

**Summary of Annual Financial Reporting on ECD Activities (\$'000's)**

Notes	Baseline Year 0 00/01	Total Year 1 01/02	Total Year 2 02/03	Total Year 3 03/04	Total Year 4 04/05	Total Year 5 05/06	Change Over Baseline
ECD - Early learning and child care services							
ECD - Income supports to families							
ECD - All other programs & services							
<b>Total Investment - all ECD Programs</b>							
Less: Total Federal Transfers	0	1,300	1,700	2,300	2,800	6,100	6,100
<b>Provincial Contribution to ECD Programs or (Federal Transfers not yet invested in ECD)</b>							

**OBSERVATIONS**

Public reports available up to and including 2002/03. However, investment chart not completed due to insufficient information. Specifically, we are unable to determine baseline ECD programs and services, and total change in investment in those programs and services in subsequent years. As a result, we are unable to confirm full utilization of federal transfers received through 2005/06.

At the same time, reports describe several new or expanded programs such as quality improvements (MIKE), kindergarten and special needs supports.

**NOTES**

Following notes provide examples of information gaps and challenges:

1. Child care subsidy program first described in 2002/03 report (p. 19). Investment in subsidy highlighted as ECD priority (p.15), and text indicates expenditures increased by 1.2% over previous year and used \$40,000 of federal transfers in 2002/03. However, no subsidy was reported in 2001/02 or in the baseline 2000/01.
2. Expenditure reporting for some programs differs between reports. While the provision of updated and/or revised information is to be expected, the impact of these revisions is not always clear. For example:
  - (i) Special Needs Grants — first public report indicates that PEI's baseline provincial investment in special needs grants was \$580,200 (2000/01), with incremental investment of \$300,000 under the ECD Agreement bringing 2001/02 investment to \$880,200. However, 2002/03 report (p.38) shows that figures reported earlier were budget figures. Actual investment for 2000/01 significantly higher than budget at \$779,378, while actual investment for 2001/02 slightly lower at \$867,148. Thus, actual increase due to 2001/02 federal transfers appears to be \$87,770 (\$867,148 - \$779,378), not \$300,000, but impact of this change not clearly discussed in report.
  - (ii) Kindergarten — baseline report indicates 2000/01 kindergarten investment of \$2.7 million, with incremental investment of \$500,000 under ECD Agreement bringing 2001/02 investment to \$3.2 million. However, 2001/02 report (p.56) indicates 2000/01 investment of \$2.5 million; again, no impact analysis on federal transfers provided. Finally, the 2002/03 report (p. 20) indicates that current year's investment remains at \$3.2 million, but indicates that \$647,000 of that "was invested from the Early Childhood Development Initiative."

3. Other than in the baseline report, PEI’s public reports do not provide a table summarizing and comparing investments. As a result, it is difficult to track some programs over time. For example, baseline report includes following 3 programs: Home based programming consultation for children with autism, child assessments, program design, parent training; Professional program support for home based early intervention; Program support, training, and development to early childhood centres with children with special needs. The 2001/02 report only includes one similar-sounding program – professional training, consultation, and program support for home-based early intervention – and the report does not clearly describe what happened to the other programs.

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**Annual Reporting on Comparative Non-Financial Early Learning and Child Care Indicators**

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	Baseline Year 0 00/01	Total Year 1 01/02	Total Year 2 02/03	Total Year 3 03/04	Total Year 4 04/05	Total Year 5 05/06	Change Over Baseline
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AVAILABILITY

*Clear comparative indicators not available*

ACCESSIBILITY

*Supports for children with special needs (2002/03 Report, p. 38)*

Number of children (full and part-time)	165	164	175				
Number of centres	55	56	58				

AFFORDABILITY

*Clear comparative indicators not available*

QUALITY

*Clear comparative indicators not available (note 1)*

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**NOTES**

- 2002/03 report includes Baseline and Second Observation assessments under PEI’s Measuring and Improving Kids’ Environments (MIKE) program.