

Manitoba Education, Citizenship and Youth

Annual Report
2007-2008



His Honour the Honourable John Harvard, P.C., O.M.
Lieutenant Governor of Manitoba
Room 235 Legislative Building
Winnipeg MB R3C 0V8

Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education, Citizenship and Youth for the fiscal year ending March 31, 2008.

Respectfully submitted,

Original signed by ***Peter Bjornson***

Honourable Peter Bjornson



Honourable Peter Bjornson
Minister of Education, Citizenship and Youth
168 Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education, Citizenship and Youth for the period April 1, 2007 to March 31, 2008.

During 2007/08, the Department was guided by the belief that the fundamental objective of the education system is to prepare learners for lifelong learning and citizenship in a democratic and sustainable society. In support of this objective, the Department continually sought ways to create more opportunities for learner success, especially for those least likely to succeed.

The 2007/08 year saw the identification of eight priority areas:

1. Rural Education
2. Education in Northern Communities
3. Aboriginal Education
4. Education in Low-Income Communities
5. The Physical Health of Manitoba's Youth
6. Education for Sustainable Development
7. Connecting Youth to Opportunities
8. Education Finance

The Annual Report provides information regarding the eight priority areas as well as other work initiated by the Department during the course of the 2007/08 year.

It is an honour and a privilege to present this Report as a summary of the valuable work of so many departmental employees and partners during 2007/08.

Respectfully submitted,

Original signed by **Gerald Farthing**

Gerald Farthing, Ph.D.
Deputy Minister



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Preface

Report Structure

The Annual Report is organized in accordance with the appropriation structure for Manitoba Education, Citizenship and Youth. It reflects the Department's authorized votes approved by the Legislative Assembly. The report includes information at the main and sub-appropriation levels relating to the Department's objectives and actual results achieved. Financial performance information is provided with expenditure and revenue variance explanations, and a five-year adjusted historical table of staffing and expenditures.

Mandate

Manitoba Education, Citizenship and Youth (MECY) is charged with the responsibility for setting priorities and allocating funds for the Province's public and independent Kindergarten-Grade 12 (K-12) school system and for citizenship and youth initiatives. The Department is also responsible for providing policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- The Blind and Deaf Person's Maintenance and Education Act
- The Education Administration Act
- The Property Tax and Insulation Assistance Act (Part III.2)
- The Public Schools Act
- The Public Schools Finance Board Act
- The Teachers' Pensions Act
- The Teachers' Society Act

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the K-12 education system.

MECY represents the Province in negotiations with the federal and other levels of government, and participates in meetings related to education and education finance with a variety of governmental and non-governmental groups.

Manitoba Education, Citizenship and Youth, Manitoba Advanced Education and Literacy (MAEL), and Manitoba Competitiveness, Training and Trade (MCTT) work co-operatively to present a unified direction for education and training in Manitoba. MECY also works collaboratively with other departments to develop and implement Healthy Child initiatives.

The Education, Citizenship and Youth sectors include the following elements:

- early childhood education;
- schools, Kindergarten- Grade 12; and
- youth programs.

MECY's vision is that Manitoba's children and youth will have access to relevant, engaging, high quality and responsive education that meets the needs of every learner now and in the future.

Responsibilities

The primary responsibilities of MECY are to facilitate the improvement of learning at the K-12 levels, to enhance citizenship development, and to address transition issues for youth. Emphasis is placed on enhancing learner performance, delineating roles and responsibilities across the education system, and facilitating the development and sharing of new knowledge.

The overall responsibilities of the Minister include:

- providing leadership and setting strategic direction for Education, Citizenship and Youth initiatives;
- articulating appropriate legislative and regulatory structures;
- allocating funds to the Province's public and independent school systems; and
- representing the Province in negotiations with the federal and other governments.

Programming and Services Overview

For the year ending March 31, 2008, the programs and services of the Department were budgeted under eight main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, MB4Youth, Capital Grants for School Divisions and Costs Related to Capital Assets.

Corporate Initiatives

Three initiatives have shared mandates and staff from Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy: Aboriginal Education, Sustainable Development and the Technical Vocational Initiative. MECY and MAEL also share the support of the Aboriginal Education Directorate, Human Resource Services, Financial and Administrative Services, and Systems and Technology Services.

Within MECY, Education Administration Services and the Research and Planning Branch provide general support to policy and program development.

Aboriginal Education

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED objectives are: to ensure an integrated approach to Aboriginal education and training within MECY, MAEL, and in collaboration with Manitoba Competitiveness, Training and Trade (MCTT); to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education Action Plan and provides support and leadership to all branches and units within MECY, MAEL and MCTT on matters as they relate to Aboriginal education and training.

Sustainable Development

Education for Sustainable Development (ESD) was a high priority for MECY in 2007/08. The Department strengthened co-operation and partnerships on ESD regionally, nationally and internationally with government, non-government organizations, business, industry, communities and youth to further develop, communicate and promote ESD within Manitoba and across Canada. Manitoba continued to serve as the lead jurisdiction for the Council of Ministers of Education, Canada's (CMEC) international work on ESD. Through the CMEC, Manitoba continued to serve on

the United Nations Economic Commission for Europe's (UNECE) ESD steering committee to develop ESD indicators, report on progress and implement the UNECE ESD Strategy and Implementation Framework. The Department continued to support the Manitoba ESD Working Group (MESDWG) and its activities that included partnering with the Science Teachers Association of Manitoba (STAM) to plan an International ESD Conference (Choose the Future) to be delivered in the fall 2008.

MECY worked to increase the profile of ESD amongst Manitoba educators, as well as students, parents and the broader Manitoba community. In 2007/08, the Department distributed parent pamphlets for students in K-4 and Grades 5-12, featured ESD-related articles in Education Manitoba Newsletters, supported ESD providers such as the Youth and Environmental Sustainability Showcase and the Manitoba Envirothon. The Department identified and shared sustainable development (SD)-related student learning outcomes and resources/materials, redesigned the K-12 ESD website, developed and distributed K-4 and 5-12 posters and teacher guides and developed units of study focusing on SD concepts. The Department also continued support for the UNESCO Associated Schools Project Network (ASPnet) in Manitoba schools.

In 2007/08, the Department partnered with York University to plan the delivery of the Sustainability and Education Academy in Manitoba in 2008, a program for senior officials of school divisions, provincial ministries of education and faculties of education to help incorporate sustainable development into policies, programs and create living and learning environments that model sustainability. The Department also worked with Green Manitoba to develop a Green Schools Program, worked with school divisions to encourage the adoption of division-wide waste collection, began discussions with divisions regarding the Plug in Hybrid Electric School Bus Initiative and provided school divisions with ESD Grants totalling \$500,000 to enhance the teaching and learning of sustainability across divisions and in schools.

The Department continued to promote ESD-focused research. In 2007/08, MECY partnered with the International Institute for Sustainable Development (IISD) to undertake a research process to benchmark and assess the knowledge, skills and behaviour of Manitoba citizens and students at Grades 6, 8, 10 and 12. The Department also supported the work of the United Nations Economic Commission for Europe, through the CMEC to report on ESD progress in Canada.

Technical Vocational Initiative

The Technical Vocational Initiative (TVI) was implemented in April 2004 as a three-year joint initiative with Manitoba Advanced Education and Literacy. The Initiative was renewed for four years (2007-2011) and also become part of a third department, Competitiveness, Training and Trade. TVI's mandate is to revitalize technical vocational education in Manitoba and address the continuing skilled labour shortage. TVI has initiated activities related to each of the Action Pillars. It awarded a total of \$2,500.0 to Manitoba schools for vocational equipment upgrades and \$210.0 for professional development. TVI has awarded \$1,270.0 for a total of 64 demonstration projects throughout Manitoba. TVI is revising vocational programs for currency and relevance, and has developed an articulation development process across different educational levels. In March 2006, TVI hosted a successful first Manitoba Technical Vocational Education Conference. In spring of 2007, TVI presented regional workshops to introduce the concept of school-based teams for career development. In early 2008, the Computer Aided Three Dimensional Interactive Application (CATIA) design software project was implemented, involving ten schools, Red River College and Assiniboine Community College as well as The University of Manitoba's Faculty of Engineering.

In March 2008, TVI entered into an agreement to provide all Manitoba schools and colleges offering automotive technology programs with the most up-to-date CDX online automotive teaching resource, which offers 24/7 access to lessons, technical information and other features to instructors and students.

Early Childhood Education

As a collaborating department in Healthy Child Manitoba, the Department promotes readiness initiatives that prepare children for successful school entry. The Department leads the intersectoral Early Childhood Development Initiative, collaborates on the implementation of the intersectoral Early Childhood Development Instrument and Educaring, and encourages partnership agreements involving child care and schools. Ongoing implementation of the Positive Parenting Program (Triple P), a world-renowned parenting program, is continuing to receive Department support in 2007/08.

Elementary and Secondary Schools

In Manitoba, there are 36 school divisions, 1 special revenue school districts, and 59 independent schools presently receiving funding from the Province. In the 2007/08 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled \$1,025.6 million, comprised of \$978.8 million in 16-5, Support to Schools, and \$46.8 million in 16-7, Capital Grants to School Divisions. In addition, \$123.3 million through the Education Support Levy was provided in support of school divisions.

For the 2007/08 school year, a funding increase of 3.3% or \$30.3 million was announced to support school divisions.

Public school enrolment on September 30, 2007 was 181,446 pupils. Of this total, 117,036 were in Kindergarten- Grade 8; 61,081 were in secondary grades (Grades 9-12); 2,126 were nursery pupils; and 1,203 were not in any grade.

There were 13,204 pupils attending funded independent schools on September 30, 2007. Funding to independent schools for eligible pupils is available for instruction and services, special needs, and curricular materials.

MB4Youth

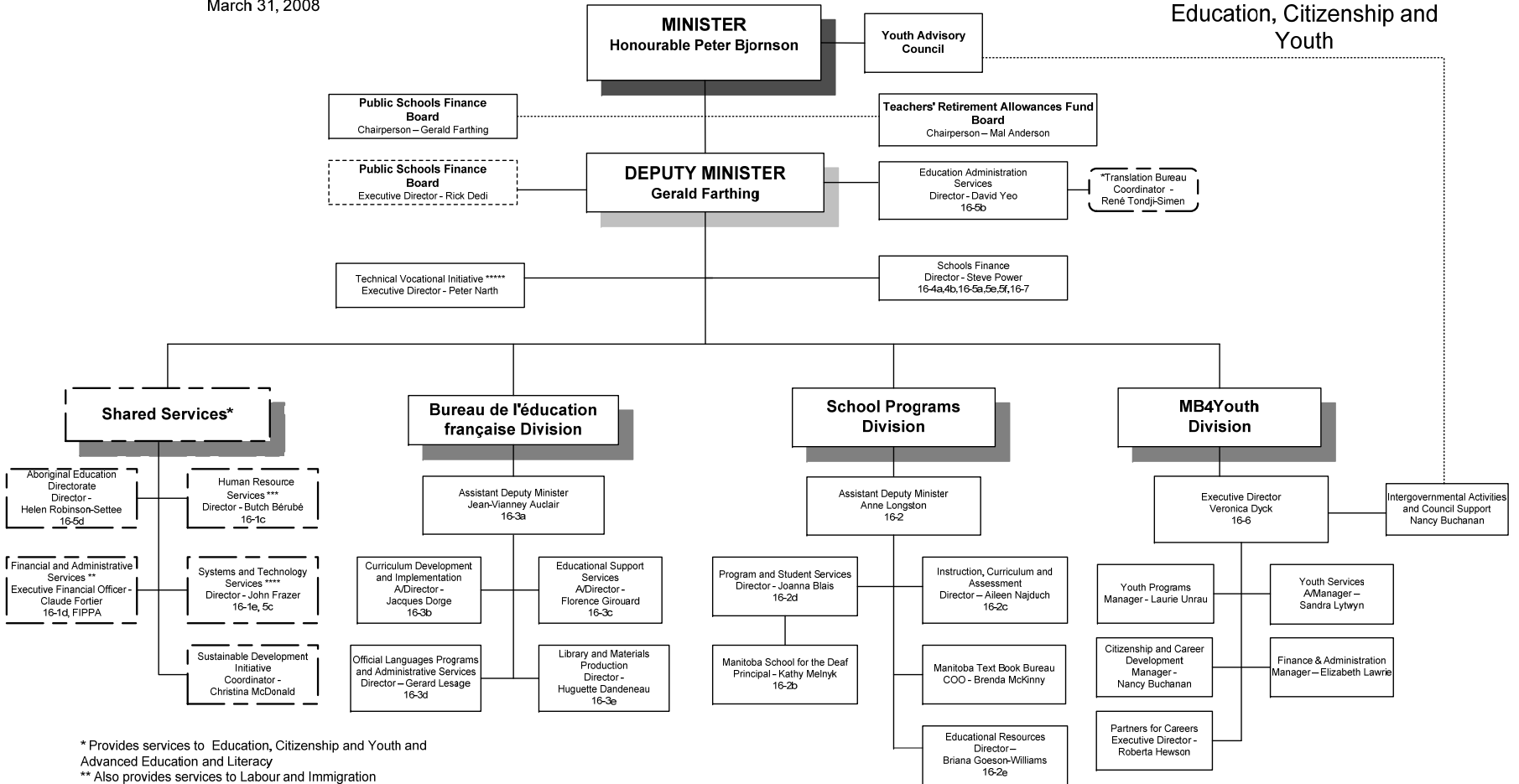
The MB4Youth Division connects youth and students to programs and resources that help in the transition from school to work, further training, high school and post-secondary education. MB4Youth assists youth to plan for and find employment and access learning, training and opportunities for engagement in their communities. MB4Youth encourages and supports young people to consider self-employment and careers in the trades, information technology and arts and cultural industries. In addition, MB4Youth continues to demonstrate a strong commitment to supporting Manitoba businesses, youth serving agencies and community organizations through grants, wage incentives and additional supports. MB4Youth recognizes young people who are making a difference in their community through youth citizenship, engagement and community involvement initiatives such as Youth Serves Manitoba, Youth Leadership Scholarships and Manitoba Grants for Innovation in Citizenship Education.

In 2007/08, 7,108 students/youth were employed or assisted through programs and services offered by the Division; 1,699 students/youth were provided with pre-employment assistance and training; 822 projects and/or grants were funded; 412 students/youth participated in citizenship, leadership and community involvement activities; and over 18,500 students/youth were provided with career planning support in the areas of resumé and portfolio development, interview preparation, self-marketing skills, and career information.

Meeting the needs of Aboriginal youth and newcomers to Canada continues to be a priority for the MB4Youth Division. Through focused programs and services and through Partners @ 510 Selkirk, the MB4Youth Division is building community capacity and connecting young people to programs and services in their local communities while building a network of community organizations.

March 31, 2008

Department of
Education, Citizenship and
Youth



* Provides services to Education, Citizenship and Youth and Advanced Education and Literacy
 ** Also provides services to Labour and Immigration
 *** Also provides services to Labour and Immigration and Competitiveness, Training and Trade
 **** Also provides services to Competitiveness, Training and Trade
 ***** An initiative of Advanced Education and Literacy, Education, Citizenship and Youth and Competitiveness, Training and Trade

PART A – OPERATING EXPENSES

Administration and Finance

The Administration and Finance Division provides executive management, planning and policy, central comptrollership, and overall administrative support services to Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy. In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division is the office of the Minister and the Deputy Minister, Human Resource Services, Financial and Administrative Services, and Systems and Technology Services.

The Administration and Finance Division maintains responsibility for management information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the Department to ensure the effective and efficient co-ordination of human and financial resources.

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	42.1	1.00	42.1	0.0	
Total Sub-Appropriation	42.1	1.00	42.1	0.0	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	503.4	8.00	568.0	(64.6)	
Other Expenditures	140.0		114.6	25.4	
Total Sub-Appropriation	643.4	8.00	682.6	(39.2)	

Human Resource Services

This Branch reports to the Deputy Ministers of the departments within the amalgamated sector. This includes Advanced Education and Literacy; Education, Citizenship and Youth; Labour and Immigration; Competitiveness, Training and Trade and Manitoba Gaming Control Commission as well as two Special Operating Agencies (SOAs): the Office of the Fire Commissioner and the Manitoba Text Book Bureau.

The Branch assists departmental management in the delivery of programs by providing a comprehensive range of human resource management services including pay and benefits services.

The Branch operates first and foremost as a service provider in all areas of human resources. Services provided include recruitment and selection, staff relations, organizational review, design and consultation, classification and job analysis, performance management, employee counselling and referral, management and staff development, salary and benefits administration, human resources policy development and administration, Respectful Workplace and Workplace Health and Safety. These services are also provided to the SOAs within the human resources amalgamated sector.

The Branch is also responsible for the pro-active co-ordination of the employment equity and diversity programs within each individual business area in the amalgamated sector. The majority of the human resource professionals of the Branch have delegated Civil Service Commission signing authority and as such have accountability to the Civil Service Commission.

The Branch provides co-ordination of common concerns and issues with other government agencies, which have responsibilities in the human resource area, including other provincial government amalgamated sectors, central agencies and other levels of government. The Human Resource Services Branch works closely with the Civil Service Commission and the Labour Relations Division of Treasury Board.

Sustainable Development

The Human Resource Services Branch is committed to Manitoba's Sustainable Development Initiative and will continue to practice and enhance its involvement. This includes standard initiatives such as using recycled paper, remanufactured toner cartridges, blue box recycling of paper and recycling aluminum cans, glass and plastic bottles as well as turning off lights, computers, photocopier and printers whenever possible.

1 (c) Human Resource Services

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	903.6	15.00	968.1	(64.5)	
Other Expenditures	169.3		163.1	6.2	
Total Sub-Appropriation	1,072.9	15.00	1,131.2	(58.3)	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy. Responsibilities include ensuring that the comptrollership functions of both departments and of Manitoba Labour and Immigration are appropriately maintained and meet the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes, and procedures.

Financial management and accountability activities include: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performances; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing

accounting services to the departments. The Branch's expected results include the effective and efficient operation of financial management systems, timely management decisions, and compliance with all financial management, financial planning, and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness, concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail. The goal of the Branch is to include sustainable development principles and guidelines in its regular activities on a continuous basis so that the inclusion of such principles and guidelines becomes an instinctive element in the conduct of Branch activities.

1 (d) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	743.3	12.50	868.7	(125.4)	
Other Expenditures	208.0		230.4	(22.4)	
Total Sub-Appropriation	951.3	12.50	1,099.1	(147.8)	

Systems and Technology Services

The Systems and Technology Services (STS) Branch provides services across Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy to improve program efficiency and accountability through the use of information technology. In addition, STS is responsible for providing a departmental computing environment including information databases, customized applications, and backup/recovery services for program requirements outside the scope of the managed desktop environment. The departmental computing environment is managed using the standards identified through Information Technology Infrastructure Library (ITIL) methodology.

STS supports the technology and innovation needs for MECY and MAEL. The Branch offers a Project Management Office (PMO) so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. STS represents both departments to central units such as ICT Services Manitoba (ICTSM).

STS is working with MAEL on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches, and streamline traditional paper processes.

STS works closely with all areas within MECY, MAEL, and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs, and business requirements of the educational community (post-secondary and K-12) serviced by both departments.

STS continues to transfer technical responsibilities of the Branch to ICT Services Manitoba while enhancing the ICT-related business capabilities of the Branch as defined by the ICT Restructuring initiative.

Sustainable Development

STS encourages the use of websites for the storage and dissemination of departmental forms. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings.

1 (e) Systems and Technology Services

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	989.5	4.00	908.1	81.4	
Other Expenditures	385.7		399.6	(13.9)	
Total Sub-Appropriation	1,375.2	4.00	1,307.7	67.5	

Recoverable from Advanced Education and Literacy

Administrative support is provided to the Department of Advanced Education and Literacy (formerly Advanced Education and Training) in the areas of human resource services, financial and administrative services, systems and technology services, and initiatives related to Aboriginal education and training.

1 (f) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Recoverable from Other Appropriations	(570.0)	0.00	(570.0)	0.0	
Total Sub-Appropriation	(570.0)	0.00	(570.0)	0.0	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for educational programming in Manitoba schools from Kindergarten to Grade 12 (K-12) through the development and implementation of a policy and program framework for the K-12 school system.

This mandate is achieved through the work of the Division Administration office, Manitoba School for the Deaf, Instruction, Curriculum and Assessment Branch, Program and Student Services Branch, and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation, and review of policy and programs. The activities of the office include the co-ordination of policy, program, and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; co-ordination of human resource development initiatives; provision of dispute resolution coordination regarding Bill 13 Appropriate Educational Programming, and ensuring ongoing communication and collaboration with educators, parents and the community.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	292.4	4.00	293.3	(0.9)	
Other Expenditures	69.7		77.2	(7.5)	
Total Sub-Appropriation	362.1	4.00	370.5	(8.4)	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing Unit which provides support to over 300 students throughout Manitoba who are Deaf and hard of hearing. Some of the staff at the school work as Outreach Team members and travel to various locations in the Province; some staff work as specialized resource personnel supporting student needs both in school and throughout the Province; and some staff work as teachers to provide on-site school-based education, based on the Manitoba provincial curriculum to students from K-12, who are Deaf and hard of hearing in an American Sign Language (ASL) – English bilingual/bicultural environment. The focus during the 2007/08 school year included: 1) continuing implementation of outreach initiatives to provide enhanced support to school divisions throughout the Province, particularly in regards to ASL development; 2) continuing development of the Home Stay program as a residential option for students living outside of Winnipeg; 3) enhancing ASL proficiency throughout the school and Unit; and 4) maintaining strong community partnerships. The school also has a partnership with the Toyouhashi School for the Deaf in Japan and participates in regular student exchange visits.

Sixty-one students attended MSD during the 2007/08 school year. Nine students lived in the on-site residence during the week and returned home on weekends and holidays. Six other students lived in home environments, as part of the Home Stay program, during the week and also traveled home on weekends and holidays. Some of the ongoing school-based highlights include: the Robotics Club; the Drumming Club; the Girls' Club; sports intramurals; and numerous student council field trips. The school also has an Advisory Council for School Leadership who provided support and

direction to administration, staff, and the community with regards to development of the school vision.

Sustainable Development

The Manitoba School for the Deaf has continued its designation as an Environmental Green School through continued efforts in environmental awareness and recycling projects. During the past year, an effort was made to increase recycling opportunities at all school levels and in the residential program. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	3,438.7	59.35	3,520.9	(82.2)	
Other Expenditures	592.3		585.2	7.1	
Total Sub-Appropriation	4,031.0	59.35	4,106.1	(75.1)	

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program framework that is the basis of teaching, learning, and assessment in Manitoba schools and to support its implementation. Branch activities are framed in the context of the K-S4 Education Agenda.

Organization of the Instruction, Curriculum and Assessment Branch

The Branch's mandate is accomplished through the work of the following five units:

- Development Unit;
- Implementation Unit;
- Distance Learning and Information Technologies Unit;
- Document Production Services; and
- Finance and Administration Unit.

The Development Unit is responsible for the development and implementation of provincial curricula (print and electronic) for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas as well as the development of Grade 12 Standards Tests in English Language Arts (ELA) and Mathematics/Mathématiques. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit supports initiatives such as career development, diversity and equity, citizenship and sustainable development. In addition, staff provide input into the development of distance learning courses, the integration of technology into curriculum and the identification of curriculum-matched learning resources.

The Implementation Unit is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8; and the implementation of the Province's Grade 12 standards testing program (English Language Arts and Mathematics for all school programs). The Unit also serves educators, the public, and government by providing expert advice and services in the areas of instruction, assessment and evaluation, research, statistics and interpretation of educational assessment data and reports. Staff from the Unit have the lead role on the Middle Years Initiative, co-ordinate Manitoba's participation in national and international assessment programs and facilitate reviews of curriculum-matched learning resources.

The Distance Learning and Information Technologies Unit is responsible for collaboratively developing and implementing Information and Communication Technology (ICT) policy and projects to support teaching, learning and assessment in K-12. The Unit supports school division implementation of *Literacy with ICT Across the Curriculum* and co-ordinates distance learning course development (print and electronic). The Unit manages the K-12 (English) section of the Department's website to facilitate communication and delivery of policy and program information to educational stakeholders and provides print and electronic courses, materials and services for distance learners.

Document Production Services responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form and subsequent distribution to teachers, students, administrators, and the public. These documents include provincial standards tests, administrative manuals, reports, correspondence, policy documents, curriculum documents, distance learning courses, support documents, brochures, newsletters and annotated bibliographies.

The following information highlights the major activities of these units within ICAB.

Curriculum Activities:

Manitoba Curriculum Projects

- A Kindergarten-Grade 8 mathematics implementation team continued work on the Manitoba Framework of Outcomes and Supports. The Framework was distributed to schools and the Foundation document will be posted online in the coming school year.
- In 2007/08 Instruction, Curriculum and Assessment Branch continued work on the Grade 11 Canadian History curriculum.
- Literacy Activities – ICAB participated in the planning of the Pan Canadian Literacy Interactive Forum, delivered in April 2008. This is a collaborative initiative co-ordinated by the Council of Ministers of Education, Canada (CMEC) with all education departments across Canada.
- In the area of physical education/health education (PE/HE), the following two documents have been released:
 - *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation*. Regional Orientation workshops have been scheduled for spring 2008 with system wide implementation effective September 2008.
 - *Out-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education: DRAFT* to support development of local policy for the implementation of the Out-of-Class component of the new compulsory PE/HE credits.
- Other PE/HE projects that are underway or under development include a study on the impact of the PE/HE policy working in partnership with Healthy Child Manitoba Office, CancerCare Manitoba, University of Manitoba and other stakeholders; a parent communication tool to support the implementation of the Grade 11 and 12 PE/HE credits; web-based development of Grade 11 Active Healthy Lifestyles course.
- In the area of science, the Branch completed the foundation for implementation documents for Grade 12 Chemistry with the final draft scheduled for online release in 2008, and work continues on final versions of the foundations for implementation for Biology 11 and 12. Development of a new Grade 12 Physics resource to support the Health Physics content area in Manitoba curriculum began in co-operation with the Canadian Cancer Society; a resource to be aligned with new curriculum in Grade 11 Biology – related to organ and tissue donation – began work in co-operation with the MB Transplant Program; the *Scientists in the Schools* initiative at Middle Years continued work in securing partnerships among practitioners of science (career focus) and classrooms (science delivery focus).

- Branch staff have continued to work towards finalizing the Kindergarten-Grade 8 frameworks of outcomes for Arts Education and initiated work on an on-line Foundation for Implementation resource.
- The final version of Grade 9 and Grade 10 Career Development curricula, based on the Blueprint for Life/Work design, was sent to schools. The Grades 11 and 12 courses were released for voluntary implementation.
- In the area of English as an Additional Language (EAL), initiatives focused on the implementation of the ESL/EAL Action Plan released in May 2005. Feedback was received on the *English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL), Kindergarten To Grade 12, Manitoba Curriculum Framework Of Outcomes* and implementation of the final document is scheduled for fall 2008. The document contains EAL learning outcomes, guidelines and templates for reception, assessment, EAL educational planning and EAL-designated courses, and introduces schools and teachers to research and best practices for meeting the needs of EAL learners. The draft of a Grade 9 Literacy, Academics and Language course for EAL learners from interrupted or no schooling backgrounds was completed in March 2008 and will be piloted in 2008/09; work has begun on a second course. A development team has been formed to work on the first two of several Senior Years EAL courses. The draft of *Promising Pathways: An Educational Advisor's Guide to Programming Options for High School and Young Adult EAL Speakers* has been completed and shared with the field for feedback. The final document is expected to be released in fall 2008.
- In the area of International languages, the Branch initiated several new projects. These were:
 - the development of two resource packages of Social Studies blackline masters for Ukrainian and German bilingual programming
 - the development of a Grade 9-12 American Sign Language and Deaf Culture curriculum framework
- Development work on a K-6 Hebrew Language Arts curriculum framework was completed and development work continued on Grades 7-12 Hebrew Language Arts and Grades 9-12 German Language and Culture curriculum frameworks and foundation for implementation documents.
- The *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes, 2007* was printed and distributed. Aboriginal Languages and Cultures Curriculum Development teams continue development of the *Kindergarten to Grade 4 Aboriginal Languages and Cultures: Manitoba Foundation for Implementation*.
- A draft of *Grade 12 Current Topics in Aboriginal Studies* has been completed and will be finalized following input from the field and the completion of an internal review process. Overview presentations of this course were made to the Advisory Council of the Aboriginal Education Directorate, the Frontier School Division Board and The Assembly of Manitoba Chiefs.
- Support materials for *Grade 12 Integrated Topics in Science* focused on ESD and Lake Winnipeg are being developed in partnership with Lake Winnipeg Water Stewardship and Evergreen School Division.
- A Grade 8 ESD water unit is being developed with ESD outcomes related to Lake Winnipeg.
- Voluntary implementation of *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcome, 2006* continued. Full implementation begins in September, 2008.
- Development teams continue to develop frameworks of outcomes for Hairstyling, Power Mechanics, Building Construction and Food Service. Teams have also been assembled to deal with seven other technology areas: Welding, Electrical, Health-Care Aid, Information Technology, Electronics, Autobody and Media (Graphic/Printing).
- In the area of middle years, the middle years initiative team continues to work on the writing of a middle years foundation paper and the planning and delivery of a spring symposium.

Western and Northern Canadian Protocol (WNCP) Curriculum Projects

- The WNCP Grades 10-12 Mathematics Common Curriculum Framework was signed off by jurisdictions, is available on the WNCP website and MECY has begun work on implementation resources.
- Branch representatives and a teacher team of four reviewers participated in the WNCP review of textbooks for Grades 2, 5 and 8.
- As a partner in the WNCP consortium, the Branch consultant for International languages continued inter-jurisdictional work on curriculum materials for Ukrainian and German language programming.
- Working groups were established for two projects – Cultural Appropriateness and Accuracy and Developing, Enhancing and Promoting the WNCP Aboriginal Languages and Cultures Website. The Cultural Appropriateness working group, consisting of representatives from Manitoba, Alberta, Saskatchewan, Northwest Territories and Yukon, met via several teleconference sessions as well as a two-day face-to-face meeting in Saskatoon to develop draft guidelines based on the model used by Alberta Education.

Assessment Activities:

- In 2007/08, the Instruction, Curriculum and Assessment Branch provided support and professional learning sessions to teachers, schools, and divisions on the Grade 3 assessment in reading and numeracy.
- The final phase of the Middle Years Assessment was implemented across the Province (adding student engagement at Grade 7 and reading in English Language Arts in Grade 8). Professional learning opportunities and support documents were provided to teachers to assist with the first year of implementation. Schools used a web-based application to submit student-level data to the Department.
- The Provincial Assessment Initiative focused on three main activities. A support document on Communicating Student Learning was released as a consultation draft. Response from the field was very favourable, and it has formed the basis of many conversations with the field, as well as workshops for administrators and teachers. Secondly, a series of assessment conversations with school divisions has begun. Over a three year period, staff will meet with each school division to gather information and provide support on the use of assessment data to support student learning. The Assistant Deputy Ministers held an initial meeting with all divisions in the fall of 2007, and a third of the divisions received a follow-up visit from MECY Consultants between January and March 2008. The third initiative is to consult with the universities regarding how best to equip pre-service teachers with the knowledge and skills they will require to assess student learning effectively in the classroom. These conversations have begun, but are not yet complete. In addition, staff continues to respond to numerous requests for workshops/supports related to classroom-based assessment.
- Standards tests based on Grade 12 English Language Arts, Grade 12 Pre-Calculus Mathematics/Mathématiques pré-calcul, Applied Mathematics/Mathématiques appliqués, and Consumer Mathematics/Mathématiques du consommateur curricula were administered in June, 2007 and January, 2008.
- In December 2007, the results of the 2006 Programme for International Student Assessment (PISA) survey were released, with a focus on science literacy. There were broadcast communications with the field, and a discussion group composed of educational stakeholders is meeting to interpret the results relative to Manitoba. In the spring of 2008, four schools in Manitoba are participating in the pilot for the PISA spring 2009 administration in collaboration with Statistics Canada. On April 28, 2008, the first report of results from the Pan-Canadian Assessment Program (PCAP) regarding 13-year-olds will be released.
- The Branch maintained an information base on the results of the assessments and standards tests prepared by the School Programs Division and the Bureau de l'éducation française.

Information and Communication Technology Activities:

The Instruction, Curriculum and Assessment Branch co-ordinates projects that focus on engaging students in learning experiences related to student achievement of curricular outcomes, while ensuring that they also develop the ability to think critically, creatively, and ethically with information and communication technology as identified in *Literacy with ICT Across the Curriculum* (2006).

Literacy with ICT Across the Curriculum

The development continuum for *Literacy with ICT Across the Curriculum* (LwICT) was released in print and on the web in September, 2006. Implementation teams from every Manitoba school division are providing professional learning for their teachers with the support of ICAB staff. Individualized consultation sessions were held in every school division to support planning for implementation of LwICT. Ten 2-day professional learning sessions were held to increase the capacity of divisional implementation teams. Over 25 school divisions are using the electronic portfolio ePEARL (which supports the assessment of student literacy with ICT across the curriculum) and are either having MERLIN host ePEARL or hosting it themselves. Training sessions were held in Winnipeg, Brandon, and via distance (using GoToMeeting) to support new ePEARL sub-administrator in schools and school divisions.

Senior Years ICT Curriculum Framework of Outcomes

Final version of the *Senior Years Information and Communication Technology: Manitoba Curriculum Framework of Outcomes, 2007* was released to the field and mandatory implementation for September 2008 was announced. Voluntary implementation continued.

Curriculum Multimedia Support

Curriculum Multimedia projects resulted in a variety of multimedia programs that support Manitoba curriculum, including videos, DVDs/CDs and web material. Topics for 2007/08 video productions included electronics, science, sustainable development, Aboriginal perspectives, physical education/health education, special needs, early childhood, multi-level classroom instruction and social studies.

Curriculum Navigator (CN2)

Curriculum Navigator version 1 continues to be available for use by K-8 teachers. Curriculum Navigator version 2 (CN2) is currently being populated with strategies for the infusion of information technology with curriculum for use by K-12 teachers in the 2008/09 school year. Implementation activities related to the use of this dynamic resource took place throughout 2007/08. Enhancements to the system, including social studies, physical education/health education, sustainable development and the addition of senior years content are under development. A French version CN2, *À la barre des programmes d'études*, is also in development.

Technology Education (Vocational)

Implemented the Computer Aided Three Dimensional Interactive Application (CATIA) – F1 Racer project in partnership with the Faculty of Engineering (U of M) and pilot schools throughout Manitoba. Pilot sites received training on the use of the state-of-the-art design engineering program along with training in the computer assisted manufacturing process.

Consultation services have been provided to schools and school divisions regarding the expansion and/or enhancement of technical vocational programming. Support was also provided regarding the application process for additional funding support for technical vocational equipment upgrades, demonstration projects and associated professional development initiatives.

Information sessions were provided to increase the awareness of the Senior Years Apprenticeship Option. Attendees were engaged in dialogue regarding the implementation of this

option at the local level. As a result of this dialogue, a Professional Learning Community has been created.

Web Technologies

The content and organization on the K-12 website is managed by staff within the Distance Learning and Information Technologies Unit.

Website content increases steadily. The website includes more than 8,000 web pages, more than 7,000 PDF documents and 15 interactive web applications.

Traffic to the website continues to steadily increase.

The *Workshop Registration System*, a single point of entry for online registration to a wide-range of professional learning opportunities offered by the Department, was redeveloped and launched.

The *Event Calendar*, listing Department-initiated professional learning opportunities and educational events submitted by the educational community, has been redeveloped and launched.

The *Independent Together: Supporting the Multilevel Learning Community* website was developed and launched. This website provides resources and supports to educators, administrators, students and parents of students in multilevel classrooms.

The *Not in My School! Bullying Awareness Video Challenge 2007-2008* website was created, launched and maintained to support students and teachers in the creation of short videos to promote a safe school climate.

The website in support of the *Literacy with ICT – A Model of Implementation* project continued to be updated. It provides resources and support to implementation teams, including video clips, learning experiences and assessment tools.

As well, the Web Technologies project provided support for the design, development and maintenance of :

- the Education and Literacy gateway;
- the WNCP Aboriginal Languages website;
- the Community Schools Program Initiative (CSPI) website;
- the Aboriginal Education Research Forum (AERF) website;
- the Sustainable Development website;
- the ArtsSmarts Manitoba website;
- the Pan-Canadian Literacy Forum website;
- the Engaged Learner Conference website;
- the Celebrating Music in Manitoba Schools website; and
- the Technical Vocational Initiative website.

Distance Learning Activities:

Development of Independent Study Option (ISO) Courses

New field validation versions or major revisions of four ISO courses were released in 2007/08, along with two final versions. Minor or moderate revisions to 20 existing courses were completed.

Development of Web-based Distance Learning Courses

Four new online courses were released. Four new courses are currently in development. There are currently 43 online courses available. Thirty-eight new online teachers were trained in web-based teaching methodology.

Online Delivery of Web-based Courses

Thirty-eight new on-line teachers were trained in web-based teaching methodology. Between April 1, 2007 and March 31, 2008 there have been 1,383 teacher requests to access a course(s). Between April 1, 2007 and March 31, 2008, 4,287 users (students, teachers and administration) have accessed the system at least once.

Independent Study Option (ISO)

Independent Study Option enrolment statistics for April 1, 2007 to March 31, 2008 totalled 3,723, with the majority of students from rural Manitoba. ISO provides students with access to a variety of senior years' courses that allow them to be eligible to continue into post-secondary education. In addition, there was an increase in ISO courses sold to Manitoba teachers as reference materials, with 1,090 copies distributed throughout the Province.

Teacher Mediated Option

The Teacher Mediated Option, which provides additional teacher support to distance learners, offered 24 courses to 525 course enrolments, 150 students in 33 schools.

Strategic Technology-Assisted Professional Learning Environment (STAPLE) Project

Work is in progress to create a Professional Learning Online Environment. A project to gather examples of existing professional learning practices has been completed and this information will be included in The Manitoba Professional Learning Process support document and interactive website that will be released during the 2008/09 school year.

Learning Resources Activities:

ICAB is responsible for the identification of print and multimedia learning resources in support of new, existing and revised curriculum and distance learning courses. In 2007/08, reviews were completed for the identification of resources for K-12 English as an Additional Language, Grades 2, 5 and 8 Mathematics (as part of the WNCP), and Grades 11 and 12 Chemistry. Bibliographies were produced listing the recommended resources. In response to a request for proposals, staff have been working with a publisher on the development of a custom Grade 6 Social Studies student text and teacher's guide. An interdepartmental project was undertaken to select and license an online career exploration and development tool for Manitoba.

Document Production Activities:

Project teams, comprised of ICAB staff and teachers from across Manitoba, also initiated or continued work on the following documents during 2007/08:

Curriculum Documents

Edited and published these documents:

- *Grade 9 Career Development: Life/Work Exploration: Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation;*
- *Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation;*
- *Kindergarten to Grade 8 Mathematics: Manitoba Curriculum Framework of Outcomes;* and
- *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes.*

Independent Study Courses

- Released two final print-based independent study courses;
- Edited and desktop published revisions for 38 independent study courses; and
- Released Grade 9 PE/HE Distance Learning Course. Grade 10 is under development.

Policy and Support Documents

Edited and published or reviewed and published these documents:

- *Appropriate Educational Programming in Manitoba: A Handbook for Student Services;*
- *Bookmark for Manitoba Curricula in Arts Education;*
- *Communicating Student Learning: Guidelines for Schools–Draft;*
- *Teacher’s Guide to the Poster, A Declaration for Sustainable Living (Grades 5–12);*
- *Education for Sustainable Development, Early Years, K-4, Information for Parents;*
- *Education for Sustainable Development, Middle and Senior Years, 5–12, Information for Parents;*
- *Education Manitoba Print/Online (May 2007, October 2007, February 2008);*
- *Focus on the Future: A Parent and Student Guide to Senior Years Graduation Requirements: English Program, Technology Education Program (online only);*
- *Formulaire de demande de subvention 2007–2008 pour le Mois de la musique;*
- *Grade 12 English Language Arts: Common Standards;*
- *Grade 12 English Language Arts Standards Test: Information Bulletin 2007–2008;*
- *Changes to Senior Years Graduation Requirements;*
- *A Journey from Cultural Awareness to Cultural Competency: A Training Manual for Professional Development in Aboriginal Education;*
- *Les programmes d’éducation appropriés au Manitoba : Guide pour les services aux élèves;*
- *Listening and Speaking: First Steps into Literacy: A Support Document for Kindergarten Teachers and Speech-Languages Pathologists;*
- *Louis Riel Poster;*
- *Manitoba Music Month Grant Application 2007–2008;*
- *Manitoba Rocks! Garage Band Project 2007/2008;*
- *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach;*
- *Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas Kindergarten to Grade 12;*
- *Manuel des services d’orientation et de counseling scolaires du Manitoba : Une approche globale et progressive;*
- *Manuel des services en orientation du Manitoba : Liens curriculaires;*
- *Middle Years Assessment: Grade 7 Mathematics: Support Document for Teachers: English Program (added a new section);*
- *Middle Years Assessment: Grade 7 Student Engagement: Support Document for Teachers: English Program (added a new section);*
- *Middle Years Assessment: Grade 8 English Language Arts: Reading Comprehension and Expository Writing: Support Document for Teachers (added a new section);*
- *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement (updated forms and added a new section);*
- *Music Month: Celebrating Music in Manitoba Schools–April 2008;*
- *Not in My School! Bullying Awareness Video Challenge, 2007–2008 (postcard, Teacher’s Video Creation Kit, Teacher’s Review and Rate Kit);*
- *Parent Guide to Inclusive Education;*
- *Pas dans mon école! Concours de vidéos de sensibilisation à l’intimidation, 2007–2008 (postcard, Teacher’s Video Creation Kit, Teacher’s Review and Rate Kit);*
- *Policies and Procedures for Standards Tests 2007–2008;*
- *Politiques et modalités pour les tests basés sur les normes 2007–2008;*
- *Projet d’évaluation au niveau des années intermédiaires Mathématiques 7^e année : Document d’appui à l’intention des enseignants : Programme français et programme d’immersion française (added a new section);*
- *Professional Learning Opportunities: For Kindergarten to Grade 12 Educators and Administrators, August 19-22, 2008;*
- *Safety Activity Inventory;*

- *Sample 30F and 40F Physical Education/Health Education Course Descriptors;*
- *School and School Division Planning and Priorities: 2005/2006 and 2006/2007 Provincial Report/Planification et Priorités des Écoles et des Divisions Scolaires : Rapport Provincial de 2005–2006 et de 2006–2007;*
- *Grade 5 Social Studies Teachers Flyer;*
- *The Summer Learning Calendar;*
- *Sustainable Development Poster: Kindergarten to Grade 4 Activities;*
- *Sustainable Living Poster for Kindergarten to Grade 4;*
- *Teacher's Guide to the Poster for Sustainable Living (Kindergarten to Grade 4);*
- *Teacher's Guide to the Poster A Declaration for Sustainable Living (Grades 5 to 12);*
- *Tests basés sur les normes Mathématiques, 12^e année : Bulletin d'information 2007-2008;* and
- *Thinking Like a Reader: Developmental Reading Continuum Poster for Readers and Educators.*

Annotated and Bibliographies of Learning Resources

Edited and published these documents:

- *Chemistry Grade 11 and Grade 12 Learning Resources: A Reference for Selecting Learning Resources (August 2007);*
- *Education for Sustainable Development Grade 7 to Grade 9 Learning Resources: A Reference for Selecting Learning Resources (May 2007);*
- *English as an Additional Language Kindergarten to Grade 12 Recommended Learning Resources: A Reference for the Selection of Learning Resources (April 2007);*
- *Physics Grade 11 and Grade 12 Learning Resources: A Reference for Selecting Learning Resources (October 2007);* and
- *Social Studies Grade 9 Learning Resources: A Reference for Selecting Learning Resources (August 2007).*

Field Support Activities:

- Consultants worked with teacher implementation teams to deliver regional Year-at-a-Glance sessions in support of early years and middle years mathematics; early years, middle years and senior years social studies; Grades 10-12 science; and K-12 physical education/health education. Branch consultants also supported implementation of the Middle Years Assessment, Grade 3 Assessment in Reading and Mathematics and the Early Numeracy Initiative. Branch consultants supported implementation of Geographic Information Systems (GIS) software for middle and senior years schools. Consultants also co-ordinated summer institutes related to arts education, mathematics, physical education/health education, social studies, EAL programming, GIS, as well as assessment and literacy across the curriculum (the latter two in partnership with the University of Manitoba).
- In response to requests, consultants delivered school/divisional in-services for teachers and/or administrators in a number of areas:
 - Curriculum: mathematics, science, physical education/health education, arts education, English Language Arts Developmental Writing Continuum, Literacy across the curriculum K–8,
 - Assessment: classroom-based assessment and grading, using assessment information to improve learning, reading and writing assessment in the middle years,
 - Other: Education for sustainable development, teaching in multilevel classrooms, Aboriginal awareness, anti-racism and intercultural education, International language programming, English as an Additional Language (EAL) programming
- Collaborating with Brandon University in strategic planning for tomorrow's literacy learners and classroom-based assessment.

- Together with Winnipeg School Division and The Winnipeg Foundation, supported a feasibility study for the establishment of a Professional Learning Centre for Inner City Educators

In addition, Branch staff initiated professional learning opportunities for teachers, administrators and parents. These included sessions related to:

- Teaching and learning using information technology (Interdisciplinary Middle Years Multimedia Project, computer guided learning, STAPLE and online course delivery);
- Improving the teaching of Senior Years chemistry through Centres for Research in Youth, Science Teaching and Learning/Natural Sciences and Engineering Research Counsel-Prairies (CRYSTAL NSERC-Prairies);
- Education and career planning: The Blueprint for Life/Work Designs and Graduation Requirements; The Real Game and The Play Real Game (youth transition workshops)
- Senior years policies and programming; and
- Summer institutes: Literacy in the Early Years Classroom: Revisiting the Foundation for Implementation Document to Improve Student Literacy Outcomes; and Improving Reading Comprehension and expository Writing Outcomes for all Middle Years Learners.

Locally Developed Curricula

Approximately 1,600 School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) were received and registered as compared to the previous year as departmental curricula in new areas, such as computer science and ICT, were implemented. Staff provided consultation and advice to schools in the preparation of locally developed curricula. Online registration of SICs is available and this process permits schools and divisions to agree to share their local SICs with others.

Special Initiatives

School Improvement Project (SIP) – a School Improvement Project created through a partnership with MECY, Indian and Northern Affairs Canada (INAC), and Manitoba First Nations Education Resource Centre (MFNERC) focused on providing professional learning to teachers in 4 First Nations communities in Manitoba related to literacy, numeracy and technology. Consultants representing those three areas visited the four communities to provide an understanding of MECY curricula and initiatives to teachers and consultants.

Sustainable Development

In order to encourage and support educators in their efforts to integrate Education for Sustainable Development (ESD) into their teaching and learning, Instruction, Curriculum and Assessment Branch carried out the following:

- continued the implementation of an action plan for K-12 education;
- began the ESD categorical grant review meetings with school divisions to inform and be informed about ESD activity across the Province;
- website redesign;
- distribution of the Grades 5-12 *Declaration for Sustainable Living* poster and teachers guide;
- distribution of a K-4 Sustainable Living poster and related activities;
- distribution of parent pamphlets for students in K-4 and Grades 5-12;
- continuation of a project with Evergreen School Division focused on science curriculum support related to the Lake Winnipeg Watershed;
- development of a Grade 8 ESD focused water unit related to Lake Winnipeg;
- creation of ESD thematic units for Grades 7, 10 and 12;
- completion of the K-5 ESD learning resources review in partnership with Learning for a Sustainable Future;
- participation of Manitoba educators and departmental staff in the York University Sustainability and Education Academy (SEdA) resulting in a partnership with York University to bring this academy to Manitoba in the fall of 2008. This academy targets senior

administration to assist in fostering a climate of sustainability in all aspects of their school division;

- partnership with the Manitoba Education Sustainable Development Working Group (MESDWG) and Science Teachers Association of Manitoba (STAM) to bring an international ESD conference to Winnipeg for educators in the fall of 2008;
- partnership with International Institute for Sustainability (IISD) to benchmark ESD attitudes, values and knowledge in the adult population of Manitoba and in Grades 6, 8, 10 and 12;
- quarterly articles on ESD in Education Manitoba raise the profile of ESD; and
- Continued support for the UNESCO Associated Schools Project Network (ASPnet) in Manitoba schools, with a focus on sustainable development.

English as an Additional Language

The 2005 to 2008 ESL/EAL Action Plan resulted in a number of initiatives in 2007/08. Work continued on the K-12 curriculum framework document, which provides curriculum outcomes as well as guidance and support for schools related to the successful education and integration of newcomer and EAL learners as they move through various stages of their English language learning. The Branch supported divisions and schools in formalizing their planning and protocols for EAL and increasing local capacity for welcoming and meeting the needs of EAL learners and families. Educators at all levels have been made aware of the implications of increasing numbers of EAL learners in Manitoba schools. The Branch has continued its collaboration with Labour and Immigration and Advanced Education and Literacy to improve educational pathways for adolescent and young adult EAL learners in high schools, adult learning centres and adult English language training programs. The timelines on the development of the Aboriginal EAL strategy were revised to allow for further research. The Branch clarified policies and guidelines for EAL programming and funding, and included the EAL Support Grant in the Categorical Grant Review process. The EAL Advisory Committee met to guide the implementation of the Action Plan.

Kindergarten to Grade 12 Action Plan for Ethnocultural Equity

ICAB has the lead role in co-ordinating the implementation of the Action Plan for Ethnocultural Equity. The primary focus of the work in this year focused on revising the implementation plan, completing several actions that were launched previously, and commencing the implementation of several initiatives that had not yet been addressed. Actions that were launched included:

- Creation of a Project Management Team for the Action Plan;
- Establishment of experts/external advisory panel;
- Formation of a project team and commencing work on developing a position statement and funding guidelines to promote multilingual education and encourage the learning of additional languages;
- Formation of a project team and commencing work on increasing diversity and equity content on the MECY website, including the development of a new website to provide educators and students with resources to promote diversity, intercultural and anti-racism education;
- Establishment of a project team to renew the Department's Multicultural Education Policy and developing an informational campaign on diversity and equity; and
- Establishment of an internal team to research and explore the feasibility of developing a set of indicators for monitoring the educational pathways and success of EAL learners in Manitoba's schools.

IGNITE Camps

IGNITE is a partnership between IBM and MECY and its purpose is to Ignite student interest in Technology and Engineering. Training on running an IGNITE Camp was provided to five teachers from Winnipeg School Division (WSD), and camps were held in two WSD schools in spring 2008. Further camps are being planned with WSD, St.James-Assiniboia School Division, and with MFNERC.

Study on Impact of New Grade 11 and 12 Policy – MECY and Healthy Child Manitoba Office are working in partnership with Regional Health Authorities, CancerCare Manitoba, Manitoba Health and Healthy Living, University of Manitoba and other stakeholders to collect valuable health data to evaluate the initial impact of the new PE/HE policy. The baseline data collection beginning this spring includes the Youth Health Survey, Accelerometer Data Collection, and School Health Environment Survey.

Middle Years Initiative

The Instruction Curriculum and Assessment Branch has the lead role in co-ordinating the Middle Years Initiative. In January 2007, a committee of MECY consultants was formed to begin the development of a three-year plan for the Initiative. This plan will address student engagement and experiential learning approaches for Grades 5-8. Activities will include professional learning for teachers, a focus on careers across the curriculum, enhanced opportunities for career exploration in the community and literacy initiatives. The group met with knowledgeable educators in the Middle Years field (teachers, administrators and an Education faculty member) and identified current departmental projects that can be integrated into the Initiative.

Career Development

As part of the implementation of the Career Development Action Plan, MECY developed a survey for Manitoba school divisions to provide their current career development policies and practices. The results have been received and the report has been completed. Career Development curricula was developed for Grades 9-12, and professional development sessions were held. An online career development program "Career Cruising" was provided to all schools. The revised version of the Real Game, which promotes occupations in the trades and technology was provided to all Middle Years schools as well as teacher training. A partnership with Career Trek was established to develop a resource designed for teachers to enable them to integrate career development into various subject areas at the Middle Years level.

As part of the three-year joint Education, Citizenship and Youth/Canada Millennium Scholarship Foundation research project, Future to Discover, staff completed year two of the student programming in participating schools and initiated the third and final year of activities. Staff participated in delivery of numerous presentations on the project, including the Manitoba release of the Early Implementation Report.

Support for the Arts

The Instruction, Curriculum and Assessment Branch, in partnership with other governmental and non-governmental agencies support a number of Arts-related initiatives, including ArtsSmarts, Music Month, and a student mentorship program within the Manitoba Rocks! Garage Band Project.

Special Grants

The Instruction, Curriculum and Assessment Branch provides support to the field via the administration of a number of grants:

- For schools/school divisions: Middle Years Experiential Learning Grant, Intensive Newcomer Support Grant, EAL Support Grant, Sustainable Development grants, Music Month grants, Early Literacy Intervention Grant, Heritage Languages Grant;
- For teachers: Education for Sustainable Development grants, Manitoba Scientists in the Classroom grants, Music Month grants, Youth Performing Arts Travel Grant; and
- For students: Manitoba Rocks! Garage Band Project.

Staff have also been involved in the development of a new reporting structure for grants, whereby one-third of school divisions will be required to provide detailed reporting each year, while the remaining divisions supply only financial reports.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Salaries and Employee Benefits	6,592.4	108.04	8,360.7	(1,768.3)	1
Other Expenditures	7,031.3		6,477.4	553.9	
Assistance	256.3		262.8	(6.5)	
Total Sub-Appropriation	13,880.0	108.04	15,100.9	(1,220.9)	

1. Under expenditure is due to payment of seconded staff budgeted in Salaries but paid from Other Expenditures, Voluntary Reduced Workweek savings, and a delay in filling vacant positions. Variance also reflects additional savings from a reduction in the requirement for casual staff/markers related to Grade 12 Standards Test, a maternity leave without replacement, sick leave without pay, and reduced salary requirements for the Future to Discover Pilot Project (with a corresponding reduction to revenue).

Program and Student Services

The mandate of the Program and Student Services Branch is to work closely both inter-departmentally and with educators and families to promote and support the effective development and implementation of provincial policies, programming, and planning and priority initiatives that support the educational success of students in the K-12 educational system in Manitoba. The Branch delivers specialized education and support services to students in K-12 schools who have exceptional learning needs, including those who are blind/visually impaired and Deaf/hard of hearing. The Branch also provides library/media resources and information services and consultation to school division personnel, collateral personnel, and parents. The Branch's primary goal is to provide support to schools through effective planning, monitoring of categorical support and the provision of professional learning opportunities. Of primary importance to the goal of support to schools is the facilitation of a strong link among schools, families and communities.

The objectives of the Branch are to support the development of appropriate educational programming and maximize learning outcomes for students with diverse needs; to provide special format materials and learning equipment; to administer educational programming at the Manitoba School for the Deaf; to approve and monitor categorical funding to both provincially funded and independent funded schools; to negotiate and monitor educational service agreements with institutions providing specialized programming; and to facilitate interdepartmental service co-ordination for students with special needs.

The Branch is organized into four units and the Manitoba School for the Deaf (MSD) with the following functions:

- **The School Support Unit** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band operated schools, regarding the Department's appropriate educational programming standards, policies and guidelines, and collaborates with divisions to develop activities to support the implementation of priority areas. The Unit facilitates a stronger link among schools, families, and communities through the provision of parent-friendly support materials, information-sharing sessions for families, and partnerships with organizations that provide a voice to parents in the education system. The Unit is involved in school improvement activities through school and divisional planning sessions as well as parent and community initiatives. The Unit is also involved in collaboration and consultation with divisions to engage in meaningful Aboriginal family and community involvement in the education of Aboriginal

students and in the integration of Aboriginal perspectives into all curricula. This dialogue will help to address issues pertaining to the academic achievement of Aboriginal students.

- **Deaf and Hard of Hearing Services Unit** provides consultative support and information to school divisions and funded independent schools with respect to programming for students who are Deaf and hard of hearing. The Unit focuses on the six departmental priorities specifically supporting: improved student outcomes; linkages among schools, families and communities; school-wide planning; learning opportunities for educators; student transitions; and the linkage of policy and practice to research and evidence in regards to students who are Deaf and hard of hearing.
- **The Manitoba School for the Deaf** provides education based on the Manitoba provincial curriculum to students who are Deaf or hard of hearing from K-12 in an American Sign Language (ASL)-English bilingual/bicultural environment. See the section on The Manitoba School for the Deaf contained within this report.
- **Blind/Visually Impaired Services Unit** provides consultative and material support to school divisions and funded independent schools for programming for students who are blind or print impaired. Through the Special Materials Services, support is provided to students in K-12 who require textbooks and materials in Braille, large print, audio and electronic formats.
- **The Instructional Resources Unit** continues to provide K-12 educators with curriculum implementation support, professional development resources, and educational research materials; departmental staff with essential library services and resources including the latest educational research; teachers-in-training with library services as preparation for teaching; and all of the above clients, including the general public, with library services to facilitate life-long learning and parental involvement.

School Support Unit

Support for the implementation of Appropriate Educational Programming, an Amendment to The Public Schools Act and the Standards for Student Services continues to be a priority for the School Support Unit.

The Unit supported school divisions during Bullying Awareness Week by conducting the Not in My School! Video Challenge 2007/08 which invited students, classroom teachers and school staff to work together to promote safe school climates. The challenge is part of a broader Safe and Caring Schools initiative and was received very well by Manitoba schools.

The Unit is in the process of implementing the recommendations from the External Funding Review of the Level II and III application process developed through extensive consultation with school divisions and other partners. Implementing maximum year funding for students with life-long disabilities who meet current funding eligibility criteria, multi-year funding for eligible students who meet Emotional/Behavioral Disorder (EBD) II criteria and a process for annual reporting of attendance were the first recommendations to be implemented. Response about the consultation process used for the review as well as the implementation plan has been very positive.

In the 2007/08 school year, MECY revised the Categorical Grant and School Plan Reporting processes and is working with school divisions to make the reporting processes more efficient while meeting the shared need to collect and utilize information for continuous improvement.

The revised Categorical Grant and School Plan Reporting processes consist of a three year reporting cycle with visits to school divisions on a rotational basis. The Department team responsible for the process has completed their interview visits to school divisions identified for the first rotation. The school division response to the visits was positive and increased the opportunity for dialogue and collaboration between divisions and MECY while supporting accountability.

Consultants for Student Services/Special Education continue to provide professional learning opportunities to support schools and school divisions. Province-wide sessions were held for student services administrators and resource and special education teachers on request from the regions

and/or school divisions. Clinical supervision was provided on request for speech/language pathologists, social workers, and psychologists employed by school divisions in rural and northern Manitoba. School division consultations were provided for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders, and extensive learning and communication disorders.

Special needs programming support was monitored through the review of divisional Student Services Plan Reports. In partnership with educators across the Province, professional learning opportunities were provided through regional in-services and workshops to promote academic achievement for students through the planning of the Early Childhood Development Initiative, the Aboriginal Academic Achievement grant, the Early Literacy Initiative, and the Early Behaviour Intervention Initiative. Professional development opportunities in the areas of positive behaviour planning, autism, individual educational planning, policy implementation, counselling and other programming supports were also provided for educators throughout the Province. Annual orientation sessions were held for new Student Services Administrators, principals, and English and French resource teachers.

Consultants for the Unit reviewed school/divisional plans as submitted to the Branch. Staff reviewed the information submitted, consulted with schools/divisions and provided further support as requested.

The Unit provided support to parent councils and advisory councils for school leadership.

The Unit continues to work with school divisions and communities to support the implementation of the following documents:

- *Appropriate Educational Programming in Manitoba: Standards for Student Services;*
- *Appropriate Educational Programming: Handbook for Student Services;*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities,* and accompanying Brochure;
- *Working Together: A Guide for Parents of Children with Special Needs,* and accompanying Brochure;
- *Helping your Child Succeed in School: A Guide for Aboriginal Parents, Families and Communities* with audio CDs in English, French, Cree and Ojibwa;
- *Building School Partnership: A Handbook for Parents, Families, Councils and the School Community Supporting Inclusive Schools; A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder Supporting Inclusive Schools; A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder (français version);* and
- *Not in My School* – Learn how you can help stop bullying at school and in your community brochure.

In consultation with MASS, MAST, MTS, MAPC, SSAAM, the First Nations Education Resource Centre and community consultations, the following documents were completed:

- *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community;*
- *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach;* and
- *Speaking and Listening; First Steps to Literacy.*

The Unit has a leadership role within MECY to work with school divisions and communities towards the implementation of the appropriate educational regulations and standards through consultation, in-servicing, and support tools.

Categorical Grants

The *Early Literacy Intervention Initiative* was allocated provincially to divisions to support Reading Recovery™ and other internally/externally developed early literacy programs intended to dramatically increase the reading and writing proficiency of the lowest achieving Grade 1 students.

Special Needs Categorical Funding was allocated provincially for students requiring and receiving extensive support in educational programming. The student specific application process and the review of applications continues to meet the Unit goals of portability and maximum/multi-year funding. Professional development opportunities for those educators involved in special needs funding are ongoing.

The *Aboriginal Academic Achievement Grant* was allocated to school divisions across the Province to address the need to improve the academic achievement of Aboriginal students by encouraging schools to develop measurable outcomes and indicators for Aboriginal students. The majority of the grants were allocated for human resources (teachers and teacher assistants) and for literacy and language development materials. All school divisions provided detailed programming plans and evaluation reports. A report on those plans was developed for distribution to schools.

The *Early Childhood Development Initiative* has provided school divisions with support to respond to their local needs and priorities and implement intersectoral services for pre-schoolers (birth to age 5) to increase readiness for school entry.

Additional activities

Some of the additional activities the School Support Unit is involved in are:

- The annual Student Services Forum 2008 in partnership with SSAAM for 400 educational participants. The event offered educators diverse learning opportunities and was very well received.
- The annual Safe Schools Conference in partnership with Safe Schools Manitoba

The Unit is working on the following new initiatives:

- Working on a Student Services Action Plan to enhance rural and northern education including the rural and northern clinician bursary
- Began implementation of the initiative to support students with exceptional needs in rural and northern Manitoba by increasing MECY's capability to provide professional learning opportunities, and to communicate with school teams, in rural and northern schools/school divisions. The initial phase included the procurement of Tandburg communication equipment for video conferencing sites that will be compatible with existing capabilities in the education network.
- Began recruitment process for three consultant/specialists to facilitate increased support to school teams in rural and northern school divisions/districts.
- Planning for the Pan Canadian conversation on Resiliency
- Working with educational and departmental partners to enhance access to mental health services, transition planning and opportunities after school leaving,
- Finalizing the revision of the IEP Handbook
- Early Speech and Language partnership with Winnipeg School Division directed towards Nursery-Kindergarten children within low-income neighbourhoods.
- Justice Intake Team, partnership with Justice and Winnipeg School Division to provide diagnostic and transition support for youth who are incarcerated.

Staff continue to be involved in several interagency projects including:

- the Unified Intake and Referral System (URIS);
- Transition Planning for Youth aged 16-21;
- Specialized Services for Children and Youth;

- Planning in Education;
- Early Childhood Development Initiative;
- Fetal Alcohol Spectrum Disorder Strategy Steering Committee;
- First Nations Persons with Disabilities;
- The Provincial Advisory Committee on Child Abuse; and
- the Multi-jurisdictional Implementation Team (sexually-exploited children).

Departmental Policies and Guidelines

The Branch provided support through professional learning opportunities, consultation and collaborative planning with school divisions in the implementation of the Department's policy documents as they relate to the work of the Branch. Divisions received support in developing the skills required to implement professional development opportunities. Communication and collaboration with school divisions occurred on a regular basis in support of initiatives that were a priority for both school divisions and the Department. A priority throughout all initiatives was the inclusion of Aboriginal perspectives, the increased involvement of families and community and appropriate educational programming.

Deaf and Hard of Hearing Services Unit

The Deaf and Hard of Hearing Services Unit includes consultants for the Deaf and hard of hearing, the Outreach Team and Educational Interpreter Consultants who support educational programming throughout the Province. The Outreach Team works in conjunction with the Manitoba School for the Deaf (MSD). Specialized resource personnel from MSD are accessed to support students throughout the Province as required.

Five consultants for Deaf and hard of hearing provide itinerant support to over 300 students in their local schools. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, supporting the Individual Education Planning process, academic programming, providing workshops, suggesting links to available resources and agencies, and assisting with student and classroom amplification equipment. Consultants supported students with a hearing loss who relied upon cochlear implants, amplification devices, speech and/or American Sign Language to communicate. They provided opportunities for staff professional development and events that encouraged student networking across the Province.

The consultants for Deaf and Hard of Hearing Services work with the Outreach Team members from the Unit to provide a broader constellation of services. Outreach team members included teachers, language specialists who are Deaf and Educational Interpreting Consultants. They support children who use ASL in their community-based programs. Their support included exposure to Deaf individuals, modeling the use of ASL and facilitating ASL skill development of staff who worked with these students. ASL demonstrations, workshops, classes and clubs were facilitated throughout the Province. More frequent contact with schools through D-Link technology and video phones has enhanced distance support to some rural and northern communities. Various workshops related to ASL usage and interpreting were also provided. At the request of schools, the Educational Interpreter Consultants assessed the interpreting skills of many educational assistants who used ASL in their school programs.

The consultants for the Deaf and hard of hearing and the Outreach Team members and resource staff at the Manitoba School for the Deaf provide specialized services including psychology, social work, audiology, speech language pathology, guidance and ELA/ASL support for students who are Deaf and hard of hearing and attending their home community schools.

Staff worked closely with members of the Advisory Board on Deaf and Hard of Hearing Programs and the Manitoba Association of Visual Language Interpreters.

The Deaf and Hard of Hearing Services Unit participated in a number of partnerships that support department priorities:

- Continued collaboration with the University of Manitoba to develop the first Deaf specialization in the post-bachelor (after degree) program. The first six credit course was offered in July, 2006.
- A Letter of Agreement with the Manitoba First Nations Education Resource Centre (MFNERC) in May, 2007. The Letter of Agreement allowed one staff from MFNERC to work with the MECY Deaf and Hard of Hearing Services Unit in a learning/mentoring relationship while providing consultative support to First Nations communities in regards to programming for students who are Deaf and hard of hearing. The MFNERC staff supported MECY staff around understanding and working with individuals, schools and communities involving First Nations cultures.
- Letter of Agreement with Nunavut. A staff member traveled to Nunavut to support several Deaf students in their home communities in February, 2007.
- Aligned with the existing MOU with Toyohashi School for the Deaf in Japan, three students visited the Manitoba School for the Deaf in December, 2006. Three students from the Manitoba School for the Deaf will travel to Japan in October, 2008.
- Continued to organize an annual Provincial Forum with stakeholders (a cross section of varied professionals, Deaf community members, and 12 different organizations) involved in the field of Deaf education from across the Province.
- Co-hosted a Provincial workshop with the Society for Manitobans with Disabilities for educators new to the field and working in the mainstream with students who are Deaf and hard of hearing.
- The unit supported and organized opportunities for Deaf and hard of hearing students, their teachers and families to collaborate, interact, and learn together, including student afternoon or evening get-togethers, networking days for staff, professionals and families, and overnight camps targeting rural and northern students.
- In collaboration with the Central Speech and Hearing Clinic an initiative to build the capacity of school divisions in regards to auditory-verbal therapy was begun. This project is targeted for implementation in September, 2008.
- In collaboration with five educational partners (Mystery Lake School Division, Frontier School Division, the Society for Manitobans with Disabilities, Burntwood Audiology and MFNERC) a Resource Centre of the North in Thompson was established. The goal is to provide more local services, supports and learning opportunities (for both staff and students) in regards to working with students who are Deaf and hard of hearing and with students who have learning disabilities.
- Development of a support document to be distributed in fall, 2008. The document will support the development of strategies to facilitate the implementation of appropriate education programming for students who are Deaf and hard of hearing.
- Continues to work with the Instruction, Curriculum and Assessment Branch to develop an ASL1 and ASL2 provincial curriculum to be piloted in September, 2008.

- Collaborated with Student Services Coordinators and Red River College to work towards a solution to rectify the severe shortage of educational interpreters in schools. The goal is to build interpreting capacity within schools who have Deaf or hard of hearing students.

Blind/Visually Impaired Services Unit

The Blind/Visually Impaired (BVI) Services Unit provides direct programming, consultative services and material support to school divisions and funded independent schools for programming to K-12 students who are blind/visually impaired. The consultants for the blind/visually impaired and the Special Materials Services Unit support schools in programming for students that includes Braille, specialized technology/adaptive equipment, as well as orientation and mobility training.

The BVI Services Unit hosted the 19th Annual Manitoba Orientation and Mobility Conference in Steinbach.

A database to track the Vision Screening Program was completed, enabling schools to submit their data directly to the BVI Services Unit. Approximately 20,000 students are screened annually.

Through Special Materials Services, support is provided to students in K-12 and Post-Secondary Institutions who require alternate format textbooks and materials in Braille, large print, audio, and electronic formats. Special Materials Services creates customized books for individual students who are blind/visually impaired. Special Materials Services' library loans are provided to students who are visually impaired, cognitively impaired, physically impaired and otherwise perceptually disabled, as defined by the Canadian Copyright Act.

Staff continue to work inter-provincially to share resources, reduce costs, and to research best practices for the benefit of students who are print impaired in Manitoba. This is accomplished through the co-operation of the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER). It is estimated that the cost savings due to Inter-Library Loans amounts to approximately \$290,000.00 annually.

The BVI Services Unit continues to be involved in a project with Canadian publishers, the Canadian Library Association, and Library and Archives Canada to collect publishers' text files for transcription into alternate format textbooks.

A Letter of Agreement was signed with MFNERC, providing them with alternate format textbooks, Braille, large print, audio and electronic textbooks to ensure these resources are now available to students in First Nation Schools.

Instructional Resources Unit

The Instructional Resources Unit (IRU) continued to build local capacity to improve teaching and learning, focusing on the following major activities:

- Selection, acquisition, and cataloguing of learning resources, provision of print and electronic access to IRU collections, as well as reference and information assistance. The IRU provided library services in support of K-12 curriculum implementation, Appropriate Educational Programming, the Aboriginal Education Strategy, diversity and equity education, educational research, and professional learning to address K-12 educators' needs.
- With more than 9,000 active registered clients, staff fielded 18,180 queries, catalogued over 9,235 new items and circulated 109,194 resources. Seventy-nine Inter-Library Loans were completed for departmental staff. Twenty-seven programs of instruction were presented to 357 teachers and teachers in training in the IRU and three displays and programs of instruction were presented externally.
- IRU participated in the 2007 Manitoba Safe Schools Forums to support teachers and parents of Grade 7-9 students in dealing with the issues of substance abuse in schools. IRU

developed a portable website on CD-ROM that included material that was presented at the 2007 forums as well as additional material dealing with addiction and substance abuse, awareness and preventive strategies, as well as with a DVD containing presentations on Crystal Meth.

- The IRU acquired over 646 audio-visual items and other non-print titles including resources recommended for Social Studies, English as an Additional Language and Sustainable Development.
- Media duplication rights for both VHS and DVD formats were acquired for the 2008/09 year for CBC News in Review, as well as for Canada: A People's History.
- IRU's website was actively visited by over 1,000,000 clients and visitors using its educational rich information, including fulfilment of 650,000 successful requests for specific web pages. The Online Public Access Catalogue (OPAC), the IRU's main gateway to educational resources, served over 2,918,938 users. IRU served over 22,000 registered visitors to the Virtual Education Information Service, providing them with full text journals and e-Books online.
- Acquisition, cataloguing and dissemination of resources identified through the Western and Northern Canadian Protocol and Manitoba Reviews of Learning Resources.
- Research for departmental staff in the areas of: Literacy, At-Risk Youth, the education of students living in poverty, Aboriginal pedagogy, and a Manitoba Education Resource Network and Brandon University research component for teachers in training.
- New and revised bibliographies and catalogues included: Louis Riel and the Métis People (new), Schools as Professional Learning Communities (new), New Teachers (update) and the Periodicals Catalogue (update).
- Application of emerging technology both for electronic collections and patron services; improving the virtual library accessibility to all Manitoba K-12 educators and Department staff to support current awareness and information needs, including electronic bibliographies and new acquisition lists; as well as provision of enhanced OPAC along with a number of recently acquired electronic books and full text educational journals.
- Provision of copyright clearance through the Schools/CanCopy Pan-Canadian Agreement 1999-2004, which was extended on August 26, 2004, as well as copyright information assistance and workshops. In response to Access Copyright filing a tariff for K-12 education with the Copyright Board for \$7.24/student/annum, the CMEC filed as objectors both to the level of the tariff and to retroactivity. The CMEC Copyright Consortium proposed a tariff of \$2.43/student/annum. The case is before the Copyright Board, with a decision by the Copyright Board expected in December 2008. The "Canadian Copyright Information" website at <http://www.edu.gov.mb.ca/K-12/iru/copyright/index.html> was updated and expanded.
- Development, through the CMEC, of a framework for a national digital copyright policy, which was recommended to the federal government for the revision of copyright law. The key element is the proposed Educational Use of the Internet amendment which would permit teachers and students, Kindergarten through Post-Secondary, to use publicly available copyrighted information on the Internet, without seeking permission or paying royalties.
- Provision of efficient and effective delivery for new School Programs Division documents and other education literature, to specified groups and individuals in schools and Board offices via monthly bulk mailings. Approximately 1,352,030 items were distributed through bulk mail services.
- Provision of support services are provided to school libraries, including reference and collections assistance, consultations, reviews of new and renovated school library facilities, cataloguing information, and website information. WebExport provided customized cataloguing through the Internet to over 110 school libraries in Manitoba.

Interdepartmental Co-ordination of Services

The Branch continued its involvement at interdepartmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional services needs, and their families, receiving services from several departments and/or agencies (Education, Citizenship and Youth,

Family Services, Health, Justice, and Healthy Child Manitoba). The Branch also continued to implement the interdepartmental protocol agreement for the co-ordination of services for children and adolescents with severe to profound emotional/behavioural programs. This included the involvement of an interdepartmental decision-making process for the provision of Level III special needs support for the school component of comprehensive interdepartmental service plans for such students. Working with staff from Family Services and Housing, Justice, Health, and Healthy Child Manitoba, the various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs.

Sustainable Development

The Program and Student Services Branch staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the “needs of the public” are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development including decision-making, planning, budgeting, and procurement processes. Sustainable development procurement action plans have been developed and activities carried out and monitored by the Branch Sustainable Development Co-ordinator/Sustainable Development Team. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices. Regarding Education for Sustainability, the Manitoba School for the Deaf continues to engage in sustainability-focused teaching and learning initiatives to maintain the Green School status achieved in 2003.

The Program and Student Services Branch continues to consider the long-term impacts of decisions regarding its programs and services on the economy, the environment, and the health and well-being of staff. Fuel consumption has been reduced by requesting staff travel together whenever possible and sustainable development has been considered throughout procurement processes. Activities such as encouraging staff to attend Green Day Luncheons have helped to increase the awareness of sustainable development initiatives in the Branch. Staff are encouraged to utilize electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field.

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	Actual 2007/08 \$000	Estimate 2007/08		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
Salaries and Employee Benefits	4,594.6	86.00	5,330.5	(735.9)	
Other Expenditures	2,722.1		2,463.4	258.7	
Assistance	164.5		167.8	(3.3)	
Total Sub-Appropriation	7,481.2	86.00	7,961.7	(480.5)	

Bureau de l'éducation française

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate, and administer policies and programs relating to French-language education. The Division is comprised of four branches: Curriculum Development and Implementation, Educational Support Services, Official Languages Programs and Administrative Services, and Library and Materials Production. Together, the branches provide a complete range of services, including all of the programs emanating from the Canada–Manitoba Agreement on Minority-Language Education and Second-Language Instruction. The Division's clientele includes the *Français* and French Immersion schools, and the schools offering Basic French courses. The Division also maintains a liaison with the Collège universitaire de Saint-Boniface.

In the context of its strategic planning exercise, the Division adopted four major strategic orientations: Promotion; Educational Programs and Resources; Professional Learning; and Policies and Research. These orientations will allow the BEF, its management team, and its personnel to establish activities guided by prior collective reflection and thereby increase its leadership. These four strategic orientations are the cornerstones on which the BEF will base itself to achieve its expected results.

In order to achieve these results, the Division will focus on the following goals:

Promotion

- Make the programs and services offered by the BEF better known; and
- Increase student enrolment in the *Français* and French Immersion programs and the Basic French courses between now and September 2009.

Educational Programs and Resources

- Affirm leadership in the area of curriculum design; and
- Identify, design and offer quality educational resources that support program implementation.

Professional Learning

- Create a professional environment that encourages renewal and prepares for succession; and
- Implement activities that correspond to the immediate and ongoing needs of teachers and administrators who use the services and programs of the BEF.

Policies and Research

- Examine certain educational concerns to guide the development of policies and programs based on research results; and
- Develop policies that take into account the particulars of the BEF's three client groups.

It should be noted that in 2007/08, 5,378 francophone, 18,214 French Immersion, and 65,534 Basic French students benefited from the services of the BEF Division.

The Bureau de l'éducation française has the broad departmental lead responsibility for the development and implementation of a Rural Education Strategy. In 2007/08, MECY hosted a Rural Education Seminar at the April 2007 Rural Forum held in Brandon, where challenges and opportunities were discussed with over 150 participants. MECY has also co-sponsored a research project, in partnership with the Canadian Council on Learning, to investigate and examine further actions that may be taken to address issues related to declining enrolment. These activities and those conducted in the recent past years have been used to support the development of a Rural Education action plan to be distributed in the fall 2008.

Sustainable Development

Since Manitoba's adoption of the *Sustainable Development Act* a few years ago, the BEF Division has been more specific about incorporating the concept of sustainable development into its annual planning process. All of the above-mentioned branches have thus applied the principles of sustainable development to their operations in compliance with the legislation.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	171.0	2.00	174.1	(3.1)	
Other Expenditures	58.7		23.4	35.3	1
Total Sub-Appropriation	229.7	2.00	197.5	32.2	

1. *Over expenditure is mainly due to greater professional and legal fees than anticipated and greater travel costs than budgeted.*

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch (CDIP) develops the French as a First Language (FL1), French as a Second Language – Immersion (FL2-I) and Basic French curricula. The CDIP has two principal mandates. Firstly, it is responsible for developing French education curricula; these curricula provide the basis for instruction, learning and assessment in various subjects and courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.

Apart from these two principal mandates, the CDIP fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology in Manitoba schools;
- developing the French version of the Education, Citizenship and Youth website;
- developing distance learning courses (in paper and electronic format); and
- developing policy.

Less directly, the CDIP supports the development and implementation of the assessment instruments developed by the Educational Support Services Branch (for learning assessment in Lecture, FL1 and FL2-I) and the Instruction, Curriculum and Assessment Branch (for learning assessment in Notions de calcul, Mathématiques, Anglais, and English LA – Immersion).

The Branch also consults school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the Pan-Canadian level; those for Anglais, English LA – Immersion, FL1, FL2-I, Mathematics and Social Studies at the Western and Northern level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut; and those for Physical Education/Health Education, Arts Education and Basic French at the provincial level.

Work related to curriculum development and implementation continued in all school subjects.

Anglais and English LA – Immersion

All of the Anglais and English LA – Immersion curricula have already been distributed in the schools. Distribution of these documents was followed by training sessions. In addition to the curriculum implementation sessions, a considerable amount of time was devoted to the reciprocal relationship between classroom teaching, learning, and assessment and the pedagogical theory and practices that foster and emphasize that relationship.

The CDIP collaborated with the School Programs Division in the development of support documents and bibliographies of resource material and their distribution to the schools of the CDIP's two client groups. It is the responsibility of the BEF to deal with any questions related to these documents.

Phase I of the Developmental Reading Continuum project for grades 1–4 in French Immersion schools and grades 3 and 4 in Français schools continued to evolve. A brochure was developed and distributed to help teachers and parents understand how to use a developmental reading continuum and get them to encourage learners to read. A *Thinking Like a Reader* poster was developed to help learners develop reading strategies and reflection skills. The BEF is currently working with the School Programs Division on a project to promote a classroom-based approach to diagnostic and formative assessment of listening and speaking skills as early as Kindergarten.

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of provincial Anglais and English LA – Immersion tests, and on the development and implementation of formative assessment policy for Grade 3 and the Middle Years in particular.

Lastly, the BEF continued developing policies on English as an Additional Language (EAL) learning. The BEF collaborated with the School Programs Division to develop K–12 curricula for EAL and for newcomers.

Arts Education

The BEF worked closely with the School Programs Division on the Manitoba arts education curriculum development project, which covers four disciplines: music, dance, drama and the visual arts. The curriculum framework of outcomes for K–8 is in the final stages of development and will be available for voluntary implementation in September 2008 on a new website designed to provide virtual support for implementation. Implementation of the K–8 curricula for FL1 and FL2-I will begin this fall. Orientation sessions on the new frameworks will be offered over the course of the coming year. Work will continue on the development of the learning outcome frameworks for grades 9–12 in September 2008.

In cooperation with the School Programs Division, the BEF was actively involved in the April 2008 Celebrating Music in Manitoba Schools project. This was a multi-pronged initiative that included developing a proclamation, a poster and a document describing the events of Music Month as well as suggestions for exploring music in the classroom; administering Music Month grants to facilitate collaboration between Manitoba musicians and schools; the Manitoba Rocks! Garage Band Project, a mentorship program for young Manitobans who perform their own music; and noon-hour musical performances at the Legislative Building every Wednesday in April in partnership with the Manitoba Music Educators' Association.

Physical Education/Health Education (PE/HE)

The Department was given responsibility for implementing certain recommendations of the *Healthy Kids, Healthy Futures* all-party task force report. The BEF is involved in the following activities ensuing from the recommendations:

- joint organization with the School Programs Division of planning sessions to support schools in the implementation of the new grades 11 and 12 PE/HE credits that become compulsory in September 2008 (English-only sessions in the fall of 2007);
- joint development with the School Programs Division of the grades 11 and 12 PE/HE curriculum;
- organization of two orientation sessions for schools to support the implementation of the compulsory PE/HE Framework for grades 11 and 12 (sessions held in the spring of 2008).
- joint development with the School Programs Division of the resource, *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*, which provides risk management guidelines for schools implementing the OUT-of-Class delivery model.

The BEF organized an orientation session for new teachers to support implementation of the K–10 Framework that has been compulsory since the 2005/06 school year.

The BEF is also partnered with the Department of Health and Healthy Living in Manitoba's Healthy Schools initiative. The PE/HE curriculum consultant was involved in Healthy Schools projects and activities, including

- the development and distribution of the *Défi Vivre en santé 2008* (2008 Healthy Living Challenge) resource; and
- the *Écoles en santé en mouvement* (Healthy Schools *in motion*) project.

The BEF was involved with various partners in the development, translation and distribution of a package of resource material for Manitoba Addictions Awareness Week.

The BEF was represented on a regular basis at conferences and meetings of the Agencies for School Health, the Manitoba Physical Education Supervisors Association, the Association manitobaine d'Éducation physique, the Physical Activity Coalition of Manitoba, and the Manitoba High School Athletic Association.

Basic French

A number of workshops were provided to K–12 teachers throughout the Province. These included sessions and workshops on the communicative and experiential approach; new resources at the Library and Materials Production Branch (DREF); Francophone and Franco-Manitoban culture; formative evaluation; integrating arts education, literacy and media; and Make and Take sessions meeting the needs of the school division.

Preparations are being made to launch the web-based Grade 12 Basic French course, as well as *Les contés animés V* and the support document, *The Making of the Animated Video Series, 'Les contes animés'*. In addition, the support document on integrating information and communication technology into grades 7–8 Basic French instruction was revised. The *Tout le monde à table* document on teaching Basic French in the multilevel classroom was completed.

This was Year 2 of the Intensive French (IF) approach at Athlone School in the St. James–Assiniboia School Division. The Enhanced French approach is being implemented in grades 6, 7 or 8 at Shamrock and Windsor schools in the Louis Riel School Division, and at Bruce Middle School. Several presentations, sessions and workshops were provided throughout the Province with respect to implementation of the project and the promotion of Intensive French. The BEF arranged for two researchers, Claude Germain and Joan Netten, to visit schools offering Intensive and Enriched French. Two Basic French consultants and the liaison officer were trained in the IF approach during two summer practicums, as were three other divisional consultants. The BEF supported the training of the teachers, consultants and principals involved in IF/EF. The BEF also handled the Intensive French assessment. A team of evaluators trained by the BEF initiated oral testing in IF schools. The same team was trained in the assessment of written French by Basic French curriculum consultants. The BEF's Basic French consultant sat on the national Intensive French steering committee and two teachers sat on the national Intensive/Enhanced French units drafting

committee. A BEF-run steering committee made up of representatives of the school divisions involved in Intensive French met. The framework establishing the guidelines for Intensive French in Manitoba was translated.

A Basic French consultant sat on the provincial Ethnocultural Affairs Committee charged with reviewing the policy on teaching heritage and additional languages. The same consultant also sat on the categorical grant committee. Visits were made to the school divisions for the purpose of determining second language needs.

Both consultants sat on the committee charged with developing a kit for novice teachers to further develop their methodological skills and confidence in teaching in the second language.

The curriculum consultants ran three committees:

- The grades 4–6 multilevel classroom committee met several times during the year to finalize a document on teaching Basic French in the multilevel classroom. The document will suggest strategies, activities, assessment grids, etc. to make teachers more comfortable about teaching in multilevel classrooms.
- The grades 4–6 resource testing committee met several times during the year for the purpose of piloting publisher-provided resources with their Basic French students. The teachers brought their feedback and samples of work done by students to each meeting and the committee discussed the strengths and weaknesses of the new material. The committee then suggested resources for inclusion in the Manitoba Text Book Bureau Catalogue.
- A learning continuum committee was established to guide Basic French learning in K–12. A continuum will be created for each group of grades (K–3; 4–6; 7 and 8; and 9–12).

Two Basic French newsletters were distributed to Basic French schools. The newsletters, the format of which has been redesigned, inform teachers about initiatives at the national and provincial levels. The Basic French website was revised.

The curriculum consultants continued to collaborate with partners such as the Manitoba Association of Teachers of French, Canadian Parents for French, the Canadian Association of Second Language Teachers, and 233-ALLÔ.

French as a First Language (FL1)

Curriculum implementation sessions were provided to the *Division scolaire franco-manitobaine* (DSFM) during in-service days. A session on oral communication in the Senior Years was facilitated by a Quebec expert was offered to the teaching staff concerned.

Updating of the common framework of FL1 outcomes for K–12 continued under the aegis of the Western and Northern Canadian Protocol for Collaboration in Education (WNCP). As the co-ordinator of this project, the BEF compiled the data yielded by Phase 1 to produce an internal and external report on the state of FL1 learning. Phase 2 of the project, which consists of the actual updating of the common framework began and will continue.

The BEF collaborated in the development of two training kits on oral communication and reading and writing strategies for minority francophone schools as part of the Pan-Canadian French as a First Language Project of the Council of Ministers of Education, Canada (CMEC). The two kits were launched at the 2007 conference of the *Association canadienne d'éducation de langue française* (ACELF). A plan for implementing the kits is in the process of being developed.

Involvement in the development of the Grade 12 standards tests continued, as did the work related to Grade 3 and Middle Years assessment.

A committee made up of teachers and administrators from the DSFM and the consultant from the BEF was struck to develop a professional development plan for K–2 teachers with respect to the *phase d'accueil*. In addition, this committee is revising the existing *phase d'accueil* model based on the principles proposed in the CMEC's francization training kit for K–2 teachers. Training in connection with the *phase d'accueil* and the CMEC kit was provided to four pilot DSFM schools. This professional development and the work of the committee will continue in September 2008. A similar joint initiative by the BEF and the DSFM with respect to the professional development of teaching staff began at the Senior Years level and will continue over the next few years. The professional development of teaching staff at the Early Years level continues in partnership with the DSFM.

French as a Second Language – Immersion (FL2–I)

Sessions on the use of the curriculum implementation documents were provided to schools and school divisions on in-service days. A session on oral communication in the Senior Years facilitated by a Quebec expert was offered to the teaching staff concerned.

Updating of the common framework of FL2-I outcomes for K–12 continued under the aegis of the WNCP. As the co-ordinator of this project, the BEF compiled the data yielded by Phase 1 to produce an internal and external status report on FL2-I learning. Phase 2 of the project, which consists of the actual updating of the common framework began and will continue.

Involvement in the development of the Grade 12 standards tests continued, as did the work related to Grade 4 and Grade 8 assessment.

The *Reading and Writing in Action* document was translated and published as *Plein feux sur la lecture et l'écriture*. This document was designed to be a support document for formative evaluation of reading comprehension and writing. The document contains two vignettes that are windows into two Grade 8 learning communities. Information sessions were held to introduce the document. Another document entitled *L'oreille savante* is designed to develop listening skills in grades 3–6 students in French Immersion. This material could also be used with certain students in the *Français* schools needing special intervention in terms of their listening skills.

The advisory committee on the K–6 reading continuum in French Immersion completed its second year of work. Development of the continuum will continue for another year.

Mathematics

The revision of the Common Curriculum Framework for Grades 10–12 Mathematics was completed at the WNCP level, as was the development of the Manitoba frameworks of learning outcomes in K–9 Mathematics for FL1 and FL2–I. Voluntary implementation of the common curriculum framework has been underway in Kindergarten through Grade 8 since September 2006. Workshops were provided to support this initiative. Two mathematics committees, one for the French Immersion program and the other for the French as a First Language program, worked to develop versions of the Manitoba framework for K–8 Mathematics for their respective program. Development of the implementation documents began in the 2007/08 school year and will continue in 2008/09.

At the WNCP level, sessions to assess resources for grades 2, 5 and 8 took place in Edmonton in January and February.

Work continued on the development of curricula, support documents and distance learning material for the grades 9–12 *Mathématiques appliqués* and *Mathématiques du consommateur* courses.

The math intervention program document for grades 1–5 teachers is done. Continuing education for post-baccalaureate credit was provided to DSFM classroom and resource teachers, in partnership with the Collège universitaire de Saint-Boniface.

The joint project with the DSFM on numeracy continued for the fifth consecutive year. Teachers at the K–4 level took part in a series of continuing education sessions.

Implementation sessions on the new curricula were delivered. These sessions were offered to teachers in the FL1 and FL2-I programs. The BEF also provided a series of workshops on its numeracy project for K–8 teachers in French Immersion schools.

Two training sessions on the Grade 3 *Notions de calcul* formative assessment were provided for K–3 teachers. A revision of the key competencies in numeracy began in the fall of 2006 to bring them in line with the learning outcomes of the new WNCP common framework. This revision continued during the 2007/08 school year. A pilot project to validate the assessment tool will be run in several schools in 2008/09.

The BEF continues to work closely with the Instruction, Curriculum and Assessment Branch on the implementation of mathematics assessment in the Middle Years. Several training sessions were provided throughout the Province, and support material on mental arithmetic was developed and placed online.

A number of Grade 7 teachers in the FL1, FL2–I and English programs took part in information sessions on the assessment policy for Grade 7 Mathematics.

A sample containing a series of videos on solving equations was produced in conjunction with the Instruction, Curriculum and Assessment Branch and the Department's media services.

The BEF prepared a series of games for grades 3 and 4 as part of the project called *Les maths, c'est dans l'sac!* These games were developed in partnership with the DSFM and are available on the department website.

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of the provincial Grade 12 Mathématiques appliquées, Mathématiques du consommateur and Mathématiques pre-calcul tests. Archived provincial mathematics tests dating back to 2004 are now available online.

Science

Manitoba continued to develop new science curricula consistent with the Pan-Canadian Common Framework. Development of the Grade 12 interdisciplinary science course continued. Development work continued on the Chimie 30S, Chimie 40S, Biologie 30S, Biologie 40S and Physique 40S curricula. Drafts of each of these documents have now been completed. A number of workshops on implementation of the new K–12 curricula were provided.

In co-operation with the CUSB, the BEF undertook a professional learning project with the DSFM's Grade 9 teachers. The aim of the project is to improve science teaching and learning. Three sessions focusing on different aspects of the Grade 9 science curriculum were provided.

The BEF worked with the CUSB and the DSFM to develop a *Promosciences* project tied into the grades 6 and 10 curricula. The students and teachers involved in this project are taking part in vermicomposting-related activities.

The BEF also continued to participate in the development of the *Petites écoles en réseau* (PEER) project, which pairs students from different DSFM schools using information and communications technology. This project is aimed at the Grade 9 Science program.

Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. For the second time, a grant of a maximum of \$1,000 was offered to give students an opportunity to make connections with people working in science. Three

meetings were arranged with scientists to explore ways of facilitating ties between members of the scientific community and schools.

Social Studies

The grades 7 and 8 curriculum implementation documents for FL1 and FL2-I were published and distributed to the schools in the fall of 2007. The BEF provided sessions on the implementation of these new curricula and the new resources available to support course teaching. The 2008/09 school year will be the year of province-wide implementation of the new curricula for grades 5–9.

The BEF continues to collaborate with the consultants in the Department's English sector, university consultants and a teachers committee on the development of a new Canadian history program for Grade 11 students. The framework of the course, which is oriented around developing historical thinking, will be posted online in the summer of 2008 and will guide the development of the implementation document for FL2-I.

In March 2008, the BEF facilitated consultations with the Franco-Manitoban community on the Grade 11 Canadian history course for *Français* schools. A committee was put in place to develop the program and work began on an identity construction-based history course that includes the history of the francophone community in Manitoba. This development work will continue in the next school year.

The BEF provided professional learning sessions on the inclusion of aboriginal perspectives and citizenship education to social studies teachers. The social studies consultants participated in the programming of the citizenship symposium provided by MB4Youth in March 2008.

The BEF supported the production of various educational resources to support the implementation of the new social studies curricula. The BEF collaborated with the *Éditions de la Chenelière* publishing house on the translation and adaptation of a Grade 5 history textbook, which is now available at the Text Book Bureau under the title *Le Canada avant 1867 : peuples et récits*. The Branch also started the project proposal process for the translation and adaptation of textbooks to support the new grades 6 and 9 curricula. The BEF is collaborating with Instruction, Curriculum and Assessment Branch, the University of Manitoba and the Manitoba Museum on the creation of an educational kit on the 1919 Strike that will be distributed to high schools in the fall of 2008. The BEF and the CUSB are jointly planning a summer institute for August 2008 to support this resource.

The BEF collaborated with contract workers to develop educational kits on Aboriginals, cultural diversity in Manitoba and the cultures of Africa. These resources are now available to teachers at the DREF. The BEF also embarked on the production of a DVD on Metis history and culture in Manitoba. This DVD will be distributed to Grade 11 teachers at the start of the next school year. In partnership with the Collège universitaire de Saint-Boniface and *Radio-Canada*, the BEF distributed a DVD on the cultural diversity of the Manitoban *francophonie* to Grade 7 teachers.

The BEF worked with MB4Youth and other colleagues in the Department to develop a framework for co-ordination of citizenship education that was presented to the Deputy Minister in January 2008. The social studies consultants also worked with the Instruction, Curriculum and Assessment Branch on a variety of projects related to education for sustainable development (ex: the school grants program and planning of the fall 2008 conference). One of the social studies consultants sits on the Experiential Learning Centre steering committee, which held three consultation sessions this year. The BEF participated in the activities of the provincial network of UNESCO schools, and in the steering committee of the Bullying Awareness Video Challenge. The BEF co-ordinated and chaperoned a provincial team of Grade 11 students that took part in the national Interchange on Canadian Studies conference in Regina early in May 2008.

Information and Communication Technology (ICT)

Manitoba schools were required to start implementing the Literacy with ICT project in all K–8 curricula starting in 2006/07 and be completed by the end of 2008/09.

The Literacy with ICT developmental continuum is intended to be a framework that describes the ways in which students use information and communication technology to learn. The continuum was designed to be incorporated into all K–8 curricula.

In conjunction with the School Programs Division, the BEF planned and led training and consultation sessions with teams of teachers from every school division in Manitoba. The Literacy with ICT project continued throughout 2007/08.

To support the implementation of this project and further its development, the BEF also provided the following resources and support:

- portraits adapted to the age of the students describing the development of their ICT literacy;
- a simplified version of the continuum adapted to the age of the students to enable them to participate in the assessment activities;
- a website containing resources, including examples of learning situations, samples of student work, general information for teachers and answers to frequently asked questions on implementation;
- an online learning community with resources to support the implementation teams;
- online self-assessment checklists for teachers to help them set professional learning objectives;
- sample reports to parents;
- ongoing consultation with the implementation team in each school or school division;
- two additional “mentor training” days a year for the action research and implementation teams while the project is being implemented.

Workshops were held for FL1 and FL2–I teachers to show them how information technology can be integrated into the curricula of all the basic subject areas and to support them with the implementation of relevant projects or initiatives in their school environment.

The BEF continued the Curriculum Navigator 2 project, which will be ready for teachers in 2008/09.

Special Projects

The schools and school divisions were consulted this winter to determine whether the French Immersion curriculum policy should change in accordance with the new high school graduation requirements in Manitoba. The results of this survey and the Department’s decision were published in a special report.

Workshops related to career development were given. These workshops helped classroom and guidance teachers become familiar with the *Career Cruising* service and the *Jouer... pour de vrai* (Real Game) series. Other workshops relating to career development and graduation requirements were provided.

The following documents were published and distributed in the course of 2007/08:

- *Langue et culture espagnoles de la 9^e à la 12^e année – document de mise en œuvre;*
- *Éducation Manitoba*, a newsletter for the education community published three times a year;
- *Graduation Requirements for the French Immersion Senior Years Diploma – Summary Report 2008*
- two reports to parents on the issue of high school graduation requirements, one for the French as a First Language program and the other for the French Immersion program, were published on the Web;
- the *Coup d’œil sur l’année* newsletter (informing the education community of training opportunities offered by the BEF);

- the French version of the Manitoba Text Book Bureau Catalogue (yearly publication).

The following documents are in the process of being developed:

- The new Student Transfer Guide for the CMEC website;
- *Développement de carrière – programmes d'études 9^e à la 10^e année*: the Grade 9 implementation document will be distributed to schools by the start of the 2008/09 school year and the Grade 10 document in January 2009. The grades 11 and 12 courses will be translated in 2008/09.
- The *Preparez l'avenir* and *Focus on the Future* parent guides to graduation requirements in the FL1 and FL2–I programs respectively were revised.

The BEF will continue to participate in the following initiatives:

- The BEF is represented on the Career Development Initiative committee (formerly the Assistant Deputy Ministers Committee on Career Development). The BEF is involved on two levels: programming and activities related to the new framework developed to rationalize the efforts of three departments (Manitoba Education, Citizenship and Youth, Manitoba Advanced Education and Literacy and Manitoba Competitiveness, Training and Trade) in the area of career development. Manitoba Justice, Manitoba Family Services and Housing and the Civil Service Commission joined the group this year. The BEF co-leads the activities of the Information Management Sub-Committee. This sub-committee is responsible for informing the public, government employees and other stakeholders of career development resources and programs available in government and elsewhere. This year, the sub-committee worked on the development of a public website that should be launched this fall.
- The BEF is participating in the development of the Middle Years Initiative, a plan that promotes the various initiatives favouring the Middle Years, enhanced success of Middle Years students, and planning that emphasizes collaboration and collegiality in Middle Years schools.
- BEF is collaborating with the Canada Millennium Scholarship Foundation on the Future to Discover pilot project. In addition, BEF will be contributing to the printing of the research reports relating to the survey of 2003 graduates and the survey of attitudes and intentions of students in grades 6–12, conducted jointly with the Canadian Millennium Scholarship Program in 2004.
- Finally, the BEF is liaising between the *Français* and French Immersion schools and the Technical Vocational Education Initiative and the Manitoba Professional Learning project.

The *Coup d'œil sur l'année* website allows school personnel to register for the many workshops offered by the BEF. The online registration is supported by BEF employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community. Meetings with the schools and school divisions of northern and western Manitoba generated ideas about how to support professional learning that should result in opportunities for collaboration next year.

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by *Français* and French Immersion schools.

Sustainable Development

In co-operation with the School Programs Division, the BEF developed presentations on educating for sustainable development. These presentations were delivered to interested schools. Day-long workshops on educating for sustainable development were also provided. A second Declaration for Sustainable Living poster, this one for K–4, was developed and sent to schools. Brochures informing parents about education for sustainable development were designed in collaboration with the School Programs Division and sent to the schools. One of the brochures concerns the K–4 curriculum, and the other the grades 5–12 curriculum.

The Branch continues to incorporate the concept of sustainable development more specifically into its planning process.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper.

The Branch continues to encourage employees to use more environmentally-friendly methods of transportation such as bicycles, car pooling, public transit, walking, etc. In an effort to limit travel, most of the Branch's meetings are held at the Robert Fletcher Building. To further minimize paper use and travel, employees are strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Salaries and Employee Benefits	874.9	16.50	1,398.9	(524.0)	1
Other Expenditures	1,002.1		797.7	204.4	2
Total Sub-Appropriation	1,877.0	16.50	2,196.6	(319.6)	

1. Under expenditure is mainly due to payment of seven seconded staff budgeted in Salaries but paid to school divisions from Other Expenditures, Voluntary Reduced Work Week savings, and a position filled at a lower classification than budgeted.
2. Over expenditure is mainly due to payment of seven seconded staff budgeted in Salaries but paid to school divisions from Other Expenditures, partly offset by savings in costs for production of curriculum materials for various subjects due to a delay in development activities.

Educational Support Services

The Educational Support Services Branch is responsible for calculating grants to school divisions providing French-language instruction; projects related to the assessment program at the provincial, national and international levels; liaison with provincial, national and international partners in French education; and policy on French-language education and issues pertaining to *The Public Schools Act* as it relates to *Français* schools.

The Branch is responsible for a variety of issues, activities and services related to French-language education:

- statistics: the annual collection and analysis of data pertaining to additional expenditures and enrolment in the Français Langue première (FL1), Français langue seconde - immersion (FL2-I) and Basic French programs;
- grants: the calculation and monitoring of provincial grants to school divisions and independent schools for the FL1, FL2-I and Basic French programs;
- provincial assessment:
 - development and administration of Grade 12 standards tests in the FL1 and FL2-I programs;
 - support for schools with respect to the project to assess reading at the start of Grade 3 in the FL1 program and at the start of Grade 4 in the FL2-I program;
 - support for schools with respect to the project to assess reading comprehension and expository writing part way through Grade 8 in the FL1 and FL2-I programs;
 - support for schools with respect to the project to assess student engagement part way through Grade 7 in the FL1 and FL2-I programs; and
 - development of new assessment guidelines in close co-operation with the Implementation Unit of the Instruction, Curriculum and Assessment Branch and consultation with FL1 and FL2-I schools to evaluate the proposed thrusts.

- liaison: provision of administrative support to school divisions with respect to the teaching of French as a Second Language and promotion of the French Immersion Program and Basic French instruction;
- policy: development and implementation of policy and guidelines relating to French education in Manitoba; and
- issues pertaining to *The Public Schools Act*: examination of issues and questions pertaining to the schools legislation as it relates to French-language education.

Statistics and Grants

The Branch saw to the entry, verification and analysis of various data, and calculated the grants for the FL1, FL2–I and Basic French programs. The data on student enrolment and percentage of instruction in the French language were subsequently passed on to Statistics Canada.

The Branch carried out a number of statistical projects in response to special requests and closely collaborated with other branches in order to target mailings.

Assessment

The Branch administered pilot Grade 12 standards tests in FL2–I in April and November 2007. Official tests were also administered at the Grade 12 level in FL1 and FL2–I, and training was provided in June 2007 and January 2008 for the divisional co-ordinators responsible for local marking. The local marking of these two tests was audited in June 2007 and February 2008.

The Branch developed two new Grade 12 standards tests in FL1, and two new Grade 12 Standards tests in FL2–I.

Liaison

The Branch arranged visits in the fall of 2007 to inform administrators in the schools and school divisions of the services provided by the Bureau de l'éducation français Division and analyse their needs in French as a Second Language or French as an Additional Language instruction. In December 2007, the Branch organized a seminar to launch the publication *French Immersion in Manitoba: A Handbook for School Leaders*. The French second language advisory committee met on three occasions to provide feedback on matters related to French education. The Branch co-ordinated the meetings of the divisional co-ordinators responsible for French Immersion and participated in the meetings of the Manitoba Association of Immersion Principals.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development more specifically into its planning process.

The Branch works with the School Programs Division on the development and implementation of web-based applications for communicating and sharing information related to the assessment projects in order to maximize human and financial resources and cut down on paper use. E-mail is used for certain types of communication with the schools.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper. Employees are encouraged to place used paper, glass bottles and aluminum cans in recycling bins.

The Branch encourages employees to use more environmentally friendly means of transportation such as bicycles, car-pooling, public transit, walking, etc. In an effort to limit travel, most of the Branch's meetings are held on site. Electronic means of communication are also favoured in order to minimize travel and cut down on the use of paper.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	999.7	13.50	1,362.2	(362.5)	
Other Expenditures	635.6		381.0	254.6	
Total Sub-Appropriation	1,635.3	13.50	1,743.2	(107.9)	

Official Languages Programs and Administrative Services

The Official Languages Programs and Administrative Services Branch administers financial assistance programs under the Official Languages in Education Program (OLEP). The Branch is also responsible for the preparation, co-ordination and administration of the budget and the administrative and secretarial services for the Division.

On March 31, 2006, the governments of Manitoba and Canada entered into an agreement giving Manitoba \$48,350,000 to cover the costs associated with French-language education and French language instruction for the four-year period ending in 2008/09. This contribution makes it possible to give grants to school boards and independent schools that offer French curricula. It also enables the Province to recover a portion of the operating expenses of the Bureau de l'éducation française.

Canada's contribution is matched by an equivalent contribution from Manitoba that is used to provide substantial support to the Division scolaire franco-manitobaine (DSFM) and the Collège universitaire de Saint-Boniface (CUSB) for French-language education. In addition, the contributions from both authorities are used to support revitalization measures established to give renewed impetus to the teaching of French as a Second Language.

The agreement with Canada has also allowed Manitoba to support a range of activities by non-governmental organizations that complement the Department's curricula and expose the different aspects of French culture. It has enabled Manitoba to offer bursaries enabling students in the Province to continue their studies in French. A total of 501 post-secondary students commenced or continued university studies in French in the past year, and 138 teachers who teach in the French language upgraded their linguistic or pedagogical skills through summer courses at the CUSB or other Canadian post-secondary institutions. Canada's contribution enabled 23 school divisions and non-governmental organizations to develop and implement innovative educational and cultural programs, to broaden the application of existing programs, and to respond to specific needs in the area of French-language education in Manitoba.

The Official Languages Program and Administrative Services Branch worked with the Council of Ministers of Education, Canada to implement two national OLEP programs. In 2007/08, these Canadian Heritage-funded programs enabled Manitoba to hire 10 out-of-province and 19 Franco-Manitoban postsecondary students to work as language monitors in public schools, and to select 20-odd Manitoba students to perform the same function in other parts of Canada. In addition, 385 students from other Canadian provinces came to Manitoba to study French or English as a Second Language; and 308 Manitoba students went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

On March 31, 2007, the governments of Manitoba and Canada signed a supplementary agreement relating to a project initiated in 2005/06 to boost the enrolment of entitled students in *Français* schools. This initiative is one of a series of measures aimed at boosting enrolment from the current figure of 33% to 36% by the end of 2008/09. This new two-year agreement ending in 2007/08 enables Manitoba to combine its efforts with those of the federal government to implement strategies designed to raise awareness of the *Français* school option and promote readiness for *Français* school through such means as improving access to early childhood services.

Cultural Projects

Together with 38 Manitoba and 12 out-of-province organizations, the Branch co-ordinated 72 cultural projects involving some 22,800 students from *Français* and French Immersion schools and schools offering Basic French. A guide was developed to better prepare students and teachers for certain cultural events. The Branch also developed an activity kit for the open house, including two activity manuals, a poster and two theme songs. A guide and a newsletter were written to facilitate the coordination of cultural activities.

Cultural and Educational Agreement

The Branch participated in 20 projects for students and teachers under the Quebec–Manitoba Agreement. Ten teachers were selected for courses or practicums in Quebec. Seventeen specialists from Quebec came to Manitoba to share their expertise in pedagogy and the production of instructional materials. A Manitoba writer participated in an exchange with a writer from Quebec. In addition, six students from Manitoba were paired with six students from Quebec for a six-month exchange consisting of a three-month stay in each province.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption-reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

3 (d) Official Languages Programs and Administrative Services

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08	FTE	\$000	Over (Under)	
	\$000			\$000	
Salaries and Employee Benefits	902.3	18.00	914.3	(12.0)	
Other Expenditures	1,014.1		1,144.3	(130.2)	
Assistance	2,216.5		3,003.1	(786.6)	1
Total Sub-Appropriation	4,132.9	18.00	5,061.7	(928.8)	

1. Under expenditure is due to a change in the disbursement of payments for Special Projects and Revitalization Projects (40% in October, 40% in March and the remaining 20% in October 2008); grant payment for the French Second Language Revitalization Program budgeted in Assistance but paid from Other Expenditures, further savings due to a delay in the completion of Revitalization projects, and lower bursaries for post-secondary students due to fewer applicants, partly offset by other minor miscellaneous variances.

Library and Materials Production

The Library and Materials Production Branch (DREF) is responsible for providing instructional materials and library services to K–12 educators and education professionals in Manitoba's *Français* and French Immersion schools and to schools providing Basic French. Its clientele also includes

departmental staff; curriculum consultants; professors and student teachers at the Collège universitaire de Saint-Boniface, The University of Manitoba and The University of Winnipeg faculties of education; parents enrolled in the Home Schooling Program; and other stakeholders in the school system. The Branch also provides the services of two teacher/coordinators to rural *Français* and French Immersion schools. The production centre develops resources using new media such as videos, compact discs and DVDs to support curricula and the work of the BEF's assessment unit.

The objectives of the Branch are:

- to provide leadership and professional support in the development, selection and use of various media, including new technologies, as an integral part of the teaching or learning process;
- to provide library services and resources to education professionals to support K–12 curriculum implementation; student learning; assessment and performance; pedagogical research and professional learning; and to meet educators' needs in terms of best practices and the enrichment of school libraries;
- to select, acquire, catalogue and distribute resources for pedagogical use in response to the needs expressed by the curriculum consultants of the Curriculum Development and Implementation Branch and by the Province's schools;
- to duplicate materials from other jurisdictions for which the Branch has obtained reproduction rights for Manitoba schools;
- to promote best teaching practices, collection resources and Branch services in rural *Français* and French Immersion schools, through the teacher/co-ordinators; and
- to produce new media resources to support the curricula and the assessment unit.

Library

The main purpose of the library is to distribute to users the more than 63,000 titles in its print and non-print catalogue. Some 66,000 documents and videocassettes were loaned out over the year. The reference desk answered 2,200 requests for information and introduced a number of clients to online catalogue searches. Clients used the new online reservation service to reserve 600 resources. The Branch recorded 380,000 hits on the website and 47,000 document searches. Users had access to 540 CDs for loan and assessment purposes. The technical service recorded 5,240 acquisitions.

The Branch continued to offer the web export service to school libraries. This service enables school libraries to directly import bibliographic records from the DREF into their computer system.

Library staff participated in 23 presentations/displays in the schools and school divisions to support the introduction of new curricula. The library also provided 27 tours of its facility. Direct contact was made with some 840 educators and 160 student teachers through these activities. The Branch and its staff also attended the Manitoba Safe Schools Forum, the Special Area Group (SAG) conference, the Immersion symposium and the Immersion conference.

The reading clubs initiative to promote youth literature continued at all grade levels in the *Français* and French Immersion schools. More than 10,656 students participated in this literary activity and, thanks to the support of three community sponsors, 180 prizes were awarded during monthly draws.

To promote the Branch, staff published three lists of new acquisitions for *Français* and French Immersion schools and four lists for Basic French teachers. The staff collaborated in the publication of the newsletter *La DREF en Action*. The committee also prepared ten internal theme-based exhibitions for the library and seven external displays. A number of updates were also made to the Branch's website.

The DREF organized a training workshop in connection with the Social Studies curriculum. The workshop entitled "La découverte du Grand Nord" was presented by author Diane Groulx. Approximately 40 Grades 4–6 teachers from *Français* and French Immersion schools participated.

The staff arranged for two authors to visit through grants from the Quebec–Manitoba co-operation and exchange program. They visited 11 *Français* and French Immersion schools and gave 19 presentations to 498 students and 30 teacher librarians and teacher’s aides.

Production and Duplication Service

This service was responsible for producing 17 DVDs and 17 CDs on behalf of the Assessment Unit for the pilot and official Grade 12 tests administered in the FL1 and FL2–I programs, among other projects.

A total of 1,025 DVDs and 549 CDs were burned.

Teacher-coordinator service for rural *Français* and French Immersion schools

The two teacher/co-ordinators for rural schools planned and taught 680 courses in conjunction with teachers, using a variety of instructional resources. They also promoted support materials for the new curricula. An emphasis was placed on the integration of new technology, including CDs and access to educational websites. The teacher/coordinators visited 51 *Français* and French Immersion schools and met with 1,075 teachers. It should be noted that the statistics for the teacher/co-ordinator visiting the French Immersion schools reflect the period from September 2007 to March 2008.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. The Branch used recycled paper and printer cartridges to cut down on waste. For larger faxed mail-outs to schools, a standard, non-personalized transmission slip was used. The practice of laminating resources was reduced to a minimum. Where possible, ethanol was used to fill the vehicle driven by the teacher/co-ordinator. Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

The Branch continued to encourage employees to use more environmentally friendly methods of transportation such as bicycles, car-pooling, public transit, walking, etc. Electronic communications were encouraged to cut down on travel and the use of paper.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Salaries and Employee Benefits	484.6	11.00	547.1	(62.5)	
Other Expenditures	507.6		372.4	135.2	
Total Sub-Appropriation	992.2	11.00	919.5	72.7	

Education and School Tax Credits

Manitoba Education Property Tax Credit

The Manitoba Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic \$525 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants, and those who are entitled to an income-tested additional amount, claim the credit on their annual income tax return. The objective of the credit is to reduce the amount of education property tax paid by Manitobans with a larger reduction for those with lower incomes.

4 (a) Manitoba Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Manitoba Education Property Tax Credit	228,756.6		222,850.0	5,906.6	1
Total Sub-Appropriation	228,756.6	0.00	222,850.0	5,906.6	

1. Over expenditure relates to a legislated increase in the base education property tax credit amount from \$400 to \$525 for the 2007 tax year reflecting an adjustment for costs in January through March 2007 not included in 2006/07 funding, partly offset by a decrease in claims processed through the income tax system.

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
School Tax Assistance for Tenants and Homeowners (55+)	1,598.2		2,320.0	(721.8)	1
Total Sub-Appropriation	1,598.2	0.00	2,320.0	(721.8)	

1. Under expenditure reflects fewer claims than budgeted due to a greater than anticipated rise in the income of pensioners and those aged 55+, thus reducing entitlements to this credit; variance also reflects fewer claims for the tenant portion of Schools Tax Assistance.

Support to Schools

Schools Finance

The objectives of this branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities, which enhance the quality of education for K-12 students in Manitoba.

In June 2005, government announced that it would move to full compliance with Public Sector Accounting Board (PSAB) accounting standards by fiscal year 2007/08. Key accounting changes for school divisions included introducing amortization (depreciation) of capital assets, consolidation of the operating and capital funds for financial reporting, consolidation of controlled school generated funds into the financial statement and, in the future, quarterly reporting requirements. The FRAME (Financial Reporting and Accounting in Manitoba Education) manual was revised in July, 2007 to reflect PSAB standards as generally accepted accounting principles (GAAP) for school divisions. In October 2007, school divisions completed their first PSAB compliant financial statements for the June 30, 2007 year-end.

The Branch released the public school FRAME report for the 2005/06 financial statements and 2007/08 budget, and the September 30, 2007 Enrolment Report. The Branch also released the independent school FRAME report for the 2005/06 financial statements.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, Departmental Renewal Strategy Committee, English as an Additional Language Advisory Team, and the FRAME Committee.

The Branch provided financial analysis in the areas of public school funding for the 2008/09 school year (announced January 29, 2008) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2006/07 school year were completed.

The Public Schools Finance Board was provided with support regarding financial and administrative matters on a regular basis and at other times when required or requested, including the issuance of debentures for capital construction. In February 2005, government announced \$135 million for new capital construction for the school years 2005/06 to 2007/08. For the fiscal year ended March 31, 2008, 86 debentures were issued for a total of \$55.5 million for both new and previously approved projects.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of The Public Schools Act, regulations, and policy were met.

Sustainable Development

The Schools Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the exclusive use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has dedicated one printer to use scrap paper for printing "draft" documents, and makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also makes extensive use of alternative communication tools to reduce the amount of paper used. For example, PSAB accounting policies are communicated to school divisions via e-mail and posted on the Internet; provincial grants are paid to school divisions and independent schools through electronic funds transfer; funding calculations are e-mailed to school divisions; electronic (from a personal computer) faxing of property assessment and Education Support Levy calculations to municipalities; and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms used by school divisions, independent schools, and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08	FTE	2007/08	Over (Under)	
	\$000		\$000	\$000	
Salaries and Employee Benefits	935.4	15.50	1,004.7	(69.3)	
Other Expenditures	335.0		148.4	186.6	1
Property Assessment	2,690.3		2,690.3	0.0	
Total Sub-Appropriation	3,960.7	15.50	3,843.4	117.3	

1. *Over expenditure mainly relates to property assessments for school division land, required as part of the Summary Budgeting Initiative, approved in the 2006/07 fiscal year but not completed until the 2007/08 fiscal year.*

Education Administration Services

Administration Unit

The Administration Unit has the responsibility of maintaining an effective legislative, regulatory and policy framework for elementary and secondary education. Toward that goal, the Unit performs a departmental co-ordination role in the revision of legislation and regulations. The Branch also undertook a review of the codes of conduct and emergency response plans for all school divisions, public schools, and funded independent schools to ensure that coverage of the common elements contained within the Safe Schools Charter legislation were met. Feedback was provided to all divisions and schools so that appropriate follow-up could occur.

The Administration Unit also continues to fulfill an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to The Education Administration Act, The Public Schools Act, their supporting regulations and on the education system in general. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations which the Unit answered in writing, in person and by telephone.

The Translation Unit facilitated communication of departmental program and policy thrusts by co-ordinating the translation and proofreading of numerous documents including: curriculum documents, funding materials, Public Schools Finance Board materials, Manitoba Student Loans

materials, several websites, Future to Discover materials, School Planning Reports, Middle Years Assessment materials, Arts Education materials, Bullying Awareness materials, Community Schools materials, A Celebration of Teaching Excellence in Manitoba materials, MB4Youth materials, Education Manitoba articles, Safe Schools materials, the Manitoba Prospects tabloid, FRAME Report, Appropriate Educational Programming materials, Wuskwatim information materials, and Red River Floodway materials.

This year, 3,586 pages were translated externally. Staff of the Unit translated, researched and proofread 1,327 pages. In total, the Unit processed 4,913 pages for Manitoba Education, Citizenship and Youth, Manitoba Advanced Education and Literacy and Manitoba Competitiveness, Training and Trade.

Both the departmental lexicon (word bank) and the new localization software (SDLX) continue to be utilized, updated and enhanced in an effort to streamline the translation process and increase efficiency and productivity.

Sustainable Development

Staff in both urban and rural offices continue to meet the government's sustainable development goals through recycling opportunities, reducing the amount of paper usage, and utilizing electronic communication whenever possible. With respect to the Province's Aboriginal Procurement Initiative, the Branch where possible, will purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

To help meet the Department's goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings. As well, the Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.

Independent Education Unit

The Independent Education Unit is responsible for ensuring that students who are enrolled in funded and non-funded independent schools and students who are home schooled receive an education that is equivalent to that of students enrolled in the public school system. The Unit facilitates ongoing communication between the Department, independent schools, school divisions, Hutterian schools, and affiliated schools overseas. The Independent Education Unit also liaises with organizations such as the Manitoba Federation of Independent Schools, the Association of Christian Schools International, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface, the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools and the Manitoba Association of Schooling at Home. The Unit responds to many inquiries from parents, departmental staff, and outside agencies regarding independent education in Manitoba. In addition, the Unit staff have been involved in a number of professional learning initiatives, including making presentations to university classes on independent education and other educational topics on request, providing a two-day workshop on assessment to staff of an overseas school, presenting workshops on school governance with school board members and representatives of parent advisory councils and co-ordinating a number of professional learning sessions for independent schools. These include four two-day workshops for school teams on the new Literacy with Information and Communication Technologies Across the Curriculum initiative along with the Manitoba Federation of Independent Schools and consultants from Instruction, Curriculum, and Assessment, and a workshop on school planning for new principals in conjunction with staff from Program and Student Services. The Unit staff have also organized a two-day national conference for provincial officials on overseas schools in collaboration with staff from the International Education Unit of Manitoba Competitiveness, Training and Trade.

The Co-ordinator of the Independent Education Unit inspects a number of funded schools annually and provides services for the administration and staff in these schools. Currently, there are 60

schools that are funded or on the waiting list for funding. A website for school administrators of independent schools was created and is maintained by the Co-ordinator of the Independent Education Unit to share information and facilitate communication with the office. The Liaison Officer for Non-Funded Schools is responsible for reporting on the physical and educational status of 41 non-funded schools, as well as for liaison with and inspection of overseas school programs in China, Thailand, Turkey and Egypt where formal agreements exist with Manitoba. The Home School Liaison Officer processed *Notification of Home Schooling* forms for over 1,660 home schooled students, checked progress reports twice a year for these students, liaised with many home school families and visited home schools as appropriate.

Pupil Transportation Unit

The Pupil Transportation Unit (PTU) supports the safe, efficient, and economical operation of the pupil transportation (school bus) system. The Unit acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing and the Unit's newsletter - *The Signal*. In the area of student ridership, the Unit has assisted The Pembina Trails School Division in the development of a new concept ridership program. The new concept utilizes constructs of emergency exit doors, emergency exit windows, roof hatches and local video footage to teach and demonstrate school bus evacuation techniques and ridership safety. The Department has also made a significant financial contribution towards the development of this project. It is anticipated that the new concept ridership program, which has training modules for specific age groups, will be ready for province-wide distribution within the next school year.

As a reminder to the public and students about the importance of school bus safety, School Bus Safety Week materials were obtained and distributed to schools. This past year's theme was "Stop on Red, Kids Ahead".

The Unit trains and certifies school bus driver instructors who, in turn, instruct and certify school bus drivers at the local level. The Unit issues the School Bus Operator's Certificate to newly qualified school bus drivers and maintains a registry of all certified school bus operators in the Province.

In support of the continued operation of the provincial school bus fleet, the Unit co-ordinated the central tender purchase of new school bus vehicles on behalf of participating school divisions. The central tender purchase includes preparation of specifications for school buses, tender documents, inspection data, and defect analysis. In addition, pilot model reviews and plant audits were conducted at chassis and body manufacturing locations. All new school buses purchased through the central tender are subjected to a final acceptance inspection performed by PTU inspectors prior to delivery to the school division.

One PTU staff person is a member of the Canadian Standards Association's (CSA) D-250 Technical Committee on School Buses. The mandate of this national committee is to develop Canadian safety standards for school bus vehicles. Participating on the CSA committee ensures Manitoba's views and concerns are communicated prior to implementing new standards. In May 2007, CSA published a new school bus safety standard (D250-07) which came into effect November 1, 2007. The Technical Committee is currently developing safety standards for a multi-functional activity bus (MFAB), which is an alternative vehicle to 12-15 passenger vans. CSA anticipates launching the MFAB D-270 standards by May 2008. In addition, Transport Canada has recently announced that new school buses must now be equipped with seat anchors and tethers for child restraint systems (CRS). Government departments have agreed to allow a 10-12 year phase-in period before mandating use of CRS in school buses. The rationale is to acquire the necessary securement equipment on a phase-in basis as the fleet is replaced before imposing the use of CRS in school buses.

In order to enhance preventive maintenance initiatives, mechanics' training seminars were conducted on a range of topics and a number of service bulletins were compiled for distribution to the field along with a semi-annual *Maintenance Publication* produced by the Unit. Ongoing revisions

and updates to the *School Bus Driver's Handbook* will be reflected in future editions of the publication. Discussions were held with school division transportation officials on school bus equipment specifications. Additionally, the Unit acted as a liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues.

The Unit communicates with staff from Manitoba Public Insurance (formerly Vehicle Standards and Inspections) with regard to the annual inspection of 10% of the school bus fleet. Statistics obtained from these inspections are used to assess the effectiveness of local preventive maintenance programs.

Professional Certification and Student Records Unit

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators and principals) in Manitoba's school system. Teaching certificates were issued to 708 education graduates. In addition, 68 School Clinician certificates, 59 Special Education certificates, 16 Special Education Coordinators certificates, 63 Level 1 School Administrators and 20 Level 2 Principal Certificates were granted. Another 247 teachers from out-of-province were certified.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Student Records office maintains a comprehensive database on Senior Years students' final marks for the Province and issues official transcripts based on these records. A total of 1,297 regular high school transcripts were issued.

The Unit also co-ordinates a teacher exchange program. Twelve applications were processed and three matches were successfully arranged in Australia.

Statutory Board and Commissions

The Education Administration Services Branch co-ordinates appointments to a number of statutory and non-statutory boards and commissions, and provides for the payment of expenses incurred in the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)

In December 2002, the Minister of Education, Citizenship and Youth created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met five times this year.

Provincial Evaluation Committee

Upon request, the Provincial Evaluations Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification, and other issues with which the Unit is involved. The Committee did not meet this year.

Certificate Review Committee

The Certificate Review Committee is a statutory committee, which falls under The Education Administration Act. It hears cases in which a teacher's or clinician's credentials are referred for review by the Minister. The Minister will then make decisions with respect to continued certification. There was one hearing in 2007.

Minister's Advisory Board

The Minister's Advisory Board provides recommendations to the Minister on a variety of education issues. The Board was not required to meet this year.

Board of Reference

The Board of Reference handles matters referred to it with respect to school division and district boundaries. It deals with requests for land transfers between divisions, creation of wards within divisions and districts, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held 8 hearings during the 2007/08 fiscal year.

Statutory Responsibilities

Statutory responsibilities include The Blind and Deaf Persons' Maintenance and Education Act, The Education Administration Act, The Property Tax and Insulation Assistance Act [Part III.2], The Public Schools Act, The Public Schools Finance Board Act, The Teachers' Pension Act and The Teachers' Society Act, as per Schedule "G", Order in Council No. 418/2006.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance	Expl. No.
	\$000	FTE	\$000	Over (Under) \$000	
Salaries and Employee Benefits	1,679.2	28.50	1,733.4	(54.2)	
Other Expenditures	517.8		545.7	(27.9)	
Total Sub-Appropriation	2,197.0	28.50	2,279.1	(82.1)	

Schools Information System

The Schools Information System (SIS) provides development, consulting, and maintenance support for technology and innovation initiatives related to K-12 schools. The primary application within the Schools Information System is the Education Information System (EIS), a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Systems and Technology Services (STS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by STS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The K-12 Schools Information Management Advisory Council (SIMAC), comprised of representatives from the Manitoba Association of School Business Officials (MASBO) and the Manitoba Association of School Superintendents (MASS), collaborates with the Department regarding the effective management, use, and stewardship of education information regarding the Manitoba K-12 community.

EIS Collection has been used across the Province by schools and divisions since September, 1997. Schools and divisions report enrolment, student marks and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data and to provide information on teaching activities. To support

school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS and EIS Collection.

During 2007/08, STS enhanced the web-based applications for Middle Years Assessment and the Provincial Test Student Registration; launched the MET# Lookup web-based application; and has begun the development of the Grade Three Assessment web-based application.

In addition to the EIS, STS supports related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit, and Bureau de l'éducation française.

STS has an Information Technology Infrastructure Library (ITIL) Service Desk, which is directly linked to the EDS corporate desktop Service Desk. All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

STS continues to transfer technical responsibilities of the Branch to ICT Services Manitoba while enhancing the ICT-related business capabilities of the Branch as defined by the ICT Restructuring initiative.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. To meet the Sustainable Development Procurement Goals, information on Manitoba's Sustainable Development Procurement Guidelines has been reviewed and circulated to all staff. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings.

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Salaries and Employee Benefits	588.4	2.00	491.5	96.9	
Other Expenditures	220.9		198.6	22.3	
Total Sub-Appropriation	809.3	2.00	690.1	119.2	

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. The objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education, Citizenship and Youth and Manitoba Advanced Education and Literacy; to promote the removal of systemic barriers to Aboriginal student success; and to participate in, and ensure linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the implementation of the Aboriginal Education Action Plan and provides support and leadership to all branches and units within MECY, MAEL and MCTT on matters as they relate to Aboriginal education and training.

AED continues to work with and support the Aboriginal Education Directorate Advisory Council, which provides advice and guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people. AED continues to work with and support the Advanced Education, Training and Literacy Aboriginal Advisory Council, which provides advice and guidance and makes recommendations on matters as they relate to post-secondary education, training, literacy and employment.

Directorate staff participated in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies.

AED partners with all provincial educational institutions to make post-secondary education more inclusive and culturally relevant for Aboriginal students and to promote Aboriginal teacher education. *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit were completed and implementation is scheduled to begin in the 2008/09 school year.

AED continues to work with school divisions and other partners in the collection of Aboriginal identity data. The purpose of the data collection, which has been integrated within the Province-wide Education Information System, is to improve baseline data for policy development and planning programs for student success.

The Aboriginal Teachers' Questionnaire Report 2006 was released in March, 2008.

Aboriginal Educators Poster Series, which highlights Aboriginal educators and encourages high school students to consider teaching as a career was released to school divisions and stakeholders in March, 2008.

MECY continues to lead the Council of Ministers of Education, Canada's Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared.

AED co-ordinates 39 Building Student Success with Aboriginal Parents demonstration projects, 21 Community Schools Partnership Initiative project sites, 6 Making Education Work research project sites and 17 Class Size project sites.

MECY participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website project. MECY continues to co-chair the WNCP First Nations, Metis & Inuit Education Directors Table.

Over one hundred and twenty-three cultural and anti-racist education workshops were conducted during the 2007/08 fiscal year. These include direct service to schools, educators, post-secondary institutions, parents, government departments, and community agencies.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Metis Federation, Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders.

An Aboriginal Human Resource Strategy for MECY and MAEL was developed by AED and the Human Resource Services Branch, and is incorporated into the Civil Service Renewal Strategy. AED co-ordinates the Aboriginal Networking Group for department staff.

Directorate staff participated and collaborated in the development and effective delivery of training strategies to improve Aboriginal participation in the labour force.

AED and Adult Learning and Literacy, in collaboration with the Manitoba Education Research Network and The University of Winnipeg, coordinate the networking of the Aboriginal Adult Learning Circle.

AED participates as education lead at the Canada-Manitoba-First Nations Table (G3).

Sustainable Development

AED has co-ordinated its branch activities within sustainable development and procurement guidelines through the use of services by Aboriginal businesses in Manitoba and by the purchase and use of recycled paper and toner cartridges.

5 (d) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual 2007/08	Estimate 2007/08		Variance Over (Under)	Expl. No.
	\$000	FTE	\$000	\$000	
Salaries and Employee Benefits	533.0	10.50	619.0	(86.0)	
Other Expenditures	482.8		511.0	(28.2)	
Total Sub-Appropriation	1,015.8	10.50	1,130.0	(114.2)	

Research and Planning

Research and planning activities guide MECY policy and program development. Up until June 2007, these functions were organized at the branch level to provide support for conceptualizing, designing, undertaking and supporting effective research, planning, evaluation, and knowledge management activities. The Branch collaborated with and assisted the Deputy Minister; the School Programs, Bureau de l'éducation française, and MB4Youth divisions; the Aboriginal Education Directorate; other government branches; and external educational stakeholders.

Reorganizing the research and planning function

As of June 2007, a number of MECY operational units have had their research and planning functions strengthened by aligning staff positions with the areas of greatest need. Between these units and the Department's overall research and planning capacity, there are a number of significant research projects going forward that will drive Department policy in the future. The scope of the Department's research activities has also driven the presence of a Senior Research Advisor to oversee all Department research and planning functions working directly with the Deputy Minister's Office.

During 2007/08, Research and Planning staff have led or contributed to the following MECY activities and initiatives.

- Department planning and reporting: facilitated department-wide processes including preparing the Priorities and Strategies Overview, contributing to the Department's annual report, linking planning to budgeting and preparing for the initial annual strategic plan for internal planning purposes and public information.
- The Statistical Profile of Education and Training in Manitoba: an annual compilation of financial, enrolment and resource information about MECY.
- Annual Graduates Survey: provided MECY's official statistics on Grade 12 graduation.
- Business Continuity Planning: co-ordinated MECY response plans in accordance with a Government mandate to prepare for emergency response.

- Knowledge management: reviewed and disseminated relevant information on provincial and federal budgets and throne speeches, analysis and report on national and international statistical and research information.
- The Class Size Grant: developed and solicited applications for an expanded Class Size Grant process for 2007-2010.
- Planning in Education: supported improvement efforts through the review of school and school division plans for 2007/08, as well as reports to communities.
- Making Education Work demonstration/research project: a partnership with the Canada Millennium Scholarship Foundation. The Branch co-ordinated the project targeted at senior years Aboriginal students in six Manitoba schools with the intent of increasing graduation rates and encouraging post-secondary participation.
- Transitions research: in partnership with the Canada Millennium Scholarship Foundation and other provinces, the Branch continued work on two surveys of students' transition planning and experiences – one of Grade 6 to Grade 12 students and the other of Grade 12 students from 2003. Initial draft reports were completed. The Branch also participated in a partnership with Human Resources and Social Development Canada (HRSDC) to analyze federal data related to Manitoba.
- The Manitoba Education Research Network (MERN): provided leadership and infrastructure for a research network of education faculties, educators and department staff with purposes of both facilitating and disseminating Manitoba educational research. During 2007/08, MERN held a series of provincial research forums and other face to face events, maintained a website, produced print communications, initiated and/or participated in numerous research partnerships. Researcher profiles continue as a regular feature in *Education Manitoba*.
- The Manitoba Centre for Health Policy: provided technical support to the Centre, facilitated the data-sharing agreement and acted as a conduit for relevant Centre research.
- Council of Ministers of Education, Canada (CMEC) and related projects: provided executive support to the Minister and Deputy Minister. The role includes liaison with national research organizations such as the Canadian Education Statistics Council.

Research and Planning staff provided leadership and support for projects and initiatives related to initiatives in one or more other branches/departments.

- The Career Development Initiative
- The Aboriginal Education Action Plan and the Aboriginal Education Research Forum
- The Community Schools Partnership Initiative
- The Technical Vocational Initiative
- Diversity and Equity Action Plan
- Rural education
- Low-income strategy
- Information management
- Annual Education Information System (EIS) implementation
- Future to Discover research/demonstration project
- Sustainable Development
- Human Resource Renewal Initiative
- Annual Science, Technology, Energy and Mines research and development survey
- Career Trek

- English as an Additional Language Strategy for Aboriginal Learners project
- Community Schools Partnership Initiative

Sustainable development

Activities continue as identified in the Manitoba Education, Citizenship and Youth's Sustainable Development Procurement Action Plan. Office recycling reduces solid waste sent to landfills. Environmentally preferred products, services and providers are used in daily operations.

5 (e) Research and Planning

Expenditures by Sub-Appropriation	Actual	Estimate		Variance Over (Under)	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000		
Salaries and Employee Benefits	692.2	10.50	873.8	(181.6)	
Other Expenditures	622.7		713.4	(90.7)	
Total Sub-Appropriation	1,314.9	10.50	1,587.2	(272.3)	

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and two special revenue school districts through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating support for the costs of The Public Schools Finance Board; and to meet government's obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2007/08 school year increased by 3.3%, or \$30.3 million, to \$956.2 million from \$925.9 million for the 2006/07 school year. Funding is supported by general revenue appropriations and the Education Support Levy.

Funding to independent schools for the 2007/08 school year is projected to increase by 7.1%, or \$3.3 million, to \$49.6 million from \$46.3 million for the 2006/07 school year.

The Branch continued to work closely with the independent schools to facilitate enrolment and financial reporting consistent with the provision of funding.

General Support Grants

The objective is to reimburse school divisions for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2006 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to \$25.6 million in 2007/08 from \$24.7 million in 2006/07 due to an increase in payroll costs from 2005 to 2006.

Other Grants

The objective is to provide financial support to educational organizations.

During 2007/08, grants totalling \$3.5 million were paid to 17 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers' Retirement Allowances Fund (TRAF)

TRAF administers teachers' pensions under the Teachers' Pensions Act. The Department provides funding for the employer's share of current teacher service contributions and funds interest costs associated with the Province's borrowings to partially fund the outstanding pension liability.

5 (f) Schools Grants

5 (g) Other Grants

5 (h) Teachers' Retirement Allowances Fund

5 (i) Recoverable from Advanced Education and Literacy

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Operating Grants	829,558.0		827,295.2	2,262.8	1
General Support Grants	25,629.2		25,989.5	(360.3)	
Other Grants	3,517.7		3,465.4	52.3	
Teachers' Retirement Allowances Fund	116,957.6		115,719.1	1,238.5	
Recoverable from Advanced Education and Literacy	(180.0)		(180.0)	0.0	
Total Sub-Appropriation	975,482.5	0.00	972,289.2	3,193.3	

1. Over expenditure reflects an increase in funding for the Public Schools Finance Board (PSFB) resulting from a decision to defer use of the accumulated surplus until 2008/09 to minimize funding requirements, increase for the Frontier Operating Grant, increased volumes for Nursing Supports, and Shared Services, an unbudgeted payment to Whiteshell School District for a 2% Guarantee, Special Needs greater than anticipated due to costs for the Autism program, new funds to Winnipeg Early Years, the Kelsey School Division for the Positive Behaviour Support Initiative, and to Prairie Rose for a Technical Vocational Coordinator. Increase is partially offset by lower than anticipated funding related for the Division scolaire franco-manitobaine (DSFM) special grant, the Frontier School Division – Common Area Grants, Institutional Programs, the Kelsey Non-Resident Grant, Special Transportation, Independent Schools, and Community Schools; increase is further offset by a delay in payments to Aboriginal Resident Students, and other minor variances.

MB4Youth

The MB4Youth Division provides a range of programs and services to support youth ages 15-29, in school or in the workforce, or transitioning between school and work, with opportunities for career development, employment, training, self-employment and opportunities to develop citizenship skills and knowledge. Career development opportunities include planning resources and information related to provincial youth programming and services. The Division provides opportunities to develop citizenship skills through leadership, volunteering and community involvement. Self-employment and work in the skilled trades is encouraged through programs and services.

The following programs and services are supported under the sub-appropriation called **Division Administration**, which strives to:

- Ensure the timely and effective implementation of policy and programs;
 - Provide direction to staff in respect to departmental priorities, co-ordinate the Division's policy, program and budget issues, and facilitate inter-departmental and inter-governmental linkages;
 - Ensure the development and implementation of human resource development initiatives within the Division;
 - Support student and youth learning, training and employment within the Government of Manitoba, private businesses and community agencies;
 - Support youth citizenship, engagement and community involvement initiatives; and
 - Maintain ongoing consultation and communication with youth, educators and community leaders regarding youth issues, priorities and goals.
-
- **Aboriginal Youth Internship Program** assists Aboriginal high school students in gaining self-confidence and work experience through internships with public and private sector businesses in Manitoba. The program encourages youth to stay in school and includes cultural awareness workshops and mentorship support.
 - **Black Youth Internship Program** provides high school students who are of African-Caribbean origin with internships and work experience in public and private sector businesses in Manitoba. The program encourages youth to stay in school and includes cultural awareness workshops, mentorship support and summer jobs with host employers.
 - **Lieutenant Governor's Youth Experience Program** encourages at-risk high school students to improve their school performance, engage in the community, overcome obstacles and reach their full potential through positive reinforcement and rewards. The program is run by a volunteer board selected by the Lieutenant Governor.
 - **Youth Transition: From Work to Post-Secondary Education** encourages recent Grade 12 graduates who lack the financial resources to attend post-secondary education with a 10 – 14 month work experience with the provincial government and/or approved private sector employer. Students receive a \$3,000 bursary in addition to their salaries to continue on to post-secondary education. The program is co-ordinated in partnership with Manitoba Student Aid and includes mentorship support and informational workshops.
 - The **Manitoba Youth Job Centres** and Service Canada Centres for Youth provide students and youth in rural, urban and northern communities with local summer job placement services, job search information and techniques and career development services. The Manitoba Youth Job Centres are operated in co-operation with a community-based sponsoring committee or Service Canada. The Service Canada Centre for Youth located at 275 Portage Avenue in Winnipeg offers support to students and youth on a year-round basis.
 - **STEP Services** is a centralized registration and referral service for students and youth seeking full-time summer, part-time and co-operative education work terms with provincial

government departments, related organizations and employers participating in government employment programs. Students and youth may also be referred to employment opportunities with Urban and Hometown Green Team, CareerOptions for Students with Disabilities and the Quebec and New Brunswick Exchange programs.

- **Part-Time STEP** is an extension of STEP Services that provides part-time employment to post-secondary students during the school year.
- **CareerOptions for Students with Disabilities** provides students and youth with disabilities with an opportunity to gain new skills through full-time summer employment and part-time employment opportunities in various provincial government departments.
- **Quebec and New Brunswick Exchange programs** provide Manitoba students with the opportunity to gain career-related summer work experience, exposure to a new culture and the opportunity to improve their French language skills.
- **Volunteers in Public Service** places volunteers in short-term positions with the provincial government.
- The **MB4Youth Advisory Council** provides youth ages 15-24 who are leaders in their communities with the opportunity to provide feedback to the Minister of Education, Citizenship and Youth through the Division on issues and priorities related to youth in Manitoba. Advisory council members also participate at provincial events and in provincial committees.
- The **Manitoba Youth Town Hall Meeting with Ministers** brings together high school students from across the Province to identify priorities and potential solutions and discuss these ideas with various Cabinet Ministers. Discussions provide staff with information and ideas that could shape the design, development and implementation of programs and policies.
- The **Annual Youth Citizenship Conference** brings together youth from across the Province to increase awareness about issues and activities related to citizenship and leadership. The conference is held in different regions of the Province each year.
- **Manitoba Grants for Innovation in Citizenship Education** assists schools with developing and implementing innovative youth citizenship education projects in their school/community by providing 20 grants of \$1,000 each to schools.
- The **Youth Making a Difference website** features stories of young people who have made a positive impact in their community, province, country or on a global scale.
- MB4Youth liaises with the Speaker's Office to support an educational perspective in the **Manitoba Institute on Parliamentary Democracy** and the **Classroom in the Legislature**.
- The **Citizenship Education Seminar** provides educators with the opportunity to develop knowledge on engaging youth in community activities, hear presentations from community leaders, participate in meaningful dialogue and network with other educators.
- MB4Youth provides financial and in-kind support to various community and government sponsored events focusing on youth leadership, citizenship and community involvement.
- The **MB4Youth website** features information for youth on a wide range of issues from education and training, employment, health, recreation, culture and much more. The website connects youth to over 200 programs, services and resources available across government and contains an optional mailing list to share relevant information to youth.

- The **MB4Youth Newsletter** is distributed to schools and youth-serving agencies on a bi-annual basis. The newsletter provides youth with career development information, program and service information and upcoming youth events.

The following programs and services are supported under the sub-appropriation called **Career and Leadership Development**, which strives to:

- Provide career development resources to Manitoba students and youth to help in the transition from school to work and post-secondary education;
 - Provide post-secondary students with the opportunity to acquire learning, training and work experiences;
 - Encourage and support young people to pursue particular sectors such as the skilled trades, information technology and arts and culture; and
 - Recognize students and youth who make a difference in their communities by doing community service work.
- **CareerFocus** provides assistance to high school and post-secondary instructors to help them place students in career-related summer employment and year-round co-operative education work experiences. The program provides students with the opportunity to explore careers and establish contacts that may lead to permanent employment following graduation.
 - **Youth info.works** provides wage incentives and training supports for youth employment in the information technology sector. This program has supported opportunities with the Community Access Program Youth Initiative through partnerships with Industry Canada, Manitoba E-Association Inc. and Service Canada.
 - The **Careers in the Arts Mentorship Program** provides youth with opportunities to be mentored by representatives of arts-related careers through individual meetings with their mentor, volunteer work experience and participation in career development workshops.
 - **Manitoba Mentorships** provides post-secondary students with career-related, part-time employment during the school term by providing wage incentives to employers. Students have the opportunity to gain career-related skills and earn income to continue their studies.
 - **Youth Serves Manitoba** recognizes post-secondary students who engage in meaningful, part-time community service work. Approved students volunteer with incorporated non-profit or registered charitable organizations during the school year and receive a \$500 bursary towards their tuition or student loans. Students can apply to receive a second bursary for additional hours of community service.
 - **Youth Build** provides youth with the opportunity to work towards high school completion, develop building construction skills and make a difference in their community. Youth receive job training and pre-apprenticeship training under the supervision of a journeyperson to renovate homes in their communities. Youth Build has projects in Winnipeg and Thompson. A third project at the Agassiz Youth Centre is being developed.
 - The **Manitoba Youth Leadership Scholarships** provides Grade 12 students who engaged in meaningful leadership volunteer activities targeted at promoting healthy living with a \$500 scholarship for post-secondary education.
 - The MB4Youth Division supports a bilingual career exploration tool for use in middle schools, high schools and youth serving agencies. Career Cruising is available to schools, youth serving organizations, employment centres and adult learning and literacy centres across Manitoba. The site provides information on careers, education and planning for the future.

- The MB4Youth Division attends career symposia, career fairs and various targeted sessions to provide youth with valuable career development and career planning information that help youth plan for the future. MB4Youth staff co-ordinate and attend school and organization presentations, institutional career fairs, provincial and/or regional career fairs, Winnipeg, Brandon and Eastern Career Symposia and career fairs at Villa Rosa, Manitoba Youth Centre and Manitoba School for the Deaf.

The following programs and services are supported under the sub-appropriation called **Youth Community Partnerships**, which strives to:

- Provide employment and training opportunities to students and youth throughout Manitoba; and
 - Assist and encourage young people to pursue self-employment as a career option.
- **Partners With Youth** provides rural youth ages 18-29 who receive income assistance and/or face multiple barriers to employment an opportunity to participate in project-based training and employment initiatives that will assist them to prepare for and secure employment. Partners with Youth contracts with rural community/non-profit organizations, community-based groups, institutions and private training agencies. Services include job preparation, personal development and training skills, academic upgrading, work experience placements, job search supports and marketing to employers.
 - The **Young Entrepreneurs Program** encourages youth to consider self-employment as a career option and start their own full-time business. Approved applicants are eligible for a grant of up to \$4,000 to help pay business start-up costs and capital expenditures. Through the **Skill Development for Young Entrepreneurs Program** an additional grant of up to \$1,000 (\$1,500 for northern residents) to assist with the costs of completing a business-related training course are available. **Aboriginal Youth mean Business!** www.aymb.ca supported through the Partners for Careers program is a web-based directory of business support services available in Manitoba to assist Aboriginal youth and adults access the wealth of supports that exist to start or grow a business.
 - **Youth NOW (New Opportunities for Work)** provides at-risk youth and youth who are currently in receipt of income assistance with project-based training and employment initiatives that help them to prepare for and secure employment. Youth NOW contracts with Winnipeg non-profit organizations, community-based groups, institutions and private agencies to develop and deliver a range of training and employment interventions such as basic literacy, academic upgrading, work experience placements, employability and essential skills and job search assistance to meet participants' needs.
 - **Urban Green Team** provides youth with meaningful summer jobs in a variety of community development projects that improve neighbourhoods and build young leaders by providing grants to non-profit organizations to hire youth.
 - **Rural Economic Development Initiative Green Team** provides rural youth ages 16-24 with summer employment in provincial parks by providing salary and administrative support funding. **Hometown Green Team** is designed to create meaningful summer employment opportunities for rural youth by providing eligible sponsors with grants and encouraging a variety of community development projects that will improve neighborhoods.
 - The **After-School Arts Enrichment Program** funds arts programming for students who do not normally have access to arts programs in their communities.

Under the sub-appropriation called **Partners for Careers**, the Division strives to:

- Assist Aboriginal graduates of high school and post-secondary education to secure employment opportunities throughout the Province;

- Provide information on career development and a wide variety of community supports to students, youth and parents as they pursue various education and training pathways for themselves or their families;
 - Assist Aboriginal youth entrepreneurs in accessing resources and supports to pursue self-employment as a career option; and
 - Provide information on broader resources available, when pursuing education or employment opportunities, to support successful transitions from rural and northern communities to Winnipeg.
- **Partners for Careers** through a rural (MB Association of Friendship Centres) and urban (Staffing Solutions/CAHRD) delivery agent, provides employment services to Aboriginal job seekers throughout Manitoba - connecting First Nations, Metis and Inuit people with employers, further training and education.

Partners @510 Selkirk provides information on various programs and services in relation to employment, training, and education through the Murdo Scribe Centre at 510 Selkirk Avenue. As a referral service Partners for Careers/Partners @510 Selkirk helps Aboriginal and non-Aboriginal people navigate the wealth of programs related to employment, training, education and community supports (housing, recreation) and direct them to those services.

The *Guide to Winnipeg for Aboriginal Newcomers* is provided to Aboriginal client-serving agencies to help connect Aboriginal people and newcomers to Canada to the larger community. Information is provided on Housing, Transportation, Education, Income supports and much more.

Sustainable Development

In both daily operating and in programming, the MB4Youth Division follows sustainable development practices. From an operational perspective, the Division continues to reuse and recycle any paper, boxes and packing material. Re-manufactured toner cartridges were used in fax machines and printers and ethanol blended gasoline was purchased for Fleet vehicles when available. In addition, staff collected and recycled any recyclables from divisional events if recycling services were not available. From a programming approach, Division staff and an MB4Youth Advisory Council member participated in Manitoba Educating for Sustainable Development Working Group sessions.

Highlights of Activities Co-ordinated by the Division

- The MB4Youth Division was awarded the **2007 Dan Highway Diversity and Employment Equity Achievement Award** on behalf of The Province of Manitoba for outstanding contribution and dedication to diversity and employment equity.
- The **Citizenship Education Seminar** held in February, 2008 brought together educators from across the Province to learn strategies to engage youth in their communities and schools. Educators heard presentations from community leaders and had the opportunity to network with other educators committed to citizenship education in Manitoba.
- The **Careers in the Arts Mentorship Program** was piloted to promote arts-related careers. Each of the 25 youth were paired with a mentor working in an arts-related career who provided them with information about their occupation and highlighted opportunities in the arts. In addition, youth received relevant work experience and participated in career development workshops.

- **STEP Services**, in partnership with the Civil Service Commission, hosted information sessions on careers in the civil service and workplace safety and health for students working in summer positions with the provincial government.
- The Province of Manitoba, in partnership with Service Canada, opened the year round **Service Canada Centre for Youth** in Winnipeg. The office provides youth and students with job search training, employment referrals, career development resources, resume preparation and interview skills. Additionally, students and youth can access information about Provincial and Federal programming related to education, health, housing, training, travel and taxation.

Synopsis of Activity Levels for 2007/08

Division Administration

Aboriginal Youth Internship Program	
Students placed	29
Black Youth Internship Program	
Students placed	17
Lieutenant Governor's Youth Experience Program	
Students registered	646
Youth Transition: From Work to Post-Secondary Education	
Students employed	8
Manitoba Youth Job Centres	
Students/youth registered	1,961
Individuals assisted (job search, resumes, self-marketing skills)	18,454
Students/youth placed	970
STEP Services	
Students registered	7,273
Students placed	1,023
Part-Time STEP	
Students placed	236
CareerOptions for Students with Disabilities	
Students placed (in government)	56
Quebec Exchange	
Students placed	10
New Brunswick Exchange	
Students placed	2
Volunteers in Public Service	
Volunteers placed	9
MB4Youth Advisory Council Members	13
Youth Town Hall Meeting with Ministers & Youth Citizenship Conference	
Youth participants	100
MB Grants for Innovation in Citizenship Education	
Grants awarded	20
Teacher's Institute on Parliamentary Democracy	14
Citizenship Education Seminar	25
<u>Career and Leadership Development</u>	
CareerFocus	
Students employed	852

Youth <i>info.works</i>	
Students/youth employed	40
Careers in the Arts Mentorship Program	25
Manitoba Mentorships	
Students employed	83
Youth Serves Manitoba	
Students assisted	99
Youth Build	37
Youth Leadership Scholarships	*200
<u>Youth Community Partnerships</u>	
Partners With Youth	
Projects supported	21
Clients employed/assisted	211
Young Entrepreneurs	
Grants approved	57
Youth N.O.W.	
Projects supported	12
Clients employed/assisted	386
Urban Green Team	
Projects funded	363
Positions approved	651
Students/youth employed	714
Rural Economic Development Initiative Green Team	
Projects funded	324
Positions approved	461
Students/youth employed	767
After-School Arts Enrichment Program	
Grants approved	25
<u>Partners for Careers</u>	
Partners for Careers	
Youth placed	647
Total Students/Youth Employed or Assisted	7,108

* Projected results – program has been extended beyond fiscal year end.

6 MB4Youth

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
(a) Salaries and Employee Benefits	2,008.5	119.73	1,855.5	153.0	
(b) Other Expenditures	572.1		591.9	(19.8)	
(c) Career and Leadership Development	1,711.2		1,881.9	(170.7)	
(d) Youth Community Partnerships	5,591.6		5,835.7	(244.1)	
(e) Partners for Careers	290.5		334.0	(43.5)	
(f) Recoverable from Aboriginal and Northern Affairs	(200.0)		(200.0)	0.0	
(g) Recoverable from Urban and Rural Economic Development Initiatives	(3,958.0)		(4,162.5)	204.5	
Total Sub-Appropriation	6,015.9	119.73	6,136.5	(120.6)	

Capital Funding

Capital funding for school divisions. Additional information on capital funding may be found in The Public Schools Finance Board Annual Report.

7 Capital Funding

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Capital Grants for School Divisions	62,349.4		46,807.6	15,541.8	1
Total Sub-Appropriation	62,349.4	0.00	46,807.6	15,541.8	

1. *Over expenditure reflects costs to fully expense school division debenture issues reflecting the full principal value of debentures issued for the fiscal year in accordance with public sector accounting principles.*

Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

8 (a) Desktop Services

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Amortization Expense - Transition	117.6		117.7	(0.1)	
Enterprise Software Licenses	185.7		185.7	0.0	
Total Sub-Appropriation	303.3	0.00	303.4	(0.1)	

8 (b) Amortization Expense

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Amortization Expense	132.4		140.3	(7.9)	
Total Sub-Appropriation	132.4	0.00	140.3	(7.9)	

8 (c) Interest Expense

Expenditures by Sub-Appropriation	Actual	Estimate		Variance	Expl. No.
	2007/08 \$000	FTE	2007/08 \$000	Over (Under) \$000	
Interest Expense	11.3		19.9	(8.6)	
Total Sub-Appropriation	11.3	0.00	19.9	(8.6)	

PART B – CAPITAL INVESTMENT

Capital Investment

The Province implemented a new accounting policy for tangible capital assets in 1999/2000 based on standards issued by the Canadian Institute of Chartered Accountants. These standards require that expenditures on tangible assets be amortized over the useful life of the asset. Recognizing amortization in this way allocates the cost of capital assets to the periods of service provided and amortization is recorded as an expense in the statement of operations.

Tangible capital assets are those with a useful life extending beyond one year which are acquired, constructed or developed and held for use, not for resale. Tangible capital assets with a value less than the accepted capitalization limit will be expensed in the year of acquisition.

Education, Citizenship and Youth

Expenditures by Sub-Appropriation	Actual 2007/08 \$000	Estimate 2007/08		Variance Over (Under) \$000	Expl. No.
		FTE	\$000		
B.6 Capital Investment	328.2		395.0	(66.8)	
Total Sub-Appropriation	328.2		395.0	(66.8)	

Financial Information

Department of Education, Citizenship and Youth

**Reconciliation Statement
(\$000s)**

DETAILS	2007/08 ESTIMATES
2007/08 Main Estimates	\$1,301,718.2
Main Estimates Authority Transferred from:	
- Enabling Appropriations re:	
• General Salary Increase	11.1
• Purchase of capital asset	17.8
(amortization and interest expense)	
2007/08 Estimate	\$1,301,747.1

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
Education, Citizenship and Youth (16)					
	16-1 Administration and Finance				
42.1	(a) Minister's Salary	42.1	30.3	11.8	
	(b) Executive Support				
568.0	- Salaries and Employee Benefits	503.4	490.3	13.1	
114.6	- Other Expenditures	140.0	149.1	(9.1)	
	(c) Human Resource Services				
968.1	- Salaries and Employee Benefits	903.6	831.7	71.9	
163.1	- Other Expenditures	169.3	155.3	14.0	
	(d) Financial and Administrative Services				
868.7	- Salaries and Employee Benefits	743.3	742.7	0.6	
230.4	- Other Expenditures	208.0	187.0	21.0	
	(e) Systems and Technology Services				
908.1	- Salaries and Employee Benefits	989.5	932.4	57.1	
399.6	- Other Expenditures	385.7	404.2	(18.5)	
(570.0)	(f) Less: Recoverable from Advanced Education and Literacy	(570.0)	(570.0)	0.0	
3,692.7	Total 16-1	3,514.9	3,353.0	161.9	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
	16-2 School Programs				
	(a) Division Administration				
293.3	- Salaries and Employee Benefits	292.4	271.1	21.3	
77.2	- Other Expenditures	69.7	73.6	(3.9)	
	(b) Manitoba School for the Deaf				
3,520.9	- Salaries and Employee Benefits	3,438.7	3,299.0	139.7	
585.2	- Other Expenditures	592.3	620.5	(28.2)	
	(c) Instruction, Curriculum and Assessment				
8,360.7	- Salaries and Employee Benefits	6,592.4	6,810.5	(218.1)	
6,477.4	- Other Expenditures	7,031.3	6,562.1	469.2	
262.8	- Assistance	256.3	232.4	23.9	
	(d) Program and Student Services				
5,330.5	- Salaries and Employee Benefits	4,594.6	4,501.6	93.0	
2,463.4	- Other Expenditures	2,722.1	2,702.0	20.1	
167.8	- Assistance	164.5	97.1	67.4	1
27,539.2	Total 16-2	25,754.3	25,169.9	584.4	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
	16-3 Bureau de l'éducation française				
	(a) Division Administration				
174.1	- Salaries and Employee Benefits	171.0	163.1	7.9	
23.4	- Other Expenditures	58.7	46.1	12.6	
	(b) Curriculum Development and Implementation				
1,398.9	- Salaries and Employee Benefits	874.9	960.6	(85.7)	
797.7	- Other Expenditures	1,002.1	670.8	331.3	
	(c) Educational Support Services				
1,362.2	- Salaries and Employee Benefits	999.7	916.4	83.3	
381.0	- Other Expenditures	635.6	638.2	(2.6)	
	(d) Official Languages Programs and Administrative Services				
914.3	- Salaries and Employee Benefits	902.3	751.2	151.1	
1,144.3	- Other Expenditures	1,014.1	803.7	210.4	
3,003.1	- Assistance	2,216.5	2,517.0	(300.5)	
	(e) Library and Materials Production				
547.1	- Salaries and Employee Benefits	484.6	470.3	14.3	
372.4	- Other Expenditures	507.6	467.4	40.2	
10,118.5	Total 16-3	8,867.1	8,404.8	462.3	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
	16-4 Education and School Tax Credits				
222,850.0	(a) Manitoba Education Property Tax Credit	228,756.6	183,237.3	45,519.3	2
2,320.0	(b) School Tax Assistance for Tenants and Homeowners (55+)	1,598.2	2,170.2	(572.0)	3
225,170.0	Total 16-4	230,354.8	185,407.5	44,947.3	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
	16-5 Support to Schools				
	(a) Schools Finance				
1,004.7	- Salaries and Employee Benefits	935.4	889.2	46.2	
148.4	- Other Expenditures	335.0	180.0	155.0	4
2,690.3	- Property Assessment	2,690.3	2,594.8	95.5	
	(b) Education Administration Services				
1,733.4	- Salaries and Employee Benefits	1,679.2	1,681.0	(1.8)	
545.7	- Other Expenditures	517.8	482.0	35.8	
	(c) Schools Information System				
491.5	- Salaries and Employee Benefits	588.4	495.8	92.6	
198.6	- Other Expenditures	220.9	71.2	149.7	5
	(d) Aboriginal Education Directorate				
619.0	- Salaries and Employee Benefits	533.0	469.6	63.4	
511.0	- Other Expenditures	482.8	339.0	143.8	
	(e) Research and Planning				
873.8	- Salaries and Employee Benefits	692.2	705.2	(13.0)	
713.4	- Other Expenditures	622.7	435.1	187.6	
	(f) Schools Grants				
827,295.2	- Operating Grants	829,558.0	800,728.8	28,829.2	6
25,989.5	- General Support Grants	25,629.2	24,672.8	956.4	
3,465.4	(g) Other Grants	3,517.7	3,395.9	121.8	
115,719.1	(h) Teachers' Retirement Allowances Fund	116,957.6	126,100.9	(9,143.3)	7
(180.0)	(i) Less: Recoverable from Advanced Education and Literacy	(180.0)	(180.0)	0.0	
981,819.0	Total 16-5	984,780.2	963,061.3	21,718.9	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
	16-6 MB4Youth				
1,855.5	(a) Salaries and Employee Benefits	2,008.5	1,830.9	177.6	
591.9	(b) Other Expenditures	572.1	530.9	41.2	
1,881.9	(c) Career and Leadership Development	1,711.2	1,209.0	502.2	8
5,835.7	(d) Youth Community Partnerships	5,591.6	5,624.0	(32.4)	
334.0	(e) Partners for Careers	290.5	294.9	(4.4)	
(200.0)	(f) Less: Recoverable from Aboriginal and Northern Affairs	(200.0)	(200.0)	0.0	
(4,162.5)	(g) Less: Recoverable from Urban and Rural Economic Development Initiatives	(3,958.0)	(3,972.4)	14.4	
6,136.5	Total 16-6	6,015.9	5,317.3	698.6	

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
46,807.6	16-7 Capital Funding	62,349.5	75,192.2	(12,842.7)	9
46,807.6	Total 16-7	62,349.5	75,192.2	(12,842.7)	

Manitoba Education, Citizenship and Youth

Expenditure Summary

For the fiscal year ended March 31, 2008, with comparative figures for the previous fiscal year (\$000s)

Estimate 2007/08	Appropriation	Actual 2007/08	Actual 2006/07	Increase (Decrease)	Explanation Number
	16-8	Costs Related to Capital Assets			
	(a)	Desktop services			
117.7	-	Amortization Expense - Transition			
185.7	-	Enterprise Software Licenses			
140.3	(b)	Amortization Expense			
19.9	(c)	Interest Expense			
463.6	Total 16-8		447.0	444.7	2.3
1,301,747.1	Total - Education, Citizenship and Youth		1,322,083.7	1,266,350.7	55,733.0

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. Increased expenditure is mainly due to new grant payments in 2007/08 to the Manitoba Association of School Trustees, and to Youth Speak (formerly Teen Touch) and Teen Talk.
2. Increased expenditure relates to an approved increase in the base property tax credit amount from \$400 to \$525 for the 2007 tax year, and an adjustment made in 2007/08 for claims processed through the income tax system (ITS) in January through March 2007, partially offset by a prior-year adjustment.
3. Decreased expenditure reflects a greater than anticipated rise in the average income of pensioners and those aged 55+, thus reducing entitlements to this credit, and a reduction in the requirement for the Tenant portion of Schools Tax Assistance due to fewer claims in 2007/08.
4. Increased expenditure mainly relates to property assessments for school division land, required as a part of the approved Summary Budgeting Initiative of 2006/07, but not completed until the 2007/08 fiscal year, partly offset by a one-time grant payment in 2006/07 for Building Student Success with Aboriginal Parents.
5. Increased expenditure reflects increased costs for software and hardware maintenance agreements in 2007/08 and other minor variances.
6. Increase mainly reflects the increase included in the 2007/08 funding of schools announcement, increased funding for Independent Schools due to an increase in rates; new grants for: Brandon-Middle Years and Occupancy, Kelsey School Division, Winnipeg Early Years, Prairie Rose Coordinator, Louis Riel War Affected Students and a New Schools Grant. Variance also reflects increased funding to the following existing programs: Community Pilot Projects, Frontier School Division Common Area Grants, Technology Demonstration Projects, the Winnipeg Technical College, Frontier – Operating Grant, Institutional Programs, Nursing Supports, Red River Valley Vocational Coordinator and Special Needs. Increase is partly offset by greater funding in 2006/07 for Making Education Work, the completion of the Swan River Pipeline Grant, a decrease in 2007/08 for the Division scolaire franco-manitobaine (DSFM) special grant and for Special Revenue to Whiteshell School Division.
7. Decreased expenditure relates to the change in funding for the Teachers' Retirement Allowances Fund (TRAF). In 2006/07 funding to TRAF related to the Province's contribution of actual pension payments made to retired teachers. In 2007/08, the Province's funding covered the employer's share of current service contributions and interest costs associated with the Province's outstanding liability for TRAF.
8. Increased expenditure reflects increased activity in 2007/08 for: Careerfocus, Youth Build, Career Development, and Leadership Scholarships.

**Manitoba Education, Citizenship and Youth
Expenditure Summary**

For the fiscal year ended March 31, 2008 with comparative figures for the previous fiscal year (\$000s)

9. Decreased expenditure relates to an accounting change in 2007/08 for Debenture Debt Servicing Requirements, as the face value of debentures issued were recorded as capital grants to school divisions to fiscal year end 2006/07. This accounting treatment stopped in 2007/08, and actual principal repayments on debenture debt will now be recorded. Decreased expenditure is partly offset by Other Capital Grants paid earlier in 2007/08.

**Manitoba Education, Citizenship and Youth
Revenue Summary**

For the fiscal year ended March 31, 2008 with comparative figures for the previous fiscal year (\$000s)

Actual 2006/07	Actual 2007/08	Increase (Decrease)	Source	Actual 2007/08	Estimate 2007/08	Variance	Expl. No.
TAXATION							
0.0	0.0	0.0	Total	0.0	0.0	0.0	
OTHER REVENUE							
572.8	681.0	108.2	Fees	681.0	627.4	53.6	1
323.0	324.3	1.3	Sundry	324.3	325.6	(1.3)	
895.8	1,005.3	109.5	Total	1,005.3	953.0	52.3	
GOVERNMENT OF CANADA							
1,100.8	1,005.2	(95.6)	Canada Millennium Scholarship Foundation Pilot Project	1,005.2	1,242.2	(237.0)	2
89.8	89.8	0.0	Labour Market Agreements for People with Disabilities	89.8	100.0	(10.2)	
10,925.2	10,297.1	(628.1)	Minority Languages Education and Second Language Instruction	10,297.1	11,170.3	(873.2)	3
12,115.8	11,392.1	(723.7)	Total	11,392.1	12,512.5	(1,120.4)	
13,011.6	12,397.4	(614.2)	Total – Education, Citizenship and Youth	12,397.4	13,465.5	(1,068.1)	

**Manitoba Education, Citizenship and Youth
Revenue Summary**

For the fiscal year ended March 31, 2008 with comparative figures for the previous fiscal year (\$000s)

Explanation Number:

1. **Fees:** \$ 108.2 over 2006/07 Actual

Increase relates to School Registration Fees due to the renegotiation of a memorandum of understanding in 2007/08 for overseas schools offering Manitoba curriculum to students and due to the addition of three overseas schools. Increase also relates to the Independent Study Option reflecting the addition of new courses in 2007/08.

2. **Canada Millennium Scholarship Foundation Pilot Projects:** \$ 95.6 under 2006/07 Actual
\$ 237.0 under 2007/08 Estimate

Decrease relates to a decrease in program activity in the Future to Discover and Making Education Work pilot projects.

Decrease relates to a decrease in program activity in the Future to Discover Project , which resulted in reductions in both the operating expenditures and salary requirements for the project; decrease also relates to the Making Education Work Pilot Project resulting from a delay in project expenditures expected to be incurred in future years.

3. **Minority Language Education and Second Language Instruction:** \$ 628.1 under 2006/07 Actual
\$ 873.2 under 2007/08 Estimate

Decrease mainly relates to Special Projects due to a deferral of a portion of revenue (30%) in 2007/08 to match funding with the appropriate school year (no deferral was established in 2006/07); decrease also relates to the Division scolaire franco-manitobaine due to a reduction in funding for Complementary Projects in 2007/08.

Decrease mainly relates to Special Projects due to a deferral of a portion of revenue (30%) to match funding with the appropriate school year, lower than anticipated federal funding for the Division scolaire franco-manitobaine related to Complementary Projects, and a deferral of revenue for TFO (Ontario's French Educational Channel) due to delays in project implementation.

Manitoba Education, Citizenship and Youth
Five Year Expenditure and Staffing Summary by Main Appropriation

For the fiscal years ended March 31, 2003 to March 31, 2008

Main Appropriation	2003/04		2004/05		2005/06		2006/07		2007/08	
	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000	FTE	\$000
16-1 Administration and Finance	52.00	4,673.5	49.00	4,746.2	40.50	3,340.6	39.50	3,353.0	40.50	3,514.9
16-2 School Programs	273.39	24,794.3	264.39	24,237.6	257.39	24,572.6	257.39	25,169.9	257.39	25,754.3
16-3 Bureau de l'éducation française	68.00	8,081.0	63.00	7,791.9	61.00	8,572.5	61.00	8,404.8	61.00	8,867.1
16-4 Education and School Tax Credits		180,602.8		187,969.2		183,518.3		185,407.5		230,354.8
16-5 Support to Schools	66.00	837,914.7	68.00	844,123.3	62.50	907,322.9	64.50	963,061.3	64.50	984,780.2
16-6 MB4Youth	120.73	5,273.1	118.73	5,168.8	118.73	5,138.5	118.73	5,317.3	119.73	6,015.9
Sub-total	580.12	1,061,339.4	563.12	1,074,037.0	540.12	1,132,465.4	541.12	1,190,713.8	543.12	1,259,287.2
16-7 Capital Funding		28,057.6		54,594.2		44,967.8		75,192.2		62,349.5
16-8 Costs Related to Capital Assets		510.2		503.6		463.2		444.7		447.0
Total - Education, Citizenship and Youth	580.12	1,089,907.2	563.12	1,129,134.8	540.12	1,177,896.4	541.12	1,266,350.7	543.12	1,322,083.7

* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.

Performance Reporting

The following section provides information on key performance measures for the department for the 2007-08 reporting year. This is the third year in which all Government of Manitoba departments have included a Performance Measurement section, in a standardized format, in their Annual Reports.

Performance indicators in departmental Annual Reports are intended to complement financial results and provide Manitobans with meaningful and useful information about government activities, and their impact on the province and its citizens.

For more information on performance reporting and the Manitoba government, visit www.manitoba.ca/performance.

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca.

What is being measured and using what indicator?(A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2007/2008 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
1. <u>Overall student learning</u> , by measuring the high school graduation rate, which shows the percentage of high school students that complete Grade 12. ¹	Graduation rate is the most common indicator associated with school system success. It represents completion of schooling.	For the school year ending June 2001, the graduation rate was 72.4% (public and funded independent schools). Additionally, 639 adult learners obtained high school or mature student diplomas.	For the school year ending June 2007, the graduation rate was 76.6% (public and funded independent schools). Additionally, 1,260 adult learners obtained high school or mature student diplomas.	This measurement has been generally trending upward in recent years.	MECY is focusing efforts on groups that struggle to graduate, especially students from lower socioeconomic status communities.
2. <u>Student learning as reported in national and international assessments</u> , by measuring results from the Pan-Canadian Assessment Program (PCAP) - PCAP was preceded by the School Achievement Indicators	MECY participates in national and international assessments in order to compare Manitoba performance to other jurisdictions.	1998 SAIP, 13-year-olds, Reading (major domain): Manitoba ranked 10 th with 73.3% of Manitoba students (both languages) reaching the 'expected' level compared to 78.0% for Canada (both languages).	2007 PCAP, 13-year-olds, Reading (major domain): Manitoba ranked 6 th with 85% of Manitoba students (both languages) reaching the 'expected' level compared to 88% for Canada (both languages).	General trend is stable with Manitoba students scoring near the middle of Canadian jurisdictions in national and international assessments, while both Canada and Manitoba perform above average in international comparisons.	MECY is working with school divisions and stakeholders to better interpret and use assessment data to inform instruction.

¹ The Manitoba high school graduation rate is calculated using the same methodology as Nova Scotia and Ontario (Grade 12 graduates divided by Grade 9 enrolment four years previous). While some provinces employ the same methodology but use Grade 8 or Grade 10 previous enrolment, the remaining provinces use a rate calculation methodology similar to Manitoba that divides the number of graduates by either Grade 12 enrolment in the same academic year or by the population of an age specific group.

Note: Consistent with how the majority of provinces report a high school graduation rate, adult learners have been removed from the calculation.

What is being measured and using what indicator?(A)	Why is it important to measure this? (B)	Where are we starting from (baseline measurements)? (C)	What is the 2007/2008 result (current year) or most recent available data? (D)	What is the trend over time? (E)	Comments/ Recent Actions/Report Links (F)
Program (SAIP) – and the Programme for International Student Assessment (PISA).		2003 PISA, 15-year-olds, Science (minor domain meaning fewer students, less content coverage, less analysis than if it was a major domain): Canada ranked 11 th among the 40 countries participating and Manitoba (both languages) ranked 6 th in Canada.	2006 PISA, 15-year-olds, Science (major domain): Canada (both languages) ranked 3 rd overall among the 57 participating countries, and Manitoba (both languages) ranked 6 th in Canada.		
3. <u>Successful preparation for skilled employment</u> , by measuring the enrolment numbers in technical-vocational and college programs (skilled employment training).	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in skilled work training is an important measure of the effectiveness of the basic education system.	1999/00 College enrolment Full time 10,452 Part time <u>597</u> Total 11,049 1999/00 senior years apprenticeship option enrolment – 134 students	2006/07 College enrolment ² Full-time 13,251 Part-time <u>1,961</u> Total 15,212 2007/08 senior years apprenticeship option enrolment – 700 students	College enrolment increased between 1999/2000 to 2006/07 with a one year increase of 3.4% from 2005/06 to 2006/07 (3.2% FT and 5.0% PT). Enrolment in the Senior Years Apprenticeship Option over past four years increased 422%. Technical-vocational education in the past three years has seen enrolment increases of 22% in Heavy Industrial (includes a range of vocational programs) courses from 2003/04 to 2006/07 with a one-year increase of 7.5%.	Growing public awareness of career opportunities and more seamless access to relevant training should continue this trend in technical-vocational participation. Dedicated staffing at the Apprenticeship Branch was increased. The Technical Vocational Initiative will continue to promote trade career awareness, ensure curriculum currency and relevance, and develop seamless accessibility pathways.

<i>What is being measured and using what indicator?(A)</i>	<i>Why is it important to measure this? (B)</i>	<i>Where are we starting from (baseline measurements)? (C)</i>	<i>What is the 2007/2008 result (current year) or most recent available data? (D)</i>	<i>What is the trend over time? (E)</i>	<i>Comments/ Recent Actions/Report Links (F)</i>
4. <u>Successful preparation for university education</u> , by measuring the pattern of sequential entry into Manitoba universities. among current graduates of Manitoba high schools.	Recognizing the need for higher learning in a global, knowledge-based economy, enrolment in universities is an important measure of the effectiveness of the basic education system.	In 2001, 4,041 or 34.0% of all Manitoba high school graduates entered a Manitoba university that same year.	In 2007, 4,471, or 35.8%, of all Manitoba high school graduates entered a Manitoba university that same year.	The six-year pattern shows an increasing trend.	Manitoba's effort to increase post-secondary participation at all levels is showing success.

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The Act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the Act may be: contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The Act is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the Act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the Act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine if action is required under the Act, and must be reported in a department's annual report in accordance with Section 18 of the Act.

The following is a summary of disclosures received by Manitoba Education, Citizenship and Youth and Manitoba Text Book Bureau for fiscal year 2007 – 2008:

<p align="center">Information Required Annually (per Section 18 of The Act)</p>	<p align="center">Fiscal Year 2007 – 2008 *</p>
<p>The number of disclosures received, and the number acted on and not acted on. <i>Subsection 18(2)(a)</i></p>	<p>_1_ disclosure(s) (was/were) received. <i>(Note – must include disclosures transferred from another department.)</i></p> <p>_0_ disclosure(s) (was/were) acted on.</p>
<p>The number of investigations commenced as a result of a disclosure. <i>Subsection 18(2)(b)</i></p>	<p>NIL</p> <ul style="list-style-type: none"> ▪ <i>“There was no investigation required, as the subject matter of the disclosure did not fall within the scope of the Act”</i>
<p>In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. <i>Subsection 18(2)(c)</i></p>	<p>NIL</p>

Appendices

Table 1
Student Enrollment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	199,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	202,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	189,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	188,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	186,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	184,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	182,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	181,446

These figures are compiled on the 30th of September each year.

Source: 1980 to 1999 - Enrolment and Transported Pupils Report.
2000 to 2007 - Enrolment Report.

Table 2

Statistics on all French-language programs or courses in Manitoba, public schools only, Comparative figures for 2006-2007 and 2007-2008 school years (p)				
--- FRENCH-LANGUAGE PROGRAMS / COURSES ---				
	SCHOOL YEAR	FRANÇAIS	IMMERSION	BASIC FRENCH, INTENSIVE FRENCH and EARLY START FRENCH
Divisions/ Districts	2007-2008 _p 2006-2007 Variance	5 5 -	21 21 -	36 36 -
Schools	2007-2008 _p 2006-2007 Variance	29 28 1	98 97 1	436 444 (8)
Students	2007-2008 _p 2006-2007 Variance	5,378 5,338 40	18,211 17,871 340	65,534 67,591 (2,057)
Grants	2007-2008 _p 2006-2007 Variance	\$1,371,198 \$1,371,411 (\$213)	\$4,150,317 \$4,051,422 \$98, 895	\$465,659 \$478,241 (\$12 582)
(p) indicates preliminary data				

Table 3
School Divisions' Comparative Statement
Of Operating Fund Revenues and Expenditures

Revenues	Actual 2006/07	Budget 2007/08
Provincial Government	1,016,457,941	1,045,029,259
Federal Government	994,714	411,587
Municipal Government	521,826,288	535,693,224
Other School Divisions	9,984,984	8,960,746
First Nations	57,138,754	60,113,052
Private Organizations and Individuals	17,904,188	14,743,988
Other Revenue	8,867,309	4,793,331
Total	1,633,174,178	1,669,745,187
Expenditures		
Regular Instruction	910,472,462	937,069,734
Exceptional	274,217,829	291,166,326
Adult Learning Centres	7,287,788	5,953,061
Community Education and Services	14,715,843	13,449,722
Administration	55,474,950	57,771,562
Instructional and Pupil Support Services	56,855,946	60,197,434
Transportation of Pupils	63,646,603	67,937,382
Operations and Maintenance	191,445,646	196,618,422
Fiscal	28,654,865	29,089,578
Total	1,602,771,932	1,659,253,221
Surplus/(Deficit)	30,402,246	10,491,966
Less: Net transfers to Capital Fund	40,197,705	14,436,094
Add: Transfer from Special Purpose Fund	7,537	0
Net Surplus/(Deficit)	(9,787,922)	(3,944,128)

Source: FRAME Financial Statements – 2006/07
FRAME Budgets – 2007/08