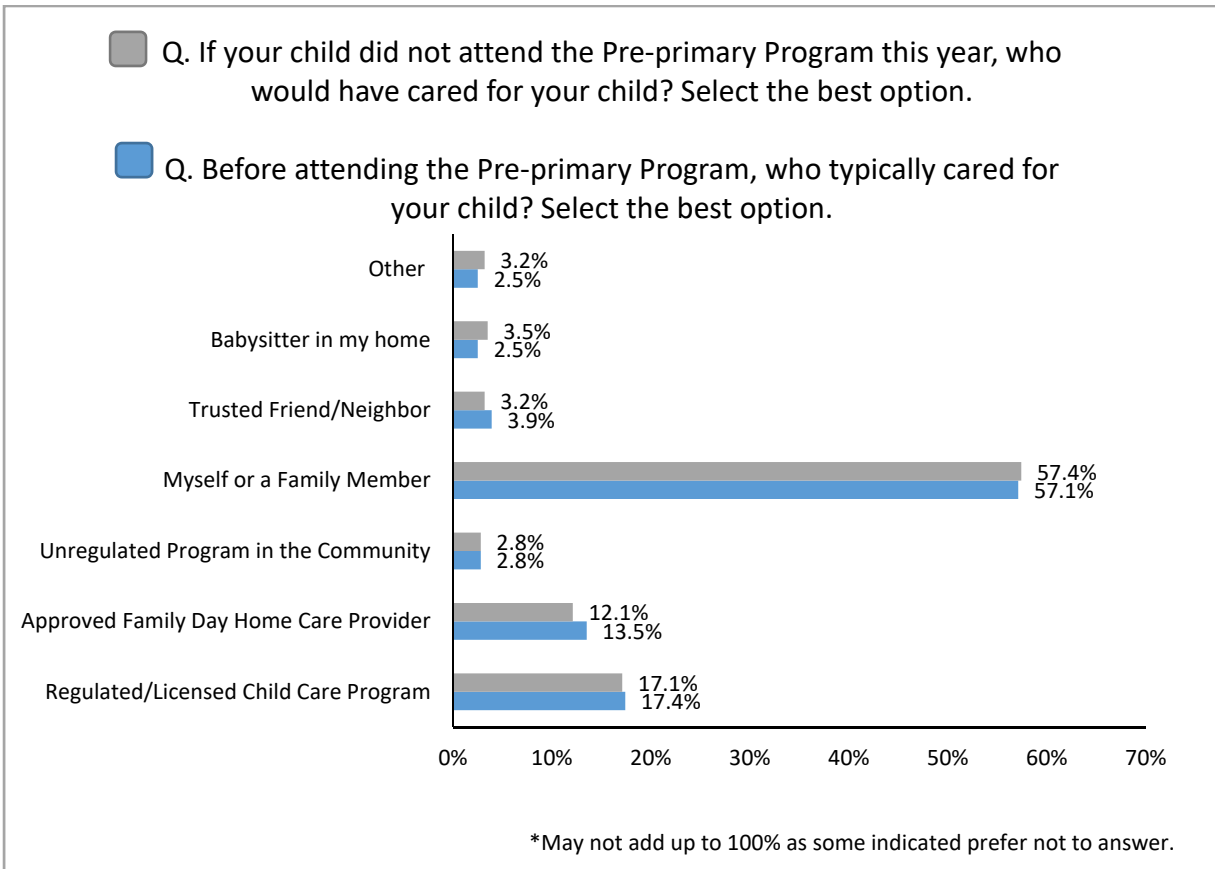
Only 4 respondents of the survey indicated that their child was not enrolled in the Pre-primary Program in the 2017-18 school year, leaving a total of 291 respondents who indicated that they accessed the Pre-primary Program.

What are the needs of families?

When asked about making the decision to register their child in the Pre-primary Program, the majority of respondents indicated that each factor provided was 'very important', especially the factors of expectation of good quality (90.4%), wanting their child to be ready for school (83.7%), feeling welcomed at the school (76.2%), and having the program located at the school (73.4%). Also indicated as 'very important' were the factors of convenient location (67.0%), having the program offered daily (59.2%), reducing the cost of childcare (44.3%), and having the program fit well with their work schedule (43.1%). The only factor the majority of respondents had not indicated as very important was whether or not they had another child attending the same school, with 47% having indicated that this was not important.

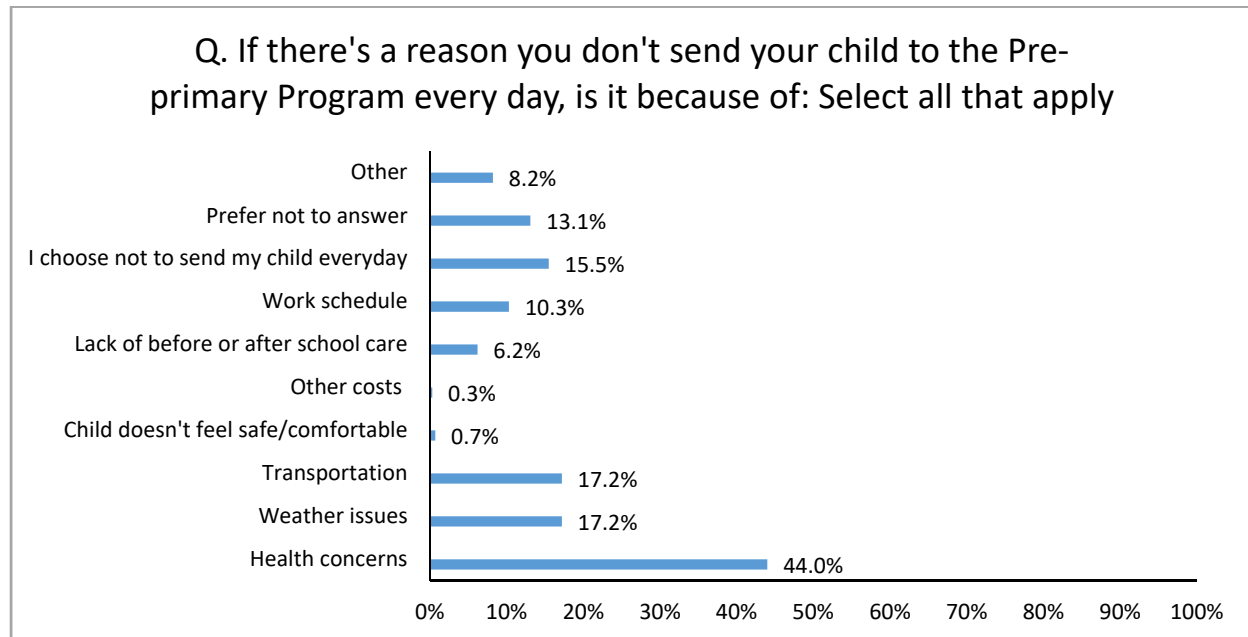
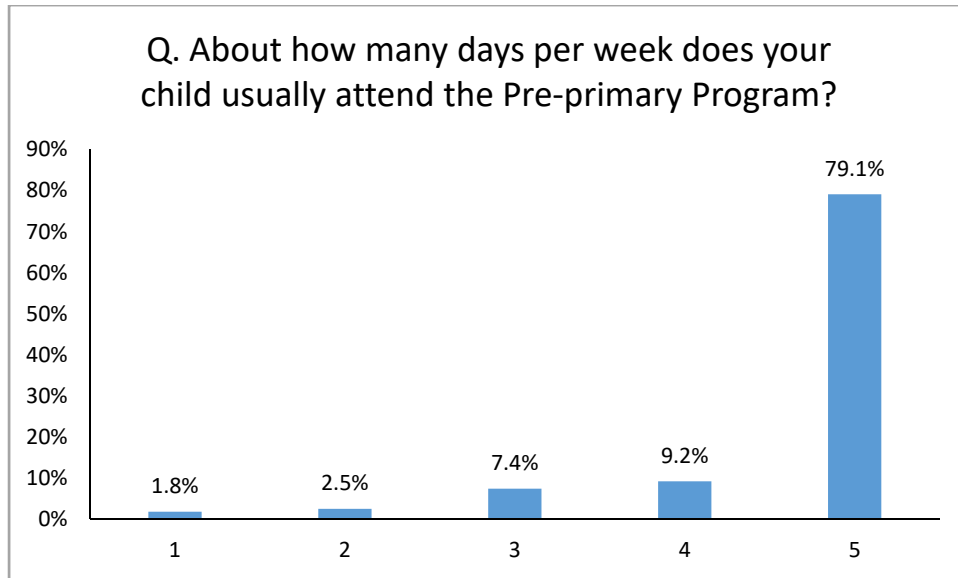


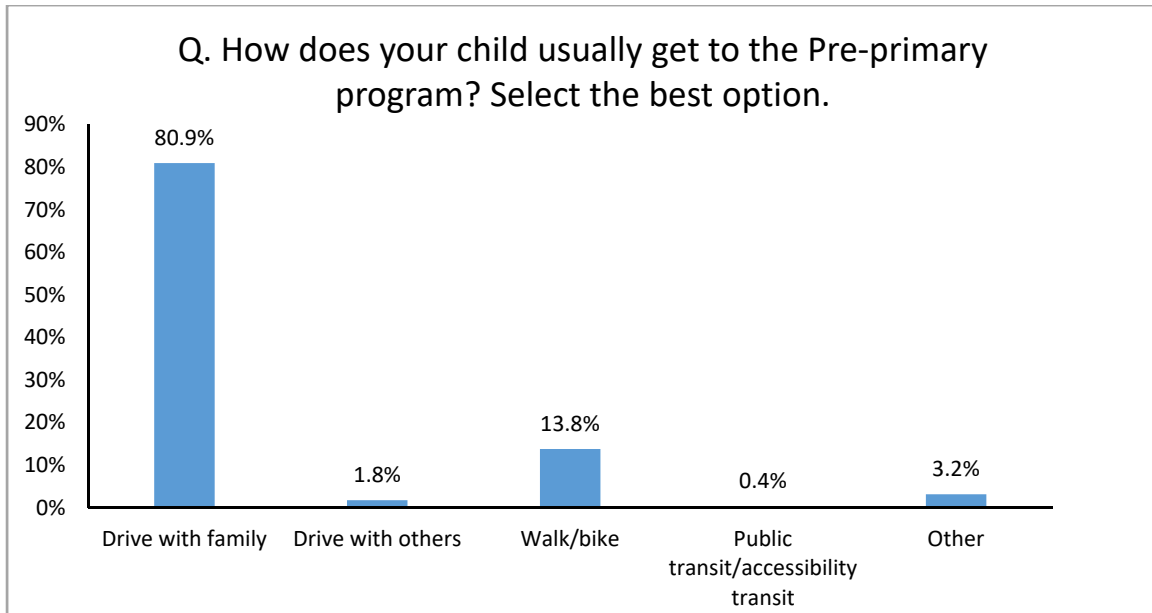
The majority of respondents indicated that their child was cared for by either themselves or a family member before attending the Pre-primary Program (57.1%) and that their child would have received care from themselves or a family member had they not attended the Pre-primary Program this year (57.4%). Accordingly, the majority of respondents indicated that they did not receive a childcare subsidy before their child started the Pre-primary program (84.8%).



Challenges and Barriers to Access

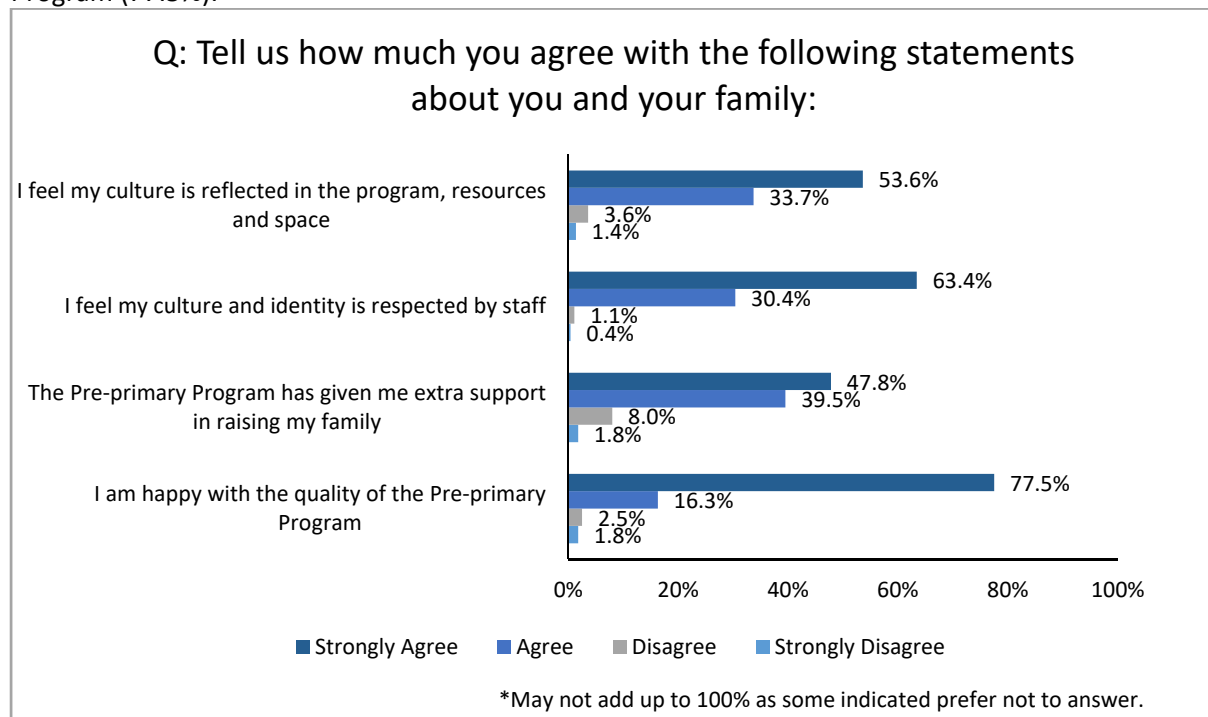
The majority of respondents indicated that their child attends the Pre-primary Program five days per week (79.1%), and that the most common reason for children not attending the program everyday was health concerns (44%). The majority of respondents indicated that their child drives with family as the main method of transportation to get to the Pre-primary Program (80.9%).



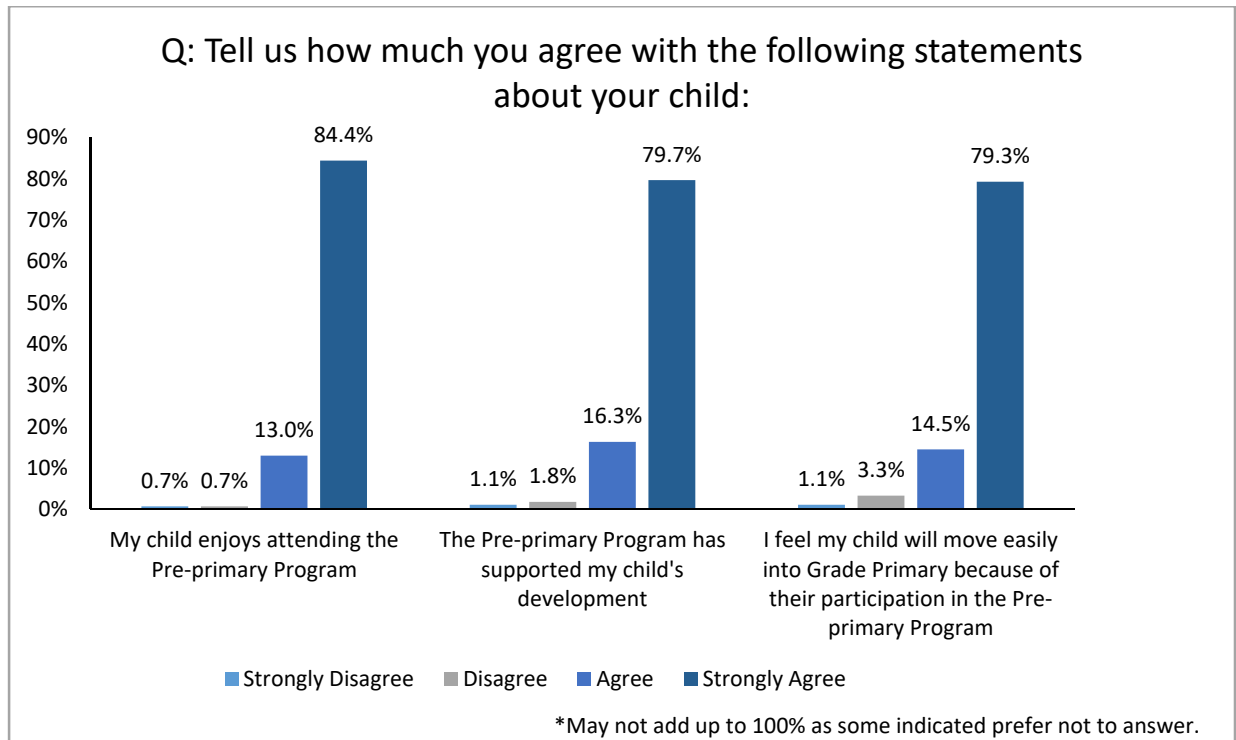


Support for Children and Families

The majority of families using the Pre-primary Program indicated with strong agreement that they feel their culture was reflected in the program, resources and space (53.6%) and that their culture and identity was respected by staff (63.4%). The majority also indicated with strong agreement (47.8%) or agreement (39.5%) that the Pre-primary Program provided extra support in raising their family. Overall, families mostly indicated with strong agreement that they are happy with the quality of the Pre-primary Program (77.5%).

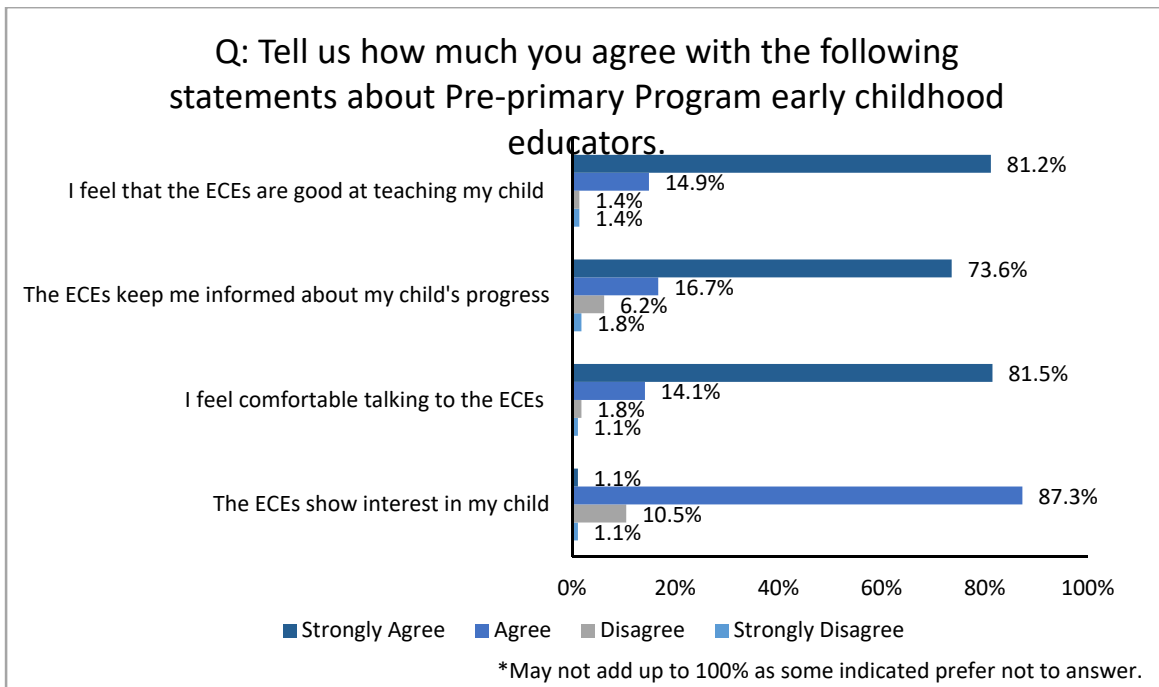


The majority of families indicated with strong agreement that their child enjoys attending the Pre-primary Program (84.4%), that the Pre-primary Program has supported their child’s development (79.7%), and that they feel their child will move easily into Grade Primary because of their participation in the Pre-primary Program (79.3%).

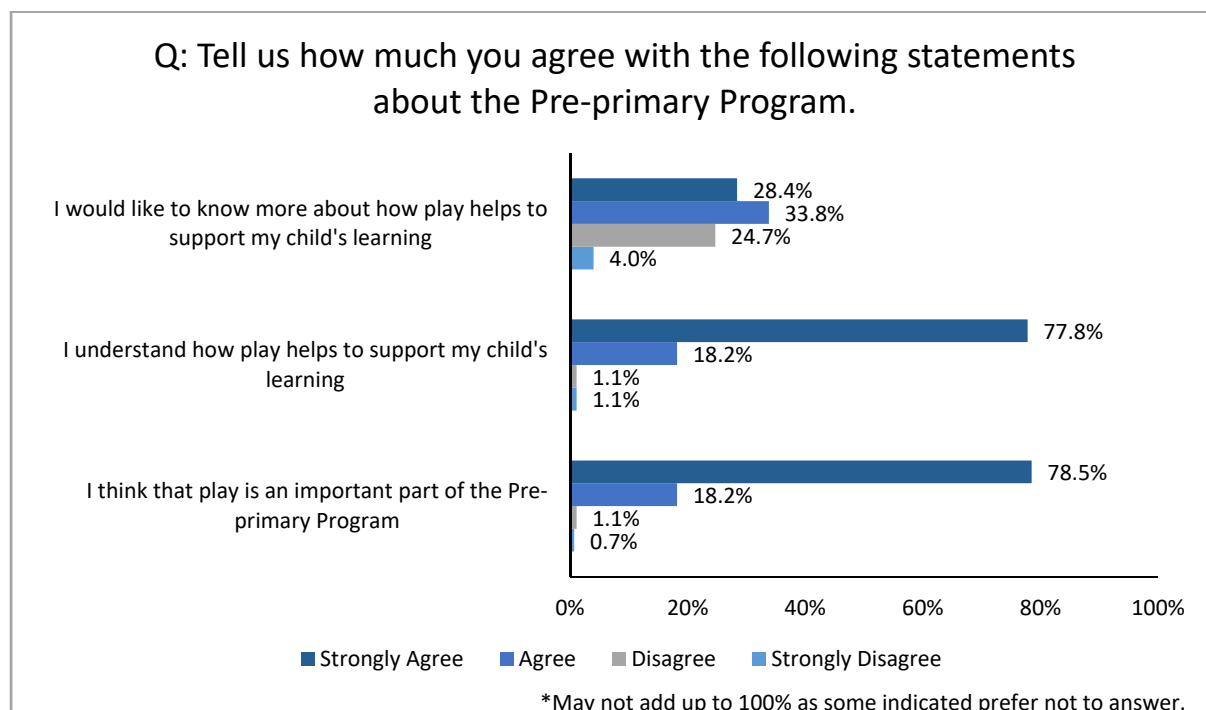


Pre-primary Program Staff and Play-based Curriculum

The majority of families indicated with strong agreement that they feel the Pre-primary Program early childhood educators (ECEs) are good at helping their child grow and develop (81.2%), keep them informed about their child’s progress (73.6%), and that they feel comfortable talking to the ECEs (81.5%). The majority of families also indicated that they agree that the ECEs in the Pre-primary Program show interest in their child (87.3%).

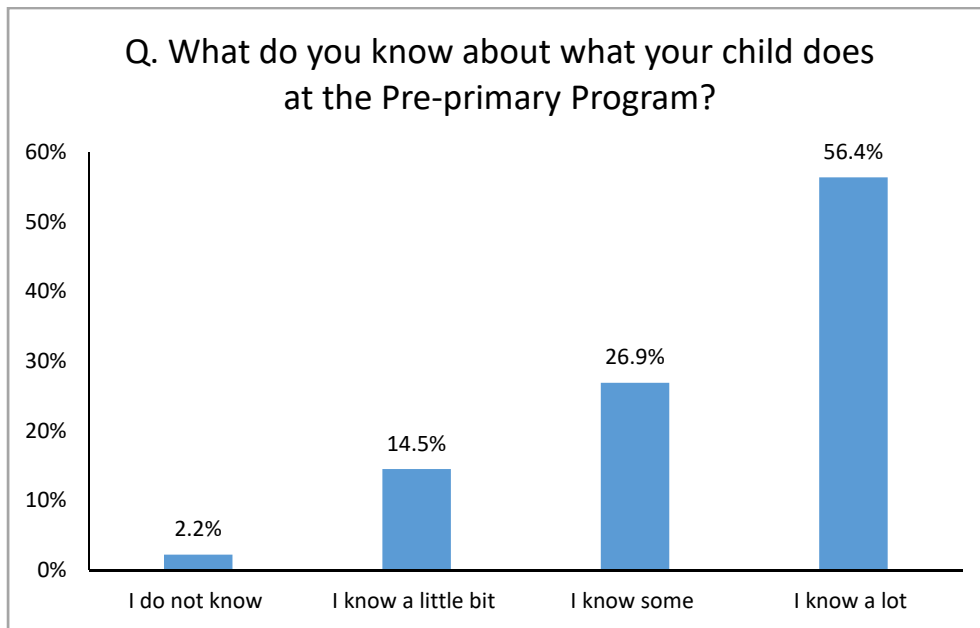


The majority of families indicated with strong agreement that they understand how play helps to support their child’s learning (77.8%), however many also indicated with agreement (33.8%) or strong agreement (28.4%) that they would like to know more about how play helps to support their child’s learning. The majority of parents also strongly agreed that play is an important part of the Pre-primary Program (78.5%).

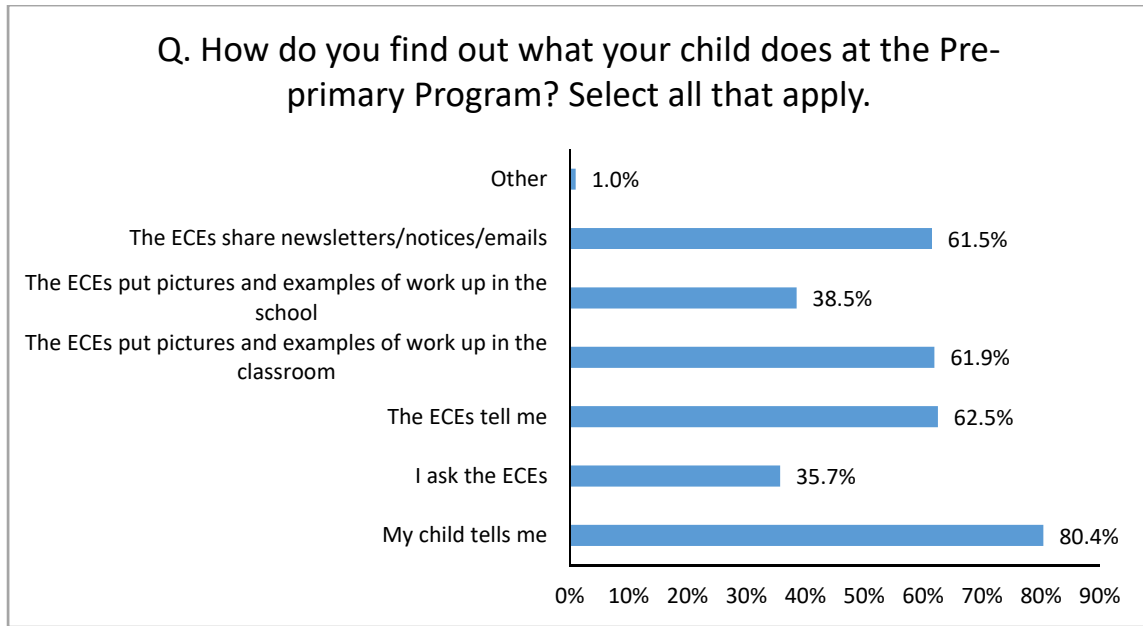


The majority of families indicated that they know a lot (56.4%) or some (26.9%) about what their child does every day at the Pre-primary Program. Families indicated that the most common ways in which they find out about what their child does at the Pre-primary Program include their child telling them (80.4%) and/or the Pre-primary Program educators telling them (62.5%) and/or sharing newsletters/notices/emails (61.5%). Several respondents noted that their child's ECE shared information using mobile apps, including Facebook and FreshGrade¹. For example:

“The Pre primary [educators] use the FreshGrade app! Which I love! They post pictures and videos of what the class did that day! I love this app because it’s a great way to see what the kids are doing each day!”

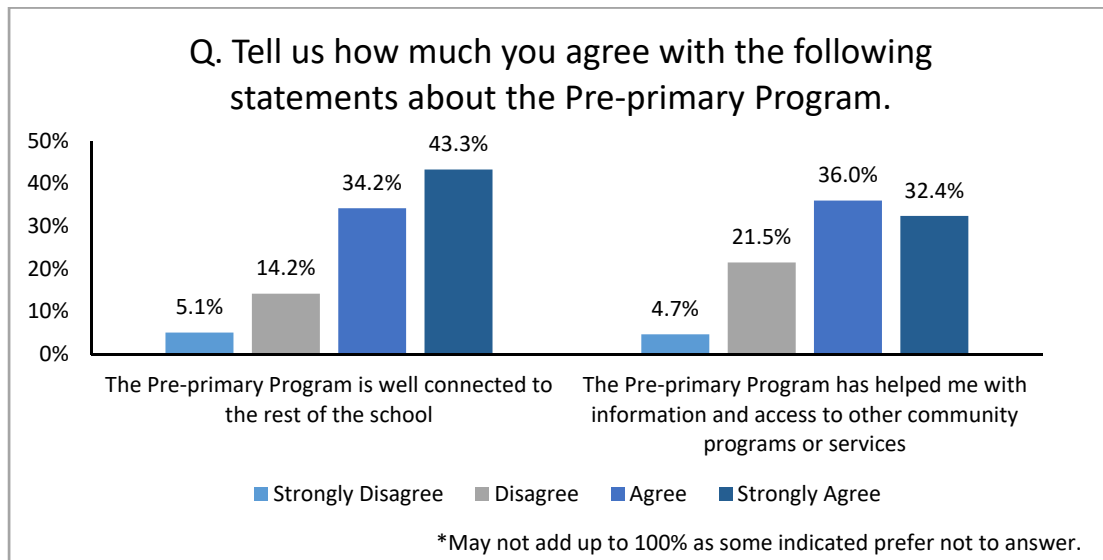


¹ FreshGrade is an interactive app that allows educators to create digital portfolios of photos, videos and comments for each child that parents can access. For more information, please refer to the FreshGrade website: <https://www.freshgrade.com/>



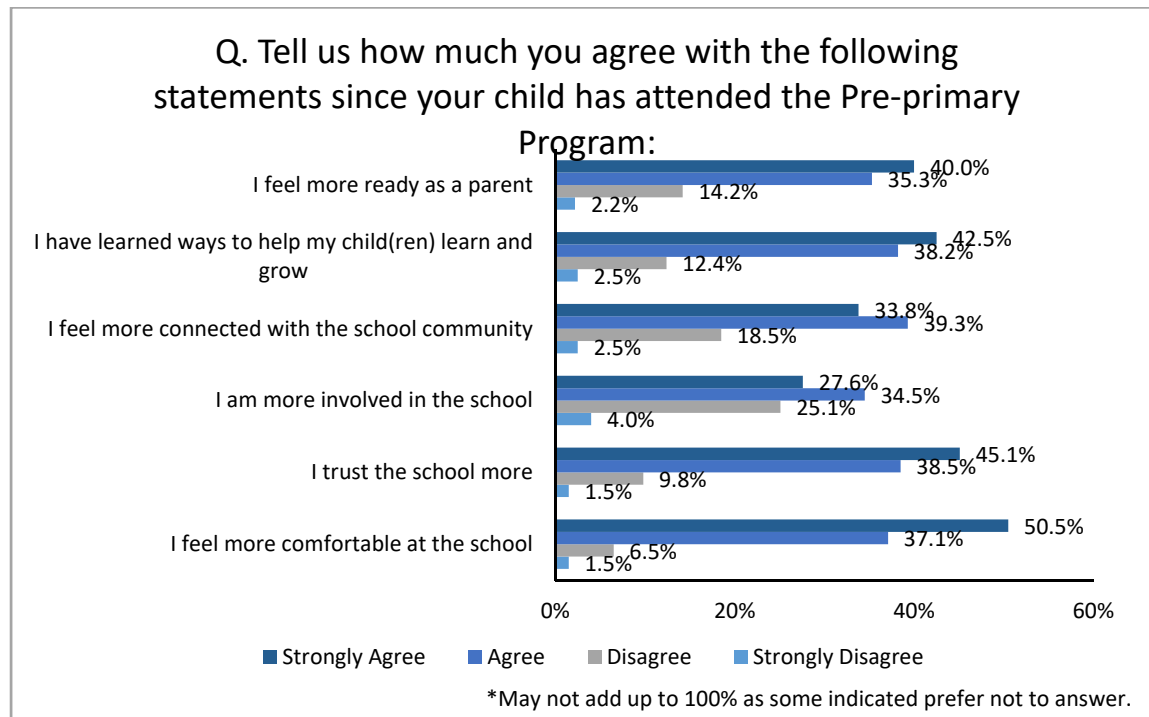
Parent and Child School Readiness

The majority of families indicated with either strong agreement (43.3%) or agreement (34.2%) that the Pre-primary Program is well connected with the rest of the school. When asked if the Pre-primary Program has helped them with information and access to other community programs or services, the majority of families agreed (36.0%) or strongly agreed (32.4%).



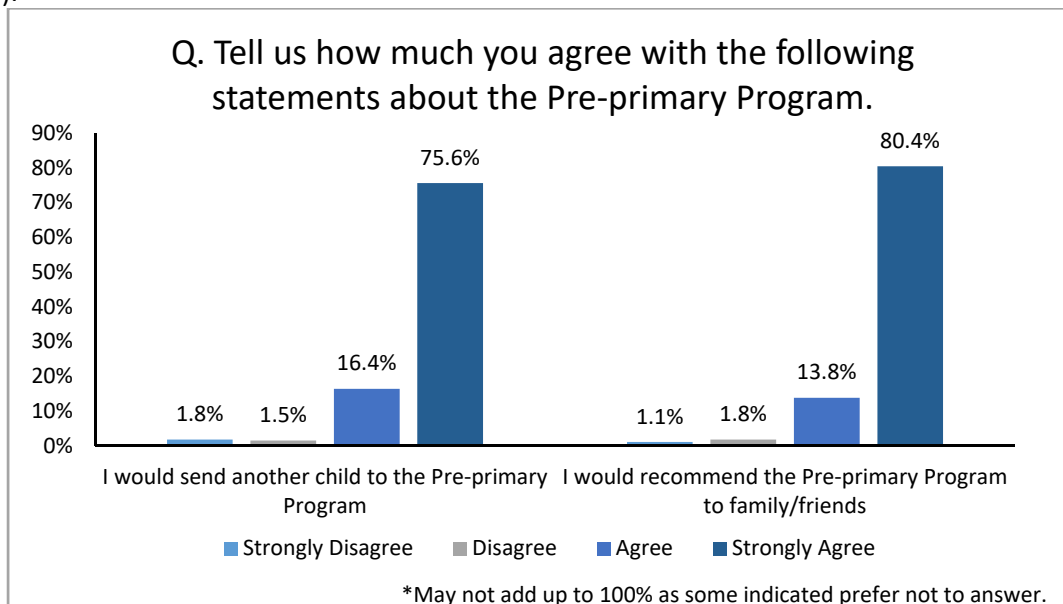
Since their child had begun attending the Pre-primary Program, the majority of families indicated that they strongly agree or agree with the statements that they feel more ready as a parent (40.0%; 35.3%), they have learned ways to help their child(ren) learn and grow (42.5%; 38.2%), they trust the school

more (45.1%; 38.5%) and they feel more comfortable at the school (50.5%; 37.1%). The majority of parents also agreed or strongly agreed with the statements that they feel more connected with the school community (39.3%; 33.8%) and they are more involved at the school (34.5%; 27.6%).



Other Comments about the Pre-primary Program

The majority of families indicated with strong agreement that they would send another child to the Pre-primary Program (75.6%) and that they would recommend the Pre-primary Program to family/friends (80.4%).



When asked what the best thing about the Pre-primary Program was for their child, many families mentioned positive outcomes that they have encountered so far with the program. Some of the commonly mentioned positive outcomes include enhanced social-emotional development (i.e. social skills, coping strategies) and language development, increases in confidence and positive reactions from the children about the Pre-primary Program. Positive comments were also made about the early childhood educators working at the Pre-primary Program in terms of how they care for and guide their children.

Q. What is the best thing about the Pre-primary Program for your child?

“My daughter looks forward to going everyday. She has made many friends and has gained insurmountable confidence in who she is.”

“The best thing about the pre-primary program for my child is numerous of things. He has learned about handling his emotions by expressing how he is feeling and explaining to others how he feels. He is learning how to share with other children. He is learning how to play outside with nature instead of toys/devices/equipment. The pre-primary program has helped my son a lot and I would highly recommended it (which I have been).”

“My child loves going to school everyday to learn through play with his favourite [educators] and his friends. He has developed more socially and it has prepared him for grade primary.”

“Everything. The [educators] allow them to create and learn. The amount of outdoor play and discovery is so beneficial.”

“My child get to play with children of her age, learn to be independent, secure and problem solves herself now. This is great!”

When asked what the best thing about the Pre-primary Program was for their family, families indicated a variety of ways in which the program has benefited them. Some of the most commonly mentioned benefits include allowing parents more time and flexibility to go to work and/or take care of things at home (i.e. cleaning, making meals), the financial savings, enhanced relationships within the family, and feeling supported in raising their child.

Q. What is the best part about the Pre-primary Program for your family?

“It has helped us communicate better with my daughter, it has taught us how to deal with different situations & it makes us fell better about the future in helping _____ (child’s name).”

“The pre primary program is great for us, i go to school when they do and every day but Thursday and Friday, i get to pick them up. The time and place works for us as working and or school parents. I have more time during the day to get things done, when the kids are at school.”

“As a stay at home mom with very low income the Pre Primary Program gave us an option that otherwise we would not be able to afford.”

“It has given our boy better skills which he brings home and practices while he is home. It has also been great having it at the elementary school because we have another child in the school which makes it convenient in the mornings.”

Visual representation of common words used by respondents to describe what the best part about the Pre-primary Program was for their family and their child



When asked for suggestions for the Pre-primary Program, many families indicated that changes in transportation (i.e. bus use), before and after school care availability, and the program’s start/end times would be helpful, especially for working parents. Families also commonly indicated that they would like their child to be able to use more of the school facilities (i.e. playground²) and that they would like to know more about what their child does on a daily basis at the Pre-primary Program. Some families indicated that they hope the Pre-primary Program is better promoted in the future so that other families are aware and can take advantage of the program.

Q. Do you have any suggestions for the Pre-primary Program moving forward?

“Transportation has been an issue for us at times throughout the program, and it would be nice if the children would have the same opportunity to travel on the school bus to and from the school, as other children in similar programs are able to do. Also, if the transportation issue is unable to be fixed, an extended day or a program they could attend afterwards at the school would be helpful for those of us who work until 5pm and have to find a way to have our children picked up by 2pm.”

“Getting the parents involved into the program would be a good idea, maybe more frequent parents teacher meeting, encourage reading picture books.”

² All students attending Primary to Grade 12 educational institutions, including the students of the Pre-primary Program, are covered for student accident insurance under the Nova Scotia School Insurance Program (SIP). Although this includes children younger than five years old, the Canadian Standards Association (CSA) rates playgrounds as only being safe for children aged five to 12 years old.

“I personally would like more information from the pre-primary educators on how my child is developing and interacting with the other children.”

“Not about the program itself, but about communication around it. I heard about this program through word of mouth, when it was still just the Early Years Center. Once the province introduced the Pre-primary program, I noticed that information on the program became more readily available. Keep getting the word out about this amazing program so more families can learn about it and take advantage of the amazing programs in their communities.”

“The only things that I would like to see changed is being able to travel on the buses and letting the children use more of the facilities like the cafeteria and playgrounds. Although I will commend the educators for the great job they did making a suitable play area for the kids with what they had.”

Conclusions

The purpose of the report is to share preliminary findings of a survey conducted with families with children attending the Early Years Centres and Pre-primary Program across the province. This aspect of the evaluation helps to determine the extent to which the Early Years Centres and Pre-primary Programs are reaching their intended target population. An overall report is forthcoming that will summarize all data collection methods and results from the Year 4 evaluation.

Overall, the Early Years Centres and Pre-primary Programs are well received; family survey respondents indicated high levels of attendance and overall satisfaction with the quality, inclusion practices and staff. Most families also indicated that the Pre-primary Program was supportive of their family, culture, parenting, and child's development, and indicated that their child expressed positive reactions towards the program. The majority of families indicated that they feel the Pre-primary Program has supported their child's development and will help their child in successfully transitioning into Grade Primary and were satisfied with the Pre-primary Program Early Childhood Educators. Areas of improvement that were identified by families included additional communication about the program and addressing needs for before and after-school care, transportation and outdoor play.

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Appendix

Nova Scotia Pre-primary Program Locations

Regional Centre for Education	School	Community
Annapolis Valley Regional Centre for Education	Clark Rutherford Elementary	Cornwallis Park
Annapolis Valley Regional Centre for Education	Dr. Arthur Hines Elementary School	Summerville
Annapolis Valley Regional Centre for Education	St. Mary's Elementary School	Aylesford
Annapolis Valley Regional Centre for Education	Three Mile Plains District School	Windsor
Cape Breton-Victoria Regional Centre for Education	Cusack School	Sydney
Cape Breton-Victoria Regional Centre for Education	Glace Bay Elementary School	Glace Bay
Cape Breton-Victoria Regional Centre for Education	Jubilee Elementary School	Sydney Mines
Chignecto-Central Regional Centre for Education	Bible Hill Consolidated School	Truro
Chignecto-Central Regional Centre for Education	Hilden Elementary School	Hilden
Chignecto-Central Regional Centre for Education	Junction Road Elementary School	Springhill
Chignecto-Central Regional Centre for Education	New Glasgow Academy	New Glasgow
Chignecto-Central Regional Centre for Education	North River Elementary School	North River
Chignecto-Central Regional Centre for Education	Shubenacadie District Elementary School	Shubenacadie
Chignecto-Central Regional Centre for Education	Trenton Elementary School	Trenton

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Chignecto-Central Regional Centre for Education	West End Memorial School	Springhill
Chignecto-Central Regional Centre for Education	West Highlands Elementary School	Amherst
Conseil Scolaire Acadien Provincial	Ecole Beau-Port	Arichat
Halifax Regional Centre for Education	Admiral Westphal Elementary School	Dartmouth
Halifax Regional Centre for Education	Colby Village Elementary School	Dartmouth
Halifax Regional Centre for Education	Duncan Macmillan High School	Sheet Harbour
Halifax Regional Centre for Education	Harbour View Elementary School	Dartmouth
Halifax Regional Centre for Education	Hillside Park Elementary School	Lower Sackville
Halifax Regional Centre for Education	Joseph Howe Elementary School	Halifax
Halifax Regional Centre for Education	Nelson Whynder Elementary School	North Preston
Halifax Regional Centre for Education	Oyster Pond Academy	Oyster Pond
Halifax Regional Centre for Education	Rockingstone Heights School	Halifax
Halifax Regional Centre for Education	South Woodside School	Dartmouth
Halifax Regional Centre for Education	St. Stephen's Elementary School	Halifax
Halifax Regional Centre for Education	Sycamore Lane Elementary School	Lower Sackville
South Shore Regional Centre for Education	Chester District Elementary School	Chester
South Shore Regional Centre for Education	New Germany Elementary	New Germany
South Shore Regional Centre for Education	West Northfield Elementary School	West Northfield
Strait Regional Centre for Education	Bayview Education Centre	Port Hood
Strait Regional Centre for Education	Cape Breton Highlands Education Centre/Academy	Margaree Harbour
Strait Regional Centre for Education	Chedabucto Education Centre/ Guysborough Academy	Guysborough

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Strait Regional Centre for Education	East Antigonish Education Centre/Academy	Monastery
Strait Regional Centre for Education	Fanning Education Centre/ Canso Academy	Louisdale
Strait Regional Centre for Education	Felix Marchand Education Centre	North Sydney
Strait Regional Centre for Education	Inverness Education Centre/ Academy	Inverness
Strait Regional Centre for Education	St. Mary's Education Centre/ Academy	Sherbrooke
Tri-County Regional Centre for Education	Carleton Consolidated School	Carleton
Tri-County Regional Centre for Education	Drumlin Heights Consolidated School	Glenwood
Tri-County Regional Centre for Education	Hillcrest Academy	Shelburne
Tri-County Regional Centre for Education	Port Maitland Consolidated School	Port Maitland
Tri-County Regional Centre for Education	Weymouth Consolidated School	Weymouth
Tri-County Regional Centre for Education	Yarmouth Central School	Yarmouth